

SPAN 494 Spanish through Service Learning
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Line #: 69566 Days/Location: MWF 11:00-11:50, 4062 Wescoe Hall

Spanish through Service Learning:
Speaking Spanish in the U.S.

Course description:

“Spanish through Service Learning” is Junior/Senior for undergraduate course that has two goals. First, the course will help advanced Spanish learners acquire better language skills. This will occur through readings, vocabulary exercises, writing, class discussion, and the experience of using Spanish outside of class in meaningful volunteer activities in the community. Second, throughout the semester, the course content focuses on a series of readings and films that identify the characteristics of Spanish-speaking communities and their experiences today in the United States. On the one hand, these readings will conceptually provide students with some intellectual insights into portions of the communities they serve through their volunteer activities. On the other hand, the key element in a “service learning class” such as this one is the belief that the out-of-class experiences will provide a more profound understanding of the course content. Moreover, research suggests that meaningful use of a second language in everyday situations increases the motivation for the effort involved in language acquisition and promotes the internalization of the second language. In this sense, with these two goals in mind, this will be in many ways a “hybrid course,” involves components of a literature class, a culture class, a composition class, and a conversation class.

The course readings will focus particularly on the diverse Latino communities in the U.S. today as well as the contemporary issue of immigration during an age of globalization. Materials will be drawn from the literary texts and journalism, films and documentaries, as well as additional selections from the fields of socio-linguistics, history, and sociology, among others. Through these materials students will seek to understand what it means to be a Spanish-speaker in the United States today, how language affects identity, and the ways that individuals communicate and relate across lines of difference. In conceptual terms, we will be analyzing the issues involved in language and identity and in the representation of personal experience as a basis for knowledge. At some points in the semester, the reading selections and exercise remain “to be announced” for a strategic reason: some of the course materials will be a “work in progress” that we collectively develop along the way in order to meet collective needs determined once students have committed to a volunteer activity. Some of the topics, vocabulary materials, and readings will be developed and posted on the course Blackboard site to help you consider intellectually the implications of the activity for which you have volunteered, to be prepared linguistically to play your role in different situations, and to process in Spanish the transformative knowledge you will be constructing as you seek to understand your experience.

During 10 weeks during the semester, all class members will be required to perform a minimum of 2 hours each week of voluntary community service outside of class as part of their homework assignment; this is a course requirement. Service opportunities may include options such as becoming a tutor for Spanish-speaking grade school children, volunteering with Project Bridge at KU, participating in activities organized by the Latino Community Coalition in Lawrence, or participation in activities organized by El Centro in Kansas City, among many others. In addition to service opportunities identified by the instructor, students may also propose service activities that meet certain guidelines for supervision and evaluation. As mentioned above, some class time during these 10 weeks will be devoted to the acquisition of vocabulary, communicative strategies, and cultural knowledge that will help individuals succeed in their service activities; class members will participate in the development and sharing of materials to promote this targeted expansion of language skills and vocabulary.

Prerequisite: Completion of SPAN 340 with a grade of B or better for Spanish majors who seek elective credit; permission of the instructor for non-majors with advanced language proficiency beyond SPAN 324.

Textbooks:

Julián Olivares, ed. *Cuentos hispanos de los Estados Unidos* (1993)
Jorge Ramos, *La ola latina: cómo los hispanos están transformando la política de los Estados Unidos*. (2005)
Jorge Ramos, *La otra cara de América* (2002)
Ilan Stavans, *Spanglish: The Making of a New American Language* (2003)

Grade:

Reflection Journal	15%
Analytical paper #1 (1,250 words—about 5 pages)	10%
Analytical paper #2 (1,250 words—about 5 pages)	15%
Homework and quizzes	15%
Participation and preparation for class	15%
Course presentation	15%
Final course dossier	5%
Service Activity (20 hour minimum; 2 hours each week for 10 weeks)	10%

Course policies:

