



HUELLAS

Calvin College Department of Spanish ~ Summer 2005



Community Partnerships

Spanish, nursing, social work, business and education faculty, along with many Calvin students and staff, have benefited from working and studying in the Burton Heights neighborhood over the last four years. Calvin's 4th annual Community Partnership Celebration took place on Monday, April 25, 2005. This year Spanish faculty Marilyn Bierling was highlighted, among others, and given special recognition for supporting the "Spanish for Neighbors" classes with Andrew Brower at the SOURCE in Burton Heights.

Chrissy Boender has been teaching these classes and shares her experience:

During this past spring semester, I had the opportunity to teach basic Spanish to an average of 14 adults once a week through an amazing organization called The SOURCE. This organization works to assist members of the community in obtaining the skills needed to gain economic self-sufficiency, and includes countless services, including the course "Spanish for Neighbors," which was designed to help unify the community and workplaces. My usual students were workers at local businesses in the Buchanan area, such as Butterball Farms, who sacrificed their valuable time and energy after work to come voluntarily to class. Many of the adult learners were also parents and needed to balance their family responsibilities around the course.

With all of this in mind, I knew from the beginning that I needed to design a class that was fun, but also packed with information, because if the students didn't feel like they were progressing it would no longer be worth the sacrifice to attend. We played with manipulatives like counting bears to practice our num-



Chrissy displays one of her teaching aids.

bers and colors, and a family member guessing game that forced them to use their new vocabulary words to describe a hidden word. We practiced making our own questions and answers, and struggling through the situations where we could only comprehend a portion of what was said. They also learned about the weather, telling time, clothing, driving directional words, verb conjugations, building names, classroom/work objects, and many adjectives, in addition to the most basic questions/answers like "What's your name?" and "How are you?" On the last day, we practiced writing letters and forming full sentences from our imagination with all the information we had learned. We also all brought in advertisements or manuals that were published in Spanish and tried

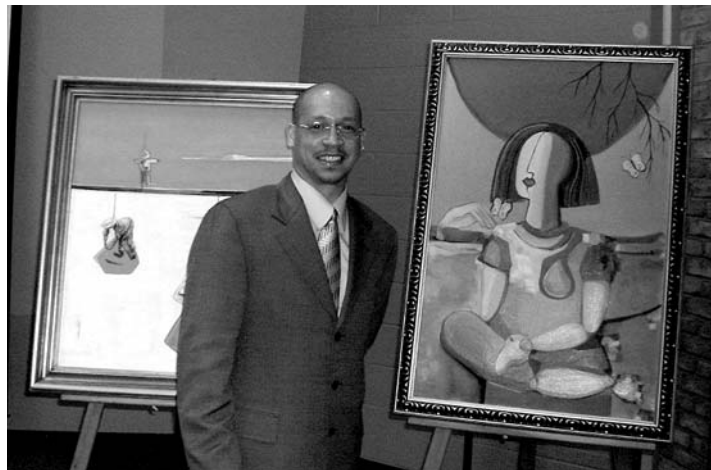
to sort through which words we knew to try to understand concepts. Then we concluded the course with festive foods that we could all now name in Spanish.

Every week I would ask the students to tell me the vocabulary or phrases they wished to learn that were specific to their workplaces or situations so that they were learning what was most important to them. For example, Jeffrey, a 30-year old student who was blessed with his first son during the weeks of this course, told the class how he used his knowledge of weather vocabulary and questions to speak informally with a business correspondent in Mexico. All of the students said that because they were able to speak in their coworkers' language, they learned more about each other and developed small relationships outside of the working hours. Most importantly, this course helped them understand the amount of effort and time it takes to learn a new language, which was a common bond for all the workers to share.

For me, this opportunity was an amazing experience that helped to light the fire I have inside of me to teach. Every time I walked into the classroom, I felt more and more alive and energized. I loved watching them struggle through a new concept and that recognizable look when it all comes together. I was amazed to hear them speak and see how far they had come in just eight short weeks, and all the while with a passion to learn as much as they could. I am thankful that I could use my knowledge to make all of this possible, and that I was able to meet so many wonderful people. Because of the success from their hard work, I look forward to having fun with these students again in the sequel course in the fall!

