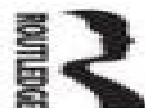


Richard R. Valencia



Dismantling Contemporary Deficit Thinking

Educational Thought and Practice



Richard R Valencia

Martha Menchaca



Richard R Valencia :

Dismantling Contemporary Deficit Thinking Richard R. Valencia, 2010-09-13 Deficit thinking is a pseudoscience founded on racial and class bias. It blames the victim for school failure instead of examining how schools are structured to prevent poor students and students of color from learning. Dismantling Contemporary Deficit Thinking provides comprehensive critiques and anti-deficit thinking alternatives to this oppressive theory by framing the linkages between prevailing theoretical perspectives and contemporary practices within the complex historical development of deficit thinking. Dismantling Contemporary Deficit Thinking examines the ongoing social construction of deficit thinking in three aspects of current discourse: the genetic pathology model, the culture of poverty model, and the at-risk model, in which poor students, students of color, and their families are pathologized and marginalized. Richard R. Valencia challenges these three contemporary components of the deficit thinking theory by providing incisive critiques and discussing competing explanations for the pervasive school failure of many students in the nation's public schools. Valencia also discusses a number of proactive anti-deficit thinking suggestions from the fields of teacher education, educational leadership, and educational ethnography that are intended to provide a more equitable and democratic schooling for all students. **Students of Color**

and the Achievement Gap Richard R. Valencia, 2015-03-05 Students of Color and the Achievement Gap is a comprehensive landmark analysis of an incontrovertible racialized reality in U.S. K-12 public education: the relentless achievement gap between low socioeconomic students of color and their economically advantaged White counterparts. Award-winning author and scholar Richard Valencia provides an authoritative and systemic treatment of the achievement gap, focusing on Black and Latino/Latina students. He examines the societal and educational factors that help to create and maintain the achievement gap by drawing from critical race theory, an asset-based perspective, and a systemic inequality approach. By showing how racialized opportunity structures in society and schools ultimately result in racialized patterns of academic achievement in schools, Valencia shows how the various indicators of the achievement gap are actually symptoms of the societal and school quality gaps. Following each of these concerns, Valencia provides a number of reform suggestions that can lead to systemic transformations of K-12 education. Students of Color and the Achievement Gap makes a persuasive and well-documented case that school success for students of color and the empowerment of their parents can only be fully understood and realized when contextualized within broader political, economic, and cultural frameworks. 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

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

International Deficit Thinking Richard R. Valencia, 2020 International Deficit Thinking Educational Thought and Practice explores the incontrovertible reality of the persistent and pervasive academic achievement gap in many countries between marginalized students primarily of color and their economically advantaged White counterparts For example International Deficit Thinking discusses the cases of low socioeconomic Black and Mexican American students in the U S Indigenous Maori students in New Zealand and immigrant Moroccan and Turkish pupils in Belgium The predominant theoretical perspective that has been advanced to explain the school failure of marginalized students is the deficit thinking paradigm a parsimonious endogenous and pseudoscientific model that blames such students as the makers of their own school failure Deficit thinking asserts that the low academic achievement of many marginalized students is due to their limited intellectual ability poor academic achievement motivation and being raised in dysfunctional families and cultures Drawing from in part critical race theory systemic inequality analysis and colonialism postcolonialism award winning author and scholar Richard Valencia examines deficit thinking in education in 16 countries e g Canada Peru Australia England India South Africa He seeks to document and debunk deficit thinking as an interpretation for school

failure of marginalized students to offer scientifically defensible counternarratives for race class language and gender based differences in academic achievement c provide suggestions for workable and sustainable school reform for marginalized students

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

Pedagogies for Teaching First-Generation College Students and the Dynamics of Globalized Classrooms Simon Mary Asele Ahiokhai, Matt Daily, Layla Garrigues, 2025-09-23 This book examines how higher education institutions positively enhance the learning experiences of first generation college students What systems in our communities and world are intentionally or unintentionally producing the realities of first generation identities and how can these be upended through a deliberate pedagogical turn With these questions in mind this book aims to highlight the relevant and dynamic pedagogical skills and tools that institutions can employ to address the demands of globality and difference in the classroom Challenging traditional deficit focused perspectives used to discuss first generation students the book highlights alternative strengths based support methods to improve the experiences and outcomes of first generation college students This book will appeal to scholars researchers and upper level students with interests in higher education cultural studies philosophy of education and decolonial studies

