

# The Joint Educational Project

## “Thinking Outside the Box”

Susan Harris, Ph.D., JEP Director of Academic Development

Since the Joint Educational Project was founded in 1972, “thinking outside the box” has been a mantra of sorts for the JEP staff. In the early years, JEP had to think creatively about how to communicate its vision to others. The term “service-learning” had emerged only a few years earlier and its use was limited to a few experiential educators across the country. Few faculty on campus—or foundations off campus, for that matter—appreciated the academic merits of sending students into the community to learn more about the disciplines they were studying at USC. We found ourselves in the awkward position of trying to challenge widespread perceptions of JEP as a “nice little mentoring program” while also exploiting this very perspective in order to get faculty to participate. Rather than sending students out to apply disciplinary knowledge, to learn about the community, or to develop critical thinking skills, many faculty allowed their students to volunteer through JEP simply because they thought it was “good for them.”

Over time, it became less difficult for us to convince others of the connection between community service and classroom learning. We worked with faculty to develop creative curricular materials to

supplement courses and help students link their in- and out-of-class learning. We also encouraged our community partners to see themselves as part of a larger educational team and to develop service assignments that give students the right kinds of learning experiences.

Today, as “service-learning” moves into the mainstream and universities (including USC) increasingly value the pedagogy as an effective way to fulfill their missions, our challenges are different but the need to think creatively about our work remains. We worry less about “selling” service-learning and more about accommodating the record numbers of faculty and students interested in working with us. Now, our primary concern is to think about how to ensure the quality of hundreds of service-learning placements each semester while avoiding the tendency to rely on impersonal, bureaucratic approaches to accomplishing this monumental task.

In this newsletter, we highlight some of the creative work of our JEP students, faculty and staff. Kelly Musick, a Sociology professor, writes on page 5 about how she used a grant from the USC Center for Excellence in Teaching to better integrate JEP into her classroom. Page 4 describes



Andrew Judd

an innovative partnership between JEP, International Relations faculty, the School of Social Work, Norwood Street Elementary School, and Peace Games, a national program that teaches peacemaking skills to elementary school children. On page 3 you will read about a collaborative, interdisciplinary effort to support science instruction in USC’s Family of Schools. And page 6 features the creative set of “Reflective Questions” that JEP staff and EALC professor, Bettine Birge, created to encourage JEP students to learn about Asian ethical thinking while working in a predominantly Latino and African American community.

We hope you enjoy reading about these projects and that they might inspire you to “think outside of the box” about your own work. Please contact us if you have some creative ideas for a service-learning course or community-based research project that we might help you develop.



The JEP House



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“Creativity [is] the power to connect the seemingly unconnected”

—William Plomer (1977)

“Creativity is a highfalutin word for the work I have to do between now and Tuesday” — Ray Kroc (1997)

## Service-learning News and Events

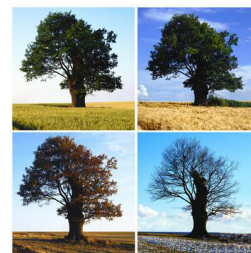
### Important Dates

- > **September 1**  
Deadline for students to sign up for JEP
- > **September 5 & 7:**  
Mandatory TB testing, available at no cost at the JEP House
- > **September 19-20:**  
Students pick up their service-learning assignments. Students must bring TB test results
- > **September 25-29:**  
JEP assignments begin
- > **October 23-27:**  
“Second Training” for JEP students
- > **December 8:**  
Evaluations delivered to professors by today

### JEP Planning Calendar: Fall 2006

Spring/ Summer	“Planning with Prof” process. Talk with JEP staff about your intentions for the fall semester. Planning far in advance helps us make staffing decisions and gives us time to make any special arrangements necessary for your course.
August	JEP Program Assistants do brief, in-class presentations to describe the program to students
September	JEP staff members train JEP students and coordinate their service-learning assignments  JEP begins the sixth week of the semester*
October	Students submit weekly journals throughout their service-learning assignments  Students attend mid-semester discussion sections (“Second Training”)
November	JEP service-learning assignments end after eight weeks*
December	Evaluations delivered to participating faculty

\* The length of service-learning assignments varies some by course and type of placement. This calendar reflects the schedule for most school-based JEP assignments.



