

**DANIEL G. SOLORZANO**

Professor of Education  
Division of Social Science and Comparative Education  
Education Department  
Graduate School of Education & Information Studies  
University of California, Los Angeles

**May 2019**

**EDUCATION**

1986	<b>Doctor of Philosophy</b> Sociology of Education	Claremont Graduate School
1983	<b>Master of Arts</b> Educational Policy	Claremont Graduate School
1974	<b>Master of Education</b> Urban/Multicultural Education	Loyola Marymount University
1972	<b>Bachelor of Arts</b> Sociology/Chicano Studies	Loyola University of Los Angeles

**POSTDOCTORAL TRAINING**

1987-1988	<b>Postdoctoral Fellowship in Sociology</b> Ford Foundation/National Research Council
1986-1987	<b>Postdoctoral Fellowship in Social Policy</b> Educational Testing Service
1985-1986	<b>Postdoctoral Fellowship in Educational and Family Policy</b> The Tomas Rivera Center for Policy Studies

**PROFESSIONAL EXPERIENCE**

2015- Present	<b>Director</b> Center for Critical Race Studies in Education at UCLA Graduate School of Education & Information Studies University of California, Los Angeles
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- 2002-  
Present      **Professor**  
Division of Social Sciences & Comparative Education  
Education Department  
Graduate School of Education & Information Studies  
University of California, Los Angeles
- 2002-  
Present      **Professor (Joint Appointment-0%)**  
Chicana and Chicano Studies Department  
University of California, Los Angeles
- 2014-2015    **Associate Dean for Equity & Diversity**  
Graduate School of Education & Information Studies  
University of California, Los Angeles
- 2008-2015    **Director**  
UC/ACCORD (All Campus Consortia on Research on Diversity)  
University of California  
Multi-campus Research Unit (MRU)
- 2010-  
Present      **Professor (Affiliated Faculty)**  
Critical Race Studies Program  
School of Law  
University of California, Los Angeles
- 2007-2016    **Professor (Affiliated Faculty)**  
Department of Gender Studies  
University of California, Los Angeles
- 2004-2007    **Associate Director**  
Chicano Studies Research Center  
University of California, Los Angeles
- 2001-2008    **Associate Director**  
UC/ACCORD (All Campus Consortia on Research on Diversity)  
University of California  
Multi-campus Research Unit (MRU)
- 2001-2004    **Department Chair**  
Department of Education  
Graduate School of Education & Information Studies  
University of California, Los Angeles

- 1996-2002 **Associate Professor**  
Division of Social Sciences & Comparative Education  
Education Department  
Graduate School of Education & Information Studies  
University of California, Los Angeles
- 1990-2003 **Affiliated Assistant, Associate & Professor (0%)**  
Cesar Chavez Center for Chicana and Chicano Studies  
University of California, Los Angeles
- 1997-2000 **Division Head**  
Division of Social Sciences & Comparative Education  
Graduate School of Education & Information Studies  
University of California, Los Angeles
- 1990-1996 **Assistant Professor**  
Division of Social Sciences & Comparative Education  
Education Department  
Graduate School of Education & Information Studies  
University of California, Los Angeles
- 1988-1990 **Assistant Professor**  
Sociology Department  
California State University, Bakersfield
- 1972-1973 **High School Social Science Teacher**  
Los Angeles County Central Juvenile Hall

**FELLOWSHIPS/SCHOLARSHIPS/AWARDS**

- 2019 **AERA Distinguished Lecture**  
American Education Research Association Annual Meeting
- 2017 **Revolutionary Mentorship Award**  
Critical Educators for Social Justice Special Interest Group  
American Education Research Association
- 2014 **Fellow**  
American Education Research Association

