



¿Qué onda?

Urban Youth Culture AND Border Identity

Cynthia L. Bejarano

Que Onda Urban Youth Cultures And Border Identity

**Stuart Aitken, Fernando Bosco, Thomas
Herman, Kate Swanson**



Que Onda Urban Youth Cultures And Border Identity:

¿Qué Onda? Cynthia Bejarano, 2005-10-01 Angel was born in Arizona and is part of the in crowd She likes clubbing dancing and going to car shows Betzayra is from Mexico City and despite polio related disabilities is the confident group leader of the Mexican girls Arturo is also from Mexico City he dresses more fashionably than most other boys and is taunted by the Chicanos Evelyn was born in Arizona but her mother was from Mexico and she hangs out with Mexican kids because she thinks they re nicer than Chicanos How these and some two dozen other young Latinas and Latinos interact forms the basis of a penetrating new study of identity formation among Mexican origin border youths taking readers directly into their world to reveal the labyrinth they navigate to shape their identities For Latina o adolescents who already find life challenging the borderland is a place that presents continual affirmations of and contradictions about identity questions of who is more Mexican than American or vice versa This book analyzes the construction of Mexicana o and Chicana o identities through a four year ethnographic study in a representative American high school It reveals how identity politics impacts young people s forms of communication and the cultural spaces they occupy in the school setting By showing how identities are created and directly influenced by the complexities of geopolitics and sociocultural influences it stresses the largely unexplored divisions among youths whose identities are located along a wide continuum of Mexicanness Through in depth interviews and focus groups with both Mexicana o and Chicana o students Cynthia Bejarano explores such topics as the creation of distinct styles that reinforce differences between the two groups the use of language to further distinguish themselves from one another and social stratification perpetuated by internal colonialism and the Othering process These and other issues are shown to complicate how Latinas os ethnically identify as Mexicanas os or Chicanas os and help explain how they get to this point In contrast to research that views identity as a reflection of immigration or educational experiences this study embraces border theory to frame the complex and conflicted relations of adolescents as a result of their identity making processes This intimate glimpse into their lives provides valuable information about the diversity among youths and their constant efforts to create define and shape their identities according to cultural and social structures *Que Onda?* Cynthia L.

Bejarano, 2007-09-01 Angel was born in Arizona and is part of the in crowd She likes clubbing dancing and going to car shows Betzayra is from Mexico City and despite polio related disabilities is the confident group leader of the Mexican girls Arturo is also from Mexico City he dresses more fashionably than most other boys and is taunted by the Chicanos Evelyn was born in Arizona but her mother was from Mexico and she hangs out with Mexican kids because she thinks they re nicer than Chicanos How these and some two dozen other young Latinas and Latinos interact forms the basis of a penetrating new study of identity formation among Mexican origin border youths taking readers directly into their world to reveal the labyrinth they navigate to shape their identities For Latina o adolescents who already find life challenging the borderland is a place that presents continual affirmations of and contradictions about identity questions of who is more Mexican than American or vice

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Youth Moves Nadine Dolby,Fazal Rizvi,2008-03-25 This collection of original essays focuses attention on the actual practices of twenty first century youth in the brave new world of globalization addressing the possibilities and dangers of young people s transnational commodified identities

Border Culture Ilan Stavans,2010-02-09 The border between the United States and Mexico despite attempts at containment remains a vast and uniquely malleable yet indefinable region With Border Culture Ilan Stavans has collected essays representative of the tangled experiences and issues central to life between cultures Divided into two sections Border Culture covers topics essential to better understanding this often misunderstood region and state of mind The first section Considerations culls essays covering socio economic and political topics illustrating the hyper reality of life and living on La Frontera Section two Testimonios takes careful consideration of lives affected by the border either as a finite place alternate universe or the framework of the border as a state of mind through various historic and literary accounts of La Frontera This enlightening and comprehensive collection will no doubt help readers better understand border culture

