Bernadette M. Baker,

Professor,

Director, Graduate Programs,

Leadership Fellow, School of Education,

University of Wisconsin-Madison

Dept of Curriculum and Instruction

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#### FORMAL EDUCATION

*Ph.D.* University of Wisconsin-Madison, USA

Curriculum and Instruction 1993-1997

*Master of Education* Deakin University, Geelong, Australia 1990-1993

*Bachelor of Human Movement Studies (Education)* U. Queensland, Australia

Major: History 1986-1989

#### POSITIONS HELD

Professor, University of Wisconsin, USA 2017 -

Research & Capacity-building Professor, QUT, Australia 2015-2017

Professor, University of Wisconsin, USA 2010–2015

Honorary Visiting Professor, University of Copenhagen, Denmark 2010-2015

Professor, University of Turku, Finland 2009-2010

Fulbright Fellowship, University of Tampere, Finland 2008

Professor, University of Wisconsin, USA 2006-2008

Associate Professor, University of Wisconsin-Madison 2003-2006

Assistant Professor, University of Wisconsin-Madison 1999-2003

Postdoctoral Research Fellow, University of Queensland, Australia 1997-1999

**SPECIAL HONORS AND AWARDS**

**Inaugural School of Education Leadership Fellow** 2019-20

**Vilas Mid-Career Research Award, University of Wisconsin** 2017-19

**American Educational Research Association, Div B** 2014

*Outstanding Book Award*

**American Educational Research Association, Div B** 2011

Elected Secretary, Curriculum Studies

**University of Wisconsin** 2011

Honorary Teaching Fellow, Teaching Academy

**American Educational Research Association, Div B**

*Expanding the Landscape of the Field – book award* 2010

**Fulbright Commission**

One of three Professors appointed to discipline of Education review panel 2010

**University of Copenhagen**

Faculty of Humanities, 5-yr Honorary Professorship 2010

**Fulbright Fellowship: Finland** 2008

**American Educational Research Association, Div B**

*Outstanding Book Award* 2005

**Graduate: University of Wisconsin-Madison**

*Arvill Barr Graduate Research Fellowship* 1995-96

*Arvill Barr Graduate Research Summer Fellowship*  1995

**Graduate: Australian Association for Research in Education**

*AARE Graduate Researcher Fellowship* 1995

**Undergraduate: The University of Queensland**

*Kent Pearson Memorial Prize for the Social Sciences* 1989

# PUBLICATIONS AND RESEARCH

# Monographs

Baker, B. (2013). *William James, sciences of mind, and anti-imperial discourse*. New York: Cambridge University Press. [Outstanding Book Award AERA Division B] <http://www.cambridge.org/us/academic/subjects/psychology/history-psychology/william-james-sciences-mind-and-anti-imperial-discourse?format=PB>

Baker, B. (2001). *In perpetual motion: Theories of power, educational history, and the child*. New York: Peter Lang. [Outstanding Book Award AERA Div B] <https://www.peterlang.com/abstract/title/57292?rskey=NkDUD0&result=1>

Baker, B. (in progress) *Life, education, healing: Discourses of vision and the new energetics.*

## Edited Volumes & Book Series

Baker, B., Saari, A., & Prasad, A. (accepted) *Flashpoints: Education in the age of interconnection and complexity*. Book series. Melbourne: Routledge.

Baker, B. Saari, A. & Prasad, A. (in preparation) *Flashpoint Epistemology*. Melbourne: Routledge.

Baker, B. (Ed.). (2009). *New curriculum history*. Rotterdam: Sense Publishers. [‘Expanding the Landscape of the Field’ Book Award, AERA Div B] <https://www.sensepublishers.com/catalogs/bookseries/educational-futures-rethinking-theory-and-practice/new-curriculum-history/?searchcategory=zoekmachine&initsearchquery=Zoeken&searchquery=New%20Curriculum%20History>

Baker, B., & Heyning, K. (Eds.). (2004). *Dangerous coagulations? The uses of Foucault in the study of education*. New York: Peter Lang. <https://www.peterlang.com/view/title/57840>

Baker, B., Ng, C., & Tucker, M. (Eds.). (1998). *Education’s new timespace: Visions from the present*. Brisbane: Post Pressed, Inc. <https://www.amazon.com/Educations-New-Timespace-Visions-Present/dp/0958657149>

### In Press, In Review, and in Progress Journal Articles, Book Chapters, Book Proposals

Baker, B., & Saari, A. (2019) A picture speaks a thousand words? Vision, visuality and authorization. *Educational Philosophy and Theory*, DOI: [10.1080/00131857.2019.1624524](https://doi.org/10.1080/00131857.2019.1624524)

Baker, B. (2019). Activate or evacuate to educate? Roles of a sensorium in onto-epistemologies. In Walter Gershon (Ed.), *The Sensuous Curriculum* (pp. 1–26). Charlotte, NC: Information Age Publishing.

Baker, B. & O’Farrell, C. (in press) Curriculum influences: William James and Michel Foucault. *Oxford Research Encyclopedia of Education*. Oxford: Oxford University Press (pp. 1–30).