- 2013 **Mildred Garcia Senior Exemplary Scholarship Award**  
Association for Studies in Higher Education—Council on Ethnic Participation
- 2012 **Derrick A. Bell Legacy Award**  
Critical Race Studies in Education Association
- 2012 **Social Justice in Education Award and Lecture**  
American Education Research Association
- 2012 **40<sup>th</sup> Anniversary Faculty Recognition Award**  
Academic Advancement Program  
University of California, Los Angeles
- 2011 **Carlos J. Vallejo Memorial Award and Lecture for Lifetime Scholarship**  
Multicultural/Multiethnic Education Special Interest Group  
American Education Research Association
- 2010 **McNair Faculty Mentor of the Year Award**  
McNair Scholars Program  
University of California, Los Angeles
- 2007-2008 **Distinguished Teaching Award**  
University-Wide Award in Graduate Teaching  
University of California, Los Angeles
- 2006-2007 **Distinguished Teaching Award**  
Education Department  
Graduate School of Education & Information Studies  
University of California, Los Angeles
- 2004 **Casanova Distinguished Alumni Lecture**  
Claremont Graduate University  
School of Educational Studies
- 1997 **Social Justice Fellow**  
UCLA Graduate School of Education  
Teacher Education Program
- 1994-1995 **Faculty Career Development Award**  
University of California, Los Angeles

- 1991-1992 **Faculty Career Development Award**  
University of California, Los Angeles
- 1990-1991 **University Research Council Award**  
California State University, Bakersfield
- 1989-1990 **Affirmative Action Faculty Development Award**  
California State University, Bakersfield
- 1989-1990 **University Research Council Award**  
California State University, Bakersfield
- 1988-1989 **University Research Council Award**  
California State University, Bakersfield
- 1987-88 **Postdoctoral Fellowship in Sociology**  
Ford Foundation/National Research Council
- 1986-1987 **Postdoctoral Fellowship in Social Policy**  
Educational Testing Service
- 1986 **The Peter Lincoln Spencer Award**  
Outstanding Dissertation in Education  
Claremont Graduate School
- 1985-1986 **Postdoctoral Fellowship in Educational and Family Policy**  
The Tomas Rivera Center for Policy Studies
- 1985 **Predocctoral Fellowship in Educational Policy**  
The Tomas Rivera Center for Policy Studies
- 1984-1985 **National Hispanic Scholarship**
- 1980-1981 **General Telephone Independent Colleges Scholarship**
- 1979-1981 **Doctoral Fellowship in Early Childhood Development of the Spanish Speaking Child**  
National Council of La Raza
- 1979-1981 **Claremont Graduate School University Fellowship**

## PUBLICATIONS

### Refereed Articles: Published or In Press

1. **Solorzano, D.**, Perez Huber, L., & Huber-Verjan, L. (In-Press). "Theorizing Racial Microaffirmations as a Response to Racial Microaggressions: Counterstories Across Three Generations of Critical Race Scholars." Seattle Journal for Social Justice.
2. Perez Huber, L., Gonzalez, L. & **Solorzano, D.** (2018). "Considerations for Using Critical Race Theory and Critical Content Analysis: A Research Note." Understanding and Dismantling Privilege, 8, 9-26.
3. Perez Huber, L. & **Solorzano, D.** (2018). "Teaching Racial Microaggressions: Implications of Critical Race Hypos for Social Work." Journal of Ethnic & Cultural Diversity in Social Work, 27, 54-71.
4. Perez Huber, L., Velez, V. & **Solorzano, D.** (2017). "More than 'Papelitos': A QuantCrit Counterstory to Critique Latina/o Degree Value and Occupational Prestige." Race, Ethnicity, and Education, 21, 208-230.
5. Covarrubias, A., Nava, P., Lara, A., Burciaga, R., Velez, V. & **Solorzano, D.** (2017). "Critical Race Quantitative Intersections: A *Testimonio* Analysis." Race, Ethnicity, and Education, 21, 253-273.
6. Jain, D., Lucero, I., Bernal, S., Herrera, A., & **Solorzano, D.** (2017). "Developing Transfer Pride: An Exploration of Critical Race Pedagogy and the Summer Transfer Enrichment Program." Community College Review, 45, 171-189.
7. **Solorzano, D.** & Velez, V. (2016). "Using Critical Race Spatial Analysis to Examine the Du Boisian Color-Line Along the Alameda Corridor in Southern California." Whittier Law Review, 37, 423-437.
8. Jain, D., Bernal, S., Herrera, A., Lucero, I. & **Solorzano, D.** (2016). "Toward a Critical Race Perspective of Transfer: An Exploration of a Transfer Receptive Culture." Community College Journal of Research and Practice, 40, 1013–1024.
9. Perez Huber, L. & **Solorzano, D.** (2015). "Visualizing Everyday Racism: Critical Race Theory, Visual Microaggressions, and the Historical Image of Mexican Banditry." Qualitative Inquiry, 21, 223-238.
10. Perez Huber, L. & **Solorzano, D.** (2015). "Racial Microaggressions as a Tool for Critical Race Research." Race, Ethnicity, and Education, 18, 297-320.
11. Acevedo-Gil, N, Santos, R., Alonso, L., & **Solorzano, D.** (2015). "Latinas/os in Community College Developmental Education: Increasing Moments of Academic and Interpersonal Validation." Journal of Hispanic Higher Education, 14, 101–127.