- **Attendance:** Attendance is required. Roll will be taken each class session. After three absences, each additional absence will result in the subtraction of 3 percentage points from your final course grade. For example, a total of 6 absences in this course will result in the subtraction of 9 percentage points from your final course grade.
- **Academic Misconduct:** My expectation is that all work presented in this course for a grade will be the result of your own effort to learn and master the course material. When a student presents work that is not his or her own, or when he or she fails to acknowledge sources of material, this amounts to academic misconduct. If you receive any assistance at all on any assignment submitted for grading in this course, you must submit a statement with the specific assignment explaining who helped you and describing the extent of the assistance you received. Incidents of academic misconduct are addressed through the KU academic misconduct policy and may result in my consulting records regarding prior incidents of academic misconduct in order to determine the severity of sanctions as well as the creation of records that may be consulted by other instructors in the event of subsequent incidents of academic misconduct.
- **Participation and presentation:** There will be a weekly negotiation of the participation and preparation grade. Students will evaluate their personal performance each week and submit a grade. The instructor will agree or disagree. In cases of disagreement, the student has one week to have a meeting with the instructor during office hours to discuss the changed weekly participation grade. The choice not to meet indicates that the student accepts the instructor’s change.

Service Learning Activity:

- **Requirements:** Students are required to identify an appropriate agency, establish contact, and provide a minimum of 20 hours of volunteer service to local Spanish-speaking communities, 2 hours each week divided over 10 weeks. One goal is to make the idea of service workable within a regular schedule and for this reason one of the requirements is that the service be provided each week for 10 consecutive weeks (an intensive weekend project would not satisfy this course requirement, for example). The instructor has made initial contact with the agencies listed in this syllabus, but it is the student’s responsibility to make contact the agency, identify the service need, and negotiate his or her own commitment. The results of this commitment are to be reported no later than Friday, February 3, 2006, using the “Service Learning Activity Plan.” Before contacting the agency, look over the “Service Learning Activity Plan” for the kind of information you will need about your supervisor, contact information, etc. Also, you may wish to share the “Supervisor Evaluation for Service Learning” with your supervisor; every two weeks she or he will be asked to complete this evaluation form.

• **Contacts for Volunteer Activities:**

Lydia León Latino Community Coalition AmeriCorps Community Health Corps Member Lawrence-Douglas County Health Department 200 Maine Street, Suite B Lawrence, Kansas 66044	(785) 843-0721 (785) 843-3161 fax lleon@ldchd.lawrence.ks.us
Hillcrest Elementary School	Phone: 785-832-5720

<p>Ms. Tammy Becker, Principal 1045 Hilltop Drive Lawrence, KS 66044 http://schools.usd497.org/hillcrest/</p>	<p>Fax: 785-832-5722 Main contacts: Kathi Firms-Hubert, ESL Resource 5-6 kafirms@usd497.org (prefers email) Mireya Aqui, Bilingual Paraeducator maqui@usd497.org</p>
<p>Project Bridge Vicki DeMaria and Kelly Carson, directors Through the Center for Community Outreach, KU 405 Kansas Union www.ku.edu/~cco</p>	<p>bbridge@raven.cc.ku.edu (email is best) CCO phone: 864-4073</p>
<p>KU's Center for Community Outreach 405 Kansas Union www.ku.edu/~cco *does not have Spanish-speaking service sites but is a resource for exploring additional options</p>	<p>CCO phone: 864-4073</p>
<p>Jackson Sellers, VISTA/Americorps Volunteer KU's Center for Service Learning 704 W. 12th Street (Pinet House at Indiana & 12th Street) *does not have Spanish-speaking service sites but is a resource for exploring additional options</p>	<p>864-0960 jrs202@ku.edu</p>
<p>Amanda Taylor, Director of Communications El Centro, Inc. 650 Minnesota Ave. Kansas City, KS 66101 www.elcentroinc.com *Amanda Taylor coordinates volunteers and assigns them to appropriate projects; website being redesigned (Jan. 2006)</p>	<p>913-677-0100 ataylor@elcentroinc.com</p>
<p>Shay O'Brien, Volunteer Program Director Women's Transitional Care Services *interested in expanding services and possibly developing materials to reach out to Spanish-speaking community</p>	<p>865-3956 wtsadvocates@hotmail.com (email is best)</p>
<p>Gregory Mansfield, Education Outreach Douglas County AIDS Project 2518 Ridge Court Suite 101 *requires 2 hour mandatory training</p>	<p>843-0040 dcapedu@sunflower.com (email is best)</p>
<p>Raymundo Elí Rojas Apoyo Trabajador/Migrant Worker Solidarity</p>	<p>785-691-7053 apoyotrabajador@sunflower.com</p>
<p>Arnie Aron, Volunteer Coordinator Family Resource Center Olathe, Kansas *partnership with Johnson County Community College, Olathe District School, Olathe Housing Authority & Catholic Community Services. For the past few years this group has received an Even Start grant that provides the funding to support over 100 Hispanic Families. The center provides ESL classes, home visitors, parenting classes etc.</p>	<p>913-915-1844 Arnold B Aaron [aaaron@stumail.jccc.net]</p>

