

EL CAMINO COLLEGE**FACULTY SABBATICAL LEAVE APPLICATION**NAME Donna Factor DIVISION Humanities PHONE EXT. 3333 DATE Nov. 1, 2023SEMESTER/YEAR FIRST EMPLOYED FULL-TIME AT ECC Fall 1998

(Semester) (Year)

PREVIOUS FACULTY SABBATICAL AT EL CAMINO COLLEGE? Yes X No If yes, date of leave 2009PREVIOUS LEAVES OTHER THAN SABBATICAL AT EL CAMINO COLLEGE? Yes No XIf yes, what type of leave? HAVE YOU EVER BEEN ON A REDUCED LOAD? Yes No If yes, dates and what percentage no**PERIOD OF TIME REQUESTED:**Full Year 2024-25* Half Year**—Semester: Fall 2024 X Spring 2025

(*full year, half-pay) (**half year, full-pay)

If you do not have enough seniority to qualify for the traditional sabbatical leave,
would you be interested in a one-semester, half-pay sabbatical? Yes No

TYPE OF SABBATICAL REQUESTED:

- A. Formal class work in pursuance of an advanced degree or to increase the applicant's proficiency in the applicant's teaching field to be six (6) graduate semester units or twelve (12) undergraduate semester units or an equivalent measured in quarter units. A summer sabbatical for the purpose of study will be four (4) graduate units or eight (8) undergraduate units or the equivalent in quarter units per summer. (Note: Type of classes to be taken and institution of study **MUST BE ATTACHED** to this application.)
- X B. A foreign language instructor's extended visit to the country in which the language the instructor normally teaches, or will soon teach, is universally used; or an ESL Instructor's extended visit to a country in which the dominant language is also the native language of a substantial number of students in the College's ESL program.
- C. The writing of a textbook for which there is a commitment to publish extended by a recognized publisher. (Note: The commitment to publish **MUST BE ATTACHED** to this application.)
- D. The writing of computer software for instructional use. A description of the proposed software and its intended use shall be submitted in writing. (Note: See note on page 5 of Information Re Application for Sabbatical Leave.)
- E. Formal class work in pursuance of proficiency in a discipline other than the Faculty Member's instructional discipline provided that the Vice President-Academic Affairs determines in advance that there is need for such supplemental study and approves the study program submitted by the Faculty Member. (Note: Approval must first be granted from the Vice President-Academic Affairs, and such approval **MUST BE ATTACHED** to the application.)
- F. A program of independent study in the applicant's teaching field other than formal class work as described in subsection (a). Such program shall be arranged through an educational or research foundation, government agency, or an accredited institution of higher education, or a technical or business entity. It shall be submitted in writing and shall be evaluated on the basis that it is designed to increase the applicant's proficiencies in the applicant's field. (Note: El Camino College can serve as the accredited institution of higher education with an appropriate ECC employee serving as advisor.)
- G. A program of independent study for Instructors in fine arts, which program shall be submitted in writing and shall be evaluated on the basis that it is designed to increase the applicant's proficiencies in the applicant's field.

SUMMARY OF SABBATICAL PLAN: (attach separate sheet)

Will you receive any kind of grant or additional compensation aside from your District salary during this sabbatical leave?

Yes No XIf yes, specify

(See Agreement, Article 13, Section 4(h).)

If sabbatical leave is approved, I understand that any variance or change in this application and plan must be approved by the Sabbatical Leave Committee at least 90 days prior to the effective date of the leave.

I also understand that I must submit a written sabbatical leave report upon completion of my sabbatical leave.

Faculty Signature: Donna Factor

Digitally signed by Donna Factor
DN: cn=Donna Factor, ou=El Camino College, ou=School of Humanities, email=factor@elcamino.edu,
c=US
Date: 2023.11.02 11:53:32 -0700

Division Dean's Signature: Scott Kushigemachi

Digitally signed by Scott Kushigemachi
Date: 2023.11.02 12:18:51 -0700

SABBATICAL APPLICATION
ACADEMIC YEAR 2024-2025

NAME: DONNA FACTOR

TYPE OF SABBATICAL REQUESTED:

B. A foreign language instructor's extended visit to the country in which the language the instructor normally teaches, or will soon teach, is universally used; or an ESL Instructor's extended visit to a country in which the dominant language is also the native language of a substantial number of students in the College's ESL program.

COUNTRY: Colombia, Cuba, Mexico, Panama, Peru

SUMMARY OF PLAN:

My sabbatical project focuses on creating inclusive teaching materials for Spanish courses that highlight the multicultural reality of Latin America, including indigenous and African populations. I plan to visit Indigenous and Afro-Latino communities in Colombia, Cuba, Mexico, Panama, and Peru to conduct research, do interviews, record videos, and photograph people's cultural practices and lifestyles. I plan to incorporate this material in the form of lessons and presentations into my Spanish language and culture courses.

