Exposure: Making Changes in American Public Education

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The East Bay Met School in Newport is structured to be an alternative learning program that focuses on the needs and interests of individual students. There are approximately 90 students in grades 9-12, and the Met encourages each student to participate in a variety of internships and create independent projects. Students present an exhibition each quarter to their fellow peers, teachers, family members and members of the community to show their progress and get insight from the audience as to what they need to work on and encouragement for their endeavors in the upcoming semester.

I began as a student volunteer at the Met in September 2007 through the MTI program at URI. MTI offers URI students a chance to volunteer in local schools for 3-6 credits in the Political Science department. The experience that I had at the Met was so positive for me that I am now a TA for MTI and am focusing my senior honors project on teaching a class at the Met school.

My time at the Met was spent leading several different Spanish conversational groups as well as a Rosetta Stone class each Friday. I also spent a lot of time in gym class! Though the classes that I led at the Met were always fun and helped me to form successful relationships with the students, I did not think they were very academically successful. At the Met there is no foreign language program, and many of the students are Spanish speakers and are interested in learning and practicing the language. There is no outlet for this interest, so I decided to create a 10-week short course that will accommodate up to 10 students, preferably those who speak the language though the class will be open to any students who exhibit genuine interest in what we are attempting.

The class will be called “Exposure,” and will serve as a forum for cultural expression where the students and I all learn from each other about different Spanish speaking countries and cultures. Students will choose their own Spanish-speaking country and persona that they will keep for the entire class. Throughout this time my hope is that we all expose each other to many aspects of these countries, including history, politics, poetry, film, music, literature, religion, and whatever else happens to be relevant. Each week current events as well as a new topic will be discussed, and students will be responsible for weekly preparation to speak with the class about their findings on an assigned topic. At the end each student will have compiled a small portfolio about their country and depending which students attend class most of the speaking will be done to the best of their ability in Spanish, as well as in the form of the fictitious citizen they have created from their research on their chosen country.

Volunteering at the Met made me comfortable in a school setting, and the experience that I had there this past year has affected my choices after graduation. I am currently in the process of applying to Teach for America and am tentatively scheduled to begin teaching high school in New Orleans in the fall of 2010. Never would I have considered this option had I not joined MTI and spent so much time at the Met, being forced to focus my attention on the educational system in America. It is important for me to have as much experience as possible before I jump into the Louisiana school system, and I want this project to serve as my first trial in teaching a real class to students. Because I am also interested in alternative methods of education, I am eager to witness the reactions of students to the subject matter and learn what it is that engages them.

Please see the attached syllabus to get a better idea of the structure of the proposed class.
Hello Advisors!                                        September 24, 2009

The following is a tentative syllabus for a class that I have created in hopes to teach it this fall at the Met, as a final project before graduation from URI in December. Last year I had a blast here getting to know the students and the school itself, and this time around I am hoping to contribute something that is more on the academic side than the groups I was part of last year. The Spanish conversational club was fun, but I never felt as though I had the time to prepare what I needed for it to be a better learning experience.

The class I have created is called “Exposure,” and will serve as a forum for cultural expression where the students and I all learn from each other about different Spanish-speaking countries and cultures. Students will choose their own Spanish-speaking country and persona that they will keep for the entire class. Throughout this time my hope is that we all expose each other to many aspects of these countries, including history, politics, poetry, film, music, literature, religion, and whatever else happens to be relevant. Each week current events as well as a new topic will be discussed, and students will be responsible for weekly preparation to speak with the class about their findings on an assigned topic. At the end each student will have compiled a small portfolio about their country and depending which students attend class most of the speaking will be done to the best of their ability in Spanish, as well as in the form of the fictitious citizen they have created from their research on their chosen country. Students will be invited to attend and speak at my honors project presentation at URI in December. This is a 10-week short course that will accommodate up to 10 students, preferably those who speak the language though the class will be open to any students who exhibit genuine interest in what we are attempting.

What I am asking for is a time, (will Friday work?) once a week for a least an hour, preferably an hour and a half and a space to meet with students at the same time, same place each week. I am looking for students who are interested and will commit to completing the small amount of work I am asking for, and that they be reminded and encouraged to keep up to date with this work during the week.

Keep in mind that I am new to this; I am open to any and all feedback and would appreciate your comments and criticisms. If all goes as planned, this should be a fun and interesting learning experience!

