

Term Information

Effective Term Spring 2025

General Information

Course Bulletin Listing/Subject Area Spanish
Fiscal Unit/Academic Org Spanish & Portuguese - D0596
College/Academic Group Arts and Sciences
Level/Career Undergraduate
Course Number/Catalog 3242S
Course Title Global Columbus: Service Learning and Migration
Transcript Abbreviation GlobalColumbus
Course Description Students collaborate with local Hispanic & Latino communities. Leaders from the community discuss their work, life experiences, and career opportunities. Students complete service hours and develop cultural competence and connections through engagement. 50 service hours are a requirement for this course. Taught in English.
Semester Credit Hours/Units Fixed: 4

Offering Information

Length Of Course 14 Week, 12 Week
Flexibly Scheduled Course Never
Does any section of this course have a distance education component? No
Grading Basis Letter Grade
Repeatable No
Course Components Lecture
Grade Roster Component Lecture
Credit Available by Exam No
Admission Condition Course No
Off Campus Never
Campus of Offering Columbus, Lima, Mansfield, Marion, Newark, Wooster

Prerequisites and Exclusions

Prerequisites/Corequisites Completion of one course in the Race, Ethnicity and Gender Diversity GE Foundation; cross-listed Spanish / Comp Studies / Ethnic Studies 2242 is recommended but not required.
Exclusions Not open to students with credit for Comp Studies 3242S or Ethnic Studies 3242S or equivalent course. Course does not apply to the Spanish major or minor programs.
Electronically Enforced Yes

Cross-Listings

Cross-Listings Cross-listed in Comp Studies and Ethnic Studies

Subject/CIP Code

Subject/CIP Code 16.0905
Subsidy Level General Studies Course
Intended Rank Freshman, Sophomore, Junior, Senior

Requirement/Elective Designation

General Education course:

Migration, Mobility, and Immobility; Service-Learning

The course is an elective (for this or other units) or is a service course for other units

Course Details

Course goals or learning objectives/outcomes

- Provide an overview of Latino/Hispanic demographics in Ohio and the US; students will articulate immigration patterns, trends and push factors, recognize core demographics, and identify key factors that affect Hispanic/Latino populations in Ohio.
- Challenge students to critically examine their ethical responsibilities in the community; students will articulate their own attitudes and values by comparing them with those of their community partners, course materials and discussions.
- Students will identify issues important to Latinos and Hispanics in a given community, evaluate a need in a Hispanic/Latino community to propose a solution.
- Develop or improve on a product that will meet the needs of a Hispanic/Latino community; students will collaborate with class and community members to design and produce a product that meets a need for members of a Hispanic/Latino community.
- Students will demonstrate how to make connections with the target-culture context through their civic engagement.

Content Topic List

- Service Learning with Hispanic / Latino populations in local settings
- Civic engagement
- Community connections
- Immigration patterns, trends and push factors.

Sought Concurrence

No

Attachments

- Syllabus_Global Columbus.docx: syllabus
(Syllabus. Owner: Sanabria, Rachel A.)
- GE Migration Mobility Worksheet.docx: GE worksheet
(GEC Course Assessment Plan. Owner: Sanabria, Rachel A.)
- Service Learning Inventory.docx: Inventory worksheet
(GEC Course Assessment Plan. Owner: Sanabria, Rachel A.)

Comments

- SL box unchecked.
2242 should have read 3242S - sorry for the typo.
It will not apply to the Spanish Major or Minor programs. *(by Sanabria, Rachel A. on 03/26/2024 11:34 AM)*
- - Please uncheck the SL box in the GEL since faculty committees no longer review courses for legacy GE categories.
- Spanish 2242 is probably an exclusion too, right?
- If this course will be able to count in your major, please upload an updated curriculum map. *(by Vankeerbergen, Bernadette Chantal on 02/08/2024 02:12 PM)*

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Sanabria, Rachel A.	02/08/2024 11:54 AM	Submitted for Approval
Approved	Sanabria, Rachel A.	02/08/2024 11:54 AM	Unit Approval
Revision Requested	Vankeerbergen, Bernadette Chantal	02/08/2024 02:12 PM	College Approval
Submitted	Sanabria, Rachel A.	03/26/2024 11:34 AM	Submitted for Approval
Approved	Sanabria, Rachel A.	03/26/2024 11:34 AM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	04/24/2024 12:25 PM	College Approval
Pending Approval	Jenkins, Mary Ellen Bigler Hanlin, Deborah Kay Hilty, Michael Neff, Jennifer Vankeerbergen, Bernadette Chantal Steele, Rachel Lea	04/24/2024 12:25 PM	ASCCAO Approval

The Ohio State University

Spanish / Ethnic Studies 3242S Autumn 20XX (Lecture, 4 Credit Hours)

Global Columbus: Service Learning and Migration

Course Description, Policies, Grading Procedures, and Syllabus

Course Meeting Time & Location

Meeting Time: Tuesdays XX:XX-XX:XX PM

Location: Hagerty Hall XXX

Instructor Contact Information

Instructor: Dr. Stephanie Aubry (she/her)

E-mail: <aubry.9@osu.edu>

Office: 261 Hagerty Hall

Office Hours: Tuesdays 12:30-1:30 PM and by appointment (in person and in Carmen Zoom)

Ohio State University Land Acknowledgement

We would like to acknowledge the land that The Ohio State University occupies is the ancestral and contemporary territory of the Shawnee, Potawatomi, Delaware, Miami, Peoria, Seneca, Wyandotte, Ojibwe and many other Indigenous peoples. Specifically, the university resides on land ceded in the 1795 Treaty of Greenville and the forced removal of tribes through the Indian Removal Act of 1830. As a land grant institution, we want to honor the resiliency of these tribal nations and recognize the historical contexts that has and continues to affect the Indigenous peoples of this land.

GE Goals and Expected Learning Outcomes for Migration Mobility and Immobility Theme courses and for Service-Learning Integrative Practice courses

This course can be used to fulfill the GE Migration, Mobility and Immobility Theme requirement as a Service-Learning Integrative Practice course.

GE Goals: Successful Students will: (1) analyze concepts of migration, mobility and immobility at a more advanced and in-depth level than in the Foundations component; (2) integrate approaches to understanding migration, mobility and immobility by making connections to out-of-classroom experiences with academic knowledge or across disciplines and/or to work they have done in previous classes and that they anticipate doing in future; (3) explore and analyze a range of perspectives on migration, mobility, and immobility, including causes and effects, personal or group experiences, or artistic expression; and (4) explain a variety of scholarly or artistic approaches to understanding mobility and immobility, and analyze how texts, perceptions, representations, discourses, or artifacts represent these concerns.

GE Expected Learning Outcomes: Successful students are able to: (1.1) engage in critical and logical thinking about the topic or idea of migration, mobility and immobility; (1.2) engage in an advanced, in-depth, scholarly exploration of the topic or idea of migration, mobility and immobility; (2.1) identify, describe and synthesize approaches or experiences as they apply to

migration, mobility and immobility; (2.2) demonstrate a developing sense of self as a learner through reflection, self-assessment and creative work, building on prior experiences to respond to new and challenging contexts; (3.1) explain environmental, political, economic, social, or cultural causes of migration, mobility, and/or immobility; (3.2) describe and analyze diverse experiences or portrayals of migration, mobility, or immobility (e.g., migration, incarceration, disability, or flight) and the complex effects of these phenomena on individuals, societies, institutions, and/or places; (4.1) discuss how migration, mobility, or immobility have shaped attitudes, beliefs, behaviors, and values of individuals and/or institutions; and (4.2) describe how people (e.g., scholars, artists, scientists, etc.) perceive or represent migration, mobility, or immobility and critique conventions, theories, and/or ideologies that influence such perceptions or representations.

Service-Learning Goals: Successful students will: (1) analyze an important topic or idea at a more advanced and in-depth level than the foundations; (2) integrate approaches to the theme by making connections across disciplines or between out-of-classroom experiences and academic knowledge and/or to work they have done in previous classes and that they anticipate doing in future.

Service-Learning Expected Learning Outcomes: Successful students will: (1.1) engage in critical and logical thinking about the topic or idea of the theme; (1.2) engage in an advanced, in depth, scholarly exploration; (2.1) identify, describe, and synthesize approaches or experiences as they apply to the theme; (2.2) demonstrate a developing sense of self as a learner through reflection, self-assessment, and creative work, building on prior experiences to respond to new and challenging contexts.

Course Description & Objectives

Course Description

The context for Spanish / Ethnic Studies 3242S is Hispanic and Latino communities of Columbus, Ohio. In class, guest speakers from the community discuss their work, life experiences, and career opportunities. Outside of class, you will complete service hours and develop cultural competence by interacting with members of local Hispanic and Latino communities. In addition to regular class meetings and activities, you are required to complete **50 hours** of engagement activities outside of class which must be service in Hispanic or Latino communities. The 50 service hours are a fundamental requirement for this course. This course is taught in English.

The rewards that you can expect to gain from Spanish / Ethnic Studies 3242S will be commensurate with the effort and attention that you put into learning. In the past, students have used the course to establish connections with community leaders and to gain knowledge and experience that helped prepare them for future academic and professional opportunities. Many students have found that service learning is not only rewarding but also life changing.

Course Prerequisite

Completion of one course in the *Race, Ethnicity and Gender Diversity* GE Foundation; cross-listed Spanish / Comp Studies / Ethnic Studies 2242 is recommended but not required.

Goals & Learning Objectives

Course Goals

1. Provide an overview of Latino/Hispanic demographics in Ohio and the US

Learning Objectives:

- a) Students will articulate immigration patterns, trends, and push factors
- b) Students will recognize Hispanic/Latino demographics in Ohio, and in particular, in Columbus
- c) Students will identify key factors that affect Hispanic/Latino populations in Ohio

2. Challenge students to critically examine their ethical responsibilities in the community

Learning Objectives:

- a) Students will articulate their own attitudes and values by comparing them with those of their community partners
- b) Students will articulate the attitudes and values presented in required readings and class discussions
- c) Students will organize and express the contribution and impact they have in their community and vice-versa

3. Develop or improve on a product that will meet the needs of a Hispanic/Latino community

Learning Objectives:

- a) Students will identify issues important to Latinos and Hispanics in a given community
- b) Students will evaluate a need in a Hispanic/Latino community to propose a solution
- c) Students will collaborate with class and community members to design and produce a product that meets a need for members of a Hispanic/Latino community
- d) Students will demonstrate how to make connections with the target-culture context through their civic engagement

Course Materials

Required Materials

- There is no cost for textbooks or course materials. All required materials are posted in Carmen. Assigned readings are posted as PDF documents in Carmen and are available to download for free from the OSU Libraries.
- You are required to keep a weekly reflection journal, which may be handwritten or digital. Weekly journal entries are not graded, but they are required and are a best practice for service learning.

