

Introduction

The Field of Curriculum Studies

During the past decades, much effort has been devoted to defining *curriculum studies*, an ever-changing academic field that at times proves amorphous and bewildering. In fact, few areas of education have so conscientiously scheduled symposia to ascertain the field's health and to suggest future directions. More than 75 presentations during the past 15 years have been staged at American Educational Research Association (AERA) conferences to define and to determine whether if the field of curriculum is "moribund," as famously asserted by Joseph Schwab and Dwayne Huebner, or merely engaged in the ongoing quest for meaning and relevancy today. Moreover, few professional terms appear so omnipotent as well as baffling as *curriculum*. Defining the word has become a regularly practiced activity, yet consensus is illusive. While authors seek to construct conceptions with great precision, definitions remain idiosyncratic and sui generis. Often, *curriculum* is defined simply as a course of study. Other characterizations view the term more as a state of mind or act of inquiry that results in some form of growth. For this publication, an operational definition of *curriculum* consists of conceiving and configuring experiences that potentially lead to learning, and *curriculum studies*, thus, becomes the examination of this process. No doubt this explanation may well be as generic and flaccid as any that will ever appear in an educational encyclopedia. Yet, a careful reading of conceptions of curriculum through the years, notably Philip W. Jackson's analysis in the 1992 *Handbook of Research on Curriculum*, causes one to quickly realize that an open-ended, fluid definition is necessary to confront the complexity that characterizes and sometimes seems to threaten the field.

The study of curriculum, beginning in the early 20th century, served primarily the areas of

educational administration, pedagogy, and testing and was seen as a method to design and develop programs of study for schools. In what became a distinct academic field, curriculum subsequently expanded to draw on various disciplines from the arts, humanities, and social sciences in order to examine broader educational forces and their effects on the individual, society, and conceptions of knowledge. Many curriculum leaders at mid-20th century represented an avant-garde in educational studies where "middle-range theorizing"—exploratory theory integrated with thoughtful practice—took form in different ways, as conventional program development as well as more expansive forays into educational design. In the early 1980s, *curriculum studies* became a more commonly used term to separate itself from "the field of curriculum" and its emphasis on program design and development and "curriculum and objectives" traditions. The field of curriculum studies has now emerged to embrace a contested conception of academic scholarship and research. Although similarities to other educational fields—social and cultural foundations, educational policy and administration, cultural studies, instruction and supervision, assessment and evaluation—are pronounced, the differences are profound.

How the Encyclopedia Was Created

The *Encyclopedia of Curriculum Studies*' conception and administrative structure were developed by William H. Schubert long before I became involved with the project. Because of the failing health (and impending death) of his wife, Dr. Ann Lopez Schubert, Bill was unable to serve as editor, and I was invited to accept this position. As I assumed this role, Bill proved to be an extremely helpful consulting editor; however, the orientation of the encyclopedia shifted as I began reconsidering

the role and intent of the project. Bill had originally expanded the parameters of the encyclopedia to include a strong representation of the “outside curricula,” a concept that he has introduced into the field. In contrast, with my prior experience in documentary editing and reference-archival work, I came to see the encyclopedia in a slightly different way. Rather than attempting to reconceive and redefine curriculum studies, I viewed the publication as a form of service to help the reader understand the field and those core terms and concepts that comprise its essential features.

I proceeded to develop a list of topics by reviewing the major synoptic textbooks and handbooks. My tabulations were supplemented by two previous research projects where I classified and analyzed the titles of more than 10,000 presentations from the American Educational Research Association (AERA) Division B: Curriculum Studies meetings and the Bergamo Conferences between 1973 and 2005. I was also afforded the opportunity to examine the galley proofs of *The SAGE Handbook of Curriculum and Instruction*, thanks to the professional kindness of its editor, Michael Connelly, so that I could consider including important terms and concepts from that work, and I elicited suggestions for topics from emeriti faculty as well as junior colleagues while receiving listings from each member of the editorial board. My intent was to compose an encyclopedia as a comprehensive supplement to the many introductory and advanced publications in the field. From all of this research, I prepared a listing of topics for a two-volume encyclopedia of 500 entries and approximately 600,000 words.

Rationale for the Encyclopedia

The field of curriculum studies stands first among equals in its efforts to explore various conceptions of educational research and inquiry. Scholarship has become intricate in its effort to address persistent questions and issues. What becomes apparent quite quickly, however, is the need for a work that supports and assists the efforts of the neophyte who has entered this “booming, buzzing confusion” known as curriculum studies. This is where an encyclopedia establishes its unique role, differing substantially from textbooks and handbooks. Curriculum studies is resplendent with

these synoptic overviews. From the legendary texts of Hollis Caswell and Doak Campbell’s *Curriculum Development* and Harold Albery and Elsie Albery’s *Reorganizing the High-School Curriculum* to the well-known handbooks—*The Handbook of Research on Curriculum* and the recently published *The SAGE Handbook of Curriculum and Instruction*—numerous works have mapped the arenas of curriculum research and scholarship, design and development, and narrative and discourse. Although the content of these publications has varied with their differing perspectives and paradigms, the intent remains similar: to develop “comprehensive frameworks” to portray an overwhelming array of ideas for a field of study that continues to expand and change.

