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Teaming Up at UCLA: A Report to the Campus Outreach Opportunity League

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TEAMING UP AT UCLA

A REPORT TO THE CAMPUS OUTREACH OPPORTUNITY LEAGUE

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THE UCLA ALUMNI PROJECT -- EDUCATION IN ACTION

DEVELOPING A NEW EFFORT TO EXPAND COMMUNITY SERVICE IN A PUBLIC UNIVERSITY

A FIRST YEAR REPORT

Do community service. This has been the charge of reports on post-secondary education for the past several years. From the Carnegie report (College: The Undergraduate Experience in Higher Education, 1987) to the passage of "human corps" legislation in California, efforts have been undertaken to expand the number of college students involved in service. Yet students have always done service. Boy Scouts, Key Clubs, Red Cross, fraternities and sororities, undergraduate student projects for the homeless, hungry, and illiterate have been outlets for service for years. While so many service programs already exist, the real issue is: how do we get a significant increase in the number of students involved in service?

To address this issue we have to understand the impediments to service -- what prevents college students from doing more service. When you examine how students spend their time, you find they take classes, study, work for pay, and engage in leisure activities. Because so many more students work today than did two decades ago, they seem to have less time available than their predecessors to do volunteer service. If this is the case, than course time and leisure time are the greatest potential sources for new service hours.

Because the literature on community service and experiential learning (Conrad and Hedin, 1982; Kolb, 1984; Schon, 1983 and 1987; Levison, 1986) suggest that service integrated into the curriculum provides better learning programs, an examination of how to tie service to college courses bears investigation. But in which courses can students be found to do community service? As a rule, lower division undergraduates are found in one group of classes: general education courses. In public universities and colleges these courses are usually large (200-500) and do not have community service components. The dilemma, then, seems to be finding a way to get students to do community service as part of their general education program. If this can be done, then the potential number of students available to do service can be greatly expanded.

PROGRAM DESIGN/DEVELOPMENT

To address this problem, Field Studies Development, in collaboration with the UCLA Alumni Association, initiated the Alumni Facilitators Project. Also known as the Education in Action program (EIA), an effort was made to recruit and train alumni to serve as field studies facilitators for lower division, general education courses. Such facilitators were to lead small discussion groups (5-10 students) where students would talk about their optional field experience and relate it to the course. Such discussion groups are necessary for good service programs because the literature on the experiential learning process indicates a need for a reflective component for students to understand the value of the field experience (Conrad and Hedin, 1982; Kolb, 1984; Schon, 1983 and 1987).

The initial plan was to work with one course in the winter quarter and then expand the concept to two or three classes in spring. Faculty and students had to be recruited, as did alumni, for the project. All had to receive guidance in developing and implementing the program.

Letters and flyers were sent to alumni in several departments to recruit volunteers. Initially alumni from social work were solicited to work with a Sociology 1 course for winter quarter. One hundred letters were mailed, five were returned. Of those, two people were recruited for the project. In addition, four staff/alumni were recruited from on campus for a total of six facilitators. A training/orientation meeting was held to discuss the facilitation process and to answer questions about the EIA project. Alumni indicated times they were available for discussion sections. Efforts were made to secure room space to accommodate times selected (this proved to be quite problematic).

Meetings were held with the faculty member to include a field component in the design of the course. Themes and readings were identified and a list of questions for journals was developed to help students make connections between concepts presented in class and practical experiences in the field. The course was organized so students could do field work as an option, and if they did, the field experience would count as one of the required course exams (journals and final paper). Students would have to attend four field studies discussion sections (with the alumni volunteers) and spend at least four hours per week in the field. Written journals were to be kept for each visit and turned in at the discussion sections. They were to be read by a graduate assistant, graded, and returned at the next session of the discussion group.

Students were presented with several pre-developed field sites

(including student projects from the Community Service Commission) during the orientation/first meeting of the class. They were asked to select two choices and sign up for a convenient discussion time. Of the 300 students in the class, over 150 wanted to sign-up for the program. Because there were only 6 alumni volunteers, the class could only accommodate 60 students. Many were placed on a waiting list and eventually 45 students actually participated, with 36 completing the entire quarter.

Students attended their discussion groups and talked about the journal questions and their personal reactions to the fieldwork. Facilitators led the discussions and tried to get students to understand the relationship between their field work and the course.

An additional course in anthropology (Applied Anthropology) was added to the winter agenda when a student coordinator volunteered to offer a field component. Because the faculty member was familiar with the field studies process and since the student volunteer coordinator had previously taken the course, it was decided to provide the community participation option. Several students took the option and the course proved to be effective in providing a community service component.

The results of this initial effort were quite positive. Data (reported in a later section) indicated that students enjoyed the field work and felt it helped them to get a better understanding of the course. The alumni/staff facilitators liked leading the groups and felt the experience was both rewarding and invigorating for students and alumni alike.

The apparent success of the two winter quarter courses supported plans already underway to offer more courses in spring. Faculty were approached in the middle of winter quarter about offering courses using the alumni model. Faculty in four areas agreed to participate: anthropology, urban sociology, cultural geography, and medicine (substance abuse). Field Study staff helped faculty to design the courses which included optional service-related field work and which had journal questions requiring students to connect their field work with themes in the course.

The Alumni Association assisted in recruiting more volunteers. This time 190 letters were sent to alumni in the departments represented by the courses. There were eight responses and four new alumni agreed to participate. All of the prior quarter staff/alumni returned and a new staff member was added to the group.

Field Studies staff (Parvin Kassaie) worked with the faculty to develop course syllabi and to develop journal questions to frame the field work for the students. Such issues as the relative weighting of the field work grade in relation to the overall course

grade were discussed, as well as the nature of the field sites and how they fit with the themes of the course.

The four courses were implemented in spring, with Field Studies funding two and the Office of Instructional Development and COOL each funding one. Students followed the format established in the winter quarter, signing up for optional field components in their course. They spent from four to six hours at their field site per week and attended bi-weekly seminars conducted by the alumni volunteers. Students wrote journals based on questions developed for their course and also wrote a final paper relating their field work to the course themes.

At the end of each quarter students completed a program survey form. Facilitators attended an evaluation session during each quarter to assess program implementation issues. A sample of the student survey form is included in the appendix and a discussion of the results of the winter and spring surveys is reported in the next section.

PROGRAM EVALUATION

During two quarters of operation, winter and spring of 1991, Education in Action served a total of 110 students in 6 classes, with the help of 14 volunteer Facilitators and 6 Coordinators. The Facilitators contributed 190 hours of their time; with that, the program generated at least 3960 hours of student community service for less than \$10,000. In the process, students learned many valuable lessons and Facilitators enjoyed a fulfilling experience. Given the goals of the program-- community service, improvement of undergraduate education, and alumni involvement-- the overall evaluation of EIA is a positive one.

The 6 courses served through this effort were: Introduction to Sociology, Applied Anthropology, Cultural Anthropology, Cultural Geography, Urban Sociology, and Psychiatry (Substance Abuse.) In all, 85 students completed course evaluations specifically designed to assess the effectiveness of the field studies component. (A copy of the questionnaire is attached.) The following report is based on their evaluations, as well as comments by Facilitators and Coordinators. Each group's profile and assessment of strengths and weaknesses of the program is reported separately.

I. THE STUDENTS

A. A Profile

Age. The group of 85 students ranged in age from 17-30 years, although the majority were between 18-21 years. The average age of participants was 20-- 23.5% of the group fell in this category.

Sex/Gender. In our sample, 69.4% of the students were females while only 30.6% were males. The data confirms what we know by experience to be true: in community service and field work, female students outnumber the males by a large margin. The fact that we recruited students from social science classes encouraged the pattern.

On the average, the male participants were about 2 years older than female participants, were predominantly white, and social science majors. It seems therefore, that it takes a particular type of a male student to engage in these programs. This finding also points to the fact that in the future, we should exert a special effort to reach more male students of color by targeting certain classes and campus programs.

Race/Ethnicity. A more racially/ethnically diverse group was obtained among the female students than males, as the following table indicates:

Table 1: Student Distribution By Sex and Race

	<u>% Males</u>	<u>% Females</u>
White/Caucasian	69.3	30.5
Asian/Asian American	11.5	25.4
Latino/Hispanic American	11.5	15.2
Black/African American	7.7	20.4
Other	0.0	1.7
No Answer	0.0	6.8
Total	100.0	100.0

Since more women than men participate in field work and community service, it is more likely to draw a diverse sample in this group. However, the dominance of whites in both categories is perhaps a true reflection of the student body at UCLA.

Status at School. One reason for the development of the EIA model was to attract first and second year students to community service and field work. This is a population that is generally

underrepresented in experientially based courses because: (a) during the first few terms of their university education students are busy trying to fulfill general education requirements and find their way around the university and university life, and (b), many internships and experiential opportunities require junior or senior standing. The data show that by recruiting from large lower division classes, we managed to at least have a reasonable representation of first and second year students. Table 2 represents this distribution:

Table 2: Student Distribution By Sex And Year In School

	<u>% Males</u>	<u>% Females</u>	<u>Total</u>
Freshman	30.8	22.0	24.7
Sophomore	15.4	27.2	23.6
Junior	42.3	25.4	30.5
Senior	11.5	23.7	20.0
No Answer	0.0	1.7	1.2
Total	100.0	100.0	100.0

As for student majors, not surprisingly-- given the courses from which we recruited the students, 50% of them were social science majors. The figure was much higher for males, 61.5%, than for females, 45.7%. Table 3 represents major areas of concentration for most of the sample:

Table 3: Areas of Academic Concentration In Percentages

Social Sciences	50.1
Life Sciences	12.9
Humanities	8.2
Undeclared	20.0
Other	18.8
Total	100.0

B. The Field Experience

The range of time spent at the field site varied from 1-8 hours. On the average, however, students spent 3 1/2 hours at the site. The nature of these sites was discussed earlier.

We asked the students if the field study component helped them understand their lectures and course materials better. The answers were very positive and gratifying: 73.2% said that they found it useful, of whom 35% said it was very useful in helping them understand their class and/or majors better. About 4.7% of students thought that the question should be reversed: they found that the course helped them better understand and deal with their field experience. In either case, the responses indicate that overall, a high degree of integration between field work and classroom was achieved.

Integrating theoretical and abstract issues with actual field work to create a total learning experience is perhaps the most challenging part of any experiential educational program. It is doubly difficult to do so for younger students who equate college education with lectures, books, and library term papers. Therefore, we interpret the result--a combined 80% stating that each aspect of their experience helped them understand the other better--as the most important indicator of success of this model. This assertion is born by students' own comments, a short summary of which is presented below:

- This was the highest point of my class, as it gave me a chance to relate the lecture terms with real life.
- The project/site related well to the books and class. It made it easy to learn the concepts and theories.
- Journals/discussions helped me make the connection; they made me think.
- I gained a deeper understanding of things; I learned to think critically, and to analyze my surroundings.
- I liked "taking classroom into the streets"; I realized what I learn can help others.
- The experience taught me "real" anthropology/sociology/etc. It accented the course.

Underlying the importance of integration is the responses of students, 18.6% of them, who did not find this a useful experience. The most frequently cited reason was the perceived lack of connection between the classroom and field work. Below is a summary of reasons stated by these students for their dissatisfaction with the program:

- I could not apply the books or class to what I was doing in the field.
- The project related to a portion of the course/one of the books only.
- Doing field work did not help me on the exams or in class, since it was not incorporated into the course.
- I did not have a chance to interact much with service-receivers; I could not ask questions because of confidentiality issue, therefore I did not learn much about the people I was working with.

Another factor that may explain a part of students' responses is that at times, the nature and organization of the whole course and the instructor's approach to teaching influences students' evaluation of the field work. One student, for example, responded to the question about whether the field experience was useful by stating: "No, but then this whole course was out of focus!" Other students made a distinction between the two parts and commented on each individually: "I liked it despite the fact that the class was boring!"

Effective Elements. According to the students who did find this experience useful, the elements most responsible for creating this integration were the field work itself and the discussion sessions. Within the sample, 35.5% found the field work most useful and 31.2% found the discussions most useful. The journal questions were not considered as highly by the students: 19.3% found them useful in helping them integrate the two components. The reasons why the journal questions were not considered as useful ranged from "questions were totally irrelevant" to "too much writing."

However, another and very interesting reason is suggested by the data: journal questions were considered useful where the connection between the site and classroom was unclear and confusing to students. Although it is hard to "quantify" this assertion from our open-ended questions, it is evident from the responses that when the sites are carefully chosen to correspond to the themes of the course (Introduction to Sociology, Cultural Anthropology), students immediately made the connection and were able to see theory in action and vice versa. When a direct correspondence did not exist or was not seen by the student, many appreciated the value of questions and/or discussions more.

Beyond the course. Our interest in the impact of Education In Action goes beyond what is learned in relationship to a specific class. Therefore we asked the students what else they learned from their experience that they considered valuable. Although once again it is hard to quantify the responses in terms of percentages etc., the following list accurately represents the most frequently given answers:

- "I learned about a social problem first hand." Some of the social problems mentioned were: poverty, illiteracy, youth gangs, broken families, unemployment, homelessness, abused and neglected children, and prison life.

- I learned something about racism, stereotyping, and life from the perspective of the victims.

- "I learned something about myself." These included: future goals, abilities and potentials, one's own comparatively privileged position, and becoming more compassionate towards people with problems.

- I learned how social service agencies and programs operate.

field." Those who were hesitant or quite definite about not taking another field study class pointed to small share of the course credit, amount of time involved, and relevance of site or project to the course, as their reasons. These are valid issues and concerns, not just for our program but for experiential education in general. The success of this model will depend on how effectively we deal with them in our attempts to institutionalize field work and community service in undergraduate education.

II. THE FACILITATORS

One of the unique elements of this model is the incorporation of reflection or discussion sessions, as explained earlier. During the winter and spring of 1991, we benefited from the services of 14 alumni and/or staff who served as discussion leaders every other week. Five of these individuals worked with the program during both quarters. Therefore our calculation of the hours they contributed is based on a group of 19 people.