- Volunteer Activity Guidelines:

- (1) Student must make contact and submit completed “Service Learning Activity Plan”
- (2) Minimum of 2 hours per week for 10 consecutive weeks
- (3) Service activity must meet needs of the Spanish-speaking community and provide opportunity for use of Spanish.
- (4) Volunteer supervisor will be contacted every 2 weeks for a total of 5 times for feedback about your participation. This feedback will determine a significant part of the grade for the Service Activity component of the grade. The “Supervisor Evaluation for Service Learning in Spanish” form will be used for this contact.

General Recommendations:

- Subscribe to the Latino Community Coalition email distribution list to receive announcements and newsletters. Send email to Lydia Leon (see contact information above).
- Attend the monthly Latino Community Coalition meeting and pick a project in which you can participate. This is an excellent way to network with professionals in the local community who may be the key to internships in this area or information about the kinds of careers that you may want to explore in the future.
- Establish contact with the Center for Community Outreach at KU. This is a student-run organization that provides opportunity for involvement in a variety of service activities for community outreach. This is also the best location for information about alternative Spring Break programs.
- Even if you are planning on graduating this semester, consider the possibility of completing the Service Learning Certificate. This is a certificate that will “add on” to your undergraduate degree and you can even use the summer to finish up some of the final components of the certificate. There is a goal to have 100 students complete the certificate by August 2006, and I know that the Center for Service Learning will go the extra mile to support your efforts to complete this certificate. If you still have another year before graduation, you are well on your way to completing the certificate by taking this class. I have posted the certificate guidelines under “Course Documents” on our Blackboard course site. For more about the Service Learning Certificate, contact Jackson Sellers at the KU Center for Service Learning (see contact information above).

Reflection journal

Throughout the semester you will be writing a reflection journal in Spanish. In terms of language acquisition, this regular writing practice is an important component of improving your Spanish skills. In terms of pulling the various components of the course together, the journal will be the record of how your experience is the key to linking your service activities and the intellectual content of the course. During the first week of the class a detailed list of reflection journal assignments will be distributed. Sometimes you will be asked to write a certain amount of time about a topic. At other times you will be asked to produce a minimum number of words about a topic. Sometimes the reflection journal questions will deal specifically with course readings or discussions and many times they will explore your personal reactions to the service activity. Periodically the instructor will request to see your reflection journal. Strive to write in your best Spanish. However, note that this is a personal journal and it will not be graded line-by-line for grammatical accuracy. Your Spanish will improve with use and other course activities. Use the journal as a place to experiment with expressing your gut reactions in Spanish. At the end of the course, you will include the entire reflection journal in your final course dossier. You may write this electronically and print it up from time to time, or you may have a notebook that you will carry around and use for regular writing. Some days there will be some time set aside in class, pre-announced, in which you will spend writing. The second analytical assignment will include instructions for possible quotation of your reflection journal and some of the later homework assignments will involve analyzing earlier entries from the reflection journal.