The *Encyclopedia of Curriculum Studies*, in contrast, does not seek to introduce new configurations of the field. In recognition of the lexiconic heritage of an “encyclopedia,” this two-volume set serves as an introduction and general education, supplementing and assisting those newcomers who want to understand the professional and specialized knowledge component of curriculum studies. This publication, extending Ernest Boyer’s types of research in *Scholarship Reconsidered*, represents a form of service scholarship, providing a place of respite to read succinct statements, to learn unfamiliar terms and concepts, to become more comfortable with specialized phrases, and to supplement one’s understandings of those many significant and perplexing concepts and questions that characterize the field.

Content and Organization of the Encyclopedia

The *Encyclopedia of Curriculum Studies* has attempted to anticipate, carefully and cautiously, the needs and interests of newcomers to curriculum studies. A review of the reader’s guide on pages xiii–xix displays the listing of entries configured categorically and along the following 10 specific themes:

1. Biography and Prosopography
2. Concepts and Terms
3. Content Descriptions
4. Influences on Curriculum Studies

5. Inquiry and Research
6. Nature of the Curriculum Studies
7. Organizations, Schools, and Projects
8. Publications
9. Theoretical Perspectives
10. Types of Curricula

Topics (headwords) have been selected in recognition of their significance and frequency of usage in the literature. Although some curriculum scholars may object to certain entries that have been included, an encyclopedia accepts a vow to represent and portray fairly the entire field. “To list is to exclude,” and other veterans from the field will examine the reader’s guide with an eye toward not what appears but, instead, what is absent. A few headwords may be missing not because of the editors’ disregard but, alas, because these terms have indeed lost their usefulness and, thus, significance for current dialogue. Although three past presidents of the Society for the Study of Curriculum History sit on the encyclopedia’s editorial board, the publication has taken a more contemporary than historical appearance. Little-known, antiquated terms and concepts, once of considerable importance, do not appear in its pages because the encyclopedia seeks to reflect current and to anticipate future trends. I should note here, however, that the *Encyclopedia of Curriculum Studies* could not fully embrace one of the more pronounced contemporary developments in the field: the internationalization of curriculum studies. A decision was made, in accord with the guidelines and urging of SAGE Reference staff, to focus this publication primarily on work in North America. With the inclusion of overviews of curriculum research throughout the world, the encyclopedia represents a mere introduction (and homage) to the transnational work that is currently under way. *The International Encyclopedia of Curriculum*, edited by Arieh Lewy, was published in 1991, and a new international encyclopedia project is long overdue.

The *Encyclopedia of Curriculum Studies* includes many distinctive features and entries. The field of curriculum studies recognizes the limitations if not dangers of official knowledge and an authorial voice. Thus, in what may be considered unusual among the SAGE Reference family of encyclopedias,

this publication includes a series of five essays attending to “the nature of curriculum studies” and five essays describing the “future of curriculum studies.” Each account, although different in its portrayal, is also authentic and honest in its description of the nature and future of the field. In addition, a series of headwords describes curriculum studies in relation to (and distinct from) eight other fields of study as a way to help articulate what distinguishes and separates the field. Another unique component of the encyclopedia stems from its treatment of the *26th Yearbook of the National Society for the Study of Education*, a 1927 two-volume set that has rightfully taken on legendary dimensions for the field of curriculum studies. In an effort to display the timeless quality of this work and of its 18 guiding questions, two curriculum scholars were invited to address each of the queries. We encourage readers to turn to the encyclopedia’s appendix, “Fundamental Curriculum Questions,” and follow the treatment of these perennial issues from contemporary points of view.

Various literary styles are intentionally depicted in the encyclopedia, partly as a way to portray the breadth and vitality of the field. As editor, I reviewed submissions with attention to balance but also with generous acceptance of different writing styles. Distinctive approaches to topics offer the reader greater insights into the field of curriculum studies, and I enjoyed encouraging authors to reconceive the detached encyclopedic tone when appropriate. For that reason, submissions by certain contributors, though significant and informative, differ greatly from the typical “simple and direct” encyclopedia style influenced by Jacques Barzun, William Strunk and E. B. White.

For those readers who will explore this publication by reading numerous entries, repetition is inevitable. I allowed seminal concepts to be noted and described regularly throughout the encyclopedia because, it is assumed, one turns to this type of reference work to consult a few specific topics. Rarely would one read the *Encyclopedia of Curriculum Studies* to learn, for example, a definition of “malefic generosity” and then decide to continue reading the prior entry, Magnet Schools, or the subsequent headwords Man: A Course of Study, Marginalization, and Mastery Learning. For that reason, the Tyler Rationale has become

a regular apparition throughout the two volumes along with other names and terms. But for those who decide to roam and explore the pages of this publication, interesting commonalities will appear from the work of distinguished curriculum studies leaders, and readers will most likely come to create their own conceptual unity among the entries. And, in its own way, the *Encyclopedia of Curriculum Studies* offers the careful reader a surprisingly revealing depiction of the conventions, mores, and accepted research and writing practices of the field of curriculum studies. Further, I suspect a review of entries, when placed in juxtaposition with common headwords from the SAGE *Encyclopedia of Educational Leadership and Administration*, the SAGE *Encyclopedia of the Social and Cultural Foundations of Education*, and the SAGE *Encyclopedia of Educational Reform and Dissent*, will offer further insights into the nature of the various fields of education. In essence, a comparison of identical headwords from these and other encyclopedias will prove most important as researchers study the dissemination of knowledge and examine further “the curriculum” and the nature of educational and curriculum studies.