In general, the students who completed the evaluation forms had a very positive view of the facilitators and their role. This is evident by the fact that 96.5% of them considered the facilitators as "effective." Of this number, 62.3% of them thought that their facilitator was very effective. The reasons cited by these students were such things as:

- Discussion sessions were informative but informal; they were not like lectures.
- The facilitator listened; was easy to relate to; made me feel comfortable; did not confuse me with big words.
- S/he kept us focused, made it possible to exchange ideas, involved everybody in the discussions.

It was delightful to see the number and nature of comments students made about how "knowledgeable" the facilitators were. One geography student's first comment was "he knows philosophy!" At the same time, students who did not find their facilitator as effective, felt so because of their apparent lack of knowledge about the course. Some students made comments such as "s/he didn't know what was going on in class." Or, "discussions were not relevant to the lectures."

In the courses where the linkage between the field work and classroom lectures or books was not strong, many students looked to the facilitators to provide the connection. This however, was not a part of the requirement of a facilitator as we negotiated the role with them. Many facilitators asked for and regularly received course materials so they could help the students. Some students apparently needed more help.

From the facilitators' point of view too, the fact that some students expected them to be like teaching assistants, was a

problem that made some of them uneasy about their role. Additionally, there were administrative issues, such as how to deal with student absences from the discussion sessions or problems with sites, which created discomfort for some facilitators.

However, according to their own assessments, overall they had a new and very fulfilling experience. When we asked them "what worked for you?" we received the following answers:

- Being involved with UCLA, once again, academically and educationally.
- It was good to be asked to contribute something other than money!
- Working with students and seeing the changes in them. Seeing how they warmed up to the idea of field work and community service, how they become more observant and critical in their thinking.
- Establishing trust with students, encouraging them to open up and discuss their ideas.
- Working with coordinators and staff who were accessible, who took care of problems.

III. THE COORDINATORS

Coordinators are paid graduate students (occasionally advanced undergraduates) who are recommended for this position by their department and/or the course instructor. It is the coordinators' job to facilitate the connection between classroom materials and field experiences for the students. They do this by having individual conferences with interested students during regularly scheduled office hours, and most importantly, by reading and commenting on every student's weekly field journal. Additionally, they are to oversee the whole program for their course and make sure that all the elements are in position and operating.

Not all the students have the same amount of contact with the coordinators. Therefore, it is hard to judge their effectiveness from the perspective of students. Nevertheless, when we asked students how effective were their coordinators, 83% considered them effective, of whom 49% thought they were very effective. Among the reasons mentioned by students were such things as:

- S/he listened to me and helped me integrate the course with my project.
- Journal feedbacks were great. Really helped me make the connection, put me on the right track.
- S/he was available during the office hours, and returned my calls.

Those who did not have a favorable view of their coordinator, mentioned reasons such as "I never saw him/her." Again, it is hard to assess this statement, since it may only mean that the student never sought out the coordinator.

We asked the coordinators what was problematic for them. The logistics of the program--making sure that interested students are each signed up with a facilitator and a field site, that they know when and where to meet for their discussion sessions, substituting for a facilitator who calls and cancels the last minute, finding students and letting them know about last minute changes, were their major concerns.

These are some of the real problems of this model. It is hard to bring all the necessary elements together to everyone's satisfaction. For the most part, volunteer facilitators have the usual time schedule of a working adult. This is often in conflict with students class and work schedule. In addition, at a place like UCLA, it is hard to schedule 5-10 fixed rooms for the entire length of a quarter. When the rooms change, with or without notice, it makes it impossible to get the whole discussion group together again for that session. Finding and funding on-campus parking for facilitators is yet another issue.

These, however, are not major obstacles. Many of them have been and will be eliminated as we learn to better utilize our resources. EIA is a model worth keeping and improving, as the statements by all concerned attest. When all elements finally come together, it will become an exemplary action-reflection model.

CONCLUSIONS

While there were several problems encountered in implementing the alumni facilitator project, the basic conclusion is the idea has merit and needs to be further developed. Most of the students who participated in the program liked the field work and felt the experiences helped them to better understand their course. Faculty liked having the field option and stated that it enriched the course and the learning potential for students. Community sponsors were pleased with the student assistance and wanted to see the program continued. The bottom line was 110 undergraduate students who did not have the opportunity to do community service the year before did community service. And they did it as part of a course which was required for general education credit. This is a significant step in the right direction...creating programs which involve students in service learning early in their college careers so they might continue throughout their entire post-secondary education.

What made the program successful was the integration of the service activities into the framework of each course. In every instance

the field work counted toward the overall grade and in one case counted for as much as forty percent of the grade. Written activities were planned in each course which required students to connect their field work with the academic themes of the class; students responded to journal questions (developed by the faculty) which addressed these thematic areas. Discussion groups, led by the volunteer facilitators, were good opportunities for students to discuss their field work, especially in the context of the course. For many, it was the first experience at UCLA in a group size of 5-10; no instructional activity in their undergraduate experience had such a low student/adult ratio. They like that. Lastly, they had a chance to develop a personal relationship with other students in the discussion section, as well as with the alumni discussion leader. For many this was new, such as working with someone older (in their sixties), who provided a different perspective on education and the value of the undergraduate experience.

There were real problems encountered, too. Recruitment of alumni volunteers needs to be improved. We need to generate more volunteers through different recruitment strategies. Those who did it liked it; we need to share that information with other alumni so the potential pool of volunteers can be increased. We were pleased to discover a source of staff volunteers who were deeply committed to the project and who were extremely effective in facilitating groups. Efforts should be made to expand this pool of volunteers, too.

Finding rooms for volunteer facilitation meetings proved to be extremely difficult. Because the campus has a space shortage, it was hard to locate classrooms to hold discussion meetings. Because of this, some meetings were held in administrative offices or even in outdoor amphitheaters. If the program were to expand, extensive planning would need to be done to solve this problem. Alternative meeting rooms, such as in the dormitories, is being explored to alleviate the pressure.

Volunteer attendance at the discussion sections proved to be a problem, also. On a few occasions, the volunteers could not attend; Field Studies staff (including the paid coordinator) had to provide coverage. This was a constant concern and plans had to be made to meet any potential crisis. This, of course, will be a perennial problem with any volunteer program.

Another problem was in the area of field site supervision. Since alumni did not have the time to make field visits, the paid coordinator had to do most of the monitoring. This led to breakdowns in communication between field site and university personnel simply because the paid coordinator did not have enough time to respond to student problems. However, the good news was there were not many serious problems.

Thus, the Alumni Facilitator Project/Education in Action program proved to be a worthwhile endeavor. It demonstrated that alumni could be involved in the undergraduate program in an instructional capacity. It showed that a significant number of undergraduate students could become involved in community service through their academic courses. Finally, it showed that a fairly simple idea can be developed to change the way undergraduate education is delivered at a large, public university.

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APPENDIX A
STUDENT SURVEY

STUDENTS' EVALUATION OF FIELD COMPONENT
SPRING QUARTER 1991.

Dear Student:

The information you provide here will be extremely valuable to us in evaluating and improving our program. Please take a few minutes to answer these questions as thoroughly as you can. IF you need additional writing space, please use the back of the page. Thank you and we hope to serve you again in Field Studies Development.

Tell us about your:

Age _____

Placement site _____

Sex _____

Hours per week at site _____

Year in school _____

Discussion leader _____

Major _____

Race/ethnicity _____

1. How useful was this experience in helping you understand the course? Please explain.

2. If it was useful, was it because of:

Field work _____

Discussions _____

Journals _____

Other reasons _____

Which of the above was most useful? _____

3. Independent of learning about-----, what else did you learn that was of value to you?

4. How many discussion sessions did you attend? _____

5. Describe your participation in the discussion sessions.

6. How effective was the leader in conducting the sessions? Explain.

7. Was the discussion time convenient for you? Explain.

8. With respect to the site, did you have any problems with:

- Selection of site _____
- Commuting _____
- Understanding what was expected of you _____
- Site supervisor _____
- People/children you worked with _____
- Other reasons _____

If yes, explain the nature of your problem.

9. Were the:
journal questions beneficial? Explain.

the comments on your journal entries beneficial? Explain

journals returned to you within a reasonable amount of time?
Explain.

10. Was the Field Studies Coordinator (-----):
available during her office hours? Explain.

helpful when you asked for assistance, suggestions,
feedbacks? Explain.

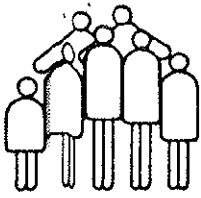
11. Overall how do you feel
about the field experience?

about the course?

12. Would you take another course with a field component? Why?

13. Any suggestions about how to improve this model/program?

APPENDIX B
PROGRAM DOCUMENTATION



Community Service Commission
308 Westwood Plaza
Los Angeles, California 90024
Phone: (213) 825-2333

ASSOCIATED STUDENTS

UCLA

November 12, 1990

The *Education in Action* project brings together faculty, student run service projects, community agencies and UCLA alumni to contribute to a unique learning experience. A student-faculty team are organizing the project which will be initiated Winter Quarter. Students in four classes will have the option of serving in a community agency or in a student-run community service project and integrate this field work into their classroom work. While the concept of student field work in the community is not new, the project's innovation is the involvement of non-active UCLA students in student-run service programs. UCLA's long tradition of student involvement in the community through these projects spans over 25 years and 43 projects. However, there has been no integration of these projects with classroom learning. The goals of the program include increasing student participation and retention in these service programs, allowing volunteers and project directors to receive academic credit for their community work and study, and deepening UCLA students' understanding of social issues through interactions with active peers and alumni in the field.

The Logistics

The four classes that are being approached to participate in the project include Sociology 195A, (Los Angeles Today), Education 197 (Literacy), Sociology 1 (Introduction to Sociology), Anthropology 60 (Applied Anthropology), and Women's Studies 120 (Internships in Women's Studies). Students who opt to work with an agency or student-run project will choose from the following list:

Community Agencies

Watts Public Library
Partners in Learning
Stoner Ave. Elementary School
Braddock Elementary School
Parents of Watts
Stilvan Meeter Center
High Energy Resources and Opportunities
Program (HERO)

Student-run Service Projects

People Assisting Non-reading Adults
and Children with Knowledge and
Education (PANCAKE)
Project SHARE
Hunger Project
Prison Coalition

The students will be required to complete 3-4 hours of field work per week but can complete more if desired. All students will keep a journal in which they will write informal observations as well as write on 1-2 suggested questions/topics per week. There are several ways to incorporate discussion of the students' field work into section meetings. For classes that are small enough, professors can adjust their discussion topics to encourage students to voice their observations and analysis, as well as their community experiences. For the larger classes, like Sociology 1, UCLA alumni in the field will be leading reflection sessions in the dorms or in classrooms every other week. These groups will be smaller (5-8 people) to allow for serious reflection. Student project directors will be encouraged to participate in at least one session, to impart their motivations for serving and

their experiences. Some topics in these sessions include community issues (racism, community resources), economic, political, and social structures, and agency/project structures and programs.

Students can finalize their field experience by writing a research paper on different community issues or by fulfilling a resource need for their community agency or student-run project. For example, students tutoring non-reading adults through Project PANCAKE could research the factors that contribute to illiteracy, new movements in adult education, the connection between illiteracy and unemployment, or organize a manual for PANCAKE with information on community resources, or tutoring methods. Faculty and students should be encouraged to ask student projects and community agencies what needs the students could fulfill in the quarter through their volunteering as well as their final project.

How this will be organized

The Community Service Commission, in conjunction with the Field Studies office have several students working on this project. Time commitment on your part will include a working meeting on November 19, Monday at 6:30pm, place TBA. There you will meet other faculty, project directors and staff who will participate in this program. We will also discuss in more detail the logistics and receive your input on the program.

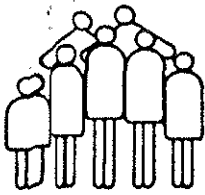
This program is an exciting way for students to be actively educated and involved. Evaluations of other similar programs indicate that this type of education has more meaning for students as well as increases their interaction with the surrounding community. This program has been recognized by the Campus Outreach Opportunity League (COOL), which is supporting it with a small grant.

We strongly encourage you to participate in the program. We look forward to working with you and your students.

Melvin Oliver
Associate Professor, Sociology

Ramie Dare
Community Service Commissioner

Eric Monkkonen
Professor, History



Community Service Commission
308 Westwood Plaza
Los Angeles, California 90024
Phone: (213) 825-2333

ASSOCIATED STUDENTS

UCLA

November 12, 1990

Dear

We are writing today to invite you to participate in a very special new program, *Education in Action*. This program brings together faculty, student-run service projects, community agencies and UCLA alumni to contribute to a unique learning experience for UCLA undergraduates. Next quarter, students in four classes will have the option of serving in a community agency or student-run community service project and integrate this field work with their classroom work. While the concept of student field work in the community is not new, the project's innovation is the involvement of non-active UCLA students in student-run service programs. UCLA's long tradition of student involvement in the community through these projects spans 25 years and 43 projects. However, there has been no integration of these projects with classroom learning. The goals of the program include increasing student participation and retention in these service programs, allowing volunteers and projects directors to receive academic credit for their community work and study, and deepening UCLA students' understanding of social issues through interactions with active peers and alumni in the field.

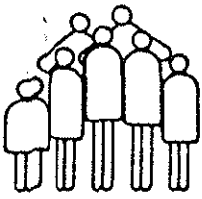
In order for *Education In Action* to become and remain a quality program, we are forming a working group composed of students, faculty and community members. Members of Education In Action's Working Group will provide technical assistance, community contacts, and direction to the program. Because of your vast experience in the field of community and social concerns, we feel that you would add valuable input. The first committee meeting is scheduled for Monday, November 19 at 6:30PM, place TBA. Please RSVP for the meeting by Friday, November 16 to Ramie Dare at (213) 825-2333.

