

2014

Fayetteville High School Photo Project: Community



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The Community & Family Institute

About the Institute

The Community and Family Institute is located in the University of Arkansas' Department of Sociology and Criminal Justice. The Institute was founded in 1997 based on the principle that community improvement, initiative sustainability, and program success are closely tied to assessment of needs, evaluation of community goals, and the development of appropriate and pragmatic responses to problems. The Institute is dedicated to helping people build better communities by collecting meaningful data, facilitating information-based planning, and developing custom research strategies for exploring important social issues in the Northwest Arkansas region and beyond.

The Fayetteville High School Photo Project is a partnership between Fayetteville High School and the Community and Family Institute. As part of the Adopt-A-Classroom project sponsored by the University of Arkansas' School of Education, the project's goal is designed to help students develop an awareness of their community through instruction, dialogue, and interacting with their community through photography. This project is part of an ongoing effort by the Community and Family Institute to document the NWA community through a number of different lens.

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We would like to thank all the participants in the Fayetteville High School photo project. In addition, we want to thank the Community and Family Institute research staff for their contributions throughout this report. A special thank you to Michael Drager for his work and vision in the organizing, printing and producing of the final photographs for the art show. Also thanks to Elizabeth Smith, Adopt-A-Classroom designer and coordinator with the School of Education at the University of Arkansas, for giving us the opportunity to participate in this program.

Finally, we want to thank the Fayetteville High School sociology classes and their instructor, Ms. Suki Highers. Their willingness to allow us to come into the classroom, provide instruction and engage in a conversation about community was instrumental to the success of this project. We believe that this report provides an accurate summary of the project, the student's and their teacher's efforts, and why our youth are an important part of the story that we have been telling about the NWA region.

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Chapter 1

Adopt-A-Classroom Project: A Partnership in Describing Community

Introduction

Adopt-A-Classroom Program

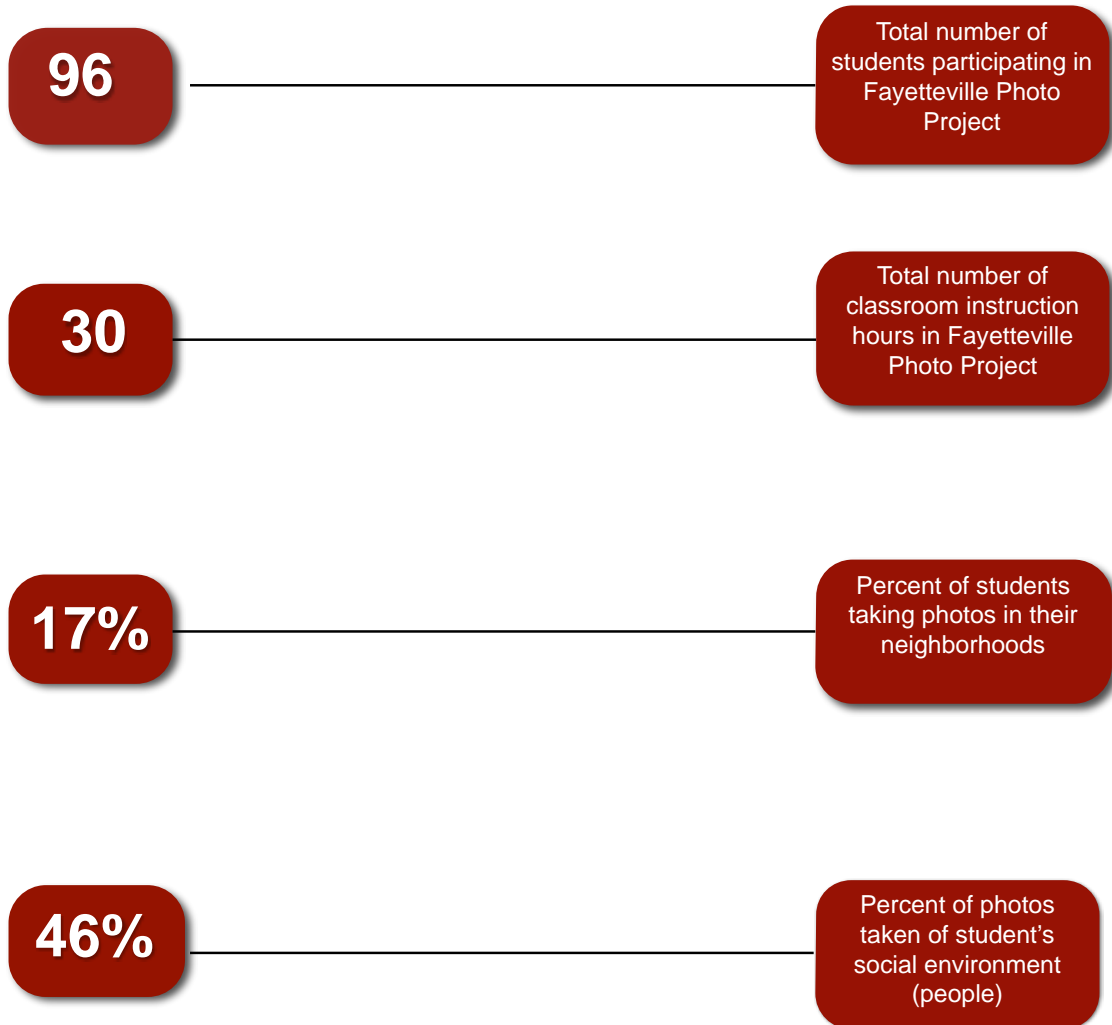
With funding provided by the Arkansas Department of Education, the University of Arkansas was part of a collaborative effort that brought together local schools and community partners to create the Northwest Arkansas Renewal Zone. This program was intended to create regional initiatives aimed at improving school performance and academic achievement. One of the programs developed to help with these Renewal Zone initiatives was the Adopt-A-Classroom project. This program placed University of Arkansas professors in area K-12 classrooms once a month for an academic year with the intention of leveraging University resources to assist with classroom instruction. By partnering with local K-12 teachers, University of Arkansas professors are afforded a unique opportunity to engage with students and teachers in classroom instruction, interactive dialogue, and mentoring relationships.

