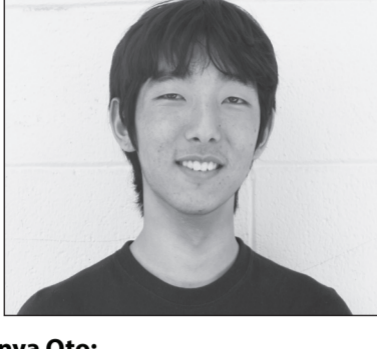


What was the most interesting thing you learned during your project?

By ELLEN FINN
HUB Staff



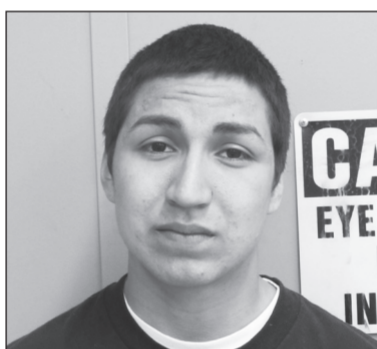
Kenya Oto:

"We re-did the doll test and a lot of kids chose the white doll as the best so it's interesting to see that even in a sheltered community, we're still pretty stereotypical."



Kelly Strickland:

"We studied pressure from peers to use drugs and alcohol on sports teams. We found that the most pressured teams were the football and water polo teams."



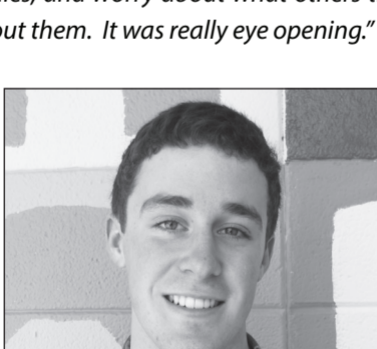
Guadalupe Montes:

"We studied disciplinary action on minority students compared to others at DHS. African Americans appear to be picked on the most in terms of discipline."



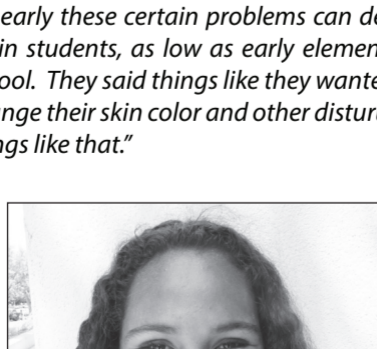
Alexandra Curro:

"It was really interesting to learn about when self image issues arise, and how children evolve to start thinking about their bodies, and worry about what others think about them. It was really eye opening."



Dominic Fio:

"We focused on body image issues in children. It was interesting to see how incredibly early these certain problems can develop in students, as low as early elementary school. They said things like they wanted to change their skin color and other disturbing things like that."



Suleikha Sutter:

"We studied athletics and how it affects academics. I thought it was interesting that out of the people that we surveyed, the athletes had a higher GPA than the non-athletes."

Demographic alter views on gays

Researchers: Irene Rutazihana, Adriana Lowry, Emily Kim, Louise Jensen, Quinn Williams, Evan Mathews, Jade Miller

Throughout history, gay people have faced hate crimes and unequal treatment in the process of fighting to gain the same rights as heterosexuals. Because of increased awareness about the LGBT community, many people have become more accepting toward homosexuality in recent years.

One RSJ group chose to research how the age, gender, or race of a person affects their view on this issue. The researchers discovered that older generations have a harder time accepting gays than younger generations. Their surveys suggest that intolerance is still significantly higher in older generations in comparison to the higher number of students who don't find homosexuality acceptable.

They also noticed that those who don't accept homosexuality feel very strongly that it is not right. Surveyed subjects reported that "it against nature" and "homosexuality is not found in nature except for in rape."

The quotes surprised the researchers because of how harshly some people feel about the issue.

A trend was also evident when comparing the acceptance of homosexuality by males and females. Based on the graph, females tend to be more accepting than males.

Social media affects teenagers' self esteem

Researchers: Abby Shade, Josh Greenfield, Elli Meinert, Natalie Costa, Caleb Chadderton, Victoria Leung, Barrett George

While social media presents many advantages, one group discovered that there are several serious that come out of such a vast networking system.

After reviewing the collected statistics, the group concluded that social media is a major cause of self-harm, bullying, and negative self-image among Davis teens. In addition, surveyed students reported that they have been bullied or bullied others while online. Others reportedly felt poorly about themselves prior to going on social media sites.

They say one of the most hazardous things about social media is the lack of privacy that comes with posting something online, since teens especially often post without thinking twice about the potential repercussions of their actions.