Please find enclosed a copy of our proposal. We would appreciate it if you could read it before coming to the meeting and have comments ready. We look forward to working with you.

Sincerely,

Ramie Dare
Community Service Commissioner

Melvin Oliver
Associate Professor, Sociology



Community Service Commission
308 Westwood Plaza
Los Angeles, California 90024
Phone: (213) 825-2333

ASSOCIATED STUDENTS

UCLA

November 26, 1990

Dear

I was pleased that you could attend the meet with us last week to work out some of the details of the *Education in Action* program. Everyone appeared enthusiastic about this program and I think that all the parties involved will really benefit from the interaction.

There are some details that our Field Coordinators need to know to help place students in your agencies. Specifically, Professor Oliver brought up the idea of having 4-6 students work in a group at each agency on a specific project or research need for your agency. What we would like to provide the students is a description of each agency, its mission, target population, and project/research need that they could work on for the Winter quarter. They can then make their choice of agency or project and start working! I know that it may be a little early to ask you to provide the information on what they students could be working on. It would be helpful for us if you could ponder the question and consult with you co-workers to organize the tasks for the students and fill out the enclosed form. The Winter Quarter begins January 7, 1991 and ends March 22, 1991. Students, if placed early, could probably start working at the agency beginning the week of January 14th and end the week of March 11th. Therefore, you will have this group of students for 2 months, 4-6 hours per week.

Students enrolled in the "Issues in Literacy" course next quarter will work primarily with the Partners in Learning sites and Watts Public Library. Since they already have structures established for students to be placed, we're seeking information about the agency needs primarily for the Sociology 1 course that will be taught by Professor Oliver.

Please return the completed form to the following address:

Ramie Dare
Community Service Commission
308 Westwood Plaza
408 Kerckhoff Hall
Los Angeles, CA. 90024

If you have any questions, please feel free to call me at (213) 825-2333. Thanks!

Sincerely,

Ramie Dare

**Education in Action
Agency Schedule and Projects
November 26, 1990**

Dear Community Agency: Please fill out the following form and mail it to Ramie Dare at the Community Service Commission.

Project/program name _____

Project/program's mission: _____

Project/program's target population and geographical service area: _____

How many students can your agency take in for the Winter quarter? _____

What type of projects or research work can the students work on for the quarter? Please describe.

What type of training will be involved? Can your agency provide training for the students?

What percentage of the work will be hands-on and have the students working directly with the people that they are serving?

What are the possible times that students can come into the agency to work? Please give 3-4 hour time blocks.

Who should be the primary person for the Field Studies Coordinator to keep in contact with?

Do you have any research materials? (articles, books to refer students to)

Sociology /
(Winter 1991)

SYLLABUS
SOCIOLOGY 1
WINTER QUARTER 1990
PROFESSOR MELVIN L. OLIVER

CLASS MEETING:

Tuesday & Wednesday 11-12:15
Rolfe

PROFESSOR OLIVER'S OFFICE HOURS:

Tuesday & Thursday 1-2 and by
appointment
280 Haines Hall
825-3059 or 825-1313

TEACHING ASSISTANTS:

MR. STAVROS KARAGEORGIS
MR. MICHAEL LICHTER
MS. SUSAN MARKENS
MS. KRISTINE ZENTGRAF

FIELD STUDIES COORDINATOR:

MS. GILDA OCHOA

This section of Sociology 1 represents a new approach to teaching introductory sociology for me. I have, in the past, always taught this course with a suitably chosen course textbook. This book, like most introductory sociology texts, was a virtual glossary of theories, concepts and illustrations of what sociology is supposed to be about. Students enjoyed these texts because they were firm guides to what the course was about and gave them an easily digested version of sociology. I have grown weary of these texts because they don't provide students with a real sense of what the sociological enterprise is about and oftentimes provide students with an overly simplistic notion of what sociology has to offer. I have made a bold attempt this quarter to leave behind this strategy and instead to offer an introductory course that tries to present the theories, concepts and principles of sociology through their use in a range of monographs written by professional sociologists, an anthropologist, and a historian. These works give us a critical sociological analyses of the impact of gender, class, and race on the structure and functioning of American society. The goal of the course is to provide students with a working knowledge of the major theories and concepts used in sociology so as to enable them to develop the tools they will need to critically analyze their own lives and world.

Course Texts

Kanter, Rosabeth Moss, Men and Women of the Corporation. New York: Basic.

Newman, Katherine S., Falling From Grace. New York: Vintage.

Takaki, Ronald, Strangers from A Different Shore. New York: Vintage.

Morris, Aldon, Origins of the Civil Rights Movement. New York: Basic.

Community Service Option

This course also will provide the option for students to combine their formal classwork with their placement in a community services program or community based organization involved in social services for the poor. This is an opportunity to use and develop your embryonic sociological insights almost immediately. Students in this option will spend 3 to 5 hours a week of direct service to these programs or agencies. Other requirements for this option include: 1) a required journal in which students will be asked to integrate materials from their readings and class lectures with their experiences and observations in their

Sociology 1 - Professor Oliver-3

COURSE SCHEDULE

<u>DATE</u>	<u>TOPIC</u>	<u>READINGS:</u>
<u>WEEK 1</u>		
JANUARY 8	INTRODUCTION TA ASSIGNMENTS	-----
JANUARY 10	THE SOCIOLOGICAL PERSPECTIVE	Kanter, 4-46 291-303
<u>WEEK 2</u>		
JANUARY 15 JANUARY 17	SOCIAL STRUCTURE AND THE CREATION OF GENDER I	Kanter 47-163
<u>WEEK 3</u>		
JANUARY 22	SOCIAL STRUCTURE AND THE CREATION OF GENDER II	Kanter 164-287
JANUARY 24	IN CLASS EXAM	
<u>WEEK 4</u>		
JANUARY 30	THEORIES OF SOCIAL STRATIFICATION	NEWMAN 1-94
JANUARY 28	THE STRATIFICATIONAL ORDER	NEWMAN 95-201
<u>WEEK 5</u>		
FEBRUARY 5 END FEBRUARY 7	POVERTY IN AMERICA	NEWMAN 202-
<u>WEEK 6</u>		
FEBRUARY 12	IN CLASS EXAM	
FEBRUARY 14	RACE AND ETHNICITY	TAKAKI-TBA
<u>WEEK 7</u>		
FEBRUARY 19 TBA FEBRUARY 21	THEORIES OF RACIAL INEQUALITY	TAKAKI-
<u>WEEK 8</u>		
FEBRUARY 26	DIVERSITY IN AMERICAN SOCIETY	TAKAKI-TBA

SOCIOLOGY 1

PROFESSOR MELVIN OLIVER

WINTER 1991

This sociology course has an optional field component. You can "do" sociology instead of just read about it by participating with a community agency. You will work as a volunteer in the community field placement (such as Watts Public Library, 4-H Program, Parents of Watts) learning about the agency and, at the same time, learning how concepts presented in class are applied in out of class settings.

The course has four (4) major themes:

- 1) organizational structure
 - culture
 - roles
 - values
 - norms
 - leadership roles
 - gender
 - other
- 2) social stratification
 - hierarchies
 - rich/poor distinctions
- 3) race and ethnicity
 - ethnic groups
 - racial groups
- 4) social change and social movements
 - origins of social change
 - what is role of social change?

You will be expected to work on a project with an agency to do something which both benefits the agency and helps you to learn about some of the concepts mentioned above. While students in the course will be required to do three (3) written exams in class, field work students will submit four journals in place of one exam. The journals will have a question of focus each week which will address one or more concepts in the course. A list of potential field sites is attached. You will be expected to make the initial contact with the person/agency and establish a schedule for yourself. Further directions about the field study will be forthcoming.

DRAFT

SOCIOLOGY 1

PROFESSOR MELVIN OLIVER

QUESTIONS FOR JOURNAL ENTRIES

By addressing the following questions you will be better able to understand the linkage between your field work and the content of the sociology course which you are taking. You should focus on one or two questions each week, citing specific examples from your field experiences which help you to define and explain each concept. Journals should be from two to three pages each week, turned in at the beginning of class.

- 1) How is the agency you work with structured?
- 2) How would you describe the "culture" which exists in the agency? Of the employees? Of the people served?
- 3) What major roles do people fill in the organization? What are the power relationships between these roles?
- 4) What values are deemed important to the people who work in the organization? Are they different from the organization itself?
- 5) What are the relationships between gender and roles in the agency? Any relationship between those in leadership positions and gender?
- 6) How is social stratification defined in your organization? How does it occur?
- 7) What social hierarchies exist in your organization? Is there any relationship between ethnicity, race, or gender and these hierarchies?
- 8) What racial and ethnic groups are represented at your field site? Is there any relationship between race and ethnicity and roles in the organization? If so, please describe.
- 9) What is the purpose and function of your agency in the community? How did the agency begin, when did it commence operation, and what are its long term goals?
- 10) What is the role of your agency in promoting social change? Explain why you think it will or will not be successful in bringing about social change for the community.
- 11) How do the readings for the course apply in your field setting? How have the readings helped you to better understand your field setting?

disc - informal talk about exp, in group
Steps - greater commitment - 2-3 week to 9-10 weeks.

For Spring
Stand
Nurse

Field Studies for Sociology 1 (Professor Melvin Oliver)

For those students interested in partaking in the field studies option, it is your responsibility to call the agency you are interested in working with and to arrange your hours within the first week of school.

Gilda Ochoa's Office Hours:
Monday 11-1 and Thursday 1-2 or by appointment
825-9156 9347 Bunche

I will hold special office hours for Week 1:
Wednesday 11-12:30
Thursday 1-2
Friday 10-12

Discussion Sections

- | | | | |
|----|----------------|-----------------|----------------------------|
| 1. | Tues. 1-2:30 | Ellana Schwartz | Meets weeks 3, 5, 7, 9, 10 |
| 2. | Tues. 6-7:30 | Robert Garot | Meets weeks 3, 5, 7, 9, 10 |
| 3. | Wed. 11-12:30 | Eleanor Belser | Meets weeks 2, 4, 6, 8, 10 |
| 4. | Wed. 5-6:30 | Allison Tuesday | Meets weeks 2, 4, 6, 8, 10 |
| 5. | Thurs. 9-10:30 | Pamela Cysner | Meets weeks 2, 4, 6, 8, 10 |

The locations will be announced.

Agencies

Student-Run Projects

Hunger Project -- Colin Meghoo (213) 825-2600 408 Kerckhoff Hall
Many programs available in areas including assisting the homeless, working in soup kitchens, interviewing refugees for political asylum, and participating in ESL programs.

Project PANCAKE -- Anna Emerald (213) 206-1366 Community Resource Center 405 Hilgard Ave.
Provides literacy training to adults 16 years and older from the Watts community as well as to children from the Mar Vista Community Center.
Need assistance in researching new techniques to teach others to read and write. Also need help in establishing new literacy programs in other communities.

PIRLA -- Jaime Maldonado (213) 825-5969 Community Programs Office
405 Hilgard Ave.
Central American Refugee Center

Project SHARE -- Jason Boorn (213) 825-2415 408 Kerckhoff Hall
Provides tutoring to students in the Crenshaw area.
Need assistance in starting a splinter project from SHARE
that would entail writing proposals, researching and
tutoring.

Prison Coalition -- Linda Kuo (213) 825-2415 408 Kerckhoff Hall
Provides tutorial services to incarcerated youth of LA
County.
Through contacts with the tutees, various topics may be
researched.

Community Agencies

Partners in Learning (Mar Vista Junior High) -- Ellana Schwartz
(213) 206-1771 Community Resource Center
Provides mentors (UCLA students) for sixth and seventh
graders to assist with the Junior High Drop-Out Prevention
Program.
Need assistance with various areas ranging from tutoring
to motivational studies. Help is also needed to work on
projects at the community level.

Marina del Rey Junior High School -- Elroy McGlothen, Principal
(213) 822-6788 12500 Braddock Drive Los Angeles
Assistance is needed in the planning and implementation of
various projects and workshops ranging from career
programs which aid in improving self-image and decision
making skills to projects designed to improve time management
and increase motivation.

Mar Vista Branch Public Library -- Cheryl Collins, Librarian
(213) 390-3454 12006 Venice Blvd. Los Angeles

Parents of Watts -- Alice Harris (213) 566-7556 10828 Lou Dillon
One of several community-based organizations providing many
kinds of social services: counseling and tutoring for
homeless adults and teen parents, education, and bilingual
programs.

High Energy Resources and Opportunities (HERO) -- Kathleen West
(213) 603-8293 2115 North Wilmington Ave. Compton

Watts Branch Public Library -- Norma Anders (213) 567-2297
1501 E. 103rd Street Los Angeles
Provides literacy training and services to residents of
South Central Los Angeles.

4H/VISTA Programs -- Bob Reynolds (213) 744-4863 2615 South Grand
Suite 400 Los Angeles
Many youth programs, especially focusing on drug abuse and
prevention/education.

Can Melvin integrate or experience ...
at 'class' theory)

SOCIOLOGY 1

PROFESSOR MELVIN OLIVER

ALUMNI/STAFF FIELD STUDIES COORDINATOR PROJECT

GROUP FACILITATOR WORKSHOP
(Shumer)

disc starts with
every other week

1. Role of the facilitator

leads discussion
doesn't talk much
poses questions to stimulate discussion
does not dominate
encourages participation
tries to become invisible
supports without controlling

11-12:20

2. Discussion process

make participants feel comfortable (introductions, topics of interest)
help start discussion -- use personal experiences of students
assist students to relate personal experience to course themes and topics
occasionally review points, if appropriate
find ways to include everyone (through questions about their experience)

3. The field component

allow students to talk freely about what they do in the field
explore personal reactions, feelings about the field experience
encourage personal analysis of field activities: what does it mean to the individual; what does it mean for understanding concepts of sociology?
discuss problems at the field sites: what they are and how they can be solved?