Final course dossier

You are the first group to take this new class. In an effort to evaluate the value of this kind of “service learning course,” I require that each student submit a final course dossier that will include a copy of most of your work from the entire semester. I will not return this dossier. I will use the material to evaluate your overall progress in the course. The percentage of points for this assignment will be awarded strictly on the basis of your

completing the assignment and including all requested materials. The other reason for analyzing this material is to decide upon the value of repeating such a course in the future and possibly documenting the usefulness of service learning activities. At the end of the course, I will provide each of you with a waiver that will give me or my co-instructor María Alonso permission to cite from your course materials in any article we may write about the advantages or disadvantages of service learning classes. You are under no obligation to give us this permission, and you will have choices about whether or not you would like for your identity to be included if you do decide to grant us permission to cite your course work.

Group Presentation

About a third of the way into the class, once the service activities are under way, students will form small groups of 3 to 5 students, depending on the final class size. Each group will be responsible for drawing upon their service experiences and course readings to create a presentation that: (1) represents some aspect of the Spanish-speaking community, (2) analyzes a specific need of this community, and (3) recommends a strategy for meeting this need. This presentation will be no longer than 15 minutes in class. This is a formal presentation, not a skit. Think of a presentation in terms of content and quality that would be appropriate to present to the community you are representing. Such presentations may include images, PowerPoint shows, a poster show, a short video, etc.

Analytical papers

Students will each write two formal analytical papers. The first paper will focus on a short story, but allow students to draw upon the course readings to develop ideas. The second paper will focus on a short story, but student will be able to draw upon both course readings and their service learning experiences.

Future of this course

- This is a new class. The syllabus is a work in progress in many ways. I will make adjustments (deletions and/or additions) based on your needs as a group. I will seek input frequently.
- I will do my best to give one week advance notice for any material that is added along the way, but brief and relevant additions may be announced with little turn around time. Much of what we are studying is happening around us and there may be important moments for bringing in current events.
- At the end of the class, there will be a focus group seeking your input on how to best improve this course if it becomes a regular part of the KU course offering.

