David J. Blacker

Professor of Philosophy of Education and Legal Studies, University of Delaware

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Curriculum Vitae · revised September 2026

PROFESSIONAL APPOINTMENTS

2005–	Professor (with tenure), Philosophy of Education, School of Education, University of Delaware
2006–	Professor, Legal Studies Program, University of Delaware (Associate Professor, 2001–2005)
2013–2016	Director, Legal Studies Program, University of Delaware (3-year term)
2000–2005	Associate Professor (with tenure), School of Education, University of Delaware
2002	Visiting Associate Professor, Department of Arts and Humanities, Teachers College, Columbia University
1998–2000	Assistant Professor, School of Education, University of Delaware
1994–1998	Assistant Professor, Department of Educational Administration and Foundations, Illinois State University
1994	Instructor, Department of Philosophy, Illinois State University; Instructor, Department of Educational Policy Studies, University of Illinois at Urbana-Champaign

EDUCATION

1994	Ph.D., Philosophy of Education, Department of Educational Policy Studies, University of Illinois at Urbana-Champaign (1990–1994). Dissertation: *Sources for a Philosophical Critique of Technology in Education*
1990	M.A., Philosophy, University of Illinois at Urbana-Champaign (1988–1990). Thesis: *Antihumanism in Philosophy: Nietzsche, Foucault, Heidegger*
1988	B.A. with Honors, Plan II (four-year interdisciplinary liberal arts honors program), University of Texas at Austin (1984–1988). Thesis: *Hegel's Legacy*

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)

DISTINCTIONS, AWARDS AND GRANTS

2025	Finalist, 2024 Foreword INDIES Book of the Year, for *Deeper Learning with Psychedelics* (blind-judged from thousands of newly published university and independent press books)
2021	Distinguished Faculty Award, School of Education, University of Delaware
2021	Spencer Foundation Conference Grant (with Stephanie Del Tufo), "The Intersection of Racial Equity and Time-Series Methods" (conference held Newark, DE, July 2022)

2014	Winner, "Best of Interviews 2014," *The Majority Report with Sam Seder*; Winner, "Best of Interviews 2014," *Full Stop: Reviews, Interviews, Marginalia*
2011	Invited speaker, University of Delaware Distinguished Scholars Dinner
2009	University of Delaware grant to develop undergraduate capstone courses for the Educational Studies minor and Elementary Teacher Education Honors majors ($8,700)
2001	Kappa Delta Pi (education student honor society) Outstanding Teacher, University of Delaware
1999–2000	CHEP Instructional Improvement Grant to develop the college-wide course "Learning in Community Contexts," with Julie Wilgen, IFST (now EDUC/IFST 360) ($7,000)
1999	University of Delaware General University Research (GUR) Grant, the politics of schooling in the liberal state ($6,000); International Travel Award, Office of International Programs and Special Sessions, for a paper and workshop at New College, Oxford ($200)
1996–1997	Illinois State University Research Grant, fanaticism and the politics of schooling ($5,400); resulted in an article in *American Journal of Education*
1996–1998	Planning Team, successful FY98 Goals 2000 proposal to the Illinois State Board of Education (Bloomington District 87, Sheridan Elementary Accelerated School and ISU College of Education), "Including All Learners: A Model School/University Partnership for Innovative Preservice Teacher Education" ($149,000); Evaluation Team, FY97 Goals 2000 grant
1995–1996	Professional Development Grant, College of Education, Illinois State University, for work at the Institute for Global Ethics, Camden, ME, on professional ethics curricula for teachers and administrators ($2,000)
1990	Annual Graduate Fellowship, Department of Philosophy, University of Illinois at Urbana-Champaign (typically awarded to one continuing graduate student of approximately 45)

