

## CURRICULUM VITA

(Autumn 2025)

### 1. Academic History

**Name:** William G. Wraga

**Present rank:** Professor

**Recommended rank:** NA

**Proportion time assignments:**

<u>Year</u>	<u>Instruction</u>	<u>Research</u>	<u>Service</u>	<u>Administration</u>
2019-2022	40%	40%	20%	0%
2010-2018	.375 EFT	.375 EFT	0 EFT	0EFT
2004-2010	.45 EFT	.30 EFT	0 EFT	0 EFT
2002-2004	.30 EFT	.30 EFT	0 EFT	.40 EFT
1999-2002	.45 EFT	.30 EFT	0 EFT	0 EFT
1995-1999	.50 EFT	.25 EFT	0 EFT	0 EFT

**Tenure status:** Tenured, 16 August 2000

**Administrative title:** NA

**Graduate Faculty status:**

Reappointed to the Graduate Faculty: 7 April 2004, 28 September 2011,  
13 June 2017, 29 September 2021

Appointed to the Graduate Faculty: 21 January 1997

Provisional appointment to the Graduate Faculty: 15 March 1996

**Degrees:**

Ed.D., May 1991, Rutgers University, Graduate School of Education,  
New Brunswick, New Jersey. Program: Social and Philosophical Foundations of  
Education. Specialization: Curriculum Theory and Development.

M.A.T., August 1980, University of Chicago, Chicago, Illinois.  
Program: History and the Social Sciences.

A.B., May 1979, Rutgers College, New Brunswick, New Jersey.  
Major: Individualized--American Cultural History--interdisciplinary program  
(history, English, music, art).

**Professional certification:**

State of New Jersey: School Administrator, Principal, Supervisor, Teacher of English and of Social Studies.

State of New York: Teacher of Social Studies.

**Academic positions:**

*Professor Emeritus*, Office of the Dean, Mary Frances Early College of Education, University of Georgia, July 2022- .

*Professor*, Office of the Dean, Mary Frances Early College of Education, University of Georgia, August 2013 to May 2022.

*Professor*, February 2005 to August 2013, Department of Lifelong Education, Administration, and Policy, College of Education, University of Georgia.

*Program Coordinator*, Program in Educational Administration and Policy, Department of Lifelong Education, Administration, and Policy, College of Education, University of Georgia, September 2004 through May 2005.

*Professor*, August 2004 to February 2005, Department of Educational Administration and Policy, College of Education, University of Georgia.

*Associate Professor*, November 2002 through July 2004, Department of Educational Administration and Policy, College of Education, University of Georgia.

*Interim (founding) Head*, Department of Educational Administration and Policy, College of Education, University of Georgia, September 2002 through June 2004. In addition to regular duties, such as scheduling, allocating resources, handling student appeals, and evaluating faculty and staff, facilitated founding tasks for a new department, which involved the following: developed mission statement and general statement of purpose; established department web site and listserv; through university curriculum review process, revised curriculum and changed names of M.Ed. and Ed.S. degrees, changed pertinent course prefixes, revised selected courses; lead development and obtained approval of proposal for Ph.D. in Educational Administration and Policy; conducted search and appointed two junior faculty with policy specializations; lifted moratoriums on admissions for M.Ed. and Ed.S; established department presence in College of Education and University community; responded to Board of Regents leadership preparation initiative; established formal mentoring mechanism for new faculty; established procedures for assigning and evaluating graduate assistants; negotiated place for department in reorganization of college.

*Associate Professor*, August 1999 through October 2002, Department of Educational Leadership, College of Education, University of Georgia.

*Assistant Professor*, January 1995 through July 1999, Department of Educational Leadership, College of Education, University of Georgia, Athens, Georgia.

*Adjunct Assistant Professor*, Summer 1994, Graduate Division, School of Education and Human Services, Rider University, Lawrenceville, New Jersey.

**Other professional employment:**

*District Program Supervisor*, August 1987 to December 1994, Social Studies, grades K-12, Bernards Township Public Schools, Basking Ridge, New Jersey. Evaluated, developed, and implemented K-12 social studies curriculum; observed and evaluated faculty, grades K-12, in most subjects, particularly social studies; interviewed and recommended candidates for hiring; conducted staff development in areas of affirmative action, questioning techniques, cooperative learning, test design, and performance assessment; developed and supervised annual affirmative action curriculum objectives; presented reports to the Board of Education; prepared and administered federal grants (Chapter 2, IKE, Vocational Education, Drug Free Schools); managed Office of Curriculum and Instruction, preparing and administering annual budget for district-wide curriculum development, coordinating district-wide curriculum development efforts; taught Advanced Placement American History and 20th Century U.S. History.

*Department Supervisor*, January 1986 to June 1987, Social Studies, Freehold Township High School, Freehold, New Jersey. Supervised and evaluated department of 13 faculty; evaluated and developed curriculum for high school social studies program; coordinated annual voter registration; taught U.S. History, Sociology and, in the International Studies Specialized Learning Center, Social and Political Philosophy, Theories of Knowledge.

*Teacher*, September 1984 to January 1986, Social Studies, grades 10-12, West Morris Mendham H.S., Mendham, New Jersey. Taught U.S. History, Sociology, Economics.

*Teacher*, September 1981 to June 1984, Social Studies and English, grades 7-12, Green Brook High School, Green Brook, New Jersey. Developed curriculum for and taught Career Education, Science Fiction, Detective Fiction, Cultural History of Modern America; served as photography advisor for student newspaper and as assistant track coach; taught U.S. History, World History, American Literature, British Literature.

*Teacher*, September 1980 to June 1981, U.S. History, grades 10-12, Hillsborough High School, Belle Mead, New Jersey.

**Related employment:**

Substitute Teacher, Music Department, University of Chicago Laboratory Schools, Chicago, IL, 1979-1980.

Music Counselor and licensed school bus driver, Knights Day Camp, Upper Saddle River, NJ, summer 1979.

**Post-Graduate awards:** None.

**2. Resident Instruction and Continuing Education****Teaching:**

Courses taught, 1995-2013:

EDL 702 Fundamentals of Curriculum  
EDAP 7000 Master's Research  
EDAP 7070 Curriculum Development and Evaluation  
EDL 708 Curriculum Planning  
EDUL 8000 Special Problems in Curriculum  
EDAP 8010 Curriculum Foundations and History  
EDL 803 Trends and Issues in Curriculum  
EDUL 8990 Research Seminar in Educational Leadership  
EDAP 9000 Doctoral Research  
EDAP 9015 Curriculum and Educational Policy  
EDAP 9040 Curriculum Theory  
EDAP 9060 Historical Perspectives on Curriculum Reform  
EDAP 9300 Doctoral Dissertation  
EDAP 9620 Directed Doctoral Readings  
EDAP 9630 Critique of Educational Literature in Educational  
Administration and Policy  
EDAP 9800 Academic Apprenticeship in Educational  
Administration and Policy  
EFND 8100 History of Education in the United States: Historiography and  
Research Methods

Courses taught, 2014-2025:

EDUC 2110 Investigating Critical and Contemporary Issues in Education  
EDUC 4100/6100 Special Topics in Educational Theory and Practice  
"Crises" in American Education, Past and Present  
John Dewey on Education  
EDUC 8045 Special Topics in Education  
John Dewey on Education  
EFND 7040 History of Education in the United States

EMAT 9300 Doctoral Dissertation  
ESOC 8010 History of Social Studies Education

**Advising:** Sixty-three M.Ed. advisees and 36 Ed.S. advisees.

### 3. Scholarly Activities

a. **Publications:** An asterisk indicates publications which have undergone stringent editorial review; a double asterisk indicates publications which were invited and which carry prestige and recognition.

#### **Books authored or co-authored:**

- \* Wraga, W. G. (2007). *Progressive pioneer: Alexander James Inglis (1879-1924) and American secondary education*. NY: Peter Lang. 162 pp.
- \* Wraga, W. G. (1994). *Democracy's high school: The comprehensive high school and educational reform in the United States*. Lanham, MD: University Press of America. 265 pp. [Review: R. Lowe. (1995). *History of Education Quarterly*, 35(2), 216-18; also letters in *History of Education Quarterly*, 36(3) (1996), 399-401.]

#### **Books edited or co-edited:**

- \* Wraga, W. G., & Hlebowitsh, P. S. (Eds.). (2000). *Research review for school leaders, volume III*. Mahwah, NJ: Lawrence Erlbaum Associates. Sponsored by the National Association of Secondary School Principals and the National Association of Elementary School Principals. 386 pp. (Proportion of contributions: 50%-50%) Reprinted by Routledge in 2016 as a paperback.
- \* Hlebowitsh, P. S., & Wraga, W. G. (Eds.). (1998). *Annual review of research for school leaders*. New York: Macmillan Library Reference USA. Sponsored by the National Association of Secondary School Principals and the National Association of Elementary School Principals. 241 pp. (Proportion of contributions: 50%-50%.)
- \* Hlebowitsh, P. S., & Wraga, W. G. (Eds.). (1996). *Annual review of research for school leaders*. New York: Scholastic Leadership, Policy, Research/National Association of Secondary School Principals. 293 pp. [Review: G. W. Bracey, "Research." *Phi Delta Kappan* (June 1996), 702-703.] (Proportion of contributions: 50%-50%.)

### Chapters in books:

- \* \*\* Wraga, W. G. (2023). The historical US Curriculum field's sense of the past. In Joao Paraskeva (Ed.). *The curriculum: A new comprehensive reader* (pp. 95-103). NY: Peter Lang. [Originally published as a journal article in *Curriculum History* 2018, 19-28.]
- \* \*\* Wraga, W. G. (2017). Condescension and critical sympathy: Historians of education on progressive education in the United States and England. In Joelle Droux and Rita Hofstetter (Eds.). *Border-crossing in education: Historical perspectives on transnational connections and circulations* (pp. 58-74). London: Routledge. [Originally published as a journal article in *Paedagogica Historica*, 50(1-2), 59-75.]
- \* \*\* Wraga, W. G. (2016). John Dewey and the comprehensive high school. In Peter J. Cunningham and Ruth Heilbronn (Eds.). *Dewey in our time: Learning from John Dewey for transcultural practice* (pp. 74-93). London: University College London Institute of Education Press.
- \* \*\* Wraga, W. G. (2016). Arresting the decline of integrity in curriculum studies in the United States: The policy of [sic] opportunity. In Joao M. Paraskeva and Shirley R. Steinberg (Eds.). *Curriculum: Decanonizing the field* (pp. 99-110). NY: Peter Lang. Reprinted in *Counterpoints*, 491, 99-110. <http://www.jstor.org/stable/45157408>
- \* \*\* Wraga, W. G. (2015). The social issues education imperative. In Samuel Totten (Ed.). *The importance of teaching social issues: Our pedagogical creeds* (pp. 16-22). NY: Routledge.
- \* \*\* Wraga, W. G., & Hlebowitsh, P. S. (2008). Toward a renaissance in curriculum theory and development in the United States. In Marcella L. Kysilka and Barbara Slater Stern (Eds.). *Readings in contemporary curriculum* (pp. 69-74). Thousand Oakes, CA: Sage Publications. [Originally published as a journal article in *Journal of Curriculum Studies*, 35(4), 425-437.] (Proportion of contributions: 50%-50%.)
- \*\* Wraga, W. G. (2005). Dogma, democracy, and education. In D. A. Breault & R. A. Breault, (Eds.). *Experiencing Dewey: Insights for today's classroom* (pp. 100-102). West Lafayette, IN: Kappa Delta Pi. **2nd Ed.:** D. A. Breault & R. A. Breault, (Eds.). (2014). *Experiencing Dewey: Insights for today's classroom* (pp. 195-199). NY: Routledge.
- \* \*\* Wraga, W. G. (2005). The Inglis surveys: Social efficiency thesis anomalies. In S. L. Field and L. Burlbaw (Eds.). *Explorations in curriculum history* (pp. 13-38). Greenwich, CT: Information Age Publishing, Inc.

