**DocuLab 2018: Dizhsa Nabani - Living Language APPLICATION**

**A documentary project on Zapotec language and identity in Oaxaca, Mexico**

Led by Brook Lillehaugen, Assistant Professor of Linguistics, and

Vicky Funari, HCAH Visual Media Scholar and Visiting Assistant Professor of Independent College Programs

Sponsored by VCAM and the Hurford Center for the Arts and Humanities

Questions, please contact:

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In Summer 2018, four student DocuLab Fellows will spend eight weeks creating a documentary centered on Zapotec, an indigenous and endangered language of Mexico. The Fellows will collaborate with professors Brook Lillehaugen and Vicky Funari, as well as with Zapotec language activist Moisés García Guzmán, to explore how language is interwoven with identity and with the vitality of the Zapotec community, including the relationship between language and traditional farming, knowledge of plants and their uses, cooking techniques, food, and health.

**Timeline and Key Dates**

The DocuLab will run for eight weeks, during which time the Fellows will develop, produce, and complete a documentary film and relevant ancillary materials (these could include a blog, website, Instagram account, etc., as determined by the group).  The dates include 6 weeks in Oaxaca, from Sunday, June 24 to Saturday, August 4 (NOTE: exact dates are still to be confirmed), and 2 weeks back on campus, from Monday, August 6 to Friday, August 17.  The selected Fellows will be expected to attend 2-3 preparatory meetings during Spring 2018 and a debriefing meeting in Fall 2018.  They will also be asked to plan (with the support of HCAH & VCAM staff) a Fall 2018 DocuLab event where they will present their finished work. The DocuLab 2018 application deadline is Monday October 23, 2017, 11:00pm.

**Eligibility**

The program is open to Haverford students, including graduating seniors, as well as Bryn Mawr and Swarthmore students majoring at Haverford or those who have otherwise completed significant film-focused coursework in the Tri-Co.

Applicants must have completed significant film-focused coursework in the Tri-Co; coursework in Linguistics and Spanish language skills are desirable, but not required. Accepted DocuLab Fellows will be encouraged, but not required, to take Brook Lillehaugen’s Spring 2018 course LING101: Introduction to Linguistics and/or Vicky Funari’s Spring 2018 course, VIST353, Advanced Media Production: The Documentary Body. Both courses will provide an excellent foundation for the DocuLab 2018 activities.

**Background**

DocuLab 2018 is designed in engagement with Brook Lillehaugen’s fieldwork on the Zapotec language. Zapotec is a family of indigenous languages spoken in Oaxaca, Mexico, and by diaspora populations in the United States, including large communities in Los Angeles, CA. Zapotec languages are considered threatened. They are being acquired as a native languages by fewer and fewer people, and among native speakers of Zapotec the range of contexts in which they choose to use the languages is contracting. Most Zapotec people today are bilingual, and many are choosing to use Spanish in contexts that were previously reserved as Zapotec-language domains, including the home, the market, and town meetings. These language choices are being made within a broader context of discrimination against speakers of Zapotec and the devaluation of the Zapotec language. Thus, speaking Zapotec can be seen as an act of resistance. Community and individual identity is entwined with language, especially in Mexico, where criteria for self-identifying as belonging to an indigenous community usually includes speaking the corresponding language.

The goal of DocuLab 2018 is to explore this complex landscape of language, power, and identity in rural Oaxaca, through the production of a short documentary film and relevant ancillary materials. The process will involve collaborating with Zapotec language activist Moisés García Guzmán. It may include some elements of community media practice, as well as interviews and observational filming with the people of San Jerónimo Tlacochahuaya, such as parents who want their children to learn Zapotec, elders, farmers, and traditional cooks. The film will be multilingual – in Zapotec, Spanish, and English – as those are the languages of the Zapotec migrant community. The primary intended audience for this work are the people of Tlacochahuaya. Secondary audiences include the Zapotec diaspora community elsewhere in Mexico and abroad, as well as educational and research communities.

