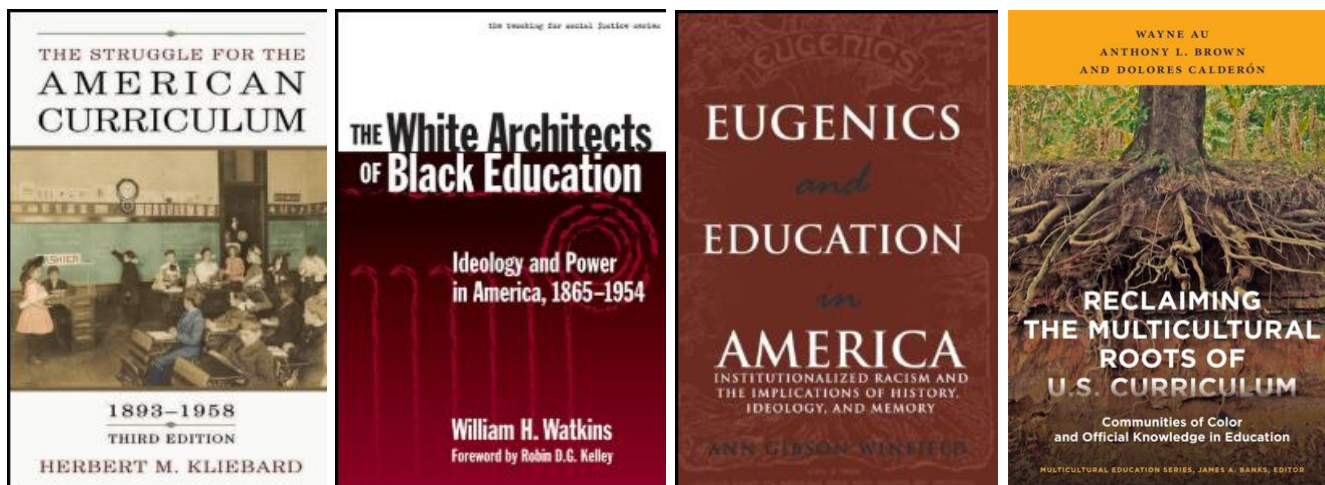




EDUC 60833: Curriculum History

Fall 2026, Tuesday 5:00p-7:40p

Palko 221

Instructor Information

Instructor: Dr. Pablo Montes

Cellphone: 6089311739

E-mail: p.montes@tcu.edu

On Campus Office Hours: Monday 12:00-1:30pm. Please use [Calendly link](#) to schedule.

Office Location: Palko 322

Preferred method of course communication: Email for regular communication, phone for emergencies. My response time is 24-48 hours within business hours (I do not email back on weekends)

Land Protocol, Responsibility, and Accountability

Land acknowledgements are not the destination of Indigenous relationships but a preliminary step, and a moment for a university to reflect and critically assess their history while actively desiring to sustain Indigenous Land, life, and people. The fact remains that TCU benefited/benefits from the forceful removal of Kiikáiki people as shared by TCU's Land Acknowledgment website. That means that the basis of the relationship between TCU and the Kiikáiki (and other Indigenous communities) is understood through dispossession, forceful removal, and violence. Indigenous scholars have shared their pressing concerns about land acknowledgements because they are often devoid of material accountability, reparative considerations, and spiritual importance. As Stewart and Yang (2021) suggest "indeed, sometimes acknowledging Native nations is conveniently understood to be the action in and of itself, as if recognition is itself a decolonizing act. It is not. It is a first step. The question that those of us in institutions with or without formal acknowledgments face is, why practice them at all?". Thus, I reiterate what Stewart and Yang share, both as a reminder for myself to continuously be in good relation with the Lands and Indigenous people, but also as an invitation for TCU faculty, staff, students, and the institution itself, to continuously work towards becoming guests on these ancestral territories. Below is the official Land acknowledgement created by Indigenous community members and TCU's Native Advisory Council.

TCU Land Acknowledgment

As a university, we acknowledge the many benefits we have of being in this place. It is a space we share with all living beings, human and non-human. It is an ancient space where others have lived before us. The

monument created jointly by TCU and the Wichita and Affiliated Tribes reminds us of our benefits, responsibilities, and relationships. We pause to reflect on its words:

This ancient land, for all our relations.

Student Resources & Policy Information

Click or scan QR code for resources to support you as a TCU student. Please note section on [Student Access and Accommodation](#), [Academic Conduct & Course Materials Policies](#), and [Emergency Response & TCU Alert](#).



