



Chicanx (Re)-Claiming Identity and Representation Through Education

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Project Summary

The American educational pipeline was initially shaped to push students of color, like Chicanx students out of the system on a basis of segregation, marginalization, and racial discrimination in the classroom while at the same time excluding their language and culture. Although the exclusion of language and culture is no longer present in the educational system, there are other forms of oppression and marginalization within the classroom.

The lack of Latinx representation in the classroom disconnects the student from claiming their identity while adding a barrier to their educational endeavors. This capstone research project analyzes what Chicanx students are doing to reclaim their Mexican-American identity in educational institutions. As a Mexican-American woman in higher education, I find the incorporation of our culture fundamental to the expansion of our education and awakening of our identity.

Research Questions

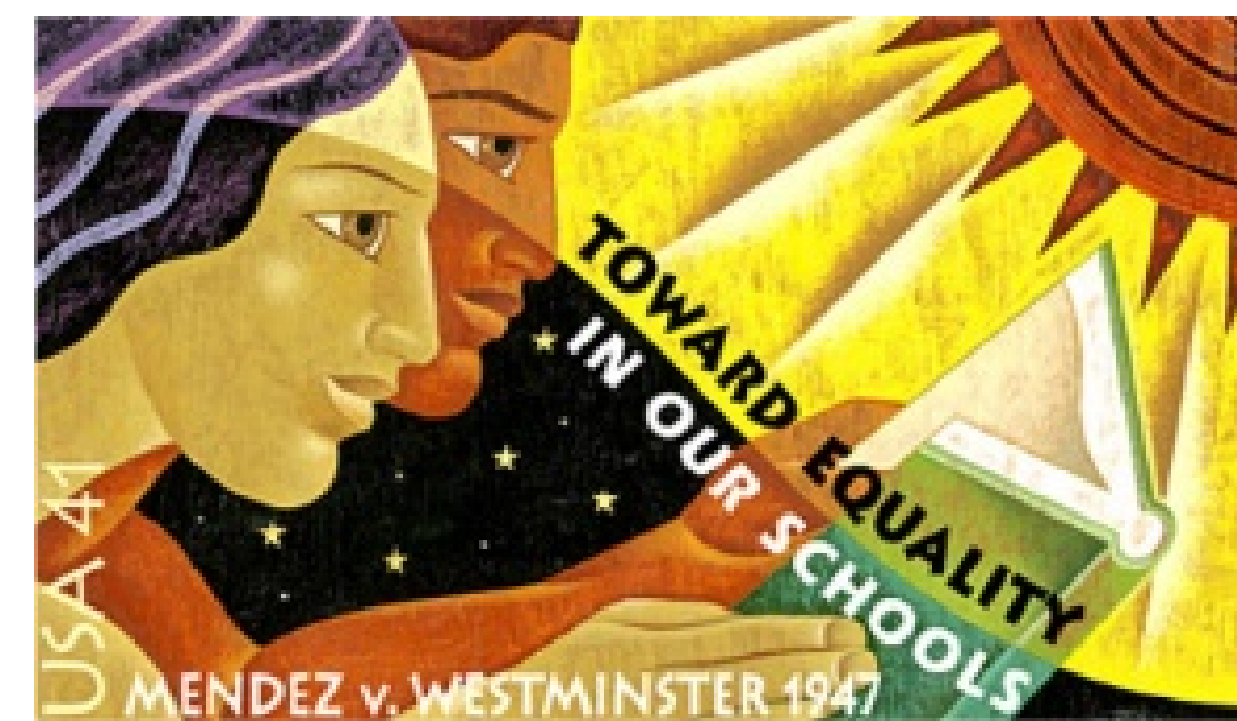
- 1) How have Chicanx students been segregated and underrepresented in the school system throughout the years?
- 2) What are Chicanx students doing to succeed in the Americanized educational system?
- 3) How are Chicanx students claiming or making their identity present in educational institutions from the public school system to higher education?



Razo-Gomez, Katherin 21 May 2016.

Alignment with Theme

The capstone class theme, Border Crossing, Cultural Negotiations, and the Search for Identity, interconnects with the main focus of my research project; Chicanx students reclaiming and regaining their cultural identity and representation in the classroom.



Google images, Mendez v. Westminster, 01 December, 2016.



Google images, Chicano Power Fist, 01 December, 2016.

Main Points

Americanization was achieved through a process of subtraction—that is, a process that involved the removal of all minority communities, languages, and cultures from the governance, administration, and content of public education – San Miguel and Valencia, 1998

Chicano's and Chicanas are the poorest served students of all of America's sizeable racialized groups. Chicanos are pushed out of high school at higher rates; earn fewer high school diplomas and earn fewer higher educational degrees – Covarrubias, 2011

Education as a process for liberatory thought and action results in raising one's critical consciousness – Ramirez, 2008

Conclusion

Latinx are one of the largest growing minorities in the United States and focusing on Chicanx students we note that higher education is becoming more accessible to us. This, indeed, is a form of resisting the unjust and unequal educational system that has been imposed upon us. Receiving an education is a form of revolution and a way of making the Chicanx identity and culture present in higher institutions. We are no longer willing to be oblivious to an educational system that marginalizes us. We are hungry for success. We are empowered by our Chicanidad. We are here to stay.

Source Materials

Ramirez, Sophia Santana, "Developing ethnic identity through Chicano" (2008). Doctoral Dissertations. Paper 158.

Watras, J, and Watras. "Strum, Philippa. Mendez V. Westminster: School Desegregation and Mexican-American Rights." *CHOICE: Current Reviews for Academic Libraries*, 48.4 (2010): 779.

San Miguel and Valencia, "From the Treaty of Guadalupe Hidalgo to Hopwood: The Educational Plight and Struggle of Mexican Americans in the Southwest" (1998).