

教育·心理影印版系列教材

理解课程

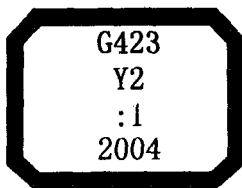
影印版
(上册)

Understanding Curriculum

William F. Pinar, William M. Reynolds
Patrick Slattery, Peter M. Taubman



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内 容 简 介

本书是继拉夫尔·泰勒《课程与教学的基本原理》之后美国最重要、最详尽的课程论教科书。它论述了美国课程理论近170年的发展(1828—1994),重点论述了美国课程领域经过“概念重建”之后的发展,对“政治课程理论”、“种族课程理论”、“后现代课程理论”、“自传性课程理论”、“美学课程理论”、“神学课程理论”、“制度课程理论”、“国际课程理论”做了全面而透彻的剖析。关于课程开发实践的诸多问题,如“课程政策”、“课程规划、设计与组织”、“课程实施”、“课程评价”、“课程与教师”、“课程与学生”等等,本书亦做了别开生面的前沿性研究。在美国,本书被誉为课程理论的“圣经”。

Preface and Acknowledgements

This is an unruly book, a cacophony of voices. That is the reality and our stylistic intention. We walked a fine line, not wanting to submerge individual scholars and lines of discourse in *our* narrative. To do so would be to create a "master" narrative. What we have tried to do is represent the field as it is, not as we wish it to be, or even what it looks like from our point of view. Indeed, we have been quite explicit about our contributions and commitments so that the reader can factor these in his or her interpretation of our representation of the field.

How did we determine this representation of the field? That is, how did we decide which scholars, which discourses, were important? First, let us be clear we did not do it by surveying our colleagues in public and private elementary, middle, and secondary schools as to which curriculum books they read. That might be an interesting survey to make, but it would not constitute a representation of the field. To think so would be like suggesting that a portrait of the field of political science could be undertaken by surveying which political scientists and which streams of political science research and theory are read by politicians and voters. Or, it would be like suggesting that the field of medicine could be mapped by surveying the health habits of the population. All three—curriculum theorists, political scientists and physicians—might wish to influence our fellow citizens. But none would claim that what our fellow citizens read and do necessarily reflects the state of our respective fields.

So how do we determine this representation, paint this portrait? The answer is probably self-evident: we examined what is published by the scholarly presses and in the professional journals. Among the latter, we examined carefully *Curriculum Inquiry*, the *Journal of Curriculum Studies*, *Curriculum Perspectives*, the *Journal of Curriculum Theorizing* (now *JCT: An Interdisciplinary Journal of Curriculum Studies*), and the *Journal of Curriculum and Supervision*. We looked at selected issues of the *Harvard Educational Review*, *Teachers College Record*, *Educational Theory*, the *American Journal of Education*, *Phenomenology + Pedagogy*, the *Journal of Educational Thought*, and the *McGill Journal of Education*. We examined conference programs, especially those of the American Educational Research Association.

There is the question of time. Particularly in the writing of chapter 14, we knew we could not wait the customary two years between conference presentation and publication, given the rapidity of international developments. More specifically, the American field of curriculum is moving rapidly. We have feared that the discipline which, after ten years of study we are confident we see fairly clearly now, may not be the field emerging on the horizon.

Despite this problem of "lag," we are confident we have a recognizable portrait, even to our junior colleagues. Conscious, however, of this generational feature of a field's development, we conclude this book with "a postscript to the next generation."

There was the problem of gaining access to curriculum scholarship published outside the journals we chose to study. To compensate, I wrote 200 prominent curriculum scholars in 1987 requesting reprints of their articles and essays, to provide some protection against missing contributions not published in the journals we examined. Many responded generously. All of this does not add up to an infallible and statistically accurate picture of the field, but we are certain that, in general terms, with exceptions (one line of research may be overemphasized somewhat, another possibly underemphasized), we present here a comprehensive and accurate portrait of the field. What you will read is what the field is saying, or has been saying, during its more or less one-hundred-year history, emphasizing the past twenty years.

The curriculum field, after a period of stasis, is very much in motion now. Indeed, there is a veritable explosion in scholarly publication in the field. Moreover, the major categories by which we can understand contemporary work exhibit, in some cases, ever-increasingly porous boundaries. This somewhat fluid state acknowledged, I think we have a reasonable snapshot of the American curriculum field at this time. To characterize this representation as "comprehensive" means that we believe we have included the primary and much of the secondary scholarship in each sector. It is not to say that we have included all scholarship; we have omitted some work to maintain a narrative line. We have come as close to being encyclopedic as we dared. After all, we view this as an *introduction* to the study of curriculum. Students are encouraged to pursue ideas introduced in this volume by referring to original sources; serious students will do so. There are those who will regard this book as too complicated to function as an introduction. Our reply is that the field is now complex, and we have simplified its representation as much as we responsibly could. We believe advanced undergraduates and beginning graduate students can both profit from studying this introduction. For too long curriculum professors have patronized their students by assuming their ineptitude. Compared to the textbooks in other fields undergraduates have studied, i.e. physics, the curriculum field remains quite accessible.