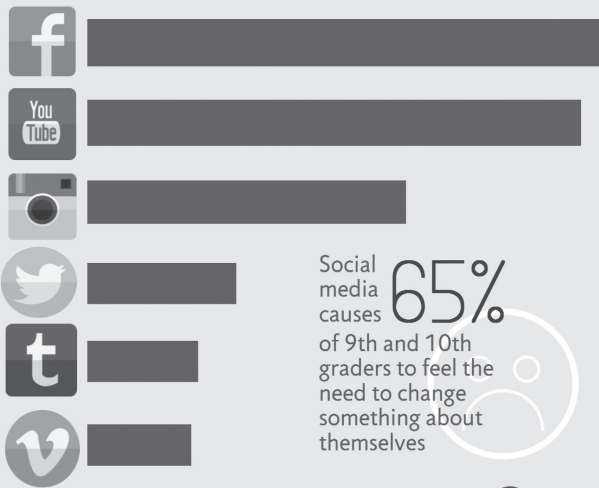
The group of researchers were alarmed by the data and suggest that parents be more involved with their children's use of social media sites, especially parents of younger children.

To resolve this, the group proposed that DHS host mandatory assemblies that inform students of the responsibility that comes with being part of a social media site as well as remind individuals that they should be more conscientious about their actions online.

Research findings from Race and Social Justice projects

Social Media

What do students use the most?



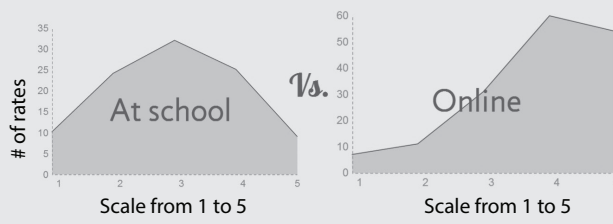
35-40% Of the most popular vines each month depict racial stereotypes

84% Of students believe you can be racist toward your own race

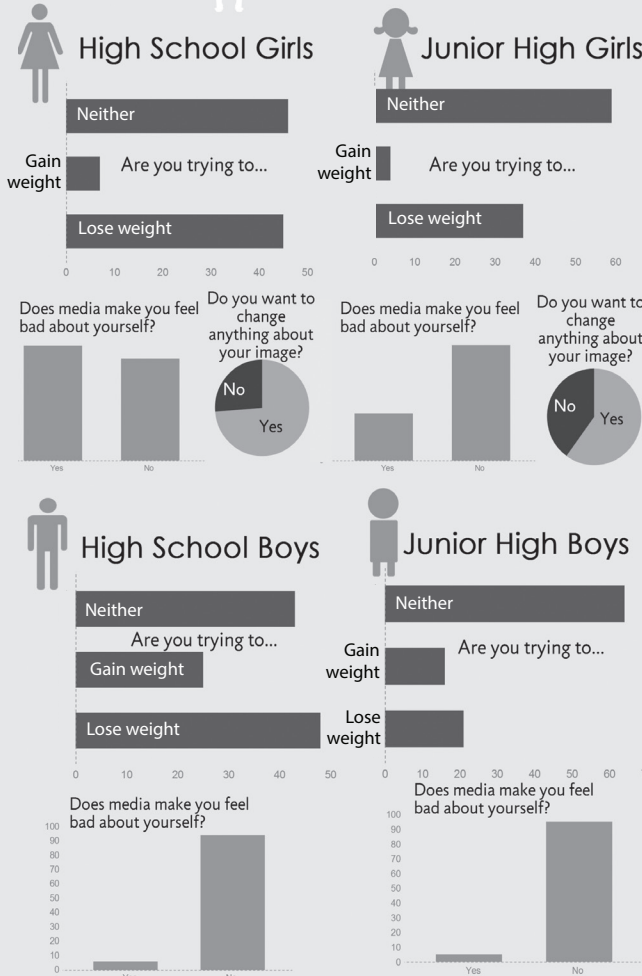
85% of female seniors Compare themselves to others as a result of visiting social media

54% of male juniors

Students rate how often they see racial stereotypes...

