

377/577: Latino(a) Language, Culture and Learning Fall 2007

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Bicultural Education: Latino(a) Language, Culture and Learning is a course designed to familiarize educators and others with historical, cultural and educational issues relevant to Latinos(as) in Wisconsin and the United States. Areas of exploration will include elements of surface and deep level culture. Pre-Columbian Latin America, the European conquest, and contemporary Latino(a) experience will be additional areas of study. The role of ethnic pride as a factor in high level student achievement will also be explored. Each of these areas will be explored in relation to the development of biculturalism/multiculturalism within the English-Spanish bilingual classroom. The class will be conducted in Spanish and all assignments will be completed in Spanish.

Course Objectives:

1. Through classroom discussions, research, presentations, and written assignments, students will demonstrate the following knowledge, performances and dispositions:
 - knowledge of the historical relationship between Latino groups and the U.S.
 - knowledge of and respect for Latino history, culture, and religion
 - knowledge of and respect for the multiple challenges facing Latino(a) children and their families in the U.S.
 - demonstrated ability to utilize techniques that can assist teachers in providing successful learning experiences for Latino students
 - demonstrated ability to utilize strategies that can help educators and community leaders to assist Latino(a) groups in becoming full partners in the U.S. society while preserving important aspects of their culture

Schedule:

Week 1:	
September 6	Overview of Course Geography of Latin America Elements of Culture

**Week 2:
September 13**

Elements of Culture
Pre-Columbian Latin America (Los Olmecas)
Language Study

Readings: Martínez, Prólogo, pgs. 15-37
Nazario, Prólogo, vii-xxvi (Eng. ix-xxvi)

**Week 3:
September 20**

Pre-Columbian Latin America (Los Mayas/Incas/Aztecas)
Elements of Culture
Language Study

Readings: Martínez: 'hogar', 'paisanos', pgs. 41-86
Nazario: Uno

**Week 4:
September 27**

La Conquista (Cortez)
Language Study

Readings: Martínez: 'familia,' 'esperando', pgs. 87-158
Nazario: Dos

**Week 5:
October 4**

La Conquista
Language Study

Readings: Martínez: 'hip-hop', 'fiesta', pgs. 159-223
Nazario: Tres

**Week 6:
October 11**

Colonial Latin America (The role of the church)
Language Study

Readings: Martínez: 'la cosecha', 'el viaje de rosa', pgs. 225-253
Nazario: Cuatro

DUE: Historical Research Reports and Presentations

**Week 7:
October 18**

Colonial Latin America (Structure of society)
Language Study

Readings: Martínez: 'la línea' 'warren AK', pgs. 257-309
Nazario: Cinco

Week 8:
October 25

La Independencia (Benito Juarez, Hidalgo)
Language Study

Readings: Martínez: ‘príncipes de norwalk’, ‘st. louis’, 311-86
Nazario: Seis

Week 9:
November 1

Contemporary Latin America (**choose a country to research**)
Folk Literature
Language Study

Readings: Martínez: ‘campos de fresas por . . .’ p. 387-430
Nazario: Siete y Epílogo
e-reserve: Oster: Ch. 19 “”The feminista

DUE: Ethnographic Research/Contemporary Latin America Reports

Week 10:
November 8

Contemporary Latin America (**choose a country to research**)
Language Study
Contemporary Latino/a Authors

Readings: e-reserve: Oster: Ch. 20 “The Expatriado”

Week 11:
November 15

Contemporary Latin America
Language Study

Readings: website: azcentral.com
e-reserve: The New Latinos

DUE: Celebration Reports

November 22

Thanksgiving

Week 12:
November 29

Latinos/as in the United States
Language Study

Readings: e-reserve: Facts about/Datos sobre Americanos
e-reserve: A Latin Power Surge (*Newsweek* p.24-35)

DUE: Curriculum Units: Culture in the Classroom

Week 13:
December 6

Latinos/as in the United States

DUE: Culture in the Classroom Units

Week 14:
December 13

Latinos/as in the United States

DUE: Graduate Book Talks

Evaluation:

A	95-100	C	72-76
A/B	88-94	C/D	68-71
B	82-87	D	63-67
B/C	77-81	F	1-62

Note: Graduate students receive grades of A-C only. A grade of “C” is considered unsatisfactory by the Curriculum & Instruction Department and must be retaken to satisfy Master’s Level requirements

Required Texts:

Rubén Martínez. (2003). *Cruzando la frontera*. Mexico, DF: Planeta.
(In English: *CrossingOver*)

or

Nazario, S. (2006). *La travesía de Enrique (Enrique’s Journey)*. New York: Random House.

e-reserve readings

Course Requirements:

Participation (10%). Attendance and class participation are important components of this class. One excused absence will be allowed. Additional absences will result in grade reductions. It is expected that students will participate fully in class discussions and activities and have respect for one’s colleagues and one’s surroundings.