BOOKS

2024	*Deeper Learning with Psychedelics: Philosophical Pathways Through Altered States*. Albany: State University of New York Press. Finalist, 2024 Foreword INDIES Book of the Year.
2019	*What's Left of the World? Education, Identity and the Post-Work Political Imagination*. London: Zero Books. Reviewed in *Philosophical Inquiry in Education*, *Pedagogy, Culture & Society*, NetGalley and others.
2013	*The Falling Rate of Learning and the Neoliberal Endgame*. London: Zero Books. #1 Amazon "Hot New Release" in education policy, education philosophy and democracy (January 2014). Reviewed in *Radical Philosophy*, *Times Higher Education*, *Inside Higher Ed*, Salon, *South China Morning Post*, *Educational Theory* (symposium), *Education Review*, *Socialist Standard*, *Review 31*, Counterfire, *Marx & Philosophy Review of Books*, *SAIS Europe Journal of Global Affairs*, Full Stop, Teacher Solidarity, educarenow, Blue Nation Review, SusanOhanian.org and others.
2007	*Democratic Education Stretched Thin: How Complexity Challenges a Liberal Ideal*. Albany: State University of New York Press (SUNY Series in Philosophy of Education). *Library Journal* Top 20 "Bestseller in Education," #18 (July 2007–January 2008).
1997	*Dying to Teach: The Educator's Search for Immortality*. New York: Teachers College Press (Advances in Contemporary Educational Thought, ed. Jonas F. Soltis). Selected by the Philosophy of Education Society as "one of the most significant current works in the philosophy of education" (1997); three-review symposium in *Philosophy of Education*.

2010–2013 Ethics for Educators Series: state-specific law and ethics texts, with co-authors: *Professional Responsibility and Ethics for Illinois Educators* (with Elizabeth Lugg, 2010); *...for Arkansas Educators* (with John Pijanowski, 2010); *...for Michigan Educators* (with Regina Umpstead, 2010); *Professional Responsibility for Educators and the Texas Code of Ethics* (with JoAnn Franklin Klinker and David P. Thompson, 2010; 2nd ed. 2011); *...for California Educators* (with Deborah Stine and David Stine, 2012); *Professional Responsibility and the North Carolina Code of Ethics* (with Kevin Brady and James Lancaster, 2013)

ARTICLES IN REFEREED JOURNALS AND PROCEEDINGS

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

2018 "Post-Productivist Education and the Challenge of Extreme Identities." *Knowledge Cultures* 6(3): 62–79. Special issue, "Terror(ology) in the Time of Cosmopolitanism," ed. Marianna Papastephanou.

2015 "An Optimistic Response." Invited symposium, "Neo-Marxism and Schooling," eds. Daniel P. Liston and Kevin Murray, featuring *The Falling Rate of Learning and the Neoliberal Endgame* (five reviewers), June 2015, pp. 239–349.

2013 "The Illegitimacy of Student Debt." *Works and Days*, special issue, "Education for Revolution."

2009 "An Unreasonable Argument Against Student Free Speech." *Educational Theory* (May): 123–143.

2004 "A Humean Model of Democratic Reasonableness." *Philosophy of Education 2003*: 398–407.

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

2002 "Understanding Teaching as Public Service." *Teachers College Record* (September).

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

2001 "Can Democratic Education Still Inspire?" *Proceedings of the Midwest Philosophy of Education Society, 1999–2000*. ERIC ED459139.

2000 "The Institutional Autonomy of Education." *Journal of Philosophy of Education* (May): 229–246.

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

1999 "Pluralism and the Relative Autonomy of Education." *Proceedings of the Philosophy of Education Society of Great Britain*: 377–392.

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

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

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

1996 "Political Liberalism, Technology and Schooling." *Educational Foundations*, special issue on technology and education (Fall): 13–20.

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

1996 "Education and the Longing for Immortality: Classical and Contemporary Pathways." *Philosophy of Education 1995*: 198–207.

1996 "Saints, Sinners, Selves: Into Pedagogy's Outer Zone." *Philosophical Studies in Education*: 211–224.

1995 "Philosophy of Technology and Education: An Invitation to Inquiry." *Philosophy of Education 1994*: 320–328.

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

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

1994 "Critical Theory of Technology and Education: Limits and Possibilities." *Philosophical Studies in Education*: 103–116.

1994 "Education as the Normative Dimension of Philosophical Hermeneutics." *Philosophy of Education 1993*: 212–221.

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

1993 "Civic Virtue, Markets and Schooling: Lessons from Hegel's Educational State." *Philosophy of Education 1992*: 105–113.

1991 "A Foucauldian Model of Intellectual Responsibility." *Philosophical Studies in Education*: 131–144.

BOOK CHAPTERS

2014 "Compulsory Education Cycles Down." In Marianna Papastephanou, ed., *Philosophical Perspectives on Compulsory Education*, 95–109. New York: Springer. (refereed)

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

2003 "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*, 248–272. New York: Oxford University Press. (refereed)

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

1998 "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*, 348–367. New York: Teachers College Press.

