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Subtractive Schooling: U.S.-Mexican Youth and the Politics of Caring (Suny Series, the Social Context of Education)

Angela Valenzuela

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Subtractive Schooling provides a framework for understanding the patterns of immigrant achievement and U.S.-born underachievement frequently noted in the literature and observed by the author in her ethnographic account of regular-track youth attending a comprehensive, virtually all-Mexican, inner-city high school in Houston. Valenzuela argues that schools subtract resources from youth in two major ways: firstly by dismissing their definition of education and secondly, through assimilationist policies and practices that minimize their culture and language. A key consequence is the erosion of students' social capital evident in the absence of academically-oriented networks among acculturated, U.S.-born youth.

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