

Annotated Bibliography
Critical Race Theory in Education
compiled by Courtney Carroll

This bibliography annotates the major entries and scholars within the field of Critical Race Theory (CRT) and its saliency within the United States education system. CRT contains a rich variety of perspectives by multiple scholars across a variety of postsecondary contexts to include legal scholars, sociologists, historians, and educators. Each entry provides a brief summary of the reference, how it contributes to the body of literature for CRT, and its application within the educational realm. The following articles, books, empirical studies, and scholarly works provide a holistic perspective on the educational inequalities within the American education system and its historical roots in the oppression of people of color. This bibliography was created to assist readers in cultivating their knowledge base of CRT within educational policy, leadership, and system effectiveness and expand their understanding of the complex, technical, and adaptive issues facing oppressed people(s). Moreover, this bibliography will help educational officials within the education system to develop an understanding of how to integrate CRT in the learning environment and bolster academic participation with underrepresented, marginalized, and privileged populations in K-20 education.

Allen, R. L. (2006). The race problem in the critical pedagogy community. In *Reinventing critical pedagogy: Widening the circle of anti-oppression education*, by Augusto R. C., p. 3-20. Lanham, MD: Rowman & Littlefield.

This chapter breaks down the common mistakes in the education community that are made around critical pedagogy and points out the common lack of diversity in conversations surrounding race. Allen is an associate professor in the Department of Language, Literacy, & Sociocultural Studies at University of New Mexico. Allen focuses on the theoretical and philosophical foundations of White identity politics. Allen is aware of the discrepancies in academia and acknowledges his own faults as a white educator. The chapter continues where Allen advocates for CRT, and explains common misconceptions surrounding CRT and education pedagogy. This source is incredibly helpful for those who have misunderstandings around CRT and dismiss the notion of white supremacy because Allen defines white supremacy through an institutional and worldview. This chapter does not go over the actual institutional racism in the United States, it simply describes the hegemony of white supremacy in academia. While defining CRT and explaining why it is often not used in critical pedagogy.

Aronson, B., & Meyers, L. (2020). Critical race theory and the teacher education curriculum: Challenging understandings of racism, whiteness, and white supremacy. *Whiteness and Education*, 1-26.

This is a study on preservice teachers' response to a class on critical race theory and the commonality of uncomfortableness with teaching CRT. Dr. Aronson is a qualitative researcher from the University of Miami Ohio who specializes in issues of critical social justice for both future and practicing educators. Dr. Meyers is a doctoral student and researcher whose focus(s) are black feminism, education, curriculum, culture, and sexuality studies. Aronson and Meyers start by pointing out the lack of diversity in K-12 education in the United States, they describe the harmful effects of this for students of color. Through their study, Aronson and Meyers found that being self-aware of their privileges, life experience, and their country's deeply rooted racism was the first step of understanding how to challenge white supremacy in their own classrooms as preservice teachers. Aronson and Meyers used their study to advocate for more classes for preservice teachers on CRT, critical whiteness studies, and how they can implement those into their classroom to create a more equitable and unbiased space for students. Unfortunately, this study was based solely on the reflections and observations of students in this one CRT course for preservice teachers. It did not show the growth or action of the preservice teachers in their own jobs. Though it did elaborate on previous studies who did analyze the teachers in action.

Bell, D. A. Jr. (1972). *Race, Racism and American Law*. Klawer Law.

This book is the first to examine race in America through a legal perspective and lays the foundation tenets of critical race theory, formally known as critical legal studies. Derrick Bell was an American lawyer, professor, and civil rights activist who codified analysis of critical race theory within the United States legal apparatus. As the architect for critical race theory, Bell contextualized the significance of critical race theory within society and its institutions. The book provides a historical critical analysis on the oppression of people of color, which was rooted in slavery. Bell uses the law to define the five critical rights of being an American, which are citizenship, housing, employment, education, and justice. This book is essential to understanding the linkage of racial inequality and critical race theory beyond a legal lens.