1994 "Poder, Saber e a Pesquisa da 'Verdade': Um modelo foucaultiano de responsabilidade intelectual." Portuguese translation by Tomaz Tadeu da Silva. In T. T. da Silva, ed., *O Sujeito da Educação: Um dossiê foucaultiano*, 155–172. Rio de Janeiro: Editora Vozes.

ESSAYS, REVIEWS AND OTHER WRITING

2025 "Psychedelics Are Philosophical Tools for Demolishing Assumptions." *Psyche* (April).

2025 "A Big Lesson Psychedelics Can Teach Us." SUNY Press Author's Blog (January 25).

2022 "Masking Is Harming How We Educate Our College Students." *Wilmington News Journal*, guest op-ed (January 16).

2011 "The Vampire Squid Turns to Education." *Monthly Review* (MRZine), October.

2002 "The Importance of Being Foolish." *Philosophy of Education 2001*.

2001 "What I Know After September 11." *Philosophy of Education Society of Great Britain Newsletter 2001–2002*: 17–18.

2001 "Is Religion Banned from Public Schools?" In Robert Hampel, ed., *Education Misconceptions: Policies and Politics*, vol. 3. Delaware Public Affairs Reports, University of Delaware.

1998 "On Some Responses to *Dying to Teach*." Reply to critics, Philosophy of Education Society symposium; published online by the Society (supplement to *Philosophy of Education 1997*, ed. Susan Laird).

1996 Review essay: Francis Schrag, *Back to Basics: Fundamental Educational Problems Reexamined*. *American Journal of Education* (Spring): 243–249.

1996 "Technology." In J. J. Chambliss, ed., *Philosophy of Education: An Encyclopedia*, 638–639. New York: Garland.

Translations from the French

1994 Sarah Kofman, "Wagner's Ascetic Ideal According to Nietzsche" (with Jessica George), 193–213; and Eric Blondel, "The Question of Genealogy" (with Ann Pritchard), 306–317. In Richard L. Schacht, ed., *Nietzsche, Genealogy, Morality: Essays on Nietzsche's Genealogy of Morals*. Berkeley: University of California Press.

PRESENTATIONS

Invited Lectures and Keynotes

2025 "The Pedagogical Hard Problem of Generative AI: Socratic Countermeasures," workshop and public address, "Moral Formation in Higher Education," Lynch School of Education, Boston College, September 5

2025 Author talk, *Deeper Learning with Psychedelics*, People's Book, Takoma Park, MD, January 21

2024 "*Deeper Learning with Psychedelics*," Interdisciplinary Neuroscience Program Graduate Seminar, University of Delaware, November 12

2022 "Three Waves of Psychedelia," School of Education Colloquium Series, University of Delaware, October 19

2022 "A History of Desegregation in Schools," Spencer Foundation conference, "The Intersection of Racial Equity and Time-Series Methods," University of Delaware, July 18

2021 "How Can We Learn from Psychedelics? Locating Educational Value in Entheogenic Experience," Centre for the Study of Learning and Performance, McGill and Concordia Universities, Montreal, December 2 (in person and online)

2020 "The Rise and Fall of Racial Desegregation in American Schools: An Overview of the Legal History," Parts I and II, CEHD Colloquium Series, University of Delaware, November 16 and 18 (online)