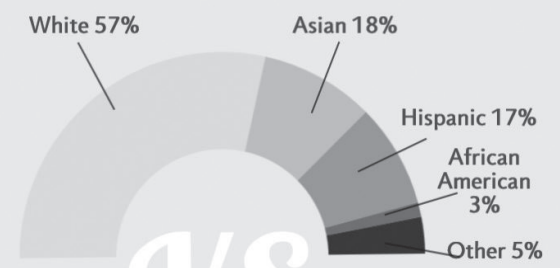


Body Image

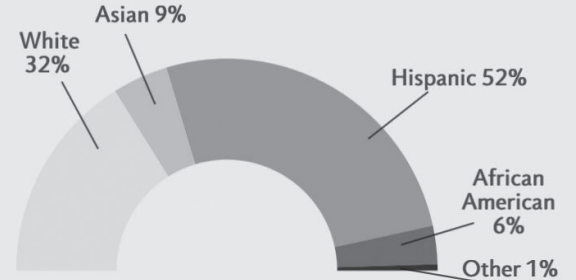


Discrimination

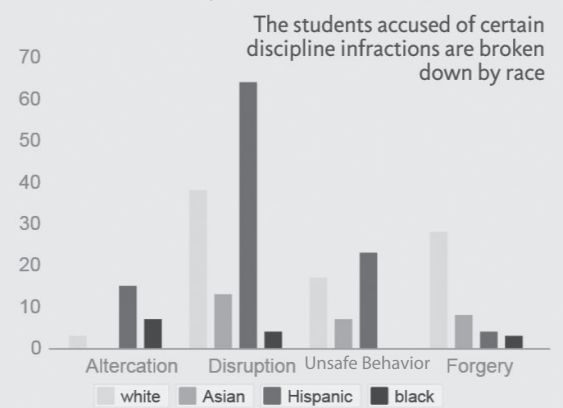
Racial distribution at our school



Racial distribution of truants

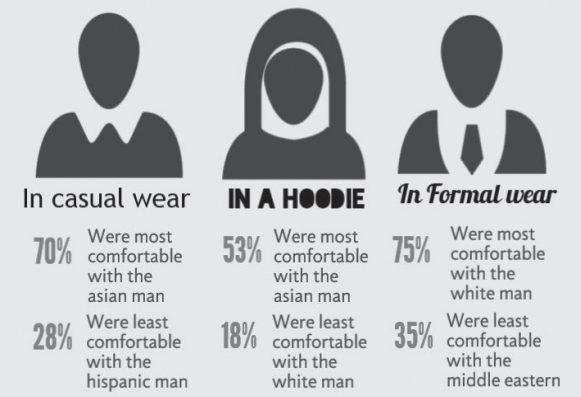


Other discipline infractions

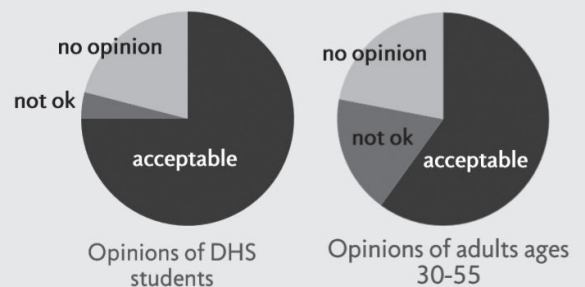


Comfort level in Clothing

Students rated their comfort level of images of men of different races in 3 styles of clothing



Gays & Lesbians



Race and Social Justice projects finally reach completion after months of hard work

Students compile and present a year's worth of research and investigation into social problems both at DHS and in the community

By ZOE JUANITAS HUB Staff

The process of completing the Race and Social Justice research projects began during first quarter, when some of the classes were introduced to the six major categories of race and social justice, and their respective subgroups.

These categories include race and social studies in entertainment, race and social studies in politics and government, civil and social studies, criminal offenses and their effect on race, student and DHS projects and gener-

al race and social justice. "Our group chose cheating stereotypes based on gender and GPA after looking through previous research project binders and deciding it was an intriguing topic," junior Claire Dicker said.

According to RSJ teacher Fern O'Brien, it's common for groups to hone in on a specific idea within their original topic. "Their original topic goes through many transformations," O'Brien said. "Through the continued dialogue among group members, the

topic is fine tuned and then research begins."

Junior Rachel Foley said that her group's topic evolved through the course of their research. "We started off finding information about the LGBT community at large, but then ended up looking at derogatory words and the etymology of the terms," Foley said.

The researching aspect of the project involved conducting surveys to hand out to

target groups, such as DHS students or other school sites in the

"Their original topic goes through many transformations. Through the continue dialogue among group members, the topic is finetuned and then research begins"

-Fern O'Brien, RSJ teacher

community, and creating graphs depicting any trends in the data.

Groups then went on to compose an essay analyzing their graphs and drawing conclusions about their topic.

Students were not able to choose their group members. This was supposed to give them exposure to the real-world issues that they might later encounter in the workplace.

"Working in a group is always difficult to organize. There were a lot of misunderstandings

with some of the surveys, but once we had the data it wasn't a problem," Dicker said.

Many groups found that it was easiest to divide sections of the project and assign them by person, and then have one member be in charge of overseeing the whole project.

At the end, each group had to present their findings in the form of a powerpoint that detailed possible solutions to try to stop their research problem.

The classes n voted for their favorite projects and the winners presented at the RSJ symposium

night, which took place on May 14 and was open to the public.

This extensive research project is a key aspect in setting RSJ apart from other U.S. History courses, since it teaches students to distinguish qualitative from quantitative data while also helping them develop skills related to research, statistical data and analysis.

Most importantly, O'Brien added that the class "allows them to be informed citizens and increase awareness of how the issues of race and social justice affects our society."