

Derek R. Ford

Associate Professor

Education Studies

DePauw University

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**denotes DePauw student/alum*

EDUCATION

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

PROFESSIONAL APPOINTMENTS

- 2022-present Associate Professor of Education Studies, DePauw University
- 2016-2022 Assistant Professor of Education Studies, DePauw University
- 2022 Instructor, The People's Forum
- 2015-2016 Instructor, Department of Professional and Secondary Education; Department of Women's and Gender Studies, West Chester University of Pennsylvania
- 2015-2016 Instructor, Teacher Education and Professional Development, Central Michigan University's Global Campus
- 2014-2015 Instructor, Social Justice Studies Program, Hobart & William Smith Colleges
- 2012-2015 Teaching Assistant, Cultural Foundations of Education, Syracuse University

PUBLICATIONS

** Denotes DePauw student/graduate*

Authored books

- Ford, D. (2023). *Teaching the actuality of revolution: Aesthetics, unlearning, and the sensations of struggle.* Madison: Iskra Books.

DEREK R. FORD

Reviewed in: *Monthly Review*, *Review of Education*, *Pedagogy*, and *Cultural Studies*, *Journal for Critical Education Policy Studies*, *Studies in Philosophy and Education*, *Rethinking Marxism*

Ford, D. (2022). *Communist study: Education for the commons*, 2nd ed. Lanham: Lexington Books.

First edition published in 2016 and reviewed in: *Studies in Philosophy and Education*, *International Critical Thought*, *Discourse: Studies in the Cultural Politics of Education*

Ford, D. (2022). *Encountering education: Pedagogical elements for a 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.

Reviewed in: *Hampton Institute*, *Midwestern Marx*, *Postdigital Science and Education*, *Policy Futures in Education*, *Capital & Class*, *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: Routledge.

Reviewed in: *Antipode*, *Policy Futures in Education*

Malott, C., & Ford, D. (2015). *Marx, capital, and education: Towards a critical pedagogy of becoming*. New York: Peter Lang.

Reviewed in: *Educational Philosophy and Theory*, *Journal for Critical Education Policy Studies*, *Policy Futures in Education*

Edited books

Marx, K., & Engels, F. (2026). “The Communist Manifesto with the “Principles of Communism” & the “Communist Confession of Faith.” Madison: Iskra Books.

Shakur, Shaka A. (2025). *Manifestations of thought: When the dragon comes*, ed. D. Ford & T. Kochert*. New York: 1804 Books.

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

Reviewed in: *Postdigital Science and Education*

DEREK R. FORD

- Ford, D. (2019). *Keywords in radical philosophy and education: Common concepts for contemporary movements*. Boston: Brill.
- 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.
- Wubben, Z., Ford, D., & Porfilio, B. (2016). *News media and the neoliberal privatization of education: Reproduction and resistance*. Charlotte: Information Age Publishing.
Reviewed in: *Policy Futures in Education*
- Porfilio, B., & Ford, D. (2015). *Leaders in critical pedagogy: Narratives for understanding and solidarity*. Boston: Sense Publishers.
Reviewed in: *Australian Universities' Review*

Documentary production

- Ford, D., and Huerta, J. (2025). "[Across Enemy Lines: Shaka A. Shakur](#)." Co-produced a 40-minute documentary on the politicization of New Afrikan freedom fighter Shaka Shakur that premiered at The Peoples Forum, New York City, NY.
- Official Selection, "I, Immigrant International Film Festival."

