HAVC 193F: SERVICE-LEARNING PRACTICUM – Syllabus
(satisfies the PR-S Gen Ed requirement)

Course Description

This is a 2-unit independent study course that is initiated and designed by the student in consultation with a HAVC faculty supervisor. Course enrollment is contingent on the supervising faculty's approval of a completed **Service-Learning Practicum Application Form**. The student is required to have researched the service-learning project, gained permission from the sponsoring agency (if applicable), and obtained approval from a faculty supervisor as prerequisites to enrolling. The student will develop a plan outlining weekly objectives, research, and activities in consultation with the faculty supervisor and sponsoring agency. The time commitment is 6 hours per week – a combination of working with the faculty supervisor to develop the project, conducting independent research and planning, and working on-site to implement the project.

Examples of Service-Learning Projects

- Research and deliver visual studies lectures or mini-lectures to community organizations (at K-12 schools, community colleges, senior centers, after-school programs, etc.).
- Organize fieldtrips to the Sesnon Gallery (or other campus galleries) for schools or other community organizations and deliver relevant presentations or gallery talks.
- Work with the EOP Bridge Program to provide subject-related assistance, study sessions, and peer-mentoring for underrepresented student populations.
- Research and implement guided tours in a local museum for targeted community groups.
- Radio broadcasts on HAVC topics.
- Internship at a local arts/history institution (e.g., museum, archive, library). The internship would have to be a service-learning experience that provides opportunities for students to build on and apply their knowledge of HAVC while addressing a genuine community need.
- Assist and mentor students taking AP Art History courses at a local high school.
- Flipping the museum fieldtrip (bringing museum content to local communities).

Course Requirements

- *Research*: Research of a community-based organization and a variety of text and web-based material is required of all students. This research will assist students in designing, implementing, and evaluating their service-learning project. Evidence of research will be included in the Journal.

- *Fieldwork*: Fieldwork will consist of hands-on experience and the opportunity to develop a deeper understanding of the real-life challenges and successes of community-cultural development. Fieldwork will require on-site contact with specific communities or community-based organizations.

- *Journal*: All students must keep a journal of notes, field notes, research, and personal reflection. Reflection is at the heart of teaching and learning and an integral part of service-learning curriculum. The journal will consist of critical reflection on what the

student has learned and experienced through research and reading, site visits, and discussions with the site sponsor and faculty supervisor. This record of experience and thought will play a critical role in the development and design of the narrative assessment due at the end of the quarter.

- *Narrative Assessment*: Completion of a narrative assessment of the service-learning project (based on research and experience in the field). This final assessment will reflect on the service-learning design, execution, and outcomes and demonstrate the student's knowledge of community-cultural development.

Course Readings

(available through the UCSC Library – Online Journals or a specified GoogleDrive folder)
The readings listed below are the core readings for this course. Your faculty supervisor might suggest additional readings and research resources tailored to your specific project.

Adejumo, Christopher Olubunmi. 2010. "Promoting Artistic and Cultural Development through Service Learning and Critical Pedagogy in a Low-Income Community Art Program," *Visual Arts Research* 36(1): 23-34.

Battistoni, Richard M. 1999. "Service Learning and Democratic Citizenship," *Theory into Practice* 36(3): 150-156.

Bringle, Robert G. and Julie A. Hatcher. 1999. "Reflection in Service Learning: Making Meaning of Experience," *Educational Horizons* Summer: 179-185.

Burns, Leonard T. "Make Sure It's Service Learning, Not Just Community Service," *Education Digest* 64(2): 38-41.

Cempellin, Leda. 2012. "A Service-Learning Project: Linking an Art Museum, Honors Students, and the Visual Arts," *The Journal of Effective Teaching* 12(1): 78-94.

Cushman, Ellen. 1999. "The Public Intellectual, Service Learning, and Activist Research," *College English* 61(3): 328-336.

Innella, Valerie. 2010. "Curriculum and the Gallery Space: A Service-Learning Partnership," *Art Education* 63(3): 46-52.

Jeffers, Carol S. 2000. "Between School and Community: Situating Service-Learning in University Art Galleries," *Michigan Journal of Community Service Learning* Fall: 109-116.

Wetterlund, Kris. 2008. "Flipping the Field Trip: Bringing the Art Museum to the Classroom," *Theory into Practice* 47(2): 110-117.

Recommended: Goldbard, Arlene. 2006. *New Creative Community: The Art of Cultural Development*, pp. 17-83. Oakland, CA: New Village Press.