A Community-Focused Project

The Community and Family Institute (CFI) at the University of Arkansas has been working on a long-term project aimed at describing in detail the social, demographic, and economic climate of Northwest Arkansas. Beginning in 2008 with the Community Indicators Study and later in 2010 with the Northwest Arkansas Community Survey, CFI continues to document the social infrastructure of the region in an effort to give key stakeholders, service providers, and community agents of change an opportunity to better understand the region, its residents, problems, and programming aimed at addressing those problems with targeted solutions. One of the perspectives that has been missing from this community-level assessment is that of the region's youth; children and youth actively engaged in their community represents another important view of life in NWA that has been missing up to now.

With an opportunity to participate in the 2013-2014 Adopt-A-Classroom program, Dr. Kevin M. Fitzpatrick, Director of the Community and Family Institute was paired up with Fayetteville High School instructor, Ms. Suki Highers. Over the course of the academic year, Dr. Fitzpatrick and Ms. Highers implemented a curriculum designed for high school juniors/seniors that focused on community issues, understanding community quality of life, while raising community awareness among these students. With instruction on photography, writing, and project design, students were given an opportunity to go out into their community and take photographs that they felt best represented their community. The project was both for a grade as well as an opportunity to win prize money. CFI sponsored prizes for 5 sociology classes with three prizes per class. First place was worth \$100.00, second place \$50.00 and third place \$25.00. Judges from both the University of Arkansas sociology department and Fayetteville High School served as a team of evaluators; those students receiving the highest number of votes from the judges were awarded the prizes. The prizes were handed out at a "show" with all the pictures displayed for the public; over 50 people attended the public presentation with both Northwest Arkansas Times and Ozarks at Large doing stories on the Adopt-A-Classroom project.

By The Numbers



Project Purpose

Overall Project.

The purpose of the project is two-fold: 1) to introduce students to the concepts, theories, and sociological research related to community; and 2) to encourage and engage students in a conversation about their community through the assigned photo project.

Project goals include:

1. Students examine basic concepts of community.
2. Students understand sociological importance of community in the broader theoretical context.
3. Students develop an understanding of key elements of community's quality of life.
4. Students acquire basic skills on taking photographs through directed instruction on photography.
5. Students spend time taking photographs of their community, go through a peer evaluation, and provide a final picture to be submitted for their grade and the photography show.

Fayetteville High School and the University of
Arkansas Department of Sociology and
Criminal Justice present...

COMMUNITY

THRU

PHOTOGRAPHY

Please join us in a celebration of community. FHS students display the results of a year long project aimed at addressing:

"How Do You See Community?"

WHEN: Thursday, May 1 @ 6p.m.

WHERE: Fayetteville High School Fine Arts Wing

WHAT: Light Snacks & Music

Prizes to be
awarded to
best photos!



Focus Areas

Areas of focus for student photographs were categorized broadly into the following:

1. *Social Environment*: photographs that focused on the interconnectedness of people; families, friends, classmates, teammates, etc.
2. *Built Environment*: photographs that focused on the places, buildings, and a variety of physical structures that students felt connected to.
3. *Physical Environment*: photographs of the outdoors, nature, and the open space that students saw as important to defining their space and community.



The following are pictures taken by the sociology students in Ms. Highers' five sections of Sociology offered at Fayetteville High School. These photos are grouped into broad categories only for cataloging purposes; more detailed descriptions and overviews of these pictures and the students who took them are provided in Chapter 2 of the report.

Entertainment



What all our society is entertained by- books, music, technology. -- Hailey Ann Camille Harrod

Wherever You Are



Community is all about the feeling of safety and the sense of belonging. Nothing makes me feel like I belong as much as you do. -- Eugene Gerard Hennessy

Bounded Compatriot



Students seem confined and bored in other words "bounded," but compatriot with desires and beliefs as one generation to the next counting on the future. -- Lada Maria Otero

SOCIAL ENVIRONMENT

Fire Dancer



This is my cousin performing at the Fire Fly Festival. This is a good representation of my community because it shows how exotic Fayetteville is. The variety of people that come together to have fun peacefully is a good symbol of our local community. -- Kathryn Ann Marioni

When Growing Up Was Easy



Building relationships with people in your surroundings as you grow and develop into one. -- Macena Ruby McDade

Ash Wednesday



On Ash Wednesday, the Catholic community comes together to begin the season of Lent. During lent, we mourn and fast to show our love for Jesus. The ashes help us to recognize other Catholics within the community and to grow and love one another as brothers and sisters. We are all the same, "Ashes to Ashes, dust to Dust." -- Bridget Catherine Polach

Holding On to These Times



The most important thing to me about community are the close bonds you form with others around you. -- Julia Elizabeth Hartz

Big Family



This picture of my mother and I at the Botanical gardens represents community to me because community is like a big family, it's people coming together to make this place a better place to live. -- Emily Hannah Griffins

Razorback Community



This photo represents community to me as it shows a group of people coming together to watch and support a team they all love dearly. -- Cory Christian Spencer

Boys of Soccer



To me community is my teammates that will play whether it's seven in the morning or seven at night. My community is on the field with the players who love to play soccer. -- Jacob Connor Flannigan

Bright Future



This photo represents community with two little boys walking up the same path that their parents did when they went to college. -- Jasmine Yvonne Conley

Together



Community is coming together, building relationships, friendships and helping each other when needed. -- Amber Renea Brewer

Study Group



This photo means community to me because when I'm at bible study, I am together with my friends and we are discussing a topic we all relate to. -- Courtney Noelle Voigt

Walk in the Park



During a family vacation to New Orleans, I met Katlynn. After I took this photo I went to ask for her permission to use it for my community project, and we talked and to my surprise when I asked her where she was from and she said she was a full time student living in Fayetteville Arkansas. Our community never leaves us. -- Kristin Gayle Stovall

