

## Vitae

### Dennis C. Carlson

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### 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)

### **Professional Service:**

President, American Educational Studies Association (AESA), 2006-2007.  
President-elect and program chair, American Educational Studies Association (AESA), 2005-2006.

Member, American Educational Research Association (AERA), Division B (Curriculum),  
Division G (Social Context of Education).

Member of the editorial advisory board for the Journal of Curriculum Theorizing, Educational Studies, Journal of Curriculum and Pedagogy, and Journal of Gay and Lesbian Issues in Education.

### **Awards and Recognition:**

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.

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.

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.

### **Books:**

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 Books:**

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 Lange, 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 Educacional 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. (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 [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). Cosmpolitan 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.

### **Recent Selected Conference Papers:**

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. Annual conference of the American Educational Studies Association, Cleveland, Ohio, October, 2006.

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

Are We Making Progress? Affirming Diversity and Challenging Inequality. Opening address to the annual conference of the American Educational Studies Association, Spokane, Washington, November, 2006.

The Life of a Myth: Rosa Parks, Multicultural Education, and the White Mythology of the Civil Rights Movement. Keynote address, Second Annual 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, San Diego, April, 2005.

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

The Uses of Spirit: Derrida and the Question of Educational Leadership. American Educational Studies Association, 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, 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. Co-authored with Greg Dimitriadis. 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, 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.

Narratives of Democratic Education in New Times (co-authored with Greg Dimitriadis, University of Buffalo). Bergamo Conference on Curriculum Theory and Classroom Practice, Dayton, Ohio, October, 2002.

Hope Without Illusion: Telling the Story of "Democratic Educational Renewal." American Educational Studies Association, 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, University of Buffalo Urban Education Institute and Graduate School of Education (co-sponsors), March 1, 2001. [This address, along with several other invited addresses in an urban education month series, was broadcast on the public broadcasting station in Buffalo].

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 (AESA), Miami, Florida, November, 2001.