

### Discussion questions: 'Spanish in Wisconsin'

When you work on a project like editing a book, some things stand out to you as, well, outstanding. This chapter is such a thing. Everybody in Wisconsin knows that there are more and more Spanish speakers in the state but there's remarkably shallow understanding of what this really means. Cathy does a great job of sketching the situation in its full context.

Note that Cathy will visit the class after spring break. Be ready to impress her with your questions!

1. Who makes up the Hispanic population in Wisconsin? How large is it? Where is it concentrated? How has it grown in recent years? What does Cathy say about the social, economic and educational situation of the community?
2. Cathy takes a strong stand on the value of bilingualism, arguing that Hispanics should maintain their Spanish fully. What arguments and evidence does she offer for this position? How does this position differ from earlier times we've discussed?
3. How does she portray language policy in U.S. education today? How does that compare with earlier periods we've discussed?
4. In what ways is the Hispanic population in Wisconsin linguistically diverse? In terms of knowledge of English and Spanish, in terms of Spanish dialects, in terms of knowledge of other languages.
5. What's 'diglossia'? How is it relevant here?
6. How does public education provide for Spanish-speaking children coming into school in Wisconsin? Describe the two models she talks about.
7. How are the needs of heritage speakers of Spanish different from those of second language learners of Spanish?
8. How does Cathy see the future of Spanish in Wisconsin and the US?
9. **A big question** for us is how contemporary settings are like and differ from historical ones. Building on that, what could we learn from the past for understanding the present? Can the present shed light on the past?