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

Roots, Resistance, and Transformation

Keepin' It Real

Subtractive Schooling

Community Centers Connecting Working-Class Immigrant Families and Schools

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Ninth Edition

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Latina/o/x Education in Chicago

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Roots, Resistance, and Transformation SUNY Press

In "Everyday Antiracism," leading educators deal with the most challenging questions about race in school, offering invaluable and effective advice. Contributors including Beverly Daniel Tatum, Sonia Nieto, Pedro Noguera, and others.

Keepin' It Real Routledge

Hispanics and the Future of America presents details of the complex story of a population that varies in many dimensions, including national origin, immigration status, and generation. The papers in this volume draw on a wide variety of data sources to describe the contours of this population, from the perspectives of history, demography, geography, education, family, employment, economic well-being, health, and political engagement. They provide a rich source of information for researchers, policy makers, and others who want to better understand the fast-growing and diverse population that we call "Hispanic." The current period is a critical one for getting a better understanding of how Hispanics are being shaped by the U.S. experience. This will, in turn, affect the United States and the contours of the Hispanic future remain uncertain. The uncertainties include such issues as whether Hispanics, especially immigrants, improve their educational attainment and fluency in English and thereby improve their economic position; whether growing numbers of foreign-born Hispanics become citizens and achieve empowerment at the ballot box and through elected office; whether impending health problems are successfully averted; and whether Hispanics' geographic dispersal accelerates their spatial and social integration. The papers in this volume provide invaluable information to explore these issues.

Subtractive Schooling National Academies Press

Mexican Americans comprise the largest subgroup of Latina/os, and their path to education can be a difficult one. Yet just as this group is often marginalized, so are their stories, and relatively few

studies have chronicled the educational trajectory of Mexican American men and women. In this interdisciplinary collection, editors Zambrana and Hurtado have brought together research studies that reveal new ways to understand how and why members of this subgroup have succeeded and how the facilitators of success in higher education have changed or remained the same. The Magic Key's four sections explain the context of Mexican American higher education issues, provide conceptual understandings, explore contemporary college experiences, and offer implications for educational policy and future practices. Using historical and contemporary data as well as new conceptual apparatuses, the authors in this collection create a comparative, nuanced approach that brings Mexican Americans' lived experiences into the dominant discourse of social science and education. This diverse set of studies presents both quantitative and qualitative data by gender to examine trends of generations of Mexican American college students, provides information on perceptions of welcoming university climates, and proffers insights on emergent issues in the field of higher education for this population. Professors and students across disciplines will find this volume indispensable for its insights on the Mexican American educational experience, both past and present.

Community Centers Connecting Working-Class Immigrant Families and Schools Anchor

In this collection, local experts use personal narratives and empirical data to explore the history of Mexican American and Puerto Rican education in the Chicago Public Schools (CPS) system. The essays focus on three themes: the historical context of segregated and inferior schooling for Latina/o/x students; the changing purposes and meanings of education for Latina/o/x students from the 1950s through today; and Latina/o/x resistance to educational reforms grounded in neoliberalism. Contributors look at stories of student strength and resistance, the oppressive systems forced on Mexican American women, the criminalization of Puerto Ricans fighting for liberatory education, and other topics of educational significance. As they show, many harmful past practices remain the norm--or have become worse. Yet Latina/o/x

communities and students persistently engage in transformative practices shaping new approaches to education that promise to reverberate not only in the city but nationwide. Insightful and enlightening, *Latina/o/x Education in Chicago* brings to light the ongoing struggle for educational equity in the Chicago Public Schools.

