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Marvelous Creations: School Subjects and Curriculum History

Curriculum and school subjects do not have a fixed essence, they have history. The evolution of their meaning over time shows that the recent metaphorical and contextual turns we have seen in conceptual history help to avoid anachronisms and to better understand the complex and polysemic nature of those terms. *Curriculum* and *disciplina*, like *inter alia* «civilization», «culture» and «education» are part and parcel of the conceptual order in modern reason. For decades *curriculum* and school subjects historiography, although driven by different academic and cultural traditions in the Anglo-Saxon and the Southern European spheres, has gone a long way toward explaining the specificities of school knowledge. Between the two traditions, the idea of a *subject* or *discipline code* [*código disciplinar*], coined by the author of this article, became a heuristic tool to understand, from a historical and critical perspective, the curriculum and those marvelous creatures of school culture which we call school disciplines or subjects.

KEY WORDS: school subjects; *curriculum* history; subject or discipline code; school culture; genealogical history; school knowledge.

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Curriculum History in Spain: the dual rurality of a subfield still under construction

The historiography of curriculum and school subjects does not have a long tradition in Spain. Even today it is still a comparatively marginal focus of interest within the academic tribe of Spanish education historians, to the point that some of its most substantial fruits have been harvested outside that field. However, it is not the purpose of this article to carry out a usual review of the state of the art. Instead, a critical dissection of the implicit presuppositions and understandings about the nature and dynamics of the curriculum which underlie the research undertaken in this country in recent decades will be attempted.

KEY WORDS: curriculum history; Spain; school knowledge; history of school subjects.

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Mirror for the People: Disruptions and Aporias in Finnish National Curriculum Documents

National curriculum texts are prime examples of the difficulties inherent in representing and constructing notions of citizenship in a democratic society. Whereas pre-democratic sovereigns were given Machiavellian advice in the genre of ‘mirrors for princes’, the modern school curriculum embodies a ‘specular logic’ of political discourse, providing the people with an image of themselves as ‘unity in difference’. This image is then implemented and reinforced in the education system.

Using post-foundationalist political theory, we analyze how representations of citizenship are fabricated in national curriculum discourses in an age of perceived dislocation – when continuity in the political order is seen threatened. As a case example, we use Finnish curriculum discourses – national curricula as well as

academic texts for the planning, implementation and evaluation of curricula – from the 1950s to the 1970s. These discourses construct a cultural thesis of a nation where former symbols of national unity – based on romantic notions of country, language, and faith – are swiftly evaporating. Profound political, technological, and industrial changes were seen to require more general adaptation and cooperation skills than before, amounting to a new temporal orientation or ‘future shock’ – the aim of which was to respond to unknown future demands rather than to simply secure a sense of historical continuity.

KEY WORDS: curriculum; history of education; nationalism; Finland; political theory.

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A Curriculum of Free Play? A Multi-sited Analysis of the History of a National Curriculum in Danish Early Childhood Education

In 2004 the first national curriculum was passed in the area of early childhood education (ECE) in Denmark. Opponents to the curriculum have argued that it introduces school-like thinking in the area of ECE, making it oriented towards particular goals. On the contrary, proponents argue that the curriculum embraces the natural child and should be seen as a continuation of a child centered tradition. As such, much of the discussion seems to reflect an interest in the intentions of the actors behind the curriculum and whether the philosophy of these actors is in accordance with a child centered philosophy of the past. A philosophy often seen as stemming from Friedrich Fröbel’s vision of a Kindergarten in the early 19th century and more broadly drawing on the ideas of a natural child formulated by Rousseau in the 18th century.

With an ambition to historicize the present, I will argue that this first national curriculum scaffolds ways of thinking that crosses traditional philosophical dichotomies between inner (nature) and outer (goal). The historical question therefore is not whether this curriculum is in accordance with a tradition embracing the natural child, but how thinking about child nature – and the ways in which it is to be redeemed – is articulated in the work of Fröbel and his Danish followers Hedvig Bagger and Anna Wulff. Moreover, the paper addresses how this notion of nature is transformed in and through the developmental psychologies of the early 20th century and the sociological theories of childhood blooming in the late 20th and early 21st century. This implies that I do not focus on philosophy as a philosophy – as if coherent and possible to essentialize. Rather than looking into the intentions or meaning of the past great thinkers of kindergarten, I will dwell on the very ways of thinking the relation between knowledge and governing which is exposed in and through the work of such thinkers, but which is also at work in fields distinct from

education, such as public administration and management. Thus, unraveling the history of this first national curriculum implies multiple different sites.

