

DENNIS CARLSON
Miami University
Department of Educational Leadership
Oxford, OH 45056
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Professor of Curriculum, Cultural Studies of Education, and the Social Foundations of Education

Areas of Specialization:

Social Theory and Education
Urban Education

Youth Culture and Popular Culture
Social Justice Education

Educational Background:

Ph. D., University of Wisconsin-Madison, 1979, Educational Policy Studies
Major: sociology of education; Minor: history of education; Cognate: organizational theory
Dissertation title: "Constructing Classroom Order: A Phenomenological Analysis of Commonsense Knowledge in the Classroom"

M. A., University of Washington, 1972, Urban Planning, with a specialty in Urban Education

Teacher certification, 1969, Western Carolina University (Teacher Corps program)

B. A., University of Washington, 1968, Editorial Journalism

Professional Experience:

1998-present	Full Professor, Miami University Director, Curriculum and Teacher Leadership Masters Degree Program
1994-2004	Director, Center for Education and Cultural Studies, Miami University
1994-1998	Associate Professor, Miami University
1990-1994	Assistant Professor, Miami University
1983-90:	Assistant Professor and Director of Secondary Education Department of Education, Rutgers University, Newark, New Jersey

- 1980-82: Assistant Professor of Secondary Education
Hobart and William Smith Colleges, Geneva, New York
- 1978-79: Instructor, Department of Educational Policy Studies
University of Wisconsin-Madison.
- 1973-74: Teacher, Secondary English
Boston, Massachusetts Public Schools.
- 1971-73: Project planner, U S. Office of Economic Opportunity
National Dissemination Project for Community Colleges
- 1969-70: Elementary school teacher (Teacher Corps)
Franklin, North Carolina
- 1968-69: Elementary and secondary English teacher,
Libya (Peace Corps)

Awards and Recognition:

Recipient of a \$275,000 Ford Foundation grant (2008-2010) to study the history of sex education and youth culture in the U.S. since 1950. As project director, I convened a national “summit” on Youth Culture, Popular Culture, and Democratic Sexuality Education that was held on the Miami University campus, May, 2009. Out of this project, two scholarly books were published.

President, American Educational Studies Association, 2008-2009.

Critics Choice Aware, the American Educational Studies Association, 2013, for *The Education of Eros: A History of Education and the Problem of Adolescent Sexuality*.

Critics Choice Award, the American Educational Studies Association, 2007, for *Keeping the Promise: Essays on Leadership, Democracy, and Education*, co-edited with C. P. Gause.

Outstanding Book Award, Division B (Curriculum Studies), the American Educational Research Association, 2004, for *Promises to Keep: Cultural Studies, Democratic Education, and Public Life*, co-edited with Greg Dimitriadis.

Critics Choice Award, the American Educational Studies Association, 1995, for *Teachers and Crisis: Urban School Reform and Teachers’ Work Culture*.

Books:

Carlson, D.L., and Meyer, E. (eds.). (2014). *Gender and Sexualities in Education: A Reader*. New York: Peter Lang.

Carlson, D.L. (2012). *Volunteers of America: The Journey of a Peace Corps Teacher*. Rotterdam: Sense Publishers.

Carlson, D.L. (2012). *The Education of Eros: A History of Education and the “Problem” of Adolescent Sexuality*. New York: Routledge.

Carlson, D.L and Roseboro, Donyell (eds.). (2011). *The Sexuality Curriculum and Youth Culture*. New York: Peter Lang.

Carlson, D.L. and Gause, C.P. (eds.). (2007). *Keeping the Promise: Essays on Leadership, Democracy, and Education*. New York: Peter Lang.

Dimitriadis, G. and Carlson, D.L. (eds.). (2003). *Promises to Keep: Cultural Studies, Democratic Education, and Public Life*. New York: RoutledgeFalmer

Carlson, D. L.. (2002). *Leaving Safe Harbors: Toward a New Progressivism in American Education and Public Life*. New York: RoutledgeFalmer

Oldenski, T., and Carlson, D. L. (eds.). (2002). *Educational Yearning: The Journey of the Spirit and Democratic Education*. New York: Peter Lang.