Bell, D. A. (1980). Brown v. Board of Education and the Interest-Convergence Dilemma. *Harvard Law Review*, 93(3), 518.

In this article, Derrick Bell critiques Herbert Wechsler's analysis of Brown v. Board of Education. Wechsler believes that there was a conflict of interest in the supreme court's decision, and that the rights of whites were violated. Bell argues that this was not the case, and that the political climate at the time made the integration of schools inevitable. Bell sheds light on how

national attention should focus on the improvement of all public schools and their curriculum regarding racial integration. Bell outlined that schools need a higher quality of education not just solely based on racial integration efforts. This essay is important to understanding the conflicting perspectives in enforcing *Brown v. Board of Education* and illuminated the need for critical race theory within education.

Brayboy, B. M. J. (2005). Toward a tribal critical race theory in education. *Urban Review*, 37, 425-446.

This scholarly article analyzes the relationship between Native Americans and the American government through the lens of critical race theory. The article pushes forth the term Tribal Critical Race Theory or TribalCrit created by Bryan McKinley Jones Brayboy. Brayboy is President's Professor in the School of Social Transformation at Arizona State University. TribalCrit uses elements of critical race theory to understand the limitations placed on Native Americans as a racial group. This article breaks down the common mistakes and misteachings that take place in higher education when attempting to provide perspective on Native Relations, and is helpful for understanding the perspective of Native people. TribalCrit has the potential to work as the theoretical and analytical lens that helps academics understand the education of American Indian students, teachers, and researchers, and addresses the cultural differences between them.

Brown, A. L. (2018). From Subhuman to Human Kind: Implicit Bias, Racial Memory, and Black Males in Schools and Society. *Peabody Journal of Education*, 93(1), 52-65.

This article describes the intersection of the history of Black males' treatment in America with their current treatment in the education system. Brown is a professor of curriculum and instruction in social studies education at University of Texas at Austin. Brown is a scholar in his field and his research includes the educational needs of African American Students. Brown describes the scientific and social history of Black men's treatment in the United States and how that relates to the unequal treatment they receive in schools through implicit bias. He lays out multiple theoretical concepts and studies that acknowledge the association of Black men and boys as being related to crime. This article sheds light on implicit bias on Black boys in the American education system and gives suggestions for curriculum and institutional changes to help improve their experiences. What this article does not entail is analysis of the consequences of the implicit bias faced by young black boys in their schools.

Brown, M. C. (2015). Possibilities and Paradoxes in Educational Equity for African Americans. *The Journal of African American History*, 100(4), 681-692.

This article discussed the importance of cultural diversity training for educators in the United States and how imperative this education is for the students as well as the teachers. Christopher Brown II has an extensive background in academia teaching at multiple Universities and eventually becoming a recipient of the Historically Black Colleges and Universities' president of the year award in 2013. Brown's research has surrounded the history of African Americans in higher education, leadership education, and education inequality. This journal article gives an overview of the history of challenges African Americans have faced when attempting to gain an education in the United States. Brown then dives into the difficulties African Americans are faced with when it comes to school choice because of the severe wealth divide between white American and Black Americans since the beginning of slavery. Brown offers multiple sources for those to read to be educated on the specific topics that he touches on in his article. This article lays the foundation for understanding the educational inequities placed on African Americans and how these inequities influence the trajectories of opportunities afforded to African Americans.

Bonilla-Silva, E. (1997). Rethinking Racism: Toward a Structural Interpretation. *American Sociological Review*, 62(3), 465-480.

In this article, Bonilla-Silva breaks down the differences between outright racism and shifts towards structural racism through the form of social classes. Bonilla-Silva is an Afro Puerto Rican political sociologist and professor of sociology at Duke University. Bonilla-Silva is an expert in the field of sociology and its relations to race, race theory, color-blind racism, whiteness, and race and citizenship. This article is not specifically about African Americans in the United States, but it presents an important sociologist opinion of racism in general as a concept. Bonilla-Silva does an incredible job at showcasing different types of racism, and the importance of looking at it through a specific lens. This article is vital in understanding the roots and foundational premises of race and racism.