Journal articles

- Springer, M.D., & Ford, D. (2025). A groundings discussion on the Korean struggle, behind the propaganda. *Peace, Land, and Bread*, 5, 75-85.
- Ford, D. (2024). What's so marxist about marxist educational theory? *Policy Futures in Education*, 22(8), 1570-1587.
- Ford, D., & Svensson, M. (2024). Still-existing utopian pedagogy: Architecture, curriculum, and the revolutionary imaginary. *Review of Education, Pedagogy, and Cultural Studies*, 46(4), 561-577.
- Ford, D., & Chaparro, D.* (2024). (Un)learning aesthetics: Pedagogy and the perceptual ecology of class struggle. *Critical Education*, 15(1), 1-14.
- Musa, S., & Ford, D. (2024). Juche and the Korean struggle: Behind the propaganda. *The International*, 41, 49-63.
- Ford, D. (2023). From "authentic" to actual marxist educational theory: Advancing revolutionary pedagogies. *International Critical Thought*, 13(4), 506-524.
- 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). Art, education and the actuality of revolution: Althusser's aesthetic materialism. *International Journal of Education Through Art*, 19(2), 261-273.

DEREK R. FORD

- Ford, D. (2023). Arrhythmanalysis and the revolutionary rupture of détournement: Lefebvre and the pedagogical rhythms of post-Fordism. *Postdigital Science and Education*, 5(4), 440-454.
- 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.
- 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). The struggle of "American anger:" In defense of extremism. *aspeers*, 12, 139-144.
- Ford, D. (2019). Pedagogy of the 'not': Negation, exodus, and postdigital temporal regimes. *Postdigital Science and Education*, 1(1), 104-118.
- Ford, D. (2019). From critical to partisan: Media Literacy Beyond Russiagate. *International Journal of Critical Media Literacy*, 1(1), 66-74.

DEREK R. FORD

- 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. (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.
- 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 (2017). *Notes & Abstracts in American and International Education*, 123, 1-12).
- Ford, D. (2016). A pedagogy for space: Teaching, learning, and studying in the Baltimore Rebellion. *Policy Futures in Education*, 14(2), 176-193.
- Ford, D. (2016). Joining the party: Critical education and the question of organization. *Critical Education*, 7(15), 1-18.
- Ford, D. (2015). A figural education with Lyotard. *Studies in Philosophy and Education*, 34(1), 89-100.
- Ford, D. (2015). The pneumatic common: Learning in, with, and from the air. *Educational Philosophy and Theory*, 47(13-14), 1405-1418.
- Malott, C., & Ford, D. (2015). The “cynical recklessness” of capital: Machinery, becoming, and revolutionary marxist social studies education. *The SoJo Journal: Educational Foundations and Social Justice Education*, 1(1), 63-80.
- Malott, C., & Ford, D. (2015). Contributions to a Marxist critical pedagogy of becoming: Centering the *Critique of the Gotha programme*: Part two. *Journal for Critical Education Policy Studies*, 13(2), 83-112.

- Malott, C., & Ford, D. (2014). Contributions to a Marxist critical pedagogy of becoming: Centering the *Critique of the Gotha programme*: Part one. *Journal for Critical Education Policy Studies*, 12(3), 104-129.
- Ford, D. (2014). Spatializing Marxist educational theory: School, the built-environment, fixed capital, and (relational) space. *Policy Futures in Education*, 12(6), 784-793.
- Ford, D. (2014). A critical pedagogy of ineffability: Identity, education, and the secret life of whatever. *Educational Philosophy and Theory*, 46(4), 380-392.
- Ford, D. (2013). Butler goes to work: A political economy of the subject. *borderlands e-journal*, 12(1), 1-19.
- Ford, D. (2013). Toward a theory of the educational encounter: Gert Biesta's educational theory and the right to the city. *Critical Studies in Education*, 54(3), 299-310.

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.
- 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

- Ford, D. (2025). The liberatory lecture: Cutting through the educational fault lines in art and politics. In I. Galliera and N. Brynjolson, *Pedagogical art in activist and curatorial practices*, 25-32. New York: Routledge.