Carlson, D. L., & Apple, M. (eds.). (1998). *Power/Knowledge/Pedagogy: The Meaning of Democratic Education in Unsettling Times*. Boulder, CO: Westview Press.

Carlson, D. L. (1997). *Making Progress; Education and Culture in New Times*. New York: Teachers College Press

Carlson, D. L. (1992). *Teachers and Crisis; Urban School Reform and Teachers' Work Culture* (New York: Routledge, 1992).

Chapters in Edited Academic Volumes:

Carlson, D. L. (2014). The Bully Curriculum: Gender, Sexualities, and the New Authoritarian Populism in Education. In Dennis Carlson & Elizabeth Meyer (eds.). *Gender and Sexualities in Education: A Reader*. New York: Peter Lang.

Carlson, D. L. (in press for 2014). ‘It Gets Better’: Queer Youth and the ‘Problem of the Homosexual’ in Public Education. In Shirley Steinberg (ed.) *The Critical Youth Studies Reader*. New York: Peter Lang.

Carlson, D. L. (2014). Picking Up the Pieces of Neo-Liberal Reform Machines in Urban Schools. In, Joseph Devitis and Ken Tietelbaum (eds.). *School Reform Critics: The Struggle for Democratic Schooling*. New York: Peter Lang, 31-44.

Carlson, D. L. (2013). Democratic Public Education in the Age of Empire and the Multitude. In Ali Abdi & Paul Carr (eds), *Educating for Democratic Consciousness*. (New York: Peter Lang), 108-122.

Carlson, D.L. (2012). Foreword. In Darius Prier, *Culturally Relevant Teaching: Hip-Hop Pedagogy in Urban Schools*. New York: Peter Lang, xi-xvi.

Carlson, D. L. (2012). Coming Undone: James Baldwin's Another Country and Queer Pedagogy. In Nelson Rodriguez (ed.), *Queer Masculinities: A Critical Reader in Education*. New York: Springer, 247-266.

Carlson, D. L. (2011). Constructing the Adolescent Body: Cultural Studies and Sexuality Education. In D. Carlson and D. Roseboro (eds.), *The Sexuality Curriculum and Youth Culture*. New York: Peter Lang, 3-28..

Carlson, D. L. (2011). Working the Contradictions: The Obama Administrations' Educational Policy and Democracy to Come. In Paul Carr & Brad Porfilio (eds.), *The Phenomenon of Obama and the Agenda for Education: Can Hope Audaciously Trump Neoliberalism?* Charlotte, NC: Information Age, 287-297.

Carlson, D. L. (2011). Eyes of the Education Faculty: Derrida, Philosophy, and Teacher Education in the Postmodern University. In Randall Hewitt & Joe Kincheloe (eds.), *Regenerating the Philosophy of Education: What Happened to Soul*. New York: Peter Lang, 11-24.

Carlson, D. L. (2011). Queer Eye for the Straight-Acting Guy: The Performance of Masculinity in Gay Youth Culture and Popular Culture. In Shirley Steinberg (ed.). *Kinderculture: The Corporate Construction of Childhood*, Edition 3. New York: Peter Lang. 115-134.

Carlson, D. L. (2010). Between a Danger Zone and a Safe Space: LGBTQ Youth and the Challenge of Democratic Education. In Joe Devitas & Linda Irwin-Devitis (eds.), *Adolescent Education: A Reader*. New York: Peter Lang, 87-98.

Carlson, D. L. (2010). Life Among the Ruins of Empire: A Peace Corps Education in Libya. In Daniel Chapman (ed.), *Examining Social Theory: Crossing Borders/Reflecting Back* New York: Peter Lang, 55-68.

