

# LATIN AMERICA & OUTREACH



A MEETING OF LATIN AMERICAN STUDIES OUTREACH COORDINATORS  
MAY 20-21, 2010 | TULANE UNIVERSITY | NEW ORLEANS, LOUISIANA

***Latin America & Outreach***  
**May 20-21, 2010 Tulane University**

A working meeting sponsored by the Stone Center for Latin American Studies and the Consortium of Latin American Studies Programs was held May 20-21, 2010 aimed at highlighting five themes of outreach in order to generate discussion, ideas, and this final report on best practices of educational outreach on Latin America. The themes discussed this year were: Evaluation, Collaboration, Standards, Non-traditional Outreach, and Travel & Outreach. This working meeting was organized to answer such questions as “What are the success stories for reaching beyond our traditional audiences and events? What are the current practices to collect both quantitative and qualitative feedback on our programming? What are effective models for collaboration? How can a program effectively integrate the standards and what effect do they have on the program? What types of travel programming is currently coordinated by Latin American Studies programs and which are the most successful forms of travel?” This report serves as a final report to answer many of these questions and to aid in developing outreach programming on Latin America. Funded through Tulane’s U.S. Department of Education Title VI NRC grant, the Consortium of Latin American Studies Programs, and the Stone Center for Latin American Studies, this meeting brought together 28 veterans and novices in educational outreach in Latin American Studies.

The Outreach meeting was attended by representatives in educational outreach institutes from Tulane University, Vanderbilt University, University of New Mexico, University of Texas at Austin, Harvard University, University of Illinois, Michigan State University, University of Florida, University of Chicago, New York University, Cinema Tropical, University of Wisconsin – Madison, University of Wisconsin – Milwaukee, University of California Los Angeles, Florida International University, University of Miami, Duke University, Georgetown University, and the University of Pittsburgh. The following report outlines the presentation and discussion that followed in each session and roundtable presentation. For more information on topics discussed during the meeting and to hear the audio podcasts of presentations, please visit the website: <[stonecenter.tulane.edu/Outreachmeeting2010](http://stonecenter.tulane.edu/Outreachmeeting2010)>. For more information about CLASP, please visit: <[claspprograms.org](http://claspprograms.org)>.

## SCHEDULE

**Thursday, May 20, 2010**

**9:00 – 9:30 a.m.**

Welcome and Introduction

Denise Woltering Vargas, Tulane University

**9:30-10:30 a.m.**

**KEYNOTE - *Introduction to Evaluation in Outreach***

Xiu Cravens, Vanderbilt University

THEMED SESSIONS

**10:45 – 11:45 a.m.**

**Session I. - Collaboration**

Moderated by Amanda Wolfe, University of New Mexico

*Indocumentales/Undocumentaries: The US/Mexico Interdependent Film Series*

Jen Lewis, New York University

Carlos Guitierrez, Cinema Tropical

*Best Practices in Collaboration for Latin American Studies K-12 Teacher Training*

Hannah Covert, University of Florida

Liesl Picard, Florida International University

Brooke Wooldridge, Florida International University Libraries

Mary Risner, University of Florida

**1:45-3:00 p.m.**

**Session II. - Travel & Outreach**

Moderated by Rosalind Santavicca, University of Pittsburgh

*Bridging Communities through Teacher Study Tours*

Leanne Disla, Consortium in Latin American and Caribbean Studies at UNC Chapel Hill & Duke University

*Best Practices in Group Projects Abroad*

Kristin Janka Millar, Michigan State University

Natalie Arsenault, University of Texas-Austin

**3:15 – 4:15 p.m.**

**Session III. - Non-Traditional Outreach**

Moderated by Denise Woltering Vargas, Tulane University

*Dancing Across the Disciplines, Cultures, and Communities: A Performance Model for Integrating Latin American and Caribbean Area Studies and the Arts into Educational Outreach*