DEREK R. FORD

- Ford, D. (2025). Architectural utopias: The pedagogy of still-existing socialist infrastructure. In C. Jenkins (Ed.), *From the academy to the streets: Notes from a working class think tank*, 55-70. Madison: Iskra.
- 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., & 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. (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. (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.
- 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).
- Ford, D. (2016). The air conditions of philosophy of education: Toward a microsphereology of the classroom. In E. Duarte (Ed.), *Philosophy of education 2015*, 261-268. Urbana: Philosophy of Education Society.
- Ford, D. (2015). From standardized testing to the war on Libya: The privatization of U.S. education in international context. In B. Porfilio

- & M. Abendroth (Eds.), *Understanding neoliberal rule in K-12 schools: Educational fronts for local and global justice*, 95-109. Charlotte: Information Age Publishing.
- Malott, C., & Ford, D. (2015). Teaching Ferguson, teaching capital: Slavery and the “terrorist energy” of capital. In C. Jenkins (Ed.), *The 2016 Hampton reader*, 438-453. New York: Hampton Institute Press.
- Porfilio B., & Ford, D. (2015). The corporate-military-governmental milieu. In M. Fang, B. Schultz, & W. Schubert (Eds.), *The Sage guide to curriculum in education*, 374-382. London: Sage.

Edited journal issues

- Ford, D. (2024). Sonic pedagogies and politics. *Contemporary Music Review*, 43(5).
- 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., Malott, C., McLaren, P., & Monzó, L. (2016). Marxism section. In M. Peters (Ed.), *Encyclopedia of Educational Philosophy and Theory*. Springer.

Journal introductions and editorials

- Ford, D., & Jandrić, P. (2024). Postdigital marxism and education. *Educational Philosophy and Theory*, 56(1), 1-6.
- 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). Korean education for overseas Koreans and Korea University from the perspective of the world: Korean education as resistance to colonialism. *Journal of Korea University* (27), 116-118.
- Ford, D. (2017). Lefebvre’s teachings: Pedagogical formulations for political problems. *Policy Futures in Education*, 15(4), 407-409.

Ford, D., Porfilio, B., & Goldstein, R. (2015). The news media, education, and the subversion of the neoliberal social imaginary: An introductory essay. *Critical Education*, 6(7), 1-24.

Book introductions, forewords, and afterwords

- Ford, D. (2025). Editorial introduction. In S.A. Shakur, *Manifestations of thought: When the dragon comes*. New York: 1804 Books.
- Ford, D. (2024). Foreword: Groundings of gratitude. In L. Benson, *Letters of gratitude: I am because we are*, vii-xv. Madison: Iskra Books.
- 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.
- 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*

DEREK R. FORD

- 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 article responses

- Ford, D. (2025). Unlearning and the art of losing is no easy task: A response to Isabelle Bishop's review of *Teaching the actuality of revolution: Aesthetics, unlearning, and the sensations of struggle*. *Studies in Philosophy and Education*, online first.
- 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.
- 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.

DEREK R. FORD

- Ford, D. (2016). Review of Gert J.J. Biesta, *The beautiful risk of education*. *Educational Philosophy and Theory*, 48(2), 210-213.
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- Ford, D. (2015). Air and the politics of resistance. *Aggregate 2*(March), available [here](#).
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CONFERENCE PRESENTATIONS

- Ford, D., Hayes, S., Manero, J., & Burnam, H. (2022). *Postdigital ecopedagogies: Genealogies, contradictions, and possible futures*. Paper 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.

DEREK R. FORD

- 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)
- 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, 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. (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.

DEREK R. FORD

- Ford, D., & Lewis, T. (2017). *Lyotard and the sublime unconscious of education*. Paper presented at the Philosophy of Education Society meeting, Seattle, WA.
- 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 to be presented at 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.
- 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*. Discussant 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.
- Ford, D. (2016). *"They was our soldiers:" Pedagogy, the Party, and the Baltimore rebellion*. Paper accepted to the New York State Foundations of Education Association, SUNY Cortland, NY.
- Ford, D. (2015). *A critical pedagogy of love with Lyotard and Hardt*. Paper presented at the American Educational Studies Association Conference, San Antonio, TX.
- Ford, D. (2015). *Variations on a critical pedagogy of becoming*. Response paper presented at the American Educational Studies Association Conference, San Antonio, TX.
- Ford, D. (2015). *Pedagogy for the streets: Educational theory and the 2015 Baltimore Rebellion*. Paper presented at Critical Theories in the 21st Century: A Conference of Transformative Pedagogies. West Chester University, PA.
- Ford, D. (2015). *A critical pedagogy for space: Teaching, learning, and studying the production of space*. Paper accepted to the Ohio Valley Philosophy of Education conference, Dayton, OH.