12. Kohli, R. & **Solorzano, D.** (2012). "Teachers, Please Learn Our Names!: Racial Microaggressions and the K-12 Classroom." Race, Ethnicity, and Education, 15, 441-462.
13. Jain, D., Herrera, A., Bernal, S., & **Solorzano, D.** (2011). "Critical Race Theory and the Transfer Function: Introducing a Transfer Receptive Culture." Community College Journal of Research and Practice, 35, 252-266.
14. Datnow, A., **Solorzano, D.**, Watford, T., & Park, V. (2010). "Mapping the Terrain: The State of Knowledge Regarding Low-Income Youth Access to Postsecondary Education." Journal of Education for Students Placed at Risk (JESPAR), 15, 1-8.
15. Yosso, T., Ceja, M., Smith, W. & **Solorzano, D.** (2009). "Critical Race Theory, Racial Microaggressions, and Campus Racial Climate for Latina/o Undergraduates." Harvard Educational Review, 79, 659-690.
16. Perez Huber, L., Benavides, C., Malagon, M., Velez, V. & **Solorzano, D.** (2008). "Getting Beyond the 'Symptom,' Acknowledging the 'Disease': Theorizing Racist Nativism." Contemporary Justice Review, 11, 39-51.
17. Velez, V., Perez Huber, L., Benavides, C., de la Luz, A. & **Solorzano, D.** (2008). "Battling for Human rights and Social Justice: A Latina/o Critical Race Analysis of Latina/o Student Youth Activism in the Wake of 2006 Anti-Immigrant Sentiment." Social Justice, 35, 7-27.
18. Smith, W., Yosso, T. & **Solorzano, D.** (2007). "Racial Primes and Black Misandry on Historically White Campuses: Toward Critical Race Accountability in Educational Administration." Educational Administration Quarterly, 43, 559-585.
19. Nunez, A., McDonough, P, Ceja, M. & **Solorzano, D.** (2007). "Diversity Within: Latino College Choice and Ethnic Comparisons." Social Forces, 86, 561-575.
20. **Solorzano, D.**, Villalpando, O., & Oseguera, L. (2005). "Educational Inequities and Latina/o Undergraduate Students in the United States: A Critical Race Analysis of Their Educational Progress." Journal of Hispanic Higher Education, 4, 272-294.
21. Yosso, T., Parker, L., **Solorzano, D.** & Lynn, M. (2004). "From Jim Crow to Affirmative Action and Back Again: A Critical Race Discussion of Racialized Rationales to Affirmative Action." Review of Research in Education, 28, 1-25.
22. **Solorzano, D.** & Ornelas, A. (2004). "A Critical Race Analysis of Latina/o and African American Advance Placement Enrollment in Public High Schools." High School Journal, 87, 15-26.
23. Ornelas, A. & **Solorzano, D.** (2004). "The Transfer Condition of Latina/o Community College Students in California: Policy Recommendations and Solutions." Community College Journal of Research and Practice, 28, 233-248.