Fountain of Youth



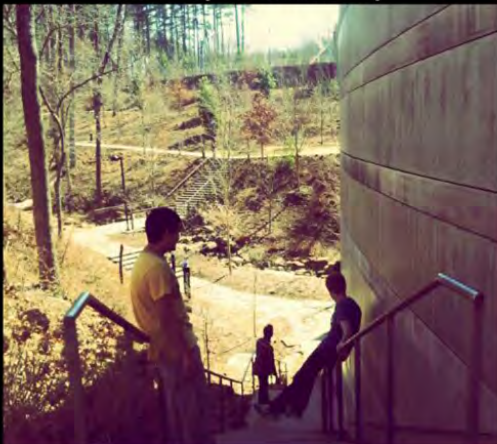
A young girl wanders around the tiled floor, curious about the water shooting out. At the same time, there is a group of people in the background trying to capture a picture before the sun sets. -- Skylar Jessica Davis

Diversity



Diversity is important because it provides our society and culture with unique perspectives that can create new ideas and changes that can be beneficial. -- Adriana Nicole Barnica

Stairway to Community



The mammals Of Fayetteville In their natural habitat. -- Ashley Marie Flowers

Friends



Friendship is key to the community because it brings happiness and enjoyment to each other. Friendship also helps people to build social bonds and develop trust. – Scott Arthur Reaume

Spirit



Community needs team work to achieve greatness with the help of many dedicated supporters. – Jazlyn Kiana Purnell

1 in 70,000



My mother is a working member of her community, working side-by-side with others from the community, a contributing member of society. – Hannah Victoria Mansfield

Redeemed



Coming together and being a part of one another's lives through Christ. – Raven Sapphire Rodriguez

Parks and Recreation



– Isabelle Star Teeter

When the Weather Is Nice



Friends running with hammocks behind them catching the wind like sails. – Alexander Joseph Abel

Together



Our wrestling team with each persons arm around another showing togetherness. The team is only as strong as it's weakest link and one community is as strong as its weakest link as well. – Jay Patrick Branch

Thursday Morning



I've moved around all my life, so for me, community isn't a place. It's a person. Thomas and I have been friends for three years. We're officers in our Gay Straight Alliance, and we are in a pre-college program called Upward Bound. We spend nearly every moment together.

– Paxton Cassidy Douglas

You Were Made For This



Young Life is an organization for adolescents and each year kids' lives are dramatically changed by the staff and volunteers who come alongside them and show that they care. Kids begin to realize that their lives have great meaning and purpose.

– Max Alexander Coppinger

Silhouettes in the Dark



This is a photo I took of my friends sitting outside the Jones Center on a Friday night. These people invited me to things when they thought I was a quiet exchange student, and did not stop inviting me to things when they realized I was not. It represents my community because these are the people I see and spend my time with everyday, and they have made my year in Fayetteville amazing. – Ingrid Oline Tveranger

Converse & Confetti



Maddie and I's Converse after the confetti was dropped at the Lorde concert. Concerts bring all different types of people from all over together to enjoy a mutual interest. – Leigh Anne Robinson

Footloose and Fancy Free in Eureka



Community with your two best friends in a local community known for its rich history and culture. – Addison Leann Keller

Room With A View



University of Arkansas students find a fun way to enjoy the break in winter weather sitting on a rooftop near a community park. – Morgan Evelyn Brumbelow

Day Stroll



Three men stroll down the sidewalk in downtown Kansas City. – Cloey Savanna Grote

Pig Sooie



Community... made up of the whole Razorback Nation coming together as one to support the Razorback Basketball team. – Cade Warren Huckaby

Friendship



My community made up of my friends and family. – Alondra Sarahi Guerrero

Baseball



The community all gathers together to watch baseball. This is one of my favorite places to be in Fayetteville. Everyone wearing red to show their spirit, with a hotdog in hand and screaming, crazy fans! – Courtney Camron Hensman

Stand



You see one person in particular standing and raising their hand. It takes one person to stand and make a difference to initiate a community that stands together; a community that is different from the rest—in the best way. – Mary Lottie Mcwha

Diverse, Dynamic Community of Believers



Family, friends, and faith all in one place. Young, old, black, white all in one place. Sharing a connection that binds us together. – Eseanti Danielle Johnson

Assorted Company



This image represents community because it shows the congregation of diverse people of different ages and racial and ethnic background. – Christina Rose Cunningham

Woo Pig Sooie



This photo was taken during a Razorback basketball game. The announcer came on and asked everyone to stand up and call the Hogs, and the whole arena got on their feet and put their hands in the air and began to chant, “woo pig sooie.” – Emily Anne Johnson

The Cage



Some people feel trapped in their community, like they're in a cage. They spend their whole lives in their hometown, never moving or leaving. -- Kayla Rose McChristian

In Our Way



There's always someone in front of the screen. -- Randal Whalen Mitchell

I Can Do Anything



Community... individuals feeling loved by friends and family in order to be at their best for themselves and the community. Love leads to confidence, and more confidence provides us with more potential. The last couple lines of the letter reads, "You make me feel like I can do anything. I love you." -- Julia Jean Montgomery

Marine Corps



This was an opportunity for guests of the Marines to meet the female drill instructor from Parris Island bootcamp. This photo represents togetherness, solitude and discipline. We are all one. -- Marjorie Victoria Grijalba

FHS Family



This picture was taken at a Fayetteville basketball home game against our rivals. Our whole student section dressed up in "America" themed clothing and made the gym practically come to life with chants and cheers. After the close win, everyone stormed the court with pride. -- Alison Kathryn Head

Change



The ball beneath the ice represents our world and community. The ice reminds us that it is ever changing and how harsh and beautiful that change can be. – Sarah Laverne Norys

George's



George's is a very popular and historic landmark in the Fayetteville community. – Sterling Woodward Tucker

