TE 652  Educational Change

History and current status of American education with focus on the process of educational change. Emphasis on issues, controversies, and alternative philosophies. Practical applications.

School of Teacher Education, San Diego State University

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Office hours by appointment only.

Meets core course requirement for M.A. in Curriculum & Instruction.
Course open to all masters and doctoral level graduate students from education, history, the social sciences, and other relevant fields.

Purposes and Themes:

The aim of the course is to provide graduate students in education and related areas with an understanding of the process of educational change through examining competing curricular proposals, controversies, and issues in the curriculum field via an historical lens. As a result of the course, students will understand current and past issues in curriculum, critically analyze alternative philosophies of education, and evaluate competing proposals for curricular reform. Throughout the semester we will consider the following central questions:

1. How should we define schooling? What is the teaching of school subjects about? What should our purposes be?
2. What should we teach the children? What overarching pedagogical approach should we choose? What content should we include in the curriculum?
3. What are the main currents of curriculum reform? What factors have shaped the curriculum in schools? In what direction is the curriculum currently headed?
4. How should we think about educational change? What are the sources and patterns of change? What determines its direction? How can we best understand it? What role do we each play?

Course Structure and Format:

The seminar is organized topically. Each student will be responsible for reading and preparing to discuss each topic. For each session you will be expected to read the required reading(s) and a minimum of one optional reading from the course materials. Also, several students will serve as "experts" at each session on the topic we discuss. Each of you will serve as an expert two or three times during the course. Scheduling of "expert" roles will be negotiated at our first meeting. "Experts" will be expected to read extra selections from the course materials, and:

1. Prepare a typed, 3 ½ to 4 page essay on the assigned topic, focusing on one or more of the key issues raised by the readings. Prior to writing the essay, experts should read the required reading and a minimum of two optional readings on the topic. The essay is due at class on the day
the topic is to be discussed. Like any good essay, it should be well organized around a central thesis, and should discuss evidence and counter evidence in a thoughtful manner. At the end of your essay list the sources you read (APA style; MLA; or Chicago Manual of Style).

2. Prepare in advance a typed list of at least five or six questions to help lead small group discussion of readings and issues for your assigned topic. Append the list of questions at the back of your essay. Serve as a facilitator for small group discussion of the topic.

3. Play a leadership role in our large group discussion of the topic.

4. Prepare for and participate in a seminar or panel discussion on the central issues posed by the topic. We will decide on the specific questions and topics in class, but you'll usually be able to anticipate what the questions and topics will be from what you've read. You should be prepared to serve in a leadership role during the discussion, and to be on center stage.

Completion of expert essays, participation in class discussion, and successful completion of the final course research paper are all required. If your work is not acceptable, it will be returned for revision at the next class meeting. You will then have one week to resubmit a revised paper.

**Research Project**: In addition to the reading seminar, each person enrolled in the course will also research one topic in depth, beyond assigned readings, and prepare a short research paper addressing one key issue/topic of interest in the history of social studies. Topics will be selected by week seven via written proposal, and papers will be due at our final class meeting at the time of presentation. Each student will make an oral presentation of her/his paper, discussing central questions, key findings, and helpful sources.

- Papers should be approximately eight to ten pages in length, double spaced.
  That is approximately 2000 to 2500 words, not including references.
- You should reference at least two books and a minimum of five articles from sources outside of required course materials. Use of primary source materials is also encouraged.
- Papers should be typed, double spaced, APA, Chicago, or MLA style
- Papers will be submitted in hard copy and electronically (posted on Blackboard).
- All material must be the student’s original work.
- Papers and presentations will also include a one page handout summarizing the research project and central findings. Bring copies to share with a small group, and include the one page summary with your paper submission.

