

**577: Latino(a) Language, Culture and Learning**  
**Spring 2007**  
**3 credits**

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Day/Time:	Saturdays 8:00-4:30 2/3, 3/3, 4/14, 4/28	Phone:	424-7249/(414)529-1442
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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:**

**Class Session #1:**  
**February 3**

**Overview of Course**  
**Geography of Latin America**  
**Elements of Culture**  
**Overview of the history of Latin America**  
**Cultural Interviews**

**Class Session #2:  
March 3**

**Elements of Culture**  
**Contemporary Culture of Latinos/as**  
- Outside of the U.S.  
- Within the U.S.  
**Bilingual/Bicultural Classrooms**  
**Education in Latin America**  
**Discussion: *Crossing/Enrique's Journey***

**Reading: *Crossing Part I: Point of Departure***  
***Enrique's Journey* (1<sup>st</sup> half of book)**

**Class Session #3:  
April 14**

**Language, Culture and Education Institute**  
**Attend Presentations Related to Latino Culture**

**Class Session #4:  
April 28**

**Elements of Culture**  
**Discussion: *Crossing***  
**Presentation of Projects (Culture in the Classroom)**

**Reading: *Crossing Part II: Another Country***  
***Enrique's Journey* (2nd half of book)**

**Evaluation:**

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

**Required Texts:**

Rubén Martínez. (2001). *Crossing*.

-Or- Sonia Nazario, S. (2006). *Enrique's Journey*. NY: Random House.

### **Course Requirements:**

#### **1. Historical Perspectives Presentation (25%)**

Overview of various periods of Latino/a history

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
  - Important developments in art, government, customs, education, etc.
- ❖ Use of maps, timelines, illustrations, and other resources to make the presentation or workshop more interesting
- ❖ A presentation of approximately 20-30 minutes
  - A handout (2-3 pages) containing an overview of this period for the class

#### **2. Select a theme or area of study surrounding Latinos/as in the United States (25%)**

- ❖ 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
    - 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 ethnic group
- ❖ Use maps, illustrations, 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

**-OR-**

#### **Presentation about Contemporary Life in Latin America**

Prepare an analysis of a country or region of South America or Central America, including the following:

- ❖ Select several aspects of culture to analyze, including:
  - Important developments in education, art, politics, customs
- ❖ Use of maps, illustrations, 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

**3. 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. (25%)**

Bring a copy of the book to class.

**4. Active participation in the class activities (25%), including**

- Contributing to discussions of the course texts
- Participating in presentations/workshops given by classmates
- Sharing ideas about development of a bilingual/bicultural classroom

**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*.
- 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)**

#### **Performances/Assessment**

#### **Knowledge, Skills, Dispositions**

#### **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.*

\* 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.

#### **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.*

- \* 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

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**COEHS Model:**

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

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

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

**Interpretation of TESOL Goal 2**

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

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**COEHS MODEL**

*Teachers are Agents of Change in schools.*

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

**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.*

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**COEHS Model**

*Teachers understand and appreciate the linguistic and cultural diversity of their students.*

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