

**California State University, San Marcos General Education Program
GENERAL EDUCATION NEW COURSE CERTIFICATION REQUEST**

• AREA D7: Interdisciplinary Social Science

See GE Handbook for information on each section of this form

ABSTRACT

Course Abbreviation and Number: ANTH 200	Course Title: Cultural Anthropology	
Number of Units: 3 _____		
College or Program: <input checked="" type="checkbox"/> CHABSS <input type="checkbox"/> CSM <input type="checkbox"/> CEHHS <input type="checkbox"/> COBA <input type="checkbox"/> Other _____	Desired term of implementation: <input checked="" type="checkbox"/> Fall <input type="checkbox"/> Spring <input type="checkbox"/> Summer Year: _____	Mode of Delivery: <input checked="" type="checkbox"/> face to face <input type="checkbox"/> hybrid <input type="checkbox"/> fully on-line
Course Proposer (please print): Anthropology Department (Bonnie Bade)	Email: bbade@csusm.edu	Submission Date: 11-20-14

1. Course Catalog Description: A general survey of cultural anthropology, this course employs a global and holistic perspective to examine the economic, social, political, cultural, and ideological integration of society. The comparative, cross-cultural method is used to explore the diverse ideas and behavior that characterize humanity. Includes examination of cultural relativism, ethnocentrism, language, kinship, gender, relationships with the land, art, medicine, and other ways that humans express ideas through behavior. Self-reflection and critical analysis of one's own worldview and cultural belief system are fundamental objectives.

2. GE Syllabus Checklist: The syllabi for all courses certified for GE credit must contain the following:

<input checked="" type="checkbox"/>	Course description, course title and course number
<input checked="" type="checkbox"/>	Student learning outcomes for General Education Area and student learning objectives specific to your course, linked to how students will meet these objectives through course activities/experiences
<input checked="" type="checkbox"/>	Topics or subjects covered in the course
<input type="checkbox"/>	Registration conditions NONE
<input checked="" type="checkbox"/>	Specifics relating to how assignments meet the writing requirement
<input checked="" type="checkbox"/>	Tentative course schedule including readings
<input checked="" type="checkbox"/>	Grading components including relative weight of assignments

SIGNATURES

<u>Bonnie Bade</u> Course Proposer	_____	<u>Bonnie Bade</u> Department Chair	_____	_____	_____
	Date		date		
<i>Please note that the department will be required to report assessment data to the GEC annually. <u>BB</u> DC Initial</i>					
		Support	Do not support*	Support	Do not support*
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<u>Library Faculty</u>	_____			<u>Impacted Discipline Chair</u>	_____
	Date				Date
		Support	Do not Support*	Approve	Do not Approve
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<u>Impacted Discipline Chair</u>	_____			<u>GEC Chair</u>	_____
	Date				Date

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*** If the proposal is not supported, a memo describing the nature of the objection must be provided.**

Course Coordinator: Bonnie Bade Phone:760-750-4124 Email:bbade@csusm.edu

From: Melanie Chu <mchu@csusm.edu>
Date: Wed, 10 Dec 2014 17:43:45 -0800
To: Bonnie Bade <bbade@csusm.edu>
Subject: Re: ANTH 200,215

Hi Bonnie,

Just following up to confirm – I am signing off on these two courses via email.

Sincerely,
Melanie

Melanie Chu, Outreach Librarian
California State University San Marcos
mchu@csusm.edu / KEL 3426 / 760.750.4378

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Part A: D7 Interdisciplinary Social Science General Education Learning Outcomes (GELOs) related to course content. [Please type responses into the tables.]

