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Angela Valenzuela  
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Subtractive Schooling Us Mexican Youth

Subtractive Schooling was written by Angela Valenzuela after she completed an ethnographic study of schooling conditions in an inner-city Houston high school. The high school was majority Mexican and Mexican-American students.

Subtractive Schooling: U.S. - Mexican Youth and the ...

Valenzuela (1999) reminds us that these spaces are examples of subtractive schooling and are erosive to students' academic identities. According to Steele (2009), in these situations students are...

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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.

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(2002). Subtractive Schooling: US-Mexican Youth and the Politics

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of Caring. *International Journal of Bilingual Education and Bilingualism*: Vol. 5, No. 4, pp. 244-248.

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Findings indicate that rather than functioning as a conduit for the attainment of the American dream, this large, overcrowded, and underfunded urban school reproduces Mexican youth as a monolingual, English-speaking, ethnic minority, neither identified with Mexico nor equipped to function competently in America's mainstream.

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Valenzuela (1999) uses 'subtractive schooling' to describe a similar

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phenomenon that Mexican American youth experience in U.S. schools. For immigrants with rights of citizenship, host countries ...

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The schooling practices tended to degrade the Mexican culture and Spanish language which has ultimately led to the subtraction of culture resources of Mexican students, particularly those students who are later generation U.S.-born and have felt the impact of the dominant culture on their lives longer than recently immigrated students.

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SUBTRACTIVE SCHOOLING contributes to the dialogue on the education and schooling of U.S.-Mexican youth. Moreover, the study can extend to the schooling and education of Latinas and Latinos in the United States.

Subtractive Schooling : U. S. - Mexican Youth and the ...

Subtractive Schooling: US-Mexican Youth and the Politics of Caring (Albany: State University of New York Press, 1999) 8

Nancy Foner, ed, Across Generations: Immigrant Families in America (New York: New York University Press, 2009) 9 Richard Fry and

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Provides an enhanced sense of what's required to genuinely care for and educate the U.S.-Mexican youth in America. 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.

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Subtractive schooling is a framework that emerged from a three-year ethnographic study aimed at analyzing the influence of generational status on academic achievement and schooling orientations for Mexican immigrant and Mexican American

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Subtractive schooling, caring relations, and social capital in the schooling of US-Mexican youth. A Valenzuela. Beyond silenced voices: Class, race, and gender in United States schools, 83-94, 2005. 143: 2005: Growing critically conscious teachers: A social justice curriculum for educators of Latino/a youth.

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