

SUBTRACTIVE SCHOOLING US MEXICAN YOUTH AND THE POLITICS OF CARING ANGELA VALENZUELA

UNDERSTANDING SUBTRACTIVE SCHOOLING: THE EXPERIENCE OF US MEXICAN YOUTH

SUBTRACTIVE SCHOOLING IS A CRITICAL CONCEPT INTRODUCED BY ANGELA VALENZUELA IN HER SEMINAL WORK THAT EXAMINES THE EDUCATIONAL EXPERIENCES OF MEXICAN AMERICAN YOUTH IN THE UNITED STATES. THIS NOTION ARTICULATES HOW THE EDUCATIONAL SYSTEM OFTEN SUBTRACTS VITAL CULTURAL, SOCIAL, AND LINGUISTIC ASPECTS FROM STUDENTS' IDENTITIES, LEADING TO DETRIMENTAL OUTCOMES. IN THIS ARTICLE, WE WILL DELVE INTO THE IMPLICATIONS OF SUBTRACTIVE SCHOOLING, ITS IMPACT ON MEXICAN YOUTH, AND THE POLITICS OF CARING AS A COUNTER-NARRATIVE TO THE PREVAILING EDUCATIONAL PRACTICES.

THE CONCEPT OF SUBTRACTIVE SCHOOLING

SUBTRACTIVE SCHOOLING REFERS TO A PROCESS WHERE THE EDUCATIONAL SYSTEM MARGINALIZES AND DEVALUES THE CULTURAL AND LINGUISTIC BACKGROUNDS OF STUDENTS, PARTICULARLY THOSE FROM MINORITY GROUPS. VALENZUELA'S RESEARCH HIGHLIGHTS HOW THIS PROCESS MANIFESTS IN VARIOUS WAYS:

- **LANGUAGE SUPPRESSION:** SCHOOLS OFTEN PROMOTE ENGLISH-ONLY INSTRUCTION, UNDERMINING THE VALUE OF BILINGUALISM AND THE RICH CULTURAL HERITAGE THAT ACCOMPANIES IT.
- **CURRICULAR IRRELEVANCE:** THE CURRICULUM FREQUENTLY NEGLECTS THE HISTORIES AND CONTRIBUTIONS OF MEXICAN AMERICANS, LEADING TO FEELINGS OF ALIENATION AMONG STUDENTS.
- **LOW EXPECTATIONS:** EDUCATORS MAY HOLD LOWER EXPECTATIONS FOR MEXICAN YOUTH, WHICH CAN LEAD TO A SELF-FULFILLING PROPHECY OF UNDERACHIEVEMENT.

THESE PRACTICES CREATE AN EDUCATIONAL ENVIRONMENT THAT NOT ONLY FAILS TO SUPPORT BUT ACTIVELY HINDERS THE ACADEMIC AND PERSONAL GROWTH OF MEXICAN AMERICAN STUDENTS.

IMPACT ON MEXICAN AMERICAN YOUTH

THE CONSEQUENCES OF SUBTRACTIVE SCHOOLING ARE PROFOUND AND MULTIFACETED, AFFECTING STUDENTS ACADEMICALLY, SOCIALLY, AND EMOTIONALLY. UNDERSTANDING THESE IMPACTS CAN PROVIDE INSIGHTS INTO THE URGENCY OF REFORMING EDUCATIONAL PRACTICES TO FOSTER INCLUSIVITY AND SUPPORT FOR ALL STUDENTS.

ACADEMIC CONSEQUENCES

STUDENTS SUBJECTED TO SUBTRACTIVE SCHOOLING OFTEN FACE SIGNIFICANT ACADEMIC CHALLENGES, AS EVIDENCED BY:

1. **LOWER ACADEMIC ACHIEVEMENT:** MANY MEXICAN YOUTH EXPERIENCE LOWER GRADES AND STANDARDIZED TEST SCORES, AS THE LACK OF CULTURALLY RELEVANT PEDAGOGY INHIBITS THEIR ENGAGEMENT AND MOTIVATION.

2. **HIGH DROPOUT RATES:** THE ALIENATING EDUCATIONAL ENVIRONMENT CONTRIBUTES TO HIGHER DROPOUT RATES AMONG MEXICAN AMERICAN STUDENTS, AS THEY MAY FEEL DISCONNECTED FROM THEIR SCHOOLS.
3. **LIMITED ACADEMIC OPPORTUNITIES:** STUDENTS MAY HAVE FEWER OPPORTUNITIES FOR ADVANCED COURSES OR EXTRACURRICULAR ACTIVITIES THAT COULD ENHANCE THEIR EDUCATIONAL EXPERIENCE.

THESE ACADEMIC CHALLENGES OFTEN RESULT IN LONG-TERM CONSEQUENCES, INCLUDING REDUCED ACCESS TO HIGHER EDUCATION AND CAREER OPPORTUNITIES.