4. The journal

discuss purpose of the journal -- reflection on experience
different kinds of reflection: affective, cognitive, analytical
should be personal, yet related to course content
should address questions on study sheet

5. Simulation

doing it
reflections on doing it

Don't underestimate your own (facilitator's) experiences + expertise - don't assume

Field Studies Component for Sociology 1

Discussion Sections

1. Tuesdays 1:00-2:00 Eliana Schwartz Meets weeks 2, 5, 7, 9, 10
Marie's Gym 201
 1. Rachawn Baker
 2. no Sao
 3. Elisa Garcia
 4. Erica Hill
 5. Anne J. Lee
 6. William Martin
 7. Gerardo Morales
 8. Urika Seito
 9. Rodi Tang
 10. Susan Yandivia
 11. Wynna Wright

2. Tuesdays 5:00-7:00 Robert Garot Meets weeks 3, 5, 7, 9, 10
Powell Library 270
 1. Monique Denise Bueno
 2. Kit Cooper
 3. Kimberly Eastman
 4. Tami Herrera
 5. Carrie Johnson
 6. Verónica Martínez
 7. Jason Mavar
 8. Sara McKinney
 9. Tetsu Onana
 10. Tammie Shaw
 11. Melinda Taylor
waiting list
 12. Allison Oliveira

3. Wednesdays 11-12:30 Eleanor Belser Meets weeks 2, 4, 6, 8, 10
Marie's Gym 201
 1. Melissa Chen
 2. Felicia Collins
 3. Andy Holme
 4. Nathan (Guy) L. Levy
 5. Stacie Polashuk
 6. Miraya Saidana

4. Wednesdays 5-6:00 Allison Tuesday Meets weeks 2, 4, 6, 8, 10
270 Powell Library
 1. Dawn Patricia Abram
 2. Kristine Bell
 3. Cynthia Binn
 4. Melani Griffin
 5. Genevieve Halli
 6. Rebecca Hernandez
 7. Michael Herring
 8. Daniela Katz
 9. Daniel Tomasevic
 10. Edwin Ugalee

3. Thursdays 9:00-10:00 Pamela Dwyer Meets weeks 2, 4, 6, 8, 10
1. Nadia Davis Maria Dym 201
2. Stacie Grayay
3. Jeannie Kim
4. Rachel Silverstein
6. Tuesdays 1:00-2:00 Eve Meets weeks 3, 5, 7, 9, 9
1. Yvonne N. Abelson Rieder Hall Library
2. Jean Chen
3. Benny Fukuda
4. Christine Kim
5. Anna Wynne McKay
6. Diana Maria Reznick
7. Marloith Resendes
8. Sophia Lennette Romero
9. Shawn Smith
10. Nadine Toussaint

Anthro 60
(winter 1991)

JEANNIE HWANG
COMMUNITY SERVICE COMMISSION 408 KERCKHOFF HALL
OFFICE: 825-2333
HOME: 473-4119

OFFICE HOURS: TBA

As of now, I'm not certain as to whether or not I will be able to hold office hours during the usual M-F, 9-5 time frame. However, I will be able to hold "over-the-phone" meetings with you in the evenings and on the weekends. If you would rather see me in person, just give me a call and we can arrange a meeting time.

ABOUT EDUCATION IN ACTION (EIA):

Education In Action is sponsored by UCLA's Field Studies office and the Community Service Commission. It is funded by a grant from an organization called, COOL (Campus Outreach Opportunity League), which is active in promoting community service among colleges and universities. The purpose of Education In Action is to integrate and community service within the university curriculum in order to encourage more students to become involved with volunteer work.

ABOUT UCLA'S COMMUNITY SERVICE COMMISSION (CSC) AND COMMUNITY PROGRAMS OFFICE (CPO):

CSC and CPO are two university-supported umbrella organizations which house various community service projects (about 45 different programs). Under CSC and CPO, the programs are completely run by volunteer students. All of the projects have also been initiated by student who saw a need within the community, and therefor, acted upon that need. Currently, about 4000 UCLA students are involved with community service through the CSC or CPO offices as all UCLA students are welcome to participate in any of the projects as a volunteer and/or staff person.

WHY COMMUNITY SERVICE?

By integrating community service into our curriculum, participating students are able to deepen their understanding of social issues through the volunteer work and through peer interaction. Remember two things: first, that the text book cannot even come close to what "hands-on" experience can teach you; second, simply because a theory or a statement is in print, it doesn't necessarily that it is true or accurate. As you start to volunteer at your site, compare the text-book theories to the real-life situation and challenge yourself to think critically.

REFLECTION GROUP MEETINGS:

Community service and reflection are a perfect pair. Community Service provides the action-based experience for the personal reflection process where a person can ask, "what does this issue have to do with me and my world?" The reflection group meetings are your times to interact with your peers in order to discuss the relevance of your field experience with Anthropology 60 as well as to discuss any problems or concerns that you have come across. This is also a time to teach us what you have learned through your volunteer effort.

ANTHROPOLOGY 60 / EDUCATION IN ACTION

REFLECTION MEETINGS

The reflection meetings are designed for you to reflect upon and to share your experiences in community service with other student volunteers. The meetings will take place every other Tuesday evening in 201 Men's Gym, from 7-8:30pm, on the dates of 1/29, 2/12, 2/26, and 3/12. Please note that it is important that you participate in these reflection meetings so be sure to attend all of them.

JOURNALS

Your journals are for you to record your volunteer experiences and thoughts. The journals should have at least two pages of entries per week, containing a brief description of that particular week's incidents and a list of observations and interpretations which are pertinent to that week's journal topic. I will be collecting your weekly journal entries during 5th, 8th, and 10th week. Since your journal will affect your final grade in the class, please be sure to put time and consideration into them.

JOURNAL TOPICS

Week 3

Introduce your community service site. Describe the history and the setting of the site.

Week 4

Describe the socio-economic causes of the site's concerns. Describe the strategies and techniques that the student program and/or site uses to alleviate the concerns.

Week 5

Study the roles of gender, social class, and ethnicity on the components of the population's problems.

Week 6

Give a critical evaluation of the concerns and problems. What techniques work or don't work in solving them?

Week 7

Study the political dimensions of both the student and site organizations. What are the power relations in defining and resolving the problems?

Week 8

Specify any concepts or skills you have learned from your community service experience.

Week 9

How can anthropology help resolve the population's problems?

Week 10

Have the student and site organizations been successful in promoting social change? Please give a final evaluation of the community service experience and the EIA program.

Give me (Jeannie) a call at 825-2333 or 473-4119 if you have any questions or problems. You're also welcome to call me if you would like to talk about your site experiences or if you would like for me to go over your journal entries before the due dates.

Elizabeth Ann Cull
Anthropology 60
Prof. Hammond
Project: KEIP

Education in Action:
Project Journal

Week 3 (Introduction)

Upon deciding to participate in the Education in Action program I was quite unaware of how difficult it would be to offer my time and energy to a social service group. I had anticipated possible difficulties and challenges while doing the actual work, but what I had not anticipated were the problems I would encounter in trying to actually begin the work. I have realized that social service work does not romantically begin with the interaction between the volunteer and the person in need of services, but rather at a more technical level, the level of organization and bureaucracy.

In choosing my social service program I attempted to find a type of work which would enable me to use my bilingual skills as a Spanish/English speaker. I was delighted (as well as overwhelmed) to find that there were several programs which needed bilingual speakers. I proceeded to check into the different programs in order to decide which would be the most enjoyable and interesting to me, but became detoured by current events - our country (or rather our president) had decided to go to war. Fortunately, while participating in a sit-in at Murphy Hall I became acquainted with one of the volunteers for PIRLA (Proyecto de Inmigrantes y Refugiados Latino Americanos), one of the social service groups in which I was interested. He informed me of a component of their program which involved teaching ESL to Spanish speaking immigrants. Having thought about doing some type of work in education, a possible post-graduate career interest of mine, I became extremely excited and decided about the possibilities of working with this program.

Unfortunately, my decision did not set the ball rolling as I had hoped. After attending an introductory meeting, and expressing my interest in the ESL component of the program, I waited in vain for the program to inform me when and where I would start. I experienced my first frustrations with the social service system when our first reflection meeting was approaching and PIRLA had not returned any of my calls or visits. Just a few days before the meeting, one and a half weeks after my initial interrogation calls to other social service groups, I received some responses about the other programs and their starting dates. I quickly responded and set up a starting date with project KEIP (Kindergarten and Elementary Intervention Program) at Coeur d'Alene Elementary school.

KEIP, from what I understand, is a fairly new program (established this year), in order to assist kindergarten and elementary schools in targeting and helping kids who are considered "at risk". The term "at risk" is used by the program to refer to students who, for reasons ranging from psychological (self-esteem), academic (learning disabilities), social (homelessness), or cultural (recent immigrants) are having problems participating and succeeding in their learning environment, and therefore, are prime targets for dropping out of school. The program seeks to prevent these "at risk" students from eventually dropping out by installing volunteers in their classrooms to provide them with special attention, whether it be as a role model, self-esteem booster, or academic tutor. The program has two elementary school sites: Coeur d'Alene Elementary, located in Venice, and Bellagio School, located in Bel Air.

which were hispanic and had a limited use of the english language. There was also a boy from Sweden who spoke no english and was permitted to wander around the classroom and participate whenever he felt like it, we were not targeting him as "at risk". I was struck by the teacher's non-participatory approach to this non-english speaker, as opposed to her participatory approach to the hispanic non-english speakers. Unfortunately, I didn't have the opportunity to ask her more about it. In general, all of the students performed and interacted quite well at my station. Although some were able to complete the project faster than others, and a few had a hard time staying on task, none of the students were unable to complete it.

At the end of the session, the teacher expressed extreme gratitude towards us volunteers. We all agreed that our additional help seemed to be beneficial to the entire classroom. It was hard to imagine how Ms. Yokoyama would have been able to manage the six different stations without our help, I suppose a lot of potential learning is lost due to her inability to observe and assist all of her students. She had hoped that we all could have come back, especially to assist with bilingual teaching (the bilingual aid she worked with that day was leaving and being replaced by someone who wasn't bilingual), but we had to inform her that two of us would be given other assignments. Despite the seeming abundance of teaching materials, it was apparent that the school was lacking in teaching staff. Whether the source of the problem is because of funds or lack of qualified interested individuals, I am not sure, however, it is obvious that addressing this deficiency is part of the purpose of KEIP.

Week 5

After reading the materials left for me by Chris, especially the article about the Bellagio site, I was extremely excited to continue my social service the following week. Unfortunately, my problems at the level of organization were not over, and I was informed at the beginning of the week that the Bellagio site would not be in session until later that month. I was a bit disappointed (no, I was very disappointed) because I had been incorrectly informed (why didn't Chris know when the school would be in session? an important detail?) and because I was really looking forward to working at that school and using my bilingual skills while gathering information for my paper. After having expressed my disappointment with Jeannie (Education in Action coordinator), and speaking with Chris over the phone, I decided that, now that I was looking for a new classroom assignment, I could request a classroom which would challenge my bilingual skills and allow me to gather information for my paper. I phoned Chris and explained my situation and requested to be placed in a classroom which was in special need of a bilingual aid, and if possible, with a higher grade level than second (I felt that I could get more information from older kids about their families, opinions, and experiences than from the younger ones). My worries subsided aging when I received a message from Chris that I was assigned to a fifth and sixth grade classroom for the upcoming friday.

Things seem to fall into place much better on my second visit. After signing in on the volunteer sheet, the office worker called for a room monitor (on an electronic intercom system) to escort me to the classroom. Already I felt like I had made a good choice by requesting an older group of students, the class monitor was very friendly and open to discussion (unlike the younger students who either don't know the answer to your question or don't want to discuss anything for too long). Upon entering the classroom, I was again struck by the abundance of classroom materials (computers, large closet space, special work areas, lots of classroom decorations). The teacher, Ms. Wallace, was surprisingly young (mid twenties) but extremely good at teaching. She expressed regret in not having written up a lesson plan for me to explain what she wanted me to cover with the targeted students, but she was not informed that I would

be coming (another organizational problem?). Despite her unpreparedness for my arrival, we were able to work together to make the most of my time.

I worked specifically with non-english speaking students. My first student was Gobino, a mexican immigrant of two years. He was a new student, having been admitted two days before, and had not yet been assessed for his academic skills. Considering he was new and spoke little english (but understood more) it was understandable that he would be a bit shy, but not overly so. After working with him on some math in spanish, I noticed that he was quite intelligent. Although it was only one impression, I couldn't help but be aware of his ability to quickly learn new concepts (of course there is the possibility that he had learned them before). He seemed to be able to do his math work as well as, if not better, than an average student of his age once the directions were explained to him. The only time he had problems was in word problems when he could translate the actual words, but not grasp the overall meaning of what they were saying (something seemed to get lost in the translation). Obviously, he is an intelligent boy, but his intelligence is sometimes hidden beneath his language barrier. He became more open as the session went on spoke about his large family, including two sisters which were born here, one four months and one two years old (evidently his parents came over right before his sister was born - a way to establish citizenship?).

The second half of my morning I worked at translating a letter that would be sent home to parents if their kids needed some kind of improvement (do homework, not talk, not provoke others, etc.) and then I worked with two spanish speaking students on their science. Although Manuel, from Mexico and Blanca, from Guatemala could understand the teacher's explanations about who I was and what we would be doing, I was stricken with their lack of comprehension of the material they were supposed to have learned. Manuel was slightly more apt at reading and understanding english than Blanca, but they were both pretty much clueless when it came to understanding the questions and text in their book. Obviously, a lot is lost due to their inability to comprehend english. Again I noticed that the two kids were fairly intelligent when we talked about things in spanish. Blanca was especially eager to talk about examples of what we were learning (weathering) from things she had seen in Guatemala. When Manuel had to go to the office for something, Blanca and I had the opportunity to "charlar"(chat) a little about her family and her opinions. A few interesting issues came up - one of her sisters dropped out of school for some reason (Blanca was not really sure why), she described the situation in Guatemala as "critico"(critical), a strange word to hear from a fifth grader, and explained that her family decided to come here because she saw a girl be killed by the government (after which she ran to a neighbors house to hide until the next day when her parents could pick her up) and because children were being taken from school and never seen again, she likes it here in the U.S. and doesn't want to go back, and she had gotten sick (she had a nasty cough) because she had to wake up early in the morning when it was cold and leave the house with wet hair to catch the bus to school (she said she would be going to the clinic soon for treatment).