Andrea Seidel, Florida International University

*Service Learning as Outreach*

Jimmy Huck, Tulane University

Amanda Buberger, Tulane University

***Friday, May 21, 2010***

ROUNDTABLE DISCUSSIONS

**9:00 – 10:00 a.m.**

**Roundtable I. - Fresh Perspectives on Outreach**

Moderated by Natalie Arsenault, University of Texas – Austin

Claire Gonzalez, Vanderbilt University

Leanne Disla, Consortium in Latin American and Caribbean Studies at UNC Chapel Hill & Duke University

**10:00 – 11:00 a.m.**

**Roundtable II. - Best Practices in Evaluation for Outreach**

Moderated by Valerie McGinley Marshall, Tulane University

Rosalind Santavicca, University of Pittsburgh

**11:15 a.m. - 12:15 p.m.**

**Roundtable III. - Addressing the Standards**

Julie Kline, University of Wisconsin, Milwaukee

**12:15 – 12:30 p.m.**

**Wrap Up**

## Meeting Notes

**THURSDAY, MAY 20, 2010**

### **Keynote Presentation: "Introduction to Evaluation in Outreach"**

Xiu Cravens, Vanderbilt University

(powerpoint available online: <stonecenter.tulane.edu>)

## Session I. Collaboration

### **Chair**

Amanda Wolfe, University of New Mexico

### **Panelists**

Jen Lewis, New York University and Carlos Gutiérrez, Cinema Tropical

"Indocumentales/Undocumentaries: The US/Mexico Interdependent Film Series"

Hannah Covert, University of Florida, Liesl Picard, Florida International University and Brooke

Wooldridge, Florida International University

"Best Practices in Collaboration for Latin American Studies K-12 Teacher Training"

### **"Indocumentales/Undocumentaries: The US/Mexico Interdependent Film Series"**

By designing a film series around a current and compelling topic, the Center for Latin American and Caribbean Studies at NYU, Cinema Tropical, and What Moves You? have forged a unique collaborative relationship that links a university with non-profit entities to promote information, dialogue and consensus-building on critical Latin America-related issues. "Indocumentales/Undocumentaries" features a series of public screenings of films that address the US-Mexico immigrant experience. Each screening features panelists who address the social/political/legal/cultural aspects of the film's content and facilitate discussion with audience members. Online resource packets are available to deepen engagement with the film series' subject matter. The packets include a teacher's guide to each film along with a guide to accompanying Mexico- and immigration-related resources. The three collaborative partners identified their roles in the initiative based upon their own strengths. CLACS at NYU contributes an academic focus through the panelists it selects and the online resource packets its faculty and graduate students generate; Cinema Tropical provides access to the films, promotes publicity and marketing through its media connections, and generates large attendance through its existing audience base; *What Moves You?* provides ties to important governmental/non-governmental and community organizations and lends its long history and expertise in facilitating dialogue among disparate groups. All combined, the three partners generate larger and more diverse audiences than any one organization could produce on its own. The organizers would like to see the film series travel to other parts of the country, facilitating nation-wide dialogue on the topic and helping to forge additional university/non-university partnerships in other cities. CLACS/NYU will be altering the resource packets from static PDFs to open-source documents that other universities can adapt based upon the particular specializations of their faculty and graduate students who focus on Mexico.

**“Best Practices in Collaboration for Latin American Studies K-12 Teacher Training,”  
Hannah Covert (UF), Liesl Picard (FIU) and Brooke Wooldridge (FIU)**