Carlson, D. L. (2010). Conflicts of the Education Faculty: Derrida and Democratic Cultural Politics in the Postmodern University. In Zeus Leonardo (ed), *Handbook of Cultural Politics and Education*, Rotterdam: Sense Publishers, 87-112.

Carlson, D. L. (2010). Questioning Technology: Heidegger, Haraway, and Democratic Education. In Erik Malewski (ed.), *Curriculum Studies Handbook: The Next Moment*. New York: Routledge, 201-206.

Carlson, D. L. (2008). Neoliberalism and Urban School Reform: A Cincinnati Case Study. In Bradley Portfilio and Curry Malott (eds.), *The Destructive Path of Neoliberalism: An International Examination of Urban Education*. New York: Sense Publishers, 81-102.

Carlson, D. L. (2008). Rosa Parks: 1913-2005. *Encyclopedia of Race, Ethnicity, and Society, Volume 2*. New York: Sage, 1028-1030.

Carlson, D. L. (2008). Remembering Rosa: Rosa Parks, Multicultural Education, and Dominant Narratives of the Civil Rights Movement in America. In Susan Schramm-Pate & Rhonda Jeffries (eds.), *Grappling With Diversity: Readings on Civil Rights Pedagogy and Critical Multiculturalism*. New York: Peter Lang, 15-34.

Carlson, D. L. and Gause, C. P. (2007). Introduction. In Carlson and Gause (eds.), *Keeping the Promise: Essays on Leadership, Democracy, and Education*. New York: Peter Lang, pp. ix-xvii.

Carlson, D. L. (2007). Are We Making Progress? The Discursive Construction of Progress in the Age of “No Child Left Behind.” In Carlson and Gause (eds.), *Keeping the Promise: Essays on Leadership, Democracy, and Education*. New York: Peter Lang, 3-26.

Carlson, D.L. (2006). Are We Making Progress? Ideology and Curriculum in the Age of No Child Left Behind. In L. Weis, C. McCarthy, and G. Dimitriadis (eds.), *Ideology, Curriculum, and the New Sociology of Education*. New York: Routledge

Carlson, D. L., and Schramm, S., with Lussier, R. (2005). Teaching About the Confederate Flag Controversy in a South Carolina High School. In L. Weis and M. Fine (eds.), *Beyond Silenced Voices: Class, Race, and Gender in United States Schools, revised edition*. Albany, NY: SUNY Press, 217-232.

Carlson, D. L. (2005). Things to Come: Teachers’ Work and Urban School Reform. In L. Johnson, M. Finn, and R. Lewis (eds), *Urban Education With an Attitude*. Albany, NY: SUNY Press, 21-32.

Carlson, D. L. (2004). Things to Come: Teachers' Work and the Broken Promises of Urban School Reform in the Age of High-Stakes Testing. In K. Kesson and W. Ross (eds.), *Defending Public Schools, Volume 2: Teaching for a Democratic Society*, New York: Praeger, 173-187.

Dennis Carlson. (2004). Narrating the Multicultural Nation: Rosa Parks and the White Mythology of the Civil Rights Movement. In M. Fine, L. Weis, L. Pruitt, and A. Burns (eds.), *Off White: Readings on Power, Privilege, and Resistance*. New York: RoutledgeFalmer, 302-314.

Carlson, D. L and Dimitriadis, G. (2003). Introduction: Promises to Keep. In G. Dimitriadis and D. L. Carlson (eds.), *Promises to Keep: Cultural Studies, Democratic Education, and Public Life*. New York: RoutledgeFalmer: 1-35

Carlson, D. L. (2003) Troubling Heroes: Of Rosa Parks, Multicultural Education, and Critical Pedagogy. In G. Dimitriadis and D. L. Carlson (eds.), *Promises to Keep: Cultural Studies, Democratic Education, and Public Life*. New York: RoutledgeFalmer: 185-202.