Final Evaluative Exercise & Important Dates

The final evaluative exercise for this course will consist of a presentation and paper. The presentation will occur at the end of the semester during class time, and the paper will be due according to the published final exam schedule. The final exercise will be due on **December 17th at 7:30pm via D2L**.

Rescheduling of Finals Policy: Rescheduling a final exercise must be made one week prior to the last day of classes. Rescheduling of finals is permitted: 1) for meeting the 24-hour rule or 2) for graduating seniors whose faculty members must submit final grades by Wednesday 5 p.m. of finals week (i.e., unless the student is graduating, the exercise must be submitted during final examination week).

Course Description/Overview

This is graduate level course which explores how “curriculum” has been defined and applied to classrooms in the United States and beyond, and how those definitions and applications have changed and been debated over time. Students will examine various philosophical, cultural, sociological, political, and economic variables that affect issues of curriculum and lived experiences in schools. The research component of this course is intended for each student to explore an issue related to curriculum that is of interest to their further study and professional practice. It is important to note that this course is intended to be a threaded exposure to curriculum history, curriculum theory, and application to contemporary schools and will therefore require diligent attention to the texts and classroom conversation. It is hoped that you, as a learner, will engage with the concepts and questions raised by this course in thoughtful and critical ways that may or may not be resolved by the end of the semester. [EDUC 60843](#): Contemporary Curriculum Theory is a companion course to [EDUC 60833](#).

Enrollment Requirements: *Required for all Curriculum Studies students.*

Course Learning Objectives

- ☐ **Summarize** historical and contemporary curriculum studies scholarship in relation to historical, philosophical, socio-cultural, and intercultural considerations within and beyond the United States
- ☐ **Locate** and **interpret** ideas from the course in relation to your identities, experiences, and commitments (*How have I approached curriculum, and do those approaches reflect my intentions?*)
- ☐ **Analyze** and **synthesize** some of the: contributions, (cognitive) effects and (embodied) affects, as well as gaps of different international and national curriculum scholarship: *What are the affordances and constraints of each of these approaches to curriculum?*
- ☐ Engage thoughtfully and intentionally with the course material and address tensions, concerns, and further inquiries through course discussions.
- ☐ Reflect on your own personal lived experience and how it can relate and be understood through discourses of curriculum.
- ☐ Develop a final paper pertaining to a topic of curriculum history and provide a robust analysis and synthesis of the chosen topic

Course Materials

Required Texts (all course material is provided for you):

- I. Kliebard, H. M. (2004). *The struggle for the American curriculum* (3rd ed). Routledge.
- II. Watkins, W. (2007). *The White architects of Black education*. Teachers College Press.
- III. Winfield, A. G. (2007). *Eugenics and education in America*. Peter Lang.
- IV. Au, W., Brown, A. L., & Calderón, D. (2016). *Reclaiming the multicultural roots of US curriculum: Communities of color and official knowledge in education*. Teachers College Press.

Assignments

I. **Participation and Attendance – 10 pts**

Attendance and participation are key to your success in this course. You must inform me at least two weeks in advance for **your absence to be excused**. Excused absences include religious observances, sickness/medical reasons, family emergencies, legal or administrative needs, academic opportunities (e.g., conferences, DOS approved leave), or anything else pre-discussed prior to the absence. The following are typically **not** excused absences: vacations, regular scheduled work hours, non-urgent/routine appointments (e.g., oil change), other school related appointments (e.g., advising), etc. **You are allowed 2 absences (no impact to your grade)**. If you have more than one **unexcused** absence, every unexcused absence following that will result in a 10% (or a drop in letter grade) deduction of your final grade. You cannot pass the course with three or more absences altogether. If you know from the beginning of the semester what day you have to miss class, let me know in advance. If you are absent, use your resources! Ask your classmates for notes or for takeaways. Emailing me “What did I miss?” is not productive for either of us, so please be as specific as possible when addressing the class you missed 😊

If you know you will be late, please let me know ahead of time. It is important that you are here and on time out of respect for our community. You are also expected to be fully present, read before class, and be prepared to participate in class discussions. Our seminar will consist of group discussions, pair work, and/or small group collaboration. **You will not receive full participation/attendance points**

if you are constantly on distracting websites (e.g., amazon), are not engaged in full class or small group discussions, are not prepared to discuss the readings, or are disruptive to others in our class.

Additionally, when guest speakers are to join our class, we must give them our undivided attention. That means putting laptops and phones away (please use paper and pen if you would like to take notes). If I notice that you are disrespecting our guests by being inattentive, distracting, or unwelcoming, I will ask you to politely excuse yourself and will ask you to schedule an appointment to have a restorative conversation. In this conversation, I hope to address any harm, conflict, or distress that occurred so that we may move forward in a generative way.

