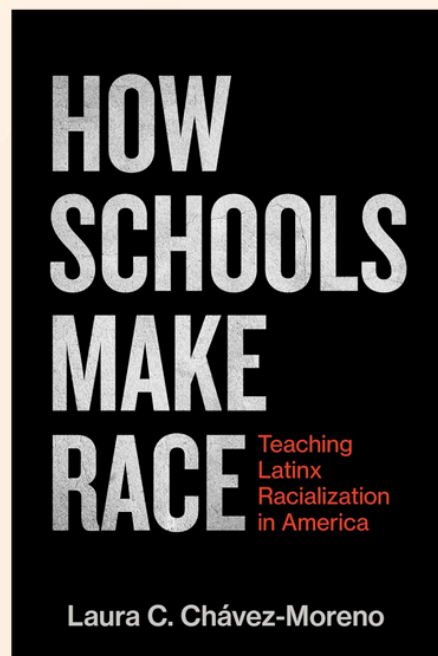




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BIOGRAPHY

Laura C. Chávez-Moreno is an award-winning researcher, qualitative social scientist, and assistant professor at the University of California, Los Angeles, in the Departments of Chicana/o and Central American Studies and Education. She received her PhD from the University of Wisconsin-Madison School of Education in Curriculum and Instruction.

Prof. Chávez-Moreno researches, writes, and teaches about Chicanx/Latinx education. She works at the intersection of education, pedagogy, language, literacy, and ethnic studies, particularly Chicanx/Latinx Studies. Her research has been published in top-tier journals such as *Review of Educational Research*, *Educational Researcher*, *American Educational Research Journal*, *Research in the Teaching of English*, and *Journal of Teacher Education*.

Dr. Chávez-Moreno's research has been recognized with multiple awards, including from the American Educational Research Association (AERA) Division G Social Contexts in Education; AERA Latinx Research Issues Special Interest Group (SIG); AERA Bilingual Education Research SIG; American Association of Hispanics in Higher Education; and National Association of Bilingual Education. Notably, she was a fellow of the 2020–2022 cohort of NCTE Research Foundation's Cultivating New Voices among Scholars of Color, and she was awarded a 2022 National Academy of Education/Spencer Foundation Postdoctoral Fellowship. Most recently the National Council for Teachers of English awarded the 2023 Alan C. Purves Award to her article in *Research in the Teaching of English*, "The continuum of racial literacies: Teacher practices countering whitestream bilingual education."

Prof. Chávez-Moreno is sought after as a speaker by school districts, university organizations, and teacher preparation programs. She draws from her research and extensive teaching experience across a variety of educational levels—including elementary, secondary, tertiary, teacher education, and older-adult education. She served as a high school teacher of Spanish in the Philadelphia Public School District for five years, wrote district curriculum, and served on boards of community organizations. She is deeply committed to mentorship, emphasizing support for students from underrepresented backgrounds and/or those dedicated to social justice causes. Among her many service activities, she has mentored undergraduate and graduate students through several organizations, including the Hispanic Scholarship Fund. She grew up in Douglas, Arizona, and Agua Prieta, Sonora, México.

HOW SCHOOLS MAKE RACE

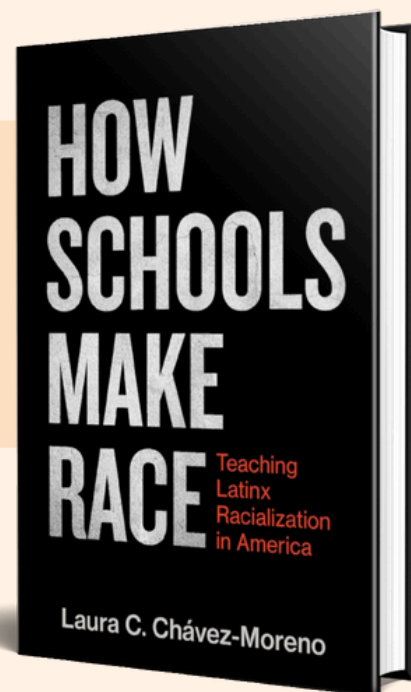
TEACHING LATINX RACIALIZATION IN AMERICA

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An investigation into how schooling can enhance and hinder critical-racial consciousness through the making of the Latinx racialized group.

In *How Schools Make Race*, Laura C. Chávez-Moreno uncovers the process through which schools implicitly and explicitly shape their students' concept of race and the often unintentional consequences of this on educational equity. Chávez-Moreno sheds light on how the complex interactions among educational practices, policies, pedagogy, language, and societal ideas interplay to form, reinforce, and blur the boundaries of racialized groups, a dynamic which creates contradictions in classrooms and communities committed to antiracism.

In this provocative book, Chávez-Moreno urges readers to rethink race, to reconceptualize Latinx as a racialized group, and to pay attention to how schools construct Latinidad (a concept about Latinx experience and identity) in relation to Blackness, Indigeneity, Asianness, and Whiteness. The work explores, as an example, how Spanish-English bilingual education programs engage in race-making work. It also illuminates how schools can offer ambitious teachings to raise their students' critical consciousness about race and racialization.

Ultimately, Chávez-Moreno's groundbreaking work makes clear that understanding how our schools teach about racialized groups is crucial to understanding how our society thinks about race and offers solutions to racial inequities. The book invites educators and scholars to embrace ambitious teaching about the ambivalence of race so that teachers and students are prepared to interrogate racist ideas and act toward just outcomes.