*Dominique Douieb*

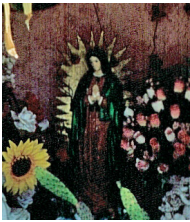
### Selected Conferences and Meetings: Spring-Fall 2006 2006

March 29 3:30-6:00pm	USC Non-profit Career Fair Davidson Conference Center
April 24	California Campus Compact Symposium on Civic Education and Graduate Education Stanford University, Palo Alto, California
April 29-32	Western Regional Campus Compact Consortium Continuums of Service Conference Bellevue , Washington
May 31-June 3	Community-Campus Partnerships for Health Annual Conference Minneapolis, Minnesota
June 18-20	Corporation for National and Community Service, Points of Light Foundation National Conference on Volunteering and Service
October 10-14	National Society for Experiential Education Annual Conference
October 14-16	International Service-learning Research Conference Portland State University, Portland, Oregon

## The JPL/USC Science Education Collaborative

### Tina Koneazny, USC Readers<sup>Plus</sup> Director

In the Spring of 2004, The Education Office at NASA's Jet Propulsion Laboratory (JPL), the Joint Educational Project, the University of Southern California's Office of Civic and Community Relations, the departments of Earth Sciences and Engineering, and the Southern California Earthquake Center came together as the JPL/USC Science Education Collaborative. This collaborative's goal is to enhance science teaching effectiveness at selected schools in the USC Family of Schools, and specifically addresses concerns expressed by school principals regarding:



- students' readiness for the district-wide 5<sup>th</sup> grade science testing;
- teachers' lack of preparation and confidence in math and science instruction;
- limited instructional time provided for math and science curriculum; and
- integration of math and science into the language arts.

The Science Education Collaborative addresses these concerns on two levels. First, by educating teachers on the latest math and science education pedagogy, content and curricular enhancements through teacher workshops provided at the schools as part of required professional



development. Secondly, by offering trained and qualified student assistants who will offer technical support to teachers in the classroom, mentor/tutor children in math and science, and conduct innovative and interactive weekly math- and science-related activities.

## Service-learning in Faith-based Organizations

### Kara Lemma, JEP Service-learning Liaison

The Joint Educational Project (JEP) has had a long tradition of service dedicated to providing USC undergraduates with unique opportunities to combine theories learned in class with first-hand knowledge learned in the community. While the majority of JEP volunteers work mainly with children enrolled in local schools, in recent years, JEP has expanded to include faith-based social service agencies. This raises an interesting issue about asking students, especially if JEP is a required part of their course, to participate in such projects if there is a connection to a particular religious ideology. Some faculty members may fear that faith-based agencies have the potential to create uncomfortable environments for secular or non-religious students, and for members of other faith communities. Some of the discomfort is related to the presence of religious icons or figures, worries about conversion attempts, and/or fears about limiting students' freedom to think independently.

I was interested in finding out what students think about this issue. Sabrina Martin, an undergraduate majoring in Biology and JEP volunteer at All People's Christian Center says that the presence of religious symbols does not make her feel uncomfortable. She said that she is "...really comfortable there. When I got to the site we took a tour and [the site coordinator] showed us the original church. I think what they do is really great. The focus is on the people and it's not like there is an overly religious tone." When asked if there are any religious symbols that make her uncomfortable, she says "It's possible that there are religious symbols, but I don't really notice them."

Candice Pierson, a junior double majoring in sociology and

photography agrees. She says "there's no exceptional statement of Christianity through crosses or other visual symbols. This is different than a church where symbols are more explicit. Both students agree that JEP volunteers of any particular faith background would not feel uncomfortable at a place like All People's Christian Center.

