SPANLANG 11SL

PUEBLOS MIGRATORIOS / MIGRATORY PEOPLES

SECOND-YEAR SPANISH: EMPHASIS ON SERVICE LEARNING, FIRST QUARTER

PRIMAVERA • 2020
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SPANLANG 11SL is a community engaged learning course that takes a social justice stance toward language learning. Designated as a Cardinal Course by the Haas Center, it is also a Ways course that fulfills the Engaging Diversity (ED) requirement and likewise counts toward the minor in Spanish. Besides attending regularly scheduled classes, students in this course work together with Spanish-speaking middle schoolers on an art project, such as mural painting or print making, for one to two hours weekly at a Boys & Girls Club in the North Fair Oaks section of Redwood City, CA. At the Boys & Girls Club, guided by artist and art instructor Irene Carvajal, students will explore the perspectives, practices, and products of artistic expression in the Spanish-speaking world, with a specific focus on Latinx and Chicanx artists.

In our own course, our theme will be PUEBLOS MIGRATORIOS / MIGRATORY PEOPLES. As we consider the community of North Fair Oaks and various migrant populations that make up the neighborhood, as well as other migrant communities in different parts of the globe, we will broadly consider the following questions:
ART AND COMMUNITY

- What is public versus private art?
- What is community versus individual art?
- What is the value of making and displaying art in migrant communities?
- What art forms prevail in migrant communities?

MIGRATION

- Why do people migrate?
- What is forced migration, and how does it differ from voluntary migration?
- What rights, if any, do migrants have? Is migration a human right?
- Does unauthorized migration constitute a civil or a criminal violation, and what difference does that make?
- How have various policies put forth by our country affected migrants in the last 100-150 years and more recently?
- How do our actions as individuals affect migrants today?

BORDERS

- What constitutes a border, and what happens when we cross them?
- Are borders real or imagined, physical or psychological?

We will also reflect on our weekly interactions at the Boys & Girls Club using a variety of tools, including the Haas Center’s analysis of Facts, Assumptions, Challenges, and Expectations (known as the “FACE” method), as well as class readings and documentary films. Beyond the study of language and culture through readings and media, students will gain firsthand experience through their weekly interactions at the Boys & Girls Club, class visitors, and class discussions.

As part of the second year of Spanish study, SL courses share the same set of objectives among the Spanish language program’s three second-year “tracks”: culture (C), international relations (R), and service learning (SL). See http://spanlang.stanford.edu for complete syllabi for all Spanlang courses. In addition to the course goals listed at http://spanlang.stanford.edu for Spanlang 11, SL students will also:

- seek to contribute to a more just society through greater awareness of issues surrounding identity, diversity, justice, and action.
- gain in appreciation for the community cultural wealth (Yosso, 2005) of Spanish-speaking communities, be they local or global, contemporary or historical.
- gain in awareness of and respect for the historical roots and daily life of a local Spanish-speaking community.
- articulate in Spanish with increasing clarity some of the issues, historical and current events, and artistic perspectives, practices, and products emerging from Spanish-speaking communities both locally and worldwide.
- respond to diversity, both in class and in the community, by building empathy, respect, understanding, and human connection.
- analyze the impact of bias and injustice in U.S. society and the world, both historically and today.
- recognize their responsibility to confront bias and injustice.
Course materials:

Poemas selectos de Javier Sicilia


Optional, additional materials:


### Objectives for Week 1

**Intercultural Competence:**
- begin to consider your own cultural awareness

**Language:**
- begin to monitor and evaluate your own language development:
  - Interpersonal Communication:
    - meet, greet, and address other speakers appropriately in context
    - introduce and describe oneself and others in detail
    - clarify, restate, and exchange information
    - ask questions to clarify or gain more information
  - Interpretive Communication:
    - identify and begin to draw comparisons
    - listen and read for tone and stance
    - begin to identify features of different varieties of Spanish
  - Presentational Communication:
    - orally summarize main points of readings

