

COURSE DESCRIPTION:

The main focus of this course is the role of music and musicians in society. The secondary theme is the use of music in after-school programs as a vehicle to promote equality and social justice. Thus, many of the issues that you will be asked to reflect upon relate to the following questions:

- What is the role of music and musicians in society?
- What is the history of social activism in music?
- What is the reality of the access to music education in our community?
- What are the ethical issues that musicians should be aware of in carrying out their profession?
- How does the presence or absence of a music program reflect on the privileged status of the target population?
- What are the necessary components for a successful after-school music program?

COURSE FORMATS:

There will be three different learning environments for this course: the classroom, the community site and the on-line environment.

- Community Site Component - You will work for a minimum of 30 hours at one of the 3 after-school program sites that we are partnering with this semester. These hours should be employed not only providing physical service to the children (e.g. teaching them a musical concept through a song), but also observing, analyzing, and reflecting. One of the purposes of this course is to expose you to community groups that might be different from yours with respect to ethnicity, age, economics, etc.
- Classroom Component - The second component of the course takes place in the classroom. During that time, we will reflect on the connection between your personal background, the readings, and your service experience at the partner sites. We will deal with issues of social justice, discrimination, privilege, and oppression as they relate to the ethical role of a musician in the society at large. We will meet twice weekly from week 1-9 and 15-16, (not on Labor Day), and once on Mondays from weeks 10-14. The time from the Wednesday classes shall be employed in devoting extra-time at the community organization and reflecting on the readings and the service experience.
- On-line Component - The final component of the course consists of on-line discussions and journaling that will extend the classroom dialogue beyond the regular times. Details on the on-line component will be forthcoming.

COURSE LEARNING OUTCOMES:

MPA 317 SL Community Research fulfills the Service Learning ULR for the Music and Performing Arts Major or the ULR for Service Learning in a major. Successful participation in this course will help achieve the following Major Learning Objectives (MLO's):

- The student will demonstrate competency as a self-reflective, culturally aware, and responsive community participant who is engaged in reciprocal service learning.
- The student will demonstrate an ability to analyze community, societal, and pedagogical issues in teaching and the production of music and artistic presentations.
- The student will demonstrate organizational and collaborative skills in developing a music project.
- The student will demonstrate critical and evaluative skills.

UNIVERSITY LEARNING OUTCOMES:

Successful completion of this course with a grade of C or better fulfills the Community Participation University Learning Requirement (ULR) for the major. The purpose of MPA317SL Community Research is to foster the development of self-reflective, culturally aware, and responsive community participants through reciprocal service and learning in the field of music. After successfully completing the course you will understand better the challenges that face our communities including the impact of oppression, power, and privilege in society.

COURSE READINGS:

Students will receive a packet with all required readings for the course. Additional readings will be assigned and distributed throughout the semester. Students are encouraged (not required) to obtain a copy of these 2 books for their own benefit:

Espada, Martin (1998) Zapata's Disciple, South End Press, Cambridge, Massachusetts
Atkin, S. Beth (1993) Voices from the Fields, Little Brown and Company, Boston

COURSE REQUIREMENTS:

1. Service Learning Agreement (5% of the grade) Due October 3

The Service Learning Agreement is a form that will be given to you and that will include your service and learning goals for your service learning experience. You will have the opportunity to discuss this agreement with the site coordinator who will sign it. There will be 3 copies distributed: one to the supervisor, one to the professor, and one for your own records.

2. Weekly Reflection Journal (25 % of the grade) Due on every other Monday

(To include weekly reflections on readings class discussion and lectures from September 10 and 24, October 15 and 29, November 12 and 26 and December 10)

These reflection exercises have the purpose of allowing you to process the information gathered in the readings, in class, or in the community site. You may choose the format for your journal, but we will also discuss in class alternative forms of journaling that might be used. Reflections must include what you learned, how you felt, and what you thought about the experience or reading. Full credit will be given to reflection assignments that are complete and include references to ALL course readings, class activities, and lectures, and experiences at the service site.

3. Mid-Term Assignment (10 % of the grade) Due October 29

You will need to complete a 5-page paper that will analyze the particular community partner you are working with using the readings, class discussions and past reflections as the framework for your analysis. More guidelines will be available later on in class.

4. Class Participation (20 % of the grade)

This course requires that participants take an active role in the classroom through reflection activities, so your presence is very much needed! Of course there will be occasions when you will miss a class or two, but frequent tardiness and more than 3 absences will negatively affect your grade. You must be prepared when you come to class. That means that you must be caught up with readings and assignments, and can discuss them in small or large groups or can write up a reflection in class.