Reflexiones 1998 Yolanda C. Padilla, 1999 *Reflexiones* is an annual review of the work in progress of scholars affiliated with the Center for Mexican American Studies at the University of Texas at Austin It may also include outside works derived from center sponsored presentations *Reflexiones 1998* the second volume in the series invites us to

view Mexican American identity in a new light In the rich interdisciplinary tradition of Mexican American studies the contributors to *Reflexiones* 1998 come from a variety of fields Martha Menchaca anthropology and Mauricio Tenorio and David Montejano both in history open with a three part piece on the 150th anniversary of the Treaty of Guadalupe Hidalgo Angela Valenzuela sociology Rice University discusses the practice of cultural assimilation in our educational system Am rico Paredes anthropology and English offers a telling vignette of borderland life Sheila Marie Contreras English considers the question of Mexican American ancestry in a study of a poem by Teresa Palomo Acosta Lalo Alcaraz the Los Angeles based satirist delivers a trenchant autobiographical cartoon story James Nicolopoulos Spanish and Portuguese delves into the corrido tradition and the effects of the advent of sound recording Richard Flores anthropology explores the myth of the Alamo and the film *Martyrs of the Alamo* And finally Charles Ramirez Berg radio television and film examines Mexican American border documentaries

Law and School Reform Jay Philip Heubert, 1999-01-01 An examination of six of the most controversial school reform initiatives in the US school desegregation school finance reform special education education of immigrant children integration of youth services and enforceable performance mandates

Stagnant Dreamers Maria G. Rendon, 2019-12-27 Winner of the 2020 Robert E Park Award for Best Book from the Community and Urban Sociology Section of the American Sociological Association Winner of the 2020 Distinguished Contribution to Research Award from the Latino a Section of the American Sociological Association Honorable Mention for the 2020 Thomas and Znaniecki Award from the International Migration Section of the American Sociological Association A quarter of young adults in the U S today are the children of immigrants and Latinos are the largest minority group In *Stagnant Dreamers* sociologist and social policy expert Maria Rendon follows 42 young men from two high poverty Los Angeles neighborhoods as they transition into adulthood Based on in depth interviews and ethnographic observations with them and their immigrant parents *Stagnant Dreamers* describes the challenges they face coming of age in the inner city and accessing higher education and good jobs and demonstrates how family based social ties and community institutions can serve as buffers against neighborhood violence chronic poverty incarceration and other negative outcomes Neighborhoods in East and South Central Los Angeles were sites of acute gang violence that peaked in the 1990s shattering any romantic notions of American life held by the immigrant parents Yet Rendon finds that their children are generally optimistic about their life chances and determined to make good on their parents sacrifices Most are strongly oriented towards work But despite high rates of employment most earn modest wages and rely on kinship networks for labor market connections Those who made social connections outside of their family and neighborhood contexts more often found higher quality jobs However a middle class lifestyle remains elusive for most even for college graduates Rendon debunks fears of downward assimilation among second generation Latinos noting that most of her subjects were employed and many had gone on to college She questions the ability of institutions of higher education to fully integrate low income students of color She shares the story of one Ivy League college graduate who finds

himself working in the same low wage jobs as his parents and peers who did not attend college Ironically students who leave their neighborhoods to pursue higher education are often the most exposed to racism discrimination and classism Rend n demonstrates the importance of social supports in helping second generation immigrant youth succeed To further the integration of second generation Latinos she suggests investing in community organizations combating criminalization of Latino youth and fully integrating them into higher education institutions Stagnant Dreamers presents a realistic yet hopeful account of how the Latino second generation is attempting to realize its vision of the American dream *Saints and Rogues* E Mark Stern,Robert B Marchesani,2014-07-16 Help your clients successfully integrate the angel and the rebel Saints and Rogues Conflicts and Convergence in Psychotherapy is a unique look at two extremes of human behavior and thoughtand how they meet within the psychotherapy experience In this extensive resource you will gain a greater understanding of human potential by exploring personalities where the line between conformity and divergence has been blurred This book will help psychotherapists pastoral and marriage and family counselors and medical nursing service providers guide patients and clients in turning negative actions and decisions into positive ones In Saints and Rogues you will find an assessment of the life of Harry Stack Sullivan 1892 1949 called rogue therapist by his peers today a hero for his influence on psychotherapy practice bullying in schoolthe creation of a prevention program used at the K 5 level designed to appeal to the empathy of the children who are bullied as well as the perpetrators an examination of historical sociological and psychoanalytic research about Italian Americans stereotyped as rogues during the twentieth century and in the media today interviews with individuals self identified as third gender who live as neither men nor womenand their frequent encounters with spirituality and much more Saints and Rogues Conflicts and Convergence in Psychotherapy reevaluates the ethical ramifications of dual relationships revealing how a roguish character may be seen as saintly and vice versa This book emphasizes the importance of seeing and treating one another with the same consideration as we would give ourselves If knowledge is power the readertherapist and layperson alike will find strength in these pages to face their home work or school lives with more confidence and pride The Unteachables Keith A. Mayes,2023-01-24 How special education used disability labels to marginalize Black students in public schools The Unteachables examines the overrepresentation of Black students in special education over the course of the twentieth century As African American children integrated predominantly white schools many were disproportionately labeled educable mentally retarded EMR learning disabled LD and emotionally behavioral disordered EBD Keith A Mayes charts the evolution of disability categories and how these labels kept Black learners segregated in American classrooms The civil rights and the educational disability rights movements Mayes shows have both collaborated and worked at cross purposes since the beginning of school desegregation Disability rights advocates built upon the opportunity provided by the civil rights movement to make claims about student invisibility at the level of intellectual and cognitive disabilities Although special education ostensibly included children from all racial groups educational disability