Borderlands Children's Theatre Cecilia Josephine Aragón,2022-03-03 This book chronicles the child performer as part of the Chicana o Mexican American theatre experience Borderlands Children s Theatre explores the phenomenon of the Chicana o Mexican American child performer at the center of Chicana o and Latina o theatre culture Drawing from historical and contemporary theatrical traditions to finally the emergence of Latina o Youth Theatre and Latina o Theatre for Young Audiences it raises crucial questions about the role of the child in these performative contexts and about how childhood and adolescence was experienced and understood Analyzing contemporary plays for Chicana o Mexican American child performer it introduces theorizations of performing mestizaje and border crossing borderlands performance gender and ethnic identity and

investigates theatre as a site in which children and youth have the opportunity to articulate their emerging selfhoods This book adds to the national and international dialogue in theatre and gives voice to Chicana o Mexican American children and youth and will be of great interest to students and scholars of Theatre studies and Latina o studies Intersectionality and Urban Education Carl A. Grant, Elisabeth Zwier, 2014-08-01 In urban education urban is a floating signifier that is imbued with meaning positive or negative by its users Urban can be used to refer to both the geographical context of a city and a sense of less than most often in relation to race and or socioeconomic status Watson 2011 For Noblit and Pink 2007 Urban rather is a generalization as much about geography as it is about the idea that urban centers have problems problems of too many people too much poverty too much crime and violence and ultimately too little hope p xv Recently urban education scholars such as Anyon 2005 Pink and Noblit 2007 Blanchett Klinger and Harry 2009 and Lipman 2013 have elucidated the social construction of oppression and privilege for urban students teachers schools families and communities using intersectionality theories Building on their work we see the need for an edited collection that would look across the different realms of urban education theorizing identity markers in urban education education in urban schools and communities thinking intersectionally in teacher education higher education educational policies urban spaces seeking to better understand each topic using an intersectional lens Such a collection might serve to conceptually frame or provide methodological tools or act as a reference point for scholars and educators who are trying to address urban educational issues in light of identities and power Secondly we argue that education questions and or problems beg to be conceptualized and analyzed through more than one identity axis Policies and practices that do not take into account urban students intertwining identity markers risk reproducing patterns of privilege and oppression perpetuating stereotypes and failing at the task we care most deeply about supporting all students learning across a holistic range of academic personal and justice oriented outcomes Can educational policies and practices address the social justice issues faced in urban schools and communities today We argue that doing intersectional research and implementing educational policies and practices guided by these frameworks can help improve the fit Particular attention needs to be paid to intersectionality as a lens for educational theory policy and practice As urban educators we would be wise to consider the intertwining of these identity axes in order to better analyze educational issues and engage in teaching learning research and policymaking that are better tuned to the needs of diverse students families and communities **Young People, Border Spaces and Revolutionary Imaginations** Stuart Aitken, Fernando Bosco, Thomas Herman, Kate Swanson, 2013-12-16 Drawing from discussions that pulled together child researchers working near the borders of Mexico the United States and Canada this book explores how material and metaphoric borders give way to young people s experimentations with cultural social and political change The contributors highlight the capacities of children to revolutionize thought and practice through creative re imagining of the boundaries borders events circumstances and familial relations that affect their everyday lives The first section in different

ways highlights borders and movements through them as a bricolage of images symbols tensions and joys In the second section the idea of a portable border is explored in three chapters that consider a migrants lifecourse citizenship and political activism respectively The last section of the book brings together three chapters that uncover how youth resist confront and transform the borders that envelop their lives By weaving narratives pertaining to young people s creative stories transnational migrations personal identities pen pal programs masculinities inter generational change border crossings political activism and addictions the contributors in toto raise the idea of young people taking bounded and embodied events places and institutions and moving them towards something emancipatory sin fronteras without borders This book was published as a special issue of Children s Geographies Transforming Borders Alejandra C. Elenes, 2010-11-15

