

John D. Holst
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EDUCATION

Doctorate in Education (Ed. D.) in Adult Continuing Education, August 2000
Northern Illinois University, DeKalb, Illinois
Dissertation Title: Social Movements and Civil Society: Implications for Radical
Adult Education Theory and Practice.

Master of Science in Adult Continuing Education, August 1994
Northern Illinois University, DeKalb, Illinois
Core requirements fulfilled through the Urban Adult Education Cohort in Chicago, Illinois.
Cohort Project: Critical Theory and Adult Education - Directed Readings.

Bachelor of Science in United States History, May 1988. University of Wisconsin-Madison

TEACHING EXPERIENCE

Associate Professor, Department of Learning and Performance Systems, The Pennsylvania
State University, University Park, Pennsylvania. August 2017 – present.
Courses taught: ADTED 542 – Perspectives on Adult Learning Theory.

Associate Professor, Department of Educational Leadership, University of St. Thomas,
Minneapolis, Minnesota. September 2016 – May 2017.
Courses taught: EDLD 621 – Research Design and Analysis; EDLD 904 - Qualitative
Methods for Research and Evaluation; EDLD 913 – Power, Freedom, and Change; EDLD 856
– Paulo Freire: His Life and Pedagogy; EDLD 857 – Theoretical Foundations of Critical
Pedagogy; EDLD 872 – Development, Underdevelopment, and Education; EDLD 920 –
Framing the Research Question; EDLD 921 – Research Proposal Design

Associate Professor, Department of Leadership, Policy and Administration, University of St.
Thomas, Minneapolis, Minnesota, September 2008 – 2016
Teach courses in the Department of Leadership, Policy and Administration. Courses taught:
EDLD 621 – Research Design and Analysis; EDLD 913 – Power, Freedom, and Change; CIED
500 – Introduction to Educational Research; CIED 505 – Social Foundations of Education;
CIED 610 – Advanced Theories of Teaching & Learning; CIED 713 – Paulo Freire: His Life
and Pedagogy; CIED 901 – Introduction to Critical Pedagogy; EDLD 859 – Critical Education
in Social Movements; EDLD 857 – Theoretical Foundations of Critical Pedagogy; EDLD 872 –
Development, Underdevelopment, and Education; CIED 904 – Social Construction of
Curriculum, Policy and Practice; EDLD 912 – Critical Issues in Economic, Political, and Social
Contexts; EDLD 920 – Framing the Research Question; EDLD 921 – Research Proposal
Design

Associate Professor, Department of Curriculum and Instruction, University of St. Thomas,
Minneapolis, Minnesota, September 2006 – August 2008
Teach courses in the Department of Curriculum and Instruction. Courses taught: CIED 500 –
Introduction to Educational Research; CIED 505 – Social Foundations of Education; CIED 610
– Theories of Cognition; CIED 713 – Paulo Freire: His Life and Pedagogy; CIED 715 –
Globalization, Colonialism and Education; CIED 799 – Masters Integrative Paper

Assistant Professor, Department of Curriculum and Instruction, University of St. Thomas, Minneapolis, Minnesota, August 2000 – May 2006.

Teach courses in the Critical Pedagogy Doctorate Program and in the Department of Curriculum and Instruction overall. Courses taught: CIED 500 – Introduction to Educational Research; CIED 505 – Social Foundations of Education; CIED 532 – Curriculum K-12; CIED 713 – Paulo Freire: His Life and Pedagogy; CIED 715 – Globalization, Colonialism and Education; CIED 799 – Masters Integrative Paper; CIED 902 – Theoretical Foundations of Critical Pedagogy; CIED 903 – Educators as Learners: Constructing Pedagogic and Curricular Knowledge; CIED 904 – Social Construction of the Curriculum; CIED 906 – History of Critical Education; CIED 907 – Critical Education and Social Movements; CIED 911 – Narratives of Critical Commitment; CIED 932 – Dissertation Clinic II; CIED 940 – Topics: Critical Pedagogy and the Socialist Alternative: The Case of Cuba (Study Abroad).

Graduate Teaching Assistant, College Reading and Learning Program in the Department of Curriculum and Instruction, Northern Illinois University, DeKalb, Illinois, 1994 - 2000.

Developed and taught developmental reading and study skills courses (CIRE 190 and CIRE 201) to special admissions, under-represented students admitted to the university through the CHANCE Program.

Instructor, Upward Bound Program, Northern Illinois University, DeKalb, Illinois, Summer 1998 - January 1999.

Developed and taught study skills and ACT preparation courses.

Part-Time Instructor, Adult Basic Education and Special Programs Department, Kishwaukee Community College, Malta, Illinois, 1995 - 1997.

Taught multi-level English as a Second Language courses at various rural and small town off-campus community-based sites. Taught GED preparation on campus.

Part-Time Instructor, Department of Arts, Communications, and Social Sciences, Kishwaukee Community College, Malta, Illinois, 1995 - 1996.

Taught various sections of ENG 110 - Critical Reading.

Adult Educator, Adult Learning Skills Program, Malcolm X College, Chicago, Illinois, 1989 - 1994.

Taught English as a Second Language on campus and at various urban off-campus work sites and at Instituto del Progreso Latino - a Freirean-inspired alternative high school/community center. At Instituto, taught U.S. History in Spanish and actively participated in ESL curriculum development and school governance.

Instructor, American English Club, Cuernavaca, Morelos, México, January 1990 - April 1990.

Taught five upper-levels of K-12 English as a Second Language courses.

Instructor, Adult Education Department, Triton College, River Grove, Illinois, 1988 - 1990.

Designed and taught three levels of English as a Second Language courses at a suburban off-campus community site.

CURRICULUM DEVELOPMENT

Doctorate in Educational Leadership. (2016). Department of Educational Leadership, University of St. Thomas.

Member of curriculum committee which created a new 66-credit online doctorate in Educational Leadership. Created new course in educational foundations and modified five existing courses.

Doctoral Concentration in Social Justice Education. (2016). Doctorate in Educational Leadership. Department of Educational Leadership, University of St. Thomas.

