A close up of a logo

Description automatically generatedAnthropology 104

# **Fieldwork Project 3** | *Interview*

Project Journal

**Name: Svadrut Kukunooru**

**TA Name: Juniper Lewis**

**Discussion Section Number: 216**

**Semester and Year: 2nd Semester, 1st Year**

# Getting Started

Welcome to your journal assignments for Fieldwork Project 3! Please add your information to this template (above), rename and save it in Microsoft Word **.docx** or **.doc** format.

Make sure the filename includes **your name** and the **name of the assignment** (FWP3).

*(Example)* FWP3 Wendy Liu.docx

*Submission:* The project journal will be completed in several steps. You will be submitting this same journal file multiple times in different stages of writing, in response to each journal assignment below. If you do not submit the file to Canvas by the deadline you will not be awarded points for that journal assignment. For the first assignment you are only expected to complete Journal 3.1 (the others will still be blank). By the end of the project, all the assignments in your journal will be filled in.

## **Journal 3.1** | Reading Response

### Instructions & Expectations for Journal 3.1

Before you begin this writing assignment, read the excerpt from *The Land of Open Graves* by Jason De Leόn (available as a PDF on Canvas).

Write 2-4 sentences in response to each of the question below. The first question has been completed as an example.

Grading & Submission: Save your journal and upload it to Canvas. For this assignment only Journal 3.1 of your journal will be complete; the rest will not be complete.

This journal assignment is graded using a rubric and counts for 10% of the total grade of this Fieldwork Project.

DUE DATE: This assignment needs to be completed by **11:59pm the day BEFORE your Discussion Section in Week 9**.

|  |
| --- |
| *(Example)* **What is De Leon’s main argument in his book?** |
| The U.S. government’s policy of “Prevention Through Deterrence” relies on the harsh conditions of the Sonoran desert to try to deter migrants from crossing into the country from Mexico. Migrants still cross there, however, and face extremely harsh conditions. Many people die on the journey. The Border Patrol blames the “natural” environment rather than addressing how their policies help lead to violence and death. |
| 1. **What were De Leόn’s key research methods? Describe them.** |
| De Leon “interviewed hundreds of men and women between the ages of eighteen and seventy-five who were in the middle of the migration process.” Additionally, he observed deportation proceedings occurring in Tucson, Arizona. He conducted the interviews in exclusively Spanish and translated it back to English for the reader. |
| 1. **Why did De Leόn chose to focus on Mimo’s and Lucho’s stories?** |
| For Mimo, De Leon mentions that he reminds himself of his uncle, Tio Cruz, who was similar in that he was part of the working-class in the state of Zacatecas. He also helped teach Jason about *chingaderas*, or the “play routines” that include dirty jokes, expletives, and humor. |
| 1. **De Leόn includes long interview quotes from Memo and Lucho. Why do you think he chose to include these quotes? What effect did these quotes have on you as a reader?** |
| I think De Leon includes long interview quotes from Memo and Lucho to pull the reader into the conversation and make it more appealing to read. When, I read the long interview quotes, I felt like I was actually there listening to Memo and Lucho talk and joke about their border crossing experiences. |
| 1. **How did aspects of De Leόn’s identity influence the ways Memo, Lucho, and other migrants interacted with him?** |
| Since De Leon was a male from a working-class background, most of the people who he interviewed talked to him informally, peppering their stories with “expletives, sexual innuendos, and jokes at my expense.” He notes that other researchers might not discover this side of the migrants since they are from a more formal, middle-class background and might not get the full scope of their slang. |
| 1. **Based on this article, what do you think are some of the strengths and limitations of interviewing as a research method?** |
| Some strengths of interviewing as a research method is if you come from the right background and are a good interviewer, you will get an unaltered perspective on issues. However, this is also a limitation; if you are a bad interviewer, you may not get a good perspective on a story because the interviewee might not talk to you normally. |
| 1. **What have you learned from this article that may be useful to you when you conduct an interview yourself?** |
| I have learned from this article to learn about the habits and customs of the people you are interviewing, and use these to facilitate your interview. In other words, do not pose as someone foreign to the people you are interviewing, or you might not get the full picture |
| 1. **What did you find most interesting, important, and/or confusing about this article?** |
| I found it interesting that Mexican men use *chingaderas* as a coping mechanism for their experiences, since something like that exists like that in America, but only in Gen Z circles. It turns out that people have been acting like this for a long time. |

