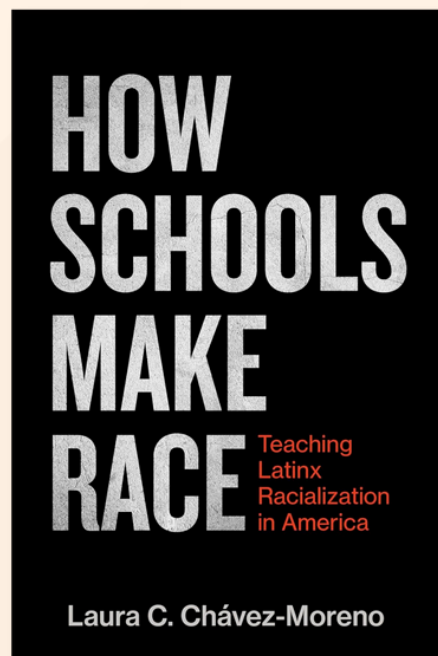




# LAURA CHÁVEZ-MORENO

*AUTHOR | PROFESSOR*



# MEDIA KIT

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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

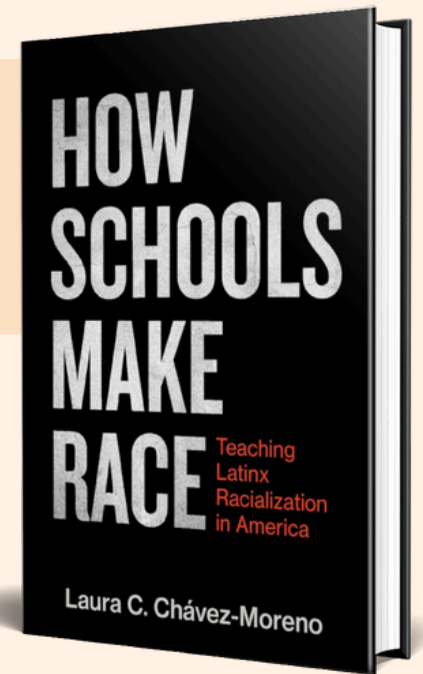
## TEACHING LATINX RACIALIZATION IN AMERICA

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### PRAISES FOR *HOW SCHOOLS MAKE RACE*

“In *How Schools Make Race*, Chávez-Moreno moves past the Black-White binary that limits our understanding of how racialization occurs within every minoritized group. This project is a powerful example of how intersectionality can operate and create complex and critical notions of identity that include race, ethnicity, language, class, gender, and other identity markers. This book is an important corrective for schools and communities coming to grips with ‘diversity’ in its many forms.” —**Gloria Ladson-Billings, professor emerita, University of Wisconsin, and past president, National Academy of Education**

“Conceptualizing Latinx experience is complex because it is wedged between culture and race. *How Schools Make Race* provides a compelling history of Latinx double colonization that challenges cultural essentialisms, including the common-held assumption that speaking Spanish is a prerequisite to group membership. Instead, Chávez-Moreno powerfully centers racialization as the shared experience of Latinx students in US society and schools. CRT, LatCrit, and antiracist educators will find this book indispensable.” —**Zeus Leonardo, professor of education, UC Berkeley, and author of “Race Frameworks: A Multidimensional Theory of Racism and Education”**

“An illuminating account of the ways that bilingual education programs produce ideas about race and Latinidad. Chávez-Moreno pays deep respect to the origins and aspirations of these programs, while taking seriously the contradictory terrain they navigate. A model study of racial formation.” —**Daniel Martinez HoSang, professor of American studies, Yale University**

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How do schools make us think about race? And where does Latinx fit in?

In *How Schools Make Race*, Laura Chávez-Moreno, a researcher and former public school teacher, shows how schools play a pivotal role in shaping the concept of race and racialized groups.

In this talk, she tells the story of how the teachers and students in a racially diverse Spanish-English bilingual education program grappled with conflicting ideas about race and about the Latinx category.

Chávez-Moreno challenges us to reconsider what makes race and invites us to see Latinx as a racialized group. Her research reveals why this shift matters—because how we think about race affects whether our schools can provide youth with an education that challenges racist ideas.