If you’ve ever wondered about any of today’s most pressing problems and also sought solutions for them, then this course is for you! The principal goal of SPANLANG 11SL is to provide you with the space to research a deep-seated societal issue of great interest to you and give you the support to do so in Spanish. But besides analyzing issues, we’ll also seek to ideate and actuate solutions. In short, this course is about activism!

SPANLANG 11SL is a community engaged language learning (CELL) 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. In terms of activities, our course has three main components: (1) community engagement, (2) individual and collective research, and (3) individual and collective action.
(1) **Community Engagement:**
Our class will work with:

- Both in and out of class, Spanlang 11SL students will interact with staff and clients of the [Day Worker Center of Mountain View](http://dayworkercenter.org). Students will converse with workers and get to know about the day-to-day experiences of day laborers in the Silicon Valley, and may be able to relate some of these experiences to some of the world issues described below.
- Through [Freedom for Immigrants](http://freedomforimmigrants.org), we will attempt to write letters in Spanish to migrants detained while awaiting their asylum proceedings. Unfortunately, due to COVID, it is unclear at this writing if such letters will be able to be delivered.

(2) **Individual and Collective Research:**
Alongside a small group of classmates, students will investigate and analyze the historical roots and current status of a societal issue, present their findings to their peers, and strategize about a plan of action to take together in response. We will also gain insights from and interact with campus and community activists invited to speak to our class.

Listed below are issues, many that intersect and overlap, which disproportionately affect Black, Latinx (including Afrolatinx), indigenous communities, and other communities of color, both in the U.S. and worldwide. Many of these issues may also disproportionately affect the poor, women, children, and/or LGBTQ+ folks, or people of various religious backgrounds.

You may choose from among these issues, whether broadly or with a laser focus on one aspect, or you may have another issue you’re passionate about exploring. You may seek answers to one question or to a variety of questions within a given topic. Here are some possibilities:

- **El aburguesamiento/Desplazamiento y sus efectos:** How is gentrification described as a process and what are its effects? For example, in the Bay Area, how did gentrification take hold, and how does it affect workers and their families today, including those at Stanford? Should universities provide housing for their workers, not merely for students and some professors?
- **El cambio climático:** When and how was climate change discovered, and how did it become a political football whose veracity was questioned? How does climate change disproportionately affect varying communities? What needs to happen to stem the tide of climate change? What can we do, individually and collectively, to combat it?
- **El complejo industrial carcelario:** What is the prison industrial complex, and what are the roots of the disparate incarceration rates in our society? How did the U.S. become the country with the highest incarceration rate in the world? How does the criminal justice system contribute to high incarceration rates? What role do private companies play in incarceration, and how has this affected both those convicted of a crime or detained as undocumented? What organizations are combatting injustice in these areas, and how can we contribute?
- **Desiertos alimentarios:** What are food deserts and where are they? What ways are they being combatted at the local and global level? Are efforts at producing genetically modified foods safe or deleterious? What are local community groups, like Tha Hood Squad in East Palo Alto, doing to combat food shortages, and how can we support their efforts?
• **Disparidades de salud**: What are the roots of health disparities, such as disproportionate rates of coronavirus and unequal access to medical care? What is being done to counter these effects, and how can we support these efforts?

• **Restricciones migratorias**: What rights, if any, do migrants have? How do immigration restrictions play out among various groups in different countries? In the U.S., how have the Chinese Exclusion Act of 1882 and subsequent laws reverberated in the many immigration restrictions enacted today? How do immigration restrictions target various racial, ethnic, and/or religious groups in the U.S. or abroad? How have past and present restrictions sought to dehumanize migrants? Do immigration restrictions ever loosen in response to pressures from abroad, such as extreme violence or famine? What actions are under way to support migrants, and how can we support those efforts?

• **El cauce de la escuela a la prisión**: What is the school-to-prison-pipeline, which communities does it affect, and how does it affect them? Does it exist similarly in other countries beyond the U.S.? What can be done to counter this pattern?

• **La proliferación de armas**: Why are guns so readily available in the U.S., and how does gun proliferation in the U.S. affect neighboring countries and those to the south of us?

