Sam Houston™
STATE UNIVERSITY

HIED 7376: Higher Education Curriculum
Fall 2017

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Required Texts

Davis, B., Sumara, D., & Luce-Kapler, R. (2015). *Engaging minds: Cultures of education and practices of teaching* (3rd ed.). New York, NY: Routledge. [*Suggestion: Read the E-book through SHSU NGL].

Ferguson, R. A. (2012). *The reorder of things: The university and its pedagogies of minority difference*. Minneapolis, MN: University of Minnesota Press.

Freire, P. (2013/1974). *Education for critical consciousness*. New York, NY: Bloomsbury.

Grant, C. A., Brown, K. D., & Brown, A. L. (2016). *Black intellectual thought in education: The missing traditions of Anna Julia Cooper, Carter G. Woodson, and Alain LeRoy Locke*. New York, NY: Routledge.

Students who find purchasing the textbooks for this course to be cost prohibitive are encouraged to contact Professor Peaton (@profpeaton) so he may assist in providing materials or finding alternative ways to ensure students have the academic resources they need to be successful in this course.

Course Overview and Objectives

This course seeks to introduce doctoral students to issues, history, and philosophy in the broad field of curriculum theory and curriculum studies. As a course focused in higher education, specific attention will be paid throughout the semester to postsecondary~higher education. The study of curriculum occurs along planes of difference; although some studies of curriculum utilize what we might term traditional empirical methodological approaches, often the study of curriculum spans a wide range of historical, theoretical, and philosophical frames. It is the aim of this course to begin exposing students to these various perspectives on curriculum, enlightening, challenging, and opening conceptions of curriculum that might lead to new ways of thinking postsecondary~higher education pedagogy, praxis, research, and learning.

IDEA Objectives

As a result of enrolling in and completing *Higher Education Curriculum*, students should achieve the following IDEA objectives:

Essential

1. Learning to analyze and critically evaluate ideas, arguments, and points of view.

Important

2. Developing skills in expressing oneself orally and in writing.
3. Learning how to find, evaluate, and use resources to explore a topic in depth.
4. Developing specific skills, competencies, and points of view needed by professionals in the field.
5. Gaining a basic understanding of the subject (e.g. factual knowledge, methods, principles, generalizations, theories

Personal Teaching Philosophy

I invite students to visit my personal website to learn more about my personal philosophy of teaching. However, several philosophical beliefs undergird my pedagogical approach to this course:

- **We are all scholars-educator~speakers:** Our lived experiences and perspectives vary and are important to our study. You should view yourself as a scholar~practitioner~educator~speaker. These are not distinct categories, but rather, entangled.
- **Disequilibrium**: I believe we learn best when pushed outside our comfort zones; therefore, challenging readings/videos/assignments, etc. and perspectives are included in this course.
- **Deep Reading/Watching/Listening/Writing/Creating**: My courses all require intense reading~watching~listening~writing~creating. I believe we must be exposed to multiple perspectives in order to understand the complexities of our work. I also believe we have an obligation to apply our knowledge to our personal experience~work.
- **Becoming~Human~Becoming~Professional**: I believe in providing flexibility in my course syllabi – openings for students to chart their own becoming~human~becoming~professional. Thus, while we will engage in particular activities collectively, there are ample opportunities for students to pursue their own intellectual and professional interests around the broad course topic.
- **Community:** We learn through intra-action (Barad, 2007). Therefore, students will actively share materials they are reading-viewing-thinking-creating with our learning community. This will occur through Blackboard, our course hashtag, and synchronous meetups. I also encourage you to share your knowledge with a larger higher education-student affairs community. This can be done through listservs, social media, or submitting conference proposals.

Basic Needs Security

Any student who has difficulty affording groceries or accessing sufficient food to eat every day, or who lacks a safe and stable place to live, and believes this may affect their performance in the course, is urged to contact the Dean of Students for support. Furthermore, please notify Professor Peaton if you are comfortable in doing so. This will enable him to provide any resources that he may possess.