The JEP/faith-based agency relationship has the potential to benefit students' educational experiences in a variety of ways: it allows students the chance to see how the faith community is responding to pressing social issues, it reduces the potential for a secular bias (as in students only being exposed to non-religious organizations), and can actually create opportunities for religious students to "live out" their faiths if their particular religious tradition encourages this type of activity. In fact, a recent survey of 180 USC undergraduates enrolled in the Joint Educational Project suggests a higher level of involvement in the program among those who self-report as Christians (34.5%) and/or Roman Catholics (28%); students enrolled in the same courses who did not participate in JEP were more likely to report not having a religion ( $\chi^2=14.20$ ,  $p<.05$ ). Although these data do not distinguish between students who are simply affiliated with their respective Christian denominations – those who are not necessarily active – and those who are very active, these preliminary analyses may suggest further research in exploring the relationship in integrating service-learning at faith-based agencies with students' academic and religious commitments.

Undoubtedly, there are pros and cons to placing students at faith-based organizations, but the overall environment and mission of each of our partner organizations serves to provide students with greater choices in the area of service-learning.

For those interested in learning more about educational partnerships with faith-based organizations, a good place to start is the website for Interfaith Worker Justice (IWJ), a non-profit organization that "calls upon [its] religious values to educate, organize, and mobilize the religious community in the U.S. on issues and campaigns that will improve wages, benefits and working conditions for workers, especially low-wage workers." ([www.iwj.org](http://www.iwj.org)). The local affiliate of IWJ is Clergy and Laity United for Economic Justice ([www.cluela.org](http://www.cluela.org)).



**Thinking Globally while Acting Locally: JEP and “Peace Games”**  
**Clarisse Young, JEP Service-learning Liaison**



Peacegames.org

Peace Games is a school-wide violence prevention program based on the underlying philosophy that all children have the right to attend safe schools and live in safe communities, as well as the inherent responsibility to make sure that their behavior contributes to this safety. Using an extensive games-based curriculum to teach alternatives to violence, Peace Games invests resources in preparing elementary school students to be proactive peacemakers.

JEP has partnered with Peace Games for five years at Norwood and Tom Bradley Elementary Schools. This year, 135 students, mostly service-learning students enrolled in several International Relations courses at USC, have worked at one of the two

Peace Games sites. Students work in pairs with a class of approximately 25-30 children for one hour per week, leading games and coordinating service-learning activities with the children that focus on a specific theme, such as responsibility, cooperation, communication, and peacemaking.

In addition to partnering with IR courses, JEP has an agreement with the USC School of Social Work to place two advanced Social Work interns in the Community Organization, Planning and Administration (COPA) concentration at Norwood Elementary School to help administer the program. Funded in part by a University Neighborhood Outreach grant, the two interns—Karen Chien and Kathy Hua-Di—train, supervise and support the

JEP volunteers and work with teachers and community members to build support for Peace Games at the school.

The JEP students who participate in Peace Games benefit in many ways from their participation in Peace Games. Observes one JEP student comments on student observation in the classroom,

This week’s theme was friendship, and I could tell that my class was extremely receptive to what it meant in being a good friend. The children showed their artistic side by drawing what friendship meant to them. It was really cool to see how they viewed friendship by drawing pictures done with friends and family like sports and games.

Another student comments on the links between the study of international relations and peace making on a very local level:

JEP students actively engage the children in the local community in civic engagement, responsibility, and cooperation through our partnership with Peace Games. Both USC students and elementary students are able to learn from each other and become better citizens in the community through Peace Games.

For more information on Peace Games or to find out about volunteer opportunities with the program, please refer to [www.peacegames.org](http://www.peacegames.org) or call the JEP House (213-740-1837).