There are many to thank for assistance in the production of this work. We wish to thank Janet L. Miller for her permission to use a draft of a co-authored (with Pinar) essay (which was never finished) as the genesis of chapter 7, and for her careful reading and critique of chapters 7 and 10. We thank Madeleine R. Grumet for her critiques of chapters 7, 8, 10, and 11. My thanks to Louis Castenell, Jr., Cameron McCarthy, and Susan Edgerton for their advice regarding chapter 6, to Kim MacGregor for advising me on the technology section of chapter 13, to Noreen Garman for advice regarding the supervision section in chapter 13, to Tony Whitson for helping with the sections reporting his work, to Karen Hamblen for reading chapter 11, and

to Margo Figgins for suggestions regarding chapters 11 and 15. We wish to acknowledge Bill Schubert's non-competitive and generous support, as well as his advice regarding chapter 2. Thanks especially to Craig Kridel for reading the historical chapters. We thank all of those who responded generously to Pinar's letter of request for reprints. Many thanks go to Bill Doll for reading 7, 9, 10, and 14. Thanks as well to Elizabeth Adam Langlinais for typing first drafts of chapters 12 and 14, to Cheryl Friberg Slattery for her review of all chapters, and Wendy Taylor, Celeste Brinkhaus, and Wendy Hellenger, graduate students at the University of Southwestern Louisiana, for their research assistance on chapter 14.

I wish to acknowledge my reliance, especially in chapter 13, on the *Handbook of Research on Curriculum*, edited by Philip Jackson (1992c), published by Macmillan, and supported by the American Educational Research Association. Jackson, has, I think, made a very substantial contribution, both in his essay and in his editing, as the quality of essays is quite high, in contrast, for instance, to the superficiality of the curriculum pieces in Noel Entwistle's (Ed.), *Handbook of Educational Ideas and Practices* (Routledge, 1990). Serious students of the field are well advised to purchase their own copies of the Jackson handbook. Too, students should not overlook the recently published *The American Curriculum: A Documentary History*, edited by George Willis, et al. (Greenwood, 1993).

While the idea for the book and its organizational scheme are mine, this project has been a collaborative effort. Bill Reynolds developed the first drafts of chapters 2, 3, and 5; additionally he provided preliminary material for chapters 4 and 10. Peter Taubman worked on the second draft of chapter 7, redoing that first draft extensively. He also reworked my version of chapter 6, and took my fragment of chapter 9 and wrote a first draft. Patrick Slattery provided first drafts of chapters 12 and 14, and a first draft of the supervision section of chapter 13. I wrote all drafts of chapters 1, 8, 11, and 15, although Bill, Peter, and Patrick commented on these. I wrote the final draft of all chapters, although in chapters 9, 12, 14, and part of 7 much of their language remains intact. While each of us claims the perspective presented in this history and analysis of the field, responsibility for errors is mine alone.

This book presented a special problem for me regarding the reporting and referencing of my own work. There is a trend in recent scholarship to quote oneself, sometimes rather extensively. Indeed, reference lists appear on occasion to function as bibliographic introductions to the work of the author. Even more remarkably, two recent books (Giroux, 1992a; Apple, 1993) include interviews with the authors themselves as chapters! Given these practices, I suppose I ought not feel awkward about reporting my own efforts. The truth is that I have been very much involved in recent developments in the field, and for the sake of accuracy, modesty had to be suspended. I have tried to report carefully criticisms of my efforts, in part to avoid the appearance of self-promotion. Regarding a related matter, it is also true that I have not been timid in reporting the work of my friends (at the least I have been careful not to understate their contributions). For the sake of fairness I

have worked hard to report appreciatively the work of my critics, as well as the very much larger number of scholars I do not know or with whom I have no particular history. Being conscious of these complications I believe to be the best protection against arguments *ad hominem*. Last but not least, the candid responses of more than a dozen anonymous reviewers provided additional insurance. Of course, you the reader must judge whether or not we have succeeded in being fair.

I wish to thank former and present LSU graduate students who have helped me in many ways. Among these are Margaret Sullivan (who also worked on permissions and the bibliography, in the latter task assisted by Mark Bernu, a Ph.D. student at Oklahoma State University), Gregory Nixon, Susan Edgerton, John Stier, Yonghwan Lee, John St. Julien (who read the technology section in chapter 13), Douglas McKnight and Anne Pautz (who read the second and final drafts, making extensive and useful comments; both helped faithfully with the bibliography while Anne helped with the section on Bill Doll in chapter 9 and with permissions), and Wen-Song Hwu. I would especially like to acknowledge the labor and friendship of Professor Hwu, who came to LSU for Ph.D. study by way of Bill Reynolds, when Bill taught at the University of Wisconsin-Stout. Wen-Song's summaries of well over one hundred journal articles and his companionship and his general help during the 1992-1993 academic year enabled me to maintain a focus that threatened to blur due to the sheer volume of labor. My thanks, Wen-Song. Finally, I thank Louisiana State University for a sabbatical leave during fall term 1991 when much was accomplished.