KEY WORDS: Early Childhood Education and Care (ECEC); Curriculum; Play; Fröbel; Denmark.

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A brief story of mathematics education

This manuscript presents a different way to look at history: rethinking history not as a lineal-chronological movement, but as flexible and rhizomatic, as a multidimensional network of entangled events. In doing so, it takes elements from the toolboxes of Michel Foucault and of Gilles Deleuze and Félix Guattari. It begins by thinking about the possible origins of mathematics education, in seeking for traces of its teaching and learning. Entry points of the rhizomatic network are located in Greece, Mesopotamia, Prussia, even in Chile. Within this movement, diverse lines of flight that introduced some turns to the discipline are placed. The manuscript continues by recounting some episodes which elevated mathematics education to the category of a scientific field of inquiry and which positioned mathematics as a key element in educating the masses. This writing presents a brief glimpse to the rhizome that unfolds in historicizing mathematics education.

KEY WORDS: mathematics education; story, rhizome, historization of the present.

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Inheriting the historical limits of inclusion: when making a mathematical mindset is not enough

This study examines the contemporary commonsense idea in the United States that all children need to develop a «mathematical mindset» to achieve in the math classroom. The *mathematical mindset* appears to focus on fostering the belief that math learning and achievement can be developed – and are not related to fixed intellect or inherent abilities. This way of thinking about all children and inclusion within elementary math education reforms in the U.S. leaves unexamined how the psychological traits that define a *mathematical mindset* are not neutral or natural

ways to think about children and their learning. Rather, they are historically and culturally created and produce the image of the child presumed to embody the «right» kind of mindset for learning math. Taking creativity and motivation as taken-for-granted psychological norms that define a *mathematical mindset*, this chapter analyzes how the terms for inclusion into the elementary math classroom also exclude by creating an image of the child who does not seem to have the mindset. More than about mathematics, the historical work seeks to understand how the making of a particular kind of child contributes to a way of thinking about inclusion that further differentiates and divides.

KEY WORDS: mathematics; mindset; elementary; creativity; motivation.

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Designing people, designing freedom. Science, Technology and Society studies in North American educational reforms after World War II

This article uses Science, Technology, and Society (STS) studies, a historical lens, and Foucault's concept of *governmentality* to explore the importance of «systems thinking» in post-WWII United States schooling reforms when educators articulated the «reason» of systems in hopes of ameliorating fears of perceived social dysfunction. First, we can understand Foucault's notion of governmentality as «shaping, guiding and directing the conduct of others». Second, the use of systems technology across the social and educational sciences pairs well with governmentality. «Governing systems» preserve internal stability (*homeostasis*) absent outside intervention by regulating how their interlocking parts respond through communications, embedded relations-based processes, goal states, or feedback mechanisms. Third, curriculum reformers, at the famed 1947 University of Chicago Theory of Curriculum Conference, articulated a systems view of education as an agent of change to resolve social problems. Such reformers dismissed new academic content to focus their solutions instead on systems processes to reconfigure «improved» human relationships between the self and others to restore the social whole, a reorientation that required making up new «kinds of people» (Hacking). Finally, postwar systems-based education reform models like the Tyler Rationale, Bloom's Taxonomy, Freire's *Pedagogy of the Oppressed*, or MACOS use systems technology to regulate social activity. Scholars can reconsider postwar systems-based educational reforms as social technology meant to design people to design their freedom. Social systems regulate social life without the role of the state by constructing and allocating livable spaces for human bodies, composing not a system of repression, but instead organizing through disciplinary control an «emancipatory» predetermined system for human bodies. Utilizing systems

seeks not to improve the technology, but to improve people by operating under a narrative that simultaneously «liberates» people into an enclosed emancipatory developmental order, as a progressive social force, while creating an exclusionary control system.

KEY WORDS: systemic thinking; cybernetics; governmentality; curricular planning; national construction.

