

VITA

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FIELDS OF INTEREST

Curriculum History and Studies
Cultural Sociology of School Reform/Change
Professionalization/Teacher education
Cultural History of the Education Sciences

BRIEF SUMMARY

I am a Professor and former Chair in the Department of Curriculum and Instruction, and member of the Department of Scandinavian Studies, The University of Wisconsin-Madison. My studies are concerned with the social epistemology; that is, 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 educational reforms and the education sciences in Asia, Europe, Latin America, Southern Africa, and the US.

Scholarship: I have written or edited approximately 40 books and 300 journals articles 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. Three of my US studies have been translated into multiple languages (*The Myth of Educational Reform*, *Struggling for the Soul* and *Cosmopolitanism and the Age of School Reform*). I have also co-directed a ten-country European Commission 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 research; and the politics of the globalization in education. These have focused in the sociology of educational knowledge and curriculum studies (*Rethinking the history of Education*, 2013; *The Reason of Schooling*, 2015, and *the Political*

Sociology of Educational Knowledge, 2017); and the problem of social inclusion and exclusion in education (*Teacher Education as The Struggle for the Soul*, 2017). I co-edit an educational series (with Daniel Tröhler of the University of Vienna), *Cultural Studies in Knowledge, Curriculum, and Education*.

Awards and Fellowships:

Awards: I have 6 honorary doctorates (*Honoris Causa*); awarded by the Umeå University (Sweden); the University of Lisboa (Portugal); Katholieke Universiteit (Leuven, Belgium), University of Helsinki, Finland, and The University of Granada (Spain) for my contributions to the studies of educational reform and educational sciences; and the conferral of the habilitation diploma in my election as a Senior International Academician in the Russian Academy of Education. I was inducted as a Fellow in the American Education Research Association (2014); received the American Educational Research Association, Division B (Curriculum Studies) Lifetime Achievement Award (2008); Teachers College, Columbia University (New York City) awarded me its 2005 Distinguished Alumni Award and the University of Wisconsin-Madison School of Education's Distinguished Faculty Award (2008). I was elected to the Laureate Chapter of Kappa Delta Pi, International Honor Society in Education (2016).

Fellowships: I received two US Fulbright Fellowships: one to the Soviet Academy of Education Sciences (1981) to study dialectical logic and the problem of change in social theory; and the other to the University of Helsinki, Finland (2000) to study the systems of reason in teaching and teacher education. I received numerous other and non-solicited fellowships. These include The Swedish Collegium for Advanced Study (1988), one of the eight institutes for advanced studies founded on the principles as the Princeton Institute for Advanced Study; and the Finnish Academy of Science Fellowship at the Helsinki Collegium for Advance Study (Fall, 2004,) the later modeled after the Wissenschaftskolleg zu Berlin "to enhance scholarly excellence within humanities and social sciences". Other non-solicited awards were The W.F. Wilson Fellowship of The Oppenheimer Foundation in South Africa (1993) to lecture about my research during the transition period in the nation's major universities; The Guest Researcher Professor at French Ministère de L'Éducation Nationale, De L'Enseignement Supérieur et De La Recherche (2010). I have been given The University Guest Professor at the University of Gothenburg, Sweden; and the Tao Xingzhi Distinguished Professor, Nanjing Normal University (2013). I have been appointed The Distinguished Oversea Professor, East China Normal University (2014-16), and Honorary Professor by Faculty of Education and Graduate School at Beijing Normal University in (2012 -) and Nanjing Normal University Institute of Moral Education, and Visiting University Professor (Guangzhou University, 2017) and Malmö University, Sweden (2017, Sweden). In 2015, The Center for Thomas Popkewitz Studies was opened within the Beijing Normal University Department of Curriculum and Instruction to develop this research tradition within China.

Keynote Addresses: I have been given keynote addresses at major professional organizations in the comparative education, and educational philosophy, history, sociology, and curriculum studies around the world.

Scholarly Diffusions of Research: My research has been translated and published into 17 languages: Chinese (tradition and simplified), Catalan, Danish, French, German, Greek, Hungarian, Japanese, Korean, Polish, Portuguese, Norwegian, Romanian, Russian, Spanish, and Swedish. Beijing Normal University established The Research Centre of Popkewitz Studies (RCPC) (2015) to create a collaborate network which “enhances understanding on Professor Thomas Stanley Popkewitz’s research on educational theories and philosophy from across China, including Hong Kong, Taiwan and western countries to forge research partnerships with Northern American, UK and European countries.” I serve on numerous international scientific journal advisory boards.

International Evaluations: Among others, I have served as an international expert in the evaluation of Swedish universities research programs sponsored by the Swedish National Foundation for the Sciences; an 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 as a member of the Internaional Panel to evaluate the fields of sociology and education at the University of Uppsala, Sweden. I have 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. I have served as outside examiner on PhD dissertations around the world.

My University Service includes departmental chair (1996-99), created and was first chair of School of Education International Education Program (1996-2000; 2010-11). I have also been a member of the University’s Social Studies Divisional Committee, 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, and East China Studies, and The China Initiative, and Mid-Eastern Studies. I current serve as the faculty representative to the Chazen Art Museum’s Board of Advisors.

HIGHER EDUCATION

<u>Date of Completion</u>	<u>Degree</u>	<u>Location</u>
2015	Ph.D h.c. (<i>Honoris Causa</i>)	University of Granada, Spain
2007	Ph.D h.c. (<i>Honoris Causa</i>)	University of Helsinki, Finland
2004	Ph.D.h.c. (<i>Honoris Causa</i>)	Katholieke Universiteit Leuven, Belgium
2000	Ph.D.h.c (<i>Honoris Causa</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 US Fulbright Fellow	USSR Academy of Pedagogical Sciences Moscow/Leningrad
1985-1991	Faculty Associate	Wisconsin Center for Educational Research University of Wisconsin-Madison
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 of Education	Director	International Education Committee, School 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	Helsinki Collegium for Advance Study Distinguished Fellow

¹This election to the Academy is the award of a habilitation degree, the highest doctorate in Russia with a diploma is given.

