

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. Additionally, these questions ask you to critically reflect on the ways in which your experiences teaching gender studies and anthropology relate to the concepts you are studying your gender studies 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 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.

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 Alternate Questions on the last page when your JEP site does not allow you to adequately answer a Reflective Question.

***Please refer to 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 gender studies course material?

Week Two – Review the eight-week plan you completed with your mini-team. **What are the major themes in your gender studies course that you plan to emphasize throughout the following weeks?** Why are these themes important to understanding the concepts you are studying in your gender studies 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 – **How would you categorize the students' attitudes towards the subjects you are teaching?** 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? 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 anthropology and/or gender studies in K-12 settings: how would you have responded to lesson plans such as the ones you have been creating for your students? If your students did not know what anthropology was until you entered the classroom, how are they responding to being introduced to the new concepts you are teaching them?

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 gender studies 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 gender studies 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? As you are in a group with students from anthropology courses, have they brought a different perspective to the group? Have you brought a different perspective to the group?

Week 7 – **Reflect on the ways in which K-12 schools currently restrict students from thoroughly understanding the subject of anthropology and/or gender studies.** What would you have liked to cover about the subject of gender studies and anthropology that you could not cover due to the nature of the environment you were working within? For example, were particular topics that you covered in your college course “off limits” due to the age of the children with whom you worked? Did the particular religious affiliation of the school in which you worked limit your ability to teach anthropology and/or gender studies in any way? What religious, social, or moral codes did you have to work around when preparing your mini-team lessons? Based on your experiences, to what extent do you think it is possible to truly teach the subject of anthropology and/or gender studies in K-12 schools?

Week Eight – (Note: You may not substitute an “Alternate Question” this week). According to USC’s mission statement, “The central mission of the University of Southern California is the development of human beings and society as a whole through the cultivation and enrichment of the human mind and spirit. The principal means by which our mission is accomplished are teaching, research, artistic creation, professional practice and selected forms of public service” (http://www.usc.edu/private/factbook/USCRole_and_Mission_Statement_1993.pdf).

Consider this statement in light of your experiences in JEP. Do you think public service — and specifically your service-learning experiences in the community via JEP — have helped to “cultivate” or “enrich” your “mind” and “spirit” and/or those of the community members with whom you worked? If so, how? If not, why not? Please describe in detail what you have gained from your experiences through JEP from an intellectual, spiritual and/or ethical perspective. How have your experiences in JEP compared to what you expected to get out of the experience?

Alternate Questions

Option 1 – **What have you learned about the interdisciplinary nature of gender studies from your JEP assignment?** 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 gender studies? To what extent do you need to understand basic concepts in several subject areas (such as anthropology) to understand gender studies – and vice versa?

Option 2 -- **Reflect on your role as a teacher and service provider at the site.** 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 anthropology and/or gender studies. Was there something you could have done to benefit the children but did not do, perhaps because you could not do it?