

marching students

Chicana
and Chicano
Activism in
Education,
1968 to the
Present

EDITED BY

- ▶ MARGARITA BERTA-ÁVILA
- ▶ ANITA TIJERINA REVILLA
- ▶ JULIE LÓPEZ FIGUEROA



Marching Students Chicana And Chicano Activism In Education 1968 To The Present

**Isaura Pulido,Angelica Rivera,Ann M.
Aviles**

Marching Students Chicana And Chicano Activism In Education 1968 To The Present:

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 Gonzalez 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

Youth and Performance: Perceptions of the Contemporary Child Geesche Wartemann, Tülin Sağlam, Mary McAvoy, 2015-04-30 This publication is the outcome of the third International Theatre for Young Audiences Research ITYARN conference in conjunction with an ASSITEJ World Congress and Festival held in Warsaw Poland in 2014 The ITYARN conferences themes always give a very broad frame to invite researchers from different countries and with diverse Theatre for Young Audiences TYA traditions as well as diverse academic cultures to contribute to an international exchange about TYA While exiting this exchange is always a challenge How to talk about aesthetic experiences and concepts of childhood in an intercultural dialogue This is not just a question of translation but also of culturally determined concepts of TYA Last but not least are the academic attitudes and modes of critical discussion themselves which are culturally informed and shaped by individual experiences With this publication ITYARN once again takes up this most interesting task of developing intercultural exchange about TYA It offers space for a diversity of author contributions and it invites readers with academic and or artistic backgrounds to look for new inspirations for his or her reflections on TYA

Latina/o/x Education in Chicago Isaura Pulido, Angelica Rivera, Ann M. Aviles, 2022-08-09 In this collection local experts use personal narratives and empirical data to explore the history of Mexican American and Puerto Rican education in the Chicago Public Schools CPS system The essays focus on three themes the historical context of segregated and inferior schooling for Latina o x students the changing purposes and meanings of education for Latina o x students from the 1950s through today and Latina o x resistance to educational reforms grounded in neoliberalism Contributors look at stories of student strength and resistance the oppressive systems forced on Mexican American women the criminalization of Puerto Ricans fighting for liberatory education and other topics of educational significance As they show many harmful past practices remain the norm or have become worse Yet Latina o x communities and students persistently engage in transformative practices shaping new approaches to education that promise to reverberate not only in the city but nationwide Insightful and enlightening Latina o x Education in Chicago brings to light the

ongoing struggle for educational equity in the Chicago Public Schools **Unshackled: Education for Freedom, Student Achievement, and Personal Emancipation** Greg Wiggan, Lakia Scott, Marcia Watson, Richard Reynolds, 2014-04-03

Harnessing conceptual inspiration through the work of Harriet Tubman and Queen Nanny the Maroon of Jamaica this book explores the historical and contemporary role that education has and can continually play as an instrument of personal and group liberation The book discusses the early formations of the Transatlantic Slave Trade the enslavement of native populations and the subsequent development of the Underground Railroad and Maroon societies in the Caribbean and Americas as systems of liberation It investigates the development and maintenance of racial gendered and class stratification and provides a personal path to freedom as a context for a broader discussion on using education as a mechanism for dismantling the effects of colonization miseducation and social psychological domination in schools and society As a contemporary issue it presents an in depth analysis of the Tucson Unified School District in Arizona and the controversy surrounding its ethnic studies program as an example of one of the contested sites of curriculum development and student liberation Additionally it discusses high performing charter schools as an alternative model of education which may help to provide a systematic way of unshackling institutional barriers and oppression Ultimately this book acknowledges that today the road to freedom is still one we must all travel as miseducation school failure school dropout unemployment underemployment poverty neighborhood violence incarceration and a growing prison industrial complex are all reminders of the work that still must be accomplished Like those who historically sacrificed their lives to gain freedom and an education today with the lingering effects of institutionalized systems of domination education must continue to be an instrument of social mobility and liberation if indeed we are to make schools and society more humane and inclusive towards those who are still waiting to be unshackled The book presents implications regarding the treaties on education for freedom as a school reform and public policy topic **Student Activism in the Academy** Pietro A. Sasso, Joseph L. DeVitis, 2019-05-23