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Can problem-solving be problematized: performative phantasmagrams of crisis in US STEM education reform

If we can agree that curriculum studies generally focus on organizing, planning, and arranging knowledge, either in a normative or a critical way, then curriculum history is less about looking at the past curriculum than the historical practices that are entangled in the ways that knowledge is organized. With the turn to performative approach aroused in science studies, this article problematizes the ways «situations» and «problems» embodied in STEM education are imagined and materialized as crisis of future survival through a performative historiography. The article will begin with introducing post-humanist science studies of performativity and Michelle Murphy (2017)'s concepts «phantasmagram» to accounting for the conceptual-material-affective conditions of apparatuses that configure spacetime and stabilize phenomena. Then, it will first draw upon existing scholarship in the history and sociology of science to discuss how the «real-life situation» was invented through US military and scientific experiments that substituted it for the condition of its production during the war and post-war era. Following that, I will explore two experiments (Mintz' experiment of panic behavior and Spaceship Earth Movement) to examine how the phantasma of crisis was coconstituted with the scientific simulation of collective problem-solving at both micro and macro scales during the 1950s-1970s. Lastly, it will introduce how this phantasmagram of crisis animated the anticipatory curriculum and the pedagogy of problem-solving to prepare American students for global survival in and after the 1980s.

KEY WORDS: problem-solving; post-humanist performativity; curriculum history; US STEM education reform; phantasmagrams of crisis.

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Historicizing the Ahistorical Child of the Portuguese Primary Arts Education Curriculum. The Arts in School as the Governing of the Child's Soul

The contribution addresses the writing of the history of education as a history of the present. The history of the present is seen as a style of reason conceived, both, as a methodological and theoretical gesture. It seeks, through a questioning of blind zones in the present, to trace its origins. It is not simply a question of returning to the past in search of truth. On the contrary, what Michel Foucault's work allows us is to perceive the contingencies, arbitrariness, fragilities and, so often, violence enclosed in a set of presuppositions, ways of saying, seeing and thinking that we do act in the educational field. In a more concrete way, I will focus on the basic arts education curriculum in Portugal, to show how these are constructed not from a relationship with the arts, but through successive historical layers in which representations of the child, of the methods and processes of learning feed on the psychopedagogical languages with the aim of governing who the child should be and also who should not be that child. Thomas Popkewitz refers to these curricular alchemies as the translation process that transforms a given knowledge into a curricular subject, according to grids of rationality coming from psychology. Arts education is not about the arts but is a translation of psychological principles of the child into schooling. With this alchemical process there also come the rules of how children are supposed to learn, which stages of development they are supposed to go through, how knowledge should be divided and provided, and how the arts mirror the child's inner life. The production of psychopedagogical knowledge about the child would produce images about what the child is and about what it should become.

The government of childhood finds its genealogical lines in the process of governing the social body, in which to the power of governing would always correspond a meticulous gesture of knowledge production about those to be governed. Thus, a look at the curricula from this theoretical approach allows us to analyze not only the structure of the school, but also the grammars that put it into operation, and to problematize the ahistorical child of the arts education curriculum as a larger project that has in the government of the child (and simultaneously the teacher, parents, families, society) their purpose. Today, languages acquire different nuances, the categories multiply, but the rationality presented in the arts education curricula remains the same.

KEY WORDS: Portuguese curriculum; arts education; primary school.

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Who's afraid of Little Euterpe? Towards a genealogy of the music curricula in Portugal in the 19th and 20th centuries

The history of the curriculum has brought some contributions in the sense of thinking the child of the future that the State, through the school institutions, wants and rejects. In this sense, it would be important to establish a discussion about one of the less studied disciplines, Music Education. Instead of articulating this child of the future considering the discipline of Musical Education with the others that make up the curriculum of nursery, primary, secondary education, I propose to articulate it with another curriculum, contained in Conservatory formations and of the Normal School, thus also covering its adult counterpart.

Here we find a possibility to understand the power of Euterpe and the ways in which types of people are created with highly differentiated social destinies from the same topical of music education. In Portugal, the State seized vocational music education in 1835. From the formation of the Lisbon Conservatory (1836), a curricular tradition was inaugurated and has remained practically untouched until today. At the same time, other forms of awareness for musical art were created, with different attempts to install music education in primary education during the nineteenth century. Finally, at the end of this century, formation began in normal schools, and consequently in primary schools. At the beginning of the 20th century, initially only for girls, the experience of musical education began in the scope of secondary education. Contrary to what happened in the Conservatory, one did not learn to understand or produce music, but to sing in chorus. During the *Estado Novo*, this policy was encouraged. In 1968, a policy of democratization began that has been going on until nowadays, replacing choral singing with musical education and finding ways to extend vocational training to more and more people.

