

Leah N. Gordon

Stanford University
Graduate School of Education
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8/30/16

CURRENT POSITION

Assistant Professor of Education and (by courtesy) of History, Stanford University, 2008-present

-Faculty Affiliate, American Studies Program, Center for Comparative Studies of Race and Ethnicity, Program in Ethics and Society, Program on Urban Studies, 2008-present

EDUCATION

University of Pennsylvania, Joint-Ph.D. in History and Education, 2008

- Emphases: Twentieth Century U.S. History, History of Education, U.S. Cultural and Intellectual History, History of Social Thought, African American History
- Dissertation Title: "The Question of Prejudice: Social Science, Education, and the Struggle to Define 'The Race Problem' in Mid-Century America, 1935-1965"
- Dissertation Committee: Dr. Michael Katz, co-chair, Dr. Kathleen Hall, co-chair, Dr. Sarah Igo, Dr. Bruce Kuklick, Dr. Adolph Reed, Dr. Barbara Savage, Dr. Thomas Sugrue

Brown University, B.A. with Honors in History, magna cum laude, Phi Beta Kappa, 1997

BOOKS:

Leah N. Gordon, *From Power to Prejudice: The Rise of Racial Individualism in Midcentury America* (Chicago: University of Chicago Press, 2015) (paperback 2016)

-Awarded Linda Eisenmann Prize by the History of Education Society (for the best piece of scholarship in the history of higher education by a junior faculty member, 2016)

-“Author Meets Critic Sessions”:

- History of Education Society Meeting, 2015 (with Professors Julie Reuben, Christopher Loss, Jack Dougherty, and Tracy Steffes, chair)
- Social Science History Association Meeting, 2015 (with Professors Alice O’Connor, Harvey Kantor, Brett Gadsden and Jordan Ross, chair)

-Reviewed in *Choice*, *American Historical Review*, *Contemporary Sociology* (forthcoming), *Ethnic and Racial Studies*, *History of Education Quarterly* (forthcoming); and *Journal of American History*

Leah N. Gordon, *Imagining Opportunity: Education and Equality in Modern America* (Under contract with University of Chicago Press, in progress)

Leah N. Gordon and Gina Schouten, *Equal Opportunity* (Accepted invitation to co-author volume for University of Chicago Series in the History and Philosophy of Education, edited by Randall Curren and Jonathan Zimmerman)

OTHER FELLOWSHIPS and AWARDS:

Awarded Charles A. Ryskamp Research Fellowship, American Council of Learned Societies (2015-16) (for work on *Imagining Opportunity*)

Fellow, Harvard Higher Education Leaders Forum (2015-)

Faculty Fellowship, Stanford Center for Comparative Studies in Race and Ethnicity (2015-16)

Spencer Foundation/National Academy of Education Postdoctoral Fellowship (2011- 2012)

Charles Warren Center Postdoctoral Fellowship, Harvard University (2011, declined)

Finalist, Exemplary Dissertation Award, Spencer Foundation (2010)

Fellow, National Forum on the Future of Liberal Education (2009-2015)

Young Scholars Award, Cheiron, the International Society for the History of Behavioral and Social Sciences (2009)

Postdoctoral Fellowship, Frederick Douglas Institute for African and African American Studies, University of Rochester (2008, declined)

Spencer Foundation Dissertation Fellowship (2006)

Charlotte Newcombe Dissertation Fellowship, Woodrow Wilson Foundation (2006, declined)

University of Pennsylvania School of Arts and Sciences Dissertation Fellowship (2006)

University of Pennsylvania Africana Studies Dissertation Fellowship (2006)

PEER REVIEWED JOURNAL ARTICLES:

Leah N. Gordon, “It’s Hard in the World If You Ain’t Got Your Learning:’ The Educational Politics of African American Autobiography in the Era of Formal Equality” (under second review, *History of Education Quarterly*)

Leah N. Gordon, “The Individual and ‘The General Situation’: The Tension Barometer and the Race Problem at the University of Chicago, 1947-1954,” *Journal of the History of the Behavioral Sciences* 46, no. 1 (2010): 27-51