Schramm-Pate, S. and Carlson, D. L. (2003). The Symbolic Curriculum: Reading the Confederate Flag as a Southern Heritage Text. In G. Dimitriadis and D. L. Carlson (eds.), *Promises to Keep: Cultural Studies, Democratic Education, and Public Life*. New York: RoutledgeFalmer: 203-226.

Oldenski, T, and Carlson, D. L. (2002). Yearnings of the Heart: Education, Postmodernism, and Spirituality. In T. Oldenski and D. Carlson (eds.). *Educational Yearning: The Journey of the Spirit and Democratic Education*. New York: Peter Lang, 1-13.

Carlson, D. L. (2002). Progressivism, the Millennium, and the New Age: Thoughts on Reading James Redfield's 'Celestine' Novels. In T. Oldenski and D. Carlson (eds.). *Educational Yearning: The Journey of the Spirit and Democratic Education*. New York: Peter Lange, 31-61.

Carlson, D., and Apple, M. (2000). Teoria Educational Critica Em Tempos Incertos. In A. Hypolito and L. Gandin (eds.). *Educacao em Tempos de Incertezas*. Belo Horizonte: Autentica, 11-57. [This is a translation of the introductory chapter of the book I co-edited with Michael Apple, which was used as the focus for commentary by Brazilian scholars and educators in a book published in Brazil].

Carlson, D. L.(1999). The Rules of the Game: De-tracking and Re-tracking the Urban High School. In F. Yeo and B. Kanpol (eds.). *Between Nihilism and Hope: Democratic Transformations for the Inner City*. Cresskill, NJ: Hampton Press, 15-36.

Carlson, D. L., and Apple, Michael (1998). Introduction: Critical Educational Theory in Unsettling Times. In D. Carlson & M. Apple (eds.). *Power/Knowledge/Pedagogy: The Meaning of Democratic Education in Unsettling Times*. Boulder, Colorado: Westview press, 1-40.

Carlson D. L. (1998). Self-Education – Identity, Self, and the New Politics of Education. . In D. Carlson & M. Apple (eds.). *Power/Knowledge/Pedagogy: The Meaning of Democratic Education in Unsettling Times*. Boulder, Colorado: Westview press, 191-202.

Carlson, D. L. (1998). Who Am I? Gay Identity and a Democratic Politics of the Self. In W. Pinar (ed.). *Queer Theory in Education*. Mahwah, NJ: Lawrence Erlbaum, 107-120.

Carlson, D. L. (1998). The Fundamentalist Right, the "New Paradigm" and Outcome-Based Education. In J. Sears and J. Carper (eds.). *Curriculum, Religion, and Public Education: Conversations for an Enlarging Public Square*. New York: Teachers College Press, 188-197.

Carlson, D. L. (1996). Teachers as Political Actors: From Reproduction Theory to the Crisis of Schooling. In P. Leistyna, A. Woodrum, & S. Sherblom (eds.). *Breaking Free: The Transformative Power of Critical Pedagogy*. Cambridge, Mass.: Harvard Educational Review reprint series, 273-300. [This is a reprint of my 1987 HER article. It was included in this compilation by HER].

Carlson, D. L. (1997). Gayness, Multicultural Education, and Community. In L. Weis & M. Sellers (Eds.), *Beyond Black and White: New Faces and Voices in U.S. Schools*. Albany, NY: State University of New York Press, 233-256.

Carlson, D. L. (1997). Stories of Colonial and Post-Colonial Education. In M. Fine, L. Weis, L. Powell, & M. Wong (eds.), *Off White: Readings on Race, Power, and Society*. New York: Routledge, 137-148.

Carlson, D. L. (1993). Literacy and Urban School Reform: Beyond Vulgar Pragmatism. In C. Lankshear and P. McLaren (eds.), *Critical Literacy; Politics, Praxis, and the Postmodern*. Albany, NY: State University of New York Press, 217-246.

Carlson, D. L. (1992). Ideological Conflict and Change in the Sexuality Curriculum. In J. Sears (ed.), *Sexuality and the Curriculum*. New York: Teachers College Press, 34-58.