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	The University of Granada, Spain (Graduate Program)
2011	University Guest Professor	University of Gothenburg, Sweden
2012-2014	University Guest Professor	University of Luxembourg, Luxembourg (The Sciences of Education)
2012	Distinguished Guest Lecturer	Minzu University, Beijing China
2012-2015	Professor	Scandinavian Studies Department (0%)
2012-2013	Tao Xingzhi University Named Visiting Professor	Nanjing Normal University, China
2012 (Permanent)	Honorary Professor	Institute of Moral Education, Nanjing Normal University, China
2012 (continuing)	Honorary Professor	Faculty of Education and Graduate School at Beijing Normal University
2014-2018	Distinguished Oversea Professor	Center for National Education Policymaking East China Normal University, Shanghai
2014 (continuing)	Fellow	American Educational Research Association
2016 (continuing)	Laureate	Kappa Delta Pi, International Honor Society in Education, Chapter of Laureates

UNIVERSITY-WIDE EXPERIENCE

1984-1990	Advisory Committee	Center for International Cooperation and Security
1987-present	Faculty	Russian Studies Area Program
	Faculty Associate	European Area Studies
1987-1991/	Chair	Elementary Teacher Education
1994-1997		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	Chazen Museum
2004-2010	International Research Coordinator	WCER International Research Initiative

SCHOLARLY AWARDS/PROFESSIONAL SERVICE

- 2015 Center for Thomas Popkewitz's Studies, Faculty of Education, Beijing Normal University (opened 2015)
- 2014-15 University Daxia Lecture, East China Normal University, Shanghai
- 2013- Honorary Professor and Academic Board, Nanjing Normal University (Institute of Moral Education), China
- 2012-2013 Tao Xingzhi University 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, Division B: Lifetime Achievement Award
- 2008 University of Wisconsin-Madison, School of Education 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.
- 2007 Honorary Ph.D h.c. (*Honoris Causa*), University of Helsinki, Finland
- 2005 Distinguished Alumni Award, Teachers College, Columbia University
- 2004 Honorary Ph.D. (*Honoris Causa*), Katholieke Universiteit Leuven
- 2000-present Participant in five year invitational international seminar on, *Philosophy and history of the discipline of education: Evaluation and evolution of the criteria for educational research*, sponsored by the Belgium Academy of Science.
- 2000 Honorary Ph.D. (*Honoris Causa*), University of Lisboa.
- 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 *Political Sociology of Educational Reform* selected as one of the outstanding books in educational studies, American Educational Studies Association.
- 1989 Honorary Ph.D. (*Honoris Causa*), 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
Comparative and International Education Association

I. PUBLICATIONS

Books/Special Issues of Journals

- 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. R., Popkewitz, T. S., & Szekely, B. (Eds.). (1981). *Studying, teaching and learning: Some trends in Soviet and American research*. New York: Praeger Publishers.
- Popkewitz, T. S., Tabachnick, B. R., & Wehlage, G. (1982). *The myth of educational reform: School responses to planned change*. Madison, WI: University of Wisconsin Press. [Translated into Spanish: Traducido al español: Popkewitz, T. S., Tabachnick, B. Robert, & Wehlage, Gary (2007). *El mito de la reforma educativa*. Barcelona and Mexico D.F.: Ediciones Pomares.]
- Popkewitz, T. S. (Ed.) (1983). *Change and stability in schooling: The dual quality of educational reform*. Geelong, Australia: Deakin University.
- Popkewitz, T. S. (1984/2012) *Paradigm and ideology in educational research: Social functions of the intellectual*. London: Falmer Press. Republished in Routledge Library Edition.
- (*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”*
- Popkewitz, T. 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, T. S. (Ed.) (1987). *The formation of the school subject-matter: The struggle for creating an American institution*. London/NY: Falmer Press.
- Popkewitz, T. 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], also Portuguese, Russian, and Chinese [台湾巨流图书, i] Taiwan Juliu Books, 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 into Spanish: Popkewitz, T. S., & Novoa, A. (1994). *Modelos de poder y regulación social en Pedagogía. Crítica comparada de las reformas contemporáneas de la formación del profesorado*, Barcelona: Ediciones Pomares; Translated into Portuguese: Popkewitz, T. S., & Novoa, A. (1992). *Reformas Educativas e Formação de Professores*, Lisboa: Educa.]

Simola, H., & Popkewitz, T. S. (Eds.). (1996). *Professionalization and education, Report 169*. Helsinki: Department of Teacher Education, University of Helsinki.

Popkewitz, T. S. (1998). *Struggling for the Soul: The politics of education and the construction of the teacher*. New York: Teachers College Press.

[Translated into Spanish, Portuguese, and Chinese: Popkewitz, T. S. (2001). *La conquista del alma infantil*. Barcelona: Pomares-Corredor (1998); *Lutando em Defesa da Alma* A política do ensino e a construção do professor. Porto Alegre, Brazil: Artmed; Taiwan Traditional Chinese by Chu Liu Company, 2010; Beijing University Press., Simplified Chinese: 托马斯·波克维茨[美].心塑历程：学校教育机制和教师培养体系的反思[M], 阚维译.北京：北京师范大学出版社，2014.]

Popkewitz, T. S., & Brennan, M. (Eds.). (1998). *Foucault's challenge: Discourse, knowledge, and power in education*. New York: Teachers College Press.

[Translated into Spanish: Popkewitz, T. S., & Brennan, M. (2000). *El desafío de Foucault: discurso, conocimiento y poder en la educación*. Pomares: Barcelona, Spain.]

Popkewitz, T. S. (1998). *Los discursos redentores de las Ciencias de la Educación* (Pablo Manzano Bernárdez, trans.). Sevilla, Spain: Kikiriki Cooperación Educativa.

Popkewitz, T. S., & Fendler, L. (Eds.). (1999). *Critical theories in education: Changing terrains of knowledge and politics*. New York: Routledge.

Popkewitz, T. S. (Ed.). (2000). *Educational knowledge: Changing relationships between the state, civil society, and the educational community*. New York: SUNY Press.

Popkewitz, T. S., Franklin, B., & Pereyra, M. (2001). *Cultural history and education: Critical studies on knowledge and schooling*. New York: Routledge.

[Translated into Spanish: Popkewitz, T. S., Franklin, B., & Pereyra, M. (2003). *Historia cultural y educación. Ensayos crítico sobre conocimiento y escolarización*. BarcelonaMéxico: Ediciones Pomares.]

Bloch, M. N., Holmlund, K., Moqvist, I., & Popkewitz, T. S. (Eds.). (2003). *Governing children, families, and education: Restructuring the welfare state*. New York: Palgrave Macmillan Press.