//ExPOsure\ Syllabus Fall 2009

The goal of this class is to create an enthusiastic and inspiring environment where we will learn together about other countries and cultures. This class requires a lot of student participation and a modest amount of research and work. Student responsibilities are as follows:

- 6 1+-page responses and summaries from the research you will conduct
- Bring 1 newspaper article that interests you and affects your country each week, current events will be discussed at the beginning of each class and 8 articles must form part of your portfolio.

- 1 1-5 minute speech

- 1 2-4 page skit (to be performed in class) May be done in pairs

- Final response (send by email)

By the end of the class each student will have compiled a small portfolio about their particular country. Each student will also receive a CD and recipe booklet.

**CLASS #1 Wednesday, September 30th**

Students choose a country (Fact sheets and binders to begin portfolios are provided)

Introduction/Expectations

Homework: Choose who you want to be! Where do you live? What is your name, age? What is the climate like? Do you have a job, a family? What is your socio-economic status? Political views? Be prepared to tell the class about your new persona in a 1-5 minute speech, and to keep this character for the rest of the course. The speech is to be done in Spanish either fully or in part.

What music do you listen to? Find a song from an artist in your country and send me the lyrics by Tuesday, September 29th.

**CLASS #2 Wednesday, October 7th**

Current events

Students will speak for 1-5 minutes from the point of view of a citizen of their country and questions will follow. To be recorded.

Listen to all the chosen songs and follow along with the lyrics. We will discuss the implications of the lyrics and why the music was selected.

Homework: Research any famous or obscure authors or poets that you like. Bring something in as well as 1+ page describing the author, their message, and why you like them.

**CLASS #3 Wednesday, October 14th**

Current events

Share and discuss literature/poetry

Write a poem as a class! (In Spanish!)

Homework: Research the film industry in your country. Find a director that interests you and watch trailers/clips online. Pick the best one and save the URL so you can share it with the class. Write a 1-page background on the director.

**CLASS #4 Wednesday, October 21st**

Current events

Watch film clips and discuss! Carlos Saura film (OR FIELD TRIP TO SALSA STUDIO)
Homework: research styles of dance in your country and be prepared to tell us/show us. Write a 1-page description. Look up Halloween celebration in your country. Keep your findings in mind for next week. Dress up or do something creative if you would like.

**CLASS #5 Wednesday, October 28th**

Current events

Day of the Dead Celebration

Share Dance findings

Homework: Partner up and prepare a short skit highlighting political/cultural issue in your country. Must be 2-4 pages long and preformed in Spanish.

**CLASS #6 Wednesday, November 4th**

Current events

Perform (and record) skits!

Homework: Think about the current events you have been keeping track of. Write a response dealing with one or more of these articles and why it would affect you as a citizen of your country.

**CLASS #7 Wednesday, November 11th**

Current events, share reactions to articles

Homework: ART! Find an artist you like and write a short bio. Bring in photos or your own duplication/representation. Think about what the artwork means to you as a citizen of your country.

**CLASS #8 Wednesday, November 18th**

Current events

**ART CELEBRATION**

Share some art. DO some art. Class makes a big banner.

Homework: Food! What is the food like in your country? Find recipes, bring them in. Write a response about food and the cultural significance you can see. Can you connect your findings to politics RELIGION/CONFLICT?

**LAST CLASS! CLASS #9 Monday, November 23rd or Wednesday the 25th**

Class party, complete country portfolios, pass out CD’s and recipes. Students may bring food as well as 1 guest and must be in character.

Due by email the following week: Statement about what you learned, liked, didn’t like, etc…

**COSTA RICA**
Although explored by the Spanish early in the 16th century, initial attempts at colonizing Costa Rica proved unsuccessful due to a combination of factors, including: disease from mosquito-infested swamps, brutal heat, resistance by natives, and pirate raids. It was not until 1563 that a permanent settlement of Cartago was established in the cooler, fertile central highlands. The area remained a colony for some two and a half centuries. In 1821, Costa Rica became one of several Central American provinces that jointly declared their independence from Spain. Two years later it joined the United Provinces of Central America, but this federation disintegrated in 1838, at which time Costa Rica proclaimed its sovereignty and independence. Since the late 19th century, only two brief periods of violence have marred the country's democratic development. Although it still maintains a large agricultural sector, Costa Rica has expanded its economy to include strong technology and tourism industries. The standard of living is relatively high. Land ownership is widespread. In January 2008, Costa Rica assumed a nonpermanent seat on the UN Security Council for the 2008-09 term.