24. Teranishi, R., Allen, W. & **Solorzano, D.** (2004). "Opportunity at the Crossroads: Racial Inequality, School Segregation, and Higher Education in California." Teachers College Record, 106, 2224-2245.
25. **Solorzano, D.**, Allen, W., & Carroll, G. (2002). "Keeping Race in Place: A Case Study of Racial Microaggressions and Campus Racial Climate at the University of California, Berkeley." UCLA Chicano/Latino Law Review, 23, 15-111.
26. **Solorzano, D.** & Ornelas, A. (2002). "A Critical Race Analysis of Advance Placement Classes: A Case of Educational Inequalities." Journal of Latinos and Education, 1, 215-229.
27. **Solorzano, D.** & Yosso, T. (2002). "A Critical Race Counterstory of Race, Racism, and Affirmative Action." Equity and Excellence in Education, 35, 155-168.
28. **Solorzano, D.** & Yosso, T. (2002). "Critical Race Methodology: Counterstorytelling as an Analytical Framework for Education Research." Qualitative Inquiry, 8, 23-44.
29. Smith-Maddox, R. & **Solorzano, D.** (2002). "Using Critical Race Theory, Freire Problem Posing Method, and Case Study Research to Confront Race and Racism in Education." Qualitative Inquiry, 8, 66-84.
30. Lynn, M., Yosso, T., **Solorzano, D.**, & Parker, L. (2002). "Critical Race Theory and Education: Qualitative Research in the New Millennium." Qualitative Inquiry, 8, 3-6.
31. **Solorzano, D.** & Yosso, T. (2001). "Critical Race and LatCrit Theory and Method: Counterstorytelling Chicana and Chicano Graduate School Experiences." International Journal of Qualitative Studies in Education, 14, 471-495.
32. **Solorzano, D.** & Yosso, T. (2001). "Maintaining Social Justice Hopes within Academic Realities: A Freirean Approach to Critical Race/LatCrit Pedagogy." Denver Law Review, 78, 595-621.
33. **Solorzano, D.** & Delgado Bernal, D. (2001). "Examining Transformational Resistance Through a Critical Race and LatCrit Theory Framework: Chicana and Chicano Students in an Urban Context." Urban Education, 36, 308-342.
34. **Solorzano, D.** & Yosso, T. (2001). "From Racial Stereotyping and Deficit Discourse Toward a Critical Race Theory of Teacher Education." Multicultural Education, 9, 2-8.
35. Allen, W. & **Solorzano, D.** (2001). "Affirmative Action, Educational Equity and Campus Racial Climate: A Case Study of the University of Michigan Law School." UC Berkeley La Raza Law Journal, 12, 237-363.
36. **Solorzano, D.**, Ceja, M. & Yosso, T. (2000). "Critical Race Theory, Racial Microaggressions and Campus Racial Climate: The Experiences of African American College Students." Journal of Negro Education, 69, 60-73.



37. Solorzano, R. & **Solorzano, D.** (1999). "Beginning Teacher Standards: Impact on Second-Language Learners and Implications for Teacher Education." Teacher Education Quarterly *26*, 37-70.
38. **Solorzano, D.** (1998). "Critical Race Theory, Racial and Gender Microaggressions, and the Experiences of Chicana and Chicano Scholars." International Journal of Qualitative Studies in Education *11*, 121-136.
39. **Solorzano, D.** (1997). "Images and Words That Wound: Critical Race Theory, Racial Stereotyping, and Teacher Education." Teacher Education Quarterly, *24*, 5-19.
40. **Solorzano, D.** & Delgado Bernal, D. (1997). "Academic Language and Chicana/o Activist Scholars: Balancing the Academy and Community One Hopes to Serve." International Journal of Educational Reform, *6*, 226-231.
41. **Solorzano, D.** (1996). "A Talent Development Approach to Determining the Goals of a University Minority Retention Program." Studies in Educational Evaluation, *22*, 245-261.
42. **Solorzano, D.** & Solorzano, R. (1995). "The Chicano Educational Experience: A Proposed Framework for Effective Schools in Chicano Communities." Educational Policy, *9*, 293-314.
43. **Solorzano, D.** (1995). "The Doctorate Production and Baccalaureate Origins of African Americans in the Sciences and Engineering." Journal of Negro Education, *64*, 15-32.
44. **Solorzano, D.** (1995). "The Baccalaureate Origins of Chicana and Chicano Doctorates in the Social Sciences." Hispanic Journal of Behavioral Sciences, *17*, 3-32.
45. **Solorzano, D.** (1994). "The Baccalaureate Origins of Chicana and Chicano Doctorates in the Physical, Life, and Engineering Sciences: 1980-1990." Journal of Women and Minorities in Science and Engineering, *1*, 253-272.
46. **Solorzano, D.** (1992). "An Exploratory Analysis of the Effect of Race, Class, and Gender on Student and Parent Mobility Aspirations." Journal of Negro Education, *61*, 30-44.
47. **Solorzano, D.** (1992). "Chicano Mobility Aspirations: A Theoretical and Empirical Note." Latino Studies Journal, *3*, 48-66.
48. **Solorzano, D.** (1991). "Mobility Aspirations Among Racial Minorities, Controlling For SES." Sociology and Social Research, *75*, 182-188.
49. **Solorzano, D.** (1989). "Teaching and Social Change: Reflections on a Freirean Approach in a College Classroom." Teaching Sociology, *17*, 218-225.

