

CHRISTOPHER HU

University of Virginia
School of Education and Human Development
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EDUCATION

- 2025 Ph.D., Education – Social Foundations, University of Virginia (*anticipated*)

Dissertation: New Gold Mountain: Education, Ethnicity, and Privilege in the New Jersey Chinese Ethnoburb. *Chair:* Diane Hoffman
- 2020 M.Ed., Educational Psychology, University of Virginia
- 2015 B.S., Biochemistry (minor in Education), Washington and Lee University
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SCHOLARSHIP

REFEREED JOURNAL ARTICLES

- Chang-Bacon, C. K., **Hu, C.**, Vargas, I., & Montalvo, L. A. (2024). Language ideologies and access in a multilingual tutoring program. *International Multilingual Research Journal*.
<https://doi.org/10.1080/19313152.2024.2315895>
- Hu, C.** (2024, in press). Examining parental perspectives on standardized testing, selection, and meritocracy: An exploratory study of highly selective public magnet schools. *Critical Questions in Education*, 15(3).
- Hu, C.** (2023). Asian American racialization in America's top-ranked public high schools: Synchronizing discourses of model minority and perpetual foreigner. *Race Ethnicity and Education*. <https://doi.org/10.1080/13613324.2023.2279298>
- Hu, C.** (2023). The purposes and pedagogies of social foundations in teacher education. *Educational Studies*, 59(5-6), 541-554. <https://doi.org/10.1080/00131946.2023.2271587>

BOOK CHAPTERS

- Hu, C.** (in press). Complicating the majority-minority paradigm: Race, class, and intersectionality in the U.S. In K. L. McFaden & S. C. Hardee (Eds.), *Privilege in America*. ABC-CLIO.

MANUSCRIPTS UNDER REVIEW OR REVISION

- Hu, C.**, & Hoffman, D. M. (under review). Poverty and the brain: The new/old language of deficit.

Hu, C., Schoonover, N. R., & Chang-Bacon, C. K. (under review). Repertoires of everyday resistance: Local youth of color in a university educational equity program.

MANUSCRIPTS IN PREPARATION

Hu, C. (book manuscript in preparation). New gold mountain: Education, ethnicity, and privilege in the New Jersey Chinese ethnoburb.

Hu, C. (in preparation). (Not) talking about race: A typology of color-evasive strategy in parental discourse.

Hu, C. (in preparation). The racial politics of belonging and resistance: Identity as sociopolitical process.

Hu, C. (in preparation). Problematizing partnership: Equity in education as substitutionary reparation in the neoliberal university.

Hu, C., & Debnam, K. (in preparation). Navigating the internal and external politics of research-practice partnership: A micropolitical analysis of negotiation.

Chang-Bacon, C. K., **Hu, C.**, & Montalvo, L. A. (in preparation). “Because *estamos gringas*”: Raciolinguistic ideologies in a multilingual tutoring program.

REFEREED CONFERENCE PRESENTATIONS

Hu, C. (2024, April). Asian American racialization in elite high schools: Synchronizing discourses of model minority and perpetual foreigner. Paper presented and session chair at the annual meeting of the American Educational Research Association (AERA), Philadelphia, PA.

Hu, C., & Schoonover, N. R., & Chang-Bacon, C. K. (2024, April). Analogizing and resisting: Examining youth perspectives of transformational institutional claims in a university-community equity intervention. Paper presented at the annual meeting of the American Educational Research Association (AERA), Philadelphia, PA.

Chang-Bacon, C. K., **Hu, C.**, Vargas, I., & Montalvo, L. A. (2024, April). Interrogating hierarchies of language: Language ideologies and access in a bilingual tutoring program. Paper presented at the annual meeting of the American Educational Research Association (AERA), Philadelphia, PA.

Hu, C. (2024, March). Education as inter-discipline: Autoethnographic reflections from disciplinary borderlands. Paper presented virtually at the College of Education Graduate Student Conference at the University of Illinois, Urbana-Champaign.

Hu, C. (2023, November). The emergence of Chinese ethnoburban communities in the New York metropolitan area: Examining the paradoxical discourses of settlement and spatial assimilation. Poster presented at the annual meeting of the American Anthropological Association (AAA) & Canadian Anthropology Society (CASA), Toronto, Canada.