Crawford, C. E. (2019). The one-in-ten: quantitative Critical Race Theory and the education of the 'new (white) oppressed.' *Journal of Education Policy*, 34(3), 423-444.

Although this study is based in the UK, it has significance to opinions of Critical Race Theory in the United States. This study breaks down how white victimhood in the UK is being produced. Crawford exposes how the media and governmental systems have pushed forward the notion that the white middle class of the UK is under attack. Crawford is an associate professor at the University of Birmingham in Edgbaston, Birmingham, United Kingdom. Her focus has recently been the critical examination of the 'attainment gap' in schooling through the lens of critical race theory and qualitative research. In this study, Crawford indicates the intricacies between teaching curriculum and its lack of transparency on the history of racial treatment and

biases within the United States and United Kingdom. It draws similar conclusions about race relationships and the negative effect inaccurate teaching has on the children in school.

Crenshaw, K. W. (2011). Twenty years of critical race theory: Looking back to move forward. *Connecticut Law Review*, 43, 1253-1352.

In this article Kimberle Crenshaw looks back on Critical Race theory through the lens of its institutional creation. Crenshaw is a lawyer, civil rights advocate, philosopher, and a leading scholar of critical race theory. Crenshaw understands that the issues that rise out of critical race theory are more deeply rooted in our society rather than generational repetition. Crenshaw discusses how CRT can be viewed through laws and policies enacted by the United States government. She discusses the critiques of CRT and uses law to back her findings. Crenshaw then leans toward discussing the U.S. as a post racial state and states the new challenges that face the culture of race relations in the United States. Crenshaw ends by discussing the new advocacy surrounding CRT and how it can be interpreted in the context of post racial entrapment. This scholarly work is vital in evaluating the criticisms surrounding CRT and its application within the education system.

Delgado, R., & Stefancic, J. (2017). *Critical race theory: an introduction*. New York University Press.

This updated edition of Critical Race Theory explores the recent progressive push in the United State from the first Black president to the rise in gay rights through the lens of CRT. Richard Delgado is a legal scholar who teaches civil rights and critical race theory at University of Alabama's school of Law. Jean Stefancic who is Delgado's wife is also a professor at University of Alabama's school of Law, she specializes in constitutional law, civil rights, and critical race theory. The book addresses new criticism of CRT from right-wing politicians, websites, and foundations that describe America as 'color blind' and describe CRT as an unnecessary research method that America has little use for. The book also offers discussion questions to help those who want to help advance the progressive race agenda, it also offers practical steps to help achieve this. Delgado and Stefancic are able to analyze the most recent events in America surrounding CRT and explain the impact and significance of this theory to the reeducation of the American public.

Freeman, A. D. (1988). Racism, rights and the quest for equality of opportunity: A critical legal essay, 23 *Harv. C.R.-C.L. L. Rev.* 295.

This essay examines the initiatives and objectives of the critical legal studies (CLS) movement. Freeman was a legal scholar and professor of Law at the SUNY and Buffalo school(s) of Law. His research focuses on the legal premises of inequality, civil rights, and discrimination within the United States. Freeman, like Bell, was one of the key contributors to critical race theory with a concentration in examining the implications of critical race theory. In this essay, Freeman responds to various articles that critique CLS and describes the movement's purpose is to challenge the preconceived notions of blanket uniformity within the American legal system. He provides a template for allies in approaching critical race theory by utilizing a cultural lens. His essay is essential to understanding the pivotal moments and direction of CLS regarding its efforts towards equal opportunity.

Gillborn, D. (2005). Education policy as an act of white supremacy: whiteness, critical race theory and education reform. *Journal of Education Policy*, 20(4), 485–505.

