

CHRISTOPHER KIRCHGASLER

University of Wisconsin–Madison
School of Education
Department of Curriculum & Instruction
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EDUCATION

Date	Degree	Department	Location
2017	Ph.D.	Curriculum & Instruction Ph.D. Minor in History Dissertation: <i>Building bridges and colonial residues: Transnational school reforms and the making of human kinds</i>	University of Wisconsin–Madison
2007	B.A.	French	University of Utah
2002	B.A.	English	University of Utah

APPOINTMENTS

Date	Description
2019–present	Assistant Professor of Curriculum & Global Studies Department of Curriculum & Instruction, University of Wisconsin–Madison Faculty Affiliate, UW–Madison African Studies Program Faculty Affiliate, UW–Madison Holtz Center for Science & Technology Studies
2018–present	Visting Researcher. Nanjing Normal University, Nanjing, China.
2017–2019	Assistant Professor of Curriculum Studies Department of Curriculum & Teaching, The University of Kansas Faculty Affiliate, Kansas African Studies Center

PUBLICATIONS

Edited Works

Popkewitz, T. S., Diaz, J., & Kirchgasler, C. (Eds.) (2017). *A political sociology of educational knowledge: Studies of exclusion and difference*. New York: Routledge.

Popkewitz, T. S., Diaz, J., & Kirchgasler, C. (Eds.) (2016). *Knowledge Cultures (Special Issue): Curriculum studies and historicizing the present: The political and impracticality of practical knowledge*, 4(2).

Refereed Journal Articles

- Kirchgasler, C. (accepted). The end(s) of inclusion: Ungrounding globalization and ‘the migrant’ in dialogue with hospitality. *Discourse: Studies in the Cultural Politics of Education*.
- Kirchgasler, C. & Desai, K. (2020). “Girl” in crisis: Colonial residues of domesticity in transnational school reforms. *Comparative Education Review*, 64(3), 384–403.
- Kirchgasler, C. (2018). True Grit? Making a Scientific Object and Pedagogical Tool. *American Educational Research Journal*, 55(4), 693–720.
- Kirchgasler, C. (2016). The limits of “knowledge for all”: Historicizing school reforms in Kenya. *Knowledge Cultures (Special Issue): Curriculum studies and historicizing the present: The political and impracticality of practical knowledge*, 4(2), 73–94.
- Popkewitz, T. S., Diaz, J., & Kirchgasler, C. (2016). Introduction to the special issue. *Knowledge Cultures (Special Issue): Curriculum studies and historicizing the present: The political and impracticality of practical knowledge*, 4(2), 11–18.

Refereed Book Chapters

- Kirchgasler, C. (2019). Haunted data: The colonial residues of transnational school reforms in Kenya. In F. Salajan & T. Jules (Eds.), *The Educational Intelligent Economy: Big Data, Artificial Intelligence, Machine Learning and the Internet of Things in Education* (pp. 215–232). Bingley, U.K.: Emerald.
- Kirchgasler, C. (2017). The perils of “actionable insights”: Educational research and the making of difference. In T. S. Popkewitz, J. Diaz, & C. Kirchgasler (Eds.), *A political sociology of educational knowledge: Studies of exclusion and difference* (pp. 228–243). New York, NY: Routledge.
- Popkewitz, T. S., Diaz, J., & Kirchgasler, C. (2017). The reason of schooling and educational research: Culture and political sociology. In T. S. Popkewitz, J. Diaz, & C. Kirchgasler (Eds.), *A political sociology of educational knowledge: Studies of exclusion and difference* (pp. 3–22). New York, NY: Routledge.
- Popkewitz, T. S., & Kirchgasler, C. (2014). Fabricating the teacher’s soul in teacher education. In A. Fejes & K. Nicoll (Eds.), *Foucault and a politics of confession in education* (pp. 35–47). New York, NY: Routledge.

AWARDS & HONORS

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|------|---|
| 2019 | NAEd/Spencer Postdoctoral Fellowship Semifinalist
UW-Madison African Studies Program Research Award
UW-Madison Holtz Center for Science and Technology Studies Travel Award |
| 2018 | AERA Division B Dissertation Recognition Award
KU School of Education Summer Research Support Award |
| 2015 | UW–Madison Tashia Morgridge Wisconsin Distinguished Graduate Fellowship |

- 2014 UW–Madison Scott Kloeck-Jenson International Pre-Dissertation Fellowship
 2013 UW–Madison Foreign Language & Area Studies Fellowship (Swahili)
 2012 UW–Madison Foreign Language & Area Studies Fellowship (Swahili)

GRANTS

- 2019–21 Swedish Research Council, *After the crisis: Migration, education, and work-life in interdisciplinary light*. (\$60,000 USD) [Network Grant]

INVITED TALKS AND CONFERENCE ACTIVITY

Invited Talks

- 2019 The end(s) of inclusion: The colonial residues of the global learning crisis. University of Gothenburg, Gothenburg, Sweden (November 2019).