**Plagiarism Policy**: All written material submitted must be the student’s original work. Plagiarism is a serious academic offense. San Diego State University regards plagiarism as academic dishonesty. Consequences of plagiarism may include failing an assignment, receiving a lower course grade, and even failing a course. Please read SDSU’s Policy on Academic Dishonesty and the Student Code Of Conduct and see the Plagiarism Tutorial on the SDSU Library website. Student work may be reviewed as necessary for compliance with this policy.

**Format**: Though I may lecture some, my primary role will be that of facilitator, to guide the seminar through discussion of the key issues and relevant readings. Typically, each session will
include a brief introductory overview (lecture), small group discussion of the readings, large group discussion, and a seminar or panel discussion on a central issue.

**Participation Guidelines:** Because we will use a seminar/discussion format it will be very important to keep in mind the following simple guidelines.

1) An Open and Supportive Environment. All members of the class should have the freedom to participate in a supportive environment.
2) Appropriate Focus. We will follow common courtesy: one person will speak at a time; when one person talks, everyone else listens. Please give your *undivided attention* to the speaker. Please refrain from engaging in side conversations or whisper conversations. This applies to all presentation and discussion formats including lecture, small group discussion, large group discussion, panel/seminar discussion, etc.
3) Food Policy. Please do not eat during class. Please save food for breaks, or before or after class. Beverages are permitted.
4) Electronic Devices. Please silence or turn off all cell phones. Also, please turn off or put away all laptops and other electronic devices during class (sleep mode is fine). Please bring your course texts and print selected pages from readings, as needed to prepare for class discussion. Adjustments to this policy may be granted on a case by case basis as appropriate to the activity.

**Students with Disabilities:** If you are a student with a disability and believe you will need accommodations for this class, it is your responsibility to contact Student Disability Services at (619) 594-6473. To avoid any delay in the receipt of your accommodations, you should contact Student Disability Services as soon as possible. Please note that accommodations are not retroactive, and that accommodations based upon disability cannot be provided until you have presented your instructor with an accommodation letter from Student Disability Services. Your cooperation is appreciated.

**Texts:**
3. Additional readings will be posted on Blackboard under course documents (both required and optional).

**Readings:** Every member of the seminar is expected to read the required reading and at least one optional reading for each topic and to come to class prepared for discussion. Experts will be asked to read and be prepared to discuss at least two optional readings on each topic. You can expect to be called on from time to time to discuss your reading or to lead small group discussion. We may also experiment with asking experts to collectively lead our discussion. Please note that readings listed in the syllabi are a selection. You are encouraged to explore additional materials via references in the readings, Google Scholar, ERIC, etc. Additional options are welcome and may also be added by the instructor.

*** Note: Prior to each class session prepare a *written thesis statement* on the central topic for that session and a brief reflection supporting or discussing your thesis. Also, prepare *at least four or five written discussion questions.* Please complete this prior to attending class. Weekly
thesis papers will not be returned. Please keep a copy for your records.

**Attendance:** Because this class is taught as a seminar meeting once per week, attendance is crucial. I expect you to be present at each class meeting for the entire session. Be sure to allow enough time for your commute. I consider class time sacred. Be here on time. Attendance, tardies, and early exits will be a recorded part of your participation grade. More than one absence or tardy will affect the evaluation of your participation in the course. Excessive absences will mean that credit cannot be given. Should you have to miss a session, I ask that you let me know in advance if possible, and provide evidence of reading following your absence.

**Grades:** Grades will be based on written work and participation. Completion of quality expert papers, active class participation (includes weekly reading reflections), and successful completion of a research project and research paper presentation are the main requirements. Grading will be based on mastery of the ideas and issues we study. Minimum requirements include attending all class sessions and completing all written assignments. I expect thoughtful, complete papers written in clear prose. Essay assignments will be evaluated as "accepted/not accepted." Unacceptable papers will be returned for revision. A research project and research paper presentation is also required. Assuming a student has successfully met all other requirements for a passing grade, the course grade will reflect the quality of the research paper and the aggregate of the student's work in the course. A grade of "B" will be recorded for students who successfully complete all assignments, meet other course requirements, and whose research project demonstrates good quality work. A grade of "A" will be recorded for students who successfully complete requirements and whose research paper reflects excellent quality work. Grades will be based on the following formula: Essays on Readings, 60%; Participation, 10%; Research Project, 20%; Presentation of Research Projects, 10%.

