Instructor: Dan Frye  
E-mail: frye@csus.edu  
Phone: 916-278-6166  
Office: Kadema Hall 185  
Office hours: M/W 2:30 to 4 pm

**COURSE DESCRIPTION**

Art 148 provides a multicultural experience for students who expect to work in a multicultural educational environment. This course involves personal contact with community members in the oldest community of Sacramento, Barrio Centro (midtown). Barrio Art for Ethnic Groups offers various opportunities for the student to experience art in both a traditional and nontraditional classroom setting.

Orientation and preparations for the two program options is done at Sacramento State using representatives from each program, lectures, and video or slide presentations. After the classroom component is over (in three weeks), the students go to their designated site for their assignments.

**COURSE GOALS AND OBJECTIVES**

Major goals for a student in this class include:

1. Explore teaching techniques and methodologies appropriate for a variety of learning environments;
2. Prepare and implement art lessons that are appropriate for a diverse group of people;
3. Provide opportunities for university students to value community service/learning programs as a means of establishing relationships and rapport with people of different political and social types;
4. Develop a means for providing substantial learning opportunities within budgetary restraints;
5. Challenge pre-conceived notions of cultural stereotyping, gender bias, and ageism through interpersonal interaction.

**COURSE REQUIREMENTS**

*Attendance*

Only three unexcused absences will be permitted. I will drop you one letter grade for every class missed starting with the fourth absence. If you suspect that you might miss more than two classes, please discuss it with me in advance of the date so that you will not fall behind on your assignments. Also, if you miss a class session that takes place at the collaborating partner’s location you must make that time up at the location to fulfill your 20 services learning hours.

*Tardiness*

Classes begin promptly when scheduled. I expect everyone to be present at the start of class, when I will take attendance. If you arrive up to 15 minutes after class begins, it is your responsibility to let me know, so that I can count you as tardy for the day. Otherwise you will be
considered absent. The doors to the classroom will be closed at fifteen minutes past the start of the class. If you are more than fifteen minutes late you will not be allowed in the classroom and it will count as an absence. You may not be tardy for more than three classes; after three incidents, each time you are tardy will count as half an absence.

**Disturbances**

I do not want to hear cell phones going off in the classroom. Please shut them off or put them on vibrate before the start of the class. If I hear your cell phone go off I will give you an “F” for class participation for that day.

I do not want to hear people having idle conversations while anyone has the floor. You should give your undivided attention to whoever is addressing the class, so that you can expect the same when it’s your turn to talk. If I hear anyone talking while someone else has the floor, I will ask s/he to stop and give him or her an “F” for that day’s class participation.

**Community Project/Lesson**

Depending upon which course option you choose, you will be required to collaborate with your classmates to develop a project or lesson plan that you will implement as a group at the Washington Neighborhood Center in the Alkali Flats neighborhood. Keep in mind that the projects you create should be designed to serve the needs of the individuals whom you will be working with at the center as well as yourselves. You can help provide valuable cultural programming to these individuals while they assist you in applying and refining your academic practice for application in real-life life situations. In effect, these projects will be collaborations between all of you, acting as ambassadors of CSUS, and the people in the Alkali Flats community. The projects that you develop will act as a model for future academic/community collaborations.

**Service Learning Hours**

Students are expected to complete 40 community service-learning hours during the course of the semester. The Community Engagement Center will keep track of your hours on site. You must sign-in and sign-out at every class session in order to earn the time completed. If you miss a class session that takes place on site, you must make up your hours at the collaborative partner’s site. Speak with me to make these arrangements if this happens.

**Service Learning Orientation**

Before you can go on site you must attend an orientation session at the Community Engagement Center. The orientation will last approximately 20 minutes. There are multiple times that you can attend. To schedule an orientation go to the following URL on the Web: http://www.csus.edu/cec/sl_admin.stm

**Journal: Reading Reflections**

Every student will be required to write and upload a reflective post to a course blog, [http://barrioart.wordpress.com](http://barrioart.wordpress.com), at the conclusion of each class session. The purpose of these reflective postings is to chart your own progress throughout the course and to reflect upon your engagement with the readings, lectures, and discussions. Most importantly, the reflections allow you to chart your feelings, attitudes, and opinions about theses materials in relation to your experiences on-site, in the community. Since you are posting your reflections publicly to the entire class, this allows you to share your insights with your fellow classmates and gives them
the opportunity to provide you feedback by posting comments to your posts. In this way, a collaborative dialogue can be fostered that is mutually supportive and dynamic.

**Reflective Paper**
Each student must submit a written summary evaluation of his or her experiences from throughout the semester. You can draw from your reflective blog postings to create a reflective paper that comprehensively details the arc of your experiences from any apprehensions you may have had after the first class session to your final feelings about the course and your on-site activity. The reflective paper should be 3 to 4 pages, 12 point Times New Roman font, double space, and half-inch margins on all sides.