• **El racismo medioambiental**: How has environmental racism played out in a given community? How might the color of your skin or the language you speak affect whether you live near a factory that spews noxious fumes, like the oil refineries in Richmond or Martinez, CA; near fields sprayed with pesticides, as in Watsonville, CA; or in a neighborhood with relatively few trees, such as the North Fair Oaks neighborhood of Redwood City? How have residents sought to counter environmental injustice, and what can we do to support them?

• **La trata/el tráfico humano**: How is this form of modern day slavery related to forms of slavery in the past? Are immigration restrictions tied to the rise in human trafficking today? What is being done to combat this issue and how can we contribute to the solution?

Again, these issues appear to disproportionately affect Black, indigenous, or other peoples of color (BIPOC), and may also affect people based on gender, social class, religion, and/or other societal categories, so that will be a special focus of your investigation for the purposes of exposing injustice and strategizing on how to counter it.

**Use of your varied skill sets**: You will bring to bear your talents, abilities, interests and background to this project. So, for instance, if you speak a third language beyond Spanish and English, you may wish to use that language to interview subjects about their experiences, or to read up on a topic and its reverberations here or elsewhere in the world for the sake of comparison. You will also use English to gain background knowledge in a subject, in order to deepen your understanding. You will in turn use these forms of background knowledge to study a subject in Spanish and when interacting with Spanish-speaking community members inside or outside of class. Additionally, if you're particularly good with (or just interested in) video production, podcasting, website development, creative writing, or art as a medium of social change, then you and your group may choose to produce your final project, **in Spanish**, as a video presentation, podcast, website, creative writing piece, or art installation, or you may prefer a more traditional, written report, to give just a few examples.

**(3) Individual and Collective Action**
In the final weeks of the course, we will share our ideas for acting individually and collectively, and decide what collective action we wish to take going forward. We may want to continue to fundraise for a given group or organization; write to government officials, Spanish language news publications, prisoners or detainees; or participate in some other collective action of our choosing.
How this course is organized...
**Work Stages:** During the first weeks of class, you will begin by researching and individually writing a composition on a topic of interest such as those listed above. At the same time, you will collaborate with classmates and community partners with similar interests, the idea being that your initial composition can contribute to the knowledge base of your group, creating different interlocking parts that will ultimately contribute to the whole, final group project. Our work will proceed as follows:

- **Week 1:** Our identities: Who are we and what do we stand for?
- **Week 2:** Deciding on initial topics, researching for my first composition, seeking project allies with similar interests. Writing a rough draft of my individual composition.
- **Week 3:** Revising my composition first draft. Exploring possibilities for collaboration among classmates with similar interests. Drafting a group project plan.
- **Week 4:** Editing my composition second draft. Revising our group project plan.
- **Week 5:** Completing a final draft of the composition and presenting my findings to the class. Informally sharing our group project ideas with the class and seeking their suggestions for further analysis.
- **Week 6:** Informally sharing our group project ideas with the class and seeking their suggestions for further analysis. What are our ideas for moving forward? Further research and refinement.
- **Week 7:** Group project collaborations. Community visitors.
- **Week 8:** Group project collaborations. Community visitors.
- **Week 9:** Group project completion. Community visitors.
- **Week 10:** Group presentations.

As you can see, this course is designed for those who are self-motivated, curious, passionate, and eager to engage with the world despite the serious obstacles we face today. If your ideal language class is one in which you’re spoon-fed a series of worksheets, grammar rules, and “fun” topics like festivals where people throw tomatoes at each other, then this course is probably not for you. (We’d be more likely to debate whether the Tomatina is a fruitful cultural activity or a waste of food in a world where many go hungry.) In terms of the study of grammar, although we’ll briefly review some structures this quarter (preterite and imperfect, *ser* and *estar*, the subjunctive and *si* clauses), the study of grammar and vocabulary will more often be integrated with other learning activities like writing and speaking. In short, unless you specifically request them, there will be no worksheets (although quite possibly an occasional Kahoot! challenge 😃).