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

2020	"Opening Up in Education," keynote panel (with Su-Ming Khoo and Rebecca Eynon), ESRI Seminar Series culminating event, Manchester Metropolitan University, June 24 (online)
2020	Invitations canceled due to COVID-19: keynote, British Educational Studies Association annual conference, and Global Futures masterclass, Manchester; York St John University; book lectures at Kazi Nazrul University (West Bengal) and Delhi-area universities
2018	"A World Made of Earth," keynote, Critical Theories of Education conference, West Chester University, December 1
2018	"Motivation and Worldview," colloquium, Philosophy of Education, Teachers College, Columbia University, November 8
2017	"The Educational Needs of Erstwhile Humans: Identity Fluidity in a Post-Work World," public lecture, Learning Publics series, University of Illinois at Urbana-Champaign, September 25
2017	"Response to Wheeler-Bell and Wilson and Moses," Education Theory Institute, University of Illinois at Urbana-Champaign, September 22
2017, 2018	"Applied Ethics: Frameworks and Difficult Cases," workshop for active-duty officers and intelligence personnel, College of Information and Cyberspace, National Defense University, Washington, DC
2016	"The Identity Factory: Post-Productivism and Liquid Education," public lecture, Department of Integrated Studies in Education, McGill University, November 9
2015	"Educational Hysteria," Radical Philosophy Conference, Haus der Kulturen der Welt, Berlin, January 17
2014	"The Race to Nowhere: Abandoning the Promise of Universal Education," Cass Research Seminar, University of East London, November 12; "Educational Eliminationism," Higher Education Research Centre, University of Westminster, November 7; reading group on *The Falling Rate of Learning*, Higher Education and Theory Network, Westminster, November 11
2014	"The Race to Nowhere," MillerComm lecture, Center for Advanced Study, University of Illinois at Urbana-Champaign, September 29 (canceled by the speaker in observance of the academic boycott of UIUC)
2014	"*The Falling Rate of Learning*: Overview and New Media," keynote, Middle Atlantic States Philosophy of Education Society, University of Scranton, February 8
2014–2018	Class presentations on *The Falling Rate of Learning*: University of East London (two, 2014); McGill University (2016); Western Washington University (2016, 2018); University of Illinois doctoral seminar (2017); Indiana University (2018)
2013	Book talk, *The Falling Rate of Learning and the Neoliberal Endgame*, Red Emma's Bookstore, Baltimore, December 12 (broadcast by Baltimore Alternative Media Network)
2013	"The Future of Compulsory Education under Neoliberalism," Joan of Art: Towards a Free Education, MACRO Museum of Contemporary Art, Rome (NOMAS Foundation, Roma Capitale and European Alternatives), April 13
2011	"The Moral Life of Neoliberalism," Philosophy of Education Colloquium Series, University of Illinois at Urbana-Champaign, April
2008	"The Bong Hits 4 Jesus Case: Students' Free Speech Rights in American Schools," Moray House School of Education, University of Edinburgh (January 16); Institute of Education, University of London (January 24); Centre for Belief, Rights and Values in Education, Roehampton University (January 30)

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

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

2002 "Isolation, Apathy, Skepticism, Death, and Other Causes for Optimism," commentary on René Arcilla, Middle Atlantic Philosophy of Education Society, Rutgers University, October

2001 "Educational Accountability and Social Justice," Fall Colloquium Series, School of Education, University of Delaware, December

2001 "The Moral Complexity of Democratic Education," Gregynog Hall Conference (one of five invited papers), Philosophy of Education Society of Great Britain, University of Wales, June

2000–2001 "Civic Friendship and Democratic Education," "Collective Rights and Cosmopolitan Values" (Spencer Foundation and SSHRC), McGill University, June–July 2000; also St Edmund's College, University of Cambridge, June 2001, and Legal Studies faculty, University of Delaware, Fall 2001

2000 "Response to Endres," Middle Atlantic States Philosophy of Education Society, Rutgers University, December

1998 "Doubt as an Educational Ideal," joint meeting of the Middle Atlantic Philosophy of Education Society and the American Educational Studies Association, Philadelphia, November

1997 "Thoughts on 'Realizing the Democratic Ideal,'" Colloquium on Teacher Education, Illinois State University, September (reprinted in ISU College of Education publications)

1997 Panel symposium on *Dying to Teach* (René Arcilla, Pradeep Dhillon, Alven Neiman), Philosophy of Education Society, Vancouver, March

1994 "*Dying to Teach*: Immortality in Educational Thought and Practice," Inaugural Fall Lecture, Social Foundations of Education Forum, Ball State University, October; also University of Illinois (November) and Illinois State University (April)

1993 "Emerging Issues in the Foundations of Education," address and discussant, 75th anniversary of the College of Education, University of Illinois at Urbana-Champaign, November

1990–1998 Early career: "Teaching Generation X," ISU Center for the Advancement of Teaching and Illinois Wesleyan Mellon Center (1998); "Ethical Dilemmas in Educational Administration," Illinois Principals Association (1995); "Professional Ethics and Risk Management," ISU Division of Student Affairs (1995); "Ethical Concerns of Today's Educators," ISU EAF Administrator's Club (1995); "A Self of One's Own: Authenticity in Early Heidegger" (1990) and "Beyond Humanism? Foucault's Ethics of the Intellectual" (1990), University of Illinois

Refereed Conference Papers

2022 "*Deeper Learning with Psychedelics*," North American Association for Philosophy and Education, Chicago, October