#### **Refereed Journal Special Issues Co-Editor**

1. Datnow, A., **Solorzano, D.**, Watford, T., & Park, V. (Eds.). (2010). Special Issue: Pathways to Postsecondary Education and Beyond: Maximizing Opportunities for Youth in Poverty. Journal of Education for Students Placed at Risk (JESPAR), *15*, 1-215.

2. Lynn, M., Yosso, T., **Solorzano, D.**, & Parker, L. (Eds.). (2002). Special Issue: Critical Race Theory and Qualitative Research. Qualitative Inquiry, 8, 1-126.

### **Edited Books: Published**

1. Mares Tamayo, M. & **Solorzano, D.** (eds.). (2018). The Chicana/o Education Pipeline: History, Institutional Critique, and Resistance. Los Angeles, CA: UCLA Chicano Studies Research Center Press.

### **Book Chapters: Published and In Press**

1. Itzé Flores, A., Gaxiola Serrano, T., and **Solórzano, D.** (In Press). "Critical Race Theory, Racial Stratification in Education, and Public Health." In C. Ford, D. Griffith, M. Bruce, and K. Gilbert (eds), Racism: Science & Tools for the Public Health Professional. Washington, DC: APHA Press.
2. **Solorzano, D.** (In Press). "How I Came to Work in the Field of Racial Microaggressions: A Critical Race Theory Journey from Marginality to Microaggressions." In A. Dixson (ed.), Condition or a Process?: Researching Race in Education. Washington, DC: American Education Research Association.
3. Covarrubias, A., Nava, P., Lara, A., Burciaga, R., & **Solorzano, D.** (2019). "Expanding Educational Pipelines: Critical Race Quantitative Intersectionality as Transactional Methodology." In J. DeCuir-Gunby, T. Chapman, & P. Schutz (eds.), Understanding Critical Race Research Methods: Lessons From the Field (pp. 138-149). New York: Routledge.
4. Velez, V. & **Solorzano, D.** (2019). "Critical Race Cartographies: Exploring Map-Making as Anti-Racist Praxis." In J. DeCuir-Gunby, T. Chapman, & P. Schutz (eds.), Understanding Critical Race Research Methods: Lessons From the Field (pp. 150-165). New York: Routledge.
5. **Solorzano, D.** (2018). "Why Racial Microaggressions Matter? How I Came to Answer that Question and Why I Do the Work I Do." In L. Perna (ed.), Taking it to the Streets: The Role of Scholarship in Advocacy and Advocacy in Scholarship (pp. 92-99). Baltimore, MD: Johns Hopkins University Press.
6. Gaxiola Serrano, T. & **Solorzano, D.** (2018). "The Role of Interest Convergence in California's Education: Community Colleges, Latinas/os and the State's Future." In A. De Los Santos, G., Keller, R. Tannenbaum, & A. Acereda (eds.), Hispanic Students Move Forward: Assessment, Development, and Achievement (pp. 117-140). Albany, NY: State University of New York Press.