Artist Speaks to Students

During the spring semester, students in Spanish 202 courses studying a chapter on art had the opportunity to meet a local Latin American artist. Erick Pichardo, originally from the Dominican Republic, spoke to students about the history of art in Latin America and shared some of his art with them. Mr. Pichardo's artwork includes painting, drawings, murals and large installations. He explained to students the courage and inner strength he needed to help him overcome barriers of language and customs. The opportunity to meet a contemporary Hispanic artist allowed students to bridge the distance between textbook information and real life.



Friendship / Amistad

The following essay on friendship is an example of the high quality writing produced by students in Spanish 340 (Advanced Spanish Grammar and Composition). This course, taught by Fuensanta Iborra, is part of the Study in Spain program.



¿Cómo se explica que la verdadera amistad sea una relación tan delicada y frágil?

La habilidad de tener relaciones es uno de los grandes misterios del ser humano. Es parte de lo que nos distingue de otras criaturas. La verdadera amistad entre dos personas es una paradoja muy interesante porque es lo más difícil, pero también lo que más recompensa en la vida.

El ser un verdadero amigo de alguien significa que se le ama como se ama uno a sí mismo. Significa que se pone su bienestar antes de su propio bienestar. Esto es muy difícil de hacer porque en el fondo somos criaturas egoístas. La amis-

tad exige que seamos desinteresados y, esto va contra nuestra propia índole.

Además de ser criaturas egoístas, somos orgullosos. Es decir, que no queremos dejar ver nuestras debilidades; pero para tener verdadera amistad es preciso que seamos sinceros y vulnerables. El amar a alguien es amar "todo" lo que ese alguien es, incluso sus debilidades. Si escondemos nuestras debilidades es imposible alcanzar el nivel de confianza que requiere la amistad.

Además de ser difícil de alcanzar este nivel de vulnerabilidad, es peli-

groso porque da a nuestros amigos la capacidad de hacernos daño. Nada puede hacer sufrir tanto como el abuso de confianza entre amigos. Por eso es, por temor, por lo que somos cuidadosos en la amistad. Es en defensa propia.

A pesar de ser difícil de mantener y un poco peligroso, la amistad puede ser la bendición más profunda de la vida. El tener un amigo que comparte sus gozos y sus penas, es lo que hace la vida rica y llena. Dios no nos creó para vivir en soledad sino que nos creó para vivir juntos y tener relaciones con uno y otro, y con Él. Dios nos demuestra su amor por medio de la gente que pone en nuestra vida.

En conclusión, la amistad no es fácil. Hay dificultades. Hay pena y traición, hay lágrimas. Pero de verdad vale la pena porque la vida sin amistad está vacía y seca.

Christina Harris
Trabajo para Gramática 340
España 2005

Dejando huellas / Leaving tracks

2004-2005 was yet another busy and productive year for the Spanish Department at Calvin College. In this newsletter you'll learn about the department's connections with the Hispanic community in Grand Rapids: through service learning, a community forum, and an artist's lecture. As usual, we have been blessed with exceptionally talented students: they win prestigious awards, participate in academic conferences, and produce fine creative writing. Also included is news from some former students. We'd like to hear from more of you. If you have something to share with other Spanish department alumni please let us know. Send email to cslagter@calvin.edu.

Huellas summer 2005 issue

Funding for this newsletter was provided by the Calvin Alumni Association and the Calvin College Department of Spanish.

Querer decir

por Leslie Harkema

¿Qué es lo que quieres decir, Palabra?

quieres decir

lengua

el organismo oral
extendiéndose las raíces por
la fecunda tierra de la historia
y floreciendo en la boca de la gente

lo escrito

líneas y arcos con la magia
de significado;
expresiones concretas de las ideas
que se nos pueden escapar
por el aire

quieres decir

voz

la oración que se oye
hasta en las olas pegando la roca
o subiendo hacia alguna cúpula
un viento fresquito y ferviente—
rezando.

¿Qué quieres?

Yo quiero decir muchas cosas;
cosas muchas decir quiero yo.
Mas para decirlas, dependo de ti:
si hasta una sola palabra quiere decir
otra
¿qué puedo decir yo?

¿Qué es lo que quieres decir, Palabra?

quieres decir

Verbo,

el que en el principio
ya existía, alfa hasta omega,
palabra encarnada

así que

cuando quieres, Palabra—
dices querer.



Leslie Harkema with Professor Cynthia Slagter



Kate Landou presenting at the conference

Student Scholars

Calvin Spanish majors are making an impact on the academic world even before they have graduated! This year six students presented papers in an academic forum.