2018 "The Map Is Not the Territory: Limits of the Juridical Mode in Philosophy of Education" (with Christopher Higgins), Ohio Valley Philosophy of Education Society, Bloomington, IN, September 28

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

2012 "Neoliberalised Higher Education and Emerging Alternatives" (panel with Alpesh Maisuria, Spyros Themelis and Joyce Canaan), European Conference on Educational Research, Cádiz, September

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

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

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

2003 "A Humean Model of Democratic Reasonableness," Philosophy of Education Society, Miami, April

2002 "Reason and Passion in Democratic Education: An Analogy with Hume," Philosophy of Education Society of Great Britain, New College, Oxford, April

2000 "Vouchers: Is Public Aid to Private Religious Schools Appropriate Public Policy for the 21st Century?" (panel), Educational Law Association, Atlanta, November

2000 "Liberalism and the Orthodox Withdrawal from Public Schools," Philosophy of Education Society of Great Britain, New College, Oxford, April

1999 "A Descriptive Basis for the Study of Teaching as Public Service," Middle Atlantic States Philosophy of Education Society, Rutgers, November; "Can Democratic Education Still Inspire?" Midwest Philosophy of Education Society, Loyola University Chicago, November

1999 "Liberalism and the Provision of Education" and "Pluralism and the Relative Autonomy of Education," Philosophy of Education Society of Great Britain, New College, Oxford, April

1998 "Sphere-Specific Responses in Education: The Case of Proposition 187," Ohio Valley Philosophy of Education Society, Lexington, KY, October (also Power/Knowledge/Discourse group, University of Delaware, March 1999)

1997 "State Regulation of Fanaticism and Schooling," Educational Law Association, Seattle, December; "Fanaticism and Schooling," American Educational Studies Association, San Antonio, November

1996 "Fanaticism and the Politics of Schooling," Mid-South Philosophy Conference, Memphis, February

1995 "Political Liberalism, Technology and Schooling," American Educational Studies Association, Cleveland, November; "Saints, Sinners, Selves: Into Pedagogy's Outer Zone," Ohio Valley Philosophy of Education Society, Dayton, October

1994 "Critical Theory of Technology and Education," Ohio Valley PES, Indianapolis, October; "The Death of Mentoring: Some Classically Un-Modern Observations," American Educational Studies Association, Chapel Hill, November (in absentia); "Education and the Longing for Immortality," Philosophy of Education Society, San Francisco, April; "Philosophy of Technology and Education: An Invitation to Inquiry," Philosophy of Education Society, Charlotte, March

1991–1993 "Education as the Normative Dimension of Philosophical Hermeneutics," Philosophy of Education Society, New Orleans, 1993; "Civic Virtue, Markets and Schooling: Lessons from Hegel's Educational State," Philosophy of Education Society, Denver, 1992; "What Are Intellectuals For? A Model of Foucauldian Responsibility," Ohio Valley PES, Cincinnati, 1991

INTERVIEWS AND MEDIA

2024 "*Deeper Learning with Psychedelics*," video interview, Sublation Media, November

2020 "Chilling at the Four Seasons Parking Lot: A Post-Election Chat," *Acid Left* podcast, with Mike Watson, November 17

2017 "Education, Identity and Taxi," *Zero Squared* podcast (ep. 130), with Douglas Lain, November 2

2014 Quoted on the University of Illinois job-offer controversy in the *New York Times* (August 31), *The Guardian* (September 9) and *Chronicle of Higher Education* (August 23)

2014 "Interview with David Blacker," *Full Stop*, with Michael Schapira and Timothy Ignaffo, October 8. **Winner, "Best of Interviews 2014"**

2014 "Capitalism vs. Education: Why Our Free Market Obsession Is Wrecking the Future," interview with Eric Levitz, Salon, June 8

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

2014 "Regarding Revolutions," *The Extraenvironmentalist* (ep. 73B), with Seth Moser-Katz and Justin Ritchie, February 11 (ca. 5,000 downloads)

2014 *The C-Realm* podcast, with KMO: "We're the House" (January 15) and "Dead Labor and Fatuous Accountability" (ep. 397, January 29) (ca. 6,000 downloads each)

2014 "David J. Blacker, *The Falling Rate of Learning and the Neoliberal Endgame*," *The Majority Report with Sam Seder*, January 14 (ca. 20,000 downloads). **Winner, "Best of Interviews 2014"**