- Hu, C.** (2023, November). Identity work and resistance in a university-based youth equity intervention program. Talk presented at the annual meeting of the American Anthropological Association (AAA) & Canadian Anthropology Society (CASCA), Toronto, Canada.
- Hu, C.,** Schoonover, N. R., & Chang-Bacon, C. K. (2023, November). Local youth against the university: Examining the transformation of institutional claims and student experiences. Paper presented at the annual conference of the American Educational Studies Association (AESA), Louisville, KY.
- Hu, C.** (2023, November). Identity negotiation and playful resistance in a university-based youth equity intervention program. Paper presented at the annual conference of the American Educational Studies Association (AESA), Louisville, KY.
- Hu, C.** (2023, October). Local youth, social justice, and the university: Examining discrepancies between institutional claims and student experiences through ethnographic methods. Paper presented at the Conference on Anthropology & Education at Teachers College, Columbia University, New York, NY.
- Hu, C.** (2023, April). What some parents want: Objective testing and segregation by ability. Paper presented at the annual meeting of the American Educational Research Association (AERA), Chicago, IL.
- Hu, C.** (2023, March). “I am Hispanic”: Claims of identity and categorical boundary negotiation in a BIPOC-serving community program. Paper presented at the Hunter Student Research Conference, University of Virginia, Charlottesville, VA.
- Hu, C.** (2023, March). Deweyan philosophy as a foundation for educational theory. Paper presented at the Hunter Student Research Conference, University of Virginia, Charlottesville, VA.
- Hu, C.** (2023, March). A prophetic voice: Deweyan philosophy as a foundation for the anthropology of education. Paper presented at the John Dewey Society (JDS) Annual Meeting in conjunction with the Philosophy of Education Society, Chicago, IL.

INVITED PRESENTATIONS

- Hu, C.** (2024, April). Explorations into the tensions and living contradictions of a multicultural and multiracial society (and the case of the ethnoburban Chinese). Invited presentation for Education in Multicultural Societies undergraduate course, University of Virginia, Charlottesville, VA.

REPORTS & VISUALIZATIONS

- Claibourn, M., **Hu, C.,** Mitchell, E., Muralidharan, A., & Schoonover, N. (2024, February). Local School Demographics Visualization (Charlottesville Equity Atlas). UVA Karsh Institute Center for the Redress of Inequity through Community-Engaged Scholarship. <https://virginiaequitycenter.github.io/cville-equity-atlas/reports/school-composition/>

GRANT FUNDING

EXTERNAL (FUNDED)

Hu, C. [PI] (2024–2025). The New Gold Mountain: Education, Ethnicity, and Privilege in the New Jersey Chinese Ethnoburb. Chiang Ching-Kuo Foundation for International Scholarly Exchange Doctoral Fellowship (DD002-A-23). \$20,000.

INTERNAL (FUNDED)

Hu, C. [PI] (2023–2024). The Construction of Privilege and Status Among the Ethnoburban Chinese Elite. Dissertation Innovative, Developmental, Exploratory Award (IDEA), University of Virginia School of Education and Human Development. \$1,000.

GRANTS (UNFUNDED)

Hu, C. [PI] (2024–2025). Asian Americans in the “Good” Schools of White Suburbia: The Making of Ethnicity and Class Privilege in the New Jersey Chinese Ethnoburb.
—NAEd/Spencer Dissertation Fellowship Program (\$27,500)
—AERA Minority Dissertation Fellowship Program for Education Research (\$25,000)
—George E. Pozzetta Dissertation Award, Immigration & Ethnic History Society (\$1,000)

Hu, C. [PI] (2023–2024). The Construction of Privilege and Status Among the Ethnoburban Chinese Elite.
—Wenner-Gren Foundation Dissertation Fieldwork Grant (\$25,000; stage two finalist)
—NSF Cultural Anthropology Doctoral Dissertation Research Grant (\$25,000)
—Russell Sage Foundation Dissertation Research Grant (\$10,000)
—Mellon/ACLS Dissertation Innovation Fellowship (\$50,000)
—Raven Society Research Fellowship, University of Virginia (\$2,500)