**Social Justice:**
- **Identity:**
  - begin to develop language along with historical and cultural knowledge that affirm and accurately describe your membership in multiple identity groups
  - appreciate the complexity of one’s own and others’ identities, including aspects that may align with the dominant culture and those that may not

**Your goals:**

<table>
<thead>
<tr>
<th>Semana n° 1</th>
<th>Introducción al curso</th>
<th>¿Cómo me identifico?</th>
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<tr>
<td><strong>Fecha</strong></td>
<td><strong>Actividades en clase</strong></td>
<td><strong>Preparación para la próxima clase</strong></td>
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</tbody>
</table>
Objectives for Week 2

Intercultural Competence:
begin to draw cultural comparisons

Language:
continue to monitor and evaluate your own language development:

Interpersonal Communication:
describe and discuss people, impressions, and observations in greater detail
express opinions and perspectives, both yours and others’
exchange information, and ask and answer questions about your content area of focus

Interpretive Communication:
research information from various authentic sources in Spanish
take and keep notes on content in Spanish
summarize and analyze the main ideas and supporting data in written and oral texts
identify meaning from context
answer fact-based and most analytical reading comprehension questions

Presentational Communication:
draft a 3-page paper in expository prose

Social Justice:
Diversity:
respond to diversity by building understanding, empathy, respect, and human connection.
examine diversity in social, cultural, political, and historical contexts

Your goals:

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Semana n° 2

Comunidades migratorias:
¿De dónde vienen?
¿Cómo responden a sus nuevos entornos?

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<th>Preparación para la próxima clase</th>
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<tbody>
<tr>
<td>lunes 13 de abril</td>
<td>Ensayo de apertura: Mi biografía «¿Quién soy yo?» compartir entre colegas y entregar. Discussión de lectura: San Óscar Romero: Un santo radical Composición 1 y primera presentación oral: Lluvia de ideas</td>
<td>Búsqueda de información para la Composición 1.1: Encontrar y leer en el Internet y la biblioteca al menos 3 artículos en español (no de Wikipedia) relacionados a la obra de arte elegida para la primera composición y presentación oral. Resume el objetivo del artículo y trae a clase la imagen de la obra que quisieras analizar. Orientación virtual con el Centro Haas y BGCP a las 4:30.</td>
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</table>
Objectives for Week 3

Intercultural Competence:
begin to develop more in-depth cultural awareness, beyond initial impressions

Language:
continue to monitor and evaluate your own language development:

Interpersonal Communication:
continue to describe and discuss people, impressions, and observations in greater detail
express opinions and perspectives, both yours and others’
exchange information regarding Spanish-speaking communities, both local and global
use tú and usted in context with growing appropriateness

Interpretive Communication:
scan to locate information, skim to gain a sense of organization and content
take notes on content
give an “off-the-top-of-your-head” understanding of readings
answer fact-based and most analytical reading comprehension questions
begin to identify features of different varieties of Spanish

Presentational Communication:
edit your written work for high-frequency errors
become aware of and begin to employ appropriate (oral and written) presentational language
prepare and give a largely rehearsed presentations using authentic materials
answer questions about your presentation topic
ask appropriate questions of oral presenters (to clarify, restate, or elaborate on the topic)

Social Justice:
recognize stereotypes and relate to people as individuals rather than representatives of groups
identify figures, groups, and events, and a variety of strategies and philosophies relevant to the history of social justice in the Spanish-speaking world

Your goals:
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Semana n° 3
Comunidades migratorias: ¿Cuál es la historia migratoria de Redwood City?