Redesigned an 18 credit (six course) concentration.

Doctoral Concentration in Critical Pedagogy. (2013). Doctorate in Leadership. Department of Leadership, Policy and Administration, University of St. Thomas.

Developed an 18 credit (six course) concentration which included 4 courses in critical pedagogy developed specifically for the concentration.

The African Presence in Latin America: A Bilingual (English/Spanish) Interdisciplinary Curriculum for Grades 11-12 and College. (2005 - 2006). University of St. Thomas and WMEP Interdistrict Downtown School.

Working with an interdisciplinary team. This project was an effort to bring to the forefront the African presence in Latin America and the relevance of this for the history and culture of the United States through a bilingual, interdisciplinary semester-long curriculum that could be used in whole or in parts for upper level high school Spanish and Social Studies classes and for Culture and Civilization courses at the college, undergraduate level.

Certificate in Multicultural/Diversity Education. (2005 - 2006). University of St. Thomas, Department of Curriculum & Instruction.

Developed with Dr. Seehwa Cho a four-course certificate program that provides educators with the knowledge, skills, and dispositions necessary to be successful in multicultural educational settings. Specifically, I wrote the certificate proposal and designed two of the four courses.

Certificate in Critical Pedagogy. (2001 -). University of St. Thomas, Department of Curriculum & Instruction / Department of Leadership, Policy and Administration. Program still under development.

Developed two courses for Certificate Program. CIED XXX – Practices of Critical Pedagogy and CIED 715 – Globalization, Colonialism and Education.

“Identity: Where the Social Meets the Personal”. Focused Interest Group CIRE 100 Developmental Reading Curriculum. (Summer 1999). Northern Illinois University.

With Ellen Blunt, designed the Reading component of a collaborative multicultural curriculum with the Developmental English and Communications Programs.

“The Sixties Curriculum”. Thematically-based CIRE 190 Study Skills Curriculum. (Summer 1997). Northern Illinois University.

With Dr. María Alicia Vetter, designed a multicultural study skills curriculum and

compiled and edited a companion reader of articles from various academic disciplines for CIRE 190 - College Reading and Learning Techniques. Taught to approximately 450 students annually from 1997 - 2000.

“Workers’ Rights”. An English as a Second Language Curriculum for Immigrant Workers. (Summer 1994).

An ESL curriculum for six levels of ESL instruction based on U.S. and Illinois Labor Laws. Prepared for the ESL program at Instituto del Progreso Latino, Chicago, Illinois.

RESEARCH

Independent Research Project, Contemporary Cases of Adult Education for Social Change, 2017 - present

Independent Research Project, Gramsci, Globalization, and Pedagogy, 2010 – 2017

Independent Research Project, Trade Union Education in Chile, 2013 – present

Independent Research Project, Globalization and Adult Education, Summer 2003 - 2008

Independent Research Project, The Radical Practice of Adult Education, 2006 - 2010

Independent Research Project, The Pedagogy of Ernesto Che Guevara, 2006 - 2008

Independent Research Project, Paulo Freire’s Work in Chile, 1964-1969: The Socio-Political Economic Context of Pedagogy and Literacy, Summer 2003 - Spring 2006.

Houle Scholars Grant, Kellogg Foundation grant through the University of Georgia, Spring 2001 - Spring 2003. Globalization and the Future of Radical Adult Education.

Graduate Research Assistant, Center for Governmental Studies, Northern Illinois University, DeKalb, Illinois, Fall 1995 - Fall 1996.

Researched and co-authored a McArthur Foundation funded qualitative research report on working poor families in the Chicago Metropolitan area. Coded and analyzed interview data, wrote participant biographies, and designed tables of quantitative budget data.

Internship, Center for Governmental Studies, Northern Illinois University, DeKalb, Illinois, January 1996 - August 1996.

Participatory Evaluation of the Calumet Communities Consortium's Bottom-Up Leadership Development Project. Conducted interviews of Participatory Theatre coordinator and project leaders, transcribed and coded data for qualitative evaluation.

Participatory Research Training Participant, Calumet Communities Consortium's Bottom-Up Leadership Development Project, Northern Illinois University, DeKalb, Illinois, Summer 1996.

Participant and presenter in summer-long training in Participatory Research.

UNIVERSITY SERVICE

College of Education Committee Participation,

The Pennsylvania State University, University Park

Member, Graduate Council Joint Curricular Committee, September 2017 -

Department of Leadership, Policy and Administration Committee Participation,

University of St Thomas

Member, Ad-hoc LPA Retirement Committee, 2012-2013

Member, Ad-hoc Community Education Committee, 2012-2013

Member, LPA Scholarship Committee, 2012-2013

Member, Ad-hoc Blue Sky Initiatives Committee, 2012-2013

Member, Ad-hoc Community College Certificate Committee, 2011-

Member, Ad-hoc Critical Literature Review Committee, 2010-2011, 2011-2012

Member, Ad-hoc EDLD 920 Revision Committee, 2010-2011

Member, LPA Faculty Search Committee, 2010-2011, 2011-2012, 2013-2014

Chair, LPA Tenure/Promotion Committee, 2011-2012

Department of Curriculum & Instruction Committee Participation, University of St. Thomas

Member, Critical Pedagogy Doctoral Program, Core Faculty, 2003 - Spring 2007.

Member, Multicultural Education Certificate Ad hoc Committee, 2005-2006

Member, Critical Pedagogy Masters Development Ad hoc Committee, 2001-2003

Member, Learning Technologies Hiring Committee, 2001-2002

College of Education, Leadership and Counseling Committee Participation, University of St. Thomas

Chair, Adult Learning and Education Ad hoc Committee, 2001-2002

Member, Academic Affairs Committee, 2006-2007; 2007-2008; 2008-2009

Member, Quality Assurance & Assessment Committee, 2005-2006

Member, Curriculum Council, 2002-2003; 2003-2004; 2009-2010, 2010-2011, 2015-2016.

