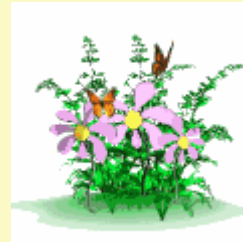


The Ohio State University
School of Educational Policy and Leadership



EP
865



EP 865

CURRICULUM THEORY

Professor Beverly M. Gordon

Offered: Spring Quarter

139 Ramseyer Hall

Phone: 688-4259/Sec: 688-5590

Email: gordon.3@osu.edu

Home Page: <http://ehc.osu.edu/people/bgordon>

This course is an introduction to curriculum theorizing. It presupposes at least one other course in curriculum. The course is designed primarily to initiate a dialogue on the nature of curriculum theory. We will discuss some of the major contemporary curriculum theorists and their ideas, modes of discourse, the paradigms and the issues that surround the central question of the curriculum field: "what shall we teach?"

Among the topics to be considered are current issues in curriculum theorizing and the problems associated with them, the relationship between theory and practice in curriculum, investigating alternatives to the dominate curriculum discourse and the implications of theorizing for schools and society.

The course is organized around a seminar format. Thus, students are expected to participate in ongoing debate, analysis and discussions of current issues.

The objectives of the course are:

- To initiate a dialogue on the nature of curriculum theorizing and the state of the field. Such dialogue will be informed by reading selections of scholarship on theory, critique and pedagogical practices.
- To critique ideological, historical and theoretical assumptions.
- To suggest the practical consequences for research and pedagogy.

Required Texts:

Readings are subject to change

Apple, Michael (1996). Cultural Politics & Education. New York : Teachers College Press

Dorfman, Ariel. (1983). The empire's old clothes. What the Lone Ranger, Babar, and other innocent heroes do to our minds. New York : Penguin Books.

Hinchey, Patricia H. (1998). Finding Freedom in the classroom. A practical introduction to critical theory . New York : Peter Lang

McLaren, Peter. (1998). Life in Schools. An Introduction to Critical Pedagogy in the Foundations of Education .

Radical Teacher. (1990). Mississippi Freedom Schools. Issue 40. Cambridge , MA . Located in reading packet.

Thandeka. (2000). Learning to be White . New York : Continuum Publishing Group. Inc.

Warner, Sylvia Ashton. (1963/1986). Teacher. New York : Simon & Schuster.

Wink, Joan. (1997). Critical Pedagogy. Notes from the Real World. White Plains : Longman

Course Requirements and Evaluation

I PARTICIPATION/ATTENDANCE -- active engagement in weekly discussions

II Production and dissemination of [at least 15] weekly reading

points/bullets. These can be in the form of comments, questions, agreements, disagreements, etc. If there is more than one reading assigned, there is a minimum of 10 bullets per reading.

III. Extrapolation on Curriculum Theorizing - From the readings and your reflections, provide a written statement on the nature of curriculum theorizing to be presented in class.

Course Evaluation:

Participation	40%
Weekly bullets	40%
Statement	20%
Total	100%

Course Outline

March 29 Session 1: Introduction of course and explanation of requirements.
Dissemination of syllabus

April 5 Session 2: Dorfman, A. The Empire's Old Clothes

April 12 Session 3: AERA

April 19 Session 4: Hinchey, P. Finding Freedom in the classroom

April 26 Session 5:

Radical Teacher. Mississippi Freedom Schools.

Warner, S. (1986). Teacher.

May 3 Session 6: Thandeka. (2000). Learning to be White.

May 10 Session 7: McLaren, P. (1998). Life in Schools.

May 17 Session 8: Wink, Joan (1997). Critical Pedagogy.

May 24 Session 9: Apple, M. Cultural Politics and Education

May 31 Session 10: Summation- Curriculum Theorizing