

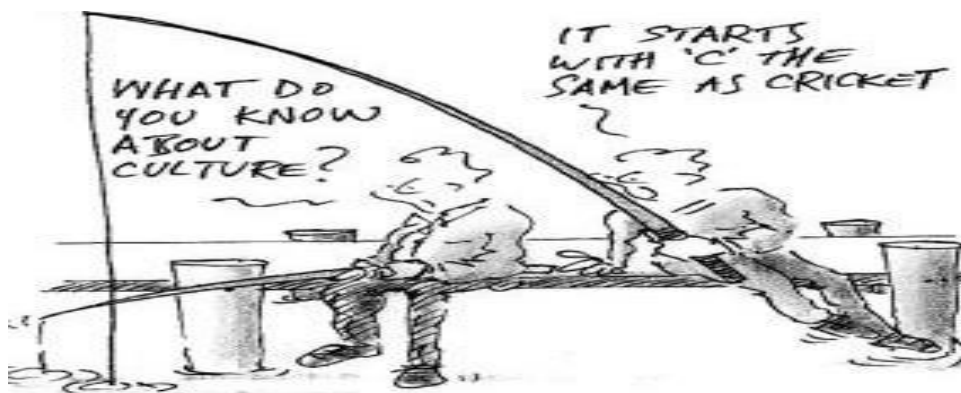
When 100% of Your Users Speak Spanish



Cultural Aspects and Considerations of Presenting and Promoting Government Documents



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What are Our Perceptions of Other Cultures?

Multilingual is not necessarily multicultural

Importance of Cultural Understanding

“We need to help students and parents cherish and preserve the ethnic and cultural diversity that nourishes and strengthens this community - and this nation.”

Cesar Chavez

(Founder National Farm Workers Association)



Statistics on the Hispanic Population in the United States



54 million Hispanics in the United States

128.8 million projected Hispanic Population in 2060

64% Mexican Heritage

9.4% Puerto Rican Heritage

22 states with Hispanics as largest minority group:
Arizona, California, Colorado, Connecticut, Florida, Idaho, Illinois, Iowa, Kansas, Massachusetts, Nebraska, Nevada, New Hampshire, New Jersey, New Mexico, New York, Oregon, Rhode Island, Texas, Utah, Washington and Wyoming.

<http://www.census.gov/newsroom/facts-for-features/2014/cb14-ff22.html>

<http://www.cdc.gov/minorityhealth/populations/REMP/hispanic.html>

Part 1: Cultural Adventures with Spanish Speakers

- Personal viewpoint of 35 years in Puerto Rico and 8 years in Government Documents
- It's not enough to provide the information: how you do it is more important
- Government programs which provide excellent information on cultural diversity



"Every one of your employees is human. You have a rather narrow definition of 'diversity', don't you?"



Part 2: Government Information for Spanish Speakers

- Government websites and databases with information for Spanish speakers and topics of interest to Spanish speakers

Different Cultures: Same Human Family

Areas of Common Cultural Differences

- Time and Space Perception
- Family and Friends
- Cleanliness, Clothing, and Gender Roles
- Religious Beliefs and Practices
- Problem Solving and Rules
- Communication Style



Time and Space Perception:

You didn't mean tomorrow? And why are you patting my pregnant belly?



Time is flexible and deadlines aren't really deadlines.

Personal space, personal possessions and personal privacy are conceptualized differently.

The Stories:

Pregnant and moving to Puerto Rico
Never invite Americanos, Puertorriqueños,
Dominicanos, and Colombianos to the same party at
the same time
Your desk is public property.

THE GRAVEYARD OF PAST DEADLINES



Monochronic Time	Polychronic Time
Do one job at a time	Do many jobs at once
Concentrate on one thing at a time	Multitask routinely
Think about when things must be achieved	Think about what will be achieved
Seldom borrow or lend things	Borrow or lend things often and easily
Emphasize promptness	Base promptness on event factors

Monochronic Time	Polychronic Time
View time as linear and fixed	View time as tangible and malleable
Strictly adhere to plans and hate missing deadlines	Frequently change plans and don't worry about deadlines
Guided by "clock time"	Guided by "event time"
Time is money	Time is information

Family and Friends:

You don't have 5 grandmothers, 15 aunts and 500 cousins living in the same house with you?

Family and friends are the basic unit of Hispanic society and the individual is secondary. Hispanic Society is collectivistic not individualistic.



