

## ABSTRACT

### FASHIONING AN ACADEMIC AND SOCIAL IDENTITY IN OFTEN-SHIFTING CONTEXTS

This thesis attempts to narrate and theorize my often-conflicted literacy history beginning with my initial experience in kindergarten and 1<sup>st</sup> grade in a Mexican primary school all the way to my experience in an American high school. My narrative functions as a telescope and microscope into the multiple and often-contested contexts I entered and navigated through as well as to the negotiations, both academic and social, I made as I transitioned from one social setting to another. My narrative highlights the social nature of education, emphasizing the varied and multiple ways education is experienced by Mexican-Americans, Cholos, and Mexican immigrants, and how these experiences are often at odds with official educational goals.

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