## **Informed Consent Procedures & Quiz**

**Before you begin Journal 3.2,** you need to find someone you are interested in interviewing and get their informed consent. Begin by reading the Informed Consent Procedures & Quiz page on Canvas. This page contains essential information to help you prepare for your interview.  Please read all the information and take the quiz when you have completed the steps. The quiz will help you to confirm that you have completed the necessary steps in preparation for your interview.  It is not graded, but you will need to complete it before you can begin working on Journal 3.2.

## **Journal 3.2** | Commentary on Sources

### Instructions & Expectations for Journal 3.2

In section this week, you're going to be developing a research question that relates to the topic of **migration** and the experiences of your interviewee. (You'll be turning in your research question for Journal 3.3). However, you first need to do some **background research** to help you develop an informed research question and ask appropriate questions during the interview itself.

**Important!** You cannot begin your research until you know the basic background (i.e. country of origin) of the person you are going to interview.

### Research Task

Find and read **at least 3 sources** that provide you with information about migration from your interviewee’s country of origin. For example, if your interviewee comes from Morocco, you should find articles about migration from Morocco to the United States (and/or to other countries). These should be either newspaper articles or reports written by governments or non-governmental organizations. These sources must *not* include editorials/opinion pieces, blog entries or personal websites.

An obvious starting point is Wikipedia.  You can read this for relevant information and ideas, but it will *not*count as one of your sources.

Research Tip: Articles often make reference to other articles, either in text or in their reference list (if they have one). By following up these links you can quickly expand your pool of relevant sources.

**Be persistent!**  If the first three sources you find are very brief or narrow in their perspective, continue to read sources.

### Writing Task

List 3 of your sources in the table chose to use to write your analysis. Write a paragraph (100-200 words) about *each* source you used:

* briefly summarize its content and the information it provides that you feel may be relevant to your interview
* also include the web address of the source

You may *not* include Wikipedia as one of these sources (as noted above).

Grading & Submission: Save your journal and upload it to Canvas. For this assignment Journal 3.1 and 3.2 of your journal will be complete; the rest will not be complete.

This journal assignment is graded for completion ("Credit/No credit") and counts for 10% of the total grade of this Fieldwork Project.

DUE DATE: This assignment needs to be completed by **11:59pm the day BEFORE your Discussion Section in Week 10.**

