

**2018 Application Form for  
ASC Grants for New Service-Learning Course Proposals**

**Application Deadline: February 5, 2018**

You MUST use this form to submit your proposal. Please send submission (form and supplementary materials) to Linda Hood ([hood.82@osu.edu](mailto:hood.82@osu.edu)), Executive Assistant to Associate Executive Dean Steven Fink.

**1. Working Title of Course Proposal:**

“Spanish in Oaxaca: Service-Learning through Oral History Projects”

**2. Applicant Information**

- Name: Elena Foulis
- Title: Senior Lecturer
- Department: Spanish and Portuguese
- Address: 1775 College Rd, Hagerty Hall 298
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- E-mail: [foulis.5@osu.edu](mailto:foulis.5@osu.edu)

**3. Course Description**

This course will provide the opportunity for students of Spanish to begin their major/minor courses in a diverse environment. Through classroom work and service project, students will learn about the history, migration, Mexico-US relationships and art through the *Ollin Tlahtoalli: Centro de Lenguas y Cultura Mexicana a.c.* We will pay particular attention to the Oaxacan community locally in Columbus, OH, and those in the country of origin. Students will also have the opportunity to collect oral histories of people who have returned to Oaxaca after living in Ohio or the U.S. Since this is a service-learning course, students will be expected to write daily reflections via journaling on topics such as migration, immigration, oral history and Latin@ identity in the U.S. and Mexico. Upon successful completion of the program, students will receive **3 credit hours from an Oral history course with Dr. Foulis**. Students will be required to attend two **mandatory** pre-departure sessions in May.

Pre-requisites for this course: Students need to have fulfilled required 3000-level Spanish courses at OSU SPAN 4797S

Course Goals	Learning Objectives
<b>1. Learn to function effectively in another culture</b>	A. Students will articulate migration and immigration patterns, trends and reasons of the Oaxacan people B. Students will identify key cultural practices of the Oaxacan people C. Students will identify the history of the Oaxacan people in Ohio and in Mexico D. Students will increase competence and comfort when interacting with diverse groups
<b>2. Advance their speaking, listening, reading and writing skills in Spanish</b>	A. Improve their Spanish skills through their service-learning experience, field trips, daily critical reflection via journaling and oral history collection. B. Develop interviewing techniques for oral history. C. Exhibit increased fluency in Spanish and comfort when speaking with the Oaxacan people in Columbus and in Oaxaca.
<b>3. Develop leadership and teamwork skills needed for</b>	A. Enhance ability to engage in self-assessment by writing daily critical reflections of learning.

<b>effective community engagement</b>	B. Articulate a sustained interest for community involvement/contributions C. Organize and express the contribution and impact they have in their community and vice-versa
<b>4. Enhance their sense of what it means to be in community and act with integrity.</b>	A. Develop a sense of learning partnership with the Oaxacan people by living and working with them and by learning from them. B. Collaborate with class and community members to carry-out a task or project. C. Demonstrate how to make connections with the target-culture context through their civic engagement. D. Develop an oral history exhibit for the Oaxacan community

Service-learning allows students to learn through involvement with community. For students in this class, they also gain additional language skills by working alongside with the local community in Oaxaca Mexico. In collecting, transcribing, editing and curating oral history about Oaxacans, students provide a service to the community, as well as using Spanish in real and unique contexts. This also gives students a way for them to reflect on what they have been studying in class. Hence, students gain a hands-on experience in collecting oral history in Spanish and the community benefits by acquiring these stories and developing an archive that preserves their history.

#### 4. Community Focus and Reciprocity

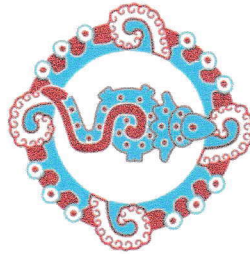
- I have identified a possible community partner in Oaxaca, the Ollin Tlahtoalli language and cultural center.  
This a description of their mission and vision:  
*To promote the recognition and appreciation of diverse cultures through experiential living and learning. Using language as the bridge that connects us, our language programs seek to enhance cross-cultural respect and appreciation that enriches communities by providing diverse opportunities for language-based teaching and learning. We strive to create collaborative networks between Indigenous communities, local and global organizations, and academic institutions. With these networks in place, we seek to critically examine the role of education in the reconstruction of views and practices impacting those who have been historically underrepresented.*  
I have made an initial contact with them and they work with different U.S. universities, including the University of Illinois in Chicago.
- The Ollin Tlahtoalli center has an oral history project, in which they preserve oral traditions and oral history within indigenous communities in Oaxaca. Students in this class will be able to work in this project with them and they will be able to offer a migration and comparative perspective by producing digital oral history that documents contact with Ohio. As a final project, students will edit and curate the videos and put together an oral history exhibit to honor the narrators of these stories.
- By engaging with the community, students will gain greater understanding of the community, learn to work collaboratively with the local Oaxacan community, and produce a project that will advance the center's mission to preserve local heritages.
- The community will benefit by developing or adding to an existing archive that will last for generations to come.