BUILT ENVIRONMENT

Sunset on the Town



Sunset of the cross on Mt Sequoyah, overlooking Fayetteville. Many people from around the community go up to the cross during the evening to enjoy the view. – Adam Alexander Lind

In God We Trust



A church representing an integral part of community where people feel safe, and people give back. – Jakayla Nicole Blackburn

Living Life in the Fast Lane



Fast Lane is a place to have fun, my workplace and my community outside of Fayetteville. – Elijah Daniel Noblin

Community Through Conformism



What would society be without education? All over the world, people learn something new everyday. Without some conformism, how do we come together to form societies? -- Gabrielle Michael Craig

Wilson Park Castle



This photo represents what community means to me because of the children playing. Though it may be cliché, children are the future. -- Briana Cecilia Kawkaba

The Homeland



Everyone goes to Walmart! -- Nicholas Ryan Page

Lucy in the Sky with Diamonds



The bike trail is an important part of our community. It serves as a main road for many walkers, bikers, joggers, and hikers. The wall is decorated by local elementary schoolers. Each tile is decorated by a unique individual for them to show us what they are grateful for. -- Ethan Justice Zietz

Drive



Lights go up as fans come together and dance and sing to "The best party You'll Ever Go To," at a Miley Cyrus concert. -- Anderson Josephine Bandy

Colors are Love



My picture represents community through the use of colors. New Orleans is a city where different types of people come together and celebrate. It is a place where joy is always present. People of different ethnicities and beliefs come together to form this unique environment. -- Fernanda Oregon

College Town



Hog statue where everybody tailgates for football games. – Walker Matthew Powell

The Big City



Community where a group of people go to hang out because it's a beautiful view and you can just stand outside and talk—and be in a totally different place.
– Stephen Austin Phillips

The Road Home



Roads connect point a to point b, roads connect homes, roads connect communities. – Ashley Fae Smith

Community Books



Community... illustrated through the sharing of books, knowledge, and a neighborhood library to bring a community together. – Timothy Patrick Buckley

The Color of Youth



Everything is colored dull shades of green and brown except the playground where you can see bright red and yellow. This contrasting of colors highlights the importance of the children in community because they are the future. – Darnesha Montoya Davis

The Next Life



This cemetery shows folkways, rituals, and superstitions. It has a creepy feeling. -- Samuel Kane Howard

Boys and Girls Club



The Boys and Girls club was a place where I grew up. It's a place where you can keep your kids off of the street and have them doing extracurricular activities. -- Kendric Cameron Conley

Nice Weather



Gulley Park is the place where the community comes out to play. -- Loren L'La Wood

The Good, The Bad, The Ugly



Not all aspects of a community are positive. The "Ugly" stands for the building itself. The next two could be switched depending on how you perceive it. The "Good", represents the giant Waldo sticker. Being able to create humor and beauty from an ugly object is a positive action from the community. The destruction of that might be thought of as the "Bad" because it is purposefully being destroyed by other members of the community. -- Alexandria Nicole Johnson

Central Life



Community is the place where I grew up and was led to God. -- Alexa Danielle Carrington

Daylight Place



I took the picture from a bridge above Futrall Road in Fayetteville. A trail behind the visible trees is a place for people to jog and ride bikes during the day. The trail is very different at night, and one time I witnessed a group of people drawing graffiti on a wall next to the trail after dark. Sharing space in a community can be very different depending on the time of day. -- Edwin Ricardo De La Cruz

The Community Comes Together



Mount Sequoyah, Central United Methodist Church... bringing people of Fayetteville together into a closely knitted community. – Christopher Joseph Kilgore

A Better Heart



"Time is the best doctor" for healing in a hurt community (Yiddish Proverb). – Arlene Pena

Yesterday's Community Meets Today's Community

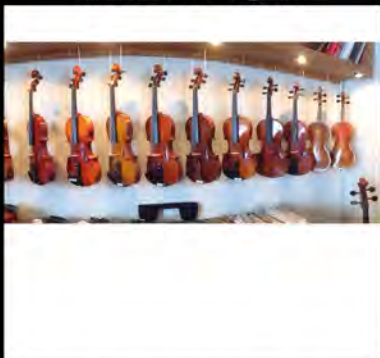


Castle in the Sky



Surrounded by trails, creeks, fields, and playgrounds, the Wilson Park castle brings all kinds of people in the community together. – Samuel Clayton McLemore

All Instruments Together



A community of musicians where a silent, almost supernatural connection binds us together, each with their own personality, belief system, and opinions is unified once the first note resonates in that silent space. – Rebekah Michaela Warren

Memories



While we are always looking forward to meeting new people and learning new things, we must never forget those we have left behind or the lessons we have learned. – Elijah Alexander Thomas

Arkansas Pride



Community pride as the Arkansas razorbacks. – Logan Reiff Risk

Same Difference



This represents community to me because in the reflection, you can see all of the different kinds of people from different places, with different views, with at one common interest, all here to look at art. – Mary Korinna Romere

And We're Rollin'



My chair as technical director for the Bulldog Sports Crew has taught me about working with others. Being behind the scenes, watching everything makes it clear how close the community I live in is so connected to my school. – Andie McDonald Bagwell

Transcendence



Community is a fragile entity and one that is constantly shifting and changing. It has recently adopted a media foundation but that has not yet prevented us from losing sight of what we hold true. – Jedidiah Archer Smith

Order and Direction



Communities keeping order in neighborhoods by directing traffic for the safety of citizens. The STOP sign doubles as an identifier of the names of certain streets to help people know where they are when searching for a specific location. – Kergan Malachi Dowdy

Building Blocks



Each picture was unique and it symbolized that everyone's differences make up a community. – Dylan Alan Howard

Flourish



Because every thing has to start from somewhere...
– Ciera Lucinda Rosemore

On Top of the World



This picture represents community to me because Fayetteville is where I grew up and learned to be the person I am today. – Dominic John Taylor Swain