5. Final Presentation (20 % of the grade) Due December 10 and 12

The final presentation will be a culminating reflection of all the experiences, readings, and class interactions during the course. You will need to submit a written report and make a short presentation in class. You can be creative in the ways of preparing the report and the presentation.

6. On-line Discussions (5 % of the grade)

As mentioned earlier, a number of issues will be brought up to be discussed on-line. You are encouraged to speak freely about your concerns and feelings in regards to any portion of the class.

COURSE REQUIREMENTS continued:

7. Community Coordinator's Assessment (15 % of the grade)

Your site coordinator will be given an assessment form to be filled out at the end of your service. It will look at the goals stated in the Service Agreement contract and it will include items such as the actual number of hours served, level of enthusiasm, quality of performed work, etc. You are encouraged to discuss this form with your coordinator before it is filled out.

COMMUNITY PARTNERS:

Listed below are the three programs that have agreed to partner with our class for the fall semester. During the first weeks there will be required visits to each of the sites, as well as in-class presentations by community partners. Each student in the class will be asked to choose one of the sites for her/his Service Learning experience.

Boys and Girls Club 1332 LaSalle Ave, Seaside Coordinator: Donna Ferraro	Phone: 394-5171
--	-----------------

Jesse Sánchez Elementary 901 N.Sanborn Rd., Salinas Coordinator: Raúl Ramírez	Phone: 753-5760
---	-----------------

Del Rey Woods Elementary 1281 Plumas Av., Seaside Coordinator: John Colombo	Phone: 899-7010
---	-----------------

COURSE TIMELINE (TENTATIVE):

Week 1 Intro to Service Learning/Course Requirements/Identity Issues

- August 27 Syllabus
 Personal Definitions of Service
 CSUMB Service Learning Prism – Mission and Philosophy Statement
 Reading: Remen, R.N. (2000), “Belonging” from My Grandfather’s Blessing: Stories of Strength, Refuge and Blessing, Riverhead Books, NY.
- August 29 Service Object Exercise
 Reading: Sigmon, R. Sit Down, Be Quiet, Pay Attention, NSEE Quarterly, Spring 1995
 Furgo, A. Service Learning: A Balanced Approach to Experiential Education, CNS
 Introductions to Service Learning, Service Learning Toolkit.

Week 2 Music Education Methodology/After-School Programs

- September 3 (LABOR DAY) No class
- September 5 Guest Lecturer: Professor Richard Bains "Music Education Workshop"
 Working with School-Age Children

Week 3 Identity Work/Privilege and Oppression

- September 10 Discussion
- September 12 Video: Maya Lin KQED Public Television

Week 4 Knowing our Community Partners /Field Visits/Community Lecturer

- September 17 Guest Lecturer Laura Kelly, Program Coordinator, Boys and Girls Club
- September 19 Field Visits (required)
 Boys and Girls Club, Jesse Sánchez Elementary, and Del Rey Woods School.

Week 5 After-School Programs/Techniques/Reciprocal University for the Arts Program (RUAP)

- September 24 Placement Discussion and Teaching Techniques
- September 26 Guest Lecturer Elizabeth Ross, RUAP Coordinator

COURSE TIMELINE (TENTATIVE) continued:

Week 6 History of Social Activism through Music

October 1 Highlander School - Civil Rights through song

October 3 Case Study: La Nueva Canción, The Latin American New Folk Movement

Week 7

October 8 FALL BREAK

October 10 FALL BREAK

Week 8 Artists Respond to Social Issues

October 15 Field work

October 17 Guest Lecturer Diana García, Poet, Artist, Human Communications Professor

Week 9 Ethical Issues in the Music Industry/Agents, Producers, Songwriters, and Engineers

October 22 Preview of Mid-Term Assignment

October 24 Field Work

Week 10 Updating Progress with the Community Partners

October 29 Mid-Term Assignment Due

October 31 Field Work

Week 11 Drawing up a Personal Response to Social Justice Issues

November 5 Discussion

November 7 Discussion

Week 12 Field Work

November 12 Field Work

November 14 Field Work

COURSE TIMELINE (TENTATIVE) continued:

Week 13 Field Work

November 19 Field Work
November 21 Field Work

Week 14 Field Work

November 26 Field Work
November 28 Field Work

Week 15 Field Work

December 3 Field Work
December 5 Field Work

Week 16 Final Assignments/Presentations

December 10 Final Assignments Due
December 12 Community Celebration