

CURRICULUM VITA

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FIELDS OF INTEREST

Curriculum History and Studies
Cultural sociology of school reform/change
Professionalization/Teacher education
Cultural History of Education Sciences

BRIEF SUMMARY

I am a Professor and former Chair in the Department of Curriculum and Instruction, The University of Wisconsin-Madison. My studies are concerned with the knowledge or systems of reason that govern educational policy and research related to pedagogy and teacher education. My research includes historical, ethnographic and comparative studies of national educational reforms in Asia, Europe, Latin America, Southern Africa, and the US.

Scholarship: I have written or edited approximately 30 books and 200 articles in journals and book chapters. Two of my books (*Paradigms and Ideology in Educational Research* and *A Political Sociology of Educational Reform*) have won awards for their contribution to educational studies. I have conducted national and comparative studies of teacher education and curriculum reforms in the U.S., Europe, Latin America, and Asia, particularly as they relate to questions of social inclusion (*Reform as political discourse, The myth of educational reform, Struggling for the Soul*). I have also co-directed a nine country European Union funded research project on educational governance and social exclusion (1999-2002), and directed comparative projects that historically and in contemporary contexts examine educational reforms in a global context. These studies appear in edited books (e.g., *Educational knowledge; Changing patterns of power; Educational restructuring; and Inventing the Modern Self and John Dewey: Modernities and the Traveling of Pragmatism in Education*). My most recent research relates to cultural and historical studies of education and educational research; and the politics of the globalization/localization of knowledge in educational systems. My most recent book, *Cosmopolitanism and The Age of School Reform* (2008) explores the systems of reason in pedagogy through historically examining the changing images and narratives of Enlightenment concerns with cosmopolitanism. The analysis examines American Progressive and contemporary education reforms and sciences as comparative systems of recognition and difference that embody twin cultural theses: the hope about the cosmopolitanism of the child as the future citizen and fears about those who do not qualify for participation.

Awards and Fellowships: I have honorary doctorates from Umeå University, Sweden, the University of Lisbon, Portugal; Katholieke Universiteit Leuven, Belgium for my contributions to the studies of educational reform and educational sciences; University of Helsinki, Finland, for my contribution to studies in education; and the conferring of an equivalent degree through my election as a Senior International Academician in the Russian Academy of Education. Teachers College, Columbia University (New York City) awarded me its 2005 Distinguished Alumni Award. I have also received the American Education Research Association's Division B (Curriculum Studies) Lifetime Achievement Award (2008) and the University of Wisconsin-Madison School of Education Distinguished Faculty Award (2008). In addition, I received two U.S. Fulbright Fellowships to the Soviet Academy of Education Sciences, 1981 (to study dialectical logic and the problem of change in social theory); and to the University of Helsinki, Finland, 2000 (to study the systems of reason in teaching and teacher education); have been a distinguished professor at multiple European universities, conducted numerous comparative research projects of educational reform in teaching and teacher education; and received fellowships from The Swedish Collegium for Advanced Study in the Social Sciences (1988); a W.F. Wilson Fellowship, The Oppenheimer Foundation to South Africa (1993) to lecture on the study of the relation of social and cultural change to education, and the Finnish Academy of Science fellowship at the Helsinki Collegium for Advance Study (Fall, 2004), and a Guest Researcher at IRNP Center for the Sociology of Education (Fall, 2010), and Guest Research Professor, French INRP-Lyon (2010). I am currently a member of the ongoing seminar on the criteria and evaluation of educational research funded by the Belgium (Flemish) Fund for Scientific Research. I have been given plenary lectures at major professional organizations and universities around the world, as well as served as Visiting Distinguished Professor at different universities. My research has been translated and published in Chinese, Danish, French, German, Greek, Hungarian, Japanese, Portuguese, Norwegian, Russian, Spanish and Swedish. I am a numerous international scientific journal in education advisory boards.

International Evaluations: Among others, I have served as an international expertise in the evaluation of Swedish universities research programs sponsored by the Swedish National Foundation for the Sciences; eternal evaluator for research grants at the Canadian Ontario Institute of Education; consultant for the Norwegian Ministry of Education, Culture and Religion on national reform programs; and Chair of External Evaluation Team for the Portuguese National Foundation for Science and Technology, Education Grant Section. I also served as a scientific advisor to the University of Gothenburg, Sweden's National Center on Excellence in Education, and the University of Bergen, Norway Faculty of Psychology and education.

My university service includes departmental chair (1996-99), chair of SOE International Education Program (approx 19996-2000), member of the University's Social Studies Divisional Committee, a member of the advisor boards of the European Union Studies Center and Global Studies; member of the Iberian-Latin American, African Studies, and the Russian and Eastern European Studies Programs.

HIGHER EDUCATION

<u>Date of Completion</u>	<u>Degree</u>	<u>Location</u>
2007	Ph.D. <i>h.c.</i> (<i>Honoris Causa</i>)	University of Helsinki, Finland
2004	Ph.D. <i>h.c.</i> (<i>Honoris Causa</i>)	Katholieke Universiteit Leuven, Belgium
2000	Ph.D. <i>h.c.</i> (<i>Honoris Causa</i>)	University of Lisboa, Portugal
1996	Full Academician ¹	Russian Academy of Education
1989	Ph.D. <i>h.c.</i> (<i>Honoris Causa</i>)	Umeå University, Umeå, Sweden
1970	Ed.D.	New York University
	Thesis Title:	Proposals for Teaching Political Science in Elementary School on the Basis of Analysis of Approaches to Problem-Solving by Selected Political Scientists
1964	M.A.	Teachers College, Columbia University
1962	B.A.	Hunter College, New York

PROFESSIONAL EXPERIENCE (selected)

<u>Date</u>	<u>Position</u>	<u>Location</u>
1970-1976	Assistant Professor	Department of Curriculum and Instruction University of Wisconsin-Madison
1976-1979	Associate Professor	Department of Curriculum and Instruction University of Wisconsin-Madison
1979-present	Professor	Department of Curriculum and Instruction University of Wisconsin-Madison
1976-1981	Faculty Associate	Wisconsin Research and Development Center for Individualized Schooling University of Wisconsin-Madison
1981	Senior Researcher Fulbright Fellow	USSR Academy of Pedagogical Sciences Moscow/Leningrad
1985-1991	Faculty Associate	Wisconsin Center for Educational Research University of Wisconsin-Madison

¹This election to the Academy is the highest category of a doctorate in Russia, and a diploma is awarded.

1988 (Fall)	Fellow	Swedish Collegium for Advance Science In the Social Sciences, Uppsala
1994-1999	Visiting Professor	Umea University, Sweden
1996-1999	Chair	Department of Curriculum and Instruction University of Wisconsin-Madison
1997-present	Director	International Education, School of Education University of Wisconsin-Madison
1999 (Dec)	Senior Fulbright Fellow	University of Helsinki
2000 (May)		Institute for the Sociology of Education
2004 (Fall)	Finnish Academy of Science Distinguished Fellow	Helsinki Collegium for Advance Study
2010 (Fall)	Guest Researcher Professor	French Ministère de L'Éducation Nationale De L'Enseignement Supérieur et De La Recherche, Institut National de Recherche Pédagogique (INRP), Education and Politiques, Lyon, France
2011-2012	University Guest Professor	University of Gothenburg, Sweden

UNIVERSITY-WIDE EXPERIENCE

1984-1990	Advisory Committee	Center for International Cooperation and Security
1987-present	Faculty Faculty Associate	Russian Studies Area Program European Area Studies
1987-1991/ 1994-1997	Chair	Elementary Teacher Education Planning Committee for Revising Program
1992-1994	Member	UW Social Science Divisional Committee
1997-2000	Chair	UW School of Education International Education Programs Committee
1999-present	Advisory Board Member	European Studies Center
1996-1999	Chair	Department of Curriculum and Instruction
2000-2007	Advisory Board Member	Global Studies Program
2006-present	Board of Advisors International Research Coordinator	Chazan Museum WCER International Research Initiative
2010-11	Chair, International Program Committee	School of Education

INTERNATIONAL EXPERIENCE

I have given lectures and provided consultancies in countries around the world. Other experience includes: participated in a three year symposia on "Theories of Professionalization"--Swedish Collegium for Advanced Studies in Social Science (1986-1988); visited Chinese educational research institutes (1983); awarded Fulbrights to the Soviet Union (1981) and the University of Helsinki (2000); conducted an eight country study to understand the relation to processes of policy formation in teacher education to those of policy realization (1986-1989), co-directed a nine country, European Union funded study of educational governance and social exclusion; awarded a W.F. Wilson Fellowship, The Oppenheimer Foundation to provide lectures about my research in South African Universities (1993); a fellowship to

the Swedish Collegium for Advanced Studies in Social Science (1988) and a Finnish Academic of Science Fellowship to the Helsinki Collegium (2004), and to French Ministère de L'Éducation Nationale, De L'Enseignement Supérieur et De La Recherche, Institut National de Recherche Pédagogique (2010). In addition, I have published articles or edited books that have been translated into eleven languages (Chinese, French, German, Hungarian, Korean, Japanese, Portuguese, Norwegian, Russian, Spanish, and Swedish).