I began work on this project in 1981, when I first sensed that the movement known as the "Reconceptualization" had succeeded. The field had been reconceived from one with an essentially institutionalized aim to maintain practice (by improving it incrementally) to one with a critical, hermeneutical goal of understanding practice and experience. Other projects interrupted progress on this one, including the chairmanship of the Department at LSU in 1985, a post I resigned in 1991, in part to finish this project. By the middle of the decade I realized I would not finish this project without help, and I asked Bill Reynolds to join me. Bill worked closely with me during that initial period, and I am most grateful for his commitment and collegialship.

My map of the field after the Reconceptualization is drawn incompletely in *Contemporary Curriculum Discourses*, published in 1988. In one sense that collection represents the "best of JCT," as most of the essays published in that book first appeared in *JCT* (first *The Journal of Curriculum Theorizing*, now *JCT: An Interdisciplinary Journal of Curriculum Studies*). Many of those papers were presented at the JCT-sponsored yearly conference, held from 1979-1982 at the Airlie House in Virginia, afterward at the Bergamo Conference Center in Dayton, Ohio. [The 1994 meeting will be held at the Banff Centre for the Arts, Banff, Alberta, CANADA.] In that collection I conceived of the major sectors of scholarship according to their theme, source, and apparent aspiration. These discourses included efforts to understand the curriculum historically, politically, aesthetically, phenomeno-

logically, and from feminist perspectives. Omitted from this collection, partly due to space, were discourses that now are clearly major or emerging: race, autobiography/ biography, theology, postmodernism/poststructuralism, and international perspectives. Of course, the boundaries among these sectors is porous, more porous between and among some than others.

As the reconceptualist movement succeeded, it came apart. To the extent the movement was cohesive, it was opposition to the Tylerian tradition that held the movement together. Once that tradition had been displaced, the cohesion splintered. Now there is a certain "balkanization" in the field, a certain tendency for students and practitioners of each discourse to act as if his or her discourse of affiliation and labor is the most important. Such a tendency is "natural," of course, to some extent, but also false. This problem has led to a tendency in the field to ignore discourses, to fail to teach curriculum theory comprehensively. This book is an effort to correct this "balkanization." We hope it signals and supports a period of consolidation in the field, in which discourses can emphasize their intertextual complementarities. It must not be possible to study for the Ph.D. in curriculum without knowing all the major sectors of scholarship. To teach the field as if it were only political or institutional is irresponsible.

My sense is that the next "paradigmatic shift" in the field will represent not a shift in scholarly function for the field—as the Reconceptualization of the 1970s represented—but a shift to a more conceptually autonomous, intertextually complex effort to understand curriculum. The current state of curriculum discourses indicates a relative closeness to or dependency upon the sources of these discourses, sources in other fields. For example, ideas from postmodernism are "applied" or focused upon curriculum issues. The next stage will involve a relative movement away from sources, although historically informed students will not forget them, and the establishment of a conceptually autonomous discipline of curriculum theory, an idea sketched in chapter 15.

In addition to his support, I wish to acknowledge the editorial advice of Michael Flamini. It is difficult to imagine an editor as civilized and smart as Michael has been. And our special thanks go to Joe L. Kincheloe and Shirley R. Steinberg for inviting us to publish in their important series, for their insightful suggestions, and unwavering support. They are remarkable scholars, teachers, and friends.

Finally, I wish to acknowledge the mentorship and friendship of Paul R. Klover. I met Paul in summer 1969 upon the recommendation of Donald R. Bateman. Don had been the inspiration in my senior year, teaching in an experimental program that focused upon urban education. Bateman taught me Freire, Mao, and black radicalism. He would continue as my mentor and friend. However, my focus would shift from English education to curriculum theory. On this occasion I wish to acknowledge Paul's influence on my hope for the field, a hope that was mostly a fantasy as I began working in 1972 at the University of Rochester. He helped me to plan the Rochester conference, which is generally acknowledged as the beginning of the movement to

reconceptualize the field. He very much influenced my editing of *Curriculum Theorizing: The Reconceptualists* (1975d). Paul has never agreed with all that I have done. For instance, he has never seemed very interested in autobiography. Paul has disagreed with what he regards as my underinvestment in "practice." No doubt his enduring commitment to the schools and to practice has helped keep my drift away from the institution of schooling from being complete. Despite these disagreements Paul has been generous in his advice over the years, and I have eagerly sought it. This book is dedicated to him.

William F. Pinar
December 1994

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An Introduction to the Study of Historical and Contemporary Curriculum Discourses

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