- \* \*\* Wraga, W. G. (1997). Interdisciplinary team teaching: Sampling the literature. In T. S. Dickinson and T. O. Erb (Eds.). *We gain more than we give: Teaming in middle schools* (pp. 325-343). Columbus, OH: National Middle School Association.
- \* Townsend, R., & Wraga, W. G. (1997). Implementing an interdisciplinary unit on the Holocaust. In S. Totten and J. E. Pedersen (Eds.). *Social issues and community service at the middle level* (pp. 43-59). Needham Heights, MA: Allyn and Bacon. (Proportion of contributions: 50%-50%.)
- \* \*\* Wraga, W. G. (1996). Teaching societal issues across the secondary curriculum. In R. W. Evans and D. W. Saxe (Eds.). *Handbook on teaching social issues* (pp. 265-275). Washington, DC: National Council for the Social Studies.
- \* Wraga, W. G. (1996). A century of interdisciplinary curricula in American schools. In P. S. Hlebowitsh and W. G. Wraga (Eds.). *Annual review of research for school leaders* (pp. 117-145). New York: Scholastic Leadership, Policy, Research/National Association of Secondary School Principals.
- \* \*\* Wraga, W. G. (1995). Comprehensiveness and cohesiveness in the high school curriculum. In D. Tanner and J. W. Keefe (Eds.). *Curriculum issues and the new century* (pp. 9-21). Reston, VA: National Association of Secondary School Principals.
- \* \*\* Wraga, W. G. (1993). The core curriculum in the middle school: Retrospect and prospect. In T. Dickinson (Ed.). *Readings in middle school curriculum: A continuing conversation* (pp. 153-169). Columbus, OH: National Middle School Association. [Originally published as a journal article in *Middle School Journal*, 23(3), 16-23.]

### **Editorships:**

- \* \*\* Section Editor, "An Issues-Centered Curriculum." In R. W. Evans and D. W. Saxe (Eds.) (1996). *Handbook on teaching social issues* (pp. 228-275). Washington, DC: National Council for the Social Studies.
- \*\* Editor, *Focus on Education*, 1993 Edition, Journal of the New Jersey Association for Supervision and Curriculum Development. Theme: "Transforming Education."
- \* \*\* Wraga, W. G., & Hlebowitsh, P. S. (Guest Eds.). (1990). Science, technology, and the social studies [Special section]. *Social Education*, 54(4), 194-209. (Proportion of contributions: 50%-50%.)

**Monographs:** None

**Contribution to a monograph:**

Wraga, W. G. (2009). Incentivizing American educational ingenuity: Problem-solving as federal and state education policy. In E. DeBray-Pelot (Ed.). *Critical perspectives on federally driven assessment policy* (pp. 6-35). Athens, GA: Georgia Education Policy and Evaluation Center. Available: <http://www.coe.uga.edu/EPEC>

**Journal articles:**

- \* Wraga, W. G. (2020). John Dewey's idea of the secondary school. *Education and Culture*, 36(2), 4-28. (John Dewey Society)
- \* Wraga, W. G. (2019). The pragmatic progressives. *American Educational History Journal*, 46(2), 111-129.
- \* Wraga, W. G. (2019). Clinical technique, tacit resistance: Progressive education experimentation in the Jim Crow South. *History of Education Quarterly*, 59(2), 227-256
- \* Wraga, W. G. (2018). The historical U.S. curriculum field's sense of the past. *Curriculum History* 2018: 19-28. Available: <http://journals.tdl.org/ch/index.php/ch>
- \* Wraga, W. G. (2017). Understanding the Tyler rationale: *Basic Principles of Curriculum and Instruction* in historical context. *Espacio, Tiempo y Educacion*, 4(2), 227-252. (Spain/international) Available: <http://www.espaciotiempoyeducation.com/ojs/index.php.ete>
- \* Wraga, W. G. (2016). A historical reconsideration of the work of the National Society for the Study of Education's Committee on Curriculum-Making. *Journal of Curriculum Studies*, 48(5), 565-588. (England/international)
- \* Wraga, W. G. (2014). Condescension and critical sympathy: Historians of education on progressive education in the United States and England. *Paedagogica Historica*, 50(1-2), 59-75. (international)
- \* \*\* Wraga, W. G. (2012). Beyond measurement: Context, caution, and the integrity of teachers' work. *Curriculum and Teaching Dialogue*, 14(2), 13-20.



- \* Wraga, W. G. (2011). Curtail accountability, cultivate attainability. *Kappa Delta Pi Record*, 47(4), 149-151.
- \* Wraga, W. G. (2011). What's the problem with a 'rigorous academic curriculum'? Setting new terms for students' school experiences. *The Clearing House: A Journal of Educational Strategies, Issues and Ideas*, 84(2), 59-64.
- \* Wraga, W. G. (2010). From slogan to anathema: Historical representations of life adjustment education. *American Journal of Education*, 116(2), 185-209.
- \* Wraga, W. G. (2009). Toward a connected core curriculum. *Educational Horizons*, 78(2), 88-96.
- \* Wraga, W. G. (2009). Latin literacy redux: The Classical Investigation in the United States, 1921-1924. *History of Education*, 38(1), 79-98. (England)
- \* Wraga, W. G. (2008). 'Trying our own medicine': The case method of instruction in the United States in historical perspective. *International Journal of Case Method Research and Application*, 20(3), 299-311. [On-line serial] Available: [www.wacra.org](http://www.wacra.org)
- \* Wraga, W. G. (2008). The assault on 'The assault on humanism': Classicists respond to Abraham Flexner's 'A Modern School.' *Historical Studies in Education/Revue d'histoire de l'education*, 20(1), 1-31. (Canada)
- \* \*\* Wraga, W. G. (2006). Curriculum theory and development and public policy making. *Journal of Curriculum and Pedagogy*, 3(1), 83-87.
- \* Wraga, W. G. (2006). Progressive pioneer: Alexander James Inglis (1879-1924) and American secondary education. *Teachers College Record*, 108(6), 1080-1105.
- \* Wraga, W. G. (2006). The heightened significance of *Brown v. Board of Education* in our time. *Phi Delta Kappan*, 87(6), 424-428. Reprinted in F. Schultz, (Ed.). (2007). *Annual editions: Education 2007/2008* (pp. 131-34). NY: McGraw-Hill; and in J. W. Noll, (Ed.). (2009). *Taking sides: Clashing views on educational issues* (pp. 108-113). 15<sup>th</sup> Ed. NY: McGraw-Hill.
- \* Wraga, W. G. (2004). Making educational leadership 'educational.' *Journal of School Leadership*, 14(1), 105-121.

- \* Wraga, W. G. (2003-04, December-January). The posthumous redaction of a progressive classicist. *The Classical Journal*, 99(2), 169-175.
- \* Wraga, W. G. (2003). The progressive classicism of Alexander James Inglis. *The Classical Journal*, 99(1), 59-69.
- \* \*\* Wraga, W. G., & Hlebowitsh, P. S. (2003). Conversation, collaboration, and community in the US curriculum field. *Journal of Curriculum Studies*, 35(4), 453-457. (England/international) (Proportion of contributions: 50%-50%.)
- \* Wraga, W. G., & Hlebowitsh, P. S. (2003). Toward a renaissance in curriculum theory and development in the United States. *Journal of Curriculum Studies*, 35(4), 425-437. (England/international) (Proportion of contributions: 50%-50%.)
- \* Wraga, W. G. (2002). Recovering curriculum practice: Continuing the conversation. *Educational Researcher*, 31(6), 17-19.
- Wraga, W. G. (2002). Renewing the comprehensive high school. *Principal Leadership*, 2(8), 33-37. Selected for condensation as Wraga, W. G. (2002). Renewing comprehensive high schools for student unity. *The Education Digest*, 68(1), 20-24.
- Wraga, W. G. (2001). Democratic leadership in the classroom: Lessons from progressives. *Democracy & Education*, 14(2), 29-32.
- \* Wraga, W. G. (2001). A progressive legacy squandered: The *Cardinal Principles* report reconsidered. *History of Education Quarterly*, 41(4), 494-519.
- \* \*\* Wraga, W. G. (1999). The educational and political implications of curriculum alignment and standards-based reform. *Journal of Curriculum and Supervision*, 15(1), 4-25.
- \* Wraga, W. G. (1999). The progressive vision of general education and the common school ideal: Implications for curriculum policy, practice, and theory. *Journal of Curriculum Studies*, 31(5), 523-544. (England/international)
- \* Wraga, W. G. (1999). Organizing and developing issues-centered social studies curricula: Profiting from our predecessors. *The Social Studies*, 90(5), 209-217.

- \* Wraga, W. G. (1999). Repudiation, reinvention, and educational reform: The comprehensive high school in historical perspective. *Educational Administration Quarterly*, 35(2), 292-304.
- \* \*\* Wraga, W. G. (1999). The continuing arrogation of the curriculum field: A rejoinder to Pinar. *Educational Researcher*, 28(1), 16.
- \* Wraga, W. G. (1999). 'Extracting sun-beams out of cucumbers': The retreat from practice in reconceptualized curriculum studies. *Educational Researcher*, 28(1), 4-13.
- \* Wraga, W. G. (1998). 'Interesting, if true': Historical perspectives on the 'reconceptualization' of curriculum studies. *Journal of Curriculum and Supervision*, 14(1), 5-28.
- \* \*\* Wraga, W. G. (1998). The school-to-work movement in the United States: Policies, problems, and possibilities. *The Curriculum Journal*, 9(2), 177-195. (England)
- \* Wraga, W. G. (1998). Implications of issues-centered education for the social studies curriculum. *International Journal of Social Education*, 13(1), 49-65.
- \* Wraga, W. G. (1998). The comprehensive high school and educational reform in the United States: Retrospect and prospect. *High School Journal*, 81(3), 121-134.
- Wraga, W. G. (1997-1998, Fall-Winter). Beyond curriculum alignment. *The Reporter* (Georgia Association for Supervision and Curriculum Development), 10-13.
- Wraga, W. G. (1997). Recovering the American comprehensive high school. *Educational Horizons*, 76(1), 40-44.
- \* Wraga, W. G. (1997). Patterns of interdisciplinary curriculum organization and professional knowledge of the curriculum field. *Journal of Curriculum and Supervision*, 12(2), 98-117.
- \* \*\* Wraga, W. G. (1995). Struggling toward professionalization, 1968-1982. *Social Education*, 59(7), 429-437.
- \* Hlebowitsh, P. S., & Wraga, W. G. (1995). Social class analysis in the early progressive tradition. *Curriculum Inquiry*, 25(1), 7-21. (Canada) (Proportion of contributions: 50%-50%.)

Wraga, W. G. (1994). The *Cardinal Principles* report revisited. *Education and Culture*, John Dewey Society, 11(2), 6-16.

Wraga, W. G. (1994). Performance assessment: A golden opportunity to improve the future. *National Association of Secondary School Principals Bulletin*, 78(563), 71-79.

Wraga, W. G., & Zimmerman, S. (1993). Fostering participatory citizenship: The Liberty Corner Student Committee. *Educational Viewpoints*, New Jersey Principals and Supervisors Association, 13(1), 34-35. (Proportion of contributions: 50%-50%.)

Wraga, W. G. (1993). From third grade lunch bunch to student council: A K-3 council success story. *National Association of Elementary School Principals Communicator*, 16(8), 7.

\* Wraga, W. G. (1993). The interdisciplinary imperative for citizenship education. *Theory and Research in Social Education*, 21(3), 201-231.

\* Wraga, W. G. (1992). School choice and the comprehensive ideal. *Journal of Curriculum and Supervision*, 8(1), 28-42.

\* Wraga, W. G. (1992). Crusade of ignorance: Democratic citizenship and education goals. *The Educational Forum*, 56(3), 257-267.

\* Wraga, W. G. (1992). The core curriculum in the middle school: Retrospect and prospect. *Middle School Journal*, 23(3), 16-23.

\* Wraga, W. G. (1991). The return of citizenship education. *The Clearing House*, 64(6), 401-402.

Wraga, W. G. (1991, Winter). Science, technology, and the citizen. *The Docket*, New Jersey Council for the Social Studies, 3-4.

\* Wraga, W. G., & Hlebowitsh, P. S. (1991). STS education and the curriculum field. *School Science and Mathematics*, 91(2), 54-59. (Proportion of contributions: 50%-50%.)

Wraga, W. G. (1990). The teacher and the curriculum. *Focus on Education*, New Jersey Association for Supervision and Curriculum Development, 41-47.

Wraga, W. G. (1990). Education in the eighties: From disintegration to consolidation. *Insights*, John Dewey Society 26(1), 4-6.

- \* Wraga, W. G., & Hlebowitsh, P. S. (1990). Science, technology, and the social studies. *Social Education*, 54(4), 194-95. (Proportion of contributions: 50%-50%.)

