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Curriculum Vitae

for

David Jonathan Blacker

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Professional Appointments

Professor (with tenure), Philosophy of Education, School of Education, University of Delaware, 2005-present
Professor, Legal Studies Program, University of Delaware, 2006-present

Director, Legal Studies Program, University of Delaware, 2013-2016 (3-year term)
Associate Professor (with tenure), School of Education, University of Delaware, 2000-2005
Associate Professor, Legal Studies, University of Delaware, 2001-2005
Visiting Associate Professor, Department of Arts and Humanities, Teachers College, Columbia University, 2002
Assistant Professor, School of Education, University of Delaware, 1998-2000
Assistant Professor, Department of Educational Administration and Foundations, Illinois State University, 1994-98
Instructor, Department of Philosophy, Illinois State University, 1994
Instructor, Department of Educational Policy Studies, University of Illinois at Urbana-Champaign, 1994

Education

University of Illinois at Urbana-Champaign, IL (1990-1994), Ph.D. in Philosophy of Education, Department of Educational Policy Studies (1994); Dissertation title: *Sources for a Philosophical Critique of Technology in Education*

University of Illinois at Urbana-Champaign, IL (1988-1990), M.A. in Philosophy (May 1990); Thesis title: *Antihumanism in Philosophy: Nietzsche, Foucault, Heidegger*

University of Texas at Austin, TX (1984-1988), B.A. with Honors, Plan II (a 4-year interdisciplinary liberal arts honors program (May 1988)); Thesis title: *Hegel's Legacy*

Scholarship

A. BOOKS

[1] *Deeper Learning with Psychedelics: Philosophical Pathways Through Altered States* (Albany, NY: State University of New York Press (2024). Finalist, 2024 Foreword INDIES Book of the Year (awarded 2025) [blind judged from thousands of newly-published university and independent press scholarly books]

[2] *What's Left of the World? Education, Identity and the Post-Work Political Imagination* (London: Zero Books, 2019). Reviews to date include: *NetGalley, Philosophical Inquiry in Education*, *Pedagogy, Culture & Society* and others.

[3] *The Falling Rate of Learning and the Neoliberal Endgame* (London: Zero Books, 2013). #1 Amazon.com "Hot New Release" in the "education policy," "education philosophy and social aspects," and "democracy" categories (January 2014). Reviews include: *Socialist Standard* (UK), *South China Morning Post* [Lifestyle Section (Hong Kong)]; *Review 31* (UK); *Inside Higher Education, Times Higher Education*, *Education Review*, *Salon.com*, *Radical Philosophy*, *educarenow*, *Blue Nation Review*, SusanOhnanian.org, *Counterfire*, *Marx & Philosophy Review of Books*, *Teacher Solidarity*, *Educational Theory, SAIS Europe Journal of Global Affairs*, *Full Stop*, and others.

[4] *Democratic Education Stretched Thin: How Complexity Challenges a Liberal Ideal* (Albany, NY: State University of New York Press, 2007). In SUNY Series in Philosophy of Education. [see appendix for excerpts of reviews appearing to date] . Listed by Library Journal as a Top 20 "Bestseller in Education" (July 2007-January 2008), #18 (compiled by YBP Library Services), www.libraryjournal.com. Reviews available in several journals.

[5] *Dying to Teach: The Educator's Search for Immortality* (New York: Teachers College Press, 1997). In "Advances in Contemporary Educational Thought," series ed. Jonas F. Soltis. Reviews in *Philosophy of Education* (three-review symposium), *Education Review, Journal of Curriculum Studies*, *Educational Foundations*, *Encounter*, and *Teaching Theology and Religion*. Officially selected as "one of the most significant current works in the philosophy of education" in 1997 by the Philosophy of Education Society (US).

[6A-F] *Ethics for Educators Series* [http://www.educatorsethicsseries.com/], collaborations producing state-specific law and ethics texts):

(A) with Elizabeth Lugg (Illinois State University), *Professional Responsibility and Ethics for Illinois Educators* (2010)

(B) with John Pijanowski (University of Arkansas), *Professional Responsibility and Ethics for Arkansas Educators* (2010)

(C) with Regina Umpstead (Central Michigan University), *Professional Responsibility and Ethics for Michigan Educators* (2010)

(D) with JoAnn Franklin Klinker (Texas Tech University) and David P. Thompson (University of Texas, San Antonio), *Professional Responsibility for Educators and the Texas Code of Ethics* (2010, 2nd edition, 2011).

(E) with Deborah Stine and David Stine (California State University at San Bernardino), *Professional Responsibility and Ethics for California Educators* (2012)

(F) with Kevin Brady (North Carolina State University) and James Lancaster (Appalachian State University), *Professional Responsibility and the North Carolina Code of Ethics* (2013)

B. BOOK CHAPTERS

*"Compulsory Education Cycles Down," in Marianna Papastephanou (U. Cyrpus), ed., *Philosophical Perspectives on Compulsory Education* (New York: Springer, 2014), pp, 95-109.

"In Memoriam: Understanding Teaching as Public Service," in Marcia F. Muth, ed., *Community Voices: Academic, Work, and Public Readings* (New York: Pearson, 2004) [article cited below]

*"Civic Friendship and Democratic Education," in Walter Feinberg and Kevin McDonough, eds., *Education and Citizenship in Liberal-Democratic Societies: Teaching for Cosmopolitan Values and Collective Identities* (New York: Oxford University Press, 2003), pp. 248-272.

"Information and Communication Technology" (with Jane McKie) in Nigel Blake, Paul Smeyers, Richard Smith, eds., *Blackwell Guide to the Philosophy of Education* (London: Basil Blackwell, 2003), pp. 234-252.

"Intellectuals at Work and in Power: Toward a Foucauldian Research Ethic," in Thomas S. Popkewitz and Marie Brennan, eds., *Foucault's Challenge: Discourse, Knowledge and Power in Education* (New York: Teachers College Press, 1998), pp. 348-367.

"Poder, Saber e a Pesquisa da 'Verdade': Um modelo foucaultiano de responsabilidade intelectual," (Portuguese translation, by Dr. Tomaz Tadeu da Silva, of "Power, Knowledge and Researching "the Truth": A Foucauldian Model of Intellectual Responsibility," in Tomaz Tadeu da Silva, ed., *O Sujeito da Educacao: Um dossie foucaultiano* (Rio De Janeiro: Editoria Vozes, 1994), pp. 155-172.

C. ARTICLES IN REFEREED JOURNALS

*"The Pedagogical Hard Problem of Generative AI: Socratic Countermeasures." *Journal of Moral Education*, March 2026, 1–18. doi:10.1080/03057240.2026.2631191.

*"Post-Productivist Education and the Challenge of Extreme Identities," *Knowledge Cultures*, 6(3), 2018), pp. 62-79. Special issue on "Terror(ology) in the time of Cosmopolitanism," ed. Marianna Papastefanou (U. Cyprus). [Available at https://www.addletonacademicpublishers.com/contents-kc/1442-volume-6-3-2018/3369-post-productivist-education-and-the-challenge-of-extreme-identities].

*"An Optimistic Response," invited symposium on "Neo-Marxism and Schooling," eds. Daniel P. Liston and Kevin Murray, featuring *The Falling Rate of Learning and the Neoliberal Endgame* (June 2015). [Five scholarly symposium participants, each reviewing the book], pp. 239-349.

*"The Illegitimacy of Student Debt," *Works and Days* [http://www.worksanddays.net/] (special issue on "Education for Revolution," forthcoming, 2013. Earlier draft available at http://www.occupystudentdebtcampaign.org/2012/01/the-illegitimacy-of-student-debt/

*"An Unreasonable Argument Against Student Free Speech," *Educational Theory* (May 2009), pp. 123-143.

*"A Humean Model of Democratic Reasonableness," *Philosophy of Education 2003* (Urbana, IL: Philosophy of Education Society, 2004), pp. 398-407.

*"More than Test Scores: A Liberal Contextualist Picture of Educational Accountability," *Educational Theory* (Winter 2003), pp. 1-18.

*"Understanding Teaching as Public Service," *Teachers College Record* (September 2002). Available at http://www.tcrecord.org/

*"Proceduralism and the Orthodox Backlash Against Students' Rights," *American Journal of Education* (August 2001), pp. 318-355.

*"Can Democratic Education Still Inspire?," *Proceedings of the Midwest Philosophy of Education Society, 1999-2000* (Chicago, IL: Midwest Philosophy of Education Society, 2001). Available as ERIC ED459139

*"The Institutional Autonomy of Education," *Journal of Philosophy of Education* (May 2000), pp. 229-246.

