

Dr. Derek R. Ford
Associate Professor of Education Studies
DePauw University
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* denotes DPU student (or former student)

ACADEMIC BACKGROUND

- Ph.D. Cultural Foundations of Education (December 2015)
Dissertation: *Pedagogy, social transformation, and space: Toward a revolutionary critical pedagogy for space.*
Committee: Barbara Applebaum, Peter McLaren, Don Mitchell.
Syracuse University, Syracuse, NY
- M.S. Cultural Foundations of Education (May 2012)
Thesis: *Continuing to trouble critical pedagogy: Judith Butler and the role of subjectivity in the critical pedagogy debates.*
Syracuse University, Syracuse, NY
- B.A. Peace Studies Program (May 2008)
Minor: Women's Studies Program
Goucher College, Baltimore, MD

ACADEMIC APPOINTMENTS

- 2022-present Associate Professor of Education Studies, DePauw University
- 2016-2022 Assistant Professor of Education Studies, DePauw University

CLASSES TAUGHT AT DEPAUW

Education Studies

- EDUC 170: Foundations of education (F16, S17, F17, F21)
EDUC 223: Deconstructing difference (F17, S18, F18; S19, F20, S21, F21, S22, F22, S 23, S24)
EDUC 290: Radical philosophy and education (S17)
EDUC 290: Education, space, and urban revolution (S22)
EDUC 325: History of American education (F16, F18, S24)
EDUC 360: Political economy of schools (S19)
EDUC 390: Pedagogy in the "post-truth" era (S18, S20)
EDUC 390: Philosophy and alternative educational spaces (F18, S21)
EDUC 390: Critical disability studies: Disorder education and society (F22)
EDUC 480: Methods of educational research (F20)
EDUC 490: Education studies senior seminar (S20, S21)

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Independent studies

EDUC 411: Hardt and Negri's philosophy of education (F19)
 EDUC 411: Elementary education in a pandemic (F20)
 EDUC 411: Lenin and education (F20)
 EDUC 411: Education, time, and stupidity (F22)
 EDUC 411: Education and the politics of art (F22)
 EDUC 412: The right to the city in theory and practice (S24)
 EDUC 412: Critical disability studies in education (S17)
 EDUC 412: Urban education policy (S18)
 EDUC 426: Education and the politics of art (S20)

First year seminars

EDUC 197: We can't breathe: Identity, capitalism, and air conditions (F16)
 EDUC 197: Urban revolutions: Space, capitalism, and social change (F17)
 EDUC 197: The politics of sound: Education and the struggle over listening (F21)

Winter terms

UNIV 176: The Baltimore rebellion: Anatomy of an uprising (17)
 UNIV 183: (North) Korea in Japan: Colonialism and education (19, 20, 24)

Prindle ethics reading courses

UNIV 291: Karl Marx, *Capital* (volume 1) (F17)
 UNIV 291: Jodi Dean, *Crowds and party* (S18)
 UNIV 291: Nirmala Erevelles, *Disability and difference in global contexts* (F18)

Pedagogical development

Seeking Educational Equity and Diversity Workshop (2016-2017)
 "W" workshop (August 2016)
 "S" workshop (August 2019)

PUBLICATIONS

Authored books

Ford, D. (2023). *Teaching the actuality of revolution: Aesthetics, unlearning, and the sensations of struggle*. Madison: Iskra Books.
 Reviewed in: *Monthly Review, Review of Education, Pedagogy, and Cultural Studies, Journal for Critical Education Policy Studies*
 Ford, D. (2022). *Communist study: Education for the commons, 2nd ed.* Lanham: Lexington Books.
 Ford, D. (2022). *Encountering education: Elements for marxist pedagogy*. Madison: Iskra Books.
 Reviewed in: *Hampton Institute, Educational Philosophy and Theory*
 Ford, D. (2021). *Marxism, pedagogy, and the general intellect: Beyond the knowledge economy*. New York: Palgrave Macmillan.

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Reviewed in: *Capital & Class, Hampton Institute, Midwestern Marx, Postdigital Science and Education, Policy Futures in Education, Education as Change, Adult Education Quarterly*

Ford, D. (2021). *Inhuman educations: Jean-François Lyotard, pedagogy, thought*. Boston: Brill.

Reviewed in: *Postdigital Science and Education, Studies in Philosophy and Education*

Ford, D. (2019). *Politics and pedagogy in the “post-truth” era: Insurgent philosophy and praxis*. London: Bloomsbury.

Reviewed in: *Postdigital Science and Education, Kairos: A Journal of Rhetoric, Technology, and Pedagogy*

Ford D. (2017). *Education and the production of space: Political pedagogy, geography, and urban revolution*. New York and London: Routledge.

Reviewed in: *Antipode, Policy Futures in Education*

Ford, D. (2016). *Communist study: Education for the commons*. Lanham: Lexington Books.

Reviewed in: *Studies in Philosophy and Education, International Critical Thought, Discourse: Studies in the Cultural Politics of Education*

Edited books

Jandrić, P., & Ford, D. (2022). *Postdigital ecopedagogies: Genealogies, contradictions, and possible futures*. New York: Springer.

Reviewed in: *Postdigital Science and Education*

Ford, D. (2019). *Keywords in radical philosophy and education*. Leiden and Boston: Brill-Sense. (Savannah Jo Wilcek,* Anneliese Waalkes,* and Clayton Coopridge* served as editorial assistants).

Ford, D., & Malott, C. (2019). *Learning with Lenin: Selections on education and revolution*. Charlotte: Information Age Publishing.

Means, A., Ford, D., & Slater, G. (2017). *Educational commons in theory and practice: Global pedagogy and politics*. New York: Palgrave Macmillan.

Journal articles

Ford, D. (2023). Sonic directions to the urban student: Lyotard, the megalopolis, and not listening as pedagogy. *Contemporary Music Review*, 42(4), 426-440.

Ford, D. (2023). From “authentic” to actual marxist educational theory: Advancing revolutionary pedagogies. *International Critical Thought*, 13(4), 506-524.

Ford, D. (2023). Art, education and the actuality of revolution: Althusser’s aesthetic materialism. *International Journal of Education Through Art*, 19(2), 261-273.

Ford, D. (2023). Arrhythmanalysis and the revolutionary rupture of détournement: Lefebvre and the pedagogical rhythms of post-Fordism. *Postdigital Science and Education*, 5(2), 440-454.