Baker, B., & Wang, L. (in press). Common and divided school curriculum: From mass compulsory schooling to technofuturist envisionings. In H. Proctor (Ed.), *International Handbook of Historical Studies in Education* (pp. 1–36). New Delhi: Springer Nature.

Baker, B. (in press). Inside out: Vision, time and head-based ontologies. In Hannah Tavares & Ji Qie (Eds.), *Educational Temporalities* (pp. 1–36). Rotterdam: Sense.

### Published Journal Articles and Book Chapters

Baker, B. (2019). Image Management? Sites of the real, visual culture, and digital present-futures in education. In J. Paraskeva (Ed.) *Once Upon a Time in New England: Critical Transformative Educational Leadership and Policy Studies. Lessons from Dartmouth*. New York: Meyers Educational Press.

Gulson, K., & Baker, B. (2018). Introduction: New biological rationalities in

Education. *Discourse: Studies in the Cultural Politics of Education [Special*

*Edition], 39*(2), 159-168. DOI: 10.1080/01596306.2017.1422077

Baker, B., & Saari, A. (2018).“Anatomy of our discontent”: From braining the

mind to mindfulness for teachers. *Discourse: Studies in the Cultural Politics of*

*Education*, *39*(2), 169-183. DOI:10.1080/01596306.2018.1394425.74

Baker, B. & Lan, Y. (2018). Changing inscriptions of the child and children: Beyond nature

and play. In Liu. X,  Liu. S, & Xiao. K. (Eds.) *The Sociology of Child*

*Knowledge* (pp. 31-46). Shanghai: Jiaotong University Press.

Baker, B. (2017). To show is to know? Conceptions of evidence and discourses of

vision in social science and education research. *Curriculum Inquiry*, *47*(2), 151-174. DOI: 10.1080/03626784.2017.1283593

Baker, B. (2016/17) Big data and technologies of self. *Journal of Educational Controversy* [Special edition]*, 11*(1), 1-73. <http://cedar.wwu.edu/jec/vol11/iss1/6>.

Baker, B. (2017). The hunt for disability: The new eugenics and the

normalization of schoolchildren. In J. Allan & A. J. Artilles (Eds.), *World yearbook in education 2017: Assessment inequalities* (pp. 137-174).London:

Routledge.

Baker, B. (2017). Child. In M. Peters (Ed.), *Encyclopedia of educational philosophy and theory* (Vol. 1, pp. 110-116). Singapore: Springer Science and Business Media. DOI:10.1007/978-981-287-588-4

Baker, B. (2016). An encounter with an encounter: Truth, evidence and reality in cross-

border moments. *JAAACS: Journal of the American Association for the*

*Advancement of Curriculum Studies*, *11*, 1-22. <https://ojs.library.ubc.ca/index.php/jaaacs/article/view/188881/186387>

Baker, B. (2015). From “somatic scandals” to “a constant potential for violence”?

The culture of dissection, brain-based learning, and the rewriting/rewiring of “the child.” *Journal of Curriculum and Pedagogy*, *12*(2), 168–197, DOI: [10.1080/15505170.2015.1055394](https://doi.org/10.1080/15505170.2015.1055394)

Baker, B. (2015). Using global/local to tame the wild profusion of things?

Transnational curriculum research as a task rather than a subfield. In L. Stone & J. Marshall (Eds) *Essays for Education in Poststructural Veins.* Rotterdam: Sense.

Baker, B. (2015). Subject matters? Curriculum history, the legitimation of scientific

objects, and the analysis of the invisible. In João Paraskeva & Shirley Steinberg

(Eds.), *The curriculum: Decanonizing the field* (pp. 195-233). New York: Peter Lang. DOI: <https://doi.org/10.3726/978-1-4539-1465-6>

Hattam, R. & Baker, B. (2015). Technologies of self and the cultivation of virtue.

*Journal of Philosophy of Education* *49*(2), 255-273. *[Special Issue: Philosophy*

*East/West: Exploring Intersections between Educational and Contemplative*

*Practices]*. DOI: 10.1111/1467-9752.12140

Baker, B. (2014). Empiricism, perception, vision: A nomadology of tactics in social

scientific thought. In C. Grant & E. Zwier (Eds.), *Intersectionality and urban*

*education* (pp. 29-64). Charlotte: Information Age Publishing.

Baker, B. (2013). The purposes of history? Curriculum studies, invisible objects and

twenty-first century societies. JCT: *Journal of Curriculum Theorizing* [Special edition feature article]*, 29*(1), 25–47. <http://journal.jctonline.org/index.php/jct/article/view/409>

Baker, B. (2012). Is that all there is? The limitations of global/local, PISA, and the

dilemma of transnational curriculum research. *Curriculum Sem Fronteiras*.