*"Complex Equality and Democratic Education: The Challenge of Walzer's Spherical Pluralism," *Educational Theory* (Spring 1999), pp. 181-206.

*"Pluralism and the Relative Autonomy of Education," *Proceedings of the Philosophy of Education Society of Great Britain*, 1999, pp. 377-392.

*"Fanaticism and Schooling in the Democratic State," *American Journal of Education* (May 1998), pp. 241-272.

*"Sphere-Specific Responses in Education: The Case of Proposition 187," *Philosophical Studies in Education* (1998), pp. 27-37.

*"Education as Immortality: Toward the Rehabilitation of an Ideal," *Religious Education* (Winter 1998), pp. 8-28.

*"Political Liberalism, Technology and Schooling," in a special issue of *Educational Foundations* devoted to technology and education (Fall 1996), pp. 13-20.

*"Teaching in Troubled Times: Democratic Education and the Problem of 'Extra People,'" *The Teacher Educator* (Summer 1996), pp. 62-72.

*"Education and the Longing for Immortality: Classical and Contemporary Pathways," *Philosophy of Education 1995*, (1996), pp. 198-207. [annual publication of the Philosophy of Education Society]

*"Saints, Sinners, Selves: Into Pedagogy's Outer Zone," *Philosophical Studies in Education* (1996), pp. 211-224. [annual publication of the Ohio Valley Philosophy of Education Society]

*"Three Visions of Technology in Education and Beyond," *Planning and Changing* (Spring/Summer 1994), pp. 87-106.

*"Philosophy of Technology and Education: An Invitation to Inquiry," *Philosophy of Education 1994* (1995), pp. 320-328. [annual publication of the Philosophy of Education Society]
Available on www.studyweb.com (in Philosophy: Schools of Thought: Philosophy of Education). Selected in 2001 as "one of the best educational resources on the web" by StudyWeb AE, "one of the internet's premier sites for students and teachers."

*"On the Alleged Neutrality of Technology: A Study in Dewey's *Experience and Nature*," *Journal of Speculative Philosophy*, (Winter 1994), pp. 297-317.

*"Critical Theory of Technology and Education: Limits and Possibilities," *Philosophical Studies in Education* (1994), pp. 103-116. [annual publication of the Ohio Valley Philosophy of Education Society]

*"Education as the Normative Dimension of Philosophical Hermeneutics," *Philosophy of Education 1993* (1994), pp. 212-221. [annual publication of the Philosophy of Education Society]

*"Allowing Educational Technologies to Reveal: A Deweyan Perspective," *Educational Theory* (Spring 1993), pp. 181-194.

*"Civic Virtue, Markets and Schooling: Lessons from Hegel's Educational State," *Philosophy of Education 1992* (1993), pp. 105-113. [annual publication of the Philosophy of Education Society]

*"A Foucauldian Model of Intellectual Responsibility," *Philosophical Studies in Education* (1991), pp. 131-144. [annual publication of the Ohio Valley Philosophy of Education Society]

D. OTHER ARTICLES (invited, submitted)

"Psychedelics are Philosophical Tools for Demolishing Assumptions," *Psyche* (April 2025), available at https://psyche.co/ideas/psychedelics-are-philosophical-tools-for-demolishing-assumptions

"A Big Lesson Psychedelics Can Teach Us," SUNY Press Author's Blog, January 25, 2025, available at https://sunypress.edu/Blog/2025/A-Big-Lesson-Psychedelics-Can-Teach-Us

"Masking is Harming how we Educate our College Students," *Wilmington News-Journal* (guest columnist op-ed), January 16, 2022 (Sunday edition).

"The Vampire Squid Turns to Education," *Monthly Review Magazine* (October 2011). Available at http://mrzine.monthlyreview.org/2011/blacker241011.html

"What I Know After September 11," *Philosophy of Education Society of Great Britain Newsletter 2001-2002*, pp. 17-18. [December 2001; publication of the Philosophy of Education Society of Great Britain]

"The Importance of Being Foolish," *Philosophy of Education 2001* (Urbana, IL: Philosophy of Education, 2002)

"Is Religion Banned from Public Schools?," in Robert Hampel, ed., *Education Misconceptions: Policies and Politics, Vol. 3* (Delaware Public Affairs Reports, University of Delaware: Newark, DE, 2001).

"On Some Responses to *Dying to Teach*, Philosophy of Education Society Symposium, "Education and the Longing for Immortality: David J. Blacker, *Dying to Teach: The Educator's Search for Immortality*." [reply to critics, published online by the Philosophy of Education Society, 1998]

"Review Essay: Francis Schrag, *Back to Basics: Fundamental Educational Problems Reexamined,*" *The American Journal of Education* (Spring 1996), pp. 243-249.

"Technology." In *Philosophy of Education: An Encyclopedia*, ed. J.J. Chambliss (New York: Garland Publishing, Inc., 1996), pp. 638-639.

D. TRANSLATIONS (from the French)

"Wagner's Ascetic Ideal According to Nietzsche" [*L'ideal ascetique de Wagner selon Nietzsche*] by Sarah Kofman. In Richard L. Schacht, ed., *Nietzsche, Genealogy, Morality: Essays on Nietzsche's* ***Genealogy of Morals*** *(Berkeley: University of California Press*, 1994*)*, pp. 193-213. [Co-translator: Jessica George]

"The Question of Genealogy" [*La question de la genealogie]* by Eric Blondel. In Richard L. Schacht, ed., *op. cit.*, pp. 306-317. [Co-translator: Ann Pritchard]

E. PRESENTATIONS

Invited

"The Hard Pedagogical Problem of Generative AI: Socratic Countermeasures," scholarly workshop and public address as part of the invitation to "Moral Formation in Higher Education," Boston College University, Lynch School of Education, Chestnut Hill, MA, September 5, 2025

"Author Talk, *Deeper Learning with Psychedelics*," People's Book, Takoma Park, MD, January 21, 2025, available at https://peoplesbooktakoma.com/event/deeper-learning/

"Deeper Learning with Psychedelics," Interdisciplinary Neuroscience Program Graduate Seminar (Developmental and Aging Neuroscience Education Laboratory), University of Delaware, Newark, DE, November 12, 2024

"Three Waves of Psychedelia," School of Education, University of Delaware, Newark, DE, October 19, 2022 (UD School of Education Fall 2022 Colloquium Series)

"A History of Desegregation in Schools," University of Delaware, Newark, DE, July 18, 2022. Part of Spencer Foundation Conference "The Intersection of Racial Equity and Time-Series Methods" (conference organizer Stephanie del Tufo, University of Delaware)

"How Can We Learn from Psychedelics? Locating Educational Value in Entheogenic Experience," invited lecture, Center for the Study of Performance and Learning, McGill University and Concordia University, December 2, 2021, Montreal, Canada[in person and simulcast online]. Available at https://www.youtube.com/watch?v=NA57XAWGcss

"The Rise and Fall of Racial Desegregation in American Schools: An Overview of the Legal History," UD College of Education and Human Development Colloquium Series. "Part I: *Plessy* to *Brown*," November 16, 2020 and "Part II: *Brown* to the Present," November 18, 2020 [online]

"What's Left of the World…?" (invited book lectures planned for Kazi Nazrul University (West Bengal, India), facilitator Professor Debaditya Bhattacharya (Jawaharlal Nehru University (JNU), New Delhi), and several universities in the Delhi area, planning initiated for October 2020 [events canceled due to COVID-19]

"Identity and Crisis in Education," Faculty Colloquium, University of Ottawa (Canada), August 27, 2020 [online]

"Opening up in Education," ESRI Seminar Series Culminating Event, keynote panel presentation (co-presenters Su-Ming Koo, National University of Ireland and Rebecca Enyon, Oxford University), Education and Global Futures Research Group, Education and Social Research Institute (ESRI) of Manchester Metropolitan University Seminar Series, Manchester, UK, June 24, 2020 [online]

Keynote presentation on "What's Left of the World?", keynote address, British Educational Studies Association (annual convention), was to be held Manchester, UK, June 27, 2020, along with Global Futures Research Group Masterclass June 24 [events canceled due to COVID-19]

"What's Left of the World?" invited presentation, York St. John's University, York, UK, June 25, 2020 [event canceled due to COVID-19]

"A World Made of Earth," keynote address, Critical Theories of Education 2018 (conference), West Chester University, West Chester, PA, December 1, 2018.