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- Ford, D., & Brown, N. (2022). The happy marriage of Afro-pessimism and U.S. universities: Eurocentrism, anti-communism, and an educational recipe for defeat. *Philosophy of Education*, 78(4), 137-151.
- Ford, D., & Chambers, C. (2022). Marx's pedagogies, the party, and China: the open dialectic of research and presentation in theory and historical praxis. *Rethinking Marxism*, 34(4), 496-518.
- Jandrić, P., & Ford, D. (2022). Postdigital ecopedagogies: Genealogies, contradictions, and possible futures. *Postdigital science and education*, 4(3), 692-710.
- Ford, D. (2022). Marx's inquiry and presentation: The pedagogical constellations of the *Grundrisse* and *Capital*. *Educational Philosophy and Theory*, 54(11), 1887-1897.
- Ford, D. (2022). The sonic aesthetics of writing: Timbre, pedagogy, and thought. *Pedagogy, Culture and Society*, 30(4), 567-580.
- Ford, D., & Sasaki, M.* (2022). The multitude beyond measure: Building a common stupor. *Educational Philosophy and Theory*, 54(7), 938-935.
- Ford, D., & Esposito, M.* (2021). Aesthetic encounters beyond the present: Historical materialism and sonic pedagogies for resisting abstraction. *Journal for Critical Education Policy Studies*, 19(3), 32-55.
- Ford, D. (2021). Pedagogically reclaiming Marx's politics in the postdigital age: Social formations and Althusserian pedagogical gestures. *Postdigital Science and Education*, 3(3), 851-869.
- Ford, D. (2020). The aesthetics of exodus: Virno and Lyotard on art, timbre, and the general intellect. *Cultural Politics*, 16(2), 253-269.
- Ford, D. (2020). Errant learning in foams: Glissant, Sloterdijk, and the foam of pedagogy. *Studies in Philosophy and Education*, 39(3), 245-256.
- Ford, D. (2019). Explosions of stupidity: Notes for an urbanist pedagogy. *Educational Theory*, 69(2), 153-167.
- Ford, D. (2019). The struggle of "American anger:" In defense of extremism. *aspeers*, 12, 139-144.
- Rikowski, G., & Ford, D. (2019). Marxist Education Across the Generations: A Dialogue on Education, Time, and Transhumanism. *Postdigital Science and Education*, 1(2), 507-524.
- Ford, D. (2019). From critical to partisan: Media Literacy Beyond Russiagate. *International Journal of Critical Media Literacy*, 1(1), 66-74.
- Ford, D., & Jandrić, P. (2019). The public intellectual is dead—long live the public intellectual! The postdigital rebirth of public pedagogy. *Critical Questions in Education*, 10(2), 92-106.
- Ford, D. (2019). Pedagogy of the 'not': Negation, exodus, and postdigital temporal regimes. *Postdigital Science and Education*, 1(1), 104-118.
- Ford, D. (2018). Queer communist study: The sinthomostudier against the capital-learning-debt regime. *Journal of Curriculum and Pedagogy*, 15(1), 8-23.
- Ford, D., & Lewis, T. (2018). On the freedom to be opaque monsters: Communist pedagogy, aesthetics, and the sublime. *Cultural Politics*, 14(1), 95-108.

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- Ford, D., & Zhao, W. (2018). Toward an educational sphereology: Air, wind, and materialist pedagogy. *Educational Philosophy and Theory*, 50(5), 528-537.
- Zhao, W., & Ford, D. (2018). Re-imagining affect with study: Implications from a Daoist wind-story and yin-yang movement. *Studies in Philosophy and Education*, 37(2), 109-121.
- Ford, D., & Lewis, T. (2017). Lyotard and the sublime unconscious of education: Communicative capitalism and aesthetics. *Philosophy of Education*, 73(1), 488-501.
- Ford, D. (2017). Making marxist pedagogy magical: From critique to imagination, or how bookkeepers set us free. *Critical Education*, 8(9), 1-13.
- Ford, D. (2017). Studying like a communist: Affect, the party, and the educational limits to capitalism. *Educational Philosophy and Theory*, 49(5), 452-461.
- Ford, D. (2016). Revolutionary parallel pedagogy: A critical teacher education for the multitude. *Issues in Teacher Education*, 25(2), 55-67. (reprinted in *Notes & Abstracts in American and International Education* (2017), 123, 1-12).
- Ford, D. (2016). The air conditions of philosophy of education: Toward a microspherology of the classroom. *Philosophy of Education*, 2015: 261-268.
- Jaffee, L., & Ford, D. (2016). Insurrection, not inclusion: Education and the right to the city in Occupied Palestine. *Knowledge Cultures*, 4(6), 122-140.
- Ford, D. (2016). Joining the party: Critical education and the question of organization. *Critical Education*, 7(15), 1-18.

Collective journal articles

- Peters, M.A., Means, A., Neilson, D., (& 8 others, including Ford, D.). (2023). 'After Brexit and AUKUS': Twitter-inspired collective writing on geopolitics of an emerging multipolar world. *Educational Philosophy and Theory*, 55(12), 1322-1328.
- Means, A., Jandrić, P., Sojot, A., Ford, D., Peters, M., & Hayes, S. (2022). The postdigital-biodigital revolution. *Postdigital Science and Education*, 4(3), 1032-1051.
- Jandrić, P., Martinez, A.F., Reitz, C., (& 60 others, including Ford, D.). (2022). Teaching in the age of Covid-19—the new normal. *Postdigital Science and Education*, 4(3), 877-1015.
- Reader, J., Jandrić, P., Peters, M.A. (& 23 others, including Ford, D.). (2021). Enchantment-disenchantment-re-enchantment: Postdigital relationships between science, philosophy, and religion. *Postdigital Science and Education*, 3(3), 934-965.
- Jandrić, P., Hayes, D., Levinson, P. (& 74 others, including Ford, D.). (2021). Teaching in the age of COVID—1 year later. *Postdigital Science and Education*, 3(3), 1073-1223.
- Arndt, S., Asher, G., Knox, J., Ford, D. (and 17 others). (2019). Between the blabbering noise of individuals or the silent dialogue of many: A collective response to "Postdigital science and education." *Postdigital Science and Education*, 1(2), 446-474.

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Jandrić, P., Ryberg, T., Knox, J. (and 13 others, including Ford, D.). (2019). Postdigital dialogue. *Postdigital Science and Education*, 1(1), 163-189.