The Center for Latin American Studies at UF and the Latin American and Caribbean Center at FIU have a lengthy history of collaboration, primarily through its Title VI NRC consortium. Through another collaborative project, the TICFIA-sponsored Digital Library of the Caribbean (dLOC), the two universities seized an opportunity to leverage different types of federal grants and expand K-12 outreach initiatives into areas of Florida that they had not previously serviced. Additionally, this outreach initiative is focused on innovative technologically-based workshops. Project organizers worked with school district administrators to identify the technology used most often by teachers (i.e. Blackboard, etc.) in that district and incorporated the same technology into the teachers’ workshops. Additional technologically-based resources (Wordle, Wikis, xtimeline, etc.) were incorporated to introduce participants to new classroom tools. Organizers designed content to conform to state curriculum standards by working with faculty from colleges of Education. Each workshop series included pre-workshop online preparation, one full-day content workshop (including faculty presentations that conformed to dLCOG content), followed by another full-day follow-up workshop one week later. Teacher participants then submitted online lesson plans. Organizers paired K-12 teachers from different disciplines, asking them to work together to generate interdisciplinary lesson plans. By taking high-level content found in dLOC on culture, literature, geography, and religion of the Caribbean, K-12 teachers developed lesson plans that would convey content to their students at the appropriate grade level. UF and FIU organizers identified four primary lessons learned from their collaborative outreach initiative: 1) Go slowly—limit number of faculty presenters and deliver modest amount of content rather than an overwhelming amount of content; 2) Model—create a sample of the final product (lesson plans) that participants can view before they begin their work; 3) Be efficient—link content to district/state requirements; and 4) Leverage efforts—make final product available to a larger audience with documentable statistics. The organizers agree that collaboration is most successful when logistics are manageable, project aligns with budgetary and institutional priorities, and project is designed to ensure effective implementation.

## *Session II. Travel and Outreach*

### **Chair**

Rosalind Santavicca, University of Pittsburgh

### **Panelists**

*Bridging Communities through Teacher Study Tours*

Leanne Disla, Consortium in Latin American and Caribbean Studies at UNC Chapel Hill & Duke University

*Best Practices in Group Projects Abroad*

Kristin Janka Millar, Michigan State University

Natalie Arsenault, University of Texas-Austin

This panel presented best practices/examples of outreach programs abroad as well as reviewed an analysis of Fulbright-Hays Group Projects Abroad (FH-GPA) proposal guidelines. The projects presented in this panel may or may not have been funded by FH-GPA. For the sake of discussion Outreach programs were defined as substantive projects that can continue a life of their own after the original funded program has ended.

Leanne described the work she is doing with educators in small, rural, conservative area of North Carolina. The community has seen a large influx of Latino population. The teachers did not have experience working with the new students. The process described by Leanne was one of “building bridges” between teachers and students as well as schools and their communities. She develops Duke/UNC outreach programs based on the needs of the schools/school districts. She visits the schools working with the educators looking at social and political issues and develops programs that can be used to build bridges of communication and learning. After working extensively in the schools with the teachers; she takes them abroad where they live with Latin Americans. Here they learn, first hand, about the origins of the students they are teaching (Dominican Republic and Mexico). Upon return to North Carolina, the teachers translate what they learned into well thought out curriculum, made presentations in the schools to “other” teachers who did not participate in the travel program, and incorporate their new lessons into their teaching.

Kristin looked at FH-GPA in general while Natalie and Julie discussed particular projects they directed. Kristin reviewed “how project directors conceptualize international professional development – learning about another culture”. She did this by reading awarded FH-GPA proposals between the years 2003-2007. She also analyzed the FH-GPA request for proposal (RFP) guidelines. She concluded that the RFPs have not changed since the 1970s and that the guidelines can be confusing and not consistent. She indicated, however, that the project directors are innovative in planning their group projects abroad and often include language immersion and curriculum development into their programs. Kristin developed a summary of the FH-GPA guidelines (which was handed out at the meeting) sharing her opinions with conference participants. It was decided at the conference that we, as a CLASP Outreach Group, would made recommendations to the U.S. Department of Education recommending changes to the FH-GPA RFP guidelines and submit them in June 2010.

Natalie and Julie discussed successful FH-GPA projects that they either have or will be participating in to include: (1) A month-long program in Salvador, Bahia, Brazil (2004) that looked at History and Culture; (2) A 2006 performing arts project that took place in five cities of Mexico; (3) A 2008 program that reviewed Chilean Children Literature incorporating Spanish language teachers and librarians who worked (for five weeks) with Chilean children book specialists, authors, and illustrators; and (4) In 2010 a project that will take place in several states of Brazil focusing on art empowerment explored through the performing arts.