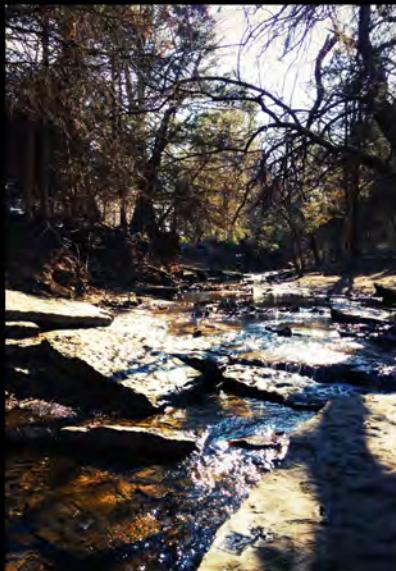
Natural State of Mind



As communities grow in development, infrastructure occurs, but nature surrounds us and is vital to our community. – Giovanni Christopher Becerra

PHYSICAL ENVIRONMENT

Affinity



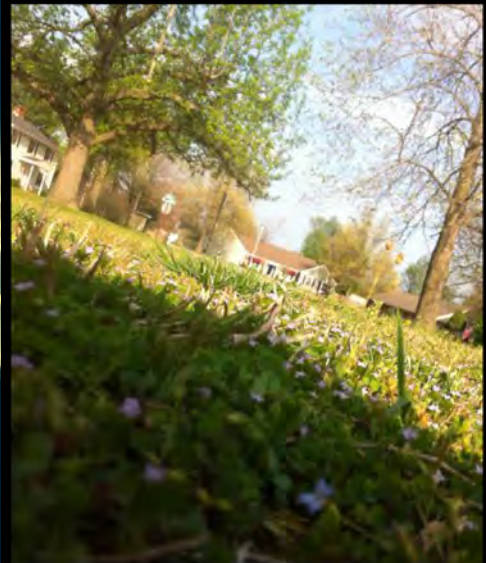
The city of Fayetteville provides amazing places for families to enjoy. Gulley Park is one of those great places. – Rosalba Duran Rocha

Stormy Nation



United by flags, surrounded by dark stormy clouds, with a little bit of sunshine. – Kenan Alijuan Scales

Worm's-Eye-View



Such a small part of very large and complex community. – Kristine Virginia Massengale

Calm on the Green



No one was on the course and it looked quiet and calm. The different colors and features of the course go well with my community in the background.

Awakened by Moonlight



As the sun goes down, a whole new community appears at night... comforted by the night. -- Dennis Khang Ho

Fishing on the Lake



Lake Sequoyah is a place many families go to enjoy their personal time. Fishing also brings together friends and families and creates bonds. -- Taylor Morgan Poole

Diversity Within One



These rocks are all different shapes, sizes, and colors but all together in one environment they look just like people in a community. -- Satisha Lajoya Lang

The Natural State



All the natural attractions that fulfill its nickname, "The Natural State." -- Alexandria Sidney Byford

The HIGHrarchy



Fayetteville High School, uniting its students to become a strong, supportive family. Creating friendships, developing skills, caring and loving for one another within the community. FHS has a way of pulling students and families together. -- Barbara Victoria Broyles

Entwined



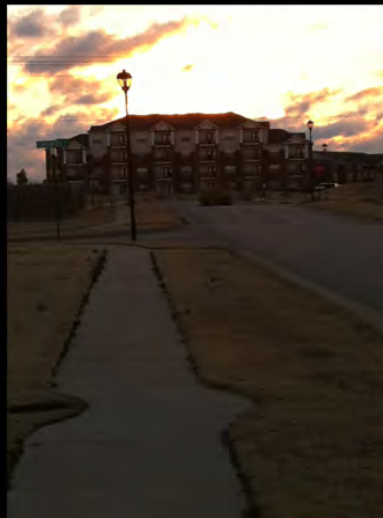
This represents community because of the universality of the sky; no matter where we are, everyone shares the same sky. – Jenny Alexandra Bryan

Bonding



People in the community come together, and support each other. An example of the community coming together is for sporting events. – Nicholas Dale Gager

Nature and Family



This photo means community to me because it was taken when my whole family was together and we were just sharing in the same moment. – Cyntesie Danielle Cox

Foundation



This image describes our community because everyday, people wake up to a fresh new day hoping to succeed in their goals for the day. – Deja Danielle Hogue