This article uses American critical race theory to analyze education policy in England. David Gillborn is an associate professor on critical race theory at the University of Birmingham in Edgbaston, Birmingham, United Kingdom. He is also the director of research in the school of education as well as the school of race and education. Gillborn is an expert in his field surrounding race theory and its intersectionality with education. In this article Gillborn points out the similarities in policy making and racial inequity between the United States and the United Kingdom. The paper continues to explain that whiteness, privilege, and white supremacy are contributing factors to the inequities between whites and minorities in both countries. What is important about this paper is the final section on racism and intentionality. Gillborn gives a breakdown of how the systems and people in power perpetuate racist and white supremacist policies. Although he uses aspects of American critical race theory and policy the paper is in the perspective of England.

Gillborn, D., Ladson-Billings, G., & Taylor, E. (2016). *Foundations of Critical Race Theory in Education* (2nd ed.). Routledge.

This book is curated by some of the most prominent scholars in Critical Race Theory. Gloria Ladson-Billings is a pedagogical theorist and teacher educator. She coined the term Culturally Relevant Pedagogy, and uses it to study topics like multicultural teaching, critical race theory, and teacher education. Gillborn and Taylor are also scholars of critical race theory and education. Taylor is a Professor of Agricultural and Resource Economics, Davis. David Gillborn is an associate professor on critical race theory at the University of Birmingham in Edgbaston, Birmingham, United Kingdom. Gillborn is an expert in examining how critical race theory intersects with education. The book defines CRT and explores the ways race, racism, and inequity are seen in schooling and education. Each part of the book explores a different lens of education through CRT. The book dives into topics such as affirmative action, white supremacy,

education reform, the intersectionality of gender class and culture, and research methodology in education. The book is essential for students and teachers to fully understand the lack of CRT in school curriculums as well as the effect this has on students of color and the overall education of children in the United States.

Harris, C. I. (1993). Whiteness as Property. *Harvard Law Review*, 106(8), 1707.

This scholarly article breaks down the linkage between whiteness, privilege, and law through historical facts and events from post-legalized slavery. Harris is a critical race theorist and professor of civil rights and civil liberties at the UCLA School of Law. Though whiteness simply started as a racial identity Harris points out how it is consistently protected and upheld by United States law as a form of property. Harris provides readers with an understanding of affirmative action through court decisions. She then brings her understanding of the distortions of affirmative action through the lens of the courts protecting whiteness as a property. This document is essential to understanding the protection of whiteness and its affiliation with power, prosperity, and property. Harris uses critical legal thinking and analysis to provide her reasoning for why whiteness as a property had been protected and legitimized throughout history.

Huber, L. P. (2010). Using Latina/o critical race theory (LatCrit) and racist nativism to explore intersectionality in the educational experiences of undocumented Chicana college students. *Educational Foundations*, 24(1), 77-96.

This article discusses the theoretical branch that is extending from Critical Race Theory is Latino/a Critical Race Theory which investigates the unique experiences of the Latina/o community including immigration, ethnicity, language, and culture. Lindsay Pérez Huber is an associate professor in the Social and Cultural Analysis of Education master's program in the College of Education at California State University, Long Beach. Her research focuses on racial inequities in education, the structural causes of those inequities, and how they mediate educational tracks and outcomes of students of color. She has pushed forth the theory of LatinCrit. LatCrit allows scholars to observe the intersectionality of racism, nativism, and being a member of the Latin community. Huber uses this theoretical framework to discuss the impact of racist nativism experienced by undocumented Chicana college students. Huber provides testimonials from the undocumented students and their experiences, and then analysis how these experiences provide an example of racist nativism. This article is important to understanding how racism in education affects races other than African Americans, and how their cultural differences are not recognized in their education.

Jay, M. (2003). Critical Race Theory, Multicultural Education, and the Hidden Curriculum of Hegemony. *Multicultural Perspectives*, 5(4), 3–9.

This article dives into the reluctance of the current education system to change. Michelle Jay is an associate professor at the University of South Carolina in the department of educational studies. Jay wrote her dissertation on racism in education and continues her work through the lens of multicultural education, and critical race theory. Jay looks at multicultural education through the lens of critical race theory and points out multiple critiques of multicultural education. Jay lays out how the education of children perpetuates the norm and ideologies of the dominant class, helping perpetuate that the dominant class is correct in their thinking. Using hegemony to keep the lower classes uninformed and in line with their ideology. Jay ends with the understanding that multicultural education is an add-on of different cultures to the mainstream curriculum while Critical Race Theory uproots the current curriculum and corrects its common mistakes. What Jay does not speak on was solutions for dismantling the hegemony experienced in the education curriculum, as well as implementing Critical Race theory into the education system.