Wraga, W. G. (1989). 'Political Literacy:' Teaching active citizenship. *Educational Horizons*, 68(1), 46-49.

- \* Hlebowitsh, P. S., & Wraga, W. G. (1989). The reemergence of the National Science Foundation in American education: Perspectives and problems. *Science Education*, 73(4), 405-418. (Proportion of contributions: 50%-50%.)

Wraga, W. G., & Zuck, F. (1988, June). Philosophy in the International Studies Curriculum: A high school experience. *APA Newsletter on Teaching Philosophy*, American Philosophical Association, 22. (Proportion of contributions: 50%-50%.)

Wraga, W. G. (1987). Educational leadership is more than management. *Focus on Education*, New Jersey Association for Supervision and Curriculum Development, 31(2), 43-47.

Wraga, W. G. (1987, Fall). Accretion or articulation?: Implementing the new state requirement. *The Docket*, New Jersey Council for the Social Studies, 3.

Wraga, W. G. (1986). *Democracy and Education* and curriculum synthesis. *Insights*, John Dewey Society 22(2), 12-13.

#### **Bulletins or reports:**

Wraga, W. G. (1983, June). *Gravestone carvings in colonial New Jersey: A guide for history teachers*. Prepared for the New Jersey Historical Commission, Trenton, NJ.

#### **Abstracts:**

Wraga, W. G. (2016). *Democracy and Education* and Dewey's idea of the secondary school. In *Dewey Conference 2016 (DE2016)* [Abstracts] [flash memory card], n. p. Cambridge, England: Homerton College and Faculty of Education, University of Cambridge.

Wraga, W. (2014). Progressive education as resistance: Cooperative educational experimentation in the US South, 1936-1946. In *Education, War and Peace: Abstracts* (pp. 377-78). ISCHE 36. London: Institute of Education, University College London.

Wraga, W. (2012). Historians of education on progressive education: The United States and England. In *Internationalisation dans le champ éducatif (18e - 20e siècles)/Internationalization in Education (18th-20th centuries): Resumes/Abstracts* (p. 171). Geneva, Switzerland: International Standing Conference for the History of Education, Society for the History of Children and Youth, Disability History Association.

Wraga, W. G. (2007). The life adjustment education movement in the USA: A historical assessment. In *Children and youth at risk: Approaches in the history of education: Abstracts* (pp. 119-120). Hamburg, Germany: International Standing Conference for the History of Education.

### **Review essays:**

- \* Wraga, W. G. (2011). Exploiting Sputnik and the schools [*Die Ausbeutung von Sputnik und der Schulen*] [Essay review of *More than science and Sputnik: The National Defense Education Act of 1958* by Wayne J. Urban]. *Bildungsgeschichte: International Journal for the Historiography of Education*, 1(2), 147-154. (Germany/international)
- \* Wraga, W. G. (2001). Left out: The villainization of progressive education in the United States [Essay review of *Left back: A century of failed school reforms* by Diane Ravitch]. *Educational Researcher*, 30(7), 34-39.
- \* Wraga, W. G. (1996). Toward a curriculum theory for the new century. [Essay review of *Curriculum development in the postmodern era* by Patrick Slattery]. *Journal of Curriculum Studies*, 28(4), 463-474. (England/international)

### **Book reviews:**

- \* Wraga, W. G. (2022). [Review of *A progressive education? How childhood changed in mid-twentieth-century English and Welsh schools* by Laura Tisdall]. *History of Education*, 51(2), 313-315. (England) Published online 24 February 2021. Available: <https://doi.org/10.1080/0046760X.2021.1885753>
- \* Wraga, W. G. (2014). [Review of *The mismeasure of education* by Jim Horn and Denise Wilburn]. *Journal of Language and Literacy Education* 10(1), 216-220.
- \* Wraga, W. G. (2005). [Review of *The science education of American girls* by Kim Tolley]. *History of Education Quarterly*, 45(1), 150-153.

- \* Wraga, W. G. (2003). [Review of *The untested accusation: Principals, research knowledge, and policy making in schools* by Bruce J. Biddle and Lawrence J. Saha]. *NASSP Bulletin*, 87(636), 83-85.
- \* Wraga, W. G. (2002). [Review of *Interdisciplinary education in K-12 and college: A foundation for K-16 dialog* ed. by Julie Thompson Klein]. *NASSP Bulletin* 86(633), 68-70.
- \* Wraga, W. G. (2002). [Review of *Making our high schools better: How parents and teachers can work together* by Anne Wescott Dodd and Jean L. Konzal]. *NASSP Bulletin*, 86(630), 97-99.
- \* Wraga, W. G. (2000). [Review of *The failed promise of the American high school, 1890-1995* by David L. Angus and Jeffrey E. Mirel]. *History of Education Quarterly*, 40(2), 226-229.
- \* Wraga, W. G. (1997). [Review of *Changing schools: Progressive education theory and practice, 1930-1960* by Arthur Zilversmit]. *History of Education Quarterly*, 37(1), 93-95.
- Wraga, W. G. (1991). [Review of *Educating all students in the mainstream of regular education* ed. by Susan Stainback, et al.]. *Educational Leadership*, 48(7), 89.
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- \* Wraga, W. G. (1991). [Review of *Shaping the superintendency* ed. by William Edward Eaton]. *Social Education*, 55(3), 199.
- Wraga, W. G. (1990, Spring). [Review of *The folklore and folklife of New Jersey* by David Steven Cohen]. New Jersey Studies Theme Issue, *The Docket*, New Jersey Council for the Social Studies, 63-66.
- Wraga, W. G. (1990, Winter). [Review of *Education for democratic citizenship* by Shirley H. Engle and Anna S. Ochoa]. *The Docket*, NJCSS, 8-9.
- Wraga, W. G. (1989). [Review of *Learning and loving it* by Bruce Gamberg, et al.]. *Educational Leadership*, 47(1), 90.
- \* Wraga, W. G. (1988). [Review of *Thinking skills instruction: Concepts and techniques* by Marcia Heiman and Joshua Slomianko]. *Journal of Staff Development*, 9(2), 67.

- \* Wraga, W. G. (1988). [Review of *Reconstructing American education* by Michael B. Katz]. *Phi Delta Kappan*, 69(10), 776.
- \* Wraga, W. G. (1988). [Review of *High schools as communities* by Thomas B. Gregory and Gerald R. Smith]. *Educational Studies*, 19(2), 253-256.
- \* Wraga, W. G. (1988). [Review of *The struggle for the American curriculum, 1893-1958* by Herbert M. Kliebard]. *Journal of Teacher Education*, 39(5), 57-58.
- \* Wraga, W. G. (1988). [Review of *Academic preparation in social studies* by The College Board]. *Social Education*, 52(1), 70.
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- \* Wraga, W. G. (1987). [Review of *Curriculum and aims* by Decker F. Walker and Jonas F. Soltis]. *National Association of Secondary School Principals Bulletin*, 71(503), 140-141.

#### **Contributions to scholarly reference works:**

- \* \*\* Wraga, W. G. (Published online 29 May 2022). Curriculum history: The United States. In Douglas Fisher (Ed.). *Routledge Resources Online - Education*. DOI: <https://doi.org/10.4324/9781138609877-REE60-1>
- \* \*\* Wraga, W. G. (2010). Cardinal principles of education. In C. Kridel, (Ed.). *Sage encyclopedia of curriculum studies* (Vol. 1, pp. 97-98). Thousand Oaks, CA: Sage Publications.
- \* \*\* Wraga, W. G. (2010). Life adjustment curriculum. In C. Kridel, (Ed.). *Sage encyclopedia of curriculum studies* (Vol. 2, pp. 545-546). Thousand Oaks, CA: Sage Publications.
- \* \*\* Wraga, W. G. (2010). Secondary school curriculum. In C. Kridel, (Ed.). *Sage encyclopedia of curriculum studies* (Vol. 2, pp. 772-775). Thousand Oaks, CA: Sage Publications.
- \* \*\* Wraga, W. G. (2008). Common school. In D. Crook and G. McCulloch, (Eds.). *Routledge international encyclopedia of education* (pp. 109-110). London: Routledge.
- \* \*\* Wraga, W. G. (2008). Curriculum development. In D. Crook and G. McCulloch, (Eds.). *Routledge international encyclopedia of education* (pp. 154-156). London: Routledge.



- \* Wraga, W. G. (2006). Curriculum, theories of. In F. W. English (Ed.). *Encyclopedia of educational leadership and administration* (Vol. 1, pp. 251-255). Thousand Oaks, CA: Sage Publications.
- \* Wraga, W. G. (2006). Flexner report. In F. W. English (Ed.). *Encyclopedia of educational leadership and administration* (Vol. 1, pp. 398-99). Thousand Oaks, CA: Sage Publications.
- \* Wraga, W. G. (2006). High schools. In F. W. English (Ed.). *Encyclopedia of educational leadership and administration* (Vol. 1, pp. 459-463). Thousand Oaks, CA: Sage Publications.
- \* Wraga, W. G. (2006). Spencer, Herbert. In F. W. English (Ed.). *Encyclopedia of educational leadership and administration* (Vol. 2, pp. 950-951). Thousand Oaks, CA: Sage Publications.
- \* Wraga, W. G. (2003). Cardinal Principles Report. In J. W. Collins and N. P. O'Brien (Eds.). *The Greenwood dictionary of education* (pp. 45-46). Westport, CT: Greenwood Press.
- \* Wraga, W. G. (2003). Core curriculum. In J. W. Collins and N. P. O'Brien (Eds.). *The Greenwood dictionary of education* (p. 81). Westport, CT: Greenwood Press.
- \* Wraga, W. G. (2003). Eight Year Study. In J. W. Collins and N. P. O'Brien (Eds.). *The Greenwood dictionary of education* (pp. 119-120). Westport, CT: Greenwood Press.
- \* Wraga, W. G. (2003). Junior high school. In J. W. Collins and N. P. O'Brien (Eds.). *The Greenwood dictionary of education* (p. 194). Westport, CT: Greenwood Press.
- \* \*\* Wraga, W. G. (2003). Bestor, Jr., A. E. (1908-1994). In J. W. Guthrie (Ed.). *Encyclopedia of education* (Vol. 1, pp. 172-173). Second Edition. NY: Macmillan Reference, USA.
- \* \*\* Wraga, W. G. (2003). Charters, W. W. (1875-1952). In J. W. Guthrie (Ed.). *Encyclopedia of education* (Vol. 1, pp. 263-265). Second Edition. NY: Macmillan Reference, USA.
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- \* Wraga, W. G. (1999). Accreditation. In R. J. Altenbaugh (Ed.). *Historical dictionary of American education* (pp. 5-6). Westport, CT: Greenwood Press.
- \* Wraga, W. G. (1999). Adolescence. In R. J. Altenbaugh (Ed.). *Historical dictionary of American education* (pp. 7-9). Westport, CT: Greenwood Press.
- \* Wraga, W. G. (1999). Carnegie Unit. In R. J. Altenbaugh (Ed.). *Historical dictionary of American education* (pp. 69-70). Westport, CT: Greenwood Press.
- \* Wraga, W. G. (1999). Committee of Ten on Secondary Studies. In R. J. Altenbaugh (Ed.). *Historical dictionary of American education* (pp. 90-91). Westport, CT: Greenwood Press.
- \* Wraga, W. G. (1999). Extracurriculum. In R. J. Altenbaugh (Ed.). *Historical dictionary of American education* (pp. 133-34). Westport, CT: Greenwood Press.
- \* Wraga, W. G. (1999). Elbert K. Fretwell. In R. J. Altenbaugh (Ed.). *Historical dictionary of American education* (pp. 148-49). Westport, CT: Greenwood Press.
- \* Wraga, W. G. (1999). Alexander James Inglis. In R. J. Altenbaugh (Ed.). *Historical dictionary of American education* (p. 182). Westport, CT: Greenwood Press.

**Works submitted but not yet accepted:**

NA

**Other publications:**

*Proceedings:*

Wraga, W. G. (2008). 'Trying our own medicine': The case method of instruction in the United States in historical perspective. In *World-class teaching and learning: Twenty-fifth International Conference proceedings* (pp. 347-59). Needham, MA: World Association for Case Method Research and Application [CD-ROM].

