

David Lee Carlson
Curriculum Vitae | Fall 2020 | dlcarlson2@gmail.com
Department of Leadership and Innovation
Arizona State University, P.O. Box 875411, Tempe, Arizona 85027
646.489.3729

Google Scholar Citation profile: <https://scholar.google.com/citations?hl=en&user=J7439DAAAAAJ>

EDUCATION AND DEGREES

- EdD** **Teachers College Columbia University**, English Education, 2005
New York, New York
Areas of Concentration: Qualitative Inquiry, Research on Methods of Teaching English, Critical Social Theory, and Curriculum Theory
- MA** **American University**, Literature, 1996
Washington, DC
Area of concentration: British Romanticism, Literary Theory
- BA** **University of Nebraska-Lincoln**, English, 1992
Lincoln, Nebraska
Minors: Psychology, Political Science

ACADEMIC POSITIONS

- 2007- Present** **Arizona State University, Mary Lou Fulton Teachers College**
Tempe, Arizona
Associate Professor with Tenure (2013 – present)
Assistant Professor (2007 – 2013)
- Barrett Honors College Faculty*
LGBTQ Certification Faculty
Leadership and Innovation EdD Faculty
Education Policy and Evaluation PhD Faculty
Learning, Literacies, and Technologies PhD Faculty
Center for Advanced Studies in Global Education, Affiliate
- 2005-2007** **Hunter College, CUNY**, College of Education -
New York, New York
Assistant Professor (2006 – 2007)
Lecturer (2005 – 2006)
- 2004-2005** **Fannie Lou Hamer High School**
Bronx, New York
Faculty Member-English (Grades 11-12)
- 1999-2004** **ACORN High School for Social Justice**
Brooklyn, New York
Faculty Member-English
- 1992-1994** **Emerson High School**
Washington, DC
Faculty Member- English (Grades 7-12)

RESEARCH (* = Student Author)

Scholarly Books Published

Fasching-Varner, K.J., Bickmore, S.T., Hays, D.G., Schrader, P.G., **Carlson, D.L.**, Anagostopoulos, D. (Eds.) (2020). *Corona chronicles: Necessary narratives in uncertain times*. Dios Press.

Fasching-Varner, K.J., Bickmore, S.T., Hays, D.G., Schrader, P.G., **Carlson, D.L.**, Anagostopoulos, D. (Eds.) (2020). *The Corona chronicles: On process, leadership, commitment, and hope in uncertain times*. Dios Press.

*Wells, T. C., **Carlson, D. L.**, & Koro, M. (2020). *Intra-public intellectualism: Critical qualitative inquiry in the academy*. Gorham, ME: Myers Education Press.

Carlson, D. L. & Rodriguez, N. (Eds.) (2019). *Michel Foucault and sexualities and gender education: Friendship as ascesis*. New York: Palgrave. (116 library holdings. Source: WorldCat)

*Linville, D., & **Carlson, D. L.** (Eds.) (2015). *Beyond borders: Queer eros and ethics in LGBTQ young adult literature*. New York: Peter Lang. (104 library holdings. Source: WorldCat)

Perry, J., & **Carlson, D. L.** (Eds.) (2013). *In their own words: A journey to the stewardship of the practice of education*. Charlotte, North Carolina: Information Age Publishing. (895 library holdings. Source: WorldCat)

Carlson, D. L., & Albright, J. (2012). *Composing a care of the self: A critical history of writing assessment in secondary English education*. Rotterdam: Sense Publishers. (1278 library holdings. Source: WorldCat)

Scholarly Articles

Carlson, D.L. (under review). Seduction as Uneasiness: The Transindividual Researcher and the Fashioning of the Self. *Reconceptualizing Educational Research Methods*.

Carlson, D. L., *Wells, T., *Mark, L., & *Sandoval, J. (in press). Working the tensions of the post-qualitative movement in qualitative inquiry. *Qualitative Inquiry*. (0-10% acceptance rate).

Carlson, D. L. (in press). The (un)Certainty of Post-Qualitative Research: Textures of Life-in-Motion as Articulation. *Qualitative Inquiry*. (0-10% acceptance rate).

Carlson, D. L. & *Wells, T. (in press). Narratives of *Amor Fati*: Meditations on life and death. *Qualitative Inquiry*. (0-10% acceptance rate).

Carlson, D. L. (Ed.) (in press). Embodying narrative: Diffractive readings of ethical relationality in Qualitative Inquiry (special issue). *Qualitative Inquiry*. (0-10% acceptance rate).

*Sweet, J. D., & **Carlson, D. L.** (2020). Collective creativity: Pedagogies of collaborative authorship in a hollywood writers' room and its implications for teaching writing in the secondary English classroom, *Taboo: Journal of Culture and Education* (summer 2020) 179-200. (15% acceptance rate)

Carlson, D. L., McGuire, K., Koro-Ljungberg, M., Canella, G. (2020) (Eds.). Twist(ed) liminalities: Qualitative inquiry and engaging with/in the "in-between". *Qualitative Inquiry*, 26(8-9), 1056-1059. (0-10% acceptance rate).

- Carlson, D. L.** & *Sweet, J. (2020). The promise of the Trans* Body: Twisted liminalities of gender in *Transparent*. *Qualitative Inquiry*, 26(8-9), 1071-1078. (0-10% acceptance rate).
- *Sweet, J. D., & **Carlson, D. L.** (2019). Public pedagogy of gender and sexuality in *Transparent*. *Journal of Curriculum and Pedagogy*, 16(2), 175-195. (67 Views)
- Koro-Ljungberg, M., **Carlson, D. L.**, *Cirell, A.M. (2019). Productive forces of post-truth? *Qualitative Inquiry*, 25(6), 583-590. (0-10% acceptance rate)
- Koro-Ljungberg, M., Tesar, M., **Carlson, D. L.**, *Montana, A., & *Gong, B. (2019). Aporetic and productive and undecidedness of (data in) neoliberalism. *Qualitative Inquiry*, 8(25), 725-733. (0-10% acceptance rate)
- *Sweet, J. D., & **Carlson, D. L.** (2018). A Story of becoming: Trans* equity as ethnodrama. *Qualitative Inquiry*, 24(3), 183-197. (0-10% acceptance rate).
- Carlson, D. L.** & Koro-Ljungberg, M. (2017). (Re)mixing Foucault and Deleuze: Power games in critical qualitative research. *International Review of Qualitative Research*, 10(4), 411-429.
- Blumenfeld-Jones, D., & **Carlson, D. L.** (2017). Trois Chaise, ABR and the possibility of 'thinking again.' *International Journal of Education and the Arts*, 18(27), <http://www.ijea.org/v18n27/>.
- *Sweet, J. D. & **Carlson, D. L.** (2017). Teaching trans*: *Transparent* and English language arts. *Bank Street Papers*, 37. **(339 Downloads of as 2017)**
- Dugan, M. A., **Carlson, D. L.**, Jordan, M., Gaias, L.M., Abry, T., & Granger, K. (2017). "Dear Diary": A qualitative examination of the phases of first-year teaching. *Teacher Education & Practice*, 30(1), 16-37. (15% acceptance rate)
- Carlson, D. L.**, & *Linville, D. (2016). The social importance of a kiss: A Honnethian reading of David Levithan's, *Two Boys Kissing*. *Discourse: Studies in the Cultural Politics of Education*, 37(6), 887-901.
- *Boozer, A., & **Carlson, D. L.** (2016). Planning backwards to go forwards: Examining how pre-service teachers use backward design to plan and deliver instruction. *Teacher Education & Practice*. 28(4), 522-547. (15% acceptance rate.)
- Loytonen, T., Koro-Ljungberg, M., **Carlson, D. L.**, Orange, A., & Cruz, J. (2015). A pink experiment. *Reconceptualizing Educational Research Methodology*, 6(1), 23-42. (15% acceptance rate)
- Koro-Ljungberg, M., **Carlson, D. L.**, Tesar, M., & Anderson, K. (2015). Methodology brut: Philosophy, ecstatic thinking, and some other (unfinished) things. *Qualitative Inquiry*, 21(7), 612-619. (0-10% acceptance rate)
- * Hollis-Thomas, M., *Aletheiani, D. R., **Carlson, D. L.**, & Ewbank, A. D. (2014). 'Keeping up the good fight': The said and unsaid in *Flores v. Arizona*. *Policy Futures in Education*, 12(3).
- *Long, D., & **Carlson, D. L.** (2014). Mind the map: How thinking maps affect student achievement. Permission granted to Reprint in *Ary, D., Jacobs, L.C., Sorensen, C., Walker, D.A. (Eds.) Introduction to Research in Education*, (9th ed.), Independence, Kentucky: Cengage Learning.
- *Aletheiani, D. R., & **Carlson, D. L.** (2013). Mind and emotions: Using emotional intelligence (EI) to engage with literary characters. *Arizona English Bulletin*.