|  |  |
| --- | --- |
| **Source** *(Title, Link and/or Publication Info)* | **Commentary** |
| ***Example***  Morocco: From Emigration Country to Africa's Migration Passage to Europe (Hein de Haas). https://www.migrationpolicy.org | ***Example***  This website gave me some interesting historical background about migration from Morocco to the USA. I learned that there has been 700% increase in the population of people of Moroccan descent living in … |
| Indian Immigrants in the United States  <https://www.migrationpolicy.org/article/indian-immigrants-united-states-2019> | This website gave me a history of Indian immigration to United States. Indian immigration started in the 19th century, when immigrants began to settle “in communities along the West Coast.”. In the present day, the Indian population accounts for six percent of the US foreign-born population, more than any other ethnic group except Hispanics. Indian immigrants are also more likely to be highly educated than other ethnic populations, and are additionally the population with the highest median income. Additionally, since 2000, Indian immigration has increased thirteen-fold, probably due to the massive market for computer engineers and programmers. Finally, most Indians live in or near large cities like New York, San Francisco, or Seattle. |
| A Singular Population: Indian Immigrants in America  <https://www8.gsb.columbia.edu/articles/chazen-global-insights/singular-population-indian-immigrants-america> | I found it interesting that this article mentioned that Indian immigrants make up the population with the highest income (twice as much as the general US population) while also being from one of the poorest countries in the world. The article found that “Indians in America did not resemble any population anywhere; not the Indian population in India, nor the native population in the United States, nor any other immigrant group in the nation.” Additionally, many Indians were allowed to come to the US because businesses needed programmers to help prevent a Y2K meltdown; that is, computers, which were only programmed to have two digits as dates would stop working when the new millenium came. |
| How Indian Americans Came to Love the Spelling Bee  https://www.nytimes.com/2021/07/03/style/spelling-bee-south-asian-americans.html | This article discusses the connection that Indian Americans have with spelling bees, and how spelling bees are used as a symbol of unity to bring Indian Americans together. For example, when Balu Natarajan won the 1985 Scripps National Spelling Bee, there was an outpouring of support from Indian Americans all over the country. Eventually, other spelling bees run by Indian-oriented foundations have cropped up to help facilitate kids’ progress to the Scripps spelling bee. An example is the spelling bee run by the North South Foundation, a charity that raises money for disadvantaged students in India. Five of the eight winners of 2019’s Scripps spelling bee were involved in this foundation. |

## **Journal 3.3** | Research Questions

### Instructions & Expectations for Journal 3.3

Anthropologists typically ask “how” and “why” questions. These are open-ended questions that explore processes, relationships, and meaning. They generally ask fewer closed questions, such as yes/no questions or questions related to quantities (e.g. “how many”).

Remember:

* Your research questions need to be answerable within the time frame of the project.
* Choose a research question that will be interesting for you to explore.
* Consider how your interviewee may *feel* about discussing your topic.
* Choose a topic that is safe, respectful and avoids exposing your interviewee to any risk.

Remember, be aware of the ethical implications of your research questions. You do not want to end up asking questions during your interview that could make your interviewee uncomfortable or put them in danger (e.g. do not write a research question related to the legal status of migrants).

Task

Based on the work you did in discussion section, write your **two possible research questions** in your Fieldwork Journal related to the topic of migration. You can use what you learned during your background research to help inform your questions.

Your TA will review your research questions and advise you which is/are likely to be successful. Please review your TA’s feedback as soon as it is available so that you can proceed with the next steps of the assignment.

Grading & Submission: Save your journal and upload it to Canvas. For this assignment Journal 3.1 – 3.3 of your journal will be complete; the rest will not be complete.

This journal assignment is graded for completion ("Credit/No credit") and counts for 10% of the total grade of this Fieldwork Project.

DUE DATE: This assignment needs to be completed by **11:59pm the day AFTER your Discussion Section in Week 10** (e.g. if your discussion section meets on Monday, your Research Questions are due by 11:59pm on Tuesday).

**Research Question 1:**

**To what extent does education play a role in the reason Indian-Americans immigrate to the United States?**

**Research Question 2:**

What kinds of discrimination and stereotypes do Indian-Americans experience in the United States, and how does this differ based on region?

## **Interview Procedures & Guide**

***During week 11*** *you need to conduct your interview.  Depending on your schedule, you may conduct your interview before the deadline for submitting Journal 3.4. However, it is important for the success of your interview that you read the Interview Procedures (on Canvas), take the quiz, and write your Interview Guide (Journal 3.4) before you conduct your interview.*

## **Journal 3.4** | Interview Guide

### Instructions & Expectations for Journal 3.4

*Make sure to check your TA's feedback on your research questions (on Canvas) before proceeding to this part of the project.*

#### What is an interview guide?

An interview guide is a tool for researchers to help direct the conversation during a semi-structured interview to topics and issues that they want to learn about. In essence, it is a list of questions to ask the interviewee. The questions should be ordered in a logical way, and should be phrased clearly. Remember though, in a semi-structured interview you shouldn’t stick strictly to the interview guide. You should as follow up questions during the interview when you need more information, or ask new questions related to interesting points that come up.

