

Subtractive Schooling

2. Assimilative nature of school policies and practices

- Attempts to remove or erase their Mexican culture and language
 - Curriculum is not sensitive or relevant to Mexican Americans and their heritage
- Non-neutral process—divorcing them from their communities
 - Youth resist schooling in an effort to stay loyal to their people
- Creates cultural divisions between youth through scheduling
 - College Track, Regular Track (ESL & Non-ESL)
 - Relationships don't form between various groups which could improve achievement
- Essentially, this results in the "...erosion of students' social capital..." (p.20)



Subtractive Schooling

Christine E. Sleeter, Miguel Zavala



Subtractive Schooling:

Subtractive Schooling Angela Valenzuela, 1999-10-21 Provides an enhanced sense of what is required to genuinely care for and educate the U S Mexican youth in America 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 is required to genuinely care for and educate the U S Mexican youth in America **Beyond Silenced Voices** Lois Weis, Michelle Fine, 2005-03-10 Winner of the 2006 Critics Choice Award presented by the American Educational Studies Association Resting on the belief that educators must be at the center of informing education policy the contributors to this revised edition of the classic text raise tough questions that will both haunt and invigorate pre and in service educators as well as veteran teachers They explore the policies and practices of structuring exclusions they listen hard to youth living at the margins of race class ethnicity and gender and they wrestle with fundamental inequalities of space in order to educate for change Written from the perspective of researchers policy analysts teachers and youth workers the book reveals a shared belief in education that could be and a shared concern about schools that currently reproduce class race and gender relations and privilege Encyclopedia of the Social and Cultural Foundations of Education Eugene F. Provenzo, Jr., 2008-10-29 More than any other field in education the social and cultural foundations of education reflect many of the conflicts tensions and forces in American society This is hardly surprising since the area focuses on issues such as race gender socioeconomic class the impact of technology on learning what it means to be educated and the role of teaching and learning in a societal context The Encyclopedia of the Social and Cultural Foundations of Education provides a comprehensive introduction to the social and cultural foundations of education With more than 400 entries the three volumes of this indispensable resource offer a thorough and interdisciplinary view of the field for all those interested in issues involving schools and society Key Features Provides an interdisciplinary perspective from areas such as comparative education educational anthropology educational sociology the history of education and the philosophy of education Presents essays on major movements in the field including the Free School and Visual Instruction movements Includes more than 130 biographical entries on important men and women in education Offers interpretations of

legal material including Brown v Board of Education 1954 and the GI Bill of Rights Explores theoretical debates fundamental to the field such as religion in the public school curriculum rights of students and teachers surveillance in schools tracking and detracking and many more Contains a visual history of American education with nearly 350 images and an accompanying narrative Key Themes Arts Media and Technology Curriculum Economic Issues Equality and Social Stratification Evaluation Testing and Research Methods History of Education Law and Public Policy Literacy Multiculturalism and Special Populations Organizations Schools and Institutions Religion and Social Values School Governance Sexuality and Gender Teachers Theories Models and Philosophical Perspectives A Visual History of American Education **This Is Our School!** Hava Rachel Gordon, 2021-05-11 How local educational justice movements wrestle with neoliberal school reform Parents educators and activists are passionately fighting to improve public schools around the country In This Is Our School Hava Rachel Gordon takes us inside these fascinating school reform movements exploring their origins aims and victories as they work to build a better future for our education system Focusing on a school district in Denver Colorado Gordon takes a look at different coalitions within the school reform movement as well as the surprising competition that arises between them Drawing on over eighty interviews and ethnographic research she explores how these groups vie for power as well as the role that race class and gentrification play in shaping their successes and failures strategies and structures Gordon shows us what happens when people mobilize from the ground up and advocate for educational change This Is Our School gives us an inside look at the diverse voices within the school reform movement each of which plays an important role in the fight to improve public education Latino Education Pedro Pedraza, Melissa Rivera, 2006-04-21 This landmark volume represents the work of the National Latino a Education Research Agenda Project NLERAP an initiative focused on school reform and educational research with and for Latino communities NLERAP s goal is to bring together various constituencies within the broad Latino community who are concerned with public education to articulate a Latino perspective on research based school reform and to use research as a guide to improving the public school systems that serve Latino students and to maximizing their opportunities to participate fully and equally in all social economic and political contexts of society Latino Education An Agenda for Community Action Research conceptualizes and illustrates the theoretical framework for the NLERAP agenda and its projects This framework is grounded in three overlapping areas of scholarship and activism which are reflected within the chapters in this volume critical studies illuminating and analyzing the status of people of color in the United States Latino a educational research capturing the sociohistorical cultural and political schooling experiences of U S Latino a communities and participatory action research exemplifying a liberation oriented methodology for truly transformative education The volume includes both descriptive educational research and critical analyses of previous research and educational agendas related to Latino a communities in the United States According to current U S Census data Latinos now comprise the largest minority group in the total U S population Historically reflecting larger sociohistorical and