Carlson, D. L. & Archambault, L. (2013). Technological pedagogical content knowledge and teaching poetry: Preparing preservice teachers to integrate content with voice thread technology. *Teacher Education & Practice*, 26(1), 171-42. (15% acceptance rate)

Amrein-Beardsley, A., Zambo, D., Moore, D. W., Buss, R. R., Perry, N. J., Painter, S. R., **Carlson, D. L.**, Foulger, T. S., Olson, K., & Puckett, K. S. (2012). Graduates respond to an innovative educational doctorate program. *Journal of Research on Leadership Education*, 7(1), 98-122. (10.7 % acceptance rate).

Carlson, D. L. (2011). Introduction: Social-Emotional Learning and resolving Cohen's paradox. *Reading & Writing Quarterly*, 27(1-2), 1-4. (11-20 % acceptance rate)

Carlson, D. L. (2011) (Invited Editor). Emotions matter: How Social-Emotional Learning (SEL) helps struggling readers and writers. *Reading & Writing Quarterly [Special Issue]*, 27(1-2) 1-178. (11-20% acceptance rate)

Carlson, D. L. (2011). Making teacher education better: The impact of polling data on a methods of teaching English course. *Teacher Education & Practices*, 24(2), 149-169. (15% acceptance rate)

Archambault, L., & **Carlson, D. L.** (2011). Poetry in motion: Using TPACK and voicethread to prepare 21st Century English teachers. In C.D. Maddux (Ed.), *Research Highlights in Technology and Teacher Education 2011*(pp. 97-104) (Peer-reviewed). Chesapeake, Virginia: SITE. Nominated for Most-Outstanding paper Award.

Carlson, D. L., & *Rojas, M. (Winter, 2011). Focusing on performance: The intangibles of winning in schools. *Academic Leadership: The Online Journal*, 9(1).

*Long, D., & **Carlson, D. L.** (2011). Mind the map: How thinking maps affect student achievement. *Networks*, 13(2), 1-7. (Listed as one of the most popular papers)

Carlson, D. L., & *Clay, T. (2010). Evoking a spirit of play: M&M stories and (un) real possibilities for teaching secondary literacy. *Kappa Delta Pi Record*, 46, 164-169. (11-20 % acceptance rate).

*Linville, D., & **Carlson, D. L.** (2010). Fashioning sexual selves: Examining the care of the self in urban adolescent sexuality and gender discourses. *Journal of Lesbian, Gay, Bisexual, and Transgender Youth*, 7(3), 247-261. (17% acceptance rate)

Barnett, J., & **Carlson, D. L.** (Fall, 2010). The garage of the ivory tower: The importance of the 21st century education doctorate. *Academic Leadership: The Online Journal*, 8(4).

Carlson, D. L., & Marshall, P. A. (2009). Learning the science of research, learning the art of teaching: Planning backwards in a college genetics course. *Bioscience Education*, 13(4), 1-9.

Carlson, D. L. (2008). Playing the Classroom-as-Game: Building a community of learners at the start of a new year. *English Journal*, 98(1), 55-58. (10% acceptance rate)

Carlson, D. L. (Winter, 2007). Art and design: Teaching *Siddhartha* in a secondary urban high school, *Networks*, 10(1), 1-8. (31-40 % Acceptance Rate). (Listed as one of the most popular papers)

Carlson, D. L. (2007). From Dodge City to Emerald City: The importance of Joseph E. Zins' work in teacher education programs--a commentary on "the Scientific Base Linking Social and Emotional Learning to school success," a chapter by J. E. Zins, M. R. Bloodworth, R. P. Weissberg, and H. J. Walberg. *Journal of Educational & Psychological Consultation*, 17(2-3), 219-223. (21-30 % Acceptance Rate)

Carlson, D. L. (Fall, 2007). Examining the embedded assumptions of teaching for social justice in an urban school: A case study. *Perspectives on Urban Education*, 5(1), 1-23. (Featured Article) (31-40 %

Acceptance Rate)

Carlson, D. L. (2007). Linking the 'Leaky Edges' of the Outside with the Individual Inside. *Kappa Delta Pi Record*, 43(4), 154-157. (Featured Article) (11-20 % acceptance rate)

Carlson, D. L. (2006). Proposing a care of the self for secondary English studies: Writing critical ontologies. *Curriculum and Pedagogy: Proceedings of the Sixth Annual Conference* (pp. 27-42) (Peer-Reviewed).

Scholarly Book Chapters

Carlson, D.L. (2020). The (un) common intellectual: Possibilities for new relational bonds. In T.C. *Wells., D.L. Carlson, & M. Koro (Eds.). *Intra-public intellectualism: Critical qualitative inquiry in the academy*. Gorham, ME: Myers Education Press.

Carlson, D. L. (2019). Gay ascesis: Ethics of strategic disorientation and the pedagogies of friendship. In **D. L. Carlson** and N. Rodriguez (Eds.). *Michel Foucault and sexualities and gender in education: Friendship as ascesis*. New York: Palgrave. (116 library holdings. Source: WorldCat)

Carlson, D. L. & Rodriguez, N. (2019). Foucault, friendship, and education. In **D. L. Carlson** and N. Rodriguez (Eds.). *Michel Foucault and sexualities and gender in education*. New York: Palgrave. (116 library holdings. Source: WorldCat)

Carlson, D. L., & *Sweet, J. D. (2019). Syncopation, sensing, and sense-making: The genealogies of Julia Kristeva and Michel Foucault. In W. S. Gershon (Ed.), *Sensuous curriculum: Politics and the senses in education* (pp. 29-46). Charlotte, NC: Information Age Press. (90 library holdings. Source: WorldCat)

Carlson, D. L., & *Cruz, J. C. (2016). English Language Arts curriculum and wide awakens: The aesthetic purposes of multimodal learning, literary theory, and writerly texts. In D. Blumenfeld-Jones (Ed.). *Teacher education for the 21st Century: Creativity, aesthetics and ethics in preparing teachers for our future*. Charlotte, North Carolina: Information Age Publishers. (118 library holdings. Source: WorldCat)

Carlson, D. L. & *Cruz, J. C. (2016). Friendship. In N. Rodriguez and W. Martino (eds.), *Critical Concepts in Queer Studies and Education: An International Guide for the Twenty-First Century*(pp.105-116). New York: Palgrave Macmillan. (66 library holdings. Source: WorldCat)

Carlson, D. L. (2016). A profound moment of passing. In sj Miller and N. Rodriguez (Eds.). *Educators queering academia: Critical memoirs* (pp. 193-198). New York: Peter Lang. (78 library holdings. Source: WorldCat)

Carlson, D. L. (2015). Queer recognition and interdependence: LGBTQ young adult literature and the contemporary moment. In Linville, D., & **Carlson, D. L.** (Eds.). *Beyond borders: Queer eros and ethos (ethics) in LGBTQ young adult literature* (pp. 21-34). New York: Peter Lang. (104 library holdings. Source: WorldCat)

Koro-Ljungberg, M., Douglas, E. P., **Carlson, D. L.**, Therriault, D. J. (2015). In the absence of the title. In M. Giardina (Ed.). *Challenges of interdisciplinary research across ideological and methodological contexts*. Thousand Oaks, California: SAGE.