Interdisciplinary Social Science GELOs this course will address:	Course content that addresses each GELO.	How will these GELOs be assessed?
<p>D.1 Students will describe and critically apply social science theories and methods to problems. This may include the development of research questions, critical evaluation of evidence, data collection, fieldwork, and/or employment of mathematical analysis.</p>	<p>During the semester, the course includes lectures on the goals and methods of social scientific disciplines including anthropology, history, and economics. Students read works informed by those lenses. The overarching goal of the class is for students to use these lenses, compare to the anthropological lens, and to come to a critical understanding of the ideas that inform and direct human behavior, and the multiple influences (history, gender, ideology, etc.) on those ideas.</p>	<p>Through field research, reading and writing assignments that require students to apply the lenses of these fields to the analysis of data they gather themselves (about religion, migration, ethnicity, and genealogy).</p>
<p>D.2 Students will analyze the impact of race, class, gender and cultural context on individuals and/or local and global societies.</p>	<p>Covered throughout the course readings, videos, assignments, and lectures, which introduce students to the many ways in which race, class, gender, and culture influence world view and behavior.</p>	<p>Students are expected to apply the concepts introduced in the course readings and lectures to their field research assignments. During the semester, students conduct field research on religion, migration, and genealogy, looking at the data that they gather through the lenses introduced to them in their course readings and lectures. For example, in one assignment, students must research the causes and impacts of global migration, hypothesize as to the integration of the individuals of specific migration communities into labor sectors, educational institutions, and clinical health care, and then conduct field research on the migration experience of an individual to test their hypothesis. Another assignment requires them to research the history, world view, and ideology of a specific religion,</p>

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		<p>hypothesize about the impacts of these areas on individuals and communities practicing that specific religion, and then conduct field research in a religious context to test the hypothesis. Tests, in class discussions and course readings throughout the semester also cover this material.</p>
<p>D.3 Students will outline the contemporary and/or historical perspectives of major political, intellectual, psychological, economic, scientific, technological, or cultural developments</p>	<p>Throughout the semester, the focus is on a global and holistic examination of humanity and the human condition, including culture, society, economic development, , religion, kinship, gender, globalization, migration, and medicine and how these aspects of culture and society have influenced human societies through time.</p>	<p>Readings, videos, lectures, exams, in-class discussions, and assignments. In exams, students will demonstrate their basic acquisition of the information presented in the course texts, lectures, and field research assignments. In class discussion forums, students will apply that knowledge by developing answers to thought questions such as, how does globalization and migration affect culture, social organization, language, and economic production?</p>
<p>D7.1 Students will explain the usefulness of an interdisciplinary approach for studying social phenomena and issues.</p>	<p>One overarching goal of the course is to show students that complex topics like culture, religion, gender, family, and migration can be understood more deeply through the integrated application of multiple disciplinary lenses, rather than simply through the questions asked by one discipline. While the course returns repeatedly to the holistic anthropological perspective, it does so employing the tools and core questions of economics, sociology, religious studies, and history to examine human phenomena and formulate hypotheses about human ideas and behavior that incorporate impacts of history, race, class, and ethnicity.</p>	<p>Two principal assignments of the course involve interdisciplinary research on religion and migration. In the assignment on religion, for example, students conduct literature research on the history and development of the religion and the economic, social, and cultural impacts of its spread and practice. Then students conduct field research with a religious community to study the social, cultural, linguistic and other influences te religion may have on individuals and the religious community. In the migration assignment</p>

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		students conduct economic, historic, and social research on global migration in a specific community, and then conduct field research with an individual of that migrant community to discover how the larger economic and historic forces impact daily lives, cultural practices, and economic realities of migrants.
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Part B: General Education Learning Outcomes required of all GE courses related to course content:

GE Outcomes required of <u>all</u> Courses	Course content that addresses each GE outcome?	How will these GELOs be assessed?
Students will communicate effectively in writing to various audiences. (writing)	Research papers and exams throughout the semester give students the opportunity to practice these skills.	Students submit written research notes on field research topics, write critically on exams addressing key course concepts, and write formal papers based on both field and literature research. Student work is graded both on content and form.
Students will think critically and analytically about an issue, idea or problem. (critical thinking)	In class discussions, exams, and research assignments are designed to encourage students to think critically about specific questions related to human phenomena such as world view, gender, religion, kinship, social organization, medicine and others.	In-class discussions on readings, in-class assignments, field research assignments and exams. In-class discussions require students to apply the information acquired in class critically in order to develop their responses and are prompted with critical questions about the topics, like, what is the impact of globalization on culture and ethnicity? Field research assignments and exams incorporate critical questions and analytical skills that must be applied and evident in the work.
Students will find, evaluate and use information appropriate to the course and discipline. (Faculty are strongly encouraged to collaborate with their library faculty.)	During the first weeks of the course a research librarian visits the class to explain literature research methods and resources. In addition, students are taught in class how to conduct field research, formulate hypotheses, analyze data, and write up results.	Exams and field research assignments that result in papers that have employed literature and ethnographic research, clearly state a hypothesis, and answer a research question using literature and ethnographic data.

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Part C: GE Programmatic Goals: The GE program aligns with CSUSM specific and LEAP Goals. All D7 courses must meet at least one of the LEAP Goals.

GE Programmatic Goals	Course addresses this LEAP Goal:
LEAP 1: Knowledge of Human Cultures and the Physical and Natural World.	<input type="checkbox"/> No <input checked="" type="checkbox"/> Yes
LEAP 2: Intellectual and Practical Skills	<input type="checkbox"/> No <input checked="" type="checkbox"/> Yes
LEAP 3: Personal and Social Responsibility	<input type="checkbox"/> No <input checked="" type="checkbox"/> Yes
LEAP 4: Integrative Learning	<input type="checkbox"/> No <input checked="" type="checkbox"/> Yes
CSUSM Specific Programmatic Goals	Course content that addresses the following CSUSM goals. Please explain, if applicable.
CSUSM 1: Exposure to and critical thinking about issues of diversity.	<input type="checkbox"/> No <input checked="" type="checkbox"/> Yes (please describe): Course focuses on the economic, political, cultural, historic, linguistic, religious, and social diversity of humanity.
CSUSM 2: Exposure to and critical thinking about the interrelatedness of peoples in local, national, and global contexts.	<input type="checkbox"/> No <input checked="" type="checkbox"/> Yes (please describe): Course examines human phenomena in global and local contexts, focusing on the expression of culture and identity in the contexts of economics, politics, linguistics, art, and other aspects of the human condition and how these aspects change and influence an ever-changing cultural expression. Students are taught critically analyze their own world view assumptions and understand how these are affected by the larger socioeconomic and political contexts in which they are generated.

Part D: Course requirements to be met by the instructor.

Course Requirements:	How will this requirement be met by the instructor?
Course meets the All-University Writing requirement: A minimum of 2500 words of writing shall be required for 3+ unit courses.	There are two research assignments resulting in two five-page papers plus a bibliography. Exams are also essay based.
Instructors will include an evaluation of students' written work which assesses both content and writing proficiency.	Grading of all written assignments, including detailed commentary from professor (use TurnItIn to allow detailed comments and editing on all written assignments).
Courses will include a component requiring students to develop an understanding of the core information resources and literature of the disciplines.	Assignments: Course readings and field research assignments include key books and articles in the fields of anthropology, global economies, religion and other topics that must be utilized in final papers.
All social sciences core course proposals/syllabi shall require information literacy: This includes opportunities for students to read, evaluate and analyze social science information, and report results of their analysis clearly. Courses will be assigned a librarian as a resource person to facilitate the information literacy and library use components.	Field and literature research assignments, plus a presentation in class by research librarian (Melanie Chu presents in class regularly).

CULTURAL ANTHROPOLOGY ANTH 200

Course Description:

A general survey of cultural anthropology, this course employs a global and holistic perspective to examine the economic, social, political, cultural, and ideological integration of society. The comparative, cross-cultural method is used to explore the diverse ideas and behavior that characterize humanity. Includes examination of cultural relativism, ethnocentrism, language, kinship, gender, art, medicine, relationships with the land, and other ways that humans express ideas through behavior. Self-reflection and critical analysis of one's own worldview and cultural belief system are fundamental objectives.