\*\* Wraga, W. G. (2004). Invited response: Dueling dualisms? A reply to Edgerton and Roberts. In L. Coia, N. J. Brooks, S. J. Mayer, P. Pritchard, E. Heilman, M. L. Birch, & A. Mountain (Eds.). *Democratic responses in an era of standardization: Papers from the 4<sup>th</sup> Curriculum & Pedagogy Annual Conference* (pp. 18-25). Troy, NY: Educator's International Press.

Wraga, W. G. (1998). *Vychova k demokracii v ramci tridniho kolektivu* [Education for democracy in the context of the classroom setting]. In *Vychova k demokracii: Konstitucionalizmu a obcantsvi* (pp. 45-50). Olomouc, Czech Republic: Univerzita Palackeho v Olomouci.

Wraga, W. G. (1998). The comprehensive high school revisited: Issues of development and dissemination. In *Curriculum History 1996* (pp. 73-85). Society for the Study of Curriculum History. College Station, TX: The Society.

*Commentary:*

Wraga, W. G. (2014). Revitalizing the Society of Professors of Education. *Professing Education*, 9(2), 22.

Wraga, W. G. (2011, July 15). Can't fix APS without fixing 'dysfunctional education policy.' *Atlanta Journal-Constitution* Get-Schooled Blog [Online]. Available at: <http://blogs.ajc.com/get-schooled-blog>

Wraga, W. G. (2010, August 18). Dangerous blind spots in the Common-Core Standards. *Education Week* online. Available at: [www.edweek.org/ew/articles/2010/08/18/01wraga.h30.html](http://www.edweek.org/ew/articles/2010/08/18/01wraga.h30.html)

Wraga, W. G. (2010, January 11). Charter schools: Vehicles for privatization [Op-ed column]. *The Atlanta Journal-Constitution*, A7. Reprinted as Wraga, W. G. (2012). Charter schools are no better than public schools. In Zott, L. M. (Ed.) *School funding* (pp. 137-141). (Opposing Viewpoints Series) Farmington Hills, MI: Greenhaven Press.

Wraga, W. G. (2010, January 6). Incentivizing educational ingenuity. *Education Week*, 29(16), 22, 23.

Gibboney, R., Tanner, D., & Wraga, W. G. (2002, April/May). Edison is irrelevant. *Greater Philadelphia democratic left*, 7(3/4), 3.

Wraga, W. G. (1989). Issue: School choice. Association for Supervision and Curriculum Development *Update*, 31(8), 4.

Wraga, W. G. (1988, January). The learner versus society? *Newsletter*, Rutgers University Chapter, Phi Delta Kappa, 5.

*Letters:*

Wraga, W. G. (2012, February 13). Charter schools aren't working [Letter-to-the-editor]. *Athens Banner-Herald*, A4.

Wraga, W. G. (2010, September 15). SAT scores don't offer real assessment [Letter-to-the-editor]. *Athens Banner-Herald*, A6.

Wraga, W. G. (2009, November 1). Students' NAEP data biased [Letter-to-the-editor]. *Athens Banner-Herald*, D3.

Wraga, W. G. (2008, October 15). How does business-style accountability look now? [Letter-to-the-editor]. *Education Week*, 28(8), 34.

Wraga, W. G. (2008, September 8). Vouchers serve private interests while draining funds from public schools [Letter-to-the-editor]. *The Atlanta Journal-Constitution*, A11.

Wraga, W. G. (2008, August 17). The current uncritical preoccupation with testing . . . [Letter-to-the-editor]. *The New York Times*, Week In Review, 9.

Wraga, W. G. (2008, June 6). Case hasn't been made for Oconee charter school. [Letter-to-the-editor]. *Athens (GA) Banner-Herald*, A6.

\* Wraga, W. G. (2002). (Reply to Kliebard) [Letter-to-the-editor]. *History of Education Quarterly* 42(2), 310-311.

Wraga, W. G. (1996). Reader response [Letter-to-the-editor]. *Middle School Journal*, 23(2), 33.

\* Wraga, W. G. (1996). Response to Lowe [Letter-to-the-editor]. *History of Education Quarterly*, 36(3), 399-400.

Wraga, W. G. (1995). Advanced placement [Letter-to-the-editor]. *Social Education*, 59(2), 68.

\* Wraga, W. G. (1994). Response to Onosko. [Letter-to-the-editor]. *Theory and Research in Social Education*, 22(1), 2-5.

Wraga, W. G. (1992, June 17). Addenda to Packer essay: Civics . . . [Letter-to-the-editor]. *Education Week*, 35.

Wraga, W. G. (1989). Cultural literacy [Letter-to-the-editor]. *Social Education*, 53(2), 83.

Wraga, W. G. (1989, January 8). Social studies: A bit of background [Letter-to-the-editor]. *The New York Times*, sec. 12, 24.

Wraga, W. G. (1988/89). Critique of Hirsch [Letter-to-the-editor]. *Educational Leadership*, 46(4), 100.

Wraga, W. G. (1988). [On] *Education for democracy* [Letter-to-the-editor]. *Social Education*, 52(4), 233.

Wraga, W. G. (1988, April 12). School role ill-advised for business managers [Letter-to-the-editor]. *The New York Times*, sec. 12, 32.

Wraga, W. G. (1988, April 7). Management skills not sufficient to run schools [Letter-to-the-editor]. *The (Bridgewater, NJ) Courier-News*, sec. A, 13.

### **Work in progress:**

Wraga, W. G. Correcting Course: Curriculum Reform in the United States, 1893-2002. (book manuscript)

Wraga, W. G. Realizing Curriculum: Policy, Leadership, and Practice. (book manuscript)

Wraga, W.G., The Mobbing of “Mable” Moore, Ph.D. (short fiction)

### **b. Creative contributions other than formal publications:**

- \*\* Wraga, W. G. (2023, May 5). *Understanding academe: A (Benny) Bellian perspective* [Musical performance]. Professors of Curriculum annual meeting [via Zoom].
- \*\* Wraga, W. G. (2023, April 13). *Satirizational descantations (of the academical variety)* [Musical performance]. Annual Meeting of the National Council on Measurement in Education, Chicago, IL.
- \*\* Wraga, W. G. (2019, April 7). *The school reform blues (reprise)* [Musical performance]. Triennial Travesties: 50-Year Anniversary Edition, American Educational Research Association annual meeting. Toronto, Canada.
- \*\* Wraga, W. G. (2019, April 6). *The faculty meeting blues* [Invited impromptu musical performance]. Professors of Curriculum annual meeting, Toronto, Canada.

- \*\* Wraga, W. G. (2016, April 9). *Talkin' historical perspectives on educational research blues. Hotel Academia: An exegetical reconstruction* [Musical performances]. 17th American Educational Research Association Triennial Travesties: AERA Centennial Edition, Washington, DC.
- \*\* Wraga, W. G. (2016, April 8). Special presentation [musical performance] before the faculty of the College of Education, University of Alabama. City Club of Washington, Washington, DC.
- \*\* Wraga, W. G. (2014, April 5). *The faculty meeting blues. Shaving cream: Academical version .75* [Musical performances]. 16th American Educational Research Association Triennial Travesties, Philadelphia, PA.
- \*\* Wraga, W. G. (2011, April 8). *Medley: Academic recession rag-Charter petitioner blues* [Musical performance]. 15<sup>th</sup> American Educational Research Association Triennial Travesties, New Orleans, LA.
- \*\* Wraga, W. G. (2008, October 23). *Nothing is sacred: A song set of academic satire* [Musical performance]. 9<sup>th</sup> Annual Curriculum and Pedagogy Conference. Eddie's Attic, Decatur, GA. Part of this performance is available at: [www.myspace.com/billwraga](http://www.myspace.com/billwraga)
- \*\* Wraga, W. G. (2008, March 24). *Kiss my (cl)ass: The school reform blues* [Musical performance]. 14<sup>th</sup> American Educational Research Association Triennial Travesties, New York, NY.
- \*\* Wraga, W. G. (2005, April 12). *Tenure-track line: An academic prayer* [Musical performance]. 13<sup>th</sup> American Educational Research Association Triennial Travesties, Montreal, Canada. Available on *Triennial travesties of 2005* [compact disc no. 250411-280, AERA 2005]. LaCrescenta, CA: Content Management Corp.
- \* Wraga, W. G. (2002, April 2). *Extreme postmodernist blues* [Musical performance]. 12<sup>th</sup> American Educational Research Association Triennial Travesties, New Orleans, LA. Available on *Triennial travesties of 2002* [cassette recording no. 220401-21.80, AERA 2002]. LaCrescenta, CA: Audio Archives International, Inc.

**c. Grants received:**

Provost's Summer Research Grant, (\$5,000), University of Georgia, 2013.

Provost's Summer Research Grant, (\$5,000), University of Georgia, 2012.

Faculty Research Leave, (\$10,666.00) College of Education, University of Georgia, spring semester, 2006.

Support for International Travel Grant, University of Georgia Research Foundation (\$568.28) and College of Education (\$500.00), (Total \$1068.28), Fall 2005.

Summer Faculty Research Grant, "The Comprehensive High School in the US, UK, and Europe: A Comparative Study," (\$5,000.00) College of Education, University of Georgia, 2000.

Faculty Research Grant, "Curriculum History Research Projects," (\$3,500.00) The University of Georgia Research Foundation, 1997.

Summer Faculty Research Grant, "Curriculum History Research Projects," (\$4,761.90) College of Education, University of Georgia, 1997.

Faculty Support/Collaboration Grant, (\$761.00) with Dr. Sherry Field (Department of Social Science Education), College of Education, University of Georgia, 1996.

Grant-In-Aid Program for Teaching Projects in New Jersey History, "Gravestone Carvings in Colonial Piscataway: Local Artifacts and Changing Puritan Beliefs," (\$485.00) New Jersey Historical Commission, Trenton, NJ, 1982-83.

**d. Recognitions and outstanding achievements:**

Russell H. Yeany, Jr., Research Award ("for outstanding cumulative research"), College of Education, University of Georgia, 2007.

Member, Professors of Curriculum (an elective, limited membership learned society), 1995-2022. Emeritus member, 2022-present.

Excellence in Dissertation Award, Rutgers University Graduate School of Education Alumni Association, Spring 1992.

Rutgers Graduate Scholars Award, Rutgers University, 1984-85, 1985-86.

Inducted into Phi Delta Kappa, Rutgers University Chapter.

Inducted into Pi Lambda Theta.

Inducted into Kappa Delta Pi, Delta Xi Chapter.

**e. Areas in which research is done:**

Curriculum theory, development, policy, and history.

**f. Supervision of student research:** (11 Ed.D. advisees, 4 Ph.D. advisees, and 45 doctoral committees)

Served as advisor/dissertation chair for 4 Ph.D. students in Educational Administration and Policy, Social Studies Education, and Mathematics Education.

Served as advisor/dissertation chair for 11 Ed.D. students in Educational Leadership.

Served as dissertation committee member for 45 students in Educational Leadership, Middle Grades Education, Physical Education and Sports Studies, Occupational Studies, Adult Education, Special Education, Science Education, Social Studies Education, Music Education, Social Foundations/Comparative-International Education, Mathematics Education, Critical Studies in Education, Educational Psychology.

Served as Reader for undergraduate honors thesis.

**g. Editorship or editorial board member of journals or other learned publications:**

Editorial Advisor, "Curriculum Traditions" sub-section of Curriculum section of *Routledge Resources Online - Education*, Douglas Fisher (Ed.), 2018-20.  
Available: <https://www.taylorfrancis.com/rroe/?context=rroe>

Member, Editorial Review Panel, *The Sophist's Bane: Journal of the Society of Professors of Education*, 2012-2025.

Advisory Editor, *Encyclopedia of educational leadership and administration*. F. W. English (Ed.). Thousand Oaks, CA: Sage Publications, 2006.

Member, Editorial Board, *History of Education Quarterly*, 2004-2008.

Member, Editorial Board, *Education and Culture* (John Dewey Society), 1998-2003.

Member, Editorial Board, *Journal of Curriculum and Supervision*, 1998-2001.

Member, Editorial Review Panel, *The Educational Forum*, 1995-1998.

Manuscript reviewer and review coordinator, *Handbook on Teaching Social Issues*, 2nd. ed., 2020.

Manuscript reviewer, *Oxford Research Encyclopedia of Education*, 2018.



Manuscript reviewer, *Paedagogica Historica: International Journal of the History of Education*, 2025.

Manuscript reviewer, *Curriculum Perspectives* (Australia), 2021.

Manuscript reviewer, *Educational Studies*, 2021.

