

**SIMON FRASER UNIVERSITY
SUMMER SEMESTER 2007**

**EDUC 471-4
CURRICULUM DEVELOPMENT: THEORY AND
PRACTICE
(E01.00)**

MAHBOUBEH ASGARI
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Thursday 5:30-9:20 WMC 3255

PREREQUISITE: 60 credit hours

Course Description

As educators, one of our concerns should be how to get all students—regardless of their gender, race, class, or ethnicity—to think, learn, and be successful in school and in society. One way to address this concern is to develop a curriculum that is inclusive and democratic. Such a curriculum develops educational content that is sensible and meaningful to all students. It values students with different cultures, races, and identities; recognizes their strengths and mainstream discourses; and empowers them to recognize the ‘positions’ they have been assigned through powerful discourses and practices.

In this course, participants will become familiar with both theoretical and practical ideas of curriculum, so that how theories of curriculum relate to classroom practices and students’ learning. Throughout the course, we will look at curriculum from three perspectives: recognitive, socio-cultural, and political. In the recognitive paradigm, we will read about the notion of ‘recognition’ and the importance of recognizing students with different identities, values, and beliefs in curriculum. The importance of the ‘positions’ that are socially produced and culturally constructed through the mediation of powerful discourses and practices will be examined in socio-cultural paradigm. Students’ learning is influenced by such subject positioning. In the third paradigm—political—we will discuss the role of curriculum in understanding the issues of political power and racism since no education exists in isolation from politics.

Course Requirements

1. Attendance and participation 20%
2. One presentation 20%
3. One reflective writing piece 20%
4. Final paper (12-15 pages double-spaced) 30%
5. Peer review of the final paper 10%

Please note: Participants are expected to pre-read the first chapter of the book “Schools of Recognition” by Charles Bingham, and the first two articles in the course book (one by Charles Taylor, and the other by Jessica Benjamin) and to come to the first class session on May the 10th prepared to participate in the discussion.

Required Reading

- Custom Courseware - EDUC 471 Instructor Mahboubeh Asgari
- Bingham, C.W. (2001). Schools of recognition: identity politics and classroom practices. Lanham, Md.

: Rowman & Littlefield Publishers.

- Paley, V.G. (1979). *White Teacher*. Cambridge: Harvard University Press.

There is no final examination for this course.