

**Josué Ricardo López**  
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## **EDUCATION**

University of Connecticut Storrs

- **Ph.D.** in Curriculum and Instruction -Defense date: June 2020
  - Certificates: Race, Ethnicity & Politics
- **M.A.** in Curriculum and Instruction
  - Concentration: Bilingual and Multicultural Education

University of Massachusetts Amherst

- **B.A.** in Political Science and Legal Studies (double major)
  - Summa Cum Laude; Commonwealth Honors College, Greatest Distinction; Multidisciplinary Honors

## **SPECIALIZATIONS**

- Multilingual and Intercultural Education
- Race, Ethnicity & Politics
- Settler Colonialism and Indigeneity
- Transnational Mobility and Immigration
- Critical Race Theory

## **TEACHING EXPERIENCE**

### **University Instruction**

- Introduction to Latino/a Studies (Fall 2019) – University of Connecticut Storrs
- Urban Education (Spring 2019) – College of the Holy Cross
- Urban Education (Fall 2018) – College of the Holy Cross
- Multicultural Education (Fall 2017) – University of Connecticut Storrs

### **K-12 Instruction**

- 9-12 Spanish Teacher (Summer 2018) – UCAPP, Storrs, CT
- 9-12 ESOL Teacher (2015-2016) – Windham, CT
- 6-8 ESOL Teacher (2014 -2015) – Windham, CT
- Grade 2 Teacher (2013-2014) – Windham CT

### **Community Instruction**

- Community Tutor (2013-2018) – Windham, CT
- Bilingual Consultant (Summer 2016) – El Progreso, Honduras
- Director, Community Literacy Program (Summer 2015) – Willimantic, CT

## PUBLICATIONS

### Refereed Publications

López, J.R. (2019) "CRT and Immigration: Settler Colonialism, Foreign Indigeneity, and the Education of Racial Perception." *Maryland Law Journal for Race, Religion, Gender, and Class*.

López, J.R. (2019). "Political Clarity and the Limitations of Humanistic Violence in the U.S. K-12 Classroom." *International Journal of Qualitative Studies in Education*.

**López, J.R.** & Irizarry, J.G. (2019) "Somos pero no somos iguales: Unpacking Latinx Indigeneity and the implications for urban schools." *Urban Education*.

López, J.R. (2018). "El mundo anti-negro y los hip-hop blues: Los Rakas y J-Cole." *The Quiet Corner*.

### Accepted, Awaiting Publication

López, J.R. "Participatory Action Research in Education: A Fanonian Medicine of the People," *Philosophical Studies in Education*.

López, J.R. "What Exactly Are We Doing Here? Reflections on the Role of Critical Educational Studies?" *Critical Questions in Education*.

**López, J.R.** & Fernández, E. "You never know when you will see him again": Understanding the Intersectional Dimensions of Immigration, Indigeneity, and Language for Unaccompanied Indigenous Minors." *Journal of Cases in Educational Leadership*.

López, J.R. "(Re)Imagining Education for the Immortal Child: Why Theory in Education for Social Justice?" *Equity and Excellence in Education*.

López, J.R. "Memories and Migration in Misanthropic Times: Reflections through Ancestral Time." *Amplified Voices, Intersecting Identities*.

**López, J.R.** & Brazelton, B. "Spatial Control, Mobility Justice, and Education," in *Critical Understandings of Latinx and Global Education*. Eds. Yolanda Medina & Margarita Machado-Casas.

López, J.R. "Migrant Caravans and Luxemburg's Spontaneous Mass Strike," in *Creolizing Rosa Luxemburg*, Eds. Jane Anna Gordon & Drucilla Cornell.

### Under Review

López, J.R. "The Foreigner's Home and Transnational Mobility," *Philosophy and Global Affairs*.

Brazelton, B. & **López, J.R.** "Notes on Fugitivity and Education," *The Education Forum*.

López, J.R. "Written Struggle: Writing as Praxis through Freire and Fanon." *Taboo, Journal of*

*Culture and Education.*

### **Non-refereed Publications**

López, J.R. (June 2020). "Toward Creolizing Schooling," *Black Issues in Philosophy – American Philosophical Association.*

López, J.R. (September 2019). "Race and Social Responsibility: Revisiting the Autobiography of Malcolm X." *Neighbors Paper.*

López, J.R. (August 2018). "Teaching and Confronting Freedom (Part I)." *Neighbors Paper.*

López, J.R. (September 2018). "The Illusion of Neutrality and the Price of Choice (Part II)." *Neighbors Paper.*

### **Short Stories**

López, J.R. (2019). "No funcionó porque no funcionó." *Fósforo: Revista de inspiración hispánica.*

## **CONFERENCE PRESENTATIONS**

López, J.R. (2019) *CRT and Immigration: Settler Colonialism, 'Foreign' Indigeneity, and the Education of Racial Perception.* American Studies Educational Association. Baltimore, Maryland.

López, J.R. (2019) *Fanon on Participatory Action Research: A Medicine of the People.* Ohio Valley Philosophy of Education Society. Nashville, Indiana.