SCHOLARLY AWARDS/PROFESSIONAL SERVICE

2010	French Ministère de L'Éducation Nationale, De L'Enseignement Supérieur et De La Recherche, Institut National de Recherche Pédagogique.
2008	American Educational Research Association, Divison B: Lifetime Achievement Award
2008	University of Wisconsin-Madison Distinguished Faculty Achievement Award
2007-2008	Fellowship for the Japan Government Foundation, The Japan Society for the Promotion of Science to study international changes in curriculum and pedagogical theories in professional education.
2005	Distinguished Alumni Award, Teachers College, Columbia University
2004	Ph.D. (<i>Honoris Causa</i>), Katholieke Universiteit Leuven
2000-present	Participant in five year invitational international seminar on, <i>Philosophy and history of the discipline of education: Evaluation and evolution of the criteria for educational research</i> , sponsored by the Belgium Academy of Science.
2000	Ph.D. (<i>Honoris Causa</i>), University of Lisbon.
1999-2000	Fulbright Fellowship, The University of Helsinki (winter/spring).
1999	Chaired International Commission in Curriculum Theory for the World Assembly of Comparative Education Societies.
1996	Elected as Corresponding International Member of Russian Academy of Education
1992	Oppenheimer Fellowship, South Africa (to provide selected lectures at S.A. University)
1991	<i>Political Sociology of Educational Reform</i> selected as one of the outstanding books in educational studies, American Educational Studies Association.
1989	Ph.D. (<i>Honoris Causa</i>), Umeå University, Umeå, Sweden (nominated by Faculty of Social Sciences for contribution to studies of professions and the sociology of science)

- 1989 (Feb) Organized Symposia for Comparative Study of Educational Systems, grant provided by Spanish-American Bi-Cultural Commission, Madrid.
- 1988 (Fall) Fellow at Swedish Collegium for Advanced Study in the Social Sciences (Uppsala)
- 1987-88 Chair, College and University Faculty of the National Council for the Social Studies.
- 1986 *Paradigm and Ideology in Educational Research* was selected by the American Educational Studies Association "as one of the outstanding recent books in educational studies."
- 1981 Fulbright Fellowship; USSR Ministry of Education and Academy of Pedagogical Sciences (Spring).
- 1980 Chair, American Educational Research Association Curriculum Research (Division B) Program).
- 1979-81 Editor, *Theory and Research in Social Education*, National Council for Social Studies.
- 1978 Selected by State Department to organize American delegation on teaching and learning for joint Soviet/American seminar at USSR Academy of Pedagogical Sciences Presidium.
- 1970 Received Founders' Day award for Scholarship, New York University.

PROFESSIONAL ORGANIZATIONS

American Educational Research Association
 Council for European Studies
 International Sociological Association

I. PUBLICATIONS

Books

- Popkewitz, T. S., & Tabachnick, B. R. (Eds.). (1981). *The study of schooling: Field methodologies in educational research and evaluation*. New York: Praeger Publishers.
- Tabachnick, B. Robert, Popkewitz, Thomas and Szekely, B. (Eds.) (1981). *Studying, teaching and learning: Some trends in Soviet and American research*. NY: Praeger Publishers.
- Popkewitz, Thomas S., Tabachnick, B. Robert, & Wehlage, Gary (1982). *The myth of educational reform: School responses to planned change*. Madison, WI: University of Wisconsin Press. (This is translated and published by Pomares, Barcelona, Spain & Mexico City, Mexico).

- Popkewitz, Thomas S. (Ed.) (1983). *Change and stability in schooling: The dual quality of educational reform*. Geelong, Australia: Deakin University.
- Popkewitz, Thomas S. (Ed.). (1987). *Teacher education: A critical examination of its folklore, theory, and practice*. London/New York: Falmer Press. (translated into Spanish, *Formaci3n de profesorado Tradici3n, Teor3a, Pr3ctica*, Universitat de Valencia, 1991)
- Popkewitz, Thomas S. (Ed.) (1987). *The formation of the school subject-matter: The struggle for creating an American institution*. London/NY: Falmer Press.
- Popkewitz, Thomas S. (1984). *Paradigm and ideology in educational research: Social functions of the intellectual*. London: Falmer Press. (*Paradigma e ideolog3a en investigaci3n educativa*. A. Ballesteros, trans. Madrid: Mondadori, 1984)
- Popkewitz, Thomas S. (1991). *A political sociology of educational reform: Power/Knowledge and power in teaching, teacher education, and research*. New York: Teachers College Press. (translated into Spanish [Morata], Portuguese, Russian, and Chinese).
- Novoa, A., & Popkewitz, T. S. (Eds.). (1992). *Reformas Educativas e Formacao de Professores*. Lisboa: EDUCA.
- Popkewitz, T. (Ed.). (1993). *Changing patterns of power: Social regulation and teacher education reform*. New York: SUNY Press. (Translated and published in Spain)
- Simola, H., & Popkewitz, T., (Eds.) (1996). *Professionalization and education, Report 169*. Helsinki: Department of Teacher Education, University of Helsinki.
- Popkewitz, T. & Brennan, M. (Eds.). (1998). *Foucault's challenge: Discourse, knowledge, and power in education*. New York: Teachers College Press. (Translated and published in Spain)
- Popkewitz, T. (1998). *Struggling for the soul: The politics of education and the construction of the teacher*. New York: Teachers College Press. (Translated and published in Mexico and Spain)
- Popkewitz, T. S. (1998). *Los discursos redentores de las Ciencias de la Educaci3n* (Pablo Manzano Bern3rdez, trans.). Sevilla, Spain: Kikiriki Cooperaci3n Educativa.
- Popkewitz, T., & Fendler, L. (Eds.). (1999). *Critical theories in education: Changing terrains of knowledge and politics*. New York: Routledge.
- Popkewitz, T.(Ed.). (2000). *Educational knowledge: Changing relationships between the state, civil society, and the educational community*. New York: SUNY Press.
- Popkewitz, T., Franklin, B., Pereyra, M. (2001). *Cultural history and education: Critical studies on knowledge and schooling*. New York: Routledge. (Translated, 2003. *Historia cultural y educaci3n. Ensayos cr3tico sobre concimiento y escolarizaci3n*. Barcelona-M3xico: Ediciones Pomares.)