Panels Organized

- 2020 Historicizing the neocolonial “languages” of inclusion and the good life as pathways for transformation (roundtable). American Educational Research Association Annual Meeting, San Francisco, CA, USA. (April 2020—*conference cancelled*)
- 2019 Historicizing the “languages” of inclusion and the good life. Curriculum & Pedagogy Annual Conference, McAllen, TX, USA. (October 2019)
 Making the neo-colonizer: Strategies and tactics of subjectification for development. Comparative & International Education Society Annual Meeting, San Francisco, CA, USA. (April 2019)
- 2018 Revisioning archival and ethnographic methods in the study of difference (*Highlighted Panel*). Comparative & International Education Society Annual Meeting, Mexico City, Mexico. (March 2018)
- 2017 Making up people: Futurities, fear, and hope. American Educational Research Association Annual Meeting, San Antonio, TX, USA. (April 2017)
 International comparisons and the political: Difference and exclusion. Comparative and International Education Society Annual Meeting, Atlanta, GA, USA. (March 2017)
- 2016 Education reforms as the making up and governing of difference. Bergamo Conference on Curriculum Theory and Classroom Practice. Dayton, OH, USA. (October 2016)
 Making difference the “subject”: Historical and comparative studies of education reforms in China, Kenya, and Puerto Rico. International Standing Conference for the History of Education, Chicago, IL, USA. (August 2016)

Refereed Papers Presented

- 2020 Domestic products: Historicizing the desire for the educated girl (co-authored paper with K. Desai). Paper to be presented at American Educational Research Association Annual Meeting, San Francisco, CA, USA. (April 2020—*conference cancelled*)
- Saving souls as secular science: The coloniality of “literacy for all” (roundtable). Paper to be presented at American Educational Research Association Annual Meeting, San Francisco, CA, USA. (April 2020—*conference cancelled*)
- The genius of ‘curiosity’: Towards a genealogy of a scientific-pedagogic object of educational reform (co-authored paper with J. Sitomaniemi-San). Paper to be presented at Comparative and International Education Society Annual Meeting, Miami, FL. (March 2020—*conference cancelled*)
- 2019 Literacy for (Not) All: A Hauntology of a Transnational Imperative. Paper presented at Curriculum & Pedagogy Annual Conference, McAllen, TX, USA. (October 2019)
- “Girls” in Crisis: Colonial Residues of Transnational School Reforms in Kenya (co-authored paper with K. Desai). Paper presented at the Comparative and International Education Society Annual Meeting, San Francisco, CA, USA. (April 2019)
- 2018 Un-grounding discourse: Critical ethnography, method, and the political (roundtable). Paper presented at the American Educational Research Association Annual Meeting, New York, NY, USA. (April 2018)
- Archives without walls, interviews without the subject? The possibility of historicizing as method, paper presented at the Comparative and International Education Society Annual Meeting. Mexico City, Mexico. (March 2018)
- 2017 Schooling that “saves”: The emergence of literacy as secular salvation in colonial Kenya. Paper presented at the American Educational Research Association Annual Meeting, San Antonio, TX, USA. (April 2017)
- Contesting a transnational crisis: Histories of “the child,” “the African,” and “the mind” in the present. Paper presented at the American Educational Research Association Annual Meeting, San Antonio, TX, USA. (April 2017)
- Algorithmic governance and comparative styles of reason in transnational school reforms. Paper presented at the Comparative and International Education Society Annual Meeting, Atlanta, GA, USA. (March 2017)
- 2016 Saving “the illiterate”: Historicizing literacy as a developmental imperative. Paper presented at the Bergamo Conference on Curriculum Theory and Classroom Practice, Dayton, OH, USA. (October 2016)
- Historicizing transnational school reforms in Kenya (Or, why not an ethnography?). Paper presented at the University of Minnesota International African Studies Conference. Minneapolis, MN, USA. (October 2016)

A century of building bridges: Historicizing the child, the African, and the mind. Paper presented at the International Standing Conference for the History of Education, Chicago, IL, USA. (August 2016)

“Knowledge for all” and the making of difference in transnational school reforms in Kenya. Paper presented at the World Education Research Association Annual Focal Meeting, hosted at American Educational Research Association Annual Meeting, Washington, DC, USA. (April 2016)