**More on course themes, activities, and materials:**
As you explore your own interests, we will explore as a class the following themes:

**Unidad 1: Identidades (Semanas 1-3)**
- ¿Quiénes somos y qué representamos?
- Identidades fronterizas: Selecciones de los escritos de Gloria Anzaldúa
  - ¿Son las fronteras reales o imaginadas, físicas o psicológicas? ¿Qué pasa cuando se cruza una frontera?
  - Identidades afrolatinas y latinoasiáticas

**Unidad 2: Injusticia y activismo (Semanas 4-7)**
- Migración e injusticia
  - Comunidades (e identidades) desplazadas: indígenas y neoindígenas
  - La ley de asilo
• Redadas en Iowa y Mississippi
• Activismo y resistencia
  • El ejemplo de Alejandro Solalinde
  • ¿Qué están haciendo lxs activistas en Stanford y comunidades cercanas? (Visitas de activistas de Stanford y comunidades cercanas)

Unidad 3: Resumen (Semanas 8-10)
• ¿Qué aprendimos y cómo lo aplicamos de aquí en adelante?

Reflection
As noted in Julia Álvarez' *El tiempo de las mariposas*: “La reflexión profundiza el alma” - “Reflection deepens the soul” (p. 37). Unless we reflect often on our attempts to engage with the community and connect those to our in-class learning, we cannot fully gain from those experiences. As such, we will reflect frequently, both through writing and video/audio recording, on our learning and community engagement activities.

Course Goals
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](http://spanlang.stanford.edu) for more complete information on all Spanlang courses. In addition to the course goals listed at [http://spanlang.stanford.edu](http://spanlang.stanford.edu) for Spanlang 11, SL students will also:

- seek to contribute to a more just society through greater awareness of interconnected issues surrounding identity, diversity, justice, and action.
- gain in appreciation for the community cultural wealth (Yosso, 2005) of Spanish-speaking communities, whether local or global, contemporary or historical.
- gain in awareness of and respect for the historical roots and daily life of Spanish-speaking communities in the U.S.
- gain in ability to communicate effectively with Spanish speakers representing diverse communities.
- investigate and articulate, in Spanish and with increasing clarity, some significant historical forces and their relation to current issues.
- gain in understanding of the relationships between sociocultural perspectives, practices, and products emerging from Spanish-speaking communities, 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, and recognize their responsibility to confront bias and injustice.

Course materials will include:


ORTIZ ESCÁMEZ, M. (sin fecha). Palo Altico: Agroindustria y despojo territorial en Colombia. [https://www.multimediapoliticas.mx/copia-de-habitat](https://www.multimediapoliticas.mx/copia-de-habitat)


**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:
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Semana n° 1
Introducción al curso
¿Quiénes somos y qué representamos?

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<th>Fecha</th>
<th>Actividades en clase</th>
<th>Preparación para la próxima clase</th>
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| martes 12 de enero | Introducción al curso:  
Los 4 puntos de reflexión: FACE  
Principios de la práctica ética  
Introducción a Yosso. Whose culture has capital?  
¿Qué cultura tiene el capital?  
Visita a la clase de María Marroquín, Directora del Centro Jornalero de Mountain View, CA | Estudiar: Programa del curso en  
http://spanlang.stanford.edu y en Canvas, con atención a las posibilidades de involucramiento comunitario. ¿Qué oportunidades te interesan?  
Mirar el documental Borderless Dreams en YouTube:  
https://www.youtube.com/watch?v=ADTAlokIJYM |
| jueves 14 de enero | Involucramiento comunitario: ¿Qué aprendimos?  
Discusión de lección: «Whose culture has capital?»  
¿Qué cultura tiene el capital?  
Ensayo de apertura: ¿Quién soy yo? Lluvia de ideas, identidades sociales  
Composición y primera presentación oral: Lluvia de ideas  
Repass: Usos del imperfecto  
Visitas del Centro Jornalero | Estudiar: Usos del imperfecto  
Discusión de apertura: ¿Quién soy yo? (describe tu personalidad, aspecto físico, tus intereses, tu vida y ambiciones futuras.  
Composición: Familiarízate con el propósito y expectativas de esta asignación y empieza a buscar artículos de apoyo.  
Lectura y Discusión: Leer y responder en breve al editorial del difunto congresista John Lewis. |
**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

**Identidades y fronteras:**

**Gloria Anzaldúa**

¿Qué es una frontera y cómo participa en la construcción de nuestra identidad?

