



Chicanas And Chicanos In School

Guadalupe San Miguel



Chicanas And Chicanos In School:

Chicanas and Chicanos in School Marcos Pizarro, 2009-06-03 By any measure of test scores and graduation rates public schools are failing to educate a large percentage of Chicana o youth But despite years of analysis of this failure no consensus has been reached as to how to realistically address it Taking a new approach to these issues Marcos Pizarro goes directly to Chicana o students in both urban and rural school districts to ask what their school experiences are really like how teachers and administrators support or thwart their educational aspirations and how schools could better serve their Chicana o students In this accessible from the trenches account of the Chicana o school experience Marcos Pizarro makes the case that racial identity formation is the crucial variable in Chicana o students success or failure in school He draws on the insights of students in East Los Angeles and rural Washington State as well as years of research and activism in public education to demonstrate that Chicana o students face the daunting challenge of forming a positive sense of racial identity within an educational system that unintentionally yet consistently holds them to low standards because of their race From his analysis of this systemic problem he develops a model for understanding the process of racialization and for empowering Chicana o students to succeed in school that can be used by teachers school administrators parents community members and students themselves

Chicano Education in the Era of Segregation Gilbert G. Gonzalez, 2013 Originally published Philadelphia Balch Institute Press 1990

Chicana/o Struggles for Education Guadalupe San Miguel, 2013-04-29 Much of the history of Mexican American educational reform efforts has focused on campaigns to eliminate discrimination in public schools However as historian Guadalupe San Miguel demonstrates in Chicana o Struggles for Education Activism in the Community the story is much broader and more varied than that While activists certainly challenged discrimination they also worked for specific public school reforms and sought private schooling opportunities utilizing new patterns of contestation and advocacy In documenting and reviewing these additional strategies San Miguel s nuanced overview and analysis offers enhanced insight into the quest for equal educational opportunity to new generations of students San Miguel addresses questions such as what factors led to change in the 1960s and in later years who the individuals and organizations were that led the movements in this period and what motivated them to get involved and what strategies were pursued how they were chosen and how successful they were He argues that while Chicana o activists continued to challenge school segregation in the 1960s as earlier generations had they broadened their efforts to address new concerns such as school funding testing English only curricula the exclusion of undocumented immigrants and school closings They also advocated cultural pride and memory inclusion of the Mexican American community in school governance and opportunities to seek educational excellence in private religious nationalist and secular schools The profusion of strategies has not erased patterns of de facto segregation and unequal academic achievement San Miguel concludes but it has played a key role in expanding educational opportunities The actions he describes have expanded extended and diversified the historic struggle for Mexican American

education **Chicanas and Chicanos in Contemporary Society** Roberto M. De Anda,2004-08-18 This book deals with a broad range of social issues facing Mexican origin people in the United States The studies presented in this volume are brought together by two main themes 1 social inequalities cultural educational and economic endured by the Chicano Mexicano community in the United States and 2 the community s efforts to eradicate the source of those inequalities The second edition of *Chicanas and Chicanos in Contemporary Society* takes into consideration the most recent demographic changes affecting the Chicano Mexicano people With one third of persons of Mexican descent under the age of fifteen many of the challenges center on the current well being of children and their future prospects Unlike any other book in the market several chapters closely examine issues related to children and youth with particular attention given to children s ethnic identity schooling practices and educational policies Two additional features set this book apart from other books First it includes new chapters focused on Chicana Mexicana mothers including adolescent mothers interactions with their children and their efforts to reform schools Second it has contributions that analyze relations between Mexican immigrants and their coethnics born in the United States The studies offered in this volume employ multiple theoretical perspectives and research methods The studies invoke theories from social science disciplines such as sociology anthropology and psychology Contributors use a variety of analytical strategies including ethnographic methods and quantitative analysis