Kathy Hua-Di  
 Peace Games Program Developer



Brook Trout Studio

Karen Chien  
 Peace Games Volunteer Coordinator

My position is the community organizer for Peace Games at Norwood Street Elementary School. In this position I have been able to build the peacemaking culture not only within the school through rallies and poster-making days, but also in the surrounding community in working with the local park and community center. We are working on community service projects with the students to empower them to be peacemakers in the community. I also am heavily involved with the Parent Center in coordinating a garden project to encourage parents to be examples of peacemakers to their children. In partnership with the volunteer coordinator, Karen Chien, I received a \$10,000 Beautification Grant from the Los Angeles Board of Public Work’s Office of Community Beautification to continue a Peace Mural at the school.

I currently work as the Peace Games Volunteer Coordinator at Norwood Street Elementary School. The main aspects of this position require me to recruit, train, support and supervise volunteers to teach the curriculum to the classrooms. Our volunteers range from college students, to teacher assistants and even some of our staff here at the school. Other volunteers include USC undergraduate and graduate students with the majority recruited from our joint partnership with JEP. Without the help of JEP, we would not be able to service all of our classrooms. The work with Peace Games and JEP has been an excellent learning opportunity to increase my skills in planning and coordinating. In addition to the volunteer coordinating, I have had the opportunity to teach several classes. Being able to connect with the kids on a personal level is definitely an added perk to the work I do here.

“When I reached the shelter home I thought I was going to have to counsel crying children on their problems. I walked into the main house and began searching for sad children, however, a sister found me and guided me to the playground where surprisingly, I found all the kids running [and] playing. . . . When the kids saw me they became really excited and ran at me yelling “A guy! A guy!” Mrs. Beth explained to me that because of their circumstances, these kids were taken away from male figures and have spent most of their time around females (their mothers and the sisters at the shelter home). Whenever they see a male helper, they get really excited. . . . My expectations of the shelter home were completely wrong. I expected the shelter to be a gloomy quiet atmosphere where all the kids were different in that they would be sad and depressed. Boy was I wrong . . . I enjoyed playing with all of them and can’t wait for the next time.”

—B.M, SOCI 169 student

## Studying “Changing Family Forms” in the Community Kelly Musick, Assistant Professor, Department of Sociology

I am teaching Sociology 169 (“Changing Family Forms”), a general education requirement in social issues. The course explores differences in the meanings and practices of family life over time and place, between men and women, among racial and ethnic groups, and by social class. It ties recent changes in the family to current political debates and public policy initiatives. My primary learning objectives for the students are twofold: 1) to develop an understanding of the structural factors (versus individual decisions) driving family change; 2) to acquire tools for critically evaluating public controversies over family issues. JEP serves an important role in helping to meet these objectives.

I require my SOCI 169 students to participate in JEP. Students are placed in organizations throughout the community, working with diverse family forms in social contexts often quite different from their own. They see first hand the social and structural constraints within which families live. Because the whole class is involved in JEP, we are able to draw on

common experiences in the community during class discussion. Students also complete a final group project based in part on their JEP experiences, supplementing their service work with systematic observation of their sites, interviews, and secondary research. The final project encourages collaborative learning, gives students practice connecting data to more abstract ideas, and develops empirical research skills. Integrating JEP into Sociology 169 is a powerful way to enhance students’ education in social issues.

This semester, I have a grant from the Fund for Innovative Undergraduate Teaching to help integrate JEP into my class (the grant is called “New Family Forms in Social Context: Connecting Theory, Practice and Community”). While JEP staff are generally split between courses, this grant has made it possible to support a Graduate Research Assistant (Kara Lemma) and two undergraduate Program Assistants (Kaelin Burns and Elana Zarotsky) to work exclusively with SOCI 169. All three regularly attend lecture



and are thus better able to help students make the connection between their community experiences and the class. Kara has done research and outreach in the community to develop relationships with sites that offer students meaningful experiences that link to concepts covered in class. Kaelin and Elana have handled all of the service-learning training and logistical details associated with placing 50 students in the community, allowing students to focus their time and energy on service and learning. They also grade weekly papers and use discussion section to guide students through what can be a difficult learning process.

