

CURRICULUM VITAE
September, 2010

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EDUCATION

B.A. University of Pennsylvania (All-University Scholar) 1963.
M.S. Education, University of Pennsylvania (Tuition Scholarship) 1965.
Ph.D. Education and Psycholinguistics, New York University
(Teaching Fellowship) 1976.

ACADEMIC POSITIONS

2001 (January) – Present: Professor of Education Policy, Doctoral Program in Urban Education, Graduate Center, City University of New York.

1976 – 12/00: Member, Doctoral Faculty, Graduate School of Education, Rutgers University New Brunswick; Member, Graduate Faculty, Rutgers University Newark; Member, Education Department, College of Arts and Sciences, Rutgers University Newark. (1982 – 1999: Chairperson, Department of Education, Rutgers Newark.)

HONORS

Lifetime Achievement Award, American Educational Research Association (May 2, 2010)

Research Fellow, American Educational Research Association (May 1, 2010)

WORK IN PROGRESS

I have completed the research for a book on economic financialization and education, and am in the process of writing the various chapters.

I am in the middle of an article on hedge funds, financial derivatives, and educational privatization.

I am engaged in research on the experiences of four doctoral students who are engaging in theory-rich dissertation research. The working title of the proposed book (as a follow up to my 2009 Theory and Educational Research) is Personal Trajectories in Theory Work.

PUBLICATIONS

BOOKS

Marx and Education. NY and London: Routledge. In Press (March, 2011).

Theory and Educational Research: Toward Critical Social Explanation. NY and London: Routledge, 2009.

Radical Possibilities: Public Policy, Urban Education, and a New Social Movement. NY and London: Routledge, 2005. Chapter 10, "Putting Education at the Center," **reprinted** in Schools and Society: A Sociological Approach to Education. Edited by Jeanne Ballantine and Joan Spade. Thousand Oakes, CA: Sage, 2007: 516-528. **Also reprinted** in City Kids, City Schools: More Reports from the Front Row. Edited by Bill Ayers, Gregory Mitchie, and Gloria Ladson-Billings. NY: The New Press, 2008: 305-325.

Ghetto Schooling: A Political Economy of Urban Educational Reform. Foreword by William Julius Wilson. NY: Columbia University's Teachers College Press, 1997. (Positively reviewed in the Sunday Book Review of the New York Times.) Pages 3-13 and 164-186 **reprinted** in Exploring Education: An Introduction to the Foundations of Education. Edited by Alan Sadovnik, Peter Cookson, and Susan Semel. Boston, MA: Allyn and Bacon, 2000: 40-65.

REFEREED JOURNAL ARTICLES

"Urban School Reform, Family Support, and Student Achievement. (With student Kiersten Greene as first author) Reading and Writing Quarterly. Vol. 26, Number 3, 2010: 223-236.

"Progressive Social Movements and Educational Equity." Education Policy. Vol. 23, January 2009: 194-215.

"No Child Left Behind as an Anti-poverty Measure." (With student Kiersten Greene as second author) Teacher Education Quarterly. Vol. 34, Number 2, Spring 2007: 157-162. **Reprinted** in Handbook of Research in the Social Foundations of Education. Edited by Steven Tozer, Annette Henry, and Bernardo Gallegos. NY: Routledge. In Press.

“Introduction to the Special Issue on New Perspectives on Youth Development and Social Identity in the 21st Century” (With Ratna Ghosh as first author). Teachers College Record. Vol. 109, Number 2, 2007: 275-284.

“What ‘Counts’ as Education Policy? Notes Toward a New Paradigm.” (Invited) Harvard Educational Review. 75th Anniversary Issue on Educational Policy. March 2005: 65-88. **Reprinted** in Exploring Education: An Introduction to the Foundations of Education. Third edition. Edited by Alan Sadovnik. Boston: MA: Allyn and Bacon, 2005: 45-60.

“Rank Discriminations: Critical Studies of Schooling and the Mainstream in Educational Research.” (Essay Review) Educational Researcher. Vol. 31, Number 3, April 1998: 32-33.