"Motivation and Worldview," colloquium address Teachers College, Columbia University (New York), Arts and Humanities (Philosophy of Education) November 8, 2018.

"The Educational Needs of Erstwhile Humans: Identity Fluidity in a Post-Work World," [public lecture], University of Illinois at Urbana-Champaign *Learning Publics* (lecture series), cosponsored by The Center for Advanced Study, The Department of Germanic Languages and Literature, The Department of Education Policy, Organization and Leadership, Illinois Program for Research in the Humanities, School of Literatures, Cultures and Linguistics, Unit for Criticism, Urbana, IL, September 25, 2017.

"Response to Wheeler-Bell and Wilson and Moses," Education Theory Institute (conference), University of Illinois at Urbana-Champaign, Champaign, IL, September 22, 2017.

"Applied Ethics: Frameworks and Difficult cases," [presentation and workshop for active duty military officers from all branches and intelligence services], National Defense University, College of Information and Cyberspace (CIC), School of Joint Strategic Studies in Washington DC, August 28, 2017 and August 27, 2018.

"The Identity Factory: Post-productivism and liquid education [public lecture]," McGill University, Faculty of Education, Department of Integrated Studies in Education," Montreal, Quebec, Canada, November 9, 2016

"Educational Hysteria," *Radical Philosophy Conference 2015*, Haus der Kulturen der Welt, Berlin, Germany, 17 January 2015.

"The Race to Nowhere: Abandoning the Promise of Universal Education," Cass Research Seminar, University of East London (Stratford Campus), London, UK, 12 November 2014.

"Educational Eliminationism," Institute for Modern and Contemporary Culture, Higher Education Research Centre, University of Westminster, London, UK, 7 November 2014.

Reading group on *The Falling Rate of Learning and the Neoliberal Endgame*, Higher Education and Theory Network, University of Westminster, London, UK, 11 November 2014.

Class presentations on *The Falling Rate of Learning and the Neoliberal Endgame*, Indiana University (2018), University of Illinois at Urbana-Champaign (doctoral seminar, September 2017), University of Western Washington (2016 and 2018), McGill University (Montreal), November 2016), University of East London (2 presentations), Fall 2014.

"The Race to Nowhere: Abandoning the Promise of Universal Education," University of Illinois at Urbana Champaign, MillerComm/Center for Advanced Study. Hosted by: Department of Education Policy, Organization and Leadership. In conjunction with: College of Education, College of Law, College of Liberal Arts and Sciences, Department of African American Studies, Department of Human and Community Development, Department of Latina/Latino Studies, Department of Philosophy, Department of Sociology, Education Justice Project, Forum on the Future of Public Education, Institute of Government and Public Affairs, School of Labor and Employment Relations, School of Social Work, Spurlock Museum, Unit for Criticism and Interpretive Theory. September 29, 2014. [canceled by speaker due to academic boycott of UIUC).

"The Falling Rate of Learning: Overview and New Media," Invited keynote address, annual meeting of the Middle Atlantic States Philosophy of Education Society, University of Scranton, Scranton, PA, 8 February 2014.

"David J. Blacker, *The Falling Rate of Learning and the Neoliberal Endgame* @ Red Emma's," book talk. Red Emma's Bookstore, Baltimore, MD, December 12, 2013. https://redemmas.org/events/7.

"The Future of Compulsory Education under Neoliberalism," the MACRO—The Rome Museum of Contemporary Art, Joan of Art: Towards a Free Education (conference, workshops, installations), sponsored by the NOMAS Foundation (Rome) in collaboration with Roma Capitale and European Alternatives, Rome, Italy, April 13, 2013. Available via Youtube at http://www.youtube.com/watch?v=ri22kk3CJ7o.

"The Moral Life of Neoliberalism," University of Illinois at Urbana-Champaign, Philosophy of Education Colloquium Series, Urbana, Illinois, April 2011

"The Bong Hits 4 Jesus Case: Students' Free Speech Rights in American Schools," paper presented to:
--The Moray House School of Education, University of Edinburgh, Edinburgh, Scotland, 16 January 2008
--Philosophy Section, Educational Foundations and Policy Studies, The Institute of Education, University of London, London, England, 24 January 2008
--Centre for Belief, Rights and Values in Education (BRaVE), Froebel College, School of Education, Roehampton University, London, England, 30 January 2008

"Professional Ethics and Educational Practice," College of Education, Arizona State University (West), Phoenix, AZ, February 2008.

"The Prejudices of Political Liberalism," Past Presidential Address, Middle Atlantic Philosophy of Education Society, Teachers College, Columbia University, March 2003.

"Isolation, Apathy, Skepticism, Death, and Other Causes for Optimism," commentary on Rene Arcilla (New York University), "Why Aren't Philosophers and Educators Speaking to One Another?" Middle Atlantic Philosophy of Education Society, Rutgers University, New Brunswick, NJ, October 2002.

"Educational Accountability and Social Justice," part of Fall colloquium series, School of Education, University of Delaware, Newark, DE, December 2001

"The Moral Complexity of Democratic Education," for the annual Gregynog Hall Conference, sponsored by the Philosophy of Education Society of Great Britain, Gregynog Hall, University of Wales, Gregynog, Wales, UK, June 2001. [papers are by invitation only; conference program consists of the 5 invited papers]

"Civic Friendship and Democratic Education." Invited paper for "Collective Rights and Cosmopolitan Values: A New Research Agenda for Public Education in Liberal-Democratic Societies," McGill University, Montreal, PQ, Canada, June-July 2000. Major funding provided by The Spencer Foundation and the Social Sciences and Research Council of Canada. Versions of this paper was also presented, by invitation, at St. Edmund's College, University of Cambridge, Cambridge, UK, June 2001 and to the Legal Studies Faculty of the University of Delaware, Newark, DE, Fall 2001.

"Response to Endres," Middle Atlantic States Philosophy of Education Society conference, Rutgers University, East Brunswick, NJ, December 2000.

"Doubt as an Educational Ideal." Invited speaker, joint conference of the annual meetings of the Mid-Atlantic Philosophy of Education Society and the American Educational Studies Association, Philadelphia, PA, November 1998

"Teaching Generation X," invited panel lecture and discussion sponsored by the Illinois State University Center for the Advancement of Teaching and the Illinois Wesleyan Mellon Center, Bloomington, IL, February 1998.

"Thoughts on 'Realizing the Democratic Ideal,'" presented to the Illinois State University Colloquium on Teacher Education, Normal, IL, September 1997. Subsequently reprinted as a special supplement to the *Illinois State College of Education News* and the *Illinois State University College of Education Alumni News*. Made available online by the ISU College of Education at http://coe.ilstu.edu/ncateaccred.htm

A special panel symposium on *Dying to Teach: The Educator's Search for Immortality*, annual meeting of the Philosophy of Education Society, Vancouver, BC, Canada, March 1997. Participants include Professors Renee Arcilla (Teachers College, Columbia), Pradeep Dhillon (Illinois), Alven Neiman (Notre Dame). Includes my "On Some Responses to *Dying to Teach*," a supplement to *Philosophy of Education 1997*, ed. Susan Laird (Philosophy of Education Society, 1997), published online by the Philosophy of Education Society and available at the following url : www.ed.uiuc.edu/PES/97_docs/blacker.html

"Ethical Dilemmas in Educational Administration," invited presentation at the annual meeting of the Illinois Principals Association, Itasca, IL, October 1995.

"Professional Ethics and Risk Management: Ethical Aspects," invited presentation at the Illinois State University Division of Student Affairs Professional Development Workshop, Normal, IL, September 1995.

"Ethical Concerns of Today's Educators," presented at the EAF Administrator's Club Discussion Forum, Illinois State University, Normal, IL, April 1995.

"Dying to Teach: Immortality in Educational Thought and Practice," invited paper presented as the Inaugural Fall Lecture of the Ball State University Social Foundations of Education Forum, sponsored by the Department of Secondary, Higher and Foundations and the College of Education, Ball State University, Muncie, IN, October 1994. Versions of this paper were also presented, by invitation, to the University of Illinois Department of Educational Policy Studies, November 1994, and to the Illinois State University Administrator's Club, Normal, IL, April 1994.

"Emerging Issues in the Foundations of Education," invited address and discussant in "The Past, the Present, and Future of Philosophical and Social Foundations of Education: In Celebration of the 75th Anniversary of the College of Education at the University of Illinois at Urbana-Champaign," Champaign, IL, November 1993.