It takes a significant coordinating effort to make JEP an integral part of a large, lower-level undergraduate course; resources from the fund for Excellence in Undergraduate Teaching are making it possible to provide students with a valuable service-learning experience, opening their eyes to a set of social problems not encountered in their everyday lives.

## Program Assistant POV: Sociology 169

### Kaelin Burns & Elana Zarotsky, JEP Program Assistants, SOCI 169

As Program Assistants working closely with the Sociology 169 class, we make it our primary objective to connect classroom material with community experiences to a higher degree than the typical JEP



program. We first start by working with the students’ individual schedules to place them at a site specific to their needs. They are placed at one of eight community organizations, ranging from battered women shelters to after-school programs geared toward foster care children to programs that focus on families living in poverty. The students attend their site for two hours per week for eight weeks, which allows them to build relationships with the

families and children at the site. The students are required to write weekly reflections, which give them the opportunity to express the concepts they learn in class as they apply to their observations and experiences in the community. By attending lectures, we have the opportunity to be more informed about sociology so that we can facilitate discussions specific to the students’ readings and class notes. By taking part in the



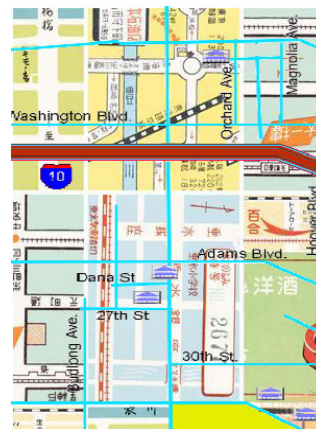
Elana Zarotsky and Kaelin Burns

discussion section of the course, we are able to work in smaller groups to address reflective questions and receive feedback about their experiences in the community, thereby simultaneously connecting service to academics.

## SERVICE-LEARNING AND REFLECTION

Since reflection is critical to the success of service-learning, we periodically use this newsletter to identify ways faculty can help students link their community and classroom experiences. Sticking with this edition's theme—"thinking outside the box"—we have featured a particularly creative set of questions, developed with Bettine Birge from the Department of East Asian Language and Cultures, to help EALC 130g students apply East Asian philosophical principals to their observations in local K-12 classrooms.

What does studying East Asian culture have to do with mentoring children in a mostly Latino and African American neighborhood? It all depends on how you think about it!



EALC 130g: East Asian Ethical Thought  
Spring 2006

Professor Bettine Birge  
JEP Program Assistant: Adeola Olagunju

## JEP REFLECTIVE QUESTIONS

JEP is a *service-learning* program. As such, JEP provides students with opportunities to learn about a variety of subjects while providing valuable services to the community. For your East Asian Ethical Thought course, your work as a mentor, teaching assistant, or helper in the community provides a context for understanding ethical issues within schools and social service agencies.

In some ways, your work in the community is similar to that of a 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 "findings" 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 EALC course. In addition, your responses to these questions might serve as the basis for the paper assignments for the course.

Please read through all of the Reflective Questions prior to beginning your JEP site experience and 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 P.A.'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.

## YOUR WEEKLY ASSIGNMENTS:

**WEEK ONE – First Impressions:**

Describe your initial experience at your JEP assignment. Include a detailed description of the activities involved in your particular assignment, as well as the group with whom you are working. What are your most vivid impressions of the site? How do your experiences during this first week compare to your expectations prior to beginning your assignment?

**WEEK TWO – Social Responsibility:**

Confucius and Mencius emphasize the importance of fulfilling the responsibilities and duties one has towards others in the role or station one occupies in life. Reflect on the responsibilities and duties you have as a JEP participant, as a college student, and as a family member. To whom do you have these various responsibilities? What guidance can Confucius and Mencius provide as you approach each of these roles and responsibilities?