Manuscript reviewer, *Curriculum History*, 2018, 2020, 2022, 2023.

Manuscript reviewer, *Schools: Studies in Education*, 2013.

Manuscript reviewer, *Action in Teacher Education*, 2013, 2025.

Manuscript reviewer, *Curriculum Inquiry* (Canada), 2009, 2010, 2013, 2017.

Manuscript reviewer, *History of Education* (England), 2008, 2009, 2010.

Manuscript reviewer, *International Journal of Leadership in Education*, 2006.

Manuscript reviewer, *Education and Culture*, 2004, 2025.

Manuscript reviewer, *Teachers College Record*, 2002, 2004.

Manuscript reviewer, *History of Psychology*, 2002.

Manuscript reviewer, *American Educational Research Journal*, 2001.

Manuscript reviewer, *Journal of Curriculum Studies* (England/international), 1999, 2002, 2004, 2005, 2006, 2012, 2013, 2014, 2016, 2017, 2018, 2019, 2020, 2021, 2022, 2023, 2024.

Manuscript reviewer, *Educational Researcher*, 1997, 1998, 2002, 2003, 2012, 2013.

Manuscript reviewer, *History of Education Quarterly*, 1997, 1998, 2003, 2004, 2005, 2007, 2020, 2022.

Manuscript reviewer, *Journal of Curriculum and Supervision*, 1994-95, 1995-96, 1996-97, 1997-98, 1998-99, 1999-2000, 2000-2001, 2001-2002, 2002-2003, 2003-2004.

Manuscript reviewer, *Theory and Research in Social Education*, 1995, 1997, 2000.

Manuscript Reviewer, *Social Education*, 1990-91, 1991-92, 1992-93, 1994-95, 1995-96, 1996-97.

Book prospectus manuscript reviewer, Allyn & Bacon, 2007, 2008.

Book manuscript reviewer, The Mellen Press, 2006.

Book manuscript reviewer, Eye on Education, 2005.

Book proposal reviewer, Routledge, 2005, 2013, 2016.

Book proposal reviewer, Merrill-Prentice Hall, 2003.

Book proposal reviewer, Wadsworth Publishing, 2003.

Book proposal reviewer, Sage Publications, 2002, 2007.

Book manuscript reviewer, Allyn & Bacon, 2000, 2008.

Book manuscript reviewer, Addison Wesley Longman, 1999.

Book proposal reviewer, Teachers College Press, 1998.

Book manuscript reviewer, Teachers College Press, 1996.

Book manuscript reviewer, HarperCollins Publishers, 1995.

**h. Convention papers:** An asterisk denotes a paper with a published counterpart; a double asterisk denotes papers which were especially invited.

- \* Wraga, W. G. (2019, April 5). *Curriculum reform in the United States, 1893-2015: A proposed periodization*. Paper presented at the 2019 annual meeting of the Society for the Study of Curriculum History, Toronto, Canada.
- \* Wraga, W. G. (2018, April 13). *The persistent historical perspective in the historic US curriculum field*. Paper presented at the 2018 annual meeting of the Society for the Study of Curriculum History, New York, NY.
- \* Wraga, W. G. (2017, April 27). *Pragmatic progressivism: An overlooked variety of progressive education in the United States*. Paper presented at the 2017 annual meeting of the Society for the Study of Curriculum History, San Antonio, TX.
- \* Wraga, W. G. (2016, October 1). *Democracy and Education and Dewey's idea of the secondary school*. Paper presented at a conference on "John Dewey's *Democracy and Education* 100 Years On: Past, Present, and Future Relevance," Homerton College and Faculty of Education, University of Cambridge, England.

- \* \*\* Wraga, W. G. (2016, April 8). *John Dewey and pragmatic progressivism*. Paper presented on a panel, "Centennial Reflections," sponsored by the AERA Dewey Studies SIG, Centennial Conference on *Democracy and Education*, John Dewey Society, Washington, DC.
- \* Wraga, W. G. (2016, April 7). *Understanding the Education 360 syllabi: Texts and contexts*. Paper presented at the 2016 annual meeting of the Society for the Study of Curriculum History, Washington, DC.
- \* Wraga, W. G. (2014, July 24). *Progressive education as resistance: Cooperative educational experimentation in the US south, 1936-1946*. Paper presented at the 36th International Standing Conference for the History of Education, Institute of Education, University of London, England.
- \* Wraga, W. G. (2014, April 7). *From prescription to deliberation: A reconstruction of the activities of the National Society for the Study of Education's Committee on Curriculum-Making*. Paper presented at the annual meeting of the American Educational Research Association, Division B, Curriculum Studies, Philadelphia, PA.
- \* Wraga, W. G. (2014, April 4). *Cooperative educational experimentation in the Jim Crow South: A comparative historical analysis*. Paper presented at the annual meeting of the American Educational Research Association, Division F, History and Historiography, Philadelphia, PA.
- \* Wraga, W. G. (2013, April 26). *Regional cooperation for local curriculum improvement in the segregated south: A historical comparison of the Southern Association Study and the Secondary School Study: A Preliminary examination*. Paper presented at the 36<sup>th</sup> annual meeting of the Society for the Study of Curriculum History, San Francisco, CA.
- \* Wraga, W. G. (2012, June 29). *Historians of education on progressive education: The United States and England*. Paper presented at the 34<sup>th</sup> Session of the International Standing Conference for the History of Education, University of Geneva, Geneva, Switzerland.
- \* Wraga, W. G. (2012, April 13). 'A condescension toward the past': *The legacy of Bernard Bailyn's interpretation of the historiography of American education*. Paper presented at the 35th annual meeting of the Society for the Study of Curriculum History, Vancouver, Canada.
- \*\* Wraga, W.G. (2011, October 14). *On the challenging curriculum work of Peter S. Hlebowitsh*. Paper presented at the annual meeting of the American Association for Teaching and Curriculum, Denver, CO.

- \* \*\* Wraga, W. G. (2011, April 7). *The National Defense Education Act, the politics of school reform, and the history of education: An assessment of More Than Science and Sputnik: The National Defense Education Act of 1958 by Wayne J. Urban*. Paper presented in a Book Symposium at the annual meeting of the Society for the Study of Curriculum History, New Orleans, LA.
- \* Wraga, W. G. (2011, April 7). *'The agreements were more remarkable than the disagreements': Tentative insights into the deliberations of the NSSE's Committee on Curriculum-Making*. Paper presented at the annual meeting of the Society for the Study of Curriculum History, New Orleans, LA.
- \* Wraga, W. G. (2010, May 2). *What's the problem with a 'rigorous academic curriculum'?* Paper presented at the annual meeting of the Society of Professors of Education/American Educational Research Association, Denver, CO. Included in the ERIC Collection as ED509394.
- \* Wraga, W. G. (2008, July 2). *'Trying our own medicine': The case method of instruction in the United States in historical perspective*. Paper presented at the 25<sup>th</sup> International Conference on Case Method Research and Application, Napier University, Edinburgh, Scotland.
- \* Wraga, W. G. (2007, July 27). *Life adjustment education in the US: A historiographical assessment*. Paper presented at the 29<sup>th</sup> Session of the International Standing Conference for the History of Education, University of Hamburg, Hamburg, Germany.
- Wraga, W. G. (2007, April 9). *Our confused education policies*. Paper presented at the John Dewey Society Annual Symposium: The Way Out of Educational Confusion. Annual Meeting of the American Educational Research Association, Chicago, IL.
- \* Wraga, W. G. (2007, April 8). *Historical perspectives on life adjustment education: A reconsideration*. Paper presented at the annual meeting of the Society for the Study of Curriculum History, Chicago, IL.
- \* Wraga, W. G. (2006, August 18). *Latin literacy redux: The Classical Investigation in the US, 1921-1924*. Paper presented at the 28<sup>th</sup> Session of the International Standing Conference for the History of Education, Umea University, Umea, Sweden.
- \* Wraga, W. G. (2006, April 8). *From 'A Modern School' to The Classical Investigation: Abraham Flexner, the General Education Board, and the American Classical League*. Paper presented at the annual meeting of the American Educational Research Association, Division B, Curriculum Studies, San Francisco, CA.

- Wraga, W. G. (2005, November 12). *'A Nation At Risk': The disintegration of the comprehensive ideal in the United States during the Reagan era*. Paper presented at a conference on "The United States in the 1980s: The Reagan Years," Rothermere American Institute, University of Oxford, Oxford, England.
- \* Wraga, W. G. (2005, October 21). *The Classical Investigation and education reform*. Paper presented at the Annual Meeting of the History of Education Society, Baltimore, MD.
  - \* Wraga, W. G. (2002, November 1). *Progressive pioneer: Alexander James Inglis (1879-1924) and the American high school curriculum*. Paper presented at the Annual Meeting of the History of Education Society, Pittsburgh, PA.
  - \* Wraga, W. G. (2002, April 3). *The progressive classicism of Alexander James Inglis*. Paper presented at the annual meeting of the American Educational Research Association, Division F, History and Historiography, New Orleans, LA.
- Wraga, W. G., Dayton, J., & Sielke, C. (2002, February 25). *Toward leadership for learning: Reinventing a department of educational leadership*. Paper presented at the 54<sup>th</sup> annual meeting of the American Association of Colleges for Teacher Education, New York, NY.
- \* Wraga, W.G. (2001, April 9). *The Inglis surveys: Social efficiency thesis anomalies?* Paper presented at the annual meeting of the Society for the Study of Curriculum History, Seattle, WA.
  - \* Wraga, W.G. (2001, March 2). *What makes educational leadership 'educational'?* "Rethinking Educational Leadership for the 21st Century: A Candid Assessment of the State of Educational Leadership," Major Forum, 53rd Annual Meeting, American Association of Colleges for Teacher Education, Dallas, TX. Abstracted in Resources in Education (RIE), Document Number ED 453 181.
  - \* Wraga, W. G. (2000, April 24). *The comprehensive high school in the United States: A historical perspective*. Paper presented at the annual meeting of the John Dewey Society/American Educational Research Association, New Orleans, LA. Abstracted in Resources in Education (RIE), Document Number ED 443 170.
  - \* Wraga, W. G. (1999, October 15). *Who wrote the Cardinal Principles report?: The Commission on the Reorganization of Secondary Education revisited*. Paper presented at the Annual Meeting of the History of Education Society, Decatur, GA. Abstracted in Resources in Education (RIE), Document Number ED 454 603.
  - \* Wraga, W. G. (1998, August 24, 25). *Democratic leadership in the classroom: Theory into practice*. Paper presented at the Czech National Civic Education Conference, Univerzita Palackeho v Olomouci, Olomouc, Czech Republic.

(invited) Abstracted in Resources in Education (RIE), Document Number ED 427 998.

- \* Wraga, W. G. (1998, April 12). *Alexander James Inglis, 1879-1924: An intellectual biography*. Paper presented at the annual meeting of the Society for the Study of Curriculum History, San Diego, CA.
- Wraga, W. G. (1997, October 17). *The curriculum matrix and the curriculum field*. Paper presented at the annual meeting of the American Association for Teaching and Curriculum, Indianapolis, IN.
- \* Wraga, W. G. (1997, March 28). *Historical perspectives on the 'reconceptualization' of curriculum studies*. Paper presented at the annual meeting of the American Educational Research Association, Division B, Curriculum Studies, Chicago, IL. Abstracted in Resources in Education (RIE), Document Number ED 410 206.
- \* Wraga, W. G. (1997, March 26). *Alexander James Inglis (1879-1924) and American secondary education: A preliminary investigation*. Paper presented at the annual meeting of the American Educational Research Association, Division?, Chicago, IL.
- \* Wraga, W. G. (1996, November 23). *Historic and contemporary trends in issues-centered curricula: Lessons for implementation*. Paper presented at the annual meeting of the National Council for the Social Studies, Washington, DC.
- \* Wraga, W. G. (1996, November 22). *Implications of issues-centered education for curriculum*. Paper presented at the annual meeting of the College and University Faculty Assembly of the National Council for the Social Studies, Washington, DC.
- \* Wraga, W. G. (1996, October 17). *'Extracting sun-beams out of cucumbers': The retreat from practice in reconceptualized curriculum studies*. Paper presented at the annual meeting of the American Association for Teaching and Curriculum, San Antonio, TX.
- \* Wraga, W. G. (1996, April 11). *Toward a common American curriculum: General education and the common school ideal*. Paper presented at the annual meeting of the American Educational Research Association, Division B, Curriculum Studies, New York, NY.
- \* Wraga, W. G. (1996, April 7). *The comprehensive high school revisited: Issues of development and dissemination*. Paper presented at the annual meeting of the Society for the Study of Curriculum History, New York, NY.