2015 Making “the African”: Braiding the social sciences and modern schooling in the history of education. Paper presented at the Bergamo Conference on Curriculum Theory and Classroom Practice, Dayton, OH, USA. (October 2015)

2014 On the intimate frontiers of colonial classrooms: Thinking historically about the making of the teacher as an agent of social transformation. Paper presented at the Bergamo Conference on Curriculum Theory and Classroom Practice, Dayton, OH, USA. (October 2014)

Building a bridge: The problematization of urban youth in Kenya, and the limits of fee-based education reform (roundtable). Paper presented at the American Educational Research Association Annual Meeting, Philadelphia, PA, USA. (April 2014)

2013 . . . And that’s great teaching! The urban adolescent in teacher education best practices (roundtable). Paper presented at the American Educational Research Association Annual Meeting, San Francisco, CA, USA. (April 2013)

Discussant

2019 How the Sciences of Curriculum Became Reasonable: Their Emergence in Post-War Years and Its (Dis)continuity. American Educational Research Association Annual Meeting, Toronto, ON, Canada (April 2019).

The World in Teachers College, Teachers College in the World. Comparative & International Education Society Annual Meeting, San Francisco, CA, USA (April 2019).

2018 The Mission Project: Constructing a Spanish Colonial Fantasy Past with California Fourth Graders. Theory and Data in Curriculum, History, and Educational Studies (doctoral seminar). University of Vienna, Vienna, Austria (September 2018).

2017 The increasing (un)conventionality of the ‘Normal method’: History, travelling, and career of a pedagogical idea. Theory and Data in Curriculum, History, and Educational Studies (doctoral seminar). University of Wisconsin–Madison, Madison, WI, USA (September 2017).

Understanding Commercial Low-Fee Private Schools: Looking at Available Data on Bridge International Academies’ Operations in Three Countries. Comparative and International Education Society Annual Meeting. Atlanta, GA, USA (March 2017).

- 2016 The role and impact of commercial private school chains and corporate involvement in education: What do we really know? Comparative and International Education Society Annual Meeting. Vancouver, BC, Canada (March 2016).
- 2013 Practice and promise in alternative and utopian movements in education. The Practices in Making Practice: Registers in the Realizations of a Concept Conference. University of Luxembourg, Luxembourg (October 2013).

Other Conference/Symposia Participation

- 2019 At the threshold: Inclusion and an “ethic of hospitality.” After the Crisis: Migration, Education, and Work-Life in Interdisciplinary Light. University of Gothenburg, Gothenburg, Sweden (November 2019).
- 2018 Grit goes global: Datafication as democracy and optimizing the child’s soul. Moral Education for Democracy, Nanjing University, Nanjing, China (June 2018).
- 2016 True grit? Historicizing a scientific object and a pedagogical tool. Disrupting Good Intentions of Inclusion (doctoral seminar), Malmö University, Malmö, Sweden (November 2016).
- Literacy that “saves”: The emergence of a secularized salvation in Colonial Kenya. Theory and Data in the History of Education: A Cross-Cultural and Cross-Generational Exchange (doctoral seminar), Stanford University, Stanford, CA, USA (September 2016).
- A century of “building bridges”: Historicizing the “mind of the African child. Merit/Achievement as Paradigm Preconference Workshop, International Standing Conference for the History of Education, Chicago, IL, USA (August 2016).
- 2015 Historicizing transnational school reforms (Or, why I’m not writing an ethnography). Theory and Data in the History of Education: A Cross-Cultural and Cross-Generational Exchange (doctoral seminar), University of Luxembourg, Belval, Luxembourg.
- 2014 How historical studies and discourse analyses are the same: Studying transnational school reforms in Colonial Kenya. Theory and Data in the History of Education: A Cross-Cultural and Cross-Generational Exchange (doctoral seminar), University of Wisconsin–Madison, Madison, WI, USA.

Campus or Departmental Talks

- 2019 Crisscrossing Continents and Curricula: Notes on De-Essentializing International Research. Research and Campus Issues for International Students, University of Wisconsin–Madison, WI (March 2019).