[Brazil – top tier curriculum studies journal] [Special edition on borders]*, 12*(3), 190-216.Published in Brazilian Portuguese as: Isso É Tudo? As limitações do global/local, PISA e o dilemma da pesquisa sobre curriculo transnacional. <https://eprints.qut.edu.au/89913/>

Baker, B. (2012). Rationality, governmentality, natio(norm)ality? Shaping social science, scientific objects, and the invisible. *JCT*: *Journal of Curriculum Theorizing*, *28*(1), 14-30. <http://journal.jctonline.org/index.php/jct/article/view/357>

Baker, B. (2011). Transnational curriculum inquiry: Issues and ethics in the new Millennium. In R. Rinne, M. Broberg, A. Jauhiainen & J. Tähtinen (toim./Eds.), *Koulutuspolitiikan käytännöt kansallisessa ja ylikansallisessa kehyksessä. Suomen kasvatustieteellinen seura* [*Finnish educational research association*]: Kasvatusalan tutkimuksia [*Research in educational sciences*]. Turku: Painosalama Oy.

Baker, B. (2011). Education, globalization, and the possibilities for world-forming.

In De Boer, Heike, Deckert-Peaceman, Heike & Westphal, Kristin (Eds.),

*Irritationen – Befremdungen – Entgrenzungen. Fragen an die*

*Grundschulforschung*. Frankfurt: Frankfurt University Press.

Baker, B. (2010). Provincializing curriculum? On the preparation of subjectivity for

globality. *Curriculum Inquiry*, *40*(2), 221-240. DOI: 10.HH/j.1467-873X.2010

Baker, B. (2010). Educational research and strategies of world-forming: The globe, the unconscious, and the child. *Australian Educational Researcher*, *36*(3), 1-42. <https://doi.org/10.1007/BF03216904>

Baker, B. (2010). The unconscious of history? Mesmerism and the production of

scientific objects for curriculum historical research. In E. Malewski (Ed.), *Curriculum studies handbook: The next moment* (pp. 341-364). New York: Routledge. [https://doi.org/10.4324/9780203877791](https://doi.org/10.4324/9780203877791%20%20)

Baker, B. (2010). States of exception and exceptional mental states: The poetics,

possibilities and limits of debates over learning disability. Invited submission, special issue of *Disability Studies Quarterly* online, edited by Beth Ferri and David Connor, *30*(2). <http://www.dsq-sds.org/>

Baker, B. (2009). Postcolonial technoscience, toleration and anti-imperialism, and education and psychology. In R. S. Coloma (Ed.), *Postcolonial challenges in education* (pp. 289-308). New York: Peter Lang. [www.jstor.org/stable/42980394](http://www.jstor.org/stable/42980394)

Baker, B. (2009). Borders, belonging, beyond: New curriculum history. In B. Baker (Ed.), *New Curriculum History* (pp. ix–xxxv). Rotterdam: Sense Publishing. <https://www.sensepublishers.com/media/687-new-curriculum-history.pdf>

Baker, B. (2009). Western world-forming? Animal magnetism, curriculum history, and the social projects of modernity.” In B. Baker (Ed.), *New Curriculum History* (pp. 25–68). Rotterdam: Sense Publishing. <https://www.sensepublishers.com/media/687-new-curriculum-history.pdf>

Baker, B. (2009). Governing the invisible: Psychical science and conditions of

proof. In M. Peters, A. C. Besley, M. Olssen, S. Maurer & S. Weber (Eds.), *Governmentality Studies in Education* (pp. 303–340). Rotterdam: Sense Publishers. <https://www.sensepublishers.com/catalogs/bookseries/contexts-of-education/governmentality-studies-in-education/>

Baker, B. (2008). Torsions within the same anxiety? Entification, apophasis,

history. *Educational Philosophy & Theory*, *40*(4), 471–493. [https://doi.org/10.1111/j.1469-5812.2007.00359.x](https://doi.org/10.1111/j.1469-5812.2007.00359.x%20%20)

Baker, B. (2007). Animal magnetism and curriculum history. *Curriculum Inquiry*,

*37*(2), 123–158. [https://doi.org/10.1111/j.1467-873x.2007.00376.x](https://doi.org/10.1111/j.1467-873x.2007.00376.x%20%20)

Baker, B. (2007). The limits of toleration. *International Journal of Educational*

*Policy, Research, and Practice*, *8*, 165–180. journals.sfu.ca/iccps/index.php/childhoods/article/download/16/20

Baker, B. (2007). Normalizing Foucault? Plateaus in Anglophone educational

research. *Foucault Studies*, *4*, 78–119. [https://doi.org/10.22439/fs.v0i4.895](https://doi.org/10.22439/fs.v0i4.895%20)

Baker, B. (2007). Hypnotic inductions: On the persistence of the subject. *Foucault*

*Studies*, *4*, 127–148. <https://doi.org/10.22439/fs.v0i4.897>

Baker, B. & Campbell, F. (2007). Transgressing noncrossable borders: Disability, school, law, and nations. In S. Danforth & S. Gabel (Eds.), *Vital questions facing disability studies in education* (pp. 319–347). New York: Peter Lang. [https://doi.org/10.2139/ssrn.1626490](https://doi.org/10.2139/ssrn.1626490%20)

Baker, B. (2007). Desorganizar os Tropos Educativos: Concepções de In/capacidade e

Currículuo, [Disorganizing educational tropes: Conceptions of dis/ability and curriculum]. In João M. Paraskeva, Júlio Diniz-Pereira & Gloria Ladson-Billings (Eds.), *Multiculutralismo, curriculo e formação docente ideias de Wisconsin, II*, 108–149. Lisboa: Didactica Editoria.