Course Overview:

This course introduces students to the tools, contents and methods of Cultural Anthropology, the study of human behavior and the ideas that generate it, and also one of four branches of General Anthropology. The course explores how the discipline of anthropology, with holistic and comparative methods, and how general social science methods help us to understand how cultural beliefs provide order and "make sense" of the world, our experiences and our relations to other people. Some questions that anthropologists ask might include: Why do people behave the way they do? What ideas inform how people act? What is an economy and how does it influence economic and political organization? Since religion is a universal human trait, how has it shaped ideas, customs, and morals? How is gender expressed in different societies? How does the definition of family differ from culture to culture and what aspects of the family are the same? What is ethnicity and how does it differ from race? How do ethnicity and race influence economy, politics, and social structure? How is illness defined and how does this definition determine treatment? What is art and why might it be produced? What is "soul loss" and how do we know if someone is suffering from it?

Student Learning Objectives:

By the end of the course students will be able to:

- explain and apply the key concepts of cultural anthropology
- describe and critically apply social science theories and methods to problems, including the development of research questions, critical evaluation of evidence, data collection, fieldwork, and/or employment of mathematical and social scientific analysis
- explain the usefulness of a disciplinary perspective and field of knowledge for social issues and problems.
- know the commonalities shared by all cultures
- analyze the impact of race, class, gender and cultural context on individuals, communities, and global societies.
- outline the contemporary and/or historical perspectives of major political,

- intellectual, psychological, economic, scientific, technological, or cultural developments
- describe the process and issues of anthropological fieldwork
 - articulate aspects of cultural diversity and the reasons for it
 - understand the kinds of cultural changes occurring in the world today
 - recognize the practical applications of cultural anthropology

Course Schedule:

Please come to class having read the assigned reading for that week.

WEEK 1

Introduction: Field Work, Assignments. What is anthropology? How does anthropology relate to other social and behavioral sciences?

Read: Shostak Intro.

WEEK 2

Culture and Society: Enculturation, Ethnocentrism, and Cultural Relativism
The Etic and Emic Perspectives

Read: Bodley Ch. 1

WEEK 3

Biological Anthropology: primates, evolution, and genetics
Human existence in a geological perspective--*Of Human Origins*

Read: Shostak Chs. 1-3

WEEK 4

Ecological Anthropology: Human relationship to the environment
Kayapo Community and the Environment

Read: Shostak Chs. 4-8; Bodley Ch. 2

WEEK 5

Economic Anthropology: Subsistence, Production, Distribution
Discussion for *Nisa*

Read: Shostak Chs. 9-12; Bodley Ch. 3

WEEK 6

World View
Self, Other, Relationship, Classification, Causation, Space and Time
Report to class on your Religion and Ritual Field Experience

Read: Shostak 13-epilogue, Bodley Ch. 4

WEEK 7

Anthropology of Religion
Religion, Ritual and Initiation Rites
Sacred Texts and Creation

Read: Bodley Ch. 5

MIDTERM EXAM--Wednesday

WEEK 8

Marriage, Kinship and Family Relations
In-class genealogy; Genealogy of Self
Saheri's Choice

Read: Bodley Ch 6 and 7

WEEK 9

Social organization and Social Roles—We/They Dichotomy
Ideology: Case Study of Hinduism

Read: Bodley Ch. 8 and 9

DUE: Ethnographic Field Work #1, Ritual and Religion

WEEK 10

Gender: Coming of Age and Rites of Passage Ceremonies
Gender and Sexuality—a cross-cultural view

Read: Bodley Ch. 10 and 11

WEEK 11

Political Anthropology: political and economic organization
The State—Redistribution, Capitalism, Globalization, Transnational Corporations
The Culture of Consumption
The Cost of Cool

WEEK 12

Colonialism, Imposed Identities. Ethnicity, Self-Determinism, Empowerment
Cultural Interface

Read: Chavez Intro; Bodley Ch. 12

WEEK 13

Medical Anthropology: California Agriculture and Migration
Case Study : Farmworker Health in California

