

# Curriculum Development in the Postmodern Era: Teaching and Learning in an Age of Accountability

By Patrick Slattery

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This landmark text was one of the first to introduce and analyze contemporary concepts of curriculum that emerged from the Reconceptualization of curriculum studies in the 1970s and 1980s. This new edition brings readers up to date on the major research themes (postmodernism, ecological, hermeneutics, aesthetics and arts-based research, race, class, gender, sexuality, and classroom practices) within the historical development of the field from the 1950s to the present. Like the previous editions, it is unique in providing a comprehensive overview in a relatively short and highly accessible text. Provocative and powerful narratives (both biography and autoethnography) throughout invite readers to engage the complex theories in a personal conversation. School-based examples allow readers to make connections to schools and society, teacher education, and professional development of teachers.

### Changes in the Third Edition

- New Glossary - brief summaries in the text direct readers to the Companion Website to read the entire entries
- New analysis of the current accountability movement in schools including the charter school movement.
- More international references clearly connected to international contexts
- More narratives invite readers to engage the complex theories in a personal conversation
- Companion Website—new for this edition

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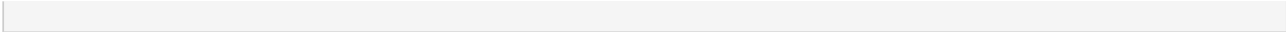
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### Editorial Review

#### Review

**'This book is well organized and well-written; the original thought, academic base and depth of scholarship are above par. This definitive book is highly recommended for educators and educational leaders, curriculum development specialist, researchers and policy advocates of higher learning, doctoral students in all disciplines, trainers and those particularly interested in improving the dynamics of learning.'** - *Citizenship, Social and Economics Education*

#### About the Author

**Patrick Slattery** is Regents Scholar and Professor of Curriculum Development and Philosophy of Education at Texas A&M University. He holds a joint appointment in the Departments of Teaching, Learning & Culture and Educational Administration & Human Resource Development.

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