Book chapters

- Pappachen, S.*, & Ford, D. (2023). Historical materialism: A postdigital philosophical method. In P. Jandrić, A. MacKenzie, & J. Knox (Eds.), *Postdigital research: Genealogies, challenges, and future perspectives*, 115-128. New York: Springer.
- Ford, D., & Sasaki, M.* (2023). The multitude beyond measure: Building a common stupor. In A. Means, A. Sojot, Y. Ida, and M. Sustarsic (Eds.), *Empire and education*, 60-68. New York: Routledge. (reprint)
- Ford, D. (2022). Listening to the mute voices of words: Errant pedagogy in the zone. In K. Bamford & M. Grebowicz (Eds.), *Lyotard and critical practice*, 15-26. London: Bloomsbury.
- Ford, D., Swenson, K.*, & Fosher, M.* (2022). From the knowable and transparent individual to the secret thought of individuation: An anti-capitalist postdigital ecopedagogy. In P. Jandrić & D. Ford (Eds.), *Postdigital ecopedagogies: Genealogies, contradictions, and possible futures*, 43-57. New York: Springer.
- Ford, D. (2022). Facing the test: A Leninist Party as proctor. In A. Ivanchikova & R. Maclean (Eds.), *The future of Lenin: Politics, power, and revolution in the 21st century*, 281-297. Albany: State University of New York Press.
- Jandrić, P., & Ford, D. (2022). Postdigital ecopedagogies: Genealogies, contradictions, and possible futures. In P. Jandrić & D. Ford (Eds.), *Postdigital ecopedagogies: Genealogies, contradictions, and possible futures*, 3-23. New York: Springer. (reprint)
- Pappachen, M.S.*, & Ford, D. (2022). Spreading stupidity: Disability and anti-imperialist resistance to bio-informational capitalism. In M.A. Peters, P. Jandrić, & S. Hayes (Eds.), *Bioinformational philosophy and postdigital knowledge ecologies*, 237-253. New York: Springer.
- Ford, D. (2021). Pedagogy of the oppressed for revolution: Paulo Freire and revolutionary leadership. In N. Brown (Ed.), *Revolutionary education: Theory and practice for socialist organizers*, 9-15. San Francisco: Liberation Media.
- Ford, D. (2021). Marx's pedagogies then and now: Research and presentation. In N. Brown (Ed.), *Revolutionary education: Theory and practice for socialist organizers*, 25-36. San Francisco: Liberation Media.
- Ford, D., & Sasaki, M.* (2021). Listening like a postdigital human: The politics and knowledge of noise. In M. Savin-Baden (Ed.), *Postdigital humans: Transitions, transformations, and transcendence*, 111-123. New York: Springer.
- Ford, D. (2020). A communist theory of writing: Virno, Lyotard, and a rewriting of the general intellect. In M. Peters, T. Besley, P. Jandrić, & X. Zhu (Eds.), *Knowledge socialism. The rise of peer production: Collegiality, collaboration, and collective intelligence*, 99-113. New York: Springer.

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- Ford, D. (2020). Lefebvre and atmospheric production: An architectonics of air. In M.E. Leary-Owhin & J.P. McCarthy (Eds.), *The Routledge handbook of Henri Lefebvre, the city, and urban society*, 309-317. New York: Routledge.
- Ford, D. (2019). The pneumatic common: Learning in, with, and from the air. In D. Ford (Ed.), *Keywords in radical philosophy and education: Common concepts for contemporary movements*, 285-300). London: Brill. (reprint).
- Ford, D. (2019). Pedagogy of the oppressed against Trump: Communist pedagogy in the emerging mass movement. In C. Jenkins (Ed.), *The 2017 Hampton Institute reader: Collected essays from a working-class think tank*, 31-36). Charlotte: Information Age Publishing.
- Ford, D. (2019). On the chronic impotency of public intellectuals. In C. Jenkins (Ed.), *The 2017 Hampton Institute reader: Collected essays from a working-class think tank*, 71-74. Charlotte: Information Age Publishing.
- Ford, D. (2018). Don't bring truth to a gunfight: Pedagogy, force, and decision. In M. Peters, S. Rider, M. Hyvönen, & T. Besley, (Eds.), *Post-Truth, Fake News: Viral Modernity & Higher Education*, 133-142). New York: Springer.
- Ford, D. (2018). Studying like a communist: Affect, the party, and the educational limits to capitalism. In N. De Lissovoy (Ed.), *Marxisms and education*, 216-225. New York: Routledge. (reprint).
- McLaren, P., & Ford, D. (2018). Revolutionary critical pedagogy and the struggle against capital today. In L. Rasinski, D. Hill, & K. Skordoulis (Eds.), *Marxism and education: International perspectives on theory and action*, 101-116. New York: Routledge. (reprinted in Pruyn, M., Malott, C. & Huerta-Charles, L. (Eds.). (2020). *Tracks to infinity: The Peter McLaren Volume 2*, 93-110. Charlotte: Information Age Publishing).
- John, K., & Ford, D. (2017). The rural is nowhere: Bringing Indigeneity and urbanism into educational research. In W. Reynolds (Ed.), *Forgotten places: Critical rural education studies*, 3-14. New York: Peter Lang.
- Ford, D. (2017). We have already been post-capitalist: Notes for a magical marxist pedagogy. In K.R. Magill & A. Rodriguez (Eds.), *Imagining education: Beyond the logic of global neoliberal capitalism*, 149-163. Charlotte: Information Age Publishing. (reprint).

Encyclopedia entries

- Ford, D. (2023). Marx and technology. In P. Jandrić (Ed.), *Encyclopedia of postdigital science and education*. Cham: Springer.
- Ford, D. (2023). Postdigital time. In P. Jandrić (Ed.), *Encyclopedia of postdigital science and education*. Cham: Springer.
- Ford, D. (2022). Marxist theories of teaching. In M. Peters (Ed.), *Encyclopedia of teacher education*, 1035-1039. New York: Springer.
- Chambers, C.L., & Ford, D.R. (2022). Communism: The party – Pedagogy and revolution from Marx to China. In A. Maisuria (Ed.), *Encyclopedia of marxism and education*, 95-109. Boston: Brill.

Edited journal issues

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- Ford, D. (2023). Postdigital soundscapes: Sonics, pedagogies, technologies. *Postdigital Science and Education*, 5(2).
- Zhao, W., Ford, D., & Lewis, T. (2020). Re-invoking global dialogues on learning, unlearning, and studying. *Studies in Philosophy and Education*, 39(3).
- Ford, D. (2017). Lefebvre's teachings. *Policy Futures in Education*, 15(4).
- Ford, D., Convertino, C., & Jaffee, L. (2016). Education and the right to the city. *The SoJo Journal: Educational Foundations and Social Justice Education*, 1(2).

Journal introductions and editorials

- Ford, D. (2023). Postdigital soundscapes: Sonics, pedagogies, technologies. *Postdigital Science and Education*, 5(2), 265-276.
- Ford, D. (2022). Postdigital sonic pedagogy: Response to postdigital science and education. *Modern Education Review*, 244(2), 26-28. (in Mandarin).
- Zhao, W., Ford, D., & Lewis, T. (2020). A global dialogue on learning and studying. *Studies in Philosophy and Education*, 39(3), 239-244.
- Ford, D. (2020). A cybernautic anti-imperialist movement: In defense of automated bots. *Postdigital Science and Education*, 2(2), 245-247.
- Ford, D. (2019). U.S. sovereignty must not be defended: Critical education against Russiagate. *Educational Philosophy and Theory*, 51(1), 14-17.
- Ford, D. (2018). Postmodern communism: An educational constellation. *Educational Philosophy and Theory*, 50(14), 1556-1557.
- Ford, D. (2017). Lefebvre's teachings: Pedagogical formulations for political problems. *Policy Futures in Education*, 15(4), 407-409.