Carlson, D. L. & Jordan, M. (2013). The calling of practitioner-researchers in education. In J. Perry & D. L. Carlson (Eds.). *In their own words: A journey to the stewardship of the practice in education* (pp. 129-138). Charlotte, North Carolina: Information Age Publishing. (895 library holdings. Source: WorldCat)

Carlson, D. L. (2009). Producing entrepreneurial subjects: Neo-liberal rationalities and portfolio

assessment. In M. Peters, A.C. Besley, and M. Olssen (Eds.), *Governmentality studies in education* (pp. 257-269). Rotterdam: Sense Publishers. (73 library holdings. Source: WorldCat)

*Linville, D., Walsh, C., & **Carlson, D. L.** (2009). Queer Standards: Living and working for Peace and Justice. In J. Andrzejewski, M. Baltodano, & L. Symcox (Eds.), *Social justice, peace, and eco-justice standards: A transformative framework for educators* (pp. 252-269). New York: Routledge. **(Winner of Peace Studies Book of the Year Award by Peace Consortium of New York)**

*Linville, D. & **Carlson, D. L.** (2009). Becoming an ally: Straight friends of LGBTQ high school students. In C. C. Bertram, M. S. Crowley, & S. G. Massy (Eds.), *Beyond progress and marginalization: LGBTQ youth in educational contexts* (pp. 89-109). New York: Peter Lang Publishers. (3 library holdings. Source: WorldCat)

Scholarly Books Under Contract

Carlson, D. L. & *Cruz, J. (2021). *Putting Foucault to work in qualitative inquiry: Genealogical moves*. New York: Routledge. [Manuscript in preparation] [under contract] [Due to publisher: July 2021]

Carlson, D. L., & Rodriguez, N. (Eds.) (2020). Foucauldian philosophy and implications for educational research: Michel Foucault's lectures at the *College de France*. New York: Routledge. [Manuscript in preparation] [under contract] [Due to publisher: November 2020]

Editorial Publications

*Sweet, J. D., Flint, M.A., Cannon, S.O., & **Carlson, D.L.** (2021). Thought in motion: Erin Manning's imperatives for educational research and qualitative inquiry. *Reconceptualizing Education Research Methodology*.

Carlson, D. L. (forthcoming). Introduction: Messy Affects of Writing (Special Issue). *Taboo: Journal of Culture and Education*

Carlson, D. L. (2020). Introduction: Waste (Special issue). *Taboo: Journal of Culture and Education*

Fasching-Varner, K., **Carlson, D.L.,** Hightower, A., & *Wells, T. (2019). Dawn of the 20s: Introduction. *Taboo: Journal of Education and Culture*. 19(1), 1-5.

Carlson, D. L. (2018). The Last Man: An **invited commentary** on Beyond Binary Gender Identities. *English Journal* 108(1), 82-83 (0-10% acceptance rate) (Inaugural commentary).

Varney, K., & **Carlson, D. L.** (2018). Introduction. *Taboo: Journal of Culture and Education*, 17(3), 3-5.

Carlson, D. L. & Varney, K. (2018). Introduction: Trump and the Radical Normal (Special Issue). *Taboo: Journal of Culture and Education*, 17(2), 3-6.

Varney, K., & **Carlson, D. L.** (2018). Introduction. *Taboo: Journal of Culture and Education*, 17(1), 3-4

Encyclopedia Entries

Carlson, D. L. (2007). Michel Foucault. Invited entry in G. L. Anderson & K. G. Kerr (Eds.), *Encyclopedia of social activism and justice*. New York: SAGE Publishers. (1130 library holdings. Source: WorldCat)

Book Reviews

Carlson, D. L. & *Sweet, J. D. (2018). [Review of the book *The Case for Contention: Teaching Controversial Issues in American Schools*]. *Teachers College Record*. Retrieved from <https://www-tcrecord-org>

Carlson, D. L. (2014). [Review of the book *Foucault, Power, and Education* by Stephen J. Ball]. *Linguistics & Education*, 27, 72-73.

Carlson, D. L. (2013). Post Queer? [Review of the book *LGBT studies and Queer Theory: New conflicts, collaborations, and contested terrain*, by K.E. Lovaas, J.P. Elia & G.A. Yep]. *Journal of LGBT Youth*, 11(1), 95-100.

Carlson, D. L. (2011). [Review of the book *Michel Foucault (Continuum Library of Educational Thought)*, by L. Fendler]. *The Journal of Educational Research*, 104(3), 216-218.

Carlson, D. L. (2008). [Review of the book *Space, knowledge and power: Foucault and geography*, by J. W. Crampton, & S. Elden (Eds.)]. *Foucault Studies*, 5, 108-111.

Carlson, D. L. (2007). [Review of the book *America's report card: A novel*, by J. McNally (Invited Book Review)]. *Teachers College Record*.

Carlson, D. L. (2007). Widening the circle (Invited Book Review). *Teacher Magazine*, 18 (6), 50.

Carlson, D. L. (2007). Intelligent life in the classroom: Smart kids & their teachers (Invited Book Review). *Teacher Magazine*, 18(6), 50.

Carlson, D. L. (2007). Pledging allegiance: The politics of patriotism in America's schools (Invited Book Review). *Teacher Magazine*, 18(6), 50.

Carlson, D. L. (2006). [Review of the book *Teacher man* by F. McCourt]. *Teachers College Record*, 108(8), 1695-1699).

PRESENTATIONS

Invited Presentations

Carlson, D.L. (2020). *Panel of Editors: Reviewing Scholarly Writing*. Faculty Advancement Session, Mary Lou Fulton Teachers College, February 24, 2020.

Carlson, D.L. (2020). *Michel Foucault's Agonistic Ontology and the Post-Qualitative Turn: Implications for Educational Research*. Invited paper presented to the faculty of Departamento de Investigaciones Educativas (DIE-CINVESTAV), March 10, 2020, Mexico City, Mexico.

Carlson, D.L. & Fasching-Varner, K. (2020). *Early Career Seminar. Division K Pre-Conference*, American Educational Research Association, April 17-21, 2020, San Francisco, California.

Carlson, D.L. (2020). *Early Career Mentoring Session*, Division G, American Educational Research Association, April 17-21, 2020, San Francisco, California.

Carlson, D. L. (2019). *Academic Writing Workshop*. Teachers College Doctoral Council Arizona State University, April 26, 2019, Tempe, Arizona.

Carlson, D.L. (2019). *Early Career Mentoring Session*, Division G, American Educational Researchers Association, April 5-9, 2019, Toronto, Ontario.

Carlson, D. L. (2018). *Invited Speaker Session: Division B Fireside Chat: Reimagining Curriculum Studies in the Age of Shrinking Public Education and Privatization*. American Educational Research Association, April 13-17, 2018, New York, New York.

Carlson, D. L. & Gershon, W. (2017). *Sensory Curriculum: Division B Pre-Conference*, American Educational Research Association, April 27-May 1, 2017, San Antonio, Texas.