Carlson, D. L. (1992). Education as a Political Issue: The Hidden Politics of Urban School Reform," in J. Kincheloe (ed.), *Thirteen Questions: Reframing Education's Conversation*. New York: Peter Lang, 263-273. [second edition, 1995]

Carlson, D. L. (1989). Legitimation and Delegitimation: American History Textbooks and the Cold War. In A. Luke, S. deCastell, & C. Luke (Eds.), *Language, Authority, and Criticism: Readings on the School Textbook*. Philadelphia, PA: Falmer Press, 46-55.

Carlson, D. L. (1988). Curriculum Planning and the State: The Dynamics of Control in Education. In L. Beyer & M. Apple (Eds.), *The Curriculum: Problems, Politics, and Possibilities*. Albany, NY: State University of New York Press, 98-118.

Carlson, D. L. (1988). Beyond the Reproductive Theory of Teaching. In M. Cole (Ed.), *Bowles and Gintis Revisited: Correspondence and Reproduction in Educational Theory*. Philadelphia, PA: Falmer Press, 158-173.

Carlson, D. L. (1985). Curriculum and the School Work Culture. In P. Altbach, G. Kelly, and L. Weis (eds.), *Excellence in Education: Perspectives on Policy and Practice*. Buffalo, NY: Prometheus Press, 171-182.

Refereed Journal Articles:

Carlson, D. L. (2009). The Border Crossed Us: Education, Hospitality Politics, and the Social Construction of the “Illegal Immigrant,” *Educational Theory*, 59 (3), 259-278.

Carlson, D. L. (2009). Tales of Future Past: The Living Legacy of Eugenics in American Education, *Journal of the American Association for the Advancement of Curriculum Studies*, 5 (February), 1-10.

Carlson, D. L. (2008). AESA Presidential Address: Conflict of the Faculties: Democratic Progressivism in the Age of ‘No Child Left Behind,’ *Educational Studies*, 43 (2), 94-113.

Weaver, J., Carlson, D., and Dimitriadis, G. (2006). The Cultural Studies of Education: Introduction to a Special Issue, *Journal of Curriculum Theorizing*, 22 (2), 3-6.

Carlson, D. L. (2005). The Uses of Spirit: Notes on Derrida, Spiritual Politics, and Educational Leadership, *Journal of School Leadership*, 15 (6), 639-655.

Carlson, D. L. (2005). The Question Concerning Curriculum Theory, *Journal of the American Association for the Advancement of Curriculum Studies* (online journal <http://www.uwstout.edu/soe/jaaacs/>), 1 (1).

Carlson, D. L. (2005). Hope Without Illusion: Telling the Story of Democratic Educational Renewal, *International Journal of Qualitative Studies in Education*, 18 (1), 21-45.

Carlson, D. L. (2004). [Deixando as crianças para trás: a educação urbana, a política de classes e as máquinas do capitalismo transnacional](http://www.curriculosemfronteiras.org/) [Leaving Children Behind: Urban Education, Class Politics, and the Machines of Transnational Capitalism] in the Portugese online journal *Curriculo sem Fronteiras*, 4 (2), 72-94. (<<http://www.curriculosemfronteiras.org/>>).

Carlson, D. L. (2003). Leaving Children Behind: Urban Education, Class Politics, and the Machines of Transnational Capitalism, in the online journal *Workplace* (<http://www.workplace-gsc.com/>).

Carlson, D. L. (2003). Cosmopolitan Progressivism: Democratic Education in the Age of Globalization. *Journal of Curriculum Theorizing*, (Winter), 7-31.

Dimitriadis, G. and Carlson, D. (2003). Introduction: Special Issue on Aesthetics, Popular Representation, and Democratic Public Pedagogy. *Cultural Studies/Critical Methodology*, 3 (1), 3-7.

