Course Description

This course examines the content and ideology of school curriculum, both past and present, within the Canadian context and beyond. The course also includes analyses of political and economic influences on curriculum, materials development, and related discourses.

Texts & Readings

Required Books:


Other Required Readings (Additional readings may be assigned throughout the term):


**Course Requirements**

To successfully complete this course, students will be expected to do the following:

**Attendance/Participation.** Everyone is expected to attend class each week, in prompt fashion; actively participate in discussions, complete in-class activities and assignments as requested, and act in collegial collaboration with others. In addition, students are expected to provide leadership for some portions of the seminar. The success of this class depends upon each individual's preparation and input. (20% of course grade.)

**Weekly “one-pagers.”** Almost every week, students will be expected to prepare a maximum one page, typed analytic response to the assigned readings (**one-pagers are not summaries**). Use the one-pagers as an opportunity to further develop your understanding of the readings through analysis and synthesis of concepts, ideas, and perspectives encountered in course readings. Think about questions such as: “What uses can I make of this work?” or “What else might be said on the subject?” or “What is particularly interesting or difficult?” “What moves does the author make in the construction of his or her argument?” rather than “Is the author right or wrong?” or “What are the strengths or weaknesses of this position?” In other words, take a position or perspective on the reading(s) and develop that position throughout the one-page format. I encourage you to read “How to Write an Argument,” which can be found on the course blog ([http://blogs.ubc.ca/ewayne/how-to-write-an-](http://blogs.ubc.ca/ewayne/how-to-write-an-))
argument/). Also, read the blog and links on “Writing a Book or Article Critique” (http://blogs.ubc.ca/ewayne/writing-a-book-critique). Give your paper a substantive title and limit it to one page, no cover sheet. For the first class meeting, please bring written definitions (in your own words) of the terms curriculum and ideology. Please submit one-pagers via email, but also have a copy available for use in class. (30% of course grade)

Seminar Paper. The aim of this paper-project is for you to produce a piece of scholarly writing that contributes to the ongoing conversation within this course—that is your essay should communicate what you have to say about the texts and issues discussed across the term. In writing this essay, you will need to consider: What is your project? How does that project respond to the texts explored in this course? How does your project bring forward, advance, or “rewrite” these texts, ideas? Students will produce a draft of this paper and participate in a writing workshop prior to the final due date. The presentation will be “conference style” with a 10-minute limit. (Essay + Workshop + Presentation = 50% of course grade)

Course Policies

Written Assignments: All papers submitted for the course should be typed; have a substantive title and page numbers. Use the Publication Manual of the American Psychological Association (6th Edition) as the style guide for all papers (see the course blog for links to APA style guidelines, http://blogs.ubc.ca/ewayne/). Please use 12-point font with 1 inch, “ragged right” margins for all written assignments. Please submit assignments via email in Microsoft Word (or NeoOffice).

Late Work: Late work will be accepted at my discretion. If you are unable to meet a deadline, you should discuss the situation with me as soon as possible prior to the due date.

Instructional Modifications: Students with disabilities, who need reasonable modifications to complete assignments successfully and otherwise satisfy course criteria, are encouraged to meet with the instructor as early in the course as possible to identify and plan specific accommodations.

Technology Expectations: All assignments are to be word-processed unless otherwise noted by the instructor. Continuing and regular use of e-mail is expected, as is regular use of the internet as a curricular and instructional resource for this course, this particularly applies to using the course blog. Communication via email with the instructor is recommended.
EDCP Grading Guidelines (Adopted July 2008)

A level - Good to Excellent Work
A+ (90-100%) A very high level of quality throughout every aspect of the work. It shows the individual (or group) has gone well beyond what has been provided and has extended the usual ways of thinking and/or performing. Outstanding comprehension of subject matter and use of existing literature and research. Consistently integrates critical and creative perspectives in relation to the subject material. The work shows a very high degree of engagement with the topic.

A (85-89%) Generally a high quality throughout the work. No problems of any significance, and evidence of attention given to each and every detail. Very good comprehension of subject and use of existing literature and research. For the most part, integrates critical and creative perspectives in relation to the subject material. Shows a high degree of engagement with the topic.

A- (80-84%) Generally a good quality throughout the work. A few problems of minor significance. Good comprehension of subject matter and use of existing literature and research. For the most part, integrates critical and creative perspectives in relation to the subject material. Shows a high degree of engagement with the topic.

B level - Adequate Work
B+ (76-79%) Some aspects of good quality to the work. Some problems of minor significance. There are examples of integrating critical and creative perspectives in relation to the subject material. A degree of engagement with the topic.

B (72-75%) Adequate quality. A number of problems of some significance. Difficulty evident in the comprehension of the subject material and use of existing literature and research. Only a few examples of integrating critical and creative perspectives in relation to the subject material. Some engagement with the topic.

B- (68-71%) Barely adequate work at the graduate level.

NOTE: For UBC’s Faculty of Graduate Studies (FOGS), a final mark below 68% for Doctoral students and below 60% for Masters students is the equivalent of a Failing mark.

C & D level - Seriously Flawed Work
C (55-67%) Serious flaws in understanding of the subject material. Minimal integration of critical and creative perspectives in relation to the subject material. Inadequate engagement with the topic. Inadequate work at the graduate level.