Carlson, D. L. (2017). *Knots of Pleasure and Friendship*. SenseLab Speakers Series, Concordia College, Montreal, Quebec (CN), March 10 2017.

Carlson, D.L. (2016). *Foucauldian Power/Knowledge in Dramatic Performances*. University of the Arts, Helsinki, Finland, March 8, 2016

Carlson, D. L. (2015). *Within the visible: Medicine, aesthetics, and making sense of education*. A Response given to Donald Blumenfeld-Jones Faculty Spotlight performance, Mary Lou Fulton Teachers College, Arizona State University, Tempe, Arizona, October 8, 2015.

Carlson, D. L. (2015). *Be Curious about your Legacy*. Keynote Address at Arizona State University LGBTQI Student Orientation, Tempe, Arizona, August 18, 2015.

Carlson, D. L. (2015). *On “Doing” a Foucaultian-inspired Genealogy as an Ethical Care of the Self in Teacher Education*. Keynote Address at University of Newcastle, Newcastle, Australia Thursday, June 25, 2015.

National/International Refereed

Carlson, D.L. (2020). On dwelling: Post qualitative “methodologies” in the post-human moment. Paper presented at International Congress of Qualitative Inquiry, May 20-23, 2020, Champaign-Urbana, Illinois.

Carlson, D.L. (2020). On genealogy: Michel Foucault’s monstrous and artful analytics. Paper presented at International Congress of Qualitative Inquiry, May 20-23, 2020, Champaign-Urbana, Illinois.

Carlson, D.L. (2020). *Michel Foucault’s College de France Lectures and their implications for qualitative inquiry: Punitive Society (1972-1973)*. Panel organized and paper presented at International Congress of Qualitative Inquiry, May 20-23, 2020, Champaign-Urbana, Illinois.

Carlson, D.L., Koro, M., & *Wells, T. (2020). *(Anti) (Post) Humanist Turns in Qualitative Inquiry*. Roundtable presented at American Educational Research Association, April 17-21, 2020, San Francisco, California.

Carlson, D.L. (2020). *Agonistic Ontologies: Foucault’s Genealogical Analytic, Ethical Self-Formation, and Post-Qualitative Inquiry*. Paper presented at American Educational Research Association, April 17-21, 2020, San Francisco, California.

Carlson, D.L. (2020). *Creating Space for Academics through the Project of Public Intellectualism as Public Engagement (Discussant)*. American Educational Research Association, April 17-21, 2020, San Francisco, California.

Carlson, D. L. (2019). *The Public Intellectual as Provocateur: Michel Foucault and Dan Savage on Sexuality and Relationality*. Panel presented at the American Educational Research Association, April 5-9, 2019, Toronto, Ontario.

***Cirell, A. M., & Carlson, D. L. (2019).** *Tracing Disciplinary Architectures and Technologies from Panopticon Surveillance to Synopticon Spectacle*. Roundtable presented at the American Educational Research Association, April 5-9, 2019,

Toronto, Ontario.

Carlson, D. L., Koro-Ljungberg, M., & *Wells, T. (2019). *Subjugated Methodologies and Some Possibilities as an Unfinished Project*. Roundtable presented at the American Educational Research Association, April 5-9, 2019, Toronto, Ontario.

Carlson, D. L. (2018). *Relationality and the Sensual Curriculum*. Paper presented at the American Association for the Advancement of Curriculum Studies (AAACS), April 11-13, 2018, Queens, New York.

Carlson, D. L. (2018). *Moving Qualitative Inquiry: Erin Manning and the Relationality of Pedagogy*. International Congress of Qualitative Inquiry, May 15-19, 2018, Champaign-Urbana, Illinois.

Carlson, D. L. (2018). *Michel Foucault's Lectures at the College de France: Implications for Research in Education* (Organizer and Chair). Panel presented at the American Educational Research Association, April 13-17, 2018, New York, New York.

*Sweet, J. D. & **Carlson, D. L.** (2018). *Monocratic Masculinities as Hegemonic in the Age of Trump and its Implications for English Language Arts Instruction*. American Educational Research Association, April 13-17, 2018, New York, New York.

Carlson, D. L. (2018). *Seduction as Uneasiness: The Transindividual Researcher and the Fashioning of the Self*. American Educational Research Association, April 13-17, 2018, New York, New York.

Carlson, D. L. & *Sweet, J. D. (2018). *Kristeva, Foucault, and History: The Sensuous and Production of the Subject*. American Educational Research Association, April 13-17, 2018, New York, New York.

Carlson, D. L. & *Sweet, J. D. (2018). *This is Me: Hidden Pedagogy in the Television Series Transparent*. American Educational Research Association, April 13-17, 2018, New York, New York.

Carlson, D. L. (2017). *Bullying and Race: an unsession (Panelist). Speaking the Unspeakable: A conversation on Racism, Antiracism, and Colorblindness*. February 17-18, 2017. Arizona State University, Tempe, Arizona.

Koro-Ljungberg, M., **Carlson, D. L.**, *Cirell, A. M. (2017). *Encountering post-truths and fabricated subjects in social media*. Paper presentation at the International Congress of Qualitative Inquiry, May 21-23, 2017, Champaign-Urbana, Illinois.

Carlson, D. L. (2017). *A profound passing*. Paper accepted at the American Educational Research Association, April 27-May 1, 2017, San Antonio, Texas.

Carlson, D. L., & *Sweet, J. D. (2017). *Theorizing queer sexualities and transgender liminalities in Transparent*. Paper accepted at the American Educational Research Association, April 27-May 1, 2017, San Antonio, Texas.

*Cruz, J., **Carlson, D. L.**, & *Sweet, J. (2017). *To sketch a queer portraiture: Questioning the subject in qualitative inquiry*. Paper accepted at the American Educational Research Association, April 27-May 1, 2017, San Antonio, Texas.

Carlson, D. L., *Cirell, A.M., *Cruz, J.M., *Sweet, J.D., *Clark, A. (2017). *From desks to desktops: A genealogical history of the evolving functions of pedagogical power*. Paper accepted at the American Educational Research Association, April 27-May 1, 2017, San

Antonio, Texas.

*Wells, T., & **Carlson, D. L.** (2017). *On dandyism and the care of the self: A genealogy of college exercise*. Paper accepted at the American Educational Research Association, April 27-May 1, 2017, San Antonio, Texas.

Carlson, D. L. & *Wells, T. (2017). *My body, my care of the self: Ethics of Disorientation and Narratives of Vulnerability*. Paper accepted at the American Educational Research Association, April 27-May 1, 2017, San Antonio, Texas.

Carlson, D. L. (2016). *Transgender History and New Heteronormativity: The Pedagogies of Advocacy and LGBTQ Young Adult Literature*. Paper accepted at the National Council of Teachers of English, November 17-20, 2016, Atlanta, Georgia.

Carlson, D. L. (2016). "This is me." *Transparent, Trans*Studies, and the Grammars of Recognition*. Paper accepted at the Trans*studies: An International Transdisciplinary Conference on Gender, Embodiment, and Sexuality, September 7-10, 2016, Tucson, Arizona.

Carlson, D. L. (2016). *Foucault's Craft: Provoking Themes of Power and Knowledge in Qualitative Inquiry*. Panel organized and accepted at the International Congress of Qualitative Inquiry, May 18-21, 2016, Champaign-Urbana, Illinois.

Carlson, D. L. (2016). *Making Sense of Stories: Putting Theory to Work in Narrative Inquiry*. Panel organized and accepted at the International Congress of Qualitative Inquiry, May 18-21, 2016, Champaign-Urbana, Illinois.