Member, Education Outreach Committee, 2004-2006

Member, Library Committee, 2000-2001; 2001-2002; 2005-2006; 2006-2007

Member, Midwest Qualitative Research Committee, 2000-2001; 2001-2002

Member, Ad-hoc International Institute Committee, 2008.

Member, Diversity Committee, 2010, 2011-2012, 2012-2013; 2013-2014; 2014-2015

Chair, CAPS Online Publishing Committee, 2011-2012; 2012-2013, 2013-2014; 2014-2015

University-Wide Committee Participation, University of St. Thomas

Member, Latin American Task Force, 2003-2004

Member, Study Abroad Advisory Committee, 2001-2005

Member, Graduate Policies and Planning Committee, Spring 2003 - 2007.

Member, University Library Advisory Committee, 2006-2010; 2011-2012, 2012-2013, 2013-2014, 2014-2015, 2015-2016.

Member, Keffer Library Restructuring Committee, 2010-2011, 2011-2012

University Senate, 2002-2004; 2009-2010, 2010-2011, 2011-2012; 2012-2013; 2013-2014.

University of St. Thomas/University of Havana Agreement Initiative, 2001-

ACADEMIC ADMINISTRATIVE EXPERIENCE

Coordinator, Concentration in Critical Pedagogy, Department of Leadership, Policy, and Administration, University of St. Thomas, Minnesota. 2013 – 2016.

Coordinated and developed the marketing and recruitment for the concentration.

Maintained enrollment and certification database for the concentration. Recommended course scheduling and teaching assignments.

Coordinator, College Reading and Learning Program in the Department of Curriculum and Instruction, Northern, Illinois University, DeKalb, Illinois, 1997 - 2000.

Coordinated day-to-day operations of the overall program. Specific duties included: recruitment, interviewing and recommendation for hiring of potential teaching assistants and instructors; administered College Reading office - kept records, prepared reports, and managed program budget; recommended course schedule and teaching assignments; assisted with program and teacher evaluation; coordinated campus public relations and publicity of program; met with coordinators and staff of the inter-departmental Communication Skills staff from English, Math, Communications and CHANCE.

DISSERTATION COMMITTEE WORK

Chair

Batheja, C. (forthcoming). Female Executive Nursing Leadership: Change, Conflict, and the “Triple Aim”. Department of Leadership, Policy and Administration, University of St. Thomas, Minnesota.

Herrema, K. (forthcoming). Gender and Entrepreneurship for Social Change. Department of Leadership, Policy and Administration, University of St. Thomas, Minnesota.

Johnson, J. (2015). Pew-Warming or Spiritually-Charged Discipleship: Emancipatory Pedagogy – revival of Critical Thinking in the A. M. E. Church in the 21st Century and Beyond. Department of Leadership, Policy and Administration, University of St. Thomas, Minnesota.

Rickenberg, C. (2015). Educational Reform for 21st Century Learning: Why Environmental Education is the Answer. Department of Leadership, Policy and Administration, University of St. Thomas, Minnesota.

Comedy, E. (2014). Reconceptualizing Leadership through the Prism of the Modern Civil Rights Movement: A Grounded Theory Case Study on Ella Baker. Department of Leadership, Policy and Administration, University of St. Thomas, Minnesota.

Flom, N. (2014). There and Back Again: Perceived Long-term Effects of a High School Immersion Abroad Experience. Department of Leadership, Policy and Administration,

University of St. Thomas, Minnesota.

Drexler Booth, C. (2014). *Techniques of Power: Performance Pay Systems and the Network of School Power Relations*. Department of Leadership, Policy and Administration, University of St. Thomas, Minnesota.

Everson, C. (2014). *Small Farmers & Supported Agriculture: Building Community or Creating a Commodity?* Department of Leadership, Policy and Administration, University of St. Thomas, Minnesota.

McGill, R. (2013). *Navigating the Hazardous Terrain and the Tranquil Waters: A Grounded Theory Study of the Leadership Development of Nurse Managers*. Department of Leadership, Policy and Administration, University of St. Thomas, Minnesota.

Kuehn, J. (2013). *The Tip of the Iceberg: The Preparation of Special Education Teachers*. Department of Leadership, Policy and Administration, University of St. Thomas, Minnesota.

Swinson-Fitzpatrick, R. (2010). *Reclaiming James Connolly: Implications for radical educators*. Department of Leadership, Policy and Administration, University of St. Thomas, Minnesota.

Asberry, T. (2009). *Family involvement: Examining ideas and exploring alternative relationships for working-class African American families*. Department of Leadership, Policy and Administration, University of St. Thomas, Minnesota.

Smith, B. (2008). *Cuban popular education: One descriptive case study*. Department of Curriculum & Instruction, University of St. Thomas, Minnesota.

Abendroth, M. (2005). *Cuba's national literacy campaign: A mass movement of emancipatory global civic education*. Department of Curriculum & Instruction, University of St. Thomas, Minnesota.

Committee Member

Lehan, M. (forthcoming). *Vulnerability: At the Intersection of Race, Gender, and Transformational Leadership*. Department of Leadership, Policy and Administration, University of St. Thomas, Minnesota.

Hinton, K. (2017). *The Extra Hour: Tensions and Dilemmas in Building an Extended Day Program*. Department of Leadership, Policy and Administration, University of St. Thomas, Minnesota.

Pesta, J. (2015). *Across the Tracks: An Ethnography of a Rural Transnational Community*. Department of Leadership, Policy and Administration, University of St. Thomas, Minnesota.

Gerdes, K. (2014). *Immigrants and Rural Communities: The Cultural Boiling Pot of a Melting Democracy*. Department of Leadership, Policy and Administration, University of St. Thomas, Minnesota.

Shands, M. (2014). *Building Relevant Leaders: Identifying the Development Needs of the Modern Construction Leader*. Department of Leadership, Policy and Administration, University of St. Thomas, Minnesota.

Artika T. (2011). *Being the Change in the World: The role of lawyers as transformational leaders and engineers of social change*. Department of Leadership, Policy and Administration, University of St. Thomas, Minnesota.