DEREK R. FORD

- Ford, D. (2015). *The air conditions of philosophy of education: Toward a microsphereology of the classroom*. Paper presented at the Philosophy of Education Society meeting, Memphis, TN.
- Ford, D. (2015). *Internationalizing education policy: Connecting internal and external capital accumulations*. Paper presented at the American Educational Research Association Conference, Chicago, IL.
- Ford, D., & Porfilio, B. (2015). *The media and the neoliberal privatization of education*. Paper presented at the American Educational Research Association Conference, Chicago, IL.
- Ford, D. (2015). *We have never been urban: Teacher education and architecture for the urban*. Paper presented at the New York State Foundations of Education Association, Colgate University, Hamilton, NY.
- Ford, D. (2015). *The right to what kind of city?: Education, internationalism, and the right to the city*. Paper presented at the 8th Annual Conference on Equity and Social Justice, Buffalo, NY.
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- Ford, D. (2014). *Educational atmospheres: The pedagogy and political economy of school air conditions*. Paper presented at the American Educational Studies Association Conference, Toronto, ON, Canada.
- Ford, D. (2014). *Contesting the commons*. Paper presented at the American Educational Studies Association Conference, Toronto, ON, Canada.
- Ford, D. (2014). *The pneumatic common: Learning in, with, and from the air*. Paper presented at the Ohio Valley Philosophy of Education conference, Dayton, OH.
- Ford, D. (2014). *Bartleby breathes: Notes on the conditions of study*. Paper presented at the Philosophy of Education Society meeting. Albuquerque, NM.
- Ford, D. (2014). *Cool kids: School and the politics of air conditioning*. Paper presented at the Conference on Equity and Social Justice, Syracuse University, NY.
- Ford, D. (2014). *Forgetting the name of the thing one encounters: A figural education with Lyotard*. Paper accepted to the Middle Atlantic States Philosophy of Education Society conference. Scranton, PA.
- Ford, D. (2013). *The built-environment of education and imperialism: The geographic contradictions of (fixed) capital and critical pedagogy*. Paper presented at Theories in the 21st Century: A Conference of Transformative Pedagogies. West Chester University, PA.
- Ford, D. (2013). *Lyotard and the two inhumans of the postmodern era*. Paper presented at American Educational Studies Association, Baltimore, MD.
- Ford, D. (2013). *The language of learning and the primitive accumulation of education in the media*. Paper presented at American Educational Studies Association, Baltimore, MD.