Historical Research Report (20%)

You will select an aspect of study from a period of history in Latin America (Pre-Columbian, the Conquest, Colonial Life, Independence, or Reformation) to supplement class discussion of the era. You may work individually or with a partner on this presentation.

Prepare a workshop or a presentation about one of these historical periods, including the following:

- ❖ An overview of the history of the selected historical period, including:
 - Events important to the development of Latino/a culture
 - The role of the indigenous population during this period
 - The impact of this period on modern Latino/a culture, or
 - Important developments in art, government, customs, education, etc.
- ❖ Use of maps, timelines, illustrations, and other resources to make the presentation or workshop more interesting
- ❖ Prepare a presentation of about 15-20 minutes (30 for graduate students)
 - A handout (2-3 pages) overview of your historical focus for the class

Contemporary Latin America/Latino Ethnographic Research Study (20%).

You will collect ethnographic data to be used in a paper and presentation on a theme - Latino immigrant stories, education, religion, politics, cultural celebrations, or cultural conflict – relevant to the course. With permission, you will interview Latino/a participants about the theme you have chosen.

- ❖ Prepare a presentation around a specific theme:
 - For example:
 - Poverty and wealth among Latinos/as in the U.S.
 - Migrant families in the United States
 - Border issues
 - The impact of Latino/a culture on politics
 - The impact of Latino/a culture on the economy
 - The impact of Latino/a culture on education
 - Contributions of well-known Latinos/as to the U.S.
 - Study of a specific Latino ethnic group
- ❖ Use maps, illustrations, Power Points, videos and other resources to make the presentation more interesting
- ❖ A presentation of approximately one-half hour
 - A handout (2-3 pages) containing an overview of this period for the class
 - A 4-5 reflective report on what was studied and why it is significant in developing a bilingual/bicultural classroom

Latino/a Celebrations Attendance and Report (20%/10% grads)

You will attend a public celebration of Latino/a culture and community in the Fox Valley or elsewhere. You will write a 2 page (double spaced, 12pt.) paper highlighting what you experienced and learned and an analysis of how that related to a deeper representation of cultural values.

Curriculum Units: “Culture in the Classroom” (30%)

You will research current literature and develop a two-week curricular unit, weaving Latino/a-related themes into an elementary or secondary classroom curriculum. This plan, and accompanying narrative, should be approximately 10 pages (double-spaced, 12pt), including materials, texts, community resources, and references. This curricular plan will also be presented to the class in a presentation and display.

Prepare a unit of study on a theme related to Latino/a culture for use in the ELL classroom. Themes may be selected about historical figures/events, persons who have had an impact on Latino/a culture (with positive or negative influence), important customs, etc. As a part of the unit, students must reflect on the following:

- The importance of Latino/a culture in the world
- Contributions of Latino/a culture on the world
- Connections between the student’s life and Latino/a culture
- The importance of knowing one’s roots

The unit must include:

- Appropriate goals and standards (APIs)
- A unit of 2 weeks in length (a minimum of 1 hour per day/5 days per week)
- Use of related books, artifacts, resources (materials or persons)
- Opportunities for students to participate in some of the following:
 - Interviews with members of the Latino/a community
 - Presentations or demonstrations
 - Field trips to places important to the study of the cultural theme
- Self-assessment about the importance of culture
- Opportunity to share projects with others in the school or community

Book Talk (10% grads)

Select a contemporary, adult Latino/a author. Read one or more books by the author and share an overview of the author’s work with the class.

A copy of the book(s) must be brought to class as part of the sharing session.

