

Spanish Service-Learning: A Resource Guide

The Counselor
 Mrs. Andino
 we regret
 to inform you
 that your son is perfectly
 fine
 for someone with a Spanish
 surname.
 He is just too smart
 for his
 own good.

P.S.
TELL HIM THANK YOU
 for the advice
 on my marital problems

~Shaggy (a.k.a. Jaime Flores),
en Puerto Rican Students in U.S. Schools (2000. Sonia Nieto, Ed.)

Table of Contents:

I. Films and Documentaries (p. 1)

II. Books

a. Community Narrative and Fiction (p. 2)

b. Theoretical and logistical guides for Spanish service-learning (p. 3)

III. Journal Articles

a. Articles with focus on service-learning process related to discipline (p. 4)

b. Articles with focus on Latino population's characteristics and issues related to Spanish service-learning (p. 7)

IV. Other University Program Models

a. Spanish service-learning Resources from other university collections (p. 8)

b. University course syllabi designated by student involvement in course (p. 9)

V. Partnering Organizations and Grant Supporters (p. 11)

I. Films and Documentaries

Escuela (53 minutes, dir. Hannah Weyer, Women Make Movies 2002).

Documents the experience of a Mexican-American migrant family and in particular 14-year-old Liliana's struggles with school as she moves from state to state with her family.

There is a fairly extensive set of resources for working with the film on the web, including K-12 lesson plans: <http://www.pbs.org/pov/pov2002/escuela/index.html>

The Sixth Section/ La sexta sección (27 minutes, dir. Alex Rivera, 2003)

This half-hour documentary shows how a Mexican immigrant community maintains connections to their hometown and uses their remittance money for their home community in Puebla, Mexico. It only suggests how the issues are shifting in the first decade of the 21st century (post 9/11) but it is a great, short film on remittances.

Which Way Home (82 minutes, dir. Rebecca Cammisa, 2009)

Of the thousands of Latin American migrants traveling through Mexico with the hope of reaching the United States, approximately five percent are unaccompanied children. Director Rebecca Cammisa (Sister Helen) follows several such children on their grueling but ever-hopeful journey north. Kevin and Fito have fled their small town in search of greater opportunities in America. José set out for the States but was quickly apprehended and now languishes in the bureaucratic process of deportation back to Honduras. These are just a few of the true stories of young children undertaking the brutal odyssey from Latin America to the United States, never letting their dire circumstances overtake their youthful exuberance. --Cara Cusumano on Tribeca Film Festival website.

Multicultural Education (Sonia Nieto)**Beyond the Borders**

Más Allá de la Frontera traces the painful transition made by four sons in the Ayala family who leave their close-knit family in Mexico to seek “una vida mejor” (a better life) in Kentucky. Struggling to fit in, they find a different version of the American dream. (<http://www.pbs.org/itvs/beyondtheborder/>).

II. Books***Community Narrative and Fiction*****The Collected Works of Tomás Rivera. (edited Julian Olivares, 2008)**

Tomas Rivera's (1935-84) stories of migrant Mexican American communities in the 1950s and 60s in Texas, available in English and Spanish, are iconic and accessible. Individual collections of stories include *Y no se lo tragó la tierra/ And the Earth Did Not Devour Him* and *La cosecha/The Harvest*.

Under the Feet of Jesus (Helena María Viramontes, 1996)

Viramontes' novel of migrant family life. The author is currently an English professor at Cornell University.

Barefoot heart : stories of a migrant child (Elva Treviño Hart, 1999)

Treviño Hart's memoir of her childhood in a migrant farmworker family. Treviño Hart attained an MS in computer science/engineering from Stanford and worked in the computer industry for 20 years.

Enrique's Journey: The Story of a Boy's Dangerous Journey to Reunite with His Mother (Sonia Nazario, 2006)

A journalist's book-length account of a Central American teenager's trip through Mexico to reunite with his mother who had been working in the U.S. for a decade. It discusses immigration from a regional perspective (i.e., Central American's in Mexico and the U.S.) and the consequences of long separations on families.