Book introductions, forewords, and afterwords

- Ford, D. (2023). From "I will" to "I can.": The political and pedagogical playfulness of Tyson E. Lewis. In T.E. Lewis, *Educational potentialities: Collected talks on revolutionary education, aesthetics, and organization*, i-xii. Madison: Iskra Books.
- Jandrić, P., & Ford, D. (2022). Introduction: The many faces of postdigital ecopedagogies. In P. Jandrić & D. Ford (Eds.), *Postdigital ecopedagogies: Genealogies, contradictions, and possible futures*, xv-xxi. New York: Springer. (reprint)
- Ford, D., & Malott, C. (2022). Contextualizing the *Theses on socialist education*: Lessons for revolutionary pedagogy today. In R. Park & C. York (Eds.), *Socialist education in Korea: Selected works of Kim Il-Sung*, 4-26. Madison: Iskra Books.
- Ford, D. (2022). Chongryon: The struggle of Koreans in Japan. In R. Park & C. York (Eds.), *Socialist education in Korea: Selected works of Kim Il-Sung*, 138-152. Madison: Iskra Books.
- Ford, D. (2020). Afterword: Violent cartographies and the ontology of the rural. In R. Cordova & W. Reynolds, *Educating for social justice: Field notes from rural communities*, 330-337. Boston: Brill.

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- Ford, D., & Alexander, R. (2020). A collection of raw materials for re-imaginings. In M. Pruyn, L. Huerta, and C. Malott, (Eds.), *Tracks to infinity: The Peter McLaren Reader Volume 2*, xv-xx. Charlotte: Information Age Publishing.
- Ford, D., & *Waalkes, A., *Wilcek, S., & *Coopriider, C. (2019). An introduction, a wager: Long live radical philosophy and education! In D. Ford (Ed.), *Keywords in radical philosophy and education: Common concepts for contemporary movements*, 1-6). London: Brill.
- Ford, D., & Malott, C. (2019). Introduction: Addressing the ideological break in practice and (educational) theory. In C. Malott & D. Ford (Eds.), *Learning with Lenin: Selected works on education and revolution*, ix-xvi. Charlotte: Information Age Publishing.
- Means, A., Ford, D., & Slater, G. (2017). Introduction: Toward an educational commons. In A. Means, D. Ford, & G. Slater (Eds.), *Educational commons in theory and practice: Global pedagogy and politics*, 1-22. New York: Palgrave Macmillan.
- Malott, C., & Ford, D. (2017). Reclaiming communism as double negation: Tarrying with generation. In W. Au, *Reclaiming communist philosophy: The Marxist-Leninist-Maoist tradition and the dialectics of nature*, xi-xiii. Charlotte: Information Age Publishing.
- Malott, C., & Ford, D. (2017). Reclaiming communism as double negation: Tarrying with generation. In W. Au, *Reclaiming communist philosophy: The Marxist-Leninist-Maoist tradition and the dialectics of nature* (xi-xiii). Charlotte: Information Age Publishing.
- Ford, D. (2016). Drawing class lines through critical education: A proletarian program for the current crisis. In C. Malott, *History and education: Engaging the global class war*, vii-xiv. New York: Peter Lang.
- Porfilio, B., & Ford, D. (2015). Schools and/as barricades: An introduction. In B. Porfilio and D. Ford (Eds.), *Leaders in critical pedagogy: Narratives for understanding and solidarity*, xv-xxiv. Boston: Sense.

Book reviews/review essays and other responses

- Ford, D. (2023). Navigating the indeterminate relationship between politics and pedagogy: A response to “Education as commons, children as commoners: The case study of the Little Tree Community.” *Democracy & Education*, 31(2), 1-5.
- Ford, D. (2021). A response to Wiebe Koopal’s review of *Inhuman educations: Jean-François Lyotard, pedagogy, thought*. *Studies in Philosophy and Education*, 40(5), 545-547.
- Ford, D. (2021). Review of Prudence Chamberlain, *The feminist fourth wave: Affective temporality*. *Postdigital Science and Education*, 3(2), 631-633.
- Ford, D. (2020). Review of Mike Davis, *The monster enters: COVID-19 and the plagues of capitalism*. *Postdigital Science and Education*, 2(3), 1031-1034.
- Ford, D. (2019). Review of Weili Zhao, *China’s education, curriculum knowledge and cultural inscriptions: Dancing with the wind*. *Educational Philosophy and Theory*, 51(7), 744-745.

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- Ryberg, T., Suoranta, J., & Ford, D. (2018). Book review symposium: Petar Jandrić (2017) *Learning in the age of digital reason*. *Journal for Critical Education Policy Studies*, 16(1), 292-312.
- Ford, D. (2017). Review of Andy Merrifield, *The amateur: The pleasures of doing what you love*. *Antipode*.
- Ford, D. (2017). The future of the Bolshevik Revolution: A review of *Storming the gates*. *Liberation News*, available [here](#).
- Ford, D. (2017). Pedagogy and politics, confrontational negotiations: A response to Zhao. *Studies in Philosophy and Education*, 36(2), 225-227.
- Ford, D. (2016). Review of Peter McLaren, *Pedagogy of insurrection: From resurrection to revolution*. *Texas Education Review*.
- Backer, D., D'Hoest, F., Ford, D., Rocha, S., & Lewis, T. (2016). Review symposium: Studying *On study* with a reply by Tyson Lewis. *Policy Futures in Education*, 14(3), 409-423.
- Ford, D. (2016). Review of Gert J.J. Biesta, *The beautiful risk of education*. *Educational Philosophy and Theory*, 48(2), 210-213.

Public scholarship

- Ford, D. (2023). Capitalist contradictions and revolutionary struggle: An introduction. *Liberation School* (reprinted in *Monthly Review*), available [here](#).
- Ford, D. (2023). The “Powell Memo” and the Supreme Court: A counteroffensive against the many. *Liberation School* (reprinted in *Hampton Institute, New Cold War, Monthly Review, Black Agenda Report*), available [here](#).
- Ford, D. (2023). Educators must help defeat the new racist and imperialist ‘Red Scare.’ *PESA Agora* (reprinted in *New Cold War, Hampton Institute, Peace Land, and Bread*), available [here](#).
- Ford, D. (2023). The “Manifesto of the Communist Party” at 175 years: Same audience, different conjuncture. *Peace, Land, and Bread* (reprinted in *Hampton Institute, International Manifesto Group, New Cold War*), available [here](#).
- Ford, D. (2023). The class struggle in theory and practice: An interview with Peter McLaren. *Peace, Land, and Bread*, available [here](#).
- translated into Spanish and reprinted in *Otras Voces en Educación*, available [here](#).
- Ford, D. (2023). Defending ‘our schools:’ Koreans in Japan face continued racism. *The International Magazine* (reprinted in *No Cold War, The 4th Media*), available [here](#).
- translated into Japanese and published in the *Choson Sinbo*, available [here](#).
- Ford, D. (2023). Against the “compatible” radical academic left: Rethinking racism and capitalism. *PESA Agora*, available [here](#).
- Ford, D. (2022). Studying society for the working class: Marx’s preface to the first edition of *Capital*. *Liberation School* (reprinted in *Monthly Review, Hampton Institute*), available [here](#).

