

CURRICULUM VITA

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FIELDS OF INTEREST

Curriculum History and Studies
Cultural sociology of school reform/change
Professionalization/Teacher education
Sociology 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 and the education sciences in Asia, Europe, Latin America, Southern Africa, and the US.

Scholarship: I have written or edited approximately 30 books and over 200 articles in journals and as 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 US, Europe, Latin America, and Asia, particularly as they relate to questions of social inclusion (e.g., *The Myth of Educational Reform*, and *Struggling for the Soul*). I have also co-directed a ten-country European Union-funded research project on educational governance and social exclusion (1999-2002), and (co)directed comparative projects in the history and contemporary contexts of educational reforms. These studies appear in edited books (e.g., *Educational Knowledge*; *Changing Patterns of Power*; *Educational Restructuring*; *Inventing the Modern Self* and *John Dewey: Modernities and the Traveling of Pragmatism in Education*; and *The Child, the Citizen, and the Promised Land: Comparative Visions in the Development of Schooling in the Long 19th Century*). My most recent research relates to cultural and historical studies of education and educational research; and the politics of the globalization in education. One recent book, *Cosmopolitanism and The Age of School Reform* (2008) explores the systems of reason in teaching and learning as double gestures that historically generate images and narratives of Enlightenment cosmopolitanism and fears of the dangerous populations to that vision. In press is. (Re)visioning The History of Education: Transnational Perspectives On the Questions, Methods and Knowledge. I recently begun a new edited series with Daniel Trohler (Luxembourg University), entitled

Cultural Studies in Knowledge, Curriculum, and Education. My current work is on the impracticality and politics of educational research that seeks 'practical' and useful knowledge in school reforms.

Awards and Fellowships: I have honorary doctorates from Umeå University, Sweden; the University of Lisbon, Portugal; and 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 of a habilitation diploma in 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 US 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 visiting 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 (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 in universities around the country; the Finnish Academy of Science fellowship at the Helsinki Collegium for Advance Study (Fall, 2004); and a Guest Researcher Professor at French Ministère de L'Éducation Nationale, De L'Enseignement Supérieur et De La Recherche, Institut National de Recherche Pédagogique (2010); and University Guest Professor at the University of Gothenburg, Sweden. I have been given plenary lectures at major professional organizations in the comparative education, philosophy, history, sociology, and curriculum studies in education around the world. My research has been translated and published in Chinese, Danish, French, German, Greek, Hungarian, Japanese, Korea, Portuguese, Norwegian, Romanian, Russian, Spanish, and Swedish. I serve on numerous international scientific journal 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, and recently as a member of a Panel to evaluation the fields of sociology and education at the University of Uppsala, Sweden. I 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. In addition, I have served as outside examiner on PhD dissertations around the world.

My University Service includes departmental chair (1996-99), chair of School of Education International Education Program (approx 1996-2000; 2010-11), elected member of the University's Social Studies Divisional Committee, a member of the advisory 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. _{h.c.} (<i>Honoris Causa</i>)	University of Helsinki, Finland
2004	Ph.D. _{h.c.} (<i>HonorisCausa</i>)	Katholieke Universiteit Leuven, Belgium
2000	Ph.D. _{h.c.} (<i>HonorisCausa</i>)	University of Lisboa, Portugal
1996	Full Academician ¹	Russian Academy of Education
1989	Ph.D. _{h.c.} (<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
2006-2013	Visiting Professor (Graduate Program)	The University of Granada, Spain
2011	University Guest Professor	University of Gothenburg, Sweden
2012-2014	University Guest Professor In Sciences of Education	University of Luxembourg, Luxembourg
2012	Guest University Professor	Minzu University, Beijing China
2012-2013	Tao Xingzhi Chair Professor	Nanjing Normal University, China

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, 2010-11	Chair	UW School of Education International Education Programs Committee
1999-present	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	Chazan Museum
2004-2010	International Research Coordinator	WCER International Research Initiative