Statements on Inclusion

This is an inclusive classroom space. We honor multiplicity, pluri-identities and intersectionality, and will create an environment free from racism, sexism, homophobia, transphobia, xenophobia, Islamaphobia, anti-Semitism, other religious or spiritual intolerance, classism, ageism, nationalism, ableism, anti-fat bias, and other forms of discrimination.

We are all speakers. We are all human~becomings.

HAVEN: Professor Peaton is a member of HAVEN, a campus-wide network of faculty and staff educated about and supporting students who identify as lesbian, gay, bisexual, and transgender, as well as their allies.

Veterans: Veterans and active duty military personnel are welcomed and encouraged to communicate in advance, if possible, any special circumstances (e.g. upcoming deployment, drill requirements).

Office Hours

I enjoy speaking with students and encourage you to schedule time to talk with me one-one if you have comments, questions, or concerns about the course, wish to talk through assignments or ideas, or just wish to talk about life, your professional development, etc.

Utilize https://calendly.com/pweaton to schedule a 15 or 30-minute appointment with me. We can talk via Zoom (https://zoom.us/j/4735773233) or phone (940-367-3607). If you are in the Huntsville/Houston area and wish to meet in person, please let me know. I can meet you at main campus or at The Woodlands Center. Please check my availability through Calendly.

Doctoral Student Dispositions

When a student has completed 12 to 18 semester hours, a committee of doctoral faculty meet to review progress and determine the candidate's status regarding admission to candidacy. The committee considers each candidate's academic performance (grades) and dispositions (reports from faculty). Students can (a) be admitted to full candidacy, (b) be allowed to continue on probation, or (c) be removed from the program. Some of the behaviors and dispositions that faculty have considered are listed. Faculty score these items using a 0 (not meeting expectations), 1 (meets expectations), or 2 (exceeds expectations) at the end of each course in the first two to three semesters.

1. Engaged Learner (Participates in Class, Remains on-task, Minimizes disruptions)
2. Attends Class (Absences are rare, Professor is notified, Takes responsibility for missed concepts)
3. Observes Ethical Standards (Avoids plagiarism, Contributes fair share to group work)
4. Respects Diverse Viewpoints (Student exhibits respectful behaviors when diverse perspectives are shared)
5. Submits Assignments by Deadlines (Student consistently turns in assignments on or before deadlines)
6. Demonstrates an Attitude of Professional Growth (Uses feedback, Seeks out resources when needed, Demonstrates independence by taking responsibility for learning needs)
7. Academic Performance –(Student completes work at a B-level or higher and maintains at least a 3.0 GPA in doctoral classes.)

Helpful Resources for Research

As you complete the many assignments in this course, I encourage you to utilize a variety of resources to gather articles/book chapters, particularly for the term project. Here are a few helpful ideas:

- <u>Newton Gresham Library</u>: Blackboard has access to Virtual Chat with a Librarian if you are unsure how to conduct a literature review or search for articles by a specific scholar. Utilize the many search engines available through the library.

  There is also a great guide on the website for the Higher Education Community: http://shsulibraryguides.org/HIEDcommunity

- Search reputable journal sites directly using keywords. Some reputable journals/publications in Higher Education and Student Affairs include, but are not limited to:
    - *Journal of College Student Development*
    - *Journal of Student Affairs Research & Practice*
    - *Review of Higher Education*
    - *Journal of Higher Education*
    - *Journal of College & Character*
    - *Educational Researcher*
    - *Review of Educational Research*
    - *About Campus* [ACPA]
    - *Developments* [ACPA]
    - *NASPA Journal about Women in Higher Education*
    - *International Journal of Qualitative Studies in Education*

  In addition, I have provided the names of journals focused specifically on issues of curriculum under the journal assignment.

Professional Associations

Students are highly encouraged to become a member of at least one professional association. Most associations offer graduate student discounts or membership rates.

As emerging researchers, you are highly encouraged to become a member of the American Educational Research Association (AERA) (aera.net) or the Association for the Study of Higher Education (ASHE) (ashe.ws).