"A Self of One's Own: Authenticity in Early Heidegger," paper presented at the Department of Educational Policy Studies Philosophy of Education Symposium, University of Illinois, Champaign, IL, October 1990.

"Beyond Humanism? Foucault's Ethics of the Intellectual," paper presented at the Department of Philosophy Graduate Colloquium, University of Illinois, Urbana, IL, February 1990.

Peer Reviewed

*"Deeper Learning with Psychedelics," paper accepted for the North American Association for Philosophy and Education annual conference, Chicago, IL, October 2022.

*The Map is Not the Territory: Limits of the Juridical Mode in Philosophy of Education" (with Christopher Higgins, U. Illinois), Ohio Valley Philosophy of Education Society annual meeting, Bloomington, IN, September 28, 2018.

*"The Illegitimacy of Student Debt," Critical Theories of the 21st Century Conference, November 2012, West Chester University, West Chester, PA.

*"Neoliberalised Higher Education and Emerging Alternatives: Prospects in Three European Nations and Beyond," accepted panel presentation, European Conference on Educational Research, to be held in Cadiz, Spain, September 2012. Co-presenters: Alpesh Maisuria (Anglia Ruskin, U., UK), Spyros Themelis (Middlesex U., UK) and Joyce Canaan, Birmingham U., UK)

*The Falling Rate of Learning," Middle Atlantic States Philosophy of Education Society, February 2012, Teachers College, Columbia University, New York City

*"Neoliberal Eliminationism and Educational Failure," American Educational Studies Association, St. Louis, MO, November 2011

*"Policy Compatibilism and the Will to Learn," Philosophy of Education Society of Great Britain, New College, Oxford University, April 2007

*"A Humean Model of Democratic Reasonableness," Philosophy of Education Society annual conference, Miami, FL, April 2003

*"Reason and Passion in Democratic Education: An Analogy with Hume," paper accepted for the annual meeting of the Philosophy of Education Society of Great Britain, New College, Oxford University, April 2002.

*"Vouchers: Is Public Aid to Private Religious Schools Appropriate Public Policy for the 21st Century," paper presented at the annual meeting of the Educational Law Association, Atlanta, GA, November, 2000 [part of panel]

*"Liberalism and the Orthodox Withdrawal from Public Schools," presentation at the annual meeting of the Philosophy of Education Society of Great Britain, New College, Oxford University, UK, April 2000.

*"A Descriptive Basis for the Study of Teaching As Public Service" paper presented at an annual meeting of the Middle Atlantic States Philosophy of Education Society, Rutgers University, East Brunswick, NJ, November 1999

*"Can Democratic Education Still Inspire?," paper presented at the annual meeting of the Mid-West Philosophy of Education Society, Loyola University, Chicago, IL, November, 1999

*"Liberalism and the Provision of Education," presentation at the annual meeting of the Philosophy of Education Society of Great Britain, New College, Oxford University, UK, April 1999.

*"Pluralism and the Relative Autonomy of Education," paper presentation at the annual meeting of the Philosophy of Education Society of Great Britain, New College, Oxford University, UK, April 1999.

*"Sphere-Specific Responses in Education: The Case of Proposition 187," paper presented at the annual meeting of the Ohio Valley Philosophy of Education Society, Lexington, KY, October 1998. Also presented as a colloquium to the Power/Knowledge/Discourse Discussion Group (faculty and graduate students), School of Education, University of Delaware, March 1999.

*"State Regulation of Fanaticism and Schooling," paper presented at the annual meeting of the Educational Law Association, Seattle, WA, December 1997.

*"Fanaticism and Schooling," paper presented at the annual meeting of the American Educational Studies Association, San Antonio, TX, November 1997

*"Fanaticism and the Politics of Schooling," paper presented at the annual Mid-South Philosophy Conference, Memphis, TN, February 1996.

*"Political Liberalism, Technology and Schooling," paper presented at the annual meeting of the American Educational Studies Association, Cleveland, OH, November 1995

*"Saints, Sinners, Selves: Into Pedagogy's Outer Zone," paper presented at the annual meeting of the Ohio Valley Philosophy of Education Society, Dayton, OH, October 1995.

*"Critical Theory of Technology and Education," paper presented at the annual meeting of the Ohio Valley Philosophy of Education Society, Indianapolis, IN, October 1994.

*"Education and the Longing for Immortality: Classical and Contemporary Pathways," presented at the annual meeting of the Philosophy of Education Society, San Francisco, CA, April 1994.

*"Philosophy of Technology and Education: An Invitation to Inquiry," paper presented at the annual meeting of the Philosophy of Education Society, Charlotte, NC, March 1994.

*"The Death of Mentoring: Some Classically Un-Modern Observations," paper presented in absentia at the annual meeting of the American Educational Studies Association, chapel Hill, NC, November 1994.

*"Education as the Normative Dimension of Philosophical Hermeneutics," paper presented at the annual meeting of the Philosophy of Education Society, New Orleans, LA, March 1993.

*"Civic Virtue, Markets and Schooling: Lessons from Hegel's Educational State," paper presented at the annual meeting of the Philosophy of Education Society, Denver, CO, April 1992.

*"What Are Intellectuals For? A Model of Foucauldian Responsibility," paper presented at the annual meeting of the Ohio Valley Philosophy of Education Society, Cincinnati, OH, November 1991.

E. NEW MEDIA

"Deeper Learning with Psychedelics (interview)," Sublation Media, appeared November 2024, available at https://www.youtube.com/watch?v=33l6Qh2z-Xc&t=2452s

"Chilling at the Four Seasons Parking Lot: A Post Election Chat with David Blacker," *Acid Left Podcast*, conducted by Mike Watson, November 17, 2020. Available at https://anchor.fm/the-acid-left/episodes/Chilling-at-the-Four-Seasons-Parking-Lot-A-Post-Election-Chat-wDavid-Blacker-and-BigBreadBrainz-eqftrk/a-a4lgc9h.

"Education, Identity and Taxi" on *Zero Squared* (Episode #130), conducted by Douglas Lain, November 2, 2017. Available at http://zero-books.net/blogs/zero/zero-squared-130-education-identity-and-taxi/

"Capitalism vs. Education: Why our free market obsession is wrecking the future" [interview with David Blacker], conducted by Eric Levitz, *Salon.com*, appeared June 8 2014.

"Interview," conducted by Esther Planas in *Five Years: Fragments*, Arts Council England, Manchester School of Art (2014). London, UK. ISBN 978-1-903724-09-5.

"Interview with David Blacker," *Full Stop*, conducted by Michael Schapira & Timothy Ignaffo (released October 8, 2014). New York. Available at http://www.full-stop.net/author/michael-schapira-and-timothy-ignaffo/. ***Winner: "Best of Interviews, 2014")**

"The Eliminative Turn in Education: An Interview with David Blacker, *The North Star*, conducted by C. Derrick Varn (released October 26, 2014). Available at http://www.thenorthstar.info/?p=10777.

"Regarding Revolutions (audio interview)," on *The Extraenvironmentalist*, conducted by Seth Mozer-Katz and Justin Ritchie (episode #73B, released February 11, 2014). Vancouver, BC. Available at http://www.extraenvironmentalist.com/2014/02/11/episode-73-revolutions-sidea/ [ca. 5000 episode downloads].