Svoboda, V. (2011). *Class chameleons: Exploring the lived experience of female student affairs professionals from working-class families*. Department of Leadership, Policy and Administration, University of St. Thomas, Minnesota.

Singer, S. (2009). *Education for incarceration: A theoretical inquiry into the school-to-prison pipeline in an era of crisis management*. Department of Leadership, Policy and Administration, University of St. Thomas, Minnesota.

Weiser-Matthews, S. (2008). *Laptops: A tool for educational transformation – beyond social reproduction*. Department of Curriculum & Instruction, University of St. Thomas, Minnesota.

Radd, S. (2007). *Connecting private roads to public highways: Toward a theory of school leadership for social justice*. Department of Leadership, Policy and Administration, University of St. Thomas, Minnesota.

Bach, A. M. (2005). *Loving sabotage: Effecting critical change*. Department of Curriculum & Instruction, University of St. Thomas, Minnesota.

Neufeld Weaver, P. (2002). *Restoring the balance: Peace teams and violence reduction in Chiapas, Mexico. Contrasting approaches to critical transformation through international nonviolent solidarity with indigenous struggle*. Department of Curriculum & Instruction, University of St. Thomas, Minnesota.

External Reviewer

Carpenter, S. (2011). *Theorizing Praxis in Citizenship Learning: Civic Engagement and the Democratic Management of Inequality in AmeriCorps*. University of Toronto, School of Graduate Studies, Toronto, Canada.

MASTER'S PROJECTS SUPERVISED

Supervised approximately 30 Final Master's Projects for the Master of Arts in Curriculum & Instruction. Department of Curriculum & Instruction, University of St. Thomas, Minnesota.

PUBLICATIONS

Books

Pizzolato, N., & Holst, J. D. (Eds.). (2017). *Gramsci: A pedagogy to change the world*. Dordrecht, The Netherlands: Springer.

Brookfield, S. D., & Holst, J. D. (2010). *Radicalizing learning: Adult education for a just world*. San Francisco: Jossey-Bass.

Holst, J. D. (2002). *Social movements, civil society and radical adult education*. Westport, CT: Bergin & Garvey.

Book Chapters

Holst, J. D. (forthcoming). Freirean Dialectics and Dialogue. In C. A. Torres (Ed.), *Wiley handbook of Paulo Freire*. Malden, MD: Wiley Blackwell.

Holst, J. D. (2018). From Radical Adult Education to Social Movement Learning. In M. Milana, J. Holford, S. Webb, P. Jarvis and R. Waller (Eds.), *International handbook of adult and lifelong education and learning*. London: Palgrave Macmillan.

Brookfield, S. D., & Holst, J. D. (2017). A critical theory approach to program planning. In V. C. X. Wang (Ed.), *Handbook of research on program development and assessment methodologies in K-20 education*. Hershey, PA: IGI Global.

Vetter, M. A., & Holst, J. D. (2017). A Pedagogy for Power: Antonio Gramsci and Luis Emilio Recabarren on the Educational role of Working-Class Organizations. In N. Pizzolato, & J. D. Holst (Eds.), *Gramsci: A pedagogy to change the world*. Dordrecht, The Netherlands: Springer.

Pizzolato, N., & Holst, J. D. (2017). Gramsci, Politics and Pedagogy: An Interpretative Framework. In N. Pizzolato, & J. D. Holst (Eds.), *Gramsci: A pedagogy to change the world*. Dordrecht, The Netherlands: Springer

Holst, J. D., & Brookfield, S. D. (2017). Catharsis: Antonio Gramsci, pedagogy, and the political independence of the working class. In N. Pizzolato and J. D. Holst (Eds.), *Gramsci: A pedagogy to change the world*. Dordrecht, The Netherlands: Springer.

Brookfield, S. D., & Holst, J. D. (2014). A critical theory perspective on program development. In Wang, V. C. X., & Bryan, V. C. (Eds.), *Andragogical and pedagogical methods for curriculum and program development*. Hershey, PA: IGI Global.

- Holst, J. D. (2014). Ernesto Che Guevara, dispositions, and education for transnational social justice. In C. Krull (Ed.), *Cuba in a global context: International relations, internationalism, and transnationalism*. Gainesville, FL: University Press of Florida.
- Holst, J. D. (2013). Gramsci'nin hapisane öncesi Eğitsel, siyasal Teori ve pratiğinde devrimci parti [The revolutionary party in Gramsci's pre-prison educational and political theory and practice]. In P. Mayo (Ed.), *Gramsci ve Eğitsel Düşünce*. Istanbul: Kalkedon.
- Holst, J. D. (2010). The revolutionary party in Gramsci's pre-prison educational and political theory and practice. In P. Mayo (Ed.), *Gramsci and educational thought*. San Francisco: Wiley Blackwell.
- Holst, J. D. (2009). El texto que ha tenido el mayor impacto sobre los educadores populares revolucionarios de la región [The text that has had the greatest impact on revolutionary popular educators in the region] (M. A. Vetter, Trans). In L. Bonilla-Moina (Ed.), *Marta Harnecker: Un Tesoro internacional*. Caracas, Venezuela: Centro Internacional Miranda.
- Holst, J. D. (2007). Schooling and social class in post-World War 2 United States of America. In J. Freeman-Moir & A. Scott (Eds.), *The lost dream of equality: Critical essays on education and social class*. Rotterdam, The Netherlands: Sense Publishers.
- Holst, J. D. (2006). Globalization and the future of critical education. In S.M. Merriam, B. C. Courtenay, & R. Cervero, Eds. *Global issues and adult education: Perspectives from Latin America, southern Africa, and the United States*. San Francisco: Jossey-Bass.
- Holst, J. D. (2004). Globalization and education within two revolutionary organizations in the United States of America. In K. Mundel & D. Schugurensky (Eds.), *Lifelong citizenship learning, participatory democracy and social change*. Toronto, Canada: Transformative Learning Centre, OISE/University of Toronto.
- Holst, J. D. (2003). Class and schooling in the post-World War II United States of America: A survey of major features. In J. Freeman-Moir & A. Scott (Eds.), *Yesterday's dreams: International and critical perspectives on education and social class*. Canterbury, New Zealand: Canterbury University Press.
- Holst, J. D. (2002). Neue gesellschaftliche bewegungen und globalisierung: Kritische überlegungen zu den bürgergesellschaftlichen perspektiven [New social movements and globalization: Critical reflections on civil societarian perspectives]. In T. Bergmann, W. Haible, & G. Schäfer, (Eds.), *Geschichte wird gemacht. Beiträge zur Zukunft der Arbeiterbewegung*. Hamburg, Germany: VSA-Verlag.