Transforming Borders Chicana o Popular Culture and Pedagogy contributes to transformative pedagogies scholarship by adding the voices of Chicana feminist pedagogies epistemologies and ontologies C Alejandra Elenes develops her conceptualizations of border transformative pedagogies by linking the relationship between cultural practices knowledge and teaching in everyday life She analyzes Chicana feminist cultural workers educational actors re imagining three Mexican figures La Llorona the weeping woman the Virgen of Guadalupe and Malintzin Malinche as epistemological and pedagogical meanings The three figures represent multiple meanings traditional views on femininity religion and nationalist views on women yet at the same time feminists have re imagined these three figures and developed counter narratives that can offer alternatives to the traditional meanings In developing border transformative pedagogies Elenes looks at the significance of historical events such as the creation of the Mexico U S border to understand the experiences of people of Mexican descent in the United States She also examines oral histories of the legend of La Llorona in the Southwest historical documents on the Spanish conquest of Mexico and Chicana artists such as Ester Hernandez Yolanda Lopez Consuelo Jimenez Underwood and Alma Lopez re imagining of the Virgen of Guadalupe The conflicts over the meanings of the three figures can help us understand how Chicanas have used their voices to counter economic and gender inequalities and how pedagogical practices show that cultural productions are sites where forms of domination can be contested and recreated in ways that allow for the creation of alternative identities and subjectivities Transnational Encounters Alejandro L. Madrid, 2011-09-29

Through the study of a large variety of musical practices from the U S Mexico border Transnational Encounters seeks to provide a new perspective on the complex character of this geographic area By focusing not only on norte a banda or conjunto musics the most stereotypical musical traditions among Hispanics in the area but also engaging a number of musical practices that have often been neglected in the study of this border s history and culture indigenous musics African American musical traditions pop musics the authors provide a glance into the diversity of ethnic groups that have encountered each other throughout the area s history Against common misconceptions about the U S Mexico border as a predominant Mexican area this book argues that it is diversity and not homogeneity which characterizes it From a wide variety of disciplinary and multidisciplinary

enunciations these essays explore the transnational connections that inform these musical cultures while keeping an eye on their powerful local significance in an attempt to redefine notions like border nation migration diaspora etc Looking at music and its performative power through the looking glass of cultural criticism allows this book to contribute to larger intellectual concerns and help redefine the field of U S Mexico border studies beyond the North South and American Mexican dichotomies Furthermore the essays in this book problematize some of the widespread misconceptions about U S Mexico border history and culture in the current debate about immigration

Handbook of Cultural Politics and Education
,2010-01-01 In academia the effects of the cultural turn have been felt deeply In everyday life tenets from cultural politics have influenced how people behave or regard their options for action such as the reconfiguration of social movements protests and praxis in general Many authors writing in this field are known for their scholarship and social activism both of which are arguably guided by principles of cultural politics about the nature of representation and the deployment of power in political discourses The Handbook of Cultural Politics and Education is less an attempt to standardize contemporary educational scholarship and more a collection that engages the problems and promises of recent themes in social and cultural thought which require our attention and demand a response In other words it opens doors to questions rather than convenient answers to difficult educational dilemmas The Handbook is part of the appraisal of an opening created by interdisciplinary writings on such themes as representation civil society cultural struggle subjectivity and media within the context of education Indeed cultural politics troubles traditional frameworks in search of critical explanations concerning education s place within society The contributions in the collection support this endeavor

Unveiling the Power of Verbal Art: An Psychological Sojourn through **Que Onda Urban Youth Cultures And Border Identity**

In a global inundated with displays and the cacophony of quick connection, the profound energy and emotional resonance of verbal art often diminish in to obscurity, eclipsed by the continuous onslaught of noise and distractions. However, set within the musical pages of **Que Onda Urban Youth Cultures And Border Identity**, a fascinating perform of literary splendor that impulses with fresh emotions, lies an wonderful trip waiting to be embarked upon. Published with a virtuoso wordsmith, that enchanting opus instructions viewers on a mental odyssey, softly exposing the latent potential and profound impact embedded within the delicate internet of language. Within the heart-wrenching expanse with this evocative evaluation, we can embark upon an introspective exploration of the book is main themes, dissect its interesting writing style, and immerse ourselves in the indelible impression it leaves upon the depths of readers souls.

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