U.S. - Mexican Youth and the Politics of Caring University of Texas Press

In our era of mass incarceration, gun violence, and Black Lives Matters, a handbook showing how racial justice and restorative justice can transform the African-American experience in America. This timely work will inform scholars and practitioners on the subjects of pervasive racial inequity and the healing offered by restorative justice practices. Addressing the intersectionality of race and the US criminal justice system, social activist Fania E. Davis explores how restorative justice has the capacity to disrupt patterns of mass incarceration through effective, equitable, and transformative approaches. Eager to break the still-pervasive, centuries-long cycles of racial prejudice and trauma in America, Davis unites the racial justice and restorative justice movements, aspiring to increase awareness of deep-seated problems as well as positive action toward change. Davis highlights real restorative justice initiatives that function from a racial justice perspective; these programs are utilized in schools, justice systems, and communities, intentionally seeking to ameliorate racial disparities and systemic inequities. Chapters include: Chapter 1: The Journey to Racial Justice and Restorative Justice Chapter 2: Ubuntu: The Indigenous Ethos of Restorative Justice Chapter 3: Integrating Racial Justice and Restorative Justice Chapter 4: Race, Restorative Justice, and Schools Chapter 5: Restorative Justice and Transforming Mass Incarceration Chapter 6: Toward a Racial Reckoning: Imagining a Truth Process for Police Violence Chapter 7: A Way Forward She looks at initiatives that strive to address the historical harms against African Americans throughout the nation. This newest addition the Justice and Peacebuilding series is a much needed and long overdue examination of the issue of race in America as well as a beacon of hope as we learn to work together to repair damage, change perspectives, and strive to do

better.

U.S. - Mexican Youth and the Politics of Caring Routledge
Breaking new ground in studies of business involvement in schooling, *Capitalizing on Disaster* dissects the most powerful educational reforms and highlights their relationship to the rise of powerful think tanks and business groups. Over the past several decades, there has been a strong movement to privatize public schooling through business ventures. At the beginning of the millennium, this privatization project looked moribund as both the Edison Schools and Knowledge Universe foundered. Nonetheless, privatization is back. The new face of educational privatization replaces public schooling with EMOs, vouchers, and charter schools at an alarming rate. In both disaster and nondisaster areas, officials designate schools as failed in order to justify replacement with new, unproven models. Saltman examines how privatization policies such as No Child Left Behind are designed to deregulate schools, favoring business while undermining public oversight. Examining current policies in New Orleans, Chicago, and Iraq, *Capitalizing on Disaster* shows how the struggle for public schooling is essential to the struggle for a truly democratic society.

[The Schools We Need](#) SUNY Press

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

[A Coherent Approach](#) IAP

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

Leaving Children Behind Rowman & Littlefield

A thoroughly revised and updated edition of the classic text.

Focuses on the roles of hope, participation, and change in reforming American schools.

Subtractive Schooling U of Minnesota Press

Fueled largely by significant increases in the Latino population, the racial, ethnic, and linguistic texture of the United States is changing rapidly. Nowhere is this 'Latinisation' of America more evident than in schools. The dramatic population growth among Latinos in the United States has not been accompanied by gains in academic achievement. Estimates suggest that approximately half of Latino students fail to complete high school, and few enroll in and complete college. The *Latinization of U.S. Schools* centres on the voices of Latino youth. It examines how the students

themselves make meaning of the policies and practices within schools. The student voices expose an inequitable opportunity structure that results in depressed academic performance for many Latino youth. Each chapter concludes with empirically based recommendations for educators seeking to improve their practice with Latino youth, stemming from a multiyear participatory action research project conducted by Irizarry and the student contributors to the text.

[The School and Kin Support Networks of U.S.-Mexican Youth](#)
Oxford University Press

This new edition contextualizes Lareau's original ethnography in a discussion of the most pressing issues facing educators at the beginning of the new millennium.

[A Critical Pedagogy](#) SUNY Press

High-Achieving Latino Students: Successful Pathways Toward College and Beyond addresses a long-standing need for a book that focuses on the success, not failure, of Latino students. While much of the existing research works from a deficit lens, this book uses a strength-based approach to support Latino achievement. Bringing together researchers and practitioners, this unique book provides research-based recommendations from early to later school years on "what works" for supporting high achievement. Praise for *High-Achieving Latino Students* "This book focuses on an important issue about which we know little. There are many lessons here for both scholars and educators who believe that Latino students can succeed. I congratulate the authors for taking on this timely and significant topic." ~ Guadalupe Valdés, Ph.D., Bonnie Katz Tenenbaum Professor in Education, Stanford University. Author of *Con Respeto: Bridging the Distances Between Culturally Diverse Families and Schools* "This is a must-read book for leaders in institutions of both K-12 and higher education who want to better understand success factors of Latino students in the US. Using a strength-based framework to understand and support Latino achievement is a new paradigm that must be considered by all." ~ Loui Olivas, Ed.D., President, American Association of Hispanics in Higher Education "In addition to being the right book at the right time, these editors should be congratulated for giving us a stellar example of how a research-practice collaboration comes together to produce such a valuable and lasting contribution to the field of school reform and improvement. Those who work in schools, universities, think tanks