“Race, Social Class, and Educational Reform in an Inner City School.” Teachers College Record. Vol. 97, Number 1, (1995): 69-94. **Reprinted** in Struggles Over the Purposes of Schooling in a Democratic State: Selected Readings in the History of American Education. Edited by Richard Lyons, Juan Rodriguez, John Catalozzi, and Norman Benson. Lanham, MD: University Press of America, 2002: 231-262.

“Inner City School Reform: Toward Useful Theory.” Urban Education. Vol. 30, Number 1, 1995: 56-70.

“Educational Reform, Theoretical Categories, and the Urban Context.” Access: Critical Perspectives on Culture and Policy Studies in Education. (New Zealand) Vol. 14, Number 1, 1995: 1-11.

“Teacher Development and Reform in an Inner City School.” Teachers College Record. Vol. 96, Number 1, 1994: 14-31.

“The Retreat of Marxism and Socialist Feminism: Postmodern and Poststructural Theories in Education.” Curriculum Inquiry. Vol. 24, Number 2, 1994: 115-134.

“Social Class and School Knowledge Revisited: A Reply to Ramsay.” Curriculum Inquiry. Vol. 15, Number 2, 1985: 207-214.

“Intersections of Gender and Class: Accommodation and Resistance by Working-Class and Affluent Females to Contradictory Sex-Role Ideologies.” Journal of Education. Vol. 166, Number 1, 1984: 25-48.

This article is **reprinted** in the following two publications:

Gender, Class, and Education. Edited by Len Barton and Stephan Walker. London: Falmer Press, 1984: 19-38;

Issues in Education: School and the Reproduction of Class and Gender Inequalities. (Occasional Paper Number Ten). Edited by Lois Weis. Albany: SUNY Press, 1984: na.

“Adequate Social Science, Curriculum Investigation, and Theory.” Theory Into Practice. Vol. 21, Number 1, 1982: 34-38.

“Schools as Agencies of Social Legitimation.” Journal of Curriculum Theorizing. Vol. 3, Number 2, 1981: 119-134.

This article is **reprinted** in the following two publications:

International Journal of Political Education. Vol. 4, 1981: 195-218;

Contemporary Curriculum Discourses. Edited by William F. Pinar. Scottsdale, Arizona: Gorsuch Scarisbrick, 1988: 175-200.

“Elementary Schooling and Distinctions of Social Class.” Interchange. Vol. 12, Number 2-3, 1981: 118-132.

“Educational Equity and School Instruction.” Social Education. Vol. 45, April, 1981: 277-281.

“Social Class and School Knowledge.” Curriculum Inquiry. Vol. 11, Number 1, 1981: 3-42.

This article is **reprinted** in the following three publications:

Notable Selections in Multicultural Education. Edited by Jana Noel. Guilford, CT: Dushkin/McGraw-Hill, 2000: 261-271.

Critical Thinking and Learning. Edited by Wendy Oxman, Nicholas Michelli, and Lesley Coia. Upper Montclair, NJ: Montclair State University, 1992: 313-373.

Sociologia de la Educacion: Lecturas Basicas y Textos de Apoyo. (in Spanish) Edited by Mariano F. Enjuita. Barcelona, Spain: Editorial Ariel, 1999: 566-591.

“Social Class and the Hidden Curriculum of Work.” Journal of Education. Vol. 162, Number 1, 1980: 67-92.

This article is **reprinted** (or in press) whole or in part in the following 36 volumes (including volumes in multiple editions):

Elements of Sociology: A Critical Canadian Introduction. (2nd edition). Edited by John Steckley and Guy Letts. NY: Oxford University Press. In Press.

Crossroads. Edited by Pam Dusenberry and Julie Moore. NY: Pearson Education. In Press.

Schools and Society. Edited by Margaret LeCompte. Kendall-Hunt. In Press.

Engaging Language. Edited by Darren Young. Upper Saddle River, NJ: Pearson Publishing. In Press.

Rereading America: Cultural Contexts for Critical Thinking and Writing (8th edition; reprinted in editions 1-7, as well). Edited by Gary Colombo, Robert Cullen, and Bonnie Lisle. Boston and NY: Bedford/St. Martin's Press, 2010: 186-201.