Course Expectations, Communication, Transportation & Policies

Course Expectations

This course requires you to be proactive. You will be working out in the community and are expected to complete all reading assignments before coming to class, therefore you:

- Must be an organized, dedicated, independent learner
- Must be professional and respectful of cultural differences: remember that you are not only representing yourself, but also OSU, the Department of Spanish and Portuguese, and Ethnic Studies.

For every hour of in-class instruction, students are expected to complete two hours of out-of-class assignments and activities. Therefore, throughout the semester, students are typically expected to dedicate:

- 4 hours each week to out-of-class readings and assignments (e.g., written reflections, presentations, service hour reports)
- 4 hours each week to completing service hours in local communities in collaboration with our community partners

Course Communications

Please email me directly via Carmen or at aubry.9@osu.edu. I am available to meet after class, during office hours, and via Zoom. Please do not hesitate to contact me with any questions or concerns.

Transportation

We will complete several service activities and excursions in this course, both during class time and outside of class. Students will also attend cultural events. To ensure equitable access to learning opportunities, options will always be provided for students that do not have access to a car. Several excursions, service activities and cultural events will occur on the OSU campus (e.g., site visits to the OSU Folklore Archives and the Billy Ireland Cartoon Library; cultural events hosted by various OSU departments). For the small-group excursions to a local Latino business, options that are within walking distance of campus (e.g., near Neil & 5th), and that are accessible via the COTA 2 bus route (e.g., on 4th & High) will be provided. The COTA 2 route runs 7 days a week and has several stops on High Street, directly in front of the OSU campus (e.g., Lane & High and West 18th and High). Enrolled OSU students [ride free](#) on COTA with their Buck ID. For the semester-long service-learning projects, options will be provided for students without access to a car. For example, students may complete their service-learning project at the OSU Folklore Archives in Hagerty Hall. Students may also complete a portion of their service activities remotely. The instructor and community partners will work closely with students to ensure that all class activities are accessible to all students.

Academic Misconduct

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term “academic misconduct” includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct <http://studentlife.osu.edu/csc/>.

Student Life Disability Services (SLDS)

The University strives to make all learning experiences as accessible as possible. In light of the current pandemic, students seeking to request COVID-related accommodations may do so through the university's request process, managed by Student Life Disability Services. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. SLDS contact information: slds@osu.edu; 614-292-3307; slds.osu.edu; 098 Baker Hall, 113 W. 12th Avenue.

Religious Accommodations

Our inclusive environment allows for religious expression. Students requesting accommodations based on faith, religious or a spiritual belief system in regard to examinations, other academic requirements or absences, are required to provide the instructor with written notice of specific dates for which the student requests alternative accommodations at the earliest possible date. For more information about religious accommodations at Ohio State, visit odi.osu.edu/religious-accommodations.

Mental Health Services

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life's Counseling and Consultation Service (CCS) by visiting ccs.osu.edu or calling 614--292--5766. CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. You can reach an on call counselor when CCS is closed at 614--292--5766 and 24 hour emergency help is also available 24/7 by dialing 988 to reach the Suicide and Crisis Lifeline.

Title IX

Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g., race). If you or someone you know has been

sexually harassed or assaulted, you may find the appropriate resources at <http://titleix.osu.edu> or by contacting the Ohio State Title IX Coordinator at titleix@osu.edu.

Diversity

The Ohio State University affirms the importance and value of diversity in the student body. Our programs and curricula reflect our multicultural society and global economy and seek to provide opportunities for students to learn more about persons who are different from them. We are committed to maintaining a community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among each member of our community; and encourages each individual to strive to reach his or her own potential. Discrimination against any individual based upon protected status, which is defined as age, color, disability, gender identity or expression, national origin, race, religion, sex, sexual orientation, or veteran status, is prohibited.

Weather or Other Short-Term Closing

Should in-person classes be canceled, I will notify you as to which alternative methods of teaching will be offered to ensure continuity of instruction for this class. Communications will be published in the Carmen Announcements.

Academic Support

Student Academic Services

The Ohio State University reflects its commitment to excellence in teaching and learning, research, creative activity, and outreach and engagement through an extensive inventory of academic services available to all students. For detailed information regarding university-sponsored academic programs and services, please call (614) 292-6961, go to artsandsciences.osu.edu/academics/current-students, or visit the Student Academic Services Building, located at 281 W. Lane Avenue, Columbus, OH 43210.

Student Services

The Student Service Center provides each OSU student convenient access to all pertinent information regarding the payment of tuition and fees, financial aid, matters concerning course registration, grades, and more. Students may visit the lobby of the Student Academic Services Building (located at 281 W. Lane Avenue, Columbus, OH 43210), call (614) 292-0300, or toll-free at (800) 678-6440, or go to <https://contactbuckeyelink.osu.edu/> for more information.

Grading Procedures

Grading Scale

A 93.00-100	B+ 87.00-89.99	C+ 77.00-79.99	D+ 67.00-69.99
A- 90.00-92.99	B 83.00-86.99	C 73.00-76.99	D 60.00-66.99
	B- 80.00-82.99	C- 70.00-72.99	E 0-59.99

- As reflected in the above grading scale, there is no rounding in this course.

- No extra credit is provided in this course.

Final Grade: Components and Weighting

- 65% Completion of 50 service hours with a pre-approved community partner
- 20% Completion of weekly class activities, which include:
- Submission of a Service Project Application Report and Weekly Service-Hour Reports (5%)
 - PowerPoint-style presentations and responses (5%):
 - Completion of two Power-Point style presentations during the semester: each presentation will summarize and critically reflect on one weekly reading or film, and will articulate the student's perspectives and opinions regarding the reading or film (3%)
 - Preparing and submitting questions or comments for discussion during all classmates' presentations (2%)
 - Attending and actively participating in group excursions and service activities during class time to visit a Latino business, and to complete service activities at community partner sites and at OSU (5%)
 - Attending three cultural events outside of class time that are related to Latino culture or immigration and submitting a response paper summarizing and reflecting on these events (events can include film screenings, art exhibitions, lectures, dance or theatre performances, festivals, Hispanic Heritage Month events, and other events approved by the instructor) (5%)
- 15% Submission of the Final Digital Portfolio, which includes:
- A showcasing of the student's final product, which is the result of the semester-long service project, and which meets a need for a local Hispanic/Latino community (5%)
 - A Power-Point style presentation that will be delivered to the class and community partners at the end of semester, and which illustrates the student's service-learning experience and accomplishments (5%)
 - A final reflective essay that critically reflects on the student's service-learning experience (5%)

TOTAL: 100%

Attendance Policy

Each student is allowed two unexcused "grace" absences during the semester without the need for official documentation. Any unexcused absences beyond the grace session will result in a 5% deduction from the final course grade. Any additional absences beyond the grace sessions can be excused if you have an acceptable, verifiable reason and written documentation (e.g., an illness; a significant family event, such as a wedding; a subpoena or jury duty; military service; performance in a university-sponsored athletic competition; a job interview).

Arriving to class late can accumulate into one or more absences. A late arrival to class (i.e., arriving fifteen minutes or more after the class session begins) on three different occasions will be counted as one unexcused absence from class.

Grade Components

Completion of 50 Service Hours with an Approved Community Partner (65%)

The most important assignment in this course is the completion of 50 service hours outside of our class meetings with an approved community partner. Over the years, the Department of Spanish and Portuguese (SPPO) has established strong relationships with our community partners. Completion of the 50 service hours must be with one of our approved partners so that, 1) we can ensure that you will high-quality guidance and supervision during your service-learning project, 2) you will have meaningful opportunities to engage with Hispanic/Latino communities in Columbus, and 3) SPPO can maintain our strong relationships with our established community partners.

Throughout the semester, you will update your instructor on the service hours that you have completed via: 1) a weekly tally of the hours that you have completed which will be submitted via Carmen, 2) weekly check-ins during class in which you discuss your service-learning activities with classmates in small groups, 3) regular individual meetings with your instructor to discuss your progress with your service-learning project during the second half of the semester, and 4) a final verification of your completed service hours (typically in the form of a letter or email sent to your instructor by your project supervisor). Please note that falsification of documentation is considered academic misconduct and any such cases will be referred to COAM for review. Your 50 service hours must be completed by Reading Day (which occurs one day before the first day of finals week).

At the end of the semester, your final grade for the completion of the service hours will be entered in the Carmen gradebook. **This grade is worth 65% of your final course grade.** Please note that this grade will not be a surprise since we will all be in weekly communication with each other as you provide updates to your instructor and to your classmates regarding your service hours and activities.

Your completed service hours will be graded as follows:

- 50 service hours completed outside of class time = 100% A
- 49 service hours completed outside of class time = 90% A-
- 48 service hours completed outside of class time = 87% B+
- 47 service hours completed outside of class time = 83% B
- 46 service hours completed outside of class time = 80% B-
- 45 service hours completed outside of class time = 77% C+
- 44 service hours completed outside of class time = 73% C
- 43 service hours completed outside of class time = 70% C-
- 42 service hours completed outside of class time = 67% D+
- 41 service hours completed outside of class time = 60% D
- 40 service hours or less completed outside of class time = 59% to 0% E (grade reduced proportionally by percentage of hours missed)

Course Activities (20%)

Throughout the semester, you will complete course activities, including service hour reports, in-class presentations, and group excursions during class time. Each of these assignments will be

given a grade in the Carmen gradebook, and all course activities together account for 20% of your final course grade.

Types of Graded Course Activities

1. Service Project Application Report and Weekly Service Hour Reports (5%)

By Sunday of week 2 of the semester, you will submit a Service Project Application Report, and beginning in week 4 of the semester, you will submit a weekly report with a tally of your service hours. Collectively, the Service Project Application Report and the Weekly Service Reports will account for 5% of your final course grade. Each report will be weighted equally within the Service Project Application and Service Hour Reports grade category.

- A. *Service Project Application Report:*** A report summarizing all emails, phone calls, applications, background checks, and/or onboarding that you have completed for your service project. Include the names of all individuals that you have contacted, and your status with regard to the project (e.g., applied to service project, accepted for the project, completed onboarding, arranged a weekly volunteer schedule). This report can be written in the text box in the Carmen assignment, or can be submitted as a Word document or PDF. In addition to the summary report, you may upload any documents that are relevant to this assignment; however, uploading materials is not required. If you do upload documents, be sure to always protect privacy (e.g., do not upload a background check or any other protected information; do not share the names of minors or unprotected individuals that you will work with).

