

subtractive schooling us mexican youth and the politics of caring angela valenzuela

Subtractive Schooling, US Mexican Youth, and the Politics of Caring: Angela Valenzuela's Transformative Insights

subtractive schooling us mexican youth and the politics of caring angela valenzuela is a critical phrase that opens up a profound discussion about educational inequities faced by Mexican American students in the United States. Angela Valenzuela, a renowned scholar and educator, introduced the concept of subtractive schooling to describe how traditional educational systems often marginalize and diminish the cultural identities and experiences of youth from Mexican American backgrounds. Her work not only sheds light on these challenges but also offers a compelling framework—termed the “politics of caring”—to reimagine education as a space of empowerment rather than erasure.

Understanding subtractive schooling and Valenzuela's politics of caring is essential for educators, policymakers, and communities invested in cultivating equitable learning environments for US Mexican youth. This article explores these ideas in depth, providing context, analysis, and practical reflections on how schools can better serve diverse student populations.

What Is Subtractive Schooling?

At its core, subtractive schooling refers to educational practices that systematically strip away students' cultural knowledge, language, and identity rather than affirming and building upon them. Angela Valenzuela first articulated this concept in her influential book, **Subtractive Schooling: US-Mexican Youth and the Politics of Caring** (1999). She observed that many Mexican American students in US schools experience a form of institutional neglect where their backgrounds are undervalued or even punished.

Rather than honoring bilingualism and biculturalism, subtractive schooling often enforces monolingual English-only instruction and Western-centric curricula that ignore or devalue Mexican heritage. This process results in students feeling alienated, disconnected, and less motivated to succeed academically. The subtractive nature of schooling becomes a form of cultural erasure, reinforcing social inequalities and limiting opportunities for these youth.

How Subtractive Schooling Manifests in Classrooms

Subtractive schooling can appear in various subtle and overt ways, including:

- **Language Suppression:** Penalizing students for speaking Spanish or other native languages, which undermines their linguistic assets.
- **Curriculum Exclusion:** Omitting Mexican American history, literature, and contributions from textbooks and lessons, making students' heritage invisible.
- **Lowered Expectations:** Teachers holding fewer academic expectations for Mexican American students, often linked to stereotypes or assumptions about ability.
- **Punitive Discipline:** Disproportionately disciplining Mexican American youth, which pushes many toward disengagement or dropout.
- **Cultural Neglect:** Failing to recognize the cultural practices, values, and community ties that are vital to students' identities.

These practices collectively subtract from students' self-worth and educational experiences, leading to what Valenzuela terms "educational debt."

The Politics of Caring: A Radical Reframing of Education

In response to the harms of subtractive schooling, Angela Valenzuela introduces the politics of caring—a framework emphasizing genuine care, respect, and cultural affirmation in education. Unlike superficial forms of "caring" that may be performative or conditional, the politics of caring requires educators to actively engage with students' cultural identities, histories, and social realities.

Valenzuela argues that caring is not just an emotional stance but a political act that challenges systemic inequities within schools. By creating spaces where Mexican American youth feel valued and understood, educators can disrupt subtractive practices and foster resilient, empowered learners.

Key Principles of the Politics of Caring

- **Cultural Affirmation:** Recognizing and integrating students' cultural backgrounds into curricula and school life.
- **Community Engagement:** Building strong relationships between schools, families, and communities to support youth holistically.
- **Critical Pedagogy:** Encouraging students to critically analyze social structures and their own experiences to develop agency.
- **High Expectations with Support:** Maintaining rigorous academic standards while providing culturally responsive support.

- **Emotional and Social Support:** Addressing the whole child by acknowledging emotional well-being and social challenges.

This politics of caring reframes education as a collaborative, empowering process rather than a one-size-fits-all system that enforces conformity.

The Impact on US Mexican Youth

The experience of subtractive schooling leaves many Mexican American students vulnerable to academic underachievement, alienation, and diminished self-esteem. However, when schools adopt the politics of caring, the outcomes can be transformative.

Research and anecdotal evidence reveal that culturally responsive teaching and caring relationships contribute to:

- **Increased Engagement:** Students participate more actively when their culture is valued.
- **Higher Academic Achievement:** Affirming identities correlates with improved test scores and graduation rates.
- **Stronger School Belonging:** Youth feel a sense of safety and acceptance, reducing dropout rates.
- **Empowerment and Identity Development:** Students develop pride in their heritage and confidence in their abilities.
- **Resistance to Oppression:** Critical awareness equips youth to navigate and challenge systemic inequalities.