Reading Culture: Contexts for Critical Reading and Writing. (8th edition) Edited by Diana George and John Trimbur. NY: Longman, 2010: 124-135.

The Way Class Works: Readings on School, Family, and the Economy. Edited by Lois Weis. NY and London: Routledge, 2008: 189-209.

Foundations of Educational Thought. Edited by Eugene Provenzo. Thousand Oaks, CA/London: SAGE, 2008: 17-29.

Writing Conventions. Edited by Min-Zhanlu and Bruce Horner. NY: Penguin Academic Press, 2008: 225-251.

Grounds for Writing: Critical Perspectives for Reading. Edited by Jeanne Gunner and Doug Sweet. Boston, MA: Longman Publishers, 2007: 300-322.

Critical Issues in Education: An Anthology of Readings. Edited by Eugene Provenzo. Thousand Oaks, CA/London: Sage Publishers, 2006: 254-269.

Childhood Socialization. Second Edition. (Reprinted in 1990 edition, as well) Edited by Gerald Handel. Piscataway, NJ: Transaction Publishers, 2005: 369-380.

A Sociological Smorgasbord. Edited by Irene Fiala. Dubuque, Iowa: Kendall/Hunt, 2005: 153-169.

The Working Life. Edited by John Alberti. NY: Longman, 2004: 130-141.

Exploring Socio-Cultural Themes in Education: Readings in Social Foundations. Edited by Joan H. Strouse. Merrill, 2001: na.

Major Writings in the Sociology of Education. Edited by Stephen Ball. NY and London: Taylor and Francis, 2000: 1002-1029.

The Institution of Education, Third Edition (Reprinted in Fourth Edition, 2002, as well). Edited by Fritz Mengert, Kathleen Casey, Dolores Liston, David Purpel, and H. Svi Shapiro. Needham Heights, MA: Simon and Schuster, 1999: 105-117.

Writing Lives: Exploring Literacies and Communities. Edited by Sara Garnes. NY: St. Martin's Press, 1996: 45-60.

Transforming Curriculum for a Culturally Diverse Society. Edited by Etta Hollins. Mahwah, NJ: Lawrence Erlbaum, 1996: 179-204.

Transforming Urban Education. Edited by Joseph Kretovics and Edward J. Nussel. Boston: Allyn and Bacon, 1994: 253-276.

Schools and Society: A Unified Reader. Edited by Jeanne Ballentine. Mountain View, CA: Mayfield Publishers, 1989: 257-279.

Curriculum: An Introduction to the Field. Edited by Gail McCutchan. Berkeley, CA: University of California Press, 1988: 366-389.

Justice, Ideology and Education: An Introduction to the Foundations of Education. Edited by Edward Stevens and George Wood.. NY: Random House, 1986: 210-225.

The Institution of Education: Critical Perspectives. Edited by H. Svi Shapiro. Lexington, MA: Ginn Press, 1986: 119-138.

The Hidden Curriculum and Moral Education. Edited by Henry Giroux and David Purpel. Berkeley, CA: McCutchan, 1983: 143-167.

Curriculum and Instruction: Alternatives in Education. Edited by Henry Giroux, Anthony Penna and William Pinar. Berkeley, CA: McCutchan, 1981: 317-341.

Management of Resources in Schools. Edited by Alfred Bates, et al. School of Education, Deakin University Press. Victoria, Australia, Deakin University Press, 1981: 147-166.

“Education and Personal Political Development: The Contribution of Theory.”
Journal of Curriculum Theorizing. Vol. 2, Number 2 1980: 280-283.

“Issues and Voices from the Past: Whose History in American Classrooms?”
Journal of Education. Vol. 162, Number 3, 1980: 67-74.

“School Curriculum, Political and Economic Structure, and Social Change.” Social Practice. Vol. 7, 1980: 96-108.

“Ideology and U.S. History Textbooks.” Harvard Educational Review. Vol. 49, Number 3, 1979: 361-386.

This article is **reprinted** in whole or part in the following four publications:

Ideology and Practice in Schooling. Edited by Michael Apple and Lois Weis. Philadelphia, PA: Temple University Press, 1983: 35- 61.