DEREK R. FORD

- Ford, D., & Pfohl, S. (2013). *Models, on being*. Artist talk presented at American Educational Studies Association, Baltimore, MD.
- Ford, D. (2013). *Gert Biesta's philosophy of education and the right to the city: Toward a materialist theory of the educational encounter*. Paper presented at the Ohio Valley Philosophy of Education Society Conference, Dayton, OH.
- Ford, D. (2013). *The end of learning is the beginning of education*. Paper presented at the Future Professoriate Program/Preparing Future Faculty Conference, Hamilton, NY.
- Ford, D., & Pfohl, S. (2013). *This is not a bench and we are not people: Non-representational photography as queer pedagogy*. Paper presented at The Monstrous, Marginalized, and Other Transgressive Forms of "Humanity" Conference, Syracuse University, NY.
- Ford, D. (2013). *The educational encounter and the right to the city: Education against learning*. Paper presented at the Conference on Equity and Social Justice, SUNY New Paltz, NY.
- Ford, D. (2012). *Judith Butler goes to work: The political economy of the subject*. Paper presented at Historical Materialism, University of London, UK.
- Ford, D. (2012). *The educational encounter and the right to the city*. Paper presented at Critical Theories in the 21st Century: A Conference of Transformative Pedagogies. West Chester University, PA.
- Ford, D. (2012). *The materialism of the encounter: Occupy Wall Street and educational theory*. Paper presented at American Educational Studies Association, Seattle, WA.
- Ford, D. (2012). *Can critical pedagogy escape identity? Or, the secret life of the whatever*. Paper presented at the Graduate Student Conference on Philosophy of Education, Teacher's College, Columbia University, NY.
- Ford, D. (2012). *The epistemology of empire: Libya and the left*. Paper presented at the Conference on Activism, Rhetoric, and Research, Syracuse University, NY.
- Ford, D. (2012). *Subjects in excess: Judith Butler and revolutionary parallelism*. Paper presented at Gender Matters: Gendered Borders, Governor's State University, IL.
- Ford, D., & Kurta, M. (2012). *Educating ourselves as others: Toward a pedagogy of vulnerability and dependency*. Paper co-presented at the Conference on Equity and Social Justice, SUNY New Paltz, NY.
- Ford, D. (2011). *National oppression and institutional racism: The Soviet goes to school*. Paper presented at the Central New York Conference on Publicly-Engaged Graduate Education, Syracuse University, NY.
- Ford, D. (2008). *Cyborgs in exodus*. Paper presented at the Villa Julie Undergraduate Philosophy Conference, Baltimore, MD.

DEREK R. FORD

Ford, D. (2007). *Police and prisons: Maintaining capitalism in postmodern America*. Paper presented at the Villa Julie Undergraduate Philosophy Conference, Baltimore, MD.

Ford, D. (2007). *Emerging multitudes: A history of the labor movement in Baltimore*. Paper presented at Goucher College City Forum, Baltimore, MD.

Invited presentations

Moody, J., & Ford, D. (2026). *Political Prisoners and Prisoners of War in the U.S.* Presentation delivered to the Rockland Coalition to End the New Jim Crow (online).

Idehen, C., Ford, D., Johnson, M., & Williams, M. (2026). *“Across Enemy Lines: Shaka A. Shakur” and the New Afrikan Movement*. Panel Presented at the Atlanta Liberation Center, Atlanta, GA.

Ford, D., & Chung, K. (2026). *Trump 2.0: Anticipating Relations between the Democratic People’s Republic of Korea and the United States in the Coming Period*. Panel presented at Korea University, Tokyo, Japan.

Benson, L., Ford, D. Bateman, V., & Abdullah, D. (2025). *Publishing beyond prisons: Keeping the New Afrikan tradition alive*. Part of a book panel on Shaka A. Shakur’s, *Manifestations of thought: When the dragon comes*. Panel presented at The People’s Forum, New York City, NY.

La Riva, G., Bateman, V., & Ford, D. (2025). *“Tearing down the prison walls:” A slogan for society*. Part of a panel presented at the Indianapolis Liberation Forum, Indianapolis, IN.

Ford, D., Jin, W., & Shakur, A. (2025). *The personal and the political*. Part of a panel presented at The Peoples Forum, New York City, NY.

Bateman, V., & Ford, D. (2025). *The aesthetic struggle against wrongful incarceration*. One of three talks delivered at “Prisons Re-Imagined: Presidential Portraits.” Indy Art Center, Indianapolis, IN.

Ford, D. (2024). *Comparative political education and what the Chinese model teaches the world*. Talk delivered at the People’s University, Beijing, People’s Republic of China.

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). Book launch and panel: *Teaching the actuality of revolution: Aesthetics, unlearning, and the sensations of struggle*.

DEREK R. FORD

- The People's Forum, Iskra Books, Critical Theory Workshop, online, available [here](#).
- 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., & 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). Book talk: *Encountering education: Elements for a marxist pedagogy*. The People's Forum, Iskra Books, and 1804 Books, online, available [here](#)
- 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.
- 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). *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 for 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.