Ms. Wallace explained to me that the school is a "receiving school" meaning that it takes students from other schools whose population goes above their capacity. Thus, students like Blanca, are being bused in from other areas (West Hollywood according to Ms. Wallace). Additionally, the population consists of children from Marina del Rey, a fairly affluent neighborhood, and children from a local homeless shelter. Quite a mixture! She explained to me that the social class differences aren't really a problem in the lower grades, but they sometimes become issues for the older students when their parents professions and the clothes they wear become important issues. In general, however, she hasn't noticed too many

problems with her kids, a group of about thirty, six of which are homeless, and possibly fifteen of which are of different ethnic backgrounds (Mexican, Guatemalan, Argentinian, and even Romanian).

Education in Action:
Project Journal

Week 6

On Friday, February 15, I paid my second visit to Mrs. Wallace's classroom. It felt good to be going to the same place and to see the same kids again. Up until now, I didn't really feel like I could make very profound observations concerning the kids or the site because I could only base them on first impressions. After this second visit I felt like I had more of an idea of who the kids were, and the nature of their classroom. Additionally, my familiarity with the surroundings and the kids made my work easier, as I think it conversely made it easier for the kids to work with me.

Mrs. Wallace, expecting me, had prepared a lesson plan for me. The three Spanish-speaking students that I worked with last time were in "Spanish Reading" so she had me work with another boy, Carl, well dressed and mannered black boy, on some grammar. Carl, despite the fact I had never worked with him before, was very accepting of help. As a matter of fact, I was pleasantly surprised by the entire classroom's acceptance of my presence considering I had only been there once before and had only worked with three students. I was greeted upon arrival and continuously sought out for help and reassurance throughout the morning. I very much began to have the feeling that, like the kindergarten classroom, the teacher was unable to meet all of the kids' needs and more than one teacher's assistant was needed. Although Carl wasn't particularly chosen as an "at risk" student, he definitely benefitted, as did the other students, from the extra help. I began to get the feeling that the entire classroom could be considered "at risk" in that they are all not receiving as much help and reassurance as they need.

While finishing up with Carl, the Spanish-speaking kids returned from reading. Blanca (girl from Guatemala) seated at the same table as Carl, shyly acknowledged me while coughing a great deal (evidently her "cold" had not gotten better). I finished up with Carl and began working with Manuel (boy from Mexico) correcting a letter he had written that week (evidently every week the teacher chooses a "citizen of the week" from the students, and all of the others write that student a letter acknowledging her/his good qualities and congratulating her/him). Manuel's letter, written in Spanish, was thoughtful but had quite a few simple grammatical errors (words are spelled wrong and often combined to make one, no periods or capitals) - you'd think that he would know those things by 5th grade? Obviously he hasn't learned grammar in either language, it would be interesting to know where he went to school before this (in the States, in a bilingual program, in an immersion program, etc.) to find out where he has slipped through the cracks. My guess is that he came to the States when he was supposed to learn these things, and in being non-English speaking, was totally in the dark the whole time. As a result, he doesn't know it in either Spanish or English. I also worked with Blanca correcting her letter in Spanish. Her letter was much simpler and had less grammatical errors. It's strange how, despite the fact that both students have been in the school since 4th grade, Manuel speaks and understands more English while Blanca has better writing skills in Spanish. On a lighter note, Blanca's letter was kind of funny, she wrote (translated), "Congratulations for winning. You are a nice person, but there is one problem. The problem is you talk too much. Your friend, Blanca." (he he).

The class went to recess and I asked if I could go out on the yard and watch. Mrs. Wallace, who has been extremely helpful, said fine, so I accompanied the permanent classroom aid for yard duty. All the kids were scattered so I really couldn't watch how they were interacting outside of the class (my

intention), but got to see the "yard scene" - pretty much typical elementary school recess session. tetherball, handball, basketball and running around. I noticed quite a few black women seated on a bench. Evidently they are also aids, according to Debbie (the white 25ish student aid in our classroom), who were housewives whose kids have grown up and they've begun to work part-time for the first time.

Upon return from recess Mrs. Wallace informed me that Gabino (the boy from Mexico who had just come to the school a few days before my first visit) had been beat up that morning by two boys from the homeless shelter where he lives, she asked if I could talk with him to see if he was alright. I asked if he was alright, he said yes, and really gave me the impression that he didn't want to talk about it, so I didn't pressure him. Evidently, one of the bigger boys in Gabino's class saw the fight and stood up for Gabino by helping go around to the classrooms and identify the bullies. Poor Gabino. The aid, Debbie, showed me a spelling test Gabino tried to do with the rest of the class in english, which of course he did poorly on, and was aware of because he had self corrected it with the rest of the class. I reassured him that it wouldn't count against him because he wasn't supposed to take it. He didn't seem to be reassured though. He seems really eager to please but just doesn't know how to do it. Later, I caught him copying sentences off of the board, when the kids were just going over the work orally, and then on a separate occasion I found him doing a page incorrectly in an english workbook using words he didn't know. I'm sure he is not the first non-english speaking child to flounder like that - learning is hard enough when you speak the language. It must be extremely disheartening when you don't even know what you're supposed to be doing. Gabino really seems to want to do well, he just doesn't know how or what to do. On a more positive note, during a classroom activity of reading a play, Gabino volunteered to read a part! The other kids kindly helped with the words when he had problems with the pronunciation. Fortunately what the school lacks in authoritative guidance and assistance, it makes up for in peer assistance.

Finally, I worked with all three Spanish-speakers on some creative writing (the class had read a myth about how the elephant got it's trunk and then were to create their own myth about how an animal got some characteristic). The kids didn't know the story (because it was in english), so we looked at the pictures and I explained it to them. Then we brainstormed for writing ideas. Manuel was creative, but only when pushed. Blanca tried but wasn't too creative on her own. Gabino was off in space a lot, he seemed to drift away when working in the group. After a lot of coercion Manuel finally wrote something pretty decent, Blanca wrote something simple, and Gabino went off into his own world and wrote a really long, somewhat logical story, about two animals having nothing to do with how either one got it's body parts. His story was quite interesting though - about a friendship between a horse and a dog who like to race together, the dog getting sick and going to the doctor so he could get better and continue to race. going back to race and winning so that the family didn't lose it's house, the family then getting ready to go to Los Angeles for food, but the family dying and leaving the dog alone, the dog going back to race to become the king of the races, and then getting sick again and dying (race was translated from the word for bull fight "corrido", also meaning race). Could be an interesting story to analyze considering his recent arrival to L.A. and the fact that he lives in the homeless shelter.

Evidently, the concerns of KEIP and the school, center around the problem of certain kids "slipping through the cracks", and possibly dropping out of school. due to academic, psychological, sociological, racial, or whatever it might be, problems - these kids are called "at risk". KEIP seems to feel that the way to address the problem is to provide the students with extra attention and assistance while in the classroom in order to build self-esteem and class participation. After being in the classroom, however, it seems that this "extra encouragement" really doesn't address the whole problem. Understandably, KEIP isn't going to be able to provide highly qualified and knowledgeable volunteers that is a bit unrealistic, however, what is really needed in the classroom are not "cheerleaders", but more qualified educators, and more educational programs to serve the students' needs. Mrs. Wallace, not only works with two different grade levels (5th and 6th) within the same classroom, but within those grade levels, she is faced with varying degrees of learning abilities, knowledge, parental participation, and literacy. Not only does she have to attempt to teach those who learn slower than the others, but she must also attempt to keep the "gifted" attentive

and challenged. She has informed me of the problem she gets from the homeless population who, not having a permanent address, are often not permitted to enroll in school (because they can't prove that they are in the district), or who move around a lot, and as a result, have gaps in their education. Additionally, she is confronted with the problem of encouraging parental participation (which she believes can make a big difference in the child's success), when the bused in kids' parents are living far away, busy trying to make ends meet, have no transportation, and often don't speak english. And finally, she is faced with a group of students who don't speak english, and quite possibly fall into the other categories as well. Whew! She has her work cut out for her. Although KEIP is trying to provide assistance by sending in student cheerleaders like myself, I have found that my temporary friday morning presence is like trying to clean the street with a Q-tip.

Week 7

No matter how grouchy I can be friday morning, I am completely cured after my visit to Mrs. Wallace's classroom. I arrived, again with friendly greetings from the class, and was informed by Mrs. Wallace what work needed to be done. Like last week, the Spanish-speaking kids were in "Spanish reading" (a reading group in spanish/ ESL program they go to every morning), and Mrs. Wallace and I discussed whether or not I should come in so early (she seemed to think that I only wanted to work with the Spanish-speaking kids). After some discussion, we both agreed that, although the Spanish-speaking kids definitely benefit the most from my visits, I could be of assistance to the other students as well, so I would continue to come at my usual time.

That morning the kids were all involved in a group reading session so Mrs. Wallace allowed me to do some researching in the students personal files. Evidently, in a class of twenty-one (fourteen 5th graders and seven 6th graders), I discovered that there are six students from the homeless shelter, including Carl and Gabino, and there are nine Spanish-speakers (of varying degrees of english literacy), two of whom were born in the States and seven of whom were immigrants from Latin America, plus one student from the Philippines, and one student from Romania. I also discovered that the school has a policy of sending home a "Home Language Survey" in order to find out what language is spoken in the home, what language is spoken to the child, what language is spoken among the adults, and what was the first language of the child. In addition, all of the foreign language speaking students were tested to find out there native language and english language literacy and then assigned to the appropriate language program (full bilingual, modified bilingual, oral primary language development, or english language development) accordingly. In the case of Blanca, for example, she was assigned to the "modified bilingual program", and as stated in spanish in a letter sent home to her parents this program would help promote her self image, help maintain respect and knowledge for her native culture, and educate her academically by teaching her in spanish while she gradually develops a proficiency in english, when upon reaching, she would be fully integrated into the english speaking classroom. I didn't have the opportunity to find out more about these bilingual programs, however, I am a bit doubtful of their ability to achieve all that they stated in this letter considering that I've been told that there is only one bilingual teacher in the school and from what I've seen and experienced in the classroom. Something to check into. I jotted down some notes on the family situations (parents living together or not), economic backgrounds (where family lived and occupation of parents), history (where they were born and how long they've been at Couer d'Alene), as well as some significant teachers comments for the kids I've worked with (excluding Gabino whose file had not arrived and might not arrive for quite some time according to Mrs. Wallace) and a few of the other Spanish-speakers to try to find any correlations between these factors and the students' academic success or lack of it. Should be interesting to see what comes out of it.

After recess I returned to the classroom to work with Gabino, Blanca, and Manuel. We attempted to work in a group and to correct each others letters to the citizen of the week - a nice, but difficult attempt at group learning. Manuel was extremely distracted and continuously provoked Blanca, meanwhile Gabino was off spacing. Both Manuel and Blanca wrote their letters in spanish while Gabino wrote his in

english. Upon discovering this difference, Gabino attempted to crumple up and hide his letter and write a new one in spanish. It took incredible amounts of coercion and reassurance on my part to get Gabino to let us correct his letter (which wasn't all that bad), afterwards which he still wanted to destroy. And it wasn't until my praise of his attempt to write in english robbed off onto Manuel and inspired him to rewrite his letter in english, that Gabino would rewrite his corrected letter, as is, into it's final draft. Evidently, this feeling of being different plagues Gabino, in writing the letter in english, he obviously was trying to be like the english speaking students, but when put into the group with the spanish speakers, he was different, and felt like he had done wrong and had to change. The issue of being different seems to manifest itself in many ways for the foreign speaker. Mrs. Wallace informed me of how many bilingual kids are ashamed to speak in their native tongue, and are especially ashamed of their parents inability to speak english. Often this results in a rejection on the part of the foreign speaker of their native language, and perhaps a loss in their ability to be bilingual, not to mention a possible loss of knowledge or respect for the culture it comes from. Issues to think about. Unfortunately, Gabino, being a new kid on the block, already initiated by the bullies, eager to please (not wanting to make corrections and worried that he hadn't done well, he wanted to rewrite his story from last week as well), but unable to understand or communicate, is really in a tough spot. I suppose eventually he will learn to speak english, but what about in the meantime, how much is being lost, and how much damage is being done?

In regard to the political dimensions of the student and site organizations, I must say I am not very informed. I haven't had contact with KEIP since I started working in Mrs. Wallace's classroom, and the contact I did have was extremely limited. I mentioned the woman, Chris, who just appeared at the site at on the first day, she seemed to be doing most of the arrangements with the school, and I believe her contact has been the principal. I believe that the principal is the one who coordinated my placement into Mrs. Wallace's classroom, evidently without her knowledge or input, considering her cluelessness the day I arrived. Obviously there is not a very organized political system happening, considering that both Mrs. Wallace and I have not been contacted by our superiors concerning the program or it's progress. As a result, both Mrs. Wallace and I have been working together to make the best of the situation. It seems that this type of grass roots organizing is also happening within the school itself. Mrs. Wallace explained how some of the teachers have attempted to organize themselves into groups, something called "teaming" in order to address specific populations (i.e., gifted), but that has been of their own impetus, and is still rare. Unfortunately, a lack of funds, and as a result, staff, seems to hinder the possibilities of taking more direct action concerning these issues, and has left them sort of up for grabs by anyone or any organization which would like to address them.