7. Giraldo, L., Huerta, A., & **Solorzano, D.** (2018). "From Incarceration to Community College: Funds of Knowledge, Community Cultural Wealth, and Critical Race Theory." In J. Marquez Kiyama & C. Rios-Aguilar (eds.), Funds of Knowledge in Higher Education: Honoring Students' Cultural Experiences and Resources as Strength (pp. 48-65). New York: Routledge.
8. Velez, V. & **Solorzano, D.** (2017). "Critical Race Spatial Analysis: Conceptualizing GIS as a Tool for Critical Race Research in Education." In D. Morrison, S. Annamma, & D. Jackson, Critical Race Spatial Analysis: Mapping to Understand and Address Educational Inequity (8-31). Sterling, VA: Stylus.
9. **Solorzano, D.** & Velez, V. (2017). "Using Critical Race Spatial Analysis to Examine Redlining in Southern California Communities of Color—Circa 1939." In D. Morrison, S. Annamma, & D. Jackson, Critical Race Spatial Analysis: Mapping to Understand and Address Educational Inequity (pp. 91-108). Sterling, VA: Stylus.
10. **Solorzano, D.** (2016). "A Critical Race Examination of *McLaurin v. Oklahoma*: How Derrick Bell Helped Me Understand George McLaurin's Seat." In G. Ladson Billings & W. Tate (eds.), "Covenant Keeper": Derrick Bell's Enduring Educational Legacy (pp. 39-55). New York: Peter Lang.
11. Jain, D. & **Solorzano, D.** (2014). "A Critical Race Journey of Mentoring." In C. Turner & J. Gonzalez (Eds.), Modeling Mentoring Across Race/Ethnicity and Gender: Practices to Cultivate the Next Generation of Diverse Faculty (pp. 125-142). Sterling, VA: Stylus Publishing.
12. Ochoa, V., Benavides Lopez, C. & **Solorzano, D.** (2013). "Toward a Critical Race Case Pedagogy: A Tool for Social Justice Educators." In J. Donner and A. Dixson (Eds.), The Resegregation of Schools: Education and Race in the Twenty-First Century (pp. 194-212). New York: Routledge.
13. Ledesma, M. & **Solorzano, D.** (2013). "Naming Their Pain: How Everyday Microaggressions Impact Students and Teachers." In D. Carter Andrews and F. Tuitt (Eds.), Contesting the Myth of a 'Post Racial' Era: The Continued Significance of Race in U.S. Education (pp. 112-127). New York: Peter Lang.
14. **Solorzano, D.** (2013). "Critical Race Theory's Intellectual Roots: My Email Epistolary with Derrick Bell." In M. Lynn & A. Dixson, (Eds.), Critical Race Theory in Education Handbook (pp. 48-68). New York: Routledge.
15. **Solorzano, D.** & Yosso, T. (2012). "From Racial Stereotyping and Deficit Discourse Toward a Critical Race Theory of Teacher Education." In C. Grant & T. Chapman (Eds.), History of Multicultural Education, Vol. 2, Foundations and Stratification, (pp. 117-130). New York: Routledge. (Reprint of the 2001 Multicultural Education article).