Community partner information:

Name: Omar Nuñez  
www.ollinoaxaca.org.mx

Phone: 9515145562 (Mexico)

E-mail: [nunezmen@gmail.com](mailto:nunezmen@gmail.com)



**Ollin  
Tlahtoalli**  
Centro de Lenguas y Cultura Mexicana

December 29, 2017

**To Whom It May Concern:**

It is my pleasure to write a letter in support of the proposal for “Service-learning abroad: Service through local oral history projects” being submitted to the Office of Service-learning at the Ohio State University by Dr. Elena Foulis in the Department of Spanish and Portuguese.

At Ollin Tlahtoalli we are excited at the possibility of collaborating with The Ohio State University. A program between the University and our Center would provide Ohio State University students with unique service learning opportunities, specifically in the areas of oral history and arts-based education. Ollin Tlahtoalli Center is both a language and culture center as well as an organization that develops and implements identity projects in Indigenous communities of Oaxaca since 2007. The collection of oral stories in these communities as well as their use to empower children and youth through identity negotiation projects has been one of our priorities. In addition to service learning opportunities, Ollin Tlahtoalli can provide Spanish language classes as well as seminars on Indigenous Education, Mexican History, Identity Theory, Migration and International Education.

We are excited about the possibility of hosting students from the Ohio State University. We are proud of our state and its rich culture and are eager to share our knowledge and learning experiences with students from The Ohio State University. Should you have any questions about our programs and projects, do not hesitate to contact me.

Sincerely,

*Omar Nunez M.*

Omar Núñez-Méndez  
Founder and Director  
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**Ollin Tlahtoalli: Centro de Lenguas y Cultura Mexicana a.c**  
**Oaxaca, Oax., Mexico**



February 2, 2018

Dear Associate Dean Fink:

As chair of the Department of Spanish and Portuguese, I am writing to confirm the department's support for Dr. Foulis's course proposal for "Spanish in Oaxaca: Service-Learning through Oral History Projects."

There are several potential benefits of the course for our department, OSU undergraduates and community partners. As noted in our departmental vision/mission statement, we see community engagement (as well as citizenship and advocacy) as central to our department's goals. To do so, we offer undergraduates opportunities to bridge Spanish classroom learning with the needs of Ohio's Spanish-speaking population through curricular offerings –most notably, SPAN 4689S: Translation and Interpreting in the Latino Community; and SPAN 5689S: Spanish in Ohio— and extracurricular activities (our "Day of the Dead" activities in November and the department's robust participation in the Latino Festival every August). Dr. Foulis's course would complement those existing service-learning courses by targeting a more defined cultural community and broadening the scope of service-learning to engage a community outside the US.

The course will allow students to familiarize themselves with the role of oral histories in preserving community traditions through their collaborations with the Ollin Tlahtoalli Center. In carrying out oral histories of Oaxacan people in Columbus, the students also will help extend the reach of the Center's own oral history project to include a diasporic community that, often, remains in close touch with relatives in southern Mexico. The course has the additional potential of having students recognize Ohio as a complex and dynamic cultural matrix.

Given this backdrop, the department will commit to offering the proposed course on a continuing basis, were it to be approved at all levels and assuming the continuation of existing resources. The department's Undergraduate Studies Committee (UGSC) has reviewed Dr. Foulis's grant proposal and begun to discuss how it might fit into our undergraduate curriculum –perhaps as an elective for our majors and minors, perhaps as an option to fulfill our experiential learning requirement. A more targeted discussion with a specific recommendation depends upon review of a fully-developed syllabus.

Sincerely,

Laura Podalsky  
Chair and Professor