



serve the community, the program also offers learning experiences for students. Their knowledge of standard Spanish is enriched as they encounter contemporary Mexican Spanish as it is spoken in the United States. Their understanding of cultural and social issues in Latin American studies is sharpened by seeing them applied in daily life. And, perhaps most importantly, students gain a personal experience that makes what they are learning real. “I found in service-learning the perfect pedagogical balance to bring to life the social and political problems of Latin America and Latinos in the

United States,” Alzate says. “The point of departure for me is that each student establishes a friendship, a personal and individual friendship with one member of the Mexican community. Once this is established, no matter how hard the topic is, the student will find a solution for the challenges the topic addresses.”

Such learning, while a departure from traditional classroom experiences, offers students opportunities to explore their own cultural and spiritual beliefs, to experience diversity in the heart of rural Minnesota, and to apply what they have learned in authentic ways. They get a head

start on the College’s mission to help students lead lives of leadership and service. They learn, on a local level, what it means to work toward a just and peaceful world. Though that seems a tall order for a single service-learning program, Alzate has a simpler way of describing it: “I hope that the AMIGOS experience will not be just another college experience but a lifelong desire to contribute in changing the world in which we *all* live.” 

*Barbara Fister, an academic librarian at Gustavus since 1987, also serves as a coordinator of the Faculty Development Program.*

## Creating commitment

*Service Learning for Social Justice program fosters faculty civic engagement*

by Elizabeth Baer

The young woman in the trim green uniform furtively beckoned to us from a crumbling doorway. On this warm afternoon in Havana, we were casually exploring the city forbidden to most Americans. Nancy Hanway, associate professor of Spanish, translated the woman’s offer: for one American dollar, she would show us an antique pharmacy behind the door she appeared to be guarding. Intrigued, we paid and followed her. The tour of the beautifully intact turn-of-the-century store was hurried; at one point, the young woman fretted about her boss returning before she ushered us out.

This brief serendipitous exposure to pre-Castro Cuba turned out to be an epiphany about the



Priscilla Briggs

*A view of beachfront Havana off the Malecon on a hot day.*

challenges confronting one of the few countries still espousing Communism. The young woman was an employee of the Castro government, protecting this historical site. As such, she

would be paid in pesos and would trade at the *bodegas*, government-sponsored stores where she could buy bulk products such as rice, beans, coffee, oil, and cigars. But she might desire



# Teaching & Learning Together

## Faculty Development



Carolyn O'Grady

The "Peace Wall" dividing Protestant and Catholic communities in Belfast, Northern Ireland.

the more exotic products on sale at the "dollar" stores: jars of olives, hair dryers, toilet paper, and other items unavailable to those who could pay only in pesos. So she, a representative of the Cuban government, used her entrepreneurial spirit to earn a few dollars. The dual economy in Cuba is a kind of metaphor for the schizophrenic nature of Cuba today: espousing Marxism, making capitalistic compromises to survive.

The occasion for the visit to Cuba was a program called Service Learning for Social Justice, a faculty development program founded in 2002 at Gustavus to foster civic engagement and awareness in our teaching, no matter what the discipline. Typical Ph.D. programs train faculty in the "content" of



Jaqueline Alvarez

Members of a weaving co-operative, outside Chichicastenango, Guatemala.

their fields but rarely in pedagogical technique; also often neglected is the effort to draw links between biology, classics, or philosophy and the contemporary issues of the 21st century. Gustavus espouses a commitment to justice and to prepare our students for lives of service, and many faculty are deeply devoted to such an idea in their own lives. But how to make the connection in our classrooms?

This dilemma crystallized for me in a conversation with a professor of history who was preparing to teach a course on the tradition of American radicalism and activism but was at a loss as to how to contact current activists in Minnesota who might speak to his students or, better yet, engage his students in working toward equality. It was a dilemma I had faced in teaching courses on the Holocaust. The mantra of the field of Holocaust studies was, for many years, "Remember" and "Never Again." Yet Pol Pot killed almost two million people in the 1970s in Cambodia; 800,000 died in three months in Rwanda in 1994, killed with greater efficiency than Jews in Nazi Germany, though machetes were the primary weapon of the *genocidaires*. As I write, the slaughter continues in Darfur while the United Nations deliberates over whether the deaths of 400,000 and the rapes of thousands of women "rises to the level" of genocide. "Never Again" sounds increasingly hollow and I have struggled to find ways to make my students aware of contemporary social justice issues and their own obligation to address these issues while in college as well as in their chosen vocations.

The Service Learning for Social Justice Program was creat-

ed to address this felt need. It is the brainchild of a collaboration among the Center for Vocational Reflection, the Diversity Center, the dean's office, the faculty development office, and the work I do in my capacity as the Raymond and Florence Sponberg Chair of Ethics. The program includes a pedagogical workshop on service-learning (community service in the context of a credit-bearing course), a reading seminar, an international study tour focused on an issue of social justice, and an immersion day to look at related issues in our own communities. Participating faculty pledge to incorporate service-learning into their work at the College in some way.