II. Co-Lead Facilitation – 20 pts

In pairs, you will lead a portion of class for ~ 45-min to one hour in length. You and your partner will be responsible for guiding our class through the readings **and** incorporating activities, creative opportunities to learn, and collaborative participation. Additionally, you will be required to incorporate **one** artifact, story, history, or news that adds to the historical context of your facilitation. The team's main objective for this assignment is to facilitate critical conversation, understanding, and provocations of the class content. While summarizing is helpful, the aim is not simply to overview the reading(s) but to utilize the facilitation to expand, push back, unsettle, and further reflect on our emerging conversations. Thus, I encourage your team to think about alternative ways to engage with the class and the content that foster a co-collaborative learning space. The overall grade breakdown is as follows:

- Group Facilitation – 20 points
 - 5 points – incorporation of artifact, story, history, news, or another historical tool
 - 5 points – all team members demonstrate in depth understanding of the article(s) and the overall topic.
 - 10 points – facilitation was not a summary of the readings but engaged the class through an activity, proactive discussion, or guided collaborative dialogue.

III. Two Analytical Reaction Papers – 20 pts (x2 papers)

During the semester, you will write two reaction papers directly related to the course content. The goal of this assignment is to engage in theoretical, conceptual, and analytical writing as it pertains to certain themes, concepts, or theories that we have encountered in our readings. Furthermore, the assignment is to engage in **one or two** concepts, theories, or ideas from the texts and write an analytical response to them as it pertains to the topic of “curriculum history” broadly speaking. This will require that you go engage deeply with the reading by expanding, interrogating, pushing back, and/or weaving in other ideas. For example, a paper could take up the concept of eugenics and how it relates to the formation of certain curricular outcomes. I strongly encourage you to use these analytical exercises as connected to your overall paper at the end so that you can begin tracing and outlining your emerging thoughts. **The reaction papers will be 2-3 pages. 1st paper will be due on September 25th, and the 2nd paper will be due November 6th.**

IV. Curricular History Presentation – 10 pts

As we read content from our class, we might begin to make connections between what we remember learning in our educational experiences and how those aspects of curriculum may have changed over time. To aid us in developing our final paper, you will briefly present on a topic of “curriculum” that has changed, transformed, or upon further research, was not exactly how you remember it. Examples might include, “English as a Second Language”, “Gifted and Talented”, “AVID”, “Nontraditional college student”, “Brown v. Board of Education”, “2SLGBTQIA+ literature”, “Book Bans”, “Demographic questions (e.g., Latino vs. Latinx)”, “School funding”,

“District takeovers”, “Daycares at schools”, “free and reduced lunch” and so many more. The goal of this assignment is to begin tracing your topic of choice by placing it in historical contexts while engaging in the transformations it has had over the years. In other words, what are the historical aspects of your topic, and what can we learn in its current iteration? In **2-3 slides**, you will briefly present the topic for **~5-6 minutes** in class. **Please make sure to include the following: intro to topic, 1 primary source, and make connections with 1-2 readings.** You might also ask questions or share directions you want to take. Ideally, this assignment will set the foundation for your final exercise although you are more than welcome to change your choice of topic. **Due on October 13th (please upload to D2L before class).**

V. **Final Paper – 40 pts**

For your final paper, you have the choice to select the approach that you would like to take. **MA students will be required to submit 6-8 pages, and PhD students will be asked to submit 8-10 pages.** Please include at least 5 readings (articles, book, or chapters) from our class. You have the option of selecting from different types of final papers; however, all will be related to curriculum history. Additionally, you will be required to prepare an **8–10-minute presentation** about your paper. Although your paper is not due until later in the week, it will be expected that you have a strong direction for your presentation. Below is the breakdown and are the due dates:

- ✓ Final Paper Presentation in class **Due December 1st or December 8th**
- ✓ Final Paper **Due on December 11th**
- ✓ Final 250-word Abstract **Due December 17th by 7:30pm via D2L.**

Below are the potential formats for your paper. You are more than welcome to suggest your own format. Just make a meeting with me and we can discuss your ideas!

- A historical analysis of a particular topic of your choice that addresses curriculum. A historical analysis should include historical context of the issue, a brief literature review situating what has been said about the topic, analysis of the topic as it relates to curriculum, and the connection to present day curricular discourses.
- A literature review of a particular topic regarding curriculum history
- Pick a [primary source](#) (or small set of primary sources) and critically analyze the source content, the historical context, what sociohistorical and cultural factors might have shaped it, and its significance to the broader discussion of curriculum history
- If you have another idea for the final paper, we can meet to discuss!