From the barrio to the academy: Revelations of a Mexican American "scholarship girl." (Rendón, L.I. 1992.) In L.S. Zwerling and H.B. London (Eds.), *First-generation students: Confronting the cultural issues* (pp. 55-64). San Francisco: Jossey-Bass.

Offers a personal account of the changes undergone, difficulties surmounted, and incentives involved in a Mexican-American woman's achievement of a doctorate and a post as a university professor. Concludes that just as students adapt, institutions must also change to accommodate culturally diverse populations.

Growing Season: The Life of a Migrant Community (photographs by Gary Harwood, text by David Hassler, 2006)

A photo essay that celebrates the life and work of the mostly Mexican and Mexican American migrant workers in Hartville, Ohio. There is a chapter on school experience. The book also highlights the importance of the local reception of the migrants and of the long-established Hartville Migrant Center in the migrant families' lives.

A website including K-12 lesson plans can be found at: <http://www.growingseason.net/>

Theoretical and logistical guides for Spanish service-learning

Abbott, A.R. (2009). *Comunidades: Más allá del aula*. Upper Saddle River, NJ: Prentice Hall.

Barbour, C., & Barbour, N. (2001). *Families, Schools, and Communities: Building Partnerships for Educating Children* (2nd ed.). Upper Saddle River, NJ: Prentice Hall.

Berman, S. (2006). *Service Learning: A Guide to Planning, Implementing, and Assessing Student Projects*. Thousand Oaks, CA: Corwin Press.

Billing, S.H., & Waterman, A.S. (Eds.). (2003). *Studying Service-Learning: Innovations in Education Research Methodology*. Mahwah, NJ: L. Erlbaum Associates.

Cress, C.M, et. al. (). *Learning Through Serving: A Student Guidebook for Service-Learning Across the Disciplines*. Sterling, VA: Stylus Publishing.

Delgado, R. and J. Stefancic. (Eds.). (1998). *The Latino/a Condition: A Critical Reader*. New York: The New York University Press.

Hellebrandt, J., E. Zlotkowski, & L. Varona. (1999). *Construyendo Puentes (Building Bridges): Concepts and Models for Service Learning in Spanish*.

Hirshon, S.L. (1983). *And Also Teach Them to Read.* Westport, CT: Lawrence Hill.

Jacoby, B. & Associates. (2005). *Service-Learning in Higher Education: Concepts and Practices.* San Francisco, CA: Jossey-Bass Inc.

This book outlines basic, important themes of consideration for instructors who would like to teach a service-learning course for the first time. These include: Foundations and Principles of Service Learning, Designing a Spectrum of Service-Learning Experiences, Organizational, Administrative, & Policy Issues.

Loeb, P.R. (1999). *Soul of a Citizen: Living with Conviction in a Cynical Time.* New York: St. Martin's Griffin.

Tienda, M. and F. Mitchell. (Eds.). *Multiple Origins, Uncertain Destinies: Hispanics and the American Future.* Washington, D.C.: The National Academies Press.

Valdés, G. (1996). *Con respeto: Bridging the Distance Between Culturally Diverse Families and Schools: An Ethnographic Portrait.* New York: Teachers College Press.

Valdés, G. (2003) *Expanding Definitions of Giftedness: The Case of Young Interpreters from Immigrant Communities.* Mahwah, NJ: Lawrence Erlbaum.

Journal Articles

Articles with focus on service-learning process related to discipline

Bloom, M. (2008). From the Classroom to the Community: Building Cultural Awareness in First Semester Spanish. *Language, Culture & Curriculum*, 21(2), 103-119.

This article explores a case study of service learning as it was implemented in a novice Spanish course. Students engaged in a variety of literacy activities and the course instructor (Bloom) reflects on the challenges, shortcomings, and successes of the project.

Bowers Sipe, R. (2001). Academic Service Learning: More than Just 'Doing Time' *The English Journal*. 90(5), 33-38.

Bringle, R. & Hatcher, J. (1999). Reflection in Service Learning: Making Meaning of Experience. *Educational Horizons, Summer 199*, 179-185.

Butin, D.W. (2003). Of What Use Is It? Multiple Conceptualizations of Service Learning Within Education. *Teachers College Record*. 105(9), 1674-1692.