Student Activism in the Academy Its Struggles and Promise is a wide ranging provocative survey of student activism in America's colleges and universities that critically analyzes the contentious problems and progress of a movement that has stirred public reaction in and out of academe Its fundamental purpose is to engage diverse publics in both reasoned and passionate reflection and soul searching on vital issues that surround campus protest including strategies for student activism the role of social media and technology legal questions on campus speech the dilemmas of political correctness generational differences among student activists and various forms of student protest related to race class gender and disabilities Administrators faculty students and student life personnel in higher education indeed all those interested in today's colleges and universities will want to participate in the timely and productive dialogue within these pages **Rethinking the Chicano Movement** Marc Simon Rodriguez, 2014-11-13 In the 1960s and 1970s an energetic new social movement emerged among Mexican Americans Fighting for civil rights and celebrating a distinct ethnic identity the Chicano Movement had a

lasting impact on the United States from desegregation to bilingual education Rethinking the Chicano Movement provides an astute and accessible introduction to this vital grassroots movement Bringing together different fields of research this comprehensive yet concise narrative considers the Chicano Movement as a national not just regional phenomenon and places it alongside the other important social movements of the era Rodriguez details the many different facets of the Chicano movement including college campuses third party politics media and art and traces the development and impact of one of the most important post WWII social movements in the United States

Troublemakers Kathryn Schumaker, 2023-01-09 A powerful history of student protests and student rights during the desegregation era In the late 1960s protests led by students roiled high schools across the country As school desegregation finally took place on a wide scale students of color were particularly vocal in contesting the racial discrimination they saw in school policies and practices And yet these young people had no legal right to express dissent at school It was not until 1969 that the Supreme Court would recognize the First Amendment rights of students in the landmark Tinker v Des Moines case A series of students rights lawsuits in the desegregation era challenged everything from school curricula to disciplinary policies But in casting students as troublemakers or as culturally deficient school authorities and other experts persuaded the courts to set limits on rights protections that made students of color disproportionately vulnerable to suspension and expulsion Troublemakers traces the history of black and Chicano student protests from small town Mississippi to metropolitan Denver and beyond showcasing the stories of individual protesters and demonstrating how their actions contributed to the eventual recognition of the constitutional rights of all students Offering a fresh interpretation of this pivotal era Troublemakers shows that when black and Chicano teenagers challenged racial discrimination in American public schools they helped remake American constitutional law and establish protections of free speech due process equal protection and privacy for students

[Aztlán Arizona](#) Darius V. Echeverría, 2014-03-27 Aztlán Arizona is a history of the Chicano Movement in Arizona in the 1960s and 1970s Focusing on community and student activism in Phoenix and Tucson Darius V Echeverría ties the Arizona events to the larger Chicano and civil rights movements against the backdrop of broad societal shifts that occurred throughout the country Arizona's unique role in the movement came from its public schools which were the primary source of Chicano activism against the inequities in the judicial social economic medical political and educational arenas The word Aztlán originally meaning the legendary ancestral home of the Nahuatl peoples of Mesoamerica was adopted as a symbol of independence by Chicano activists during the movement of the 1960s and 1970s In an era when poverty prejudice and considerable oppositional forces blighted the lives of roughly one fifth of Arizonans the author argues that understanding those societal realities is essential to defining the rise and power of the Chicano Movement The book illustrates how Mexican American communities fostered a togetherness that ultimately modified larger Arizona society by revamping the educational history of the region The concluding chapter outlines key Mexican American individuals and organizations that became politically

active in order to address Chicano educational concerns This Chicano unity reflected in student parent and community leadership organizations helped break barriers dispel the Mexican American inferiority concept and create educational change that benefited all Arizonans No other scholar has examined the emergence of Chicano Movement politics and its related school reform efforts in Arizona Echeverr a s thorough research rich in scope and interpretation is coupled with detailed and exact endnotes The book helps readers understand the issues surrounding the Chicano Movement educational reform and ethnic identity Equally important the author shows how residual effects of these dynamics are still pertinent today in places such as Tucson