**WEEK TWO – The Confucian Value of Education:**

Confucianism and East Asian ethics in general attach great importance to getting an education. What have you learned about the students' attitudes about learning and school? How do the student(s) respond to the learning opportunities that you provide them? How do the teachers encourage or discourage learning in the classroom? Consider your observations in relation to the Confucian idea that getting an education is essential to prepare one for effective participation in society and to cultivate one's own virtue and capacity for sage judgement? Does this value seem to be present in the school/classroom in which you are working? How so or why not?

**WEEK THREE – Social relations and Ritual or Propriety:**

Confucians place great emphasis on "ritual" or what we might call decorum, courtesy, or propriety in everyday life. What sorts of ritual or decorum have you observed at your JEP site, and what kinds of social relationships or sense of identity do you think these foster? These can include certain types of speech, dress, or behavior (like shaking hands or sitting in a certain position). Do you find, as Confucius would suggest, that ritual, courtesy, or decorum can help promote social harmony, foster an attitude of respect, and enhance a healthy sense of identity? Give specific examples. Do you see areas where greater attention to ritual, courtesy, or decorum might be beneficial?

**WEEK FOUR – Taoism and "Going with the Flow":**

Taoism focuses on not forcing things, going with the flow, succeeding by non-action (wu-wei), and respecting one's natural inclinations, especially those of children. It also promotes the calm enjoyment of life in general. How might this perspective benefit you in your work at your JEP site? Are there any potential problems you might encounter at your site, as a result of adopting this perspective?

**WEEK FIVE – Buddhist Compassion:**

Think about the significance of compassion, non-ego, and service to others in Buddhist practice and enlightenment. How has your JEP experience of helping others enhanced your own life? Do you think one can achieve ultimate fulfillment in life without some kind of service to others? Why or why not?

**WEEK SIX – Zen Buddhism and Meditation:** PLEASE ANSWER ONE OF THE FOLLOWING QUESTIONS:

1) Zen meditation teaches one to be calm and controlled in all situations, and to keep one's emotions in check. Is such practice valuable in your JEP experience? How might the insertion of emotions or your own problems into your JEP activity be unhelpful? Do you think meditation could help you do a better job?

2) Zen meditation teaches one to be calm and controlled in all situations, and to keep one's emotions in check. Have you experienced negative any emotions, like frustration, anger, or apprehension during your JEP activities? How did you respond? Were your reactions at all "Zen-like"? Do you think meditation would be helpful with such situations? Why or why not?

**WEEK SEVEN – Ethical Dilemmas:**

Have you observed any ethical dilemmas while working at your site? If so, please describe the circumstances and how they were addressed (if at all). If not, what might you imagine are some of the key ethical issues faced by the staff at your site? Discuss the moral considerations relevant to these issues. How might a Confucianist, Taoist, Buddhist, Zen Buddhist or Neo-Confucianist approach such a situation?

**WEEK EIGHT – Final Reflections on East Asian Ethical Thought:**

Think back over the last eight weeks. How have your experiences in the community helped you learn about moral and ethical issues? What have you learned about the community, ethical issues, and/or about yourself that surprised or challenged you? How has JEP helped you learn more about East Asian ethical thought? Highlight a noteworthy experience to in which you were able to apply what you learned in class at your JEP site.



## JOB OPENINGS AT JEP: SUMMER-FALL 2006

**SCIENCE COORDINATOR:** The JPL/USC Science Education Collaborative is currently seeking a Graduate Student to serve as coordinator for the collaborative. The graduate student coordinator will meet with teachers and school staff to do an extensive needs assessment of science needs at partnering schools, contact school administrators to schedule teacher science workshops, and organize and lead meetings with the Science Education Collaborative. For a complete job description for this position and to download an application, visit the JEP website: [www.usc.edu/jep](http://www.usc.edu/jep).

