

## **Statement of Diversity, Equity and Inclusion in Teaching:**

I am aware that my knowledge of Spanish as a non-native, white, cisgender woman is informed by my life and experiences, many of which are different from the ones my students have had or will have. I also know that acquiring proficiency in a living language has no fixed end point: I continue to learn and grow in the language and strive to model for my students ways to do the same.

In my teaching, I intentionally include a diversity of voices, accents, opinions, experiences, and perspectives through a variety of readings, films, podcasts, and music. Many of these resources have been suggested by students over the past few years, and I welcome their input as we build knowledge together.

In my intermediate level classes, and as an antidote to the tired chapter every textbook seems to have about Latin America being “a land of contrasts,” I have developed a curriculum around race and racism in Latin America that begins with data about the African slave trade in the Caribbean and Latin America. We then examine the work done by slaves while in captivity, as well as the towns or *palenques* they established as freed slaves or *cimarrones*. ([The oldest of which was just discovered in Panamá](#)).

We then discuss how this important segment of Afro-Latinx history is often unknown or unappreciated within Latin America and the resulting racism such ignorance can foment. I include Henry Louis Gates’ 2010 documentary “Black in Latin America,” making sure my students watch the episode about México called “The Black Grandma in the Closet,” to demonstrate this point.

Finally, we take a long look at the situation of Hispaniola and, using two stories from Radio Ambulante about the Dominican Republic, interrogate the prejudice and racism against the Afro-latinx communities that continues to this day. Through these stories, the past is woven together with the present. As a result, the students now have a lense through which they may examine and discuss current events on the island.

By addressing the forces that lead to the dominance or erasure of one group by another, alongside a careful examination of the linguistic forms that are needed to discuss them, my goal is to give my students the tools to think critically about the issues and represent their thoughts and ideas strategically using the language we are learning and practicing together.

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