Curriculum and Instruction: Alternative Theoretical and Practical Perspectives for Education. Edited by Henry Giroux, Anthony Penny, and William Pinar. Berkeley, CA: McCutchan, 1982: 24-34.

Education and the State: Volume II: Politics, Patriarchy, and Practice. Edited by Roger Dale. Milton Keynes and London: Falmer Press, 1981: 21-41.

The Education Digest. Vol. XLV, Number 7, 1980: 23-26.

“Education and Personal Political Development: The Contribution of Theory.” Journal of Curriculum Theorizing. Vol. 2, Number 2, 1980: 280-283.

“Elementary Social Studies Textbooks and Legitimizing Knowledge.” Theory and Research in Social Education. Vol. 7, Number. 3, September 1978: 40-55.

“Fitting In: An Appraisal of the 1977 Annual Conference of the National Council for the Social Studies.” Gadfly. Vol. 1, Number 3, 1978: 40-55.

BOOK REVIEWS IN REFEREE JOURNALS

Review of Community Organizing for Educational Reform, by Dennis Shirley. Austin, University of Texas Press, 1997. In American Journal of Sociology, Vol. 3, November 1999: 977-104.

Review of Academic Distinctions: Theory and Methodology in the Sociology of School Knowledge. By James Ladwig. New York and London: Routledge, 1996. In Contemporary Sociology, Vol. 26, Number. 4, July 1997: 486-487.

Review of Gender, Work, and Education in the Democratic Capitalist State. In Teachers College Record. Vol. 89, Number 1, 1987: 158-162.

CHAPTERS IN BOOKS

“Arguing for Theory.” Reflections on the Work of School Reform. Edited by Richard Elmore. Harvard Education Press. In Press.

“Broad-Based Public Engagement: Alliances and Social Movements.” (With Lauren Wells as first author and Jeannie Oakes as third) Public Engagement for Public Education. Edited by Marion Orr and John Rogers. Stanford University Press. In Press.

“Critical Pedagogy is Not Enough: Social Justice Education, Political Participation, and the Politicization of Students.” International Handbook of Critical Education. Edited by Michael Apple, Wayne Au, and Louis Gandin. NY and London: Routledge, 2009: 389-396.

“What Is To Be Done? A Rationale for Social Movement Building.” Education and Hope in Troubled Times. Edited by H. Svi Shapiro. NY and London: Taylor and Francis, 2009: 47-62.

“Education Policy and Urban School Failure: An Historical Critique.” (With student Liza Pappas as second author) Battleground Schools. Edited by Sandra Matheson and Wayne Ross. Westport, CT: Greenwood Press, 2009: 680-687.

“Urban High Schools.” The Praeger Handbook of American High Schools. Edited by Kathryn Borman and Spencer Cahill. Westport, CT: Praeger, 2007: 425-429.

“What Counts as Educational Research: Notes Toward a New Paradigm.” Research in the Public Interest. Edited by Gloria Ladson-Billings. NY: Teachers College Press, 2006: 17-26.

“Social Class, School Knowledge, and the Hidden Curriculum Revisited.” Ideology, Curriculum, and the New Sociology of Knowledge. Edited by Lois Weis and Greg Dimidiates. NY: Routledge, 2006: 37-46.

“Critical Race Theory and Educational Policy Implementation: Implications for the (Battle)Field.” (With student Michael J. Dumas as first author) New Directions in Education Policy Implementation. Edited by Meredith Honing. Buffalo, NY: SUNY Press, 2006: 149-168.

“A Political Economy of Race, Urban Education, and Educational Policy.” Race, Identity, and Representation in Education (Second Edition). Edited by Cameron McCarthy, Warren Crichton, Greg Dimidiates, and Nadine Dolby. New York and London: RoutledgeFalmer, 2005: 369-379.

“Learning To Do Time: Willis' Cultural Reproduction Model in an Era of Deindustrialization, Globalization, and the Mass Incarceration of People of Color.” (With student Kathleen Nolan as first author) Learning to Labor in New

Times. Edited by Nadine Dolby, Greg Dimitriadis, and Paul Willis. New York and London: Routledge, 2004: 114-129.