PROJECT JOURNAL

Week 8

This week Mrs. Wallace was absent and there was a substitute teacher for the day. The teacher's aid, Debbie, didn't know where or if Mrs. Wallace had left a lesson plan for me, so I took it upon myself to begin working with whomever seemed to be needing assistance. The entire class seemed to be working on reading in small groups (obviously different levels), so I started to work with a group that seemed to be fooling around a bit. Ends up the group consisted of three spanish/english speakers - Rafael, Carlos, and Nelson. It was wonderful to see them working in the two languages, reading in english, and talking in english and spanish. Evidently, all of them had been born in the U.S., although their parents were born in Latin America. They seemed to be in the lowest reading group, along with two other Hispanic girls, a black boy, and the one Romanian boy, who worked individually. It makes me wonder to what extent their low reading levels have been affected by their bilingual, bicultural, and perhaps low socioeconomic lifestyles. It seems a bit too coincidental that the lowest reading group consisted of non-anglo or foreign students - a phenomenon I cannot attribute to race or ethnic intelligence levels (which I don't believe exist), but rather cultural and socioeconomic differences. It seems as if there is a vicious circle happening amongst the minority groups in which they are often coming from low socioeconomic backgrounds, and as a result, have a more difficult time in school (due to less home stimulation, cognitive development, parental guidance and assistance, etc.) and as a result, either drop out, or slip through the cracks only to graduate and begin work in a low wage job where they maintain their low socioeconomic status. What a waste of potential. Obviously these kids are put at a disadvantage due to their home environments, whether of low socioeconomic status, low education, cultural and language differences, or all of these factors combined. I suppose this has been one of the greatest lessons I've learned in doing my work at Coeur d'Alene Elementary School - that certain minority groups are put at a disadvantage due to their home environments, and that the school does very little, if anything to make up for it. Now this is not to say that Mrs. Wallace's classroom is totally racist and sexist, or that she is not aware, and does not attempt to compensate for her students "handicaps", on the contrary, she is extremely conscious and sensitive to her rainbow population, however, she is also extremely limited in her resources. I don't think that the schools are completely ignorant of this fact about minority groups either, however, they, for whatever reasons (political, financial, inappropriate solutions) are not able to remediate the situation.

After recess I worked with Gabino and Blanca (Manuel was absent). We found the lesson plan that Mrs. Wallace had left for me so I had a good idea of what to work on with them. I found myself having to concentrate on working with Gabino, who was extremely distracted and hiper. I realized that this type of behavior came about as soon as we started to go over some mistakes he had made on his work. He seems to have a real difficult time correcting his mistakes - he just dives in and attempts to correct them without first knowing what was even wrong. He doesn't want to listen to my explanations, so as a result, it takes twice as long for him to finally get it (I usually have to explain the concepts several times). He is so eager to prove himself that he can't wait to learn how to do the work correctly. Once he does get it he shouts "Lo entendi, lo entendi!" (I understood it, I understood it) and excitedly corrects the work. It's so wonderful to see him know what's going on, unfortunately it's quite rare. I'm not sure whether it's significant or not, but while correcting a paper he wrote about his family (of course which he described as "malo" and wanted to do over again) he told me his mother was dead. I asked him if he was serious and he smiled and said yes. It's the second time that death of a family member has come up while

Working with him (the first was in his story where all of the family of the dog died and left the dog alone). I haven't seen his records yet, but I'm curious as to his family background, and whether or not he is here in the States with his parents, or with some aunts and uncles, or what. Something is bugging him though. He also talks a lot of nonsense, very imaginative, but not always appropriate.

In reflection, I suppose my other lesson from this experience has been with the beauracracy of the social service work. Although I haven't had any recent contact with my project group, my initial contact with all of the groups was a bit frustrating. I can't generalize as to the nature of all social service programs and their reliability and organization, however, my experience thus far has shown me that these groups are often lacking in these areas. I have become much more aware of the importance of these groups ability to function efficiently if they are truly going to be effective in the work that they do. Social service, like I mentioned previously, does not begin romantically with the interaction between the worker and the person in need of assistance, but rather with the organization itself.

Week 9

This week I really began to feel as if I've become incorporated into the classroom. Mrs. Wallace was back and was grateful to see me as usual. Things were pretty much uneventful up until recess - I spent this time going from student to student helping them on their reading work as needed. At recess, however, Ms. Debbie, the T.A. came in to the class seemingly upset. Apparently, she was just given notice that she would be fired! She began to explain to Mrs. Wallace and I that the LAUSD had decided to raise the salary for T.A.'s, but without a raise in the budget for salaries, therefor, the school could no longer afford her. She, along with two other T.A.'s, were going to be let go. The decision of who would go it seemed was made based on seniority, except for one exception - a hispanic T.A. who was bilingual (obviously a needed resource). Ms. Debbie was very upset with the school, and their lack of consideration for her. Apparently, she had just started a new semester at school, and had arranged all of her classes so that she could continue to teach. She seemed worried about finding another job to fit in those same time slots. Although Mrs. Wallace sympathized with Ms. Debbie, she expressed a lot of concern for her class. She asked if anything was mentioned about whether the remaining T.A.s were going to be shared amongst the classes, or if she would just be left with no assistance. Ms. Debbie didn't know what was going to happen. It seems so strange that in attempting to solve one problem (the lack of pay to T.A.'s), the school board has worsened another problem - the shortage of educators. Ms. Debbie brought up the irony of the situation in which the district is handing out emergency credentials because there is a teacher shortage, while this cut will just enhance the impact of that shortage. Mrs. Wallace explained to me that this type of inappropriate policy making is very characteristic of this money and number conscious district.

After recess, I worked with the Hispanic students. Manuel was a bit uncooperative. He really wanted to draw. Ends up he is actually a good artist. I turned his distraction into a reward by commenting on his artistic talent and allowing him the time to draw AFTER he finished his work. He complied, and as a result, finished much quicker than usual. Gabino did a good job on his work, and after reading his composition outloud, he could tell both Blanca and I were pleased by it. For once, he didn't ask to do it over! While working with Blanca, she mentioned to me that her mom was not going to allow her to go on a field trip with the rest of the class. I asked her why, but all she could tell me was that if her brothers and sisters weren't going, she couldn't go. After some more prompting, I finally realized that her mother was probably being influenced by the concept of "la familia". From my research, as well as my experience living in Mexico for 3 months, I realized that her mother felt that 1- it was not fair that one child could do something that the others could not, and 2- that if her siblings were not there, there wouldn't be anyone to care for Blanca. The Hispanic culture views the family as a strong unit, thus, it really wouldn't be fair that Blanca was going to do something that the others weren't. In addition, the family can often be the only source of support, thus without her family, Blanca would not be safe in the eyes of her mother. I mentioned this to Mrs. Wallace and suggested perhaps, that someone talk with Blanca's mom in order to find out the real reasons, and possibly, find a way to deal with them so that all parties concerned would benefit. She asked if I would call, but I didn't feel like I was in a good place to do so

considering I was not officially working for the school and would not be attending the field trip. So she will be trying to get one of the other Spanish-speaking educators to help out.

These experiences are a perfect way to lead into the question of this week - how anthropology can help solve the populations problems. As a World Arts and Cultures major with a concentration in Anthropology, I have become much more sensitive to other cultures, and other lifestyles different from my own. In addition, my studies in Mexico and Spain, have helped me become more familiar with the language and culture of the Latin people. I wasn't as aware of how applicable my experiences were to help solve societal problems, however, until I took this Anthropology class. By doing a research paper on Hispanic dropout in L.A., I had the opportunity to take all of this knowledge I had acquired, supplemented by some more research, and through an anthropological approach, look at all of the factors which might be relevant to that problem. As a result, I have become much more sensitive to the students I am working with, and can better help deal with the problems they have in the school systems. The previous two experiences, Manuel with drawing, and Blanca and her family, are examples of how my anthropological approach has made me more equipped to deal with these students. I learned in my paper that murals are an extremely important part of the Hispanic-American culture, and are perhaps a means by which a sense of identity, self-worth, and communication are possible to a population who is often fighting with assimilation, inferiority, and a language handicap. Manuel participates in this process through his art - I think it is important to be sensitive to that. Additionally, Blanca's problem with the field trip would not normally make sense if one looked at it based on the values of white middle-class American culture. Hopefully, my ability to listen to her in her own language, and be sensitive to the possible cultural factors at work, will be useful in solving her problem. Through my research, I also came to the realization that there are not enough people sensitive to the students specific circumstances, whether it be language, social structure, socioeconomic status, ideology, power struggles, home environments, artistic expression, etc., to work with the culturally diverse population, as well as make appropriate policy decisions. As an anthropologist, I have taken these issues into consideration, and I think this has helped me be a more effective volunteer.

Week 10

Sadly enough, I really don't think that KEIP is making an incredible impact on the problem with these "at risk" students. Although we are definitely welcomed and needed, our short time at the schools, is not enough to really make a difference. I am especially frustrated when I see how much information is lost due to these students language handicap, how much personal communication is missed, how these students sense of accomplishment and self-esteem continues to decrease during the week when I am not there. I can't make up for all of this in only 4 hours. This is not to say that I am not doing anything positive, but it really seems as if every few steps of progress made are countered by a few more steps of problems. The firing of the T.A., is a perfect example of the forces working against these students. There is one very positive outcome of this community experience, however. The knowledge I have gained from working in the classroom, has made me much more aware of the changes which need to take place. I have come to know the real students, their real problems, and the real resources available to solve them. It would seem that if more policy makers experienced, or were advised by others who were experienced in, the reality of the classroom, there would be a much more appropriate education system. Thus, my volunteer work at Coeur d'Alene has enabled me to gain more insight, and as a result, has stimulated me in wanting to become more involved in these issues. Having interests in both anthropology and education, as well as having developed an attachment to the kids I am working with and wanting to do as much as I can to make their education experience more positive, I have decided to stay on at Coeur d'Alene school as a volunteer for the next quarter. I think everyone involved will receive some benefit out of the situation, and hopefully, over the course of time, that benefit will grow.

ANTHROPOLOGY 60 / EDUCATION IN ACTION

REFLECTION MEETINGS

The reflection meetings are designed for you to reflect upon and to share your experiences in community service with other student volunteers. The meetings will take place every other Tuesday evening in 201 Men's Gym, from 7-8:30pm, on the dates of 1/29, 2/12, 2/26, and 3/12. Please note that it is important that you participate in these reflection meetings so be sure to attend all of them.

JOURNALS

Your journals are for you to record your volunteer experiences and thoughts. The journals should have at least two pages of entries per week, containing a brief description of that particular week's incidents and a list of observations and interpretations which are pertinent to that week's journal topic. I will be collecting your weekly journal entries during 5th, 8th, and 10th week. Since your journal will affect your final grade in the class, please be sure to put time and consideration into them.

JOURNAL TOPICS

Week 3

Introduce your community service site. Describe the history and the setting of the site.

Week 4

Describe the socio-economic causes of the site's concerns. Describe the strategies and techniques that the student program and/or site uses to alleviate the concerns.

Week 5

Study the roles of gender, social class, and ethnicity on the components of the population's problems.

Week 6

Give a critical evaluation of the concerns and problems. What techniques work or don't work in solving them?

Week 7

Study the political dimensions of both the student and site organizations. What are the power relations in defining and resolving the problems?

Week 8

Specify any concepts or skills you have learned from your community service experience.

Week 9

How can anthropology help resolve the population's problems?

Week 10

Have the student and site organizations been successful in promoting social change? Please give a final evaluation of the community service experience and the EIA program.

Give me (Jeannie) a call at 825-2333 or 473-4119 if you have any questions or problems. You're also welcome to call me if you would like to talk about your site experiences or if you would like for me to go over your journal entries before the due dates.

EIA Evals. (Jaanu)

libraries to visit. We could have played softball on the intramural sports field. I wish I had the time to expose these children to more of what my life is like, and I wish I could have learned more about how they see theirs.

Week 10

I guess my final evaluation is "a little bit of experience is better than nothing." Although I sometimes doubt it, I think that I must have made an impression on Chris. The experience of being around an older young person would be quite a memory, if I were his age. On the whole, I think the program might have been more effective if the tutors were aware of things like the environment of these children, their backgrounds. I wish everyone had already known about keeping order and what the purposes of the program are.

Overall, I'm surprised how much I enjoyed tutoring and wish to continue doing it. I'm beginning to look into teaching careers. I'm very thankful that EIA exists, because "getting out there" is so important. For the first time I was trying to apply concepts in this class to an activity other than paper writing (which is also an experience!). This quarter has been a low point in my college years, and EIA was exactly what I was looking for. I felt that I was always motivated, and I never missed a session, although I missed classes. My experience with EIA has given me a boost of confidence as well. I will look further into community service and internships.

Mary Yogi
Anthropology 60
Education in Action
March 3, 1991
Site: AEP, Chinatown

Week Ten

Have the student and site organizations been successful in promoting social change? Please give a final evaluation of the community service experience and the EIA program.

I think AEP has helped the students in Chinatown. We have provided a necessary role model, educational personal tutoring and a big bro/big sis to depend on. I think my kids would have grown up just fine without AEP but I think AEP gave them something "extra" in their education. They have seen many successful Asians that "made it" and this will give them something to strive for. (I am not suggesting that college students are the greatest thing in their life though).

Regarding social change in the society, I don't know how much we can do. We cannot give the parents a better education, but we can try to reach their children and give them a better education so another generation is not spent in Chinatown. We cannot end discrimination, but we can try to give the children some modes of fighting it. We cannot give them a better place to live, but we can help them get better jobs so they can change their living conditions.

By tutoring and playing with children, we cannot change the world that way. I think our service is indirect and the fruits of it will be seen later.

I think AEP is running smoothly now and they are successful in achieving their goals. The tutee leaves with a friend and help with their studies. The tutor is rewarded with the satisfaction of giving to the community. The thanks from the kids is instant--with a smile or a hug. For those without younger siblings, the kids fill that void. For those who want kids, we can see what they could be like

world of "educated" people and enter a society we would normally have no access to.