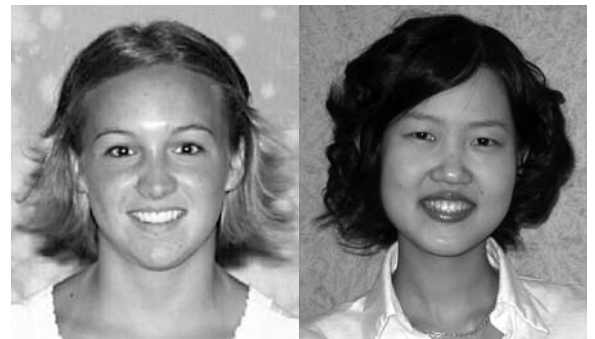
During the fall semester, **Cathy Peterson** participated in the 7th annual Conference of the Americas at Grand Valley State University's Eberhard Center, reading a paper on based on her work with street children in Caracas, Venezuela. In the spring, **Leslie Harkema**, who graduated this year with double honors in Spanish and English, presented a version of her honors thesis "Fortunata y Benina: Ángeles de la espiritualidad galdosiana" at the 15th Annual

Conference of the North American Christian Foreign Language Association. **Kate Landau** and **Ashley Wallace** also presented their curriculum units at this conference as part of a panel entitled "Designing Foreign Language Curricula for Moral and Spiritual Development." In addition, their work will be included as a chapter in an upcoming book. Two members of the capstone course shared their findings on Hispanic Immigration in the West Michigan area. **Mike VanderMeulen** spoke on "La inmigración legal: ¿quién gana, quién pierde y qué hacemos?" **Katia Bruxvoort** presented "El debate legal: la educación y los inmigrantes indocumentados."



Awards

Michelle Lassa was the recipient of the **Edna Greenway Scholarship** for 2005-2006. This scholarship is currently worth \$1700 and is awarded to a Spanish Education major entering the junior or senior year. As part of the application process, students are asked to reflect on and articulate the importance of the integration of faith in their own lives and careers.



Michelle Lassa

Eunbee Ham

The Edna Greenway Scholarship is not yet fully funded. We encourage Spanish Department alumni to direct their gift to Calvin to this worthwhile project.

Eunbee Ham was awarded the **Elsa Cortina Award**. She graduates from Calvin with a 4.0 in Spanish. Eunbee participated in the Study in Honduras program and plans to continue her studies next year at Princeton Seminary.

Alumni News

David Weaver (2002)

I thought I would share with you all some of my experiences down here in Ecuador. For those of you who didn't know, I moved down to Quito August 16th and plan to teach English here for at least one year. The city of Quito is picturesque in the sense that it contains the best preserved Spanish colonial architecture in South America. Elegant churches, government buildings and museums fill the historic center. I met an Ecuadorian with an extra room and I currently live in the old town near Teatro Sucre. My school is about twenty minutes away in the new part of town or La Mariscal. I teach three classes a day that last two hours long. Each cycle lasts two months and there are five cycles during a year. After gorging on Mexican food the last couple of years, I would have to say the food down here is very unique. Ecuadorians eat many interesting soups and stews (caldos, seco de chivo) and enjoy traditional dishes such as llapin-gachos, (cheesy potato cakes) or hornada fritada (roasted or fried pork). These tasty dishes are always complemented with a unique fruit juice (maracuya, guanabana, mora, naranjil-

la). Last week I had the opportunity to spend the weekend in the famous indigenous market of Otavalo. Here natives come to sell their wares, their produce and even their animals. I stayed outside the city in a beautiful mountain hostel and checked out the market on Saturday. It was quite an experience.

Dustin Brewer (2003)

A quick update from the land of the rising sun. Officially I am now into my second year here in Nagasaki. I can't really explain in words how much I have learned over the first year, but I can say that I have worked very hard with the language (especially the written language) to achieve a somewhat proficient level. This isn't to say however, that my Japanese is really any good. Because the truth is that it is still rubbish, but I am working hard as always to get better! Even though I have some perspective on the next few months, I don't have much perspective on what it is that I want to do after this contract is up. I know there are a multitude of options, and it is to me to take the initiative, but any suggestions?

