

CURRICULUM VITA
BARBARA FINKELSTEIN
Professor of Education
Director, International Center for Transcultural Education
University of Maryland College Park

Certification

I have read the following and certify that this curriculum vitae is a current and accurate statement of my professional record

Date: _____ Signature: _____

PERSONAL INFORMATION

Office Address: 3112F Benjamin Building Phone: 301-405-3588
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Education

Ed.D. Teachers College, Columbia University 1970

M.A. Teachers College, Columbia University 1960

B.A. Barnard College, New York 1959

Certification and Licenses

New York State Teaching Certificate, Junior/Senior High School, Social Studies

Professional Work Experience

1983-present Professor, Department of Education Policy and Leadership, University of Maryland College Park

1980-present Founder and Director, International Center for Transcultural Education, University of Maryland College Park

- 1990-present Affiliate Professor, Department of American Studies, University of Maryland College Park
- 1987-present Elected Member, East Asia Studies Committee
- 1975-1983 Associate Professor, Department of Education Policy, Planning and Administration, University of Maryland College Park
- 1970-1975 Assistant Professor, Department of Social Foundations of Education (now Education Policy and Leadership), University of Maryland College Park

Awards, Honors and Citations

Honors, fellowships, faculty appointments and citations, 1976 to present (selected):

- 2004 Imperial Order of the Rising Sun (Gold Rays with Rosette) conferred by the Japanese Foreign Ministry and the Imperial House of Japan for the advancement of U.S.-Japan understanding.
- 2004-1982 *Directory of American Scholars, I: History.*
- 2004-1988 *Who's Who in America*, 45th-54th editions.
- 1997-1998 Woman of the Year, University of Maryland College Park.
- 1994-1995 Distinguished International Service Award, University of Maryland College Park.
- 1995 *On the Record: Media Directory of Japan Specialists in the United States.* Washington, D.C.: U.S.-Japan Conference on Cultural and Educational Interchange (CULCON), 1993: 65.
- 1991-1992 Fellowship: Japan Society for the Promotion of Science, Senior Science Fellowship, University of Tokyo.
- 1989 American Educational Press Association Award for Distinguished Learned Article, "Rescuing Civic Learning: Some Prescriptions for the 1990s," *Theory into Practice*. Autumn, 1988: 250-255.
- 1987 Recipient: Key to the City of Osaka for Mid-Atlantic Region Japan-in-the-Schools Program.
- 1985 Henry Allan Moe Prize for Excellence in the Arts, New York State Historical Society, for "The Schooling of American Childhood: 1820-1920," a chapter in

a prize-winning museum catalog, *A Century of Childhood*, prepared by the Margaret Woodbury Strong Museum, Rochester, New York.

1982 Critics Choice Award: American Educational Studies Association for *Regulated Children/Liberated Children: Education in Psychohistorical Perspective*.

1977-1976 National Endowment for the Humanities: Independent Fellowship.

RESEARCH, SCHOLARLY, AND CREATIVE ACTIVITIES

Publications

Books

Finkelstein, B., Eder, E.K., Traubitz, N., et al. (1998). *Hidden messages: Instructional materials for investigating culture*. Yarmouth, ME: The Intercultural Press.

Finkelstein, B., Rice, J.K., Pickert, S., et al. (1998). *Discovering culture in education: An approach to cultural education program evaluation*. In ERIC Clearinghouse on Assessment and Evaluation. Washington, DC.

Finkelstein, B., Imamura, A.E., Tobin, J.J., et al. (1991). *Transcending stereotypes: Discovering Japanese culture and education*. Yarmouth, ME: Intercultural Press.

Finkelstein, B. (1989). *Governing the young: Teacher behavior in popular primary schools in nineteenth century United States*. New York: Falmer Press.
Featured and excerpted in Book section, Education Week, p.23, May 10, 1989. The original version was a Doctoral Dissertation completed in 1974 (Teachers College, Columbia University) revised for publication in 1989. In negotiation with two presses to reissue as a Classic in Education History.

Finkelstein, B., Hiner, N.R., & Beales, R., (1979). *Regulated children/liberated children: Education in psychohistorical perspective*. New York: Psychohistory Press.

Book Chapters

Finkelstein, B. (2002). Is adolescence here to stay: Historical perspectives on youth and education. In T. P. Urdan, F. (Ed.), *Adolescence and society* (pp. 1-32). Chicago: Information Age Press.

Croninger, R.G., & Finkelstein, B. (2002). Listening to communities: An ecological perspective on education and human services. In G. Furman-Brown (Ed.), *School as community: From promise to practice* (pp. 235-257). New York: SUNY Press.

Originated as a paper presented at the American Association of Policy and Management.

Finkelstein, B. (2001). A crucible of contradictions: Historical roots of violence against children in the United States. In V. Polakow (Ed.), *The Public assault on America's children: Poverty, violence and juvenile injustice* (pp. 21-41). New York: Teachers College Press.

An abbreviated version of the History of Education Society presidential address (1999).

Finkelstein, B. (2000). In search of status: Teacher education in the United States, 1790-1990. In P. Morris (Ed.), *Teacher education in the Asia Pacific Region* (Chapter 11, pp. 245-263). Englewood Cliffs, NJ: Greenwood Press.

Finkelstein, B. (2000). Re-doing urban educational history. In R. Lowe (Ed.), *History of education: Major themes, Vol. 2*, (pp. 381-401). London and New York: Routledge Falmer, 2000.

*Appeared originally in R. K. Goodenow. & W. Marsden, (Eds.) See below.
Reprinted as an exemplary model of 20th century scholarship on the history of education.*

Finkelstein, B., Mourad, R., & Doner, E. (1998). Where have all the children gone? The transformation of children into dollars in public law. In S. Books (Ed.), *Invisible children in the society and its schools* (pp. 169-182). Mahwah, NJ: Lawrence Erlbaum Associates, Publishers.

Finkelstein, B. (1998). Revealing human agency: The uses of biography in the study of educational history. In C. Kridel (Ed.), *Writing educational biography: Explorations in qualitative research* (pp. 45-59). New York and London: Garland Publishing, Inc.

Finkelstein, B. (1998). Educating strangers: A comparison of cultural education policies and practices in Japan and the U.S. In Y. Hirasawa & Y. Tomoda (Eds.), *Patterns of value socialization: A comparative study* (pp. 95-121). Osaka, Japan: Osaka University Press.

Finkelstein, B. & Hariklia, E. (1997). Classroom management in the United States, 1790-1990: The evolving terrain of teaching. In N. Shimahara (Ed.), *Classroom practices and politics in cross cultural perspective* (Ch. 1, pp. 11-46). New York and London: Garland Publishing.

Finkelstein, B. (1992) Re-doing urban educational history. In R. K. Goodenow & W. Marsden (Eds.), *Education in four nations* (172-195). London: Cambridge University Press.

Finkelstein, B. (1992). Tradition and culture in U.S. education. In K. Kitamura (Ed.), *Education in the United States (America no Kyoiku)* (pp. 14-40). Tokyo, Japan: Kobundo Press.

Finkelstein, B. (1988). The revolt against selfishness: Women and the dilemmas of professionalism in early childhood education. In B. Spodek, & O. Saracho (Eds.), *Professionalism and the early childhood practitioner* (pp. 10-28). New York: Teachers College Press.

Finkelstein, B. (1987). Historical perspectives on children's play in school. In J. Block & N. King (Eds.), *School play: A source book* (pp. 17-37). New York, N.Y. Teachers College Press.