If we are to be tomorrow's leaders, we need to find out first hand about the people we share the world with. We need to learn their special needs and how we can make changes. It is necessary to end our indifference to a community we don't know and address their problems and concerns.

This education is probably the most valuable one we can ever receive-- and we aren't just *receiving* it, we are *giving* it too.

As for the structure of the program, I think the journal questions were fair although some people had some difficulty adapting them to their site. The reflection groups were great but one might considering meeting more often or for a longer period of time. We seemed to run out of time often. Or the size of the group could be decreased to five to allow more time per person. I think the journals should be collected every other week to make sure the student is keeping up. Perhaps the professor could also comment on the journals; I know s/he gets a copy, but I'd like his/her input.

Overall, a great experience and the best thing about my quarter!

Week 10

I believe that Special Olympics has accomplished quite a bit in the area of social change. The organization exists in all of the fifty states, U.S. territories and several foreign countries. It has provided a means of self esteem for participants who may not receive any other encouragement aside from Special Olympics. It has given the handicapped an opportunity to meet other handicapped people in a casual fun environment and to keep the participants physically and mentally active.

I feel I have been active in promoting social change by participating this quarter. Hopefully I've helped change someone's life in a small positive way by providing encouragement, being a friend and role model.

I have completely enjoyed the EIA program and my community service experience. I am very impressed that this type of program exists at UCLA and hope it always continues to exist. I had a lot of fun with the Special Olympics kids and hope to continue working with them next quarter. I also plan on taking Anthropology 60P working with Amnesty International. Our reflection meetings were always fun and interesting. Tarnie did a great job and was always helpful and available.

David Kebo
Anthro 60
Prof Hammond
3/10/91

Week 10 Journal


I feel that EIA, Project Mac and MacLaren Hall have all been successful in promoting social change. I evaluate all three very highly.

Project Mac was a great program. I enjoyed it thoroughly and am planning to go back next quarter. I met some interesting volunteer students and made some cool Mac friends. Playing with the kids made me feel like I was making a change. Project Mac shows the kids that college is an alternative to joining a gang. I think Project Mac also helps kids to learn about kids from other backgrounds and how they live and think. I felt Project Mac was an excellent program. The kids were great and I miss them already. I hope some of them are still there next quarter.

Though I had some doubts about MacLaren Hall in the beginning, these doubts are for the most part gone now. MacLaren Hall, or at least my cottage, was well run by good people who, though strict at times, seemed to care a lot about the kids. MacLaren provides a great deal of services for its kids including individual psychological counseling to help them to deal with the traumas of the past. I believe that MacLaren Hall is indeed a very

useful community service that serves its purpose well and is a vital link in promoting social change.

EIA is an excellent program and I feel that more students should be encouraged to take part in it. I don't know if I would have worked for a community service program like Project Mac if it hadn't been for EIA. As it turns out, Project Mac was a wonderful experience and I'm going to continue it next quarter. EIA opened up a door for me. It made me feel like I was doing something, no matter how small. I think a lot of students would benefit from a program like EIA because, like me, they probably want to do something, but don't want to devote any time. EIA gives students a little initiative to take part in a community service program. I felt that I learned a great deal more about anthropology and I think I was more interested with the class because of EIA. Had I not been in EIA, I don't think I would have got as much out of Anthropology 60 as much as I did. The bi-weekly sessions were also good because they encourage me to think about what my community service program was doing and how I could possibly make it better. These sessions were also good because I got to discuss problems with the program with other students, and to discuss their program's problems as well. I feel that every student should take part in a program like EIA; it will heighten his sense of social



responsibility and give him a view of something other than the normal college life.

Spring Quarter
1991

- Geo 3
- Soc 158
- PSSP 98F.

March 1, 1991

To: Professor Curry
Fr: Ramie Dare, Community Service Commission

Hello! How are you? I hope you are doing well. As promised (although a little late), we have put together a list of student run projects that you might be interested in having your Geography 3 students participate in. This list is not set in stone but is adaptable to your course needs. I have kept in mind your course themes of neighborhood, space, immigrants and political systems and suggest the following for you to consider:

Barrio Youth Alternative Project (BAYA): Students tutor weekly at Stoner Ave. Elementary and Carver Jr. High schools in an area populated largely by Chicano/Latinos. Students can study the perception of the barrio (their own and those of the residents), the culture, and segregation, politically and spatially from the outside. Students would work with youth who are in danger of being or actually are involved with gangs.

Incarcerated Youth Tutorial Project: Students teach incarcerated youth their Muslim history and heritage through weekly tutorials. Students can study the prison environment.

Amigos del Barrio: Students tutor weekly Chicano/Latino grade school children who attend Selma Ave. Elementary or Pio-Pico Elementary. Students can study the culture, segregation (as evidenced in their education system), and the barrio.

Hunger Project: Students can choose the agencies they would like to serve: At the Family Assistance Program of Hollywood, students visit weekly the residents of FAP, most of whom are families with children. Students can study the immobility of the homeless, the culture, segregation from many types of systems, and their use of their space (is it limited or do they use more space because they are homeless?) Students can also study these issues through their weekly visits at CLARE, a soup kitchen in Santa Monica.

Prison Coalition: Students can tutor at one out of four maximum security youth detention camps. Wards aged 12-18 are provided assistance with their academic work by the students. Students can study the prison environment/culture and use/perception of space.

Project PANCAKE (People Assisting Non-reading Children and Adults with Knowledge and Education): Students tutor adults with deficient reading/comprehension skills on a weekly basis. The tutoring occurs at the Watts Public Library, so most of the tutees are from the area. The environment/segregation of Watts is a study in itself. Students can study the lack of access to services, skill/training, and employment of Watts area residents, relate the cultural geography to spatial geography. This type of study can actually be done for all of the projects.

It will also be interesting for students in several of the above projects to compare the cultural geography of their target population with that of UCLA. Most of the above projects also bring their tutees/students for tours at UCLA and it would be interesting to see what the students observe about the tutees/students' reactions as they leave their school/residence and come to UCLA. Am I on the right track? Perhaps you can give us some feedback on our suggestions. Please check off or mark in some way those projects and agencies that appeal to you the most and we will arrange for those to be linked to your class. We would like to keep the number of projects/agencies manageable. Please give me a call at x52333 and I will call you sometime in the middle of the week.

POSSIBLE FIELD SITES FOR CULTURAL GEOGRAPHY
GEOGRAPHY 3, PROF. M. CURRY, SPRING 1991

California Museums of Science and Industry
Various projects tailored to students' experiences and interests,
including environmental exhibits
Contact: through Field Studies

California Conservation Corps

CalPIRG
Field study opportunities in public interest research and
legislation
Contact: Julie Miles/Andre Delattre, (213) 278-9244

Central American Refugee Center
Center deals with social, health, housing, and legal problems of
Central American refugees. Spanish speaking student
required/prefered.
Contact: Lynn Halpin, (213) 483-6868

City of Culver City
Variety of tasks, including city policy analysis.
Contact: Bob Narquist, (213) 202-5755.

City of Los Angeles- Planning Department
Projects related to affordable housing, mapping, land use survey.
Contact: Nancy Burke, (213) 617-8295

Clinica Monsenor Oscar Romero
Contact: Celia Grail, (213) 389-0288

Economy and Efficiency Commission
Contact: John Campbell, (213) 974-1491

4-H UC Cooperative Extension (Urban Programs)
Many youth programs, including environmental and gardening
projects.
Contact: Bob Reynolds (213) 744-4863

Estelle Van Meter Multi-purpose Center
A true community center; provides many services to residents of
South Central L.A.
Contact: Estelle Van Meter, (213) 778-9733

Los Angeles Conservation Corps
Program for disadvantage youth, 18-24, who do community work in
hillside maintenance and clearance and other related tasks.

Los Angeles Partners in Learning- Mar Vista Gardens
A housing project with many community activities including a
community garden
contact:

Mono Lake Committee
Contact: Betsy Reifsnider, (818) 972-2025

NALEO
Contact: Rafael Gonzales, (213) 262-8503

People For Parks
Contact: (213) 474-4248

Sierra Club
Contact: Ellen Greif, (213) 387-4287

Southern California Association of Governments
Contact: Barbara Dove, (213) 236-1800

St. Joseph's Center
Contact: Marian Gallagher, (213) 392-5101

GEOGRAPHY 3: SYLLABUS

Spring 1991

Dr. Michael Curry

INTRODUCTION

Geography 3 is a one-term introduction to modern cultural, social, and historical geography, and to subsequent courses in these fields in the Geography Department at UCLA.

Geography is one of the oldest of disciplines, dating in the West to well before the birth of Christ. Traditionally it has had three foci. One is the way in which humans have changed the face of the earth. The second is the way in which people have created places, or centers of meaning on the earth. And the third is the way in which people have created systems of order on the earth. In this course we shall consider each of these themes.

The course will consist of lectures three times per week and a discussion session once a week. There will be one mid-term exam and a final exam, both of which will cover materials covered in class and in the readings. The midterm exam will be worth 25% of your grade; the final will be worth 35%. The final will cover all of the material in the course. Participation in discussion sections will be worth 10% of your grade. The remaining 30% of your grade will be based on either a final project or your participation in the field studies unit of the course. You must decide by the end of the first week of classes which option you wish to take, and you may not later change your mind.

The grading for the course will be done on a curve. I do not, however, have some abstract scheme which determines how many A's and how many F's I will give out; rather, this simply means that people whose performance falls into the same general range will receive the same grade. In general, improvement in performance over the course of the term will be given consideration in the computation of final course grades.

The readings for the course are listed below. Please try to read the appropriate items as we begin discussion of each new topic.

My office is at 1156 Bunche Hall. My telephone there is 825-3122. My office hours will be MWF, 11:00 - 12:00.

TEXTS

The following are available in the ASUCLA bookstore. We shall be reading almost all of each of the required works. I recommend the book by Carter as an adjunct, but will be making no explicit assignments from it.

Required

Cowan, Ruth Schwartz. More work for mother: the ironies of household technology from the open hearth to the microwave. New York: Basic Books, 1983.

Hughes, Thomas Parke. American genesis: A century of invention and technological enthusiasm. Harmondsworth: Penguin, 1989.

Ritvo, Harriet. The animal estate: The English and other creatures of the Victorian age. Cambridge: Harvard University Press, 1987

Tuan, Yi-Fu. Landscapes of fear. Minneapolis: University of Minnesota Press, 1979

Recommended

Carter, Paul. The road to Botany Bay. Chicago: University of Chicago Press, 1987.

6 May	15. Reshaping nature: Food and agriculture in the modern world	Cowan: 40-68 Ritvo: 45-81
8 May	16. Reshaping nature: Medicine and public health: Declawing nature through technology	Ritvo: 125-202 Tuan: 87-104
10 May	17. Systems of order: Property and land: Buying and selling space	

13 May	18. Centers of meaning: Place in the modern world: The individual in neighborhoods and suburbs	
15 May	19. Systems of order: From workplace to factory	Hughes: 184-352
17 May	20. Guest lecture: Denis Cosgrove	Cowan: 69-101, 151-216

20 May	21. Centers of meaning: The company town	
22 May	22. Centers of meaning: On utopia	Cowan: 102-50
24 May	23. Centers of meaning: Conservation, environmentalism, and the nostalgia for nature	Ritvo: 243-88

27 May	NO CLASS (HOLIDAY)	
29 May	24. Reshaping nature: On pets: Domesticating nature	Ritvo: 82-121
31 May	25. Centers of meaning: Landscapes of fear	Tuan: 130-201

3 June	26. Centers of meaning: On preservation and the nostalgia for place	
5 June	27. System, nature, and place: Nuclear winter, the greenhouse, and the earth as organism	Tuan: 209-17
7 June	28. Conclusion	

GEOGRAPHY 3: INTRODUCTION

I. COURSE REQUIREMENTS

- A. Examinations: 60%
 - 1. Midterm: 25%
 - 2. Final: 35%
- B. Discussion sections: 10%
- C. Project: 30%
 - 1. "Regular" Project
 - 2. Field studies alternative

II. INTRODUCTION TO THE COURSE

- A. What is cultural geography?
- B. Course topics

I. SHAPING THE FACE OF THE EARTH

- 1. Food and agriculture: Domesticating nature
- 2. Food and agriculture: Traditional ways of life
- 3. Extracting from the earth
- 4. Food and agriculture in the modern world
- 5. Medicine and public health: Declawing nature through technology
- 6. On pets: Domesticating nature

II. CENTERS OF MEANING

- 1. Memory, naming, and the ritual of place making
- 2. Hearth, home, and the public versus the private
- 3. Place in the modern world: The individual in neighborhoods and suburbs
- 4. The company town
- 5. On utopia
- 6. Conservation, environmentalism, and the nostalgia for nature
- 7. Landscapes of fear
- 8. On preservation and the nostalgia for place

III. SYSTEMS OF ORDER

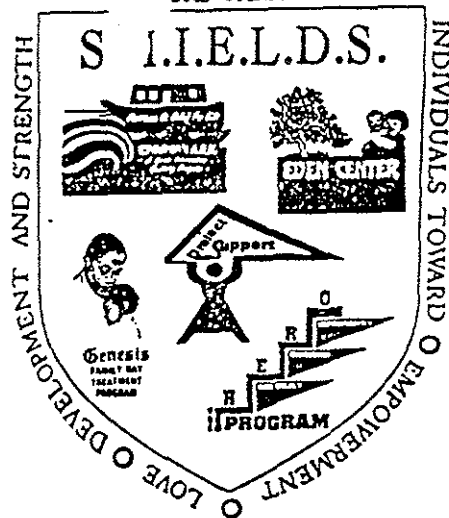
- 1. Science and religion: The maintenance and destruction of hierarchy
- 2. Transportation: In the age of natural constraint
- 3. Transportation in the age of the system
- 4. Exchange and the growth of a world economic system
- 5. Communication: Tying the world together
- 6. Energy from the windmill to the grid
- 7. Race: From tribe to stereotype
- 8. Property and land: Buying and selling space
- 9. From workplace to factory
- 10. Nuclear winter, the greenhouse, and the earth as organism