POPULATION: 4,253,877 (July 2009 est.)

GOVERNMENT TYPE: democratic republic

CAPITAL: San Jose

INDEPENDENCE: 15 September 1821 (from Spain)
The native Amerindian population of Cuba began to decline after the European discovery of the island by Christopher COLUMBUS in 1492 and following its development as a Spanish colony during the next several centuries. Large numbers of African slaves were imported to work the coffee and sugar plantations, and Havana became the launching point for the annual treasure fleets bound for Spain from Mexico and Peru. Spanish rule eventually provoked an independence movement and occasional rebellions that were harshly suppressed. US intervention during the Spanish-American War in 1898 assisted the Cubans in overthrowing Spanish rule. The Treaty of Paris established Cuban independence from the US in 1902 after which the island experienced a string of governments mostly dominated by the military and corrupt politicians. Fidel CASTRO led a rebel army to victory in 1959; his iron rule held the subsequent regime together for nearly five decades. He stepped down as president in February 2008 in favor of his younger brother Raul CASTRO. Cuba's Communist revolution, with Soviet support, was exported throughout Latin America and Africa during the 1960s, 1970s, and 1980s. The country faced a severe economic downturn in 1990 following the withdrawal of former Soviet subsidies worth $4 billion to $6 billion annually. Cuba portrays its difficulties as the result of the US embargo in place since 1961. Illicit migration to the US - using homemade rafts, alien smugglers, air flights, or via the southwest border - is a continuing problem. The US Coast Guard intercepted 2,656 individuals attempting to cross the Straits of Florida in fiscal year 2007.

POPULATION: 11,451,652 (July 2009 est.)

GOVERNMENT TYPE: Communist state

CAPITAL: Havana

INDEPENDENCE: 20 May 1902 (from Spain 10 December 1898; administered by the US from 1898 to 1902); not acknowledged by the Cuban Government as a day of independence

SOURCE: The CIA online World Factbook
Populated for centuries by aboriginal peoples, the island was claimed by the Spanish Crown in 1493 following COLUMBUS’ second voyage to the Americas. In 1898, after 400 years of colonial rule that saw the indigenous population nearly exterminated and African slave labor introduced, Puerto Rico was ceded to the US as a result of the Spanish-American War. Puerto Ricans were granted US citizenship in 1917. Popularly-elected governors have served since 1948. In 1952, a constitution was enacted providing for internal self government. In plebiscites held in 1967, 1993, and 1998, voters chose not to alter the existing political status.

POPULATION: 3,971,020 (July 2009 est.)

GOVERNMENT TYPE: commonwealth

CAPITAL: San Juan

INDEPENDENCE: none (territory of the US with commonwealth status)

SOURCE: The CIA online World Factbook
Ancient Peru was the seat of several prominent Andean civilizations, most notably that of the Incas whose empire was captured by the Spanish conquistadors in 1533. Peruvian independence was declared in 1821, and remaining Spanish forces defeated in 1824. After a dozen years of military rule, Peru returned to democratic leadership in 1980, but experienced economic problems and the growth of a violent insurgency. President Alberto FUJIMORI’s election in 1990 ushered in a decade that saw a dramatic turnaround in the economy and significant progress in curtailing guerrilla activity. Nevertheless, the president's increasing reliance on authoritarian measures and an economic slump in the late 1990s generated mounting dissatisfaction with his regime, which led to his ouster in 2000. A caretaker government oversaw new elections in the spring of 2001, which ushered in Alejandro TOLEDO Manrique as the new head of government - Peru's first democratically elected president of Native American ethnicity. The presidential election of 2006 saw the return of Alan GARCIA Perez who, after a disappointing presidential term from 1985 to 1990, has overseen a robust macroeconomic performance.

POPULATION: 29,546,963 (July 2009 est.)

