

THE EDUCATIONAL WELCOME OF LATINOS IN THE NEW SOUTH

EDMUND T. HAMANN

Foreword by Guadalupe M. Valdés

The Educational Welcome Of Latinos In The New South

Mary E. Odem, Elaine Cantrell Lacy



The Educational Welcome Of Latinos In The New South:

The Educational Welcome of Latinos in the New South Edmund T. Hamann, 2003-09-30 This is the tale of the origin emergence and transformation of an unorthodox binational partnership the Georgia Project that brought a Mexican university to aid a Georgia school district that suddenly found itself hosting thousands of Latino newcomers It is also the tale of educational leaders evolving understandings of what they needed to do This book tells the particular story of the Georgia Project a partnership initiated between leading citizens a school district and a Mexican university to help Dalton Georgia the Carpet Capital of the World as it suddenly found itself host to the first majority Latino school district in Georgia The book focuses on the evolving understandings of six early leaders of this initiative and their resultant actions It tries to carefully situate these particular actors within the larger swirl of conflicting scripts and public sphere messages regarding who Latino newcomers are what they want and merited and how the community should respond **Latino Immigrants and the**

Transformation of the U.S. South Mary E. Odem, Elaine Cantrell Lacy, 2009 The Latino population in the South has more than doubled over the past decade The mass migration of Latin Americans to the U S South has led to profound changes in the social economic and cultural life of the region and inaugurated a new era in southern history This multidisciplinary collection of essays written by U S and Mexican scholars explores these transformations in rural urban and suburban areas of the South Using a range of different methodologies and approaches the contributors present in depth analyses of how immigration from Mexico and Central and South America is changing the South and how immigrants are adapting to the southern context Among the book's central themes are the social and economic impact of immigration the resulting shifts in regional culture new racial dynamics immigrant incorporation and place making and diverse southern responses to Latino newcomers Various chapters explore ethnic and racial tensions among poultry workers in rural Mississippi and forestry workers in Alabama the Mexicanization of the urban landscape in Dalton Georgia the costs and benefits of Latino labor in North Carolina the challenges of living in transnational families immigrant religious practice and community building in metropolitan Atlanta and the creation of Latino spaces in rural and urban South Carolina and Georgia *Revisiting*

Education in the New Latino Diaspora Edmund Hamann, Stanton Wortham, Enrique G. Murillo, 2015-04-01 For most of US history most of America's Latino population has lived in nine states California Arizona New Mexico Colorado Texas Illinois Florida New Jersey and New York It follows that most education research that considered the experiences of Latino families with US schools came from these same states But in the last 30 years Latinos have been resettling across the US attending schools and creating new patterns of inter ethnic interaction in educational settings Much of this interaction with this New Latino Diaspora has been initially tentative and improvisational but too often it has left intact the patterns of lower educational success that have prevailed in the traditional Latino diaspora *Revisiting Education in the New Latino Diaspora* is an extensive update with all new material of the groundbreaking volume *Education in the New Latino Diaspora* Ablex

Publishing that these same editors produced in 2002 This volume consciously includes a number of junior scholars e g C Allen Lynn Soria Colomer Amanda Morales Rebecca Lowenhaupt Adam Sawyer and more established ones Frances Contreras Jason Irizarry Socorro Herrera Linda Harklau as it considers empirical cases from Washington State to Georgia from the Mid Atlantic to the Great Plains where rural suburban and urban communities start their second or third decades of responding to a previously unprecedented growth in newcomer Latino populations With excuses of surprise and improvisational strategies less persuasive as Latino newcomer populations become less new this volume considers the persistence the anomie and pragmatism of Latino newcomers on the one hand with the variously enlightened paternalistic dismissive and xenophobic responses of educators and education systems on the other With foci as personal as accounts of growing up as an adoptee in a mixed race family and the testimonio of a successful undocumented college graduate to the macro scale of examining state level education policies and with an age range from early childhood education to the university level this volume insists that the worlds of education research and migration studies can both gain from considering the educational responses in the last two decades to the newish Latino presence in the 41 U S states that have not long been the home to large well-established Latino populations but that now enroll 2.5 million Latino students in K 12 alone Timely and compelling Revisiting Education in the NLD offers new insight into the Latino Diaspora in the US just as the discussions regarding immigration policy bilingual education and immigrant rights are gaining steam Drawing from a variety of perspectives contributing authors interrogate the very concept of the diaspora The wide range of research in this volume thoughtfully illustrates the nuanced phenomena and provides rich descriptions of complex situations No longer a simple question of immigration the book considers language and legal status in schools international adoption teacher preparation and the relationships between established and relatively new Latino communities in a variety of contexts Comprised of rich thoughtful research Revisiting Education provides a fascinating window into the context of Latino reception nationwide

Rebecca M Callahan Associate Professor University of Texas Austin As the leader of a 10 years and counting research study in Mexico that has identified and interviewed transnationally mobile students with prior experience in U S schools I can affirm that in addition to students with backgrounds in California Arizona Texas and Colorado migration links now join schools in Georgia Minnesota Oklahoma Alabama etc to schools in Mexico For that reason and many others I am excited to see this far ranging interdisciplinary new text that considers policy implementation through lenses as different as teacher preparation Latino adoption into culturally mixed families the fate of Latino newcomers in low density districts where there are few like them and the misuse of Spanish teachers as interpreters This is an relevant book for American educators and scholars but also for readers beyond U S borders Hamann Wortham Murillo and their contributors should be celebrated for this fine new collection Dr Victor Ziga Dean of Research and Extension Universidad de Monterrey