SOCIAL AND EMOTIONAL CONSEQUENCES

BEYOND ACADEMICS, THE EFFECTS OF SUBTRACTIVE SCHOOLING EXTEND INTO THE SOCIAL AND EMOTIONAL REALMS:

- **IDENTITY STRUGGLES:** THE DEVALUATION OF THEIR CULTURAL IDENTITY CAN LEAD TO CONFUSION AND CONFLICT REGARDING THEIR SELF-WORTH AND BELONGING.
- **INCREASED STRESS AND ANXIETY:** THE PRESSURE TO CONFORM TO A DOMINANT CULTURE WHILE SIMULTANEOUSLY BEING MARGINALIZED CAN CONTRIBUTE TO HEIGHTENED LEVELS OF STRESS AND ANXIETY.
- **ALIENATION AND ISOLATION:** STUDENTS MAY FEEL ISOLATED FROM THEIR PEERS, LEADING TO A LACK OF SOCIAL SUPPORT AND COMMUNITY ENGAGEMENT.

THESE SOCIAL AND EMOTIONAL CHALLENGES NOT ONLY AFFECT STUDENTS' IMMEDIATE WELL-BEING BUT CAN ALSO HAVE LASTING IMPACTS ON THEIR FUTURE RELATIONSHIPS AND MENTAL HEALTH.

THE POLITICS OF CARING: A COUNTER-NARRATIVE

IN RESPONSE TO THE CHALLENGES POSED BY SUBTRACTIVE SCHOOLING, ANGELA VALENZUELA ADVOCATES FOR THE "POLITICS OF CARING." THIS FRAMEWORK EMPHASIZES THE IMPORTANCE OF CREATING SUPPORTIVE AND NURTURING EDUCATIONAL ENVIRONMENTS THAT RECOGNIZE AND VALUE THE IDENTITIES OF MEXICAN AMERICAN YOUTH.

DEFINING THE POLITICS OF CARING

THE POLITICS OF CARING IS ROOTED IN THE BELIEF THAT EDUCATORS MUST ACTIVELY CARE FOR THEIR STUDENTS, FOSTERING AN ENVIRONMENT THAT PROMOTES:

- **VALIDATION OF CULTURAL IDENTITY:** RECOGNIZING AND CELEBRATING THE CULTURAL BACKGROUNDS OF STUDENTS CAN HELP THEM FEEL VALUED AND UNDERSTOOD.
- **HIGH EXPECTATIONS:** EDUCATORS SHOULD HOLD HIGH EXPECTATIONS FOR ALL STUDENTS, ENCOURAGING THEM TO REACH THEIR FULL POTENTIAL.
- **SUPPORTIVE RELATIONSHIPS:** BUILDING STRONG, TRUSTING RELATIONSHIPS BETWEEN STUDENTS AND EDUCATORS CAN CREATE A SENSE OF BELONGING AND COMMUNITY.

THIS APPROACH STANDS IN STARK CONTRAST TO THE SUBTRACTIVE PRACTICES THAT OFTEN DOMINATE EDUCATIONAL SYSTEMS.

IMPLEMENTING THE POLITICS OF CARING

TO EFFECTIVELY IMPLEMENT THE POLITICS OF CARING, SCHOOLS MUST ADOPT COMPREHENSIVE STRATEGIES THAT ALIGN WITH ITS PRINCIPLES. KEY STRATEGIES INCLUDE:

1. **INCLUSIVE CURRICULUM:** DEVELOP A CURRICULUM THAT REFLECTS THE DIVERSE HISTORIES AND CONTRIBUTIONS OF ALL STUDENTS, PARTICULARLY THOSE FROM MARGINALIZED COMMUNITIES.
2. **BILINGUAL EDUCATION:** PROMOTE BILINGUAL PROGRAMS THAT VALIDATE STUDENTS' LINGUISTIC ABILITIES AND CULTURAL IDENTITIES.
3. **PROFESSIONAL DEVELOPMENT:** PROVIDE TRAINING FOR EDUCATORS ON CULTURALLY RESPONSIVE TEACHING PRACTICES AND THE IMPORTANCE OF FOSTERING A CARING SCHOOL ENVIRONMENT.
4. **COMMUNITY ENGAGEMENT:** INVOLVE FAMILIES AND COMMUNITY MEMBERS IN THE EDUCATIONAL PROCESS, ENSURING THAT THEIR VOICES AND PERSPECTIVES ARE INCLUDED IN DECISION-MAKING.

BY ADOPTING THESE STRATEGIES, SCHOOLS CAN CREATE MORE EQUITABLE AND SUPPORTIVE ENVIRONMENTS THAT EMPOWER MEXICAN AMERICAN YOUTH TO THRIVE.