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- 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). *Reunification method and reunification movement*. 8th Annual Korean International Forum, Seoul, South Korea.
- Ford, D. (2018). *People's sovereignty and democracy*. 8th Annual Korean International Forum, Seoul, South Korea.
- 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.
- 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.

DEREK R. FORD

- 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.
- Malott, C., & Ford, D. (2015). *Teaching Ferguson*. Invited presentation at the School of Education, Syracuse University.
- Ford, D. (2011). *Potentialities of the (un)occupations: A historical-materialist analysis*. Occupying Wall Street: Anti-Capitalist Discontent in the Belly of the Beast? Brock University, St. Catharines, Ontario.

Panels, responses, discussions, and exhibitions:

- Ford, D. (2025). Panelist on *Building the united front against u.s. imperialism*. National Jericho movement, virtual.
- 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). 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 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.
- Pfohl, S., & Ford, D. (2013). CNY Video & New Media Festival, Munson Williams Proctor Arts Institute, Utica, NY. (Video exhibition).

DEREK R. FORD

Ford, D. (2012). Panelist at “Elephant in the room: Race and politics” discussion series. Organized by Latino Professional Network of Syracuse, Redhouse Café, Syracuse, NY.

TEACHING

DePauw University

EDUC 170: Foundations of education
 EDUC 197: We can’t breathe: Identity, capitalism, and air conditions
 EDUC 197: Urban revolutions: Space, capitalism, and social change
 EDUC 197: The politics of sound: Education and the struggle to listen
 EDUC 223: Deconstructing differences
 EDUC 275: Radical philosophy and education
 EDUC 290: Education, space, and urban revolutions
 EDUC 290: Art, politics, and education
 EDUC 325: History of American education
 EDUC 360: Political economy of schools
 EDUC 390: Philosophy and alternative educational spaces
 EDUC 390: Pedagogy in the “post-truth” era
 EDUC 390: Critical disability studies: Disordering education and society
 EDUC 390: University rebellions
 EDUC 411: Hardt and Negri’s philosophy of education
 EDUC 411: Elementary education in a pandemic
 EDUC 411: Lenin and education
 EDUC 411: Education, time, and stupidity
 EDUC 411: Education and the politics of art
 EDUC 411: Juche ideology and North Koreans in Japan
 EDUC 412: Critical disability studies in education
 EDUC 412: Urban education policy
 EDUC 412: The right to the city in theory and practice
 EDUC 426: Education and the politics of art
 EDUC 480: Methods in educational research
 EDUC 490: Education studies senior seminar
 UNIV 176: The Baltimore Rebellion: Anatomy of an uprising
 UNIV 183: (North) Korea in Japan: Colonialism and education
 UNIV 291: Capital (vol. 1)
 UNIV 291: Crowds and party
 UNIV 291: Disability and difference in global contexts

The People’s Forum (online)

Reading *Capital* (vol. 2)

West Chester University of Pennsylvania

EDF 255: The evolution of schooling in the United States
 WOS 250: Women’s self-representation (online)

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Central Michigan University's Global Campus (all online)

EDU 613: Contemporary issues in education

EDU 614: Advanced educational psychology

EDU 660: Methods of educational research

Hobart and William Smith Colleges

SJSP 100: Foundations of social justice

SJSP 101: Community-based research: An introduction to the scholarship of engagement (service-learning course)

PROFESSIONAL SERVICE

Journal editorships

2019-present *Postdigital Science and Education* (associate editor)

2018-present *Journal for Critical Education Policy Studies* (deputy editor)

2015-2018 *Issues in Teacher Education* (associate editor)

Book series editorships

2015-present *Critical Constructions: Studies on Education and Society*. Information Age Publishing.

2018-2025 *Radical Politics and Education*. Bloomsbury.