Caldwell, Wendy. (2007). Taking Spanish Outside the Box: A Model for Integrating Service Learning Into Foreign Language Study. *Foreign Language Annals*, 40(3), 463-471.

This piece is a professor's ethnographic account of an upper-division Spanish service learning course taught at a small liberal arts college (Francis Marion University in South Carolina). Caldwell discusses the increasingly popular viewpoint that it is schools' responsibility to prepare their students to be global citizens, capable of engaging in respectful ways amidst cultural differences. The course, in an attempt to achieve this global awareness among other objectives, is outlined in five phases: preplanning, planning, preparatory, service, and post-service reflection. She relates the success of her own service learning course to the ways in which her students were actively included in decision-making processes throughout their service experiences.

Cone, D. & Harris, S. (1996). Service-Learning Practice: Developing a Theoretical Framework. *Michigan Journal of Community Service Learning*, 3, 31-43.

Davis, A. (2006). What we don't talk about when we don't talk about service. *The Civically Engaged Reader*. A. Davis and E. Lynn. Great Books Foundation.

Kezaar, D. & R.A. Rhoads. (2001). The Dynamic Tensions of Service Learning in Higher Education: A Philosophical Perspective. *The Journal of Higher Education*. 72(2), 148-171.

Lear, D. & A. Abbott. (2009). Aligning Expectations for Mutually Beneficial Community Service-Learning: The Case of Spanish Language Proficiency, Cultural Knowledge, and Professional Skills. *Hispania*. 92(2), 321-323.

Long, D. R. & Macián, J.L. (2008) Preparing Spanish Majors for Volunteer Service: Training and Simulations in an Experiential Course. *Hispania*, 91(1), 167-175.
 This article explores the components of Long's upper-division Spanish course at The Ohio State University. First, it provides some important information relating to Hispanics in central Ohio that might make students realize the applicability of their service-learning efforts before entering the field. Students' preparation for entering the field to do volunteer work is also emphasized in this text. Their experiences in structured training sessions as well as semi-structured simulations were outlined for prospective experiences with children/young students and Hispanic families in healthcare or community center environments. The course described in this article also featured a final project by students that would contribute to the Latino community in which they served in some innovative way (web site, program/event, instructional materials, etc.; i.e. anything besides a traditional research project/written report).

Martínez-Odría, Arantzazu. (2002). Centro educativo y formación para el voluntariado. Coordinación posible. *Estudios Sobre Educación*, 3, 121-131.

This article (written in Spanish) talks about the trend service learning in Spain as a tool to aid students' intellectual and civic development. It explores the theoretical basis for the usefulness of service learning, especially as it relates to how students think about, feel about, and act in response to the issues of their environment. Heavily emphasized in this piece is a connection between students' service learning and their development as citizens who truly care about their community.

Morris, F.A. (2001). Serving the Community and Learning a Foreign Language: Evaluating a Service-learning Programme. *Language, Culture & Curriculum*, 14(3), 244-255.

A service learning course implemented at the University of Minnesota is evaluated in this article. Students involved in the course spent time each week at a wide array of organizations in the Twin Cities. Ultimately the course's instructor concludes that this experiential learning has a positive effect on the students' motivation and the process of their (positive) attitude development toward Spanish foreign-language learning and culture.

Nelson, A.L. & Scott, J.L. (2008). Applied Spanish in the University Curriculum: A Successful Model for Community-Based Service-Learning. *Hispania*, 91(2), 446-460.

This article explores the particulars of an extensive service learning program in the Spanish department at East Tennessee State University. Here, students can take a series of service learning courses to earn an "Applied Spanish Minor." In evaluating this program, the university has outlined several important components for gauging the practicality and effectiveness of any service learning course: cultural understanding and knowledge of Hispanics, language-learning attitudes, citizenship and social responsibility, and leadership skills and personal development.

Reese, C. & Wells, T. (2007, December). Teaching academic discussion skills with a card game. *Simulation & Gaming*, 38(4), 546-555.

This article details a card game originally created for university students who anticipated attending graduate school in the United States and who were also ESL students. The game engages its participants in common phrases that they would need for the university classroom. Although originally crafted for older students, modifications to the game might make it useful for service-learning participants interacting with ESL individuals in a variety of contexts and of a wide range of ages.