16. Smith, W., Yosso, T., & **Solorzano, D.** (2011). "Challenging Racial Battle Fatigue on Historically White Campuses: A Critical Race Examination of Race-Related Stress." In S. Harper & S. Hurtado (Eds.), Racial and Ethnic Diversity in Higher Education (Chapter 47, pp. 845-860). Boston, MA: Pearson. (Reprint of the 2006 chapter in Faculty of Color Teaching in Predominantly White Colleges and Universities).
17. **Solorzano, D.**, Ceja, M. & Yosso, T. (2011). "Critical Race Theory, Racial Microaggressions and Campus Racial Climate: The Experiences of African American College Students." In S. Harper & S. Hurtado (Eds.), Racial and Ethnic Diversity in Higher Education (Chapter 48, pp. 861-874). Boston, MA: Pearson. (Reprint of the 2000 Journal of Negro Education article).
18. Perez Huber, L., Benavides, C., Malagon, M., Velez, V. & **Solorzano, D.** (2011). "Getting Beyond the 'Symptom,' Acknowledging the 'Disease': Theorizing Racist Nativism." In S. Harper & S. Hurtado (Eds.), Racial and Ethnic Diversity in Higher Education (Chapter 53, pp. 925-936). Boston, MA: Pearson. (Reprint of the 2008 Contemporary Justice Review article).
19. Smith, W., Yosso, T., & **Solorzano, D.** (2011). "Challenging Racial Battle Fatigue on Historically White Campuses: A Critical Race Examination of Race-Related Stress." In R. D. Coates (Ed.), Covert Racism: Theories, Institutions and Experiences (pp. 211-237). Boston, MA: Brill Publishing. (Reprint of the 2006 chapter in Faculty of Color Teaching in Predominantly White Colleges and Universities).
20. Kohli, R. & **Solorzano, D.** (2011). "Black and Brown High School Student Activism." In L. Urrieta & Revilla, A. (Eds.), Marching Students: Chicana/o Identity and the Politics of Education 1968 and the Present (pp. 131-147). Reno, NV: University of Nevada Press.
21. Burciaga, R., Pérez Huber, L. & **Solorzano, D.** (2010). "Going Back to the Headwaters: Examining Latina/o Educational Attainment and Achievement through a Framework of Hope." In E. Murillo, S. Villenas, R. Galván, J. Muñoz, C. Martínez, & M. Machado-Casas (Eds.), Handbook of Latinos and Education: Theory, Research, and Practice (pp. 422-437). New York: Routledge.
22. **Solorzano, D.** (2009). "Forward." We ARE Americans: Undocumented Students Pursuing the American Dream, by William Pérez. Sterling, VA: Stylus Publishing.
23. Ornelas, A. & **Solorzano, D.** (2009). "Reaffirming Affirmative Action: An Equal Opportunity Analysis of Advance Placement Courses and University Admissions." In R. Gutierrez and P. Zavella (Eds.), Mexicans in California: Transformations and Challenges (pp. 77-93). Champaign-Urbana, IL: University of Illinois Press.
24. **Solorzano, D.** & Yosso, T. (2009). "Critical Race Methodology: Counterstorytelling as an Analytical Framework for Education Research." In E. Taylor, D. Gillborn, and G. Ladson-Billings (Eds.), Foundations of Critical Race Theory in Education (pp. 131-147). New York: Routledge. (Reprint of the 2002 Qualitative Inquiry article).