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- Ford, D. (2022). Massive ‘war games’ underway as U.S. practices invasion of North Korea. *Liberation News*, available [here](#).
- Ford, D. (2022). Still fighting for Korea’s liberation: An interview with Ahn Hak-sop. *Liberation School*, available [here](#).
- translated into Portuguese and reprinted in *Nova Cultura*, available [here](#).
 - translated into Türkçe and reprinted in *Marksizm Bibliyotegi*, available [here](#)
- Ford, D. (2022). 우크라이나에서 미제국주의전쟁에 맞서 통일전선을 건설하자 (Building a united front against U.S. imperialism in Ukraine). *The Locomotive*, available [here](#).
- Brown, N., & Ford, D. (2021). Teaching politically and the problem of Afropessimism. *Black Agenda Report* (reprinted in *Monthly Review*, *Hampton Institute*, *Popular Resistance*, *Revolutionary Strategic Studies*), available [here](#).
- Ford, D. (2021). Paulo Freire’s centennial: Political pedagogy for revolutionary organizations. *Monthly Review* (reprinted in *Orinoco Tribune*, *Hampton Institute*, *Liberation School*), available [here](#).
- translated into Portuguese and reprinted in *Tradu Agindo* and *Nova Cultura*, available [here](#).
- Majidi, M., & Ford, D. (2021). Clarifying and inspiring revolution for 130 years: Marx’s “Critique of the Gotha Programme.” *Liberation School* (reprinted in *Hampton Institute*), available [here](#).
- translated into Türkçe and reprinted in *Marksizm Bibliyotegi*, available [here](#)
- Ford, D., & Majidi, M. (2021). Surplus value is the class struggle: An introduction. *Liberation School* (reprinted in *Hampton Institute*), available [here](#).
- Ford, D. (2021). Koreans in Japan face new wave of discrimination. *Minplus News*, available [here](#).
- Springer, D., & Ford, D. (2021). Walter Rodney’s revolutionary praxis: An interview with Devyn Springer. *Liberation School* (reprinted in *Hampton Institute*), available [here](#).
- Ford, D. (2021). The base-superstructure: A model for analysis and action. *Liberation School* (reprinted in *Monthly Review*, *Hampton Institute*), available [here](#).
- translated into Portuguese and reprinted in *Lavra Palavra*, available [here](#).
- Ford, D. (2021). What is ideology? An introduction to the marxist theory of ideology. *Liberation School*, available [here](#).
- Ford, D. (2020). The colonial gaze in overdrive: The latest rumors and allegations about the DPRK. *Hampton Institute*, available [here](#).
- Ford, D., & Malott, C. (2020). Engels on the housing question: Wishful thinking vs. real solutions. *Liberation School*, available here.
- translated into Portuguese and reprinted at *Tradu Agindo*, available [here](#).

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- Ford, D. (2017). Eyewitness DPRK: An american's journey before the travel ban. *Hampton Institute*, available [here](#).
- Hernandez, E., Prysner, J., & Ford, D. (2019). A marxist approach to technology. *Liberation School*, available [here](#).
- translated into Portuguese and reprinted in *Tradu Agindo*, available [here](#).
 - translated into Turkish and reprinted in *Syndicate*, available [here](#).
- Ford, D. (2019). The U.S. Bids to Extradite DPRK Businessman from Malaysia 'solely Based on politics. *The 4th Media*, December 16, available [here](#).
- Ford, D. (2019). More than words: Formulating slogans for the struggle. *Liberation School*, available [here](#).
- translated into Portuguese and reprinted in *Lavra Palavra*, available [here](#).
- Ford, D. (2015). Studying in the streets: The pedagogy of throwing bottles at the cops. *Black Agenda Report*, available [here](#).

Interviews and Podcasts

- Stahnke, B., & Ford, D. (2023). 'Disidentifying with capital:' An interview with Derek R. Ford on *Encountering education. Educational Philosophy and Theory*, 55(13), 1562-1567.
- Hu, R., Garaffa, C., & Ford, D. (2023). Breaking Through U.S. Propaganda on North Korea. *CovertAction Bulletin* (podcast), available [here](#).
- Ford, D. (2023). April 24th 75th Anniversary of the Education Struggle: South Korean and Overseas People in Solidarity with Korean Schools. *Choson Sinbo*, 24 April, available in Korean [here](#).
- Ford, D. (2023). The importance of the battle of ideas. *By Any Means Necessary* (podcast), 11 April, available [here](#).
- Ford, D. (2023). The actuality of revolution: Marxist education and the commons. *Nothing Never Happens* (podcast), 10 April, available [here](#).
- Ford, D. (2023). Political imagination and teaching the actuality of revolution. *By Any Means Necessary* (podcast), available [here](#).
- Ford, D. (2023). Teaching the actuality of revolution: Unlearning, aesthetics, and the sensations of struggle. *Revolutionary Left Radio* (podcast), available [here](#).
- Jandrić, P., Peters, M.A., Ford, D.R., Hayes, S. (2022). Biodigitalism and postdigital futures. *Collective Intellectualities* (podcast), available [here](#).
- Ford, D. (2021). Interview with the People's Democracy Party on the situation in Korea. *The Locomotive*, (6), available [here](#).
- Ford, D. (2021). Paulo Freire's legacy: Rethinking how we teach and learn. *By Any Means Necessary* (podcast), available [here](#).
- Ford, D. (2021). Marx and *Capital* with Derek Ford. *A Different Lens* (podcast), available [here](#).
- Ford, D. (2021). Professor Derek Ford of Liberation School on Korea. *Midwestern Marx* (podcast), available [here](#).
- Ford, D. (2021). Reading *Capital* with Derek Ford. *People's Pulse Radio* (podcast), available [here](#).