Submission

All assignments will be submitted electronically through TCU Online. I will provide feedback directly on to your assignment within 2-3 weeks of submission and I encourage you to meet with me if you have any questions regarding your grade or feedback. If you have troubles submitting by a certain deadline, please let me know.

Late Assignments

I understand that life happens! It does for me all the time. ☺ I am someone who will always accept late work if the assignment is done intentionally, with care, and is generative. That being said, please let me know if you need any extensions on papers, but please do be advised that if you submit late, you may not receive as in-depth feedback depending on when you eventually submit. I cannot give extensive feedback on extremely late assignments, as it requires me to continuously shift my time. So, out of respect for **both** of our labor and time, please do your best to turn in assignments **no later than two weeks after the deadline**. I am open to discussion during office hours if you have further concerns or questions and I ask that you honor timelines that we have put forward together.

Format for written work

All written assignments will be written in [APA 7th edition](#) for citations and references, will use the Times New Roman font, be double-spaced, and use 12pt font size.

Plagiarism/ChatGPT

The appropriation, theft, purchase or obtaining by any means another's work, and the unacknowledged submission or incorporation of that work as one's own offered for credit. Appropriation includes the quoting or paraphrasing of another's work without giving proper credit. If you are concerned about plagiarism, there are multiple software's we can use to check! Also, I recognize that ChatGPT is an increasingly popular AI platform being currently used. I think ChatGPT does some really awesome stuff like summarize articles for us or gets us started on certain writing projects. However, I do believe that using ChatGPT for entire assignments is disrespectful to me as someone who put many hours into creating a generative experience through this class while also doing yourself a disservice by not exercising some of the skills that writing, reading, and analyzing often require. If you have further questions on this, please meet me in office hours.

Grading & Assignment Schedule

Assignment	Due Date	Points
Attendance and Participation	N/A	10 pts
Co-Lead Facilitation	- Facilitation sign-up will be provided on the first day	20 pts
Curricular History Presentation	- Due on October 13th before class	10 pts
Analytical Reaction Papers (x2)	- First paper will be Due on Sept 25th (10 pts) - Second paper will be Due Nov 6th (10 pts)	20 pts
Final Paper	- Final Presentation. Due in class on Dec 1st or 8th (10 points) - Final Paper. Due Dec 11th (25 points) - Final Abstract. Due Dec 17th by 7:30pm (5 points)	40 pts
Total Points		100 pts

Scale

A 94-100 **A-** 90-93 **B+** 87-89 **B** 84-86 **B-** 80-83 **C+** 77-79 **C** 74-76 **C-** 70-73 **F** < 70

TCU Policies, Resources, and Information

TCU has now created a link where you can access all the information regarding policy, procedures, resources, information, accommodations, and further inquiries. [Please refer to the following link if you have any questions.](#)

Class Schedule and Readings

Date	Topic and Readings	Additional Info
<u>Theme 1: Introduction to Curriculum History</u> In what ways do we understand curriculum? Historically, how have we thought of curricular discourse? What are the emerging discussions between the pre/post eras of reconceptualization?		
08/25	Topic: Course Introduction ✓ Introductions ✓ A preview of curriculum history ✓ Syllabus overview ✓ Signing up for facilitations ✓ Snack sign up (voluntary) ☺	
09/01	Topic: Historicizing Curriculum Studies ✓ Au, W., Brown, A. L., & Calderón, D. (2016). Chapter 1: The Peculiar Sensation of Curriculum History. In <i>Reclaiming the multicultural roots of US curriculum: Communities of color and official knowledge in education</i>. Teachers College Press. ✓ Andreotti, V. (2013). Actionable curriculum theory: AAACS 2013 closing keynote. <i>Journal of the American Association for the Advancement of Curriculum Studies</i>, 10(1), 1-10 ✓ Pacheco, J. A. (2012). Curriculum studies: What is the field today?. <i>Journal of the American Association for the Advancement of Curriculum Studies (JAAACS)</i>, 8.	
09/08	Topic: Early Discussions of Curriculum ✓ Flinders & Thornton (2022). Introduction and Part 1: Looking Back. In <i>The Curriculum Studies Reader</i>. (pp. xi-9) ✓ Dewey, J. (2022). My Pedagogic Creed. In <i>The Curriculum Studies Reader</i>. (p.33-40) ✓ Du Bois, W. B. (1935). Does the Negro need separate schools? <i>Journal of Negro Education</i>, 328-335.	
09/15	Topic: Approaching the era of “Reconceptualization” ✓ Pinar, W. (2022). The Reconceptualization of Curriculum Studies. In <i>The Curriculum Studies Reader</i>. (p.175-182) ✓ Kliebard, H. (2004). Prefaces (pp. ix-xx) and Chapter 1 Curriculum Ferment in the 1980s. Routledge. ✓ Watkins, W. (2001). Introduction. Teachers College Press.	
<u>Theme 2: Historical Debates of Curriculum History:</u> How do we engage in the act of remembering curricular discussions? Why has the curriculum-as-planned by governments, institutions, and organizations undergone significant changes?		

