

Curriculum Vitae

**JOHN S. WILLS**

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**Education**

Ph.D., Sociology, University of California, San Diego, 1990  
M.A., Sociology, University of California, San Diego, 1987  
B.A., Cultural Anthropology & Sociology, University of California, Santa Barbara, 1984

**Professional Experience**

**Research**

- 2012 – 2015 Collaborator: UC Riverside Project Bridges: Teaching Reading Through U.S. History. Principal Investigator: Rollanda O'Connor.
- 2011-2012 Principal Investigator: Remembering the History of Relations between Racial, Ethnic, and Cultural Groups in the United States and California.
- 2011 Principal Investigator: The Use of Narrative and Historical Fiction in Elementary Social Studies
- 2002-2003 Principal Investigator: The Effects of High Stakes State Testing on Curriculum and Instruction in Elementary Social Studies. University of California, Riverside.
- 1999 Principal Investigator: Remembering Dr. Martin Luther King, Jr. in Elementary Classrooms. University of Rochester.
- 1996-1997 Consultant: Assessment of the Rochester Educational Access Collaborative (REAC). Funded by the Ford Foundation. University of Rochester.
- 1993-1996 Postgraduate Research Sociologist: Teaching Diversity and Learning Tolerance: An ethnographic study of the Dimensions of Culture

Curriculum. Principal Investigator: Cecil Lytle, Ph.D.. Project Director: Paula Levin, Ph.D.. Funded by a grant from the Ford Foundation. University of California, San Diego.

1991-1992 Principal Investigator: Textbooks, Teachers, and Students: The Representation of Racial and Ethnic Groups in U.S. History Classrooms. Funded by a Spencer Postdoctoral Fellowship from the National Academy of Education. University of California, San Diego.

1988-1990 Dissertation Fellow: Public Education and Political Discourse: Classroom Histories of the Cold War. Funded by the University of California Institute on Global Conflict and Cooperation. University of California, San Diego.

1987-1988 Research Assistant: MEND: A Nurturing Voice in the Nuclear Arms Debate. Principal Investigator: Professor Hugh Mehan. University of California, San Diego.

### **Teaching**

2006 – Associate Professor, Graduate School of Education, University of California, Riverside. Teach: Differential Achievement and the School Learning Environment; Diversity and Curriculum; Qualitative Research in Education; Theory and Research on Schooling and Social Inequality; Curriculum Theory and Instructional Processes in Secondary History-Social Studies; Curriculum Theory.

1999 - 2006 Assistant Professor, Graduate School of Education, University of California, Riverside.

1996 - 1999 Assistant Professor, Warner Graduate School of Education and Human Development, University of Rochester, New York.

1993 - 1996 Postgraduate Research Sociologist, Teacher Education Program, University of California, San Diego.

1991 - 1992 Spencer Postdoctoral Fellow, Department of Sociology, University of California, San Diego.

### **Publications**

#### **Journal Articles**

- Wills, J. S. (2011). Misremembering as mediated action: Schematic narrative templates and elementary students' narration of the past. *Theory and Research in Social Education*, 39(1), 115-144.
- Wills, J. S. & Sandholtz, J. H. (2009). Constrained professionalism: Dilemmas of teaching in the face of test-based accountability. *Teachers College Record* 111 (4), 1065-1114.
- Wills, J. S. (2007). Putting the squeeze on social studies: Managing teaching dilemmas in subject areas excluded from state testing. *Teachers College Record* 109 (8), 1980-2046.
- Wills, J. S. (2005). "Some people even died": Martin Luther King, Jr., the civil rights movement, and the politics of remembrance in elementary classrooms. *International Journal of Qualitative Studies in Education* 18(1), 109-131.
- Wills, J. S. (2001). Missing in interaction: Diversity, narrative, and critical multicultural social studies. *Theory and Research in Social Education* 29(1), 43-64.
- Wills, J. S. & Mehan, H. (1998). Recognizing diversity within a common historical narrative: The challenge to teaching history and social studies. Reprinted in Fred Schultz (Ed.), *Annual Editions: Multicultural Education 98/99* (pp. 68-75). CT: Dushkin/McGraw-Hill.
- Wills, J. S. (1997). Who needs multicultural education? White students, U.S. history, and the construction of a usable past. Reprinted in Fred Schultz (Ed.), *Annual Editions: Multicultural Education 97/98* (pp. 164-174). CT: Dushkin/McGraw Hill.
- Wills, J. S. & Mehan, H. (1997). Recognizing diversity within a common historical narrative: The challenge to teaching history and social studies. Reprinted in Fred Schultz (Ed.), *Annual Editions: Multicultural Education 97/98* (pp. 60-67). CT: Dushkin/McGraw-Hill.
- Wills, J. S. (1996). Who needs multicultural education? White students, U.S. history, and the construction of a usable past. *Anthropology and Education Quarterly* 27(3), 365-389, 1996.
- Wills, J. S. & Mehan, H. (1996). Recognizing diversity within a common historical narrative: The challenge to teaching history and social studies. *Multicultural Education* 4(1), 4-12.
- Wills, J. S. (1996). Balancing cultural appreciation and historical understanding in a multicultural history curriculum. *National Social Science Perspectives Journal* 7 (2), 191-202.