"Dead Labor and Fatuous Accountability," (audio interview) on *The C-Realm*, conducted by KMO (Episode #397, released January 29, 2014). New York, NY. Available at http://c-realmpodcast.podomatic.com/entry/2014-01-29T04_58_14-08_00 and via iTunes. [ca. 6000 episode downloads]

"That Bill Murray Moment," (audio interview) on *The Diet Soap Podcast*, conducted by Douglas Lain (Episode #203, released January 23, 2014). Portland, OR. Available at http://dietsoap.podomatic.com/entry/2014-01-23T10_32_28-08_00 and via iTunes. [ca. 3000 episode downloads plus radio]

"Fatalism and Falling," (audio interview) on *The Diet Soap Podcast*, conducted by Douglas Lain (Episode #202, released January 16, 2014). Portland, OR. Available at http://dietsoap.podomatic.com/entry/2014-01-16T10_44_50-08_00 and via iTunes. [ca. 3000 episode downloads plus radio]

"We're the House," (audio interview) on *The C-Realm*, conducted by KMO (Episode #397, released January 15, 2014). New York, NY. Available at http://c-realmpodcast.podomatic.com/entry/2014-01-15T12_22_28-08_00 and via iTunes. [ca. 6000 episode downloads]

"David J. Blacker, the Falling Rate of Learning and the Neoliberal Endgame," (live audio interview) on *The Majority Report with Sam Seder*, conducted by Sam Seder (Released January 14, 2014). Available at http://majority.fm/2014/01/14/114-david-j-blacker-the-falling-rate-of-learning-and-the-neoliberal-endgame/ and via iTunes and Youtube. [ca. 20,000 episode downloads]. ***Winner Best of Interviews 2014 (awarded December 2014)***

"The Falling Rate of Learning," (audio interview) on *From Alpha to Omega*, conducted by Tom O'Brien (Episode #043, released December 17, 2013). London, United Kingdom. Available at http://fromalpha2omega.podomatic.com/entry/2013-12-17T08_27_52-08_00 and via iTunes. [ca. 4000 episode downloads]

"The Falling Rate Of Learning And The Neoliberal Endgame, Book and Author David J. Blacker Talk," at Red Emma's Bookstore, Baltimore Maryland, December 12, 2013. Released December 29, 2013. Baltimore Alternative Media Network Group (local TV). Available at https://redemmas.org/posts/2013-12-david-blacker-on-the-falling-rate-of-learning-and-the-neoliberal-endgame.

"The Eliminative Turn in Education: an Interview with David Blacker," by C. Derick Varn, *The North Star* (www.northstar.info). (October 26, 2013). Available at http://www.thenorthstar.info/?p=10777.

"The Falling Rate of Learning." (audio interview) on *The Diet Soap Podcast* (Episode #172, released March 14, 2013, Portland, OR. Available at http://dietsoap.podomatic.com/entry/2013-03-14T14_11_18-07_00 and via iTunes. [ca. 3000 episode downloads plus radio]

"When Will the $1 Trillion Student Debt Bubble Burst?" *Economy Watch* (U.K.) (June 6, 2012). Interview with David Smith. Available at http://www.economywatch.com/economy-business-and-finance-news/when-will-the-1-trillion-student-debt-bubble-burst.06-06.html?page=full

"Learning Through Debt," Parts 1 & 2 (Episodes 136 & 137). Interview on *Diet Soap Podcast* ("a philosophy podcast"), first airing February 28 and March 6, 2012. Portland, OR. Available at http://dietsoap.podomatic.com/ and via iTunes. [ca. 6000 episode downloads plus radio]

"David Blacker on the Ethics of Student Debt" (May 2012). Interview with Christopher Martin. Available at http://christophermichaelmartin.wordpress.com/2012/05/01/david-blacker-on-the-ethics-of-student-debt/.

Service--Internal

1. At the University of Delaware:

a. School of Education

Chair, SOE Promotion and Tenure Committee (2023, 2024, 2025); member Search Committee (2 CT special ed/disabilities) positions); member, UD Undergraduate Studies Committee (2023-2024); member, SOE Search Committee (2 CT positions in special ed/disabilities, 2023-2024); Chair, Search Committee, AA-ETE Assistant Professor, 2021-2022; Chair, Promotion and Tenure Committee, 2020-21, 2023; member, Faculty Affairs Committee, 2021-present; IPTC member, 2022; Chair, Faculty Affairs Committee, 2016-2018; AAUP Union Representative (2016); Chair, Promotion and Tenure Committee, 2009-2010, 2006-7. Chair ad hoc Committee to revise Promotion and Tenure Guidelines, 2006-8. Chair, Distinguished Service Committee, 2005-6; Member, Ed.D. program faculty group 2002-3; member, Ph.D. Doctoral Core Committee, 2003-present; Director, Bachelor of Arts in Educational Studies (undergraduate major and minor), 2000-2002; Executive Committee, 2001-2003; Chair, By-laws Revision Ad Hoc Committee, 2000-2002 (substantial by-laws revisions successfully passed by faculty); Faculty Search Committees: Social studies/curriculum theory 2002-3 (successful); Multicultural education, 2 positions, 2000-2001 (successful); Promotion and Tenure Committee (2000-2001); Committee on Undergraduate Studies in Education, 2008-2009; 1998-2000, 2007; Chair, Subcommittee to restructure Bachelor of Arts in Educational Studies, 1999-present; Masters of Instruction Advisory Committee, 1999-present

b. College of Education and Human Development: Chair, P&T Committee, 2015-2017; member, P&T Committee, 2014-2015; Conflict of Interest Committee, 2003-present; CHEP Major Steering Committee, 2001-2003

c. College of Arts and Sciences, Director, Legal Studies Program (ca. 175 undergraduate minors), 2013-2016.

d. University of Delaware: Undergraduate Curriculum Committee, 2023-2025, Promotion and Tenure Committee, 2019-2020, Director, Legal Studies Program, College of Arts and Sciences, 2013-2016; Eugene I. DuPont Scholarship Selection Committee, 2002; Honors Senior Thesis Review Board, 2002-2004

2. At Illinois State University:

Chair, Foundations of Education Faculty Search, 1996-97 (successful); Chair of Department Faculty Search, 1996-97 (successful); K-12 Administration Faculty Search, 1995-96 (2/3 positions filled); Scholarships and Awards Committee (1994-1997). Principal Preparation Program (1995-1996) (Special committee to elaborate a pilot program restructuring the principal preparation concentration of one of the Department's master's degrees. Restructured program was piloted in 1997 and was thereafter part of the regular offerings of the Department. Chair, Scholarships and Awards. Awards competitive College awards to students, staff, and alumni, including faculty-teaching awards. (1994-1997); Project *Apprendre*. Devoted to restructuring teacher education at I.S.U. (1995-1997); Special Task Force on Admission to Teacher Education, 1996. University Council on Teacher Education (term: 1996-1998). Major university-wide committee governing all units involved in teacher education. Includes assignment to the Curriculum Subcommittee, which approves and oversees courses and course proposals relevant to teacher education.

Major accomplishment was authoring the mission statement, *Realizing the Democratic Ideal*, governing all teacher education programs at Illinois State University, the largest teacher preparation organization in the state of Illinois. Representative to the American Association of Colleges for Teacher Education (AACTE). (1995-1998). General Studies, Foundations of Inquiry. Provost-appointed university committee for restructuring the undergraduate general education requirements at I.S.U. Sub-committee to design, pilot and oversee the development of the course "Foundations of Inquiry," required of all undergraduates. One of eleven university faculty invited to pilot teach the course. (1994-96)

Service—External

Quoted in:
the *New York Times*, "University's Rescinding of Job Offer Prompts an Outcry" (August 31, 2014), available at http://www.nytimes.com/2014/09/01/education/illinois-university-prompts-outcry-for-revoking-job-offer-to-professor-in-wake-of-twitter-posts-on-israel.html;
The Guardian (London), "Professor fired for Israel criticism urges University of Illinois to reinstate him" (September 9, 2014), available at http://www.theguardian.com/education/2014/sep/09/professor-israel-criticism-twitter-university-illinois;
the *Chronicle of Higher Education* (August 23, 2014), available at http://chronicle.com/article/U-of-Illinois-Feels-Backlash/148471/.

Editorial

General Series Editor, *Horizons in Philosophy of Education*, State University of New York Press, 2024-. New book scholarly book series in philosophy of education, ca. 3-5 titles per annum, https://sunypress.edu/Series/S/SUNY-series-Horizons-in-the-Philosophy-of-Education/(sort_by)/alpha

Editor, *Education Review* (Editor for English), 2012-2014, www.edrev.info [32,000 subscribers, 1500 downloads/day during editorship]

Board member, *Democracy Café*, 2011-, www.democracycafe.org. ("Democracy Cafe is a 501(c) 3 nonprofit that strives to come to a greater understanding of the nature and future of democracy, and to influence its nature and future through such signature endeavors as Constitution Cafe and Socrates Cafe(and more to come) that cultivate thoughtfulness, inventive and imaginative reasonableness and inclusiveness in an age of polarization.**")**

Board member, Joan of Art: Towards a Free Education (in collaboration with the Nomas Foundation, European Alternatives and Macro Museo d'Arte Contemporeana) , Rome, Italy, 2013-, www.joanofart.net.