Journal Articles (*Peer Reviewed)

- *Holst, J. D. (2011). Frameworks for understanding the politics of social movements. *Studies in the Education of Adults*, 43(2), 117-127.
- *Holst, J. D. (2010). Social justice and dispositions for adult education. *Adult Education Quarterly* 60(3), 249-260.
- *Holst, J. D. (2009). The revolutionary party in Gramsci's pre-prison educational and political theory and practice. *Educational Philosophy and Theory*, 41(6), 622-639.
- *Holst, J. D. (2009). Conceptualizing training in the radical adult education tradition. *Adult Education Quarterly*, 59(4), 318-334.
- *Holst, J. D. (2009). The pedagogy of Ernesto Che Guevara. *International Journal of Lifelong Education*, 28(2), 149-173.
- *Holst, J. D. (2008). Globalización y educación gramsciana [Globalization and Gramscian education]. *Docencia*, 8(23), 69-74.
- *Holst, J. D. (2007). The Politics and economics of globalization and social change in radical adult education: A critical review of recent literature. *Journal for Critical Education Policy Studies*, 5(1). Available online at: <http://www.jceps.com/index.php?pageID=article&articleID=91>
- *Holst, J. D. (2006). Paulo Freire in Chile, 1964-1969: *Pedagogy of the Oppressed* in its socio-political economic context. *Harvard Educational Review*, 76(2), 243-270.
- *Holst, J. D. (2004). El concepto de sociedad civil en la obra de Gramsci y la praxis de la educación popular [The concept of civil society in the work of Gramsci and the praxis of popular education]. *Docencia*, 4(10), 47-51.
- *Holst, J. D. (2004). Globalization and education within two revolutionary organizations in the United States of America: A Gramscian analysis. *Adult Education Quarterly*, 55(1), 23-40.
- *Holst, J. D. (2003). Revolutionary critical education: In defense of a theory and a challenge to seek out those who practice it. *Journal of Transformative Education*, 1(4), 341-348.
- Holst, J. D. (2002, March). Il concetto di società civile in Gramsci e la prassi dell'educazione popolare [Gramsci's concept of civil society and popular education praxis]. *Rosso XXI*, 3(10), 36-40.

Holst, J. D. (2001). Reflexiones críticas sobre el potencial político de los nuevos movimientos sociales [Critical reflections on the political potential of new social movements]. *Marx Ahora*, 11, 171-179.

*Holst, J. D. (1999). The affinities of Lenin and Gramsci: Implications for radical adult education theory and practice. *International Journal of Lifelong Education*, 18(5), 407-421.

Encyclopedia Entry

Holst, J. D. (2016). Guevara, Ernesto “Che” (1928-67). In J. Stone, R. M. Dennis, P. Rizova, & A. D. Smith (Eds.), *The Blackwell Encyclopedia of Race, Ethnicity and Nationalism*. San Francisco: Wiley-Blackwell.

Compendium Entry

Holst, J. D. (2017). Leading, learning, and educating in struggle: Social movements and adult education. In A Knox, Simone C. O. Conceição, & L. Martin (Eds.), *Mapping the adult and continuing education field*. Sterling, VA: Stylus.

Book Review Essays

Holst, J. D. (2015). Selections from New Contributions to Gramscian Studies. [Book review essay of *Dirigentes y dirigidos: Para leer los Cuadernos de la Cárcel de Antonio Gramsci*, by M. S. Almeida, *Gramsci, materialism, and philosophy* by E. Morera, and *Reading Gramsci* by F. Fernández Buey]. *International Journal of Lifelong Education*, 34(5), 607-618.

Holst, J. D. (2015). New International Currents in Gramscian Studies [Book review essay of *Antonio Gramsci* by A. A. Santucci, *Gramsci's political thought* by C. N. Coutinho, and *The postcolonial Gramsci* by N. Srivastava and B. Bhattacharya (Eds.)]. *Adult Education Quarterly*, 65(3), 287-292.

Book Reviews

Holst, J. D. (2017). [Review of the book *Antonio Gramsci* by M. McNally (Ed.)]. *E-International Relations*, Available online at: <http://www.e-ir.info/2017/03/14/review-antonio-gramsci/>

Holst, J. D. (2015). [Review of the book *Educating from Marx: Race, gender and learning* by S. Carpenter and S. Mojab (Eds.)]. *Adult Education Quarterly*, 65(4), 346-348.

Holst, J. D. (2014). [Review of the book *Pedagogy of the poor: Building the movement to end poverty* by W. Baptist and J. Rehmann]. *Adult Education Quarterly*, 64(3), 261-263.

Holst, J. D. (2012). [Review of the book *The Gramscian moment: Philosophy, hegemony and Marxism* by P. D. Thomas]. *Adult Education Quarterly*, 62(1), 92-94.

Holst, J. D. (2010). [Review of the book *Power, crisis, and education for liberation* by N. De Lissovoy]. *Adult Education Quarterly*, 60(4), 407-408.

Holst, J. D. (2009). [Review of the book *Rebuilding the Left* by M. Harnecker]. *Canadian Journal for the Study of Adult Education*, 22(1), 77-78.

Holst, J. D. (2007). [Review of the book *Capitalists and conquerors* by P. McLaren]. *Adult Education Quarterly*, 57(3), 266-268.

Holst, J. D. (2003). [Review of the book *Education, literacy, and humanization* by P. Roberts]. *Adult Education Quarterly*, 53(3), 212-213.

Holst, J. D. (2003). [Review of the book *Critical education against global capitalism* by P. Allman]. *International Journal of Lifelong Education*, 22(1), 94-95.