Finkelstein, B. (1985). Uncle Sam and the children: A history of government involvement in childrearing. In J. M. Hawes & N. R. Hiner (Eds.), *Growing up in America: Children in historical perspective* (Ch. 9, pp 255-269). Champaign-Urbana: University of Illinois.

Finkelstein, B. (1985). Casting networks of good influence: The reconstruction of childhood in the United States. In J. M. Hawes & N. R. Hiner (Eds.), *American childhood: A research guide and historical handbook* (pp. 111-153). Westport, CT: Greenwood Press.

Finkelstein, B., & Vandell, K. (1984). The schooling of American childhood: The emergence of learning communities for the young, 1820-1920. In H. Green & M. L. Heininger (Eds.), *A century of childhood: 1820-1920* (pp. 25-65). Rochester, NY: The Margaret Woodbury Strong Museum.

Translated into Japanese with a preface written by Barbara Finkelstein in 1996. See also under Exhibits.

Finkelstein, B. (1983). Exploring community in urban educational history. In D. Ravitch, & R. Goodenow (Eds.), *Schools in cities: Consensus and conflict in American educational history* (pp. 305-321). New York: Holmes and Meier.

Finkelstein, B. (1979). Reading, writing, and the acquisition of identity in nineteenth century America. In B. Finkelstein (Ed.), *Regulated children/liberated children: Education in psychohistorical perspective* (pp. 114-140). New York: Psychohistory Press.

Finkelstein, B. (1978). Pedagogy as intrusion: Teaching values in popular primary schools in nineteenth century America. In D. R. Warren (Ed.), *History, Education, and Public Policy: Recovering the American Educational Past* (pp. 239-271). Chicago: McCutcheon Press.

Journal Articles (refereed and invited)

Finkelstein, B. (in press). From enterprising professionals to pawns of free enterprise?: Considerations of teacher authority in an age of accountability. Tokyo, Japan: University of Tokyo, Center for Research of Core Academic Competences, Graduate School of Education.

In Japan, the most prestigious journal articles appear as publications issued by universities. The status of the publication is aligned with the status of the university. The University of Tokyo is the most distinguished in Japan.

Finkelstein, B. (2002). Dwelling in the experience of others: Reflections on culture in education after September 11. *Teachers College Record on line* (December 17, 2002). *Originated as an invited Presidential Symposium at the American Educational Research Association Meeting.*

Finkelstein, B. (2000). A crucible of contradictions: Historical roots of violence against children in the United States. *History of Education Quarterly*, 40(1), 1:21.

Finkelstein, B. (1999). Education historians as mythmakers. *Review of Research in Education*, Washington, DC: American Educational Research Association: 18, 255-297.

A major review of the field invited by Gerald Grant (ED.) for inclusion in the AERA leading annual publication on state of research in education.

Finkelstein, B. (1994). Life at the margins of possibility. *American Studies Yearbook*, 16(2), 1-10.

Finkelstein, B. (1991). Dollars and dreams: Classrooms as fictitious message systems, 1790-1930. *History of Education Quarterly*, 31(4), 463-487.

Originally prepared as an invited address to the most prestigious American Studies Annual Meeting in Japan. One of three lecturers and mini-course instructors. Participants from the U.S. have been the leading U.S. historians.

Finkelstein, B. (1990). Perfecting childhood: Horace Mann and the origins of public education in the United States. *Biography*, 13(1), 6-21.

Finkelstein, B. (1989). Conveying messages to women: Higher education and the teaching profession in historical perspective. *American Behavioral Scientist*, 32(6), 680-699.

Originated as an Invited Address from a National Conference on Women and Professionalism at Case Western Reserve University. One scholar from each of the disciplines was asked to present. Other participants included such researchers as Margaret Rossiter for science, and Jill Kerr Conway for Women's history.

- Finkelstein, B. (1988:July/August). Rescuing civic learning: Some prescriptions for the 1990's. *Theory into Practice*, 250-255. *Received the Distinguished Learned Article by the American Education Press Association Award.*
- Finkelstein, B. (1985). Schooling and the discovery of latency in Nineteenth Century America. *Journal of Psychohistory*, 13(1), 3-12.
- Finkelstein, B. (1984). Incorporating childhood into the history of education. *Journal of Educational Thought*, 18(1), 21-41.
Excerpted and reprinted in Education Digest, January 1985; Translated into Spanish and reprinted as "La Incorporacion de la Infancia a la Historia de la Educacion," in Revista de Educacion, num. 281, (1986): 19-46. Translated as well into Portuguese as "Incorporando as Crianças a Historia da Educacao," Teoria and Educachihio, 6 (1992): 183-210.
- Finkelstein, B. (1984:Spring). Doing battle in the classrooms of the world: Education and the retreat from democracy in the United States: 1979-198?," *Literatur-80*.
A European Journal edited by Heinrich Boll, Gunter Grass, Norman Birnbaum. Translated into German and edited by Birnbaum, Norman; Boll, Heinrich; Grass, Gunter; and Strasser, Johanno. (June 1984).
- Finkelstein, B. (1984). Education and the retreat from democracy in the United States: 1979-198? *Teachers College Record*, 86(2): 275-282.
*Abridged and reprinted from Literatur-80. Finkelstein, B. (1984: Spring). Excerpted in *Education Digest*, 51, 12-14.*
- Finkelstein, B. (1984: Spring) Servants, critics, skeptics: The place of foundations faculties in professional education. *Teacher Education Quarterly*, 14-21.
- Finkelstein, B. (1983). Re-imagining educational reform: Education and the nurture of consciousness. *Educational Studies*, (14), 103-111.
Excerpted and reprinted in Education Digest, January 1984.
- Finkelstein, B. (1982). Technicians, mandarins, and witnesses: Searching for professional understanding. *Journal of Teacher Education*, 33(3), 25-27
Excerpted and reprinted in Education Digest, 1982.
- Finkelstein, B. (1981). Private conflicts in public schools. Phi Delta Kappan, *Special Diamond Jubilee issue*, 62(5), 326-328.
- Finkelstein, B., & Agre, G. P. (1978). Feminism and school reform: The last fifteen years. *Teachers College Record*, LXXX, 80(2), 307-315.
- Finkelstein, B. (1978). Teaching psychohistory: Some nostrums and suggestions. *Journal of Psychohistory*, 5(3), 395-400.

Finkelstein, B. (1978). Pedagogy as intrusion: teaching values in popular primary schools in Nineteenth-Century America, *History of Childhood Quarterly*, 2(3), 349-378.

Finkelstein, B. (1976). In fear of childhood: Relationships between parents and teachers in the nineteenth century. *History of Childhood Quarterly*, 3(3), 321-335.

Finkelstein, B. (1976). Men and women who made a difference. *Phi Delta Kappan: Special Bi-Centennial issue*, 56-65.

Finkelstein, B. (1974). Schooling and schoolteachers: Selected bibliography of autobiographies in the nineteenth century. *History of Education Quarterly*, 14(2), 293-300.

Finkelstein, B. (1974). The moral dimension of pedagogy: Teacher behavior in popular primary schools in nineteenth century America. *American Studies*, 5(2), 79-91.

Finkelstein, B. (1973). The search for identity: An institutional problem. *Intellect*, 102(2353), 150-151.

