

**CORE - 1929H**  
**Latinx Experiences in Wisconsin:**  
**Historical and Sociolinguistic Approaches to Bilingual Education**

*Drs. Sonia Barnes and  
Sergio M. González*

**Classroom:** TBD

**Time:** MWF, 9:00 am. – 9:50 am.

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**Office hours:** TBD



***Course description***

From 2000 to 2010, the Latinx population increased by more than 73 percent across eight U.S. midwestern states. How have those populations transformed an area often referred to as the American Heartland, especially in Marquette's home state of Wisconsin? This interdisciplinary class takes up that very question by exploring issues of bilingual education and educational justice within Midwestern Latinx communities. We'll delve into a variety of topics, including the migration and settlement patterns of Latinx peoples in urban and rural areas, nativist movements and legislation aimed against Latinx immigrants, and bold experiments in bilingual and dual-language immersion education. We will also engage with scholarship on bilingualism, bilingual linguistic practices, and current approaches to multilingual education. We'll lend a specific focus to the ways in which linguistic diversity mediates social justice, exploring questions like the following: How does linguistic prejudice contribute to social inequality? How are linguistic stratification and cultural domination reproduced in educational systems? What role does bilingual education play in achieving linguistic and social justice?

This course is required for students residing in Nuestro Hogar. It also offers Honors credit for Core Honors students and meets Foundations of Methods of Inquiry Core requirements.

***Learning objectives***

Upon completion of this course, you will be able to:

1. Describe how language and power intersect at micro and macro levels of social structure, and evaluate statements and attitudes (including your own) about language.
2. Critique current and historical approaches to bilingual education and the implications of these models for social advantage or disadvantage.
3. Discuss the variable ways in which Latinx populations have made place and community in the U.S. Midwest.

4. Comprehend the multifaceted theoretical approaches Latinx Studies scholars have taken to studying Latinx communities, specifically in the Midwest but in a broader national and transnational sense as well, and the manner in which assumptions behind those methods have informed their conclusions.

### **Course materials**

1. Required reading materials will be posted on D2L

### **Course components**

1. *Participation and engagement* (30%): For every class, you will write a short paragraph reflecting on the readings and post it on the class Slack workspace. Reflections must be posted by 11:59 pm the day before the class so that you are prepared for discussion.
2. *Short papers* (30%): At the end of units 1 to 4, you will write a short paper (2 pp.) responding to a series of guiding questions. All students must write a paper in response to the first unit. You will be able to choose between units 2, 3 and 4 for the remaining 2 papers. For each paper you must reference a minimum of 2 sources from that thematic unit.
3. *Final project and presentation* (40%): For the final project for this course, you will work with a group of your peers as well as the class instructors to create a culminating oral history project that investigates the history of bilingual education and Latinx civil rights movements for sociolinguistic justice in Wisconsin. The project will be experiential in nature and will allow you to collaborate with community partners in the Milwaukee area.

Drawing from our course readings and discussions, library research, and your oral history retrieval, each team will create a culminating portfolio that includes the following components:



- a) A digital copy of the oral history
- b) A poster where each group will share their findings and experience. A community poster presentation will be organized for April 29th.
- c) An individual reflection that addresses the course's central questions surrounding bilingual education, sociolinguistic justice, and the history of community formation in Latinx Wisconsin.

**Grading scale**

|    |        |    |       |    |       |
|----|--------|----|-------|----|-------|
| A  | 93-100 | B- | 80-82 | D+ | 67-69 |
| A- | 90-92  | C+ | 77-79 | D  | 63-66 |
| B+ | 87-89  | C  | 73-76 | F  | 0-62  |
| B  | 83-86  | C- | 70-72 |    |       |

**Tentative course schedule****WEEK 1***Introduction to the course*

- Syllabus review
- Introduction to Latinx History/Studies and Linguistics

**WEEK 2***Unit 1 - What role has language and language discrimination played in communities in the US?*

- Constructions of language
- Broad history of immigration to US and language

**WEEK 3***Unit 1 - What role has language and language discrimination played in communities in the US? (cont'd)*

- Linguistic discrimination and Spanish in the US
- Latino migration to and settlement in Midwest

**WEEK 4***Unit 2 - What do we know about the bilingual brain?*

- Monoglossic vs. heteroglossic ideologies
- Cultural components of the bilingual brain

**WEEK 5***Unit 2 - What do we know about the bilingual brain? (cont'd)*

- Cognitive and social benefits of bilingualism

**WEEK 6***Oral history week*

- Introduction to oral history
- Planning an oral history project

**WEEK 7***Unit 3 - How do Spanish-English speakers navigate bilingualism in their everyday life?*

- Language maintenance and shift

- Anti-Spanish Campaigns in the US

### **WEEK 8**

*Unit 3 - How do Spanish-English speakers navigate bilingualism in their everyday life? (cont'd)*

- Linguistic practices of Spanish-English bilinguals

### **WEEK 9**

*SPRING BREAK*

### **WEEK 10**

*Unit 4 - How do educators approach bilingualism in the classroom?*

- Models of bilingual education
- Bilingual education in Wisconsin

### **WEEK 11**

*Unit 4 - How do educators approach bilingualism in the classroom? (cont'd)*

- Models of bilingual education (cont'd)
- Bilingual education in Wisconsin (cont'd)

### **WEEK 12**

*Unit 5 - What is the connection between bilingualism and identity?*

- Bilingual education and social justice

### **WEEK 13**

*Unit 5 - What is the connection between bilingualism and identity? (cont'd)*

- Higher education and bilingualism

### **WEEK 14**

*Poster preparation week*

- How to create a research poster

### **WEEKS 15 & 16**

*Course conclusions*

- Community poster presentation
- Work on oral history portfolio
- Final thoughts