SCHOLARLY AWARDS/PROFESSIONAL SERVICE

2012-2013	Tao Xingzhi Chair Professor Nanjing Normal University, China
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, *Formación de profesorado Tradición, Teoría, Práctica*, 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 ideología en investigación educativa*, A. Ballesteros, trans. Madrid: Mondadori, 1984). *This has been reissued (2011) in the Routledge Library Edition Series that "by some of the greatest educationalists, teaching professionals and policy makers of the twentieth century" (Of course it is a large list and not really new).*
- 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 [2006]).
- 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; Portuguese, and Chinese)
- Popkewitz, T. S. (1998). *Los discursos redentores de las Ciencias de la Educación* (Pablo Manzano Bernárdez, trans.). Sevilla, Spain: Kikiriki Cooperación 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 educación. Ensayos crítico sobre concimiento y escolarización*. Barcellona-México: 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. (2008). *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, Swedish, Spanish, and Chinese.)
- 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. and. Labaree, David F, eds. (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. Abordagens Sociológicas Críticas*. Lisboa: Edições Pedagogo.
- Popkewitz, T. & Μαρία Νικολακάκη (2012). *Κριτικές προσεγγίσεις στην εκπαιδευτική πολιτική: τα μεταβαλλόμενα πεδία εξουσίας και γνώσης*, Αθήνα: εκδ. Σιδέρη. The translation is Thomas Popkewitz, Maria Nikolakaki (2012). *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. (forthcoming). *(Re)visioning the history of education: An intercontinental perspective on the questions, methods, and knowledge of schools*. New York: PalgraveMacMillan.

Popkewitz, T, Guest Editor. (Forthcoming). The “reason” of education and a political sociology of education. *Education et Sociétés*. ENS-Lyon:

Popkewitz, T. (in progress). *Le fabbricazioni dell'anima nelle riforme scolastiche: Una presentazione delle opere di Thomas S. Popkewitz*. Cura e traduzione di J. Kowalczyk & C. Roverselli. ed. University of Rome Press (i think it is in press but not sure).

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. Cornbleth (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. *Neveleselmelet 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.
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- Popkewitz, T. (2009) Comparative studies and unthinking comparative ‘thought’ *REVISTA DE PEDAGOGIE*. 10-12/2009 (3) pp.13-32 (Romania)
- Popkewitz, Thomas (2010). Incusión y exclusión como gesto dobles en política y ciencias de la educación. *Propuesta Educativa* 33: 11-28. (FLACSO, Argentina). (Inclusion and exclusion as gesture turn in politics and sciences of the education.)
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- Popkewitz, T. (1987). La produccion del conocimiento escolar y los lenguajes curriculares. Cuestiones institucionales en el seguimiento de las matematicas escolares. *Revista de Educacion* 282 (enero-abril): 61-86. (reprint)
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Popkewitz, T. S. (1974). Politics and government. *History Teacher*, 622-624.

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- Popkewitz, T. & Myrdal, S. (1991). *Case studies of the urban mathematics collaborative project: A report to the Ford Foundation*. Madison, WI: Wisconsin Center for Educational Research.
- Popkewitz, T. & Myrdal, S. (1991). Methodological issues and themes of reform and change. *Case studies of the urban mathematics collaborative project: A report to the Ford Foundation*. Madison, WI: Wisconsin Center for Educational Research.
- Popkewitz, T. S., Lindblad, S., & Strandberg, J. (1998). *Review of research on education governance and social integration and exclusion of youth*. 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.
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Gestur Gudmundsson, Willy Martinussen, Jo Moran-Ellis, Thomas S. Popkewitz, Ritva Prättälä, Alan Warde, Gaby Weiner, Geoff Whitty, Sun Sunesson (2011). Panel # 3: Department of Education, Department of Curriculum Studies, Department of Education (Pedagogik), Department of Studies in Education, Culture and Media, The new Department of Education, Department of Sociology, Department of Food, Nutrition and Dietetics, Physics Education Research in Department of Physics and Astronomy. *KoF : quality and Renewal 2011. An Overall Evaluation of Research at Uppsala University 2011/2011*.(pp. 145-158) Uppsala : Uppsala Universitet .

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"	American Education Research Association New York City
	"The Ideology of Educational Reform"	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 Schooling and Reform"	American Educational Research Association 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	American Educational Research Association New York

	and Pathologies of a Science of Schooling	
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	Lecture given at the University of Uppsala, Uppsala, Sweden

Study

	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	Paper delivered at the conference, "State

	citizen: Pedagogical discourses in citizenship and democracy, reconstituting the participatory subjects	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	OMEP World Congress. Copenhagen, Denmark
	I gave three lectures on post-modern political theories in the	Catholic University, Saõ Paulo, Brazil

	study of education	
	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
	Comparative Methods and Educational Reform	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	World Congress of Comparative Educational Societies, Cape Town
	With M. Bloch. “Bringing the Parent In:” A History of the Present Social Administration of the Parent to Rescue the Child for Society	Invited Lecture, OMEP World Congress, Copenhagen, Denmark, August 13-16
	Discussant. Spirituality in Education: Creating Sacred Space in the Postmodern Millennium	American Educational Research Association
	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 How the Culture of the School	New York Board of Jewish Education, New York

Influences What is Learned

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

Keynote speech at Finnish Graduate School
Seminar, Tampere

The Politics of Educating the
Child in Late Modernity

Keynote Speech, Universidad Internacional de
Andalucía, La Ribida, Spain

Constituting the American
School at the turn of the 20th
Century; Nation-ness, the Citizen,