Encyclopedia Articles

Finkelstein, B. (in press). Violence against children. In P. Fass, & M. A. Mason (Eds.), *History of Childhood*. Berkshire, MA: Berkshire Publishing Group.

Finkelstein, B., & Malen, B. (2004). Education, *Encyclopedia of Leadership* (pp. 6). Great Barrington, MA: Berkshire Publishing Group.

Finkelstein, B. (2001). Child Abuse. In J. M. Hawes, & E. F. Shores (Eds.), *The Family in America: An Encyclopedia* (pp. 132-140). Santa Barbara, CA: ABC Clio.

Finkelstein, B. (2001). Abuse. In P. F. R. Clement (Ed.), *Boyhood in America, An Encyclopedia* (Vol. I, pp. 1-6). Santa Barbara, CA: ABC Clio Press.

Finkelstein, B. (1982). Family studies in education. *Encyclopedia of Educational Research: New York*. (Vol. 5, pp. 656-671). Collier Macmillan Publishers, London.
Sponsored by the American Educational Research Association.

Review Essays

Finkelstein, B. (1996). Revealing childhood, adolescence, and youth in the history of education: Approaches in the 1990's, *Paedagogica Historica* (Vol. II, pp. 453-474).

Finkelstein, B. (1983). Tolerating ambiguity in family history: A guide to some materials. *Journal of Psychohistory*, 11(1): 117-128. (Tenth Anniversary, Special Issue).

Finkelstein, B., & Clignet, R. (1981). The family as inferno: The Dour visions of four family historians. *Journal of Psychohistory*, 9(1), 135-141.

Finkelstein, B. (1980). Educational history in the pursuit of justice. *Reviews in American History*, 8(1), 122-128.

Finkelstein, B. (1977). The twain shall meet: The history of childhood and the history of education in documents. *Journal of Psychohistory*, 4(4), 553-581.

Finkelstein, B. (1974-75). Choose your own bias: Non-documentary textbooks in the history of American education. *Educationa*, 5(4), 10-16.

Note: Numerous Book Reviews in the Field (1970 – present)

Monographs, Technical Reports and Extension Publications

Finkelstein, B., Malen, B., Muncey, D., Rice, J.K., Croninger, R.C., et al. (2000). *Caught in contradictions: The first two years of the Twenty-First Century Schools Initiative*. Report prepared for the University of Maryland College Park/Prince George's County Partnership. College Park, MD: University of Maryland.

Finkelstein, B., Malen, B., Croninger, R.C., Rice, J.K., Mourad, R.F., Snell, J., & Thrasher, K. (1998). *In the early stages of reform: A composite profile of three Twenty-First Century Schools*. Report prepared for the University of Maryland College Park/Prince George's County Partnership for a project entitled, "Preparing for the Twentieth Century: A Partnership for Change." College Park, MD: University of Maryland.

Finkelstein, B., Pickert, S., & Mahoney, T. (1995) *Traditions and Possibilities: Fifty years of pre-college education programs*. A policy study of the United States-Japan foundation pre-college initiatives. College Park, International Center for the Study of Education Policy and Human Values.

Finkelstein, B. (1994) *Evaluating the content of USJF Initiatives: The Knowledge Dimension*. Designs for Program Evaluation: Assessing the Work of USJF Precollege Education Programs. From its founding to 1994.

Finkelstein, B. and Eder, E.(1996). *Report on the State of United States Japan Foundation Precollege Education Programs*.

Finkelstein, B. Reflections on World War II: Visions of Curriculum and Schooling Fifty Years Later. (1993) College Park, Maryland: International Center for the Study of Education Policy and Human Values.

Published Lectures

Finkelstein, B. (2004). Reischauer young scholars program, *Stanford Program for Intercultural Education*. Stanford University.

Finkelstein, B. (1998). Diversity advocacy in the United States: An historical approach to pluralist dilemmas in the United States. *Prepared as an invited address at the University of Tokyo under the auspices of the Japan Society for the promotion of science, Senior Research Scientist Fellowship Program* (Vol. 110, pp. 77-97): Buraku Liberation Research Institute.

Finkelstein, B. (1997). Policy and practice in multiple perspectives: Case by case revelations in three nations and multiple sites. *Journal of Education Policy*, 5, 309-314.

Finkelstein, B. (1996). Creating harmony out of difference: A multicultural/human rights agenda for the twenty first century," *Human Rights Magazine* (Osaka, Japan, 1996. (Translated into Japanese.)

Conference Proceedings

Finkelstein, B. (1988). Teachers as symbolic mediators in Nineteenth Century United States *International Society for the History of Education, University of Joensuu. Proceedings*, 11(4).

Finkelstein, B. (1985). *Civic learning for teachers: Capstone for educational reform*. In A. Jones (Ed.) (pp. 13-25). Ann Arbor: Prakken Publications.

Finkelstein, B. Sapporo Seminar in American Studies. At Hokkaido University - Japan: published in Hokkaido Annual "*Proceedings*". (In Japanese)

Finkelstein, B. (1983). Introduction, *The Humanities in Education: Rebirth or Burial in the 1980s*. American Educational Studies Association: Prakken Publications, pp.4-6.

Finkelstein, B. (1981). On cultivating marginality: A mission for the foundations? *Newsletter* (Vol. 2, No. 3): American Educational Studies Association.

Exhibits, Performances, Demonstrations, and Other Creative Activity (Selected)

Advisory Board, The Asia Society, "Tune in Japan" Video project. (Aug 2000). Appearance on the *Flagship Channel* "The Global Village," (October 8, 1999). The Unique Work of the International Center for the Study of Education Policy and Human Values.

The Washington Post, Mini-Page, "School Life in the Eighteenth Century," Aug 14-16, 1999.

Appearances on *National Public Radio*, *C-Span*, *WAMU*, and an array of other families and communities and Japanese education and culture. (1990-present)

NHK Enterprises Japanese Culture: Old and New Tokyo (1990). Mid-Atlantic Region Japan-in-the-Schools (MARJiS) Program in cooperation with NHK Enterprises/Sogovision Minwa: Two Traditional Tales Japanese Youth: Junior High Students Speak Kabuki: Tradition in Today's World.

KCET-TV of Southern California (1986). Documentary, concept and format for a teacher development project. "Teacher Development Project."

The Margaret Woodbury Strong Museum (1984). Academic Advisor for Nineteenth Century Learning Environments. *Catalog received the Henry Allen Moe Prize for Excellence in the Arts, New York State Historical Society.*

Other Publications

Finkelstein, B. (2004). "High Schools in Japan." Videotaped at the Japanese Embassy, Washington, D.C. A lecture prepared for the Stanford University Japanese study course for high school students (the Edward R. Reischauer Scholars Program, sponsored by the Stanford Program for Intercultural and Cross-cultural Education.) A CD-ROM , Stanford University.

Finkelstein, B. Standing on the shoulders of sky pushers (1998). A Reprint of Remarks accompanying the award for Outstanding Woman of the Year. *Outlook* 12 (25), 3.

Finkelstein, B. Egalitarian themes in the development of Maryland's public education system in the nineteenth century (1983), *Hornbeck, et al. v. Somerset County, et al.* Appellate brief, appendix A, Maryland Court of Appeals.

Finkelstein, B. (2000) Tradition and change, *The Asia Society Teachers Guide* (10 pages). "Tune in Japan" video project.

Finkelstein, B. (1970-71). Foreign observers and American education in the nineteenth century, *Bibliography and Documentation Series* (pp. 39). College Park: University of Maryland.