## Session III. Non-traditional Outreach

### **Chair**

Denise Woltering-Vargas

### **Panelists**

*Dancing Across the Disciplines, Cultures, and Communities: A Performance Model for Integrating Latin American and Caribbean Area Studies and the Arts into Educational Outreach*

Andrea Seidel, Florida International University

*Service Learning as Outreach*

Jimmy Huck, Tulane University

Amanda Buberger, Tulane University

This panel explored two non-traditional approaches to looking at outreach; one through performance and the other through service learning.

### **“Dancing Across the Disciplines, Cultures, and Communities”**

Andrea Seidel, Associate Professor of Dance and Senior Director of Academic Programs at the Latin American and Caribbean Center, Florida International University began the discussion by describing INDAMI, the Intercultural Dance and Music Institute. The institute, founded by Andrea in 1992 provided a great resource for students and teachers which linked the region of Latin America to multiple disciplines and in particular dance and movement. INDAMI offered six intensive summer institutes to students, teachers, and others to learn about African Diaspora and Latin American indigenous dance and culture from interdisciplinary, team-taught area studies humanities and social science seminars, panel discussions and performances. Performance models inspired by INDAMI’s interdisciplinary summer institute focusing on K-12 outreach were disseminated to other Title VI centers through the Latin American and Caribbean Center’s Title VI NRC grant.

This project was supported in collaboration with the Department of Dance at FIU, the University of Florida, Gainesville’s Center for Latin American Studies and Department of Theater and Dance, and the University of New Mexico, Albuquerque’s Latin American Studies Center and Department of Theater and Dance. With this level of support, INDAMI was able to develop in June of 1999, Fiesta Africana y Caribeña: A Cultural Revolution and Grupo Cultural Uk-ux Pop Wu, a group formed in 1991 to rescue and foster indigenous K’iche Maya dance, ritual, and music. The institute presented a variety of additional intercultural performances from diverse cultures within Latin America through community festivals and through teaching residencies in local schools. The Arts-in-Education project included mini residencies of guest performers and FIU faculty as well as teacher workshops.

This presentation included video of students, teachers, and guest artists learning and creating dance throughout the institute. The non-traditional approach of using performance as a means to infuse Latin American culture through both the community and the classroom proved to be a real success at INDAMI.

### **“Service Learning as Outreach”**

Jimmy Huck, Assistant Director for Graduate Programs at Tulane University’s Stone Center for Latin American Studies discussed the issue of incorporating community service and civic engagement into an academic curriculum that focuses on world regions. Jimmy along with Amanda Buberger, Assistant Director of Campus Community Partnerships at Tulane’s Center for Public Service, talked about several different service learning projects developed in collaboration with the Latin American Studies curriculum. This non-traditional approach to providing outreach on Latin America is unique in its ability to provide benefits and opportunities to many audiences. Both Jimmy and Amanda mentioned, it is important to learn the community and correlate effective community partnerships that serve both the students and the community.

The most popular service learning project is English as a Second Language instruction/conversation groups with adult English language learners. According to students, this project was considered the best activity for learning more about course content directly through service. Graduate students teaching Latin American Studies 101 worked directly with the Center for Public Service and a community ESL site to develop a collaborative project based on undergraduate students in the LAS 101 courses working with ESL students to develop their English conversation skills while learning about Latin America through personal stories told by ESL learners.

Another effective service learning project which enables students to conceptualize themes covered in Latin American Studies 101 is the *Enlaces* audio podcast project developed in part with the Tulane radio station, Department of Communication, and Department of Political Science. This project enables students to receive one-on-one training by a media specialist to create podcasts based on interviews with local Latinos to discuss and explore reasons to emigrate to the United States, or to share traditions from Latin America and compare them to local New Orleans traditions. These are two examples of effective service learning projects developed to serve both the students as well as the local community. Amanda and Jimmy encouraged all centers for regional studies to investigate their own community and learn about the potential impact service learning would provide on their students as well as the community at large.