GOVERNMENT TYPE: constitutional republic

CAPITAL: Lima

INDEPENDENCE: 28 July 1821 (from Spain)

SOURCE: The CIA online World Factbook
Explored and claimed by Christopher COLUMBUS on his first voyage in 1492, the island of Hispaniola became a springboard for Spanish conquest of the Caribbean and the American mainland. In 1697, Spain recognized French dominion over the western third of the island, which in 1804 became Haiti. The remainder of the island, by then known as Santo Domingo, sought to gain its own independence in 1821 but was conquered and ruled by the Haitians for 22 years; it finally attained independence as the Dominican Republic in 1844. In 1861, the Dominicans voluntarily returned to the Spanish Empire, but two years later they launched a war that restored independence in 1865. A legacy of unsettled, mostly non-representative rule followed, capped by the dictatorship of Rafael Leonidas TRUJILLO from 1930-61. Juan BOSCH was elected president in 1962 but was deposed in a military coup in 1963. In 1965, the United States led an intervention in the midst of a civil war sparked by an uprising to restore BOSCH. In 1966, Joaquin BALAGUER defeated BOSCH in an election to become president. BALAGUER maintained a tight grip on power for most of the next 30 years when international reaction to flawed elections forced him to curtail his term in 1996. Since then, regular competitive elections have been held in which opposition candidates have won the presidency. Former President (1996-2000) Leonel FERNANDEZ Reyna won election to a second term in 2004 following a constitutional amendment allowing presidents to serve more than one term.

SOURCE: The CIA online World Factbook
Spain's powerful world empire of the 16th and 17th centuries ultimately yielded command of the seas to England. Subsequent failure to embrace the mercantile and industrial revolutions caused the country to fall behind Britain, France, and Germany in economic and political power. Spain remained neutral in World Wars I and II but suffered through a devastating civil war (1936-39). A peaceful transition to democracy following the death of dictator Francisco FRANCO in 1975, and rapid economic modernization (Spain joined the EU in 1986) gave Spain a dynamic and rapidly growing economy and made it a global champion of freedom and human rights. The government continues to battle the Basque Fatherland and Liberty (ETA) terrorist organization, but its major focus for the immediate future will be on measures to reverse the severe economic recession that started in mid-2008.

POPULATION: 40,525,002 (July 2009 est.)

GOVERNMENT TYPE: parliamentary monarchy

CAPITAL: Madrid

INDEPENDENCE: 1492; the Iberian peninsula was characterized by a variety of independent kingdoms prior to the Muslim occupation that began in the early 8th century A.D. and lasted nearly seven centuries; the small Christian redoubts of the north began the reconquest almost immediately, culminating in the seizure of Granada in 1492; this event completed the unification of several kingdoms and is traditionally considered the forging of present-day Spain

SOURCE: The CIA online World Factbook
The site of advanced Amerindian civilizations, Mexico came under Spanish rule for three centuries before achieving independence early in the 19th century. A devaluation of the peso in late 1994 threw Mexico into economic turmoil, triggering the worst recession in over half a century. The nation had been making an impressive recovery until the global financial crisis hit in late 2008. Ongoing economic and social concerns include low real wages, underemployment for a large segment of the population, inequitable income distribution, and few advancement opportunities for the largely Amerindian population in the impoverished southern states. The elections held in 2000 marked the first time since the 1910 Mexican Revolution that an opposition candidate - Vicente FOX of the National Action Party (PAN) - defeated the party in government, the Institutional Revolutionary Party (PRI). He was succeeded in 2006 by another PAN candidate Felipe CALDERON. In January 2009, Mexico assumed a nonpermanent seat on the UN Security Council for the 2009-10 term.

POPULATION: 111,211,789 (July 2009 est.)

GOVERNMENT TYPE: federal republic

CAPITAL: Mexico (Distrito Federal)

INDEPENDENCE: 16 September 1810 (declared); 27 September 1821 (recognized by Spain)

SOURCE: The CIA online World Factbook
STUDENT EVALUATIONS

Cartas de Evaluación para los Narrativos de Instructores

Cody

Es cierto que Cody es el estudiante más fiel de todos. Cuando no está en clase, hay un elemento dinámico que nos pierde. Su personalidad es una gran adición al grupo (de 6 estudiantes, más o menos) y sus contribuciones siempre son verdaderas y cortesas. Siempre participa en el discurso- no importa si él es de mal humor o de buen humor, no trae el actitud malo a nuestro clase.