Valenzuela's work highlights that schools are not neutral spaces; they can either perpetuate harm or serve as sites of healing and empowerment.

Challenges to Implementing the Politics of Caring

Despite its promise, the politics of caring faces obstacles in practice:

- **Standardized Testing Pressures:** An emphasis on uniform metrics often sidelines culturally responsive approaches.
- **Institutional Resistance:** Entrenched policies and attitudes may resist shifts away from dominant cultural norms.
- **Teacher Preparation:** Many educators lack training in multicultural education or the skills to enact caring pedagogy.
- **Resource Limitations:** Underfunded schools struggle to provide the support services that caring education requires.

Overcoming these challenges requires systemic change, professional development, and community advocacy.

Practical Strategies for Educators Inspired by Valenzuela's Work

For teachers and school leaders wishing to move beyond subtractive schooling toward the politics of caring, several concrete steps can guide the way:

1. **Incorporate Culturally Relevant Curriculum:** Use literature, history, and examples that reflect Mexican American experiences and contributions.
2. **Encourage Bilingualism:** Promote students' native language skills alongside English proficiency rather than suppressing them.
3. **Build Relationships:** Invest time in getting to know students' backgrounds, families, and community contexts.
4. **Practice Reflective Teaching:** Continuously examine one's own biases and assumptions about students and culture.
5. **Create Safe Spaces:** Foster classroom environments where students feel respected and free to express their identities.
6. **Advocate for Policy Change:** Support school and district policies that prioritize equity and cultural responsiveness.

By embedding these strategies, educators can embody the politics of caring and directly counteract the subtractive forces in schooling.

Why Angela Valenzuela's Work Remains Vital Today

More than two decades after the publication of *Subtractive Schooling*, Angela Valenzuela's insights remain profoundly relevant. The demographic landscape of the United States continues to diversify, with Mexican American youth comprising a significant portion of the student population. Yet, disparities in educational access, achievement, and representation persist.

In an era where debates over bilingual education, immigration, and cultural inclusion are highly charged, Valenzuela's framework offers a compassionate and critical lens to understand these issues. Her politics of caring insists that educational equity is not merely about academic success but about honoring the humanity and dignity of every student.

Educators, policymakers, and communities who embrace this vision can help create schools that are truly inclusive, empowering, and transformative for

US Mexican youth and beyond.

Navigating the complexities of subtractive schooling and embracing the politics of caring challenges us to rethink what education means for marginalized communities. Angela Valenzuela's work invites us to listen deeply, act boldly, and care genuinely—turning schools into places where every student's culture and potential are celebrated rather than subtracted.

Frequently Asked Questions

What is the main argument of Angela Valenzuela's 'Subtractive Schooling' regarding US Mexican youth?

Angela Valenzuela argues that the US educational system often engages in 'subtractive schooling,' which systematically devalues and removes the cultural identities, languages, and knowledge of Mexican youth, leading to alienation and academic underachievement.

How does 'Subtractive Schooling' affect the identity development of Mexican-American students?

Subtractive schooling negatively impacts Mexican-American students' identity development by de-emphasizing their cultural heritage and language, causing them to feel marginalized and disconnected from their educational environment.

What role does the 'politics of caring' play in Valenzuela's work?

The 'politics of caring' in Valenzuela's work emphasizes the importance of educators showing genuine care and respect for students' cultural backgrounds as a means to counteract subtractive schooling and promote positive academic and social outcomes.

How does Valenzuela suggest educators can combat subtractive schooling?

Valenzuela suggests educators combat subtractive schooling by incorporating culturally responsive teaching, validating students' home languages and cultures, and fostering nurturing relationships that affirm students' identities.

What is the significance of language in Valenzuela's discussion of subtractive schooling?

Language is central to Valenzuela's discussion, as subtractive schooling often involves suppressing Spanish and other home languages, which alienates students and undermines their academic engagement and self-esteem.

In what ways does subtractive schooling manifest in US schools according to Valenzuela?

Subtractive schooling manifests through curricula that ignore or devalue Mexican culture, disciplinary practices that disproportionately target Mexican youth, and policies that discourage bilingualism and cultural expression.

How does Valenzuela connect subtractive schooling to broader social inequalities?

Valenzuela connects subtractive schooling to systemic social inequalities by showing how educational practices reflect and reinforce racial, cultural, and class-based disparities experienced by Mexican-American communities.