CONCLUSION: THE WAY FORWARD

THE CHALLENGES OF SUBTRACTIVE SCHOOLING FACED BY MEXICAN AMERICAN YOUTH ARE CRITICAL ISSUES THAT REQUIRE URGENT ATTENTION AND ACTION. ANGELA VALENZUELA'S INSIGHTS INTO THE POLITICS OF CARING PROVIDE A POWERFUL FRAMEWORK FOR RETHINKING EDUCATIONAL PRACTICES. BY RECOGNIZING THE VALUE OF STUDENTS' CULTURAL IDENTITIES AND FOSTERING SUPPORTIVE ENVIRONMENTS, EDUCATORS CAN COMBAT THE EFFECTS OF SUBTRACTIVE SCHOOLING AND CREATE PATHWAYS FOR SUCCESS.

IN ORDER TO ACHIEVE MEANINGFUL CHANGE, IT IS ESSENTIAL FOR EDUCATORS, POLICYMAKERS, AND COMMUNITIES TO COLLABORATE AND PRIORITIZE THE NEEDS OF MEXICAN AMERICAN YOUTH. BY DOING SO, WE CAN WORK TOWARDS A MORE INCLUSIVE AND EQUITABLE EDUCATIONAL SYSTEM THAT NOT ONLY ACKNOWLEDGES BUT CELEBRATES THE RICHNESS OF DIVERSE BACKGROUNDS, ULTIMATELY LEADING TO A BRIGHTER FUTURE FOR ALL STUDENTS.

FREQUENTLY ASKED QUESTIONS

WHAT IS THE MAIN THESIS OF ANGELA VALENZUELA'S 'SUBTRACTIVE SCHOOLING'?

THE MAIN THESIS OF ANGELA VALENZUELA'S 'SUBTRACTIVE SCHOOLING' IS THAT THE EDUCATIONAL SYSTEM OFTEN MARGINALIZES AND UNDERMINES THE CULTURAL IDENTITIES AND ACADEMIC SUCCESS OF MEXICAN YOUTH, LEADING TO A PROCESS OF SUBTRACTIVE SCHOOLING WHERE STUDENTS LOSE THEIR CONNECTION TO THEIR HERITAGE AND COMMUNITY.

HOW DOES VALENZUELA DEFINE 'SUBTRACTIVE SCHOOLING'?

VALENZUELA DEFINES 'SUBTRACTIVE SCHOOLING' AS A PROCESS WHERE EDUCATIONAL PRACTICES AND POLICIES SYSTEMATICALLY DIMINISH THE CULTURAL CAPITAL AND ACADEMIC POTENTIAL OF STUDENTS, PARTICULARLY THOSE FROM MARGINALIZED BACKGROUNDS, IMPACTING THEIR OVERALL ENGAGEMENT AND SUCCESS IN SCHOOL.

WHAT ROLE DOES 'THE POLITICS OF CARING' PLAY IN VALENZUELA'S WORK?

IN VALENZUELA'S WORK, 'THE POLITICS OF CARING' EMPHASIZES THE IMPORTANCE OF NURTURING RELATIONSHIPS BETWEEN EDUCATORS AND STUDENTS, ADVOCATING FOR AN EDUCATIONAL ENVIRONMENT THAT RESPECTS AND VALUES STUDENTS' CULTURAL IDENTITIES, ULTIMATELY FOSTERING THEIR ACADEMIC AND PERSONAL GROWTH.

WHAT IMPACT DOES VALENZUELA ARGUE THAT SUBTRACTIVE SCHOOLING HAS ON MEXICAN YOUTH?

VALENZUELA ARGUES THAT SUBTRACTIVE SCHOOLING NEGATIVELY IMPACTS MEXICAN YOUTH BY LEADING TO LOWER ACADEMIC ACHIEVEMENT, DISENGAGEMENT FROM SCHOOL, AND A DISCONNECTION FROM THEIR CULTURAL ROOTS, WHICH CAN RESULT IN A CYCLE OF MARGINALIZATION AND LIMITED OPPORTUNITIES.

HOW CAN EDUCATORS COUNTERACT THE EFFECTS OF SUBTRACTIVE SCHOOLING ACCORDING TO VALENZUELA?

ACCORDING TO VALENZUELA, EDUCATORS CAN COUNTERACT THE EFFECTS OF SUBTRACTIVE SCHOOLING BY IMPLEMENTING CULTURALLY RELEVANT PEDAGOGY, BUILDING MEANINGFUL RELATIONSHIPS WITH STUDENTS, AND ADVOCATING FOR POLICIES THAT RECOGNIZE AND PROMOTE THE CULTURAL IDENTITIES AND STRENGTHS OF MEXICAN YOUTH.

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