2012–2014 *The Diet Soap Podcast*, with Douglas Lain: "Learning Through Debt," parts 1 and 2 (eps. 136–137, February–March 2012; ca. 6,000 downloads); "*The Falling Rate of Learning*" (ep. 172, March 2013); "Fatalism and Falling" (ep. 202, January 2014); "That Bill Murray Moment" (ep. 203, January 2014) (ca. 3,000 downloads each, plus radio)

2013 "*The Falling Rate of Learning*," *From Alpha to Omega* (ep. 43), with Tom O'Brien, London, December 17 (ca. 4,000 downloads)

2013 "The Eliminative Turn in Education: An Interview with David Blacker," with C. Derek Varn, *The North Star*, October 26

2012 "When Will the $1 Trillion Student Debt Bubble Burst?" interview with David Smith, *Economy Watch* (UK), June 6; "David Blacker on the Ethics of Student Debt," interview with Christopher Martin, May

TEACHING

+ two or more sections in the year indicated; * most frequently taught

University of Delaware, School of Education

Undergraduate: EDUC 240 Law and Ethics in Education* (every semester, 1998–2026; includes Honors sections and Wilmington/Georgetown AA-ETE sections); EDUC 470 Honors Seminar / Educational Studies Minor Capstone (annually, 2010–2026); LEST 401 Legal Studies Minor Capstone (annually, 2010–2018, 2021–2023); EDUC 258 Cultural Diversity, Schooling and the Teacher, study abroad in London and Edinburgh (2008) and London and Wales (2011); EDUC 360 Learning in Community Contexts (with Julie Wilgen, 2001); LEST 210 The Law and You (2015)

Graduate: EDUC 852 Critical and Interpretive Methods in Educational Research* (2004–2010, 2012–2014); EDUC 664 Legal Issues for School Managers* (+2000–2009); EDUC 811 Seminar on Educational Policy: Equality and Education (+2002, +2003, +2004); EDUC 867/667 seminars: Racial Desegregation in Schools (2005), No Child Left Behind: Critical Perspectives (2004), Foucault and Education (2003), Democratic Education Today (2002); EDUC 612 Multicultural Education (2003); EDUC 829 Research on Teaching (1999)

Teachers College, Columbia University

A&HF 6580 Doctoral Seminar: Contemporary Theories of Democratic Education (2002)

Illinois State University, 1993–1998

Educational Administration and Foundations: doctoral seminars EAF 523 on Political Liberalism, Religion and American Education (1996), Professional Ethics and Public Morality (+1995, +1996, 1998) and Theories of Technology in Education (1994); EAF 423 Professional Ethics and Education (+1995–+1998; team-taught law and ethics version with Elizabeth Lugg, 1997–1998); EAF 421 Reflective Decision-Making in Education (1993); EAF 231 Philosophy of Education (+1994–1998, including on-site professional development school sections); EAF 228 Social Foundations of Education (1994, 1998); EAF 235 History of Education (1997); five doctoral committees (1996–1998)

Philosophy and Interdisciplinary Studies: PHIL 232 Ethics (+1994); PHIL 101 Introduction to Philosophy (1994); IDS 189.11 Foundations of Inquiry, pilot general-education course (1995, 1996)

UNIVERSITY SERVICE

University of Delaware

School of Education: Chair, Promotion and Tenure Committee (2006–07, 2009–10, 2020–21, 2023, 2024, 2025; member 2000–01); Chair, Faculty Affairs Committee (2016–2018; member 2021–present); Search Committee, two special education/disabilities positions (2023–2024); Chair, Search Committee, AA-ETE Assistant Professor (2021–2022); IPTC member (2022); AAUP union representative (2016); Chair, ad hoc committee to revise P&T guidelines (2006–2008); Chair, Distinguished Service Committee (2005–06); Ph.D. Doctoral Core Committee (2003–present); Ed.D. program faculty group (2002–03); Executive Committee (2001–2003); Director, B.A. in Educational Studies (2000–2002); Chair, By-laws Revision Committee (2000–2002); Chair, subcommittee to restructure the B.A. in Educational Studies (1999–present); Committee on Undergraduate Studies (1998–2000, 2007–2009); Masters of Instruction Advisory Committee (1999–present); faculty searches in social studies/curriculum theory (2002–03) and multicultural education (two positions, 2000–01)