- Bloch, M. N., Holmlund, K., Moqvist, I., & Popkewitz, T. S. (Eds.). (2003). *Governing children, families, and education: Restructuring the welfare state*. Palgrave Macmillan Press.
- Franklin, B., Bloch, M., & Popkewitz, T. (2003). *Educational partnerships: The paradoxes of governing schools, children, and families*. Palgrave Macmillan Press.
- Lindblad, S., & Popkewitz, T. S. (Eds.). (2004). *Educational restructuring: International perspectives on traveling policies*. New York: Information Age Publishers.
- Popkewitz, T. ed. (2005). *Inventing the modern self and John Dewey: Modernities and the traveling of pragmatism in education*. Palgrave Macmillan Press.
- Popkewitz, T., Olsson, U., & Petersson, K. Kowalczyk, J. eds. (2006) *'The future is not what it appears to be' Pedagogy, Genealogy and Political Epistemology in Honor and in Memorial to Kenneth Hultqvist*. Stockholm: Stockholm Institute of Education Press.
- Ozga, Jenny, Seddon, Terri , & Popkewitz, Thomas, editors. (2006). *Education research and policy: Steering the knowledge-based economy*. World Year Book, 2006. London: Taylor and Francis.
- Popkewitz, T. (2007). *Cosmopolitanism and the age of school reform: Science, education and making society by making the child*. New York: Routledge. (This book has been translated into Portuguese and Swedish and translated and published in Spanish (Morata).
- Popkewitz, T. (2008). *Políticas Educativas e Curriculares. Abordagens Sociológicas Críticas*. Lisboa: Edições Pedagogo.
- Popkewitz T, & Rizvi, F. (eds.). (2009). *Globalization and the study of education* (108 Yearbook. Vol 2). Chicago: National Society for the Study of Education.
- Tröhler, Daniel, Popkewitz, Thomas S., & Labaree, David F. (2011). *The child, the citizen, and the promised land: Comparative visions in the development of schooling in the long 19th century*. New York: Routledge.
- Popkewitz, T. (2011). *Políticas Educativas e Curriculares. Abodagens sociológicas críticas*. Ramada, Portugal: Edições Pedagogo.
- Popkewitz, T. & Nikolakaki, M. (2011). *Κριτικές προσεγγίσεις στην εκπαιδευτική πολιτική: τα μεταβαλλόμενα πεδία εξουσίας και γνώσης*, Αθήνα: εκδ. Σιδέρη. The translation is *Critical perspectives in educational policy: the changing terrains of power and knowledge*. Athens: Sideris publications.

Books In Progress:

- Popkewitz, T. (in progress). *Curriculum studies/Curriculum history/Curriculum theory*.
- Popkewitz, T. ed. (in progress). *The History of Education: International Perspectives*.

General Articles and Book Chapters: (*refereed)

- *Popkewitz, Thomas S. (1972). The craft of study, structure, and schooling. *Teachers College Record* 74, 155-65.
- *Popkewitz, Thomas S. (1973). The crisis in the social disciplines and the scientific rationality of schooling. *Teachers College Record* 75, 99-115.
- *Popkewitz, Thomas S. & Wehlage, Gary. (1973). Accountability and alternative perspectives. *Interchange* 4, 48-62.
- Popkewitz, Thomas S. (1973). The study of political ideas: A guide to evaluating its integrity. *Education* 93.
- *Wehlage, G., Popkewitz, T., & Hartoonian, M. (1973). Social inquiry, schools, and state assessment. *Social Education* 37, 766-71.
- Popkewitz, Thomas S. (1976). Myths of social science in curriculum. *Educational Forum* 60, 317-28.
- *Popkewitz, Thomas S. (1976). Reform as political discourse: A case study. *School Review* 84, 43-69.
- *Popkewitz, Thomas S. (1977). Craft and community as metaphors for social inquiry curriculum. *Educational Theory* 22, 310-21.
- Popkewitz, Thomas S. (1977). Professional preparation and social studies: An alternative perspective. *Improving College and University Teaching* 25, 240-43.
- *Popkewitz, Thomas S. (1977). Latent values of the discipline centered curriculum. *Theory and Research in Social Education* 5, 41-60.
- *Popkewitz, Thomas S., and Wehlage, Gary (1977). Schooling as work: An approach to research and evaluation. *Teachers College Record* 79, 69-86.
- Popkewitz, Thomas S. (1978). The social structure of schools and reform: A case study. In G. Willis (Ed.), *Qualitative research for education*. Berkeley, CA: McCutchen Press.
- *Popkewitz, Thomas S. (1978). Educational research: Values and visions of social order. *Research and Theory in Social Education* 53(4), 20-30.
- Popkewitz, Thomas S. (1978). On the relation of research and political community: Qualitative research in educational evaluation. *Evaluation Network Newsletter* 8, 54-61. (This paper was one of four papers selected as "Of Merit" at the Evaluation Network Annual Meeting, 1978 and printed in its Newsletter.)

- Popkewitz, Thomas S. (1978). Schools and the symbolic uses of community participation. In C. A. Grant (Ed.), *Community participation in education* (pp. 202-223). Boston: Allyn and Bacon.
- *Popkewitz, Thomas S. (1979). Educational reform and the problem of institutional life. *Educational Researcher*, 3-8.
- *Popkewitz, Thomas S., Tabachnick, B. Robert, & Zeichner, Kenneth, (1979). Dulling the senses: Research in teacher education. *Journal of Teacher Education* 30(5), 52-60.
- *Tabachnick, B. Robert, Popkewitz, Thomas S., & Zeichner, Kenneth, (1979-80). Teacher education and the professional perspectives of student teachers. *Interchange* 10(4), 17-29.
- *Popkewitz, Thomas S. (1980). Paradigms in educational sciences: Different meanings and purpose to theory. *The Journal of Education* 162(1), 28-46.
- *Popkewitz, Thomas S. (1980). Global education as a slogan system. *Curriculum Inquiry* 10(3), 303-16.
- *Popkewitz, Thomas S. (1981). The social contexts of schooling, change, and educational research. *Journal of Curriculum Studies*, 13(3), 189-206.
- Popkewitz, Thomas S. (1981). Educational reform: Antagonistic meanings and institutional life. In B. R. Tabachnick, T. Popkewitz, & B. Szekely (Eds.), *Studying teaching and learning: Some trends in Soviet and American research*. New York: Praeger.
- Popkewitz, Thomas S. (1981). Qualitative research: Some thoughts about the relation of methodology and history. In T. Popkewitz & B. R. Tabachnick (Eds.), *The study of schooling: Field methodology in educational research and evaluation*. NY: Praeger.
- Popkewitz, Thomas S. & B. Robert Tabachnick (1981). Soviet and American pedagogical research: Differences and similarities in the two countries. In B. R. Tabachnick, T. Popkewitz, & B. Szekely (Eds.), *Studying teaching and learning: Some trends in Soviet and American research*. New York: Praeger Publishers.
- Popkewitz, Thomas S. (1981). *The study of schooling: Paradigms and field based methodologies in educational research and evaluation*. New York: Praeger.
- Popkewitz, Thomas S. (1981). Organizational change as ideology. *Organizational Theory Dialogue*, 2-6.
- *Popkewitz, Thomas S. & B. Robert Tabachnick (1981-82). Theory and social education. *Theory and Research in Social Education* 9(4), 1-5.
- *Popkewitz, Thomas S. (1982). Educational reform as the organization of ritual: Stability as change. *Journal of Education*, 164(1), 5-29.
- Popkewitz, Thomas S. (1983). The sociological basis for individual differences: The relation of the solitude and the crowd. In J. Goodlad & G. Fenstermacher (Eds.), *Individual difference in school* (NSSE Yearbook) 82(1), 44-74.