- \* Wraga, W. G. (1995, October 5). *Interdisciplinary curricular organizations and professional knowledge of the curriculum field*. Paper presented at the annual meeting of the American Association for Teaching and Curriculum, Atlanta, GA.
  - \* Wraga, W. G. (1993, April 14). *The Cardinal Principles report revisited*. Paper presented at the annual meeting of the American Educational Research Association, Division B, Curriculum Studies, Atlanta, GA.
  - \* Hlebowitsh, P. S. & Wraga, W. G. (1992, April 23). *Social class analysis in the early progressive tradition*. Paper presented at the annual meeting of the American Educational Research Association, Division B, Curriculum Studies, San Francisco, CA. (Proportion of contributions: 50%-50%.)
  - \* Wraga, W. G. (1989, November 13). *The social studies and the macrocurriculum: A case for interdisciplinary studies*. Paper presented at the annual meeting of the National Council for the Social Studies, St. Louis, MO.
- Wraga, W. G., & Hlebowitsh, P. S. (1989, March 11). *Maneuvering through the model maze*. Paper presented at the Annual Conference of the Association for Supervision and Curriculum Development, Orlando, FL. (Proportion of contributions: 50%-50%.)
- \* Hlebowitsh, P. S., & Wraga, W. G. (1987, October). *The National Science Foundation and curriculum ahistoricism*. Paper presented at the School Science and Mathematics Association Convention, Billings, MT. (Proportion of contributions: 50%-50%.)
- Wraga, W. G. (1983, June 25). *Teaching American history with Puritan artifacts*. Paper and slides presented at the Annual Conference of the Association for Gravestone Studies, Assumption College, Worcester, MA.

### **Other Presentations:**

#### *National:*

Wraga, W. G. *Promising topics for curriculum history research*. 2023 annual meeting of the Professors of Curriculum, 5 May 2023 (via Zoom). (invited).

Panelist, "Remembering SPE's Roots and Founders: Past Presidents Reflect," Annual Meeting of the Society of Professors of Education, 23 April 2022 (via Zoom). (invited).

Wraga, W. G. *Remembering Laurel N. Tanner*. Remarks delivered at the 2014 annual meetings of the Society for the Study of Curriculum History and the Professors of Curriculum, Philadelphia, PA, 3 April 2014.

Panelist, "Reflections on Professing Education in Hard Times: Past Presidents Panel," Annual Meeting of the Society of Professors of Education, San Francisco, CA, 28 April 2013. (invited)

Wraga, W. G. *The Common Core State Standards: Context and critique*. Remarks for session on "'Something for curriculum professors to do': The Common Core State Standards Initiative." 2012 AERA meeting of the Professors of Curriculum, Vancouver, Canada, 14 April 2012.

Panelist, "What Professors of Curriculum Say About National Standards and Testing." Annual Conference of the Association for Supervision and Curriculum Development, New Orleans, LA, 20 March 2004.

Panelist, "Exploring the Use of Educational 'Fiction' as a Tool for Critiquing the Curriculum and Pursuing Dialog on Curriculum Policy." Curriculum and Pedagogy Conference, Decatur, GA, 17 October 2003. (invited)

Panelist, "Theory into Practice: Contemporary Curriculum Issues." Professors of Curriculum Meeting, American Educational Research Association Annual Meeting, Chicago, IL, 27 March 1997. (invited)

Panelist, "The State of Curriculum Studies." Professors of Curriculum Meeting, American Educational Research Association Annual Meeting, San Francisco, CA, 20 April 1995. (invited)

*Regional/State:*

- \* Wraga, W. G. (2020, February 21). *John Dewey's idea of the secondary school*. Southeast Philosophy of Education Society 72nd Annual Meeting, Athens, GA.
- \* Wraga, W. G. (2019, March 15). *The pragmatic progressives*. Southern History of Education Society Conference, University of North Georgia, Dahlonega, GA.
- \* \*\* Wraga, W. G. (2017, March 10). *Clinical technique, tacit resistance: Progressive education experimentation in the Jim Crow South*. Southern History of Education Society Conference, University of Georgia, Athens, GA.
- \*\* Panel presentation, "Featured Panel Discussion: The Common Core Standards." 2012 Network for Enhancing Teacher Quality Summer Institute, Georgia State University, Atlanta, GA, 14 June 2012.
- \* Wraga, W. G. *Incentivizing American educational ingenuity: Problem-solving as federal and state education policy*. Paper presented at "Changing Horses or Paddling Harder? Reconsidering State/Federal Relationship in Education Policy," a conference sponsored by the University of Georgia Education Policy and Evaluation Center, Athens, GA, 1 May 2009.



- \* \*\* Keynote address, *Real educational solutions for real educational problems*. Pioneer RESA Twentieth Annual Leadership Conference, Brasstown Valley Resort, Young Harris, GA, 15 June 2008.

Panel presentation, *Making Teachers Curriculum Makers*. "Perspectives on Teacher Education in Georgia." 1998 Annual Spring Conference, Georgia Association for Supervision and Curriculum Development, Clayton State College and State University, Morrow, GA, 24 April 1998.

- \* Panelist, "Perspectives on Curriculum: Policy and Practice in Georgia." 1997 Annual Spring Conference, Georgia Association of Supervision and Curriculum Development, Clayton State College and State University, Morrow, GA, 25 April 1997.

Panelist, "Where Should the Teaching of Social Studies be Going in New Jersey?" Preparing for the 21st Century: Civics, Citizenship and Law-Related Education Conference, New Jersey Council for the Social Studies and New Jersey Center for Law-Related Education, 21 October 1992, Cranford, NJ. (invited)

Panelist, "Authors' Forum." Annual Conference of the New Jersey Association for Supervision and Curriculum Development, Woodbridge, New Jersey, 2 December 1990. (invited)

Panelist, "Development of an S-T-S Curriculum." Science-Technology-Society Curriculum Conference, College of St. Elizabeth, Convent Station, New Jersey, 19 April 1990. (invited)

Panelist, "STS Teaching as Related to the Social Science Education Consortium, AAAS 2061, NSTA Scope & Sequence, and NJ State Science Requirements." Science-Technology-Society Curriculum Conference, College of St. Elizabeth, Convent Station, New Jersey, 19 April 1990. (invited)

Panelist, "State Directions in Social Studies." Annual Spring Conference of the Greater Bergen Council for the Social Studies, Haledon, NJ, 4 May 1989. (invited)

Wraga, W. G., & Hayden, J. J. (1988, December). *The lost function of the comprehensive high school*. Paper presented at the Annual Conference of the New Jersey Association for Supervision and Curriculum Development, Woodbridge, NJ. (Proportion of contributions: 50%-50%.)

- \* Section, "International Studies for Gifted Adolescents." (with Frederick Zuck), Northeast Regional Conference on the Social Studies, Hartford, Connecticut, 10 March 1988. (Proportion of contributions: 50%-50%.)

Wraga, W. G. (1984, May 5). *Teaching colonial history with New Jersey gravestones*. Paper and slides presented at the New Jersey Historical Commission's Annual Technical Seminar, Cemeteries: An Overlooked Resource for Community History, Princeton, NJ. (invited)

*Local:*

- \* “Tribute to Dan Tanner.” Presented at Memorial Gathering to Celebrate the Life of Dr. Daniel Tanner, The Rutgers Club, Piscataway, NJ, 18 April 2024. (via Zoom)
- \* Structured Discussion of *Regional cooperation for local curriculum improvement in the segregated South: A historical comparison of the Southern Association Study and the Secondary School Study*. 2014 College of Education Graduate Students and Faculty Research Conference, University of Georgia, Athens, GA, 18 April 2014.
- \*\* Panelist, “Public Education Today: Charter Schools, Corporatization, and Activism.” Teacher Education Speaker Series, Clayton State University, Morrow, GA, 22 April 2013.
- \* “The Heightened Significance of *Brown v. Board* in Our Time,” Diversity Seminar sponsored by the College of Education Dean’s Council on Diversity and the Center for Latino Achievement and Success in Education, University of Georgia, Athens, GA, 14 November 2006.
- \* Invited address, *Unloading Curriculum Alignment*. To faculty and students in the Department of Curriculum, Foundations, and Research, Georgia Southern University, Statesboro, GA, 18 January 1997.

Invited address, *The Heart of Schooling*. Invited address at Kappa Delta Pi Initiation Ceremony, University of Georgia, Athens, GA, November, 1996.

- \* Presentation, *Perspectives on Curriculum Alignment*. Presentation to the Northeast Georgia Curriculum Directors Meeting, Northeast Georgia Regional Education Services Agency, Winterville, GA, 14 March 1996.

*Workshops:*

Workshop, “Democratic Leadership in the Classroom: Theory into Practice.” Czech National Civic Education Conference, Univerzita Palackeho v Olomouci, Olomouc, Czech Republic, 24 & 25 August 1998. (invited)

Action Lab, "Introduction to Cooperative Learning." Somerset County Pre-Kindergarten-12 Successful Programs/Practices Conference III, Franklin Township, NJ, 7 March 1990. (invited)

Action Lab, "Teaching American History with New Jersey's Old Graveyards." Somerset County Pre-Kindergarten-12 Successful Programs/Practices Conference III, Franklin Township, NJ, 7 March 1990. (invited)

Workshop, "Fostering Collaboration Between State Councils and State Departments of Education." (with Fred Cotterell and Paul Cohen), 1989 NCSS Summer Leadership Institute, Washington, DC, 12 August 1989. (Proportion of contributions: 33%-33%-33%.) (invited)

Workshop Session, "Teaching Social Studies with New Jersey's Old Graveyards." Sixth Annual Winter/Spring Conference, New Jersey Council for the Social Studies, Westfield, NJ, 24 March 1988.

#### **4. Public Service**

##### **To Scholarly and Professional Organizations**

Interviewed for a remembrance of Daniel Tanner, John Dewey Society, December 8, 2023. See Heybach, Jessica. (2024). In memoriam: Tribute to Daniel Tanner (1926-2023). *Education and Culture* 39(2), 76-79.

Responder, Graduate Student Work in Progress session, Society for the Study of Curriculum History Virtual Conference, April 7, 2021.

Proposal reviewer, Division G (Social Context of Education), Section 1 (Education and Place, Space, and Time), American Educational Research Association 2022 Annual Meeting, 2021; 2021 Annual Meeting, 2020.

Chair, Session 3B, "The Good and the Bad in the Application of Dewey's Philosophy," Southeast Philosophy of Education Society 72nd Annual Meeting, Athens, GA, February 21, 2020.

Proposal reviewer, Division L (Educational Policies and Politics), Section 3 (Curriculum and Instruction), American Educational Research Association 2019 Annual Meeting, 2018.

Proposal reviewer, Democratic Citizenship in Education SIG, American Educational Research Association 2018 Annual Meeting, 2017.

Member, Program Committee, Southern History of Education Society annual conference, 2017.

Chair, Parallel Session B:7, conference on "John Dewey's *Democracy and Education* 100 Years On: Past, Present, and Future Relevance," Homerton College

and Faculty of Education, University of Cambridge, England, September 29, 2016.

Member, Nominating Committee, John Dewey Society, 2015-2016.

Member, 2016 Program Committee, Society of Professors of Education, 2016.

Proposal reviewer, Division F (History and Historiography), American Educational Research Association 2022 Annual Meeting, 2021; 2021 Annual Meeting, 2020; 2020 Annual Meeting, 2019; 2019 Annual Meeting, 2018; 2018 Annual Meeting, 2017; 2017 Annual Meeting, 2016; 2016 Annual Meeting, 2015.

Proposal reviewer, World Education Research Association 2020 Focal Meeting, 2020; 2019 Focal Meeting, 2019; 2018 Focal Meeting, 2018; 2017 Focal Meeting, 2017; 2016 Focal Meeting, 2015.

Proposal reviewer, Division B (Curriculum Studies), Section 2 (Histories and Futurities), American Educational Research Association 2016 Annual Meeting, 2015.

Proposal reviewer, 2025 annual meeting of the Society for the Study of Curriculum History, 2025; 2022 annual meeting of the Society for the Study of Curriculum History, 2022; 2020 annual meeting, 2020; 2018 annual meeting, 2018; 2015 annual meeting, 2015; 2013 annual meeting, 2013.