Consulting reviewer, Oxford University Press (2025), State University of New York Press, 2023-2025; *Routledge*, 2024, 2025; Bloomsbury Academic, 2024, *Studies in Philosophy and Education* (2024); *Anthem Press* (2024); *Social Theory and Practice*, 2024; *Discourse: Studies in the Cultural Politics of Education* (2020); *Journal of Philosophy of Education (UK)* (2017-2018); *International Journal of Finance Studies* (2018); Sage Publishing (2017); *Humanities* (2017); *Educational Theory* (2017); *Inquiry* (Canadian Journal of Philosophy of Education), 2015; Routledge, 2015; Editorial Board, *Educational Theory*, 2009-present; Program Committee, American Educational Studies Committee, 2011; Program Committee, Philosophy of Education Society, 2009-2010. Editorial Board, *Education Review*, 2001-present; Philosophy and Theory Area Editor, *Education Review*, 1997-2001; Review Board, *Educational Theory*. Term 1994-1998; Consulting reviewer, *Teachers College* Record, *Studies in Philosophy and* Education, 2002; Consulting reviewer, *Canadian Journal of Cultural Studies* (2013); *American Journal of Education,* 2002; Consulting reviewer, *Educational Theory*, 1998, 1999, 2002 (post-Review Board term); Consulting reviewer, Allyn & Bacon, 2008-2009; 2000, 2001; Consulting reviewer, Sage Publications, 2005, 2006, 2007; McGraw-Hill, 1998, 1999, 2007; Consulting reviewer, Continuum Publishers, 2011); Consulting reviewer, Peter Lang, 1999; Manuscript reviewer, American Educational Research Association (Philosophy of Education SIG), 1999; Consulting reviewer, Columbia University Teachers College Press, 1994, 1995, 1996, 1997, 1998, 2011, 2012; Manuscript reviewer, *Education and Culture,* Manuscript reviewer, *Journal of Curriculum* Studies, 2001; Consultant, Center for Civic Education, 1997. (review of mission statement: "Education for Democratic Citizenship: A Framework); Program Coordinator, Middle Atlantic States Philosophy of Education Society (two annual conferences, 2000-2002); Editorial Board, *Planning and Changing: An Educational Leadership and Policy Journal* (1994-1996); Program Committee, Ohio Valley

Philosophy of Education Society, 1998; Assistant Editor, *Proceedings of the Midwest Philosophy of Education Society: 1997-1998* (Chicago, IL: Mid-West Philosophy of Education Society, 1999); Program Committee, Mid-West Philosophy of Education Society, 1997.

Other

Editorial Board, *Risking Education* (book series), Punctum Books, eds., Ansgar Allen, U. Sheffield (UK), and Emile Bojesen, U. Westminster (UK). 2018-present.

Review Board, *Educational Theory*, 2008-2013

Review Board Committee, *Philosophy of Education Review*, Fudan Institute of Philosophy of Education (Beijing, China), 2008-present

Program Committee, American Educational Studies Association, 2011, 2013

Program Committee, Philosophy of Education Society, 2009-2010; 2003-2004

President, Middle Atlantic Philosophy of Education Society, 2000-2002 (organization and program review for four conferences, two each at Rutgers University and Teachers College, Columbia U.);

Elected to Executive Committee, Ohio Valley Philosophy of Education Society. (3-year term, 1997-1999);

Moderator and Listowner, PHILOSED-L, the main academic electronic internet discussion list/forum for the philosophy of education, 1996-2001. (Previously moderated by Professor Thomas F. Green, Syracuse University.) Grew list membership from ca. 150 to ca. 300, from 22 countries and six continents. Recognized by the Philosophy of Education Society (US) as the main email list in the field.

Philosophy of Education Society, Committee on Electronic Communications, 1996. To oversee the Society's transition into the internet and explore ways to utilize information technology to advance the Society's goals, including making its resources available to a wider public.

Invited consultant, Unit Five School District (October 1994), Chiddix Junior High and Normal Community High School Regional Institute. Co-presented (with Dr. Judith Mogilka) to the Social Studies Department on the purposes and attributes of effective classroom dialogue.

External tenure reviewer, University of East London (UK), 2019 (for Reader), Ohio State University, 2001; University of Oklahoma, 2010 (for Full Professor)

External dissertation committee member, Rutgers University, Graduate School of Education, Department of Educational Theory, Policy and Administration, 2018-2021 [candidate: Luke Greely]

Philosophy of Education Society Nominations Committee, 2001

Board member (invited), DEMOCRACY CAFÉ (nonprofit), directed by Christopher Phillips. Other Board members are: Thaddeus Russell (Occidental College), Stephen Duncombe (NYU) and Michael Potter (physician, Williamsburg, VA)

Invited participant, NCTS (Network for the Circulation of Theoretical Struggles). Convener, Andrew Kliman (Dept. of Economics, Pace University, New York City, NY) http://nctsinfo.wordpress.com/

Distinctions, Awards, Grants

Finalist, 2024 Foreword INDIES Book of the Year (awarded 2025) [blind judged from thousands of newly-published university and independent press scholarly books], for *Deeper Learning with Psychedelics*, 2025

University of Delaware, School of Education Distinguished Faculty Award, 2021

Spencer Foundation Conference Grant (with Stephanie Del Tufo), "The Intersection of Racial Equity and Time-Series Methods," awarded December 2021, Newark, DE, July, 2022.

Winner, "Best of Interviews 2014," *The Majority Report with Sam Seder* [http://majority.fm]

Winner, "Best of Interviews 2014," *Full Stop: Reviews, Interviews, Marginalia* [http://www.full-stop.net]

Invited speaker, University of Delaware Distinguished Scholars Dinner (March 2011)

Awarded University grant to develop undergraduate capstone courses for Educational Studies minor and Elementary Teacher Education Honors majors, 2009. $8700.00

Kappa Delta Pi (education student honor society) Outstanding Teacher, University of Delaware, 2001

Awarded CHEP Instructional Improvement Grant for 1999-2000 to develop new College-wide course, "Learning In Community Contexts". With Julie Wilgen, IFST (Course is now EDUC/IFST 360). $7000.00

Awarded University of Delaware General University Research Program (GUR) Grant for 1999 for continuing work on a project on the politics of schooling in the liberal state. $6000.00

Awarded Illinois State University Research Grant (URG) for the academic year 1996-1997, for continuing work on a project on fanaticism and the politics of schooling. $5400.00. Resulted in publication of article in *American Journal of Education* (see above).

Awarded International Travel Award, Office of International Programs and Special Sessions, University of Delaware. For travel to New College, Oxford, UK, to present a paper and workshop, 1999. $200.00

Planning Team, successful FY98 Goals 2000 Proposal, joint submission to the Illinois State Board of Education by Bloomington, IL Public Schools District 87, Sheridan Elementary Accelerated School and Illinois State Univesity, College of Education. Title: "Including All Learners: A Model School/University Partnership for Innovative Preservice Teacher Education (Sheridan Professional Development School). $149,000.00

Evaluation Team, FY97 Goals 2000 Grant (see above). Conducted survey research of project participants pursuant to fulfilling evaluation requirements.

Professional Development Grant, College of Education, Illinois State University, 1995-1996, to travel to the Institute for Global Ethics, Camden, ME, Spring 1996. To work on the delivery and curriculum of professional ethics to pre- and in-service teachers and educational administrators. $2000.00

Annual Graduate Fellowship, Department of Philosophy, University of Illinois at Urbana-Champaign, 1990. This fellowship is typically awarded to a single continuing graduate student out of approximately 45.

Research and Teaching Interests

Areas of specialization: philosophy of education; social, moral and political theory and education; education law and policy; critical and interpretive methods of education research

Areas of competence: social foundations of education, history of education and educational ideas, philosophy of technology and education, pragmatism (Dewey); history of Continental philosophy (since Kant); ethics (theoretical and applied)

Teaching Experience

+two or more sections taught during the year indicated
*most common courses taught

University of Delaware, School of Education

Undergraduate:
*EDUC 240 (semesterly, +1998-2026); Law and Ethics in Education. (Includes stand-alone semi-annual Honors sections and Wilmington/Georgetown campus AA-ETE Program sections.)
EDUC 470: Honors Seminar Capstone/Educational Studies Minor Capstone (topical, annually, 2010-2026)
LEST 401: Legal Studies Minor Capstone (topical, annually, 2010-2018, 2021-2023)
EDUC 258: Cultural Diversity, Schooling and the Teacher, Winter 2008 and 2011. Study Abroad in UK (London and Edinburgh), January 2-February 1 2008. Study Abroad for London-Wales January 2011.
EDUC 360 (2001): Learning In Community Context (with Professor Julie Wilgen, Department of Individual and Family Studies)
LEST 210: The Law and You (2015)

Graduate (600-level = masters; 800 level = doctoral):
*EDUC 852: Critical and Interpretive Methods in Educational Research (2004-2010, 2012, 2013, 2014)
EDUC 867: Racial Desegregation in Schools: Past, Present and Future (2005)
EDUC 811: Seminar on Educational Policy. Topic: Equality and Education (+2002, +2003, +2004)
EDUC 867/667: No Child Left Behind: Critical Perspectives (2004)
EDUC 867/667: Foucault and Education (2003)
EDUC 867/667: Seminar/colloquium mini-series. Topic: Democratic Education Today (Spring 2002)
EDUC 612: Multicultural Education (2003)
*EDUC 664: Legal Issues for School Managers (+2000-2009)
EDUC 829: Research on teaching (1999)

Teachers College, Columbia University, Department of Arts and Humanities
A&HF 6580: Doctoral Seminar: Contemporary Theories of Democratic Education (2002)

Edith Cowan University (Australia), Ph.D. Thesis Examiner, 2010.