Handbook of Latinos and Education Juan Sánchez Muñoz, Enrique G. Murillo Jr., Margarita Machado-Casas, 2009-12-16 Providing a

comprehensive review of rigorous innovative and critical scholarship relevant to educational issues which impact Latinos this Handbook captures the field at this point in time Its unique purpose and function is to profile the scope and terrain of academic inquiry on Latinos and education Presenting the most significant and potentially influential work in the field in terms of its contributions to research to professional practice and to the emergence of related interdisciplinary studies and theory the volume is organized around five themes history theory and methodology policies and politics language and culture teaching and learning resources and information The Handbook of Latinos and Education is a must have resource for educational researchers graduate students teacher educators and the broad spectrum of individuals groups agencies organizations and institutions sharing a common interest in and commitment to the educational issues that impact Latinos

Teaching and Learning in the New Latino Diaspora Edmund T. Hamann, Socorro G. Herrera, Enrique G.

Murillo, Stanton Wortham, 2024-11-22 This volume does more than document an educational dynamic that impacts Latino populations across the United States it also connects educational challenges to concrete plans for how those problems can be resolved Both experienced and new scholars describe strategies and outline policies to support academic success affirm identity and belonging and show how educational institutions can be transformed to better serve Latino constituencies in a post pandemic and post Trump world Examples from elementary education to higher education supply familiar points of entry but also challenge readers to explore scenarios and strategies that they have not previously considered Each chapter begins with empirical documentation of an educational problem involving Latino populations where their presence is relatively new and goes on to outline how that problem can be resolved The text includes depictions of thoughtful parent teacher partnerships what authentically welcoming college campuses might look like how high school literature classes could include more Latino authors and much more Book Features Includes detailed examples of practice to assist teachers and school leaders in restructuring their classrooms and programs to better serve Latino students Describes settings and scenarios from across the United States that will be familiar to those teaching leading or preparing to do so Focuses on the new diaspora as distinct from states with traditionally large Latino populations Argues that lagging educational outcomes are not inevitable and that inclusion engagement and success are possible and worth striving for Contributors include Vanessa Anthony Stevens Scott Beck Lisa Dorner Amanda Morales Sophia Rodriguez and Jessica Sierk

Handbook of Latinos and Education Enrique G. Murillo, Jr, Dolores Delgado Bernal, Socorro Morales, Luis Urrieta, Jr, Eric Ruiz Bybee, Juan

Sánchez Muñoz, Victor B. Saenz, Daniel Villanueva, Margarita Machado-Casas, Katherine Espinoza, 2021-07-29 Now in its second edition this Handbook offers a comprehensive review of rigorous innovative and critical scholarship profiling the scope and terrain of academic inquiry on Latinos and education Presenting the most significant and potentially influential work in the field in terms of its contributions to research to professional practice and to the emergence of related interdisciplinary studies and theory the volume is now organized around four tighter key themes of history theory and

methodology policies and politics language and culture teaching and learning New chapters broaden the scope of theoretical lenses to include intersectionality as well as coverage of dual language education discussion around the Latinx and other recent updates to the field The Handbook of Latinos and Education is a must have resource for educational researchers graduate students teacher educators and the broad spectrum of individuals groups agencies organizations and institutions that share a common interest in and commitment to the educational issues that impact Latinos The Education of the Hispanic Population Billie Gastic, Richard R. Verdugo, 2012-10-01 This volume brings together the latest research and scholarship on Latinos in the United States This book is special in terms of the broad scope of topics covered and methodologies employed in pursuit of knowledge about Latino students This collection is also unique in that it features the work of more than a dozen Latino scholars both early career and established applying their research expertise to investigate and elucidate the educational experiences of Latinos in the United States The themes that are discussed in the chapters of The Education of the Hispanic Population Selected Essays reflect the wide ranging discussions that are occurring in schools and school districts across the country and issues that are being carefully investigated by researchers who are committed to contributing thoughtful and meaningful scholarship of consequence for improving conditions for Latino youth

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 *(Re)Mapping Migration*

and Education, 2022-07-04 At a time of unprecedented human migration education can serve as critical space for examining how our society is changing and being changed by this global phenomenon This important and timely book focuses on methodological lenses to study how migration intersects with education In view of newer methodological propositions such as the reduction of participant researcher binaries along with newer technology allowing for mapping various forms of data the authors in this volume question the very legitimacy of traditional methods and attempt here to expose power relations and researcher assumptions that may hinder most methodological processes Authors raise innovative questions blur disciplinary lines and reinforce voice and agency of those who may have been silenced or rendered invisible in the past Contributors are Gladys Akom Ankobrey Sarah Ansch tz Amy Argenal Anna Becker Jordan Corson Courtney Douglass Edmund T Hamann Belinda Hernandez Arriaga Iram Khawaja Jamie Lew Cathryn Magno Valentina Mazzucato Timothy Monreal Laura J Ogden Onallia Esther Osei Sophia Rodriguez Betsab Roman Juan S nchez Garc a Vania Villanueva Reva Jaffe Walter Manny Zapata and Victor Z iga

US Latinization Spencer Salas, Pedro R. Portes, 2017-02-01 Offering a much needed dialogue about Latino demographic change in the United States and its intersections with P 20 education US Latinization provides discussions that help move beyond the outdated idea that Mexican and Spanish language are synonyms This nativist logic has caused Mexican rooms to re emerge in the form of English to Speakers of Other Languages ESOL transitional programs tagging Latinos as Limited English Proficient in ways that contribute to persisting educational gaps Spencer Salas and Petro R Portes bring together voices that address the social and geographical nature of achievement and that serve as a theoretical or methodological resource for educational leaders and policy makers committed to access equity and educational excellence

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