rights advocates focused on the needs of white disabled students while school systems used disability discourses to malign and marginalize Black students From the 1940s to the present social science researchers policymakers school administrators and teachers have each contributed to the overrepresentation of Black students in special education Excavating the deep seated racism embedded in both the public school system and public policy *The Unteachables* explores the discriminatory labeling of Black students and how it indelibly contributed to special education disproportionality to student discipline and push out practices and to the school to prison pipeline effect

Mexicans in the Making of America Neil Foley, 2014-10-06 A Choice Outstanding Academic Title of the Year According to census projections by 2050 nearly one in three U S residents will be Latino and the overwhelming majority of these will be of Mexican descent This dramatic demographic shift is reshaping politics culture and fundamental ideas about American identity Neil Foley a leading Mexican American historian offers a sweeping view of the evolution of Mexican America from a colonial outpost on Mexico s northern frontier to a twenty first century people integral to the nation they have helped build Compelling Readers of all political persuasions will find Foley s intensively researched well documented scholarly work an instructive thoroughly accessible guide to the ramifications of immigration policy Publishers Weekly For Americans long accustomed to understanding the country s development as an east to west phenomenon Foley s singular service is to urge us to tilt the map south to north and to comprehend conditions as they have been for some time and will likely be for the foreseeable future A timely look at and appreciation of a fast growing demographic destined to play an increasingly important role in our history Kirkus Reviews

A Promising Problem Carlos Kevin Blanton, 2016-03-08 Chicana o history has reached an intriguing juncture While academic and intellectual studies are embracing new highly nuanced perspectives on race class gender education identity and community the field itself continues to be viewed as a battleground subject to attacks from outside academia by those who claim that the discipline promotes racial hatred and anti Americanism Against a backdrop of deportations and voter suppression targeting Latinos *A Promising Problem* presents the optimistic voices of scholars who call for sophisticated solutions while embracing transnationalism and the reality of multiple overlapping identities Showcasing a variety of new directions this anthology spans topics such as growth and reassessment in Chicana o history manifested in a disruption of nationalism and geographic essentialism the impact of legal history interracial relations and the experiences of Latino subpopulations in the US South race and the politics of religious history transborder feminism in the early twentieth century and aspirations for a field that increasingly demonstrates the relational dynamics of cultural production As they reflect on the state of their field the contributors offer significant insights into sociology psychology anthropology political science education and literature while tracing the history of activism throughout the last century and debating the very concepts of Chicano and Chicano history Although the political landscape is fraught with closed off rhetoric *A Promising Problem* encourages diversity of thought and opens the possibilities of historical imagination

The New Latino Studies Reader Ramon A. Gutierrez, Tomas

Almaguer, 2016-08-23 The New Latino Studies Reader is designed as a contemporary updated multifaceted collection of writings that bring to force the exciting necessary scholarship of the last decades Its aim is to introduce a new generation of students to a wide ranging set of essays that helps them gain a truer understanding of what it s like to be a Latino in the United States With the reader students explore the sociohistorical formation of Latinos as a distinct panethnic group in the United States delving into issues of class formation social stratification racial gender and sexual identities and politics and cultural production And while other readers now in print may discuss Mexican Americans Puerto Ricans Cubans and Central Americans as distinct groups with unique experiences this text explores both the commonalities and the differences that structure the experiences of Latino Americans Timely thorough and thought provoking The New Latino Studies Reader provides a genuine view of the Latino experience as a whole **The Most Fundamental Right** Daniel McCool, 2012 The