The two national student affairs associations with which most members of the profession are associated are ACPA – College Student Educators International (http://www.myacpa.org/graduate-student-membership) and NASPA – Student Affairs Administrators in Higher Education (https://www.naspa.org/about/membership/students).

There are also a plethora of regional and functional area specific associations. Contact Professor Peaton if you are interested in knowing more about professional associations in your functional area and interest.

Helpful Higher Education & Student Affairs Resources

Becoming an engaged professional involves connecting with many resources available. Here are some suggested Higher Education & Student Affairs Resources you may find helpful.

SHSU Social Media
- Facebook: www.facebook.com/SHSUHIED
- Twitter: @SHSUHIED
- Instagram: @SHSUHIED
- Official program hashtag: #SHSUHIED

News Media
- *The Chronicle of Higher Education*: www.chronicle.com
- *Inside Higher Ed*: www.insidehighered.com
- *University World News:* http://www.universityworldnews.com

Digital Sources
- Student Affairs Live: http://higheredlive.com/student-affairs-live/
- Student Affairs Collective: https://studentaffairscollective.org/

Hashtags
- #sachat
- #sagrad
- #sapro
- #BlkSAP

Assignments & Grading

Reflections [Accounted For]

Due: Assigned Weeks

IDEA Objectives: 2

Consider these quotes from the French poststructuralist Gilles Deleuze:
- "How else can one write but of those things which one doesn't know, or knows badly?" (Deleuze, 1968/1994, p. xxi).
- "We write only at the frontiers of our knowledge, at the border which separates our knowledge from our ignorance and transforms the one into the other" (Deleuze, 1968/1994, p. xxi).
- "To satisfy ignorance is to put off writing until tomorrow" (Deleuze, 1968/1994, p. xxi).

The weekly reflection is your opportunity to write on the edge of what you 'know.' What or how does the reading make you *think differently*? *Practice differently*? *Live differently*? *Become differently*? These reflections are meant to be experiments in the possibilities of writing, and also to engage text critically; as William Pinar states, if one does not write about a text, one has not actually read the text.

These should be 1-2 pages, single-spaced, 1" margins. These reflections are meant to engage you in the practice of writing, as well as engage critical thought. They should not be reading synopses. They should be critically integrative.

Students who are not critically integrative in their written reflections may see this reflected in their final grade.

Journal Article Discussion [10 Points]
Due: Selected Week
IDEA Objectives: 1, 2, 3, 4
This assignment will ask students in the course to select one article of interest from a journal in the field dealing broadly with issues of curriculum. While the article selected might pertain to postsecondary~higher education, this is not a necessary component of the assignment. The aim is to expose students to the broad field of study that is curriculum.

Each student should provide a 1-page executive briefing of the article for members of the learning community highlighting: full APA citation of the article; topic or issue addressed; approach or method for analyzing the issue; findings, suggestions, or implications; utility of the article; how it made you think differently. Your presentation should be limited to 15 minutes.

Here are some key Journals in the field of Curriculum:
- *Curriculum Inquiry*
- *Journal of Curriculum Theorizing* [has a Higher Education Section]
- *Journal of Curriculum and Pedagogy*
- *Transnational Curriculum Inquiry*
- *Educational Studies*
- *Educational Philosophy and Theory*
- *Journal of the American Association for the Advancement of Curriculum Studies*
- *Educational Researcher*
- *Harvard Educational Review*
- *Discourse: Studies in the Cultural Politics of Education*
- *Gender and Education*
- *Race, Ethnicity, and Education*
- *Pedagogy, Culture, and Society*

You do not need to select from this list. If you desire a different article/journal, please feel free to expose us to the information so long as it deals with the broad field of curriculum.

Final Paper [75 Points]
Due: November 28, 2017
IDEA Objectives: 1, 2, 3, 4, 5
For the term paper you will research more in-depth some aspect of curriculum theory. This project could take numerous paths:

- You might select a foundational text to read (see below), exploring the potential implications of the text for higher education
- You might pick a theoretical base, and then explore that theory within the curricular assemblage (e.g. poststructuralism, feminism, critical theory, queer theory, international, racial, historical, political, phenomenological, autobiographical, aesthetic, theological).
- You might select a curriculum theory scholar whose work you will explore more in depth.
- You might choose a particular journal and analyze the curriculum perspectives from that journal in depth
- Propose your own project.