Las tareas: He oído muchos promesas de “te enviaré la tarea por correo electrónico mañana,” pero no he recibido nada. Si Cody gaste más tiempo buscando información y enfocando en Puerto Rico, tendría mucho más éxito. Me dijo que estaba esperando información de alguien que conoce pero esperaba tanto y nunca viene la información. La tarea no fue tanto, pero yo se que su edad en general puede ser muy difícil. Ayudaría Cody a cultivar más foco y dedicar tiempo específico a la investigación del Puerto Rico. Hasta ahora, no he visto mucha dedicación a la tarea (aunque hay dedicación a la clase) y la clase va a terminar antes de Navidad. Espero que vea más evidencia de trabajo de Cody. (Por cierto, hay bastante información a sus dedos).

Como persona, Cody ha sido un placer. Nuestras conversaciones dan vuelto y hablamos de la poesía, de la vida. Siempre hablar de estas conversaciones con mis profesores porque hablar de cosas además que los académicos son muy importantes para me. A conocer los estudiantes es tan importante como enseñarlos. Cody tiene mucho talento y me da gracia que he tenido la oportunidad que conocer el mejor este semestre!

Rose

Rose es una de las estudiantes que entiende como expresar su creatividad por la exploración cultural que hacemos. Las tareas son abres a la interpretación personal y Rose usa lo que sabe ya para ayudarle a aprender algo nuevo y compartirlo con la clase. La cosa que hizo que me gusto mas es leernos un mito de su país que encontró en un libro para su clase de literatura. Esto es muy bien porque muestra a la clase como todo puede ser relajado.

Rose empezó a asistir la clase un poco tarde, y ha perdido más porque estaba enferma y estaba viajando. Por eso, su experiencia no ha sido completa aunque cuando está en clase, participa mucho. Casi todos los estudiantes no han hecho bastante para sus portfolios (la meta por el fin de curso es un portfolio incluyendo todo la información que hemos encontrado) y no he visto lo de Rose, entonces no se si lo tiene o no.

Lo que he visto como sus fuerzas son su capacidad de hablar. Tiene confianza y tiene la atención de los otros estudiantes cuando habla…(eso ha sido un problema en general- que los estudiantes no prestan atención cuando sus compañeros hablan). Rose es parte de ese grupo y en ella veo mucho potencial.

Shay

Shay es la única estudiante que cumplió casi todo el trabajo como esta presentado en el syllabus. Su portfolio de información de Costa Rica parece muy bien. En particular Shay ha hecho un buen trabajo a elegir artículos que son bien escritos y que digan mucho de la cultura. Algunas Shay ha leído en voz alta, incluyendo poesía como “El Tambor” de Morejón:
El Tambor

Mi cuerpo convoca la llama
Mi cuerpo convoca los humos
Mi cuerpo en el desastre
Como un pájaro blando
Mi cuerpo como islas.
Mi cuerpo junto a las catedrales.
Mi cuerpo en el coral
Aires los de mi bruma
Fuego sobre mis aguas.
Aguas irreversibles
En los azules de la tierra
Mi cuerpo en plenilunio
Mi cuerpo como las codornices
Mi cuerpo en una pluma
Mi cuerpo al sacrificio
Mi cuerpo en la penumbra
Mi cuerpo en claridad
Mi cuerpo ingrávido en la luz
Vuestra, libre, en el arco.

Claro que esto fue leído en ingles, pero eso es lo que intentaba al principio de curse- que un estudiante como Shay- muy lista pero muy tímido- podía aprender de otra cultura y al misma vez expresar su mismo.

Shay siempre está en clase en punto a las dos, y si tarde un rato o tiene que salir temprano me dice antes de clase. Eso es muy indicativo del tipo de persona que ella es- ya tiene sentido muy fuerte de responsabilidad y eso va a servirle muy bien en el futuro. Cuando pregúntale que si estaba aprendiendo de la cultura de Costa Rica dijo que sí, y creo que está aprendiendo mucho de los artículos que lee cada semana sobre los problemas políticas que por cierto dice mucho del país- cultura, historia, y más. Pensamos en Costa Rica como un lugar donde hay playas blancas y la clima tropical con la selva y plantas y animales interesantes y el sol siempre brilla. Pero, eso no es verdad. La semana pasada Shay nos leyó un artículo sobre un puente que desploma y que un oficial de gobierno fue forzado a tomar la culpa.