López, J.R. (2019) *Fanon on Participatory Action Research: A Medicine of the People.* Caribbean Philosophical Association. Providence, Rhode Island.

López, J.R. (2019) *Smash the Pillars! Decolonizing Public History and Memory.* Caribbean Philosophical Association. Providence, Rhode Island.

López, J.R. (2019) CRSEA. *Anti-Black Racism and the Coloniality of Being: Critical Race Theory in Latin America.* Los Angeles, CA.

López, J.R. (2019). *Immigration and Indigeneity: Continuity of Education Across Settler Borders.* Latin American Studies Association. Boston, MA.

López, J.R. (2018). *Hemispheric Sovereignty and 'Undocumented' Indigeneity.* Thinking Decolonization Hemispherically, Brown University Symposium. Providence, RI.

López, J.R. (2018). *Contemporary Colonized Intellectuals and False Revolutionary Leadership: Fanon, Freire, and the Liberation Paradox in Education.* Freire50. Columbia, SC.

- López, J.R. (2018). *The Politics of Humanity, Race, and Education: Critical Race Theory in Latin America*. Critical Race Studies in Education Association. Albuquerque, NM.
- López, J.R. (2018) *Somos pero no somos iguales: Unpacking Latinx Indigeneity and Implications for Urban Schools*, Critical Race Studies in Education Association. Albuquerque, NM.
- López, J.R. (2018) *Undocumented Indigeneity and Relationships to Land*, Settler Colonialism/Indigenous Political Thought and Practice Symposium. Storrs, CT.
- López, J.R. (2018). *A Case for Critical Race Theory in Latin America: Indigeneity, Latinidad, and Education*, Resistance and Postcolonial Perspectives. Kingston, Ontario, Canada.
- López J.R. (2017). *Indigeneity, CRT, and the Classroom: Education of Racial Perception and Solidarity with Indigenous Students*, Critical Race Studies in Education Association, Indianapolis, IN.
- López J.R.** & Corral (2017). *The Grind: The Intersection of Student-Athlete/Teacher Identity and the Acquisition of Capital*, Critical Race Studies in Education Association. Indianapolis, IN.
- López, J.R. (2017). *Beyond the Label: Seeking to Understand the Experiences of Newcomers in Public Schools*, Leadership in Diversity (LID). Storrs, CT.
- Corral, Charles-Harris, & **López** (2016). *StreetCred and Well Read: Demystifying the culture of success in the context of multicultural education*, National Association of Multicultural Educators. Cleveland, OH.
- López, J.R. (2016). *Un análisis comunitario para la integración de la DUDH en la educación formal e informal* (Spanish & English Presentations). Conferencia internacional de educación en derechos humanos. Santiago, Chile.

### GRANTS AND AWARDS

*William J. Fulbright Student Researcher Award*, Guatemala, 2019-2020  
*Excellence in Doctoral Studies*, UConn Storrs, Department of Curriculum and Instruction, 2018  
*Tinker Award*, Institute of Latina/o, Caribbean, and Latin American Studies, 2018  
*Tinker Award*, Institute of Latina/o, Caribbean, and Latin American Studies, 2017  
*Dean's Doctoral Scholar*, UConn Storrs, August 2016 to Present  
*Summa Cum Laude*, Univ of Mass. Amherst, May 2013  
*David C. Knapp Award*, Univ. of Mass. Amherst, March 2013  
*Paul and Lynn Hohenberger Scholarship*, Univ. of Mass. Amherst, March 2013  
*William F. Field Alumni Scholarship Recipient*, Univ. of Mass. Amherst, April 2012

## **SPEAKING EVENTS BY INVITATION**

*Pedagogy After Charlottesville*, Panelist, University of Connecticut Storrs, April 2018

*UConn Candlelight Vigil*, Speaker, University of Connecticut Storrs, August 2017

*Identity and Praxis*, University of Connecticut Storrs, October 2016

*Liberation versus Indoctrination*, Boston College, November 2015

*Literacy with Linguistically Diverse Students*, University of Connecticut Storrs, October 2015

*Sheltered Strategies for English Speakers*, Facilitator, Windham Middle School, March 2015

*Culturally and Linguistically Relevant Pedagogy*, Facilitator, Windham Public Schools, February 2015

*Culture and Diversity for Hartford Teens*, Facilitator, Hartford, CT, Summer 2014

*Public Hearings on Bilingual Education*, Oral and Written Testimony, Hartford, 2014-2016

*Connecticut Students Learning English Perform Poorly Compared to Nation*, Hartford Courant, December 2014

## **PROFESSIONAL ASSOCIATIONS**

- American Education Research Association
- Caribbean Philosophy Association
- Critical Race Studies in Education Association
- National Association of Multicultural Education

## **LANGUAGES**

Native Spanish and English speaker

## **REFERENCES**

Jason Irizarry, Ph.D.  
Department of Curriculum Instruction  
El Instituto: Latina/o, Caribbean, and Latin American Studies  
249 Glenbrook Road, Unit 3093  
Storrs, CT 06269  
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Lewis Gordon, Ph.D.  
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