Emily (Schuurmann) DeGroat (2000)

I graduated from Calvin in 2000, and then spent about 6 months in San Pedro Sula, Honduras, volunteering in a rehabilitation center. Next, I went to Boston University to get a Master's degree in Occupational Therapy. I just finished that program in March, and I'm now working at Beth Israel Deaconess Medical Center in Boston as an OT. I get to use my Spanish occasionally for Spanish-speaking patients, but I actually come across more Russian-speaking patients than Spanish-speaking, so I'm learning some Russian now! I'm always looking for opportunities to use my Spanish, though, and I've worked as an interpreter at a neighborhood health center and volunteered in a day program for Spanish-speaking seniors. In the Boston area, there is a substantial Puerto-Rican and Dominican population, so I've enjoyed hearing the different accents they use.

Courtney (Tabor)Yarch (2004)

Por fin encontré un puesto en que puedo hablar español. Trabajo en Doyle & Ogden, un agencia de seguros. Trabajo con las líneas personales, los autos, las casas, las motos, etc. Soy la única representante que habla español. Yeah!!! Es más difícil que pensaba, pero estoy muy contenta.

Dawn (Mateer) Moreno (1997)

Dawn grew up in Chile with missionary parents and has married a Chilean, has a four-month old baby boy, and lives in Denver, Colorado.

Rebecca Douma (2004)

Rebecca is working as a Lead Event Coordinator at Frederik Meijer Gardens and Sculpture Park. She and Charles Telep are getting married in July and will be living in Eastown in Grand Rapids. She does Spanish translating and interpreting on the side for D.A. Blodgett Services for Children and Families, an adoption/foster care agency in Grand Rapids. She stays busy with running and cycling, and just completed the 25K River Bank Run and is training for the Reed's Lake Triathlon.

~ continued on page 5

Introducing Nora Koster

Although her last name doesn't show it, Nora is originally from Guatemala and is most willing to share her linguistic and cultural knowledge with both students and faculty. When you enter the department, one of the first things you'll notice is a sign on the front desk: "Hablemos español" inviting students to speak Spanish. Nora's warm smile and encouraging attitude have help nudge many a reluctant student into using more Spanish than they would have thought themselves capable of. She has also become an informal mentor to some of Calvin's Hispanic students, always ready to share a joke or compare elements of language and culture. In short, Nora is a blessing to our department and we appreciate her greatly.



Piet Koene (1987)

Piet is an instructor of Spanish at Northwestern College, and has been named Iowa Professor of the Year for 2004 by the Carnegie Foundation for the Advancement of Teaching.

A member of Northwestern's faculty for nearly five years, Piet received the college's Teaching Excellence Award in 2003. He serves as chairman of the modern foreign languages department and is a major reason why the number of Spanish majors at Northwestern has tripled in the last four years to approximately 50 students.

Piet earned a master's degree from the University of Toronto. He met his wife, Rosa, while living and working in Honduras. He also developed a passion for the Spanish language, Hispanic culture and missions while in Honduras—a passion that led to teaching and motivates a life characterized by service. He is known for assigning activities that require his students to interact with Spanish-speaking people in the community. Often that interaction is in the form of ministry: teaching English as a second language or working with youth at Amistad Cristiana, a Hispanic church he and his family attend in Sioux Center, Iowa. Piet strives to provide plenty of opportunities for students to get that practice. In addition to encouraging students' ministry to the area's growing Hispanic population, he helps organize monthly Spanish chapels and serves as an adviser to the Spanish Club. He's led study trips to Mexico and Spring Service Projects to Honduras. He also advises the college's Spanish House, whose residents commit to speaking only Spanish and each week share a meal with Piet and his family. Piet also serves as a translator in the community and has his students attend court cases to see him interpret a trial.

Danielle Jackson (2004)

Danielle has been accepted in a Physician's Assistant M.S. program at Emory University in Atlanta, where she'll be going this fall.

Andrea Smidt (1999)

Andrea will be married in July. She is finishing her PhD in Latin American History and plans to defend her dissertation late this fall. She has accepted a position at Geneva College in

Graduate Receives Fulbright Grant

Aaron Iverson earned his B.S. in Biology and B.A. in Spanish this May. The Fulbright Grant will allow him spend next year in Peru, studying sustainable agriculture. Aaron will take graduate courses, in Spanish, at the Universidad Nacional Agraria La Molina (La Molina National Agrarian University), located just outside Lima. He will also conduct field research on the social and environmental effects of both conventional and sustainable agriculture practices. The U.S. Student Fulbright Program awards approximately 1,000 grants annually. Fulbright student grants aim to increase mutual understanding among nations through educational and cultural exchange. A Fulbright grant provides funding for round trip travel, maintenance for one academic year, health and accident insurance, and tuition for university studies.