Raschio, R. (2004, March). Adams Spanish Immersion and the Ascension Parish Project: Two Service-Learning Projects, Two Levels of Success. *Hispania*, 87(1), 122-127.

Two case studies of service learning projects initiated in the Twin Cities are highlighted in this article. The first utilized student efforts at a Spanish immersion magnet school to be tutor-mentors with the overall goal of increasing students' multicultural awareness, diversity and respect. The second project situated students in a local Catholic parish to aid in the provision of some of the parish's social services. Based on the projects' challenges and successes, Raschio explains the importance of establishing clear roles, expectations and goals of the service learning as well as predetermined timelines and check points with students and community partners during any service learning experience.

Rockquemore, K.A. & Schaffer, R. (2000). Toward a Theory of Engagement: A Cognitive Mapping of Service-Learning Experiences. *Michigan Journal of Community Service Learning*, 7, 14-24.

Schamber, J.F. and S.L. Mahoney. (2008). The Development of Political Awareness and Social Justice Citizenship Through Community-Based Learning in a First-Year General Education Seminar. *The Journal of General Education*, 57(3), 75-98.

Sheffield, E.C. (2005). Service in Service-Learning Education: the Need for Philosophical Understanding. *The High School Journal*. 89(1), 46-53.

Articles with focus on Latino population's characteristics and issues related to Spanish service-learning

Barron-McKeagney, T., J.D. Woody & H.J. D'Souza. (2001). Mentoring at-risk Latino children and their parents: Impact on social skills and problem behaviors. *Child and Adolescent Social Work Journal*, 18(2), 119-136.

Boyle-Baise, M. & P. Binford. (2005). "No one has stepped there before: learning about racism in our town." *Service-learning in higher education: critical issues and directions*. Ed. Dan W. Butin. New York: Palgrave Macmillan.

Davis, J. (2007). Afro-Hispanic Studies and Implications for Diversity in the Spanish Curriculum. *Diversity across the curriculum: a guide for faculty in higher education*. Eds. J. Branche, J.W. Mullennix, E.R. Cohn. Bolton, Massachusetts: Anker Publishing Company.

Fitzgerald, C.M. (2007). Indigenous Languages and Spanish Indigenous Languages in the United States: How can/do Linguists Serve Communities? *Southwest Journal of Linguistics*. 26.1: 1-14.

"This paper presents two projects that combine research with community needs. The first project is an effort to develop a community-based team to work with archival recordings of Tohomo O'odham... The second project represents recent work to develop a service-learning course at Texas Tech University, where tutors earn credit by tutoring English as a second language."

Long, D. R. (2004). A Statewide Initiative in Service-Learning and Community-Based Instruction. *Hispania*, 87(1), 128-131.

This article describes the educational outcomes of a residential institute for K-12 Spanish teachers held at the Ohio State University. Although the conference was geared for educators of a younger population, the suggestions are geared specifically for educators in Ohio. Thus, the institute's resources described in this article might be of great use to professors seeking a starting point for their students' greater involvement in the Latino community of central Ohio. The article also briefly talks about the importance of student reflection and what kind of questions might be posed for beneficial student reflection on their service learning experiences.

Munter, J.H. et. al. (2009). Project ACTION for equity: service-learning with a gender equity focus on the U.S.-Mexico border. *Partnerships for service-learning: impacts on communities and students*. Kelshaw, T.S., et. al (eds.). 1st ed. San Francisco: Jossey-Bass.

Plann, S.J. (2002). Latinos and Literacy: An Upper-Division Spanish Course with Service Learning. *Hispania*, 85(2), 330-338.

Shipler, D.K. (2004). Harvest of Shame. *The Working Poor: Invisible in America*. New York: Alfred A. Knopf.

This chapter describes in great detail the conditions that Mexican immigrants (in this chapter mainly those who enter the United States illegally) face as they try to make a new life in the United States. Social, economic, and political elements are explored in the context of individuals' and families' struggles, highlighted by their constant searches for work, housing, and food.