Carlson, D. L. (2003). Troubling Heroes: Rosa Of Rosa Parks, Multicultural Education, and Critical Pedagogy. *Cultural Studies/Critical Methodology*, 3 (1), 44-61.

Carlson, D. L. (2001). Gay, Queer, Cyborg: The Performance of Identity in a Transglobal Age, *Discourse: Studies in the Cultural Politics of Education*, 22 (3), 297-309.

[This was an invited piece for a special issue on identity formation, youth culture, and education].

Carlson, D. L. (1998). Finding a Voice, and Losing Our Way? *Educational Theory*, 48 (4), 541-554.

Carlson, D. L. (1998). Beyond the Cave Myth: Re-Mythologizing Democratic Literacy. *Studies in the Literary Imagination*, 31 (1), 87-102.

Henke, S., Lokon, E., Carlson, D., & Kruezmman, B. (1998). A Conversation Toward Equity: A High School-University Partnership for Democratic Educational Renewal. *Urban Education*, 32 (5), 632-644.

Carlson, D. (1996). Economic Metaphors and the Remaking of Public Education. *Education/Pedagogy/Cultural Studies*, 18 (1), 39-49.

Carlson, D., Johnson, I., & Battle, D. (1995). Preparing Teachers for Their Role in the Democratic Community. *Record in Educational Leadership*, 15 (2), 84-88.

Carlson, D. L. (1995). Constructing the Margins: Of Multicultural Education and Curriculum Settlements. *Curriculum Inquiry*, 25 (4), 407-432.

Carlson, D. L. (1995). Making Progress: Progressive Education in the Postmodern. *Educational Theory*, 45 (3), 337-359.

Carlson, D. L. (1994). Gayness, Multicultural Education, and Community. *Educational Foundations*, 8 (4), 5-26.

Carlson, D. L. (1993). The Politics of Educational Policy: Urban School Reform in Unsettling Times. *Educational Policy*, 7 (June), 149-165.

Carlson, D. L. (1992). Afterwords. *Educational Theory*, 42 (2), 251.
(This was a brief follow-up note on my article that appeared in the previous issue).

Carlson, D. L. (1991). Conflict and Change in the Discourse on Sexuality Education. *Educational Theory*. 41 (4), 343-359.

Carlson, D. L. (1989). Managing the Urban School Crisis: Recent Trends in Curricular Reform. *Journal of Education*, 171 (3), 89-108.

Carlson, D. L. (1987). Teachers as Political Actors: From Reproductive Theory to the Crisis of Schooling. *Harvard Educational Review*, 57 (August), 283-307.

Carlson, D. L. (1986). Teachers, Class Culture, and the Politics of Schooling. *Interchange*, 17 (4), 17-36.

Carlson, D. L. (1985). Teaching U.S.-Soviet Relations: The Cold War in the Curriculum. *Educational Leadership*, 42 (May), 57-60.

Carlson, D. L. (1982). 'Updating' Individualism and the Work Ethic: Corporate Logic in the Classroom. *Curriculum Inquiry*, 12 (2), 125-160.

Carlson, D. L. (1982). An Ontological Grounding for curriculum. *Journal of Curriculum Theorizing*, 4 (Summer), 207-215.

Carlson, D. L. (1982). Political Socialization and Being-In-the-World: Learning to "Make" the Self. *Generator* (a publication of Division G, The Social Context of Education, American Educational Research Association), 12 (Spring), 15-24.

Carlson, D. L. (1980-81). Making Student 'Types': The Links Between Professional and Commonsense Knowledge Systems and Educational Practice. *Interchange*, 11(2), 11-29.

Altbach, P. G., and Carlson, D. L. (1976). Militants in Politics. *Society*, 13 (July-August), 54-57.

Selected Conference Papers and Keynote Addresses Since 2000:

Queering Media Coverage of Bullying: The Spectacle of Gay Teen Suicides and the 'It Gets Better' Campaign. American Educational Studies Association Conference, Baltimore, MD, November, 2013.