Paper given at an invited seminar sponsored by
the Belgium Fund of Scientific Research,
*Philosophy and History of the Discipline of
Education: Evaluation and Evolution of the
Criteria for Educational Research*, 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

Invited speaker

AERA Division G: New Faculty Mentoring
Seminar: Surviving the Academy

Organizer and Chair

National Imaginaries and the Historical

		Construction of the Citizen: Cross-National Studies
	US: National Imaginaries 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	Invited Lecture, Teachers College, Columbia University
	The Enlightenment, Cosmopolitanism, and the National Imaginaries of the Democratic Citizen	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 Child, Education and the Welfare State	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, Tallin
	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 Practices of Education; and paper presented: Governing the Child and Pedagogicalization of the	Invited Symposium, International Sociological Association, A Sociology of Education

Parent: A History of the Present

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, 2nd International Conference, Education at the Dawn of the 21st 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

National University of Mexico
Mexico City

Keynote speech. Governing the Future Through Fabricating the Global Teacher/Child of the Nation

Nordic Educational Research Association Conference, Tallinn

Invited lecture. Cosmopolitanism, Nationness and the Production of Difference

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

Mathematics Education and Society
3rd International Conference
Helsingor, Denmark

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)

	Invited seminar. Cosmopolitanism and The Governing of Reason: Changing Images and Narratives of the Family and the Child	Deakin University, Australia
	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
2003	Invited symposium and paper. Cosmopolitanism, National Imaginaries The Cultural Capitals of Intellectual Life: Writing, Thinking, and Finding People to Think With	European Educational Research Association, Restructuring Education and Fabricating the Child and Teacher University of Helsinki Graduate Studies Program in Education
	Taking Sides: Qualitative vs. Quantitative Studies	Utah State University School of Education
	Curriculum and Globalization: An Perspective	American Educational Research International Association Annual Meeting, Division B: Curriculum Studies
	Perspectives on Education in Russia	SIG: Russian Contributions to Literacy, Learning and the Psych of Human Development
	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	Knowledge Production and Higher Education

	Learning Society Through Designing the Child: Educational Sciences as Cultural Theses About Modes of Living African	in the 21 st Century, Bergen, Norway Sponsored by the South Association for Research and Development in Higher Education and the NUFU-funded research network Productive Learning Cultures
	Educational Partnerships and Reform: Four Perspectives	AERA Division G: Social Context of Education Section 4: Social Contexts of Educational Policy, Politics, and Praxis
	Foucault and Education	AERA SIG Invited Session: Demography and Democracy in the Era of Accountability
	Cosmopolitanism, Disenchantments/ Reenchantments, and Making Educational Research the Objects of Our Making	AERA Division B: Curriculum Studies
2004	Cosmopolitanism, romanticism, and the sciences of comparative education	Keynote speech at the Comparative Education Society of Europe, Copenhagen
	Seminar on psychology, religion, and education	Invited lecture for Danish Professors of Educational Psychology, University of Copenhagen
	Comparative studies of the construction of modernity: The travels of John Dewey	Invited lecture for graduate studies program, Pontifical University of Sao Paulo Sao Paulo
	Cosmopolitanism and the inclusive “reason” as exclusion: On making the mind modern and governing the “self”	Invited lecture, Faculty of Education and Psychology, Katholieke Universiteit Leuven, Belgium
	Cosmopolitanism, science, and the sublime in the comparisons of comparative education	Invited lecture, Symposium of Problems and Problematisations in Comparative Education, Department of Education, Helsinki University, Finland
	Discussion on panel concerned with educational reforms in Eastern European countries	University of Helsinki, Department of Education
2005	Seminar: Developing curriculum and its design	American Councils for International Education, Baku. This was for NGO’s and the Ministry of Education

	The social reconstruction and the expertise of the governing: Toward a political sociology of schooling	Keynote Speech: International Conference on Social Reconstruction and Education Taipei Municipal Teachers College
	Equity and knowledge: Two problematic of social inclusion/exclusions in EGSIE	Keynote speech: Conversaciones de Santiago: Escuela y Cambio Social. Un lugar de encuentro para educadores de Ibero America y Europa. Centro de Investigacion y Desarrollo de la educacion (CIDA) Santiago, Chile
	Education and making of the cosmopolitan and its "others"	Invited lecture: University of Illinois African Studies Program and School of Education
	Pedagogy as a design problem: Governing the child and its technological sublime	Keynote Speech: Conference on Learning The Twelfth International Conference of Learning: Common Ground. Faculty of Education, The University of Granada, Spain
	Designing the learning society through designing the child: Educational sciences as cultural theses about modes of living	Keynote speech: Knowledge Production and Higher Education in the 21 st Century. Sponsored by the South African Association for Research and Development in Higher Education (SAARDHE) and the NUFU-funded research Network <i>Productive Learning Cultures</i> . Bergen, Norway
	Educational partnerships and reform: Four perspectives	AERA Division G: Social Context of Education/Section 4: Social Contexts of Educational Policy, Politics, and Praxis
	Foucault and education	AERA SIG Invited Session: Demography And democracy in the era of Accountability
	Cosmopolitanism, disenchantments/reenchantments, and making educational research the objects of our making	AERA 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	Göteborgs Universitet