- Wills, J. S. (1994). Popular culture, curriculum, and historical representation: The situation of Native Americans in American history and the perpetuation of stereotypes. *Journal of Narrative and Life History* 4 (4), 277-294.
- Mehan, H. & Wills, J. (1988). MEND: A nurturing voice in the nuclear arms debate. *Social Problems* 35 (4), 363-83.
- Phillips, D, P. & Wills, J. S. (1987). A drop in suicides around major national holidays. *Suicide and Life-Threatening Behavior* 17 (1), 1-12.

### **Chapters**

- Wills, J. S. (2006). Authority, culture, context: Controlling the production of historical knowledge in elementary classrooms. In J. L. Pace & A. Hemmings (Eds.) *Classroom Authority: Theory, Research, and Practice*, (pp.33-62). New Jersey: Lawrence Erlbaum Associates.
- Wills, J. S., Lintz, A., and Mehan, H. (2003). Ethnographic studies of multicultural education in classrooms and schools. In J. Banks and C. M. Banks (Eds.) *Handbook of Research on Multicultural Education*, (pp. 163-183), Second Edition. San Francisco: Jossey-Bass.
- Wills, J. S. & Hugh M. (2001). Recognizing diversity within a common historical narrative: Culture, history, and the study of social life. P. Kahaney & J. Liu (Eds.) *Contested Terrain: Exploring Cultural Diversity Through Writing*, 21-50. Ann Arbor: University of Michigan Press.
- Mehan, H., Lintz, A., Okamoto, D., & Wills, J. (1995). Ethnographic studies of multicultural education in classrooms and schools. In J. Banks and C. M. Banks (Eds.) *Handbook of Research on Multicultural Education* (pp. 129-144). New York: Simon & Schuster Macmillan.
- Wills, J. S. (1985). Voltaic peoples. In H. M. Cole (Ed.) *I Am Not Myself: The Art of African Masquerade*. (pp. 34-39). Los Angeles: Regents of the University of California.

### **Research Reports**

- Wills, J. S. (1998). *Qualitative assessment of the Rochester educational access collaborative (REAC)*. Final Report to the Ford Foundation.
- Lytle, C., Levin, P., & Wills, J. (1998). *Teaching diversity and learning tolerance: An ethnographic study of the dimensions of culture program*. Final Report to the Ford Foundation.

## **Presentations at Conferences**

- “The elusive historical past: Narrative, historical fiction, and elementary students’ remembering of Paul Revere. American Educational Research Association, Vancouver, B.C., Canada, April 2012.
- “History mashup: (Mis)remembering and the narration of the past,” American Educational Research Association, Denver, April 2010.
- “Unfinished business: State testing and the pursuit of relevance in social studies in two fifth-grade classrooms,” American Educational Research Association, New York, March 2008.
- “Putting the Squeeze on Social Studies: Managing Teaching Dilemmas in Subject Areas Excluded from State Testing,” American Educational Research Association, San Francisco, April 2006.
- “Constrained Professionalism: Dilemmas of Teaching in the Face of Test-Based Accountability,” American Educational Research Association, San Francisco, April 2006 (with Judith Sandholtz).
- “Authority, Culture, Context: Controlling the Production of Historical Knowledge in Elementary Classrooms” Paper presented at the annual meeting of the American Educational Research Association, San Diego, CA, April 12-16, 2004.
- Curriculum as a Social Site of Remembrance: Remembering the Past in Elementary and Secondary Classrooms.” American Educational Research Association, Chicago, April 2003.
- “Turning Away from the Cultural Other: White Students, Multiculturalism, and the Need for "Politically Relevant Curriculum" in History-Social Studies Education,” American Educational Research Association, New Orleans, April 2002.
- “Martin Luther King, Jr. and the Politics of Remembrance: Curriculum, Popular Culture, and the Representation of Segregation and the Civil Rights Movement,” American Educational Research Association, Seattle, April 2001.
- “Schooling and the Production of Collective Memory: Curriculum, Popular Culture, and the Politics of Historical Representation,” American Educational Research Association, Seattle, April 2001.
- “Missing in Interaction: Diversity, Narrative, and Critical Multicultural Social Studies,” American Educational Research Association, New Orleans, April 2000.
- “The Problem of Culture in Multicultural Education: Linking Culture and Action in History and Society,” American Educational Research Association, New Orleans,

April 2000.

“Ethnographic Investigations of School Knowledge: The Case of History-Social Studies. Ethnography in Education: Researching How Education Makes a Difference for Today's Students,” California State University Los Angeles, April 2000 (Invited Presentation).

“Making Meaning in the Classroom: Culture, Historical Representation, and Political Discourse,” American Educational Research Association, San Diego, April 1998.