Pennsylvania and will begin teaching there during the Spring semester.

Jodie (Wieland) Dykstra (1999)

We continue to be blessed by our time here in Ecuador. My husband Dan continues to enjoy his work with the youth group and giving chapels on Monday mornings. Yesterday he had the opportunity to take a flight into the jungle! He enjoyed meeting the friendly Quechua/Shuar people living there. Our son, Simon, is thriving on the Ecuadorian cuisine we've been feeding him. My work at the hospital is going quite well, and I'm learning a lot. It is very different trying to practice medicine without access to all the technology and tests available in the States. I am enjoying getting to know some of the Ecuadorian residents that I'm working with. I'd like to share some stories with you.

We had a baby come in yesterday from the jungle, with pneumonia in both lungs. The parents transferred him here because they were at a different hospital where there were 6 babies with respiratory problems, 3 of whom had died. The medical culture here in Ecuador is such that if the family wants to leave an institution to seek treatment elsewhere, they are given no paperwork. It is as if the medical personnel are offended they are leaving and thus want to "punish" the patient by not giving an official discharge summary. This, of course, only complicates matters at the next hospital they go to, because the patient often does not have a good grasp of the treatment they received. The availability of drugs and other resources is another whole issue. So many meds simply aren't even available here, and some that are, are so expensive that many folks can't afford them.

A man came into the office, 62 years old. At 92 pounds, he simply looked frail and sick. He came with 2 women in their 30's. You are here with your 2 beautiful daughters? I asked him. No, there were his neighbors. He has no family around, and they were worried about him, so they drove him 5 hours to Shell to get him checked out. The one woman had her 3-month-old along as she is breastfeeding, and there were other children she'd left behind at home. I was concerned about TB so, he and his neighbors stayed overnight in the patient housing at my request to get an early-morning sputum. The test the next morning was negative. They needed to return home, so the women could tend to their families, but wanted to assure that their neighbor was diagnosed and treated properly. We agreed that they would bring him to Ambato (closer to where they live but still a good 2 hours away), the closest place available, to get a CAT scan. They they'd bring it back to me to find out the results when they had a chance - maybe in 2 weeks or so. To my surprise, they returned the next morning with the CAT scan, showing a cavity in the lung, proof of TB. I am amazed at the kindness of these women toward their neighbor. Would I spend 3 days in a row pursuing treatment for my neighbor, including 2 5-hour car rides, a \$70 CAT scan, lots of waiting around, leaving my family, knowing all the while I was being exposed if he did turn out to have TB? They are an example to me of Christ-like compassion.

Patti Dennison (1997)

Patti is living in Colorado and teaching ESL at a preschool (175 out of 430 enrolled are hers!). She also teaches community college classes at night as well as some district classes.



Spanish Department Alumna Brings Mexican History to Life

I teach at Kalamazoo Advantage Academy, an inner city Mosaic charter school. The demographics of my school reveal a student body comprised of approximately 97% African American, 2% Caucasian, and 1% Latino children. To these 440 students, I teach 18 Spanish classes and see each class once per week.

Since the Spanish program was in the fledgling stage when I came on board, a cinco de mayo festival had not yet been attempted. However in my close work with some of the Latino families and one person's interest in helping out with the undertaking, I made a proposal and presented it to the administration. Starting out as an under-funded, under-supported, unknown celebration, with little more than a basic idea in my head- cinco de mayo sounded like a nice little fiesta. Little did I know just how quickly the idea would snowball.

After my proposal received the thumbs-up, I began firing up the students. I taught each grade about the battle at Puebla (including a football-play sketch of the movements of the cavalry, which the boys really appreciated); the reasons Mexicans, Mexican-Americans, and Americans celebrate cinco de mayo, songs, activities, crafts and more. The Art teacher jumped on board to work with her classes to make a mural, flags, posters, and decorations. I taught the K-2 students the chorus to *cielito lindo*, the 3rd graders learned the Mexican hat dance (for performance at the cinco de mayo celebration), I helped the 4th graders delve into the battle at Puebla, so that at the celebration they could dress up in traditional clothing as either French or Mexican people involved in the battle. The only problem with that was that it was like pulling teeth to get anybody to step up for the French side. 5th and 6th graders worked on art projects and decorations. 7th graders did mini research projects (which developed into elaborate works of art and scholastic achievement), and the 8th grade planned games, face painting, and crafts for the children to do.