Brisk Beauty

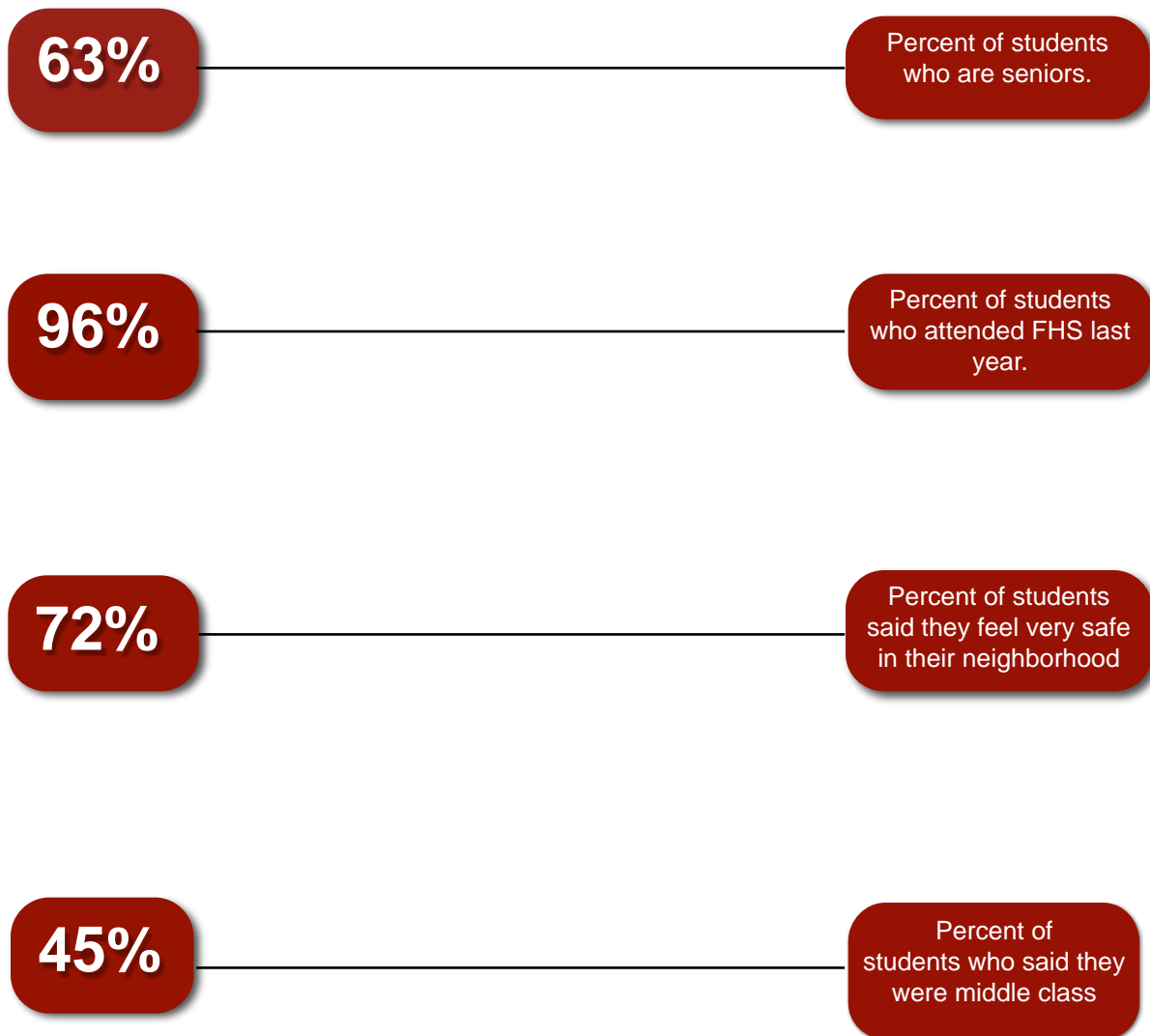


I took this photo in my neighborhood during one of the many snow storms we had this year. This picture represents community to me because this is my community that I grew up in where we had barbecues, pool parties, and neighborhood get togethers. Its my home and it always will be. – Brooks Michael Baker

Chapter 2

Adopt-A-Classroom Project: Participants and Their Community View

By The Numbers



Student Characteristics

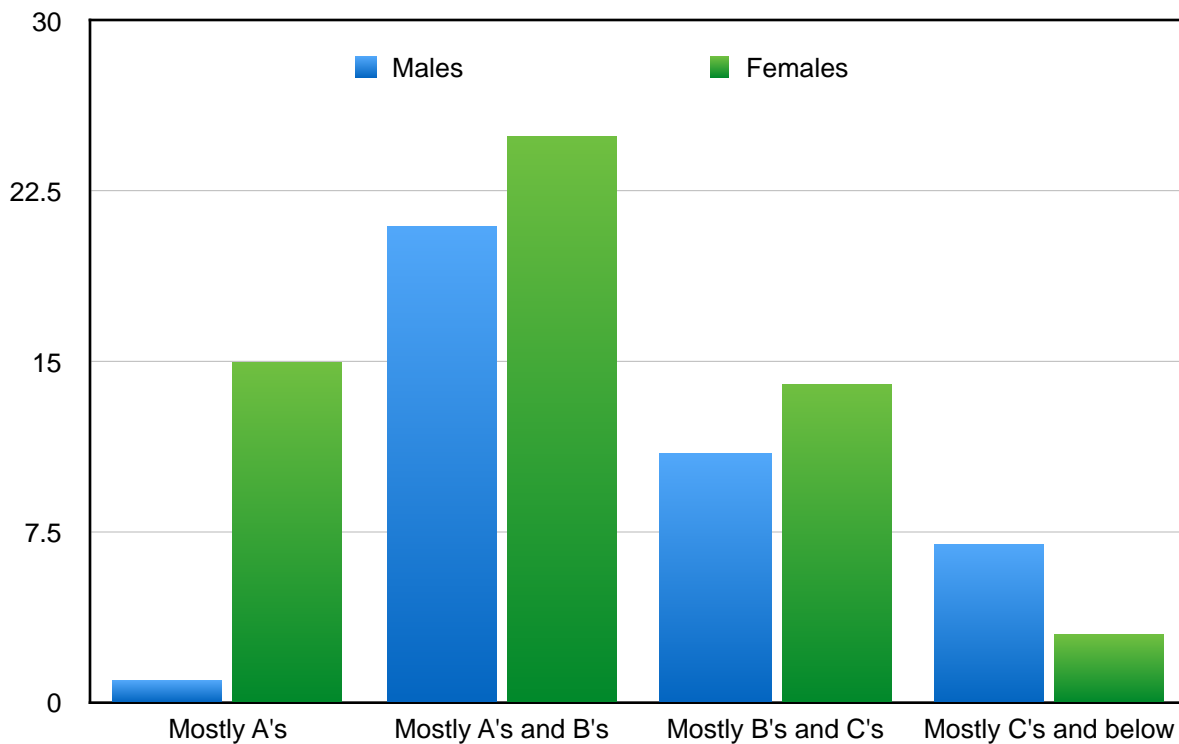
Basic Demographics & Background

The students that participated in the Fayetteville High School Photo Project ranged in age from 16 to 18 years old. Sixty-three percent of students that participated were Seniors; forty percent were male; seventy-seven percent reported being white, and 11.5% of students reported being Hispanic, Latino, or Spanish origin.