Read: Chavez Chs. 1-3, Bodley Ch 13 and 14

WEEK 14

Migration and Immigration
5 min report to class on your Migration Field Experience

PAPER DUE: Ethnographic Field Work #2, Migration/Immigration Case Study

Read: Chavez Chs. 4-7; Bodley Ch. 15

WEEK 15

Discrimination, Ethnocentrism, Cultural Relativism

Read: Chavez Chs. 8- end

Discussion of Chavez

WEEK 16

The Anthropology of Music and Dance

Read: online article on performance by Rossman

FINAL EXAM—TBA, during finals week

Texts:

Bodley, John

2005 *Cultural Anthropology*. McGraw Hill.

Chavez, Leo R.

1992 *Shadowed Lives: Undocumented Immigrants in American Society*.
Harcourt Brace.

Shostak, Marjorie

1981 *Nisa: The Life and Words of a !Kung Woman*. Vintage Books.

EVALUATION of COURSE PERFORMANCE

Be present. The best way to succeed in this course is to be present at all class meetings. Because anthropology is about EVERYTHING HUMAN, from music to economics and from religion to sex, there is a lot of written and recorded material relevant to human existence. With three texts we have much information to digest, and the videos and field exercises will overwhelm us with interesting and profound observations about humans and culture. What is covered in class will guide you through the course materials and field experiences, and provide you with the perspective necessary to perform well on the exams and assignments. When you do not attend class, you do not know what is going on and therefore will not do well.

Your grade will be assessed according to your performance on the assignments. Three academic resources are to be used in each of the two written papers. Grammatical and spelling errors show the reader that you do not care about your work. Have a colleague or the Writing Center review your work before you turn it in to check for organization and to edit errors. There is nothing more obvious than an un-edited first draft, show the reader that you understand that your work is a reflection of who you are.

Assignments:

Religion and Ritual Fieldwork (20%)—see guide on Cougar Courses

Case Study on Migration/Immigration (20%)—see guide on Cougar Courses

Genealogy of Self (20%)—see guide on Cougar Courses

Exams:

Midterm (20%)

Final (20%)

Exams are based on lecture, reading, videos, and discussion materials, as well as on field and case study experience. You are expected to come to class prepared to participate in informed discussion of the material. **The professor will likely call on you several times to contribute at some point during the semester, most likely when you least expect it.** Bring questions to class regarding not only the course material, but also how it connects to the real world. Regular attendance greatly improves overall class performance.

Cougar Courses:

Cougar Courses will be vital for communication and updates over the course of the semester. This is where you will find assignment instructions, grades, due dates, exam dates, changes in the syllabus, etc. It is *highly* recommended that you check Cougar Courses daily for new postings and the most current course information.

Students with Special Needs:

If for any reason (temporary or permanent, learning or physical disability, etc.) you feel this course will present difficulties for you, or that you will need some type of accommodation(s) in order to participate fully in this course, please feel free to discuss your concerns in private with me. Additionally, it is recommended that you contact Student Disability Services. The Office of Disabled Student Services (DSS) is located within Craven Hall in Suite 4300. The DSS staff is available for both walk-in and scheduled appointments Monday through Friday from 8:00 a.m. to 5:00 p.m.

DSS contact information:

Phone: (760) 750-4905 or (760) 750-4909 (TTY).

Email: dss@csusm.edu.

Academic Integrity:

Academic misconduct is defined as, “any act that does or could improperly distort student grades or other academic records”. Actions and/or behavior of these, or other, types will not be tolerated in this course. *Make sure that your work is original.* Plagiarism comes from a Latin word that means to “kidnap” (wadsworth.com). If you use someone else’s work without proper citation you are “kidnapping” their ideas and hard work. If you are “suspected” of any form of academic misconduct, you will bear the burden of proof. You must be able to present rough drafts or related materials and discuss the topic intelligently.

- Do not turn in the same paper for two different classes.