Joe Newton A131 Bundle

ph 55271

Office 8:30-9:30 MW

This week - T 11-1, R 8-10



The SHIELDS for Families Projects are affiliated with the King/Drew Medical Center, Department of Pediatrics and are comprised of six therapeutic non-residential programs for drug and alcohol abusing women, their drug-exposed newborns, high risk siblings, and affected family members. SHIELDS' goals are to: (1) reduce the incidence of drug/alcohol-exposed infants; (2) increase the number of drug/alcohol abusing women seeking prenatal care and treatment; (3) help them maintain medical and drug treatment; and (4) strengthen their biological families through re-parenting, parent skill building, youth services, and child care. To increase the number of infants and children cared for within their biological families (vs. foster placement), SHIELDS Projects provide these family support services in both Center and home-based settings. All programs interact closely with the King/Drew Pediatric Department and all infants and children are followed in High Risk and Continuity clinics. Projects are staffed by multidisciplinary personnel with cultural sensitivity to multi-problem families in need of "habilitation" and rehabilitation. Because potential clients present in various states of "readiness" for program participation, SHIELDS affords several avenues of access to therapeutic settings with differing levels of program involvement and intensity. SHIELDS Projects include:

The EDEN Int: Child and Family Development Center is a program of developmental assistance and child abuse prevention serving drug-exposed newborns and their families with special needs. The EDEN Center is an intensive outpatient project that serves clients for the longest term of all The SHIELDS Projects (12-15 months regularly). EDEN participants are generally higher functioning and most willing and motivated to make a long-term commitment (up to two years at EDEN) to recovery and family-building within the structure of the therapeutic, cooperative Center and home-based components of EDEN. EDEN took its first participants in December 1987, and has served about 40 women and more than 100 infants and toddlers; all referrals are from MLK. The EDEN Center was established by a \$110,000 grant from United Way of Los Angeles Discretionary Funds. Continuing support is from donations, as well as an annual \$25,500 grant from child abuse prevention funds from Los Angeles County Department of Children's Services.

Project Support has the largest client population annually with the least intensive programming. It offers regular group counselling sessions on a long-term basis, home visits, and limited child care for recovering women and their drug-exposed infants and young children. Project Support accepted its first clients in January 1988, is based at the King/Drew Medical Center and receives all its referrals directly from the Martin Luther King Hospital nursery. Women involved in Project Support are generally contacted following delivery of a drug-exposed infant, prior to the infant's discharge from the hospital. Participants of other SHIELDS projects may attend Project Support group counselling sessions. Project Support receives \$120,000/year from the Los Angeles County Drug Abuse Program Office and has served more than 400 women and 800 children since it was established in January 1988.

The Children's A.R.K. assistance and Relief for Kids): a Cal:is Intervention Nursery and Educational Respite Program, serves drug-exposed infants, their mothers and siblings up to age four, grandparents and other relatives who are caring for drug-exposed babies and their siblings. The ARK is a short-term out-patient program that provides crisis intervention and respite to prevent child abuse/neglect and possible removal of the child from its family by helping in crisis resolution and a range of therapeutic services. A 24-hour WARM LINE is a special crisis intervention feature of the ARK. Referrals to the ARK are made from the Los Angeles County Department of Children's Services. The Children's A.R.K. is a demonstration project funded by the federal Administration of Children, Youth and Families in January 1989 for 34 months at a total cost of \$299,000. It accepted its first clients in June 1989 and serves about 70 families with more than 175 children annually.

The Genesis Family Day Treatment Center opened its doors to clients in October 1990. The Day Treatment Center offers a 7 day/week comprehensive intensive outpatient drug and parenting program for 6 months for substance abusing pregnant and parenting women who deliver within the Martin Luther King Hospital catchment area with most referrals coming from the King/Drew Medical Center. Genesis is funded as part of a 3-year State pilot project, "Services for Alcohol & Drug Abusing Pregnant and Parenting Women and their Infants", receiving approximately \$420,000 per year from the Los Angeles County Drug Abuse Program Office and Office of Alcohol Programs. As part of the pilot, Genesis works collaboratively with other pilot components which provide case management services for the 120 women, their infants and children under four years of age who will be served at Genesis annually.

Field Studies Urban Sociology

The Field Studies component for Urban Sociology is designed to complement academic instruction by providing interested parties with personal experience in a community service program.

Participants will spend 3-5 hours a week of direct service to these programs or agencies. Potential programs include: Amigos del Barrio, Armenian Tutorial Project, Asian Education Project, Hunger Project, and Prison Coalition.

Students will keep a journal of their experiences "in the field" and will answer specific questions which are designed to integrate material from the readings and class lectures with their experiences and observations in their community service projects. Participants will also meet every other week at an additional discussion section. These sections will be led by one of several UCLA alums and will give you an opportunity to share your field experience with other students.

Students enrolled in the field studies component for Urban Sociology will be excused from the final paper.

Only 30 students can be accepted in this option. Thus, sign-ups are on a first come basis.

Sign-Up: Step 1 Interested students are asked to sign-up in Sunche Hall 9343 by Tuesday, April 9. Sign-up sheets will be available during Gilda Ochoa's special office hours from 11:00-12:30 on Wednesday afternoon and 12:30-2:30 on Thursday afternoon. You may also sign-up during her regular hours: Tuesdays 11:30-2:30.

At the time that you sign-up, you will be given a list of field sites, journal questions and a sample journal.

Step 2 Once you have selected a project that you are interested in, it is your responsibility to call the contact person for that project and arrange your hours with him/her. Students will be expected to complete their first visit to their field site by the end of the second week.

Step 3 Discussion sections begin Week 3 and will meet Weeks 5, 7, and 9. The times and places are:
 Section 1: Mondays 1:00-3:00 Men's Gym 201 E. Schwartz
 Section 2: Mondays 6:00-8:00 Men's Gym 210 P. Cyner
 Section 3: TBA Men's Gym 201
 Attendance at discussion sections is mandatory.

STUDENT-RUN COMMUNITY SERVICE PROJECTS

Almost all of the projects have schedule orientations at which prospective volunteers can learn about the project's mission, activity schedule and depth of commitment. Students are highly encouraged to attend these orientations, which are scheduled through Weeks 1-3. Please check the *Daily Bruin* for ads or meet with your field coordinator.

LOS ANGELES (DOWNTOWN AND EAST LA)

Amigos del Barrio 411 Kerckhoff Hall, 825-2217

Amigos provide academic and emotional support to elementary school children. Activities include tutoring, art s& crafts, field trips, a mural painting project, camping trip, and tutor get-togethers.

Sites: Pio-Pico Elementary, LA Wednesdays 1-4:30pm
Selma Avenue Elementary, Hollywood Thursdays 1-4:30pm

Asian Education Project 411 Kerckhoff, 825-2417

AEP offers academic, cultural, and social activities to Asian immigrant school children at Castelar Elementary School in Chinatown on Saturdays. 9am-2pm.

Hunger Project 408B Kerckhoff, 825-2600

The Hunger Project seeks to alleviate the crises of homelessness and hunger in LA through activities at sites such as the Chrysalis Employment Agency, Family Assistance Program, Fred Jordan Mission and CLARE soup kitchen. Please call for the site visits schedule.

Korean Tutorial Project 411 Kerckhoff, 825-4724

Tutors work with Korean American youth in Koreatown develop their English skills and to encourage the junior high school students to pursue higher education.

Sites: Berendo Jr. High School Tuesdays and Thursdays, 2:30pm-7pm
Virgil Jr. High Mondays and Fridays, 2:30pm-7pm

Pilipino Recruitment and Enrichment Project (PREP) 409 Kerckhoff, 825-2727

PREP volunteers serve as tutors, counselors and role models to Pilipino American youths who face language barriers, culture shock and the model minority myth.

Sites: Marshall High School Wednesdays and Thursdays, 2-5:30pm
Virgil Jr. High School Tuesdays, 2-5:30pm

Barrio Youth Alternative Project (BAYA) 102 Men's Gym, 825-5969

BAYA volunteers provide alternatives for high risk youth from the areas of West LA and South Central Los Angeles. Activities include field trips, tutoring, boxing and weightlifting programs, and cultural presentations. Please call for site visit schedule.

SOUTH CENTRAL LOS ANGELES

Making a Difference 411 Kerckhoff, 825-2333

Volunteers tutor students at Dorsey High School in the Crenshaw area who experience difficulty in a variety of subjects. Tutoring sessions are Monday thru Friday, 10:30am-12:30pm.

Project PANCAKE 203 Men's Gym, 206-1366

People Assisting Non-reading Children and Adults with Knowledge and Education seeks to address the problem of illiteracy among adults in the Watts and Mar Vista areas. Tutors are required to make a six month commitment.

Sites: Los Angeles Public Library, Watts Branch Mondays and Thursdays 3-7pm (adults) and
Mondays and Thursdays, 3-7pm (children).
LA Public Library, Mar Vista Branch Tuesdays and Thursdays, 3-6pm

Project SHARE 406 Kerckhoff, 825-2415

Students Helping and Reaching Education serves low income students of elementary to high school levels in the Crenshaw area and South Central LA through tutorials, field trips and educational programs.

Site: Coliseum Street Elementary, Wednesdays and Thursdays, 3-5:30pm

WESTSIDE

Hunger Project Please see above description.

Project PANCAKE Please see above description.

Senior Citizen's Project 411 Kerckhoff, 825-2217

Through regular visits, volunteers help restore the self respect that has been lost by the convalescing elderly who feel unappreciated and unwanted.

Sites: Berkshire Gardens Sundays, 1-4pm

Chevrolet Gardens Mondays, 3-5pm

Partners in Learning 203 Men's Gym, 206-5523

UCLA students mentor to sixth grade youth who are at risk of dropping out of school and participate in individual and group activities. Please call for activities schedule.

THE VALLEYS

Armenian Tutorial Project 408B Kerckhoff, 206-4144

ATP tutors help Armenian American immigrant youth in Glendale develop English skills and to acculturate in their home.

Sites: Toll Jr. High Tuesdays and Thursdays, 205pm

Glendale High School Saturdays, 9am-2pm

Prison Coalition 411 Kerckhoff, 825-2415

Volunteers offer tutoring, friendship and hope to inmates at several juvenile probation camps.

Tutoring sessions are Monday through Thursday evenings, 5:30pm-9pm.

Project MAC 411 Kerckhoff, 825-4724

Volunteers provide emotional support to abused children at MacLaren Hall in El Monte, on Thursdays, at 4:45pm-9:30pm and Saturdays, at 9am-2pm.

Working for Immigrant Literacy Development (WILD) 406 Kerckhoff, 206-8025

WILD volunteers help meet the educational needs of young Chicano, Latino, and Asian immigrants in the Rosemead/Monterey Park area, with specific attention to literacy development.

Site: Garvey Intermediate School Saturdays, 8am-2pm

GARDENA

Vietnamese Refugee Aid Committee (VRAC) 409 Kerckhoff, 206-5999

Volunteers tutor Indochinese youth in English and Vietnamese at the Indochinese Youth Center on Saturdays, 8:30am-1pm.

PSSP 98F

PSSP 98F Substance Abuse in the 1990's

Instructors:

Dr. Jeffrey Wilkins
478-3711 x4012
824-6637 x4012

Dr. Sylvia Boris
478-3711 x2720
824-3169 x2720

Grading Scale

20% Class Presentation
30% Class Discussion
50% Final Paper or Education In Action Field Component*

***ELA Field Component Breakdown**

30% Class Participation and Journal
20% Wrap-up Paper

Presentations

Choose one topic which best suits your interests and develop a presentation for the class.

Topics are as follows:

4/18 Epidemiology
4/15 Etiology
4/22 TBA
5/6 Social Policy
5/13 Field Experiences
5/20 Gender and Minority Issues
5/27 Treatment Issues
6/3 Other Addictions

PSSP 98F--Journal Topics

- Week 2: What do you hope to learn through PSSP 98F? What are your expectations from the field placement?
- Week 3: What is the goal of the agency where you are serving? Who does it serve? What are its range of services?
- Week 4: What is the organization of the agency? Is there a different implicit than explicit organization? Who holds the power? How does the cultural background of the staff compare to that of the clients? Do you think it matters? Why/Why not?
- Week 5: Describe the agency's neighborhood and its impact upon you. Describe the clients and their impact upon you. Describe the staff members and their impact upon you. Describe the agency's impact upon you.
- Week 6: Write about topic A or B, depending on which topic best suits your field site.
- A) What is the agency's conceptual model of addiction? Does the treatment truly reflect the model? What social problems impact upon the efficacy of the services provided by the agency?
- B) How does your site agency handle the issues of substance abuse in the clientele population? Are there substance (and/or related issues) prevention and/or intervention programs provided for the clientele? What social problems impact upon the efficacy of the services provided by the agency?
- Week 7 Write about topic A or B, depending on which topic best suits your field site.
- A) Describe an addicted individual you encountered. How did his/her life contribute to the addiction? What does the person now wish to do about the addiction? Is he/she realistic? Why/why not? How did the individual affect you personally?
- B) Describe an individual who has been affected directly or indirectly by the problem of substance abuse (i.e. was/is an abuser, was affected by an abuser, surrounded by gangs and/or substance activities). How is his/her life affected by the problem (i.e. lives in poverty, quality of education is affected, pressure from gangs)? How did this individual affect you personally?
- Week 8 Write about topic A or B, depending on which topic best suits your field site.
- A) Now that you have been in the field, what is your model of addiction? What works/doesn't work in treatment? How would you change things?
- B) What kind of substance prevention and intervention program can you recommend for the individuals at your site? How would you implement your recommendations?
- Week 9 Please give a final evaluation of your field site and the Education In Action Program. Do you have any recommendations for any improvements in the program?