- Franklin, B., Bloch, M., & Popkewitz, T. S. (2003). *Educational partnerships: The paradoxes of governing schools, children, and families*. New York: Palgrave Macmillan Press.
- Lindblad, S., & Popkewitz, T. S. (Eds.). (2004). *Educational restructuring: International perspectives on traveling policies*. New York: Information Age Publishers.
- Popkewitz, T. S. (Ed.). (2005). *Inventing the modern self and John Dewey: Modernities and the traveling of pragmatism in education*. Palgrave Macmillan Press.
- Popkewitz, T. S., 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, J., Seddon, T. , & Popkewitz, T. S. (Ed.). (2006). *Education research and policy: Steering the knowledge-based economy*. World Yearbook. London: Taylor and Francis.
- Popkewitz, T. S. (2008). *Cosmopolitanism and the age of school reform: Science, education and making society by making the child*. New York: Routledge.
[Translated into Spanish: Popkewitz, T. S. (2009). *El cosmopolitismo y la era de la reforma escolar*. Madrid: Ediciones Morata.
- Popkewitz T. S., & Rizvi, F. (Eds.). (2009). *Globalization and the study of education* (108 Yearbook. Vol 2). Chicago: National Society for the Study of Education.
- Tröhler, D., Popkewitz, T. S., & Labaree, D. 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. S. (2011). Políticas Educativas e Curriculares. *Abordagens Sociológicas Críticas*. Lisboa: Edições Pedagogo.
- Popkewitz, T. S., & Μαρία Νικολακάκη (2012). *Κριτικές προσεγγίσεις στην εκπαιδευτική πολιτική: τα μεταβαλλόμενα πεδία εξουσίας και γνώσης*, Αθήνα: εκδ. Σιδέρη.
- [The translation is Popkewitz, T. S., & Nikolakaki, M. (2012). *Critical perspectives in educational policy: the changing terrains of power and knowledge*, Athens: Sideris publications.
- Popkewitz, T. S. (Ed.). (2013). *Rethinking the history of education: An intercontinental perspective on the questions, methods, and knowledge of schools*. New York: PalgraveMacMillan.
- Popkewitz, T. S. (Coordonné Ed.). (2013). Dossier: La raison educative comme question sociale. *Éducation et Société. Revue international de sociologie de l'Éducation*. 31/1.
- *Petersson, K., Popkewitz, T. S., Olsson, & Krejsler, J. B. (Guest Eds.). (2014). Special Issue: Governmentality: Governing in Curriculum and Making Kinds of People. *European Education* 45(3/4).

- Popkewitz, T. ed. (2015). *The "Reason" of Schooling: Historicizing Curriculum Studies, Pedagogy, and Teacher Education*. Routledge.
- Martins, C. & Popkewitz, T. (2015), The Special Issue: Critical, Cultural, and Historical Themes on Arts Education. *Sisyphus – Journal of Education*.
- Popkewitz, T., Diaz, J & Kirchgasser, eds. (April 2016). Special Issue. Curriculum Studies and Historicizing The Present: The Political and Impracticality of Practical Knowledge *Knowledge Cultures*. 4(2)
- Popkewitz, T., Diaz, J & Kirchgasser, eds. (2017). *A Political Sociology of Educational Knowledge: Studies of Exclusions and Difference*. New York: Routledge/McMillan
- Popkewitz, T. (2017). *Teacher education and teaching as struggling for the soul: A critical ethnography*. New York: Routledge. (This is an extensive revision of the 1998 book, *Struggling for the Soul*)
- Hultqvist, E., Lindblad, S. & Popkewitz, T. (Eds.). (2017). *Critical analyses of educational reform in an era of transnational governance*. Dordrecht, The Netherlands: Springer.
- Lindblad, S. Pettersson, D. and Popkewitz, T. eds. (2018) *Education by the numbers and the making of society. The expertise of international assessments*. New York: Routledge.
- Popkewitz, T. (in press). *The impracticality of practical research: A history of sciences of change that conserve*. Ann Arbor: The University of Michigan Press. (The book will be simultaneously translated into Chinese and Spanish)

Books in Progress

- Fan, G. & Popkewitz, T., (in progress). *Handbook on Policy Studies*. Vol. 1-3. Singapore: Springer (English) and Shanghai: Shanghai Educational Publishing House (Chinese).
- Popkewitz, T. (in progress). *The Post-World War Two International Educational Sciences: Quantification, Visualization and Making Kinds of People*. New York: Routledge.

General Articles and Book Chapters (*referred)

- *Popkewitz, T. S. (1972). The craft of study, structure, and schooling. *Teachers College Record* 74, 155-165.
- Popkewitz, T. S. (1972). *Politics and power: The new voter* (Report of the Subcommittee on Political Science) (Bulletin #3204). Madison, WI: Wisconsin State Department of Public Instruction.

- Popkewitz, T. S. (1973). *How to study political participation*. Washington, DC: National Council for the Social Studies.
- *Popkewitz, T. S. (1973). The crisis in the social disciplines and the scientific rationality of schooling. *Teachers College Record* 75, 99-115.
- *Popkewitz, T. S., & Wehlage, G. (1973). Accountability and alternative perspectives. *Interchange* 4, 48-62.
- Popkewitz, T. 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.
- Fox, F., Grant, C., Popkewitz, T., Romberg, T., Tabachnick, R., Wehlage, G., & others. (1975). *Impact of Teacher Corps training institute: Description and preliminary analysis* (Part II). Washington, DC: Teacher Corps.
- Popkewitz, T. S. (1976). Myths of social science in curriculum. *Educational Forum* 60, 317-28.
- *Popkewitz, T. S. (1976). Reform as political discourse: A case study. *School Review* 84, 43-69.
- Popkewitz, T. S. (1976). *Teacher education as a process of socialization* (Technical Report No. 18). 1975 CMTI Impact Study Team.
- Tabachnick, B. R., & Popkewitz, T. S. (1976). *Description of CMTI* (Technical Report No. 1). 1975 CMTI Impact Study Team.
- Popkewitz, T. S., Wehlage, G., & Grant, C. (1976). *Description of internship* (Technical Report No. 5). 1975 CMTI Impact Study Team.
- Fox, G. T., Grant, C., Popkewitz, T. S., Tabachnick, B. R., Romberg, T. A., & Wehlage, G. (1976). *Procedures for follow-up study* (Technical Report No. 7). 1975 CMTI Impact Study Team.
- Fox, G. T., Grant, C., Popkewitz, T. S., Tabachnick, B. R., Romberg, T. A., & Wehlage, G. (1976). *Recommendations for future CMTIs* (Technical Report No. 12). 1975 CMTI Impact Study Team.
- Fox, G. T., Grant, C., Popkewitz, T. S., Tabachnick, B. R., Romberg, T. A., & Wehlage, G. (1976). *Immediate importance of demonstration to teacher corps* (Technical Report No. 15). 1975 CMTI Impact Study Team.