The stories:

Danilo, alias "El Diccionario", and the eighth grade English and US History class.

In the waiting room at the doctor's office, you will receive 5 diagnoses and 10 treatments.

Cleanliness, Clothing, and Gender Roles:

You don't mop your floor twice a day, shower three times a day and own 50 pairs of shoes?



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www.glasbergen.com

The stories:

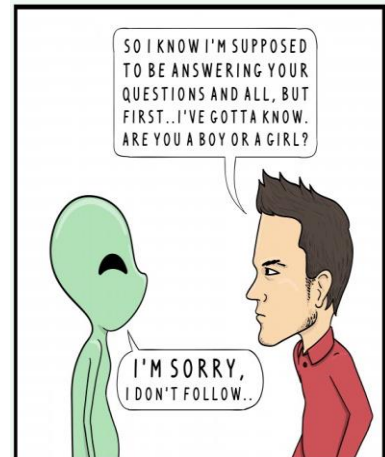
My first encounter with the Puerto Rican workplace and style of dress

Cleanliness is of extreme importance in your home and for your body but does not extend to public places.

Dress styles for both women and men are sexy and elegant.

Gender roles for men and women are clearly defined although in transition.

"I am dressed for success! Of course, my idea of success may not be exactly the same as yours."



Religious Beliefs and Practices:

¡Dios te bendiga!, ¡Vaya con Dios!, y ¡Si Dios quiere!...

Religion pervades Hispanic Society and the only way to understand it is in the context of Catholicism as the major influence while understanding that other religions, both Christian and non-Christian play a role. The practice of Spiritualism also is prevalent in some parts of Latino Society.



Colombia Roman Catholic 90%, other 10%

Dominican Republic Roman Catholic 95%, other 5%

Honduras Roman Catholic 97%, Protestant 3%

Puerto Rico Roman Catholic 85%, Protestant and other 15%

Mexico Roman Catholic 82.7%, Pentecostal 1.6%, Jehovah's Witnesses 1.4%, other Evangelical Churches 5%, other 1.9%, none 4.7%, unspecified 2.7% (2010 est.)

<https://www.cia.gov/library/publications/the-world-factbook/fields/2122.html>

Religious Beliefs and Practices

Influence of Religion in daily life:

- God is an active force in life
- Church & Faith are central to family
- Daily Prayer

Symbolism

- The cross
- Images of Saints
- The rosary
- Images of the Virgin
- Family member mourns in black



Practices surrounding major life events:

Weddings:

- Marriage-prep classes
- Mass in Catholic Church
- Bible/Church- Spiritual
- Coins/lazo
- Fruitcake soaked in Rum

Grief/ Luto (mourning 9 days):

- Vigils
- Last rites: sacraments
- Baptism before death
- Rosary throughout the day
- Wakes



The stories:

Non-Catholic students on the campus of Catholic University

Friends, work colleagues, and family members who are other religions

Problem Solving and Rules:

"Keep calm and panic", "Hay bendito", "Rules have exceptions", "A meeting agenda is not an agenda"...



The stories:

Planning for this conference

Meetings in Puerto Rico

- Protocol and channels of communication are important.
- Deadlines are not really deadlines.
- Hurry up and wait is the norm.
- Rules are made very strict but with exceptions possible.
- An agenda for a meeting is merely a guideline.
- Conversation is not linear, but everyone talking at once.



"I expect you all to be independent, innovative, critical thinkers who will do exactly as I say!"

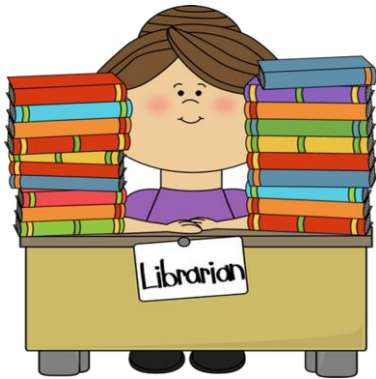
Communication Style: Body Language and Manners

Body language and spoken language do not necessarily correspond.

Body language is as important as spoken language.

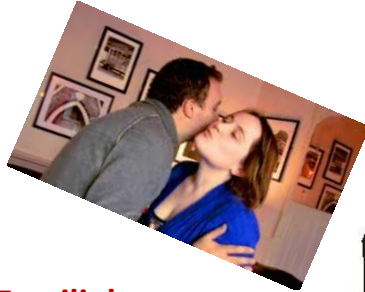
Good manners are important. Authority figures such as grandparents, bosses and professors are treated with respect and usually addressed with formality.