Baker, B. (2006). The apophasis of limits: Madness, genius, and learning disability.

*International Journal of Inclusive Education*, *11*(1), 1–34. <https://doi.org/10.1080/13603110500441333>

Baker, B. (2006). Ontology, epistemology, cosmology: A rhizomatic reading of

history of education in the USA. *Zeitschrift für Paedagogische Historiographie*, *1*, 40–42.

Baker, B. (2005). From the genius of the man to the man of genius, part one: A slippery

subject. *History of Education Review*, *34*(1), 1–18. [https://doi.org/10.1108/08198691200500001](https://doi.org/10.1108/08198691200500001%20)

Baker, B. (2005). From the genius of the man to the man of genius, part two:

Inheriting (ideas about) genius. *History of Education Review*, *34*(2), 78–94. [https://doi.org/10.1108/08198691200500011](https://doi.org/10.1108/08198691200500011%20)

Baker, B. (2005). State-formation, teaching techniques and globalisation as aporia.

*Discourse*, *26*(1), 45–78. [https://doi.org/10.1080/01596300500040193](https://doi.org/10.1080/01596300500040193%20)

Baker, B. (2005). Training schools. In D. Mitchell & S. Snyder (Eds.), *Encyclopedia of*

*disability* (pp. 1-4). Thousand Oaks: Sage. [https://doi.org/10.4135/9781412950510.n779](https://doi.org/10.4135/9781412950510.n779%20)

Baker, B. & Heyning, K. (2004). Dangerous coagulations? Research, education, and a

traveling Foucault. In B. Baker and K. Heyning (Eds.), *Dangerous coagulations? The uses of Foucault in the study of education* (pp. 1–79). New York: Peter Lang.

Baker, B. (2004). Ao Avesso: O nome Foucault na academia Anglófona. [Inside out: The name Foucault in Anglophone research]. *Educação & Realidade* [Brazil], [Special edition on Foucault edited by Luis Armando Gandin], *29*(1), 1–25.

Baker, B. (2004). Quand le petit enfant pleure et quand les petits garçons gigotent: La

problématique individu/société dans une perspective historique. [When an infant cries and little boys wriggle: The individual/social problematic in historical

perspective]. *Penser l’Education*, *16*, 5–40. <http://shs-app.univ-rouen.fr/civiic/revue/UFR_Penser_Education16.pdf#page=5>

Baker, B. (2004). The functional liminality of the not-dead-yet-students, or, how public schooling became compulsory: A glancing history. *Rethinking History*, *8*(1), 5-49. <https://doi.org/10.1080/13642520410001649714>

Baker, B. (2003). Integrated curriculum reform, globalization, and pedagogies of

desire. *Proceedings of the International Symposium on Social Transformation and Reform of Curriculum and Instruction*. Taiwan: Tamkang University Press.

Baker, B. (2003). Plato’s child and the limit-points of educational theories. *Studies in the Philosophy of Education*, *22*(6), 439–474.

Baker, B. (2003). Interrupting the child/adult binary? A genealogy of genius. *Journal of Curriculum Studies, 19*(2), 46–72.

Baker, B. (2003). Hear Ye! Hear Ye! Language, deaf education, and the child in

historical perspective. In M. Bloch, K. Holmlund, I. Moqvist & T. Popkewitz (Eds.), *Governing children, families, and education: Restructuring the welfare state* (pp. 287–312). New York: Palgrave Press. [https://doi.org/10.1007/978-1-137-08023-3\_12](https://doi.org/10.1007/978-1-137-08023-3_12%20)

Baker, B. (2002). Standards, evaluation, normalization: historico-philosophical formations and the conditions of possibility for checklist thought. *Studies in the Philosophy of Music*, *10*(2), 92–101. [https://doi.org/10.2979/pme.2002.10.2.92](https://doi.org/10.2979/pme.2002.10.2.92%20)

Baker, B. (2002). Disorganizing educational tropes: conceptions of dis/ability and curriculum. *Journal of Curriculum Theorizing*, *18*(4), 47–80. <https://eprints.qut.edu.au/89887/>

Baker, B. (2002). The hunt for disability: The new eugenics and the normalization of schoolchildren. *Teachers College Record*, *104*, 663–703. <https://doi.org/10.1111/1467-9620.00175>

Baker, B. (2002). Méthodes d’enseignement, formation de l’état et gestion du désir. [Teaching techniques, state-formation, and the management of desire]. *Recherche et Formation*, *38*, 47–62. <https://www.persee.fr/doc/refor_0988-1824_2001_num_38_1_1724>

Baker, B. (2001). Moving on (part one): The physics of power and curriculum history. *Journal of Curriculum Studies*, *33*(2), 157–177. [https://doi.org/10.1080/00220270117910](https://doi.org/10.1080/00220270117910%20)

Baker, B. (2001). Moving on (part two): The child and power in curriculum history. *Journal of Curriculum Studies,* *33*(3), 277–302. [https://doi.org/10.1080/00220270117713](https://doi.org/10.1080/00220270117713%20)

Baker, B. (2001). Foucault, historiography and a history of the child: Productive paradoxes. *History of Education Review*, *30*(1), 17–42.