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- Ford, D. (2021). Understanding Marx's *Capital* with Derek Ford. *Revolutionary Left Radio* (podcast), available [here](#).
- Ford, D. (2018). Christians in the DPRK w/ Derek Ford. *The Magnificast* (podcast), available [here](#).
- Becker, B., Monteiro, A., Cutter, J., Ford, D., & Smolarek, W. (2018) Clinton, Trump & America's imperial plutocracy. *Loud & Clear* (podcast), available [here](#).
- Ford, D. (2018). Communist study and the DPRK w/ Derek Ford. *Revolutionary Left Radio* (podcast), available [here](#).
- Ford, D. (2017). Party time w/ Derek Ford. *The Magnificast* (podcast), available [here](#).

Other selected publications

- Ford, D., Gorky, P., Prysner, M., De La Riva, N., Anahedron, & Schmidt, N. (2021). *Reading "Capital" with comrades. Liberation School*, available [here](#) (and streaming on all major platforms).
 - Reviewed in: *Hampton Institute, Journal for Critical Education Policy Studies*
- Ford, D. (2017). Korean education for oversea Koreans and Korea University from the perspective of the world: Korean education as resistance to colonialism. *Journal of Korea University* (27), 116-118.

CONFERENCE PRESENTATIONS

- Ford, D., Hayes, S., Manero, J., & Burnam, H. (2022). *Postdigital ecopedagogies: Genealogies, contradictions, and possible futures*. (Paper to be presented at the 2022 UNESCO International Symposium on Democracy, Global Citizenship, and Transformative Education, online).
- Ford, D., & Pappachen, M.S.* (2022). *Spreading stupidity: Intellectual disability and anti-imperialist resistance to bioinformational capitalism*. Paper to be presented at the 2022 American Educational Research Association annual conference, San Diego, CA.
- Jandrić, P., & Ford, D. (2022). *Postdigital ecopedagogies: Past, present, and future*. Paper to be presented at the 2022 American Educational Research Association annual conference, San Diego, CA.
- Jandrić, P., & Ford, D. (2021). *Postdigital ecopedagogies: Genealogies, contradictions, and possible futures*. Paper presented at the 3rd Annual Conference Paulo Freire: The Global Legacy, St. Louis, MO.
- Cockreham, M.*, & Ford, D. (2021). *Postdigital sonic ecopedagogy: Listening to thought*. Paper presented at the 3rd Annual Conference Paulo Freire: The Global Legacy, St. Louis, MO.
- Ford, D. (2021). *Political and pedagogical possibilities of the post-truth*. Paper presented at the 2021 American Philosophical Association Central Division annual conference, virtual.
- Ford, D. (2020). *General stupidity as a missing component of the general intellect*. Paper accepted to the American Educational Research Association conference, San Francisco, CA. (cancelled)

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- Ford, D. (2020). *Aspiring to aspirate: Learning in foams*. Paper accepted to the American Educational Research Association conference, San Francisco, CA. (cancelled)
- Ford, D. (2019). *Pedagogy of the "not:" Suspension, negation, and postdigital temporal regimes*. Paper presented at the American Educational Research Association conference, Toronto, Canada.
- Ford, D., *Wilcek, S., *Waalkes, A., & *Ramos, S. (2019). *Keywords in radical philosophy and education: Pedagogical frames for engaging media*. Panel presented at the International Critical Media Literacy Conference, Savannah, GA.
- Ford, D. (2018). *Politics and pedagogy in the age of digital reason: From party to Party*. Paper presented at the American Educational Research Association conference, New York, NY.
- Ford, D. (2018). *Revolutionary pedagogy and politics in the post-truth era: Lenin with Lecercle*. Paper presented at the American Educational Research Association conference, New York, NY.
- Ford, D. & John, K. (2018). *The rural is nowhere: Bringing Indigeneity and urbanism into educational research*. Paper presented at the American Educational Research Association conference, New York, NY.
- Ford, D. (2018). *On the limits of the sayable: North Korea, racism, and the media war consensus*. Paper presented at the International Critical Media Literacy Conference, Savannah, Georgia.
- Ford, D. (2017). *Don't bring truth to a gunfight: Pedagogy and politics in the "post-truth" era*. Paper presented at the Ohio Valley Philosophy of Education Conference, Mundelein, IL.
- Ford, D., & Lewis, T. (2017). *Lytard and the sublime unconscious of education*. Paper presented at the Philosophy of Education Society meeting, Seattle, WA.
- Ford, D. (2017). *Making marxist pedagogy magical: From critique to imagination*. Paper presented at the American Educational Research Association Conference, San Antonio, TX.
- Means, A., Slater, G., & Ford, D. (2017). *Toward an educational commons*. Paper presented at the American Educational Research Association Conference, San Antonio, TX.
- Ford, D. (2017). *Lefebvre and atmospheric production: An architectonics of air*. Paper presented at the 10th Annual Conference on Equity and Social Justice, Virginia Commonwealth University, Richmond, VA.
- Ford, D. (2016). *The curriculum of the Party: Affect, pedagogy, and communism*. Paper accepted to the 17th Annual Curriculum & Pedagogy Conference, Cleveland, OH.
- Ford, D. (2016). *Studying and party-ing: Towards a partisan theory of study*. Paper presented the Ohio Valley Philosophy of Education Society conference, Dayton, OH.
- Ford, D. (2016). *A revolutionary critical pedagogy for the city*. Paper presented at the American Educational Research Association Conference, Washington, D.C.

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- Ford, D. (2016). *Education, the right to the city, and settler-colonialism*. Paper presented at the American Educational Research Association Conference, Washington, D.C.
- Ford, D. (2016). *Critical pedagogy: It's time to join the Party*. Paper presented at the American Educational Research Association Conference, Washington, D.C.
- Ford D. (2016). *Aerial architectures of resistance: Critical education for a pneu movement*. Paper presented at the 9th Annual Conference on Equity and Social Justice, Pennsylvania State University, PA.
- Ford, D. (2016). *Drawing class lines through critical education: The 20th century is not yet over*. Paper presented at the 9th Annual Conference on Equity and Social Justice, Pennsylvania State University, PA.