Carlson, D. L. (2016). *Experimental Writing and Qualitative Inquiry: Autoethnography, Life History Narratives, and Narratology*. Panel organized and accepted at the Ethnographic and Qualitative Research Conference, February 1-2, 2016, Las Vegas, Nevada.

Carlson, D. L. (2016). *Life History Research of Gay Men in the Southwest: Poetic and Narrative Experimental Writing*. Paper accepted at the Ethnographic and Qualitative Research Conference, February 1-2, 2016, Las Vegas, Nevada.

Carlson, D. L. (2016). *Ethics and Eros: Theoretical Considerations of LGBTQ Young Adult Literature*. Panel organized and accepted at the American Educational Research Association, April 8-12, 2016, Washington, DC.

Carlson, D. L. (2016). *Queer Recognition and Interdependence: LGBTQ Young Adult Literature and the Contemporary Moment*. Paper accepted at the American Educational Research Association, April 8-12, 2016, Washington, DC.

Carlson, D.L. (2016). *Migration to the desert: Gay men, life histories, and poetic inquiry*. Paper accepted at the Nordic Educational Research Association, March 9-11, 2016, University of Helsinki, Helsinki, Finland.

Carlson, D.L. (2016). *On doing a Foucauldian inspired genealogy of writing assessment in secondary English education*. Paper accepted at the Nordic Educational Research Association, March 9-11, 2016, University of Helsinki, Helsinki, Finland.

Carlson, D. L. (2015). *On "Doing" a Foucaultian-inspired genealogy of writing assessment in secondary English education*. Paper presentation at the International Congress of Qualitative Inquiry, May 21-23, 2015, Champaign-Urbana, Illinois.

- Carlson, D. L.** (2015). *Friendship as gay ascesis: Capoeiric openings for ecstatic thinking*. Paper presentation at the International Congress of Qualitative Inquiry, May 21-23, 2015, Champaign-Urbana, Illinois.
- Carlson, D. L., & Koro-Ljungberg, M.** (2015). *Capoeiric openings and rhizomatic possibilities: Plugging capoeira into Foucault's genealogy*. Roundtable presentation at the American Educational Research Association, April 16-20, 2015, Chicago, Illinois.
- Carlson, D. L. & Koro-Ljungberg, M.** (2015). *Grounded Theory and Spontaneous Generation: A Critical History*. Paper presentation at the Ethnographic and Qualitative Research Conference, February 9-10, 2015, Las Vegas, Nevada.
- Koro-Ljungberg, M., **Carlson, D. L., & *Cruz, J.** (2015). *Methodological metamorphosis: Bringing Kafka to methodology*. Paper presentation at the American Association of Behavioral and Social Science, February 9-10, 2015, Las Vegas, Nevada.
- Carlson, D. L. & *Linville, D.** (2014). *Theories of recognition, queer subjectivities, and pedagogies of friendship*. Paper presentation at the American Educational Research Association, April 3-7, 2014, Philadelphia, Pennsylvania.
- Duggan, M., **Carlson, D. L., & Jordan, M.** (2014). *Dear diary: A qualitative examination of the phases of first year teaching*. Paper presentation at the American Educational Research Association, April 3-7, 2014, Philadelphia, Pennsylvania.
- *Hollis, M. & **Carlson, D. L.** (2014). *Flores v. Arizona: Legal, political, and pedagogical implications for English Language Learners*. Panel organizer and chair at the American Educational Research Association, April 3-7, 2014, Philadelphia, Pennsylvania.
- *Aletheiani, D. & **Carlson, D. L.** (2014). *Surpa-legislative groups and commodity theory in the Flores case*. Paper presentation at the American Educational Research Association, April 3-7, 2014, Philadelphia, Pennsylvania.
- Carlson, D. L.** (2013). *Ethics and friendship: Re-inventing English education and young adult literature*. Paper presentation at National Council of Teachers of English (NCTE), November 20-25, 2013, Boston, Massachusetts
- Carlson, D. L.** (2013). *Some notes on a friend's book: Ethics of discomfort and the scholarly dance*. Invited Presentation, Provoking Dialogues at Bergamo Curriculum Conference, October 16-20, Dayton, Ohio.
- *Linville, D. & **Carlson, D. L.** (2013). *Seeing myself in your words*. Paper presentation at the American Educational Research Association, April 27-May 1, 2013, San Francisco, California.
- Carlson, D. L.** (2012). *Queer Theory, young adult literature, and the grammar of recognition*. Paper presentation at National Council of Teachers of English, November 15-18, 2012, Las Vegas, Nevada.
- Albright, J. & **Carlson, D. L.** (2012). *Composing a care of the self: A critical history of writing assessment in secondary English education*. The Joint Australian Association for Research in Education and Asia-Pacific Education Research Association Conference World Education Research Association Focal Meeting, December 2-6, 2012, Sydney, Australia.
- Carlson, D. L.** (2012). *Germs, pathology, and the laboratory: The dissemination of medical discourses in writing pedagogy during the late nineteenth century*, Division F: History and Historiography, American Educational Research Association, April 13-17, 2012, Vancouver, British Columbia.

Carlson, D. L. & Ewbank, A. (2011). *Rhetoric as social insurance: A critical discourse analysis of Flores v. Arizona*, Foucault and Contemporary Theory in Education SIG, American Educational Research Association, April 8-12, 2011, New Orleans, Louisiana.

Archambault, L. A., & **Carlson, D. L.** (2011). *Weaving new media into the English curriculum: Using voice thread to teach poetry*, Technology as an Agent of Change in Teaching and Learning SIG, American Educational Research Association, April 8-12, 2011, New Orleans, Louisiana.

Archambault, L. A. & **Carlson, D. L.** (2011). *Poetry in motion: Using TPACK and VoiceThread to prepare 21st century English teachers*. Society for Information Technology and Teacher Education (SITE), March 7-11, 2011, Memphis, Tennessee.

Painter S., Amrein-Beardsley A., Buss R., Puckett K., **Carlson D. L.**, Perry N. (2010). *Making a difference locally: Graduates evaluate the action research dissertation in an innovative EdD program*. American Educational Research Association, April 30-May 4, 2010, Denver, Colorado.

Perry N., Amrein-Beardsley A., **Carlson D. L.**, Foulger T., Olson K., Zambo D. (2010). *Examining the complexities of curricular reform in the education doctorate*. American Educational Research Association, April 30-May 4, 2010, Denver, Colorado.

*Linville, D. & **Carlson, D. L.** (2009). *Sexuality justice: A global perspective*, American Educational Research Association, April 13-17, 2009, San Diego, California.

Carlson, D. L. (2008). *Putting Foucault in the mix: (Re) framing power in English education*. National Council of Teachers of English, November 20-23, 2008, San Antonio, Texas.

Carlson, D. L. (2008). *The production of scholastic bodies: Using metaphors to complete a "History of the Present" of portfolio assessment in secondary English studies*, International Standing Committee on the History of Education (ISCHE), July 23-25, 2008, Newark, New Jersey.

Carlson, D. L. (2007). *Shifting students-shifting subjects: Portfolio assessment and Neo-liberal concerns*. Invited Session: Governing Children, Producing Citizens (Council on Anthropology and Education), the 106th Annual Meeting of the American Anthropological Association, November 28-December 2, 2007, Washington, D.C.

Carlson, D. L. (2007). *Multi-genre papers as critical ontologies: Implications for writing pedagogy as transformative practice*, American Educational Research Association, April 9-13, 2007, Chicago, Illinois.

Carlson, D. L. (2007). *Social-Emotional Learning in secondary English: Implications for preparing teachers*, American Educational Research Association, April 9-13, 2007, Chicago, Illinois.