economic inequalities in U S society the Latino community has not been well served by U S public school systems More attention to the Latino students educational issues is needed to redress this problem especially given the tremendous population increase and projected growth of Latino communities in the U S Latino Education An Agenda for Community Action Research is a major contribution toward this goal

Hans-Jürgen Syberberg, the Film Director as Critical Thinker Xue Lan Rong, Jeremy Hilburn, 2016-12-27 Fourth wave immigration with its vast economic ethnic cultural linguistic and religious diversities have brought new dynamics into the existing social and demographic structures and added both opportunities and challenges to educational systems in North Carolina a Southern U S state with the fastest growing rate of foreign born population in the nation in 1990 2010 and unique geopolitical history This book brings together 17 scholars who have extensive experience working with immigrants in North Carolina and represent a wide range of educational expertise Together their studies illustrate the intersections between historical contexts geopolitical historical constraints structural factors power policies and laws institutions and organization cultural issues philosophies ideologies identities beliefs values and traditions and immigrant students characteristics on the development of educational practices policies reforms and resistance div Most importantly studying how North Carolina education systems and actors adapt to meet the challenges may offer valuable opportunities for researchers to understand the transformation of educational systems in other new gateway states Collectively studies in this book deconstruct the framework of the traditional hierarchical assimilation and linguisticism policies in recasting the concept of becoming Americans in the New South The authors utilize frameworks that recognize the structural barriers that disadvantage immigrants in new gateway states but also position youth families and communities as possessing and utilizing valuable resources to promote educational access and achievement In this sense this book contributes significantly to major contemporary empirical and theoretical debates relating to educating immigrant children It is our hope that this critical dialogue will continue at a national platform to promote discussion of these timely issues div div

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 Am rico 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 Ramirez Berg radio television and film examines Mexican American border documentaries Encyclopedia of Curriculum Studies Craig Kridel,2010-02-16 The Encyclopedia of Curriculum Studies provides a comprehensive introduction to the academic field of curriculum studies for the scholar student teacher and administrator The study of curriculum beginning in the early 20th century served primarily the areas of school administration and teaching and was seen as a method to design and develop programs of study The field subsequently expanded to draw upon disciplines from the arts humanities and social sciences and to examine larger educational forces and their effects upon the individual society and conceptions of knowledge Curriculum studies has now emerged to embrace an expansive and contested conception of academic scholarship while focusing upon a diverse and complex dynamic among educational experiences practices settings actions and theories in relation to personal and institutional needs and interests The Encyclopedia of Curriculum Studies serves to inform and to introduce terms events documents biographies and concepts to assist the reader in understanding aspects of this rapidly changing field of study Representative topics include Origins definitions dimensions and variations on Curriculum Studies Curriculum development and design for schools Curricular purpose implementation and evaluation Contemporary issues e g standards tests and accountability Curricular dimensions of teaching and teacher education Interdisciplinary perspectives on institutionalized curriculum Informal curricula of homes mass media workplaces organizations and relationships Impact of race class gender health belief appearance place ethnicity language Relationships of curriculum and poverty wealth and related factors Modes of curriculum inquiry and research Curriculum as cultural studies exploring the formation of identities and possibilities Corporate state church and military influence as curriculum Global and international perspectives on curriculum Curriculum organizations journals and resources Summaries of books and articles on curriculum studies Biographic vignettes of key persons in curriculum studies Relevant photographs **System Failure: Policy and Practice in the School-to-Prison Pipeline** Patricia Burch,2022-03-30