- Popkewitz, Thomas S., & Tabachnick, B. R. (1982). Soviet pedagogical theories in current curriculum reform. *Educational Leadership*, 39(6), 420-25.
- Popkewitz, Thomas S. (1982). Whither/Wither goes the curriculum field. *Contemporary Education* 1(1), 15-23.
- *Popkewitz, Thomas S. (1982). The social/moral basis of occupational life: Teacher education in the Soviet Union. *Journal of Teacher Education* 33(3), 38-44.
- Popkewitz, Thomas S. (1983). Change and stability in schooling: The dual quality of educational reform. In T. Popkewitz (Ed.), *Change and stability in schooling*. Geelong, Australia: Deakin University.
- Popkewitz, Thomas S. (1983). Methods of teacher education and cultural codes. In P. Tamir, M. Ben Peretz, & A. Hockstein (Eds.), *Preservice and inservice education of science teachers*. Rehovot, Israel: Balaban Publishers.
- *Popkewitz, Thomas S. (1984). Soviet pedagogical sciences: Visions and contradictions. *Journal of Curriculum Studies* 16(2), 111-30.
- Popkewitz, Thomas S. & K. Freedman (1984). Culture, art, and consciousness: On social transformation and the production of myths in science and curriculum. *Contemporary Review of Education* 3(1), 269-81.
- *Popkewitz, Thomas S., A. Pitman & A. Barry (1986). Educational reform and its millennial quality: The 1980s. *Journal of Curriculum Studies* 18(3), 267-84.
- Popkewitz, Thomas S. & A. Pitman (1986). The idea and ideology of progress in social and educational thought. *Curriculum and Teaching* 1(1 & 2), 11-24.
- *Popkewitz, Thomas S. (1985). Intellectuals, science, and pedagogies: Critical traditions and instrumental cultures. *American Journal of Education* 93(3), 429-36.
- *Popkewitz, Thomas S. (1985). Ideology and social formation in teacher education. *Journal of Teaching and Teacher Education* 1(2), 91-107.
- Popkewitz, Thomas S., B. R. Tabachnick, & G. Wehlage (1985). The field study of six IGE schools. In T. Romberg (Ed.), *Towards effective schooling*. NY: University Press of America.
- *Popkewitz, Thomas S. (1985). A comparative perspective on American teacher education: Being a stranger in one's native land. *Journal of Teacher Education* 36(5), 2-10.
- Popkewitz, Thomas S. (1986). Paradigm and purpose. In C. Combleth (Ed.), *An invitation to research in social education* (Bulletin 77). Washington, DC: National Council for the Social Studies.
- Popkewitz, Thomas S. (1986). History in education science: Educational science as history. In A. Pitman (Ed.), *Educational Inquiry*. Victoria, Australia: Deakin University.

- Popkewitz, Thomas S. (1987). Curriculum studies in teacher education: Problems and paradoxes of knowledge. In T. Popkewitz (Ed.), *Critical studies in teacher education: Its folklore, theory, and practices*. New York: Falmer Press.
- Popkewitz, Thomas S. (1987). The formation of the school subjects and the political context of schooling. In T. Popkewitz (Ed.), *The formation of school subjects: The struggle for creating an American institution*. New York: Falmer Press.
- Popkewitz, Thomas S.(Ed.). (1987). Educating teachers to educate students. *Social Education* (Special Issue) 5(7).
- Popkewitz, Thomas S. (1987). Organization and power: Teacher education reforms. *Social Education* 5(7), 496-501.
- *Freedman, K. & T. Popkewitz (1988). Art education and social interests in the development of schooling: Ideological origins of curriculum theory. *Journal of Curriculum Studies* 20(5), 387-405.
- *Popkewitz, Thomas S. (1988). Educational reform: Rhetoric, ritual, and social interest. *Educational Theory* 38(1), 77-94.
- Popkewitz, Thomas S. (1988). Institutional issues in the monitoring of school mathematics. *Educational Studies in Mathematics* 19(2), 221-51. Also in T. Romberg and D. Stewart (Eds.). (1987). *The monitoring of school mathematics* (Background Papers [Vol. 3]) (Ch. 24). Report prepared for the National Science Foundation for the establishment of a school mathematics center. Madison, WI: Wisconsin Center for Educational Research. (Reprinted in *Revista de Education*, Spanish Ministry of Education)
- Popkewitz, Thomas S. (1988). Social science and the social functions of ideas. *Journal of the History of Higher Education Annual* 7, 117- 55.
- *Popkewitz, Thomas S. (1988). What's in a research project: Some thoughts on the intersection of history, social structure, and biography. *Curriculum Inquiry* 18(4), 379-400.
- Popkewitz, Thomas S. (1988). Knowledge, power, and a general curriculum. In I. Westbury & A. Purvis (Eds.), *Cultural literacy and the idea of general education, Part 2* (pp. 69-93). Chicago: National Society for the Study of Education.
- Popkewitz, Thomas S. (1989). Teaching and teacher education reforms: Reconstituting a state bureaucratic apparatus and forming a political discourse. *Nevelseselmelet es Iskolakutatas*, The Hungarian Ministry Journal of Education (Educational Theory and School Research). It will also be published in a special issue of the Spanish Ministry of Education Journal *Revista de Educacion*.
- Popkewitz, Thomas S. (1989). Some problems and problematics in the production of evaluation. In M. Grandheim, M. Kogan, & U. Lundgren (Eds.), *Evaluation as policy making: Introducing evaluation into a national decentralized educational system*. EMIL: A Norwegian Project on a

National Evaluation and the Quality of Education; Oslo: Norwegian Institute of Applied Social Research (in Norwegian). Also to appear in Great Britain: Jessica Kingsley Publishers, 103-19.

- *Popkewitz, T., & Lind, K. (1989). Teacher incentives as reform: Implications for teachers' work and the changing control mechanism in education. *Teachers College Record* 90(4), 575-94.
- Popkewitz, T. (1990). The study of curriculum as a problem of knowledge and power: A social epistemology. In C. Ljunggren, C.-A. Säfström, & L. Östman (Eds.), *Utbildning, politik och moral: Neopragmatisk läroplansteori (Education, politics, and ethics: A neopragmatic curriculum theory)*. Lund, Sweden: Studentlitteratur.
- Popkewitz, Thomas S. & St. Maurice, H. (1990). Social studies education and theory: Science, knowledge, and history. In J. Shaver (Eds.), *Handbook on research in social education* (pp. 27-40).
- Popkewitz, Thomas S. (1990). Whose future? Whose past? Notes on a critical theory and methodology. In E. Guba (Ed.), *The paradigm dialog*. Newbury Park, CA: Sage.
- Bruckerhoff, C. & Popkewitz, T. (1991, May). Urban collaborative in critical perspective. *Education and Urban Society* 23/3, 313-25.
- Popkewitz, T. (1992). Social movements and social science. In D. Broady (Ed.), *Education in the late 20th century* (pp. 45-79). Stockholm: Stockholm Institute of Education Press.
- Popkewitz, T. (1992). Cartesian anxiety, linguistic communism, and reading texts. *Educational Research* 21/5, 11-15.
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- Petersson, K., Olsson, U., & Popkewitz, T. S. (in press). Framtiden som styrning. En genealogisk betraktelse av det utbildningsbara subjektet och pedagogisk teknologi under det tidiga 2000-talet (The future as governace. A genealogical approach to the educable subject and pedagogical technologies in the beginning of the 21st century). In Sophia Lovgren and Kerstin Johansson, red.. *Viljan att styra: individ, samhälle och välfärdens styrningspraktiker (The Will to Govern: Subjects, Society and Governmental Practices of Welfare)*. Lund: Studentlitteratur.
- Popkewitz, T. (in press). Numbers in grids of intelligibility: Making sense of how educational truth is told. This chapter will appear in *Education and the Knowledge Economy* edited by Hugh Lauder and Michael Young of Bath University London: Routledge.

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- Petersson, Kenneth, Olsson, Ulf, & Popkewitz, Thomas S. (2007) Framtiden som styrning. En genealogisk betraktelse av det utbildningsbara subjektet och pedagogisk teknologi under det tidiga 2000-talet (The future as governace. A genealogical approach to the educable subject and pedagogical technologies in the beginning of the 21st century). In Sophia Lovgren and Kerstin Johansson, red.. *Viljan att styra: individ, samhälle och välfärdens styrningspraktiker (The Will to*

- Govern: Subjects, Society and Governmental Practices of Welfare). Lund: Studentlitteratur. (pp.239-265)
- Popkewitz, T. (2007). *Educación y comunicación: Tejidos desde el Análisis Político de Discurso*. Mexico La razón de la esperanza cosmopolita como miedo a la diferencia. (*The Reason Of Cosmopolitan's Hope As Fears Of Difference*). In Jiménez, Pilar Padierna & Mariñez, (coord). Educación y Comunicación. Tejidos desde el Análisis Político de Discurso (pp.433-466). México City, México: Casa Juan Pablos. Programa de Análisis político de Discurso e Investigación.
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- Popkewitz, T. (1988). Ideología y formación social en la formación del profesorado. Profesionalización e intereses sociales. *Revista de educación* 285 (enero-abril): 125-50. (reprint)
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Popkewitz, T. S. (1973). *How to study political participation*. Washington, DC: National Council for the Social Studies.