**JEP PROGRAM ASSISTANTS:** The Joint Educational Project is looking for bright, enthusiastic and self-directed undergraduate students to serve as Program Assistants (PAs) for our service-learning programs. PAs are responsible for training and supervising undergraduate service-learning students who earn course credit for their work in the local community as mentors, "mini course" instructors, or helpers in a variety of non-profit agencies. Please encourage your top undergraduate JEP students to apply. Interested students may visit the JEP website to learn more about the position and to download an application ([www.usc.edu/jep](http://www.usc.edu/jep)). **DEADLINE: MARCH 31, 2006 at 4:00pm**

**USC READERS<sup>PLUS</sup> LITERACY TUTORS AND MATH MENTORS:** JEP's USC Readers<sup>PLUS</sup> program hires 75-100 USC students each semester to work as one on one literacy tutors or math mentors with elementary school students. Positions are filled in at the beginning of the fall, spring, and summer semesters. Anyone who has Federal Work Study money as a part of their financial aid package is eligible to apply. Successful applicants will have tutoring or mentoring experience and some knowledge of urban communities. Spanish language skills are also in great demand. Readers must have at least 8 hours of availability Monday through Friday between the hours of 8:00am and 2:00pm. For more information, please visit the JEP website: [www.usc.edu/jep](http://www.usc.edu/jep). **DEADLINE: MAY 12, 2006**

## JEP PROGRAM ASSISTANT STAFF & COURSES: SPRING 2006

Program Assistant	Professor	Course	Program Assistant	Professor	Course
David Allen	--	Volunteers	Lauren Kkipp	Lindsey	PSYC 336
Carmen Antoun	James	IR 101	Sophia Kokores	Girandola	EXSC 202
& Avni Patel	Alker	IR 212		Girandola	EXSC 203
(Peace Games)	Lynch	IR 305		Girandola	EXSC 205
	Glass	IR 307	Amanda Kozlowski	Lax	PAS 371
	Becker	IR 316	Veronica Lazalde	Messner	SOCI 150
	Lamy	IR 341	Nick Lerum	Gilmore	GEOG 100
	Munch	IR 365		Silva-Corvalan	LING 115
	Bender	IR 367		Messner	SOCI 150
	Odell	IR 405	Raquel Lucente	Dolan	GEOG 240
	Glass	IR 443	Billy Lundergan	Irazabal	PPD 227
	Gomez-Barris	SOCI 499		Emeka	SOCI 142
Annie Bell	Paterson	GEOG 105		Casper	SOCI 369
	Berelson	GEOG 107	Kaetlin Miller	Bakus	BISC 102
	Davis	GEOG 108		Shugerman	BISC 150
Drew Bennett	Gilmore	GEOG 100	Marta Monroe	Ransford	SOCI 142
	McKenzie	GEOG 257		Sternheimer	SOCI 305
Kaelin Burns	Musick	SOCI 169		Sternheimer	SOCI 350
Neil Chawla	Ransford	SOCI 475		Sternheimer	SOCI 351
		THV	Adeola Olagunju	Birge	EALC 130
Olivia Chen	Vierma	SPAN 220		Kaplan	SOCI 342
	Paus	SPAN 316		Kaplan	SOCI 360
Tiffany Cheng	Parish	ANTH 200	Gabe Oliva	Vierma	SPAN 220
	Williams	ANTH 315	Tanvi Patel &	Novak	MATH 108
	Rosen	EASC 150	Lauren Polk	Montgomery	MATH 125
Kamara Colson	Biblarz	SOCI 169	(Math Mentors)	Novak	MATH 200
Daniel Cousineau	Burns	CLAS 280		Haskell	MATH 218
	Parish	SWMS 336		Bonahon	MATH 226
Maxwell Davis	Salcido	SOWK 400		Proskurowski	MATH 245
Honey Ghods	Bennett	FREN 250		Haskell	MATH 280
	Keaveney	FREN 250	Margaret Sallee	Burgess	EDHP 588
	Roustand-Stoller	FREN 300	Ashlee Scott	Gatz	PSYC 100
	Meeker	FREN 310		Mitchell	PSYC 200
	Showrai	FREN 310		Lickel	PSYC 355
	Szabari	FREN 330		Chernoff	PSYC 361
	Meeker	FREN 370		Ionin	PSYC 406
	Borer	FREN 464		Albright	SOCI 320
	Accampo	HIST 313	Melanie Spierer	Bender	ENGL 405
Gina Goodhill	Seip	HIST 200		Segal	ENGL 405
Gigi Hewison	Koletty	ENST 100		Seyburn	ENGL 406
	Finlay	PHIL 140		Lund	GEOG 150
Lauren Klipp	Echols	AMST 499	Clarisse Young	Sundeen	PPD 372