Teaching About Music and Youth Culture in the Social Foundations Classroom: From Be Bop to Hip Hop. American Educational Studies Association Conference, Baltimore, MD, November, 2013.

Picking Up the Pieces: Democratic Education in an Age of Neoliberal Reform. Keynote address, Westchester Critical Theories of the 21st Century Conference, Westchester University, PA, November, 2013.

'It Gets Better': A History of the 'Problem of the Homosexual' in Public Education. Keynote address, Pedagogy and Theatre of the Oppressed Conference, Miami University, Oxford, OH, June, 2013.

The Bullying Curriculum and the New Authoritarian Politics. American Educational Research Association, San Francisco, CA, April 2013.

Cultural Miseducation and the "Problem" of Adolescent Sexuality: Thoughts on *The Education of Eros*. American Educational Research Association (AERA), Vancouver, B.C., April, 2012. Symposium Title: "Curriculum Studies 10 Years After Jane Roland Martin's *Cultural Miseducation*."

Gone Phishing: Phish fans, Youth Culture, and the Search for Lost Community. American Educational Research Association, Vancouver, B.C., April, 2012. Symposium Title: “Exploring the Intersections of Youth Culture and Critical Pedagogy.”

Queering Youth Studies: Representing Sexual Identity and Difference in the Media Industry. Keynote address. Werklund Foundation Centre for Youth Leadership in Education Conference. University of Calgary, April, 2012.

Re-Claiming the Promise of Democratic Public Education in an Age of Catastrophe. American Educational Studies Association (AESA), Seattle, WA, November, 2012. Symposium Title: “Democratic Education Reclaimed.”

Introductory remarks for the keynote speaker, Kevin Kumashiro, American Educational Studies Association (AESA), Seattle, WA, November, 2012.

Slouching Toward Idiocracy: Educational Reform and the Dumbing Down of Democracy. Keynote Address, Rouge Forum, Chicago, IL, May 2011.

Respondent to keynote address at the Bergamo Conference on Curriculum Theorizing, Dayton, OH, October, 2011.

Keynote speaker, Bernatte Baker, University of Wisconsin-Madison

“Curriculum Studies in the 21st Century: Post-Empirical Research and the Theorization of the Invisible.”

Respondent, Dennis Carlson, Miami University:

“What Counts for ‘Empirical’? Curriculum Studies and the Crisis of the Public University”

Constructing the Adolescent Body: Cultural Studies and Sexuality Education, American Educational Research Association, St. Louis, November 2011.

The Hospitable School: Education and the Battle Over Illegal Immigrants, Canadian Society for the Study of Education, Montreal, May, 2010.

Education and the Social Construction of the “Problem” of Adolescent Sexuality, Second National Summit on Re-Framing Sexuality Education, Wilmington, North Carolina, February, 2010.

The Border Crossed Us: Education, Hospitality Politics, and the Social Construction of the ‘Illegal Immigrant,’ American Educational Studies Association annual conference, Pittsburgh, PA, November, 2009.

Dare the Schools?: Re-claiming the Discourse and Practice of Social Justice Education. American Educational Studies Association Conference, Pittsburgh, PA, November, 2009.

Remembering Rosa: Rosa Parks, Multicultural Education, and Dominant Narratives of the Civil Rights Movement in America, American Educational Studies Association Conference, Savannah, GA, November, 2008.

Between Empire and Multitude: Theorizing Education through the Work of Michael Hardt and Antonio Negri, panel participant, American Educational Studies Association Conference, Savannah, GA, November, 2008.

Conflict of the Faculties: Democratic Progressivism in the Age of No Child Left Behind. Presidential address to the annual conference of the American Educational Studies Association, Cleveland, Ohio, October, 2006.

Neoliberalism and Urban School Reform: A Cincinnati Case Study. American Educational Studies Association Conference, Cleveland, Ohio, October, 2006.