Professional environment: Formal

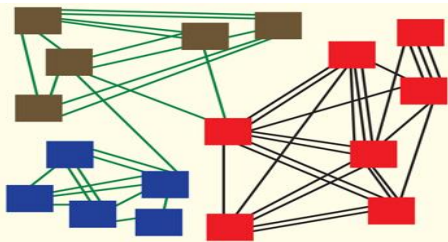
The workplace tends to be formal with relationships defined from the top down and strict lines of responsibility



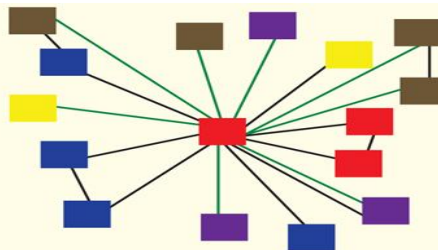
Personal environment: Familial

Personal relationships take time to develop but are intimate, warm, and informal. Personal relationships involve an exaggerated form of the Hispanic Greeting of hugging and kissing on the cheek

High Context Cultures



Low Context Cultures



<ul style="list-style-type: none"> ▪ Less explicit communication 	<ul style="list-style-type: none"> ▪ People play by external rules
<ul style="list-style-type: none"> ▪ More internalized understanding of what is communicated 	<ul style="list-style-type: none"> ▪ More knowledge is codified, public, external, and accessible
<ul style="list-style-type: none"> ▪ Multiple intersections with others 	<ul style="list-style-type: none"> ▪ Separation—of time, of space, of activities, of relationships
<ul style="list-style-type: none"> ▪ Long-term relationships 	<ul style="list-style-type: none"> ▪ More interpersonal connections of shorter duration
<ul style="list-style-type: none"> ▪ Strong boundaries 	
<ul style="list-style-type: none"> ▪ Knowledge is situational, relational 	<ul style="list-style-type: none"> ▪ Knowledge is more often transferable
<ul style="list-style-type: none"> ▪ Decisions and activities focus around personal, face-to-face relationships 	<ul style="list-style-type: none"> ▪ Task-centered

Advice and Guidance for Culturally Friendly Encounters with Spanish Speaking Users

- Why is the patron asking the question?
- What do they already know?
- How much information is needed?
- Rephrase the question to be sure that you understand the information request.

- Appear welcoming and friendly.
- Make eye contact and approach the patron.
- Make every effort to sound happy and



- **Smile and ask: “¿Cómo te ayudo? (How may I help you?)**
- **Communication from the user may be indirect, oblique or ambivalent : be polite can courteous**
- **Ask about family and friends and the experience living in the United States**
- **Expect the reference interview to be longer and more indirect**
- **Do not be surprised if grandma, the cousins and the kids are involved**
- **Use some words in Spanish (Think how you would feel in a strange country if someone used a few words of English)**
- **If your library has many users from Spanish-speaking countries, consider hiring bilingual employees or taking a basic Spanish course.**

Basic Communication for Library Service in Spanish

Buenos días. ¿Cómo estás?

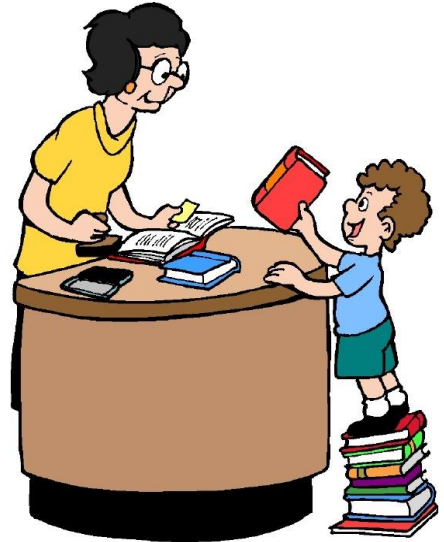
Bienvenido(a) a la biblioteca.

¿En qué puedo ayudarte?; ¿Cuál es tu necesidad de información? (¿Qué información necesitas?)

¿Estás satisfecho(a) con la información? ; ¿Necesitas información adicional?