SYSTEM FAILURE provides a framework for understanding the ways in which education policy across organizational settings contributes to the school to prison pipeline as documented in the literature and as observed by authors in empirical studies of justice involved youth in regular public schools juvenile court schools probation settings and alternative schools Burch and contributors argue that education policy fails low income justice involved youth in three major ways maintaining silence around issues of structural racism and civil rights marginalizing youth voice and culture and language focusing on schools or the criminal justice system and overlooking intermediate settings including the role of for profit and not for profit education companies While the problem of the school to prison pipeline has been well documented the book adds critical detail and description of a policy process that tolerates the school to prison pipeline and stalls efforts to abolish it The book is intended for educators students policymakers and practitioners interested in a comprehensive introduction to the policy issues as well

as advocates doing serious work on the issues

Schools as Radical Sanctuaries René Antrop-González, 2011-11-01

Large comprehensive urban high schools were designed and constructed with the belief that they could meet the needs of all its students academic and otherwise. By and large however these schools have only done a good job of sorting students for specific jobs in a society based on capitalism and White supremacy. Consequently students schooled in these large institutions are often sorted depending on how they are situated and or perceived by institutional agents i.e. teachers administrators guidance counselors and other staff along racial ethnic class gender sexual orientation and ability lines. The overall result of such structurally and culturally based discriminatory practices has led to astronomically horrendous dropout pushout rates among urban youth particularly those of color who live in poverty. However in such a sea of despair there exist islands of hope and miracles. These islands of hope and miracles are constituted of small high schools that have become sanctuaries for their students their families and communities of color. Moreover not only do these school sanctuaries exist but they have the potential to serve as inspirations to communities that are looking to the small schools initiative as a possible solution to the widespread failure of large comprehensive high schools to serve their needs. Although much recent small schools research discusses the benefits of smallness very little of this research demonstrates or acknowledges the various ways in which communities have created small schools that have established the necessary conditions to make them sustainable culturally relevant and linked to social justice while greatly impacting the improved academic achievement of their students. Therefore the focus of this book is to advance the school as radical sanctuary concept as described through the history curricula and experiences of urban youth and their teachers in two small urban high schools. This book is important for those educationists who wish to deepen their understanding of small school reform and its implications for urban education. *The Praeger*

Handbook of Latino Education in the U.S. Lourdes Diaz Soto, 2006-11-30. Latinos in the United States have fought hard to attain equality especially in the field of education. The Praeger Handbook of Latino Education in the U.S. focuses on this fight for equal educational access and represents a significant addition to American educational literature. The contributors to this volume reveal that many Latino children still face challenges that were present many decades ago. 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. Educators parents policy makers and communities across the country will find this work a goldmine of detailed historical and current information. **Critical Readings on Latinos and Education** Enrique G. Murillo

Jr., 2019-01-14. This critical anthology showcases an interdisciplinary forum of scholars sharing a common interest in the analysis discussion critique and dissemination of educational issues impacting Latinos. Drawing on the best of the past 20 years of the Journal of Latinos and Education the collection highlights work that has been seminal in addressing complex educational issues affecting and influencing the growing Latina and Latino population. Chapters discuss the production and application of wisdom and knowledge to real world problems while engaging and collaborating with the interests of key

stakeholders in other sectors outside the traditional academy Organized thematically around issues related to policy research practice and creative and literary works the collection is sure to extend and encourage novel ways of thinking about the ongoing and emerging questions around the unifying thread of Latinos and education