White Washing American Education Denise M. Sandoval,Anthony J. Ratcliff,Tracy Lachica Buenavista,James R. Marín,2016-10-03 Recent attacks on Ethnic Studies revisionist actions in curriculum content and anti immigrant policies are creating a new culture war in America This important work lays out the current debates both in K 12 and higher education to uncover the dangers and to offer solutions In 2010 HB 2281 a law that bans ethnic studies in Arizona was passed in the same year Texas whitewashed curriculum and textbook changes at the K 12 level Since then the nation has seen a rise in the legal and political war on Ethnic Studies revisionist actions in curriculum content and anti immigrant policies creating a new culture war in America White Washing American Education demonstrates the value and necessity of Ethnic Studies in the 21st century by sharing the voices of those in the trenches educators students community activists and cultural workers who are effectively using multidisciplinary approaches to education This two volume set of contributed essays provides readers with a historical context to the current struggles and attacks on Ethnic Studies by examining the various cultural and political wars that are making an impact on American educational systems and how students faculty and communities are impacted as a result It investigates specific cases of educational whitewashing and challenges to that whitewashing such as Tom Horne s attack along with the State Board of Education against the Mexican American studies in the Tucson School District the experiences of professors of color teaching Ethnic Studies in primarily white universities across the United States and the role that student activists play in the movements for Ethnic Studies in their high schools universities and communities Readers will come away with an understanding of the history of Ethnic Studies in the United States the challenges and barriers that Ethnic Studies scholars and practitioners currently face and the ways to advocate for the development of Ethnic Studies within formal and community based spaces

Transmovimientos Ellie D. Hernandez,Eddy Francisco Alvarez,Magda García,2021-06 This anthology features work by and about queer trans and gender nonconforming Latinx communities including immigrants and social dissidents who reflect on and write about diaspora and migratory movements while navigating geographical and embodied spaces in the United States

Making Citizenship Work Rodolfo Rosales,2022-08-24 Making Citizenship Work seeks to address questions of how a community reaches a place where it can actually make citizenship work A second question addressed is What does citizenship represent to different communities Across thirteen chapters a collection of experts traverse multiple disciplines in analyzing citizenship

from different points of access Each chapter revolves around the premise that empowerment of communities and individuals within the community comes in different forms and is governed by multiple needs and visions Authors utilize case studies to demonstrate the different roles that communities from a broad sector of our society adopt to accomplish constructing democratic processes that reflect their goals needs and cultures Concurrently authors address the structural obstacles to the empowerment of communities arguing that the democratic process does not and cannot accommodate the diverse communities of society within a single universalistic model of citizenship They conclude that fundamentally citizenship is not simply a legal right an obligation a state of rights but a practice an action on the behalf of community Making Citizenship Work challenges conventional thinking about politics while also encouraging readers to go beyond the box that deters us from visualizing a human society It is an ideal book for undergraduate and graduate courses in political science sociology history social work and Ethnic Studies

Tension and Contention in Language Education for Latinxs in the United States
Glenn A. Martínez, Robert W. Train, 2019-10-08 Applying a critical lens to language education this book explores the tensions that Latinx students face in relation to their identities social and institutional settings and other external factors Across diverse contexts these students confront complex debates and contestable affirmations that intersect with their lived experiences and social histories Martinez and Train highlight the pedagogic and ethical urgency of teacher responsibility learner agency and social justice in critically addressing the consequences constraints and affordances of the language education that Latinx students experience in historically situated and institutionally defined spaces of practice ideology and policy Reframing language studies to take into account the roles of power inequality and social settings this book provokes dialogue between areas of language education that rarely interface Through privileging the learner experience the book provides a window to the contested spaces across language education and generates new opportunities for engagement and action Offering nuanced and insightful analyses this book is ideal for scholars language researchers language teacher educators and graduate students in all areas of language education