Invited presentations

- Cho, S., & Ford, D. (2023). *Corea and the unfinished project of anti-colonialism: A lynchpin in the global struggle for peace*. Panel presented at the Critical Theory Workshop, Paris, France.
- Ford, D. (2023). *Korean national education in Japan*. Paper presented at the Korean Alliance of Women in Japan's 13th Central Mother's Conference in Tokyo, Japan.
- Ford, D. (2023). *Education for Bodily Liberation in Classrooms and Communities/Educación para la Liberación Corporal en las Aulas y Comunidades*. Presentation and discussion at the 26th Pedagogy and Theatre of the Oppressed Conference, IUPUI, Indianapolis, IN.
- Ford, D. (2023). *The "far right" as reaction to emancipatory struggles: A historical analysis*. Paper presented as part of "The threat of the far right to movements," *The People's Hub*, online.
- Ford, D. (2023). Book launch and panel: *Teaching the actuality of revolution: Aesthetics, unlearning, and the sensations of struggle*. The People's Forum, Iskra Books, Critical Theory Workshop, online, available [here](#).
- Ford, D., & Ponce de León, J. (2022). *Class analysis versus culturalism: From identity politics to decolonial theory, Afropessimism and beyond*. Paper presented at the Critical Theory Workshop, Laboratoire d'Anthropologie Politique, Paris, France.
- Ford, D. (2022). *The pedagogical basis of anti-colonial struggle: Korean ethnic education in Japan*. Paper presented at Korea University, Tokyo, Japan.
- Ford, D. (2022). *Ukraine, Taiwan, and South Korea as flashpoints in the emerging era of global politics*. Paper presented at the World Anti-Imperialist Platform, Paris, France.
- Ford, D. (2022). *Creating and defending "Our Schools:" Ideological frameworks and pedagogical practice*. Paper presented for "Socialist education in Korea: Book launch and panel talk," International Manifesto Group, online.
- Ford, D. (2022). *Ukraine war, the new era in global politics, and four points for a united front against imperialism*. Paper presented at International Conference Beyond War: From Ukraine to South Korea, Paris, France.

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- Ford, D. (2022). *The complexity of time, history, revolution, and the future in Marx's Capital*. Paper presented for "Clarifying the struggle for socialism: On the uses and misuses of Marx's *Capital*", International Manifesto Group, online, available [here](#).
- Ford, D. (2022). Book talk: *Encountering education: Elements for a marxist pedagogy*. The People's Forum, Iskra Books, and 1804 Books, online, available [here](#)
- Ford, D. (2022). *Eyewitness DPRK: Myths and facts*. Paper presented to the West Carolina University ANSWER Coalition, online.
- Ford, D. (2021). *Korea's struggle for independence, peace, and reunification*. Paper presented for the *International Manifesto Group*, online, available [here](#)
- Ford, D. (2021). *For a peaceful Pacific: Opposing NATO's military aggression*. Panel for the *International Manifesto Group*, online, available [here](#).
- Ford, D. (2021). *The ethics of protest*. Talk delivered as part of the Carle Bioethics Seminar Series, Carle Health, Urbana, IL.
- Ford, D. (2021). *Pedagogy beyond the knowledge economy: Book talk*. Talk delivered at The People's Forum, New York City, NY, available [here](#).
- Ford, D. (2020). *The June 12 Summit and the crisis of unipolar imperialism*. Talk delivered at Korea University, Tokyo, Japan.
- Ford, D. (2020). *Recent developments in US-DPRK relations from the U.S. anti-imperialist perspective*. Talk delivered at the Regular Study Meeting of the International Institute of the Juche Idea, Tokyo, Japan. Report available [here](#).
- Ford, D. (2019). *The complicity of critical pedagogy: New directions for political education in the "post-truth" era*. Talk delivered at the College of Education, University of Massachusetts Amherst, MA.
- Ford, D. (2019). *North Koreans in Japan: Education, identity, and the struggle against colonialism*. Talk delivered at the Korean Peninsula Affairs Center, Syracuse University, Syracuse, NY.
- Ford, D. (2019). *Imperialism and labor: A history of the workers' movement in the U.S.* Talk delivered at Yonsei University, Seoul, South Korea.
- Ford, D. (2019). *Global order or disorder: Assented or imposed?* Paper presented at the Global Peace Forum on Korea, Columbia University, New York, NY.
- Ford, D. (2019). *The US-DPRK relationship and the fracturing of unipolar imperialism: Past, present, and future*. Paper presented at Korea University, Tokyo.
- Ford, D. (2018). *The communist pedagogy of Capital: Critique, imagination, and force*. Marxism and Education: Renewing Dialogues, Middlesex University, UK.
- Ford, D. (2018). *Pedagogy in the post-truth era: An anti-Trump pro-test*. Cass School of Education and Communities, University of East London.
- Ford, D. (2018). *Loving your neighbor who is also your brother: The ethics of neighborly love in the age of imperialism*. Greenville University, IL.

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- Ford, D. (2018). *Academic exchanges with the DPRK: Toward a decolonial model of dialogue*. 2018 Global Peace Forum on Korea. Columbia University, New York.
- Ford, D. (2018). *An empire in decline: Possibilities and dangers of the moment from the U.S. anti-war perspective*. 8th Annual Korean International Forum, Seoul, South Korea.
- Ford, D. (2017). *Madness and reason: On recent escalations in West Asia*. Paper presented at ANSWER Coalition forum, University of Pittsburgh, Pittsburgh, PA.
- Ford, D. (2016). *Korean education as resistance to colonialism*. Paper presented at the International Symposium Commemorating the 60th Anniversary of the Foundation of Korea University, Tokyo, Japan.
- Ford, D. (2016). *The Asian Pivot, global solidarity, and the path to a US-DPRK peace treaty*. International Forum on Peace and Reunification, Seoul, South Korea.
- Ford, D. (2016). *The contrasting legacies of the wars against Korea and Vietnam: Lessons for today's U.S. anti-war movement*. International Forum on Peace and Reunification, Seoul, South Korea.
- Ford, D. (2016). *Studying like a communist: Notes on political organization, pedagogy, and movement*. International Conference on Critical Education, Anglia Ruskin University, London, UK.
- Ford, D. (2016). *On oppression and harm in education*. Department of Art and Design, Central Michigan University.
- Ford, D. (2016). *Against "social justice," for precision*. Invited remarks at the 9th Annual Conference on Equity and Social Justice, Pennsylvania State University, PA.

Panels, responses, and discussions

- Ford, D. (2021). Panelist on *Navigating graduate student life and beyond during Covid-19*. Philosophy of Education Society conference, virtual.
- Ford, D. (2019). Discussant on *Critical Media Literacy and Environmental Pedagogy: Children's Books, Hip-Hop, Fake News and Hell*. International Critical Media Literacy Conference, Savannah, GA.
- Ford, D. (2018). Panelist on *Reunification method and reunification movement*. 8th Annual Korean International Forum, Seoul, South Korea.
- Ford, D. (2018). Panelist on *People's sovereignty and democracy*. 8th Annual Korean International Forum, Seoul, South Korea.
- Ford, D. (2018). Author meets critics: *Communist study: Education for the commons*. Response delivered at Philosophy of Education Society conference, Chicago, IL.
- Ford, D. (2018). Panelist on *How to live: Teaching, writing and doing politics as philosophers of education*, Philosophy of Education Society conference, Chicago, IL.
- Ford, D. (2017). *A response to my reviewers*. Discussant paper presented for "Communist Study: Theorizing and enacting the pedagogy of critical

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pedagogy” panel at the American Educational Research Association Conference, San Antonio, TX.
 Ford, D. (2017). Discussant of *When the human and posthuman collide*, by Caitlin Howlett. *Philosophy of Education Society* meeting, Seattle, WA.

