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ACADEMIC APPOINTMENTS

University of Wisconsin–Madison, Department Curriculum and Instruction, School of Education

Associate Professor, Mathematics Education, 2022–
Faculty Affiliate, Department of Afro-American Studies
Faculty Affiliate, Department of Educational Policy Studies
Member, The Holtz Center for Science and Technology Studies
Assistant Professor, Mathematics Education, 2016–2022
Nellie Y. McKay Postdoctoral Fellow, 2019–2020
National Academy of Education/The Spencer Foundation Postdoctoral Fellow, 2017–2018

University of Memphis, Department of Instruction and Curriculum Leadership, College of Education

Assistant Professor of Mathematics Education, 2013–2016

PROFESSIONAL PREPARATION

University of Memphis, Memphis, Tennessee

Graduate Certificate—Geographic Information Systems, 2016

Georgia State University, Atlanta, Georgia

Doctor of Philosophy—Teaching and Learning—concentration in Mathematics Education, 2013
Graduate Certificate—Qualitative Research, 2013
Graduate Certificate—Women’s Studies, 2012
Master of Education—Mathematics Education, 2008

Spelman College, Atlanta, Georgia

Bachelor of Science—Computer Information Science, 2002

SCHOLARSHIP

A. Publications

1. Refereed Journal Articles

Bullock, E. C. (2024). Racialized deviance as an axiom in the mathematics education equity genre. *Educational Studies in Mathematics*, 116, 333–350.

Bullock, E. C., & Meiners, E. R. (2019). Abolition by the numbers: Mathematics as a tool for building and dismantling the carceral state (and building alternatives). *Theory into Practice*, 58(4), 338–346.

Bullock, E. C. (2018). Intersectional analysis in critical mathematics education research: A response to figure hiding. *Review of Research in Education*, 42, 122–145. *Winner of the 2021 Early Career Publication Award from the Research in Mathematics Education Special Interest Group of the American Educational Research Association

Bullock, E. C. (2017). Only STEM can save us? Examining race, place, and STEM education as property. *Educational Studies*, 53(6), 628–641. *Winner of 2017 Taylor & Francis and American Educational Studies Association Best Paper Award

Rousseau Anderson, C., Bullock, E. C., Cross, B., & Powell, A. (2017). Culturally relevant pedagogy and teacher professional development in an urban laboratory for school reform. *Teachers College Record*, 119(1), 1–34.

Larnell, G. V., Bullock, E. C., & Jett, C. C. (2016). Rethinking teaching and learning mathematics for social justice from a critical race perspective. *Journal of Education*, 196(1), 19–29.

Bullock, E. C. (2015). Risky research business: Mathematics education research on the margins. *The Mathematics Enthusiast*, 12(1–3), 95–102.

Stinson, D. W., & Bullock, E. C. (2015). Critical postmodern methodology in mathematics education research: Promoting another way of thinking and looking. *Philosophy of Mathematics Education Journal*, 29, 1–18.

Bullock, E. C. (2012). Conducting “good” equity research in mathematics education: A question of methodology. *Journal of Mathematics Education at Teachers College*, 3(2), 30–36.

Stinson, D. W., & Bullock, E. C. (2012). Critical postmodern theory in mathematics education research: A praxis of uncertainty. *Educational Studies in Mathematics*, 80(1), 41–55.

2. Refereed Book Chapters

Bullock, E. C. (in press). STEM pipeline research and the new race (wo)man. In T. Popkewitz & E. S. Sjödin (Eds.), *Historical sociologies of knowledge, science, and modernity: Volume 1: Infrastructures, differences, and spaces of action in education*. Routledge.

Bullock, E. C. (accepted, January 2024). Critical mathematics education research. In E. Montero, Dr. Martinez, M. Winn, & L. T. Winn (Eds.) *Bloomsbury Encyclopedia of Social Justice in Education*.

Bullock, E. C. (accepted, March 2024). Intersectionality. In K. L. Henry, S. Powell, M. Winn, & L. T. Winn (Eds.) *Bloomsbury Encyclopedia of Social Justice in Education*.

Bullock, E. C., & Stoiber, A. (accepted, May 2023). Scientific racism in education research. In E. Montañó, D. Martinez, M. Winn, & L. T. Winn (Eds.) *Bloomsbury Encyclopedia of Social Justice in Education*.

Bullock, E. C., & Meiners, E. R. (2021). Abolition in and through mathematics: Three radical reimaginings. In M. T. Winn, & L. T. Winn (Eds.), *Restorative justice in education: Transforming teaching and learning through the disciplines* (pp. 73–86). Harvard Education Press.

Bullock, E. C. (2020). More than just potential: Troubling success counternarratives in mathematics education research. In C. A. Grant, M. J. Dumas, & A. N. Woodson (Eds.), *The future is Black: Afropessimism, fugitivity, and radical hope in education* (pp. 117–125). Routledge.

Bullock, E. C. (2019). Mathematics curriculum reform as racial remediation: A historical counterstory. In J. Davis & C. C. Jett (Eds.), *Critical race theory in mathematics education* (pp. 75–97). New York, NY: Routledge.

Larnell, G. V., & Bullock, E. C. (2018). A socio-spatial framework for urban mathematics education: Considering equity, social justice, and the spatial turn. In T. G. Bartell (Ed.) *Toward equity and social justice in mathematics education* (pp. 43–57). Springer.

Bullock, E. C. (2016). The delicate balance of a three-legged stool—A commentary on Melgar and Battey’s case. In D. Y. White, S. Crespo, & M. Civil (Eds.), *Cases for teacher educators: Facilitating conversations about inequities in mathematics classrooms* (pp. 143–147). Charlotte, NC: Information Age.