Thering, S. (2007). A practical theory-based approach to action-research in survivor communities. *Journal of Extension*, 45(2) Retrieved from <<http://www.joe.org/joe/2007April/a3.shtml>>

Zephir, F. (2007). Keeping Up with Current Demographic Changes: Responsive Course Content in Foreign Language Departments. *Diversity across the curriculum: a guide for faculty in higher education*. Eds. J. Branche, J.W. Mullennix, E.R. Cohn. Bolton, Massachusetts: Anker Publishing Company.

Other University Program Models

Spanish service-Learning Resources from other university collections

a. Campus Compact Service Learning SYLLABI:

<http://www.compact.org/syllabi/>

Campus Compact recently examined over 900 service-learning syllabi. Of these 900 syllabi, CC chose 300 exemplary service-learning syllabi across a wide variety of disciplines and put them on their service learning resources web-site. See specifically: Ethnic Studies, Foreign Language Linguistic sub-categories for relevant course syllabi.

b. Ashland University Center for Community Service

<http://www.ashland.edu/services/commserv//ServiceLearningSyllabi.html>

Ashland University has compiled a significant list of service learning syllabi from professors nationwide in the subcategories of International Studies (2 related to Hispanic populations) and Spanish (13 syllabi available). Links on this site take users directly to pdf versions of the syllabi on-line.

c. Faculty Toolkit for Service-Learning in Higher Education

http://www.servicelearning.org/filemanager/download/HE_toolkit_with_worksheets.pdf
This detailed manual produced by *Learn and Serve America's National Service-Learning Clearinghouse* provides extensive resources for designing service-learning courses, choosing course texts, connecting with community organizations, etc. It features worksheets throughout the manual to aid instructors' course planning of these elements.

d. Designing Service Learning Course Syllabi:

<http://tsuservicelearning.com/content/Resources/Faculty/How%20to%20plan%20a%20service-learning%20syllabus.doc>.

This document provides useful guidelines for a careful, complete construction of a service learning course syllabus.

e. Community based Action research

Manchester college student and his research adviser created a community resource guide for Hispanics in the North-Central Indiana region. Link to story:

<http://www.manchester.edu/OCA/PR/Files/News/HispanicGuideBook.htm>

Link to actual pdf guide (107 pages):

http://www.manchester.edu/Academics/Departments/ModLang/resource_guide.pdf

University course syllabi designated by student involvement in course

1. General community involvement (in various community agencies)

a. Spanish in Ohio (Columbus, OH):

<http://static.ashland.edu/services/commserv/documents/SpanishinOhio.pdf>

b. Los Hispanos de Estados Unidos (in Nashville, TN):

<http://static.ashland.edu/services/commserv/documents/LosHispanosdelosEstadosUnidos.pdf>

c. Advanced Spanish Conversation (Santa Clara, CA):

<http://static.ashland.edu/services/commserv/documents/AdvancedSpanishConversation.pdf>

d. Spanish Service Learning (Tulsa, Oklahoma):

<http://www.compact.org/syllabi/foreign-language/spanish-service-learning/4193/>

e. Spanish service-learning (Johnson City, TN):

<http://static.ashland.edu/services/commserv/documents/Spanish-Service-Learning.pdf>

f. Service-Learning in the Latino Community (Fort Worth, TX):

<http://www.compact.org/syllabi/service-learning-in-the-latino-community/7416/>

g. Community and Culture (Los Angeles, CA):

<http://www.compact.org/syllabi/ethnic-studies/community-and-culture/4166/>

h. Land Tenure and Use in Hawaii (Honolulu, HI) (Interesting

correlations to be made to Mexicans in Southwestern U.S. and immigrant

farm workers): <http://www.compact.org/syllabi/anthropology/land-tenure-and-use-in-hawaii/3841/>

- i. The Nature and Manifestation of Prejudice (Macon, GA):
<http://www.compact.org/syllabi/ethnic-studies/the-nature-and-manifestation-of-prejudice/4037/>
- j. Spanish through Service Learning (Kansas City, KS):
http://www.cte.ku.edu/gallery/servicelearning/anderson/pdf/SPAN494_SYLLABUS.pdf
- k. Spanish 220 (Danville, KY):
<https://sites.google.com/a/centre.edu/spa-220-spring-2010/syllabus>