Mexican Americans in School Thomas P. Carter,1979 *Chicano School Failure and Success* Richard R. Valencia,2011-02-01 The third edition of the best selling collection *Chicano School Failure and Success* presents a complete and comprehensive review of the multiple and complex issues affecting Chicano students today Richly informative and accessibly written this edition includes completely revised and updated chapters that incorporate recent scholarship and research on the current realities of the Chicano school experience It features four entirely new chapters on important topics such as la Chicana two way dual language education higher education and gifted Chicano students Contributors to this edition include experts in fields ranging from higher education bilingual education special education gifted education educational psychology and anthropology In order to capture the broad nature of Chicano school failure and success contributors provide an in depth look at topics as diverse as Chicano student dropout rates the relationship between Chicano families and schools and the impact of standards based school reform and deficit thinking on Chicano student achievement Committed to understanding the plight and improvement of schooling for Chicanos this timely new edition addresses all the latest issues in Chicano education and will be a valued resource for students educators researchers policy makers and community activists alike

The Elusive Quest for Equality José F. Moreno,1999-01-01 *The Elusive Quest for Equality* documents both the plight and the struggle of Chicano communities over the past 150 years using the guiding themes of segregation Americanization and resistance in the history of education for Chicanos Chicanas The history of the Chicano community s quest for educational equality is long and rich Since the Treaty of Guadalupe Hidalgo formalized the conquest of half of Mexico s

territory into what is now the U S Southwest Chicanos have fought to claim what was promised them in the Treaty the enjoyment of all the rights of U S citizens In terms of education they certainly have never had equal access opportunity or resources despite legal victories In this volume some of the leading scholars analyze why the quest for equality in education has remained so elusive They do so by documenting both the plight and the struggle of Chicano communities over the past 150 years using the guiding themes of the role of language segregation Americanization and resistance in the history of education for Chicanos Chicanas In the cover painting of this book Manuel Hernandez Trujillo captures the dualistic nature of the U S conquest of Northern Mexico reflecting both the losses and opportunities represented in his camino de espinas road of thorns This tension between cynicism and optimism pervades the essays in this volume something I see over and over again in discussions that focus on the significance of race in a democratic society To what extent does the past determine our future and to what degree do our own expectations of the future influence our interpretations of the past It seems to me that these two interdependent questions continue to shape both our experience as Chicanos Chicanas and our understanding of what it means to be Chicano Chicana in the United States at the end of the twentieth century Manuel N G mez Vice Chancellor Student Services University of California Irvine from the Foreword Marching Students Margarita Berta-Avila, Anita Tijerina-Revilla, Julie Figueroa, 2011-02-28 In 1968 over 10 000 Chicana o high school students in East Los Angeles walked out of their schools in the first major protest against racism and educational inequality staged by Mexican Americans in the United States They ignited the Mexican American civil rights movement which opened the doors to higher education and equal opportunity in employment for Mexican Americans and other Latinos previously excluded Marching Students is a collaborative effort by Chicana o scholars in several fields to place the 1968 walkouts and Chicana and Chicano Civil Rights Movement in historical context highlighting the contribution of Chicana o educators students and community activists to minority education Contributors Alejandro Covarrubias Xico Gonz lez Eracleo Guevara Adriana Katzew Lilia R De Katzew Rita Kohli Edward M Olivos Alejo Padilla Carmen E Quintana Evelyn M Rangel Medina Marianna Rivera Daniel G Sol rzano Carlos Tejeda *The Chicana and Chicano Movement* Adelaida R. Del Castillo, Norma Iglesias Prieto, 2026-02-04 This indispensable resource for students investigating social political feminist and artistic activism provides an overview of the major trends influences creative and educational accomplishments of the Chicana and Chicano Movement Chicano Educational Achievement Elena Aragón de McKissack, 1999 First Published in 2000 Routledge is an imprint of Taylor Francis an informa company **Working from Within** Luis Urrieta, 2010-01-30 Combining approaches from anthropology and cultural studies *Working from Within* examines how issues of identity agency and social movements shape the lives of Chicana and Chicano activist educators in U S schools Luis Urrieta Jr skillfully utilizes the cultural concepts of positioning figured worlds and self authorship along with Chicano Studies and Chicana feminist frameworks to tell the story of twenty four Mexican Americans who have successfully navigated school systems as students and later as activist educators *Working*