Holst, J. D. (2002). [Review of the book *Critical education against global capitalism* by P. Allman]. *Convergence*, 35(1).

Holst, J. D. (2001). [Review of the book *Paulo Freire, Che Guevara, and the pedagogy of revolution* by P. McLaren]. *Adult Education Quarterly*, 51(2), 165-66.

Translations

Pinto Contreras, R. (2010). On the reality of theoretical language: A particular reflective experience with Paulo Freire. In T. Wilson, A. Colon-Muniz, & P. Park (Eds.), *Memories of Paulo* (pp. 9-14). Rotterdam: Sense Publishers. Translated from the Spanish by John D. Holst and María Alicia Vetter.

Aguiar Amorim, M. L. (2007). *Educação e atualidade Brasileira* (Education and contemporary Brazil) in the work of Paulo Freire. Paper published in the proceedings of the Learning in Community Joint International Conference of the Adult Education Research Conference (AERC) and the Canadian Association for the Study of Adult Education (CASAE), Mount Saint Vincent University, Halifax, Nova Scotia. Translated from the Spanish by John D. Holst and María Alicia Vetter

Pérez Cruz, F. J. (2007). Paulo Freire and the Cuban Revolution. Paper published in the proceedings of the Learning in Community Joint International Conference of the Adult Education Research Conference (AERC) and the Canadian Association for the Study of Adult Education (CASAE), Mount Saint Vincent University, Halifax, Nova Scotia. Translated from the Spanish by John D. Holst and María Alicia Vetter

Pinto Contreras, R. (2007). The construction of a critical and transformative curriculum for education between adults in Latin America: The possible Freirean view of today. Paper published in the proceedings of the Learning in Community Joint International Conference of the Adult Education Research Conference (AERC) and the Canadian Association for the Study of Adult Education (CASAE), Mount Saint Vincent University, Halifax, Nova Scotia. Translated from the Spanish by María Alicia Vetter and John D. Holst

Research Reports

Holst, J. D. (2003). *Globalization and the future of critical adult education*. Final Project Report for the Houle Scholars in Adult & Continuing Education Program. Available online at: http://www.coe.uga.edu/hsp/Group4_Eng.html

Harned, C. M., Murphy, T. F., Holst, J. D., & Vetter, M. A. (1997). *Workers struggling to make ends meet: Stories of working families in metropolitan Chicago*. DeKalb, Illinois: Northern Illinois University, Center for Governmental Studies.

Other Publications

Holst, J. D. (2017). Reflections on AERC 2016: Drawing tomorrow's blueprint from today's inkwell. *Dialogues in Social Justice: An Adult Education Journal*. Available online at: <https://journals.uncc.edu/dsj/article/view/591>

Holst, J. D. (2011, November). The importance of sabbatical leave for scholarly production. *Synergia* (Newsletter of the UST Center for Faculty Development). Retrieved from http://www.stthomas.edu/fdc/synergia/Sabbatical_Update.html

CONFERENCE PRESENTATIONS (*Abstract Peer Reviewed)

*Holst, J. D., & Vetter, M. A. (2017). *Dialectics and the Master/Slave Relation: An Analytical Tool for Understanding Asymmetrical Relations*. Presentation at the Annual Conference of the American Association for Adult and Continuing Education (AAACE), Memphis, Tennessee.

*Holst, J. D. (2017). *Freirean Dialectics and Dialogue*. Paper presented at the 58th Annual Adult Education Research Conference, University of Oklahoma-Norman.

*Holst, J. D., & Vetter, M. A. (2016). *Beyond NGOization: Challenging neoliberalism in a Chilean trade union school*. Paper presented at the 57th Annual Adult Education Research Conference, University of North Carolina-Charlotte.

*Holst, J. D. (2015, May). *The political independence of the working class: Antonio Gramsci's pedagogical leitmotif*. Paper presented at the 56th Annual Adult Education Research Conference, Kansas State University, Manhattan, Kansas.

*Holst, J. D. (2011, November). *Radicalizing learning*. Cyril O. Houle Award Recipient presentation at the Annual Conference of the American Association for Adult and Continuing Education (AAACE), Indianapolis, Indiana.

Holst, J. D. (2011, November). *The pedagogy of Ernesto Che Guevara*. Paper presented at the International Conference on the Taiwanese Peasant Movement under Japanese Rule, National University of Tainan, Tainan, Taiwan.

*Holst, J. D. (2011, June). Changing movements, changing research: New challenges for social movement learning research. In B. Hall (Chair), *Social movement learning research: International comparative perspectives on challenges and the current status of the field*. Symposium conducted at the AERC & CASAE Joint Conference, University of Toronto, OISE, Toronto, Canada.

*Holst, J. D. (2009, May). *Ernesto Che Guevara, global social justice, and dispositions for education*. Paper presented at the A Measure of a Revolution: Cuba, 1959-2009 Conference, Queen's University, Kingston, Ontario Canada.

*Holst, J. D., & Brookfield, S. D. (2009, May). *Program planning principles, goals, and evaluation criteria in the radical adult education tradition*. Paper presented at the 50th Adult Education Research Conference, National-Louis University, Chicago, Illinois.

*Holst, J. D. (2007, June). Symposium Chair: *40 years from Education as the practice of freedom: New perspectives on Paulo Freire from Latin America*. Learning in Community Joint International Conference of the Adult Education Research Conference (AERC) and the Canadian Association for the Study of Adult Education (CASAE), Mount Saint Vincent University, Halifax, Nova Scotia.

*Holst, J. D. (2006, May). *The politics and economics of globalization and social change in radical adult education: A critical review of recent literature*. Paper presented at the 47th Adult Education Research Conference, University of Minnesota-Minneapolis.

*Holst, J. D. (2004, October). *Paulo Freire in Chile, 1964-1969: Pedagogy of the oppressed in its socio-political economic context*. Paper presented at the Latin American Studies Association (LASA) 2004 Congress, Las Vegas, Nevada.