Please note:

- Students must have begun the service project application process by Sunday of week 2 of the semester (i.e., spoken to, followed up, and started an action plan with the project supervisor); if you have not started the service project application process by week 2 of the semester, no credit will be given.
- The service project application report is due by Sunday of week 2 of the semester. For each day that the report is late, 10% will be deducted from the assignment grade.

- B. *Weekly Service Hour Reports:*** Beginning in Week 4, you will submit a weekly tally of your service hours. This tally can be written in a text box in the Carmen assignment, or submitted as a Word document or PDF.

Your weekly service hours report must include:

- The hours that you worked from Monday to Sunday of the current week, and the activities that you completed
- The total number of hours worked for the semester

For example:

- October 10 (2PM-5PM): prepare backpacks for "*el Dia de la Niña*"
- October 11 (3PM-5PM): design social media posts for "*el Dia de la Niña*"
- October 14 (2PM-5PM): interview Latino mothers for the preparation of a book celebrating local Latina leaders
- **Total hours for this week: 8**

- **Total hours for the semester: 27**

Each report is graded as Complete/Incomplete. To receive credit for a weekly report, you must:

- Include the total service hours completed during the current week (from Monday to Sunday)
- Include the total service hours worked up until this point in the semester (from Week 1 until the current week)
- Show significant progress that is appropriate for that point in the semester, as indicated in the Carmen assignment (for example, if you have only completed 10 service hours by week 8 of the semester, you are not progressing at an acceptable pace and will not be given credit for the weekly report)

2. Presentations on Weekly Readings/Documentaries and Questions (5%)

During the semester, you will prepare presentations on readings/documentaries, and will prepare questions/comments regarding your classmates' presentations. Your two presentations will account for 3% of your final grade, and the questions/comments submitted will account for 2% of your final grade. Together, these assignments will make up 5% of your final course grade.

- A. Presentations (3%):*** Throughout the semester, you will be assigned weekly readings and/or documentaries to study outside of class time. Each student will choose two readings and/or documentaries during the semester and will prepare a short PowerPoint-style presentation summarizing and critically reflecting on the reading/documentary. The PowerPoint will be presented to the class, with a duration of approximately 7 minutes.
- B. Questions/Comments on Presentations (2%):*** When your classmates are presenting, you will be required to write down two questions or comments related to each of these presentations. These questions will be submitted at the end of the class period and graded, as part of the Presentations on Weekly Readings/Documentaries grade category. Time permitting, each class member will share these questions/comments with the class to contribute to a discussion of the weekly readings and documentaries.

3. Group Excursions and Service Activities (5%)

During the semester, you will participate in several excursions and service activities during class time, including one small-group excursion to a local Latino business, as well as several service activities during class time at OSU and at community partner sites. Your instructor will ensure that off-campus excursions are accessible to students without cars. For example, some locations will be on the OSU campus, within walking distance of campus, or accessible by the COTA 2 bus. Participation in these excursions and service activities will account for 5% of your final course grade. Each excursion/activity will be weighted equally within the Group Excursions and Service Activities grade category.

- A. Small Group Excursion:*** Midway through the semester, small groups of students will visit a Latino market, restaurant, or business. Your instructor will provide

recommendations for businesses to visit and will provide time in class to plan the excursion. Recommendations for businesses within walking distance and on the number 2 COTA bus line will be provided. Your group can visit the business any day during the designated week. If an employee is available to talk your group without being inconvenienced, please have a conversation with them to ask about the business (e.g., When was it founded? Do the products come from a particular region? Are most of their clients Hispanic/Latino). Be sure to introduce yourselves, say that you are students at The Ohio State University and that you would like to know more about the business.

To earn full credit for this activity your group will complete a short PowerPoint-style presentation during the following in-class meeting. Please take pictures and/or record brief clips of the group at your selected location to share with the class. Every group member must actively participate in the excursion and in the presentation to the class.

Your report can include, but it is not limited to:

- A description of store, restaurant or business
- Types of products sold
- Ambience of the business (e., music or TV playing, clientele, décor, etc.)

B. *Service Activities:* We will complete several activities during our regularly scheduled class time, both on the OSU Columbus campus and during site visits with some of our community partners. During our service activities, we will learn about the work of our partners and engage in an activity in service to Latino communities. To receive credit, students must actively participate in the service activity, be a positive representative of the Department of Spanish and Portuguese and OSU, and attend the site visit when applicable. More information about the service activities will be provided later in the semester. Any changes or additions to our schedule of site visits and service activities will be announced with at least 2 weeks' notice.

4. *Cultural Activities (5%)*

Outside of class time, you will be required to attend three cultural events related to Latino culture, and to submit a 250-word response paper summarizing and reflecting on each event. Events can include film screenings, art exhibitions, lectures, dance or theatre performances, festivals, Hispanic Heritage Month events, and other events approved by the instructor. Throughout the semester, your instructor will announce cultural events, including many events on the OSU campus.

Final Digital Portfolio (15%)

Your Final Digital Portfolio is both the culmination and a reflection of your work and experiences from this course. Your Digital Portfolio is a way of documenting your learning experiences that take place outside of the classroom, and your attitudes regarding those activities. You may use PebblePad, u.osu.edu, Canva, or another appropriate platform of your choice to create your Digital Portfolio. Links to several platforms will be provided in Carmen.

Composition of the Digital Portfolio

Your Digital Portfolio is a culmination of your work in the course, and it includes three components: a showcasing of your final product, a reflective essay, and a final PowerPoint-style presentation. Together, all elements of your Digital Portfolio account for 15% of your final course grade. Your final product, final presentation, and reflective essay will all be submitted as part of your Digital Portfolio. The Digital Portfolio will be submitted to the appropriate Carmen assignment by the designated due date.

Contents of the Digital Portfolio

Your final portfolio must showcase the activities that you completed during your service project by including photos from your service project and descriptions of the activities that you completed. Your Digital Portfolio must include the three items listed below. Please contact your instructor early in the semester if you are encountering any difficulties related to the assignments below.

1. Final product (5%): Beginning in the first three weeks of class, you should strive to identify a final product that will meet the needs of a local Hispanic or Latino community. The final product is not a research paper. Final products may be audio, visual, artistic, electronic, or they may combine media. They must be related to Latino and/or Hispanic experiences in Ohio. Part of the rationale for this assignment is the importance of creating a network of personal contacts and other resources that will assist the individual with developing cultural competence and global citizenship, even after the course is over. By sharing the final product with the class, all of us can take advantage of the links you provide to new cultural, social, and professional opportunities.

Typically, the final product is something that is created in collaboration with your community partner. Please communicate with your service-learning project supervisor and your instructor throughout the semester to help develop your product. There are many possibilities for the final product. Some possible examples include: cultural materials for children; an informational webpage or brochure designed to assist clients or staff at a community organization; a curriculum guide or a collection of educational activities for students; school-related informational materials for Hispanic/Latino parents; a clothing drive to collect gently used business clothing for a Latino women's organization.

Your research for the final product must include interviews and/or meetings with members of Hispanic/Latino communities in Columbus. You may also use internet sources, magazines, newspapers, and/or other local resources. Ideal projects will be those that attempt to address a need, for example:

- Making more resources available to members of Hispanic/Latino communities
- Bringing members of the university community in touch with Hispanic/Latino issues, needs and/or objectives
- Providing important information or services to public schools, social service organizations, or the general public

Please see examples of Digital Portfolios in Carmen to see how previous students have presented and showcased their final products.

2. Final Presentation (5%)

Your final presentation should be a PowerPoint-style presentation (Keynote, Prezi, Google Slides, etc. all work well), and should include:

- Numerous images demonstrating your work in the community
- A brief summary of the semester activities that have impacted you (e.g., service work, guest speakers, excursions, cultural events, readings)
- An account of your participation in the community and the impact that you had
- Your personal connection with these experiences, how your service project impacted you
- A discussion of the development of the final product, including how and why you chose this product

3. End-of-Semester Reflective Essay (5%)

- The reflective essay is a critical piece that unifies the contents of the Digital Portfolio. For this component, write a reflection of approximately 1,000 words (typed, double-spaced in 12-point font) about what you learned from the activities in which you participated. Your essay should include specific examples of the concepts and skills that you learned during the in-class, academic portion of the course, and how this knowledge and these skills connected to your community-based work. Your essay should also articulate your understanding of the community in which you worked (e.g., the needs of and issues faced by the community; the resources, assets and objectives of the community; cultural differences you noted in comparison with your own culture), and it should reflect on the impact that you had in the community, and how your service-based project impacted you. Remember that a reflection is not a description, but rather an opportunity for you to review and think critically about your experiences. Detailed instructions for the essay and the essay rubric are available in Carmen.

Course Calendar

Week 1: Introduction to the Course and to Our Community Partners

In-class activities

- Introduction to course policies and assignments; overview of community partners and service project opportunities
- Break: meet with your classmates to discuss your service project preferences, then report back to your instructor about your service project application plan
- Complete weekly journal entry: Beginning-of-semester written reflection (completed in class; writing prompts posted in Carmen)

Homework to be completed before next session:

- Complete: Apply for your preferred service-learning project(s) with the corresponding community partner(s)
- Read: Irene King. "What We Are About to Do is Highly Problematic." *International Volunteer Tourism: Critical Reflections on Good Works in Central America*, edited by Katherine Borland and Abigail E. Adams, Palgrave Macmillan, 2013, pp. 81-92.