Interview guide questions are not the same as research questions. A research question describes the issue you want to learn about, but you rarely can learn about that issue by asking others that literal question. Interview questions should be more specific to your interviewee.

#### Making your own interview guide

The questions included in your interview guide should be related to *your* research question related to migration.

While you will probably want to ask your interviewee a few *closed-ended questions* (e.g. when did you arrive in the US?), the majority of questions included in your guide should be *open-ended questions* (e.g. why or how question) that your interviewee can spend some time answering in depth. You should also include a few ideas for follow up questions.

In the space provided below write 6-8 questions that you plan to ask your interviewee.

Grading & Submission: Save your journal and upload it to Canvas. For this assignment Journal 3.1 – 3.4 of your journal will be complete; the rest will not be complete.

This journal assignment is graded for completion ("Credit/No credit") and counts for 5% of the total grade of this Fieldwork Project.

DUE DATE: This assignment needs to be completed by **11:59pm the day BEFORE your Discussion Section in Week 11.**

Depending on your schedule, you *may* conduct your interview before the deadline for submitting this assignment.

* When did you come to United States?
* Did your parents encourage you to come to the United States?
* How was your journey to the United States and obtaining citizenship? Was it harder for you than other people?
* Did you have a support network in the United States when you first came here? How did they help?
* How did people treat you when you first came here? Do you have any stories of people treating you differently based on the way you looked?
* How do you feel like discrimination against non-white people in the United States has affected you in your life?

Follow up Questions

* If your parents encouraged you to come to the United States, what reasons did they cite?
* How did the people back in India have connections to the support network here?

## **Journal 3.5** | Interview Notes

### Instructions & Expectations for Journal 3.5

**Take notes** during your interview. You will upload these notes (Journal 3.5) and use them to help you complete the last assignment (Journal 3.6: Final Reflection & Analysis). Note that these two assignments have the *same due date.*

*Some tips on taking notes during your interview:*

* Make sure not to focus so much on taking notes that you don’t look at your interviewee: eye contact is important.
* You can learn a lot from people's expression and body language.
* Taking too many notes can distract you from really listening to your interviewee or from thinking what your next question should be.
* It’s a tricky balance! Experiment with different depths of note taking during your interview.

Like in participant observation, your work as an interviewer is does not end as soon as the interview is over.  As soon as you can take some general notes about the experience of interviewing and what happened during the interview so that you can describe it. You may want to consider questions such as: *What was your interviewee’s overall behavior like? How did the setting where you met affect the interview? What parts of the interview were challenging, and why? Did it go in any directions you had not anticipated?*

Grading & Submission: You have two options for submitting your interview notes:

You can type your notes into the space below and upload your journal to the Canvas assignment for Journal 3.5 (doc, docx, PDF) **OR** you can submit a photo/scan (pdf, jpg, jpeg, png, tiff) of your handwritten notes to the Canvas assignment for Journal 3.5.

This assignment is graded for completion ("Credit/No Credit") and counts for 5% of the total grade of this Fieldwork Project.

DUE DATE: This assignment needs to be completed by **11:59pm the day BEFORE your Discussion Section in Week 12.**

*Note:* *Journal 3.5 and 3.6 have the* ***same due date****. You need to submit both assignments to Canvas, even if your interview notes are included in the file you submit for Journal 3.6.*

**When did you come to the United States?**

I came to the United States in 1999, following your dad who came here in 1997.

**Did your parents encourage you to come to the United States?**

Yes, my parents encouraged both of us to go to the United States. It was what we were raised to do since we were born. Times were not very good in India since it was still in the middle of modernizing after we gained independence. The typical route for a “good” Indian kid was get almost perfect grades in secondary school, get in the top ten ranks, get into a good college, and immigrate to the United States for better jobs and better money. Then, we had to send the money back to our parents and family back in India.