GRANTS & AWARDS

2022	Edwin L. Minar Jr. Award for Scholarship
2022	Curricular Development Summer Stipend Grant (\$3,000)
2021	Student-Faculty Summer Research Grant (\$11,300)
2020	Student-Faculty Summer Research Grant (\$7,400)
2018	Student-Faculty Summer Research Grant (\$15,700)

PROFESSIONAL SERVICE

Journal editorships

2019-present	<i>Postdigital Science and Education</i> (associate editor)
2018-present	<i>Journal for Critical Education Policy Studies</i> (deputy editor)
2015-2018	<i>Issues in Teacher Education</i> (associate editor)

Book series editorships

2018-present	<i>Radical Politics and Education</i> . Bloomsbury.
2015-present	<i>Critical Constructions: Studies on Education and Society</i> . Information Age Publishing.
2015-2022	<i>Marxist, Socialist, and Communist Studies in Education</i> . Information Age Publishing.

Journal editorial board member

2018-present	<i>Postdigital Science and Education</i>
2016	<i>The Radical Image-Nation: Journal of Public Pedagogy</i>
2015-present	<i>Critical Education</i>
2015-present	<i>Journal for Critical Education Policy Studies</i>
2014-present	<i>Policy Futures in Education</i>
2014-present	<i>The SoJo Journal: Educational Foundations and Social Justice Education</i>

Book series editorial board member

2021-present	<i>Brill Research Perspectives in Critical Cultural Curriculum Studies</i> (Brill)
2019-present	<i>Understanding Rural Education: Critical Studies of Forgotten Places</i> (Brill)
2019-present	<i>Postdigital Science and Education</i> (Springer)
2019-present	<i>Critical and Marxist Education</i> (Institute for Education Policy Studies)

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Organizational leadership

- 2021-present Advisory Board Member, *Friends of Socialist China*
 2021-present Editorial Team Deputy Coordinator, *International Manifesto Group*
 2016-present Editor, *Liberation School*
 2015-present Education Department Chair, *Hampton Institute*

Manuscript reviewer (articles)

- 2022 *Progress in Human Geography, Theoria, Philosophical Inquiry in Education, Pedagogy, Culture and Society*
 2021 *Berkeley Review of Education*
 2020 *International Critical Thought*
 2019-2022 *Postdigital Science and Education* (11)
 2019-2022 *Studies in Philosophy and Education* (4)
 2019 *Journal of Curriculum and Pedagogy*
 2018-2022 *International Critical Media Literacy Journal* (2)
 2017 *Journal of Education Policy, Educational Theory, Open Library of the Humanities*
 2016-2023 *Educational Philosophy and Theory* (9)
 2015-2022 *Critical Education* (6)
 2015-2018 *Policy Futures in Education* (4)
 2014-2022 *Journal for Critical Education Policy Studies* (7)
 2014-2016 *The SOJO Journal* (3)

Manuscript reviewer (books)

- 2023 Routledge (2)
 2021 University of Toronto, University of Minnesota
 2020 Brill
 2018-2022 Bloomsbury (3)
 2017-2022 Palgrave Macmillan (6)
 2016-2017 SAGE Publications

Conference proposal reviewer

- 2021 3rd International Conference Paulo Freire: The Global Legacy
 2016 AERA Paulo Freire, Critical Pedagogy, and Emancipation SIG
 2016 Ohio Valley Philosophy of Education Society
 2015-2016 Critical Media Literacy Conference
 2014-2016 Conference on Equity and Social Justice

Conference leadership

- 2021 3rd International Conference Paulo Freire: The Global Legacy, International Advisory Board
 2020 10th International Conference on Critical Education, International Organizing Committee

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2020	1 st Teachers' International Conference (University of Peloponnese, Greece), International Scientific Board
2016-2017	Philosophy of Education Society, Jobs for Philosophers of Education Committee
2015-present	Critical Media Literacy Conference, Program Committee
2014-2019	Conference on Equity and Social Justice, Co-Director

External PhD examiner

2023	Maria Svensson (Dissertation Committee)
2021	Katie Crabtree, <i>Studenthood: A Lyotardian rewriting of liberal arts education</i> (Dissertation). Leeds Trinity University in the UK

UNIVERSITY SERVICE*Leadership*

2019-2020	Interim Director, Peace and Conflict Studies Program (spring semesters)
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Faculty mentor

2021-2022	Faculty mentor for Kata Kris, Communication
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Committee membership

2021-2022	Prindle Institute Advisory Committee
2020, fall	Sociology and Anthropology Tenure-Track search for sociologist specializing in criminology
2018-2019	Diversity and Equity Committee
2018-2019	Teacher Education Admissions Committee
2018-present	Lamar Endowment Grant Committee
2017-2018	Community Standards Council
2016-present	Peace and Conflict Studies Steering Committee
2017-2018	Peace and Conflict Studies search committee for open-rank term position.

Honors scholars

2022-2023	Advisor for Imani Luellen
2022-2023	2 nd reader for Lauren del Rosario
2020-2021	Advisor for Madison Smith
2019-2020	2 nd reader for Megha Pappachen
2018-2019	1 st reader for Liam Byrnes
2018-2019	2 nd reader for Anne Grujanac
2016-2017	2 nd reader for Allison Hills

Faculty advisor

2022-present	House of Opulence
2017-present	Democratic Socialists of DePauw

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Teaching W and FYS

2022	W class: EDUC 290: Education and urban revolution
2021	FYS class: EDUC 197: The politics of sound
2018	W class: EDUC 390: Pedagogy and politics in the “post-truth” era
2017	FYS class: EDUC 197: Urban revolutions
2016	FYS class: EDUC 197: We can’t breathe

Enriching intellectual life at DePauw

2022	Organized Compton Lecture by Nirmala Erevelles on Critical Disability Studies
2020	Organized 3-part Compton Lecture Series, “The history, present, and future of the Black Liberation Struggle in the U.S.” for PACS.
2018	Participant in “How I Write” panel for International Students
2018	PACS Faculty Lunch presentation, “North Korea: Just another country?”
2017	Co-organized a trip of 15 students to the “People’s Congress of Resistance” in Washington D.C.

DEPARTMENTAL SERVICE

2022	Member, Department Personnel Review Committee, Sahar Sattarzadeh
2022	Member, EDUC and PACS Search Committee for Visiting Assistant Professor of Education Studies
2021-2022	Member, Search Committee for Post-Doc in Peace, Conflict, and Education
2021	Member, Department Personnel Review Committee, Caitlin Howlett
2019-2020	Member, Search Committee for Open-Rank Tenure-Track professor in Political Economy and Global Studies in Education
2018	Member, Department Personnel Review Committee, Rebecca Alexander
2017	Member, Search Committee for Part-Time Instructor