Thus, I propose a critical-genealogical analysis that seeks to interrogate who was the child of the desired and rejected future and what fear was installed in the successive curricular reforms that covered music and the possibility for the unknown Little Euterpes to come.

KEY WORDS: music education; 19th and 20th centuries; Portugal; critical-genealogical analysis.

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From teacher personality to research methodology: Historicizing research-based teacher education in Finland

This article re-examines a commonly held assumption about the effect of Finnish scientific, research-based teacher education, which emerged in the 1970s; the assumption being that this newer mode of training produces teachers who are directed and/or disciplined through science. At issue is how historically specific constructions of «science» feed into the ways in which the teacher is envisioned, fabricated and governed. In an effort to destabilize the self-evidence of «research» in the present of teacher education in Finland, Popkewitz's notion of alchemy is thought with in order to consider the rationality through which the teacher's self is worked on. The analysis brings into view and scrutinizes a previously unrecognized connection between the motifs of «teacher personality» and «science-research», arguing that the speculative-vocational mode may not necessarily have been displaced and replaced by the «new» scientific-professional mode of teacher training.

KEY WORDS: Finland; Finlandeacheer's training; historicizing.

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Catholicizing Cosmopolitanism: The Rhetorical Strategy of the 2004 Italian Curriculum Reform as a Conservative Reform

The study analyzes the cosmopolitan construct promoted in the reasoning of the *National Indications* (2004), a scheme taken up in the current norm for the curricular definition of national compulsory education in Italy. Following the methodological line of Quentin Skinner, enriched with the research of Thomas Popkewitz, the study shows how the civic discourse expressed in the *National Indications* (2004) is based on the concepts of «Christianity» and «person», faithfully taken from the Italian Catholic pedagogy from the years after the end of World War II until today. The analysis sheds light on the strong metaphysical value of the Italian construct with universalizing effects to convince that: religion is a fundamental discipline for everyone and it is possible to live morally within the global business space, achieving an «exceptional» ideal of a world citizen, never purely political, never just economic, never strictly religious, but a saving and fluctuating combination of the three.

KEY WORDS: cosmopolitanism; personalism; curriculum policy; religious teaching; entrepreneurial society.

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Contemporary policies for Brazilian high school education: between disciplinary traditions and the new management

This text addresses contemporary curricular policies as discursive surfaces that trace statements resulting from the articulation between different discursive formations, or that allow us to glimpse constitutive aspects of the process of meaning in the field of education. In this case, we are especially interested in producing a reflection on the Curriculum History field that can help us to understand the process of elaboration of the curricular policy and the relationship between stability and change when it comes to thinking or what is (or is not) in the Curriculum different historical moments. The argument is built with the focus on contemporary curricular policies produced in the period that occurs or the process of re-democratization of Brazil, more specifically in the second goal of the 1990s, not final two years 2000 and no period between 2014 and 2018. These are moments in that we can notice the proliferation of policies that aim to attribute certain meanings to the average level, that Brazil has not been to two policymakers since the 1930s. Or that it should be highlighted as the discursive strategies of disciplinary communities. They are articulated to continue the construction project of a system that historically guarantees the status, resources and territory of school disciplines. In this way, notions such as competencies, skills, directives and expectations of learning, and the levels of proficiency of appraisals on a large scale, are placed in dialogue with concepts linked to school disciplines, in a movement that or that is basically in dispute or place that these ideas occupy no school curriculum. In this way, we place attention on discursive strategies that allow some statements to be updated in accordance with ongoing discursive practices, allowing their reappearance and promoting the incorporation of guidelines identified as ideas of neoliberalism, including, for example, management.

KEY WORDS: Brazil, secondary school, new management.

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Education as an act of seduction

The purpose of this work is to offer a speech about the educational reality in our historical moment, more and more threatened by the post-truth. The truth has become something boring to be avoided and whose search does not arouse any educational interest. Consequently, it is necessary a pedagogical commitment that contributes to unmask the manipulation and the fake news.

Using a hermeneutic approach, we will analyze why we need an ethical-aesthetic educational project, anchored in multiple reality, critical, transformative and capable of facilitating strategies to achieve a dignified life for all of us.