What impact does subtractive schooling have on Mexican youth's academic achievement?

Subtractive schooling contributes to lower academic achievement among Mexican youth by creating alienating and unsupportive school environments that hinder motivation, engagement, and self-worth.

How does the concept of caring challenge traditional educational practices in Valenzuela's work?

The concept of caring challenges traditional educational practices by advocating for relational, empathetic, and culturally affirming approaches that prioritize students' emotional and cultural needs alongside academic goals.

Why is Angela Valenzuela's 'Subtractive Schooling' still relevant in discussions of education today?

Valenzuela's work remains relevant because issues of cultural marginalization, language suppression, and the need for culturally responsive pedagogy persist, highlighting ongoing challenges in creating equitable and inclusive educational environments for Mexican and other marginalized youth.

Additional Resources

Subtractive Schooling, US Mexican Youth, and the Politics of Caring: Angela Valenzuela's Critical Perspective

subtractive schooling us mexican youth and the politics of caring angela valenzuela represents a pivotal framework in understanding the educational challenges faced by Mexican-origin youth in the United States. Angela Valenzuela, a prominent scholar in educational sociology, introduced the concept of subtractive schooling to describe the systemic processes through which schools often devalue and strip away the cultural identities and linguistic assets of Latino students, particularly those of Mexican descent. This article explores the multifaceted implications of subtractive schooling, delving into Valenzuela's politics of caring as a counter-narrative and a potential pathway toward more equitable educational experiences.

Understanding Subtractive Schooling: Origins and Implications

Subtractive schooling is a concept developed by Angela Valenzuela in her influential work focusing on Chicano youth education. It refers to the educational practices and policies that implicitly or explicitly undermine students' native languages, cultural backgrounds, and familial values. Rather than affirming the diverse identities students bring into the classroom, subtractive schooling tends to prioritize assimilation into mainstream Anglo-American norms, often at the expense of students' cultural capital.

For Mexican youth in the United States, this dynamic results in a form of systemic marginalization. Schools may unintentionally alienate these students by discouraging the use of Spanish or by undervaluing Mexican cultural practices. The broader consequence is a form of educational disenfranchisement that contributes to lower academic achievement, higher dropout rates, and diminished self-esteem among Latino students.

The Mechanics of Subtractive Schooling

Subtractive schooling manifests through several interrelated mechanisms:

- **Language Suppression:** English-only policies and discouragement of Spanish use in schools.
- **Cultural Devaluation:** Curriculum that centers Eurocentric perspectives, neglecting Mexican American history and contributions.
- **Disciplinary Practices:** Disproportionate disciplinary actions against

Mexican youth, often linked to cultural misunderstandings.

- **Teacher Expectations:** Lowered academic expectations based on stereotypical assumptions about Latino students' capabilities.

These factors collectively contribute to an educational experience where Mexican-origin youth may feel their identities are being erased or diminished, leading to disengagement and academic struggles.

The Politics of Caring: Valenzuela's Counter-Narrative

In response to the subtractive schooling paradigm, Angela Valenzuela advocates for the "politics of caring" as an educational philosophy that emphasizes respect, affirmation, and genuine engagement with students' cultural identities. This approach challenges deficit-based views and seeks to create supportive learning environments that foster both academic success and cultural pride.

Core Elements of the Politics of Caring

Valenzuela's politics of caring involves several key components:

1. **Cultural Affirmation:** Recognizing and valuing students' language, traditions, and familial backgrounds within the curriculum.
2. **Teacher-Student Relationships:** Building trust and empathy to support students' holistic development.
3. **Community Engagement:** Involving families and local communities in the educational process to bridge cultural divides.
4. **Advocacy for Equity:** Actively working against discriminatory practices and policies within schools.

This framework not only counters the subtractive tendencies of traditional schooling but also aligns with broader educational equity movements that seek to transform institutions into spaces of inclusion and empowerment.

Impact on Mexican Youth Outcomes

Research indicates that when educators adopt caring and culturally responsive practices, Mexican-origin students demonstrate improved academic engagement, higher self-esteem, and greater long-term educational aspirations. For example, schools that integrate bilingual education programs and culturally relevant pedagogy report increased attendance and reduced dropout rates among Latino students.

Moreover, the politics of caring fosters a sense of belonging, which is critical for students navigating complex identity negotiations in multicultural settings. By affirming the worth of Mexican heritage, schools can help mitigate the alienation that often accompanies subtractive schooling.