25. Nunez, A., McDonough, P, Ceja, M. & **Solorzano, D.** (2008). "Diversity Within: Latino College Choice and Ethnic Comparisons." In C. Gallagher (Ed.), *Racism in Post-Race America: New Theories, New Directions* (pp. 267-281). Chapel Hill, NC: Social Forces Publishing. (Reprint of the 2007 Social Forces article).
26. Smith, W., Yosso, T., & **Solorzano, D.** (2006). "Challenging Racial Battle Fatigue on Historically White Campuses: A Critical Race Examination of Race-Related Stress." In C. A. Stanley (Ed.), Faculty of Color Teaching in Predominantly White Colleges and Universities (pp. 299-327). Bolton, MA: Anker Publishing.
27. Watford, T., Rivas, M., Burciaga, R., & **Solorzano, D.** (2006). "Latinas and the Doctorate: The 'Status' of Attainment and Experiences from the Margin." In J. Castellanos, A. Gloria, & M. Kamimura (Eds.), The Latina/o Pathway to a Ph.D.: Abriendo Caminos (pp. 112-133). Madison: University of Wisconsin-Madison Press.
28. Yosso, T. & **Solorzano, D.** (2005). "Conceptualizing a Critical Race Theory in Sociology." In M. Romero and E. Margolis (Eds.), Blackwell Companion to Social Inequalities (pp. 117-146). London: Blackwell.
29. **Solorzano, D.** & Yosso, T. (2005). "Maintaining Social Justice Hopes within Academic Realities: A Freirean Approach to Critical Race/LatCrit Pedagogy." In Z. Leonardo (Ed.), Critical Pedagogy and Race (pp. 69-92). London: Blackwell. (Reprint of the 2001 Denver Law Review article).
30. Villalpando, O., & **Solorzano, D.** (2005). "The Role of Culture in College Preparation Programs: A Review of the Research Literature." In W. Tierney, Z. Corwin & J. Colyar (Eds.), Preparing for College: Nine Elements of Effective Outreach (pp, 13-28). Albany, NY: SUNY Press.
31. Yosso, T., Villalpando, O., Delgado Bernal, D., & **Solorzano, D.** (2004). "Critical Race Theory in Chicana/o Education." In, Kozuh, B., Kahn, R., & Kozlowska, A. (Eds.), Theory, Facts, and Interpretation in Educational and Social Research (pp. 105-116). Czestochowa, Poland.
32. **Solorzano, D.** & Yosso, T. (2004). "From Racial Stereotyping and Deficit Discourse Toward a Critical Race Theory of Teacher Education." In W. De la Torre, L. Rubalcalva, & B. Cabello (Eds.), Urban Education in America; A Critical Perspective, (pp. 67-81). Dubuque, IA: Kendall/Hunt. (Reprint of the 2001 Multicultural Education article).
33. **Solorzano, D.** & Yosso, T. (2003). "From Racial Stereotyping and Deficit Discourse Toward a Critical Race Theory of Teacher Education." In F. Shultz (Ed.), Annual Editions: Multicultural Education—03/04, (pp. 30-37). Guilford, CT: McGraw-Hill/Dushkin. (Reprint of the 2001 Multicultural Education article).
34. **Solorzano, D.** (2000). "Teaching and Social Change: Reflections on a Freirean Approach in a College Classroom." In I. Shor & C. Pari (Eds.), Education is Politics: Critical Teaching Across

- Differences, Postsecondary, (pp. 15-27). Portsmouth, NH: Heinemann-Boynton/Cook. (Reprint of the 1989 Teaching Sociology article).
35. **Solorzano, D.** & Yosso, T. (2000). "Toward a Critical Race Theory of Chicana and Chicano Education." In C. Tejeda, C. Martinez, and Z. Leonardo (Eds.), Demarcating the Border of Chicana(o)/Latina(o) Education (pp. 35-65). Cresskill, New Jersey: Hampton Press.
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### **TEACHING EXPERIENCE**

I have taught the following courses at Loyola Marymount University (LMU), Santa Monica College (SMC), East Los Angeles College (ELAC), California State University, Northridge (CSUN), Princeton University (PRIN), California State University, Bakersfield (CSUB), and UCLA between the years 1975 and 2019.

- Seminar in Critical Race Theory (UCLA)
- Critical Race and Gender Theories in Education (UCLA)
- Social and Educational Foundations of Diversity in Education (UCLA)
- Minority Education in Cross-Cultural Perspective (UCLA)
- Minority Issues in Education (UCLA)
- Seminar: The Chicano/Latino in Education (UCLA)
- The Mexican American and the Schools (UCLA)
- Research Design: Practicum (UCLA)
- MEChA* C.L.A.S.S.: Critical Thinking Skills (UCLA)
- MEChA Calmecac*: Chicana/o Student Retention (UCLA)
- Advanced Research Design and Analysis (CSUB)
- Perspectives in Sociology (CSUB)
- Race and Ethnic Relations (CSUB)
- Social Psychology of the Ghetto/Barrio (CSUB)

15. Mexican Americans in Contemporary Society (CSUB)
16. Seminar: The Chicano in U.S. Society (PRIN)
17. Sociology of the Chicano Community (SMC, LMU)
18. Sociology and Psychology of the Mexican American (ELAC)
19. Introduction to Chicano Studies (LMU)
20. Chicano Culture (CSUN)
21. An Introduction to Research in the Chicano Community (ELAC)
22. Scholastic and Personal Development (ELAC)
23. The Chicano in Contemporary U.S. Society (ELAC)
24. The Mexican American in the History of the U.S. (ELAC, CSUN)
25. An Analysis of Chicanos in the Mass Media (ELAC)
26. The Peoples and Cultures of Mexico (LMU)