Carlson, D. L. (2006). *From the penal colony: Politics and the Kentucky portfolio*, Politics and Education SIG, American Educational Research Association, April 7-11, 2006, San Francisco, California.

Carlson, D. L. (2006). *Proposing a care of the self in secondary English studies*, the Sixth Annual conference on Curriculum and Pedagogy, October 5-9, 2005, Miami University of Ohio, Oxford, Ohio.

Local/Regional Refereed

Carlson, D. L., & Koro-Ljungberg, M. *Qualitative Research in Liminal Spaces*. Qualitative Conversations, March 31, 2015, Arizona State University, Tempe, Arizona

Carlson, D. L., *Hollis-Thomas, M., & *Aletheiani, D. *The Political Discursive Landscape of Flores v. Arizona*, February 27, 2013, Invited Lecture, Mary Lou Fulton Teachers College, Arizona State University, Tempe, Arizona.

Carlson, D. L., & Archambault, L. A. *Voice thread and the teaching of poetry: Concerns and considerations*, Arizona English Teachers Association annual conference, September 24-25, 2010, Arizona State University-Polytechnic Campus, Mesa, Arizona.

Carlson, D. L. *Emotions matter: Teaching emotional intelligences with the English language arts curriculum*, Arizona English Teachers Association annual conference, October 16-17, 2009, Arizona State University-Poly Campus, Mesa, Arizona.

Carlson, D. L. & Marshall, P. *Assessing the assessor: Approaches and strategies for reflecting on teaching practices*, Wakonse Conference, May 15-18, 2008, Flagstaff, Arizona.

GRANTS

Participant in Funded Grants

Building Leadership for Change through School Immersion Cohort 4 (Ministry of Education, Saudi Arabia)

Award Amount: \$3,200,000 (Approximately)

PI: Iveta Silova

Description of the Grant: The Center for Advanced Studies in Global Education at MLFTC will provide a year of study at ASU for 60 teacher leaders and school administrators from Saudi Arabia. A five-part program of study offered at ASU will include orientation to U.S. educational institutions, English language training, technical knowledge and skills development, and guided immersion in an Arizona school district. While at ASU, participants will develop individual professional development plans that include an action research proposal for a capstone project. Those projects will support the sixth phase of their participation, the implementation of their project in their classrooms and schools upon returning home.

Role: Dr. Carlson brings extensive expertise in English instruction and will support professional development for English Teachers.

Building Leadership for Change through School Immersion Cohort 3 (Ministry of Education, Saudi Arabia)

Award Amount: \$3,000,5595

PI: Iveta Silova

Description of the Grant: The Center for Advanced Studies in Global Education at MLFTC will provide a year of study at ASU for 60 teacher leaders and school administrators from Saudi Arabia. A five-part program of study offered at ASU will include orientation to U.S. educational institutions, English language training, technical knowledge and skills development, and guided immersion in an Arizona school district. While at ASU, participants will develop individual professional development plans that include an action research proposal for a capstone project. Those projects will support the sixth phase of their participation, the implementation of their project in their classrooms and schools upon returning home.

Role: Provide expertise in English instruction will support professional development in academic writing. I worked with educators from KSA to develop writing skills on educational topics that support educational reform.

Unfunded

Carlson, D. L. (2019). *Economic Achieving Student Centered Education for a New Tomorrow (ASCENT)*. Proposal submitted to USAID with partner Chemonics International Inc. \$406,764.

Carlson, D. L. (Principle Investigator), Barnard, W., and Amrein-Beardsley, A. (2013). Exploration of the Relationship between Emotional Intelligence (EI) and Teacher Performance. Type One-Exploratory Grant, \$961,761, United States Department of Education-Institute of Educational Sciences (IES).

Silova, I, (PI), Koro-Ljungberg, M. (Co-PI), **Carlson, D. L. (Co-PI)**, Nielsen, A. (Co-PI). (2017). (An)archive of difference. Working Together Toward Increased Understanding of Culture, Difference, and Diversity. William T. Grant Foundation, \$600,000.

TEACHING AND INSTRUCTIONAL ACTIVITIES

Courses Taught at Arizona State University

Undergraduate

ENG 492 (3 Credits)	Methods of Teaching English: Language
RDG 323 (3 Credits)	Content Area Literacy
SED 481 (3 Credits)	Methods of Teaching English
SED 494 (3 Credits)	Special Topics: Methods of Teaching English

Graduate

COE 503 (3 Credits)	Introduction to Qualitative Research
DCI 691 (3 Credits)	Arts Based Qualitative Research Creation (Advanced Qualitative Research-Methods)
DCI 691 (3 Credits)	Special Topics: Writing & Qualitative Inquiry (Advanced Qualitative Research-Methods)
DCI 691 (3 Credits)	Special Topics: Michel Foucault (Advanced Qualitative Research-Theory)
DCI 691 (3 Credits)	Special Topics: Critical Theory in Education (Advanced Qualitative Research-Theory)
DCI 791 (3 Credits)	Special Topics: Global Perspectives of Post-Qualitative Research (Advanced Qualitative Research- Theory)
DCI 791 (3 Credits)	Special Topics: Scholarly Writing
DCI 791 (1-3 Credits)	Special Topics: Erin Manning: Teaching and Learning (Advanced Qualitative Research-Theory)
RDG 507 (3 Credits)	Content Area Literacy
SED 593 (3 Credits)	Applied Project (Qualitative Research-Practice)
TEL 499 (1 Credit)	Individualized Instruction
TEL 702 (3 Credits)	Dynamic Contexts of Education (Qualitative Research-Theory)
TEL 707 (3 Credits)	Reading Research (Online) (Advanced Qualitative Research-Practice)
TEL 713 (3 Credits)	Advanced Mixed Methods (Advanced Qualitative Methods-Practice)
TEL 792 (3 Credits)	Dissertation Research

PhD Mentoring (Chair)

Marina Basu (2019- Current) Arizona State University, Mary Lou Fulton Teachers College.

Danielle Rylak (2019-Current) Arizona State University, Mary Lou Fulton Teachers College

Brian Grant (2019-Current) Arizona State University, School of Sustainability, *Healing our Relationship to the More-Than-Human World; A mind-body approach to sustainability education for disconnected humans.*

Nicole Bowers (2018-Current) Arizona State University, Mary Lou Fulton Teachers College, *Creating Alternative Narratives in the Anthropocene: Becoming with Place.*

Joseph Sweet (2015-2019) Arizona State University, Mary Lou Fulton Teachers College, *(Re) considering Diverse Masculinities: Intersections amid Art Curriculum and Middle School Boys Doing Gender*. Assistant Professor of English Education (Tenure-Track), Department of English, University of North Carolina-Pembroke, Pembroke, North Carolina.

Joshua Cruz (2014-2018) Arizona State University, Mary Lou Fulton Teachers College, *Previously Engaged: A Foucauldian Genealogy of Student Engagement in Composition Studies*. Assistant Professor of Qualitative Methods (Tenure-Track), Department of Curriculum and Instruction, Texas Tech University, Lubbock, Texas.

Dinny Alethiani (2012-2017) Arizona State University, Mary Lou Fulton Teachers College, *A Genealogy of Free Schooling*. Senior Lecturer, Department of Indonesian Studies, Yale University, New Haven, Connecticut.

Susser, Erica, (2014-2016). Arizona State University, Mary Lou Fulton Teachers College, *Foucault and Education: The Punitive and Disciplinary Societies*.

Carolyn Ragatz (2011-2015) Arizona State University, Mary Lou Fulton Teachers College, *Playing Vocabulary Games and Learning Academic Language with Gifted Elementary Students*.