2015-2022 *Marxist, Socialist, and Communist Studies in Education*. Information Age Publishing.

Journal editorial board member

2018-present *Postdigital Science and Education*

2016 *The Radical Image-Nation: Journal of Public Pedagogy*

2015-present *Critical Education*

2015-present *Journal for Critical Education Policy Studies*

2014-present *Policy Futures in Education*

2014-present *The SoJo Journal: Educational Foundations and Social Justice Education*

Book series editorial board member

2021-present *Brill Research Perspectives in Critical Cultural Curriculum Studies* (Brill)

2019-present *Understanding Rural Education: Critical Studies of Forgotten Places* (Brill)

2019-present *Postdigital Science and Education* (Springer)

2019-present *Critical and Marxist Education* (Institute for Education Policy Studies)

Organizational leadership

2024-present Secretary, Shaka Shakur Freedom Campaign Inc

2021-present Advisory Board Member, Friends of Socialist China

DEREK R. FORD

2023-present	Organizational Relations Director, Indianapolis Liberation Center
2021-present	Editorial Team Deputy Coordinator, International Manifesto Group
2018-present	Secretary, Institute for 21 st Century International Relations Inc
2016-present	Editor, Liberation School
2015-present	Education Department Chair, Hampton Institute

Manuscript reviewer (articles)

2024	<i>Review of Education, Pedagogy, and Cultural Studies</i>
2022	<i>Progress in Human Geography, Theoria, Philosophical Inquiry in Education, Pedagogy, Culture and Society</i>
2021	<i>Berkeley Review of Education</i>
2020	<i>International Critical Thought</i>
2019-2022	<i>Postdigital Science and Education</i> (11)
2019-2022	<i>Studies in Philosophy and Education</i> (4)
2019	<i>Journal of Curriculum and Pedagogy</i>
2018-2022	<i>International Critical Media Literacy Journal</i> (2)
2017	<i>Journal of Education Policy, Educational Theory, Open Library of the Humanities</i>
2016-2022	<i>Educational Philosophy and Theory</i> (8)
2015-2022	<i>Critical Education</i> (6)
2015-2018	<i>Policy Futures in Education</i> (4)
2014-2022	<i>Journal for Critical Education Policy Studies</i> (7)
2014-2016	<i>The SOJO Journal</i> (3)
2015	<i>Teachers College Record</i>
2014-2016	<i>Educational Studies</i> (2)
2011	<i>Theory and Research in Education</i>

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

Proposal reviewer

2021	3 rd 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

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2015 Graduate Student Conference on Philosophy of Education

2015 Critical Theories in the 21st Century

Conference leadership

2021 3rd International Conference Paulo Freire: The Global Legacy, International Advisory Board

2020 10th International Conference on Critical Education, International Organizing Committee

2020 1st Teachers' International Conference (University of Peloponnese, Greece), International Scientific Board

2016-2017 Philosophy of Education Society, Jobs for Philosophers of Education Committee

2015-2019 Critical Media Literacy Conference, Program Committee

2014-2019 Conference on Equity and Social Justice, Co-Director

External PhD examiner

2026 Maria Svensson (Dissertation Committee). University of North Texas.

2021 Katie Crabtree, *Studenthood: A Lyotardian rewriting of liberal arts education* (Dissertation). Leeds Trinity University in the UK

UNIVERSITY SERVICE*Leadership*

2024-2025 *Chair of Chairs and Coordinators*

2024-present *Chair, Education Studies Department*

2024-2025 *Coordinator, Peace and Conflict Studies Program*

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

2021-2022 *Faculty mentor*

Committee membership

2021-2022 Prindle Institute Advisory Committee

2018-2019 Diversity and Equity Committee

2018-2019 Lamar Endowment Grant Committee

2017-2018 Community Standards Council

2016-present Peace and Conflict Studies Steering Committee

Faculty advisor

2022-present House of Opulence

2017-present Democratic Socialists of DePauw

REFERENCES

DEREK R. FORD

Available upon request