HONORS & AWARDS

2024–2025	Chiang Ching-Kuo Foundation for International Scholarly Exchange Fellowship
2024–2025	Community Data Fellowship, UVA Equity Center and UVA School of Data Science
2023–2024	Dissertation Innovative, Developmental, Exploratory Award, University of Virginia
2023	Jennings L. Wagoner, Jr., Scholarship (Social Foundations), University of Virginia
2021	Spotswood High School Student Choice Teacher of the Year
2020	Rockingham Educational Foundation, Inc., Teacher of the Year
2019	Spotswood High School Student Choice Teacher of the Year
2018	Rockingham County School Board Inspire Award
2018	Rockbridge County High School Class of 2018 Teacher Inspiration Award
2017	Rockbridge County High School Class of 2017 Teacher Inspiration Award
2015	Class Valedictorian, Washington and Lee University
2015	Harry G. Jopson Scholar-Athlete Award, Old Dominion Athletic Conference
2015	William D. McHenry Scholar-Athlete Award, Washington and Lee University
2015	Phi Beta Kappa, Washington and Lee University

- 2015 James Lewis Howe Award in Biochemistry, Washington and Lee University
2013 James K. Shillington Scholarship in Organic Chemistry, Washington and Lee University
2012 CRC Press First-Year Chemistry Achievement Award, Washington and Lee University
2011–2015 Johnson Scholar, Washington and Lee University
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RESEARCH ASSISTANTSHIPS

- 2022–2025 **The Equity Center & The Starr Hill Pathways Program**, UVA Karsh Institute Center for the Redress of Inequity through Community-Engaged Scholarship and Albemarle County Public Schools. PI: Nina Schoonover, & Katrina Debnam. Funded by the W.T. Grant Foundation & Doris Duke Foundation.
- 2022–2025 **Language and Equity in Multicultural Contexts**, Department of Curriculum, Instruction and Special Education, University of Virginia School of Education and Human Development. Advisor: Chris Chang-Bacon.
- 2021–2022 **Democracy and Education**, University of Virginia School of Education and Human Development and the Democracy Initiative. PI: Rachel Wahl. Funded by the UVA Karsh Institute of Democracy.
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TEACHING EXPERIENCE

- 2023–2025 **Instructor of Record**, Department of Education Leadership, Foundations and Policy, School of Education and Human Development, University of Virginia.
Courses:
—U.S. Society and Education: Spring 2025 (undergraduate)
—Education in Multicultural Societies: Fall 2024 (graduate)
—Anthropology of Education: Spring 2023 (undergraduate, 9 students)
- 2021–2023 **Graduate Teaching Assistant**, Department of Education Leadership, Foundations and Policy, School of Education and Human Development, University of Virginia.
Graduate Courses:
—Education in Multicultural Societies: Fall 2022 & Fall 2023
—Globalization, Childhood, and Culture: Spring 2023
—Anthropology of Education: Fall 2021, Spring 2022, Fall 2022, & Fall 2023
- 2018–2021 **Chemistry Teacher** & Faculty Advisor for the Minority Student Union
Spotswood High School, Rockingham County Public Schools, Harrisonburg, VA.
- 2015–2017 **Chemistry Teacher** & Varsity Boy's Tennis Head Coach
Rockbridge County High School, Rockbridge County Public Schools, Lexington, VA.
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PROFESSIONAL SERVICE

2024— American Educational Studies Association (AESA) Annual Meeting Proposal Reviewer
2023–2024 Proposals & Reviews Committee, Hunter Student Research Conference, UVA
2022–2023 Proposal Reviewer & Technical Support, Hunter Student Research Conference, UVA

PROFESSIONAL MEMBERSHIPS

2023— American Educational Research Association (AERA)
—Division G Social Contexts of Education
2023— American Educational Studies Association (AESA)
2023— American Anthropological Association (AAA)
—Council on Anthropology and Education

PROFESSIONAL DEVELOPMENT

2024 PhD Plus Graduate Seminar on the Teaching of Writing, University of Virginia
2023–2024 PhD Plus Future Faculty Series, University of Virginia
2023 PhD Plus Data Literacy in R (Data Science Essentials), University of Virginia
2022–2023 Tomorrow’s Professor Today, University of Virginia Center for Teaching Excellence
2015— Virginia Postgraduate Teaching License (Chemistry)