

Curriculum, Teaching, and the Politics of Educational Reform

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Right Turn

In his influential history of curriculum debates in the United States, Herbert Kliebard has documented that educational issues have consistently involved major conflicts and compromises among groups with competing visions of legitimate knowledge, what counts as good teaching and learning, and what is a "just" society (Kliebard, 1986). While I believe neither that these competing visions have ever had equal holds on the imagination of educators or the general citizenry nor that they have ever had equal power to effect their visions, it is still clear that no analysis of education can be fully serious without placing at its very core a sensitivity to the ongoing struggles that constantly shape the terrain on which the curriculum operates.

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