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- Popkewitz, T. & Myrdal, S., ed. (1989). *Case studies of six urban mathematics collaboratives prepared for Ford Foundation*. Madison, WI: Wisconsin Center for Educational Research.
- Popkewitz, T., Myrdal, S., & Cho, S. (1990). *Teach for America summer institute 1990: Evaluation report*. Madison, WI: Wisconsin Center for Educational Research.
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- Lindblad, S., & Popkewitz, T. S. (Eds.). (1998). *National case studies: Educational systems and recent reforms*. Report Submitted to the European Union Programme on Targeted Socio-Economic Research as part of a deliverable for the cross-national research project, 'Education Governance and social integration and Exclusion in Europe. Uppsala, Sweden: Uppsala University.

- Popkewitz, T. S., & Lindblad, S. (2000). Public discourses on education governance and social integration and exclusion: Analyses of policy texts in European contexts. S. Lindblad & T. Popkewitz (Eds.), *Uppsala reports on education 36*. Uppsala, Sweden: Department of Education, Uppsala University.
- Lindblad, S. & Popkewitz, T. (2001). *Case studies of educational governance and social integration and exclusion*. Uppsala, Sweden: Uppsala Reports on Education.
- Lindblad, S. & Popkewitz, T. (2001). *Educational Governance and Social Integration and Exclusion (EGSIE): Executive Summary*. Brussels, Belgium: the European Commission, D G XII, Targeted Socio-Economic Research.

II. SELECTED PAPERS DELIVERED AT SCHOLARLY MEETINGS

<u>Date</u>	<u>Title</u>	<u>Where Presented</u>
1970	"Two Models of Political Inquiry: Issues in Research and Curriculum Planning."	Wisconsin Educational Research Association Oshkosh, Wisconsin
1971	"The Symbolic Function of 'The Middle School' Concept?"	Wisconsin Elementary Principal Association Racine, Wisconsin
1972	"Educators and Community: Demands of Pluralism and the Model of Teacher Corps Reform"	National Council for the Social Studies Boston, Massachusetts
1973	"Maintenance of the Status Quo and Institutional Change, A Case Study of a Teacher Corps Project"	American Educational Research Association New Orleans
1975	"School Evaluation as a Problem of the Sociology of Knowledge"	American Educational Research Association Washington, D.C.
1976	"Teacher Education as a Process of Socialization" "The Ideology of Educational Reform"	American Education Research Association New York City College and University Faculty Assembly for the National Council for the Social Studies, Washington, D.C.
1977	"Reform and Institutional Life"	Evaluation Network Conference St. Louis
	"The Social Structural of	American Educational Research Association

	Schooling and Reform"	New York City
	"Teacher Education as a Problem of Ideology"	American Educational Research Association New York City
	"Educational Research and Its Values"	College and University Faculty Assembly of the National Council for the Social Studies in Cincinnati
1978	"Methodological Issues in the Study of Teacher Education" (with B. Tabachnick and K. Zeichner)	American Educational Research Association Toronto
	"Teacher Education and the Professional Perspective of Teachers" (with B. Tabachnick and K. Zeichner)	American Education Research Association Toronto
	"Qualitative Research: Some Thoughts About the Relation of Methodology and History"	Conference on Study of Schooling: The Use of Field Based Methodologies Wingspread, Racine
	"The Social Meaning of Reform and The Planning of Educational Change"	National Council for the Social Studies Houston, Texas
	"Educational Reform: Antagonistic Meanings and Institutional Life"	Soviet-American Seminar on Teaching and Learning, Moscow, December 2-6, 1978
	"On the Relation of Research and Political Community, Qualitative Research in Educational Evaluation"	Evaluation Network Annual Meeting Aspen, Colorado
1979	"Teacher Education as a Socialization Process"	American Educational Research Association
1980	Social Contexts of Schooling, Change and Educational Research	American Educational Research Association Boston
1981	Moral and Social Basis of Occupational Life: Teacher Education Soviet Approaches	National Council for the Social Studies
1982	Motion as Educational Change: The Misuse and Irrelevancy of Two Research Paradigms	American Educational Research Association New York

	The Problem of Curriculum Research: The Possibilities and Pathologies of a Science of Schooling	American Educational Research Association New York
1983	Teacher Education As Cultural Codes	Bat Sheba Science Education Conference– Weitzmann Institute, Hebrew University Israel
	The Idea and Ideology of Progress in Educational Research	American Educational Research Association Montreal
	Social Sciences as Social Amelioration	American Educational Research Association Montreal
	Soviet Pedagogical Sciences	Universitat Malaya, Kala Kumpur, Malaysia
	American Social Studies Research: Paradigms and Social Purpose	American-Japanese Seminar on Social Studies Education, Kyota, Japan (December)
1984	Paradigms and Ideology in Educational Research	University Lecture, University of Missouri (February)
	Icelandic College of Education University of Mainz	The Social Function Educational Reform Biography, and Institutional Structures Research Agendas
	Stockholm Institute of Education	Educational Reform and the Current National Reforms
	College of Education, University of Umea, Sweden	Educational Research and the Social Functions of the Intellectual
1985	"Knowledge and Social Interest" Collaborative Programs in Teacher Education as Ideology, Biology, Social Structure and History	American Educational Research Association Chicago
	The Ideology of Aesthetics: The Problem of Schooling	Visual Literacy Association Pomona, California
	Educational Reform: Problems and Politics	Spanish Ministry of Education Seminar Salamanca
	Reform in Social Studies Teacher Education	National Council for the Social Studies Chicago

1986	Paradigms of Research	National Council for the Social Studies
1987	Ideology and Reform Teacher Education: Current Trends and Social Assumptions	University of Oslo (March)
	Educational Reform: Rhetoric, Ritual and Ideology	American Educational Research Association
1988	"Ideology in Qualitative Research Methodologies	American Educational Research Association New Orleans
	The State, The University and Teacher Education: A Reforma- tion of How Control is Exercised in California and Wisconsin, 1976-1986 (with M. Brennan)	American Educational Research Association New Orleans
	Exploring Professionalism as an Ideological and Social Construct	American Educational Research Association New Orleans
	19th Century Teaching and the Problem of Knowledge and Power	American Educational Research Association
	History as a Method of Studying Curriculum	Invited Symposium on the History of Curriculum University of Oslo, Norway
	The Relation of the State and Educational Reform	Lecture given at Michigan State University
	Culture, Pedagogy and Power: Issues of the Production of Values and Colonialization	Opening speech given at symposium, Challenge Your Future through Your Culture, Luleå, Sweden
	The Changing Reforms in Teacher Education and the Problem of Evaluation	Lecture given at Stockholm School of Education, Stockholm, Sweden
	Current Reforms in U.S. Teacher Education: Some Issues and Dilemmas	Lecture given at the Swedish Association of Teacher Educators

	The formation of School Subjects and the Problem of Historical Study	Lecture given at the University of Uppsala, Uppsala, Sweden
	Some Institutional Considerations of the Current Reform Programs to Science and Math Teaching	Lecture given at the Science Teaching Center, Hebrew University
	Current Educational Reforms in a Social and Historical Perspective	Lecture given at Haifa University
1991	A Political\Sociological Critique of Teacher Education Reforms: Evaluation of the Relation of Power and Knowledge	Paper presented at the 2nd National Research Symposium on Limited English Proficient Students' Issues US Dept. of Education
	Interdisciplinary efforts towards a critical science of school reform: American trends	Paper for Society Academy of Pedagogical Science and UW Seminar on Interdisciplinary Studies, Madison
	Issues in the study of Teacher Education	University of Lisbon, September
	The Myth of Education Revised	Competense Universidad of Madrid and The Spanish Ministry of Education
	Social Science, Social Movements and the Construction of Reform	Computense Universidad of Madrid and The Spanish Ministry of Education
	Comparative Studies of Teacher Education: Conceptual and Methodological Issues	Computense Universidad of Madrid and The Spanish Ministry of Education
1993	Centralization/Decentralization Changing Patterns of Power	International Symposium, University of Granada, Spain
	The Social Field of Educational Research: Post-modernism, Feminist and Left Scholarship	Umea University, Sweden
1995	A Changing Terrain of Social and Educational Knowledge: A Social Epistemology	International Standing Conference for the History of Education, Berlin
1996	Invited speaker on teacher Education	TESOL convention, Chicago reviewer, American Educational Research Journal

