These JEP Reflective Questions are designed to help you consider your experiences as a member of a mini-team so that you can make the most of your community teaching experiences. Additionally, these questions ask you to think about the ways in which your teaching experiences relate to the concepts you are studying in your classics class.

Please read through all of the Reflective Questions prior to beginning your JEP assignment. 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 develop your ideas and arguments over the course of the semester and to learn more from your experiences.

As you respond to the questions, you should concentrate on addressing the main topic/question (the highlighted one). The subsequent prompts are focusing questions to help you identify critical factors related to the main question. Please feel free to go beyond the prompts and write whatever seems important to you about your experiences — especially when the topic is related to the issues raised in the main question. For all weeks except week eight, you may substitute one of the Alternative Questions on the last page when your JEP site does not allow you to adequately answer a Reflective Question.

***Journals for weeks 1-7 should be a minimum of 1-page long. The journal for week 8 should be a minimum of 2 pages. Please refer to the JEP Grading Rubric and the PA Agreement you received in training for instructions regarding journal due dates and format requirements.

**Week One**

Describe your initial experience at your JEP 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 classics course material?

**Week Two**

Review the eight-week plan you completed with your mini-team. What are the major themes in your classics course that you plan to emphasize throughout the following weeks? Why are these themes important to understanding the concepts you are studying in your classics course? 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**

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?
Week Four – Please select the option for the course in which you are enrolled

CLAS 149
In your classics course, you have studied the cultures and empires of southwestern Asia—civilizations that passed away long ago.

Consider the kinds of “cultural artifacts” that you studied on the “Mesopotamia” British Library website (www.Mesopotamia.co.uk/menu.html) as well as the coins and other ephemera that you studied on the scholarly fan site for the ancient Parthian Kingdom (www.parthia.com). Think about the ways in which scholars use these kinds of ancient artifacts to understand ancient civilizations. Now imagine you are a historian living at the turn of the 22nd century and studying the history of the neighborhood surrounding USC in the early 2000s. What social, political, religious, demographic, and/or cultural phenomena would stand out as being central to understanding the history of this particular time and place?

CLAS 280
In your classics course, you have studied the literature and culture of a civilization that passed away long ago. Consider the kinds of “cultural artifacts” from Greece that you have studied in your course (for example, religious artifacts, pottery, and myths). Now imagine you are a historian living at the turn of the 22nd century and studying the history of the neighborhood surrounding USC in the early 2000s. What social, political, religious, demographic, and/or cultural phenomena would stand out as being central to understanding the history of this particular time and place?

Week Five
Identify one activity that worked really well and one activity that you will not be repeating. Why? How are you translating the complicated course concepts you are covering in your college classics course for the younger students at your community school? How are the students responding to your efforts? Do you think that your presence is anticipated and/or appreciated by the students?

Week Six
To what extent does the experience of teaching in a mini-team help you better understand the subject matter in your classics course? Provide a specific example from the material you have covered in the mini-course thus far. Do you feel everyone is cooperating and making an equal effort? What have you taught others in your group? What have you learned from others in your group?

Week Seven – Please select the option for the course in which you are enrolled

CLAS 149
According to the course syllabus, one of the goals of this course is to teach students “how to use ancient primary sources critically to create a historical narrative and to understand the modern appropriation of ancient history for political and other purposes.” Consider the current political and economic entanglements between the United States and the countries of modern Southwest Asia. Do you think it is important to include the history of these ancient cultures as a part of the K-12 curricula in the United States? Why or why not?
CLAS 280
Pick an episode or a theme from Homer’s *Odyssey* and discuss it in relation to your own journey as a teacher of classical mythology. For example, has disguise of any sort played a part in your teaching? If so, to what extent are you like Odysseus or Athena? What supplies have you been given to survive your experience? How are these supplies like or unlike the supplies Calypso gives to Odysseus?

**Week Eight** – (Note: You may not substitute an “Alternate Question” this week. Also, this week’s response should be two-pages long.)

Review your journals for the entire JEP experience, and then compose a summary of what you learned over the last eight weeks. What kinds of things do you think the community students learned from your mini-course? What did you learn in the process of teaching them (about teaching, about the subject matter, about the community, about yourself, etc.)? Have you achieved, modified or given up on any of the goals and expectations you set at the beginning of the semester? Describe any special highlights from your experiences this semester.

Alternate Questions

**Option 1 — Only CLAS 149**
What similarities and differences can you observe between life in a modern urban classroom and life in one of the ancient societies you are studying? For example, are there certain privileges that some students enjoy as opposed to other students? Is everybody equal? What about gender differences? Review your course lecture notes and readings to remind yourself of particular key terms or concepts to help you answer this question.

**Option 1 — Only CLAS 280**
What similarities and differences can you observe between life in a modern urban classroom and life in an ancient Greek *polis*? For example, what privileges did certain Greek citizens enjoy? Are there different social groups in the classroom? Are there certain privileges that some students enjoy as opposed to other students? Is everybody equal? What about gender differences? Review your course lecture notes and readings to remind yourself of other elements of the Greek *polis* that will help you answer this question.

**Option 2** – Compare and contrast your experiences at your JEP site with your own K-12 education.
How is the JEP school (including its facilities and its approach to teaching) similar to or different from what it was like at your school? What are some of the unique strengths of the students, from your perspective? What are the students’ weaknesses? Think back to any experiences you may have had learning about classics in K-12 settings: how would you have responded to lesson plans such as the ones you have been creating for your students? How would you categorize the students’ attitudes towards the subjects you are teaching them?

**Option 3** – Reflect on your role as a teacher and an active participant in a community service organization. List one or two things that you have done that might benefit the children with whom you are working, either immediately or in the long run. Consider some of your personal limitations as a teacher of classics. Was there something you could have done to benefit the students (literature students or otherwise) but did not do, perhaps because you could not do it? What kinds of limitations do community service programs like JEP face when working in the community?