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<th>Actividades en clase</th>
<th>Preparación para la próxima clase</th>
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| martes 19 de enero| Discusión de apertura: Mi biografía «¿Quién soy yo? ¿Quién era entonces» responder a nuestras contribuciones en Canvas.  
Composición: buscar y compartir artículos  
Repaso: Uso del pretérito | Composición: Seguir buscando artículos y otros materiales de apoyo. Refinar tu tema y busca expresar una tesis.  
Lectura: Leer y prepararte para compartir un segundo artículo con la clase.  
Estudiar: Uso del pretérito.  
Completar: La flor de identidad. |
| jueves 21 de enero| Composición: Compartir artículos y posibles tesis. Buscar colegas con intereses similares.  
Involucramiento comunitario: ¿Cómo vamos?  
Preelectura: ¿Qué es una frontera y cómo se define? ¿Cómo contribuyen las fronteras a nuestras identidades?  
Escuchar: Buscar y escuchar algún material auditivo en español, tal como un podcast o video, para apoyar tu composición.  
Composición: Escribir el primer borrador. |
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
Identidades fronterizas, Identidades migratorias
¿Cómo se experimentan las identidades latinas?

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<th>Preparación para la próxima clase</th>
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<tr>
<td>martes 26 de enero</td>
<td>Composición: Revisión entre colegas. Búsqueda de colegas con intereses similares.</td>
<td>Búsqueda de información para la Composición: Encontrar y leer menos 3 artículos sólidos en español relacionados a tu tema elegido. Resume el objetivo del artículo. Exploración de identidades: Prepararte para compartir lo que aprendiste con la clase.</td>
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<td>Discusión de lectura: Preface &amp; The homeland, Aztlán: identidades chicanas e indígenas</td>
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<td>jueves 28 de enero</td>
<td>Exploraciones: identidades afrolatinas y latinoasiáticas</td>
<td>Estudiar: usos de ser y estar. Composición: Escribir el segundo borrador. Revisar tu ensayo tomando en cuenta los comentarios de tu profesora. Subir una copia revisada en PDF a Canvas. Reflexión: ¿Cómo vamos con el involucramiento comunitario?</td>
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<td>Enfogue gramatical: ser y estar</td>
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<td>Involucramiento comunitario: ¿Cómo vamos?</td>
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<td>Visitas del Centro Jornalero</td>
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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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<th>Preparación para la próxima clase</th>
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| martes 2 de febrero| Preparación del tema: ¿Por qué se migra? ¿Es un crimen migrar sin documentos?  
Audición: Escuchar las noticias, un video o un podcast, etc., en relación a tu proyecto final. |
| jueves 4 de febrero| Composición: Taller de auto-edición. Enfoques gramaticales: la narración en pasado, uso de ser y estar  
Preparación: empezamos a practicar nuestras presentaciones orales  
Presentación oral: preparación final.  
Lectura: Introducción de Postville: La criminalización de los migrantes.  
¡Ojo! Completar dentro de dos semanas: Mirar una de las películas seleccionadas sobre migración a los Estados Unidos, El Norte (ZDVD 21969) o Sin nombre (ZDVD 2096) durante el fin de semana para evitar la prisa de último momento. Utilizando la hoja proporcionada en Canvas, vas a realizar un breve análisis sobre cómo aborda la película los temas de identidad y comunidad, además de dos aspectos lingüísticos: el lenguaje (por ejemplo, expresiones nuevas para ti) y acento regional. Trae tus comentarios a clase. |
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
Migración e injusticia
¿Cómo se desplazan las comunidades?