Dianna Dohm (2011-2014) Arizona State University, Mary Lou Fulton Teachers College, *Gifted Students and the Common Core State Standards*.

Melinda Hollis (2010-2014) Arizona State University, Mary Lou Fulton Teachers College, *Governing More Than Language: Rationalities of Rule in 'Flores' Discourses*. Director of Faculty Development, Bovard College, University of Southern California.

Edd Mentoring (Chair)

April Boozer (2011-2014) Arizona State University, Mary Lou Fulton Teachers College, *Planning Backwards to Go Forward: Examining Pre-service Teachers' use of Backward Design to Plan and Deliver Instruction*.

Ryen Borden (2011-2014) Arizona State University, Mary Lou Fulton Teachers College, *Increasing Mentoring Skills of Cooperating Teachers to Enhance Support for Pre-service Teacher Candidate*.

Brian Johnson (2011-2014) Arizona State University, Mary Lou Fulton Teachers College, *Peer Tutoring in Secondary Education: What Constitutes an Ideal Peer Tutor and Ideal Peer Tutoring Session?*

Miguel Lucas (2011-2014) Arizona State University, Mary Lou Fulton Teachers College, *Lesson Study: A Means for Fostering Collaborative Reflection: Effects on the Self-Efficacy and Teaching Practices of Developmental Education College Success Course Instructors*.

Liliana Mesa-Lema (2011-2014) Arizona State University, Mary Lou Fulton Teachers College, *Lesson Study and the Co-Construction of Pedagogical Knowledge Among Secondary Specialty Teachers*.

Jill Wendt (2011-2014) Arizona State University, Mary Lou Fulton Teachers College, *The Invisible Student: Retaining Minority Males in the Community College Setting*.

Melody Basham (2009-2012) Arizona State University, Mary Lou Fulton Teachers College, *Citizen Science as Praxis: Assessing the Impact of Citizen Science in the Promoting of Higher Order Thinking in the Adult and Older Hispanic Immigrant*.

Vicki Bradshaw (2009-2012) Arizona State University, Mary Lou Fulton Teachers

College, *The Effect of Teaching with Stories on Associate Degree Nursing Students' Approaches To Learning and Reflective Practice.*

Melissa DeSimone (2009-2012) Arizona State University, Mary Lou Fulton Teachers College, *Using Co-generative Dialogues to Open Conversations of Rigor in Teacher Preparation Programs.*

Juan Medrano (2009-2012) Arizona State University, Mary Lou Fulton Teachers College, *The Effect Cognitively Guided Instruction on Primary Students' Math Achievement, Problem-Solving Abilities, and Teacher Questioning.*

Michelle Rojas (2009-2012) Arizona State University, Mary Lou Fulton Teachers College, *Emotional Intelligence in Teacher Education.*

PhD Mentoring (Committee Member)

Lauren Mark (2018-Current) Arizona State University, Hugh Downs School of Communication, *Relational Insights from Improvised, Partnered Dance to Communication.*

Jeffrey Mintert (2018-Current) Arizona State University, College of Integrative Sciences and Arts, *The Masculine Overcompensation Theory: A Gender Perspective on Teacher Reactions to Transgender Bullying.*

Garine Palindjijn (2017-Current) Arizona State University, Mary Lou Fulton Teachers College, *Rethinking borders and identities in Armenian education.* Title VIII Research Scholar Recipient.

Jorge Sandoval (2016-Current) Arizona State University, Mary Lou Fulton Teachers College, *LGBTQ History and Citizenship Education: Art, Representation, and Power.*

Timothy Wells (2016-2020) Arizona State University, Mary Lou Fulton Teachers College, *The In-Act and the Act Out: A Post Qualitative Inquiry into Nineteenth-Century Misbehaving Children.* Adjunct Professor, Mary Lou Fulton Teachers College, Arizona State University.

Anna Montana Cirell (2016-2017) Arizona State University, Mary Lou Fulton Teachers College, *Digital Learning in the Wild: Re-imagining New Ruralism, Digital Equity, and Deficit Discourses Through the Third Space.*

Stacey Levin (2014-2016) Arizona State University, Mary Lou Fulton Teachers College, *"Life is What You Make It": African American Students' Self-Practices in Negotiating the Curriculum of a Majority-White High School.*

Erin Harrison, (2012) Arizona State University, Mary Lou Fulton Teachers College, *Experiences in Education: Hermeneutics and Gifted Education.*

Thomas Turner (2012) Mary Lou Fulton Teachers College, Arizona State University, Mary Lou Fulton Teachers College, *Histories, Horizons, and the Theatre Arts: A Hermeneutic Study of the Theatre Texts, An Actor Prepares and Theatre of the Oppressed.*

Darla Linville (2005-2007) The Graduate Center, City University of New York Department of Urban Education, *Resisting Regulation: LGBTQ teens and Discourses of Sexuality and Gender in High Schools.* Associate Professor of Educational Foundations and Research (Tenured), Augusta University, Augusta, Georgia.

Edd Mentoring (Committee Member)

Michael Garcia (2016-2018). Arizona State University, Mary Lou Fulton Teachers College, *Advancing AVID Tutoring: Blended Professional Learning for College Tutor/Mentors in the AVID College Readiness System*.

Andrea Avery (2015-2017), Arizona State University, Mary Lou Fulton Teachers College, *Rithofundursogur, or Writer Sagas: A Narrative Inquiry of 10th Graders' Compositions of Agentic Writer Identity in a Choice-Rich, Self-Reflective, and Mindset Supportive English Classroom*.

Sarah Beale (2015-2017), Arizona State University, Mary Lou Fulton Teachers College, *Teacher Educator Collaboration Using Portfolios: Using Peer and Student Feedback as a Process for Continuous Reflection and Learning*.

Larry Edmonds (2015-2017), Arizona State University, Mary Lou Fulton Teachers College, *Intersectionality: An Arts-Based Approach to Student Awareness*.

Connie Hahn (2015-2016) Arizona State University, Mary Lou Fulton Teachers College, *Introduction to Social Justice Oriented Arts-Based Inquiry*.

Didi Roy (2015-2016), Arizona State University, Mary Lou Fulton Teachers College, *Cultural Identity and Third Space: An Exploration of their Connection at a Title I School*.

Donna Jagielski (2014-2016). Arizona State University, Mary Lou Fulton Teachers College, *Beyond the Four Walls: Examining the Use of Authentic Learning Modules*.

Alfonso Alva (2008-2009) Arizona State University, College of Teacher Education and Leadership, *Promoting Effective Leadership Through a Professional Learning Community*

Dianna Bonney (2008-2009) Arizona State University, College of Teacher Education and Leadership, *Metacognitive Instruction in Middle School Science*.

Sherman Elliott (2008-2009) Arizona State University, College of Teacher Education and Leadership, *Using Narrative Case Studies in an Online World Religious Course*

Randy Gilson (2008-2009) Arizona State University, College of Teacher Education and Leadership, *Development in Assessment for Learning*.

Lupita Hightower (2008-2009) Arizona State University, College of Teacher Education and Leadership, *A Community of Practice for Enriched Language Development*.

Master Thesis (Chair)

Anna Romero (2019-Current) Arizona State University, Herberger School of Design,

Timothy Wells (2011-2012) Arizona State University, Mary Lou Fulton Teachers College, Social and Philosophical Foundations of Education, *Negotiation of Masculinity in Fitness Culture: A Foucaudian-inspired genealogy*.

Master Thesis Committees

Jordan Cox (2012-2013) Arizona State University, College of Public Programs, School of Resources and Community Development, *The Role of Shopping in a Historical Tourism Setting*.