- I take a zero-tolerance position towards academic misconduct, plagiarism and cheating. A first time offense will result in an immediate “F.”
- Information on California State University San Marcos’ Academic Integrity policy can be found at <http://www.csusm.edu/sll/hazing/studconduct.html> - [Academic Dishonesty](#).

CULTURAL ANTHROPOLOGY
ETHNOGRAPHIC FIELD ASSIGNMENT # 1
Religious Rites and Rituals

This field assignments you will conduct in this course involves learning about the rites and rituals of a religion or supernatural worship unfamiliar to you. (The “supernatural” is that of the “other” world, that world referred to as eternal, non-material, and pertaining to the notion that there exists another dimension, place, or world that is inhabited by entities (such as god) and is related in some way to the world in which we live. To do the fieldwork for this assignment you must visit at least TWICE a place in which supernatural rituals, rites, or services are taking place. This must not be done in your regular place of worship or one remotely like it. If, for example, you are Catholic and have attended Mass, it will NOT do for you to visit another Christian church, including any house of worship that recognizes Jesus as the messiah. A Christian would instead seek to conduct fieldwork in any number of other religious practices, including Islam, Judaism, Buddhism, Hinduism, Jainism, Ba’ Hai, Wicca, or any other religion. You may choose a Church of any denomination, a Synagogue (unless you are Jewish), an Islamic temple (unless you are Muslim), a Buddhist temple (unless you are a Buddhist) or any other place in which religious ceremonies happen. You also may choose a site of communal meditation, a spiritualist temple, a healing ceremony, a rites of passage, etc. IF religious rites and rituals are taking place. Ask the professor if you have any doubts about the suitability of your choice.

Before beginning your fieldwork you must consult academic sources on the religion you have chosen in order to help you orient yourself to the nature of the service and some of the belief system that lies behind it. Use academic sources, not popular, unreviewed publications or online websites. The paper you write must incorporate these sources, but should focus your observations and at least two interviews with regular participants of the service. The focus of the paper is on the social aspects of the religion, not on the philosophy of religion.

IMPORTANT. Be honest about who you are and your purpose for attendance to a religious ritual. Religion is a very personal thing for people and you, the OUTSIDER, must at all times respect the views of the INSIDER/BELIEVER/MEMBER and not assume you have the authority to have an opinion on what they do and believe. Before you visit call ahead and inform someone there of your intentions—that you are a student of anthropology and need to observe and participate in a worship service. Assure them that your intentions are to better understand their religion and that you will conduct yourself in a humble and respectful manner. Offer to share your work with them when it is done.

The FIELD EXPERIENCE: Be aware that you may experience some **culture shock**. Things will seem unfamiliar and odd to you. You will feel out of place. **This is to be expected**. This is also why you must return for a second visit.

Be a participant as well as an observer. The second time you go, engage in conversation with other participants (informal interviews) so that you get a more rounded view of people and their lives than you would just sitting in the back taking notes.

Things to observe and write about:

The purpose of this assignment is to introduce you to ethnographic fieldwork and some of its principle methods, specifically participant observation, interviewing, field note taking, and writing.

The Setting:

What is the physical setting like? How is the place arranged? Where do people stand or sit? What kinds of people are present? How many? Are they young, old, mostly men, women and children, African American, Euro American, Latin American, Native American, working class, middle class, homeless, yuppies, middle age hippies, punks? Describe the population. Is there some social significance to the human dimension? i.e. are you witnessing the gathering of an ethnic enclave or a social class or what?

Membership:

How do people become members? Why do they join? How often do they participate? Do they participate with friends, family, or alone? Are there any exclusionary or inclusionary principles at work? i.e. Are some people excluded as members? Why? Discuss in terms of the we/they dichotomy. Also include some self-reflection regarding how people respond to your presence and how you feel about being there.

Ritual:

How does the specific church or religion approach worship? What methods do they undertake to communicate with or venerate the supernatural? Are there specific ritual procedures carried out during the service? What are they? What do the ritual procedures have in common with the other service you attended/ How do they differ? What types of symbolism do you see? Is music a central aspect of worship?