from Within is one of the first books to show how identity is linked to agency individually and collectively for Chicanas and Chicanos in education Urrieta set out to answer linked questions How do Chicanas and Chicanos negotiate identity ideology and activism within educational institutions that are often socially culturally linguistically emotionally and psychologically alienating Analyzing in depth interviews with twenty four educators Urrieta offers vivid narratives that show how activist identities are culturally produced through daily negotiations Urrieta s work details the struggles of activist Chicana and Chicano educators to raise consciousness in a wide range of educational settings from elementary schools to colleges Overall Urrieta addresses important questions about what it means to work for social justice from within institutions and he explores the dialogic spaces between the alternatives of reproduction and resistance In doing so he highlights the continuity of Chicana and Chicano social movement the relevance of gender and the importance of autochthonous frameworks in understanding contemporary activism Finally he shows that it is possible for minority activist educators to thrive in a variety of institutional settings while maintaining strong ties to their communities

Chicano Students and the Courts Richard R. Valencia,2010-03 In 1925 Adolfo Babe Romo a Mexican American rancher in Tempe Arizona filed suit against his school district on behalf of his four young children who were forced to attend a markedly low quality segregated school and won But Romo v Laird was just the beginning Some sources rank Mexican Americans as one of the most poorly educated ethnic groups in the United States Chicano Students and the Courts is a comprehensive look at this community s long standing legal struggle for better schools and educational equality Through the lens of critical race theory Valencia details why and how Mexican American parents and their children have been forced to resort to legal action Chicano Students and the Courts engages the many areas that have spurred Mexican Americans to legal battle including school segregation financing special education bilingual education school closures undocumented students higher education financing and high stakes testing ultimately situating these legal efforts in the broader scope of the Mexican American community s overall struggle for the right to an equal education Extensively researched and written by an author with firsthand experience in the courtroom as an expert witness in Mexican American education cases this volume is the first to provide an in depth understanding of the intersection of litigation and education vis vis Mexican Americans

Critical Race Counterstories along the Chicana/Chicano Educational Pipeline Tara J. Yosso,2013-02-01 Chicanas/os are part of the youngest largest and fastest growing racial ethnic minority population in the United States yet at every schooling level they suffer the lowest educational outcomes of any racial ethnic group Using a counterstorytelling methodology Tara Yosso debunks racialized myths that blame the victims for these unequal educational outcomes and redirects our focus toward historical patterns of institutional neglect She artfully interweaves empirical data and theoretical arguments with engaging narratives that expose and analyse racism as it functions to limit access and opportunity for Chicana/o students By humanising the need to transform our educational system Yosso offers an accessible tool for teaching and learning about the problems and possibilities present

along the Chicano educational pipeline *The Road to the Doctorate for California's Chicanas and Chicanos* Daniel G. Solórzano, 1993 *Chicana/o Struggles for Education* Guadalupe San Miguel, 2013-06-03 Much of the history of Mexican American educational reform efforts has focused on campaigns to eliminate discrimination in public schools However as historian Guadalupe San Miguel demonstrates in *Chicana/o Struggles for Education* Activism in the Community the story is much broader and more varied than that While activists certainly challenged discrimination they also worked for specific public school reforms and sought private schooling opportunities utilizing new patterns of contestation and advocacy In documenting and reviewing these additional strategies San Miguel's nuanced overview and analysis offers enhanced insight into the quest for equal educational opportunity to new generations of students San Miguel addresses questions such as what factors led to change in the 1960s and in later years who the individuals and organizations were that led the movements in this period and what motivated them to get involved and what strategies were pursued how they were chosen and how successful they were He argues that while Chicana/o activists continued to challenge school segregation in the 1960s as earlier generations had they broadened their efforts to address new concerns such as school funding testing English only curricula the exclusion of undocumented immigrants and school closings They also advocated cultural pride and memory inclusion of the Mexican American community in school governance and opportunities to seek educational excellence in private religious nationalist and secular schools The profusion of strategies has not erased patterns of de facto segregation and unequal academic achievement San Miguel concludes but it has played a key role in expanding educational opportunities The actions he describes have expanded extended and diversified the historic struggle for Mexican American education