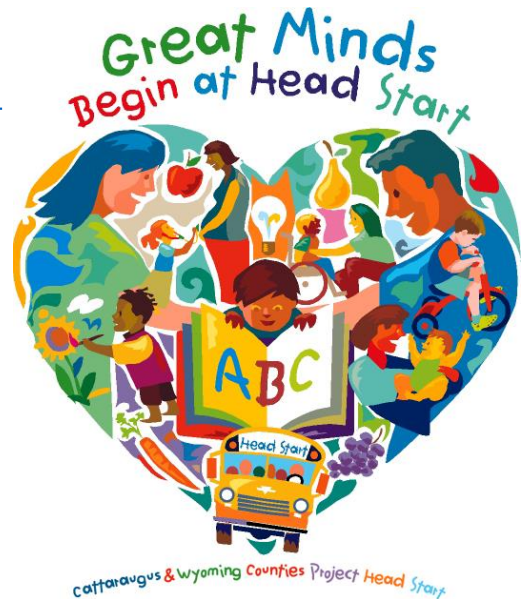
No olvides a notar la bibliografía de las fuentes o recursos que utilizaste.

Estamos siempre a tu disposición. Hasta luego.



Head Start and Cultural Differences

- http://eclkc.ohs.acf.hhs.gov/hslc/Espanol/aprendizaje/ncclr-esp/docs/Principle4_Spanish.pdf
- Las diferencias culturales pueden conducir a conflictos en distintas situaciones. Por ejemplo, puede que dos maestros de Head Start no estén de acuerdo con ciertas prácticas de cómo cuidar a un bebé, cómo responder a su llanto o cómo alimentarlo. Los empleados que hacen visitas domiciliarias pueden contradecirse con respecto a cómo y cuándo intervenir en los casos en que existen discusiones o peleas familiares



Unidos program in San Antonio

- <https://www.sanantonio.gov/SAPD/Unidos.aspx>



Arizona Dept. of Health Cultural Training

- http://www.azdhs.gov/bhs/cultural/cc_sp.htm
- http://www.azdhs.gov/bhs/pdf/culturalComp/self_assess.pdf

(Link to a self-assessment on cultural awareness in the workplace)

En vista de los rápidos cambios en la demografía de Arizona, la entrega de servicios de salud mental por proveedores competentes a poblaciones minoritarias con diferencias culturales, lingüísticas, raciales y étnicas, se ha convertido en una prioridad.

Peace Corp Cultural Training Manual

http://files.peacecorps.gov/multimedia/pdf/library/T0120_Cultura_si_Importa.pdf
http://files.peacecorps.gov/multimedia/pdf/library/T0087_culturematters.pdf



Government Web Sites for Locating Spanish Language Information

CATALOG OF U.S. GOVERNMENT PUBLICATIONS

<http://catalog.gpo.gov/>

GobiernoUSA.gov

<https://gobierno.usa.gov/>

<http://ciencia.science.gov/>



<http://eric.ed.gov/>



<http://www.ncbi.nlm.nih.gov/pubmed>



Final Thoughts on Cultural Diversity



“An individual has not started living until he can rise above the narrow confines of his individualistic concerns to the broader concerns of all humanity.”

— Martin Luther King, Jr.

Every man, every woman who has to take up the service of government, must ask themselves two questions: 'Do I love my people in order to serve them better? Am I humble and do I listen to everybody, to diverse opinions in order to choose the best path?' If you don't ask those questions, your governance will not be good.

Pope Francis



References

Galanti, G.-A. (2000). **An introduction to cultural differences**. *Western Journal of Medicine*, 172(5), 335–336.

<http://www.ncbi.nlm.nih.gov/pmc/articles/PMC1070887/>

The Catholic Church, Moral Education and Citizenship in Latin America

Klaiber, Jeffrey

Journal of Moral Education, v38 n4 p407-420 Dec 2009

<http://eric.ed.gov/?q=The+catholic+church+in+latin+america&id=EJ865653>

What is **Cultural** Competency?

<http://www.nih.gov/clearcommunication/culturalcompetency.htm>

Potential Cross-**Cultural** Pitfalls and Dangers

www.ncjrs.gov/ovc_archives/reports/multicultural/multi6.html

Kuwabara, M., & Smith, L. B. (2012). Cross-cultural differences in cognitive development: Attention to relations and objects. *Journal of Experimental Child Psychology*, 113(1), 20–35.

<http://doi.org/10.1016/j.jecp.2012.04.009>

<http://www.ncbi.nlm.nih.gov/pmc/articles/PMC3736337/>