Finkelstein, B., Golden, L., & Grambs, J.D. (1969). A bibliography of research and commentary on textbooks and related works analyzing racial content and interpretation, *Social Education* (pp. 331-336).

Professional Papers and Presentations

Invited Addresses and Papers (International, selected)

- Dec. 2003 International Research Conference (1 of 3 scholars from the U.S.). "From Enterprising Professionals to Pawns of Free Enterprise?: Considerations of Teacher Authority in an Age of Accountability," University of Tokyo, Center For Research of Core Academic Competences, Graduate School of Education, Tokyo, Japan.
- 2002 Invited Talk. Sponsored by the Human Development section of the World Bank, Inc. "Education Policies and Local Tradition: Building Foundations for Peace?"
- 2001 Keynoter and Lecturer, "Transcultural Education and School Reform Policies and Practices, Comparative Dimensions in Japan and the United States," Human Rights Education Network, Western Japan, Osaka, Fukuoka, and others.
- 1998 Keynote Speaker for Division F, Mentoring Seminar, Division of History and Historiography, Annual Meeting of the American Educational Research Association, Montreal, Canada.
- July 1998 Keynote Address. "Are the Rights of Children Right for Children: A view from the United States," International Childhood Association and Multicultural Education Studies Association, Charter meeting, University of Alberta, Edmonton, Canada.
- 1995 An International Research Exchange Policy Conference: Rethinking the U.S.-Japan Educational Exchange. "Looking at Exchange from the Ground Up: The Utility of Local Case Studies," A Talking Paper. University of California at Los Angeles.
- Dec. 1993 International Televised Symposium on Human Rights Education, Osaka,

Japan. "Creating Harmony Out of Difference: A Multicultural/Human Rights Agenda for the Twenty-First Century." (Sponsored by the City of Osaka and NHK (the National Broadcasting Network) December 1, 1993; Aired: Saturday, December 11, 1993. (One of three invited speakers from around the world.)

- 1993 Keynote/Opening Address. "Inventing One Another: Reflections of Seven Years' Study of Japanese Education." American Educational Studies Association : Chicago, IL.
- 1992 Keynote speaker (one of three from the U.S.) "Dollars and Dreams: Classrooms as fictitious message systems: 1890-1980." Sapporo Seminar in American Studies, Hokkaido University, Japan.
The most prestigious Annual Seminar in American Studies in Japan: sponsored by the Fulbright Commission and the United States/Japan Friendship Commission. This seminar has invited the leading U.S. American historians over a twenty year period. All Fulbright scholars attend.
- 1992 Featured Symposium on Historical Methodology at the Classroom Level. Autobiographies and diaries in the study of classroom history. American Educational Research Association, co-sponsored by Divisions B (Curriculum) and F (History and Historiography), Washington, DC.
- 1992 Invited Keynote Address, "An historical view of multiculturalism in the United States." The Sociology of Education Society, Okayama, Japan. *Under the auspices of the Japan Society for the Promotion of Science. This lecture was the first on multiculturalism in this professional society.*
- Sept. 1992 Invited Keynote Address, "Hungering for Justice in America." International Conference on Children's Rights, International Institute for Infant and Child Development." Osaka, Japan.
- July 1988 Invited Address. "Teachers as Symbolic Mediators in Nineteenth-Century United States." International Society for the History of Education, University of Joensuu, Joensuu, Finland.
- Nov. 1987 Invited Address. (one of three scholars). "Historical perceptions of professionalism in early childhood education." National Association for the Education of Young Children. Chicago, IL.
- Mar. 1986 Invited Presentation. "The Teacher as Cultural Mediator in Early Republican America." European American Studies Association, Budapest, Hungary.

Invited Addresses and Papers (National, selected)

- 2003 Keynote, Graduate Student Symposium, Division F (History and Historiography) American Education Research Association, Annual Meeting, Chicago.

- Nov. 2003 Stanford University Lecturer, (1 of 9 in the country) Japan Studies Program for High School Students, "High Schools in Japan: Comparative Perspectives," Videotaped at the Japanese Embassy Washington, D.C. (appears as a CD-ROM course. See "Other Publications.")
- Nov. 2003. Invited Panelist. "Encounters as Imagined and Experienced: Thinking About Education in the Forming of U.S.-Japan Relations," Washington, DC: Japan Information and Cultural Center.
- Apr. 2003 Keynote Address, "Who's on First: Dilemmas and Opportunities for Education Historians, Division F Graduate Student and Young faculty Mentoring Seminar, American Education Research Association, Chicago, Illinois.
- 2001 A Presidential Symposium. "September 11th, and Its Aftermath," with Gloria Ladson-Billings, John Willinsky, Catherine Corubelth, Mary Metz, Reba Page, Chair. New Orleans, American Educational Research Association Annual Meeting.
- Apr. 2000 Finkelstein, B. & Briggs, L. The Invisible Weight of Tradition: Intersections of Policy and Tradition in a Reconstitution Initiative, (a work in progress). American Educational Research Association, Annual Meeting, New Orleans. (with Betty Malen, Jennifer King Rice, Robert Croninger, et al.)
- 1999 Presidential address. Children caught in a crucible of contradictions. History of Education Society Annual Meeting.
- 1999 Invited Symposium. "Education Reform in Historical Perspective." Annual Meeting of the American Educational Research Association, co-sponsored by the History and Historiography and Curriculum Divisions with Robert Bullough, Linda Darling-Hammond, and Geneva Gay.
- 1998 Invited Talk. "Biography in Education History," History of Education Society Annual Meeting, Chicago, October 31, 1998
- 1998 Plenary Session. History of Education Society Annual Meeting, "The past as prologue: reflections on graduate school and careers in education history. A collective conversation sponsored by the HES program committee, with David Tyack, James Anderson, Linda Perkins, Bill Reese, and Robert Wollons, Chicago, October 30, 1998.
- 1998 Keynote address: "Visions of educational biography's future." Archival and Biographical Special Interest Group, American Education Research Association Annual Meeting, Chicago, April 18, 1998.

- 1998 A Symposium Presentation. "Historical roots of violence against children, another American dilemma," sponsored by the American Educational Research Association Program Committee, Chicago, April 17, 1998.
- 1998 Nineteenth Annual Ethnography in Education Research forum: Contrasts and Connections between Ethnography and Historiography. A paper and a dialogue between Frederick Erickson and Barbara Finkelstein, "Power, Knowledge, and Perspectives on Space and Time Considered." Philadelphia, PA., March 7, 1998.
- 1997 Panel Presentation. "Conceptual Framework for Integrating Informal Community-Based Support for Children into the Disciplines of Public Policy," in a panel entitled, "New Models of Human Services Delivery II: Social Networks and Community Support." Annual Meeting of the Association for Public Policy Analysis and Management, Washington, DC.
- 1997 Invited Symposium: "Linking History and Ethnography in Research: A Collective Conversation." Symposium presentation with Fred W. Erickson, University of Pennsylvania, History of Education Society Annual Meeting. *Originally presented with Erikson at the Urban Ethnography Forum, University of Pennsylvania.*
- 1997 Paper Presentation. "Transforming Children into Dollars: An Analysis of Public Law 904-115 (The Family Responsibility and Work Opportunity Act)", Annual Meeting of the History of Education Society, Philadelphia, PA.
- 1996 An Invited Symposium. "The Role of History in Education Policy," with Maris Vinovskis, Rebecca Coulter, David Labaree, & William Reese. American and Canadian History of Education Societies, Toronto, Canada.
- 1995 Invited Address. "Fashioning Research on Children: Portrait of an Advocate at Work." Symposium entitled, "Research, Schools, and the Lives of Children: Social Justice and Ethical Connections." American Education Research Association Annual Meeting, Chicago, Curriculum Division, Chicago, Illinois.
- 1994 Gail Kelly Memorial Lecture: "Reflections on Refraction: Seeing the U.S. through Japanese Eyes." University of Buffalo.
- 1993 Invited Symposium, "An Historian Reads from Her Work," co-sponsored by Division F (History and Historiography) and Division B (Curriculum) with Shirley Brice Heath, Ray Macdermott, Maxine Greene.
- Nov. 1993 Keynote/Opening Address. "Inventing One Another: Reflections on Seven Years' Study of Japanese Education," American Educational Studies Association, Chicago Annual Meeting.