	Constructing the new democratic citizen: Pedagogical discourses in citizenship and democracy, reconstituting the participatory subjects	Paper delivered at the conference, "State Regulating Research Unit for the Department of Education University of Turku
	The governing of the teacher and academic knowledge: Some comparative notes	Congreso de formacion del profesorado. Avila, Spain
	Keynote speaker: "The administration of freedom: The redemptive culture of the educational sciences"	International seminar on educational policy at the Catholic University, Sao Paulo, Brazil
1997	The Redemptive Culture of Educational Sciences	School of Education, University of Illinois
	Keynote speaker: Educational Reform as the Effects of Power	Mexican Educational Research Association Mérida Mexico
1998	Globalization, Teacher Education, and the new Sociology of Education	World Council for Comparative Education
	The International Commission to Evaluate Swedish Educational Research: Some Issues and Findings	Umeå University
	Reform as the Social Administration of the Child: Globalization of Knowledge and Power	World Congress of Comparative Educational Societies. Cape Town, South Africa
	The New Cultural History in Curriculum Studies AERA	American Educational Research Association
	Philosophy and Social Theory in Educational Studies	Philosophy of Education SIG American Educational Research Association
	With Marianne Bloch. Bringing the Parent in: A History of the Present Social Administration of the Parent to Rescue the Child for Society	OMEF World Congress. Copenhagen, Denmark

	I gave three lectures on post-modern political theories in the study of education	Catholic University, Saõ Paulo, Brazil
	Lecture on national imaginaries and comparative studies in education.	Umeå University
1999	Educational Research as the Production of Memory/Forgetting Ethnography and the Politics of Knowledge	Keynote at "Reclaiming Voice II: Ethnographic Inquiry and Qualitative Research in a Post Modern Age, University of California at Irvine
	<i>Comparative Methods and Educational Reform</i>	Umeå University
	Educational Research and Its Systems of Reason	Umeå University
	Teaching, Teacher Education, and Professionalism: The Problem of Social Inclusion	Keynote, Third International Conference on Teacher Education, Beit Berl College, Israel
	Reform as the Social Administration of the Child: Globalization of Knowledge and Power With M. Bloch. "Bringing the Parent In:" A History of the Present Social Administration of the Parent to Rescue the Child for Society Discussant. Spirituality in Education: Creating Sacred Space in the Postmodern Millennium	World Congress of Comparative Educational Societies, Cape Town Invited Lecture, OMEP World Congress, Copenhagen, Denmark, August 13-16
	Discussant. An Uneasy Courtship: The Relationship Between Educational Research and Reviews	American Educational Research Association Invited Symposium
	Education Governance and Social Integration and Exclusion	Paper presented at Symposium, Comparative Issues in the Study of the Educational System
	Discussant. Writing Curriculum History as an Autopoietic Effect	
2000	The Culture of the School, and	New York Board of Jewish Education,

How the Culture of the School Influences What is Learned	New York
National Imaginaries: Reconstructing Differences and Social Exclusion in Education	Keynote speech, Research Seminar, Unit of Social and Comparative Research in Education, University of Helsinki
National Reforms, Globalization, and Education: Some Issues of the Politics of Change	Invited speech, the University of Granada, Conference on Educational Governance, Social Inclusion and Exclusion
The Globalization of Education and the question of the Integration and Social Exclusion in Post-industrial Educational Systems: The Problematic of the Political Sociology of Education	Invited Speech, Invitational Conference for School Administrators and District Educational Officials. Sponsored by the National University of Distance Education in LaPalma and the Ministry of Education for the Canary Islands, Spain
Foucault and Emancipatory Projects: Strangers in the Night or Birds of a Feather or...?	Foucault and Education, New Orleans. Sponsored by the Foucault and Education SIG, AERA
National Imaginaries and Changing Patterns of Inclusion and Exclusion The Politics of Educating the Child in Late Modernity	Keynote speech at Finnish Graduate School Seminar, Tampere Keynote Speech, Universidad Internacional de Andalucía, La Ribida, Spain
Constituting the American School at the turn of the 20 th Century; Nation-ness, the Citizen,	Paper given at an invited seminar sponsored by the Belgium Fund of Scientific Research, <i>Philosophy and History of the Discipline of Education: Evaluation and Evolution of the Criteria for Educational Research</i> , at the University of Leuven, Belgium
Educational Institutions and Educativas en la Sociedad Neoliberal, IV Congreso Interuniversitario de Organización y Dirección de Instituciones Educativas, Granada, Spain	Keynote speech at Las Organizaciones School Reforms
AERA	
Invited speaker	Division G's New Faculty Mentoring Seminar: Surviving the Academy

	Organizer and Chair:	National Imaginaries and the Historical Construction of the Citizen: Cross-National Studies
	US: <i>National Imaginaries</i> and the turn of the century discourses of pedagogy of the teacher and the child	Educational Systems, Policy Discourses, and Social Integration and Exclusion: A Comparative Analysis of the European Union
	Educational Statistics as a System of Reason: Relations of Governing Education and Social Inclusion and Exclusion	Paper with Sverker Lindblad, Uppsala University, Sweden
2001	Seminar on The Swedish Council for Research in the Humanities and Social Science evaluation of Swedish Educational Research	Växjö University, Sweden
	Seminar on Cosmopolitanism, Schooling and the Writing of the History of the Present	
	The History of Curriculum and Cultural History <i>The Enlightenment, Cosmopolitanism, and the National Imaginaries of the Democratic Citizen</i>	Invited Lecture, Teachers College, Columbia University Invited Lecture, Örebro University, Sweden
	The Inscription of Pragmatism as a Governing Principle of Modernity and Pedagogy	Invited Lecture, Stockholm Institute of Education
	Restructuring the Governing Patterns of the <i>Child, Education and the Welfare State</i>	Co-organized an International Conference sponsored by the Swedish Council for the Social Sciences and the Humanities
	Educational Reforms and the Regulatory Principles of Reason	Invited Lecture, Pontificia Universidade Católica de São Paulo, Brazil
	The Politics of Knowledge as the Production of Social Exclusion	Keynote Speech, The Mexican Educational Research Biannual Meeting, Manzanillo, Mexico

	Surviving the Academy	Invited Speaker, Division G (a) New Faculty Mentoring Seminar
	Rethinking the Politics of Schooling	Division G Invited Symposium
	National Imaginaries and the Historical Construction of the Citizen: Cross-National Studies	Organizer and Chair, American Educational Research Association Annual Meeting
	Standards as Regulatory Systems: But not what you think!	Big Ten Music Education Conference, Madison
	Constructing a Cultural History of Education: International Perspectives symposium	AERA: Organized and presented paper on Cultural history
	Historical and Theoretical Studies of the Curriculum: The Kliebard Legacy	Speaker on Panel, American Educational Research Association Annual Meeting
2001	Alchemies, Schooling and the politics of knowledge	Invited Speech, National University of Mexico Mexico City
	Governing the Future Through Fabricating the Global Teacher/Child of the Nation	Keynote Speech, Nordic Educational Research Association Conference, Tallinn
	Cosmopolitanism, Nationness and the Production of Difference. Women and Education Studies	Invited Seminar on Gender, Natinality, and Difference in Education University of Helsinki,
	Whose Heaven and Whose Redemption? The Alchemy of the Mathematics Curriculum to Save (please check one or all of the following - (a) the economy, (b) democracy, (c) the nation, (d) human rights, (d) the welfare state, (e) the individual)	Keynote Speech, The Mathematics Education and Society, 3rd International Conference, Helsingør Denmark
	Cosmopolitanism and the Governing of Reason: Changing Images and Narratives of the Family and the Child	Invited Lecture, Deakin University
	Cosmopolitanism and Schooling: The reason of reason	Invited Symposium, Kelvin Grove campus of QUT, Brisbane
	National Imaginaries and the Civilizing	Invited Symposium, International