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<th>Preparación para la próxima clase</th>
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<tbody>
<tr>
<td>martes 9 de febrero</td>
<td>Entregar: Composición, versión final Discusión de lectura: Introducción de Postville: La criminalización de los migrantes El desplazamiento: El caso de Palo Alto, Colombia Escritura espontánea: Writing Diagnostic Assessment (WDA 1)</td>
<td>WDA 1: Reacción y reflexión sobre el desplazamiento. Discusión en Canvas: Subir el «periódico mural» que acompaña tu presentación oral.</td>
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<td>jueves 11 de febrero</td>
<td>Involucramiento comunitario: ¿Cómo vamos? Presentaciones en ronda</td>
<td>¡Pelicula! Haz un breve análisis por escrito sobre cómo aborda la película dos temas, identidad y comunidad, además de dos aspectos lingüísticos: el lenguaje (por ejemplo, expresiones nuevas para ti) y acento regional. Trae tus comentarios a clase.</td>
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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:


Semana n° 6
Comunidades migratorias:
¿Cómo debe ser la política del asilo?

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<th>Actividades en clase</th>
<th>Preparación para la próxima clase</th>
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<tbody>
<tr>
<td>martes 16 de febrero</td>
<td>Discusión de las películas</td>
<td>Audición: La ley de asilo.</td>
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</tbody>
</table>
| jueves 18 de febrero | La ley de asilo: ¿Cómo funciona, y cómo no funciona?  | Audición: Escucha las noticias, un podcast o video, etc. de interés para el proyecto grupal.  
|                  | Involucramiento comunitario: ¿Cómo vamos?               | WDA 2: Reflexión: ¿Cómo vamos con el involucramiento comunitario?  
|                  | Pre-lectura: La teología de la migración.               | Lectura: Síscar «La teología de la liberación».                      |
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

El activismo de una voz liberadora:
Alejandro Solalinde

¿Cómo se pueden apoyar a los migrantes?

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<th>Actividades en clase</th>
<th>Preparación para la próxima clase</th>
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<tr>
<td>martes 23 de febrero</td>
<td>Discusión de lectura: «La teología de la liberación»</td>
<td>Seguimiento auditivo: Un documental sobre el padre Solalinde.</td>
</tr>
<tr>
<td>jueves 25 de febrero</td>
<td>Involucramiento comunitario: ¿Cómo vamos?</td>
<td>Preparación grupal</td>
</tr>
</tbody>
</table>
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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________________________________
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Semana n° 8
¿Cómo será el activismo nuestro?

<table>
<thead>
<tr>
<th>Fecha</th>
<th>Actividades en clase</th>
<th>Preparación para la próxima clase</th>
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<td>martes 2</td>
<td>Visitas de la comunidad y preparación del</td>
<td>Investigar y preparar con el grupo.</td>
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<tr>
<td>de marzo</td>
<td>proyecto final grupal</td>
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<td></td>
<td>Entrevistas</td>
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<td>jueves 4</td>
<td>Visitas de la comunidad y preparación del</td>
<td>Investigar y preparar con el grupo.</td>
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<td></td>
<td>Entrevistas</td>
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</table>
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:

______________________________________________________________

______________________________________________________________

______________________________________________________________

Semana n° 9
Reflexión:
¿Cómo se relacionan el arte en comunidad, la migración y las fronteras?

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<thead>
<tr>
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<th>Preparación para la próxima clase</th>
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<td>jueves 11 de marzo</td>
<td>Visitas de la comunidad y preparación del proyecto final grupal Entrevistas</td>
<td>Practicar la presentación final grupal.</td>
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</tbody>
</table>
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:
__________________________________________________________
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__________________________________________________________

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

<table>
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<tr>
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<th>Actividades en clase</th>
<th>Preparación para la próxima clase</th>
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<td>Presentaciones grupales</td>
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<td>Entrevistas</td>
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<td>jueves 18 de marzo</td>
<td>Presentaciones grupales</td>
<td>¡FELICES VACACIONES!</td>
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<td></td>
<td>Entrevistas</td>
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</tbody>
</table>

¡FELICES VACACIONES!