These JEP Reflective Questions are designed to help you reflect upon your experiences as a member of a mini-team so that you can make the most of your community teaching experiences. Throughout the course of the semester, you will observe and participate in the daily activities of those you meet at your JEP site, and you will write about your experiences on a weekly basis. These JEP Reflective Questions are designed to help you focus your observations and critically reflect on your experiences in relation to what you are learning about in ANTH 200.

Please read through all of the Reflective Questions prior to beginning your JEP assignment. Then, as soon as possible after leaving your JEP site each week, write down a few notes about your experience that day—difficult moments, things that surprised you, highlights from teaching, etc. This sort of quick “field note” writing will make it much easier for you to respond to the Reflective Questions that follow and help you improve your team's work in the classroom. The questions are related to and build upon one other. We encourage you to refer back to previous responses and to take seriously your PA’s feedback each week. Doing so will help you to learn more from your experiences. Please be respectful of the community and mindful of the limits of your experience and knowledge. Avoid generalizations and psychological explanations of behavior; in other words, do not make arguments that assume you know how someone else thinks or feels or use these assumptions to explain the way people act or their circumstances. Instead, focus on writing detailed and concrete accounts of people, social settings and conversations (including direct quotes, when possible).

Alternate Question
If your experience at your JEP site does not allow you to adequately answer a Reflective Question, you may substitute the question with the ones listed at the end of this document. Note, however, that you are required to answer Weeks One, Two and Eight.

YOUR WEEKLY ASSIGNMENTS
The core parts of each Reflection Question (which you need to focus on) are highlighted in **bold**. Use the additional parts of the question to guide/supplement your answer. Please refer to the PA agreement you received in training for instructions regarding journal due dates and format requirements.

WEEK ONE - First Impressions at Your JEP Site

ANTH 200: The Origins of Humanity
Professor Craig Stanford
PA: Kyndal Hargrow
Fall 2009
Describe your initial experience at your JEP assignment. Include a detailed description of the responsibilities and activities involved in your particular assignment. What are your most vivid impressions from your first day at your site? What are some of the notable social and physical characteristics of your JEP site (for example, the number, age, sex, race, and ethnicity of the people and the size, space, decor, noise level, etc., of the classroom, buildings, and grounds)? What are your goals and expectations for the next eight weeks? How do you think your teaching experiences will help you to better master your course material for ANTH 200?

WEEK TWO: Assessing your Plan
Consider the eight-week plan that you completed with your mini-team. What are the major themes in your anthropology course that you plan to emphasize throughout the following weeks? Why are these themes important to understanding the concepts you are studying related to biological anthropology and why have you chosen these themes and not others? How will you go about developing lesson plans that get these points across? What are some of the activities you have been preparing for the students in order to emphasize these themes?

WEEK THREE – The Team
Describe your impressions of your mini-course team. How well are you gelling as a team? What strengths do you think each member brings to the table? What weaknesses are you concerned about, if any? How do you think about your own roll in the team? That is, what strength and weaknesses do you bring and what skills would you like to develop?

WEEK FOUR- Your K-12 experience
Compare and contrast your experiences at your JEP site with your own K-12 education. How is the JEP school, its facilities, its approach to education and teaching, etc., similar to or different from what it was like at your school? Think back to any experiences you may have had learning about geology or earth sciences in K-12 settings: how might have you have responded to lesson plans such as the ones you have been creating for your students? Based on your experiences in the first four weeks, how would you categorize the students’ attitudes towards and understandings of “popular” anthropology and/or issues, such as simian behavior or human evolution? What are the apparent source(s) of their knowledge of these matters—for instance, television, the teacher, their own experiences, or parents? What do they understand reasonably well and what is way off target, based on what you’ve learned in your anthropology course?

WEEK FIVE – Learning Activities
Identify one learning activity that worked really well and one activity that you think could use some improvement. Explain why each idea was successful or unsuccessful. How are you translating the course concepts you are covering in your college anthropology course for the younger students at your site? Do you think you can teach the same concepts you are learning to younger students? Why or why not? How have the students—and the teacher—responded to your efforts?

WEEK SIX – From Teacher to Student
Has teaching anthropology changed your experience as a student in a anthropology class? Think about how you approach your own learning style, how you engage with others when you return to the role of student, if any course concepts became more clear when you thought about
how to teach the concepts to others, how you understand the reasons you are at USC, why you are learning about anthropology, etc. **Provide a detailed description of a specific example from your team's work in the classroom to explain your response.**

**WEEK SEVEN – Race, Education and Inequalities**

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<td>% students receiving CalWorks (welfare)* 18.1</td>
<td>% students receiving CalWorks (welfare)* 22.0</td>
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*Source: LAUSD and the California Department of Education; * Source: 2000 US Census Data

What do the data in the table indicate about the relative status of students in the Los Angeles Unified School District, compared to the student population at the County and State levels? Go to the California Department of Education website and look up information about your JEP site:

[http://data1.cde.ca.gov/dataquest/](http://data1.cde.ca.gov/dataquest/)

(If you are at a non-LAUSD school site, select one of the USC “Family of Schools.” A list of the schools is available at: [http://www.usc.edu/ext-relations/ccr/programs/fos/]())

3
For box #1 select “school”
For box #2 select “create your own report” at the bottom of the drop down list
Click the “submit” button
Check the boxes for relevant School Data, such as class size and pupil-teacher ratio, Socioeconomic Indicators, the Student Data for African Americans, Hispanics, Asians and whites and any other variables that interest you.
Scroll to the bottom of the page and make sure that the correct school is highlighted in the Select Agency box. (See note below.)
Click “Submit”

(Note that not all data points are available for all school for all years. Also, you can change the year to see change over time and to see if data is available for different years)

Look at the information provided about the school. How does the school compare on the socioeconomic and educational issues summarized in the table above? What other interesting information do you find? **What factors do you think might account for the discrepancies that exist between the school and the LAUSD as a whole?** Make sure to keep your answer within the realm of what you can provide evidence for—it is okay to identify areas in which you do not know enough about the situation at hand to provide a well-evidenced answer. **In these cases, explain what you would like to know to be able to understand these inequalities.**

**WEEK EIGHT – Final Reflections**
Review your journals for the entire JEP experience, and then compose a summary of what you learned over the last eight weeks. **How have your experiences at your JEP site and in the community in general changed your understanding of the neighborhood in which USC is located?** What have you learned about yourself? What kinds of stereotypes were challenged in the process for you, if any? How have your perceptions of Los Angeles, race and ethnic relations, gender, public education, and social inequality changed, if at all? (If you do not think your community experiences have shifted your thinking about any of these issues, please explain why.) Have you noticed a change in the students’ general attitude towards anthropology (see Week Four)? **Based on these insights, what would you do similarly and/or differently in a future service-learning assignment?** How might your experiences inform or relate to other situations you might encounter in the future?

**ALTERNATIVE QUESTION**

What have you learned about the interdisciplinary nature of anthropology from your JEP assignment? Your Biological Anthropology textbook defines anthropology as “the study of humankind in a cross-cultural context. Anthropology includes the subfields cultural anthropology, linguistic anthropology, archaeology, and biological anthropology.” Consider the extent to which your college course drew from these subfields throughout the semester. **Was there a discord between the kinds of topics you emphasized in your mini-team course and the kinds of topics you studied in your college course?** If so, what does this discord tell you about the interdisciplinary nature of anthropology? To what extent do you need to understand basic concepts of natural science in order to understand aspects of anthropology originating in the social sciences and the humanities – and vice versa?