IN PREPARATION

Monograph in Preparation

Kirchgasler, C. (anticipated 2021). *Building Bridges and Colonial Residues: A genealogy of the child and the global learning crisis.*

Manuscripts in Preparation

Kirchgasler, C. (anticipated 2020). The “Nature” of Curiosity: Making the Child and the West. Submission goal: *Teachers College Record*

Kirchgasler, C. (anticipated 2020). The salvation of a literate world: Literacy evangelism and the political. Submission goal: *Curriculum Inquiry.*

“...And that’s great teaching”: Historicizing best practices in teacher education for the “urban child.” Submission goal: *Journal of Teacher Education.*

TEACHING

University of Wisconsin–Madison, Madison, WI 2019–present

Department of Curriculum & Instruction, Graduate Program
Instructor, Theory & Design of the Curriculum

Department of Curriculum & Instruction, Teacher Education

Instructor, Introduction to Education
Instructor, ESL/Bilingual Issues

The University of Kansas, Lawrence, KS 2017–2019

Department of Curriculum & Teaching, Graduate Program

Instructor, Critical Pedagogies
Instructor, Foundations of Curriculum Development

Department of Curriculum & Teaching, Teacher Education

Instructor, Curriculum and the Learner in Middle & High School

University of Wisconsin–Madison, Madison, WI 2011–2017

Department of Curriculum & Instruction, Teacher Education

Pre-service Teacher Supervisor: Grades 1–8 Practicum
Instructor, Educating Young English Learners
Instructor, ESL/Bilingual Issues

Department of Curriculum & Instruction, Professional Accelerated Licensure Program

Instructor, Teaching Social Studies

Educational Outreach and Partnerships

Instructor, College For Kids

Department of English as a Second Language

Instructor, ESL Program: Intensive English Writing

GRADUATE ADVISING

Dissertation Chair

Natchoo, N. (The University of Kansas, with Dr. Heidi Hallman)

Ph.D. Advisor

Choi, S. (with Dr. Bernadette Baker)

Ph.D. Committee Member

Kyalo, C.

Maddock, J.

K–12 TEACHING

Excel Academy Charter School, East Boston, MA	2007–2011
5 th Grade English Teacher	
Debate Coach	
Peace Corps/Guinea, Tougué, Guinea	2004–2006
Secondary School TEFL Teacher	

RESEARCH

Research Positions/Appointments

- 2019–22 Network Team Member, *After the crisis: Migration, education, and work-life in interdisciplinary light*. Swedish Research Council (Martin Harling, University of Gothenburg, PI).
- 2018–21 Project Partner, *Dividing the World through Wonder: How We Became Curious*, Academy of Finland (Johanna Sitomaniemi-San, University of Oulu, PI).

IRB-Approved Project

- 2014–17 Principal Investigator, *Building bridges: A study of education reforms between the U.S.A. and the Republic of Kenya*. (Data collection entailed ten months of archival work, interviews, and observations in Kenya.)

SERVICE

National/International Service

- 2020 Reviewer, *Educational Researcher*
- 2019 Proposal Reviewer, University of Michigan Press
- 2019 Proposal Reviewer, Springer
- 2019 Reviewer, *Educational Philosophy and Theory*

- 2018–present Chair, Post-foundational Approaches to Comparative and International Education SIG, Comparative and International Education Society
- 2016–present Reviewer, American Educational Research Association Annual Conference, Division B
- 2016–present Reviewer, Comparative and International Education Society Annual Conference, Post-Foundational Approach to Comparative and International Education SIG
- 2017–2018 Secretary, Post-foundational Approaches to Comparative and International Education SIG, Comparative and International Education Society
- 2018 Manuscript Reviewer, Palgrave Macmillan
- 2014 Reviewer, *Educational Policy Analysis Archives*, Special Issue

Departmental Service

- 2019–present Faculty Senate, Curriculum & Instruction, University of Wisconsin–Madison
- 2018–2019 Faculty Advisor, Graduate Student Advisory Council, Department of Curriculum and Teaching, The University of Kansas
- 2018–2019 Admissions Committee (Teacher Education Program), Department of Curriculum & Teaching, The University of Kansas
- 2017–2019 Executive Committee, Department of Curriculum and Teaching, The University of Kansas

MEMBERSHIPS

- 2019 African Studies Association
- 2016 International Standing Conference for the History of Education
- 2015 Comparative and International Education Society (SIGs: Globalization and Education; Post-foundational Approaches to Comparative and International Studies)
- 2012 American Educational Research Association (Division: B and G; SIGs: Critical Issues in Curriculum and Cultural Studies; Foucault and Education)

COMMUNITY OUTREACH

- 2018 Invited presenter, True Grit? Making a Scientific Object and Pedagogical Tool. *EDTalks! Research & Teaching Festival*. KU School of Education and Kansas Unified School District 497, Lawrence, KS.

MEDIA COVERAGE

- 2018 Grit. *Central Standard*. KCUR, Kansas City, MO (April 11, 2018).
- 2017 Can a Tech Start-Up Successfully Educate Children in the Developing World?
The New York Times Magazine (June 27, 2017).

LANGUAGES

French (reading and writing: good; speaking: conversational)

Kiswahili (reading and writing: with dictionary assistance; speaking: intermediate)