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Subtractive Schooling Us Mexican Youth And The Politics Of Caring Angela Valenzuela

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Subtractive Schooling U S Mexican Youth and the Politics of Caring ~~Subtractive Schooling U S Mexican Youth and the Politics of Caring~~ **Subtractive schooling** ~~Subtractive Schooling Mexican Education | Alejandro Jimenez | TEDxCSU Subtractive Schooling-2017 Publicly Schooled: Learning to be White~~ ~~Subtractive Schooling Schools in US~~

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~~and Mexico: 8 differences between them~~ 4 Mexican Authors to Read Mexico History in 5 Minutes ~~Animated Timeline and Facts Video: Many opposed to using controversial Mexican-American history textbook in classroom~~ ~~If Mexican isn't a Race, then what Race are they? Race of Hispanics and Latines~~ *Episode 8: What is education like in Mexico? Living in Mexico Part 1 of 3* *FAQ: How to Get a Job in Mexico City* ~~Proud Daughter of Immigrants from Mexico | Jessica Hinojos | TEDxYouth@ParkCity~~ ~~Moving Beyond the Chicano Borderlands | Michelle Navarro | TEDxMountainViewCollege~~ Mexico is CULTURALLY RICHER than the United States Some Chinese manufacturers looking abroad for labor ESL vs. Bilingual Classes ~~Hey Americans, Come Take Our Jobs!~~ Chicano Educational Inequity ED Talk: Dr. Angela

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~~Valenzuela~~ *Controversial Mexican-American heritage textbook rejected by State Board of Education* Mexican Youth Memorialize Local Elderly !A Viva Voz! \"Questionable Content\" the Banned Books of Ana Castillo and Carmen Tafolla *Mexican youth struggle through employment* *Decolonizing Bilingual Curriculum and Pedagogy, K-12* *Mexican Youth Study in US to Fight Socials Ills* Subtractive Schooling Us Mexican Youth

Subtractive Schooling was written by Angela Valenzuela after she completed an ethnographic study of schooling conditions in an inner-city Houston high school. The high school was majority Mexican and Mexican-American students.

Subtractive Schooling: U.S. - Mexican Youth and the ...

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Valenzuela (1999) reminds us that these spaces are examples of subtractive schooling and are erosive to students' academic identities. According to Steele (2009), in these situations students are...

(PDF) Subtractive Schooling: US-Mexican Youth and the ...
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of Caring (SUNY series, The Social Context of Education)
eBook: Angela Valenzuela: Amazon.co.uk: Kindle Store

Subtractive Schooling: U.S. - Mexican Youth and the ...
Subtractive Schooling provides a framework for
understanding the patterns of immigrant achievement and
U.S.-born underachievement frequently noted in the literature

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and observed by the author in her ethnographic account of regular-track youth attending a comprehensive, virtually all-Mexican, inner-city high school in Houston.

Subtractive Schooling: U.S.-Mexican Youth and the Politics ...
(2002). Subtractive Schooling: US-Mexican Youth and the
Politics of Caring. International Journal of Bilingual Education
and Bilingualism: Vol. 5, No. 4, pp. 244-248.

Subtractive Schooling: US-Mexican Youth and the Politics ...
Findings indicate that rather than functioning as a conduit for
the attainment of the American dream, this large,
overcrowded, and underfunded urban school reproduces
Mexican youth as a monolingual, English-speaking, ethnic

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Caring, neither identified with Mexico nor equipped to function competently in America's mainstream.

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Subtractive Schooling: U.S.-Mexican Youth and the Politics of Caring This book provides a framework for understanding the patterns of immigrant achievement and U.S.-born underachievement frequently noted in the literature and

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observed by the author in her ethnographic account of regular-track youth attending a comprehensive, virtually all-Mexican, inner-city high school in Houston.

Subtractive Schooling: U.S.-Mexican Youth and the Politics ...
Valenzuela (1999) uses 'subtractive schooling' to describe a similar phenomenon that Mexican American youth experience in U.S. schools. For immigrants with rights of citizenship, host countries ...

Subtractive Schooling: U.S.-Mexican Youth and the Politics ...
The schooling practices tended to degrade the Mexican culture and Spanish language which has ultimately led to the subtraction of culture resources of Mexican students,

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particularly those students who are later generation U.S.-born and have felt the impact of the dominant culture on their lives longer than recently immigrated students.

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SUBTRACTIVE SCHOOLING contributes to the dialogue on the education and schooling of U.S.-Mexican youth.

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Moreover, the study can extend to the schooling and education of Latinas and Latinos in the United States.