Ladson-Billings, G. (2018). The Social Funding of Race: The Role of Schooling. *Peabody Journal of Education*, 93(1), 90–105.

In this article Gloria Ladson-Billings lays out the nature of America's racial structure by providing situational examples that display dichotomies that are drawn between races. She does this by showing examples of immigrants or non-Americans interacting with America's racial hierarchy. Gloria Ladson-Billings is a pedagogical theorist and teacher educator. She coined the term culturally relevant Pedagogy, and uses it to study topics like multicultural teaching, critical race theory, and teacher education. The societal and governmental funding of race and the segregation of the races has presented itself through America's education system. The American educational curriculum is a prime example of the distortion of history to fit the notion of white supremacy through the social funding of the concept of race. This article is essential to understanding the creation and impact school funding has on students and the unequal opportunities that arise from unequal funding of schools.

Ladson-Billings, G. (1998). Just what is critical race theory and what's it doing in a nice field like education? *International Journal of Qualitative Studies in Education*, 11(1), 7-24.

Critical race theory (CRT) first emerged as a counter legal scholarship to the positivist and liberal legal discourse of civil rights. This scholarly tradition argues against the slow pace of racial reform in the United States. Gloria Ladson-Billings is a pedagogical theorist and teacher educator. She coined the term culturally responsive pedagogy, and uses it to study topics like multicultural teaching, critical race theory, and teacher education. Critical race theory begins with the notion that racism is normal in American society. It departs from mainstream legal scholarship by sometimes employing storytelling. It critiques liberalism and argues that Whites

have been the primary beneficiaries of civil rights legislation. Since schooling in the USA purports to prepare citizens, CRT looks at how citizenship and race might interact. Critical race theory's usefulness in understanding educational inequity is in its infancy. It requires a critique of some of the civil rights era's most cherished legal victories and educational reform movements, such as multiculturalism.

Ladson-Billings, G. (1999a). Preparing teachers for diverse student populations: A critical race theory perspective. *Review of Research in Education*, 24, 211-247.

In this review Ladson-Billings discussed recent (at the time) articles about teacher training in multicultural education. Gloria Ladson-Billings is a pedagogical theorist and teacher educator. She coined the term culturally relevant Pedagogy, and uses it to study topics like multicultural teaching, critical race theory, and teacher education. The article first breaks down critical race theory and synthesizes it for the reader. Ladson-Billings then progresses into what diversity looks like in education and discusses previous scholars' conclusions on the inequality of education between not only Black and White Americans but low, middle, and upper class Black Americans. Ladson-Billings ends with discussing scholars and programs that enhance and have helped progress critical race theory. This article is important for teachers in understanding the diverse populations in which they teach, and how understanding students' culture is crucial for having an equitable classroom.

Ladson-Billings, G. (2011). Race . . . to the top, again: Comments on the genealogy of critical race theory. *Connecticut Law Review*, 43, 1439-1457.

This scholarly article provides readers with the genealogy of critical race theory in education. Gloria Ladson-Billings is a pedagogical theorist and teacher educator. She was formerly a professor of Urban Education in the Department of Curriculum and Instruction at the University of Wisconsin, Madison. Ladson-Billings looks at the origins of CRT in education and provides an examination of current opinions, and the future of critical race theory in education. Ladson-Billings is a scholar of original opinions around critical race theory and walks readers through her experiences and responses to her work in academia. Ladson-Billings also gives a brief analysis of the presidency of Barack Obama through the view of a critical race theorist. This article is not an explanation of critical race theory but a breakdown of its history throughout academics in various universities since its creation.