- Fox, G. T., Grant, C., Popkewitz, T. S., Tabachnick, B. R., Romberg, T. A., & Wehlage, G. (1976). *Guidelines for demonstrating dynamic training events* (Technical Report No. 17). 1975 CMTI Impact Study Team.
- *Popkewitz, T. S. (1977). Craft and community as metaphors for social inquiry curriculum. *Educational Theory* 22, 310-21.
- Popkewitz, T. S. (1977). Professional preparation and social studies: An alternative perspective. *Improving College and University Teaching* 25, 240-43.
- *Popkewitz, T. S. (1977). Latent values of the discipline centered curriculum. *Theory and Research in Social Education* 5, 41-60. [Translated into Spanish: Popkewitz, T. S. (1983). Los valores latentes del curriculum centrado en las disciplinas, J. Gimeno Sacristán y A. Pérez Gómez (Eds.), *La enseñanza: su teoría y su práctica* (pp. 306-321). Madrid: Akal.]
- *Popkewitz, T. S., & Wehlage, G. (1977). Schooling as work: An approach to research and evaluation. *Teachers College Record* 79, 69-86.
- Popkewitz, T. 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, T. S. (1978). Educational research: Values and visions of social order. *Research and Theory in Social Education* 53(4), 20-30.
- Popkewitz, T. S. (1978). Change and the social structure of schooling. In G. Willis (Ed.), *Qualitative research* (pp. 411-441). Berkeley: McCutchan.
- Popkewitz, T. 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, T. 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, T. S. (1979). Educational reform and the problem of institutional life. *Educational Researcher*, 3-8.
- *Popkewitz, T. S., Tabachnick, B. R., & Zeichner, K. (1979). Dulling the senses: Research in teacher education. *Journal of Teacher Education* 30(5), 52-60.
- *Tabachnick, B. R., Popkewitz, T. S., & Zeichner, K. (1979-80). Teacher education and the professional perspectives of student teachers. *Interchange* 10(4), 17-29.

- *Popkewitz, T. S. (1980). Paradigms in educational sciences: Different meanings and purpose to theory. *The Journal of Education* 162(1), 28-46.
- *Popkewitz, T. S. (1980). Global education as a slogan system. *Curriculum Inquiry* 10(3), 303-16.
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Technical Reports

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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. S. & 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.
- 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.

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II. SELECTED PAPERS DELIVERED AT SCHOLARLY MEETINGS

- 1970 *Two Models of Political Inquiry: Issues in Research and Curriculum Planning*. Wisconsin Educational Research Association. Oshkosh, WI
- 1971 *The Symbolic Function of 'Middle School' Concept?* The Wisconsin Elementary Principal Association. Racine, WI
- 1972 *Educators and Community: Demands of Pluralism and the Model of Teacher Corps Reform*. National Council for the Social Studies. Boston, MA
- 1973 *Maintenance of the Status Quo and Institutional Change: A Case Study of a Teacher Corps Project*. American Educational Research Association. New Orleans, LA
- 1975 *School Evaluation as a Problem of the Sociology of Knowledge*. American Educational Research Association. Washington, DC

- 1976 *Teacher Education as a Process of Socialization*. American Education Research Association. New York, NY
- The Ideology of Educational Reform*. College and University Faculty Assembly for the National Council for the Social Studies. Washington, DC
- 1977 *Reform and Institutional Life*. Evaluation Network Conference. St. Louis, MO
- The Social Structural of Schooling and Reform*. American Educational Research Association. New York, NY
- Teacher Education as a Problem of Ideology*. American Educational Research Association. New York, NY
- Educational Research and Its Values*. College and University Faculty Assembly of the National Council for the Social Studies. Cincinnati, OH
- 1978 *Methodological Issues in the Study of Teacher Education* (with B. R. Tabachnick & K. Zeichner). American Educational Research Association. Toronto, Canada
- Teacher Education and the Professional Perspective of Teachers* (with B. R. Tabachnick & K. Zeichner). American Education Research Association. Toronto, Canada
- Qualitative Research: Some Thoughts about the Relation of Methodology and History*. Conference on Study of Schooling: The Use of Field Based Methodologies. Wingspread. Racine, WI
- The Social Meaning of Reform and the Planning of Educational Change*. National Council for the Social Studies. Houston, TX
- Educational Reform: Antagonistic Meanings and Institutional Life*. Soviet-American Seminar on Teaching and Learning. Moscow, Russia
- On the Relation of Research and Political Community, Qualitative Research in Educational Evaluation*. Evaluation Network Annual Meeting. Aspen, CO
- 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, MA
- 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, NY
- The Problem of Curriculum Research: The Possibilities and Pathologies of a Science of Schooling*. American Educational Research Association. New York, NY
- 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, Canada
- Social Sciences as Social Amelioration*. American Educational Research Association. Montreal, Canada
- 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
- 1984 *Paradigms and Ideology in Educational Research*. University Lecture. University of Missouri
- Educational Reform and the Current National Reforms*. Stockholm Institute of Education. Stockholm, Sweden
- Educational Research and the Social Functions of the Intellectual*. College of Education, University of Umea. Sweden
- 1985 *Knowledge and Social Interest: Collaborative Programs in Teacher Education as Ideology, Biology, Social Structure, and History*. American Educational Research Association. Chicago, IL
- The Ideology of Aesthetics: The Problem of Schooling*. Visual Literacy Association. Pomona, CA
- Educational Reform: Problems and Politics*. Spanish Ministry of Education Seminar. Salamanca
- Reform in Social Studies Teacher Education*. National Council for the Social Studies. Chicago, IL
- 1986 *Paradigms of Research*. National Council for the Social Studies
- 1987 *Ideology and Reform. Teacher Education: Current Trends and Social Assumptions*. University of Oslo

Educational Reform: Rhetoric, Ritual and Ideology. American Educational Research Association

1988 *Ideology in Qualitative Research Methodologies*. American Educational Research Association. New Orleans, LA

The State, the University and Teacher Education: A Reformation of How Control is Exercised in California and Wisconsin, 1976-1986 (with M. Brennan). American Educational Research Association. New Orleans, LA