“Inner Cities, Suburbs, and Educational Opportunity.” Multicultural Education: Issues and Perspectives, Fourth Edition. Edited by James A. Banks, and Cherry McGee Banks. Boston: Allyn and Bacon, 2000: 85-103.

“The ‘Magnet School for the Homeless:’ A Worst Case Scenario.” Children on the Streets of the Americas: Homelessness and Education in the U.S., Brazil, and Cuba. Edited by Roslyn Mickelson. NY and London: Routledge, 1999: 101-126.

“The Social Context of Educational Reform.” In Honor of Maxine Greene. Edited by Janet Miller and William Ayers. NY: Teachers College Press, 1997: 219-228.

“Ideological Aspects of Some Textbooks Used in Newark Schools.” In Stanley Winters, Editor, Newark: An Assessment – 1967 – 1977. Newark, NJ: New Jersey Institute of Technology, 1978: Not available; book out of print.

PUBLICATIONS FROM THE LIST ABOVE BY YEAR, 2010 – 2004

2010 and In Press

Marx and Education. NY and London: Routledge. In Press. (March, 2011)

“Arguing for Theory.” Reflections on the Work of School Reform. Edited by Richard Elmore. Harvard Education Press. In Press.

“Broad-Based Public Engagement: Alliances and Social Movements.” (With Lauren Wells as first author and Jeannie Oakes as third) Public Engagement for Public Education. Edited by Marion Orr and John Rogers. Stanford University Press: In Press.

Reprint of “No Child Left Behind as an Anti-poverty Measure.” (With student Kirsten Greene as second author) Teacher Education Quarterly. Spring 2007: 157-162. In Handbook of Research in the Social Foundations of Education. Edited by Steven Tozer, Annette Henry, and Bernardo Gallegos. NY: Routledge: In Press.

Reprint of “Social Class and the Hidden Curriculum of Work.” Journal of Education. Vol. 162, Number 1, 1980: 67-92. In Elements of Sociology: A

Critical Canadian Introduction. (2nd edition). Edited By John Steckley and Guy Letts. NY: Oxford University Press. In Press.

Reprint of “Social Class and the Hidden Curriculum of Work.” Journal of Education. Vol. 162, Number 1, 1980: 67-92. Crossroads. Edited by Pam Dusenberry and Julie Moore. NY: Pearson Education. In Press.

Reprint of “Social Class and the Hidden Curriculum of Work.” Journal of Education. Vol. 162, Number 1, 1980: 67-92. In School and Society. Edited by Margaret LeCompte. Kendall-Hunt: In Press.

Reprint of “Social Class and the Hidden Curriculum of Work.” In Journal of Education. Vol. 162, Number 1, 1980: 67-92. In Engaging Language. Edited by Darren Young. Upper Saddle River, NJ: Pearson Publishing: In Press.

Reprint of “Social Class and the Hidden Curriculum of Work.” Journal of Education. Vol. 162, Number 1, 1980: 67-92. In Reading Culture: Contexts for Critical Reading and Writing. (7th Edition) Edited by Diana George and John Trimbur. NY: Longman, 2010: 124-135.

“Urban School Reform, Family Support, and Student Achievement.” (With student Kiersten Greene as first author) Reading and Writing Quarterly. Vol. 26, Number 3, 2010: 223-236.

Reprint of “Social Class and the Hidden Curriculum of Work.” Journal of Education. Vol. 162, Number 1, 1980: 67-92. In Rereading America Cultural Contexts for Critical Thinking and Writing (Eighth edition). Edited by Gary Colombo, Robert Cullen, and Bonnie Lisle. Boston and NY: Bedford/St. Martin’s Press: 2010: 186-201.

2009

Theory and Educational Research: Toward Critical Social Explanation. NY and London: Routledge, 2009.

“Progressive Social Movements and Educational Equity.” Education Policy. Vol. 23, January 2009: 194-215.

“Critical Pedagogy is Not Enough: Social Justice Education, Political Participation, and the Politicization of Students.” International Handbook of Critical Education. Edited by Michael Apple, Wayne Au, and Louis Gandin. NY and London: Routledge, 2009: 389-396.

“What Is To Be Done? A Rationale for Social Movement Building.” Education and Hope in Troubled Times. Edited by H. Svi Shapiro. NY and London: Taylor and Francis, 2009: 47-62.