Baker, B. (2001). (Ap)Pointing the canon: Rousseau’s *Émile*, visions of the state, and education. *Educational Theory*, *51*(1), 1–41. <https://doi.org/10.1111/j.1741-5446.2001.00001.x>

Baker, B. (2000). Child. In Michael A. Peters, Paulo Ghiraldelli Jr., Paul Standish & Berislav Zarnic (Eds.), *Encylopedia for the Journal of the Philosophy of Education* (pp. 1–7). <http://www.vusst.hr/ENCYCLOPAEDIA/main.htm>.

Baker, B. (1999). The dangerous and the good? Developmentalism, progress, and public schooling. *American Educational Research Journal,* *36*(4), 797–834. [https://doi.org/10.2307/1163521](https://doi.org/10.2307/1163521%20)

Baker, B. (1999). What is voice? Issues of identity and representation in the framing of reviews. *Review of Educational Research*, *69*(4), 365–383. [https://doi.org/10.2307/1170770](https://doi.org/10.2307/1170770%20)

Baker, B. (1999). Making history, making humans. *Discourse*, *20*(3), 357–380. [https://doi.org/10.1080/0159630990200302](https://doi.org/10.1080/0159630990200302%20)

Baker, B. (1999). Disabling methodologies. *Pedagogy, Culture and Society* [Special edition: The new problematik, edited by David Hamilton] *7*(1), 91–115. [https://doi.org/10.1080/14681369900200045](https://doi.org/10.1080/14681369900200045%20)

Baker, B. (1998). Child-centered teaching, redemption and educational identities: A history of the present. *Educational Theory*, *48*(2), 155–174. [https://doi.org/10.1111/j.1741-5446.1998.00155.x](https://doi.org/10.1111/j.1741-5446.1998.00155.x%20)

Baker, B. (1998). The colt from old regret: Staging power and the lineage of the chase. *Change: Transformations in Education, 1*(1), 91–97. <https://ses.library.usyd.edu.au/bitstream/2123/4327/1/Vol1No1Article8.pdf>

Baker, B. (1998). “’Childhood’ in the emergence and spread of US public schools.” In T. Popkewitz & M. Brennan (Eds.), *Foucault’s Challenge:* *Power, Discourse, Knowledge* (pp. 117-143). New York: Teachers College Press. <https://eprints.qut.edu.au/89878/>

Baker, B. (1998). Timespace and vision: technologies for seeing and educational research. In B. Baker, M. Tucker & C. Ng (Eds.), *Education’s new timespace: visions from the present* (pp. 1–7). Brisbane: Post Pressed, Inc.

Baker, B. (1997). Anthropology and teacher preparation: Some possibilities and precautions. *Queensland Journal of Educational Research*, *13*(2), 41–58. <http://www.iier.org.au/qjer/qjer13/baker.html>

Baker, B. (1996). A history of curriculum or curriculum history? What *is* the field and who gets to play on it? *Curriculum Studies*, *3*(3), 283–296. <https://doi.org/10.1080/0965975960040106>

**Latest Keynotes, Invited Addresses, and Conference Presentations**

**2019**

**Keynote, 7th International Congress on Curriculum and Instruction (ICCI), Ankara**

Echo, Eco, Techno: Curriculum Studies’ Contributions to Past-Present-Future Imaginings, Oct 9-11

**Paper presentations, AERA, Division A and Division B**

**Toronto, April 5-9.**

**2018**

**Keynote, International Conference on the Textbooks in the Republican Period, Hangzhou, Nov 3—Dec 2, unable to attend.**

**Keynote, International Comparative Education Conference, Hangzhou**

Principles of Diversity: The UW-Madison Approach to Excellence in Graduate Education, Zhejiang University, Mar 19-21.

**Keynote, The Hidden Curriculum in Kindergarten and Primary Schooling,**

Beyond Curriculum? The Anthropocene, the Child, and Technofuturism

Ludwigsburg, Germany, Jun 29-Jun 30

**AERA, A Wrinkle in Time: Writing Histories of the Future, Division B #healingcurric, Division B Invited Symposium, Discussant**

New York, Apr 14.

**2017**

**ECER Symposium “New Biological Rationalities in Education,” paper presentation**

Baker, B. & Saari, A. “The anatomy of our discontent”: From braining the mind to mindfulness for teachers

**ECER Symposium, “Making inequality: Ontologies of Research into Pedagogy in High Poverty Contexts,” Discussant.**

**AERA Symposium, Writing & Literacies SIG, San Antonio, USA**

Unable to attend

**2016**

**Keynote, University of Tampere Summer School, Aug 16-18**

“From Technologies of Self to Discourses of Vision: The Conditions of Possibility for Educational Neuroscience.”