	Education Research and "What Works" Does Not Work the Way We Think it Works	
	With Kenneth Petersson and Ulf Olsson	Nordic Education Research Meeting Orébro, Sweden
	The Reason of Reason: Cosmopolitanism and a History of School Reforms to Re-Make Society through Making the Child	Graduate Student Seminars Linköping University
	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	Graduate Student and Faculty Seminars

	Age of Reform: Science, Education and Making Society by Making the Child	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 Age of School Reform: Science, Education and Making Society by Making the Child	Stellenbosch University
	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 Negation of Politics?	East China Normal, Shanghai
	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	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	
	• The Study of Curriculum: A Cultural History of its Development and Questions, and Issues in the Past Three Decades	Beijing Normal University
	• 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	Stanford University School of Education in collaboration with the University of Berne and the University of Luxembourg
	Keynote lecture. The Sociology of Education as the History of the Present: Fabrication, Difference and Abjection	International Symposium "Sociology of Education and the Restructuring of the State in Times of Globalisation and European Construction. French INS Institut National de Recherche Pédagogique (INRP), Lyon

Opening lecture. The Past in the Future of the Social and Educational Sciences

2010-11 Series in The future of Educational Research, University of Luxembourg, Campus Walferdange

Keynote Lecture.

Northeast Normal University
Changchun, China

Keynote. The 19th 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

AERA

Cosmopolitanisms, the Governing Modern Schooling, and Processes of Abjection

Symposium on Cosmopolitanism and Curriculum: Multiple Functions and Purposes

Invited Member of Mentoring Panel

Pre-session: Division F: History of Education. Title: "Breaking Grounds, Crossing Borders: History and Education at the Cutting Edge"

2011

Standardizing Kinds of People: Post WW II Sciences and the Wisconsin Center for Research and Development for Learning and Re-education

International and National Standardization and Differentiation of Education Systems from a Historical Perspective. International Research Congress. MonteVerità (Ticino/Switzerland)
August 28-September 2

Invited Paper. Theory and data in the history of education. A cross cultural and cross-generational exchange

University of Luxembourg
Campus Walferdange
August 25-26

Keynote. The Study of Education as the History of the Present: Fabrication, Difference and Abjection

Instituto de Educação da Universidade de Lisboa and Ministry of Education
January 21

The Making of the European Higher Education Area, Politics of Knowledge,

"Europeanization of Higher Education" at European Educational Research

Research Assessments and University Ranking	Association in Berlin September 12-16 With Rita Foss Lindblad and Sverker Lindblad (also organized the symposium with Lindblads)
Invited University Lecture. The Deceptive Illusions of Planning the Social and People: Historicizing ‘Reason’ and the Future of the Social and Education Sciences	Lecture in Honor of the 50th Anniversary of Centro de Investigación Estudios Avanzados (Cinvestav-Sedas Sur) July 20
Invited University Lecture. Research and the Utopianism of Contemporary Empiricism in Education	University of Porto April
Invited Lecture. Globalization of What? The Construction of Differences, Cultural Travel of Reforms and Multiple Modernities	The University of Luxembourg Campus Walferdange August 25
Invited University Lecture. PISA: Numbers, Standardizing Conduct, and the Alchemy of School Subjects	DANMARKS PÆDAGOGISKE UNIVERSITETSSKOLE - AARHUS UNIVERSITET December 2
Invited University Lecture. Comparative Education and Comparing? Cosmopolitanism, The Construction of Differences, Cultural Travel of Reforms and Multiple Modernities	Oulu University, Finland December 2
Invited University Lecture. What is Post-Modern? Not Sure, But Here Is How I think About the Political of Schooling	Peloponnese University Corinthos December 9
2012	
Keynote. The Practice of Everyday Life and the (Im)practicality of Research	Nordic Educational Research Association 47th Annual Congress Copenhagen March 10
Keynote Speaker	National Curriculum Conference, USAID Teacher Education Project (Pre-STEP) Islamabad and Lahore, Pakistan March 31-April 4
Keynote Speaker	The TheoryLab conference, Stirling

Lauwerys Lecture

University, Scotland. June 8-11.
 Comparative Education Society of Europe,
 Salamanca, June 18-21.

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