Chicanas/Chicanos at the Crossroads David R. Maciel, Isidro D. Ortiz, 1996-03-01 Dubbed the decade of the Hispanic the 1980s was instead a period of retrenchment for Chicanas/os as they continued to confront many of the problems and issues of earlier years in the face of a more conservative political environment Following a substantial increase in activism in the early 1990s Chicana/o scholars are now prepared to take stock of the Chicano Movement's accomplishments and shortcomings and the challenges it yet faces on the eve of a new millennium *Chicanas/Chicanos at the Crossroads* is a state of the art assessment of the most significant developments in the conditions fortunes and experiences of Chicanas/os since the late seventies with an emphasis on the years after 1980 which have thus far received little scholarly attention Ten essays by leading Chicana and Chicano scholars on economic social educational and political trends in Chicana/o life examine such issues as the rapid population growth of Chicanas/os and other Latinos the ascendancy of Reaganomics and the turn to the right of American politics the rise of anti immigrant sentiment the launching of new initiatives by the Mexican government toward the Chicano community and the emergence of a new generation of political activists The authors have been drawn from a broad array of disciplines ranging from economics to women's studies in order to offer a multidisciplinary perspective on Chicana/o developments in the contemporary era The inclusion of authors from different regions of the United States and

from divergent backgrounds enhances the broad perspective of the volume The editors offer this anthology with the intent of providing timely and useful insights and stimulating reflection and scholarship on a diverse and complex population A testament to three decades of intense social struggle Chicanas Chicanos at the Crossroads is ample evidence that the legacy of the Movimiento is alive and well Contents Part One Demographic and Economic Trends Among Chicanas os 1 Demographic Trends in the Chicano Population Policy Implications for the Twenty First Century Susan Gonzalez Baker 2 Mexican Immigration in the 1980s and Beyond Implications for Chicanos as Leo R Chavez and Rebecca Martinez 3 Chicanas os in the Economy Issues and Challenges Since 1970 Refugio Rochin and Adela de la Torre Part Two Chicano Politics Trajectories and Consequences 4 The Chicano Movement Its Legacy for Politics and Policy John A Garcia 5 Chicano Organizational Politics and Strategies in the Era of Retrenchment Isidro D Ortiz 6 Return to Aztlan Mexican Policy Design Toward Chicanos Mar a Rosa Garcia Acevedo Part Three Chicana o Educational Struggles Dimensions Accomplishments and Challenges 7 Actors Not Victims Chicanos in the Struggle for Educational Equality Guadalupe San Miguel 8 Juncture in the Road Chincano Studies Since El Plan de Santa Barbara Ignacio Garcia Part Four Gender Feminism and Chicanas os Developments and Perspectives 9 Gender and Its Discontinuities in Male Female Domestic Relations Mexicans in Cross Cultural Context Adelaida R Del Castillo 10 With Quill and Torch A Chicana Perspective on the American Women s Movement and Feminist Theories Beatr z Pesquera and Denise A Segura

Blowout! Mario T. García, Sal Castro, 2011 In March 1968 thousands of Chicano students walked out of their East Los Angeles high schools and middle schools to protest decades of inferior and discriminatory education in the so called Mexican Schools During these historic walkouts or blowouts

Chicano High Schoolers in a Changing Los Angeles James Diego Vigil, 2020-09-18 Professor Vigil s ethnographic approach in unwrapping Mexican American high school students academic achievement is broad and detailed He provides us a broad canvas within which the reader can examine the connections between level of acculturation i e cultural origins and ethnic identity class status and educational performances He compiles rich data from two contrasting high schools and later another upscale one over several decades 1974 1988 2007 2019 almost 50 years from the Vietnam War to the current COVID 19 pandemic The major discovery shows how a balanced multicultural learning experience makes for a positive difference in school performance

Mexican Americans and Educational Change Alfredo Castañeda, 1974

Resources in Education , 1997

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