**Keynote, Queensland University of Technology, Literacy, Cultures & Digital Media Conference, Oct 28**

“Discourses of Vision, Constructions of Truth and Digital Futures”

**AERA, Div B Symposium, Washington DC, Apr 11**

“Soul to Mind: Conditions of Possibility for Brain-based Learning, Neurological Foundationalism, and Problems of Human-centrism.”

**Symposium, EERA/ECER, To Feel is to Know, to See is to Believe? The Shifting Constitution of Evidence in Educational Research, Policy and Practice, University College Dublin, Ireland, Aug 22-26.**

“A Genealogy of ‘Data’: Strategies of Evidence in Mindfulness and Education Discourse” (with Antti Saari).

**Keynote, Hawke EU Centre for Mobilities, Migrations and Cultural Transformations Conference**: ***Education for Democratic Citizenship*, University of South Australia, Oct 12-14** [unable to attend]

**AARE Theory/Research Design Postgraduate Workshop, Presenter and Facilitator**

**RMIT, Melbourne, Nov 11-13.**

**2015**

**Invited Seminar, University of Melbourne, Sept 17, Faculty of Education, Melbourne, Australia**

“From the Spirit to the Flesh? The Conditions of Possibility for Brain-based Learning Discourse and the Rewriting of the Child in Western Educational Research”

**Invited Lecture, University of South Australia, Faculty of Education, Adelaide, Australia**

“From Squeezing to Scanning: A Historico-philosophical Analysis of the Braining of Mind,” Jun 3

**AERA, Chicago,**

“Technologies of Self and the Cultivation of Virtue,” Apr 20 (with Robert Hattam)

2014

Keynote, International Conference on Normalcy, Difference and Education, Santiago, Pontificia Universidad Católica de Chile.

“Reforming the Mind, Building the State: The Religion/Science Question and the Conditions of Possibility for Normalization,” Oct 13–15

Invited panel dedicated to my William James book [unable to attend]

Bergamo, Curriculum Studies Conference, Oct 10-11.

Invited Public Lecture, University of Massachussetts, Dartmouth, USA

“Braining the Mind or ‘Purely Spiritual Causation’? A Historico-Philosophical Analysis of Child Mind as a Scientific Object in the Trans-Atlantic North,” Nov, 11

Invited Public Lecture, University of British Columbia, Vancouver, Canada, International Perspectives in Curriculum and Pedagogy [unable to attend]

“The Mindfulness Debates: Reapproaching the Contemplative Turn in Education” Feb 13

Invited Seminar Presentation, Queensland University of Technology, Brisbane, Australia, Aug 11

“Academic Career Trajectories in the 21st Century: Navigating Institutional Pathways for Publications, Promotions and Project Building”

Invited Public Lecture, University of Queensland, Brisbane, Australia, Aug 12

“Provincializing Mind: Religion-Science-Nation-West in the Separation of Social Sciences”

Keynote, International “Does Literature Matter?” Conference, University of North Bengal, India, Aug 4

“Reapproaching William James via the Politics of Knowledge: The Fact/Fiction Line and the Formation of Western Social Sciences”

Invited Seminar, “An Afternoon with Bernadette Baker,” University of North Bengal, India, Aug 5

AERA Invited Vice-Presidential Panel, Div B, Philadelphia, USA

“Old Dog, New Tricks? Brain-based Learning, Neugenics, and Child Development Theory in the USA”

Keynote (May 23), Third International Curriculum Studies Conference, Hangzhou, China

“Rewiring ‘the urban child’? Brain-based learning, human dissection, and conceptions of violence”

Invited Lecture (May 26), Jing Hengyi International Forum, Hangzhou, China

“Trends in Curriculum History”

Invited Lecture (May 20), University of Macau, Hong Kong, ROC

“Sciences of Mind Meets Postcolonial Studies? William James in New Times”

2013

Public lecture (Oct 24), University of Copenhagen, Denmark.

“The unconscious of history? How new theories of mind impacted educational theory, the formation of social sciences, and the conception of the West”

**AERA Vice Presidential (Div B) Invited Address, Apr 27-May 1**

**“**Difficult Topics, Troubled Histories: Rethinking How Curriculum Studies Makes it Objects”

**AERA Div B International Symposium, Possible Impossibilities**: **Curriculum History as Text,** **Apr 27-May 1**

“Between the Child’s Mind and the Ghost: Discourses of Vision and the Making of Scientific Objects for Historical Analysis.”

Invited International Panel, Featured Session, XV World Congress on Comparative Education, Buenos Aries, June 2013. [unable to attend]

“New Times for Curriculum.”

2012

Keynote, Transnational Perspectives on the History of Nordic Education Conference, University of Copenhagen, Denmark, Oct 10-11.

“Past, Purposes, Presence: Curriculum Studies, the Making of Scientific Objects, and the Twenty-first Century.”

Invited Public Lectures, Curriculum History, Hangzhou University, ROC, Nov 30-Dec 5.

1. “Why Curriculum History is Not the Same as the History of Education: Post-Reconceptualist Approaches to Rethinking Education, Power, and the Child.”