Holst, J. D. (2004, August). *Globalization and the future of critical adult education*. Paper presented at the Global Issues: Roles and Responsibilities of Adult Education Salzburg Seminar, Salzburg, Austria.

*Holst, J. D. (2003, October). *Globalization and education within two revolutionary organizations in the United States of America*. Paper presented at the Lifelong Citizenship Learning, Participatory Democracy and Social Change Conference, Ontario Institute for Studies in Education, Toronto, Canada.

*Holst, J. D. (2003, October). *La globalización y la educación gramsciana al interior de dos organizaciones revolucionarias de los Estados Unidos de Norteamérica* [Globalization and Gramscian education within two revolutionary organizations in the United States of America]. Paper presented at the International Gramsci Society Conference, Puebla, Mexico.

*Holst, J. D. (2003, March). *Globalization and the future of radical adult education*. Paper presented at the Latin American Studies Association Congress, Dallas, Texas.

Holst, J. D. (2002, May). *Globalization, revolutionary organizations and adult education: Preliminary approximations*. Paper presented at the Houle Preconference of the 43rd Adult Education Research Conference. North Carolina State University, May 2002.

Holst, J. D. (2001, November). *El concepto de sociedad civil en la obra de Gramsci y la praxis de la educación popular* [The concept of civil society in the work of Gramsci and the praxis of popular education]. Paper presented at the Encuentro Internacional Gramsci: Filósofo, Intelectual y Político [International Gramsci Forum: Philosopher, Intellectual and Politician], Havana, Cuba.

Holst, J. D. (January 2001). *The political economy of adult education in NGOs, the state, and civil society in the context of neo-liberal globalization*. Participant presentation at the Fourth International Workshop on Emancipatory Paradigms, Havana, Cuba.

Holst, J. D. (2001, April). *The politics of social movements and the future of socialism: A critique*. Paper presented at the International Scientific Conference on Globalization, Social Progress and Socialist Outlook, Elgersburg/Thuringen, Federal Republic of Germany.

*Holst, J. D. (2000, February). *Critical reflections on the political potential of new social movements*. Paper presentation at the International Symposium Marxism Today: A Renewed Left View. Instituto Superior de Arte, Havana, Cuba.

*Vetter, M. A., Holst, J. D., & Eaton, S. B. (1998, November). *'The Sixties Curriculum': A thematic approach to study skills instruction in a university developmental reading program for special admissions students*. Presentation at the 31st Annual College Reading & Learning Association Conference. Salt Lake City, Utah.

*Holst, J. D. & Vetter, M. A., (with Gray, L., & Sampson, T.) (1998, April). *Empowering university minority developmental reading students through a Sixties thematically centered study skills curriculum*. Paper presented at the 8th Annual Adult Education Research Symposium. Malcolm X College, Chicago, Illinois.

Holst, J. D. (1998, April). *Race considered historically*. Presentation at The Future of Race Relations in America Panel, African-American Leadership Conference, Fifth Annual, Northern Illinois University, DeKalb, Illinois.

Gray, L., Holst, J. D., Sampson, T., & Vetter, M. A. (1998, March). *'The Sixties Curriculum': A thematic approach to the teaching of study skills through radical content in a university developmental reading program*. Paper presented at the Pedagogy and Theatre of the Oppressed Conference, University of Nebraska, Omaha.

Holst, J. D. (1998, February). *Critical reflections on the political potential of new social movements and radical adult education*. Paper presented at the LEPS Research Symposium, Sixth Annual, Northern Illinois University, DeKalb, Illinois.

*Holst, J. D. (1996, February). *Struggling for democratic educational practices: The Adult Learning Skills Program and the campaign to stop the Focus on Quality policy*. Paper presented at the 5th Annual LEPS Research Symposium 5th, Northern Illinois University, DeKalb, Illinois.

Holst, J. D. & Vetter, M. A. (1995, June). *Education, the family, and immigrant life*. Presentation to the Parent Group of a Rockford Head Start Agency. Rockford, Illinois.

Vetter, M. A., Sassine, C., Holst, J. D., & Lopez, V. (1995, April). *Latin America: Boundaries, barriers, and borders in adult education practices*. Presentation at the Adult Education Research Symposium, Fifth Annual, Malcolm X College, Chicago, Illinois.

KEYNOTE ADDRESS

Holst, J. D. (2016, November 10). *Social Movements and Adult Education: Transformative Learning, Policy Development, and Research*. Keynote address to the Commission of Professors of Adult Education Annual Meeting, Albuquerque, NM.

POSTER SESSION

Holst, J. D. (2004, August). *Globalization and the future of radical adult education*. Poster presentation at the Global Issues: Roles and Responsibilities of Adult Education Salzburg Seminar, Salzburg, Austria.

OTHER PRESENTATIONS

Holst, J. D. (2017, October 4). *The Editor's Kitchen: A Book Review Editor Speaks his Mind*. Brown Bag Presentation. Department of Learning and Performance Systems, The Pennsylvania State University, University Park, PA.

Holst, J. D., Pizzolato, N., Vetter, M. A., & Tarlau, R. (2017, August 22). *Antonio Gramsci: A Pedagogy to Change the World*. Book Launch Presentation. The Pennsylvania State University, University Park, PA.

Holst, J. D. (2016, November 3). *Beyond NGOization: Challenging Neoliberalism Through a Chilean Trade Union School*. Penn State University, State College, PA.

Holst, J. D. (2016, June 5). Panel presentation. "Drawing tomorrow's blueprint" Closing Session of the 57th Annual Adult Education Research Conference. University of North Carolina-Charlotte.

Holst, J. D. (2014, November 21). *The dialectics of the master/slave relation: An analytical tool for understanding unequal power relations*. Adjunct Faculty Reading Group, Luann Dummer Center for Women, University of St. Thomas, St Paul, Minnesota.

Holst, J. D., & Vetter, M. A. (2014, March). *Social movements and dissertation work*. Guest Lecturer in CAHA 760 – International Adult Education. Northern Illinois University, DeKalb, IL.