Initially I hoped to get enough of



Melissa Rozeboom with a couple of her students.

my students excited about cinco de mayo to yield a turnout of one hundred people. After sending home a note with each child asking for a number of people interested (so we could order some food to sample)- I got the shock that I had not anticipated. First the numbers hit one hundred, then two hundred, then topped three hundred! Apparently everybody wanted to come to cinco de mayo! This once-little party, was now a great celebration!

After networking with MANY local restaurants, the Hispanic Coalition of Kalamazoo, friends, and family, I found willing souls that were ready to donate, serve, and be a part of this celebration. My administrators pushed for me to advertise further, so I did a radio spot with a local station and hung many posters in Spanish and in English.

May 5th arrived. We had tostadas, tamales, horchata, tacos, burritos, enchiladas, and nachos enough to feed 400. The staff members who helped serve were meticulous in their cleanliness (thanks to Nurse Kristin) and said the food stretched farther than anyone thought it would- we fed over 500 people that night! I call it the "feeding of the 500"- our own little miracle at KAA. We did face painting, a beanbag toss, and the cakewalk (with pastries from "La Mexicana" as prizes and walking to the

beat of mariachi music). We made our own Mayan masks, we played la lotería, and we danced Salsa in the gym with Srta. Sandor (my former Salsa instructor). The highlight of the entire evening however, was the piñata. One piñata for every 3 grades, candy enough for all, and extras if that wasn't enough, how could the students not love the piñata?

Not that there weren't little glitches along the way, but the evening was an immense success. Over five hundred people showed up and ate, laughed, danced, socialized and spent time as a school community. Some schools have events like this often, but for KAA it was revolutionary. Parents who had never been to the school before for any reason, conferences included, showed up for the event. Teachers met the parents of their students face-to-face for the first time ever. Seven new students enrolled for the 2005-2006 school year at KAA. The staff pulled together and used their individual strengths to make for an incredibly strong team. The smiles on the student's faces were fixed for the entire night and their laughter was copious.

"Great job Miss Rozeboom. Wow, what a success!" They said.

"Yes, it was a true celebration!" I responded.

- Melissa Rozeboom (2004)

Faculty Updates

In addition to continuing to serve as chair of the Spanish Department, **Marilyn Bierling** developed a senior integrative studies course on Hispanic Immigration to the U.S., involving several panels of community speakers, and a Spanish 202 section that gave credit for cross-cultural engagement. She received a Community Partnership Award for helping to establish relationships with the Hispanic community in Grand Rapids. In addition, she published two reviews of books on the Latin American response to the war in Iraq and the growth of Protestantism in the U.S., and she has been involved in the Petra Exhibit at Calvin. During the summer her major projects are curriculum revision and a trip to the Middle East.

Dianne Zandstra enjoyed a sabbatical during fall and interim, 2004-05. During this time she prepared manuscripts for possible publication and also her dossier for tenure, which she was awarded in February. During spring 2005 Professor Zandstra taught a capstone course on contemporary Argentina she looks forward to leading a May term course in Argentina in 2006.

She published a book review in the *Revista de Estudios Hispánicos* and an article in the *Journal of Christianity and Foreign Languages* and presented papers at NACFLA and at the Michigan Academy.

Professor **Dwight TenHuisen** gave the following conference papers this year:

- “Mendes Pinto as Liminar: Communitas, Potentiality and Sacralization in Peregrinação.” April 21, 2005. Kentucky Foreign Language Conference. Lexington, KY.
- “Gradational Oppositions, Liminality, and Hagiographic Transculturation in Cabeza de Vaca’s Naufragios.” April 2, 2005. NACFLA. Palos Heights, IL.
- “Teaching Colonial Spanish American Literature in the Christian College.” Part of panel “Approaches to Teaching Colonial Spanish American Literature.” Latin American Studies Association. October 7-9, 2004. Las Vegas, NV.