The SAGE Guide to Curriculum in Education Ming Fang He, Brian D. Schultz, William H. Schubert, 2015-06-05 The SAGE Guide to Curriculum in Education integrates summarizes and explains in highly accessible form foundational knowledge and information about the field of curriculum with brief simply written overviews for people outside of or new to the field of education This Guide supports study research and instruction with content that permits quick access to basic information accompanied by references to more in depth presentations in other published sources This Guide lies between the sophistication of a handbook and the brevity of an encyclopedia It addresses the ties between and controversies over public debate policy making university scholarship and school practice While tracing complex traditions trajectories and evolutions of curriculum scholarship the Guide illuminates how curriculum ideas issues perspectives and possibilities can be translated into public debate school practice policy making and life of the general public focusing on the aims of education for a better human condition 55 topical chapters are organized into four parts Subject Matter as Curriculum Teachers as Curriculum Students as Curriculum and Milieu as Curriculum based upon the conceptualization of curriculum commonplaces by Joseph J Schwab subject matter teachers learners and milieu The Guide highlights and explicates how the four commonplaces are interdependent and interconnected in the decision making processes that involve local and state school boards and government agencies educational institutions and curriculum stakeholders at all levels that address the central curriculum questions What is worthwhile What is worth knowing needing experiencing doing being becoming overcoming sharing contributing wondering and imagining The Guide benefits undergraduate and graduate students curriculum professors teachers teacher educators parents educational leaders policy makers media writers public intellectuals and other educational workers Key Features Each chapter inspires readers to understand why the particular topic is a cutting edge curriculum topic what are the pressing issues and contemporary concerns about the topic what historical social political economic geographical cultural linguistic ecological etc contexts surrounding the topic area how the topic relevant practical and policy ramifications and contextual embodiment can be understood by theoretical perspectives and how forms of inquiry and modes of representation or expression in the topic area are crucial to develop understanding for and make impact on practice policy context and theory Further readings and resources are provided for readers to explore topics in more details

Engaging the "Race Question" Alicia C. Dowd, Estela Mara Bensimon, 2015-04-28 This book is for anyone who is challenged or troubled by the substantial disparities in college participation persistence and completion among racial and ethnic groups in the United States As codirectors of the Center for Urban Education CUE at the University of Southern California coauthors Alicia Dowd and Estela Bensimon draw on their experience conducting CUE s Equity Scorecard a comprehensive action research process

that has been implemented at over 40 colleges and universities in the United States They demonstrate what educators need to know and do to take an active role in racial equity work on their own campuses Through case studies of college faculty administrators and student affairs professionals engaged in inquiry using the Equity Scorecard the book clarifies the muddled conversation that colleges and universities are having about equity Synthesizing equity standards based on three theories of justice justice as fairness justice as care and justice as transformation the authors provide strategies for enacting equity in practice on college campuses Engaging the Race Question illustrates how practitioner inquiry can be used to address the race question with wisdom and calls on college leaders and educators to change the policies and practices that perpetuate institutional and structural racism and provides a blueprint for doing so Book Features Provides concrete examples of policy and practice for improving equity in postsecondary education Examines the role of individuals and groups in the change process Includes examples of action research tools from the Equity Scorecard Offers strategies for professional development and organizational change Dowd and Bensimon have been at the forefront of racial equity research in higher education for nearly two decades and their racial equity scorecard has changed the way higher education thinks about the issue Patricia G ndara co director The Civil Rights Project Proven strategies that every educator in America can use to develop context specific solutions for advancing equity while exploring the legacy of institutionalized racism that typically paralyzes reform and hinders change Tia Brown McNair senior director for student success Association of American Colleges and Universities A valuable step by step guide to making our colleges more academically inviting and egalitarian Mike Rose author of Back to School Why Everyone Deserves a Second Chance at Education *City Kids, City Schools* William Ayers, 2010-10-08 Of the approximately 50 million public school students in the United States more than half are in urban schools A contemporary companion to City Kids City Teachers Reports from the Front Row this new and timely collection has been compiled by **Transformative Ethnic Studies in Schools** Christine E. Sleeter, Miguel Zavala, 2020 Drawing on Christine Sleeter s review of research on the academic and social impact of ethnic studies commissioned by the National Education Association this book will examine the value and forms of teaching and researching ethnic studies The book employs a diverse conceptual framework including critical pedagogy anti racism Afrocentrism Indigeneity youth participatory action research and critical multicultural education The book provides cases of classroom teachers to illustrate what such conceptual framework look like when enacted in the classroom as well as tensions that spring from them within school bureaucracies driven by neoliberalism Sleeter and Zavala will also outline ways to conduct research for investigating both learning and broader impacts of ethnic research used for liberatory ends *Adolescents at School, Third Edition* Michael Sadowski, 2021-02-01 Adolescents at School brings together the perspectives of scholars educators and researchers to address the many issues that affect adolescents emerging identities especially in relation to students experience of and engagement with school The book offers current and preservice teachers a practical understanding of the concept of identity