Students were asked to describe their families' social class and their neighborhoods' social class. A larger percentage (44.8%) of students described their families as middle class; three students said their family was upperclass, and only five students said their family was lower class. There were more students who said their family was middle class and above (75%) than there were students who said their family was lower than middle class (25%). These numbers were also reflected in the description of student neighborhoods. Seventy-five percent of students said their neighborhood was middle class or above, while 25 percent of students said their neighborhood was below middle class. However, students did tend to rank their neighborhood as a higher class than their family. For example, there were three students who said their family was upper class, but 6 students said their neighborhood was upper class.

The chart below shows student grades, organized by gender. As you can see, female students tended to report higher grades than males. While the majority of students reported making mostly B's and C's or A's and B's, there were just a few students who placed themselves in the lower grade categories.

Figure 2.1 School Grades by Gender



Family Structure and Neighborhood

Fewer than half of the students surveyed said they lived with both parents. While 45.6 percent of students reported living with both parents, 54.4 percent of students report living with one parent and/or a stepparent, or in some other living situation. Nearly all students (85.4%) reported living in a single-family detached



When asked questions specifically about their neighborhood, students reported living in places where there were low levels of vacant homes or buildings, suspected drug dealing, burglarized houses, street violence or gangs, and graffiti or other vandalism. Nearly 15 percent of students said they lived in a neighborhood where they experienced vacant homes or buildings on a regular basis, and 13.5 percent said they lived in a neighborhood where they experienced suspected drug dealing on a regular basis. Only 6 students reported living in neighborhoods where homes were burglarized often. However, nearly 96 percent of students said they never or rarely experienced street violence or gangs in their neighborhood, and 96 percent of students said they feel either very safe or somewhat safe in their neighborhood, with NO students reporting they feel unsafe in their neighborhood.



The vast majority of students tended to be satisfied with their neighborhoods; only a small percentage(4.5%)of students reported being very dissatisfied with their neighborhood, while 73.9 percent of students said that people in their neighborhood generally trust one another and get along. However, 21.9 percent of students were undecided on whether or not the people in their neighborhood trusted one another and got along, which is the largest area of indecision on the survey.

Student Perceptions

Friends and Social Capital

Only 2 of the 96 students responding to the survey reported having no close friends. The majority of students reported having between one and five close friends. The maximum number of close friends reported by a respondent was 25; nearly 90 percent of students reported having a **best** friend, and the majority of students reported seeing their best friend every day.

Only one student reported seeing their best friend less than once a week. Likewise, 97 percent of students who reported having a best friend said they talk to their best friend either by telephone, email, text message, or Facebook at least once a week or more.



Social Inclusion:

Students reported moderate levels of inclusion within the community. Thirty-four percent of students rated their inclusion at a 3 out of 6 on the “Inclusion of Community Within the Self” scale. While 5 students rated their inclusion at 1 out of 6, only 4 students rated their inclusion at 6 out of 6. Most students, 86.6 percent, rated their inclusion somewhere between 3-5 out of 6.

Inclusion of Community Within the Self Scale

Circle the picture the best represents your relationship with the community at large.
 s= self c= community

Female students tended to rate their inclusion higher than males; no male students ranked their inclusion any higher than a score of 4. While only 13 students reporting that they did not have a best friend, none of those students ranked their inclusion over a 4. Conversely, only 2 out of the 82 students who reported having a best friend ranked their inclusion as a 1.

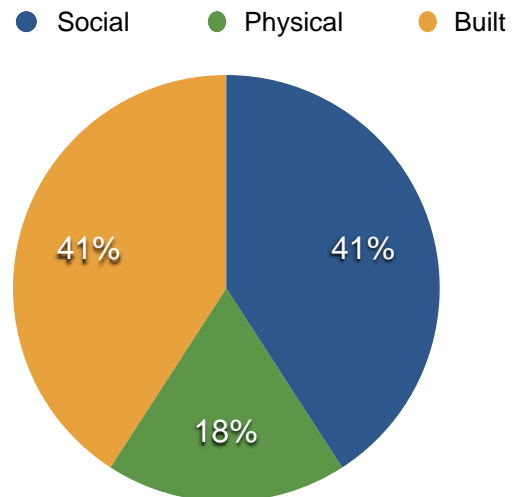
Photo Focus:

Forty-one percent of students took photos which focused on the social environment. This focus area had pictures of people, whether friends, family, or strangers, as a central role in their photo, even if the photo also showed structures in the built environment or the physical environment. Likewise, the descriptions of the photos that students provided focused on the people in the photos, rather on the physical location of the photo, and included sentiments of togetherness, fellowship, and common interest.

An equal number of students (41%) took photos which focused on the built environment. This focus area had pictures of built structures, including schools, churches, homes, parks, and local landmarks. These photos often did include people in them, but generally the people were described more as “background” or a secondary feature of the photo and often times consisted of strangers in a public setting. The descriptions of built environment photos also focused on specific structures shown in the photo. Photos were considered part of the built environment focus, even if the description mentioned the social component of the built environment, for example, a park as a place for children to play or a baseball field as a place for people to watch a sporting event.



Figure 2.2
Photo Focus Areas



Eighteen percent of students took photos which focused on the physical environment. In these photos, the social and built environments are either not present at all or very limited in terms of their role in the photograph. This focus area included pictures of the sky, trees, rivers, and lakes. The descriptions of physical environment photos focused on more abstract ideas, such as an individual's place within a larger community, nature's role in forming community, and our human connection to the environment.

When considering both photos and descriptions of students, there is a decidedly social aspect of community within this project. Even in photos that do not show people as a focus, people are often seen as a background characteristic, a necessary condition for the photo to be part of the students community, or at the very least mentioned in the description. This perhaps tells us something about the imagery that is invoked by the word "community." This project presents itself as a unique opportunity to have students first imagine what community is, and then to have them show us through their own photographs. In the end, what they have shown us is that people seem to be the most central figures in their communities, and despite the overwhelming presence of Fayetteville as a community place, 15 students took photos outside of Fayetteville all together.