He also had a short article on the use of scripture in the colonial Spanish American Literature classroom appear

in the forum section of the most recent edition of the *Journal of Christianity and Foreign Languages*. This summer he plans to serve as a reader for the AP exam in Spanish, take a course on early modern French paleography at the Meeter Center, and participate in a four-week summer institute offered by the National Endowment for the Humanities at the Newberry Library in Chicago. He has been approved for sabbatical next year, and if he receives outside funding, he plans to do research at the Herzog August Bibliothek in Wolfenbüttel, Germany.

New appointments

María Rodríguez began teaching at Calvin in 2000 but has now begun a tenure track appointment in the department. Having completed her coursework and passed her doctoral exams, Professor Rodríguez is currently writing her dissertation in the field of Foreign Language Education at Wayne State University.

Karen Miller will be our newest faculty member in the fall of 2005. This summer she is in southern Chile finishing her doctoral dissertation on the comprehension of the plural morpheme by Chilean children, who often hear plural nouns without the final s. Her degree in

linguistics (from MSU) with a special emphasis on second language acquisition will be a real asset to the Spanish, bilingual, and ESL programs at Calvin.

Lourdes Rodríguez (sister to María) begins a term appointment in the Spanish Department. Professor Rodríguez has already served as department secretary and will continue to organize Spanish Chapel and assist with interviews for the study abroad programs.

Adjunct instructors

Karen Holleman (1990) began working in the department last year after teaching for many years at Holland Christian High School.

Julie Veeneman (1974) will be teaching two sections of Spanish 201 this fall. She has studied in Mexico and previously worked as a missionary in Honduras and the Dominican Republic.

Erin Jacques (2002) will be teaching two sections of Spanish 101 this fall.

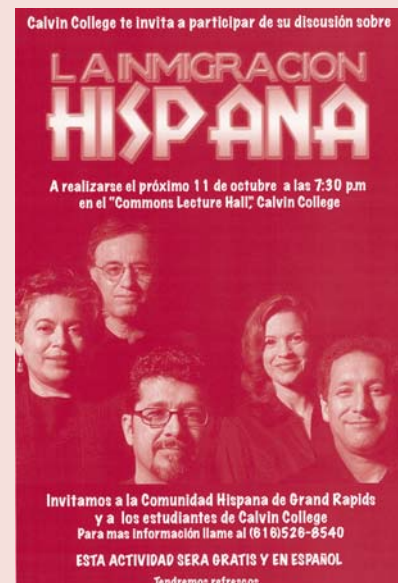
Joe Polonowski (1968) has been teaching in the department since 2001, after retiring from Ottawa Hills High School.

Amish Groce works occasionally for the Spanish Department as well as for the Forest Hills Public Schools district.



Panel on Hispanic Immigration

On October 11, 2004, over 70 people gathered in the Commons Lecture Hall to participate in the first Spanish-language forum on Hispanic immigration in Grand Rapids. Professor Marilyn Bierling organized the forum as a part of the fall 2004 capstone class “Hispanic Immigration to the U.S.” Participating in the forum were Andrés Abreu, editor of *El Vocero Hispano*; Armando Hernández, vice-president of Bank One in Grand Rapids; Beatriz Mancilla, assistant to congressman Pete Hoekstra; Ramón Peralta, teacher and local historian; and Richard Kessler, a lawyer specializing in immigration issues. The audience, made up of both students and members of the local Hispanic community, interacted with the panel with questions, comments, and reactions. At the end of the evening, all present declared that this worthwhile event should be repeated in the future.



Study in Honduras

Honduras: it's poor, it's hot and dusty, it's noisy, it's third-world, but it's also tropical, it's colorful, it's friendly. After a wonderful semester in Honduras, so many and varied images fill my mind it is very difficult to say with any conviction that THIS is Honduras.

Twenty five Calvin students went to Honduras during the fall of 2004 so that, more than anything, their ability to speak Spanish would improve. Improve it did and along with that so did their cultural awareness making them better world citizens. Perhaps more importantly they also became friends because of their daily struggle to cope with and understand the life in Honduras. They held each other accountable to speak Spanish as much as possible, they prayed for and with each other to strengthen their walk with God and they supported each other as they ventured out into Honduras and had new and exciting adventures. It is a wonderful program that every Spanish student should experience because they come back speaking Spanish in a way that is never accomplished JUST in the classroom but the added bonus of building a community with 24 other likeminded students is the icing on the cake.



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