and policymaking centers have been waiting anxiously for this kind of book, and it's now here." ~ Carl A. Cohn, Ed.D., Former Executive Director, California Collaborative for Educational Excellence, CA State Board of Education member, and Superintendent "There may not be a silver bullet for solving the so-called problem of Latino underachievement, but well-conceived solutions do exist. This powerful book offers strength- and asset-based frameworks that demonstrate Latino achievement is possible. Read this text to not only get informed, but to also get nurtured and inspired!" ~ Angela Valenzuela, Ph.D., Professor in Education, University of Texas at Austin. Author of *Subtractive Schooling: US-Mexican Youth and the Politics of Caring*

The Curriculum Studies Reader Simon and Schuster

This book will address a number of urgent themes in education today that include multiculturalism, the politics of whiteness, the globalization of capital, neoliberalism, postmodernism, imperialism, and current debates in Marxist social theory. The above themes will be linked to critical educational praxis, particularly to teaching activities within urban schools. Finally, the book will develop the basis for a wider political project directed at resisting and transforming economic exploitation, cultural homogenization, political repression, and gender inequality. Recent and widespread scholarly attention has been given to the unabated mercilessness of global capitalism. Little opposition exists as capital runs amok, unhampered and undisturbed by the tectonic upheaval that is occurring in the geopolitical landscape that has recently witnessed the collapse of the Soviet Union and the regimes of the Eastern Bloc. As we examine education policies within the context of economic globalization, we attempt to address the extent to which the pedagogy and politics of everyday life has fallen under the sway of what we identify as cultural and economic imperialism. Finally, the book raises a number of urgent questions: What are the current limitations to educational reform efforts among the educational left? What are some of the problems associated with certain developments within postmodern education? How can a return to Marxist theory and revolutionary politics revitalize the educational left at a time when capitalism appears to be unstoppable? What actions need to be taken in both local and global arenas to overcome the exploitation that the globalization of capital has wreaked upon the

world?

Getting Real about Race in School SUNY Press

Every year from April to October, the Sánchez family traveled—crowded in the back of trucks, camping in converted barns, tending and harvesting crops across the breadth of the United States. Although hoeing sugar beets with a short hoe was their specialty, they also picked oranges in California, apples in Washington, cucumbers in Michigan, onions and potatoes in Wisconsin, and tomatoes in Iowa. Winters they returned home to the Winter Garden region of South Texas. In 1951, Saúl Sánchez began to contribute to his family's survival by helping to weed onions in Wind Lake, Wisconsin. He was eight years old. Rows of Memory tells his story and the story of his family and other migrant farm laborers like them, people who endured dangerous, dirty conditions and low pay, surviving because they took care of each other. Facing racism both on the road and at home, they lived a largely segregated life only occasionally breached by friendly employers. Despite starting school late and leaving early every year and having to learn English on the fly, young Saúl succeeded academically. At the same time that Mexican Americans in South Texas upended the Anglo-dominated social order by voting their own leaders into local government, he upended his family's order by deciding to go to college. Like many migrant children, he knew that his decision to pursue an education meant he would no longer be able to help feed and clothe the rest of his family. Nevertheless, with his parents' support, he went to college, graduating in 1967 and, after a final display of his skill with a short hoe for his new friends, abandoned migrant labor for teaching. In looking back at his youth, Sánchez invites us to appreciate the largely unrecognized and poorly rewarded strength and skill of the laborers who harvest the fruits and vegetables we eat. A first-person portrait of life on the bottom rung of the food system, this coming-of-age tale illuminates both the history of Latinos in the United States and the human consequences of industrial agriculture.

Manufacturing Hope and Despair Routledge

In *The Future of Our Schools*, Lois Weiner explains why teachers who care passionately about teaching and social justice need to unite the energy for teaching to efforts to self-govern and transform teacher unions. Drawing on research and her experience as a public school teacher and union activist, she

explains how to create the teachers unions public education desperately needs. Lois Weiner is a professor at New Jersey City University and has been a life-long teacher union activist who has served as an officer of three different union locals. She is the author of *The Global Assault on Teaching, Teachers, and their Unions: Stories for Resistance*.