Exploring Professionalism as an Ideological and Social Construct. American Educational Research Association. New Orleans, LA

19th Century Teaching and the Problem of Knowledge and Power. American Educational Research Association. New Orleans, LA

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. 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

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 Department of Education

- Interdisciplinary Efforts towards a Critical Science of School Reform: American Trends.*
Paper for Soviet Academy of Pedagogical Science and UW Seminar on
Interdisciplinary Studies. Madison, WI
- Issues in the Study of Teacher Education.* University of Lisbon
- The Myth of Education Revised and Competence.* The Spanish Ministry of Education and
Universidad of Madrid
- Social Science, Social Movements, Competence, and the Construction of Reform.*
Universidad of Madrid and The Spanish Ministry of Education
- Comparative Studies of Teacher Education: Conceptual and Methodological Issues.*
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
- 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
- The Administration of Freedom: Redemptive Culture of the Educational Sciences.*
Keynote Speaker. 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
Educational Reform as the Effects of Power. Keynote Speaker. 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: Africa. World Congress of Comparative Societies. Cape Town, South Africa

The New Cultural History in Curriculum Studies. American Educational Research Association

Philosophy and Social Theory in Educational Studies. Philosophy of Education SIG. American Educational Research Association

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 (with M. Bloch)

Post-Modern Political Theories in the Study of Education. Three lectures. Catholic University, São Paulo, Brazil

National Imaginaries and Comparative Studies in Education. Lecture. 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 Postmodern 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 Social Inclusion. Keynote. Third International Conference on Professionalism: The Problem of 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, SA

Bringing the Parent In: A History of the Present. Invited Lecture. OMEP World Congress. Social Administration of the Parent to Rescue the Child for Society. Copenhagen, Denmark. (with M. Bloch)

Spirituality in Education: Creating Sacred Space in the Postmodern Millennium. Discussant. American Educational Research Association

An Uneasy Courtship: The Relationship between Educational Research and Reviews. Discussant. 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 Influences What is Learned.* New York Board of Jewish Education, New York, NY

National Imaginaries: Reconstructing Differences and Social Exclusion in Education. Keynote. 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 La Palma 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 SIG, American Educational Research Association. New Orleans, LA

National imaginaries and Changing Patterns of Inclusion and Exclusion. Keynote. Finnish Graduate School Seminar. Tampere

The Politics of Educating the Child in Late Modernity. Keynote. Universidad International de Andalucía. La Ribida, Spain

Constituting the American School at the Turn of the 20th Century. 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.* University of Leuven, Belgium

Educational Institutions and School Reforms. Keynote. Las Organizaciones Educativas en la Sociedad Neoliberal, IV Congreso Interuniversitario de Organización y Dirección de Instituciones Educativas. Granada, Spain

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 Integration and Exclusion: A Comparative Analysis of the European Union. Educational Systems, Policy Discourses, and Social Discourses of Pedagogy of the Teacher and the Child

Educational Statistics as a System of Reason: Relations of Governing Education and Social Inclusion and Exclusion. Paper. Uppsala University, Sweden (with S. Lindblad)

- 2001 Seminar on the Swedish Council for Research in the Humanities and Social Science Evaluation of Swedish Educational Research. Växjö University, Sweden

Seminar on Cosmpolitanism, Schooling, and the Writing of the History of the Present

The History of Curriculum and Cultural History. Invited lecture. Teachers College, Columbia University, New York, NY

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. The Mexican Educational Research Biannual Meeting. Manzanillo, Mexico

Surviving the Academy. Invited speech. AERA Division G: New Faculty Mentoring Seminar

Rethinking the Politics of Schooling. AERA Division G Invited Symposium

National Imaginaries and the Historical Construction of the Citizen: Cross-National Studies. Organizer and Chair. AERA

Standards as Regulatory Systems: But Not What you Think! Big Ten Music Education Conference. Madison, WI

Constructing a Cultural History of Education: International Perspectives. Organizezd and presented paper. AERA

Historical and Theoretical Studies of the Curriculum: The Kliebard Legacy. Speaker on Panel. AERA

- 2001 *Cosmopolitanism, Nationness, and the Production of Difference. Women and Education Studies*. Invited seminar on Gender, National, 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, e. the welfare state, f. the individual). Keynote. 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, Australia

National Imaginaries and the Civilizing Practices of Education and Governing the Child and Pedagogicalization of the Parent: A History of the Present. Invited symposium. International 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. 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. Restructuring Education, European Educational Research Association

- 2002 *Cultural History and the Study of the School*. Invited lecture. Teachers College, Columbia University, New York, NY

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. Nordic Educational Research Association Conference. Tallinn

Cosmopolitanism, Nation-ness, and the Production of Difference. Invited lecture. University of Helsinki

Women and Education Studies. Invited seminar. Gender, Nationality, and Difference in Education

Whose Heaven and Whose Redemption? The Alchemy of the Mathematics Curriculum. Keynote. Mathematics Education and Society 3rd International Conference. Helsingor, Denmark

Cosmopolitanism and the Governing of Reason: Changing Images and Narratives of the Family and the Child. Deakin University. Australia

Cosmopolitanism and Schooling: The Reason of Reason. Invited seminar. Kelvin Grove Campus of QUT. Brisbane, Australia

National Imaginaries and the Civilizing Practices of Education. Invited symposium. International Sociological Association, A Sociology of Education

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. International Conference, Education at the Dawn of the 21st Century: Historical-Comparative Approaches. University of Patras. Greece

Cosmopolitanism, National Imaginaries. Invited symposium and paper. European Educational Research Association. Restructuring Education and Fabricating the Child and Teacher

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. AERA Division B: Curriculum Studies

Perspectives on Education in Russia. AERA SIG: Russian Contributions to Literacy, Learning, and the Psych of Human Development

National Imaginaries, Cosmopolitanism, and the Formation of the Modern Mass Schooling. AERA Div. F: History and Historiography

The Alchemy of the Curriculum: The Politics of Making School Subjects. Umeå University, Department of Education

Cosmopolitanism, Romanticism, and the Sciences of Comparative Education. Keynote. 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: Travels of John Dewey. Invited lecture. Graduate Studies Program. The Pontifical University of Sao Paulo. Brazil

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 Problematizations in Comparative Education. Department of Education, Helsinki University. Finland

Developing Curriculum and Its Design. Seminar. American Councils for International Education. Baku.