- Watch: Oral Narratives of Latin@s in Ohio, Yahaira Rose, Executive Director of Proyecto Mariposas (available free via the OSU Folklore Archives at [this link](#))
- Explore: Websites and social media pages for the following community partners to learn about their missions, events and activities: Proyecto Mariposas, Rising Youth, Create Happy Moments, Community Refugee & Immigration Services (CRIS), and the Ohio Latino Affairs Commission (OCHLA)

Week 2: Ethics of Service Learning / In-Class Service Day with Proyecto Mariposas

In-class activities:

- Student Presentations and Discussion on “What We Are About to Do is Highly Problematic...”
- In-class service day at OSU with Proyecto Mariposas: introduction to the mission of Proyecto Mariposas; details regarding our class participation and responsibilities for the annual Quinceañera event; create handwritten inspirational cards for the Healthy Periods Project
- Check-in: Meet in small groups to discuss progress on your service-learning project

Homework due Sunday by 11:59PM

- Service project application report

Homework to be completed before next session:

- Read: Steven G. Jones. “International Service-Learning: Fostering International Cooperation/Avoiding International Dominance.” *International Volunteer Tourism: Critical Reflections on Good Works in Central America*, edited by Katherine Borland and Abigail E. Adams, Palgrave Macmillan, 2013, pp. 171-185.
- Read: Katherine Daly. “Who is a Global Citizen? Manifestations of Theory in Practice.” *International Volunteer Tourism: Critical Reflections on Good Works in Central America*, edited by Katherine Borland and Abigail E. Adams, Palgrave Macmillan, 2013, pp. 68-78.
- Complete weekly journal entry reflecting on your experiences from this week

Week 3: Reflecting on Positionality and Global Citizenship

In-class activities:

- Student Presentations and Discussion on “International Service-Learning...” and “Who is a Global Citizen?...”
- Guest speakers:
 - Director of Rising Youth and Create Happy Moments
 - Latino Arts for Humanity Liaison
- Introduction of class activities for the Halloween costume drive
- Check-in: Meet in small groups to discuss progress with your service-learning project

Homework to be completed before next session:

- Watch: *The Braceros* (1942-1964) (available free via *PBS Oregon Experience* at [this link](#))
- Watch: *A Former Bracero Breaks His Silence* (available free via *Los Angeles Times* at [this link](#))

- Design social media posts for Halloween costume drive campaign
- Complete weekly journal entry reflecting on your experiences from this week

Week 4: The Bracero Farm Labor Program, 1942-1964

Important date: Proyecto Mariposas Quinceañera this Saturday (service opportunities available)

In-class activities:

- Student Presentations and Discussion on *The Braceros*, and *A Former Bracero Breaks His Silence*
- Guest speaker: Director of the Ohio Latino Affairs Commission (OCHLA)
- Brief planning session:
 - Share progress on Halloween costume drive campaign and plan next steps
 - Discuss our class involvement in the Proyecto Mariposas Quinceañera
- Check-in: Meet in small groups to discuss progress on your service-learning project

Homework due Sunday by 11:59PM

- Weekly service hour report

Homework to be completed before next session:

- Read: Mize, Ronald L. and Alicia C.S. Swords. “Operation Wetback” (1954). In: *Consuming Mexican Labor: From the Bracero Program to NAFTA*. University of Toronto Press, 2011, pp. 25-41.
- Watch: *Los Braceros: Strong Arms to Aid the USA* (2017) (available free via PBS Viewfinder at [this link](#))
- Watch: *Why Braceros?* (1962) (available free via California Revealed at [this link](#))
- Complete weekly journal entry reflecting on your experiences from this week

Week 5: U.S. Immigration Policy in the Post WWII Era / In-Class Training Session: Cataloging and Presenting Oral Histories

In-class activities:

- Student Presentations and Discussion on “Operation Wetback” and *Los Braceros: Strong Arms to Aid the USA*
- Training session with Dr. Elena Foulis (via Zoom): Processes for cataloging and presenting oral histories
- Check-in: Meet in small groups to discuss progress on your service-learning project & progress on the Halloween costume drive

Homework due Sunday by 11:59PM

- Weekly service-hour report

Homework to be completed before next session:

- Read: Mize, Ronald L. and Alicia C.S. Swords. “Backlash and Retrenchment (1980s-1990s).” *Consuming Mexican Labor: From the Bracero Program to NAFTA*. University of Toronto Press, 2011, pp. 25-41.

- Watch: *Peril and Promise* (2013) (available free via OSU Libraries at [this link](#); OSU login required)
- Complete weekly journal entry reflecting on your experiences from this week

Week 6: Criminalizing Immigration and the Militarization of the U.S. Southern Border - IRCA and Anti-Immigrant Sentiment in the 1980s-90s / In-Class Service Day at the OSU Folklore Archives

In-class activities:

- Student Presentations and Discussion on “Backlash and Retrenchment...” and *Peril and Promise*
- Site visit at the OSU Folklore Archives in Hagerty Hall: day of service cataloging materials for the Quinceañera Oral History Project
- Check-in: Meet in small groups to discuss progress on your service-learning project

Homework due Sunday by 11:59PM

- Weekly service-hour report

Homework to be completed before next session:

- Watch: *The Immigration Paradox*, Episode 1 (2014) (available free via OSU Libraries at [this link](#); OSU login required)
- Watch: *Border South* (available free via OSU Libraries at [this link](#); OSU login required)
- Complete weekly journal entry reflecting on your experiences from this week

Week 7: Group Excursions

Important date: Día de los Muertos Columbus this Saturday (OSU shuttle bus provided; service opportunities available)

Activity:

- No in-class meeting this week due to small-group excursions to local Latino businesses (a list of Latino businesses will be posted in Carmen and will include one business within walking distance of campus [near Neil & 5th] and one accessible by COTA bus [4th & High])

Homework due Sunday by 11:59PM

- Weekly service-hour report

Homework to be completed before next session:

- Read: Moodie, Ellen. “Expert Witnessing in the Asylum Economy.” *Annals of Anthropological Practice*. Vol. 46, No. 1, pp. 72-75
- Read: Cheng, Yilun. “Coming to America: Here Are Six of the Largest Refugee Communities in Greater Columbus.” *Columbus Dispatch*. 20 Oct. 2021
- Watch: *Niños de papel* (2020) (available free via the Real Stories YouTube channel at [this link](#))
- Complete weekly journal entry reflecting on your experiences from this week

Week 8: U.S. Immigration Policies for Asylum, Residency and Removal / In-Class Service Day at the OSU Folklore Archives

Important date: Autumn Recess from Thursday-Friday

In-class activities:

- Student Presentations and Discussion on *The Immigration Paradox* and *Border South*, Guest speaker: Columbus immigration attorney – lecture & discussion on the legal process for seeking asylum, residency and citizenship in the U.S.
- Presentations on small-group excursions
- Check-in: Meet in small groups to discuss progress on your service-learning project

No homework due to Autumn Recess

Week 9: In-Class Service Day with CRIS

In-class activities:

- Student Presentations and Discussion on “Expert Witnessing in the Asylum Economy,” “Coming to America...,” and *Niños de papel*
- In-class service activity at OSU led by the Associate Director of Youth Partnerships, Community Refugee & Immigration Services (CRIS)
- Check-in: Meet in small groups to discuss progress on your service-learning project

Homework due Sunday by 11:59PM

- Weekly service-hour report

Homework to be completed before next session:

- Watch: *Undeterred*, Episodes 1, 2 and 3 (2019) (available free via OSU Libraries at [this link](#); OSU login required)
- Complete weekly journal entry reflecting on your experiences from this week

Week 10: Stories of Immigration and Deportation

In-class activities:

- Student Presentations and Discussion on *Undeterred* (episodes 1-3)
- Check-in: Meet in small groups to discuss progress on your service-learning project
- Site visit to OSU Billy Ireland Cartoon Library to view the Dreamers zine collection

Homework due Sunday by 11:59PM

- Weekly service-hour report

Homework to be completed before next session:

- Read: “Understanding the Venezuelan Refugee Crisis.” *Wilson Center*. 13 Set. 2019
- Listen: [“Voices of Venezuela: The Migration Crisis.”](#) *Center for Strategic & International Studies*. 27 May 2020.
- Listen: [“Voices of Venezuela: Human Rights & Political Persecution.”](#) 9 July 2020.
- Complete weekly journal entry reflecting on your experiences from this week

Week 11: The Venezuelan Refugee Crisis / In-Class Service Day at the OSU Folklore Archives

Important date: Dia de los Muertos in Hagerty Hall this Thursday (service opportunities available)

In-class activities:

- Student presentations and Discussion on “Understanding the Venezuelan Refugee Crisis” and *Voices of Venezuela* (both episodes)
- Site visit at the OSU Folklore Archives in Hagerty Hall: day of service cataloging materials for the Quinceañera Oral History Project
- Check-in: Meet in small groups to discuss progress on your service-learning project

Homework due Sunday by 11:59PM

- Weekly service-hour report

Homework to be completed before next session:

- Listen: “[MacArthur Fellow E. Tendayi Achiume on the Intersection of Climate and Racial Justice.](#)” *NPR: All Things Considered*. 4 Oct. 2023
- Watch: *Change the Subject* (2021) (available free via the Dartmouth Library YouTube channel at [this link](#))
- Complete weekly journal entry reflecting on your experiences from this week

Week 12: Claiming Cultural Citizenship in the U.S.

In-class activities:

- Student presentations and Discussion on “MacArthur Fellow E. Tendayi Achiume...” and *Change the Subject*
- In-class activity: Zine making session: Using what we learned at Billy Ireland, students will create zines on the topic: *Claiming cultural citizenship in the U.S.* Students may use artifacts collected through their community partnerships (e.g., stickers, photos, pamphlets). Crafting supplies will be provided by the instructor. Students will exchange zines and swap stories during our end-of-semester showcase.
- Check-in: Meet in small groups to discuss progress on your service-learning project

Homework due Sunday by 11:59PM

- Weekly service-hour report

Homework to be completed before next session:

- Watch: *Which Way Home* (2010) (available free via OSU Libraries at [this link](#); OSU login required)
- Watch: *Fruits of Labor* (2021) (available via OSU Libraries at [this link](#); OSU login required)
- Collect donation boxes at OSU and in Columbus for Halloween costume drive
- Complete weekly journal entry reflecting on your experiences from this week

Week 13: Youth Perspectives on Immigration and Latino Identity

In-class activities:

- Student presentations and Discussion on *Which Way Home* and *Fruits of Labor*
- Site visit at the OSU Folklore Archives in Hagerty Hall: day of service cataloging materials for the Quinceañera Oral History Project
- Check-in: Meet in small groups to discuss progress on your service-learning project

Homework due Sunday by 11:59PM

- Weekly service-hour report

Homework to be completed before next session:

- Finalize all activities for Halloween costume drive (e.g., final social media call & contacting donors)
- Complete weekly journal entry reflecting on your experiences from this week

Week 14: Thanksgiving break – no class

Homework to be completed before next session:

- No readings, films, or service hour report due to Thanksgiving
- Collect donation boxes for Halloween costume drive (if collecting costumes in your hometown during Thanksgiving)

Week 15: In-Class Service Day for the Proyecto Mariposas Healthy Periods Project

In-class activities:

- In-class service activity at OSU: Pack period pouches for the Healthy Periods Project
- Final wrap-up session for Halloween costume drive: Successes & lessons learned
- Check-in: Meet in small groups to discuss progress on your service-learning project

Homework due Sunday by 11:59PM

- Weekly service-hour report

Homework to be completed before next session:

- Prepare presentations for next week's community partner reception
- Complete weekly journal entry reflecting on your experiences from this week

Week 16: Service-Learning Project Showcase with Community Partners

In-class activities:

- Final presentations
- Zine exchange and story swap

Homework due Sunday by 11:59PM

- Weekly service-hour report

Homework to be completed:

- Verification of completion of 50 service hours (due on Reading Day)
- Submission of Final Portfolio in Carmen (due on the first day of Final Exams Week)

Service-Learning Course Inventory: Spanish / Ethnic Studies 3242S

The GE allows students to take a single, 4+ credit course to satisfy a particular GE Theme requirement if that course includes key practices that are recognized as integrative and high impact. Courses seeking one of these designations need to provide a completed Integrative Practices Inventory at the time of course submission. This will be evaluated with the rest of the course materials (syllabus, Theme Course submission document, etc). Approved Integrative Practices courses will need to participate in assessment both for their Theme category and for their integrative practice.