Behind a mass-mediated society that apparently serves to connect people, there are also silenced stories of self-absorbed and manipulated subjects, urged to be part of the cybercosmopolis. Only a seductive education could counteract social exclusion and serve a project of community integration.

KEY WORDS: post-truth; revelation; pedagogical hermeneutics; ethical-aesthetic project; education and seduction.

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Educate as a political act: back to the community

Education is not neutral. Education understood as a neutral act becomes a technical, bureaucratic procedure, reduced to the methodological. Globalization and neoliberalism amplify the positivist premises that urge the installation of vacuum-packed, aseptic, sterilized education, as if it were a medicine. But medicine is not medicine, neither education is knowledge and skills. It is necessary to reflect, in this case, from pedagogy, to imagine how we can go from immunity to community. Pedagogy can shape education as a political act, not as an act in itself

but as a possibility of a political act between the possible and the impossible, a political act that offers us power, that empowers us. A political act that does not depend on the intention of the subjects, is previous to them. It is urgent to imagine a political pedagogy that builds a place of responsibility for action.

KEY WORDS: pedagogy; politics; education; community; ethics.

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The pedagogical press in comparative perspective: potentialities, achievements and historiographic challenges

This article discusses the field of the pedagogical press by comparing the state of the issue in Argentina and in Latin American and European countries. The introductory lines provide a brief description of the project that motivates this work and a characterization of the unique hemerographic archive that preserves the materials under study. The following sections examine the productions where this line of inquiry is consolidated (Spain, Brazil and Portugal), or making its way (Mexico, Italy, Colombia, Ecuador and some regions of Africa), pointing out what is included in this press and what distinguishes it; which perspectives single out the area in question, and where their academic achievements and challenges lie. Given the above, the last section, focused on Argentina, part of the assumption that the pedagogical press, as a field of autonomous study, is «unexplored». However, a tradition and research practices have been identified that complement the historiographic scenario.

KEY WORDS: pedagogical press; background; comparative studies; achievements and challenges; potentialities.

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100 years after the Mandatory Primary Instruction Law: Background, Development and Projections

With regard to the 100 years of the promulgation of the mandatory primary instruction law in Chile, it is intended to describe the background that led to the dictation of this law, explain the legislative development of it and understand the

projections it has had. To carry out this study, a qualitative paradigm and historical methodology will be used, reviewing primary (original documents) and secondary sources (existing literature on the subject). It was found that there was a lot of resistance from conservative sectors to approve this important law, but eventually the arguments of liberal groups prevailed during the 20 years of discussion at Congress and in groups interested in the subject. The result of the promulgation of this law has meant that Chile has practically complete coverage in the school system and today has an average schooling about 10 years similar to Spain and Portugal.

KEY WORDS: educational history; compulsory education; educational legislation; educational attendance; educational management.

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The Indies Institute of Alto Alegre: catechesis, instruction and indigenous reinvention (Maranhão, XIX/XX century)

This article is circumscribed to a period (republican), an object (the Institute of Indies) and a place (colony of Alto Alegre, Northeast Brazil). It aims to reconstruct part of the history of the institute of education for indigenous girls created by the Capuchin Friars Minor of the religious province of Milan (Italy). It analyzes the meanings of this catechetical-pedagogical work and its reception by the indigenous community based on evidence produced in the Historical Archive of the Nossa Senhora do Carmo Province of São Luís do Maranhão.

KEY WORDS: education; religion; indigenous peoples; Amazon; Brazil.

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Childhood and Education for slave labor in Mato Grosso at the end of the XIX century

The purpose of this text is to present aspects of the living conditions of the enslaved children, as well as the learning processes for the work to which they were

submitted. The temporal cut refers to the last quarter of the 19th century, since in Brazil the 1870s and 1880s allow us to visualize a large number of debates about slavery and the need for abolition – a subject whose political, economic and social development goes beyond that time and brings consequences to the present. In relation to the spatial clipping, we will privilege the region of Sant’Ana de Paranaíba, which today would refer to the part of the east region of the State of Mato Grosso do Sul, in which slavery was remarkable. We will use periodic documentation such as the reports on the purchase and sale of slaves, post-mortem inventories and the bibliography related to the topic.

KEY WORDS: education; Brazil Empire; childhood; enslavement.