- Dec. 1993 Keynote Speaker. Creating Harmony Out of Difference: A Multicultural/Human Rights Agenda for the Twenty-First Century. International Symposium on Human Rights Education, sponsored by NHK, Japan's leading national newspaper and the Human Rights Education Network, Osaka City, Japan.
- 1992 Invited Symposium, "Contradictory Legacies for Early Childhood Education." Critic and Chair, Division B. Symposium, American Educational Research Association, 1992.
- April 1990 Professional Training and Development Seminar. "The Historians Craft." American Educational Research Association. Boston, MA. (with Christopher Lasch, Distinguished Professor, University of Rochester, New York.)
- Nov. 1987 Invited Paper, "Historical Perceptions on Professionalism in Early Childhood Education." National Association for the Education of Young Children, Chicago, Illinois.
- 1980-2003 Participant in refereed panels as chair, critic, convener in U.S. Education History and Japanese Education Studies and Transcultural Education, History of Education Society, American Educational Research Association, The American Educational Studies Association, The Oral History Association, The Association of Asian Studies, American Historical Association, and others.

Editorships, Editorial Boards: Reviewing Activities for Journals and Other Learned Publications

Series Editor, *Reflective History*, Teachers College Press, Columbia University, 1994-present.

Guest Editor, "Relationships between Policy and Practice," *Journal of Education Policy*, special issue, Fall 1997.

Advisory Board, United States Editor, *Journal of the History of Education*, 1997-2003.

Advisory Board, *American Educational Research Journal*, Section 1, 1994.

Advisory Board, United States Editor, *Paedagogica Historica* (International Series). 1989-present.

Editorial Board, *Education Policy*, 1985-present.

Guest Editor, *Journal of Psychohistory*, special issue, "Children and Education." Summer 1985, 18, 1

Editorial Board: *Educational Studies*, 1980-1983.

Founding Editor, *Issues in Education*, now *American Education Research Journal*,

Section 1: American Educational Research Association, 1984-87. (These volumes provided a foundation for the creation of AERA 's *American Education Research Journal*, qualitative studies, 1979-1984.

Manuscript and Grant Reviews (Selected)

Harvard University Press
History of Education Quarterly
Pedagogica Historica
Spencer Foundation
Stanford University Press
State University of New York at Albany Press
Teachers College Press
The Ohio State University
University of Australia, Sydney
Yale University Press

Grants and Contracts

For the past 25 years, applications of Barbara Finkelstein's scholarship and research has generated more than \$5,000,000, (five million dollars) in external support for historical, transcultural, interdisciplinary, and interagency research, publication and professional development education programs designed to transcend stereotypes, undermine discrimination in all of its forms, reveal the ways in which intergroup connections have been manifested in education purposes, policies, and practice, and build learning communities that cross boundaries of nation, race, class, generation, discipline, ethnic affiliation, and gender.

The list of grants and contracts are developmentally presented to reflect the focus and increasing range and applications of her work.

Phase 1: 1979-1987: History Teaching and Learning and Public Policy for Children, Youth, and Children

1980	State Committee for the Humanities. "Governing the Young: Ethical Issues in the Creation of Public Policy for Children and Youth, Conference and Publications (see technical /papers above). \$16,000.
1984	Maryland State Humanities Committee Chairman's Grant: Secondary Education. A Humanities Perspective. \$16,111
1979/82	American Historical Association, National History Day, Teacher Education Seminars, \$25,000.

Phase 2: 1987-1990: Establishment and growth of a developing transcultural education regional leadership program that prepares education leaders to lead Japan-related programs of study curriculum transformation, instructional improvement, and transcultural education, using Japan as a case.

1987-90 United States/Japan Foundation, Seed support for the establishment of the Mid Atlantic Region Japan in the Schools Program, (MARJiS). \$300,000.

Four State Departments of Education in the Region, the District of Columbia, the Maryland State Department of Education, and the State Departments of Virginia and West Virginia, also generated start-up funds to support teacher and school administrator participation for the three year duration of the program. \$320,000.

1990- Japan Commerce Association of Washington, DC. Support for development of the MARJiS Resource Center and model instructional materials for teachers. (See above.) \$105,000.

Phase 3: 1990-2000. Taking a Model Nationally: Establishment of a National Intercultural Education Leadership Institute (Now renamed International Center for Transcultural Education) A three year program of research and development for major program leaders of Japan and U.S. related curriculum transformation initiatives in the U.S. and Japan.

United States/Japan Foundation. Nationalization of the MARJiS Model to serve leaders of pre-college Japan/Related Instructional Initiatives. \$1,000,000.

Forty research associates from across the U.S. participated in this program in the development of new models for cultural education program evaluation, helped to prepare state of the art instructional materials and through this means have deepened and broadened the quality and quantity of curriculum and instruction, using Japan as a case.

1989-91 National Endowment for the Humanities, “Theater East and West,” (with the Renaissance and Baroque Center and the Department of Hebrew and East Asian Languages and Literature. Summer Institute, Study Abroad, and Curriculum Development. Developed on the MARJiS model of study, curriculum development, and instructional improvement. \$385,000.

- 1996-present Japanese Embassy, Staff Development Initiatives and Workshops for Teachers. \$160,000.
- 1998-present. Meridian House International, Cultural Orientation Seminars for the JET (Japanese English Teachers) planning to teach in Japan. \$39,000.
- 1998-00 Office of the Superintendent of Schools, Prince George's County, and a two year policy study of School Reconstitution in the County, \$150,000 Office of the Dean, College of Education Contribution, Two Graduate Student Research Assistants, \$40,000.
- 1992 United States/Japan Friendship Commission, Policy Research, "50 Years of U.S. Japan Relations: Teaching of the Pacific War in Schools, see technical papers above, \$14, 000; and contributions from Research Associate participants, \$49,400. \$63,400.
- Fulbright-Hayes Group Study Abroad Programs, 1993, to conceive and conduct a Professional Development Summer Institute in Japan. \$72,000 (a three credit graduate course).
- 1991-04 Japanese Ministry of Education, Sports, Technology and Science/U.S. Department of Education and the Virginia and Maryland State Departments of Education. Support model of education and cultural studies to an orientation and U.S. education studies program for Japanese teachers studying in the U.S. and seeking to discover the cultural, political, and social foundations of U.S. education purposes, policies and practices that might be useful for school improvement in Japan. \$500,000.
- 1996 United States Japan Foundation, Design of Evaluation Options. A Policy study prepared at the request of the Board of Advisors. See Technical Reports above. \$70,000.