**Course Schedule:** Required readings are marked with an asterisk.* All readings listed after a number may be found in the course texts listed above.

**Week One:** Course Introduction

1. Introductions. Why are we here?
2. Expectations and Review of Syllabi
3. Problems and issues in education. What are schools about? Why are courses in educational foundations required? What is the significance of curriculum history in schools? What determines the course of educational change?

**Week Two:** The Contested Terrain of Curriculum in Schools

What are the main currents of curricular reform? What is schooling about? What are the purposes (intent and function) of compulsory schooling?

5. Ravitch. *Left Back.* Introduction

Kozol. *The Night is Dark and I am Far From Home.*
Week Three: Curriculum Ferment: Traditional Curriculum vs. the Child

What were the main traditions in education by the turn of the 20th century? What was the traditional academic curriculum? Why was this approach common and appealing in the late 19th century? In what ways did Dewey and progressives challenge these ideas? What is the current status of the traditional curriculum?

* 1. Kliebard. Chapters 1, 2
* 2. Evans. Chapter 1 // or Halvorsen.
  5. NEA. Report of the Committee of Ten
  6. AHA. The Study of History in Schools: Report by the Committee of Seven.
  7. DOE. California Framework for History and Social Science.
  Ravitch. The Troubled Crusade.
  Tyack. The One Best System.
  Callahan. Education and the Cult of Efficiency.
  Lehman. The Big Test: Secret History of the American Meritocracy.
  Finn and Ravitch. Against Mediocrity: The Humanities in America’s High Schools.

Week Four: Progressive Education

What was progressive education? What did the progressives believe? What were the origins of the progressive education movement? How did Progressivism effect schools? What impact did it have? What were its strengths and weaknesses? What led to its decline? What are your thoughts about progressive education?

* 1. Kliebard, Chapter 3
* 2. Evans. Chapter 2 or Halvorsen
  PEA. "The Principles of Progressive Education."
  Cremin. The Transformation of the School.
  Dewey. Democracy and Education.
  Dewey. How We Think.
  Westbrook. John Dewey and American Democracy.
  Fallace. Dewey and the Question of Race.
  Semel and Sadovnik. Schools of Tomorrow, Schools of Today.
Week Five: Scientific Curriculum Making and the Rise of Social Efficiency

What is education for social efficiency? Scientific management? What enhanced its influence? What impact has it had on schooling, then and now? Is this influence for good or ill?

* 1. Kliebard, Chapters 4 and 6 (5 is optional, please skim)
* 2. Evans. "Community Civics and Education for Social Efficiency."

Callahan. Education and the Cult of Efficiency.
Tyack. The One Best System.
Spring. The Sorting Machine.
Spady. “Paradigm Trap.” Education Week.
Evans. Schooling Corporate Citizens.

***On doing research in curriculum history: sources and methods***

Week Six: The Curriculum in Hard Times: Social Reconstructionism

How did the great depression impact schooling? What was education for social reconstructionism? What was behind it? Should we emphasize “romance or reality”? Should we continue or revise the expanding communities curriculum? What influence did social reconstruction have on schools and society?

* 1. Kliebard, Chapter 7
* 2. Evans. Chapter 3, or Halvorsen
  3. Halvorsen. Chapters 3 and 4
  5. Counts. Dare the School Build a New Social Order.

Journal. The Social Frontier (Frontiers of Democracy)
Evans. This Happened in America: Harold Rugg and the Censure of Social Studies.
Tyack, Lowe, Hansot. Public Schools in Hard Times.
Riley. Social Reconstruction: People, Politics, Perspectives.