Comparative Perspectives: Subtractive vs. Additive Schooling

A useful way to contextualize subtractive schooling is by contrasting it with additive schooling approaches, which aim to build upon students' existing cultural and linguistic strengths rather than diminish them. Additive schooling seeks to integrate students' home languages and cultural knowledge into the learning process, thereby enriching the educational experience for all students.

- **Subtractive Schooling:** Focuses on assimilation, often leading to loss of cultural identity.
- **Additive Schooling:** Emphasizes bilingualism and biculturalism, viewing diversity as an asset.

While subtractive schooling remains prevalent in many districts, there is a growing recognition of the benefits associated with additive approaches, particularly in states with significant Mexican-origin populations such as California, Texas, and Arizona.

Policy Implications and Challenges

Implementing the politics of caring and shifting away from subtractive schooling practices require systemic changes at multiple levels. Policy makers must reconsider standardized testing regimes, curriculum standards, and teacher training programs to incorporate cultural responsiveness and linguistic diversity.

However, challenges persist, including political resistance to bilingual education, budget constraints, and entrenched institutional biases. Additionally, the politicization of immigration and Latino identity in the United States complicates efforts to promote inclusive schooling environments.

The Role of Educators and Communities

Educators play a crucial role in either perpetuating subtractive schooling or advancing the politics of caring. Professional development focused on cultural competence and anti-bias education can equip teachers with strategies to engage Mexican youth more effectively.

Simultaneously, community involvement is essential. Families and local organizations provide cultural knowledge and support networks that can reinforce positive educational experiences. Collaborative partnerships between schools and Mexican American communities can foster environments where subtractive schooling is actively challenged.

Examples of Caring Practices in Schools

Some successful initiatives reflecting Valenzuela's politics of caring include:

- Dual-language immersion programs that promote bilingualism.
- Curriculum units celebrating Mexican history, literature, and art.
- Mentorship programs pairing students with culturally aware role models.
- Restorative justice practices that replace punitive discipline with dialogue and understanding.

These practices demonstrate that transforming schooling for Mexican youth is both feasible and beneficial when grounded in care and cultural respect.

Angela Valenzuela's concept of subtractive schooling offers a critical lens to examine how US educational systems often marginalize Mexican-origin youth by eroding their cultural identities. Her politics of caring provides an alternative vision that centers empathy, cultural affirmation, and community engagement as essential components of equitable education. As schools continue to grapple with demographic shifts and calls for social justice,

Valenzuela's scholarship remains a vital guide for educators, policymakers, and advocates committed to nurturing the academic and personal growth of Mexican youth.

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

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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.

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Reflexiones 1998 Yolanda C. Padilla, 1999 Reflexiones is an annual review of the work in progress of scholars affiliated with the Center for Mexican American Studies at the University of Texas at Austin. It may also include outside works derived from center-sponsored presentations. Reflexiones 1998, the second volume in the series, invites us to view Mexican American identity in a new light. In the rich interdisciplinary tradition of Mexican American studies, the contributors to Reflexiones 1998 come from a variety of fields. Martha Menchaca (anthropology) and Mauricio Tenorio and David Montejano (both in history) open with a three-part piece on the 150th anniversary of the Treaty of Guadalupe Hidalgo. Angela Valenzuela (sociology, Rice University) discusses the practice of cultural assimilation in our educational system. Américo Paredes (anthropology and English) offers a telling vignette of borderland life. Sheila Marie Contreras (English) considers the question of Mexican American ancestry in a study of a poem by Teresa Palomo Acosta. Lalo Alcaraz, the Los Angeles-based satirist, delivers a trenchant autobiographical cartoon story. James Nicolopoulos (Spanish and Portuguese) delves into the corrido tradition and the effects of the advent of sound recording. Richard Flores (anthropology) explores the myth of the Alamo and the film *Martyrs of the Alamo*. And finally, Charles Ramírez Berg (radio, television, and film) examines Mexican American border documentaries.

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Teacher Education for Democracy and Social Justice Nicholas M. Michelli, David Lee Keiser, 2005 First Published in 2005. Routledge is an imprint of Taylor & Francis, an informa company.

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Shades of White Pamela Perry, 2002-02-14 A comparative ethnography in two high schools, one urban and one suburban, that studies the differing notions of whiteness and race that predominate among students at each school.