3. Refereed Conference Proceedings (selected)

Bullock, E. C. (2025). Race and the socio-ecological turn. In K. le Roux, A. Coles, A. Solares-Rojas, A. Bose, C. P. Vistro-Yu, P. Valero, N. Sinclair, M. Makramalla, R. Gutiérrez, V. Geiger, & M. Borba (Eds.), *Proceedings of the 27th ICMI Study Conference: Mathematics Education and the socio-ecological* (pp. 61–67). International Congress on Mathematical Instruction and MATHTED.

Bikner-Ahsbabs, A., Kidron, I., Bullock, E., Shinno, Y., & Zhang, Q. (2024). Topic Study Group 57: Diversity of theories in mathematics education. In J. Wang (Ed.), *Proceedings of the 14th International Congress on Mathematical Education, Volume I* (pp. 617–623). World Scientific.

Bullock, E. C. (2017). Beyond “ism” groups and figure hiding: Intersectional analysis and critical mathematics education. In A. Chronaki (Ed.), *Proceedings of the 9th International Conference of Mathematics Education and Society* (pp. 29–44), Volos, Greece: University of Thessaly Press.

4. Journal Special Issues Edited

Grant, C. A., & Bullock, E. C. (Eds.). (2021) The antiracist schools we expect for our children [Special issue]. *Multicultural Perspectives*, 23(3).

B. Invited Lectures and Keynotes (selected)

Bullock, E. C. (2024, November). *STEM desires and promises of salvation: Competing moral imperatives toward just futures*. Keynote address, National Association for Multicultural Education Annual Conference, Anaheim, CA.

Bullock, E. C. (2023, November). *Race is colonialism speaking: Race, place, and STEM Education*, RelMaS Day Course on In/Exclusion, Stockholm University, Stockholm, Sweden.

Bullock, E. C. (2021, April). *STEM education and the future city*, Urban STEM Education Research Institute, Morgan State University, Baltimore, MD.

Bullock, E. C. (2020, March). *Equity research in mathematics education as an exercise in benevolence*, Hugo Rossi Lecture Series, The Center for Science and Mathematics Education, University of Utah, Salt Lake City, UT.

Bullock, E. C. (2020, February). *Imagining educational research beyond practical knowledge* [Keynote], College of Education Research Day, University of Illinois at Chicago, Chicago, IL.

Bullock, E. C. (2018, October). *STEM education infrastructure and the future city*, Making Race and Culture Work in the STEM Era: Bringing all People to the Forefront, Institute for the Study and Promotion of Race and Culture, Boston College, Boston, MA.

Bullock, E. C. (2018, April). *The powers of a fist: Interrogating strategies for systemic equity* [Keynote], Minority Student Achievement Network Annual Institute, Madison, WI.

Bullock, E. C., & Larnell, G. V. (2018, April). *Unpacking the “urban” in urban mathematics education* [Keynote], National Council of Teachers of Mathematics, Washington, DC.

Bullock, E. C. (2017, June). *Disrupting the commonplace as a process of restoration* [Keynote], Penn State University-York Social Justice and Equity in Education Summer Institute, York, PA.

Bullock, E. C. (2017, April). *Beyond “ISM” groups and figure hiding: Intersectional analysis and critical mathematics education* [Keynote], 9th International Conference of Mathematics Education and Society, University of Thessaly, Greece.

C. Media

- 2026 “Erika Bullock on Considering Factors that Influence Learning”; PBS Wisconsin; <https://pbswisconsin.org/news-item/erika-bullock-on-considering-factors-that-influence-learning/>
- 2026 “Everyday Life Plus Constant Decisions Equals a Need for Math”; PBS Wisconsin; <https://pbswisconsin.org/news-item/everyday-life-plus-constant-decisions-equals-a-need-for-math/>
- 2024 Thought leader in “Counted Out” documentary, Reel Link Films; <https://www.youtube.com/watch?v=M5a2la9WTtY&t=1s>
- 2023 “College Board to release framework for AP African American studies course on Feb. 1”; *Morning Edition*, National Public Radio; <https://www.npr.org/2023/01/25/1151270421/college-board-to-release-framework-for-ap-african-american-studies-course-on-feb>
- 2021 “Helping Students Transition to In-Person Learning”; *The Morning Show*, Wisconsin Public Radio; <https://www.wpr.org/helping-students-transition-person-learning>
- 2021 “Black Educators Speak: A Critical Look Across Learning Spaces”; PBS Wisconsin; <https://www.youtube.com/watch?v=9M6IbFgGE8I>
- 2017 Quoted in “How does race affect a student’s math education?” by Melinda D. Anderson; *The Atlantic*; https://www.theatlantic.com/education/archive/2017/04/racist-math-education/524199/?utm_source=twb

GRANTS AND AWARDS

A. Extramural Grants and Awards, funded

- 2017–2018 “Tracing Equity Discourses in Mathematics Education,” National Academy of Education/The Spencer Foundation Postdoctoral Fellowship; \$70,000
- 2020 “A Study of Black Families’ Responses to COVID in the Support of Mathematics Learning,” Center for Social Solutions and Poverty Solutions, University of Michigan, with Drs. Maisie L. Gholson and Danny Bernard Martin; \$50,000 (all graduate student and research support)

B. Internal Grants and Awards, funded

- 2022–2023 Vilas Life Cycle Professorship, University of Wisconsin-Madison School of Engineering; \$40,000

2018–2020 “Mobilizing Youth Voices for Racial Justice,” University of Wisconsin-Madison School of Education Grand Challenges Transform Grant, with Drs. Kendra Alexander, Bianca Baldrige, and John Diamond; \$255,000