Working from Within

Chicana and Chicano Activist Educators in Whitestream Schools



Luis Urrieta Jr.

Cleveland Hayes, Nicholas D. Hartlep

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 Critical Perspectives on Teaching in the Southern United States Tori K. Flint, Natalie Keefer, 2020-10-21 Critical Perspectives on Teaching in the Southern United States presents provocative insights into education in the Southern United States from the perspective of educators This book foregrounds the Southern United States unique sociopolitical sociohistorical and sociocultural contexts which directly influence knowledge and classroom pedagogies Contributors use critical frameworks that coalesce around methods including self reflection social justice and culturally responsive relevant sustaining and asset based pedagogies Chapters explore salient topics such as race language gender discrimination identity immigration poverty social justice and their influence s on pedagogy This book raises complex questions considering how history has shaped present day education in the Southern U S **Unhooking from Whiteness** Cleveland Hayes, Nicholas D. Hartlep, 2013-11-19 The purpose of Unhooking from context Whiteness The Key to Dismantling Racism in the United States is to reconsider the ways and strategies in which antiracist scholars do their work as well as to provide pragmatic ways in which people White and of color can build cross racial cross communal and cross institutional coalitions to fight White supremacy Employing the methodology of autoethnography each chapter in this book illustrates the individual journey that the chapter contributor took to unhook him or herself from Whiteness Unhooking from Whiteness explains Whiteness in ways never conceptualized before The chapters suggest

approaches to unhooking from Whiteness while sharing the authors continual struggles to identify and eradicate the role of Whiteness in education and society in the United States The contributors to Unhooking from Whiteness offer us the invaluable gift of their stories humble reflections on commitments to racial justice and complicities with racial injustice But they aren t merely stories and this is the brilliance of the book they are invitations into a reconsideration of the common sense discussions about the nature of white privilege the possibility of white anti-racism and the pervasive tug of whiteness This is the rare book that shifts the angle and changes the conversation Paul Gorski Coordinator of the Social Justice Concentration George Mason University Affirming Language Diversity in Schools and Society Pierre Orelus, 2014-01-10 Language is perhaps the most common issue that surfaces in debates over school reform and plays a vital role in virtually everything we are involved This edited volume explores linguistic apartheid or the disappearance of certain languages through cultural genocide by dominant European colonizers and American neoconservative groups These groups have historically imposed hegemonic languages such as English and French on colonized people at the expense of the native languages of the latter The book traces this form of apartheid from the colonial era to the English only movement in the United States and proposes alternative ways to counter linguistic apartheid that minority groups and students have faced in schools and society at large Contributors to this volume provide a historical overview of the way many languages labeled as inferior minority or simply savage have been attacked and pushed to the margins discriminating against and attempting to silence the voice of those who spoke and continue to speak these languages Further they demonstrate the way and the extent to which such actions have affected the cultural life learning process identity and the subjective and material conditions of linguistically and historically marginalized groups including students Teaching, Learning, and Schooling in Film Daniel P. Liston, Ian Renga, 2014-12-05 Films about education provide many of the most popular interpretations of what teaching and learning mean in schools An analysis of this medium reveals much about the historical cultural political and philosophical dimensions of education Timely and engaging this book fills a gap for scholarly and informed public commentary on the portrayal of education in film offering a wide range of conceptual and interpretive perspectives Teaching Learning and Schooling in Film explores several key questions including What does it mean to be a good teacher How do these good teachers instruct When is and what makes teaching complex What constitutes learning Do educational reforms work The book s interdisciplinary group of contributors answers these important questions in essays highlighting Hollywood independent and documentary films Prospective and practicing teachers will engage with the thought provoking educational issues raised in this book and gain insight into the complexities of teaching and learning portrayed in film Latina Teachers Glenda M. Flores, 2017-06-13 Winner 2018 Outstanding Contribution to Scholarship Book Award presented by the American Sociological Association s Section on Race Class and Gender Honorable Mention 2018 Distinguished Contribution to Research Book Award presented by the American Sociological Association's Latina o Sociology Section How Latina