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Teaching for Global Community César Augusto Rossatto, 2011-06-01 Education has long been viewed as a vehicle for building community. However, the critical role of education and schools for constructing community resistance is undermined by recent trends toward the centralization of educational policy-making (e.g. racial profiling new laws in the US—Arizona and Texas; No Child Left Behind and global racism), the normalization of “globalization” as a vehicle for the advancement of economic neo-liberalism and social hegemony, and the commodification of schooling in the service of corporate capitalism. Alternative visions of schooling are urgently needed to transform these dangerous trends so as to reconstruct public education as an emancipatory social project. *Teaching for Global Community: Overcoming the Divide and Conquer Strategies of the Oppressor* examines these issues among related others as a way to honor and re-examine Freirean principles and aim to

take critical pedagogy in new directions for a new generation. The goal is to build upon past accomplishments of Paulo Freire's work and critical pedagogy while moving beyond its historical limitations. This includes efforts that revisit and re-evaluate established topics in the field or take on new areas of contestation. Issues related to education, labor, and emancipation, broadly defined and from diverse geographical context, are addressed. The theoretical perspectives used to look at these emerge from critical pedagogy, critical race theory, critiques of globalization and neoliberalism, marxist and neo-marxist perspectives, social constructivism, comparative/international education, postmodernism indigenous perspectives, feminist theory, queer theory, poststructuralism, critical environmental studies, postcolonial studies, liberation theology, with a deep commitment to social justice.

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Compulsory Sabina E. Vaught, 2017-01-31 "This is an American story, unsettled by contradictions, constituted by unresolvable loss and open-ended hope, produced through brutal exclusivities and persistent insurgencies. This is the story of Lincoln prison." In her Introduction, Sabina E. Vaught passionately details why the subject of prisons and prison schooling is so important. An unprecedented institutional ethnography of race and gender power in one state's juvenile prison school system, *Compulsory* will have major implications for public education everywhere. Vaught argues that through its educational apparatus, the state disproportionately removes young Black men from their homes and subjects them to the abuses of captivity. She explores the various legal and ideological forces shaping juvenile prison and prison schooling, and examines how these forces are mechanized across multiple state apparatuses, not least school. Drawing richly on ethnographic data, she tells stories that map the repression of rightless, incarcerated youth, whose state captivity is the contemporary expression of age-old practices of child removal and counterinsurgency. Through a theoretically rigorous analysis of the daily experiences of prisoners, teachers, state officials, mothers, and more, *Compulsory* provides vital insight into the broad compulsory systems of schooling—both Inside prison and in the world Outside—asking readers to reconsider conventional understandings of the role, purpose, and value of state schooling today.

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Faculty Diversity JoAnn Moody, 2013-06-17 Why do we see so little progress in diversifying faculty at America's colleges, universities, and professional schools? This book explores this important question and provides steps for hastening faculty diversity. Drawing on her extensive consultant practice and expertise as well as research and scholarship from several fields, Dr. Moody provides practical and feasible ways to improve faculty recruitment, retention, and mentorship, especially of under-represented women in science-related fields and non-immigrant minorities in all fields. The second edition of *Faculty Diversity* offers new insights, strategies, and caveats to the current state of faculty diversity. This revised edition includes: New strategies to prevent unintended cognitive bias and errors that damage faculty recruitment and retention Expanded discussion on the importance of different cultural contexts, political, and historical experiences inhabited and inherited by non-immigrant faculty and students Increased testimonials and on-the-ground reflections from faculty, administrators, and leaders in higher education, with new attention to medical and other professional schools Updated Appendix with Discussion Scenarios and Practice Exercises useful to search and evaluation committees, department chairs, deans, faculty senates, and diversity councils Expanded chapter on mentoring that dispels myths about informal mentoring and underlines essential components for formal programs. Moody provides an essential, reliable, and eye-opening guide for colleges, medical, and other professional schools that are frustrated in their efforts to diversify their faculty.