What is important for this term project is engagement with the larger field of curriculum theory and/or theorists.

This assignment will be graded on the following:
- Thoroughness – how well do you explain the theory/theorists; connection to theory?
- Historical and Theoretical connection to Curriculum – how do you place this text/project/theorist in relation to the broader field of curriculum theorizing?
- Connection to Higher Education – how do you unpack the connection of the theory/theorists/project to higher education? Do you explore possibilities and limitations?
- Quality of writing – is this scholarly writing? Does the paper demonstrate appropriate doctoral level synthesis, integration, use of sources, and formatting?

Your final paper should be between 15-20 pages (not inclusive of title page or references).

Drafts and~or robust outlines will be due on October 24. This will provide Peaton an opportunity to provide insights on strengthening the paper.

Final Paper Presentation [15 Points]
Due: November 28, 2017
IDEA Objectives: 2, 4
You will each put together a presentation of your final paper. This will be conducted academic conference style. Each presenter will have 12-minutes to present their paper. Following the presentation there will be time for discussion and dialogue.

A Brief List of Possible Texts for Final Project:
Aoki, T. *Curriculum in a new key*.
Apple, M. *Ideology and curriculum.*
Apple, M. (2014). *Official knowledge: Democratic education in a conservative age.*
Aviram, A. *Navigating through the storm: Reinventing education for postmodern democracies.*
Ayers, W. *Teaching toward freedom.*
Biesta, G. *Jacques Rancière: Education, Truth and Emancipation.*
Biesta, G. *Good education in an age of measurement: Ethics, politics, democracy.*
Biesta, G. *Beyond learning: Democratic education for a human future.*
Biesta, G. & Egéa-Kuehne, D. (2001). *Derrida and education.*
Buras, K. L. (2015). *Charter schools, race, and urban space: Where the market meets grassroots resistance.*

Casemore, B. *The autobiographical demand of place: Curriculum inquiry in the American South.*

Connelly, He & Phillion (2008). *The SAGE handbook of curriculum and instruction.*

Counts, G. *Dare the school build a new social order?*

Counts, G. *Education and American civilization.*

Dewey, J. (1918). *Democracy and education.*

Dillard, C. *Learning to (re)member the things we've learned to forget.*

Doll, W. (1993). *A post-modern perspective on curriculum.*

Doll, et al. (2005). *Chaos, complexity, curriculum, and culture: A conversation.*

Eppert, C. & Wang, H. (Eds.). (2007). *Cross-cultural studies in curriculum: Eastern thought, educational insights.*

Fleener, J. (2002). *Curriculum dynamics: Recreating heart.*

Freire, P. *Pedagogy of the oppressed.*

Freire, P. *Pedagogy of freedom: Ethics, democracy, and civic courage.*

Giroux, H. *Pedagogy and the politics of hope.*

Giroux, H. *Neoliberalism's war on higher education.*

Giroux & Giroux. *Take back higher education.*

Greene, M. (1995). *The dialectic of freedom.*

Greene, M. (1995). *Releasing the imagination: Essays on education, the arts, and social change.*

Hendry, P. M. *Engendering curriculum history.*

hooks, B. (1994). *Teaching to Transgress.*

Ibrahim, A. (2014). *The rhizome of blackness.*

Kliebard, H. (1995). *The struggle for the American curriculum.*

Lewis, T. E. (2013). *On study: Giorgio Agamben and educational potentiality.*

Lowe, R., & Yasuhara, Y. (2017). *The origins of higher learning: Knowledge networks and the early development of universities.*

McCarthy, C. & Crichlow, W. (Eds.). (1993). *Race, identity, and representation in Education.*

Miller, J. (2005). *The Sounds of Silence Breaking: Women, Autobiography, Curriculum.*

