As a JEP student, your work in the community is similar to that of a social scientist who conducts “participant-observer” research. 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 your SOCI 142 course.

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 as much as you can about your experiences, especially that which is related to social stratification and education. This “field note” writing will help you write responses to the Reflective Questions that follow. 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 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
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 of the site? What were some of your expectations prior to beginning your assignment? How do your experiences during Week One compare to your expectations?

WEEK TWO: 1:1 Chats: Discuss Questions, Issues, and Concerns
This week you will be meeting one-on-one with your Program Assistant to talk about your experiences in JEP. In place of a full-length journal assignment this week, we ask that you take a few minutes to write down any questions, comments or concerns that you have about your JEP assignment so far. For example, what are your tasks at the site and how are you adjusting to your new role? How are you relating to the people at your site? Are you having any
problems with any of the logistical aspects of your assignment (e.g., schedule, transportation, Blackboard access, etc.)? Please submit your comments (approximately a paragraph) the same way you would submit any other journal through Blackboard. Rather than providing written comments, your PA will discuss the issues with you during your “chat.”

WEEK THREE - The Social and Physical Context

Describe the social and physical context of your JEP site. Try to be as specific as possible about the number of people that are there, as well as the age, sex, race, ethnicity, and any other significant characteristics of all those involved in your JEP assignment. Pay attention to the built environment; specifically, provide details about the size, space, decor, noise level, etc. of the classroom (or meeting room), the building(s) making up the site, and its grounds. How do the aesthetics and overall feel of the site compare with the USC campus and/or other places you have worked or attended school? What are some of the main difference and similarities? Do you think that these differences or similarities have any impact on the learning experiences of students at the site?

WEEK FOUR – Race/ethnicity and Inequality in Schools

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<tbody>
<tr>
<td>African Am (not Hispanic) 7.3</td>
<td>African Am (not Hispanic) 9.5</td>
<td>African Am (not Hispanic) 10.7</td>
</tr>
<tr>
<td>American Indian 0.7</td>
<td>American Indian 0.3</td>
<td>American Indian 0.3</td>
</tr>
<tr>
<td>Asian 8.4</td>
<td>Asian 7.7</td>
<td>Asian 3.7</td>
</tr>
<tr>
<td>Filipino 2.7</td>
<td>Filipino 2.3</td>
<td>Filipino 2.2</td>
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<tr>
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<td>Latino 52.6</td>
<td>Latino 73.2</td>
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<tr>
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<td>White (not Hispanic) 15.1</td>
<td>White (not Hispanic) 8.8</td>
</tr>
<tr>
<td>Multiple or No Response 3.4</td>
<td>Multiple or No Response 2.1</td>
<td>Multiple or No Response 0.8</td>
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<tr>
<th>Pupil : Teacher ratio 21:1</th>
<th>Pupil : Teacher ratio 21:1</th>
<th>Pupil : Teacher ratio 21:1</th>
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<tbody>
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<td>Average class size 25.4</td>
<td>Average class size 25.6</td>
<td>Average class size 25.4</td>
</tr>
<tr>
<td>4 Year Drop out rate (%) 18.9</td>
<td>4 Year Drop out rate (%) 21.0</td>
<td>4 Year Drop out rate (%) 26.4</td>
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<tr>
<td># of Students Per computer 4.1</td>
<td># of Students Per computer 4.4</td>
<td># of Students Per computer 4.6</td>
</tr>
<tr>
<td>% students receiving free or reduced price meals 53.0</td>
<td>% students receiving free or reduced price meals 63.5</td>
<td>% students receiving free or reduced price meals 75.9</td>
</tr>
<tr>
<td>% students receiving CalWorks (welfare)* 12.7</td>
<td>% students receiving CalWorks (welfare)* 18.1</td>
<td>% students receiving CalWorks (welfare)* 22.0</td>
</tr>
</tbody>
</table>

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/

(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/)

- 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? Based on your knowledge of the neighborhood and what you've learned so far SOCI 142, what do you think might account for any discrepancies that exist between the school and the LAUSD as a whole?