	Practices of Education; and paper presented: Governing the Child and Pedagogicalization of the Parent: A History of the Present	Sociological Association, A Sociology of Education
	The Handbook of International Sociology: (Re-)Thinking Questions of Knowledge and Politics in the Sociology of Education	Invited Paper, International Sociological Association A Sociology of Education
	Cosmopolitanism, National Imaginaries and Fabricating Difference in Schooling	Keynote Speech, 2 nd International Conference, Education at the Dawn of the 21 st Century: Historical-Comparative Approaches, University of Patras, Greece
	Cosmopolitanism, National Imaginaries and Fabricating the Child and Teacher	Invited Symposium on Restructuring Education, European Educational Research Association
2002	Invited lecture	Teachers College, Columbia: Cultural History and the Study of the School
	Invited speech. Alchemies, Schooling, and the Politics of Knowledge Keynote speech. Governing the Future Through Fabricating the Global Teacher/Child of the Nation Invited lecture. Cosmopolitanism, Nationness and the Production of Difference	National University of Mexico Mexico City Nordic Educational Research Association Conference, Tallinn University of Helsinki
	Women and Education Studies, invited seminar on Gender, Nationality, and Difference in Education	
	Keynote speech. Whose Heaven and Whose Redemption? The Alchemy of The Mathematics Curriculum to Save (please check one or all of the following: (a) the economy, (b) democracy, (c) the nation, (d) human rights, (d) the welfare state, (e) the individual)	Mathematics Education and Society 3 rd International Conference Helsingor, Denmark
	Invited seminar. Cosmopolitanism and the Governing of Reason: Changing Images	Deakin University, Australia

	and Narratives of the Family and the Child	
	Invited seminar. Cosmopolitanism and Schooling: The Reason of Reason	Kelvin Grove Campus of QUT, Brisbane
	Invited symposium. National Imaginaries And the Civilizing Practices of Education	International Sociological Association, A Sociology of Education
	Invited paper. Handbook of International Sociology: “(Re)Thinking Questions of Knowledge and Politics in the Sociology of Education.”	International Sociological Association, A Sociology of Education
	Keynote speech: Cosmopolitanism, National Imaginaries and Fabricating Difference in Schooling	International Conference, Education at the Dawn of the 21 st Century: Historical-Comparative Approaches, University of Patras, Greece
	Invited symposium and paper. Cosmopolitanism, National Imaginaries and Fabricating the Child and Teacher	European Educational Research Association, Restructuring Education
2003	The Cultural Capitals of Intellectual Life: Writing, Thinking, and Finding People to Think With	University of Helsinki Graduate Studies Program in Education
	Taking Sides: Qualitative vs. Quantitative Studies	Utah State University School of Education
	Curriculum and Globalization: An International Perspective	American Educational Research Association Annual Meeting, Division B: Curriculum Studies
	Perspectives on Education in Russia: Learning and the Psych of Human Development	SIG: Russian Contributions to Literacy,
	National Imaginaries, Cosmopolitanism, and the Formation of the Modern Mass Schooling	Division F: History and Historiography
	The Alchemy of the Curriculum: The Politics of Making School Subjects	Umeå University, Department of Education

Keynote speech. Cosopolitanism, Romanticism, and the Sciences of Comparative Education	Comparative Education Society of Europe, Copenhagen
Seminar on Psychology, Religion, and Education	Danish Professors of Educational Psychology, University of Copenhagen
Comparative Studies of the Construction of Modernity: The Travels of John Dewey	Invited lecture to graduate studies Program, Pontifical University of Sao Paulo, Brazil
Invited lecture. Cosmopolitanism and the Inclusive "Reason" as Exclusion: On Making the Mind Modern and Governing the "Self"	Faculty of Education and Psychology Katholieke Universiteit Leuven Belgium
Invited lecture. Cosmopolitanism, Science, and the Sublime in the Comparisons of Comparative Education	Symposium of Problems and Problematizations in Comparative Education, Department of Education, Helsinki University, Finland
Seminar: Developing Curriculum and Its Design	American Councils for International Education, Baku. This was for NGO's and the Ministry of Education
Keynote speech. The Social Reconstruction and the Expertise of the Governing: Toward a Political Sociology of Schooling	International Conference on Social Reconstruction and Education, Taipei Municipal Teachers College
Keynote speech. Equity & Knowledge: Two Problematics of Social Inclusion/ Exclusions in EGSIE	Conversaciones de Santiago: Escuela y Cambio Social. Un lugar de encuentro para educadores de Ibero América y Europa. CIDA (Centro de Investigación y desarrollo de la educación), Santiago, Chile
Invited lecture. Education and Making of The Cosmopolitan and its "Others"	University of Illinois African Studies Program and School of Education
Keynote speech. Pedagogy as a Design Problem: Governing the Child and Its Technological Sublime	Twelfth International Conference of Learning: Common Ground. Faculty of Education, The University of Granada, Spain

Keynote speech. Designing the Learning Society Through Designing the Child: Educational Sciences as Cultural Theses About Modes of Living

Knowledge Production and Higher Education in the 21st Century
Bergen, Norway
Sponsored by the South African Association for Research and Development in Higher Education (SAARDHE) and the NUFU-funded research network
Productive Learning Cultures.

American Educational Research Association Annual Conference Participation

Educational Partnerships and Reform: Four Perspectives
Division G - Social Context of Education / Section 4 - Social Contexts of Educational Policy, Politics, and Praxis

Foucault and Education SIG Invited Session: Demography and Democracy in the Era of Accountability

Cosmopolitanism, Disenchantments/Reenchantments, and Making Educational Research the Objects of Our Making: Division B - Curriculum Studies

2006

Lecture. The Modern Reasoned Citizen?

Department of Education
University of Helsinki

Invited Lecture. Planning Society Through Planning the Child and Family: Historical Notes on Education Research and "What Works" Does Not Work the Way We Think it Works

Göteborgs Universitet

With Kenneth Petersson and Ulf Olsson

Nordic Education Research Meeting,
Orébro, Sweden
Graduate Student Seminars
Linköping University

The Reason of Reason: Cosmopolitanism and a History of School Reforms to Re-Make Society through Making the Child

Keynote lecture. The Planning of Science Was Not Planned: Education Research and Public Interests

Conference on Foucault and Adult Education/Adult Learning
Linköping University

Paradigm and Ideology in Educational Research: A 20-Year Retrospective

AERA Annual Conference
San Francisco

Origins of Contemporary Education Research and Education Research Centers

AERA Annual Conference
San Francisco

Globalization, Networks and School Restructuring: traveling Cultural Theses About Who We Are, Should be, and Who is Not That

“WE” Symposium on Networks and the Emerging Spaces of Education Policy and Practice

2007

Keynote, Cosmopolitan Fears of Difference: The Reform Sciences of Teaching and Teacher Education

Autonomous University of Tabasco
Villahermosa, Tabasco, Mexico

Invited paper. Republicanism, American Exceptionalism, and the Making of the School Pedagogy

First International Education Congress, University of Zurich

Keynote speech. Inclusion and Exclusion of Education Sciences in The First Decade of XXI Century

Congreso Internacional de Filosofia Teoria y Campo de la Educacion Inclusion, Tension y Exclusion Del lunes 3 al viernes 7 de diciembre de

Keynote. The Alchemy of School Subjects: The Social Question, Sciences, & Progressive Education

Iberoamerican Congress for the History of Latin American Education (CIHELA)

Invited seminar. Cosmopolitanism and the Age of Reform: Science, Education and Making Society by Making the Child

Graduate Student and Faculty Seminars FLASCO, Buenos Aires

2008

Keynote. Education Sciences, Schooling, and Abjection: Recognizing Difference in the Making of Inequality

Education Association of South Africa Education and Social Justice Langebaan, SA

Invited lecture. Cosmopolitanism and the

Stellenbosch University

Age of School Reform: Science,
Education and Making Society by
Making the Child

Invited lecture. The University as Prophet,
Science as Its Messenger, and Democracy
as Its revelation: John Dewey, University of
Chicago President William Rainey Harper,
and Colonel Francis Parker

Centro Stefano Franscini International
Conference, Pragmatism in the Reticle
of Modernization: Concepts, Contexts,
Critiques
Monte Verità, Ascona, Switzerland