2. Students as Interpreters

- a. Crossing the Border Through Service Learning:
<http://static.ashland.edu/services/commserv/documents/CrossingtheBorderthroughServiceLearning.pdf>
- b. Latin American Cultures and Civilizations:
<http://static.ashland.edu/services/commserv/documents/Spanish-LatinAmericanCulturesandCivilizations.pdf>
- c. Spanish Service-Learning:
<http://static.ashland.edu/services/commserv/documents/Spanish-Service-Learning.pdf>

3. Working with youth/other younger students

- a. Applied Phonetics:
<http://static.ashland.edu/services/commserv/documents/AppliedPhonetics-Spanish.pdf>
- b. Spanish with Service-Learning:
<http://static.ashland.edu/services/commserv/documents/SpanishwithServiceLearning.pdf>
- c. Multicultural Issues in Urban Affairs:
<http://www.compact.org/syllabi/ethnic-studies/multicultural-issues-in-urban-affairs/4112/>
- d. Multicultural Education:
<http://www.compact.org/syllabi/education/multicultural-education/3817/>
- e. Ethnicity and Place:
<http://www.compact.org/syllabi/anthropology/ethnicity-and-place/3838/>
- f. Introduction to the English Language:
<http://www.compact.org/syllabi/english/language-literacy-and-the-community/3996/>

4. Business-related courses

- a. Business Spanish:
<http://static.ashland.edu/services/commserv/documents/BusinessSpanish.pdf>
- b. Business Spanish (II):
<http://static.ashland.edu/services/commserv/documents/BusinessSpanish2.pdf>

5. Teaching English to Spanish-speaking populations

- a. Latin American Cultures and Civilizations:
<http://static.ashland.edu/services/commserv/documents/Spanish-LatinAmericanCulturesandCivilizations.pdf>
- b. Immigration and Ethnicity in America, The Urban Crucible:
<http://www.compact.org/syllabi/ethnic-studies/immigration-and-ethnicity-in-america-the-urban-crucible/3860/>
- c. Language in Context: <http://www.compact.org/syllabi/english/language-in-context/3995/>
- d. Language, Literacy, and the Community:
<http://www.compact.org/syllabi/english/language-literacy-and-the-community/3996/>

6. Working with the elderly

- a. Hispanic Cultural Studies: <http://www.compact.org/syllabi/hispanic-cultural-studies/7775/>

V. Partnering Organizations and Grant Supporters

1) Alford Center for Service Learning at Denison University

<http://www.denison.edu/campuslife/servicelearning/>

2) Ohio Campus Compact: Supports Academic Service-Learning in all disciplines.

<http://www.ohiocampuscompact.org>

3) LEON (Latino Empowerment Outreach Network): www.leongroup.org

A 501 (c)(3) nonprofit organization, LEON is a network and a collaboration of individuals, organizations and agencies dedicated to building a healthy Latino community in Central Ohio through the development and support of programs that educate and empower Latinos. We focus on health, education, advocacy and communication.

Access the Columbus Dispatch's weekly Spanish newspaper on-line from LEON's website

4) UMC cosecha latina (Latin Harvest United Methodist Church):

<http://www.cosechalatina.com>. 10165 Wright Road, Canal Winchester, OH. (614) 382-1199 (actually much closer to Pickerington rather than Canal Winchester)

5) Centro Esperanza Latina:

536 Rambling Brook Dr., Pickerington, OH 43147. Phone: (614) 358-3584; Fax (614) 785-1097. Services include: mental health/chemical dependency services, employment assistance program-bilingual/multicultural professionals, foster care.

6) The Ohio Humanities Council (www.ohiohumanities.org)

The Ohio Humanities Council encourages all Ohioans to explore the human story, to use history, literature, philosophy and the other humanities as the means to arrive at new insights (www.ohiohumanities.org). This organization provides grants at the following website:

http://www.ohiohumanities.org/?page_id=7

for projects of significance (especially university-community partnerships) in the state of Ohio. See this website for guidelines and more details.