D level
D (50-54%)

F level - Failing Work
F (0-49%)
# Marking Guide For Class Work and Written Assignments

<table>
<thead>
<tr>
<th>Component</th>
<th>A+ —&gt; A</th>
<th>A- —&gt; B+</th>
<th>B</th>
<th>C or less</th>
</tr>
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<tbody>
<tr>
<td><strong>Level of thought</strong></td>
<td>Reflective (considers alternatives, how lessons learned might influence future actions), thoughtful, integrates course readings with personal</td>
<td>Analytic (attempts to make sense of incidents described or patterns observed), thoughtful.</td>
<td>Descriptive (tells what is going on).</td>
<td>Confused (omits or illogically connects ideas), little evidence given.</td>
</tr>
<tr>
<td></td>
<td><strong>Excellent, exemplary work that has pushed you to a new level of understanding</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Expression</strong></td>
<td>Clear, focused, complex, well-organized, precise, rich, distinctive or creative, well written/produced</td>
<td>Clear, focused, logical, and acceptable.</td>
<td>Acceptable but vague, disorderly or confusing.</td>
<td>Simplistic, disorganized, poorly developed, and/or lacks coherence.</td>
</tr>
<tr>
<td></td>
<td><strong>Well supported with examples and/or connections to previous experiences or</strong></td>
<td>Mostly well supported</td>
<td>Adequately supported</td>
<td>Sketchy or weak support</td>
</tr>
<tr>
<td><strong>Evidence</strong></td>
<td>Meets deadline.</td>
<td>Meets deadline.</td>
<td>Word processed</td>
<td>Word processed</td>
</tr>
<tr>
<td></td>
<td><strong>Word processed</strong></td>
<td>Word processed</td>
<td>Some mechanical errors</td>
<td>Mechanical errors are noticeable relative to complexity and detract from the</td>
</tr>
<tr>
<td></td>
<td><strong>Free of mechanical errors.</strong></td>
<td>Minimal mechanical errors</td>
<td></td>
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Marking Guide for Class Attendance, Participation & Leadership

<table>
<thead>
<tr>
<th>A+ →→ A</th>
<th>A- →→ B+</th>
<th>B →→ B-</th>
<th>C or less</th>
</tr>
</thead>
<tbody>
<tr>
<td>Comes to class prepared, having read and thought about the material (brings questions or worthwhile additions to the conversation from the reader's log), having spent considerable time with the written and reflective work</td>
<td>Comes to class prepared, having read, written and thought about the material</td>
<td>Comes to class generally prepared, having read and thought about the material</td>
<td>Comes to class with some of the assignments prepared or is not prepared</td>
</tr>
<tr>
<td>Participates with enthusiasm, listening to others and helping to advance the understanding of the large or small group with interesting comments, examples, and insights</td>
<td>Participates with interest in large and small group activities, listens to others, asks and responds to questions</td>
<td>Participates with interest, talks occasionally or dominates the conversation without consideration of others, asks few questions</td>
<td>Reticent to participate or does not enter into collaborative, group activities, asks no questions</td>
</tr>
</tbody>
</table>
**Course Schedule**

January 8

**Introductions/Course Overview**  
**Reading:** Course syllabus  
Writing a book or article critique  
How to write an argument  

January 15

**What is Curriculum? [No Class Meeting]**  
**Readings:**  
McKernan, “The curriculum and its ideological conceptions”  
Schubert, “Categories of curriculum thought”  
Teitelbaum, “Curriculum”  
**Assignment:** One-pager #1

January 22

**What is Ideology?**  
**Readings:** Freeden, *Ideology*  
**Assignment:** One-pager #2

January 29

**Contemporary Curriculum Discourses (A Sampling)**  
**Readings:**  
Chambers, “A topography for Canadian curriculum”  
Johnston, “Transformative environmental education”  
Kirova, “Critical and emerging discourses in multicultural education”  
Maclean, “There is no magic ...”  
Ross & Vinson, “Resisting neoliberal education reform”  
Shultz, “Educating for global citizenship”  
**Assignment:** One-pager #3

February 5

**Ideology and Curriculum**  
**Readings:** Apple, *Ideology and curriculum*, chapters 1-5  
**Assignment:** One-pager #4

February 12

**Ideology and Curriculum**  
**Readings:** Apple, *Ideology and curriculum*, chapters 6-10  
**Assignment:** One-pager #5

February 19

**NO CLASS (Reading Week)**

February 26

**Critical Curriculum Studies: “Classic” Examples**  
**Readings:**  
Apple, “Culture and Commerce of the Textbook”  
Anyon, “Social Class and School Knowledge”  
Anyon, “Ideology and United States History Textbooks”  
**Assignment:** One-pager #6

March 5

**Curriculum & Politics of Knowing**  
**Readings:** Au, *Critical curriculum studies*  
**Assignment:** One-pager #7
March 12  
**Research & writing week**  
Readings:  
Assignment: Work on seminar paper

March 19  
**Essay Workshop**  
Readings:  
Assignment: Draft of seminar paper / peer review & editing

March 26  
**Research & writing week**  
Readings:  
Assignment: Work on seminar paper

April 2  
**Seminar Paper Presentations**

April 9  
**Seminar Paper Presentations**