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

University: Director, Legal Studies Program, College of Arts and Sciences (ca. 175 minors, 2013–2016); Undergraduate Curriculum Committee (2023–2025); Undergraduate Studies Committee (2023–2024); Promotion and Tenure Committee (2019–2020); Honors Senior Thesis Review Board (2002–2004); Eugene I. du Pont Scholarship Selection Committee (2002)

Illinois State University, 1994–1998

University Council on Teacher Education (1996–1998), including its Curriculum Subcommittee; author of the mission statement *Realizing the Democratic Ideal*, governing all ISU teacher education programs; representative to AACTE (1995–1998); General Studies committee and pilot instructor for "Foundations of Inquiry" (1994–1996); Chair, Scholarships and Awards Committee (1994–1997); Chair, Foundations of Education and department faculty searches (1996–97); K–12 Administration faculty search (1995–96);

Principal Preparation Program redesign (1995–1996); Project Apprendre (1995–1997); Task Force on Admission to Teacher Education (1996)

PROFESSIONAL SERVICE

Editorial

General Series Editor, Horizons in the Philosophy of Education, State University of New York Press (2024–; 3–5 titles per year)

Editor for English, *Education Review* (2012–2014; 32,000 subscribers, 1,500 downloads per day); Editorial Board (2001–present); Philosophy and Theory Area Editor (1997–2001)

Educational Theory: Editorial Board (2009–present); Review Board (1994–1998, 2008–2013)

Editorial Board, *Risking Education* book series, Punctum Books (2018–present); Review Board Committee, *Philosophy of Education Review*, Fudan Institute of Philosophy of Education, Beijing (2008–present); Editorial Board, *Planning and Changing* (1994–1996); Assistant Editor, *Proceedings of the Midwest Philosophy of Education Society 1997–1998*

Reviewing

Presses: Cambridge University Press (2026); Oxford University Press (2025–2026); State University of New York Press (2023–2026); Routledge (2015, 2024, 2025); Bloomsbury Academic (2024); Anthem Press (2024); Sage (2005–2007, 2017); Continuum (2011); Allyn & Bacon (2000, 2001, 2008–2009); McGraw-Hill (1998, 1999, 2007); Peter Lang (1999); Teachers College Press (1994–1998, 2011, 2012)

Journals: Studies in Philosophy and Education (2002, 2024); *Social Theory and Practice* (2024); *Discourse: Studies in the Cultural Politics of Education* (2020); *Journal of Philosophy of Education* (2017–2018); *International Journal of Financial Studies* (2018); *Humanities* (2017); *Educational Theory* (1998, 1999, 2002, 2017); *Inquiry* (2015); *Canadian Journal of Cultural Studies* (2013); *Teachers College Record* (2002); *American Journal of Education* (2002); *Journal of Curriculum Studies* (2001); *Education and Culture*; AERA Philosophy of Education SIG (1999)

Tenure and degree review: external tenure reviewer, University of East London (2019, Reader), University of Oklahoma (2010, Full Professor), Ohio State University (2001); external dissertation committee, Graduate School of Education, Rutgers University (2018–2021); Ph.D. thesis examiner, Edith Cowan University, Australia (2010)

Leadership in Professional Societies

President, Middle Atlantic Philosophy of Education Society (2000–2002; four conferences at Rutgers and Teachers College); Program Coordinator (2000–2002)

Program Committees: Philosophy of Education Society (2003–2004, 2009–2010); American Educational Studies Association (2011, 2013); Ohio Valley PES (1998); Midwest PES (1997). Philosophy of Education Society Nominations Committee (2001) and Committee on Electronic Communications (1996). Elected Executive Committee, Ohio Valley PES (1997–1999)

Moderator and list owner, PHILOSED-L, the field's principal email forum (1996–2001; succeeded Thomas F. Green; grew membership from ca. 150 to 300 in 22 countries)

Boards and Consulting

Board member, Democracy Café, a 501(c)(3) nonprofit directed by Christopher Phillips that runs Socrates Café and Constitution Café (2011–)

Board member, Joan of Art: Towards a Free Education (with the NOMAS Foundation, European Alternatives and MACRO Museo d'Arte Contemporanea), Rome (2013–)

Invited participant, Network for the Circulation of Theoretical Struggles (NCTS), convened by Andrew Kliman, Pace University

Consultant, Center for Civic Education, review of "Education for Democratic Citizenship: A Framework" (1997); invited consultant on classroom dialogue, Unit Five School District, Normal, IL (with Judith Mogilka, 1994)

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. 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. 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)