“Education Policy and Urban School Failure: An Historical Critique.” (With student Liza Pappas as second author) Battleground Schools. Edited by Sandra Matheson and Wayne Ross. Westport, CT: Greenwood Press, 2009: 680-687.

2008

Chapter 10 of Radical Possibilities: Public Policy, Urban Education, and a New Social Movement (NY and London: Routledge, 1995), “Putting Education at the Center,” reprinted in City Kids, City Schools: More Reports from the Front Row. Edited by Bill Ayers, Gregory Mitchie, and Gloria Ladson-Billings. NY: The New Press, 2008: 305-325.

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Reprint of “Social Class and the Hidden Curriculum of Work.” Journal of Education. Vol. 162, Number 1, 1980: 67-92. In Foundations of Educational Thought. Edited by Eugene Provenzo. Thousand Oakes, CA and London: SAGE, 2008: 17-29.

Reprint of “Social Class and the Hidden Curriculum of Work.” Journal of Education. Vol. 162, Number 1, 1980: 67-92. In Writing Conventions. Edited by Min-Zhanlu and Bruce Horner. NY: Penguin Academic Press, 2008: 225-251.

2007

“No Child Left Behind as an Anti-poverty Measure.” (With student Kiersten Greene as second author) Teacher Education Quarterly. Spring 2007: 157-162.

“Urban High Schools.” The Prager Handbook of American High Schools. Edited by Kathryn Borman, and Spencer Cahill. Westport, CT: Payer, 2007:425 - 429.

“Introduction to the Special Issue on New Perspectives on Youth Development and Social Identity in the 21st Century.” (With Ratna Ghosh as first author) Teachers College Record. Vol. 109, Number 2, 2007: 275-284.

Reprint of “Social Class and the Hidden Curriculum of Work.” Journal of Education. Vol. 162, Number 1, 1980: 67-92. In Grounds for Writing: Critical Perspectives for Reading. Edited by Jeanne Gunner and Doug Sweet. Boston, MA: Longman Publishers, 2007: 300-322.

2006

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“Social Class, School Knowledge, and the Hidden Curriculum Revisited.” Ideology, Curriculum, and the New Sociology of Knowledge. Edited by Lois Weis and Greg Dimitriadis. NY and London: Routledge, 2006: 37-46.

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2005

Radical Possibilities: Public Policy, Urban Education, and a New Social Movement. NY and London: Routledge, 2005.

“What ‘Counts’ as Education Policy? Notes Toward a New Paradigm.” Harvard Educational Review. 75th Anniversary Issue on Policy (Invited). March 2005: 65-88.

Reprint of “What ‘Counts’ as Education Policy? Notes Toward a New Paradigm.” Harvard Educational Review. 75th Anniversary Issue March, 2005: 65-88. In Exploring Education: An Introduction to the Foundations of Education. 3rd Edition. Edited by Alan Sadovnik. Boston: MA: Allyn and Bacon, 2005: 45-60.

“A Political Economy of Race, Urban Education, and Educational Policy.” Race, Identity, and Representation in Education (Second Edition). Edited by Cameron McCarthy, Warren Crichlow, Greg Dimitriadis, and Nadine Dolby. New York and London: RoutledgeFalmer, 2005: 369-379.

Reprint of “Social Class and the Hidden Curriculum of Work.” Journal of Education. Vol. 162, Number 1, 1980: 67-92. In Childhood Socialization. (Second Edition) Edited by Gerald Handel. Piscataway, NJ: Transaction Publishers, 2005: 369 - 380.

Reprint of “Social Class and the Hidden Curriculum of Work.” Journal of Education. Vol. 162, Number 1, 1980: 67-92. In A Sociological Smorgasbord. Edited by Irene Fiala. Dubuque, Iowa: Kendall/Hunt, 2005: 153-169.

2004

“Learning To Do Time: Willis' Cultural Reproduction Model in an Era of Deindustrialization, Globalization, and the Mass Incarceration of People of Color.” (With student Kathleen Nolan as first author) Learning to Labor in New Times. Edited by Nadine Dolby, Greg Dimitriadis, and Paul Willis. New York: Routledge, 2004: 114-129.