January 20	Introduction and diagnostic Spanish exam	
23	Pablo Vila, “The Polysemy of the Label ‘Mexican’ on the Border” <i>Ethnography on the Border</i> ; discussion of how to analyze identity, the representations of identities, and the formulation of key analytical questions for the semester	
25	Readings posted on Blackboard: Enrique Serna, “El desvalido Roger” Ivan Illich, “To Hell with Good Intentions”	ALTRUISM
27	Lydia León, Latino Community Coalition GUEST SPEAKER	
30	Ramos, <i>Ola Latina</i> , caps. 1-2	LATINO DIVERSITY
February 1	Ramos, <i>Ola Latina</i> , caps. 3-4-5-6	
3	Pre-service activity survey (María Alonso) Turn in “Service Learning Activity Plan”	
6	Out-of-classroom service experiences should begin no later than this week Ramos, <i>Ola latina</i> , caps. 7-8 y epílogo	
8	Robert Rodríguez, Associate Director McNair Scholars and Adjunct Professor of Latin American Studies, “Understanding Latino Diversity” GUEST SPEAKER	
10	Reading on Blackboard: Sanmiguel, “El reflejo de la luna” In class show “El Jardín” (video)	
13	Reading on Blackboard: Sanmiguel, “El reflejo de la luna” In class show “In-State” (video)	
15	IMMIGRANTS, MIGRANTS, CHILDREN, EDUCATION Reading on Blackboard: Samuel Huntington, “The Hispanic Challenge” <i>Foreign Policy</i> (March-April 2004): 30-45. Ranjit Arab, director of “El Jardín” and “In-State” GUEST SPEAKER	
17 febrero	Discusión general de la experiencia de hacer voluntariado Discusión del cuento “Naranjas” en <i>Cuentos hispanos</i> Trabajo de vocabulario y gramática en clase Entregar diario contemplativo	
20	Discusión del cuento “Tres generaciones” en <i>Cuentos hispanos</i>	
22	Discusión del dos fragmentos de una novela “Pa Indiana” y “Un accidente” en <i>Blackboard</i> . [Course Documents, Week #4]	
24	Entregar Paper #1 sobre la representación de la experiencia de los niños. Se puede enfocar uno de los textos específicamente o se puede abarcar dos, o inclusive todos. Favor de establecer un diálogo entre una tesis que tú vas a formular con respecto a estos cuentos e información que has aprendido de la lectura del libro de Jorge Ramos, <i>La ola latino</i> y cualquier información en los videos o presentaciones en clase. En clase, ejercicio de vocabulario y gramática y posiblemente un fragmento de otro video sobre la experiencia educativa de los niños. <i>No hay una entrega del diario contemplativo para esta semana. Si te ayuda, puedes seguir escribiendo en tu diario.</i>	
27 feb.	Turn in paper #1 In-class VIDEO and discussion—from <i>The New Americans</i>	
1 mar.	Anderson—presentation about “Latina” identities in U.S.; includes moments for student comments about the readings from Villarreal, Moraga, and Suro Readings (readings are in English): • José Antonio Villarreal, <i>Pocho</i> , pages 91-95 and pages 164-73	WOMEN, GENDER ISSUES

	<ul style="list-style-type: none"> • Cherrié Moraga, <i>Loving in the War Years: lo que nunca pasó por sus labios</i>, pages 90-98, 105-111 • Roberto Suro, <i>Strangers Among Us: Latino Lives in a Changing America</i>, pages 3-7 (life story of Imelda), pages 72-75 (role of Latina mothers dealing with gang violence in East Los Angeles) <p>Preguntas sobre las lecturas: ¿Cómo se estructura la familia “latina” según expectativas del rol sexual? Dentro de esta constelación familiar, ¿cuáles son los papeles de las mujeres? ¿En qué sentido se conforman las mujeres a los papeles asignados culturalmente? ¿Las mujeres sólo son víctimas de sistemas opresivos o hay maneras en que sus papeles implican ciertos tipos de fuerza y agencia social? ¿Hay evidencia de cambios en la estructura de la familia y el papel de las mujeres con el proceso de “americanización”?</p> <p>Optional reading posted on Blackboard: Pablo Vila, “Gender and the Overlapping of Region, Nation, and Ethnicity on the U.S.-Mexico Border”</p>
3	<p>Discussion of reading: Helena Viramontes, “Growing,” from <i>The Moths and Other Stories</i>, pages 35-42.</p> <p>Entregar el diario contemplativo</p>
6	<p>Discussion of reading on Blackboard: Julio Villanueva Chang, “We’re not in Kansas anymore”</p> <p>Preguntas: ¿Cuál es la narrativa de identidad que explica quién es Mandalit del Barco? ¿Cómo es semejante su identidad a la de las mujeres de la semana pasada? ¿Diferente? Pensando en términos de análisis literaria, ¿qué quieren comunicar a sus lectores “Growing” y “We’re not in Kansas anymore” acerca de la identidad femenina? ¿Cuáles son las estrategias narrativas más importantes para la exitosa comunicación literaria?</p>
8	<p style="text-align: right;">IMMIGRANT IDENTITIES</p> <p>Anderson—presentation about historical phases of immigration; includes moments for student comments about the readings from Cisneros, Carvalho, Lomeli, y Valenzuela Arce covering literary representation of diverse immigrant identities in recent decades.</p> <p>Readings:</p> <ul style="list-style-type: none"> • Sandra Cisneros, “No speak English” (traducción de Elena Poniatowska)—2 pages long • Homero Carvalho, “Náufrago”—1 paragraph long • Luis Felipe G. Lomeli, “El emigrante”—2 sentences long • José Manuel Valenzuela Arce, “Mojados y chicanos”—8 pages (ensayo) <p>Preguntas: ¿Cuál es el panorama de identidades inmigrantes en términos de origen nacional y étnica, nivel de educación, y otros factores relevantes? ¿Cuáles son las posibles motivaciones por la inmigración? ¿Qué mezcla de emociones puede caracterizar distintas experiencias de la inmigración? ¿Cómo difiere esta experiencia para un indocumentado? En su opinión, ¿cuál es la percepción dominante en los Estados Unidos de la(s) comunidad(es) inmigrantes? ¿Qué quieren comunicar de la experiencia de los inmigrantes los cuentos de Cisneros, Carvalho, y Lomeli?</p>
10	<p>Discussion of reading on Blackboard: Francisco Piña, “Siete veces seven”</p> <p>Preguntas: ¿Dónde ocurre este cuento? ¿Cuáles son las identidades inmigrantes que el cuento evoca? ¿Qué estrategias narrativas emplea el cuento para comunicar la percepción de estas identidades? ¿Cómo se compara este cuento con los anteriores en cuanto a la experiencia de la inmigración en términos de identidad? En general y pensando en las discusión anteriores sobre la identidad femenina, ¿qué observaciones generales podemos hacer sobre la inmigración y los papeles sexuales?</p> <p>Entregar el diario contemplativo</p>
13	TBA BILINGUAL EDUCATION
15	TBA
17	TBA
20-22-24	Spring Break
27	Documentary: “Farmingville” IMMIGRANT LABOR
29	Guest panel: Patricia Tomé, Alejandra-Hernández Castro, Eric Olivas
31	Vocabulary lesson
April 3	Trabajo en grupos: organizarse para las presentaciones en clase
5	Guest panel: Luis Cruz, Yesenia Sifuentes, Lalo Delgado

