Course Description:

This course will examine the historical roots of curriculum in American higher education, contemporary controversies, and understanding of current trends and possible futures. It is a graduate seminar that will rely almost exclusively on student discussion and interaction.

Objectives:

The primary aim of the seminar is to increase student understanding of historical and contemporary issues in higher education.

Upon completion of the seminar, students will be able to:

• Identify major themes in the evolution of the American higher education curriculum
• Discuss the major controversies over the curriculum in areas such as multiculturalism and general education
• Understand the complexities of the modern curriculum

Course Requirements:

Class Participation. As in any doctoral course, students and faculty need to be co-owners of the class and collectively responsible for its quality and outcomes. I will take responsibility for the overall design and direction of the course and for the academic requirements, but the course will be facilitated as a seminar or inquiry in which all participants hold themselves and each other accountable for a strong and rich intellectual enterprise and dialogue. I will not lecture.

Your attendance is essential to a successful collective experience. The format of the class requires that each person come prepared to take an active role in class. This means not only having read the assigned materials, but also being prepared to discuss the salient issues, questions, and problems emerging from the readings, to utilize your knowledge and professional experiences in addressing the readings and any class activities, case problems, etc. Class participation also involves opening oneself to challenge and to be
challenged by the ideas and topics of the session. Please notify me by email in advance if you are unable to attend any class session. Students who miss four or more class sessions will fail the course. The quality of your class participation is worth 20% of your final grade.

*Memos.* Each week, students will write a 1-2 page memo (single-spaced) on the readings. This is an opportunity for students to create a dialogue with the readings in a given week, and the responses will be discussed in class. Memos should be emailed to the entire class by 5pm on the Tuesday night prior to class (20% of grade).

*Research Paper.* The intent of this assignment is to give you a chance to prepare your own analysis of a curriculum issue in postsecondary education. There are a number of possibilities of this paper, including a case study, brief history of an element in the curriculum, or analysis of curriculum change. I am prepared to be very flexible on topics and approaches. This paper should be approximately 20-25 pages (double-spaced). The instructor will provide you with feedback throughout the process.

1. A brief description of the topic will be due in class September 24th.

2. An outline of the major aspects of the paper is due October 22nd. Students should not change their paper topic after this time.

3. The final paper will be due November 26th. Copies will be provided for all students in the course to read prior to the presentations (50% of grade).

*Presentation.* Each student will make an informal presentation to the class about the paper they have written and the major analytical issues that the paper addresses. (No PowerPoint slides!) These will be approximately 10 minutes each, with 15-20 minutes for questions and comments, similar to an academic conference. Presentations will be December 3rd. (10% of grade)

*Course Text*

**Course Schedule**  *=optional

**Part I: Historical Perspectives on Curriculum and Academic Programs**

**September 3: Introduction to the Course**

**September 10: Frameworks for Understanding Curriculum**


**September 17: The Medieval University and the Early American College**


**September 24: The 19th Century College: Change and Transformation**


**October 1: Late 19th Century: Turn of the Century Transitions**

Rudolph, *Curriculum*, Chapters 4-5


October 8: The Early 20th Century: Reform and Critique


October 15: Experiment and Reform


Part II: Controversies and Current Trends

October 22: Race, Class, and Gender: The Changing Curriculum


October 29: Debating Multiculturalism


November 5: Students, Faculty, and the Curriculum


November 12 – NO CLASS – ASHE WEEK
November 19: Current Trends and Possible Futures


November 26 – NO CLASS – FALL BREAK

December 3: Class Presentations and Final Thoughts