Estoy muy feliz que Shay es parte de nuestro grupo. Participa en los discursos y se lleva bien con todos los estudiantes. Aunque este es la primera vez que he enseñado algo y claro que hay cosas que voy a cambiar en el futuro, espero que los estudiantes que tengo en el futuro tengo la ambición que tiene Shay. Esta una estudiante extraordinario!
NOVENA A LA SANTÍSIMA VIRGEN DE GUADALUPE

PIADOSÍSIMA VIRGEN MARÍA DE GUADALUPE, PROMETISTE MOSTRAR TU CLEMENCIA AMOROSA Y TU COMPASIÓN A LOS QUE TE AMAMOS Y BUSCAMOS SOLICITANDO TU AMPARO, LLAMANDOTE EN NUESTROS TRABAJOS Y AFLICIONES, OFRECIENDONOS ESCUCHAR NUESTROS RUEGOS, ENJUAGAR NUESTRAS LAGRIMAS Y DARNOS CONSUELO Y ALIVIO. JAMAS SE HA OIDO DECIR QUE NINGUNO DE LOS QUE HEMOS IMPLORADO TU PROTECCIÓN, YA EN LAS PUBLICAS NECESIDADES, YA EN NUESTRAS CONGOJAS PRIVADAS, PIDIENDO TU SOCORRO, HAYAMOS SIDO ABANDONADOS.

(HAGASE LA PETICION). AMEN

Assignment:

DUE NOVEMBER 18th 20009

Find a way to translate this prayer, not with an online translator but by researching on the Internet and asking people that you know (think Hispanic older ladies that go to church or a friend’s religious mom or something along those lines). Give me a rough idea of what it says and then tell me WHO the Virgin of Guadalupe is, WHERE she comes from and WHY she is important. This is about learning about a different culture, you DO NOT have to agree with it but please respect it. Get creative! I want at least two double-spaced pages...and whoever comes up with the most creative assignment will get the weird candle I brought back from a reggae shop in San Francisco. You should spend at least an hour or two doing research out in the real
Porque me gusta enseñar el español?

Decidí a enseñar este curso en particular porque yo tengo muchísimo interés en la cultura y la historia de España, y imaginaba que a los estudiantes les gustaría aprender más sobre la cultura de países con que tienen raíces. Mi interés en España empezaba en mi primer semestre en URI, en el curso con Profesor Gitliz “Spain, the Jews, and the Inquisition.” Antes de esta experiencia tuve cuatro años de clases de español en la escuela secundaria pero fueron muy aburridos y aunque aprendía mucha gramática no había casi nada de conversación o practica. Mis clases fueron muy estructuradas, la maestra/o enfrente de nosotros sentado en nuestras mesas individuales, haciendo ejercicios de un libro. No había mucha variedad. En la universidad cuando decidí a inscribirme en algunos cursos de español (todavía no ‘major’ declarada) encontré un ambiente con mucho más participación. Sabía que tuviera que hacer algo más, y por eso me mudé a España por cinco meses. Aquí me mejoraba mucho porque tenía ocho años de experiencia académico en clases y en España tenía la oportunidad de practicar lo que aprendía. Otra razón que me gusta enseñar el español es que me ayuda a practicar. En España, fue muy fácil porque practicaba cada día. Pero aquí en Kingston, la oportunidad es rara y practicar es algo que tengo que hacer con determinación y con frecuencia. Por eso a veces me puse nerviosa como si tengo una piedra en vez de un cerebro. Enseñar la lengua es quedarme cerca y familiar con la lengua.

Mis metas principales como maestra

Mis metas principales como maestra todavía se están desarrollando. Al principio del curso la cosa que quería mas es cultivar el interés de los estudiantes. Después, cultivar un ambiente de participación donde estamos aprendiendo juntos en vez de una persona que ensena todo. Tengo que aprender como hacer eso con más éxito porque al final del curso los estudiantes perdieron la motivación. Más importante es formular una relación con los estudiantes porque la última meta es influirles en alguna manera. Quiero ayudarles a ver más del mundo y como todo esta interconectado.