DESCRIBE HOW IT WILL INCREASE PROFICIENCY IN APPLICANT'S FIELD:

This project will deepen my knowledge of the African and Indigenous heritage of Latin American cultures. Linguistically, I will gain first-hand experience with the varieties of Spanish dialects spoken in the Caribbean and in Central and South America by visiting several Indigenous and African communities in Latin America.

My research on Latin America's African heritage will be carried out in Cuba, Colombia, Panama, and Peru. Cuba, which was a central hub for the transatlantic slave trade during the 18th and 19th centuries, speaks a variety of Spanish that is strongly influenced by African languages such as Yoruba, Lucumí, Carabalí, and Bantu languages. These influences are apparent in Cuba's diverse music and dance traditions, its literature, its religious practices, its cuisine, and its spoken language.

The Colombian community of San Basilio de Palenque, located near Cartagena on Colombia's northern Caribbean coast, is regarded as the first free African town in the

Americas and was established by escaped African slaves in the 17th century. The Creole language called Palenquero developed there and incorporates African languages such as Kikongo, Kimbundu, and Umbundu. The town was recognized in 2005 by UNESCO as being a “Masterpiece of the Oral and Intangible Heritage of Humanity.” I will travel to San Basilio de Palenque to study their culture and language.

The African population of Panama comprises approximately 15-20% of Panama’s population. Several Afro-Panamanian communities continue to preserve their living African heritage, such as the Guna, Emberá, and San Blas. Their dialects have contributed to developing unique vocabulary and speech patterns in Panamanian Spanish. Furthermore, the African presence strongly influences Panamanian music, dance, religious practices, culinary heritage, arts, crafts, cultural celebrations, and politics.

In Peru, Afro-Peruvian slaves influenced the local Spanish dialect, adding unique vocabulary and pronunciation patterns. Some words and phrases from African languages were integrated into the Spanish spoken in Afro-Peruvian communities, creating a distinct linguistic blend. This unique culture and dialect are apparent in the music, poetry, oral traditions, dance, art and crafts, cuisine, religion, and spirituality of Afro-Peruvian communities such as El Carmen and Chincha Alta. I will focus on these communities to gather information regarding Afro-Peruvian heritage.

My research on the Indigenous heritage of Latin America will focus on Mexico, Peru, Colombia, and Panama. Mexico’s Indigenous population is 25.7 million people, equivalent to 21.5% of the country’s total population. I plan to conduct research in the southern states of Mexico, where a large portion of the Indigenous population resides. Their traditions, language, festivals, and spiritual practices have a substantial impact on Mexico’s culture, art, beliefs, politics, and identity.

In Perú, 25-30% of the population identifies as indigenous. Different groups reside in the Andean highlands, the Amazon rainforest, and in coastal areas, speaking 48 different indigenous languages, among which Quechua and Aymara are the most widely spoken. These groups have a significant influence on the Spanish spoken in Peru as well as on Peruvian culture through their agricultural techniques, culinary heritage, art and craft traditions, religious and spiritual beliefs, music, dance, festivals, and environmental wisdom. There is a strong Indigenous Rights Movement that advocates for land rights, cultural preservation, social justice, and environmental preservation. I plan to visit communities in the Andes highlands, the Amazon rainforest, and the coastal region for my research.

Both Colombia's and Panama's indigenous peoples have influenced the vocabulary of the Spanish spoken in those countries as well as their cultural practices. For example, the word "Bogotá" (the Colombian capital) has indigenous roots. The cultural legacy of the indigenous population of Colombia and Panama includes ceremony and ritual, spiritual beliefs, the arts, culinary traditions, literature, and environmental practices. I will visit indigenous communities in Colombia and Panama to learn about their languages and cultures.

This is a valuable and timely project that addresses the limitations of traditional Eurocentric Spanish language textbooks and courses, and will enrich the educational experience of our diverse student population. Whereas Latin America's population includes 25-30% people of Indigenous heritage and 10-15% of African heritage, these groups, their history, and contributions are marginalized and often treated superficially in traditional Spanish textbooks. This project, which aims to highlight the Indigenous and African influences in Latin American history and culture will provide students with a more comprehensive and accurate representation of the Spanish-speaking world. Bridging the gap between the Eurocentric narrative and the diverse, multifaceted reality of Latin American societies will foster a deeper understanding of the diverse and complex cultural heritage of Latin America.

This is an important objective, particularly when considering the diverse demographics of the student body at El Camino College, which includes a significant proportion of students of African American (13%) and Latino descent (53%). This project will provide those students with a way to connect with their heritage through language and cultural education. Understanding the perspectives, lifestyles, and contributions of people with shared heritage can not only enhance language learning but also promote cultural pride and mutual respect among students. I hope that this project will empower students to engage with the Spanish language and culture in a meaningful and authentic way and create a positive impact on my students' cultural awareness, language proficiency, and overall educational experience.

COMMENTS: