
Community Research Service Learning
VPA 317S
Spring 2001 Semester

Professor Stephanie A. Johnson
Institute for Visual & Public Art
California State University Monterey Bay

COURSE DESCRIPTION:

The Community Research Service Learning Course is a learning experience designed to provide students with both theoretical and hands-on approaches to the concept of community empowerment and growth through the use of collaborative art activities. This semester students will develop the necessary skills for working in community settings; problem solving, cross-cultural communication techniques, ethical reflection techniques, and methods of evaluating accountability as well as project planning, revision, and presentation. Students will spend the semester in placements with community partner organizations of the Reciprocal University of the Arts Partnership (RUAP) of the Visual and Public Art and the Music and Performing Arts Institutes. The innovative approach to integrating community and university resources that is central to RUAP will provide a unique opportunity for students to develop and facilitate arts education programs with local agencies. In addition to on-site placement work, class activities planned for this semester include community research exercises, research projects, presentations, guest lecturers, and field trips to local organizations.

COURSE OUTCOMES:

Assessment is built into this learning experience which can be used to demonstrate fulfillment of the following Major Learning Outcomes (MLO) for Visual and Public Art: Community and Audience (Level 2 of MLO #2), Collaborative and Community Planning Skills (Level 2 of MLO #3), Critical and Evaluative Skills, (Level 1 of MLO #5, and Distribution Skills (Level 1 of MLO #6). This course will fulfill the Service Learning requirement for the Visual and Public Art major and the upper division University Learning Requirement (ULR) for Service Learning in the major.

COURSE REQUIREMENTS:

- **Participation:** All students will be expected to participate in class sessions, do the readings, assignments, projects, and contribute actively in class discussions. We will be making site visits to RUAP community partner organizations. As often as possible, these site visits will be conducted during the class period. If there is a time conflict, Professor Johnson will work with the student to make other arrangements to visit the site.
- **Examinations:** In lieu of exams, students will be expected to keep journals. Professor Johnson will collect these journals on dates specified in the course schedule. Evaluation of journal entries will be based on the following criteria: specific reference to course materials including readings, exercises, research assignments, a spirit of inquiry, sincerity, level of self reflection, and ethical engagement with all other participants in this learning experience. There will be a final ten-page paper due at the end of the semester which students are required to complete in order to pass this course. This paper must include: personal reflections, self evaluation, and substantial references to all the readings, research assignments, and exercises and field work assigned during the semester.
- **Readings:** The VPA 317 class reader will be handed out in class. Students are required to read all the materials and to be prepared to discuss them in the next class.

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COURSE REQUIREMENTS:

- **Assignments:** Assignments will include written, research, and class presentations. Specific detailed assignment sheets will be handed out in class. Students who are absent from class are responsible for getting the assignment sheet. All assignments must be completed on time and presented in typewritten, hardcopy form.
- **Participation:** I will evaluate each student's level of participation the following criteria: punctuality, helpful and constructive feedback in class discussions, a spirit of cooperation, civil behavior, and conversation that encourages a free and democratic exchange of ideas (this is conversation that furthers critical thought and acknowledges the dignity and worth of every person).
- **Placements:** Students will be making written agreements with the participating organizations, and the CSUMB service learning department. All VPA 317 students are expected to honor these contracts, attending each session on time, providing the service activities to which they have committed, and making positive, creative contributions to the partnership between the campus and the community.

GRADING:

A student's final grade is based upon the following components: participation (50%), assignments (25%), and the final paper (25%). At mid-semester, Professor Johnson will send out individual evaluation forms, noting assignments that have not been turned in, providing feedback on the student's level of participation and student's grade to date. The final grade will be an assessment of a student's overall development as a service learning participant during this semester.

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SPRING 2001 SCHEUDLE (TENTATIVE):

Week 1:

Introduction

January 29 - What is Service Learning?

📖 Reading assignments from the Service Learning Institute, CSUMB:

1. Experience and Learning Cone
2. The Philosophy of Service Learning
3. What Is Service Learning
4. P.E.A.R. chart
5. VPA Major Learning Outcomes

January 31 –Service Learning and Art

Guest Lecturer: Dr. Amalia Mesa-Bains, Director, VPA Institute

📖 Reading assignments:

1. Introduction
2. Personal Interpersonal Cross-Cultural Training Model
3. Guidelines for Improving Communication within a Diverse Group
4. Definitions of terms

Assignment 1: Personal narratives (due February 5)

Week 2:

Training

February 5 – Personal Narratives Presentations

📖 Reading assignment:

Personal and Interpersonal Development

Assignment 2: Service Research Expectations (due February 19)

Class exercise: Making A Difference

Name one person in your life who has made a difference

February 7 – Lecture / Discussion on Community Development

Guest Lecturer: Erica Kohl, Consultant, Community Youth and Arts Development

📖 Reading assignments:

1. RUAP program materials
2. Eighth Letter: Cultural Identity and Education
3. Culture, Art, and Learning

Assignment 3 - Media research (due February 19)

Week 3:

February 12 – Reciprocal University for the Arts Partnership (RUAP)

Guest Lecturer: Elizabeth Ross, Coordinator, RUAP

📖 Reading assignment:

Releasing Individual Capacities

Mapping Community Capacity

Assignment 4: Group Field Research (due March 5)

February 14 - Field trip: Site TBA

📖 Journals collected

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SPRING 2001 SCHEUDLE (TENTATIVE):

- Week 4: February 19 – Media Research Presentations
✍ Written media research assignments due with presentations
February 21 - Field Trip: Site TBA
✍ Assignment due: Two pages on service learning expectations
- Week 5: February 26 – Field Trip: Site TBA
February 28 Field Trip: Site TBA
- Week 6: March 5 – Group Research Presentations
✍ Written group research assignments due with presentations
March 7 - Field Trip: Site TBA
- Week 7: March 12 - Placement Assignments
✍ Research assignments due
✍ Journals collected
March 14 – Individual Meetings (12-4 p.m. as scheduled)
- Week 8: March 19 Spring Break
March 21 Spring Break
- Week 9: Placements Start
March 26 – Field Work
March 28 – Field Work
- Week 10: April 2 – Field Work
April 4 – Field Work
- Week 11: April 9 – Individual Meetings as Scheduled
April 11 - Individual Meetings as Scheduled
- Week 12: April 16 – Class Discussion of Placements
✍ Journals collected
Assignment: Final papers (due May 9)
April 18 – Field Work
- Week 13: April 23 - Field Work
April 25 – Field Work

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SPRING 2001 SCHEUDLE (TENTATIVE):

Week 14: April 30 – Class Meeting and Discussion

May 2 – Field Work

Week 15: May 7 – Field Work

May 9 – Field Work

☞ Assignment due: Final papers

☞ Journals collected

Week 16: May 14 – Class Meeting and Evaluations

May 16 – Class Party