**Other Considerations**

•  All expenses and financial aid summer earnings expectations will be covered by the program.

•  The College will provide all necessary production and post-production equipment.

•  Fellows must be prepared for the following realities: maintaining vegetarianism and other dietary restrictions may not be possible during the time in Oaxaca; living conditions will be adequate but not luxurious; wi-fi and cell phone coverage will sometimes be slow or non-existent; and there will be insects.  Applicants should take these prospects into consideration when deciding whether to apply.

**What is the DocuLab program?**

DocuLab is a donor-funded five-year program that will develop student-faculty documentary work in VCAM. Students will spend time both on campus and in the field developing documentary projects, working with faculty, visiting filmmakers, and technicians. Taking advantage of the new filmmaking spaces and equipment in VCAM, the initiative builds on the College’s successful Interdisciplinary Documentary Media Fellows Program (*WAKE, Capitalish*) and the Hurford Center’s Tuttle Summer Arts Lab (*The Pool Movie Project*).

**How to Apply**

**Deadline:  Monday October 23, 2017, 11:00pm**

Please fill out the questions below and email as a completed MSWord document or pdf to hcah@haverford.edu.

Name

Class Year

Email

Major/Minor/Concentration/Interests if Undeclared

Academic Advisor

Dean

1. Please explain your academic, creative, and/or personal interest in this project.  Include any study, travel, or work you have done that addresses the core themes of this project (e.g. indigenous language and culture, linguistics, Mexican culture and history, filmmaking, community media). (Maximum 200 words)

2. Please describe any film/media-related coursework in the Tri-Co that prepares you for this project.  You may also include your non-curricular film/media/web-based experience. If you have not yet taken at least one course that prepares you for the DocuLab, please list relevant classes that you plan to take before Summer 2018. Explain how the work you describe relates to the work that we will be doing in the DocuLab.  (Maximum 200 words)

3. Accommodations and Studying/Research Abroad: Students who need accommodations due to a disability or condition (physical, learning, psychological and/or medical), must declare their needs prior to the application process and meet with Sherrie Borowsky, Coordinator of Access and Disability Services.  Students who receive accommodations can participate fully in a research/study abroad program; however, due to the location and nature of the program, not all accommodations may be available.

**Are you seeking accommodations? mark one: YES     NO**

Please sign below giving permission for the Hurford Center to share my name with the Coordinator for the Office of Access and Disability Services with the objective of discussing accommodations.  *Please note that if you are not registered with ADS prior to the trip, you are not eligible for retroactive accommodations.*

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signature

4. This project calls for: creative problem solvers; team members who both take initiative and work well with others; a willingness to experiment; and a commitment to collective processes. Please explain what traits and skills you have that will make you a valuable asset to the team. (Maximum 200 words)

5. This work will involve working respectfully and effectively in a culture that is likely very different from your own. There will be times you feel uncomfortable and tired. There will be times you don’t understand everything going on around you. Please describe a situation in your life when you were far outside your comfort zone. What was it like? How did you handle it, and what did you learn from that experience? (Maximum 150 words)

6. While Oaxaca is a wonderful place, our living and working conditions will require participants to “rough it” in a variety of ways. There will not be a lot of choices regarding food; you may not have as much personal space and time alone as you are used to having; there are insects, etc. Describe your experience with “roughing it” so far in your life. What challenges do you anticipate for yourself in Oaxaca? (Maximum 150 words)

7. What do you hope to take away from this experience and how will you integrate it into your overall Haverford experience? (Maximum 150 words)

8. Is there anything else you would like us to consider when evaluating your application? (Some examples would include: food restrictions, volunteer experience, or personal history.) (Maximum 150 words)

**Passport and Visa Information**

All students participating in this trip are required to have a passport valid for six months after the return date of travel, July 30th, 2018. Students who are not U.S. citizens may require a visa for entry to Mexico.

9. Do you currently have a passport valid for six months after July 30th, 2018

Yes / No

If no, please explain:

10. Would you be traveling with a non-U.S. passport?

Yes / No

If yes, which country?