“Narratives of the Pacific Rim: Representing Latin America and Asia in School Curriculum,” seminar for visiting fellows in the *Cultural Encounters on the Pacific Rim Program*, sponsored by the Center for Iberian and Latin American Studies, University of California, San Diego, February 1998 (Invited Presenter).

“Multicultural Education: From Practice to Theory,” Rochester Area Community Foundation Conference, *Completing the Picture of Inclusiveness*, Rochester, New York, November 1997 (Chair and Discussant).

“The Problem of Culture in Multicultural Education: Rethinking Multicultural Reform in History and Social Studies,” National Association for Multicultural Education, Albuquerque, October 1997.

“Competing Narratives of History: What Can a Museum Exhibit Say?” American Educational Research Association, Chicago, March 1997(Discussant).

“Balancing Cultural Appreciation and Historical Understanding in a Multicultural History Curriculum,” National Social Science Association Spring Conference, San Diego, April 1995.

“Who Needs Multicultural Education?: Curriculum Reform and the Construction of a Usable Past,” Ethnography in Education Research Forum, Philadelphia, February 1994.

“The Situation of African Americans in American History: Using History as a Resource For Understanding the Experiences of Contemporary African Americans,” American Sociological Association, Miami Beach, August 1993.

“Realizing the Soviet Threat In Classroom Histories of the Cold War: the Politics of Classroom Knowledge,” American Sociological Association, Pittsburgh, August 1992.

“How Multicultural is California's New History Curriculum?: The Representation of Racial and Ethnic Groups in Eighth Grade U.S. History Lessons,” Spencer Fellows Forum, Spring Meeting of the National Academy of Education, University of Chicago, May 1992.

“Historical Consciousness and the Teaching of History,” Clark University, February 1992  
(Invited Participant).

“Seeing Is Believing: Documentary Film and Classroom Representations of Russian  
Expansionism,” American Sociological Association, Washington D.C., August  
1990.

“Discourse, Peace, Security, and International Society,” Symposium, American  
Sociological Association, Atlanta, August 1988 (Organizer and Chair).

“The Politics of Representation in the Nuclear Arms Race,” University of California  
Institute on Global Conflict and Cooperation Conference, San Diego, January  
1988 (Invited Participant).

“MEND: A Nurturing Voice in the Nuclear Arms Debate,” University of California  
Institute on Global Conflict and Cooperation Conference, *Discourse: Peace,  
Security and International Society*, Ballyvaughan, Ireland, August 1987 (with  
Hugh Mehan).

### **Awards**

National Academy of Education Spencer Postdoctoral Fellowship, 1991-1992.  
Dissertation Fellowship, University of California Institute on Global Conflict and  
Cooperation, 1988-1990.  
Regents Fellowship, University of California, San Diego, 1984-1985.  
Regents Scholarship, University of California, Santa Barbara, 1980-1984.

### **Professional Memberships**

American Anthropological Association, 1993-present  
American Educational Research Association, 1996-present  
American Sociological Association, 1987-present  
National Council for the Social Studies, 1996-present

### **Service**

#### **Professional**

Member, Editorial Board, *Theory and Research in Education*  
Ad hoc article reviewer  
*Theory and Research in Education*  
*Theory and Research in Social Education*  
*Teachers College Record*  
*International Journal of Qualitative Studies in Education*  
*Equity and Excellence in Education*

Program Chair, AERA Division B, 2002  
Book Manuscript Reviewer, Routledge, 2007

### **University and School**

Graduate Advisor for Admissions, GSOE, UCR, 2008-2011  
Co-chair, Ad Hoc Recruitment Committee, GSOE, UCR, 2010-2011  
University Extension Committee, UCR, 2009-2011  
Chair, M.Ed. Committee, GSOE, UCR, 2000-2011  
Graduate Advisory Committee, GSOE, UCR, 2000-2003, 2008-2011  
Committee on Educational Policy, UCR, 2007-2008  
Convener, Curriculum and Instruction Area, GSOE, UCR, 2000-2007, 2010-2011  
Ad Hoc General Education Committee, UCR, 2005-2006  
Executive Committee, GSOE, UCR, 2005-2007  
Ad Hoc Personnel Committees, GSOE, UCR, 2006, 2008, 2010  
Chair, Search Committee for Director of Teacher Education, 2006-2007  
Search Committee, Cultural and Linguistic Diversity, GSOE, UCR, 2000-2001  
Methodology Task Force, GSOE, UCR, 1999-2000  
Leadership Institute Planning Committee, GSOE, UCR. 1999-2000  
Teacher Education Committee, GSOE, UCR, 1999-2000

Invited Presentation, Psychology Department Brown Bag Lunch Series– April 2008  
Invited Presentation, Freshmen University Honors Program – November 2006  
Invited Presentation, Scholarship of Teaching Panel Discussion, Developing Inclusive Pedagogies in a Diverse Learning Environment – May 2006