Chicano 100SL: Barrio Service Learning  
Teaching Fellow: Omar Gonzalez  
Email: xicano73@g.ucla.edu  
Cell Phone: (915) 262-5106  
Office: Bunche 7382  
Office Hours: Mondays, 11-1 and by appt.  
Summer 2018—Session A

Catalog Description:  
Seminar, two hours. Discussion section, two hours. Field placement, 5 hours per week. Limited to juniors & seniors. Study of role that community based organizations, labor unions or organizations, or service-oriented nonprofit organizations play in the improvement and material changes of Chican@ communities. Service learning placement in local community-based organizations, labor organizations, or service-oriented nonprofit organizations. Students meet on regular basis with instructors and provide periodic reports of their experience. Letter grading.

Course Objectives:  
The learning objectives of the class are to:

• better understand, from a community organizer’s critical perspective, the organized sectors of Chican@ & Latin@ communities in Los Angeles, especially those organizations committed to improving the material conditions of Chican@s and Latin@s; identifying the different types of organizations, their characteristics and roles within the communities; as well as their creation and leadership. Using techniques for organizational analysis, like SWOT (strengths, weaknesses, opportunities and threats), you will be able to do an organizational profile. This will contribute to your organizing, organizational, and leadership skills.

• learn about the history of, diversity and changes in, Los Angeles barrios, and the roles of Chican@ organizing and social movements. Using techniques of community micro-ethnography, demographic profiles, and asset mapping, be able to scan the environment in order to engage in local community needs assessment, organizing, and development.

• make the most of service learning as an opportunity for you to contribute service to the improvement of the Chican@ condition through these organizations in Los Angeles barrios, and through this engaged scholarship, and civic engagement, to learn about barrio organizing and organizations.
What is barrio service learning?

In higher education, there are generally two types of community service opportunities. The first type operates through a volunteer clearinghouse and does not have an explicit educational component. The second type integrates service into the curriculum so that classroom knowledge is explicitly applied to community service, and knowledge gained through service in the community, in turn, enhances classroom learning. This type of initiative has been given the name of service-learning because of its explicit educational component. While community service generally does not have an explicit learning component, service-learning always does. In practical terms, this means that students perform weekly community service while they are enrolled in a course which provides time to reflect on how the ideas generated in the field relate to the course concepts. In this course, the academic study will focus on how Chican@ and Latin@ communities organize themselves to effect changes in the material conditions of the barrio as community, and social justice as relates to group inequities, discrimination, and needs. Through a service learning placement, the course looks most intently at the nature of community organizations, their structures and purposes, and the challenges of organizing, sustaining, and leading them. Service is provided in a local community based organization, labor union or organization, home town association, professional association, or service oriented non-profit organization for an average of 5 hours a week for 5 weeks. Through reflection, information sharing, and the comparative study of these organizations (including a comparison of their purposes, structures, and their life cycles), students gain a deeper understanding of the role these organizations play in the improvement and change in the material and social conditions of Chican@ communities.

Service Learning Placements

You are expected to provide thirty (30) hours of service as part of this course in a nonprofit organization, community based organization, labor union, labor organization, or professional association located in the Los Angeles area that has as a part of its goals to improve conditions for Chican@-Latin@s. Students will spend 5-6 hours a week working with the organization (for a total of 25-30 hours during the course covering at least each of 5 weeks, and up to 2 hours per week applied to transportation to and from the site). The César E. Chávez Dept. Of Chican@ studies maintains a relationship with community partners who are willing to contribute to your service learning. You may select a site placement from among these partners. A service learning agreement is negotiated between the student, the site supervisor, and the UCLA C/S service learning coordinator before placement in these organizations. The Agreement includes: (1) The expectations of the organization for the service learning. (2) Student expectations of the service learning. (3) The organizational responsibilities for the student should be made clear. (4) Indicate a regular meeting schedule with the site supervisor to evaluate your site work.
Required Texts

So Far from God Ana Castillo
Building Powerful Community Organizations Michael Jacoby Brown
Creative Community Organizing Si Kahn
Playbook for Progressives Eric Mann
Service Learning Reflection Journal Margaret Sass
(link to entire text: http://docs.lib.purdue.edu/cgi/viewcontent.cgi?article=1000&context=sps_ebooks)

CCS 100SL Course Requirements

Completion of Course Hours: Students will complete thirty hours at the organization of their choice. Students will provide documented proof of their completed hours to be signed by their site supervisor. Thirty completed hours—25%

Weekly and Final Reflection Journals: Students will write a journal entry (see link for the Sass text for the actual journal entry) after every site visit and will write a cumulative essay at the end of the session reflecting on their experiences and incorporating class material and concepts. Weekly Journals/Final Reflective Essay 15%

Barrio Profile: A description of the organization's service area using the tools of microethnography of the community, asset mapping, and demographic information. This is a group presentation and paper. 15%

Organization Profile: Students will submit a three-page double-spaced profile of the organization at which they are completing their hours. The profile should include the following three sections: 1) a description of the purpose, structure, operation, leadership, and location of the organization; 2) a history of the organization especially its organizing phase, establishment of the organization, and organizational changes over time (e.g., growth, redirections); 3) Contextualization of the organization within Los Angeles histories and other barrio organizing. This is a group presentation and paper. 15%

Protest Art Presentation: Students will create an example of protest art, similar to the ones discussed and seen in United in Anger. Students have the option of working alone, in pairs, or in groups. Your art could be a flyer, a poster, a painting, a PSA, or other medium. 15%

Weekly Reading Responses: Students will submit a two-page double-spaced response to the week’s readings and class discussion. Total five reading responses—10%
Attendance and Participation: 5%

Course Schedule

Week 1: Introduction to course. Watch: *Chicano!: Taking Back the Schools*, *Chicano!: Fighting for Political Power*. Readings: *Playbook for Progressives: 16 Qualities of the Successful Organizer* (entire text). Watch *Chicano!: Quest for a Homeland* and *Chicano!: The Struggle in the Fields*. Complete the “Public Affairs Scale” from the Sass text (see link). Organize reading and service learning groups.

Week 2: Discussion of readings and documentaries. Watch *United in Anger*. Reading: Sections 1 and 2 of *Building Powerful Community Organizations*, pp. 1-262. Weekly Reading Response Due.

Week 3: Discussion of readings, film, and service hours. Watch *Bread and Roses*. Reading: Sections 3 and 4 of *Building Powerful Community Organizations*, pp. 265-364. Weekly Reading Response Due.

Week 4: Discussion of readings, film, and service hours. Watch *Free Angela and All Political Prisoners*. Reading: Forewords, Introduction, and chapters 1-7 of *Creative Community Organizing*, pp. ix-94. Weekly Reading Response Due.


Week 6: Discussion of readings, film, and service hours. Community Organization and Barrio Profile Presentations, continued. Weekly Reading Response Due. Weekly and Cumulative Reflections on Service Hours Due.