Ng-A-Fook, N. *An indigenous curriculum of place.*

Ng-A-Fook, N., Ibrahim, A., & Reis, G. (2017). *Provoking curriculum studies: Strong poetry and the arts of the possible in education.*

Noddings, N. *Education and democracy in the 21st century.*

Pinar, W. *Curriculum studies in the United States: Present circumstances, intellectual histories.*

Quinn, M. (2014). *Peace and pedagogy.*

Quinn, M. *Going out, not knowing whither: Education, the upward journey, and the faith of reason*

Reynolds, W. (2014). *Critical studies of southern place: A reader.*

Reynolds & Webber. *Expanding curriculum theory: Dis/positions and lines of flight*

Roth, W.M. *Curriculum in the making: A post-constructivist perspective.*

Roy, K. *Teachers in nomadic spaces: Deleuze and curriculum.*

Slattery, P. (2013). *Curriculum development in the postmodern era: Teaching and learning in an age of accountability.*

Snaza, N., Sonu, D., Truman, S. E., & Zaliwska, Z. (2016). *Pedagogical matters: New materialisms and curriculum studies*.

Spring, J. *Education networks: Power, wealth, cyberspace, and digital mind.*

Trueit, D. *Pragmatism, Post-Modernism, and Complexity Theory: The Fascinating Imaginative Realm of William E. Doll Jr.*

Waks, L. J. *Education 2.0: The learningweb revolution and the transformation of the school.*

Wang, H. *A journey to unlearn and learn in multicultural education.*

Wang, H. *Nonviolence and education: Cross-cultural pathways.*

Wang, H. *The call from a stranger on a journey home: Curriculum in a third space.*

Watkins, W.H. *The White architects of Black education: Ideology and power in America 1865-1954.*

Weaver, J. *Educating the posthuman.*

Whitlock, R. *Queer South rising: Voices of a contested place.*

Whitlock, E. (2007). *This Corner of Canaan.*

Winnfield, A. *Eugenics and Education.*

This is simply a sampling. As you read you will come across many others that may serve as anchor texts for the final paper/presentation; also, Professor Peaton has the large curriculum books you can reference

Final Grading

Final course grading breaks down as follows:

Reflections	Accounted For*
Journal Article Discussion	10 Possible Points
Final Paper	75 Possible Points
Final Paper Presentation	15 Possible Points
	100 Possible Points

* Students who are not critically integrative in their written reflections may see this reflected in their final grade.

A: 90-100 Points

B: 80 – 89.9 Points

C: 70 – 79.9 Points

F: <70 Points

Additional Course Policies & Procedures

Official Course Hashtag

This course will utilize an official hashtag: #HIED7376SHSU. Students are encouraged to post thoughts, insights, and communicate with peers on and through social media utilizing this official hashtag.

Late Assignments

Except in extreme circumstances, late assignments will not be accepted. Extreme circumstances include but are not limited to death in the family, extreme illness, and natural disasters.

If you are encountering problems with turning in assignments on time, please contact Paul at
pweaton@gmail.com or pweaton@shsu.edu

Academic Support

Any students requiring academic support to complete the requirements of this class are encouraged to take advantage of the many services offered at SHSU. A few include:

• Distance Learning Services at Newton Gresham Library (NGL) at
http://library.shsu.edu/services/distance/index.html

• SHSU Writing Center at http://www.shsu.edu/~wctr/

University Policies

- SHSU Academic Policy Manual-Students

  o Procedures in Cases of Academic Dishonesty #810213

  o Students with Disabilities #811006

  o Student Absences on Religious Holy Days #861001

  o Academic Grievance Procedures for Students #900823

- SHSU Academic Policy Manual-Curriculum and Instruction

  o Use of Telephones and Text Messagers in Academic Classrooms and Facilities #100728

- Visitors in the Classroom- Only registered students may attend class. Exceptions can be made on a case-by-case basis by the professor. In all cases, visitors must not present a disruption to the class by their attendance.

- Any student with a disability that affects his/her academic performance should contact the Office of Services for Students with Disabilities in the SHSU Lee Drain Annex (telephone 936-294-3512, TDD 936-294-3786) to request accommodations.