Ladson-Billings, G. (2013). Critical Race Theory—What it is Not! *Handbook of Critical Race Theory in Education*.

In this article, Ladson-Billings addresses the misconceptions and critiques of critical race theory within education. Ladson-Billings is an educational theorist who expounds on culturally responsive pedagogy and its convergence with critical race theory. This article is crucial in delineating the intersectionality of critical race theory in the social construction of race in the education system. Ladson-Billings provides a framework for analyzing critical race theory to explore the experiences of people of color in the learning atmosphere and its institutional structures. She infuses the conceptions of race and racist notions within education from critical race theory scholars to explain unequal academic procedures and school exclusion. This article illuminates the interconnectedness of culturally responsive teaching mechanisms and the tenets of critical race theory to approach educational disparities.

López, G. R. (2003). The (racially neutral) politics of education: A critical race theory perspective. *Educational Administration Quarterly*, 39, 68-94.

This article brings forth the issue of racism in public schools through the lens of politics in education. Gerardo R. López is a professor and Chair of the Department of Educational Leadership and Policy at the University of Utah. His research interests are; parent involvement, school-community relations, immigrant education, and issues of diversity/difference within educational policy. López understands that dialogue about diversity in academics has yet to stretch to the politics of public education. The article discusses the factors of power and conflict in the study of educational policy. This is explained through an analysis of the integration of racism with the politics of education policy in the U.S. López also discussed the “Colorblind” Political Theory, its origins, and its implications on the public schooling system. López finishes with a comprehensive analysis of how we can move towards a critical race theory perspective when talking about racism in public schooling and public education policy. This source is helpful for understanding the root inequities in the public educational system and where they stem from.

Milner, H. (2013). Analyzing poverty, learning, and teaching through a critical race theory lens. *Review of Research in Education*, 37, 1-53.

In this journal article by Richard Milner uses outside of school experience of poverty to analyze the in-school discrimination and experience of Black and Brown students. Richard Milner is a tenured professor of urban education at Vanderbilt University. His research interests include teacher education, the social contexts of education, and race education. Milner uses multiple U.S. Census statistics to show the relationship between parents' level of education, income, and student performance in school. He then views these topics through the lens of Critical Race Theory and describes their influences on the education of Black and Brown children. He often points out the lack of studies linking poverty and race and then viewing it through the lens of Critical Race Theory. He also comments on the lack of acknowledgement of

this linkage between poverty in race in schools, noting teachers often shy away from mentioning race. Throughout the study Milner acknowledges the conditions of students of color experiencing poverty and how this impacts their education. This journal article is important because Milner is detailed in the institutional and curriculum practices that do and do not work. Milner also discusses the intersectionality between living in poverty, being a person of color, and experiencing an overall lack of opportunity, all through the lens of Critical Race theory.

Morrison, D., Annamma, S. A., & Jackson, D. D. (2017). *Critical race spatial analysis mapping to understand and address educational inequity*. Stylus Publishing.

This book uses spatial analysis to uncover how to combat racial injustice in education. The authors, Morrison, Annamma, and Jackson, are scholars within the realms of education and law. Their collective research in racial inequities provide a framework for understanding the power structures of the education system. The book uses a critical legal, economic, and political lens to examine the ways education is constructed by people who are in positions of power. The authors highlight the differences between social capital building amongst individuals who are privileged and those who are oppressed. The book also provides possible solutions to addressing inequalities in the American education system through political and legal channels. The authors have utilized critical race theory within a spatial analysis perspective to expound on the existing literature of critical race theorists to further understand educational inequity.

Parker, L., & Villalpando, O. (2007). A race(cialized) perspective on education leadership: Critical race theory in educational administration. *Educational Administration Quarterly*, 43, 519-514.