teachers are making careers and helping students stay in touch with their roots Latina women make up the fastest growing non white group entering the teaching profession at a time when it is estimated that 20% of all students nationwide now identify as Latina o Through ethnographic and participant observation in two underperforming majority minority schools in Los Angeles as well as interviews with teachers parents and staff Latina Teachers examines the complexities stemming from a growing workforce of Latina teachers The teachers profiled use Latino cultural resources and serve as agents of ethnic mobility They actively teach their students how to navigate American race and class structures while retaining their cultural roots necessary tactics in an American education system that has not fully caught up with the nation's demographic changes Flores also explores the challenges faced by Latina teachers including language barriers and cultural acclimation and professional inequalities that continue to affect women of color at work An unprecedented look at an understudied population Latina Teachers presents an important picture of the women who are increasingly shaping the way America's children are educated Chicana/Latina Studies ,2009 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

Leadership for Social Change Marcia Venegas-García, 2021 An examination of the literature in the field of Leadership Studies exposes a void in understanding activism as leadership among Latinas Chicanas The contemporary theories of scholars including James MacGregor Burns 1978 and Joseph C Rost 1993 suggest there may be shared qualities between specific concepts of leadership and the everyday working practices of Latina Chicana activist educators Yet academics within the field of Leadership Studies have little knowledge of this relationship or the unique ways in which Latina Chicana educators engage as leaders activists and agents for change specifically in educational communities Research into women s studies ethnic studies and Chicana feminist studies alert us to the complex and important role that social context and the intersectionality of gender ethnicity race and class play in the development of these educators leadership styles This qualitative research project uses a grounded theory approach Charmaz 2006 to a reveal Latinas Chicanas perspective of activism and its relationship to leadership b understand how their perceptions and actions are influenced by gender ethnicity race and class and c expose the influence of cultural social and educational context in shaping their activism and leadership

In depth interviews were conducted with seven Latinas Chicanas from various educational settings in San Diego County Patterns and themes emerging from rich interview data were examined to construct an analysis of the meaning and relevance of activism in their lives and to discover how their activism was related to contemporary views of leadership Findings show how the activist identity of the Latinas Chicanas in this study was the result of a process of individual development that was shaped by circumstances resulting from their social location support from familial and community mentors models significant life events and educational experiences Their heightened and evolving consciousness and social justice identity fueled their activism and leadership The stories of their experiences demonstrate a theory of action that emphasizes a transformational and socially responsible leadership style one that is focused on advocacy for students without privilege and status and closely tied to the social issues of their community 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 Activisim 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 Transforming Educational Pathways for Chicana/o **Students** William Ayers, 2016-12-23 This book chronicles a 10 year journey to develop and sustain Adelante a university school community partnership designed specifically to address public education s failure to meet the needs of students of color particularly Chicana o students The authors examine the persistent barriers mistakes challenges and successes that emerged in their community based partnership with elementary school students college students teachers parents and educational leaders Intertwining critical race theories with Chicana feminist theories they propose a critical race feminista