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<th>Preparación para la próxima clase</th>
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<tbody>
<tr>
<td>lunes 20 de abril</td>
<td>Composición 1: Revisión entre colegas</td>
<td>Composición 1.1: Revisar tu ensayo según los comentarios de tus colegas y realizar los cambios pertinentes. Entregar la versión mejorada en Canvas para que tu profesora la revise.</td>
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<td>Audición espontánea</td>
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<td>Presentaciones orales: Preparación</td>
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<td>Pre-lecture: Ortiz Escámez. El</td>
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<td>transnacionalismo.</td>
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<td></td>
<td>Presentaciones orales: preparación</td>
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</table>
Objectives for Week 4

Intercultural Competence:
- begin to monitor and evaluate your own cultural awareness
- begin to develop a more culturally authentic frame of reference

Language:
- continue to monitor and evaluate your own language development:
  Interpersonal Communication:
  - use tú and usted in context with growing appropriateness
  - describe oneself and others in detail
  - narrate sequences of events, tell stories
  - react appropriately, using expressions of pity, doubt, surprise, etc.
  - discuss opinions and exchange information

Interpretive Communication:
- summarize the main ideas and supporting data in authentic texts
- listen and read for tone and stance, especially in more formal academic texts
- understand the main ideas and significant details in oral presentations such as newscasts

Presentational Communication:
- become aware of and employ appropriate language in oral presentations
- prepare and give largely rehearsed presentations using authentic materials
- answer questions about your presentation topic
- ask appropriate questions of oral presenters (to clarify, restate, or elaborate on the topic)

Social Justice:
- recognize systems that foment or perpetuate injustice, power, privilege, and marginalization
- consider how unjust systemic relationships at the societal level can affect as well relations at the interpersonal, intergroup, and institutional levels

Your goals:
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Semana n° 4
Comunidades migratorias:
¿Cuál es la historia migratoria de Redwood City?
¿Por qué se migra?
¿Es un crimen migrar sin documentos?

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Objectives for Week 5

Intercultural Competence:
- continue to monitor and evaluate your own cultural awareness
- continue to develop a more culturally authentic frame of reference

Language:
- continue to monitor and evaluate your own language development:
  
  **Interpersonal Communication:**
  - discuss opinions and outlooks
  - clarify, restate, and exchange information
  - ask questions to clarify or gain more information

  **Interpretive Communication:**
  - identify and begin to draw comparisons
  - identify features of different registers and varieties of Spanish

  **Presentational Communication:**
  - become aware of and employ appropriate language in oral presentations
  - prepare and give largely rehearsed presentations using authentic materials
  - answer questions about your presentation topic
  - ask appropriate questions of oral presenters (to clarify, restate, or elaborate on the topic)
  - summarize extemporaneously

Social Justice:
- Identity:
  - continue to develop language along with historical and cultural knowledge that affirm and accurately describe yours and others' membership in multiple identity groups
  - grow in understanding of the complex components that contribute to an individual's identity

Your goals:

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Semana n° 5
Nuestras raíces
¿Cómo se forma la comunidad en un mundo migratorio?

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<th>Fecha</th>
<th>Actividades en clase</th>
<th>Preparación para la próxima clase</th>
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</table>
| lunes 4 de mayo| **Entregar:** Composición 1.3 (impresa)  
**Discusión de lectura:** Introducción de *Postville: La criminalización de los migrantes*  
**Escritura espontánea:** Writing Diagnostic Assessment (WDA 1) | **WDA 1:** La vida escolar y la universitaria. |
| miércoles 6 de mayo | **Presentaciones en ronda**                                                        | ¡Película! Haz un breve análisis por escrito sobre cómo aborda la película dos temas, la **identidad y la comunidad**, además de dos aspectos lingüísticos: el **lenguaje** (por ejemplo, expresiones nuevas para ti) y el **acento regional**. Trae tus comentarios a clase. |
Objectives for Week 6

Intercultural Competence:
- continue to self-monitor, self-evaluate, and grow in cultural awareness
- develop a more culturally authentic frame of reference informed by film

Language:
- continue to monitor and evaluate your own language development:

Interpersonal Communication:
- discuss opinions, outlooks, hopes, and fears
- exchange information on current events in the Spanish-speaking world
- listen to and imitate how others speak

Interpretive Communication:
- view and understand portions of the film without the use of subtitles
- comprehend different registers and varieties of Spanish through film