Proposal reviewer, 2022 annual meeting of the Dewey Studies SIG of the American Educational Research Association, 2021; 2014 annual meeting, 2013.

Organizer and chair, session on “‘Something for curriculum professors to do’: The Common Core State Standards Initiative.” 2012 AERA meeting of the Professors of Curriculum, Vancouver, Canada, April 14, 2012.

Trustee, The Daniel Tanner Foundation, 2010-2015.

President, Society of Professors of Education, 2009, 2010; President-Elect and Program Chair of the 2008 and 2009 annual meetings, 2007, 2008; Past-President, 2011, 2012. (elective positions)

Chair, session on “Contemporary Discourses in Curriculum and Instruction,” annual meeting of the Society of Professors of Education/American Educational Research Association, Denver, CO, May 2, 2010.

Chair, session on “Inequality in Secondary Education in a Comparative Perspective,” 30<sup>th</sup> Session of the International Standing Conference for the History of Education, Rutgers University, Newark, NJ, July 25, 2008.

Chair, session on “Curriculum Alignment and Course-Taking Patterns in Science and Mathematics,” annual meeting of the American Educational Research Association, New York, NY, March 26, 2008.

Proposal reviewer, 30<sup>th</sup> Session of the International Standing Conference for the History of Education, 2008.

Discussant, session on “Early Childhood Education Leaders as Designers: Creating Blocks, Enriching Learning,” annual meeting of the History of Education Society, Cleveland, OH, October 27, 2007.

Proposal reviewer, Division C (Learning and Instruction), Section 5 (Learning Environments), 2008 American Educational Research Association annual meeting, 2007.

Member, Lifetime Achievement Award Nomination Committee, Division B (Curriculum Studies), American Educational Research Association, 2007.

Chair, Section on Historical and Philosophical Perspectives on Curriculum, Division B (Curriculum Studies) Program Committee, 2007 Annual Meeting of the American Educational Research Association, 2006-2007.

Discussant, session on “The Status of the Curriculum Field: What Would Mann, Dewey, Schwab, and Friere Do?” Annual Meeting of the American Educational Research Association, San Francisco, CA, April 11, 2006.

Chair, Nominations Committee, Professors of Curriculum, 2004-2005; member, 2008-2009.

Member, Executive Board, Society of Professors of Education, 2003-2005 (elective position).

Chair and discussant, session on “Studies of Progressive Education,” annual meeting of the History of Education Society, Kansas City, MO, November 6, 2004.

Proposal reviewer, Division L (Educational Policy and Politics) Section 7 (International Policy and Politics): 2005 American Educational Research Association Annual Meeting, 2004.

Discussant, session on “No Child Left Behind: Educational Reform or Trojan Horse?” annual meeting of the John Dewey Society/American Educational Research Association, San Diego, CA, April 13, 2004. Available on *No Child Left Behind: Educational Reform or Trojan Horse?* (Cassette Recording No. 240412-230, AERA 2004). LaCrescenta, CA: Content Management Corporation.

Proposal reviewer, Division L (Educational Policy and Politics) Section 4 (Curriculum, Instructional Practice, and Testing): 2004 Annual Meeting, 2003; 2005 Annual Meeting, 2004.

Proposal reviewer, Division F (History and Historiography): 2004 American Educational Research Association Annual Meeting, 2003.

Proposal reviewer, Division L (Educational Policy and Politics), Section 4 (Reform and Implementation): 2004 American Educational Research Association Annual Meeting, 2003.

Discussant, session on “Cross-cultural Studies of Curriculum Interpretation and Reform,” Annual Meeting of the American Educational Research Association, Chicago, IL, April 22, 2003.

President, Society for the Study of Curriculum History, 2001-2003, President-Elect, 2000-2001 (elective positions).

Member, Social Issues Committee, John Dewey Society, 2002-2004.

Chair, session on “Education in the Southwest,” Annual Meeting of the History of Education Society, Pittsburgh, PA, November 1, 2002.

Plenum Session Representative, University Council for Educational Administration: Portland OR, November 6, 2003; Pittsburgh, PA, October 31, 2002.

Proposal reviewer, Division B (Curriculum Studies), Section 1 (Curriculum in Classrooms): 2003 American Educational Research Association Annual Meeting, 2002.

Proposal reviewer, Division B (Curriculum Studies), Section 3 (Curriculum Design, Evaluation, Policy, and Reform): 2002 American Educational Research Association Annual Meeting, 2001; 2003 Annual Meeting, 2002; 2005 Annual Meeting, 2004.

Co-organizer (with Louis Castenell), “Rethinking Educational Leadership for the 21st Century: A Candid Assessment of the State of Educational Leadership,” Major Forum, 53rd Annual Meeting, American Association of Colleges for Teacher Education, Dallas, TX, March 2, 2001.

Proposal Reader, 2001 annual meeting of the John Dewey Society, 2000.

Participant (invited), Focus Council on School Leadership, American Association of Colleges for Teacher Education, Atlanta, GA, August 17-18, 2000.

Member, Board of Directors, John Dewey Society, 2000-2002 (elective position).

Discussant, “Rethinking Curriculum History: The First Half of the Century” session, Division B, annual meeting of the American Educational Research Association, New Orleans, LA, 27 April 2000.

Organizer and chair, “Perspectives on the Comprehensive High School in the United States” symposium, annual meeting of the John Dewey Society/American Educational Research Association, New Orleans, LA, 24 April 2000. Available on *Perspectives on the comprehensive high school in the United States Tapes 1 & 2* (Cassette Recordings Nos. 200424-5.27A & 200424-5.27B, AERA 2000). LaCrescenta, CA: Audio Archives International, Inc.

Discussant, “International Characterizations of Curriculum” session, annual meeting of the Society for the Study of Curriculum History, New Orleans, LA, 23 April 2000.

Proposal reviewer, Division B (Curriculum Studies), Section 2 (Curriculum Theory): 2000 American Educational Research Association Annual Meeting, 1999; 2003 Annual Meeting, 2002.

Discussant, “Applying the Philosophy of John Dewey” session, John Dewey Society/American Educational Research Association Annual Meeting, Montreal, 21 April 1999.

Proposal reviewer, 1999 Society for the Study of Curriculum History Annual Meeting, 1998.

Factotum, Professors of Curriculum, 1998-1999 (elective position).

Chair, Membership Committee, Professors of Curriculum, 1997-1998.

Proposal reviewer, Division B (Curriculum Studies), Section 4 (Curriculum Histories and Movements): 1998 American Educational Research Association Annual Meeting, 1997; 1999 Annual Meeting, 1998; 2000 Annual Meeting, 1999; 2002 Annual Meeting, 2001; 2003 Annual Meeting, 2002, 2004 Annual Meeting, 2003; 2005 Annual Meeting, 2004; 2008 Annual Meeting, 2007.

Chair, Nominations Committee, American Association for Teaching and Curriculum, 1997; member, 1998.

President, AERA Research in Social Studies Education SIG, 1997-1998, Past-President, 1998-1999 (elective positions).

Program Chair, AERA Research in Social Studies Education SIG, 1996-1997 (elective position).

Discussant, "Curriculum Development and Practice" Session, Third Annual Conference of the American Association for Teaching and Curriculum, San Antonio, TX, 17 October 1996.

Proposal reviewer, Third, Fourth and Fifth Annual Conferences of the American Association for Teaching and Curriculum, 1996, 1997, 1998.

Chair, Citizenship Education Advisory Committee, National Council for the Social Studies, 1993-94; Vice-Chair, 1992-1993; member, July 1991 through June 1994.

Moderator, "Authors' Forum." Annual Conference of the New Jersey Association for Supervision and Curriculum Development, Woodbridge, New Jersey, 5 December 1993.

Member, Executive Board, New Jersey Association for Supervision and Curriculum Development, 1992-1993.

Organizer-Moderator, "STS in the Social Studies." Invited Presentation at the Sixth Annual Technological Literacy Conference, National Association for Science, Technology and Society, Washington, DC, 2 February 1991. (invited)

Member, Program Review Committee, 5th & 6th Annual Technological Literacy Conferences, National Association for Science, Technology and Society, Fall 1989, 1990.

Member, Board of Directors, New Jersey Council for the Social Studies, 1988-89.

Chairperson, Publications Committee, New Jersey Council for the Social Studies, July 1988 to June 1989.

Member, Science and Society Advisory Committee, National Council for the Social Studies, July 1988 through June 1991.

Member, Curriculum Advisory Committee, National Council for the Social Studies, July 1984 through June 1988.

Commentator, panel on "The Place of History in the Elementary and Secondary School Curriculum." American Historical Association's Regional Conference on the Teaching of History, Iona College, Rochester, NY, 27 March 1982.

**To National, State, and Local Educational Agencies:**



Fulbright Specialist Roster Candidate, Council for the International Exchange of Scholars, Institute of International Education, Washington, DC, 2013-2018 (five-year term).

External reviewer, candidate for tenure and promotion to professor, Department of Elementary and Early Childhood Education, University of Wyoming, 2016.

External reviewer, candidate for promotion to professor, College of Education, University of Oklahoma, 2012.

External reviewer, candidate for tenure, Teachers College, Columbia University, fall 2011.

Outside Reviewer, faculty candidate for promotion to professor, School of Education, Drexel University, fall 2010.

Research Associate, *A Vision for Public Education in Georgia*, A Joint Venture of the Georgia School Boards Association and the Georgia Superintendents Association, 2010.

External Assessor, faculty candidate for promotion to associate professor, Department of Educational Management, Planning, and Policy, University of Malaya, Kuala Lumpur, Malaysia, fall 2007.

External Assessor, faculty candidate for promotion and tenure, Department of Educational Leadership, College of Education, Georgia State University, 2007.

External Assessor, faculty appointment, Department of Educational Management, Planning, and Policy, University of Malaya, Kuala Lumpur, Malaysia, summer 2006.

Consultant, Assessment of Institutional Response to the Report of the External Consultants Regarding the Ed.D. in Leadership at the Louisiana Education Consortium. Louisiana Board of Regents, January 6, 2006 through February 30, 2006.

Consultant, Assessment of Institutional Response to the Report of the External Review Committee Regarding the Proposed Ed.D. in Leadership at the University of Louisiana at Lafayette and Southeastern Louisiana University. Louisiana Board of Regents, August 4-25, 2005.

Consultant, Review of the Louisiana Education Consortium (Louisiana Tech University, Grambling University, University of Louisiana at Monroe) Ed.D. Program in Educational Leadership. Louisiana Board of Regents, March 1, 2005 to June 30, 2005.

Reviewer, "Teaching the Holocaust in Latvian Schools" Lesson Plans. Curriculum development project conducted by the College of Education, University of Iowa. Winter 2005.

Consultant, "Teaching the Holocaust in Latvian Schools Project," conducted by the College of Education, University of Iowa. November 2004.

Consultant, Review of Proposed Ed.D. in Leadership at the University of Louisiana at Lafayette and Southeastern Louisiana University. Louisiana Board of Regents, December 22, 2003 to April 1, 2004.

Provided information, on request, about secondary school restructuring to Greenville, SC, public schools, June 2002.

Consultant, "Civic Education Curriculum Development Project and Teacher Training for the Republic of Georgia," conducted by the College of Education, University of Iowa. Funded by the United States Department of State. Spring 2001.

Consultant, "Civic Education Project for the Republic of Moldova." Curriculum development project conducted by the College of Education, University of Iowa. Funded by the United States Department of State. Fall 2000.

Consultant, "Civic Education Curriculum Development for Bulgaria." Curriculum development project conducted by the College of Education, University of Iowa. Funded by the United States Information Agency. Spring 1999.

Consultant, "Education for Democratic Citizenship in Armenia." Curriculum development project conducted by the College of Education, University of Iowa. Funded by the United States Information Agency. Summer-Fall 1998.

Reviewer, *Civics education for the Czech Republic: Lessons for the Third Form*. Curriculum development project conducted by the College of Education, University of Iowa. Funded by the United States Information Agency. Fall 1996.

Participant, Northeast Georgia Curriculum Directors' Meetings, 1995-96, 1996-97, 1997-98, 1998-99, 1999-2000.

Reviewer, Cartersville Elementary School Charter School Proposal, March 1996.

Member, Personnel Review Team, Westminster Schools, Atlanta, Georgia, Winter 1996.