The Social Reconstruction and the Expertise of the Governing: Toward a Political Sociology of Schooling. Keynote. International Conference on Social Reconstruction and Education. Taipei Municipal Teachers College

Equity & Knowledge: Two Problematics of Social Inclusion/Exclusion in EGSIE. Keynote. 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

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. 12th International Conference of Learning: Common Ground. Faculty of Education. University of Granada. Spain

Designing the Learning Society Through Designing the Child: Educational Sciences as Cultural Theses about Modes of Living African Productive Learning Cultures. Keynote. Knowledge Production and Higher Education in the 21st Century. Bergen, Norway
Sponsored by the South Association for Research and Development in Higher Education and the NUFU-funded research network

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. Invited session. AERA SIG: Demography and Democracy in the Era of Accountability

Cosmopolitanism, Disenchantments/Re-enchantments, and Making Educational Research the Objects of Our Making. AERA Division B: Curriculum Studies

- 2004 *Cosmopolitanism, Romanticism, and the Sciences of Comparative Education*. Keynote. Comparative Educational Society of Europe. Copenhagen

Seminar on Psychology, Religion, and Education. Invited lecture. Danish Professors of Educational Psychology. University of Copenhagen

Comparative Studies of the Construction of Modernity: the Travels of John Dewey. Invited lecture. Graduate Studies Program. University of Sao Paulo. Brazil

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 Problematizations in Comparative Education. Department of Education. Helsinki University. Finland

Discussion on panel concerned with educational reforms in Eastern European countries. Department of Education. University of Helsinki. Finland

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/Re-enchantments, and Making Educational Research the Objects of our Making. AERA Division B: Curriculum Studies

- 2006 *The Modern Reasoned Citizen?* Lecture. Department of Education, University of Helsinki. Finland

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. Invited lecture. Göteborgs Universitet.

The Reason of Reason: Cosmopolitanism and a History of School Reforms to Re-Make Society through Making the Child. Graduate Student Seminar. Linköping University

The Planning of Science was not Planned: Education Research and Public Interests. Keynote. Conference on Foucault and Adult Education/Adult Learning. Linköping University.

Paradigm and Ideology in Educational Research: A 20-year Retrospective. AERA annual meeting. San Francisco, CA

Origins of Contemporary Education Research and Education Research Centers. AERA annual meeting. San Francisco, CA

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 *Cosmopolitan Fears of Difference: The Reform Sciences of Teaching and Teacher Education.* Keynote. Autonomous University of Tabasco. Villahermosa, Tabasco, Mexico

Republicanism, American Exceptionalism, and the Making of the School Pedagogy. Invited paper. First International Education Congress. University of Zurich

Inclusion and Exclusion of Education Sciences in the First Decade of XXI Century. Keynote. Congreso Internacional de Filosofía Teoría y Campo de la Educación Inclusion, Tension y Exclusion Del lunes 3 al viernes 7 de diciembre de

The Alchemy of School Subjects: The Social Question, Sciences, and Progressive Education. Keynote. IberoAmerican Congress for the History of Latin American Education

Cosmopolitanism and the Age of Reform: Science, Education, and Making Society by Making the Child. Invited seminar. Graduate Student and Faculty Seminars. FLASCO. Buenos Aires

2008 *Education Sciences, Schooling, and Abjection: Recognizing Difference in the Making of Inequality.* Keynote. Education Association of South Africa. Langebaan, SA

Cosmopolitanism and the Age of School Reform: Science, Education, and Making Society by Making the Child. Invited lecture. Stellenbosch University

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 Francini International Conference. Pragmatism in the Reticle of Modernization: Concepts, Contexts, Critiques. Monte Verità, Ascona, Switzerland

Curriculum Studies and School Reforms: Cultural Theses in Making Society by Making the Child. Na Crise Da Modernidade Faculdade De Psicologia E de Ciências Da Educação, Universidade De Lisboa 1 fevereiro

Methods and the History of the Present. Doctoral student seminar. Universidade de Lisboa

Science, Teaching, and Teacher Education Reforms as Converting Ordinances: Comparative Perspectives on Secularization and the Soul, Religion, and Education in Comparative International Perspective. Invited lecture. Educational Policy Studies Conference at UW-Madison

Globalization and University Reform in the United States. Invited lecture. Utsunomiya University. Japanese Society for Curriculum Studies. Nagoya, Japan

Reforming Professional Teacher EducationL Cosmopolitanism, Participation, and the Inequality of Equality. Keynote. Conference on the History of Education. Antioquia, Medellin

No Child Left Behind: Democratic Values and Inequities. Seminar. Graduate Students. WCER. UW-Madison

Cosmopolitanism and the Age of Reform: Science, Education, and Making a Difference. International Symposium on Multicultural Discourses for Language Pedagogic Reform Zhejiang University, Zijingang Campus. Hangzhou, Zhejiang, China

Reforming Professional Teacher Education: Narratives of Democracy, Theses of Redemption, and the Negation of Politics? Invited lecture. East China Normal University. Shanghai

Reforming US Teacher Education: Narratives of Democracy and Politics of Equity. Invited lecture. Beijing Normal University. Beijing

Curriculum Theory, Curriculum History, Curriculum Studies. Keynote. Seminario Internacional de formación e investigación Cambios de patrones en la escolarización norteamericana: Un análisis de sus problemáticas. Granada, Spain

Pedagogy, Assessment, and the Role of Qualifications. Invited lecture. University of Bath, England ESRC Education and the Knowledge Economy

Cosmopolitanism and the Age of School Reform: Science, Education, and Making Society by Making the Child. Keynote. Primer Coloquio Internacional de Filosofía, Educación y Humanidades, Facultad de Filosofía Letras de la Universidad Autónoma de Nuevo León, Monterrey, México

Cosmopolitanism, Teacher Education Reforms, and Narratives of Democracy and Exclusion. Keynote. XIX Seminario Internacional: Docencia y Reformas Educativas organizado por los Estudios de Posgrado de la Universidad Pedagógica Veracruzana