Keynote, Cosmopolitanism, Curriculum
Studies, and School Reforms: Cultural
Theses in Making Society by Making the
Child

Simpósio: Governo Da Infância
Na Crise Da Modernidade
Faculdade De Psicologia E
De Ciências Da Educação, Universidade
De Lisboa 1 fevereiro

Doctoral Student Seminar. Methods and the
History of the Present

Universidade de Lisboa

Invited lecture. Science, Teaching, and
Teacher Education Reforms as “Converting
Ordinances”: Comparative Perspectives on
Secularization and the Soul, Religion and
Education in comparative and International
Perspective

EPS Conference at UW-Madison

Invited lecture. Globalization and University
Reform in the United States

Utsunomiya University, Japan
Japanese Society for Curriculum
Studies: Nagoya, Japan

Keynote. Reforming Professional Teacher
Education: Cosmopolitanism, Participation,
and the Inequality of Equality

Conference on the History of
Education, Universidad de
Antioquia, Medellin

Seminar. No Child Left Behind:
Democratic Values & Inequities

Graduate Students, WCER
UW-Madison

Keynote. Cosmopolitanism and the Age of
Reform: Science, Education & Making
Difference

International Symposium on
Multicultural Discourses for
Language Pedagogic Reform
Zhejiang University, Zijingang Campus,
Hangzhou, Zhejiang, China

Invited Lecture: Reforming Professional
Teacher, Education: Narratives of
Democracy, Theses of Redemption, and the

East China Normal, Shanghai

Negation of Politics? Invited lecture. Reforming US Teacher Education: Narratives of Democracy and Politics of Equity	Beijing Normal
Keynotes. Curriculum Theory, Curriculum History, Curriculum Studies	Seminario Internacional de formación e investigación Cambios de patrones en la escolarización norteamericana: Un análisis de sus problemáticas Granada, Spain
Invited lecture. Pedagogy, Assessment, and The Role of Qualifications	University of Bath, England ESRC Education and the Knowledge Economy
Keynote. Cosmopolitanism and the Age of School Reform: Science, Education and Making Society by Making the Child	Primer Coloquio Internacional de Filosofía, Educación y Humanidades, Facultad de Filosofía Letras de la Universidad Autónoma de Nuevo León, Monterrey, México
Keynote. Cosmopolitanism, Teacher Education Reforms and Narratives of Democracy and Exclusion	XIX Seminario Internacional: Docencia y Reformas Educativas organizado por los Estudios de Posgrado de la Universidad Pedagógica Veracruzana
2009	
Keynote. Globalization as Double Cultural Theses about Inclusion and Exclusion	Knowledge, Difference, Harmony Eastern Mediterranean University North Cyprus
Keynote. The Political of Dewey's Pragmatism: Making Society by Making the Child	Consejo Mexicano de Investigación Educativa (COMIE) bi-annual meeting Vera Cruz
Symposium. Cosmopolitanism and the Age of School	Comparative Education Society Annual Meeting, Charleston
Keynote. The 19 th Century Formation of School Curriculum and Making the citizen: Governing Through the Pedagogical	The State and the Education (1759- 2009), Portuguese Ministry of Education Conference, Lisbon

2010

The thesard	Doctoral Seminar, University of Rome
Tor Vergata	Doctoral Program, University of Rome
(A) Cosmopolitanism, The Hope and Fears of School Reforms in Making 'Democratic' Societies	
(B) Cosmopolitanism: The Citizen and Processes of Abjection: The Double Gestures of Pedagogy	
Symposium paper. Comparative Studies and Unthinking Comparative "Thought": The Paradox of "Reason" and Its Abjections	Comparative and International Education Society (CIES) Annual Meeting, Chicago
Invited lectures	Beijing Normal University
<ul style="list-style-type: none"> • The Study of Curriculum: A Cultural History of its Development and Questions, and Issues in the Past Three Decades • Lecture One: A Historical Background and Current Issues • Lecture Two: Research in Curriculum: Two different Paradigms and the Political of School Knowledge • Lecture Three: Rethinking the Study of Curriculum and the Political/Politics of Schooling in the US and European Union 	
Palo Alto Doctoral Colloquium. Theory and Data in the History of Education: A Cross-cultural Exchange University of Luxembourg	Stanford University School of Education in collaboration with the University of Berne and the
Keynote lecture. The Sociology of Education as the History of the Present: Fabrication, Difference and Abjection Globalisation and European Construction. French INS Institut National de Recherche Pédagogique (INRP), Lyon	International Symposium "Sociology of Education and the Restructuring of the State in Times of
Opening keynote lecture. The Past in the 2010-11 Series in The future of	

Future of the Social and Educational Sciences 2010-11 Series in	Educational Research, University of Luxembourg, Campus Walferdange
Keynote. Invited Lecture. Changchun, China	Northeast Normal University
Keynote. The 19 th Century Formation of School Curriculum and Making the Citizen: Governing Through the Pedagogical	The State and the Education (1759-2009), Portuguese Ministry of Education Conference Lisbon
The Sociology of Education and Historical Perspective: The Recognition of Differences and its Fabrication and European Construction” Institut National de Recherche Pédagogique (INRP), Lyon	Symposium “Sociology of Education and the Restructuring of the State in Times of Globalisation
Invited lecture. The Past in the Future of the Social and Educational Sciences Campus Walferdange	Series in the Future of Educational Research, University of Luxembourg,

III. COURSES REGULARLY TAUGHT

272-714	Paradigms of Research and Evaluation in Curriculum and Instruction
272-716	Reform and Change in Curriculum and Instruction
272- 765	Globalization and Issues of Curriculum
272- 916	Fabricating Europe and the Discourses of Research, Teaching and Teacher Education

IV. GRANTS (Selected)

1970-71	University of Wisconsin Graduate Research Committee, <i>Models of Political Inquiry for Elementary School Instruction</i>
1972-73	Wisconsin Teacher Corps Project and University of Wisconsin Graduate Research Committee, <i>Power, Decision-Making and Teacher Corps Project in Wisconsin</i>
1975	University of Wisconsin Graduate School Research Committee, <i>Scientific Social Inquiry and Curriculum</i>
1976	Teacher Corps, U.S. Office of Education, <i>Socialization Processes of Teacher Interns</i>
1976-77	National Institute of Education, <i>The Social Processes of Innovation: An Ethnography of a Middle School Change Program</i>
1978-81	National Institute of Education. <i>Institution Structures and Change</i>

- 1981 Littauer Foundation. *Israeli Reform Efforts in Secondary Biology Teaching*
 Wisconsin Graduate Research Committee. *Dialectic Logic and Soviet Pedagogical Research*
- 1985 Wisconsin Graduate Research Committee; Deakin University, Australia; and Icelandic College of Education. *Decentralization and Issues of Industrial States.*
 Rockefeller Foundation (Bellagio Center). *6 Nation Study of Decentralization.*
- 1987 Wisconsin Department of Public Instruction: Study of State Teacher Incentive Projects.
- 1988-90 Case Studies of Ford Foundation Urban Mathematics Collaboratives; Ford Foundation.
- 1989 Spanish-American Bi-Cultural Commission (Madrid) to organize international symposium of comparative study of educational systems (Feb.).
- 1990-92 Evaluation of Teach For America
 Spanish (U.S. BiNational Cultural Commission)
- 1991-92 Education Reform and Educational Theory
- 1993 B.F. Wilson Fellowship, Oppenheimer Foundation. Republic of South Africa
- 1993-96 Professionalization, Academic Discourses and Educational Reform (Grants from the Portuguese Scientific Committee for Education, University of Helsinki and Finnish Academy of Science)
- 1994-96 Academic Linkage for Constructing Research Programs in Education (Swedish Institute for Higher Education and Umeå University, Sweden)
- 1998-
2001 Education and Social Integration: A Ten Country Study. (European Union) with Sverker Lindblad, Uppsala University, Sweden.
- 2004-6 Azerbaijan Curriculum Development Project for Training Teachers and Developing Social Studies Pilot Program for the national schools. In collaboration with American Councils for International Education. The Program is funded by the Office of Global Educational Programs at the Bureau of Educational and Cultural Affairs, U.S. Department of State.