Member, Advisory Committee, New Jersey Vietnam Veterans' Memorial Educational Center, December 1993-January 1994.

Member, National Civics Standards Review Committee, New Jersey State Department of Education, 1993-94.

Member, Social Studies Core Course Proficiencies Panel, New Jersey State Department of Education, 1990-1991.

Chairperson, Civics Curriculum Guidelines Committee, New Jersey State Department of Education, October 1988-June 1990.

Member, Education Committee, Somerset County Tercentenary, Cultural and Heritage Commission of Somerset County, NJ, 1987-88.

### **Other Public Service:**

Provided information on school reform to the Deputy Editor of *Atlanta Magazine*, 2012.

Provided information on high-stakes testing and school reform to producer for PBS News Hour, 8 July 2011.

Provided information on high-stakes testing and school reform to reporter for the Associated Press, 8 July 2011.

Provided information on school reform to a writer for *Atlanta Magazine*; subsequently quoted in: Michele Cohen Marill. (2011, January). Fail: The case against the CRCT. *Atlanta Magazine*, 71.

Provided information on high-stakes testing to reporter for *Atlanta Journal-Constitution*; subsequently quoted in: Patti Ghezzi. (2002, October 13). Class life revolves around test scores. *Atlanta Journal-Constitution*, D1, D5.

Provided information on criticisms of high school curricula to reporter for *Atlanta Journal-Constitution*; subsequently quoted in: Karen Hill. (2000, September 30). Our high schools have failed their students, prof charges. *Atlanta Journal-Constitution*.

## **5. University Service**

Member, Post-Tenure Review and Graduate Faculty Reappointment Committee, Dr. Elizabeth St. Pierre, Mary Frances Early College of Education, University of Georgia, April-May 2022.

Conducted exploration of social foundations of education programs at the request of the dean's office, Mary Frances Early College of Education, University of Georgia, spring 2022.

Member, University [Promotion and Tenure] Review Committee (Professional and Applied Studies Area Committee), University of Georgia, 2020-2022.

Member, Narrative Review Team, SACSCOC Reaffirmation of Accreditation, Office of the Provost, University of Georgia, 2020-2021.

Academic Honesty Panelist, Office of the Vice President for Instruction, University of Georgia, 2017-2022.

Member, Program Review and Assessment Committee, University of Georgia, 2013-2015. (Department of Psychology Review Team, 2014-2015; Department of Philosophy Review Team, 2013-2014).

Poster judge, 2013 Graduate Student Research Conference, College of Education, University of Georgia, 10 April 2013.

Member, M.Ed. Admissions Committee, Program in Educational Administration and Policy, spring 2013.

Affiliate Faculty Member, Latin American and Caribbean Studies Institute, University of Georgia, 2013-2022.

Chair, Humanities and Fine Arts Subcommittee and member, Executive Committee, University Curriculum Committee, University of Georgia, 2012-13.

Member, Post-Tenure Review-Graduate Faculty Reappointment Committee, Dr. Sally Zepeda, Department of Lifelong Education, Administration, and Policy, College of Education, University of Georgia, 2012.

Member, Social Foundations Task Force, College of Education, University of Georgia, 2012.

Initiator and developer, Proposal for M.Ed. in Curriculum and Instruction, College of Education, University of Georgia, 2012.

Reviewer, Summer 2012 Innovative Instruction Faculty Grants, Office of the Vice President for Instruction, University of Georgia, spring 2012.

Chair, Post-Tenure Review-Graduate Faculty Reappointment Committee, Dr. Catherine Sielke, Department of Lifelong Education, Administration, and Policy, College of Education, University of Georgia, 2011-2012.

Member, University [Promotion and Tenure] Review Committee (Professional and Applied Studies Area Committee), University of Georgia, 2011-2014. (elected)

Member, University Curriculum Committee, University of Georgia, (Humanities and Fine Arts and Other Professional Courses subcommittees), 2011-2014.  
(elected)

Member, Ad hoc Curriculum Audit Committee, Program in Educational Administration and Policy, College of Education, University of Georgia, fall 2011.

Member, College of Education Curriculum Committee, University of Georgia, 2010-2012. (elected)

Member, Ad Hoc Grade Appeal and Grievance Committee, Department of Lifelong Education, Administration, and Policy, spring 2010.

Member, Interdisciplinary Qualitative Studies Faculty, University of Georgia, 2009-2022.

Member, Personnel Committee, Department of Lifelong Education, Administration, and Policy, 2009, 2010, 2011.

Member, Promotion and Tenure Committee, College of Education, University of Georgia, 2008-2010. (elected)

Chair, Ad Hoc Grade Appeal Committee, Department of Lifelong Education, Administration, and Policy, spring 2008.

Affiliate Faculty Member, Social Foundations of Education, College of Education, University of Georgia, 2007-2009.

Chair, Faculty Awards Committee, Department of Lifelong Education, Administration, and Policy, 2007-08.

Member, Ad Hoc Ed.D. Curriculum Committee, Program in Educational Administration and Policy, 2007-08.

Chair, Ad Hoc Grade Appeal Committee, Department of Lifelong Education, Administration, and Policy, 2006.

Member, University Council, University of Georgia, 2006-2009.

Member, Mentoring Committee for Melissa Freeman, Department of Lifelong Education, Administration, and Policy, 2005-2010.

Chair, Program in Educational Administration and Policy Curriculum Committee, 2005-2006.

Member, Educational Administration and Policy Faculty Search Committee, Fall 2005-Spring 2006.

Chair, Educational Administration and Policy Awards Committee, Spring 2005; member, 2006, 2007.

Member, Educational Administration and Policy Faculty Search Committee, Spring 2005.

Chair, Special Ad Hoc Faculty Advisory Committee to the Dean of the Franklin College of Arts and Sciences, Fall 2004.

Member, Leadership Team, Department of Lifelong Education, Administration, and Policy, Fall 2004 through Spring 2005.

Chair, Governance Committee, Department of Lifelong Education, Administration, and Policy, Fall 2004 through Spring 2005; Member, Spring 2004.

Chair, Office Manager Search Committee, proposed Department of Lifelong Education, Administration, and Policy, Summer 2004.

Member, Transition Team, proposed Department of Lifelong Education, Administration, and Policy, Fall 2003 through Summer 2004.

Member, Deans' Forum of the Colleges of Education and Arts & Sciences, 2001-2004.

Designed EDAP 9015 Curriculum and Educational Policy, EDAP 9060 Historical Perspectives on Curriculum Reform, EDAP 8800 Specialist Practicum in Educational Administration and Policy, EDAP 9000 Doctoral Research, EDAP 9300 Doctoral Dissertation, EDAP 9620 Directed Doctoral Readings, EDAP 9630 Critique of Literature in Educational Administration and Policy, EDAP 9800 Academic Apprenticeship in Educational Administration and Policy; revised EDAP 9040 Curriculum Theory. 2004.

Chair, Ph.D. Program in Educational Administration and Policy Proposal Committee, February 2002-October 2005.

Member, Educational Administration and Policy Faculty Search Committee, 2002-2003.

Chair, Educator Partnership Positions in Educational Leadership Search Committee, 2002.

Contributor, Charter for Department of Educational Administration and Policy, 2002.

Designed WebCT courses EDUL 6020 Principles of Curriculum Design and EDUL 6021 Principles of Curriculum Evaluation, 2002.

Chair, Admissions Committee, Department of Educational Leadership, 2001.

Chair, Department Review Committee, Department of Educational Leadership, 2000-2001.

Member, writing team, Georgia's Leadership Institute for School Improvement proposal, April 2001.

Member, Departmental M.Ed. and Ed.S. Final Oral Examination Committee, Department of Educational Leadership, 2000-2001.

Member, writing team, Governor's School Leadership Academy proposal, Fall 2000.

Member, Search Committee for Academic Professional Positions, 2000.

Member, Assessment Committee, Department of Educational Leadership, 1999.

Member, Ray E. Bruce Academic Support Fund Committee, Department of Educational Leadership, 1999.

Panelist, Academic Honesty Panel, University of Georgia, 1998-99.

Designed EDUL 8030 Classic Theories of Organizational Leadership and EDUL 8060 History of Leadership in American Schools, 2000.

Member, Ph.D. Program Development Committee, Department of Educational Leadership, 1999-2000.

Member, UCEA Program Planning Committee, Department of Educational Leadership, 1999.

Member, The Millennium Commission of the University of Georgia College of Education, 1998-99.

Member, Alternative Admissions Committee, Department of Educational Leadership, 1997, 1998.

Member, Merit Pay Committee, Department of Educational Leadership, 1997, 1998, 1999.

Member, Technology Committee, School of Leadership and Lifelong Learning,  
1995-1998, 1998-2001.

Senator, Faculty Senate, College of Education, 1995-1998.



## VITA SUPPLEMENT

### Critical Responses to William G. Wraga's Scholarship

#### Curriculum History Research

##### *Initial work:*

Wraga, W. G. (2001). A progressive legacy squandered: The *Cardinal Principles* report reconsidered. *History of Education Quarterly*, 41(4), 494-519.

##### *Response and Rejoinder:*

Kliebard, H. M. (2002). [Letter-to-the-editor]. *History of Education Quarterly* 42(2), 308-310. (unsolicited)

Wraga, W. G. (2002). (Reply to Kliebard) [Letter-to-the-editor]. *History of Education Quarterly* 42(2), 310-311.

#### Critical Assessments of the Curriculum Field

##### *Initial work:*

Wraga, W. G., & Hlebowitsh, P. S. (2003). Toward a renaissance in curriculum theory and development in the United States. *Journal of Curriculum Studies*, 35(4), 425-437. (Proportion of contributions: 50%-50%.)

##### *Responses and Rejoinder:*

Urban, W. J. (2003). What makes a renaissance? *Journal of Curriculum Studies*, 35(4), 439-444. (invited)

Reynolds, W. M. (2003). Debate, nostalgia, and *ressentiment*. *Journal of Curriculum Studies*, 35(4), 445-452. (invited)

Wraga, W. G., & Hlebowitsh, P. S. (2003). Conversation, collaboration, and community in the US curriculum field. *Journal of Curriculum Studies*, 35(4), 453-457. (invited) (Proportion of contributions: 50%-50%.)

Morrison, K. R. B. (2004). The poverty of curriculum theory: A critique of Wraga and Hlebowitsh. *Journal of Curriculum Studies*, 36(4), 487-494. (unsolicited)

##### *Initial work:*

Wraga, W. G. (1999). 'Extracting sun-beams out of cucumbers': The retreat from practice in reconceptualized curriculum studies. *Educational Researcher*, 28(1), 4-13.

*Responses and rejoinders:*

Pinar, W. F. (1999). Response: Gracious submission. *Educational Researcher*, 28(1), 14-15. (invited)

Wraga, W. G. (1999). The continuing arrogation of the curriculum field: A rejoinder to Pinar. *Educational Researcher*, 28(1), 16. (invited)

Henderson, J. G. (2001). Deepening democratic curriculum work. *Educational Researcher*, 30(9), 18-21. (unsolicited)

Wraga, W. G. (2002). Recovering curriculum practice: Continuing the conversation. *Educational Researcher*, 31(6), 17-19. (unsolicited)

Edgerton, S. H., & Roberts, P. (2004). Curriculum theory and practice: Searching for the secret in that historic tension. In L. Coia, N. J. Brooks, S. J. Mayer, P. Pritchard, E. Heilman, M L. Birch, & A. Mountain (Eds.). *Democratic responses in an era of standardization: Papers from the 4<sup>th</sup> Curriculum & Pedagogy Annual Conference* (pp. 1-17). Troy, NY: Educator's International Press.

Wraga, W. G. (2004). Invited response: Dueling dualisms? A reply to Edgerton and Roberts. In L. Coia, N. J. Brooks, S. J. Mayer, P. Pritchard, E. Heilman, M L. Birch, & A. Mountain (Eds.). *Democratic responses in an era of standardization: Papers from the 4<sup>th</sup> Curriculum & Pedagogy Annual Conference* (pp. 18-25). Troy, NY: Educator's International Press.

Analysis of Curriculum Policy Assumptions

*Initial work:*

Wraga, W. G. (1999). The educational and political implications of curriculum alignment and standards-based reform. *Journal of Curriculum and Supervision*, 15(1), 4-25.

*Response (no rejoinder):*

Glatthorn, A. A. (1999). Curriculum alignment revisited. *Journal of Curriculum and Supervision*, 15(1), 26-34. (invited)