- 2009 *Globalization as Double Cultural Theses about Inclusion and Exclusion*. Keynote. Knowledge, Difference, Harmony. Eastern Mediterranean University. North Cyprus
- The Political of Dewey's Pragmatism: Making Society by Making the Child*. Keynote. Consejo Mexicano de Investigación Educativa (COMIE) bi-annual meeting. Vera Cruz
- Cosmopolitanism and the Age of School*. Symposium. Comparative Education Society annual meeting. Charleston, SC
- The 19th Century Formation of School Curriculum and Making the Citizen: governing Through the Pedagogical*. Keynote. Portuguese Ministry of Education Conference, The State and the Education (1759-2009). Lisbon
- 2010 *Tor Vergata. 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*. Doctoral Program. University of Rome
- Comparative Studies and Unthinking Comparative "Thought": the Paradox of "Reason" and its Abjections*. Symposium paper. Comparative and International Education Society (CIES) annual meeting. Chicago, IL
- 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*. Beijing Normal University
- Theory and Data in the History of Education: A Cross-Cultural Exchange*. Palo Alto Doctoral Colloquium. Stanford University, School of Education, in collaboration with the University of Berne and the University of Luxembourg
- The Sociology of Education as the History of the Present: Fabrication, Difference, and Abjection*. Keynote. 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
- The Past in the Future of the Social Educational Sciences*. Opening lecture. 2010-2011 Series in the Future of Educational Research. University of Luxembourg, Campus Walferdange
- Keynote lecture. Northeast Normal University. Changchun, China

The 19th Century Formation of School Curriculum and Making the Citizen: Governing Through the Pedagogical. Keynote. Portuguese Ministry of Education Conference. The State and the Education (1759-2009). Lisbon

Cosmopolitanisms, the Governing Modern Schooling, and Processes of Abjection. Symposium on Cosmopolitanism and Curriculum: Multiple Functions and Purposes. AERA annual meeting

Breaking Grounds, Crossing Borders: History and Education at the Cutting Edge. Invited Member of Mentoring Panel. AERA Pre-session. Division F: History of Education

2011 *Standardizing Kinds of People: Post-WWII Sciences and the Wisconsin Center for Research and Development for Learning and Re-Education.* International and National Standardization and Differentiation of Education

Research and Development for Learning and Re-Education. International Research Congress. Systems from a Historical Perspective. MonteVerità (Ticino/Switzerland)

Theory and Data in the History of Education. A Cross-Cultural and Cross-Generational Exchange. Invited paper. University of Luxembourg, Campus Walferdange

The Study of Education as the History of the Present: Fabrication, Difference, and Abjection. Keynote. Instituto de Educação da Universidade de Lisboa and Ministry of Education

The Making of the European Higher Education Area, Politics of Knowledge, Research Assessments, and University Ranking. European Educational Research Association. "Europeanization of Higher Education". Berlin (presented and organized the symposium with R. F. Lindblad & S. Lindblad)

The Deceptive Illusions of Planning the Social and People: Historicizing "Reason" and the Future of the Social and Education Sciences. Invited university lecture. Lecture in Honor of the 50th Anniversary of Centro de Investigación Estudios Avanzados (Cinvestav-Sedas Sur)

Research and the Utopianism of Contemporary Empiricism in Education. Invited University lecture. University of Porto

Globalization of What? The Construction of Differences, Cultural Travel of Reforms, and Multiple Modernities. Invited lecture. The University of Luxembourg, Campus Walferdange

PISA: Numbers, Standardizing Conduct, and the Alchemy of School Subjects. Invited university lecture. Danmarks Pædagogiske Universitetskole – Aarhus Universitet

Comparative Education and Comparing? Cosmopolitanism, the Construction of Differences, Cultural Travel of Reforms, and Multiple Modernities. Invited university lecture. Oulu University. Finland

What is Post-Modern? Not Sure, but Here is How I Think About the Political of Schooling. Invited university lecture. Peloponnese University, Corinthos

- 2012 *The Practice of Everyday Life and the (Im)practicality of Research.* Keynote. Nordic Educational Research Association 47th Annual Congress. Copenhagen

International Reforms: PISA: Numbers and Standardizing Conduct. Keynote. 10th Conference on Curriculum Issues and 6th Luso-Brazilian Conference on Curriculum. Federal University of Minas Gerais. Brazil

The Paradox of Comparative Studies: The Representation of the Others as Exclusions and Abjections. “World Famous Scholars Lecture”. Minqu University (National University of Nationalities). Beijing

- 2013 Practice Conference. *The Practices in Making Practice: Registers in the Realizations of a Concept.* I co-organized the seminar that brought together historians and sociologists of science, comparative educators, and historians/historical sociologist of education. Luxembourg

“Reason” and the Moral Construction of Schooling” and International Reforms: Pisa: Numbers, & Standardizing Conduct. Invited lecture..Stockholm University

Styles of Reason: Two Forms of Curriculum History. 理性的类型：课程史的两模式 *and the Past in the Future of the Social and Educational Sciences.* Invited lecture. Beijing Normal University

‘Is There an Option?’ Theory as an Empirical Fact in Social and Education Sciences. Invited lecture. Fonian Academic Forum School of Education Science. East China Normal University

“Reason” and the Moral Construction of Schooling. Invited School of Education lecture. Shaanxi Normal University

Teacher Education Reforms: The Impracticality of Teachers Practical Knowledge and Change. Invited School of Education lecture. Shaanxi Normal University

Styles of Reason: Two Forms of Curriculum History. Invited University lecture. 理性的程史的两模式 Minzu University (National University of Chinese Minorities)

The Impracticality of Practical Knowledge in Education Research and Change. Invited University lecture. University of Porto Faculty of Fine Arts

Styles of Reason: Historicizing Educational History and the Archive. Invited Lecture. Instituto de Educação da Universidade de Lisboa

International Reforms: Pisa: Numbers & Standardizing Conduct. Invited lecture. University of Granada Masters Program

The Paradox of Comparative Studies: The Representation of the Others as Exclusions and Abjections. Invited University lecture. *比较研究的悖论：被异化排斥的他者 & The Oddity of American Reforms: Social Exclusions in the Moral Commitments to Include.* Taoxingzhi Professor Lectures. Nanjing Normal University

The Sociology of Education as the History of the Present: Fabrication, Difference and Abjection. Invited Lecture. Sociology of Education Institute. Nanjing Normal University

The Impracticality of Practical Knowledge in Educational Research. Invited University lecture. Graduate School of Education. Stanford University

Social Epistemology and the Politics of Social Inclusion/Exclusion. Invited University lecture. **Confrenci a Magistral** Organizaciones y Procesos de Formación y Educación Instiruto de Ciencias de la Educación Universidad Autónoma del Estado de Morelos Cuernavaca, Morelos

2014 Numbers, Standardizing Conduct, Making Differences: The Impracticality of PISA in School Change. Invited Lecture. Graduate Program. University of Granada, Spain

Social and Educational Sciences and the Problem of Change. Invited Lecture for Doctoral Program. University of Gent, Belgium (February)

The Limits and Possibilities of the Sciences of Education, Peiking University, China (April)

Should the Social and Education Sciences Be Practical? Cultural and Political Limits of the Orthodoxies of Change. Invited School of Education Lecture, University of British Columbia, Vancouver (Sept)

2015 The Impracticality Of Practical Knowledge: Research On Teachers And Teacher Education”, University Of Malmö, Sweden. Invited Lecture. February 13.