2. “The New Curriculum History: Invisible Objects, Interdisciplinary Approaches, and Twenty-first Century Societies.”

**Invited Lecture, Curriculum Colloquium Series, Teachers College, Columbia University, Nov 6-7.**

“Past, History, Nomadology: Discourses of Vision, Curriculum Studies, and Twenty-first Century Societies.”

**Invited Lecture, Centre for Public Humanities, University of Wisconsin-Madison, Mar 14.**

**“**Public Humanities: Education and Border-making.”

**Invited Lecture, University of Tampere, Dept of Teacher Education, May 23.**

**“**The Purposes of History? Curriculum Studies, Invisible Objects, and Twenty-first Century Societies.”

**AERA, Vice-Presidential Invited International Panel: The Purposes of History? Apr 13-17.**

“Curriculum History and the Twenty-first Century”

2011

Bergamo Curriculum Studies Conference, Keynote, Ohio, USA, Oct 8.

“Curriculum Studies in the Twenty-first Century: Post-empirical Research and the Theorization of the Invisible.”

University of Copenhagen, Denmark, Introductory Public Lecture, Visiting Professorship, Oct 29.

“What Does it Mean to Be a Child? Theories of Power and Tactics of Education in Occidentalist Thought”

Keynote, Educational Futures Conference, Sao Paulo, Brazil, Nov 29.

“Tactics in Modern Discourses of Vision: Social Science Research in Post-empirical Worlds”

2010

Governmentality and Education, UW/Swedish/Danish Conference, Madison, WI, Apr 14-16.

Baker, B. (2010) Rationality, Governmentality, Nation(norm)ality: Social Science, Scientific Objects, and Governing the Invisible

2009

Invited Lecture, Johann-Wolfgang-Goethe Universität, Frankfurt am Main, Germany, Nov 10.

“Borders, Belonging, Beyond? Education, Globalization, and the Possibilities for

World-forming”

IAACS, International Association for the Advancement of Curriculum Studies, Triennial Conference, NH Lord Charles Hotel, Cape Town, South Africa, Sept 7–10.

“Transnational Curriculum Research: Ethical Issues and Aporetic Approaches”

Keynote, Rethinking Didaktik and Teacher Education Conference, University of Tampere, Finland, Feb 13.

“Subject Matters: Curriculum, Culture, and Globalization”

**2008**

**Keynote, FERA, Finnish Educational Research Association, University of Turku,**

**Finland, Nov 27–28.**

“Transnational Curriculum Inquiry: Issues and Ethics in the New Millennium”

**Keynote, Radford Lecture, AARE, Australian Association for Research in**

**Education, Queensland University of Technology, Australia, Nov 27–Dec 1**

“The Globe, the Unconscious, and the Child”

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**Invited Presentation, AARE, Queensland University of Technology, Australia, Nov**

**27–Dec 1.**

“The World that Made PISA and the World that PISA Makes”

**Invited Lecture, University of Tampere, (Tampere campus), Finland, Nov 25.**

“Curriculum Studies, Transnational Curriculum Inquiry, and Subject Matter Teaching”

**Invited Lecture, University of Tampere, (Haemenlinna campus), Finland, Nov 6.**

“Rethinking the Moral Subject: Power, Agency, and Pedagogy in the Western Canon”

**Invited Lecture, University of Copenhagen, Dept of Media, Cognition, and**

**Communication, Denmark, Oct 28–30.**

“From "the Problem Child" to the Problem, "Child": Power,  Education, and the Legacies

of Occidental Thought”

**Invited Lecture, University of Copenhagen, Dept of Media, Cognition, and Communication, Denmark, Oct 28–30.**

“Forms of Knowledge, Theories of the State, and Educational Practices”

**Invited Lecture**, **Fulbright Scholars’** **American Voices Conference**, **University of Turku, Finland, Oct 16­–17.**

“See-Snatch-Slap-Cry: Education, Philosophy, and University Life.”

Invited Lecture, University of Edinburgh, Moray House School of Education, Scotland, Mar 15–17.

“The Unconscious of History? Postcolonial Techno-science, William James, and the Parameters of an Educational Field in the United States.”

Invited Lecture, Leeds Metropolitan University, Carnegie School of Education, England, Mar 18–19.

“The Child, the Ghost, and the West: Theories of Mind, Postcolonial Technoscience, and the Unconscious of an Educational Field in the United States.”

**Keynote, Chicago Public Schools Professional Development, USA, Jan 25.**

“Comparing Eastern & Western Conceptions of Mind, Consciousness, and Learning”

**CURRENT GRANT APPLICATIONS**

Baker, B. Prasad, A. & Saari, A. (in preparation). *Teacher Stress and the Mind-Body Problem: A Comparative Study of Knowledge Translation in the Practices and Policies of Public Education.* National Science Foundation.

Baker, B. (2018). *Education-Healing-Science: The Pedagogical Strategies of Integrative Health Professionals in the Transformation of Suffering*. UW Fall Competition.