Suggested Reading List

- Bose, C. and Acosta-Belen, E. (Eds). (1995). *Women in the Latin American Process*. Philadelphia, PA: Temple University Press.
- Darder, A., Torres, R., and Gutierrez, H. (Eds). (1997). *Latinos and Education: A Critical Reader*. NY: Routledge.
- Davis, D. (Ed). (1994). *The African Dimension in Latin American Culture*. Wilmington, DE: Scholarly Resources, 1994.
- Fox, G. (1996). *Hispanic Nation: Culture, Politics and the Constructing of Identity*. Secaucus, NJ: Birch Lane Press.
- Guttmann, M.(1998). *The Meaning of Macho*. La Jolla, CA: University of California, San Diego - Center for US-Mexican Studies.
- Jaquette, J. (Ed). (1994). *The Women's Movement in Latin America*. Boulder, CO: Westview Press.
- Moore, J. and Pinderhughes, R. (Ed) (1993). *In the Barrios: Latinos and the Underclass Debate*. NY: Russell Sage Foundation.
- Oster, P. (1989). *The Mexicans: A Personal Portrait of a People*. NY: Harper & Row.
- Padilla, F. (1997). *The Struggle of Latino/Latina University Students*. NY: Routledge.
- Paz Soldán, E. and Fuguet, A. 2000. *Se habla español: Voces latinas en USA*. Miami: Alfaguara.
- Perez Firmat, G. (1994). *Life in the Hyphen. The Cuban-American Way*. Austin: University of Texas Press.
- Ramos, J. (2004). *La ola Latina: Cómo los hispanos elegirán al próximo presidente de los Estados Unidos*. New York: Rayo.
- Ramos, J. (2004). *Detrás de la máscara. Lo que vi. A la caza del león*.
- Rodríguez, T. (2007). *Las hijas de Juárez*. New York: Atria.
- Shorris, E. (1992). *Latinos: A Biography of the People*. NY: W.W. Norton & Co
- Stephen, L. (1997). *Women and Social Movements in Latin America. Power from Below*. Austin: University of Texas Press.
- Stromquist, N. (Ed). (1998). *Women and Education in Latin America: Knowledge, Power and Change*. Boulder, CO: Lynne Rienner Press.

Suarez-Orozco, M. (Ed). (1998). *Crossings: Mexican Immigration in Interdisciplinary Perspectives*. La Jolla, CA: University of California, San Diego - Center for US Border Studies.

Bicultural Education: Latino Perspectives Standards and Performances

Standards:

COEHS, DPI, Bilingual (TESOL)

COEHS Model:

Teachers are Caring Intellectuals

DPI Standard 2:

Teachers of English Language Learners attend to the developmental, social, political, and cultural contexts of students' lives and educational experiences. They understand how these relate to classroom performances and educational practice.

Interpretation of TESOL, Goal 3

Teachers will help learners use English in socially and culturally appropriate ways while (supporting the development) of the Spanish language and culture.

COEHS Model:

Teachers are skillful practitioners in matters of curriculum, pedagogy and assessment.

DPI Standard 3:

Teachers employ effective curriculum, instruction, and assessment practices for English language learners and possess knowledge of the content taught in schools.

Interpretation of TESOL Goal 2

Teachers will help learners use (Spanish and) English to achieve in all content areas.

COEHS MODEL

Teachers are Agents of Change in schools.

DPI Standard 4:

Teachers recognize the importance of situating the support program for ELL's within the context of the school and community to ensure the academic success of ELL's.

Interpretation of TESOL, Goal 2

Teachers will help learners use English (and Spanish) to achieve in all content areas.

COEHS Model

Teachers understand and appreciate the linguistic and cultural diversity of

Performances/Assessment

Knowledge, Skills, Dispositions

* Students will conduct ethnographic research within the Latino community and share their results through a paper and an oral presentation
* Students will discuss various issues of Latino/a language, culture and learning in the classroom and on a website discussion board.

* Students will complete all assignments and class activities in Spanish
* Students will develop a two-week curriculum plan, weaving Latino/a themes into a classroom curriculum

* Students will be participant-observers and volunteers in bilingual Spanish/English classrooms, and assist teachers with curriculum materials, teaching and assessment.

* Students will prepare a two-week curricular unit focusing on Latino/a language and culture and based on their research.

* Students will analyze the bilingual Spanish English program at the school where they volunteer through critical discussion & a paper.

* Students will complete all assignments in Spanish and demonstrate refined levels of

their students.

Spanish usage.

DPI Standard 6:

Teachers have refined level of proficiency in (Spanish) and a deeper understanding of the cultures of the students through intensive experiences.

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Assignment Calendar

___	October 11	Historical Research Reports & Presentations
___	November 1	Ethnographic Research/Contemporary Latin America Reports & Presentation
___	November 15	Celebrations Report & Presentation
___	November 29	Curriculum Units: Culture in the Classroom
___	December 13	Book Talks (Graduate Level)