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Transformative Student Voice Shelley Zion, Ben Kirshner, Carlos P Hipolito-Delgado, 2025-04-02 A testament to the power of centering youth voices in planning and implementing school reform

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Latinos in the United States: Diversity and Change Rogelio Sáenz, Maria Cristina Morales,

2015-09-14 As the major driver of U.S. demographic change, Latinos are reshaping key aspects of the social, economic, political, and cultural landscape of the country. In the process, Latinos are challenging the longstanding black/white paradigm that has been used as a lens to understand racial and ethnic matters in the United States. In this book, Sáenz and Morales provide one of the broadest sociological examinations of Latinos in the United States. The book focuses on the numerous diverse groups that constitute the Latino population and the role that the U.S. government has played in establishing immigration from Latin America to the United States. The book highlights the experiences of Latinos in a variety of domains including education, political engagement, work and economic life, family, religion, health and health care, crime and victimization, and mass media. To address these issues in each chapter the authors engage sociological perspectives, present data examining major trends for both native-born and immigrant populations, and engage readers in thinking about the major issues that Latinos are facing in each of these dimensions. The book clearly illustrates the diverse experiences of the array of Latino groups in the United States, with some of these groups succeeding socially and economically, while other groups continue to experience major social and economic challenges. The book concludes with a discussion of what the future holds for Latinos. This book is essential reading for undergraduate and graduate students, social scientists, and policymakers interested in Latinos and their place in contemporary society.

subtractive schooling us mexican youth and the politics of caring angela valenzuela:
Community Colleges and Their Students J. Levin, 2009-11-23 This book employs a socio-cultural approach to study the organizational dynamics and experiences of self-formation that shape community college life. The authors use case studies to analyze both the symbolic dimension and practices that enable the production of educational experiences in seven community colleges across the U.S. Levin and Montero-Hernandez explain the construction of organizational identity and student development as a result of the connection between institutional forces and individual agency. This work emphasizes the forms and conditions of interaction among college personnel, students, and external groups that were enacted to respond to the demands and opportunities in both participants local and larger contexts. The authors acknowledge both the collective and individual efforts of community college personnel to create caring community colleges that support nontraditional students.

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Ethnic Studies Research Timothy P. Fong, 2008-05-02 Study of ethnic groups and race relations have always existed in the academy, primarily in the areas of sociology and anthropology. However, grassroots movements for ethnic studies programs and departments came about with very different agendas for the study of these groups. It is surprising, then, that relatively few books devoted to these methods exist to document and promote this innovation among succeeding generations of graduate students, as well as current academics and professional practitioners. Ethnic Studies Research synthesizes and benchmarks ethnic studies methodologies as interdisciplinary modes of inquiry, providing state-of-the-art summary chapters on key methods and issues, extensive bibliographies, and promising new directions for the future.

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Pragmatism in the Americas Gregory Fernando Pappas, 2011 In the last ten years, investigators worldwide have focused on the connections between the philosophy of classical figures in American pragmatism (e.g., William James, Charles Peirce, and John Dewey) and the Hispanic world. *Pragmatism in the Americas* examines the intersection between these two traditions, advancing new and unexplored realms of Western philosophy and uncovering new relationships. The book will prove an invaluable source for philosophers and philosophy students, as well as for scholars from other disciplines (e.g., history, political science, sociology, diversity studies, and gender and race studies) to begin understanding the dynamic relationship in thinking between the two Americas. In addition to documenting the results of a new and thriving area of research, it can also function as a primer to direct and provoke further inquiry. Its essays, from North American, Spanish, and Latin American scholars, fill a void in the humanities and introduce a number of Hispanic pragmatists who have not

been included in standard pragmatist texts.

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Understanding Youth Michael J. Nakkula, Eric Toshalis, 2020-08-05 Adolescent development research and theory have tremendous potential to inform the work of high school teachers, counselors, and administrators. *Understanding Youth* bridges the gap between adolescent development theory and practice. Nakkula and Toshalis explore how factors such as social class, peer and adult relationships, gender norms, and the media help to shape adolescents' sense of themselves and their future expectations and aspirations.

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The Places of Modernity in Early Mexican American Literature, 1848-1948 José F. Aranda, 2022-02 2023 Choice Outstanding Academic Title In *The Places of Modernity in Early Mexican American Literature, 1848-1948*, José F. Aranda Jr. describes the first one hundred years of Mexican American literature. He argues for the importance of interrogating the concept of modernity in light of what has emerged as a canon of earlier pre-1968 Mexican American literature. In order to understand modernity for diverse communities of Mexican Americans, he contends, one must see it as an apprehension, both symbolic and material, of one settler colonial world order giving way to another more powerful colonialist but imperial vision of North America. Letters, folklore, print culture, and literary production demonstrate how a new Anglo-American political imaginary revised and realigned centuries-old discourses on race, gender, class, religion, citizenship, power, and sovereignty. The modern, Aranda argues, makes itself visible in cultural productions being foisted on a conquered people, who were themselves beneficiaries of a notion of the modern that began in 1492. For Mexican Americans, modernity is less about any particular angst over global imperial designs or cultures of capitalism and more about becoming the subordinates of a nation-building project that ushers the United States into the twentieth century.

