


To: Sonia Goltz, Sabbatical Leave Committee
From: Sandra M. Boschetto-Sandoval, Humanities 
Subject: **Report of Sabbatical Leave Activity (January 1, 2007-May 11, 2007)**
Date: May 31, 2007

CC: R. Johnson, Humanities
M. Seel, Dean

**Summary of Accomplished Activities Relating to Sabbatical Leave Proposal
[November 2005]:**

I worked in collaboration with Ciro Sandoval to produce a manuscript prospectus for a co-authored intercultural communication textbook/reader for students enrolled in advanced level Spanish language and culture classes. The completion of the prospectus draft for the manuscript—tentatively titled *Más allá de las palabras: pasajes, encuentros y desencuentros* [Beyond Words: Passages, Encounters and Miss-encounters], was one of several accomplishments during the sabbatical leave. The prospectus is being revised for submission to a publisher.

Most of the work on the manuscript was completed at the Language Resource Center, University of Calgary (Alberta, Canada) from January 30 to April 30, 2007. Dr. Denise Brown, Director of the Latin American Studies Department at the University of Calgary was our host during the sabbatical leave. The Resource Center extended office space and library privileges, which allowed us to utilize the excellent UC library collection, to further conceptualize the parameters of the manuscript, to develop the initial bibliography for our project, to complete the extensive Table of Contents (approximately 15 chapters), and to draft an initial first chapter. A second chapter draft is planned for completion by fall 2007. Due to this preliminary work and the extensive drafts required for the first (and second) chapters, completion of the third chapter was not feasible during the limited time span of the one-semester sabbatical.

I co-delivered two presentations during the sabbatical leave, both of which featured our work on the intercultural communication manuscript. These presentations, which I note below, were helpful in conceptualizing the topics and structural parameters of the manuscript project with the help of colleagues in various disciplines and from different academic perspectives:

- “Beyond Words: Weaving an Intercultural Communication Reader in Spanish” (With Ciro A. Sandoval), Language Resource Center, University of Calgary (Alberta, Canada) March 26, 2007 [announcement attached]
- “Composing an Intercultural Communication Reader in Spanish: The Pleasure and the Misery of Translation” (with Ciro A. Sandoval). Association of Academic Programs in Latin America and the Caribbean (AAPLAC). 18th Annual Conference. Yale University, New Haven, CT, February 23, 2007. [Conference invitation and abstract attached]

Subject: [lrc-l] Presentation on Intercultural Communication, Monday, March 26
From: Olga Rylova <orylova@ucalgary.ca>
Date: Thu, 22 Mar 2007 11:14:36 -0600
To: lrc-l <lrc-l@majordomo.ucalgary.ca>
CC:

Beyond Words: Weaving an Intercultural Communication Reader in Spanish

Monday, March 26

12:00 - 1:00

CH-D 425

**Presented by
Dr. Ciro Sandoval and
Dr. Sandra Boschetto-Sandoval,
Michigan Technological University.**

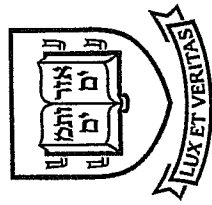
**Dr. Ciro Sandoval is an Associate Professor of Spanish and Comparative Studies and
Dr. Sandra Boschetto-Sandoval is an Associate Professor of Spanish Language and
Latin American Studies.**

**They are spending this semester visiting the Language Research Centre to work on
this project, dedicated to cross-cultural communication.**

**Working within the framework of specific literacy, this project addresses the goals
and instructional strategies that frame the planning of an intercultural
communication reader for second-language learning audiences of Advanced Spanish
Language and Culture. It seeks to fill an existing void in the use of language for
specific literacies - the use of Spanish as a vehicle of knowledge in specific fields, such
as that of intercultural communication. As indicated by the title, it also seeks to
address the need to get beyond thinking as usual, namely the commonalities of
normative intercultural textbooks, particularly those written in English.**

This presentation will be in English and everyone is invited to attend.

Refreshments will be served.