praxis and provide real world examples of what this praxis can look like in the context of a racialized gendered and colonial landscape The book offers practical advice and theoretical insight to those interested in disrupting pervasive inequities that shape the mis education of marginalized students Book Features Fills a void about how to engage in activist scholarship by describing concrete strategies and practices employed by the authors Offers theoretical contributions through the braiding together of critical race and Chicana feminist theories Proposes a partnership model for working with communities of color that promotes pathways to higher education Teaching with Conscience in an Imperfect World William Ayers, 2016 How do we see our schools and the project of education Is this the best we can do What would we like our schools to become How might we get there In this provocative book Bill Ayers invites us to dream of schools in which each child is of infinite and incalculable value Blending personal anecdotes with critique of the state of education this beautifully written little book is filled with big ideas that explore the challenges and opportunities for an education system that desperately needs repair Teaching with Conscience in an Imperfect World is an urgent call to action and a plan to help educators policymakers and parents to stretch toward something new and dramatically better schools that are more joyful and more just more balanced and more guided by the power of love Provided by publisher Chicana/Latina Testimonios as Pedagogical, Methodological, and Activist Approaches to Social Justice Dolores Delgado Bernal, Rebeca Burciaga, Judith Flores Carmona, 2017-10-02 While the genre of testimonio has deep roots in oral cultures and in Latin American human rights struggles the publication and subsequent adoption of This Bridge Called My Back Moraga Anzald a 1983 and more recently Telling to Live Latina Feminist Testimonios Latina Feminist Group 2001 have demonstrated the power of testimonio as a genre that exposes brutality disrupts silencing and builds solidarity among women of colour Within the field of education scholars are increasingly taking up testimonio as a pedagogical methodological and activist approach to social justice which transgresses traditional paradigms in academia Unlike the more usual approach of researchers producing unbiased knowledge the testimonio challenges objectivity by situating the individual in communion with a collective experience marked by marginalization oppression or resistance This approach has resulted in new understandings about how marginalized communities build solidarity and respond to and resist dominant culture laws and policies that perpetuate inequity This book contributes to our understanding of testimonio as it relates to methodology pedagogy research and reflection in pursuit of social justice A common thread among the chapters is a sense of political urgency to address inequities within Chicana o and Latina o communities This book was originally published as a special issue of Equity Excellence in Education Learning from Latino Teachers Gilda Ochoa, 2007-10-05 Learning from Latino Teachers offers insightful stories and powerful visions in the movement for equitable schools This compelling book is based on Gilda Ochoa s in depth interviews with Latina o teachers who have a range of teaching experience in schools with significant Latina o immigrant populations The book offers a unique insider s perspective on the educational challenges facing Latina os The

teachers stories offer valuable insights gained from their experiences coming up through the K 12 system as students and Chicano School Failure and Success Richard R. then becoming part of the same system as teachers 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 Blowout! Mario T. García, Sal Castro, 2011-03-21 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 the students were led by Sal Castro a courageous and charismatic Mexican American teacher who encouraged the students to make their grievances public after school administrators and school board members failed to listen to them The resulting blowouts sparked the beginning of the urban Chicano Movement of the late 1960s and early 1970s the largest and most widespread civil rights protests by Mexican Americans in U S history This fascinating testimonio or oral history transcribed and presented in Castro's voice by historian Mario T Garcia is a compelling highly readable narrative of a young boy growing up in Los Angeles who made history by his leadership in the blowouts and in his career as a dedicated and committed teacher Blowout fills a major void in the history of the civil rights and Chicano movements of the 1960s particularly the struggle for educational justice **Educar Con Compromiso** Katherine Elise Espinoza, 2019 This dissertation examines the process of identity and agency construction of bilingual teachers by exploring the experiences of three activist maestras involved in a teachers association in a right to work state I draw on a postpositivist perspective Moya 2002 Hames Garcia 2011 and LatCrit Delgado Bernal 1989 2002 Sol rzano 1997 Sol rzano Ayers and Kumashiro 2015 funds of knowledge Moll Amanti Neff G nzalez 2001 and lived critical literacy curriculum Vasquez 2003 2010 2012 My study demonstrates the ways in which activist Chicana activist maestras find non traditional ways of integrating pedagogical practices to meet the needs of culturally and linguistically diverse Latinx students and how their pedagogical practices are informed by their advocacy efforts inside and outside of the classroom in their