College of Education Information

Accreditation

The programs within the SHSU College of Education have the distinction of receiving accreditation and national recognition from multiple accrediting bodies. All educator certification programs, including teaching and professional certifications, have received ongoing accreditation from the Texas Education Agency (TEA). Additionally, the educator preparation program has been accredited by the Council for the Accreditation of Educator Preparation (CAEP-formerly NCATE) since 1954. Many of the educator preparation concentration areas have also chosen to pursue national recognition from their respective Specialized Professional Associations (SPA), signifying the program is among the best in the nation. The programs within the Department of Counselor Education have also received accreditation from the Council for Accreditation of Counseling and Related Educational Programs (CACREP).

Course and Program Evaluation

Near the end of the semester, students are asked to take part in the University's adopted course evaluation system, IDEA. The assessments are completed online and instructions are emailed to each student. Students' assessments of courses are taken are systematically reviewed by the Dean, Associate Deans, Department Chairs, and individual

faculty members. Only after the semester has completed are faculty members allowed to view aggregated results of non-personally-identifiable student responses.

The College of Education conducts ongoing research regarding the effectiveness of the programs. Students receive one survey in the final semester prior to graduation regarding the operations of the unit during their time here. A second survey occurs within one year following completion of a program, and is sent to students and their employers. This survey requests information related to students' quality of preparation while at SHSU. Students' responses to these surveys are critical to maintaining SHSU's programs' excellence.

	Readings/Multimedia	Due
Week 1 August 29	*University Closed - Hurricane Harvey*	
Week 2 September 5 What is Curriculum? What is Curriculum Studies?	Malewski (2009) - Introduction Snaza (2009) - 13 Theses on the State of Curriculum Studies Brown & Au (2014) - Race, Memory, & Master Narratives	Weekly Reflection
Week 3 September 12 Moments & Concepts I	*Engaging Minds* (Prologue, Moments 1 & 2)	Weekly Reflection
Week 4 September 19	No Class - Work on Reading & Journal Article Selection	
Week 5 September 26 Racializing Assemblages: Curriculum I	Grant, Brown, and Brown (2016) - Introduction, Chapters 1 & 2 Cooper - *A Voice from the South*	Weekly Reflection

Week 6	Grant, Brown, and Brown (2016) - Chapters 3, 4, Epilogue	**Journal Talk: Peaton**
October 3	Selections from *The Miseducation of the Negro*	Weekly Reflection
Racializing Assemblages: Curriculum II		
Week 7	Arthur (2011) - Student Activism and Curricular Change Chapters 1, 2, 9	**Journal Talk: TBA**
October 10	Concerned Students 1950 - List of Demands	Weekly Reflection
	Visit Website: http://www.thedemands.org	
Student Activism & Curricular Change	Giroux (2015) - Democracy in Crisis, Spector of Authoritarianism, and the Future of HIED	
Week 8	Ferguson - *Reorder of Things* (Intro, Chapters 1 & 2)	**Journal Talk: TBA**
October 17		Weekly Reflection
Pedagogies of Difference I	Suggested Reading: Morris (2016) - Political Curriculum Concepts	
Week 9	Ferguson - Reorder of Things (Chapters 3 & 4)	**Journal Talk: TBA**
October 24		Weekly Reflection
Pedagogies of Difference II		*Rough Draft of Final Paper*
Week 10	Ferguson - *Reorder of Things* (Chapters 5 - Conclusion)	**Journal Talk: TBA**
October 31		Weekly Reflection
Pedagogies of Difference III		

Week 11 November 7 Pedagogy I	Freire - Intro; Preface; Part I	**Journal Talk: TBA** Weekly Reflection
Week 12 November 14 Pedagogy II	Paris & Alim (2014) - Culturally Sustaining Pedagogy Freire - Part II	**Journal Talk: TBA** Weekly Reflection
Week 13 November 21 Moments & Concepts II	*Engaging Minds* (Moments 3 & 4, Epilogue)	Weekly Reflection
Week 14 November 28	Final Paper Presentations	Final Paper