



Subtractive SCHOOLING

U.S.-Mexican Youth and
the Politics of Caring

ANGELA VALENZUELA

Subtractive Schooling

Keffrelyn Denise Brown

Subtractive Schooling:

Subtractive Schooling Angela Valenzuela,2010-03-31 Winner of the 2000 Outstanding Book Award presented by the American Educational Research Association Winner of the 2001 American Educational Studies Association Critics Choice Award Honorable Mention 2000 Gustavus Myers Outstanding Book Awards Subtractive Schooling provides a framework for 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 Valenzuela argues that schools subtract resources from youth in two major ways firstly by dismissing their definition of education and secondly through assimilationist policies and practices that minimize their culture and language A key consequence is the erosion of students social capital evident in the absence of academically oriented networks among acculturated U S born youth

Subtractive Schooling Angela Valenzuela,1999-10-21 Provides an enhanced sense of what s required to genuinely care for and educate the U S Mexican youth in America [Latino Education in the U.S.](#) Lourdes Diaz Soto,2008-09-18 Educators parents policy makers and communities across the country will find this a significant addition to American educational literature and a gold mine of both current information and detailed historical facts Latinos in the United States have fought hard to attain equality especially in the field of education This book focuses on the fight for equal educational access The contributors reveal that many Latino children still face decades old challenges In addition to such obstacles as cultural conflicts and racism they also face teachers curricula and assessments that are not always respectful to their backgrounds Three major questions form the framework for this landmark work How can schools address issues of educational equity for Latino students in the United States How can curricula be reformed to address the needs of these students How can scholars community activists and parents collaborate for the benefit of Latino learners in the United States

School Algebra Charles Ambrose Van Velzer,Charles Sumner Slichter,1890 **The Impact of an Academic Language Curriculum on High School Sophomores** Ann Powell

Martin,2004 [History of Multicultural Education: Policy and policy initiatives](#) Carl A. Grant,Thandeka K. Chapman,2008 This benchmark 6 volume set documents analyzes and critiques a comprehensive body of research on the history of multicultural education in the U S By collecting and providing a framework for key publications spanning the last 30 40 years these volumes provide a means of understanding and visualizing the development implementation and interpretation of multicultural education in American society

Raising Standards Or Raising Barriers? Gary Orfield,Mindy L. Kornhaber,2001 More and more states require students to pass large scale tests as a condition of promotion or graduation What forces have pushed high stakes testing to the forefront of educational policy Are such tests the best way to gauge educational attainment This book examines the economic and educational assumptions underlying the call for high stakes tests [American Grammar](#) Jarvis R. Givens,2025-10-14 A new history of US education through the nineteenth century that

rigorously accounts for Black Native and white experiences a story that exposes the idea of American education as the great equalizer to not only be a lie but also a myth that reproduces past harms Education is the epicenter of every community in the United States Indeed few institutions are as pivotal in shaping our lives and values than public schools Yet the nature of schooling has become highly politicized placing its true colors on full display a battleground where clashes over free speech and book bans abound and where the suppression of knowledge about race gender and sexuality have taken center stage Political forces are waging a war on academic freedom raising serious questions What gets taught how by whom and who gets to decide Yet how might our perception of this reality shift when we recognize such battles as expressions of a relationship between race power and schooling as old as the country itself Access and equity in public education have long been discussed and attempts to address the educational debts owed to historically oppressed groups have taken the form of modern innovations and promises of future improvement Yet the past plays an equally significant role in structuring our present reality and in the case of our education system there is a dark unexamined history that continues to influence how schools forge our world Harvard University professor Jarvis R Givens an expert in the fields of American Educational History and African American Studies draws on his own personal experiences and academic expertise to unveil how the political economic exploitation of Black and Indigenous people played an essential role in building American education as an inequitable system premised on white possession and white benefit In doing so he clarifies that present conflicts are not merely culture wars but indeed structural in nature American Grammar is a revised origin story that exposes this legacy of racial domination in schooling demonstrating how the educational experiences of Black white and Native Americans were never all together separate experiences but indeed relational all part of an emergent national educational landscape Givens reveals how profits from slavery and the seizure of native lands underwrote classrooms for white students how funds from the US War Department developed native boarding schools and how classroom lessons socialized students into an American identity grounded in antiblackness and anti Nativeness whereby the substance of schooling mirrored the very structure of US education In unraveling this past Givens provides more honest language for those working to imagine and build a truly more egalitarian future for all learners and communities and especially those most vulnerable among us

Anthropology & Education Quarterly ,2007 *Education 02/03* Fred Schultz,2001-12 Selected articles from magazines newspapers and journals covering educational topics [Seeds of Cynicism](#) Sara-Ellen Amster,2006-06-29 Based on a three year ethnographic study this book traces the operations of three high school newspaper programs in Southern California one serving a working class Latino population and two serving primarily Caucasian and upper middle class students Seeds of Cynicism explores the differences in educators approaches toward young journalists in each school including their use of professional standards to explain issues of newspaper ethics fair play and sensationalism The success or failure of school newspapers is based on a multiplicity of factors that influence student motivation from each teacher s level of interest in

journalism to financial issues to the top school officials attitudes about journalism This timely study finds that two of the three schools actually may increase student disinterest in news and politics in an era when political interest and newspaper readership is waning **Mapping Risks in Education** Keffrelyn Denise Brown,2006 **Journal of School Leadership**

,2006 **Seeds of Cynicism** Sara-Ellen Lori Amster,2004 Journal of American Indian Education ,2016

International Journal on School Disaffection ,2006 *Comprehensive Multicultural Education* Christine I.

Bennett,2003 This book provides readers with the historical background basic terminology and social science concepts of multicultural education Comprehensive Multicultural Education provides a curriculum model with six goals and numerous lesson plans illustrating how each goal can be implemented in the classroom The book includes conceptual frameworks from the social sciences and historical backgrounds Both theory and practice in the book present interdisciplinary content through primary source material and vignettes of actual teachers and students and encourage interactions between readers cultural and individual differences For anyone interested in multicultural education teaching in a pluralistic society and or foundations of American culture and society Journal for Research in Mathematics Education ,2010 **Bilingual**

Education in the 21st Century Ofelia García,2009 Bilingual Education in the 21st Century examines languages and bilingualism as individual and societal phenomena presents program types variables and policies in bilingual education and concludes by looking at practices especially pedagogies and assessments This thought provoking work is an ideal textbook for future teachers as well as providing a fresh view of the subject for school administrators and policy makers Provides an overview of bilingual education theories and practices throughout the world Extends traditional conceptions of bilingualism and bilingual education to include global and local concerns in the 21st century Questions assumptions regarding language bilingualism and bilingual education and proposes a new theoretical framework and alternative views of teaching and assessment practices Reviews international bilingual education policies with separate chapters dedicated to US and EU language policy in education Gives reasons why bilingual education is good for all children throughout the world and presents cases of how this is being carried out **School Adjustment Among Low-income Latino Adolescents** Jessica Dalesandro Mindnich,2007

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