Illinois State University, Department of Educational Administration and Foundations:
*topical doctoral seminar
Graduate (500-level = doctoral; 400-level = masters):
*EAF 523 (1996): Political Liberalism, Religion and American Education
*EAF 523 (+1995, +1996, 1998), Professional Ethics and Public Morality
EAF 423 (+1995, +1996, +1997, +1998), Professional Ethics and Education. Includes development and delivery of a team-taught course (taught on three occasions during 1997-1998) combining educational law with ethics and public policy (with Professor Elizabeth Lugg).
*EAF 523 (1994), Theories of Technology in Education
EAF 421 (1993), Reflective Decision-Making in Education (topic: Epistemological and Ideological Contexts of Decision-Making in Education)
Doctoral committees. Served on the following five doctoral committees (1996-1998):
Undergraduate:
EAF 231 (+1994, +1995, +1996, +1997, 1998), Philosophy of Education
--includes on-site versions of EAF 231 and 228 for delivery in a middle school in suburban Chicago (St. Charles) and an urban school in Bloomington, IL (Sheridan Elementary) as part of the College's pursuit of a professional development schools model for pre-service teacher education majors.
EAF 228 (1994, 1998), Social Foundations of Education
EAF 235 (1997), History of Education

Illinois State University, Department of Philosophy
PHIL 232 (+1994), Ethics (required course for majors; topic: history of philosophical ethics)
PHIL 101 (1994), Introduction to Philosophy

Illinois State University, Interdisciplinary Studies

IDS 189.11 (1995,1996), Foundations of Inquiry. Pilot course of proposed required undergraduate course. Themes: critical thinking; technology, education and society; knowledge and the disciplines

BOOK REVIEW EXCERPTS

From published reviews of David J. Blacker, *Deeper Learning with Psychedelics: Philosophical Pathways Through Altered States* (SUNY Press, 2024):

"To make sense of what might be educational about the psychedelic experience, Blacker deftly pulls from a disparate array of key figures in the Western philosophical canon: Plato, Martin Heidegger, Rene Descartes, Edmund Husserl, David Hume and Hans-Georg Gadamer, among others. These are grouped into four tightly thematized and remarkably accessible philosophical pathways into the educational dimensions of the psychedelic journey, from the initial merger of the self with psychedelic chemicals that occasions the "epistemic loosening" of a trip, to the more difficult questions about what happens next. Blacker's philosophical approach offers an alternative to the hegemony of the biological and psychological sciences in the fields of psychedelic studies as well as education.[2] Given how steeped in indigenous philosophical and spiritual traditions the field of psychedelic studies has traditionally been, it is also significant that Blacker's book is rooted in the Western philosophical tradition. This is not because the Western philosophical tradition is superior to these traditions, but because it reflects the cultural frame within and against which psychedelics take effect. There's a certain irony in looking for guidance in a tradition that is in some ways responsible for the situation in which we find ourselves: alienated, overly rational, and atomized - in other words, the very conditions that give psychedelics their appeal as an entryway into alternative modes of existence. But one of many pleasures of the text is Blacker's attunement to the countertraditions and dialogical undercurrents within this tradition." *Education Review* (2025)

"It opens space for educationists to enter the sphere in the way that Blacker has through this book, with the right epistemic humility for the kinds of conversation we ought to be having about the educational (im)potential of psychedelics." *Educational Review* (2025)

"Deeper Learning with Psychedelics is a powerful critique of the instrumentalization of psychedelics and indeed, of education itself and Blacker is not so much of a psychedelic scold that he dismisses the value of psychedelic experiences in and of themselves. Some of the most beautiful passages in the book speak to the capacity of psychedelics to offer participants access to worlds within the world that they might otherwise miss. Instead of regarding psychedelics as an escape from reality, Blacker sees them as a way of focusing attention on the mysteries within the mundane: "Like the still life can do with such subtlety, psychedelics can disclose infinities right in front of us" (p. 95). Heightened attention to the things of this world is a significant educational value, but even if psychedelics prove not to be as transformative as proponents might hope, Blacker is no killjoy. He makes it clear that psychedelic experiences can be worthwhile for their own sake, just as many other experiences are valuable in and of themselves." *Educational Review* (2025)

From published reviews of David J. Blacker, *The Falling Rate of Learning and the Neoliberal Endgame* (Zero, 2013):

"Amidst the flood of lachrymose reports on the neoliberal assault upon education, this book stands out for its unflinching survey of the extent of the impending catastrophe and the astute way it gleefully sets about puncturing the few remaining life rafts…one of the most readable and radical of recent books on the 'crisis of education.'" *Radical Philosophy* (2014)

A "brilliant, searing broadside" *South China Morning Post* (2014)

"Chances are you haven't heard of this book, but if you care about public education—or wealth inequality, or the future of the nation—you will." *Blue Nation Review* (2014)

"So please read David J. Blacker's book *The Falling Rate of Learning and the Neoliberal Endgame.* Blacker does a tremendous job of helping us understand the economic background behind what is driving the current mode of corporate education reform." *Educarenow* (2014)

"This is a punchy, polemical book and good knockabout stuff, excoriating the individual culpability of greedy bankers and, in our sector, the CEO-style university leaders awarded inflation-busting pay rises…This is a book that is not only unsparing but a rousing call to arms. It could be a vital tool in understanding the processes underway in UK higher education, namely those that Stefan Collini recently accused of turning 'first-rate universities into third-rate companies.'" *Times Higher Education* (2014)

"Blacker has written probably the gloomiest book I have read in years, but in some ways it seems like a practical one. He is not a survivalist. He thinks pedagogy still has a role, provided that it's geared to understanding the dire probabilities and finding ways to respond to them. It helps that Blacker is a sharp and forceful writer, giving his analysis something of the vividness and urgency of an Old Testament prophet delivering warnings nobody really wants to hear." *Inside Higher Ed* (2014)

"Blacker's specific focus is on education in the Western states but his contextualization also includes hard-hitting analyses of political economy, environmental degradation and socialist strategy. The book is written in an erudite but witty style that leaves the reader with the clear impression that the next few decades will decide the fate of the human race…His synthesis of political micro-analysis with millennial macro-analysis represents an innovative attempt to construct what he describes as a 'Marxist eschatology.'…As a critique of education policy in contemporary capitalist states, Blacker's analysis is powerful and stimulating." *Counterfire* (2014)

"Blacker's argument against student debt is persuasive. He maintains that the language of the *Brown v. Board of Education* case provides the argument for education as a basic human right. With student debt no above the trillion dollar mark, it is time to make education a public good. The costs of education would be paid by tax payers, and any debt incurred would be 'transmogrified into *social* debts.' In short, Blacker convincingly argues that we need to abandon the neo-feudal debt-peonage-like result whereby students are required to borrow from a bank to start a life." *Marx and Philosophy Review of Books* (2014)

"*The Falling Rate of Learning* ought to be read as a warning of things to come…In many ways this is the kind of book a rightwing commentator who doesn't read Marxist books might imagine a Marxist book to be—hyperbolic, denunciatory, apocalyptic. In fact, Blacker's heavily fatalistic tone is what distinguishes *The Falling Rate of Learning* from even the more extreme contemporary leftist critiques. The 'endgame'

of the title really is intended to suggest that neoliberalism is driving the world to terminal ruin—neoliberalism is a 'thanatology,' and with regard to it we are collectively in a life or death situation. The book is nominally a work on the state of education in the Western world, but a recurring argument is that the damage being done to the environment is such that soon there might not be a world left. The problem is the result of systemic properties of the global neoliberal operation and, barring an unlikely overthrow of capitalism, looks irreversible." *Review 31* (2014)

"In his new book, *The Falling Rate of Learning and the Neoliberal Endgame*, David Blacker gives a brilliant, witty and at the same time chilling analysis of the philosophy underpinning education 'reform' in the United States… Blacker's book should be read by serious education activists, if only to make them laugh or weep or face more squarely the task ahead." *Teacher Solidarity* (2014)

"In The Falling Rate of Learning and the Neoliberal Endgame, David Blacker provides a suggestive, provocative, and fatalistic rendering of schooling and capitalism. In short, he maintains that the neoliberal capitalist dynamic, through internal economic and external environmental contradictions, will eliminate public schools as we currently conceive them.