Phase 4: 2000—Present: Applying the Model Locally, Nationally, and Internationally

- 2004-future: Education for Development
Application of the program model to an Africa in the Schools Initiative, Latin America in the Schools, and an Oral History Institute.

- 2000-03 Japanese Ministry of Education, Sports, Technology and Science/U.S. Department of Education, and the Maryland State Department of Education to apply ICTE's model of education and cultural studies to teachers studying in the U.S. and seeking to discover the cultural, political, and social foundations of U.S. education purposes, policies and practices. \$240,000.
- 1989-04 Japanese Embassy, "Professional Development Workshops for Educators, \$30, 000. Per year for the first three years and \$20,000 per year for next 3. Total: \$150,000.
- 2000-03 United States/Japan Foundation. The MARJiS/Japan Elementary Educational Exchange Network: Its Vision and Possibilities, 3 years, \$500,000 A three-year model program of institutional exchange between 8 elementary schools, 4 in Japan and 4 in the United States.

Scholarship Development

- 1995 Mimi (Masako) Kuriyama Scholarship in Intercultural Education. \$40,000.

TEACHING, MENTORING AND ADVISING

Courses Developed and Courses Taught (last five years)

- *Seminar in Transcultural Education Policy and Practice (EDPL 788G)
- *Oral History in Education (EDPL 711)
- *Comparing Japanese and U.S. Education (EDPL 788)
- *Education Policy, Values and Social Change (EDPL 622)
- *Education Policy and the Young (EDPL 626)
- Foundations of Education (EDPL 301)
- History of Education in the U.S. (EDPL 611)
- *Seminar in the History of Education (EDPL 811)
- *Culture in Education Policy and Practice (EDPL 624)
- *Education in the Forming of Race Relations in the U.S. (Honors Program 1974-76)

*courses created

Summer Institutes:

1987-90. "Japan and Education Exchange, Building Bridges and Crossing Boundaries," 40 Research Associates competed for the opportunity participate in the National Intercultural Education Leadership Institute (NIELI, UMCP) seminars and study abroad program that ran consecutively for four years at the University of Maryland College Park and in Japan.

1993. EDPL 788G “Japanese Education from Inside Out,” a Fulbright Group Study Abroad Seminar conducted in the United States and Japan.” An Academic/Experientially based course of study serving education policy-makers, school administrators, and teachers

2000. EDPL 788G “The Cultures of Teaching and Learning in Japan: Comparisons with the United States,” Summer Institute, June 22-June 30. Supported by the United States Japan Foundation, this course constituted the academic foundation for the development of a Japan Elementary School Educational Exchange Networks. (See: www.intleducenter@umd.edu (Click on Japan-in-the-Schools) icon.

Curriculum Development and Outreach: New Resources for Educators

- 2004-93 MARJiS Resource Center Catalog. College Park, Maryland: International Center for the Study of Education Policy and Human Values. URL: www.intleducenter.umd.edu
- 2004-87 MARJiS Resource Center. A Transcultural, Japan-related curriculum and instructional development resource center which both creates and disseminates state-of-the-art instructional materials focusing on education and culture in Japan. URL: www.intleducenter.umd.edu.
- 2004 Discovery Boxes. Barbara Finkelstein, Senior Advisor. A collection that arrays material culture items in ways that reveal the latest scholarship in Japanese friendly and immediately useable ways. Materials are made available through the Mid Atlantic Region Japan in the Schools Resource Center and on the ICTE Web-site (www.intleducenter.umd.edu) “Pre School in Japan.” created by Barbara Finkelstein and Sarah Pickert, Catholic University of America; “Elementary Schools in Japan,” Barbara Finkelstein and Tracy Callahan Mahoney, Kuriyama Fellow, 1997; “Junior High Schools in Japan,” Tracy Callahan Mahoney; “High School in Japan,” Barbara Finkelstein and Tracy Callahan Mahoney.
- 2003 Finkelstein, B. et.al. Mid-Atlantic Region Japan in the Schools MARJiS/Japan Elementary School Educational Exchange Network, United States/Japan Foundation. A CD ROM containing model instructional materials developed collaboratively with educators in Japan and the U.S. URL www.intleducenter.umd.edu
- 2003 Finkelstein, B. (Ed.) Teetering on the Edge of Possibility: A Peace Education Primer, College Park, Maryland: Initiative for Peace and Cooperation in the Middle East, the Center for International Development and Conflict Resolution, and the International Center for the Study of Education Policy and Human Values. (with Y. Eran and S. Carrie)

- 1999 Preparation of bi-lingual (Japanese and U.S.) website to conduct bi-lateral education studies and exchange progress. MARJiS/JAPAN Elementary School Exchange Network.
- 1992 The Annenberg /PCB Project. "Teacher's Guide to the Pacific Century: Integrating Asian Studies across the curriculum." Washington, D.C.: Corporation for Public Broadcasting.
- 1989-1987 Finkelstein, B. MARJiS Update. In E. Eidman-Aadahl (Ed.) (Vol. IV). College Park, Md: International Center for the Study of Education Policy and Human Values.
- 1988 Finkelstein, B. Dwelling in the experience of others. In L. Wojtan, & D. J. Spence (Eds.), *Internationalizing the U.S. Classroom: Japan as a case study*. Indiana University: National Clearinghouse on Japan-related Instruction.
- 1986 Finkelstein, B. (Ed.) National History Day, 1986 Teacher Education Component. Rights, Responsibilities, Liberties, and the Constitution of the United States and others. A Bibliography. (with Marie Perinbam, Gay Gullickson, James Gilbert, David Grimsted). College Park, University of Maryland.
- 1985 Finkelstein, B. (Ed.) Center for the Study of Education Policy and Human Values. National History Day, Triumphs & Tragedies in History. Conflict, Compromise, and Time. Teacher Education Component. A Bibliography. (with James Gilbert, Gay Gullickson, Ann MacLeod, Martha Ross, Marie Perinbam) College Park, University of Maryland.
- 1984 Finkelstein, B. (Ed.) National History Day, Family and Community in History. A Bibliography. (with Ira Berlin, Gay Gullickson, Anne MacLeod, James Gilbert, and James O. Horton) College Park, University of Maryland.

Advising

My advising profile is complex. Beyond having overseen masters and doctoral work of students who have gone on to publish books and journal articles in prestigious presses and/or influential venues and having served on doctoral committees of students in the Departments of History, American Studies, Theater Arts and Communication, Journalism, Sociology, Asian Studies, Library and Information services, as well as the College of Education, I have been privileged as an International Center Director to engage in creative forms of advising beyond the traditional, e.g., building fellowship opportunities, creating cross-national learning communities, advising curriculum transformation projects, and mentoring hundreds of

educators and education policy makers in the field.

Master's Seminar Papers and Theses Directed

Higbee, Catherine. (2004) ((Re) Inventing classroom management: How Japanese elementary school teachers negotiate the cultural interspace between their global traditions of education and those of the local diaspora.

Awokoya, Janet. (2004) Not just Black: Cultural politics in identity assertion.
Tatsumi, Yukako. (2003). Okinawa: The construction of local identities at educational institutions.

Swain, Courtney. (2003) Ethnic identity and academic success: Native Americans and their struggle to reconcile cultural conflicts in the classroom. *Currently a Research Associate for the American Institute of Research.*

Brasher, Mark. (2003) Americanizing Jews: Culture, institutions, and agency in turn-of-the-century New York.