Baker, B. & Sari, A. (2018). *The Contemplative Turn Meets the Neuro Turn: Conceptions of Mind, Brain, and Character in Education*. Templeton Foundation

Saari, A. & Baker, B. (2018). *Brain-based Learning and the Redesign of Finnish Schooling: Past, Present, and Future Issues* Kone Foundation.

Baker, B. (2017). *From Laboratory to Policy and Back: Enabling Research Translation in Midwestern Educational Systems for Addressing Teacher Stress*. Spencer Foundation.

Baker, B. (2017). *What is Education? What is Healing? Brain-based Research, Ethical Issues, and Philosophical Flashpoints in the Service Professions*. Center for Ethics and Education.

Baker, B., Rindfleisch, A., and Smedema, S. (2017) *The Healing Power of Education: New Directions for Trauma-recovery in Wisconsin*. SoE Grand Challenges.

SAMPLE SERVICE TO FIELD AND UNIVERSITIES

##### Editorial Boards Served On

###### Educational Theory

Curriculum Inquiry

Journal for the American Association for the Advancement of Curriculum Studies

Journal of Curriculum and Pedagogy

International Journal of Educational Policy, Research, and Practice

International Journal of Inclusive Education

**Additional Journals Reviewed for**

Journal of Educational Policy

Discourse

History of Education

Educational Researcher

Journal of Curriculum Studies

Journal of Curriculum Theorizing

Studies in the Philosophy of Education

Sample Service Activities at University of Wisconsin:

Department, Campus, National, International

# Departmental

# Director, Graduate Programs of Curriculum and Instruction

Chair, Curriculum Studies search committee.

# Reorganization of the Departmental Areas Taskforce.

Faculty Awards Cte.

Student Awards Cte.

Cellmer Endowed Chair in English Education.

Review Ctes for Junior Faculty.

# Dual Certification in Elementary Education and Special Education Committee.

Elementary Education Committee.

Master of Global Studies, Curriculum, & Teaching Core Faculty.

Minority Students Affairs Committee.

Review of Inclusive Schooling Area in C & I.

Elementary Education E-Portfolio Survey – conducted and reported to Dean.

Graduate Programs Committee.

Tenure-track Mentoring Committees.

# Campus

Academic Misconduct Committee.

Non-academic Misconduct Committee

Faculty Rights and Responsibilities Cte.

Steering Committee Disability Studies Cluster

Faculty Senate Representative.

Teaching Academy Honorary Fellow.

Center for Global Studies Core Faculty.

Center for European Studies Grant Review Committee.

Holtz Ctr for Social Studies of Science and Technology Core Faculty.

Holtz Ctr for Social Studies of Science and Technology Graduate Education Committee.

MLC: Multicultural Learning Community Member.

Co-Author of Successful UW Disability Studies Cluster Hire.

Undergraduate Course Development, Division of International Studies.

Masters of Global Studies, Curriculum, & Teaching certificate and degree program.

# National

AERA, Div B, Secretary, 2011-2013

One of three Professors Appointed to Fulbright Commission Discipline of Education Review Panel, 2011-2013.

Program Chair 2005/06 for AERA Division B4 – *Historical and Philosophical Studies in Education.*

Program Chair 2004 and 2005 AERA - *Postcolonial Studies and Education SIG*

AAACS Executive Committee, (American Assoc For the Advancement of Curriculum Studies): Re-elected in 2004 to second term.

Founded New Structures within AERA: *Postcolonial Studies and Education* SIG of AERA and *Foucault and Education* SIG.

# International

# Awarded Visiting Professorship for five years, University of Copenhagen, Faculty of the Humanities.

# Advisory Board, Transnational Curriculum Consultant, and Reviewer, *Centre for the Study of the Internationalization of Curriculum Studies,* University of British Columbia, Canada. Latest Project: Curriculum Studies in Brazil.

# External Reviewer hired by Provincial Government of Ontario, Canada. Report on the quality of Masters and Ph.D. programs in education at York University.

# IAACS (International Association for the Advancement of Curriculum Studies) Chair of Membership – re-elected to second term.

# World Universities Network Project Participant: *New* *Knowledge Spaces and Globalization Project.*

DOMAINS OF TEACHING

History and Philosophy of Knowledge

Transnational and Comparative Curriculum Inquiry

Curriculum History

Curriculum Theory and Planning

Global Studies and Educational Policy

Dis/ability Studies in Transcultural Perspectives

Introduction to Education/Educational Foundations

Secondary School Curriculum

Childhood Studies

**Past and Present Advising, University of Wisconsin**

Individual Masters and Ph.D. advising

Global studies student and faculty reading group (campus-wide)

Postcolonial studies and education student and faculty reading group (campus-wide)

Postcolonial technoscience student and faculty reading group (campus-wide)

Undergraduate advisor in elementary and middle school education.

**Past and Present Professional Memberships**

American Association for the Advancement of Curriculum Studies

American Educational Research Association

Australian Association for Research in Education

Comparative and International Education Society

International Association for the Advancement of Curriculum Studies

International Network of Philosophers in Education

National Social Science Association

Social Science History Association

Society for the Social Study of Science

Society for Disability Studies