**DISABILITY SERVICES**
If you have a disability and require academic accommodation, please provide written verification from SSWD, Lassen Hall 1008 (916-278-6955). Also, please discuss your accommodation needs with the instructor after class or during office hours early in the semester.

**BARRIO ART PROGRAM OPTIONS**

**OPTION 1: CHILDREN AND ANCIANO PROGRAMS**

(1) Each student must collaborate with his classmates to create an art project for his or her target group: children or ancianos. This project should take into account the abilities of the participants.

(2) The project should culminate in a final exhibition or performance at the Washington Neighborhood Center. You will be expected to facilitate/participate in this final activity.

**Note:** After each and every session, cleanup is mandatory at all Barrio Art Program Sites.

**OPTION 2: AZTECA DANZANTE**

Students who choose the Azteca Danzante component must attend one of the ceremonies scheduled in the community. It also is mandatory that the students participate in all of the practice sessions.

(*This is a very physical program, so participants should be in fairly good physical shape.*)

**Danza Azteca Lesson/Presentation**
Students in the Azteca Danzante component will develop and facilitate a lesson/presentation for K-12 students on Aztec Dance, folk art and culture. This lesson/presentation will take place at the end of the semester.

**Visual Documentation**
Students should keep a visual record of their participation in the practices, ceremony, and presentation. The visual record may involve the use of snapshots, camcorder, digital camera, or any other creative presentation.
BARRIO ART SITE

Washington Neighborhood Center, 400 16th Street, at 16th and D Streets; 444-8090; website: http://www.washingtonneighborhoodcenter.com. The Washington Neighborhood Center has served people of all ages from the entire community for over fifty years. It is the site of the Children’s Art Component (K through 6th grade), the Anciano Program, and the Azteca Danzante class.

COURSE SCHEDULE

CLASS 1  
Tuesday, September 1, 2009

- Class introduction
- The importance of community art to classroom art instruction
- Sign up for blog

View:
*Pilots of Aztlan*

Homework:
*Art of Engagement (Selz)*

CLASS 2  
Thursday, September 3, 2009

- A visit from Tomas Montoya, President of the Board of Directors of the Washington Neighborhood Center
- History of the Barrio Art Program
- The Royal Chicano Air Force

Discuss:
*Art of Engagement (Selz)*

Homework:
*Mixing* (Lippard)

CLASS 3  
Tuesday, September 8, 2009

- Chicano Art in California
- Art for social change
- Selection of course options

View:
Except from *Graffiti Verite*
Discuss:
*Mixing* (Lippard)

Homework:
*Reconstructing a Community, Reclaiming a Playground* (Hutzel)
*Culture in Action* (Jacob, Brenson, & Olson)

**CLASS 4**
Thursday, September 10, 2009

- Collaboration vs. participation
- Whose are is it anyway?
- Development of projects

Discuss:
- *Reconstructing a Community, Reclaiming a Playground* (Hutzel)
- *Culture in Action* (Jacob, Brenson, & Olson)

Read:
*Using Contemporary Art to Challenge Cultural Values, Beliefs, and Assumptions* (Knight)

**CLASS 5**
Tuesday, September 15, 2009

- Challenging your cultural assumptions
- Continue working on projects

View:
- The Couple in the Cage (Fusco)
- The Animation Sweatshop (Rivera)

**CLASS 6**
Thursday, September 17, 2009

- Finalization of project ideas

**CLASS 7**
Tuesday, September 22, 2009

Class will meet at the Washington Neighborhood Center at 6:00pm (16th & D Street). You will be oriented to the facilities so that you can make final preparations for the implementation of your project the following class session.

**CLASS 8**
Thursday, September 24, 2009

The implementation of your project will commence. For the remainder of the course (including
today’s class session) the class will take place at the Washington Community Center where you will collaborate with your classmates and the individuals in the Washington Neighborhood Center community.

CLASSES 9-19
Dates:
September/28
October/1, 6, 8, 13, 15, 20, 22, 27, 29
November/3, 5, 10, 12, 17, 19, 24
December/1, 3

• You will continue to work on-site at the Washington Neighborhood Center, facilitating and conducting your project.

CLASS 20
December 8, 2009

The final exhibition or performance of your project will take place tonight. You are welcome to invite family and friends to the event. I will document the event for posterity.

CLASS 21
December 10, 2009

• Final reflection papers are due at the start of class. No exceptions!
• Class reflection and wrap up.
• Farewell

GRADING SCALE

Option 1
Participation in project development and implementation 30%
Participation in final performance/exhibition 20%
Service learning hours 20%
Reflective blog posts 20%
Reflection paper 10%

Option 2
Participation in lesson development and presentation 20%
Participation in ceremony practices and performance 20%
Visual documentation of performance 10%
Service Learning Hours 20%
Reflective blog post 20%
Reflective Paper 10%