

ABSTRACT

GENERATION 1.5: A BORDER CULTURE IN ETHNOGRAPHY

This study uses ethnographic methods, closely observing twelve Mexican immigrant students to argue that Generation 1.5 students are in need of a “Border pedagogy” that addresses their complex engagements with multiple cultures, languages, and identities. An important part of this research has involved exploring the specific challenges these students face mediating the institutional gap between English as a Second Language and mainstream composition pedagogy. Based on this research the study concludes that Generation 1.5 students should be mainstreamed into a first-year composition course. This thesis argues further that to better address complex questions of cultural identity facing Generation 1.5 students, compositionists need to develop practices consistent with Henry Giroux’s notion of “Border pedagogy.”

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