Latinx Studies Frederick Aldama, Christopher González, 2018-12-07 Latinx Studies The Key Concepts is an accessible guide to the central concepts and issues that inform Latinx Studies globally It summarizes explains contextualizes and assesses key critical concepts perspectives developments and debates in Latinx Studies At once comprehensive in coverage and detailed and specific in examples analyzed it provides over 25 key concepts to the field of Latinx Studies as shaped within historical social cultural regional and global contexts including Body Border Theory Digital Era Familia Immigration Intersectionality Language Latinidad es Latinofuturism Narco Cultura Popular Culture Sports Fully cross referenced and complete with suggestions for further reading Latinx Studies The Key Concepts is an essential guide for anyone studying race ethnicity gender class education culture and globalism

Confronting Racism in Teacher Education Bree Picower, Rita Kohli, 2017-03-27 Confronting Racism in Teacher Education aims to transform systematic and persistent racism through in depth analyses of racial justice struggles and

strategies in teacher education By bringing together counternarratives of critical teacher educators the editors of this volume present key insights from both individual and collective experiences of advancing racial justice Written for teacher educators higher education administrators policy makers and others concerned with issues of race the book is comprised of four parts that each represent a distinct perspective on the struggle for racial justice contributors reflect on their experiences working as educators of Color to transform the culture of predominately White institutions navigating the challenges of whiteness within teacher education building transformational bridges within classrooms and training current and inservice teachers through concrete models of racial justice By bringing together these often individualized experiences Confronting Racism in Teacher Education reveals larger patterns that emerge of institutional racism in teacher education and the strategies that can inspire resistance

U.S. Latinos and Education Policy Pedro R. Portes, Spencer Salas, Patricia Baquedano-López, Paula J. Mellom, 2014-03-14 With the American dream progressively elusive for and exclusive of Latinos there is an urgent need for empirically and conceptually based macro level policy solutions for Latino education Going beyond just exposing educational inequalities this volume provides intelligent and pragmatic research based policy directions and tools for change for U S Latino Education and other multicultural contexts U S Latinos and Education Policy is organized round three themes education as both product and process of social and historical events and practices the experiences of young immigrants in schools in both U S and international settings and policy approaches to address their needs and situated perspectives on learning among immigrant students across school home and community With contributions from leading scholars including Luis Moll Eugene E Garcia Richard P Dur n Sonia Nieto Angela Valenzuela Alejandro Portes and Barbara Flores this volume enhances existing discussions by showcasing how researchers working both within and in collaboration with Latino communities have employed multiple analytic frameworks illustrating how current scholarship and culturally oriented theory can serve equity oriented practice and focusing attention on ethnicity in context and in relation to the interaction of developmental and cultural factors The theoretical and methodological perspectives integrate praxis research from multiple disciplines and apply this research directly to policy

Growing Critically Conscious Teachers Angela Valenzuela, 2016-03-25 To meet the needs of the fast growing numbers of Latino a English learners this volume presents an approach to secondary education teacher preparation based on the work of the National Latino a Education Research and Policy Project NLERAP Renowned scholar and educator Angela Valenzuela together with an impressive roster of contributors provides a critical framework for educating culturally responsive teachers They examine the knowledge skills and predisposition required for higher education institutions to create curricula for educating Latino a children children of colour and language minority youth Growing Critically Conscious Teachers illuminates why growing our own teachers makes sense as an approach for not only addressing the achievement gap but for also enhancing the well being of our communities as a whole

Community-Based Participatory Research Natalia Deeb-Sossa, 2019-04-09 Members of communities of color in the