Zhang, Hui. (2002) A fruitful partnership: The Smithsonian Institution and the junior league in the forming of their docent program, 1955-1964. *Received a fellowship from UCLA to pursue a Ph.D. in Film and Education.*

Reid, Lisa. (1999) Being there for children.

Thomas, Andrea. (1999) Educating Black males: A review of the literature

Thrasher, Kimberly. (1999) Intersections of culture and instruction: A search for patterns of culturally sensitive instruction across lines of race and ethnicity.

Koizumi, Tomoko. (1997) Bullying in Japanese schools: An analysis of policies and practices: Their struggle to reconcile cultural conflicts in the classroom.

Defended Doctoral Dissertations (*designates chair; + designates committee member)

+ Bentley-Memon, Millicent. (2004) State education reform and student diversity: A case study of the influence of a state assessment program on instruction for English language learners.

+ Miller, Judith. (2004) Music education in Prince George's County, Maryland from 1950 to 1992: An oral history account of three prominent music educators and their times.

*Elizabeth K. Eder. (2001) Constructing opportunity: American women educators in early Meiji Japan: *Awarded the History of Education Society Prize (Runner-up) for Best Dissertation 2002.*

*Kamibeppu, Takao. (2000) History of Japanese policies in education aid to developing countries, 1950s to 1990s: The role of subgovernmental agencies. Published in 2002, New York and London: Routledge. *Currently a full professor, Tokyo Jo-Gakkan University, and Advisor to the Japanese Ministry of Education for Development in Asia.*

+Turk, Diana (1999) Sisterhood in Kappa Alpha Theta fraternity, 1870-1920.

+Robbins, Sharon. (1998) The high school principal as a caring leader.

+Paige, John Rhodes. (1998) Preserving order amid chaos: The survival of schools in Uganda, 1971-1980.

*Hariklia, Efthimiou. (1998) The problematic of comparative teacher education: Perspectives from Greece and the United States. Now teaching at Carnegie Mellon University.

+Augustyn, Fred (1996) Cultural and political aspects of adult literacy programs in Chicago, 1890-1930.

+Adams, Peter Alexander. (1996) Homecoming to graduation: The cycle of co-curricular social activities in an American high school.

*Dougherty, James. (1993) A history of federal policy concerning college or university-based foreign language and area studies centers, 1941-1980.

+Ryan, Maura M. (1993) The Americanization of immigrant children by public and parochial schools in Baltimore, 1897-1917.

*Gena Glickman. (1992) A study of the role of women in the transformation of the curriculum at the Maryland Institute for the Promotion of Mechanic Arts from 1825-1875.

+Lawrence, Jane. (1990) Gubernatorial commissions and Maryland higher education, 1946-1987.

+Thakur, Yoko. (1990) Textbook reform in allied occupied Japan, 1945-1952.

+Goldenberg, Myrna. (1987) Annie Nathan Meyer: Barnard godmother and Gotham gadfly.

Current Committees

Academic Advisor:

Carolina Rojas Bahr
Liza Briggs
Carolyn Eick
Wendell English

Terra Gargano
Daryl Gonzalez
Renatta Hardin
Latisha Hill
Karen Horvath-Wulf
Laurence MacDonald
Alison Milofsky
Angela Polimadei
Linda Sahin
Jeffrey Smith
Kasra Sotuda
Yukako Tatsumi

Dissertation Chair:

Carolina Rojas Bahr
Carolyn Eick
Toyoshi Kase (American Studies)
Laurence Macdonald*
Michelle Nakayama
Davina Pruitt-Mentle
Yukako Tatsumi

** Recipient of Fulbright Fellowship to support his research on Japanese Education Reform*

SERVICE ACTIVITIES

Professional

Offices and committees membership held in professional organizations

1999-00	President, History of Education Society
1998-99	Vice-President, History of Education Society
1997-98	Vice President/Program Chair, History of Education Society
1989-91	Vice President, Division F (History and Historiography), American Educational Research Association
1980-81	President, American Educational Studies Association
1981-82	Member, Executive Council, American Educational Research Association
1981-84	Board of Directors, History of Education Society
1984	Program Chair, Division of History and Historiography, American Educational Research Association

Professional Reviewing Activities for Agencies (selected)

- 2004-90: National Endowment for the Humanities Peer Review Panels
- 2001 Fulbright Commission Review Panel/ Institute of International Education: Reviewer for Doctoral Fellowships
- 1991-04 Japanese Ministry of Education, Culture, Sports, Science and Technology, the preparation and conduct of American Studies programs for Japanese teachers. Margaret Woodbury Strong Museum for the History of Childhood. Conceived and advised the preparation of Nineteenth Century Learning Community exhibit.
- 1990-92 United States/Japan Foundation. Evaluation of pre-college education programs and policies: "Search for Common Ground," "Initiative for Peace and Cooperation in the Middle East," and "Images of the Other: Education for Building Peace." Workshop to prepare guidelines for educational curricula in order to enhance intercultural understanding, methodology workshop. Istanbul, Turkey.

Off-campus Peer Review Panels, Accreditation or Certification Teams (Selected)

- 2003 Center for Global Partnership, Japan Foundation (Grant Reviews).
- 1995 Evaluator, City University of New York, "Focus on Japan" Program.
- 1995 Fulbright-Hayes Group Study Abroad Programs, reviewer.
- 1988 Evaluation and Education Policy Program Development. University of Hawaii at Manoa.
- 1984-1985 Evaluation Team Member (with Phillip Jackson, University of Chicago). University of British Columbia Curriculum Development Center.

Tenure and Promotion Reviews (Selected)

Harvard University
Miami University of Ohio
New York University
Stanford University
Teachers College, Columbia University
University of California, Berkeley
University of Iowa
University of Michigan

Other non-University Committees, Commissions, Panels, etc.

- 2003-present Research Advisor to the University of Tokyo Center of Excellence, and Center for Basic Scholastic Competence (Teacher and Community Perspectives on School Reform)
- 1990-present: Human Rights Education Network in Japan (Hurights Japan)
- 2003 High Schools in Japan, Reischauer Young Scholars Program, Stanford Program for Intercultural Education. Stanford University, CD-ROM. A course in Japanese Culture and Education for High School Students.
- Mar 2000 The Spencer Foundation Conference on New Directions in the History of Education, Stanford University
- Aug 2000 Benton Foundation, History of Children and Youth Conferences, Washington, D.C. (20 persons invited)
- 2000-present The National Equal Justice Institute Oral History project (American University)
- 1999-2001 United States/Japan Foundation. Establishment of the University of Maryland/University of Tokyo Elementary Education Resource Exchange
- 1999 National Association for Foreign Students (NAFSA) Culture Behind Exchange," A Japan-cultural education program for International Educators. June 29-31, College Park, Maryland
- 1996-97 United States Japan Foundation. "Design of Evaluation Options and Policy Study, Pre-college Education Programs in the United States."
- 1994 Advisory Board, Encyclopedia of American Educational Biography, Ronald Butchart and C.H. Edson, editors.
- 1992 The Association for Asian Studies. Transcending stereotypes by revisiting war in schools. Symposium entitled "Perspectives on Teaching on the War in the Pacific." Annual Meeting
- 1991-03 United States/Japan Foundation, "Evaluation of Precollege Education Programs" Research Advisor
- 1985 Harvard University Graduate School of Education. History of Education: A Lecture Series (one of six lectures from leading historians of education)