In this article Park and Villalpando identify that critical race theory is essential for analyzing administrative policies and procedures. Lawrence Parker is a professor of educational leadership and policy at the University of Utah, his research focus is critical race theory and its application to educational policy and leadership. Dr. Octavio Villalpando is the Vice President for diversity equity and inclusion at California State University. Dr. Villalpando is a scholar in the fields of critical race theory and diversity in higher education. The centralization of racism in American culture, the historical disenfranchisement of oppressed peoples and the interdisciplinary perspective are elements of critical race theory that the authors believe are imperative for scholars and administrative policymakers to understand. Throughout the article Parker and Villalpando offer multiple sources and examples of articles and studies surrounding critical race theory and education.

Picower, B. (2009). The unexamined whiteness of teaching: How white teachers maintain and enact dominant racial ideologies. *Race Ethnicity and Education*, 12(2), 197-215.

In this study, Picower lays out the linkage between the lack of understanding, and acknowledgement of white privilege with the reinforcement of white supremacy through institutional hierarchical structure in the U.S, including education. Picower is an associate professor at Montclair university in the department of education and human development. She is published widely in academic journals and focuses on race, racism, and education. She describes how critical it is for white teachers to comprehend their privilege, power, and how this relates to race while teaching students of color. Picower interviews multiple white preservice teachers at a university on their opinions of race. The students showed a large amount of implicit bias though they often acknowledged their own understanding of unequal opportunities between minorities and whites in American society. This study sheds light on the implicit bias of White teachers and how these teachers' expectations influence their teaching methodologies within the classroom for students who are culturally and linguistically diverse.

Solórzano, D. G., & Bernal, D. D. (2001). Examining transformational resistance through a critical race and Latcrit theory framework. *Urban Education*, 36, 308-342.

This article uses critical race and Latcrit to examine student resistance. Daniel Solórzano is a professor of Social Science and Comparative Education at UCLA. His research interests include critical race and gender theory in education, racial microaggressions, and Critical Race Pedagogy. Dolores Delgado Bernal is the department chair for the Department of Chicana(o) and Latina(o) Studies at California State University. Her interests include critical race studies, Chicana feminist methodologies, and educational studies to investigate educational (in)equity. Solórzano and Bernal use two examples of student resistance and examine them through the lens of critical race theory and Latcrit. These events are the 1968 East Los Angeles high school walkouts and the 1993 UCLA student strike for Chicana and Chicano students. Through conversations with students and professors about their experiences the article examines the concepts of internal and external transformative resistance. Integrating these topics and events with critical race theory and Latcrit allows the authors to get to the root causes and understandings of the students during this time through the lens of race theory.

Solórzano, D. G., 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.

This study uses critical race theory to examine the experiences of African Americans students on campuses of predominantly white institutions, as well as campus climate. Daniel Solórzano is a professor of Social Science and Comparative Education at UCLA. His research interests include critical race and gender theory in education, racial microaggressions, and Critical Race Pedagogy. Mirella Ceja-Orozco is an immigration lawyer and professor at the University of Minnesota. Mirella is also the co-executive director of the Minnesota freedom

fund. Tara J. Yosso is a professor of education at University of California. Dr. Yosso's work surrounds critical race theory and critical media literacy and uses these frameworks to research educational access and opportunity. Through focus groups participants explain racist encounters and experiences with faculty, staff, and peers at their colleges. The consistency of these encounters left the students experiencing self-doubt, frustration, and isolation. The article expands on the concepts of racial microaggressions, stereotyping, and an unhealthy campus environment. The authors note that many of the students who participated in the study have already begun building counter spaces for themselves as a response to racial microaggressions. The study concludes by stating that although affirmative action is in use, the academic playground for white and African American students is anything but equal due to racism, microaggressions, and implicit bias.

Tate, W. F. (1997). Critical race theory and education: History, theory and implications. *Review of Research in Education*, 22, 195-247.

In this chapter of the Review of Research in Education, Tate uses critical race theory to look at the linkage between educational research and the legal structures of the United States and how those eventually impact society's standards and ultimately create educational inequities for people of color. Tate is a social scientist and educator and is the current head of the Louisiana State University system. Through his time in academia Tate has studied the social sciences as well as education and epidemiology. In this article, Tate dives into the history of critical race theory and how it has been used for the last 50 years by not only scholars but social activists. Tate uses historical events and law to provide a linkage between the treatment of Black Americans then and Black Americans now. Tate gives a comprehensive review of the Critical Legal Studies movement and its impact on the growth of Critical Race Theory. Tate also analyzes former writings on Critical Race Theory by Kimberle Crenshaw, Richard Delgado, and Derrick Bell. He then gives commentary on each of their views and expands on the main points of their arguments.