WEEK FIVE – Exclusion and 90007:

By now you have had a chance to take in the neighborhood where your JEP site is located and have learned about the history and geography of Los Angeles. In your travels on and off campus for JEP and other activities, think about what you have noticed about USC's relationship with the surrounding area. Keep in mind what you know about Los Angeles from your experiences and what you have learned in GEOG 100 and take a look at the information in the table below about the 90007 zip code and the short bio of a 90007 resident:
What do these two sources tell you about relationships between race, employment and community in 90007? How does the community compare/contrast with greater Los Angeles County, in terms of the population, poverty rates, educational and occupational attainment, etc.? What is indicated about the level of structural inequality in the local community? (Please remember that a big number of USC students too are living in the area.) 

What are the advantages and disadvantages of using each of these two sources to know something about a community? How do your personal observations of the community compare with the census data and the story told in this biographical statement?

WEEK SIX – Racism, Stereotyping and the Media

Marlon Riggs’ documentary Ethnic Notions (Week Five), examines the history of Jim Crow and the role of racial stereotypes and ideologies to maintain social inequality. Riggs’ film equips viewers to view media and other cultural representations with a more critical eye, and to think about the power of popular culture representations in the creation of social inequality. Many media scholars argue that the mass media (television in particular) are so pervasive in U.S.
society, that much of what we think we know about different racial and ethnic groups comes from media depictions—not face-to-face contact with the groups.

Media depictions thus play an important role in shaping what we “know” about society. **How is the neighborhood of your community service site (South Los Angeles*) portrayed in the media?** What kinds of stories are told? Are kind of depictions are there of diversity and racial conflict in these stories? **What “conflicts” are described and how are such “conflicts” explained?** In what ways does these media representations serve to perpetuate racism? How do these stories and images correspond to your community experiences during the past five weeks? Use evidence from relevant media (film, music, TV news, etc.) in your response.

*Please be aware that this area was referred to as “South Central” until April 2003, when the LA City Council voted unanimously to replace the term “south central Los Angeles” with “South Los Angeles,” however, “South Central” is still in circulation.

**WEEK SEVEN – Inequalities and Public Space**

As you have learned, social inequalities take a variety of forms and are sometimes played out in terms of access to space. For instance, last year, Undergraduate Student Government debated passing legislation that would alter the terms of public space at USC by potentially banning “recycling gatherings” on campus (read: [http://tinyurl.com/m9zdmb](http://tinyurl.com/m9zdmb)). **What parts of USC and the surrounding neighborhood would you describe as public space? Why do you think these areas are or should be public space?**

USC has recently hired 22 privately contracted “security ambassadors” to patrol the area north of campus. (read: [http://dailytrojan.com/2009/08/25/usc-contracts-security-force-to-patrol-area/](http://dailytrojan.com/2009/08/25/usc-contracts-security-force-to-patrol-area/)). **What effects do you think this could have on access to public space?** How does who is part of “the public” change at different times of the day? That is, does how different people in the community are looked at or surveilled change from 9am to 1am? If you have had any interactions with these “security ambassadors,” have seen them interacting with students and/or other members of the community, or have heard stories about how they work, feel free to include this “evidence” in your response. **If you were going to follow up on the effects that this form of enforcement has on access to public space, what would you want to know?** Who would you need to talk to?

**WEEK EIGHT – Final Reflections**

Think back over the last eight weeks. **How have your experiences at your JEP site and in the community in general helped you learn about diversity and Los Angeles? What does diversity mean to you?** Diversity is a term that we see and use frequently, but take a moment here to come up with your own definition. 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, social inequality, human conflicts and power changed, if at all? (If you do not think your community experiences have shifted your thinking about any of these issues, please explain why.) **How do you think that your presence at the JEP site benefits student-learning?**

**ALTERNATE QUESTION 1 – Air Pollution and Children’s Health**

The Southern California Environmental Health Sciences Center is a partnership between USC and UCLA. Visit [http://hydra.usc.edu/scehsc/coep/coep_atlaschap.asp](http://hydra.usc.edu/scehsc/coep/coep_atlaschap.asp) to read their report, *Air Pollution and Children’s Health*.

How might heat, air pollution, etc., impact the fitness levels of children at school? What influence could the potential environmental hazards have on children’s fitness levels? **Drawing from your experiences at your JEP site, what do you consider to be the most significant health problem or risk for children at the school?** Based on what you learned in your class, how do you think health and access to a healthy environment related to social inequality?