- Mar.1985 “Extending Literacy: casting Networks of Good Influence in Nineteenth Century America, 1800-1860.” European Association for American Studies Biennial Conference, Budapest, Hungary
- 1985 Thinking Publicly about Civic Learning,” National Seminar on the Civic Learning of American Teachers, Palo Alto, California
- 1983 Re-imagining educational reform: Public schools and the nurture of consciousness. AESA presidential address. *Educational Studies* (American Educational Studies Association) Summer 1983, 14 (2),103-111.
- 1984 Maryland State Humanities Committee Chairman’s Grant, Secondary Education: A Humanities Perspective.
- 1983 National Institute of Education Review and Organization of Textbook Collections. (Patricia Albjerg Graham, Director)
- 1982-87 American Historical Association, National History Day, Teacher Education Seminars

International Activities not listed above

- 1987-present Academic Director for more than one hundred Transcultural Education Seminars focusing on Japanese and U.S. education and culture as cases. Seminar participants included teachers, education policy-makers, planners, school administrators, government officials, NPO directors, scholars, and community groups among others.
- Jan, 1995 “Why Peace Education,” a talk prepared for an International Workshop, “Images of the Other: Education for Building Peace,” jointly sponsored by the Search for Common Ground, the International Center for Development and Conflict Management, Department of Government and Politics, UMCP and the International Center for Transcultural Education, University of Maryland College Park.

Campus Service

Department

- 2004-1979 Founder and Director, International Center for Transcultural Education (previously International Center for Education Policy and Human Values)
- 2004-2003 Advisor to Department Centers (CEPAL) and ICTE’s Community-based Advisory Board
- 2004 Panelist, “What’s High Quality about High Quality Teaching?” An EDPL

Symposium organized and conducted by the Center for Education Policy and Leadership and the International Center for Transcultural Education.

- 1998-1997: Co-Chair, Diversity Colloquium Series, EDPA
- 1998-1997 Chair, Search Committee, EDPA
- 1998-1995 Chair of Departmental Appointments, Promotion, and Tenure Committee
- 1996-1994 Chair and Member of Search Committees: 3 appointments
- 1996-1993 Chair, Department Appointment, Promotion, and Tenure Committee
- 1996-1985 Chair and Member of Several Program Committees charged with the Design of PhD programs in Education Policy

College (selected)

- 1998 Member, Dean's Search committee for College of Education Dean
- 1998 Co-Chair, Department Colloquium Committee
- 1996-1997 Chair, College Committee on Appointments, Promotion, and Tenure
- 1990-1996 Member, College Committee on Appointments, Promotion, and Tenure
- 1994 Multicultural Education Committee
- 1993 Chair, College Committee on Appointments, Promotion, and Tenure

University (Other Non-Center, selected)

- 2004 Referee. Gemstone Thesis Conference, "Promoting Academic Achievement and Enthusiasm: A Discussion and Contemporary Issues Based Approach."
- 2002-2000 Chair, Special Interests Group, "Structure and Agency in Education," Consortium on Race, Gender and Ethnicity
- 2002 Panelist, President's Commission on Women: Power and Institution Building Panel, with Bonnie Thornton Dill, Clare Moses, Ellin Scholnick, and Georgia Sorenson, University of Maryland.
- 2002 Panelist, International Symposium on Globalization. "Odd Couplings: Local cultures and global pressures, globalizations: cultural, economic, democratic." University of Maryland.
- 1995-present Commissioner, President's Commission on Women's Issues

- 1993-1990 University Library Committee
- 1985-present East Asian Studies Committee
- 1998-99 Member, Search Committee, Vice President and Graduate Dean, Gregory Geoffrey, Chair.
- 1997-98 University, Search Committee, Dean, College of Education
- 1996-97 Advisory Committees to the University Interdisciplinary Task Force for Middle States Accreditation
- 1991 Advisory Committee to International Affairs Strategic Planning Group, Sub-group on Centers, Institutes, and Executive Training
- 1993-1990 University Library Committee (1 from each of 5 Divisions)

Collaboration with other departments:

The following units on campus have collaborated on the development of scholarly-based, user-friendly instructional materials that wed research and teaching closely together. The collaborations have also added education and transcultural dimension to master's and doctoral programs, helped to create a University of Maryland College Park model global education program, focusing on Japan-in-the-Schools. At this time, the Latin American Studies Department and the David C. Driskell Program for the African Diaspora are extending the model to include other nations and cultures. The following are deep and sustained collaborations and partnerships:

American Studies Department (U.S. Education and Transcultural Studies in Japan)

Consortium on Race, Gender and Ethnicity

Department of History

Center for International Development and Conflict Management (Peace Education)

East Asia Studies Committee

David C. Driskell Center for the African Diaspora (Africa in the Schools Program)

Collaboration K-12 schools and school systems

For 25 years, I have been dedicated to multicultural community building and have built partnerships not only with the Universities of Tokyo, Osaka, and Osaka City Universities, but have served as senior advisor to Museums, community centers, boards of education, and small

colleges all over Japan. The model is now being used for African, Latin American and Middle East programs.

2004-1980 Academic Program and Course of Study Director for Virginia State Department of Education, the Japanese Ministry of Education, and local Virginia school districts for programs that link Japanese and U.S. nationals in cooperative studies of U.S. and Japanese education policies and practices. (Beverly Thurston, Virginia State department of Education director of International Studies)

Japan-related Institutes and workshops in more than 30 school districts in the state.

2003-1998 Academic Program and Course of Study Director for Virginia State Department of Education, the Japanese Ministry of Education, and Maryland school districts for programs that link Japanese and U.S. nationals in cooperative studies of U.S. and Japanese education policies and practices. (Skip Sanders, Deputy Director, Maryland State Department of Education.)

1987-present As senior advisor to curriculum transformation projects in school districts in West Virginia, the District of Columbia, and the State Departments of Education in Virginia and Maryland, I have conceived and overseen the development of more than 100 Institutes and workshops over the last decade and served, as estimates have had it, more than 10,000 teachers and students in the United States and Japan.

Community, State, National, and International

2004-1995 International Advisor: Human Rights Education Network, Osaka Japan

2004-1987 More than 10,000 policy makers, educators and their students in the United States and Japan have participated in seminars, institutes, workshops, conferences, and exchanges that have become international models of transcultural education scholarship, research, and instruction

2004 International Advisory Committee, World Culture Open, an international non-profit organization that creates breakthroughs in peace and reconciliation between individuals and societies through the celebration of the world's diverse artistic and cultural traditions. Washington, D.C. and Seoul, South Korea.

2004-1990 National Capital Children's Museum, District of Columbia, Department of Education.

Sackler and Freer Galleries, The Smithsonian Institution, Department of Education, 3 years. Japanese education through Art and Material Culture.

- 2003-2001 Maryland Legal Services Corporation, Oral History Committee
- 2003-2000 International Advisory Board, Tokyo Jo-Gaakkan College for Women, Tokyo Japan
- 1995 Initiative for Peace and Cooperation in the Middle East: Academic and Education Advisor
- 1992 Advisor: Kennedy Center Cultural Imagination Festival, featuring Hanayagi Shifu and Tokiwazu Sanzo (living National Treasure) in a teacher workshop.
- 1985 Maryland State Department of Education, Student Services and Activities Task Force