FRIDAY, MAY 21, 2010

## Roundtable I. Fresh Perspectives on Outreach

**Chair: Natalie Arsenault, University of Texas at Austin**

Discussants: Claire Gonzalez, Vanderbilt University; Leanne Disla, Consortium in Latin American and Caribbean Studies at UNC Chapel Hill and Duke University

*Teacher workshops (number of workshops, integration of curriculum, etc.):*

- Number of workshops per year varies, including 1 per year at Illinois Urbana-Champaign and 5 at Pitt (3 with the other NRCs on campus) that integrate the Center for Teaching to conduct curriculum discussions.
- Harvard worked with fellow NRCs on theme of oil in the contemporary world, and gave teachers afternoon sessions to present on curriculum; used focus groups to help determine the workshop structure.
- Re: reporting to IRIS, how many workshops we should be doing? Since the inputs are different at each university, it's about setting up the outcomes you feel are reasonable for your school.
- NYU links up public speaker series with themes from graduate courses (thereby guaranteeing an audience) and creates a teacher workshop around it as well.
- For curriculum discussion at workshops, a best practice seems to be give & take among participants, sharing ideas.
- FIU used the master teacher model, with the idea that this person would replicate workshop programming to others. But it was more effective to work with administrators (social studies as well as art/life skills), meeting with them to create programs that serve needs.

*Overuse of faculty*

- Faculty are more stretched than ever and morale is low, so UNM finds that more faculty say "no" to outreach activities. But going beyond the faculty, to integrate experts from museums and other community organizations, can bring a fresh dimension to outreach.
- Many centers pay faculty speakers, but some are unable to do so. Buying books or other resources is another way to reward faculty speakers.
- Younger faculty tend to be more open to outreach, but we have to be careful about their time because it does not contribute to tenure and promotion.
- Graduate students: Pitt has had great success using Latin American students to give Spanish presentations on a variety of topics in teacher workshops.
- At U Chicago, very few professors are classified as Latinamericanists; in this case, partnerships with other organizations is key. A question arose about targeting the Latino population. The response was that it comes down to how you define an activity, and stating that the activity is about Latin America, regardless of audience. UCLA incorporated the garment district into a workshop by tying it into the theme of labor in Latin America.

*Standards:* LAS outreach felt left behind when standards began to be implemented. But we represent a creative outlet for teachers. Our job is to empower their intellectual curiosity (e.g., give them a chance to participate in conferences).

*Challenge:* what to do when schools are in a process of restructuring and we are shut out of the school system? Ideas included focusing energies elsewhere while continuing to get into the school system and finding ways to integrate service learning for your students into the schools.

*The role of CLASP:* CLASP is essentially an agent of Title VI. Are there ways that CLASP could apply for funding in educational reform to be attacking these problems from within the system? Global competence is a key theme, and the Elementary and Secondary Education Act is up for renewal. We should work together to address these issues.

*Grants and funding:* talk to your grant writer, who likely has ideas for innovative grants you can pursue. Also, districts like partnerships, as do their/our grantors. It's important to see the big picture in terms of funding—to see where you get in-kind resources and funds. Partnering with arts and cultural organizations can help create new audiences for outreach.

*Outreach to pre-service teachers:* mixed response. Many of us work with Colleges of Education within our institutions, but it is generally not a major focus.

*Technology and social media:* much discussion, but it was generally agreed that Facebook and Twitter are very useful tools in reaching out to students and alumni. We are no longer focused on bulletin boards and inboxes, but moving to online dissemination. Best practice is to have a paid student working on the Web site, Facebook, Twitter, etc. It's a job, not a volunteer-type duty.

#### *Housekeeping items for CLASP*

- Web site leaves FIU in December 2010 and will be open to proposals.
- Tulane is willing to take on Secretariat when it leaves UConn.
- UNM will host a CLASP meeting in 2011 and we should be thing about ideas for sessions.
- Rosalind Santavicca is leaving Pitt, after a long and distinguished career, and is interested in any suggestions for applicants; she asks that CLASP members help mentor the new person.