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Subtractive Schooling: US-Mexican Youth and the Politics of
Caring (Albany: State University of New York Press, 1999) 8
Nancy Foner, ed, Across Generations: Immigrant Families in
America (New York: New York University Press, 2009) 9
Richard Fry and

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Provides an enhanced sense of what's required to genuinely
care for and educate the U.S.–Mexican youth in America.
Subtractive Schooling provides a framework for

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Understanding the patterns of immigrant achievement and U.S.-born underachievement frequently noted in the literature and observed by the author in her ethnographic account of regular-track youth attending a comprehensive, virtually all-Mexican, inner-city high school in Houston.

Amazon.com: Subtractive Schooling: U.S. - Mexican Youth ...
Subtractive schooling is a framework that emerged from a three-year ethnographic study aimed at analyzing the influence of generational status on academic achievement and schooling orientations for Mexican immigrant and Mexican American students.

Subtractive Schooling - Valenzuela - - Major Reference ...

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Subtractive schooling, caring relations, and social capital in the schooling of US-Mexican youth. A Valenzuela. Beyond silenced voices: Class, race, and gender in United States schools, 83-94, 2005. 143: 2005: Growing critically conscious teachers: A social justice curriculum for educators of Latino/a youth.

Provides an enhanced sense of what's required to genuinely care for and educate the U.S.–Mexican youth in America.

Provides an enhanced sense of what's required to genuinely care for and educate the U.S.–Mexican youth in America.

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Provides an enhanced sense of what's required to genuinely care for and educate the U.S.–Mexican youth in America.

A thoroughly revised and updated edition of the classic text. Focuses on the roles of hope, participation, and change in reforming American schools.

Hunger of Memory is the story of Mexican-American Richard Rodriguez, who begins his schooling in Sacramento, California, knowing just 50 words of English, and concludes his university studies in the stately quiet of the reading room of the British Museum. Here is the poignant journey of a “minority student” who pays the cost of his social assimilation and academic success with a painful alienation — from his

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past, his parents, his culture — and so describes the high price of “making it” in middle-class America. Provocative in its positions on affirmative action and bilingual education, *Hunger for Memory* is a powerful political statement, a profound study of the importance of language ... and the moving, intimate portrait of a boy struggling to become a man.

One child in five in America is the child of immigrants, and their numbers increase each year. Very few will return to the country they barely remember. Who are they, and what America do they know? Based on an extraordinary interdisciplinary study that followed 400 newly arrived children from the Caribbean, China, Central America, and Mexico for five years, this book provides a compelling account of the

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lives, dreams, and frustrations of these youngest immigrants. Richly told portraits of high and low achievers are packed with unexpected ironies. When they arrive, most children are full of optimism and a respect for education. But poor neighborhoods and dull--often dangerous--schools can corrode hopes. The vast majority learn English--but it is the English of video games and the neighborhood, not that of standardized tests. For some of these children, those heading off to college, America promises to be a land of dreams. These lucky ones have often benefited from caring mentors, supportive teachers, or savvy parents. For others, the first five years are marked by disappointments, frustrations, and disenchantment. How can we explain their varied academic journeys? The children of immigrants, here to stay, are the

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future--and how they adapt will determine the nature of America in the twenty-first century.

Argues for a more valid and democratic approach to assessment and accountability.

First published in 1991. Routledge is an imprint of Taylor & Francis, an informa company.

This book is intended to bring greater nuance to the study of inequality and higher education. Rather than focusing on human capital and students' experiences inside the classroom, the author highlights the ways in which the experiential core of college life--the social and extra-curricular

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worlds of higher education operates as a setting in which social class inequalities manifest and get reproduced.

Few problems in education are as pressing as the severe crisis in urban schools. Though educators have tried a wide range of remedies, dismal results persist. This is especially true for low-income youth of color, who drop out of school—and into incarceration—at extremely high rates. The dual calamity of underachievement in schools and violence in many communities across the country is often met with blame and cynicism, and with a host of hurtful and unproductive quick fixes: blaming educators, pitting schools against each other, turning solely to the private sector, and ratcheting up the pressure on teachers and students. But real change will

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not be possible until we shift our focus from finding fault to developing partnerships, from documenting problems to discovering solutions. *Learning to Liberate* does just that by presenting true and compelling community-based approaches to school reform. Drawing on over three years of ethnographic research, Vajra Watson explores the complicated process of reaching and teaching today's students. She reveals how four nontraditional educators successfully empower young people who have repeatedly been left behind. Using portraiture, a methodology rooted in vivid storytelling, Watson analyzes each educator's specific teaching tactics. Uncovering four distinct pedagogies—of communication, community, compassion, and commitment—she then pulls together their key strategies to

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create a theoretically grounded framework that is both useful and effective. A poignant, insightful, and practical analysis, *Learning to Liberate* is a timely resource for all educators and youth-serving practitioners who are committed to transforming "at-risk" youth into "at-promise" individuals who put their agency and potential into action in their schools and neighborhoods.

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