INVITED BOOK CHAPTERS, ESSAYS, and BOOK REVIEWS:

Leah N. Gordon, “Causality, Context, and Colorblindness: Equal Educational Opportunity and the Politics of Racist Disavowal” in *Seeing Race Again: Countering Colorblindness Across*

the Disciplines edited by Kimberlé Crenshaw, Daniel HoSang, Luke Harris, and George Lipsitz (volume is under review by University of California Press)

Leah N. Gordon, "History for Justice: Michael Katz and the History of Education," *Social Science History* (in press)

Leah N. Gordon, "Comment: Economization and Privatization in American Educational History," *Bildungsgeschichte – International Journal for the Historiography of Education* 6, no. 2 (2016)

Leah N. Gordon, Review of Mical Raz, *What's Wrong with the Poor: Psychiatry, Race, and the War on Poverty*, *Journal of the History of the Behavioral Sciences* 51, no. 3 (2015): 333-335

REFEREED CONFERENCE PAPERS:

"No Matter How Well I Prepared Myself": Education, Employment, and Opportunity in Social Thought of the Coleman Report and Black Power Eras (Submitted for American Educational Research Association Meeting, April 2017)

"If Equal Opportunity is Not Enough, Then What Is? Education and Opportunity-Based Egalitarianism in the Coleman Report Era" (Accepted for History of Education Society Meeting, November 2016 as part of a panel I organized with Victoria Cain on "Legacies of the Coleman Report in U.S. Thought and Culture." *History of Education Quarterly* editors invited panelists to contribute articles to a roundtable on the Coleman Report to be published in 2017. The panel was also invited, by HES leaders, to participate in the Organization of American Historians Meeting, April 2017.)

"Equality of Opportunity and its Critics in the Post-Civil Rights Act Era," (Accepted for Society for U.S. Intellectual History Meeting, October 2016) (Organized panel on "Deprivation, Opportunity, and Mobility: Theorizing Inequality and its Opposites in Mid-Twentieth Century Social Thought")

"It's Hard in the World If You Ain't Got Your Learning: Depicting the Social and Economic Functions of Education in African American Autobiographies of the 1960s and 1970s" (American Educational Research Association Meeting, April 2015)

"Opportunity and Results: The Coleman Report and the Varied Uses of 'Equal Educational Opportunity,' 1966-1972" (History of Education Society Meeting, November 2014)

"The Racial Politics of 'The Golden Rule': The National Conference of Christians and Jews and School Desegregation, 1945-1960" (American Historical Association Meeting, January 2014)

"The Racial Politics of Brotherhood: Segregation, the Southern "Moderate," and the Mid-Century War on Intolerance" (Social Science History Association, November 2011)

"Data and Not Trouble: From Race Relations to Human Relations at the Rockefeller Foundation" (Social Science History Association, November, 2010)

- “Social Science for Social Action at Fisk University, 1944-1954” (Organized panel “‘A Rap On Race’ Changing Approaches to Racial Prejudice in the Social Sciences, 1939-1954,” with Luke Harris and Alice O’Connor as discussants, Organization of American Historians Conference, April 2010)
- “Equality and ‘Understanding’: *The Journal of Negro Education* and the Logics of Desegregation, 1935-1954,” (Organized panel on “Equity and the Meanings of Desegregation in Mid-Century America, 1935-1970” with George Lipsitz as discussant, Social Science History Association, November, 2009)
- “‘Education for Racial Understanding’ and the Meanings of Integration at Howard University, 1932- 1954,” History of Education Society (October, 2009) (Organized panel on “Envisioning Desegregation in Mid-Century America, 1935-1970” with Hilary Moss as discussant)
- “‘Data and Not Trouble’: The Rockefeller Foundation and the Social Science of Race Relations, 1930-1960,” Conference of Cheiron, the International Society for the History of the Behavioral and Social Sciences (June, 2009) (Paper received Cheiron Young Scholar Award for best conference paper by a junior scholar)
- “Social Theory, Social Action, and ‘The Race Problem’ at Fisk and Howard Universities, 1944- 1954,” Social Science History Association (November, 2007)
- “‘Whether the Mature Individuals or the Mature Society are Developed First’: Social Theory, Social Action, and the Race Problem at Fisk University, 1944-1954,” Conference of Cheiron, the International Society for the History of the Behavioral and Social Sciences (July, 2007)
- “‘Whether We Have Water in Our Fire Hoses or Gasoline’: Creating an Astructural Science of Race Relations at the University of Chicago, 1947-1956,” Conference of Cheiron, the International Society for the History of the Behavioral and Social Sciences (July, 2006) and Social Science History Association (November, 2006)