Ideological Conflict and Change in the Sexuality Curriculum. Keynote speaker. Ford Foundation National Convening on Sexuality Education, New York City, November, 2007.

Are We Making Progress? Affirming Diversity and Challenging Inequality. Keynote address. American Educational Studies Association Conference, Spokane, WA, November, 2006.

The Life of a Myth: Rosa Parks, Multicultural Education, and the White Mythology of the Civil Rights Movement. Keynote address. International Symposium on Urban Education and Intercultural Learning, D'Youville College, Buffalo, NY, April, 2006.

Rosa Parks and the White Mythology of the Civil Rights Movement. American Education Research Association Conference, San Diego, April, 2005.

Revisiting Michael Apple's *Ideology and Curriculum*, 25 Years On. American Educational Studies Association Conference, Charlottesville, VA, November, 2005

The Uses of Spirit: Derrida and the Question of Educational Leadership. American Educational Studies Association Conference, Charlottesville, VA, November, 2005

The Uses of Spirit: Derrida, the Language of Spirituality, and Progressivism. JCT Conference on Curriculum Theory and Classroom Practice. Bergamo, Ohio, October, 2004.

Things to Come: Teachers' Work and the Broken Promises of Urban School Reform in an Age of High-Stakes Testing. Conference of Curriculum and Pedagogy, Oxford, OH, October, 2004.

Hope Without Illusion: Telling the Story of 'Democratic Educational Renewal'. American Educational Studies Association Conference, Pittsburgh, November, 2002.

Educating Zarathustra: Nietzsche and Critical Pedagogy. JCT Conference on Curriculum Theory and Classroom Practice. Bergamo, Ohio, October, 2002.

Promises to Keep: Cultural Studies, Democratic Education, and Public Life. JCT Conference on Curriculum Theory and Classroom Practice. Bergamo, Ohio, October, 2002.

Small Victories: Narratives of Hope in a Neo-Conservative Age. American Education Research Association Conference, New Orleans, April, 2002.

Narratives of Democratic Education in New Times (co-authored with Greg Dimitriadis, University of Buffalo). American Education Research Association, New Orleans, April, 2002.

Hope Without Illusion: Telling the Story of “Democratic Educational Renewal.” American Educational Studies Association Conference, Pittsburgh, November, 2002.

The Life of a Myth: Of Rosa Parks, Cultural Studies, and Multicultural Education. Invited paper, University of Buffalo, Department of Educational Leadership and Policy, March 1, 2001.

Things to Come: Teachers’ Work and Urban School Reform, keynote address. Keynote address. University of Buffalo Urban Education Institute, March 1, 2001. [This address, along with several other invited addresses in an urban education month-long series, was broadcast on the local PBS station in Buffalo and made available nationally to other PBS stations].

The Trouble With Heroes: Of Rosa Parks Multicultural Education, and Critical Pedagogy. Bergamo Conference on Curriculum Theory and Practice, Dayton, Ohio, October, 2001.

Troubling Heroes: Of Rosa Parks Multicultural Education, and Critical Pedagogy, American Educational Studies Association Conference, Miami, Florida, November, 2001.

Professional Affiliations, Service and Activities:

Member, American Educational Research Association: Division B (Curriculum) Co-chair of the Division B section on Digital Media and Video gaming (2012-2014); and Division G (Social and Cultural Context of Education)

Member and past president (2006-2007), American Educational Studies Association (AESA).

Member of the advisory board for the Bergamo Journal of Curriculum Theory and Classroom Practice Conference.

Co-editor, with Elizabeth Meyer at California Polytechnic University, of an academic series, “Gender and Sexualities in Education,” with Peter Lang.

Current or past member of the editorial advisory board for: *American Educational Research Journal*, *Journal of Curriculum Theorizing*, *Curriculum Inquiry*, *Educational Studies*, *Journal of Curriculum and Pedagogy*, *Journal of Gay and Lesbian Issues in Education*, and *Journal of the American Association for the Advancement of Curriculum Studies*.