# Roundtable II. Evaluation

**Chair: Valerie McGinley Marshall, Tulane University**

Discussants: Valerie McGinley Marshall, Tulane University and Rosalind Santavicca, University of Pittsburgh

The outreach session on evaluation and assessment touched on a number of issues that have been discussed at previous meetings concerning the need to accurately measure the impact of what we term “outreach” activities in regards to Title VI National Resource Center grants. Check website ([stonecenter.tulane.edu/Outreachmeeting2010](http://stonecenter.tulane.edu/Outreachmeeting2010)) for actual evaluation proposals from Tulane University and University of Pittsburgh.

Points covered:

1. A review of the materials presented by Xiu Cravens in her key note presentation:
  - Outreach activities planning include definition of goals/objectives, activities, outputs, and desired outcomes.
  - Evaluation tools should be designed and chosen ahead of time and data collected using them
  - Data summarized, reported and then used to improve outreach programming.
2. Discussion surrounding need to model good educational assessment practices with outreach activities. In collecting data on outreach activities, traditionally, the professional has been skilled at collecting qualitative data but must implement plans to
3. Valerie McGinley Marshall and Ros Santavicca share the assessment plans respectively of Tulane and University of Pittsburgh. (see attached)
4. Discussion regarding the advantages of collecting and pooling assessment data through membership in CLASP to demonstrate the impact, in particular, of Title VI National Resource Centers on Latin America in regards to outreach programs and the respective constituencies: K-12 education, post secondary education, and business/media/general public. In reference to Leanne Disla’s presentation, the professional outreach community in area studies needs to use “outreach as advocacy” not just as required element of our Title VI grants or just something each center “does.”

# Roundtable III. Addressing the Standards

**Chair: Julie Kline, University of Wisconsin-Milwaukee**

## Introductory comments

Standards were briefly referenced in a few other sessions during our meeting:

**Duke/UNC:** Leanne Disla mentioned that standards in North Carolina related to family/community lent themselves easily to some of her outreach projects with specific schools.

**FIU:** Andrea Seidel spoke of working with arts standards in the FIU summer dance institute.

**FIU:** Brooke Wooldridge referenced the ways in which the digital library of the Caribbean (dLOC) depends on standards to make the digital resources clearly relevant for educators.

Julie Kline (**UW-Milwaukee**, session chair) gave a brief overview as to how UW-Milwaukee CLACS addresses the standards and their effect on our educational programs. Because of the multidisciplinary nature of our programming (and because our audience is both K-12 and post-secondary educators), we draw upon multiple subject area standards (Social Studies, World Languages, Arts, Language Arts, Arts, and Natural Sciences). Standards matter for us in three different areas: workshops/institutes, curriculum development and evaluation. Overall, we look to standards as organizing principles to shape programming. Curriculum activities we disseminate do reference specific (national) standards; however in workshops, I tend to emphasize content, encouraging the teachers to both learn on a peer level and to interpret how that content is best applicable to their own classrooms. Master teachers help with that interpretation step. Single-day or multi-day workshops are designed to give educators built-in time and space for reflection and adaptation. (Although we didn't address it during the session, it will be interesting to see what develops with the common core state standards movement.)

## Discussion comments

**FIU:** Brooke Wooldridge uses standards to link dLOC to class syllabi.

**Texas:** Natalie Arsenault makes it a regular practice to ask teachers what standards they have difficulty meeting.

**Tulane:** Valerie McGinley Marshall gave examples of ways to make inroads into particular topics.

**Tulane:** Denise Woltering Vargas spoke of connecting with local cultural institutions, which have similar educational missions.

**Duke/UNC:** Leanne Disla talked about focusing on best practices (student-centered classrooms, use of primary sources, small group and other cooperative learning).

**Texas:** Natalie Arsenault commented that UT workshops incorporate skills as well as content (reading maps, graphs, etc.)

**FIU:** Brooke Wooldridge suggested looking at the online Schomburg Center for Research in Black Culture (housed in the New York Public Library) to see how they link materials to standards.

**UNM:** Amanda Wolfe inquired if/how respective Schools of Education participate in educational program planning.

**Pittsburgh:** Roz Santavicca responded that she always builds a curriculum consultant into her teacher programs.

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