7	Ramos, <i>Otra cara</i> (281-294)—sección sobre “Spanglish”
10	Stavans, <i>Spanglish</i> (1-61)
12	Reading on Blackboard: Benjamin Alire Sáenz, “Alligator Park”
14	Reading on Blackboard: Helena Viramontes, “Cariboo Café” Anderson will clarify paper topic for second major paper (due on May 8)
17	10 th week of out-of-classroom mandatory service learning experience LANGUAGE IN THE UNITED STATES Reading on Blackboard: “El Turys” Agapito Mendoza
19	Invitado: Alejandro Lule, owner of La Parrilla and ZenZero restaurants
21	Reading on Blackboard: selections from Gloria Anzaldúa, <i>Borderlands/La Frontera</i>
24	Trabajo en grupos—preparación para las presentaciones orales
26	Group #1 class presentation (15 min.) Group #2 class presentation (15 min.)
28	Group #3 class presentation (15 min.) Group #4 class presentation (15 min.)
May 1	Group #5 class presentation (15 min.) Group #6 class presentation (15 min.)
3	Ramos, <i>Otra cara</i> cap. 19 (171-80), cap. 20 (181-87), cap.
5	Ramos, <i>Otra cara</i> cap. 21(189-95), cap. 22 (197-203)
8	Course evaluation Turn in paper #2 on “Cariboo Café” or “Alligator Park”
10	Conclusion/focus group exercise on service learning experience Turn in final course dossier (includes copies of class work, home work and quizzes, complete reflection journal, and both analytical papers)—this dossier will not be returned so please keep photocopies of materials you wish to keep
12	STOP DAY
May 16	Tuesday, May 16 Final Exam 10:30 a.m.—1:00 p.m.