This course examines Latino/a bilingualism from the perspective of several disciplines, including linguistics, education, history, psychology, and sociology. In particular, we will discuss polemical questions such as the following: Why do many people support the study of foreign languages in school, but not the maintenance of Spanish in the home? What social factors contribute to the need to legislate the use of English and bilingual education in the United States? What educational alternatives exist for ensuring that bilingual children will be proficient in English, yet retain their proficiency in Spanish? What factors in Hispanic immigration patterns have contributed to the maintenance of Spanish in many communities? Which features distinguish the Spanish spoken in different Latino communities? How does the language of a monolingual person differ from that of a bilingual? How does bilingualism influence cognitive development and educational achievement? In exploring these and other related issues, students are encouraged to think critically in their approach to readings, discussions, and writing.

Course objectives
- To make students familiar with critical facts and current controversies related to Spanish/English bilingualism in the United States
- To present key methods used in studying bilingualism from a cross-disciplinary perspective
- To introduce students to linguistic concepts such as sociolinguistic variation, diglossia, language interference, cross-linguistic competition, code-switching, calques, and semantic extensions
- To hone students’ critical thinking skills and writing ability

Required Text and Readings
2. Other required readings will be posted on Canvas.

Course readings will be in English and Spanish, but discussions will be conducted in Spanish, and all assignments in this class should be written in Spanish.

Assignments
Homework: There will be 5 homework assignments that will be due on Thursdays at 5pm. Some weeks I may ask you to write on a specific question or topic, but otherwise, you should send me your reactions and thoughts on the readings and previous week’s class discussion, as well as questions that you would like to cover in class.
Exams: There will be a mid term and a final exam.
Presentations: Every student will create a 5-minute video Powerpoint presentation on a
Final Grades:
Mid term exam: 20% of total grade
Final exam: 20% of total grade
Presentation: 10% of total grade
Homework: 30% of total grade
Debate: 5% of total grade
Participation: 15% of total grade

Schedule

Week 1 January 20: Introduction to class; Introduction to Bilingualism.
Reading for week 2: Montrul, Ch. 1, 2

Week 2 January 25,27: Bilingualism and language contact.
HW1: due Thursday at 5pm
Readings for week 3: Montrul, Ch. 6

Week 3 February 1,3: Cognitive aspects of bilingualism.
Readings for week 4: Montrul, Ch. 7,8

Week 4 February 8,10: Bilingual and second language acquisition.
HW2: due Thursday at 5pm
Readings for week 5:Montrul, Ch. 9

Week 5 February 15,17: Heritage languages.

Week 6 February 22,24: Languages in contact; Spanglish
Readings for week 7: Montrul, Ch. 5; Zentella, Ana Celia. Spanish in New York.
Week 7 March 1,3: Spanish in the United States and in New York. Language loss and maintenance: historical background and demographics.
HW3: due Thursday at 5pm

Readings for week 8: Please choose one of these four articles to read and to discuss in your homework assignment:
1) Zentella, A. The Language Situation of Puerto Ricans.
2) García, Ofelia and Ricardo Otheguy. The Language Situation of Cuban Americans.
3) Valdés, Guadalupe. The Language Situation of Mexican Americans.

Week 8 March 8: Latino communities, language maintenance, and dialectal differences.
Review for mid-term exam
March 9-12: Take-home mid-term exam
Reading for week 9: Anzaldúa, Gloria. How to tame a wild tongue.

Spring Break March 15-19

Week 9 March 22,24: Language policy and cultural identity in the U.S.
HW4: due Thursday at 5pm
Readings for week 10: Schmidt, Ronald. Language Policy and Identity Politics in the U.S. Chapters 2 and 3.

Week 10 March 29,31: Language policy and cultural identity in the U.S.
Reading for week 11: Schmidt, Ronald. Language Policy and Identity Politics in the U.S. Ch. 8.


Week 12 April 12,14: Language planning, the Official English movement and bilingual education
HW5: due Thursday at 5pm
Reading for week 13: Zentella, Ana Celia. La hispanofobia del movimiento "Inglés oficial" en los EEUU

Week 13 April 19,21: Language planning, the Official English movement and bilingual education
Readings for week 14: The Language Policy Task Force. English and Colonialism in Puerto Rico
Wong Fillmore, L. Against Our Best Interest: The Attempt to Sabotage Bilingual Education
Week 14:
Monday, April 26th: In-class planning for debate
Wednesday, April 26th: In-class debate on the Official English Amendment
Written debate assignment: 1-page summary on the debate due Wednesday 4/26 in class

Week 15: Monday, May 3rd: Wrap-up; review for final exam