Mi propio futuro con el idioma español

A mí el idioma español es muy importante. Ha sido como una llave que ha abierto puertas que nunca imaginaba en mi vida. Para mí el idioma español es como el yoga- lo hago cada día y lo encanta, a veces es muy difícil y a veces es fácil. Algunos días me hace sonreír y algunas veces es una lucha. Pero estoy seguro que voy a continuar con el idioma (y el yoga) para mi vida entera, y yo miro hacia adelante a una camina fascinante. Cada día aprendo más y es mi deseo que mejorará más y más mientras voy por ese camino.

Porque es importante aprender otra idioma?

Yo recuerdo cuando me daba cuenta que saber otra lengua significa que tendría la oportunidad de hablar con mas que doble las personas con quienes podría hablar en inglés. Y cuántos países que yo podría navegar, cuántos libros podría leer en su forma verdadera…La lista continua. Aprender otro idioma expanda su mundo y sus oportunidades.

Los métodos (según mi experiencia) mas apropiados para promover en el estudiante el deseo de continuar estudiando la lengua y la cultura.

Lo más importante es que el estudiante tiene pasión del sujeto. Para hacer eso con éxito, yo creo que el estudiante tiene que estar expuesto a una variedad de cosas y maneras de enseñar. Por eso quería que mis estudiantes eligieran países o personas o artículos o artistas que les gustan, entonces la idea es que tuvieran más conexión con el sujeto y que querrían aprender. Pues, eso es un ideal y no siempre funciona bien. Hay que tener una cierto ritmo al curso. Hay que tener regulaciones porque si los estudiantes no hacen su tarea y no hay nada de castigo, nunca harán la tarea. El estudiante hay que tener la responsabilidad de ser estudiante y sentir bastante cómodo en el clase y con la maestra para que puede comunicar y aprender. Lo más importante es que la maestra puede crear un ambiente donde todas estas cosas coexistan- un ambiente académico pero al misma vez, personal.
Students and their work:

Me, according to the students on our first day of class.
Progression

I see time as if it flowed like a river
And like a river, time changes direction

A flood of events drives time over its bank
And causes your boat to be driven ashore

Lost on the banks of space you are lost and confused
Unstuck from the revolving hands and senseless ticking

The overwhelming confusion consumes you
Beaten and drowned by the whitewater current

You’re helpless, caught in the powerful grip of time
At her mercy you beg for an exit, a sandy shore to rest

But just like the rapids, time does not stop
All you have to do is accept it and go with the flow
Kingdom of wax

I travel to places only I can imagine
Beyond my world into beehive kingdoms

I’ve traveled through the empty wastes
And through the hellfire of reality

Hands of the damned claw at my legs
The pitiful cries echo through the walls of wax

Their collective existence slowly fades
As their empire melts away into history

The memories of these warped people are washed away
Like the residue of their bustling cities and monuments of power

The hate that quietly gathered seeped into every orifice
And the judgment of the masses slowly melted away like walls of wax they built

The walls that they felt so safe behind couldn’t protect them from the hate
The hate for the world outside, the fear of the world outside

The people were so preoccupied with their fear and loathing
They turned their back to the fire building in their Eden of a nation

Even after the years that passed
The groans of the hell bound pierce the empty landscape

But soon these will even melt away
Just like their kingdom of wax
Father to be.

I knew this would happen sooner or later
I’m helping to bring a life into the world
A life I will nurture and hold dear

But two pieces are missing from this fan
Two pieces that separated over time
And will never fit together

They say time heals all wounds
But some are too severe to nurture
This one will never close

Apart we will stay
With our child in between
Because I’m a father to be.
Falling for love

People say love is bliss
But also isn’t ignorance

People say love is a feeling
In truth it’s an excuse

People say it’s something that you fall into
But in truth it’s something you fall for

The deeper you dive into this sea
The more the pressure weighs on you.

You have to be gullible
If you are falling for love.

Mi ohos y hair es café. I have a two-year-old daughter named Teresa.

My husband’s name is Marco.”
Cuatro Puntos de Ramon Oviedo

We shall not cease from exploration
And the end of all our exploring
Will be to arrive where we started
And know the place for the first time.