pursuit of a social justice curriculum Specifically I examine their life stories childhood teaching and union activism to contextualize how these Chicana bilingual teachers have developed a sense of conciencia con compromiso Prieto Villenas 2012 for their students fellow teachers and the communities they serve Findings show that Chicana activist maestras reveal the stark reality of the daily lives of teachers In turn maestras develop the sensibility of sobrevivencia which enables to educar con compromiso I define educar con compromiso as an obligation both moral and ethical that Chicana activist maestras possess to advocate for fellow teachers students and communities Moreover the findings demonstrate that previous experiences and the current spaces they encounter provide Chicana activist maestras with the opportunity to manifest different identities simultaneously In studying activist Chicana bilingual teachers who are politically active this study contributes to the larger body of work exploring non traditional ways in which bilingual teachers develop an activist maestra identity by exploring how identity construction transpires within a teachers association in a right to work state and Chicanos Finding Their Own Way: Navigating Identity and Education Pasquale De Marco, 2025-05-21 In the tapestry of American education the experiences of Chicanas and Chicanos stand out as a poignant reminder of the deep seated inequities that continue to plague our society This groundbreaking book offers a comprehensive exploration of the interplay between identity education and the lived realities of Chicana o students Drawing upon extensive research and compelling first hand accounts the authors paint a vivid picture of the challenges and triumphs that Chicana o students face as they navigate the often turbulent waters of the American education system At the heart of this exploration lies the concept of racial identity formation The authors argue that identity development is a crucial factor in determining the educational success or failure of Chicana o students The book delves into the everyday experiences of Chicana o students shedding light on the myriad obstacles they encounter within the school system From racial profiling and discrimination to language barriers and cultural misunderstandings the authors provide a nuanced analysis of the systemic barriers that hinder the educational progress of Chicana o students Furthermore the book examines the role of educators and administrators in supporting the identity development and educational aspirations of Chicana o students It emphasizes the need for culturally responsive teaching practices inclusive school environments and policies that promote equity and social justice Ultimately this book is a call to action for educators policymakers and community leaders to work together in creating a more just and equitable education system for Chicanas and Chicanos It offers a roadmap for transforming schools into spaces where all students regardless of their race ethnicity or background can thrive and reach their full potential This book is essential reading for anyone who seeks to understand the complex challenges facing Chicana o students and who is committed to creating a more just and equitable education system for all If you like this book write a review on google books The Making of Chicana/o Studies Rodolfo F. Acuña, 2011-10-02 The Making of Chicana o Studies traces the philosophy and historical development of the field of Chicana o studies from precursor movements to the Civil Rights era to today focusing

its lens on the political machinations in higher education that sought to destroy the discipline As a renowned leader activist scholar and founding member of the movement to establish this curriculum in the California State University system which serves as a model for the rest of the country Rodolfo F Acu a has for more than forty years battled the trend in academia to deprive this group of its academic presence The book assesses the development of Chicana o studies an area of studies that has even more value today than at its inception myths about its epistemological foundations have remained uncontested Acu a sets the record straight challenging those in the academy who would fold the discipline into Latino studies shadow it under the dubious umbrella of ethnic studies or eliminate it altogether Building the largest Chicana o studies program in the nation was no easy feat especially in an atmosphere of academic contention In this remarkable account Acu a reveals how California State University Northridge was instrumental in developing an area of study that offers more than 166 sections per semester taught by 26 tenured and 45 part time instructors He provides vignettes of successful programs across the country and offers contemporary educators and students a game plan the mechanics for creating a successful Chicana o studies discipline and a comprehensive index of current Chicana o studies programs nationwide Latinas os of which Mexican Americans are nearly seventy percent comprise a complex sector of society projected to be just shy of thirty percent of the nation s population by 2050 The Making of Chicana o Studies identifies what went wrong in the history of Chicana o studies and offers tangible Critical Race Counterstories along the Chicana/Chicano Educational Pipeline Tara J. solutions for the future 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 a educational pipeline

Uncover the mysteries within is enigmatic creation, Embark on a Mystery with **Working From Within Chicana And Chicano Activist Educators In Whitestream Schools**. This downloadable ebook, shrouded in suspense, is available in a PDF format (*). Dive into a world of uncertainty and anticipation. Download now to unravel the secrets hidden within the pages.

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