One administrative decision will prove somewhat disconcerting to certain readers. As one who has devoted his career to championing biographical research in education, I found myself receiving queries from scholars and contributors expressing disbelief that entries about certain contemporary authors were not included. I approached the encyclopedia, instead, as an opportunity to identify and portray “exemplary” concepts, terms, books, and phrases, developed by those who have defined the field. As the founder and coordinator for nearly two decades of the AERA Biographical Research Special Interest Group, I found myself implicitly criticizing the standard biographical encyclopedia entry that consists of occupations, dates, and career details. Further, I recognized that much reference-oriented, life-history details are accessed by curriculum students from Internet sources. Thus, I accepted the SAGE Reference staff’s restrictions on the number of biographical entries, a figure greatly reduced from those allocated for already published encyclopedias. I used this limitation, however, as an opportunity to encourage authors to craft entries that featured the realm of intellectual biography rather than the typical scholarly chronicle treatment

of listing career facts. Further, the *Encyclopedia of Curriculum Studies* introduces a novel form of prosopography (group biography) in the form of a series of institutional “curriculum collectives,” historical portrayals of universities whose faculty have influenced greatly the development of the field. In addition, a number of “bibliographic entries” have been included that feature specific writings by curriculum leaders who have defined the field. Rather than congratulating a large number of contemporary authors (and dismissing too many others) with individual entries, I have honored our field’s leaders by featuring their emblematic terms and concepts and by inviting them and others to place their own stamp onto the professional literature by describing their defining concepts.

Acknowledgments

My appreciation and sincere thanks to participating contributors can never be fully expressed. I invited many recognized scholars to contribute entries of 500, 750, 1,000, or 2,500 words—former presidents and vice presidents of AERA, ASCD, American Educational Studies Association, Professors of Curriculum, Professors of Education, and other related curriculum organizations as well as chaired professors, directors, deans, and recipients of AERA Division B’s lifetime achievement award. Mentioning in my letter of invitation that their days of encyclopedia writing may have ended long ago, I appealed to their goodwill and professional responsibility to view this project as an opportunity for many disparate and diverse perspectives to come together for a common good in the preparation of entries for this first (North American-oriented) encyclopedia of curriculum studies. With an assortment of good-natured responses, distinguished professors throughout the field of curriculum studies agreed, altering this encyclopedia from a writing activity “for the neophyte by the novice scholar” to a collection of carefully composed descriptions by recognized and renowned scholars. You, the reader, are the beneficiary as you now have the opportunity to review succinct, comprehensive statements from curriculum studies’ senior leaders—Michael Apple, Jean Clandinin, Michael Connelly, O. L. Davis Jr., William Doll Jr., Geneva Gay, Maxine Greene,

Madeline Grumet, the late Joe Kincheloe, the late Paul Klohr, Marcella Kysilka, Gloria Ladson-Billings, Sonia Nieto, William Pinar, Thomas Popkewitz, Edmund Short, Christine Sleeter, Daniel Tanner, Max van Manen, and so many others.

I greatly appreciate the assistance and advice of William H. Schubert; his gentle touch permeates the encyclopedia. I wish to thank the distinguished board of editors who, while selected by Bill, have so graciously and willingly devoted hours of writing to this project: William Ayers, Tom Barone, Noreen Garman, Janet Miller, Thomas P. Thomas, and William Watkins. They have served admirably in their own way as have the SAGE research scholars who willingly and valiantly accepted substantial research and writing responsibilities: Lucy Bailey, Donna Breault, Kara Brown, Ming Fang He, Timothy Leonard, and Erik Malewski.

The administrative staff at SAGE Reference is most important to the success of any such undertaking, and I have found this so true with the *Encyclopedia of Curriculum Studies*. My initial conversations with Rolf Janke, acquisition editor,

convinced me that this was a project worth devoting considerable time. Carole Maurer, development editor, and Kate Schroeder, production editor, both assisted with thoughtfulness, kindness, and good cheer. Similarly, Robin Gold, Renee Willers, Laura Notton, Michele Thompson, and Leticia Gutierrez provided great assistance and conclude their *Encyclopedia of Curriculum Studies* duties with many entertaining anecdotes to amuse their colleagues. A most important staff member for such an enterprise is the managing editor, and this was certainly the case as Mary Bull provided the organizational acumen, detailed eye, and generous tone to guide this project to completion as well as, in her role as a skilled reference librarian, discovering and obtaining documents of great importance for many authors.

For all those involved with the SAGE *Encyclopedia of Curriculum Studies*, I greatly appreciate your participation and support of our effort to bring together the scholars from the field of curriculum studies.

Craig Kridel