Please describe how your class will meet the expectations of Service- Learning Courses. It may be helpful to consult the Description & Expectations document for this pedagogical practice or to consult the OSU Office of Service Learning as you develop your course and complete this inventory. You may also want to consult the Director of Undergraduate Studies or appropriate support staff person as you complete this Inventory and submit your course.

Please use language that is clear and concise and that colleagues outside of your discipline will be able to follow. You are encouraged to refer specifically to the syllabus submitted for the course, since the reviewers will also have that document. Because this document will be used in the course review and approval process, you should be *as specific as possible*, listing concrete activities, specific theories, names of scholars, titles of textbooks etc.

Pedagogical Practices for Service-Learning

Course subject & number: Global Columbus: Service Learning and Migration

Performance expectations set at appropriately high levels (e.g. Students engage in appropriately linked academic and experiential exploration of the community setting in which they study). Please link this expectation to the course goals, topics and activities and indicate *specific* activities/assignments through which it will be met. (50-500 words)

Students complete semester-long service-learning projects to support Latino residents of Columbus that have recently immigrated to the U.S. The service-learning component is accompanied by assignments that examine the structural causes of emigration and forced displacement in Latin America, affirmations of Latino identity in the U.S., and the ethics of service learning. The signature project for this course is the completion of 50 service hours, and the design and implementation of a product that identifies and addresses a need that is important to a local Latino community. To prepare students for work in the community, this course takes a scaffolded approach to learning about immigration and the factors that affect Latino populations in Ohio.

Each week, students will evaluate cutting-edge scholarship and artistic expression, and engage in evidence-based discussions. During the semester, each student must deliver two PowerPoint-

style presentations that summarize and reflect on a reading or film. During each presentation, all other students must prepare two questions or comments related to that topic, which serve as a catalyst for evidence-based group discussion.

In the first weeks of the semester, students will examine recent scholarship on the ethics of service learning and the development of global citizenship, to assess and deconstruct their own positionality within service-learning relationships. Following Alice McIntyre's model for Participatory Action Research, a central tenet of our work in this course is to reposition students from volunteers to learners that are guided and educated by community partners. Before beginning their service-learning projects, students engage in readings that reflect on our position as members of an influential U.S. research institution, with the goal of preventing difficulties and discomfort we might cause when working with underserved communities.

Students will then identify key moments in the evolution of immigration policies in the U.S. through weekly readings, films, and class discussions on the following topics: the Bracero agricultural labor program (1942-1964), a mass deportation operation carried out by the U.S. government in 1954, anti-immigrant sentiments and reactionary politics in the 1980s-90s, the criminalization of immigration and the militarization of the southern U.S. border beginning in the 1990s, and ways in which recent Hispanic immigrants are establishing cultural continuity and claiming cultural citizenship. Local professionals working in asylum law, refugee resettlement, and Latino advocacy will visit our class to deliver guest lectures. During the second half of the semester, students will analyze creative and artistic representations of Latino identity, including feature films and cultural events, and complete presentational speaking assignments and written reflections on these topics.

In-class academic assignments are coupled with community engagement activities, including a group excursion, community partner site visits, and the completion of a semester-long service project with an approved community partner. As discussed below, the service hour requirement requires a significant investment of time and effort by students, followed by end-of-semester assignments that reflect on these experiences.

Significant investment of time and effort by students over an extended period of time (e.g. develop an increasing appreciation of the issues, resources, assets, and cultures of the community in which they are working). Please link this expectation to the course goals, topics and activities and indicate *specific* activities/assignments through which it will be met. (50-500 words)

The scaffolded approach to assignments enables students to develop an increasing understanding of the responsibilities of service-learning relationships and the evolution of immigration policies and patterns in the U.S. It also prepares them to engage with Latino communities, identify their needs, objectives, and the obstacles they face, and discover ways in which they are affirming their identities and claiming cultural citizenship.

In the first weeks of class, students learn about available service-learning opportunities through guest lectures and community partner site visits. Each student selects their preferred partner(s), submits a letter of interest, and completes onboarding. Students must complete **X** service hours by the end of the semester to successfully complete the course. Community partners include

Proyecto Mariposas, Rising Youth and Create Happy Moments (all housed at the Martin de Porres Center), Latino Arts for Humanity, and Bread of Life Food Pantry. To ensure consistent progress, students submit weekly service hours reports and complete weekly check-ins with their classmates and instructor. All service activities are closely supervised by the instructor and partner(s).

As part of their service hours, students must identify a need in a Latino community and design a product to address that need. Final products may be digital, artistic, archival, or may combine media, and they must be related to Latino and/or Hispanic experiences in Ohio. By designing these products, students will develop a network of contacts and resources that will assist them in developing intercultural competence, even after the course is over. Research for the product must include interviews and/or meetings with Hispanic/Latino community members. Possible examples of products include the development of cultural or educational materials for children, an informational webpage that assists a community organization, informational materials on college financial aid for Hispanic/Latino parents and students, and a clothing drive for a Latino women's organization.

Students also engage with local Latino communities through small-group excursions to local Latino-owned businesses. Students observe the products and conduct an interview with an employee. To ensure equitable access to learning, the instructor will provide a list of recommended businesses within walking distance to campus or accessible by the COTA 2 bus. Each group must deliver a PowerPoint-style presentation summarizing and reflecting on the excursion.

The students and instructor will engage in service activities during class at OSU and at community partner sites. Students will learn about a need of a Latino community and complete an activity responding to that need. Examples may include designing a donation drive for children's costumes for Independence Day celebrations in the Dominican Republic, preparing materials for the Quinceañera Oral History Project at the OSU Folklore Archives, and packing pouches for the Proyecto Mariposas Healthy Periods Project, which combats period poverty by providing free products to underserved public schools.

Outside of class, students are required to attend three events related to Latino culture and submit a reflective response paper. On- and off-campus events will be announced and may include film screenings, lectures, art exhibitions, theatre and dance performances, festivals, and Hispanic Heritage Month events.

Interactions with faculty, peers, and community partners about substantive matters including regular, meaningful faculty mentoring, peer support, and community partner interaction. Please link this expectation to the course goals, topics and activities and indicate *specific* activities/assignments through which it will be met. (50-500 words)

The Department of Spanish and Portuguese (SPPO) has established relationships with our community partners, and Spanish majors and minors regularly volunteer at our partners' events. These relationships will provide a foundation for the Global Columbus course, allowing students to have regular interactions with the community partners, learn directly from members of Columbus Latino communities, and receive meaningful mentoring from the community partners

and instructor. Students will collaborate on service activities inside and outside of the classroom and will have the opportunity to complete some assignments in groups, fostering a community of learning based on peer support.

In addition to the academic course assignments, students must also complete 50 service hours and, in collaboration with their community partner, develop a final product in service to local communities. Service activities completed by OSU Spanish majors and minors in SP23 and AU23 can be replicated and completed by students in the Global Columbus course. These activities include:

- Shadow healthcare professionals in the Mt. Carmen Street Medicine program
- Assist clients with registration and shopping at the Bread of Life food pantry
- Serve as an assistant for the Ohio Commission of Latino Affairs
- Mentor & tutor Latino youth in K-12 programs (programs available in 8 Columbus City Schools)
- Mentor & tutor teens from Venezuela, Haiti, Syria, Sudan, Eritrea, Indonesia, and Central America with the *Rising Youth* afterschool program
- Assist with Hispanic Heritage Month festivities including Day of the Dead Columbus and Latino Heritage Policy Day
- Staff Proyecto Mariposas events (e.g., International Day of the Girl festival; Quinceañera dress design project at CCAD)
- Assist with archiving and presenting oral histories from the Proyecto Mariposas Quinceañera at the OSU Folklore Archives

Service projects completed by Spanish majors and minors in AU23 can serve as a model for Global Columbus students. These projects include:

- Create bilingual choice guides indicating the number of food group items allowed per family for the Bread of Life food pantry
- Organize a packing session for the *Proyecto Mariposas Healthy Periods Project*, which combats period poverty in Ohio by providing schools with hand-sewn pouches filled with educational materials and period products
- Organize a Halloween costume donation drive for Independence Day and carnival celebrations in the Dominican Republic
- Create 'know your rights' information materials for distribution in Dominican Learning Center ESL classes

Students are required to consult with their community partner(s) and instructor on a weekly basis. In addition to the students' individual service projects, several graded service activities will be completed during class time. The course instructor is expected to be a model for students and engage in service activities alongside the students, inside and outside of the classroom. Additionally, the instructor must maintain regular contact with the community partners to discuss student progress. This instructor commitment will ensure that students engage in regular, meaningful faculty mentoring and community partner interaction, with the goal of building a community of learning at OSU that extends beyond the classroom and supports Columbus Latino communities.

Students will get frequent, timely, and constructive feedback on their work from all appropriate sources, especially on their community awareness and engagement, and their experience with difficult differences. Please link this expectation to the course goals, topics and activities and indicate *specific* activities/assignments through which it will be met. (50-500 words)

The collaborative framework of this course places the community partners at the center of our planning, aligning the organizations' priorities with the skills our OSU students and instructor have to offer. This model for service learning takes the spotlight off the university team and refocuses it on the community. The community partner, in turn, serves as an educator for students as they develop global citizenship. Students will participate in the planning and implementation of several of our partners' initiatives, including the Proyecto Mariposas Day of the Girl event, the Rising Youth afterschool program for middle and high school students, and educational programming led by Proyecto Mariposas in Columbus City Schools, including Columbus International High School, World Language Middle School, and Columbus Global Academy, which serves students that have recently immigrated to the U.S., including asylum seekers and refugees.