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Toward an Impure Poetry

It is well, at certain hours of the day and night, to look closely at the world of objects at rest. Wheels that have crossed long, dusty distances with their mineral and vegetable burdens, sacks from the coal bins, barrels and baskets, handles and hafts for the carpenter's tool chest. From them flow the contacts of man with the earth, like a text for all harrassed lyricists. The used surface of things, the wear that the hands give to things, the air, tragic at times, pathetic at others, of such things- all lend a curious attractiveness to the reality of the world which should not be under prized.

In them one sees the confused impurity of the human condition, the massing of things, the use and disuse of substances, footprints and fingerprints, the abiding presence of the human engulfing all artifacts, inside and out.

Let the be the poetry we search for: worn with the hand's obligations, as by acids, steeped in sweat and in smoke, smelling of lilies and urine, spattered diversely by the trades that we live by, inside the law or beyond it. A poetry impure as the clothing we wear, or our bodies, soup-stained, soiled with our shameful behavior, our wrinkles and vigils and dreams, observations and prophecies, declarations of loathing and love, idyls and beasts, the shocks of encounter, political loyalties, denials and doubts, affirmations and taxes.

The holy canons of madrigal, the mandates of touch, smell, taste, sight, hearing, the passion for justice, sexual desire, the sea sounding-willfully rejecting and accepting nothing: the deep penetration of things in the transports of love, a consummate poetry soiled by the pigeon's claw, ice-marked and tooth-marked, bitten delicately with our sweat drops and usage, perhaps. Till the instrument played without respite yield us its solacing surfaces, and the wood show the thorniest suavities shaped by the pride of the tool. Blossom and water and wheat kernel all share one precious consistency, the sumptuous appeal of the tactile.

Let no one forget them: despond, old mawkishness impure and unflawed, fruits of a fabulous species lost to the memory, cast away in a frenzy's abandonment- moonlight, the swan in the gathering darkness, all the hackneyed endearments: surely that is the poet's occasion, essential and absolute.

Those who shun the 'bad taste' of things will fall on their face in the snow.

-Pablo Neruda

Sobre una poesia sin pureza

Es muy conveniente, en ciertas horas del día o de la noche, observar profundamente los objetos en descanso: Las ruedas que han recorrido largas, polvorientas distancias, soportando grandes cargas vegetales o minerales, los sacos de las carbonerías, los barrailes, las cestas, los mangos y asas de los instrumentos del carpintero. De ellos se desprende el contacto del hombre y de la tierra como una lección para el torturado poeta lírico. Las superficies usadas, el gasto que las manos han infligido a las cosas, la atmósfera a menudo trágica y siempre patética de estos objetos, infunde una especie de atracción no despreciable hacia la realidad del mundo.

La confusa impureza de los seres humanos se percibe en ellos, la agrupación, uso y desuso de los materiales, las huellas del pie y de los dedos, la constancia de una atmósfera humana inundando las cosas desde lo interno y lo externo.

Así sea la poesía que buscamos, gastada como por un ácido por los deberes de la mano, penetrada por el sudor y el humo, oliente a orina y a azucena salpicada por las diversas profesiones que se ejercen dentro y fuera de la ley.

Una poesia impura como un traje, como un cuerpo, con manchas de nutrición, y actitudes vergonzosas, con arrugas, observaciones, sueños, vigilia, profecías, declaraciones de amor y de revolta, bestias, sacididas, idilios, creencias políticas, negaciones, dudas, afirmaciones, impuestos.

La sagrada ley del madrigal y los decretos del tacto, olfato, gusto, vista, oído, el deseo de justicia, el deseo sexual, el ruido del océano, sin excluir deliberadamente nada, la entrada en la profundidad de las cosas en un acto de arrebatado amor, y el producto poesía manchado de palomas digitales, con huellas de dientes y
hielo, roído tal vez levemente por el sudor y el uso. Hasta alcanzar esa dulce superficie del instrumento tocado sin descanso, esa suavidad durísima de la madera manejada, del orgulloso hierro. La flor, el trigo, el agua tienen también esa consistencia especial, ese recurso de un magnífico tacto.
Y no olvidemos nunca la melancolía, el gastado sentimentalismo, perfectos frutos impuros de maravillosa calidad olvidada, dejados atrás por el frenético libresco: la luz de la luna, el cisne en el anochecer, “corazón mío” son sin duda lo poético elemental e imprescindible. Quien huye del mal gusto cae en el hielo.

Pablo Neruda, Caballo Verde para la Poesía, 1935.