Witherspoon, N., & Mitchell, R. W. (2009). Critical Race Theory as ordinary theology of African American principals. *International Journal of Qualitative Studies in Education*, 22, 655-670.

This study explores how Black female principals integrate race and gendered practices and promote social justice in their schools. Dr. Roland Mitchell is the dean of Louisiana State University's College of Human Sciences & Education, his research includes critical race theory in higher education and African American education. Dr. Noelle Witherspoon is the dean of educational administration programs at The Ohio State University. Her research interests include public health education, equity, and critical studies of race and gender. Witherspoon and Mitchell highlight the theoretical framework of critical race theory as an ordinary theology to explore

their participants and how they implement social justice and race issues in their schools. They analyze the spirituality of Black women through a historical and contemporary context and use that to analyze the experiences of their participants. This study provided analysis of how educational leadership's decision making is often impacted by their life experiences. Specifically, how spirituality and race and gendered experiences give them perspective on their leadership experience. This study analyzes these participants through womanist theory and critical race theory in order to provide multiple lens to view these women's leadership exposure.

Suggested Further Readings:

Khalifa, M., Dunbar, C., & Douglas, T. (2013). Derrick Bell, CRT, and educational leadership 1995–present. *Race Ethnicity and Education*, 16, 489-513.

Ladson-Billings, G., & Tate, W. F. (1995). Toward a critical race theory of education. *Teachers College Record*, 97, 47-68.

Matsuda, M. J., Lawrence, C. R., Delgado, R., & Crenshaw, K. W. (Eds.). (1993). *Words that wound: Critical race theory, assaultive speech, and the First Amendment*. Boulder CO: Westview Press.

Parker, L. (1998). “Race is. Race isn’t”: An exploration of the utility of critical race theory in qualitative research in education. *International Journal of Qualitative Studies in Education*, 11, 43-55.

Parker, L., Deyhle, D., Villenas, S., & Nebeker, K. (Eds.). (1998). Guest editors’ introduction: Critical race theory and qualitative studies in education. *International Journal of Qualitative Studies in Education*, 11, 5-6.

Pollack, T. M., & Zirkel, S. (2013). Negotiating the contested terrain of equity-focused change efforts in schools: Critical race theory as a leadership framework for creating more equitable schools. *Urban Review*, 45, 290-310.

Rothstein, R. (2018). *The color of law: a forgotten history of how our government segregated America*. Liveright Publishing Corporation, a division of W.W. Norton & Company.

Solórzano, D. G. (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.

Solórzano, D. G., & Yosso, T. (2001). Critical race and LatCrit theory and method: Counter-storytelling Chicana and Chicano graduate school experiences. *International Journal of Qualitative Studies in Education*, 14, 471-495.

Solórzano, D. G. (1997). Images and words that wound: Critical race theory, racial stereotyping, and teacher education. *Teacher Education Quarterly*, 24(3), 5-19.

Strong-Wilson, T. (2012). Foundations of Critical Race Theory in Education. *Cultural and Pedagogical Inquiry*, 3(2).

Valles, B., & Miller, D. M. (2010). How leadership and discipline policies color school community relationships: A critical race theory analysis. *Journal of School Public Relations*, 31, 319-341.

Young, M. D., & Laible, J. (2000). White racism, antiracism, and school leadership preparation. *Journal of School Leadership*, 10, 374-415.

Courtney Carroll is the Strategic Communications Analyst for the Karson Institute for Race, Peace and Social Justice. She earned a Bachelor of Arts degree at Loyola University Maryland in Communications with a specialization in Advertising and Public Relations. She also serves as a technical consultant for the National Women's Studies Association.