*** Research Paper Proposal Due***

Week Seven: Hybridization, War and the War on Progressivism

What impact did the World War II era have on the curriculum? Why did it have this influence? What other wars have impacted curriculum history? In what ways? How does the social context influenced what goes on in schools?

* 1. Kliebard. Chapter 8
Week Eight: Life Adjustment Education, Cold War and the End of an Era

What was behind the deluge of renewed attacks on Progressive education? Were the attacks justified? What impact did they have?

* 1. Kliebard. Chapter 11  (Chapters 9 & 10 optional)
* 2. Evans. Chapter 5
4. USOE. "Vitalizing Secondary Education: Education for Life Adjustment."
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What was the essence of the Brunerian curricular reforms? What was child-centered “open” education? What successes and dilemmas did these approaches encounter? What was behind these reform movements? How were they different from similar reforms of previous years? What impact did they have on schools and classrooms?

* 1. Ravitch. "Reformers, Radicals, and Romantics"
* 2. Evans. Chapter 6, or Halvorsen.
* 3. Halvorsen. Chapter 5
5. Silberman. Crisis in the Classroom.

Bestor. Educational Wastelands: The Retreat from Learning in Our Public Schools.
Rudolph. Scientists in the Classroom. The Cold War Reconstruction of Science Education.
SRSS. Experiences in Inquiry.
Gitlin. The Sixties: Years of Hope, Days of Rage.
Kozol. Night is Dark and I am Far From Home.
Haas. The Era of the New Social Studies.
Slater-Stern. The New Social Studies.
Week Ten: Critical Pedagogy and the Reconceptualists

What is critical pedagogy? What approach do Freire, Giroux, Bigelow and other critical theorists take to education? What do they believe about schools? What does Giroux mean by teacher as "transformative intellectual?" What's behind critical pedagogy? In what ways is it different from previous similar reform movements? What can we learn from critical theorists? What are the implications for teaching?

* 1. Freire. Pedagogy of the Oppressed.
7. Counts. "Dare the Schools Build a New Social Order."

Apple. Ideology and Curriculum.
Stanley. Curriculum for Utopia.
Shor. Critical Teaching and Everyday Life.
Rethinking Schools. The New Teacher Book.
Loewen. Lies My Teacher Told Me.
Fitzgerald. America Revised.
Zinn. A Peoples History of the United States.
Evans. This Happened in America: Harold Rugg and the Censure of Social Studies.
Silberman. Crisis in the Classroom.
Glen. Highlander: No Ordinary School.
Gitlin. The Sixties: Years of Hope, Days of Rage.

Week Eleven: The Era of Accountability Reform

How do you explain the origins and development of accountability reform? The rise of the common core? What’s behind these trends? What are the pros and cons of this reform movement? In what direction is it headed?

* 1. Evans. Chapter 7, or Halvorsen.
6. Bracey. "Why Can't They Be Like We Were?"
* 8. Berliner and Biddle. The Manufactured Crisis.
9. Berliner & Glass. 50 Myths and Lies That Threaten America’s Public Schools.

Stedman & Smith. "Weak Arguments, Poor Data...." In Gross, R. The Great Debate.
Spady. ”Paradigm Trap,” Education Week.
Ohanian. One Size Fits Few.
Week Twelve: Dilemmas of Educational Change

What factors have limited or enhanced the impact of reform movements on classrooms? What are the lessons of curriculum history? Of the history of education? What are the key factors determining the path of educational change?

* 2. Evans. Conclusion, and/or Halvorsen.

Sarason. *The Culture of the School and the Problem of Change.*
Henry. *Culture Against Man.*
Marcuse. *One Dimensional Man.*
Tyack. *Seeking Common Ground.*
Marsh. *Class Dismissed: Why We Can’t Teach or Learn Our Way Out of Inequality.*
Bowles and Gintis. *Schooling in Capitalist America.*

Week 13 _____ No class meeting. Use time to prepare research paper. ________

Week 14 _____ Presentation of Student Research Papers. ________