Reprint of “Social Class and the Hidden Curriculum of Work.” Journal of Education. Vol. 162, Number 1, 1980: 67-92. In The Working Life. Edited by John Alberti. NY: Longman, 2004: 130-141.

SELECTED KEYNOTES AND TALKS, 2010 – 1997

Hofstra University’s 75th Anniversary Celebration. (Keynote, 11/10)

Milwaukee-area Educators' Network for Social Justice. (Keynote, 3/10)

Medgar Evers Educational Democracy Conference (Keynote, 2/10)

Hamilton College, Clinton, NY. (Talk, 10/09).

University of Redlands, Redlands, CA (Keynote, 7/09)

Arizona State University, Tempe, AZ (Talk, 5/08)

Eastern Michigan University, Ypsilanti, MI (Keynote, 11/07)

Teachers College, Columbia University, New York City, NY (Talk, 2/07)

University of Washington, Spokane, WA (Talk, 5/06)

Rutgers University, Camden, NJ (Keynote, 5/06)

John Glenn Institute, Ohio State University, Columbus, OH (Keynote, 4/06)

NYS Social Science Association, Rochester, NY (Keynote, 3/06)

University of Manchester, Manchester, England (Talk, 3/06)

New York University, New York City, NY (Talk, 3/06)

Bank St. College of Education, New York City, NY (Keynote, 3/06)

College of New Jersey, Ewing. NJ (Keynote, 2/06)

Ontario Institute for Studies in Education (Keynote, 4/05)

Ontario Institute for Studies in Education (Talk, 10/04)

Urban Education Conference, Ohio State University, Columbus, OH (Keynote, 4/04)

Chicago Consortium for School Research, University of Chicago, Chicago, IL (Keynote, 3/04)

Harvard University, Cambridge, MA (Talk, 2/04)

State University of New York at Buffalo, Buffalo, NY (Talk, 3/03)

Princeton University, Princeton, NJ (Talk, 10/02)

Harvard University, Cambridge, MA (Talk, 2/02)

Seton Hall University Law School, Newark, NJ (Talk, 7/01)

The New School for Social Research, New York City, NY (Talk, 11/00)

Columbia University, New York City, NY (Talk, 9/00)

Seton Hall University, South Orange, NJ (Talk, 4/00)

State University at Binghamton, Binghamton, NY (Keynote, 3/00)

University of Pennsylvania, Philadelphia, PA (Keynote, 4/99)

State University of New York at Buffalo, Buffalo, NY (Talk, 3/99)

Adelphi University, Garden City, Long Island (Keynote, 3/99)

University of Maryland, College Park, MD (Keynote, 12/98)

Simmons College, Boston, MA (Talk, 12/98)

Regional Urban Planning Conference, Sarasota, FL (Keynote, 9/98)

Great Speaker Series, Teachers College, Columbia University, New York City, NY (Talk, 4/98)

Western Michigan University, Institute for Leadership Transformation, Kalamazoo, MI (Keynote, 4/98)

Teachers College, Columbia University, New York, NY (Talk, 2/98)

Coalition of Essential Schools Regional Center, Chicago, IL (Keynote, 2/98)

University of Michigan, School of Education, Ann Arbor, MI (Talk, 2/98)

Annenberg Institute for School Reform, Brown University, Providence, RI
(Talk, 1/98)

Bank Street College of Education, NYC, NY (Talk, 12//97)

SELECTED AMERICAN EDUCATIONAL RESEARCH ASSOCIATION
CONFERENCE PAPERS (2009 - 2005)

2009 “Theoretical Frameworks and Personal Trajectories in Empirical Research.”
April 15, San Diego.

2008 CERECG Graduate Student Poster Session with Dr. Jean Anyon. March
25, New York.

2008 Division L Fireside Chat with Jean Anyon. March 27, New York.

2008 “School Leadership as Advocacy: Linking with Communities of Color.”
March 28, New York.

2008 “The Disappearing State Income Tax and Under Funded Urban Schools.”
March 28, New York.

2007 “Critical Social Theory and Research in Urban Education.” April 12,
Chicago.