AAPLAC Conference 2007
Yale University

Teaching Ethnography in the Study Abroad Context

Dr. Patrick C. Wilson, Assistant Professor, Department of Anthropology, University of Lethbridge, Centers for Interamerican Studies

12:30 PM-2:00 PM

Lunch/Business meeting

2:00 PM-3:30 PM

Frozen Images: Culture and the Bi-national Relationship U.S. And Mexico

Moderator: Diana Arizaga, Resident Director, Mérida, Mexico, IFSA-Butler

Dr. Michael Twomey Valdés, Professor and Consultant of Intercultural Communication, Endicott College, Mexico City, University of the Americas, Mexico City and National Council for Culture and Arts (CONACULTA)

Simulating a Cross-Cultural Immersion Experience Domestically
Marta Almeida, Professor, Department of Spanish and Portuguese, Yale University

Composing an Intercultural Communication Reader in Spanish: The Pleasure and the Misery of Translation

Dr. Ciro A. Sandoval, Associate Professor, Spanish Language and Comparative Studies, Department of Humanities, Michigan Technological University

Dr. Sandra Boschetto-Sandoval, Associate Professor, Spanish Language and Latin American Studies, Department of Humanities, Michigan Technological University

3:30 PM-3:45 PM

Coffee Break

3:45 PM- 5:15 PM

Evaluating Study Abroad: Highlights and Insights from Several Large-Scale Studies

Moderator: Dr. Jeff Connor-Linton

Evaluations: Avoiding Common Pitfalls and Presenting Results Creatively

Thursday, February, 22 --

Saturday, February 24, 2007

Weaving an Intercultural Communication Reader in Spanish: The Pleasure and the Misery of Translation[s]

Ciro A. Sandoval and Sandra M. Boschetto-Sandoval

Michigan Technological University
Houghton, Michigan

We attempt in this presentation to address the *literacy* goals and instructional strategies that frame the planning and composition of an Intercultural Communication Reader for advanced students of Spanish language, culture, and Special Literacies (Heritage courses, included). Given the wide spectrum of topics and contexts within the field, determining upon a “detailed table of contents” for our as yet unspecified publisher/reader proves to be a somewhat daunting task. Working within the framework of literacy—teaching “other” knowledge/s from other disciplines through the use of the Spanish language—we are thereby challenged to develop a reader that borders on cultural translation.

In addition to the usual theoretical rendition of topics common to intercultural communication readers in English, one of our objectives is to incorporate historical, political, technological, and literary intertextual mediations. In doing so, we hope to move away from representations of the Other as static, knowable, and ahistorical. As we continue to work with the fluidity of language and values, with a multiplicity of verbal and nonverbal literatures and texts, symbolic codes, and social and cultural forms that make up the pluralistic text that we call culture, we realize we are working to translate those values and perspectives for our students. This presents challenges, such as the need to contextualize in the meaningful manner of a “thick culture” (Clifford Geertz) translation that offers frequent opportunities for self-reflection, as well as comparisons

and contrasts. Without such a situated context, how could students “translate” (understand/relate to) hierarchies based on kinship, respect for one’s elders, the protection one expects from one’s superiors, informal networks of mutual aid, the special powers of motherhood, the cult of the saints, and the private and public spaces we call cultural?

Our conceptualizations and woven examples to illustrate them—in other words, the accompanying literary, ethnographic, essayistic texts—are directed to purposes such as the following: the need to extend the American imagination—an imagination that regulates much of the world system economically and politically—beyond the narrow scope of the United States; the desire to portray (translate) views of the Hispanic world, and of the world elsewhere; the need to foster awareness of the autonomy of the Other’s culture; the need to challenge directly the ethnocentric assumptions or cultural view of superiority of the West; and the wish to distinguish between a domain of technological skill in which efficiency is not the sole parameter of value. Finally, and hopefully, since the paradigm of complexity allows us to recognize the complementarity of contradictory truths, our desire is to increase students’ views of systemic complexity by aiding them in accepting contradictions of social reality, while avoiding oversimplifications of more complex cultural phenomena.

Our reader/text, tentatively titled, “Más allá de las palabras: pasajes, encuentros y desencuentros interculturales,” is an attempt to get beyond thinking as usual, to bring intercultural communication within the practice of cultural translation(s), in order to foster new conceptions of cross-cultural understandings as forms of literacy, international citizenship, activism, and global solidarity.