INVITED LECTURES and SEMINAR PRESENTATIONS:

- Book Talk on *From Power to Prejudice*, History of Education Colloquium, Teachers College, Columbia University (2016)
- Faculty Fellow’s Book Talk on *From Power to Prejudice*, Center for Comparative Studies in Race and Ethnicity, Stanford University (2015)
- “Data and Not Trouble,” Countering Colorblindness Across the Disciplines, Collaborative Research Group led by Kimberlé Crenshaw, George Lipsitz, Luke Harris, and Daniel HoSang, UCLA and University of Oregon, Eugene (2013, 2015)
- “The Rockefeller Foundation and the Social Science of Race Relations,” Bay Area Consortium for the History of Ideas (2013)

“The Struggle with the Racial Issue in the American Education System and its Effects on International Debates about Equality in Education,” Invited Lecture, International Research Congress on International and National Standardization and Differentiation of Education Systems from a Historical Perspective, Monte Verita, Switzerland (2011)

“Education for Racial Understanding”: Prejudice and the Race Problem in Mid-Century America, Invited Lecture, Stanford Center for Opportunity Policy in Education (2010)

“Not Love but Justice: Prejudice and the Race Problem in Mid-Century America,” Invited Lecture, Ethics at Noon Series, Program in Ethics and Society, Stanford University (2010)

“The Individual and ‘the General Situation’: The Tension Barometer and the Race Problem at the University of Chicago, 1947-1954,” Invited Presentation at Seminar on “The Ethics and Aesthetics of Statistics” conducted by Research Community on Philosophy and History of the Discipline of Education: Faces and Spaces of Educational Research, Catholic University of Leuven, Leuven, Belgium (November, 2009)

“The Individual and the General Situation: Prejudice and Postwar ‘Race Relations,’” Invited Presentation, Colorblindness Seminar, Sponsored by the Center for Advanced Study in the Behavioral Sciences and the African American Policy Forum (Spring, 2009)

TEACHING EXPERIENCE

Assistant Professor, School of Education, Stanford University, 2008-present

“The History of Education in the United States”

“The History of Higher Education in the United States”

“Education, Race, and Inequality in African American History, 1880-1990”

“The Politics of Knowledge in the Twentieth-Century United States”

Teaching Assistant, Department of History, University of Pennsylvania, 2000-2008

Instructor, McNair Scholars Program, University of Pennsylvania, 2003-2005

History Teacher, Worcester Academy, Worcester, MA (11th and 9th grade) 1997-2000

PROFESSIONAL SERVICE:

Dean’s Advisory Committee, Graduate School of Education, Stanford University (2015-)

Diversity Committee Co-Chair, Graduate School of Education, Stanford University (2015-2016)

Reviewer for Annual Meeting, History of Education Society, (2014)

Undergraduate Advisor/SUSE Representative, Stanford Program on Urban Studies, (2010-2011)

Grant Committee Member, Stanford Center for Comparative Studies in Race and Ethnicity (2011)

Network Co-Chair, Culture Network, Social Science History Association (2009-2011)

Program Committee Member, History of Education Society (2009)

Dissertation Support Grant Committee, Stanford University School of Education (2008-10)

Grant Committee Member, Stanford Center on Philanthropy and Civil Society (2008-2009)