development particularly as impacted by such factors as race ethnicity gender sexual orientation ability disability immigration and social class This third edition includes new chapters on boys emotional lives risk and resilience in girls the experiences of undocumented immigrant students Muslim American youth and income inequality features on teaching while white and an extensively updated chapter on LGBTQ students The book expands on the strengths and insights of the previous editions while also touching on issues highly relevant to contemporary youth such as social media youth activism and immigration A practical and insightful volume Adolescents at School points to ways to foster the success of every student in our schools and classrooms Research as a Tool for Empowerment David Schwarzer,Melanie Bloom,Sarah

Shono,2006-03-01 Research as a Tool for Empowerment Theory Informing Practice is an edited volume that includes an array of research based chapters that not only further the field of second foreign language research but also provide practical implications to language classrooms in international and national settings Chapters in this volume present a bridge between methodologically sound second foreign language research and strong pedagogical implications This volume includes the voices of researchers graduate students teachers parents and learners exploring the second foreign language phenomena The multiple voices of the contributing authors reflect the diverse readership of the Research in Second Language Learning series Unlike previous anthologies in second foreign language research this volume presents studies from various research paradigms Chapters include examples of various research methods from both quantitative and qualitative paradigms Few previous anthologies have presented research based in multiple paradigms and from multiple perspectives Research as a Tool for Empowerment Theory Informing Practice not only presents these various perspectives but it also makes the link from research to classroom implications and applications The volume is unique as it makes a connection between different types of research and research methods and empowerment and issues of empowerment

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Table of Contents Subtractive Schooling

1. Understanding the eBook Subtractive Schooling
 - The Rise of Digital Reading Subtractive Schooling
 - Advantages of eBooks Over Traditional Books
2. Identifying Subtractive Schooling
 - Exploring Different Genres
 - Considering Fiction vs. Non-Fiction
 - Determining Your Reading Goals
3. Choosing the Right eBook Platform
 - Popular eBook Platforms
 - Features to Look for in an Subtractive Schooling
 - User-Friendly Interface
4. Exploring eBook Recommendations from Subtractive Schooling
 - Personalized Recommendations
 - Subtractive Schooling User Reviews and Ratings
 - Subtractive Schooling and Bestseller Lists
5. Accessing Subtractive Schooling Free and Paid eBooks
 - Subtractive Schooling Public Domain eBooks

- Subtractive Schooling eBook Subscription Services
- Subtractive Schooling Budget-Friendly Options
- 6. Navigating Subtractive Schooling eBook Formats
 - ePub, PDF, MOBI, and More
 - Subtractive Schooling Compatibility with Devices
 - Subtractive Schooling Enhanced eBook Features
- 7. Enhancing Your Reading Experience
 - Adjustable Fonts and Text Sizes of Subtractive Schooling
 - Highlighting and Note-Taking Subtractive Schooling
 - Interactive Elements Subtractive Schooling
- 8. Staying Engaged with Subtractive Schooling
 - Joining Online Reading Communities
 - Participating in Virtual Book Clubs
 - Following Authors and Publishers Subtractive Schooling
- 9. Balancing eBooks and Physical Books Subtractive Schooling
 - Benefits of a Digital Library
 - Creating a Diverse Reading Collection Subtractive Schooling
- 10. Overcoming Reading Challenges
 - Dealing with Digital Eye Strain
 - Minimizing Distractions
 - Managing Screen Time
- 11. Cultivating a Reading Routine Subtractive Schooling
 - Setting Reading Goals Subtractive Schooling
 - Carving Out Dedicated Reading Time
- 12. Sourcing Reliable Information of Subtractive Schooling
 - Fact-Checking eBook Content of Subtractive Schooling
 - Distinguishing Credible Sources
- 13. Promoting Lifelong Learning
 - Utilizing eBooks for Skill Development
 - Exploring Educational eBooks

14. Embracing eBook Trends

- Integration of Multimedia Elements
- Interactive and Gamified eBooks

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