With each iteration of the program, we have journeyed to a different international destination. In 2002, we traveled to Northern Ireland to study "the Troubles," the conflict between the indigenous Irish Catholics and the Protestant descendants of the colonizing British. In 2003, the group spent ten days in Guatemala, endeavoring to understand the genocidal civil war there, a conflict between the Maya Indians and the descendants of the Spanish conquerors. In 2004, Cuba was our destination as we learned about both the successes and the challenges of the 1959 revolution. In June 2006, another group will travel to Namibia to look at the post-apartheid society that is struggling with HIV/AIDS and a host of other issues.

All told, close to 80 members of the faculty have benefited from this program, which is funded by the Bush Foundation, the Lilly Foundation, and contributions from Gustavus offices as well as the Sponberg Chair endowment.



What have the outcomes of this program been? To describe them would take another whole article. Instead, allow me to share a moving quotation from a professor of geography who participated in the yearlong program that included the trip to Guatemala: "I understood the goal of our trip to Guatemala as inculcating a deeper, more personal understanding of social injustice in order that we might teach about it more effectively. In this respect, I think it worked remarkably well. At the outset, I believe there is an undeniable virtue in taking relatively sheltered, first-world academics and immersing them in a developing country where the experience with social injustice cannot help but be immediate, tactile, highly visible, and emotionally charged. Just being in Guatemala . . . was a transformative experience. We could not have remained aloof and unaffected even if we had so desired. For me personally, as the mother of young children, seeing the obstacles faced by children there on a daily basis was emotionally overwhelming. Having this experience heightened my already-existing commitment to work for social justice both within and outside the classroom."

By engaging in visceral, experiential education themselves, faculty come to understand its value for our students, its potential to devise solutions for the complex social justice issues facing our world today and, perhaps most importantly, how to creatively incorporate such experiences into their own teaching. This is the essence of a Gustavus education today. 

*Elizabeth Baer is professor of English and Raymond and Florence Sponberg Chair of Ethics at the College.*

## 2006 summer sports camps at Gustavus

**G**ustavus' strong athletic tradition is evident with numerous summer sports camps. All camps listed feature knowledgeable coaching staffs, outstanding athletic facilities, and quality dining service and housing accommodations. Complete summer camp information is posted at <[www.gustavus.edu/on-campus/athletics/camps/](http://www.gustavus.edu/on-campus/athletics/camps/)>.

### Gustavus Golf Camp

**Boys and girls, ages 9–17:** June 11–15

**Contact Scott Moe,**  
507/933-7610

<[smoe@gustavus.edu](mailto:smoe@gustavus.edu)>

### Gustavus Hockey and Leadership Camp

**Squirts, PeeWees, and Bantams:** July 9–13

**Mites:** July 10–14

**Defensemen Skills Camp:** July 14–16

**Girls:** July 16–20

**Contact Brett Petersen,**  
507/933-7615

<[bpeters4@gustavus.edu](mailto:bpeters4@gustavus.edu)>

### Gustavus Basketball and Leadership Camps

**Grades 6–7:** June 10–13

**Grades 6–7:** June 14–17

**Grades 7–8:** June 18–22

**Grades 7–8:** June 25–29

**Grades 8–10:** July 5–9

**Grades 9–12:** July 9–13

**Varsity:** July 16–20

**Contact Bob Erdman,**  
651/488-8442, or

**Mark Hanson,**

507/933-7037

<[mjh44@gustavus.edu](mailto:mjh44@gustavus.edu)>

### Gustavus Volleyball Camp

(day camps for grades 8–12,  
10 a.m.–noon & 1–3 p.m.)

**Gustie Camp:** July 31–August 1

**Setter/Hitter Camp:** August 2

**Offensive/Defensive Camp:** August 3

**Contact Kari Eckheart,**  
507/933-6416

<[keckhear@gustavus.edu](mailto:keckhear@gustavus.edu)>

### Tennis & Life Camps

**Junior Camps (ages 11–18):**

June 5–8, June 19–22,  
July 17–20, July 31–August 3, August 7–10

**Junior Camps (ages 14–18):**

June 12–15, June 22–25, June 29–July 2,  
July 10–13, July 24–27, August 3–6

**Tournament Player Camp (Ages 14–18):**

June 26–29

**Adult Camps (ages 18–80):**

June 8–11, June 15–18, July 6–9

**Family Camps (ages 8–80):**

July 13–16, July 20–23, July 27–30

**Contact Steve Wilkinson,**

507/931-1614

<[swilkins@gustavus.edu](mailto:swilkins@gustavus.edu)>

### Gustie Soccer Camp

**Boys and girls, ages 10–14:** June 25–29

**Boys and girls, ages 10–17:** July 9–13

**Contact Mike Stehlik,**

507/933-7619

<[mstehlik@gustavus.edu](mailto:mstehlik@gustavus.edu)>

### Southern Minnesota Throwers Camp

(for boys and girls, grades 8–12)

**Four one-day Shot Put Camps**

June 14, June 21, June 23, June 28

**Four one-day Discus Camps**

June 15, June 22, June 24, June 29

**Contact Tom Thorkelson,**

507/933-7657

<[tork@gustavus.edu](mailto:tork@gustavus.edu)>

### Gustavus Swimming Camps

(for boys and girls, ages 10–18)

**Sprint & Achievement Camp:** June 14–18

**Technique & Achievement Camp:** June 19–24

**Contact Jon Carlson,**

507/933-7694

<[carlson@gustavus.edu](mailto:carlson@gustavus.edu)>