Everyday Antiracism Routledge

Teaching Toward a Decolonizing Pedagogy outlines educational practitioner development toward decolonizing practices and pedagogies for anti-racist, justice-based urban classrooms. Through rich personal narratives of one teacher's critical reflections on her teaching, urban education scholarship and critical praxis are merged to provide an example of anti-racist urban schooling. Steeped in theoretical practice, this book offers a narrative of one teacher's efforts to decolonize her urban classroom, and to position it as a vehicle for racial and economic justice for marginalized and minoritized students. At once a model for deconstructing the white institutional space of US schooling and a personal account of obstacles to these efforts, *Teaching Toward a Decolonizing Pedagogy* presents a research-based 'pueblo pedagogy' that reconsiders teacher identity and teachers' capacities for resilience, resistance, and community-based instruction. From this personal exploration, emergent and practicing teachers can extract curricula, practices, and dispositions toward advocacy for students most underserved and marginalized by public education. As an exemplar of decolonizing work both in classroom practices and in methodologies for educational research, this book presents tensions and complexities in school-based theorizing and praxis, and in teacher implementations of anti-racist pedagogies in and against the current US model of colonial schooling.

Educated in Whiteness Oxford University Press

Educators across the nation are engaged in well-meaning efforts to address diversity in schools given the current context of NCLB, *Race to the Top*, and the associated pressures of standardization and accountability. Through rich ethnographic accounts of teachers in two demographically different secondary schools in the same urban district, Angelina E. Castagno investigates how whiteness operates in ways that thwart (and sometimes co-opt) even the best intentions and common sense—thus resulting in educational policies and practices that reinforce the status quo

and protect whiteness rather than working toward greater equity. Whereas most discussions of the education of diverse students focus on the students and families themselves, *Educated in Whiteness* highlights the structural and ideological mechanisms of whiteness. In schools, whiteness remains dominant by strengthening and justifying the status quo while simultaneously preserving a veneer of neutrality, equality, and compassion. Framed by critical race theory and whiteness studies, this book employs concepts like interest convergence, a critique of liberalism, and the possessive investment in whiteness to better understand diversity-related educational policy and practice. Although in theory most diversity-related educational policies and practices are intended to bring about greater equity, too often in practice they actually maintain, legitimate, and so perpetuate whiteness. Castagno not only sheds light on this disconnect between the promises and practices of diversity-related initiatives but also provides insight into why the disconnect persists.

Ninth Edition University of Iowa Press

This is the second book in the series *Transformative Pedagogies for Teacher Education*. Like the first book in the series it is geared towards practitioners in the field of teacher education. This second book focuses on action, agency and dialogue. It features chapters by a collection of teacher educators, researchers, teacher advocates and practitioners drawing on their research and experiences with teacher candidates to explore critical issues in teacher education. The book will be useful to teacher educators working with teacher candidates in different contexts, particularly diverse contexts. Given demographic shifts and the need for educators to respond to growing diversity in schools, educators will find valuable strategies in *Transformative Pedagogies in Teacher Education: Critical Action, Agency and Dialogue in Teaching and Learning Contexts* they can implement in their own practice. In addition to valuable strategies, authors explore different approaches and perspectives in teacher education in the preparation of teacher candidates for a changing world. Critical notions of education are posited from different perspectives and locations. This book will be useful for schools, school boards and districts engaging in ongoing professional development of teachers. It will also be of value to school leaders and aspiring leaders in principal preparation programs as working with new teachers and teacher educators is an integral part of their role.

Past, Present, and Future Routledge

Subtractive Schooling U.S. - Mexican Youth and the Politics of Caring SUNY Press

Teachers Unions and Social Justice Peter Lang Incorporated, International Academic Publishers

This highly anticipated second edition of The Curriculum Studies Reader retains key features of the successful first edition while incorporating an updated introduction and new, timely essays.

Grounded in historical essays, the volume provides context for the growing field of curriculum studies, reflects upon the trends

that have dominated the field, and samples the best of current scholarship. This thoughtful combination of essays provides a survey of the field coupled with concrete examples of innovative curriculum, and an examination of contemporary topics like HIV/AIDS education and multicultural education.

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