The coordinator for this course meets with the community partners regularly to discuss the organizations' priorities and the best ways in which SPPO can contribute to these goals. During the first weeks of the semester, students will carry out interviews and onboarding with their community partner(s) and create a weekly service-hour schedule. Our partners understand that our OSU students have challenging schedules and are happy to offer scheduling flexibility. However, students must maintain clear and consistent communication with their partner(s) regarding scheduling.

This collaborative approach to service learning ensures that students will receive timely and constructive feedback from their instructor and partner(s) regarding their work in the community, particularly in relation to their awareness of the needs of Columbus Latino communities and their experiences with cultural differences. Feedback will be provided through weekly check-ins with classmates and the instructor, and regular meetings with the service-project supervisor(s) at community engagement sites. Additionally, students are required to submit weekly service hour reports and write in personal journals to promote self-reflection. Finally, there is an expectation that the instructor will serve as a model for community engagement by attending cultural events and completing service activities outside of the classroom, alongside the students. In this way, the instructor will observe students' interactions in the community and will have additional opportunities to provide timely feedback and support regarding student projects. At times, community-based learning may present unexpected setbacks when activities do not go as planned. However, our objective is for students to be successful with their service projects, and the role of the instructor is to advise and support students when obstacles arise. Adjusting to unexpected setbacks is an important facet of intercultural competence, and the community partner and instructor will reassure students and assist them in this process.

At the end of the semester, students will submit a final service hour report, and the project supervisor(s) will submit a letter verifying the student's service hours. Key objectives of this

course are for students to successfully complete their service projects and to develop professional connections and references in the community.

Periodic, structured opportunities to reflect and integrate learning (e. g. reflect on the service activity in such a way as to gain further understanding of course content, a broader appreciation of the discipline, and an enhanced sense of personal values and civic responsibility). Please link this expectation to the course goals, topics and activities and indicate *specific* activities/assignments through which it will be met. (50-500 words)

The scaffolded approach to learning in this course provides a structure for examining students' prior knowledge through a beginning-of-course survey, sharing learning outcomes with students at the onset of the course, breaking down information on immigration into manageable weekly lessons, assigning collaborative work where students can negotiate new knowledge together, and continuing to build on content, monitor progress and provide constructive feedback as students become more independently successful in developing their projects in the community.

Throughout the semester, students have structured opportunities to reflect on and integrate what they have learned, to deepen their understanding of course content and to develop a sense of their personal values and civic responsibilities in relation to diverse and underserved local communities. Students begin with course materials on U.S. immigration policies and gradually move on to observing creative representations of Latino identity. Students analyze and evaluate all course materials through presentational speaking and evidence-based discussions. Students then participate in cultural excursions and draw connections between these experiences and the academic content through presentational speaking and written reflection. Finally, students carry out their service activities, and they design a final product that identifies and meets a need of a Columbus Latino community. This final product is a culmination of their learning in the course, in that it synthesizes the knowledge gained from the academic content with real-world learning, it evaluates this knowledge to determine a need, and it integrates all of these elements to create an original product.

Students reflect their own learning experiences and their contributions to the community through a final reflective essay, and by presenting their work during an end-of-semester showcase attended by community partners and members of SPPO. During this showcase, students deliver a PowerPoint-style presentation in which they describe the development and implementation of their final product, and they reflect on the impact they had in the community and how their community engagement has impacted them.

Students will add the reflective essay, final presentation, and a demonstration of the final product to a final digital portfolio. The digital portfolio is a curated collection of evidence that demonstrates the student's growth throughout the semester by reflecting on course assignments, experiences, and activities. The digital portfolio is designed to support students in discovering what they value as learners and as engaged global citizens by providing a space for them to tell their own story of personal growth.

Opportunities to discover relevance of learning through real-world applications (e.g., intentional connection between academic content and the community work in which they engage). Please link this expectation to the course goals, topics and activities and indicate *specific* activities/assignments through which it will be met. (50-500 words)

This course will utilize existing partnerships between SPPO and several Columbus non-profit organizations to offer real-world applications of the academic course content. As explained above, students will complete readings, presentations, and evidence-based discussions to analyze the demographics of Columbus immigrant communities, and the evolution of immigration policies, trends, and attitudes in the U.S. from 1942-present. Additionally, our connections with community partners will enable us to bring local experts in asylum law and refugee resettlement to the classroom for guest lectures and discussions. This academic content is designed to provide students with a detailed understanding of the obstacles faced by Hispanic individuals and families when emigrating to the U.S. Students will then apply this knowledge through their work in the community, and they will ultimately produce a new or original product that meets a need of that community.

As part of their service projects, each student will participate in the planning and/or implementation of several of our community partners' initiatives. For example, the Bread of Life food pantry in Linden serves dozens of Latino families each week. Students in this course have the opportunity to assist with client registration, personal shopping, loading groceries into clients' cars, and stocking inventory. This experience will provide students with insight into the obstacles faced by local communities, and the ways in which a non-profit can advocate for these communities by meeting a basic need and providing a dignified shopping experience. Students may also complete service hours with Rising Youth, an after-school program that forms part of the Martin de Porres Center's non-violence initiative. Rising Youth provides mentorship, academic support, and workshops on leadership and social and emotional growth for 13 to 18-year-old students, most of whom have recently immigrated to the U.S. OSU students will assist with program activities, design and deliver workshops, and serve as mentors. With Latino Arts for Humanity, students can assist with the Day of the Dead Columbus festival, and with SPPO, students can assist with the annual Day of the Dead festival in Hagerty Hall.

Many of the service-learning activities in this course will be in collaboration with Proyecto Mariposas, which supports Latino girls and their mothers that have recently arrived in the U.S. Proyecto Mariposas provides a wide variety of service activities, both in-person and remote, including mentorship programs in Columbus City Schools, the planning and implementation of an annual Day of the Girl event, and support for numerous Hispanic Heritage Month events including a charitable Quinceañera event. As mentioned above, the Proyecto Mariposas Quinceañera is being documented for an oral history collection at the OSU Folklore Archives, and the students in this course will have the opportunity to assist in preparing materials for this collection.

These service-learning experiences will provide intentional connections between the academic course content and real-world applications, so that students may discover the relevance of their learning by developing intercultural competence.

Public Demonstration of competence in academic settings and, if possible, in the community engagement site. Please link this expectation to the course goals, topics and activities and indicate *specific* activities/assignments through which it will be met. (50-500 words)

As described above, in the academic setting students will study recent scholarship on the ethics of service learning and the evolution of immigration policies in the U.S. since WWII. These materials will be coupled with guest lectures by professionals working in immigrant advocacy. Students will then complete presentational speaking activities that summarize and reflect on these materials, and they will engage in evidence-based class discussions. These activities will enable students to build the skills needed to engage in critical and logical thinking about the structural causes of emigration and forced displacement in Latin America, and to demonstrate competence in articulating their own perspectives on these topics to their classmates and instructor. These academic assignments will provide students with foundational knowledge regarding the objectives of, and the obstacles faced by Latino communities. They will also encourage students to reflect on their own positionality as members of a large U.S. research institution. As such, the academic portion of the course will prepare students to demonstrate critical thinking skills and intercultural competence when engaging in community-based learning.

At the community engagement sites, students will work with non-profit organizations that advocate for the needs of recent immigrants and promote Latino cultural heritage in Columbus. Under the supervision of their instructor and service-learning supervisor(s), students may serve in public-facing roles, as representatives of their community partner and OSU, by leading workshops and presentations, volunteering during our partners' events (e.g., staffing tables and assisting guests), and serving as mentors and role mentors for K-12 students. Whenever possible, we will harness the students' unique skills and interests to contribute to our partners' objectives, which will enable students to draw connections between their own professional and academic endeavors and the needs of local Latino communities. Through working with their community partners and carrying out their service projects, students will gain skills in leadership, event planning, and program coordination. Most importantly, this community-based learning will establish people-to-people relationships and allow students to develop intercultural competence, preparing future leaders to understand the complex issues related to immigration.

Experiences with diversity wherein students demonstrate intercultural competence and empathy with people and worldview frameworks that may differ from their own. Please link this expectation to the course goals, topics and activities and indicate *specific* activities/assignments through which it will be met. (50-500 words)

In their collaborations with our community partners, students will work with recent immigrants, many of whom have uncertain legal status and may never return to their home countries. The academic assignments in this course will provide students with foundational knowledge regarding the complexities of U.S. immigration policies, and the push factors that compel individuals and families to emigrate from Latin America, including humanitarian emergencies

and forced displacement. Through course materials and guest lectures, students will also understand the processes for seeking asylum, obtaining refugee status, and applying for residency and citizenship. Students will also analyze creative representations (e.g., films and cultural events) that reflect the diverse experiences of Latino individuals and communities, and the ways in which Latinos are affirming their identities and claiming cultural citizenship in the U.S.

The academic activities in this course are designed to provide students with a deeper understanding of the difficulties faced when one is compelled to leave their home country and navigate challenging legal and social contexts. Since attitudes and perspectives on immigration in the U.S. tend to be highly emotional and politically charged, the utmost care will be taken in this course to assign only recent peer reviewed scholarship, credible journalistic resources, and critically acclaimed documentaries and feature films. This will provide students with the skills needed to think critically and logically about issues surrounding immigration, and to support their perspectives with evidence.

Therefore, the objective of the academic activities is to provide students with a critical understanding of the experiences of those who have recently arrived in the U.S., so that they may approach their service-learning activities with knowledge, empathy, and respect. Through their engagement in the community, students will observe how Columbus Latinos are navigating new social and geographical contexts, and how our community partners are advocating for the needs of these communities.

Explicit and intentional efforts to promote inclusivity and a sense of belonging and safety for students, e.g. universal design principles, culturally responsible pedagogy. Please link this expectation to the course goals, topics and activities and indicate *specific* activities/assignments through which it will be met. (50-500 words)

As mentioned above, the ethos of this course is not to position students as volunteers that determine solutions for underserved communities. Rather, a central tenet of this course is to reposition community partners and members of Latino communities as educators who guide our students in developing intercultural competence. Before beginning their work in the community, students complete readings, presentations and discussions that reflect on the ethics of service learning and our position as members of an influential U.S. research institution, with the goal of preventing difficulties and discomfort we might cause when working with underserved communities.

The spirit of empathy and mutual respect that is emphasized in the curriculum extends to the students, as a principle focus of this course is to create a safe and inclusive space where students are supported and feel comfortable in the learning process. A key objective is for students to focus their time and energy on the course content and real-world learning in the community. To ensure that students are not slowed down by navigating the class structure, this course is focused on providing clear learning expectations and grading criteria, and a well-designed Carmen course that is easy to navigate. Additionally, the instructor will consult with University Libraries to ensure that course materials are accessible and will apply all accommodations shared through the SLDS AIM portal.