Porto Practical Research: Oecd’s Pisa And Teacher Education. Curso De Doutoramento Em Educação Artística Programa Doutoral Em Ciências Da Educação, Univeristy of Porto, Portugal Invited Lecture, March 27

The Impracticality of Practical Research: OECD’s Pisa and Teacher Education" Invited Lecture. University of Massachusetts Dartmouth, Department of Educational Leadership Doctoral Program. 9 April 2015
Education Reform, Educational Research and Change Lectures. Beijing Normal

University. Invited Lectures. May

International Assessments as Actors in Educational Policy: PISA as an Example. Brazilian Federal University at Pelota and Porte Alegre, Brazils. September

PISA: Numbers, Standardizing Conduct and the Illusion of Equity. Invited Lecture. Graduate School of Education, University of Granada, Spain,

Keynote: The Problem of Educational Change in Pedagogical Research Annual Conference of Pedagogy, 19th National Pedagogical Institute. Henan University & East China Normal University, Shanghai. June.

The Cultural Inscription of Numbers: The Grey-Zone in International Comparison of School Result Research and Policy-Making. Invited Lecture. Education by the Number Conference. University of Gothenburg, June 8-9 2015. Agrenska Residence

Educational Research, Planning Society/People and an Alternative. Invited Seminar, CINVESTA, Mexico City, July 2016.

Should the Social and Education Sciences Be Practical? A History of Present Orthodoxies and Their Limits for Change, European Educational Research Association Meeting, Budapest. September

The Impracticality of Practical Research: A History of Sciences of Change That Conserve. Invited Lecture. Uppsala University, Sweden. Nov. 20.

2016 Curriculum Studies and the Alchemies of Teaching School Subjects: Making Differences and Exclusions. Invited lecture. School of Education. Doctoral Program. Zhejiang University. June

The Historical Possibility of Practical Knowledge as the Object of Change: Notes on the Emergence of a System of Reasoning. Keynote Lecture. Australian Association for Research in Education: History and Education SIG: Workshop, University of Melbourne 12 February

The Historical Possibility of Practical Knowledge as the Object of Change: Notes on the Emergence of a System of Reasoning. Keynote Lecture. Curriculum, Governance and Change: Between Pasts and Futures

National Graduate School in Educational Research, Track 3, in cooperation with the research group CLEG, the Department of Teacher Education and School Research, and the Department of Education, University of Oslo. 16 March.

Making Kinds of Children, Families and Society: Ethnographic Studies of the Everyday Life of Classrooms. Keynote Lecture. The International Conference: Student Development in Everyday Life of Classroom, School, Family and Community East China Normal University 18 June

The Promise of International Assessments and the Lorelei's Whispers: Notes from Curriculum & Science Studies. Keynote Lecture. Research and Policymaking in Education Symposium, The Royal Swedish Academy of Sciences, Education Sector, Wenner-Gren Center / KVA, Stockholm September 7-10.

Finding the Future: Chimera & Notes on Finding. Invited lecture. Educational Research. Swedish Educational Research Association. Blåsenhus Uppsala, Sweden. Oct 6

The Promise of Practical Knowledge and the Lorelei's Whispers: Notes from Curriculum & Science Studies about Change that Conserves. Keynote Lecture. 37th Annual Bergamo Conference on Curriculum Theorizing and Classroom Practice: Curriculum Theory As It Stands. October 13.

- 2017 Invited University Lecture: What is "Really" Taught as the Content of School Subjects? Teaching School Subjects as an Alchemy. University of North Carolina-Chapel Hill. 2 February 2017

Keynote Speaker: The Unity of Knowledge as a Philosophy Ideal in the Practices of Schooling: Notes from Curriculum & Science Studies about Change that Conserves 2nd International Symposium on Philosophy, Education, Art and History of Science Muğla Sıtkı Koçman University 3-7 May 2017

Keynote Speaker: Comparison as a system of reasoning for making kinds of people. Comparison in Education: Exploring its epistemologies and roles as tools of policy. Aarhus University, Denmark 21 November 2017

Invited Lecture: What is "Really" Taught as the Content of School Subjects? The Alchemy of Teaching in Making Kinds of People and Difference. Department of Curriculum and Instruction, Faculty of Education, The Chinese University of Hong Kong. 30 May 2018

- 2018 Keynote Speaker: The Paradox of Research: The Good Intentions of Inclusion that Excludes and Abjects. The European Educational Research Association Annual Conference, Bolzano, Italy. September 4-8

Keynote Speaker: The Making of Inequality in Educational for Equality: Historical Notes on Contemporary American and European Sciences. The 15th Annual Conference of the National Committee of Sociology of Education. The Making of Inequality in Educational for Equality: Historical Notes on Contemporary American and European Sciences. Nanjing Normal University. October

Keynote speaker: What is ‘really’ measured in international assessments of science and mathematics: The alchemy of teaching in making kinds of people and difference. The CPC Henao Provincial Committee. The People's Government of Henan Province Western Returned Scholars Association, Zhengzhou, Henan, China. 27-28 October 2018

Keynote Speaker: Numbers as desires and the impracticality of international student assessments: Governing by numbers at international level. New relationships between the State and Professions in Education, Strasbourg University. October 5-11

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	Post-Structure and Post Foundational Theory and Research
272-266/727	Internationalizing Educational Knowledge

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. <i>Israeli Reform Efforts in Secondary Biology Teaching</i> Wisconsin Graduate Research Committee. <i>Dialectic Logic and Soviet Pedagogical Research</i>
1985	Wisconsin Graduate Research Committee; Deakin University, Australia; and Icelandic College of Education. <i>Decentralization and Issues of Industrial States</i> . Rockefeller Foundation (Bellagio Center). <i>6 Nation Study of Decentralization</i> .

- 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.
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