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Voces María M. Carreira, Tom Beeman, 2014-10-28 Featuring hundreds of personal anecdotes by Latino college students against a backdrop of information on their culture, history, and academic needs and strengths, this book offers a compelling and exacting view of the world of Latino students and their families. With a large percentage of public school students being Latino, the future of America is intertwined with that of Latino youth and their educational experience. Who are these children, and how are they transforming and being transformed by this nation? *Voces: Latino Students on Life in the United States* serves to answer these questions, putting the focus on the voices of Latino youth and presenting the research through the real-world experiences and individual perspectives of Latino college students. The students' highly compelling yet rarely heard stories reveal the rewards and challenges of navigating two cultures and languages in school, home, and their communities and offer suggestions for how best to help other Latino youth. The student contributions are analyzed against a backdrop of information on Latino Americans, such as demographics, Spanish-English bilingualism, beliefs, traditions, and cultural practices, putting special emphasis on factors that bear on the academic and social wellbeing of Latino youth. Taking an assets-based approach, the book underscores the strengths of these students and spotlights how they are poised to enrich the American mosaic.

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Undocumented Aviva Chomsky, 2014-05-13 A longtime immigration activist explores what it means to be an undocumented American—revealing the ever-shifting nature of status in the U.S.—in this “impassioned and well-reported case for change (New York Times) In this illuminating work, immigrant rights activist Aviva Chomsky shows how “illegality” and “undocumentedness” are concepts that were created to exclude and exploit. With a focus on US policy, she probes how people, especially Mexican and Central Americans, have been assigned this status—and to what ends. Blending history with human drama, Chomsky explores what it means to be undocumented in a legal, social, economic, and historical context. The result is a powerful testament of the complex, contradictory, and ever-shifting nature of status in America.

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Coaching in Communities Melissa Mosley Wetzal, Kerry H. Alexander, Claire Collins, 2023-05-30

A revolutionary framework for teacher learning centered on justice-focused coaching that encourages culturally responsive practice and disrupts systems of oppression. In *Coaching in Communities*, researcher Melissa Mosley Wetzal and her coauthors distill the lessons of an eight-year study into a transformative educator training model, Coaching with CARE (critical and content-focused, appreciative, reflective, and experiential). They demonstrate how effective, contextual teacher training can be a cornerstone of educational justice, which occurs when all learners are supported to be successful in school and when schools expand notions of success to include diverse ways of life and learning. The authors show how this new framework, which draws from behavioral, cognitive, humanistic, and critical models of coaching, can be used in professional and informal learning contexts, and in dialogue with families and communities, to upend the status quo, break down the expert-novice distinction, and cultivate just forms of practice. As they note, the work of justice is collaborative, sustained engagement in resistance to marginalization, racism, and other inequities. *Coaching in Communities* presents a set of tools, including shared inquiry and coaching cycles of observation, reflection, and debriefing, and demonstrates how they work in real-life settings. With these tools, teacher education programs as well as districts, schools, and other organizations can train for change, which is one essential step in school transformation.

subtractive schooling us mexican youth and the politics of caring angela valenzuela:

Handbook of Research in the Social Foundations of Education Steven Tozer, Bernardo P. Gallegos, Annette Henry, Mary Bushnell Greiner, Paula Groves Price, 2011-07-05 Parts one and two of this volume present the theoretical lenses used to study the social contexts of education. These include long-established foundations disciplines such as sociology of education and philosophy of education as well as newer theoretical perspectives such as critical race theory, feminist educational theory, and cultural studies in education. Parts three, four, and five demonstrate how these theoretical lenses are used to examine such phenomena as globalization, media, popular culture, technology, youth culture, and schooling. This groundbreaking volume helps readers understand the history, evolution, and significance of this wide-ranging, often misunderstood, and increasingly important field of study. This book is appropriate as a reference volume not only for scholars in the social foundations of education but also for scholars interested in the cultural contexts of teaching and learning (formal and informal). It is also appropriate as a textbook for graduate-level courses in Social Foundations of Education, School and Society, Educational Policy Studies, Cultural Studies in Education, and Curriculum and Instruction.

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