initial impetus for this book was a forum on voting rights at the University of Utah in 2006 Recovering History, Constructing Race Martha Menchaca, 2002-01-15 An unprecedented tour de force A sweeping historical overview and interpretation of the racial formation and racial history of Mexican Americans Antonia I Castañeda Associate Professor of History St Mary s University Winner A Choice Outstanding Academic Book The history of Mexican Americans is a history of the intermingling of races Indian White and Black This racial history underlies a legacy of racial discrimination against Mexican Americans and their Mexican ancestors that stretches from the Spanish conquest to current battles over ending affirmative action and other assistance programs for ethnic minorities Asserting the centrality of race in Mexican American history Martha Menchaca here offers the first interpretive racial history of Mexican Americans focusing on racial foundations and race relations from preHispanic times to the present Menchaca uses the concept of racialization to describe the process through which Spanish Mexican and U S authorities constructed racial status hierarchies that marginalized Mexicans of color and restricted their rights of land ownership She traces this process from the Spanish colonial period and the introduction of slavery through racial laws affecting Mexican Americans into the late twentieth century This re viewing of familiar history through the lens of race recovers Blacks as important historical actors links Indians and the mission system in the Southwest to the Mexican American present and reveals the legal and illegal means by which Mexican Americans lost their land grants Martha Menchaca has begun an intellectual insurrection by challenging the pristine aboriginal origins of Mexican Americans as historically inaccurate Menchaca revisits the process of racial formation in the northern part of Greater Mexico from the Spanish conquest to the present Hispanic American Historical Review *The Battle Over Bilingual Ballots* James Thomas Tucker, 2016-03-23 In recent years few federal requirements have been as controversial as the mandate for what critics call bilingual ballots The Voting Rights Act of 1965 included a permanent requirement for language assistance for Puerto Rican voters educated in Spanish and ten years later Congress banned English only elections in certain covered jurisdictions expanding the support to include Alaska Natives American Indians Asian language voters and Spanish language voters Some

commentators have condemned the language assistance provisions underlying many of their attacks with anti immigrant rhetoric Although the provisions have been in effect for over three decades until now no comprehensive study of them has been published This book describes the evolution of the provisions examining the evidence of educational and voting discrimination against language minorities covered by the Act Additional chapters discuss the debate over the 2006 amendments to the Voting Rights Act analysis of objections raised by opponents of bilingual ballots and some of the most controversial components of these requirements including their constitutionality cost and effectiveness Featuring revealing case studies as well as analysis of key data this volume makes a persuasive and much needed case for bilingual ballots presenting a thorough investigation of this significant and understudied area of election law and American political life

The Making of a Teenage Service Class Ranita Ray, 2018 Stereotypes of economically marginalized black and brown youth focus on drugs gangs violence and teen parenthood Families schools nonprofit organizations and institutions in poor urban neighborhoods emphasize preventing such risk behaviors In *The Making of a Teenage Service Class* Ranita Ray uncovers the pernicious consequences of concentrating on risk behaviors as key to targeting poverty Having spent three years among sixteen black and Latina o youth Ray shares their stories of trying to beat the odds of living in poverty Their struggles of hunger homelessness and untreated illnesses are juxtaposed with the perseverance of completing homework finding jobs and spending long hours traveling from work to school to home By focusing on the lives of youth who largely avoid drugs gangs violence and teen parenthood the book challenges the idea that targeting these risk behaviors is key to breaking the cycle of poverty Ray compellingly demonstrates how the disproportionate emphasis on risk behaviors reinforces class and race hierarchies and diverts resources that could support marginalized youth s basic necessities and educational and occupational goals Provided by publisher *Becoming Neighbors in a Mexican American Community* Gilda L. Ochoa, 2010-01-01 On the surface Mexican Americans and Mexican immigrants to the United States seem to share a common cultural identity but often make uneasy neighbors Discrimination and assimilationist policies have influenced generations of Mexican Americans so that some now fear that the status they have gained by assimilating into American society will be jeopardized by Spanish speaking newcomers Other Mexican Americans however adopt a position of group solidarity and work to better the social conditions and educational opportunities of Mexican immigrants Focusing on the Mexican origin working class city of La Puente in Los Angeles County California this book examines Mexican Americans everyday attitudes toward and interactions with Mexican immigrants a topic that has so far received little serious study Using in depth interviews participant observations school board meeting minutes and other historical documents Gilda Ochoa investigates how Mexican Americans are negotiating their relationships with immigrants at an interpersonal level in the places where they shop worship learn and raise their families This research into daily lives highlights the centrality of women in the process of negotiating and building communities and sheds new light on identity formation and group mobilization in the U S

and on educational issues especially bilingual education It also complements previous studies on the impact of immigration on the wages and employment opportunities of Mexican Americans

Unveiling the Magic of Words: A Review of "**Richard R Valencia** "

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