United States often struggle for equity autonomy survival and justice Community Based Participatory Research is an edited volume from activist scholars who present personal testimonies showcasing how community based participatory research CBPR can lead to sustainable change and empowerment Editor Natalia Deeb Sossa has chosen contributors whose diverse interdisciplinary projects are grounded in politically engaged research in Chicanx and Latinx communities The scholars advocacy work is a core component of the research design of their studies challenging the idea that research needs to be neutral or unbiased The testimonies tell of projects that stem from community demands for truly collaborative research addressing locally identified issues and promoting community social change Contributors share their personal experiences in conducting CBPR focusing on the complexities of implementing this method and how it may create sustainable change and community empowerment Along with a retrospective analysis of how CBPR has been at the center of the Chicana o Movement and Chicana o studies the book includes a discussion of consejos y advertencias advice and warnings The most knowledgeable people on community issues are the very members of the communities themselves Recognizing a need to identify the experiences and voices testimonios of communities of color activist scholars showcase how to incorporate the perspectives of the true experts the poor women farmworkers students activists elders and immigrants Puerto Rican Chicago Mirelsie Velázquez, 2022-02-01 Winner of the Critics Choice Book awards of the American Educational Studies Association AESA CCBA The postwar migration of Puerto Rican men and women to Chicago brought thousands of their children into city schools These children s classroom experience continued the colonial project begun in their homeland where American ideologies had dominated Puerto Rican education since the island became a US territory Mirelsie Vel zquez tells how Chicago s Puerto Ricans pursued their educational needs in a society that constantly reminded them of their status as second class citizens Communities organized a media culture that addressed their concerns while creating and affirming Puerto Rican identities Education also offered women the only venue to exercise power and they parlayed their positions to take lead roles in activist and political circles In time a politicized Puerto Rican community gave voice to a previously silenced group and highlighted that colonialism does not end when immigrants live among their colonizers A perceptive look at big city community building Puerto Rican Chicago reveals the links between justice in education and a people s claim to space in their new home **Rhetoric, Public Memory, and Campus History** Rhondra Thomas, 2022-05-13 This essay collection explores the inextricable link between rhetoric public memory and campus history projects Since the early twentieth century after Brown University appointed its Steering Committee on Slavery and Justice higher education institutions around the globe have launched initiatives to research document and share their connections to slavery and its legacies Many of these explorations have led to investigations about the rhetorical nature of campus history projects including the names of buildings the installation of monuments the publication of books the production of resolutions and the hosting of public programs The essays in this collection examine the rhetorical nature of a range of initiatives including the

creation of land acknowledgement statements the memorialization of universities historic financial ties to the slave trade the installation and removal of monuments or historical markers the development of curriculum for campus history projects The book takes a chronological approach beginning with the examination of a project at a university that was built on the site of a historic Native American town moving through a series of essays about initiatives that grew out of universities associations with slavery and its legacies in the United Kingdom and America and ending with a critique of several pedagogical approaches in campus history courses designed for undergraduate students

Transforming Scholarship Michele Tracy Berger, Cheryl Radeloff, 2014-08-13 *Transforming Scholarship* is a user friendly work of practical guidance and inspiration for supporting a student's interest in a Women's Studies degree Berger and Radeloff use empirical evidence to help students with the major barriers they face when exploring Women's Studies the negative response a student often faces when announcing to the world that he or she is interested in Women's Studies and the perceived lack of employment and career options that supposedly comes with graduating with a Women's Studies degree This book will support students to think critically about what they know how to demonstrate what they know and how to prepare for life both personally and professionally after the degree *Transforming Scholarship* is a practical guide for students interested in women's and gender studies that targets advanced undergraduates who have a firm connection to the discipline This book is ideal for women's and gender capstone courses and for those who have finished their degree and need a resource to assist in conceptualizing the answers to the question What's next This second edition of *Transforming Scholarship* focuses on areas that undergraduates might want integrate into their women's and gender studies education study abroad civic engagement projects internships independent studies and honors theses It includes exercises to help flesh out talents passions and skills and how to link them to employment information about the diversity of employment opportunities and further professional training available and a plan to help prepare for graduation It also delves into how to live a feminist life after graduation including activism after college building and sustaining feminist communities and feminist parenting The authors have also added new Point of View boxes throughout the book where scholars focus on contemporary issues and deepen a student's understanding of the organizations and individuals fighting to end sexist oppression

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