2006 Presidential session on Radical Possibilities: Public Policy, Urban
Education, and a New Social Movement. April 19, San Francisco.

2006. “Public Policy and Urban Educational Reform.” April 9, San Francisco.

2005 “What Have We Done? U.S. Marxist Educators Look Back and Ahead.”
April 13, Montreal.

GRANTS

Total Grant Monies Received = \$727,000

2004 (\$300,000)

\$300,000 of a five year \$10 million grant from National Science Foundation for
Math in Urban Environments - to a consortium of three universities (City
University of New York, University of Pennsylvania, and Rutgers University).
Several colleagues and I obtained the grant and I was PI for CUNY for a year,
after which I gave the grant to a PI who was in mathematics education.

1999 (\$22,500)

\$22,500 (PI) for Digital “Day in Newark” project in cooperation with Dr. Robert Nahory and Ms Patricia Bender (SROA Rutgers University internal funds to the Institute for Outreach and Research in Urban Education)

1998 (\$85,000)

\$45,000 (PI) for distance learning project in Newark school system, in collaboration with the Center for Math, Science, and Computer Education, in New Brunswick (SROA Rutgers University internal funds to the Institute for Outreach and Research in Urban Education)

\$40,000 (PI) to coordinate a program of in-service for Newark Principals and Vice Principals. (Prudential Foundation and Victoria Foundation to the Newark Public Schools, to the Institute for Outreach and Research in Urban Education)

1997 (\$114,000)

\$65,000 (PI) to coordinate a program of in-service for Newark Principals and Vice Principals. (Prudential Foundation and Victoria Foundation to the Newark Public Schools, to the Institute for Outreach and Research in Urban Education)

\$30,000 (PI) to coordinate a program of computer instruction for faculty and students at Newark’s Central High School, and other activities of the Institute for Outreach and Research in Urban Education. (SROA Rutgers University internal funds)

\$6,000 (PI) for computers for the Education Department. (Campus Student Computer Fee Committee funds)

\$13,000 (PI) for computer equipment for Department of Education and for technology program at Newark’s Central High School. (Hyde and Watson, Inc.)

1996 (\$93,000)

\$65,000 (Co-PI) to co-coordinate a program of in-service for Newark Principals and Vice Principals. (Prudential Foundation and Victoria Foundation to the Newark Public Schools, to the Institute for Outreach and Research in Urban Education)

\$28,000 (PI) for activities of the Institute for Outreach and Research in Urban Education in Newark’s Central High School. (SROA Rutgers University internal funds)

1994 (\$50,000)

\$50,000 (PI) from the Victoria Foundation, to conduct a summer institute for Newark teachers with classroom follow-up during the school year.

1993 (\$50,000)

\$50,000 (PI) from the Victoria Foundation, to conduct a summer institute for Newark teachers with classroom follow-up during the school year.

1980 (\$5,000)

\$5,000 (PI) from the Rutgers Research Council, to transcribe ethnographic field notes.

1978 (\$7,500)

\$7,500 (PI) from the Rutgers Teaching Center, to purchase materials for the Education Department Curriculum Laboratory.

EDITORIAL BOARDS

Guest editor (with Rant Gosh and Roslyn Mickelson) of a Special Issue of Teachers College Record: “New Perspectives on Youth Development and Social Identity in the 21st Century,” in 2007.

American Educational Research Journal (previous)
Teachers College Record

REVIEWER

Routledge, Teachers College Press, Oxford University Press, and other publishers.

American Educational Research Journal

Education Policy

American Journal of Sociology

Contemporary Sociology

Curriculum Inquiry

Educational Researcher

International Journal of Qualitative Studies in Education

Journal of Curriculum Studies

Teachers College Record

Teaching and Teacher Education: An International Journal of Research and Studies

American Educational Research Association, Annual Program (Division B, Division G, Sociology of Education Sig, etc.)

RECENT SERVICE

2010. Founding editor, online journal for the Urban Education Department, *Theory, Research, and Action in Urban Education*.
<http://ojs.gc.cuny.edu/index.php/true>

2002-2008. Professional Staff Congress (PSC) union representative of Graduate Center Faculty.

2001-Present. Various Graduate Center and department committees.