"Blacker offers a rich philosophical and social-theoretical essay peppered throughout with keen descriptive observations on U.S. society and schooling. He depicts a potential vision of our future — one that is predicated on the fruition of particular contradictions of capitalism and the resulting elimination of schools' socializing, training, and educative functions. Blacker has not altered the basic Marxist correspondence and reproductive theses: schools' forms and functions tend to correspond to capital's changing needs, and schools function to reproduce the larger social order.3 It's just that capitalism is taking a turn for the worse. Blacker portrays a fatalistic future narrative; an apocalyptic, chilling, and not — we believe — a too farfetched one at that. Along the way he underscores and illuminates particular philosophical issues concerning (among other concepts) functionalism, fate, and futilism."

Blacker's text reminds us of our own responses to Cormac McCarthy's apocalyptic novel The Road.

In that novel McCarthy depicts a father and son's journey through a disastrous terrain freighted with violence and vulnerability; the story is both frightening and tender in its rendering of filial and parental interactions as well as encounters with strangers. Like The Road, Blacker's text details a future that chills its readers to the bones. There is in both texts a narrative verisimilitude that demands our attention. Both works are rooted in current realities and offer plausible narratives to extend these realities into the near future. Both texts offer the reader a basic existential educational question: How shall we live our lives, as educators and family members in the coming bleak (if they be so) years? It is certainly a question worth posing when what the future holds may seem grim and harsh indeed.
--*Educational Theory* (2015)

"David Blacker's compelling and tightly argued The Falling Rate of Learning and the Neoliberal Endgame. In a novel yet highly accessible manner, Blacker uses the metric of the falling rate of profit to trace the role educational institutions play in regulating educational bodies and populations in neoliberal society." --*Educational Theory* (2015)

For me, reading David Blacker's The Falling Rate of Learning and the Neoliberal Endgame called to mind the profound discomfort that Stuart Hall described in recalling his initial wrestling with Althusser. Blacker's depiction of the fate of education in late capitalism is both frightening and liberating . . .it is a book with conclusions that many progressive educators may fight off, even as recognition dawns.
---*Educational Theory* (2015)

Blacker is a philosopher of education and brings to bear a range of philosophical insights (for example,

from John Dewey, Baruch Spinoza, Plato, Aristotle, G. W. F. Hegel, Immanuel Kant, Friedrich Nietzsche, Martin Heidegger, the Stoics, and others) and combines them with insights from figures within the historical and more contemporary Marxist traditions (such as Karl Marx, Antonio Gramsci, Fredric Jameson, G. A. Cohen, Gilles Deleuze, Alex Callinicos, and Slavoj Žižek). The range of his knowledge is impressive. He is deeply concerned with the question of whether education can indeed change society. His response is not just no, but a strong negative. Basically, educational activism is a waste of time. But he says this in subtle and engaging ways.

Blacker offers us a good deal. His book can serve as a primer for some of the basic concepts of Marxist understandings for those readers who are unfamiliar with them. Very importantly, he is correct to focus on contradictions, perhaps the key explanatory concept within the Marxist vocabulary. One of the things that also sets this book apart is the attention Blacker pays to environmental sustainability, as well as his analysis of student debt and the conceptual/political issues surrounding student voice. In attending to these issues, Blacker recognizes spaces of contradiction and possible action.

...the book is definitely a worthwhile contribution to energizing the application of Marxist theories to education. And it certainly shows that it is possible to write about deeply complex issues in a way that doesn't "require the reader to do all the work."
--Michael Apple (*Educational Theory* 2015)

From published reviews of David J. Blacker, *Democratic Education Stretched Thin: How Complexity Challenges a Liberal Ideal* (SUNY, 2007):

"In *Democratic Education Stretched Thin: How Complexity Challenges a Liberal Ideal* David Blacker identifies the ways in which and the reasons why he feels democratic education is "stretched thin," that is, how and why it came to be pulled in too many directions by too many constituents having too many different and competing goals. His analysis is careful and complex, and it does a great deal to surface some of the real tensions that schools, school people, policy makers, and citizens face in trying to find common ground on which to rebuild what used to be called the common school."

"Blacker has made a significant contribution to our understanding of the problem and the paradoxes of education in, for, and proper to a liberal democratic polity. . .he has something serious and quite insightful to say about the roots of the serious dangers to democratic education in particular and democratic life in general. His reminder that the conflicts around democratic education neither can nor should be avoided, and his reminder that there is an *educational* value to education are things too often ignored in the public conversation. Those who hope one day to see a revitalized commitment to the ideal of public education owe Blacker a debt of thanks for his contribution to understanding the depth and dimensions of the challenges we face."
--*Education Review* (2007)

"In *Democratic Education Stretched Thin*, University of Delaware Professor David J. Blacker approaches his subject with a philosopher's mind and excellent credentials. . .Professor Blacker's strengths clearly lie in philosophizing, in a broad knowledge of the education establishment, and in analyzing teaching methodology. . .Professor Blacker's *Democratic Education Stretched Thin* is a learned, dense book."

"there exists a solid audience for *Democratic Education Stretched Thin*. This book will reward a patient reader, and I see that reading public as existing in graduate programs where education and philosophy are studied. All reflective school administrators, and maybe even a few thoughtful public officials, will be interested in the book's overall message."

--*U.S. Intellectual History* (2007)

From published reviews of David J. Blacker, *Dying to Teach: The Educator's Search for Immortality* (Columbia TC Press, 1997):

"David Blacker has written an ambitious and bravely original book that charts new territory in the way we can think about and understand teaching and learning."
"Blacker presents some complex philosophical concepts in a straightforward and readable way without compromising their integrity.
"*Dying to Teach* is an important book that will be of tremendous interest to everyone who recognizes that the act of teaching involves something timeless, universal, and sacred."
--*Educational Studies* (1997)

"This is the project of David J. Blacker's brilliant recent book, *Dying to Teach: The Educator's Search for Immortality*. Firmly grounded in close and original readings of philosophical texts from Socrates to Gadamer, Blacker's presentation is never dense or narrowly professional always instead keeping foremost the concern for teaching and students of teaching. While the arguments for various positions are criticized with all the logical rigour required for a scholarly account, an abiding respect for the generative understandings possible in each view is always present. The writing is evocative, often eloquent, and the examples which buttress or sometimes reconstruct the argument are as likely to come from the experiences of home as they are from Homer."
"Blacker's masterful analysis raises deep and beautiful questions about the enterprise of teaching that rarely find their way into the formal education of teachers."
--*Journal of Curriculum Studies* (1999)

"Overall, I believe David J. Blacker has given the world a scholarly gem that will continue to shine as teachers strive for their own immortality. If the mark of good scholarship is that one wants to read more, then the author of *Dying to Teach: The Educator's Search for Immortality* has definitely hit the mark. Every time I read this book, I discover something new and interesting."
--*Education Review* (1999)

"In one of the more original books on teaching that I have had the pleasure of reading, David J. Blacker wonders about the motivations and rewards for teaching."
--*Teaching Theology and Religion* (2001)

"*Dying to Teach* by David J. Blacker is a philosophical work that focuses, not on dying, but on the art of meaningful living. This wise and sensitive work that gently, but forcefully argues for a life that seeks to transcend self-absorption and materialism, speaks not only to teachers, but also to the broader culture."
"The mode of analysis is strongly philosophical (with emphasis on Plato and Heidegger), but there are also shrewd insights of personal experience and thoughtful reflection that make otherwise obscure and opaque formulations vivid and compelling. The author has a knack of actually doing what philosophy is supposed to do, namely to connect the everyday and transient with the extraordinary and eternal."
--*Encounter: Education for Meaning and Social Justice* (2000)