Holst, J. D. (2013, February). *The Cuban national literacy campaign of 1961*. Post-film discussion. 4th Annual Minnesota Cuban Film Festival. St Anthony Main Theater, Minneapolis, MN.

Holst, J. D. (2011, December). *Training in the historical context of adult education*. Guest Lecturer in HRDO 561 – Insights and Practices in Adult Learning. University of St. Thomas.

Holst, J. D. (2011, November). *Radicalizing learning*. Guest Lecturer in ADTED 505 The Teaching of Adults. Penn State University, Harrisburg, PA.

Holst, J. D., & Brookfield, S. D. (2011, November). *Radicalizing learning*. Guest Lecturers in Adult Education Option A: Theory, Policy and Practice, University of Edinburgh, Edinburgh, Scotland.

Holst, J. D. (2011, April). *The dialectic of the master/slave relation: An analytical tool for understanding unequal power relations*. Staff Mentorship Program Quarterly Luncheon Talk. University of St. Thomas, Minnesota.

Brookfield, S. D., & Holst, J. D. (2011, January). *Radicalizing learning: Book talk*. Sponsored by The Popular Education News, Minneapolis, Minnesota.

Brookfield, S. D., & Holst, J. D. (2010, November). *Radicalizing learning: Adult education for a just world*. UST Library Noon Conversations. Keffer Library, University of St. Thomas.

Holst, J. D. (2008, June). *Critical adult education and community development in the era of neoliberal globalization*. St. Francis Xavier University, Antigonish, Nova Scotia, Canada.

Holst, J. D. (2006, March). *Social movements, civil society and radical adult education – An introduction*. Guest Lecturer in MAHS 762 - Organizing for Social Change, College of St. Catherine, Minneapolis, Minnesota.

Holst, J. D. (2004, April). *Understanding globalization*. Talk given as part of the Haiti, Venezuela, Cuba – Resisting Globalization and Connecting to Africa and African-Americans Teach-in. Resource Center of the Americas, Minneapolis, Minnesota.

Holst, J. D. (2002, March). *Globalization and the future of radical adult education*. Progress Report on Houle Scholars Research presented at the 2002 Houle Scholars Retreat, Guanajuato, Mexico.

Holst, J. D. (2001, March). *Globalization and the future of radical adult education*. Research proposal for the Houle Scholars Program presented at the 2001 Houle Scholars Retreat, Gaborone, Botswana.

Holst, J. D., Franklin, E. & Allen, C. (1999, May). *Teaching the underprepared student*. Provost's Task Force on Multicultural Curriculum Transformation. Northern Illinois University, DeKalb, Illinois.

Holst, J. D. (1999, February). Panelist at the “Alternatives to the Textbook” Faculty Development presentation. Sponsored by the Faculty Development and Instructional Design Center, Northern Illinois University, DeKalb, Illinois.

Holst, J. D. & Vetter, M. A. (1996, July). *Power and politics in participatory research*. Presentation at the Calumet Communities Consortium's Participatory Research Training.

PROFESSIONAL SERVICE

Adult Education Research Conference Steering Committee Member, May 2015 – May 2017.

Book Review Editor, *Adult Education Quarterly*, September 2015 - .

Consulting Editor, *Adult Education Quarterly*, May 2008 – .

Reviewer, *New Horizons in Adult Education and Human Resource Development Journal*, 2005 - present

Consulting Editor, *Canadian Journal for the Study of Adult Education*, June 1, 2007 – May 31, 2010

Member Editorial Board, Peruvian Education Journal *Docencia*, 2007 – 2010.

Member of the International Teaching Team, La Escuela Pedagógica Latinoamericana (EPLA) [The Latin American Pedagogical School], Peru, 2007 – 2010.

Member, Editorial Advisory Board, *Journal for Critical Education Policy Studies*, 2013 – present

Member, Editorial Board, Chilean Education Journal, *Pensamiento Educativo*, 2004-2010.

GRANTS AND FELLOWSHIPS

Distinguished Visitor Grant, University of St. Thomas, \$1000. For visit by Dr. Felipe de J. Pérez Cruz, Spring 2016.

International Faculty Travel Grant, University of St. Thomas, \$1000. For travel expenses related to a trip to Chile for research on NGO-based Trade Union Education, Spring 2015.

Research Grant – Level One, University of St. Thomas, \$4300. Globalization and the Adult Education of Social Change Organizations in Chile, January 2014.

Sudden Opportunity Grant, University of St. Thomas, \$1000. For travel expenses related to receipt of award and presentation at the 2011 American Association for Adult and Continuing Education Conference, Indianapolis, IN, November 2011.

Distinguished Visitor Grant, University of St. Thomas, \$1000. For visit by Dr. Robert Boughton. April 2010.

Collaborative Field-based Action Research Project Course Release. School of Education, University of St. Thomas, 2005-2006.

Project: The African Presence in Latin America: A Bilingual (English/Spanish) Interdisciplinary Curriculum for Grades 11-12 and College

Houle Scholars Grant, \$40,000 Kellogg Foundation grant through the University of Georgia, Spring 2001 – Spring 2003.

International Education Center Faculty Travel Grant, University of St. Thomas, \$1,200, 2000-2001.

Dissertation Completion Fellowship Award, \$20,000 competitively awarded by the Graduate School of Northern Illinois University, DeKalb, Illinois, 1999-2000.

AWARDS

Cyril O. Houle Award for Outstanding Literature in Adult Education, 2011. American Association for Adult and Continuing Education. Co-awarded with Stephen Brookfield.

Outstanding Service Award, May 2000. Educational Services and Programs, Northern Illinois University.

Professional Development Award, 2000. National Association for Developmental Education.

Adjunct Professional Development Award, 1998. National Association for Development Education.

Academic Achievement Award. College of Education, Northern Illinois University, 1994.

PROFESSIONAL ORGANIZATIONS

Member – Adult Education Research Conference

Member – American Association of Adult and Continuing Education

Member – American Association of Adult and Continuing Education, Commission of Professors of Adult Education

Member – Canadian Association for the Study of Adult Education

Member – International Gramsci Society

LANGUAGES

Fluent in Spanish.