Purpose:

Why are they (the people) there? (i.e. what result do they expect from their participation?) What human need is being addressed? What kinds of forces are being called upon? (ancestors, gods, goddesses, mana, personalized spirits, God, etc.) What are the spirits or forces being asked to do (if anything)? What kinds of trade-offs (if any) are people expected to make? e.g., I attend service in exchange for eternal salvation, or I come to please the ancestors, or I come to this healer to cure the evil eye, etc. Is there a social purpose to participating in this religion or church? A political purpose? An economic purpose? A spiritual purpose? Is there an **ideological dimension** to this religion? What interests, if any, are being served by the teachings and followings of this religion?

USE THE ANTHROPOLOGICAL PERSPECTIVE TO ORGANIZE YOUR THOUGHTS AND GUIDE YOUR PAPER'S ORGANIZATION. Five page typed double-spaced paper.

Cultural Anthropology
ETHNOGRAPHIC FIELD ASSIGNMENT # 2
Migration and Ethnicity: Case Study

This second field assignment involves interviewing someone who has migrated or immigrated to the United States from another country within the last 15 years. The person must be an adult. Keeping in mind some of the concepts we have discussed in class, such as imposed versus chosen identity, social, economic, and political networks, enclaves, self determination, etc., use the anthropological perspective to write an interpretation of the migrant or immigrant's experience in the United States as it relates to larger issues of economics, politics, ethnocentrism, religion, family, gender, etc. Be sure to use examples from the person's life to illustrate your points and whenever possible give them voice by quoting them. Some very general questions that may guide you would be, for example,

Why did you leave your homeland?

What were your reasons for coming to the U.S.?

How did you envision U.S. society and how did you see yourself in it before you came?

How did you achieve permission to enter the U.S.?

Did you have problems entering the U.S.?

How did you resolve these problems?

Where did you live/work when you first came here and how did you find the house/job?

Did you have family or other social support when you came here and how did this affect your incorporation into U.S. society?

How were you treated by other members of U.S. society?

What kinds of difficulties did you have when you arrived here (work, living, socializing, discrimination, language, etc.)?

How have you dealt with health care, dental, or other physical problems since you have been here?

What do you like about living in the U.S.?

What do you dislike about living in the U.S.?

etc.

The interview should take place over several sessions. It is important to establish a sense of trust and respect with your collaborator, therefore if you already know someone it may be easier. Think about your existing social networks, such as work, school, and others and find someone you may already know. Ideally the person should be an elder as well as someone from an ethnic group other than your own, but this is not mandatory. **You are interested in understanding that person's experience, so be careful to allow the person to speak and listen carefully and respectfully.**

The above questions are for guidance only, you will find that the conversation will take its own course and that the person will want to talk about some aspects of their

life more than others--let this happen. Ensure the person that this is merely for a class assignment and that the information will **not** be used against them in any way, nor will this information ever be made public. DO NOT ask questions in such a way as to appear threatening or put the person on guard (for example they may be here without documents, or maybe they had a difficult time entering the U.S, or maybe they are here for personal reasons they would rather not share with you). If you wish to record the interview, ask permission from the person. You MUST take notes during the interviews; these will be included as an appendix to your five page, double-spaced, case history. Ask the instructor if you have any doubts about the suitability of your choice or if you are having problems finding an informant.

Before beginning your interview you must review the relevant literature on migration concerning the community you have chosen. The paper must include at least three academic sources that address the issues surrounding migration, immigration, acculturation, and state policy regarding these topics.

How does the ethnographic data you've recorded correspond to larger economic, social, political, and ideological patterns of our society? Does this person's experience exemplify a larger situation taking place currently in California, the United States, and the international arena?

USE THE ANTHROPOLOGICAL PERSPECTIVE TO ORGANIZE YOUR THOUGHTS AND GUIDE YOUR PAPER'S ORGANIZATION.

5 pages double-spaced.