Observations

In an effort to continue work started by the Community and Family Institute's Community Indicators project (2008), the Fayetteville Photo Project enabled us to widen the lens of community perspective by asking high school students to not only describe their community but capture it in a single photograph. With 96 students participating in the project, considerable diversity can be found in the student's perspective of community. Throughout the 2013-2014 school year, students were exposed to the central concepts, theories, and research on communities, while having an opportunity to engage in discussion and activities that expanded their general understanding of the construct. While providing background for their understanding, students were provided limited guidance in terms of what the photographs should represent. With just a few limitations, the photographs represent a compilation of their ideas and perceptions about community. While the "social lens" was the predominant one that students used, a large number of students chose to represent their community by focusing on the built environment.

In an effort to better understand their concept of community, we asked students: "When you think of community, what specific groups, people, or places come to mind?" Not surprisingly a large number mentioned specific persons, family members, social groups they were a member of or connected to in some way, etc. Some examples:

"Friends, family, and school class mates. Really all the people in Fayetteville because it is such a small town where everyone knows everyone else."

"My Church group, my family, and the small group I lead."

In addition, a large number of students described a combination of both important people or groups in their lives, but also the places they live, hang out, and work at. Some examples:

I think of people I interact with on our daily basis—my family, my friends, my peers. My town's square, parks, neighborhoods, and events."

"I think of Fayetteville as a whole when I think of community. I think of all the people composed of different ages, races, and interests. When I think of places that make up the community of Fayetteville, I think of the Walton Arts Center, and Dickson Street."

As noted earlier in the chapter, students felt socially connected to their community and friends. While their satisfaction with their neighborhood was not perhaps as strong as their perception of connectedness to their community, these students nevertheless expressed generally positive views of both place and social capital. Perhaps not unlike many communities around the country like Fayetteville, Arkansas, these students recognize the importance of these connections in their daily lives and express a certain degree of feeling fortunate about their circumstances and future. While these results are certainly not generalizable beyond the study setting, they provide an important glimpse into the community perceptions, attitudes, and circumstances of students attending Fayetteville High School through a unique lens that is telling their story.

Appendix A

Project Methodology and Survey Instrument

Project Methodology

This project was designed as an extension of the ongoing Community Indicators work of the Community and Family Institute at the University of Arkansas. Dr. Kevin Fitzpatrick, PhD along with Ms. Suki Highers, Fayetteville High School, designed and implemented a year-long discussion on community with Fayetteville High School sociology students. These students engaged in a monthly discussion about the components of community, quality-of-life, and social capital. In addition, students were asked to participate in a two-pronged project that would help assess their understanding and perceptions of community.

The first phase of the project was for students to complete a photo assignment. They were asked to go out into their communities and take photographs that they felt summed up their understanding of community. There were very few limitations on what they could take—students were asked to take pictures only in and around their local community (several students did not follow this instruction), take pictures that the public would be able to view, and if they took pictures of people directly visible in the picture that they would need to acquire permission to use the photograph in a public display on in this report. Those permissions are in protected and secured files at the Community and Family Institute at the University of Arkansas.

In the second phase of the project, students were first asked for permission and to receive parental permission to participate in a survey relating to the project, and their general attitudes and perceptions of community, their neighborhoods, relationships, and social capital. All those permissions were received from both students and parents and those permissions are in protected and secured files at the Community and Family Institute at the University of Arkansas. An online instrument was designed to assess student's background and their attitudes and perceptions and that survey can be found below. The responses were anonymous and a number was used to identify the respondent that matched only a number for the original picture they selected as their final entry. An introductory analysis of those responses can be found in this report. For a more detailed analysis, please contact Dr. Kevin M. Fitzpatrick, PhD, Professor & Jones Chair in Community, Director, Community and Family Institute, Department of Sociology and Criminal Justice, University of Arkansas.

Survey Instrument

An on-line survey was administered to all juniors and seniors enrolled in sociology at Fayetteville High School (n = 96). The survey was designed to assess student's sociodemographic characteristics, family structure, and subjective perceptions of their family and neighborhood SES. In addition, students were asked a series of questions about their friendship networks, as well as questions pertaining to their social ties and social capital. Lastly, a series of questions were asked designed to assess student's perception of their neighborhood: satisfaction, collective efficacy, general location, and their sense of social inclusion/connectedness to that place. The results of the survey can be found throughout this report. Questions concerning the instrument or results can be directed to the Community and Family Institute at the University of Arkansas.

Appendix B

IRB Permission

February 5, 2014

MEMORANDUM

TO: Kevin Fitzpatrick
Patricia Herzog

FROM: Ro Windwalker
IRB Coordinator

RE: New Protocol Approval

IRB Protocol #: 14-01-414

Protocol Title: *Fayetteville Community Photo Project*

Review Type: EXEMPT EXPEDITED FULL IRB

Approved Project Period: Start Date: 02/04/2014 Expiration Date: 02/03/2015

Your protocol has been approved by the IRB. Protocols are approved for a maximum period of one year. If you wish to continue the project past the approved project period (see above), you must submit a request, using the form *Continuing Review for IRB Approved Projects*, prior to the expiration date. This form is available from the IRB Coordinator or on the Research Compliance website (<http://vpred.uark.edu/210.php>). As a courtesy, you will be sent a reminder two months in advance of that date. However, failure to receive a reminder does not negate your obligation to make the request in sufficient time for review and approval. Federal regulations prohibit retroactive approval of continuation. Failure to receive approval to continue the project prior to the expiration date will result in Termination of the protocol approval. The IRB Coordinator can give you guidance on submission times.

This protocol has been approved for 150 participants. If you wish to make *any* modifications in the approved protocol, including enrolling more than this number, you must seek approval *prior* to implementing those changes. All modifications should be requested in writing (email is acceptable) and must provide sufficient detail to assess the impact of the change.

If you have questions or need any assistance from the IRB, please contact me at 210 Administration Building, 5-2208, or irb@uark.edu.

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