09/22	Topic: Curricular Debates and Departures ✓ Kliebard, H. (2004). Chapter 2 The Curriculum Ferment versus the Child. Routledge. ✓ Winfield, A. (2007). Chapter 1 Ideology, Tools, & Perspective. Peter Lang. ✓ Watkins, W. (2001). Chapter 1 Toward a Political Sociology of Black Education. Teachers College Press.	
09/29	Topic: Eugenics, Education, and Race Science ✓ Watkins, W. (2001). Chapter 2 Scientific Racism. Teachers College Press. ✓ Au, W., Brown, A. L., & Calderón, D. (2016). Chapter 5: African American Curriculum History (p.114-120). In <i>Reclaiming the multicultural roots of US curriculum: Communities of color and official knowledge in education.</i> Teachers College Press. ✓ Winfield, A. (2007). Chapter 8 Ability & Degeneracy. Peter Lang.	
10/06	Topic: Curricular Reforms ✓ Kliebard, H. (2004). Chapter 5 Some Subject Realignment and the Triumph of Vocationalism. Routledge. ✓ Watkins, W. (2001). Chapter 5 The Phelps Family, Friends, and Fund & 6 Thomas Jesse Jones. Teachers College Press.	Possible Guest: Robyn Reid, Education Librarian
10/13	Topic: Curricular Reforms, pt. 2 ✓ Watkins, W. (2001). Chapter 7 Rockefellers and Their Associations & 8 Ogden and Baldwin. Teachers College Press. ✓ Kliebard, H. (2004). Chapter 9 The Mounting Challenge to the Subject of Curriculum. Routledge.	Possible Guest: Dr. Marcellis Perkins
<u>Theme 3: Reclaiming Multicultural Curriculum:</u> How can we understand the formation of curriculum as tied to questions of race, ethnicity, gender, migration, and class? What are the discussions surrounding the question of communities of color and curriculum studies?		
10/20	Topic: Native American Curricular History ✓ Au, W., Brown, A. L., & Calderón, D. (2016). Chapter 2: Education for Colonization or Education for Self-Determination? In <i>Reclaiming the multicultural roots of US curriculum: Communities of color and official knowledge in education.</i> Teachers College Press. ✓ Sabzalian, L. (2018). Curricular standpoints and native feminist theories: Why native feminist theories should matter to curriculum studies. <i>Curriculum Inquiry</i>, 48(3), 359-382.	
10/27	Topic: Asian American Curricular History	

	✓ Au, W., Brown, A. L., & Calderón, D. (2016). Chapter 3: Cultural Maintenance or “Americanization”? In <i>Reclaiming the multicultural roots of US curriculum: Communities of color and official knowledge in education</i>. Teachers College Press. ✓ An, S. (2016). Asian Americans in American history: An AsianCrit perspective on Asian American inclusion in state US history curriculum standards. <i>Theory & Research in Social Education</i>, 44(2), 244-276.	
11/03	NO IN-PERSON CLASS! This is a dedicated time for you to work on your paper. Please come prepared with ideas for our workshop on 11/17 ☺	
11/10	Topic: Latinx and Mexican American Curricular History ✓ Au, W., Brown, A. L., & Calderón, D. (2016). Chapter 4: Colonial Legacies: Shaping the Early Mexican American Discourse in Texas and New Mexico”? In <i>Reclaiming the multicultural roots of US curriculum: Communities of color and official knowledge in education</i>. Teachers College Press. ✓ Valenzuela, A. (2022). Subtractive schooling, caring relations, and social capital in the schooling of US-Mexican youth. In <i>The Curriculum Studies Reader</i>. (p.285-296).	
11/17	Topic: Finalizing Curriculum Discussions ✓ WRITING WORKSHOP IN CLASS	
11/24	NO CLASS – November Break	
12/01	FINAL PRESENTATIONS	
12/08	FINAL PRESENTATIONS	

Additional Information