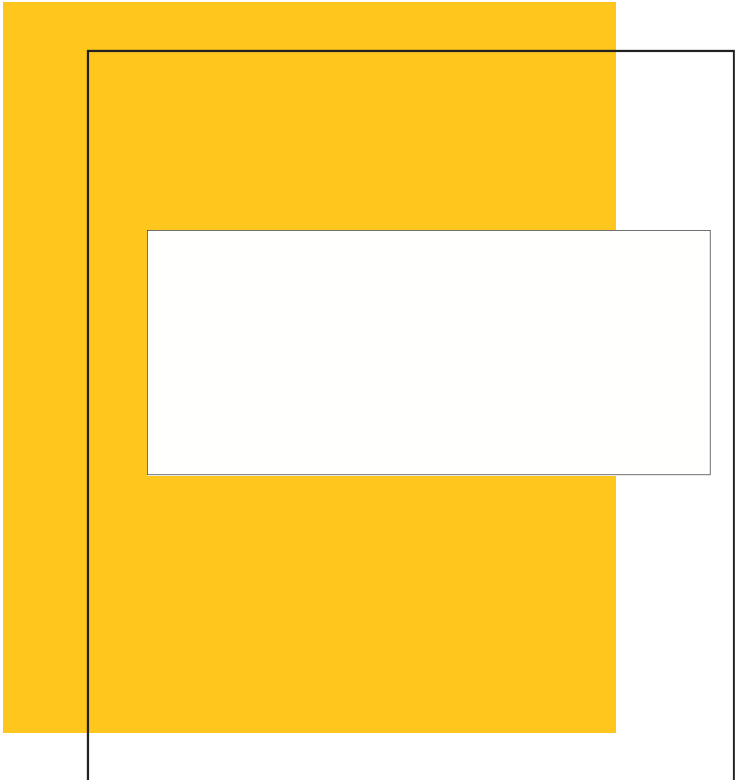


JEP is conducting a survey of faculty to learn more about their teaching practices. **Please take a few minutes participate in the online survey, accessible from JEP's website: [www.usc.edu/jep](http://www.usc.edu/jep).** (No experience with JEP or service-learning required.) While you're there, take a look around. Our website provides many resources for those interested in teaching a service-learning course.

**USC Joint Educational Project**

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**About the Joint Educational Project**

The Joint Educational Project (JEP) is one of the oldest and largest service-learning programs in the United States. JEP is based in USC's College of Letters, Arts and Sciences and works with faculty across the University. The program is designed to connect academic courses with schools and community-based organizations in order to provide students with out-of-classroom experiences that complement and enrich what they are learning in the classroom while simultaneously providing a valued service to the community. Each year, JEP partners with approximately 50 schools and agencies and places nearly 2500 students in the neighborhood as mentors, "mini-course" instructors, translators, research assistants, and aides to teachers and other helping professionals.

For more information about the services available through JEP, please contact our staff or visit our website ([www.usc.edu/jep](http://www.usc.edu/jep)).