To facilitate student success, the instructor will maintain weekly communication regarding upcoming service-learning opportunities and cultural events via Carmen Announcements. Students will be guided to attend cultural events on the OSU campus (e.g., events sponsored by the OSU Center for Latin American Studies, Center for Ethnic Studies, and Wexner Center for the Arts), and students will only be permitted to complete service hours with an approved community partner (i.e., a partner with which SPPO has a well-established relationship). This will ensure that students are safe and well cared for, and that they will have ample opportunities to engage in real-world learning.

Diverse service-learning opportunities will be offered to meet the specific needs and abilities of all students, and to connect with each student's unique interests and talents. Early in the semester, the instructor and community partner will meet individually with each student, and they will collaborate to ensure that each student's service-learning project will fit the student's interests, strengths, and abilities, while allowing the student to make a meaningful contribution to the community. As discussed below, a combination of in-person and remote service-learning opportunities will be provided, both on and off campus.

Clear plan to promote this course to get a wider enrollment of typically underserved populations. Please link this expectation to the course goals, topics and activities and indicate *specific* activities/assignments through which it will be met. (50-500 words)

While service opportunities in Columbus Latino communities have long been available to Spanish majors and minors, the creation of this GE Themes service-learning course would extend these opportunities to develop intercultural competence to all OSU students. The course has no pre-requisite, and students will complete all assignments and activities in English, including service projects and cultural excursions. To ensure equitable access to learning, a significant portion of possible service-learning and cultural activities will be on the OSU Columbus campus, within walking distance to campus, or accessible by the COTA 2 bus line. Additionally, remote service-learning activities will be provided, so that students may combine activities, completing some in person and others virtually. Therefore, any student enrolled in the course can successfully complete all required assignments and activities, regardless of whether they have access to a car. Further, there will be no cost for textbooks or learning materials in this course. All readings and films will be posted in Carmen and available via University Libraries. To prepare this GE course proposal, the coordinator for this course completed the OSU Affordable Learning Exchange (ALX) Racial Justice and Syllabus Review grants programs in 2023 and consulted with an OSU librarian regarding copyright, fair use, and open educational resources (OERs).

The coordinator for this course is currently a member of the Collaborative Online International Learning Community (COIL), led by the OSU Office of International Affairs. This learning community prepares instructors to incorporate meaningful online global experiences into their courses. With respect to this GE Themes course proposal, the course coordinator is currently designing virtual activities with immigration advocates in the U.S. and Central America that can be added to the course curriculum. These COIL experiences can provide a cost-effective way for

students to be culturally engaged and connect with others through difference, even if they do not have the funding to study abroad. Additionally, if this GE Themes course is approved, the course coordinator plans to submit this course to be included in the Intercultural Competence for Global Citizenship certificate, offered through the OSU Center for Languages, Literatures and Cultures (CLLC). As part of the required curriculum, students must complete one COIL course, which can overlap with a GE course. If approved for the Intercultural Competence certificate, this Themes course would further benefit students by providing a pathway to engage in cultural self-understanding, the development of empathy, and effective communication in intercultural context.

In this integrative practices GE Themes course, students will gain an understanding of the evolution of immigration policies in the U.S., and they will develop intercultural competence through real-world learning. This knowledge and experience will be relevant to all majors and career paths, as it will help develop future leaders to approach complex issues related to immigration with critical and logical thinking and empathy. In this way, we aim to contribute to Ohio State University's land grant mission of discovering knowledge to improve the well-being of our local and global communities, and of promoting a culture of service and engagement.

GE Migration Mobility, & Immobility Course Submission Worksheet
Spanish / Ethnic Studies 3242S
Global Columbus: Service Learning and Migration

GE Theme Description:

The Migration, Mobility, and Immobility theme addresses the underlying structural causes of mobility and immobility; the socio-political, economic, environmental, and cultural phenomena contributing to and resulting from migration, forced displacement, incarceration, disability, or flight; people's hopes and fears about staying or going; and the forms of artistic expression that explore these conditions.

Required contact hours & out-of-class time:

Must meet requirements for formal instructional hours for a 4-credit course. (ODHE defines a semester credit hour as equivalent to "750 minutes of formalized instruction that typically requires students to work at out-of-class assignments an average of twice the amount of time as the amount of formalized instruction"). Practically, at OSU, this typically means teaching four 55-minute class sessions per week, or two 80-minute class sessions plus one 55-minute session per week, or an equivalent amount of formalized instruction, wherein some of this time (e.g., a 55-minute class session per week) may be a recitation or lab.

(<https://oaa.osu.edu/sites/default/files/uploads/general-education-review/implementation/report/GE-Implementation-Report-High-Impact-Practices.pdf>)

Briefly describe how this course connects to or exemplifies the concept of this Theme (Migration, Mobility, & Immobility)

Question: In a sentence or two, explain how this class "fits" within the focal Theme. This will help reviewers understand the intended frame of reference for the course-specific activities described below. (50-500 words)

In this course, students complete semester-long service-learning projects to support Latino residents of Columbus who have recently immigrated to the U.S. The service-learning component is accompanied by readings, films, and discussions that examine the development of immigration policies in the U.S.; writing and presentational speaking assignments where students critically reflect on the unique needs of Columbus Latinos; and cultural excursions that demonstrate how Latino communities are claiming cultural citizenship in the U.S. Our community partners include Proyecto Mariposas, the Martin de Porres Center, Latino Arts for Humanity, and Bread of Life Food Pantry in Linden. Additionally, students will contribute to a Latino oral history project at the OSU Folklore Archives. To ensure equitable access to learning, a significant portion of service activities will either be on the OSU Columbus campus, or accessible via the COTA 2 bus. There is no cost for course materials; all materials will be provided in Carmen in consultation with OSU Libraries. There is no pre-requisite for this course, and all coursework is completed in English.

Briefly Connect this course to the Goals and ELOs shared by *all* Themes

Below are the Goals and ELOs common to all Themes. For each ELO, describe the activities (discussions, readings, lectures, assignments) that provide opportunities for students to achieve those outcomes. The answer should be concise. The specifics of the activities matter—listing “readings” without a reference to the topic of those readings will not allow the reviewers to understand how the ELO will be met. However, the panel evaluating the fit of the course to the Theme will review this form in conjunction with the syllabus, so if readings, lecture/discussion topics, or other specifics are provided on the syllabus, it is not necessary to reiterate them within this form. The ELOs are expected to vary in their “coverage” in terms of number of activities or emphasis within the course.

Course activities and assignments that meet ELOs 1.1, 1.2, 2.1, 2.2 (50-700 words per ELO)

Goal 1: Successful students will analyze an important topic or idea at a more advanced and in-depth level than the foundations. In this context, “advanced” refers to courses that are e.g., synthetic, rely on research or cutting-edge findings, or deeply engage with the subject matter, among other possibilities.

ELO 1.1 Engage in critical and logical thinking. (50-500 words)

This course combines a classroom component, with scholarly readings, lectures and presentations, with a service-learning component, where students learn directly from local Latino leaders and members of Columbus Latino communities. To prepare for this community-based learning, students will build the skills needed to engage in critical and logical thinking about the structural causes of emigration and forced displacement in Latin America, affirmations of Latino identity in the U.S., and the ethics of service learning.

Students will accomplish this by synthesizing and evaluating cutting-edge scholarship and artistic expression, and by engaging in evidence-based discussions. Students will identify and distinguish key moments in the evolution of immigration policy in the U.S. by engaging in weekly readings, films, and class discussions on the following topics: the Bracero agricultural labor program (1942-1964), a mass deportation operation carried out by the U.S. government in 1954, anti-immigrant sentiments and reactionary politics in the 1980s-90s, the criminalization of immigration and militarization of the southern U.S. southern border beginning in the 1990s, and different ways in which recent Latino immigrants are establishing cultural continuity and claiming cultural citizenship in Columbus, Ohio and the U.S. Local professionals working in asylum law, refugee resettlement, and Latino advocacy will also visit our class to deliver guest lectures and engage in discussions with students.

Additionally, students will read and discuss recent scholarship on the ethics of service learning and the development of global citizenship, in order to assess and deconstruct their own positionality within service-learning relationships. Following Alice McIntyre's model for Participatory Action Research, a central tenet of our work in this course is to reposition students from volunteers to learners that are guided and educated by community partners. Before beginning their service-learning projects, students engage in readings that reflect on our position as members of an influential U.S. research institution, with the goal of preventing difficulties and discomfort we might cause when working with underserved communities.

ELO 1.2 Engage in an advanced, in-depth, scholarly exploration of the topic or ideas within this theme.

Students will engage in advanced exploration of key concepts linked to immigration and Latino identity by synthesizing cutting-edge scholarship and artistic expression, and by articulating their own perspectives on these materials through presentational speaking assignments and group discussions. During the semester, each student will deliver two PowerPoint-style presentations that summarize and critically reflect on a weekly reading, documentary film or artistic work. During these presentations, all students must prepare two questions or comments on this topic, which will be submitted for a grade. Both the presentation and the students' questions and comments will serve as a catalyst for evidence-based group discussion on the weekly readings and films.

Classroom assignments are accompanied by first-hand interactions with Columbus Latino communities that allow students to deeply engage with the topics of immigration and Latino identity by developing an understanding of the needs and objectives of Columbus Latino communities. During these activities, cultural competence and global citizenship are continuously emphasized, as students are reminded to be self-reflexive and to be positive representatives of the OSU Department of Spanish and Portuguese. These shared values are reinforced through weekly journaling, and through group discussions on the ethics of service-learning relationships. To ensure equitable access to learning, a significant portion of possible events will be on-campus or accessible on the COTA 2 bus line.

Students will attend one group excursion to a local Latino business and complete a group presentation in class summarizing and reflecting on this experience. Outside of class, they will also attend three local events related to immigration or Latino identity (e.g., film screenings, art exhibitions, lectures, dance or theatre performances, festivals, and Hispanic Heritage Month events) and submit a response paper summarizing and reflecting on each event.

During class time, students will carry out site visits with community partners during which they will learn about the organization's mission and complete a service activity in support of that organization. Additionally, students will gain interdisciplinary knowledge through site visits and service activities at the OSU Folklore Archives. Students will learn about the Oral Narratives of Latinos in Ohio (ONLO) collection, will be trained in the processes of adding new materials to an archive, and will complete service activities during class time by labeling and writing abstracts for archived materials. Students that wish to continue this work may do so by attending events that will be documented in the Archive (e.g., an annual Quinceañera event hosted by Proyecto Mariposas), and/or by completing a portion of their required service hours at the Folklore Archives.