Presentational Communication:
- summarize extemporaneously
- become increasingly aware of and employ appropriate language in oral presentations
- prepare and give a largely rehearsed presentations using authentic materials
- answer questions about your presentation topic
- ask appropriate questions of oral presenters (to clarify, restate, or elaborate on the topic)

Social Justice:
Diversity:
- develop language and knowledge to respectfully describe how people (including yourself) are both similar to and different from each other
- express comfort with people who are both similar and different from you and engage actively and respectfully with all grow in understanding of the lived histories of others

Your goals:

<table>
<thead>
<tr>
<th>Wednesday, May 11</th>
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<tbody>
<tr>
<td>Lunes 11 de mayo</td>
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<tr>
<td>Discusión de las películas</td>
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<tr>
<td>Composición 2: Ensayo narrativo y persuasivo: Perspectivas de la migración. Encontrar y leer en el internet y en la biblioteca al menos 2 fuentes más relacionadas a un tema conectado con la migración o una comunidad migrante (por ejemplo: aburguesamiento, educación, identidad, juventud, labor, lenguaje, salud, etc.). Tomar notas sobre puntos clave de las lecturas, traer tus apuntes y las fuentes la próxima clase.</td>
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<tr>
<th>Wednesday, May 13</th>
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<tr>
<td>Miércoles 13 de mayo</td>
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Objectives for Week 7

Intercultural Competence:
continue to self-monitor, self-evaluate, and grow in cultural awareness
develop a more culturally authentic frame of reference informed by counternormative perspectives

Language:
continue to monitor and evaluate your own language development:

Interpersonal Communication:
discuss opinions, outlooks, hopes, fears, and doubts
exchange information on current events in the Spanish-speaking world
continue to listen to and imitate how others speak

Interpretive Communication:
follow shifting topics in a conversation (e.g., narrative sequences)
summarize/analyze the main ideas and supporting data of oral and written reports

Presentational Communication:
use online resources to check choice of words and phrases for oral reports and in writing

Social Justice:
Action:
recognize your own responsibility to stand up to societal exclusion, prejudice, and injustice
make principled decisions about when and how to take a stand against bias and injustice in everyday life and do so despite negative peer or group pressure

Your goals:
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Semana n° 7
Una voz fronteriza:
Gloria Anzaldúa
¿Cómo son las identidades fronterizas y cómo se forman?
¿Cómo es el feminismo chicano y qué relevancia tiene hoy?

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<th>Fecha</th>
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<th>Preparación para la próxima clase</th>
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<tr>
<td>miércoles 20 de mayo</td>
<td>Discusión de lectura: Preface &amp; The homeland, Aztlán</td>
<td>Composición 2.2: Revisar tu ensayo tomando en cuenta los comentarios de tu profesora. Subir una copia revisada en PDF a Canvas. Audición: Escucha las noticias o un podcast de interés para ti.</td>
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Objectives for Week 8

Intercultural Competence:
continue to self-monitor, self-evaluate, and grow in cultural awareness
develop a more culturally authentic frame of reference informed by varied perspectives

Language:
continue to monitor and evaluate your own language development:
Interpersonal Communication:
continue to discuss opinions, outlooks, hopes, fears, and doubts
continue to exchange information on current events in the Spanish-speaking world
Interpretive Communication:
get meaning from context, and summarize main ideas and supporting data
synthesize information
Presentational Communication:
edit for common mistakes

Social Justice:
Action:
consider and evaluate strategies for possible collective action

Your goals:
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Semana n° 8
Una voz liberadora:
Alejandro Solalinde
¿Cómo se pueden apoyar a los migrantes?