Undergraduate Research Projects (Chair)

Melinda Hilcox, (2017-2018), Arizona State University, Barrett Honors College, Honors Capstone Project, *Inclusive Sex Education for LGBTQ Youth in Arizona*.

Andrew Hearne, (2015-2016), Arizona State University, Barrett Honors College, Honors Capstone Project, *LGBT Recognition in Arizona: A Honnethian Analysis of Gay Rights in Arizona's Recent History*. Fulbright Fellow (Luxembourg).

Landan Spilsbury, (2012-2014), Arizona State University, Barrett Honors College, Honors Capstone Project. *A Journey to Empathy: The Influences of a Korean Text on American High School Students*.

Nathan Brewer (2010-2011) Arizona State University, College of Liberal Arts and Sciences Department of Political Science, Honors Capstone Project, Lesbian, Gay, Bi-sexual and Transgender Certification.

PUBLIC/COMMUNITY SERVICE

Michel Foucault and Qualitative Inquiry, Invited Podcast Interview for Qualitative Conversations, Episode 11, <https://itunes.apple.com/us/podcast/qualitative-conversations/id1324213425?mt=2>

Transitioning from Research to Writing, Invited Podcast Interview for GradCast, Arizona State University, Episode 7
<https://tcdc-asu.org/2017/10/25/gradcast-episode-6-transitioning-from-research-to-writing/>

Work-Life Balance, Invited Podcast Interview for GradCast, Arizona State University, Episode 3, <https://tcdc-asu.org/2017/04/14/gradcast-episode-3-work-life-balance/>

How Social-Emotional Learning Can Help Children Achieve Their Potential, Invited Radio Interview, <http://specialneedstalkradio.com/>, December 5, 2011.

Foucault Society of New York- Founding Member and Past Member of the Board of Directors, 2004-2009.

The Body: Ethos and Ethics conference in collaboration with The New School in New York, New York, Conference Originator and Organizer, October 6-7, 2006.

UNIVERSITY/COLLEGE/DEPARTMENT SERVICE

University Committees

Barack Obama Scholar Mentor (2011-2013)
General Studies Council (2012-2013)
University Senate (2008-2011)
Homecoming Committee (2008)

College/Department Committees

Governance Committee (2018-2021) (Chair 2019-2021)
Learning, Literacy, and Technology Ph.D. Program
Program Committee (Member, 2013-2014; 2015-2017; 2018-2019)
Admissions Committee (Member, 2013-2014; Chair, 2015- 2017)
EdD Systems Learning Leadership Program, Steering Committee (2018-2019)
Education Policy and Analysis Program Committee (2014-2017)
Course Coordinator, SED 481 and SED 533 (2008-2017)
Personnel and Evaluation Committee, (2013-2014; 2015-2016)
Education Leadership and Innovation EdD Program Committee (2008-2015)
Education Leadership and Innovation EdD Admissions Committee (2012-2015)
Literacy Curriculum Committee (2008-2015)
Master of Ceremonies, Doctoral Research Day, May 1, 2014
Faculty Awards Committee, Chair (2012-2014)
Research Committee (Member, 2012-2014; Chair, 2013-2014)
A.R.Ts Founding Faculty (2009-2012)
Secondary Education Curriculum working group (2010-2012)

Curriculum Studies Ph.D. redesign committee (2011)
Language and Literacy Ph.D. redesign committee (2011)
Review of the Standards of Academe working group (2010-2011)
Commencement Reader, (2008-2010)
EdD Admissions Review Committee (2008)
The Research Group (2008)
Future Educators of Arizona State Conference-Presenter (2008)
Teacher Education 101-Presenter (2008)
Metrics of Excellence (2007)
Secondary Education New Student Orientation-Presenter (2007)

Mary Lou Fulton Teachers College Search Committees

Qualitative Methodology (open rank) (2013-2014)
Assistant/Associate Professor in foreign Language Education-Joint Appointment with
College of Liberal Arts & Sciences in the School of International Letters and Culture
(2011-2012)
Delbert and Jewell Lewis Endowed Chair in Reading and Literacy (2011)
Secondary Education Faculty (2010)
Secondary Education Faculty (2008)

PROFESSIONAL SERVICE

National

Book Award Committee Chair, Division B (Curriculum Studies), American Educational Research
Association (2020-Current)

Division K Section 10 Co-Chair, American Educational Research Association (2018-2021)

Egon Guba Invited Lecture Committee Chair, Qualitative Research SIG, American Educational Research
Association (2018-2021)

Program Chair, Foucault and Contemporary Theory SIG, American Educational Research Association
(2018- 2020).

Awards Committee (Co-Chair), Queer Studies SIG, American Educational Research Association, (2015-
2016)

International External Reviewer, Bachelor of Arts Honors Thesis, The University of Newcastle (Australia)
(2014)

Tenure/Promotion External Reviewer,
San Francisco State University (2020)
Colgate University (2018)
City College (CUNY) (2017)
University of Newcastle (AUS) (2016)
Loyola University, Chicago (2016)
University of Georgia (2016)
Hunter College, City University of New York (2015)
Hunter College, City University of New York (2014)
Hunter College, City University of New York (2014)

Editorial Service

Co-Editor/Associate Editorship

Taboo: The Journal of Culture and Education, Co-Editor-in-Chief (2017-Current)
Education Policy Analysis Archives, Associate Editor (2016-Current); Editorial Board (2016- Current)

Social-Emotional SIG of *American Educational Research Association*, Newsletter Editor, (2007-2009)

Editorial Board

American Education Research Association Journal (AERJ) Editorial Board (2007-2009); (2017-2020)
Journal of Curriculum and Pedagogy, Editorial Board (2016-Current); Reviewer (2012)
Teacher Education & Practice, Editorial Board (2011-2014); Reviewer (2010)
Networks: Online Teacher Education Journal, Editorial Board (2008-2012)
Reading/Writing Quarterly, Editorial Board (2008-2010)

Manuscript Reviewer

Qualitative Inquiry
Oxford Research Encyclopedia of Education
English Journal
English Education
Journal of Youth & Society
Teacher Education & Practice

Other Editorship Duties

Reviewer of abstracts for research papers presented at the annual meeting of the *American Educational Research Association* (2007-Current)

Narrative, Arts-based, and “Post” Approaches to Social Research (NAPAR) book, Manuscript Reviewer, (2011)

Chair, *Threat in Youth: Cultural Studies Takes on Violence and Education* conference. Teachers College Columbia University, (2006)

Local/Regional

Renewal in the Desert, Speaker and Entertainment Chair, Phoenix, Arizona (2017-2019)

University Liaison, Arizona State University, *Arizona English Teacher Association*, (2009-2013)

Advisory Board Member, *GLBTQ Online High School*, (2008-2013)

Volunteer-GED Program, *Youth Empowerment Project*, (2009-2011)

RECOGNITION AND AWARDS

Carlson, D.L. (2019). *Professors of Curriculum Honorary Society*, Elected 2019.

Carlson, D.L. (2017). *Outstanding Faculty Mentor Award* (Nominee), Arizona State University, Tempe, Arizona (Nominated by four PhD students).

Carlson, D.L. (2015). *Visiting International Research Fellowship Recipient*, Faculty of Education and Arts, University of Newcastle, Australia. The internationally competitive award aimed to enhance international collaboration with distinguished scholars whose work aligned with faculty research interest. Six awards were granted.

Carlson, D.L. (2012). *Promising Research Scholar Award*, Mary Lou Fulton Teachers College, Arizona State University.

ORGANIZATIONAL MEMBERSHIPS

International Congress of Qualitative Inquiry (ICQI)
American Education Research Association (AERA)
National Council of Teachers of English (NCTE)

LANGUAGES

English (Fluent)
Spanish (Intermediate)