The signature assignment for this course is the completion of a semester-long service-learning project with an approved community partner. The OSU Department of Spanish and Portuguese has long-standing relationships with our partners, and students will be supervised and mentored by their instructor and their service-project supervisor throughout the semester. Students are required to begin onboarding with their selected partner by the third week of the semester, and

must complete verification reports and weekly check-ins with their instructor to ensure consistent progress.

Goal 2: Successful students will integrate approaches to the theme by making connections to out-of-classroom experiences with academic knowledge or across disciplines and/or to work they have done in previous classes and that they anticipate doing in future.

ELO 2.1 Identify, describe, and synthesize approaches or experiences.

Students will synthesize and apply the knowledge and skills gained during the semester by identifying a need of a local Latino community and designing and developing a final product to meet that need. The final product will be designed in consultation with the instructor and the student's community partner(s). The final product is not a research paper. Final products may be audio, visual, artistic, archival, or they may combine media, and they must be related to Latino and/or Hispanic experiences in Ohio. Part of the rationale for this assignment is the importance of creating a network of personal contacts and resources that will assist the student with developing cultural competence and global citizenship, even after the course is over. By sharing the final product with the class during the end-of-semester showcase, all class members can take advantage of the links each student provides to new cultural, social, and professional opportunities. The final product is something that is created in collaboration with the student's service project supervisor and instructor.

Research for the final product must include interviews and/or meetings with members of Hispanic/Latino communities in Columbus. Students may also use internet sources, magazines, newspapers, and/or other local resources. Ideal projects will be those that attempt to address a need, for example: making more resources available to members of Hispanic/Latino communities; bringing members of the university community in touch with Hispanic/Latino issues, needs and/or objectives; and providing important information or services to public schools, social service organizations, or the general public. Some possible examples of final projects include the development of cultural materials for children; an informational webpage or brochure designed to assist clients or staff at a community organization; a curriculum guide or a collection of educational activities for students; and school-related informational materials for Hispanic/Latino parents and students.

ELO 2.2 Demonstrate a developing sense of self as a learner through reflection, self-assessment, and creative work, building on prior experiences to respond to new and challenging contexts.

Students will demonstrate a developing sense of self as a learner through the creation of a final digital portfolio, which is a curated collection of evidence that demonstrates the student's growth throughout the semester by reflecting on course assignments, experiences, and activities. As a culmination of the student's work in the course, the digital portfolio includes three components: 1) a showcasing of the student's final product, which is the result of the semester-long service project and meets a need for a local Hispanic or Latino community; 2) a Power-Point style presentation that illustrates the student's service-learning experience and accomplishments, and how these experiences impacted the student; and 3) a reflective essay of approximately 1,000

words in which the student critically reflects on how the concepts and skills learned in the academic portion of the course connect to the student's community-based work, the student's understanding of the community in which they worked (e.g., the needs of and issues faced by the community; the resources, assets and objectives of the community; cultural differences noted in comparison with the student's own culture), the impact that the student had in the community, and how the service-based project impacted the student. The digital portfolio is designed to support students in discovering what they value as learners and as engaged global citizens by providing a space for them to tell their own story of personal growth.

Students deliver their final presentations during an end-of-semester showcase attended by community partners and members of the Department of Spanish and Portuguese. By showcasing their work, students will illustrate the ways in which they have developed intercultural competence by acquiring new knowledge of, and experiences in Columbus Latino communities. The development of intercultural competence, cultural sensitivity and global citizenship is relevant to any academic major the student may pursue, and to Ohio State University's land grant mission of discovering knowledge to improve the well-being of our local and global communities, and of promoting a culture of service and engagement.

Goals and ELOs unique to Migration, Mobility & Immobility

Below are the Goals and ELOs specific to this Theme. For each ELO, describe the activities (discussions, readings, lectures, assignments) that provide opportunities for students to achieve those outcomes. The answer should be concise and use language accessible to colleagues outside of the submitting department or discipline. The ELOs are expected to vary in their "coverage" in terms of number of activities or emphasis within the course.

Course activities and assignments that meet ELOs 3.1, 3.2, 4.1, 4.2 (50-700 words per ELO)

GOAL 3: Successful students will explore and analyze a range of perspectives on migration, mobility, and immobility, including causes and effects, personal or group experiences, or artistic expression.

ELO 3.1 Explain environmental, political, economic, social, or cultural causes of migration, mobility, and/or immobility.

During the first half of the semester, we will draw from prominent scholars to trace the evolution of immigration policies in the U.S. from WWII until the late 20th century. We begin by examining the Bracero farm labor program, the United States' largest experiment with guest workers, which brought millions of Mexican men to the U.S. to address labor shortages. From there, we will identify and analyze the many federal immigration policies enacted during the second half of the 20th century, as U.S. politicians simultaneously addressed labor shortages in the agricultural sector by contracting Mexican laborers and mitigated anti-immigrant sentiments through mass deportation operatives. We then examine the anti-immigrant proposition movement in California in the late 1980s and 1990s, which emboldened anti-immigration movements nationwide. From there, we will examine a series of U.S. federal acts implemented in

the 1990s which represented a commitment to the criminalization of immigration and the militarization of the U.S. southern border. In addition to these readings on immigration policy and labor shortages, students will also examine various push factors that compel individuals and families to emigrate from Latin America, including humanitarian emergencies and forced displacement in Venezuela and the Northern Triangle of Central America. Students will analyze these push factors through scholarly readings, documentary films, journalistic articles and guest lectures.

ELO 3.2 Describe and analyze diverse experiences or portrayals of migration, mobility, or immobility (e.g., migration, incarceration, disability, or flight) and the complex effects of these phenomena on individuals, societies, institutions, and/or places.

During their semester-long service-learning projects, students will work directly with members of Columbus Latino communities, many of whom have recently arrived in the U.S. and have uncertain legal status. To prepare for this community-based learning, students will build the skills needed to engage in critical and logical thinking about the diverse experiences and effects of migration for individuals, families and communities through cutting-edge scholarship, the analysis of artistic representations and cultural events, and guest lectures with immigration professionals. Through guest lectures with a local immigration attorney and with an advocate for refugee resettlement, students will differentiate between the procedures and rights of various legal categories, including asylum seekers, refugees, U.S. residents, and citizens. Students will also outline the complex matrix of U.S. immigrant visas, and they will participate in a simulation in which they define the processes and waiting times for several hypothetical visa applicants according to their nationalities, ages and family categories. Through these guest lectures and readings, students will also identify the sites and processes of immigration apprehension and detention, including the short-term ICE facilities commonly referred to as *hieleras* (ice boxes) and *perreras* (dog kennels), public and privately contracted immigration detention centers, Asylum Merits interviews, immigration bond processes, GPS ankle monitoring, and immigration court proceedings. Through documentary and feature films, students will critically reflect on the experiences of DACA recipients and unaccompanied minors, and through events outside of class (e.g., festivals, celebrations, youth advocacy workshops), students will examine different affirmations of Latino identity.

GOAL 4: Successful students will explain a variety of scholarly or artistic approaches to understanding mobility and immobility, and analyze how texts, perceptions, representations, discourses, or artifacts represent these concerns.

ELO 4.1 Discuss how migration, mobility, or immobility have shaped attitudes, beliefs, behaviors, and values of individuals and/or institutions.

Through their work and experiences in the community, students will gain an understanding of the ways in which Columbus Latinos are establishing cultural continuity and agency, and claiming cultural citizenship in the U.S. Students will also observe the work of local advocates to address the needs and support the objectives of those who have recently arrived in the U.S.

These opportunities will be provided through three categories of assignments: the completion of service-learning hours, attending events outside of class related to immigration or Latino culture, and the completion of in-class service activities. Events related to Latino culture and immigration advocacy in which students can participate include: Hispanic Heritage Month activities sponsored by the City of Columbus, the Proyecto Mariposas Quinceañera which is provided at no cost to families, participation in the Healthy Periods Project which provides free period products to public schools, an International Day of the Girl workshop and celebration, the OSU Center for Latin American Studies film series, Day of the Dead Columbus, and the Department of Spanish and Portuguese Day of the Dead celebration.

The knowledge that students gain regarding immigration and affirmation of Latino identity will provide student the tools needed to critically reflect on the barriers that recent immigrants face, the hopes of objectives of Columbus Latino communities, and the work that Latinos and immigration advocates are doing to establish agency for recent immigrants in Columbus. As noted earlier in this worksheet and in the course syllabus, these activities will be closely monitored by the instructor and the student's service-learning supervisor, and will be tracked by the student. Additionally, students will be accountable for reporting and reflecting on these activities through several course activities.

ELO 4.2 Describe how people (e.g. scholars, artists, scientists, etc.) perceive or represent migration, mobility, or immobility and critique conventions, theories, and/or ideologies that influence such perceptions or representations.

Through course readings, films, lectures and discussions, students will gain the skills needed to articulate how scholars and artists represent immigration. Students will also describe how these scholars and artists critique ideologies that influence perceptions of immigration and resist oppressive stereotypes. As explained earlier in this worksheet, students will examine how anti-immigrant sentiments in the second half of the 20th century shaped immigration policy in the U.S., even when these policies undermined the economic needs and objectives of the U.S. government and U.S. corporations. This knowledge will serve as a foundation for students when, during the second half of the course, they analyze films and scholarship that resist and challenge negative perceptions of Latino immigrants. For example, the films *Mapa de sueños latinoamericanos* and *Los lobos* are characterized by vulnerable, humanistic representations of recent immigrants. The animated film *Home is Somewhere Else* provides a window into the experiences of undocumented immigrant youth. In the essay, "Expert Witnessing in the Asylum Economy," anthropologist Ellen Moodie questions her own work as an expert witness and country conditions expert on El Salvador in immigration court hearings.

In addition to describing how various scholars and artists challenge dominant perceptions and representations of immigration, students will continuously be prompted to self-reflect on their own position in their service-learning relationships with members of Latino communities. Following Alice McIntyre's model for Participatory Action Research, a central tenet of our work in this course is to reposition students from volunteers to collaborative learners that are guided and educated by community partners. During the first weeks of the semester, before beginning their service-learning projects, students engage in readings by Irene King, Steven G. Jones, and Katherine Daly that reflect on our position as members of an influential U.S. research institution

and deconstruct the service-learning relationship. Through readings, presentations and discussions on these readings, students identify best practices to employ in their service-learning projects, with the goal of preventing difficulties and discomfort our class may cause when working with underserved communities. The best practices and shared values that we establish as a class at the beginning of the semester are continuously reinforced throughout the semester through group discussions and weekly reflection journal entries completed by students.