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<tr>
<td>lunes 25 de mayo</td>
<td>DÍA MEMORIAL: NO HAY CLASE.</td>
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<tr>
<td>miércoles 27 de mayo</td>
<td>Composición 2.2: Taller de auto-edición.</td>
<td>Lectura: Síscar «La teología de la liberación».</td>
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<td>Enfoques gramaticales: el subjuntivo (presente y pasado)</td>
<td>WDA 2: Nuestro involucramiento comunitario: Reflexiones sobre la riqueza cultural comunitaria.</td>
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<td>y las cláusulas en s/</td>
<td>Presentación final: Sigue practicando.</td>
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<td></td>
<td>Presentación final: Preparación y práctica</td>
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<tr>
<td></td>
<td>Pre-lectura: La teología de la migración.</td>
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*The SOPI (Simulated Oral Proficiency Interview) and WPA (Writing Proficiency Assessment) (see next page) are language assessments carried out by the Stanford Language Center, designed to measure the oral and writing proficiencies of students who take first- and second-year -LANG courses. Both assessments measure what students can do functionally with the language, and consist of real-life speaking and writing tasks. In Spring Quarter, 2020, we will conduct online interviews instead of in-person SOPIs.*
Objectives for Week 9

Intercultural Competence:
- revisit and reflect upon your most important intercultural competence goals and gains this quarter

Language:
- continue to monitor and evaluate your own language development:
  - Interpersonal Communication:
    - use formal and informal language to address other speakers appropriately according to context
  - Interpretive Communication:
    - take notes on oral and written texts (e.g., articles, presentations, news reports)
    - understand the main ideas and significant details of live oral presentations
    - summarize arguments conveyed in oral presentations
  - Presentational Communication:
    - prepare oral and written presentations using authentic materials
    - give largely rehearsed presentations, using bulleted notes as necessary, of 10-15 minutes in length
    - use increasingly appropriate presentational language in oral and written reports
    - field questions from the audience on your presentation topic

Social Justice:
- Identity, Diversity, Justice and Action:
  - revisit and reflect upon your most important social justice goals and gains this quarter

Your goals:

| __________________________________________ | __________________________________________ |
| __________________________________________ | __________________________________________ |
| __________________________________________ | __________________________________________ |
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Semana n° 9

Reflexión:
¿Cómo se relacionan el arte en comunidad, la migración y las fronteras?

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<tbody>
<tr>
<td>lunes 1° de junio</td>
<td>Discusión de lectura: «La teología de la liberación»</td>
<td>Presentación final: Sigue practicando.</td>
</tr>
</tbody>
</table>
| miércoles 3 de junio | Lectura en clase: Poemas selectos de Javier Sicilia  
|                     | Presentación final: Preparación y práctica  
|                     | Writing Proficiency Assessment (WPA hora y fecha por confirmar)*                      | Composición 2.3: Versión final impresa con material acompañante.  
|                     |                                                                                       | Presentación final: Sigue practicando.                                 |
Objectives for Week 10:

Intercultural Competence:
- revisit and reflect upon your intercultural competency goals going forward

Language:
- continue to monitor and evaluate your own language development

Interpersonal Communication:
- use formal and informal language to address other speakers appropriately according to context

Interpretive Communication:
- take notes on oral and written texts (e.g., articles, presentations, news reports)
- understand the main ideas and significant details of live oral presentations
- summarize arguments conveyed in oral presentations

Presentational Communication:
- prepare oral and written presentations using authentic materials
- give largely rehearsed presentations, using bulleted notes as necessary, of 10-15 minutes in length
- use increasingly appropriate presentational language in oral and written reports
- field questions from the audience on your presentation topic

Social Justice:
- Identity, Diversity, Justice and Action:
  - revisit your most important social justice goals going forward

Your goals:
- _____________________________________________________________
- _____________________________________________________________
- _____________________________________________________________
- _____________________________________________________________
- _____________________________________________________________

Semana n° 10
Presentaciones finales: Facetas de la migración
¿Qué aprendiste este trimestre?
¿Cómo vas a seguir de aquí?

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<tr>
<td>lunes 8 de junio</td>
<td>Entregar: Composición 2.3 (impresa) Síntesis y repaso</td>
<td>Practica tu presentación final.</td>
</tr>
<tr>
<td>miércoles 10 de junio</td>
<td>Presentaciones en ronda</td>
<td>Programa tu entrevista final.</td>
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</table>

EXAMEN FINAL: **NO HAY ESTE TRIMESTRE.**
¡FELICES VACACIONES!