**How was your journey to the United States and obtaining citizenship?**

My journey to the United States was a relatively simple one. I traveled to the US after your father, who had gone over 2 years before. We both obtained citizenship relatively easily, since we had relatives already here who helped us with the process.

**Speaking of which, how was your support network when you came here?**

Our support network was huge. It included family members who had already settled here, friends of those family members, people we went to college with, and so many more. One thing Indians pride themselves on is how so many of us stick together; it’s why we achieve success in our career relatively more quickly than others. (she went off into an aside talking about a certain group of north Indians called the Marwaris, and how the entire family lives together in one massive compound, and family decisions are made with a vote).

**How did people treat you when you first came here? Do you have any stories of people treating you differently based on the way you looked?**

I have a lot of stories about people treating me differently. Racism against Indians is a huge problem here that is overlooked. Me and your dad were looking for a house to rent since our apartment was getting a bit cramped with you in the mix. That’s why we sent you to India for a few months. So we drove to this community that had an open house in it, and when we got out of the car, this huge man with a gun came out and asked us what we were doing here; not politely either, but in the “get out of here” voice. So we complied, and drove out of there as fast as we could. I don’t think he would’ve reacted in that way if we were white. Fortunately for us, we’re not as discriminated against as, say, African-Americans, since the stereotype of us is that we’re smart and nerds, not dangerous.

## **Journal 3.6** | Final Analysis & Reflection

### Instructions & Expectations for Journal 3.6

Write your analysis & reflection by responding to each of the following questions; each response should be **150 – 250 words, unless otherwise noted**. Use your interview notes to help you develop your responses.

If you chose to make a recording of your interview you can use it as well to help you write your responses. *(Remember: to delete all copies of the recording once the assignment is complete.)*

Grading & Submission: Save your journal and upload it to Canvas. For this assignment all parts of your journal will be complete, unless you submitted handwritten notes for Journal 3.5.

This journal assignment is graded using the rubric on Canvas. It counts for 60% of the total grade of this Fieldwork Project.

DUE DATE: This assignment needs to be completed by **11:59pm the day BEFORE your Discussion Section in Week 12**.

*Note:* *Journal 3.5 and 3.6 have the* ***same due date****. You need to submit both assignments to Canvas, even if your interview notes are included in the file you submit for Journal 3.6.*

|  |
| --- |
| 1. **What was your research question? (1 sentence)** |
| How do Indian immigrants differ from other immigrants living in the United States? |
| 1. *Describe* **| Who did you interview (use a pseudonym, *not* their real name) and what did you discuss? Describe your interview.** |
| I interviewed a woman, Lakshmi, and we discussed her experience growing up in the United States. We discussed how she came here, the support network that was already in her place that helped her get on her feet and get a job and house, and her experiences with discrimination, both in the workplace and in her general life. We discussed how American culture was different from Indian culture, and how quickly and well she adjusted. We discussed how immigration changed her views on certain topics, and if she regrets coming here. We discussed if her life had gone roughly “according to plan” or if there were a few detours here and there. |
| 1. *Connect* **| How did the information you learned from your interviewee relate to, overlap with, or contrast with the information in the sources you read for Journal 3.2?** |
| There is a great deal of information that overlaps with my mother’s story. First, both my mother and father are in the tech industry, and work as engineers. We also live near Seattle, a major tech city, and they moved a little before the new millennium, to help stop the Y2K disaster. My mom also admitted to making a lot of money, which is a characteristic that many Indian immigrants have. My mom also talked about her experience with competitions. Spelling bees, geography bees, and other competitions were a pretty large part of her friends’ kids’ life when she first immigrated to the US. She observed that there were special classes that parents paid for their kids to go to do well in those competitions; in fact, she sent me to quite a few of those classes as well! When asked about why she thought competitions were such a big part of Indian-American life, she replied with an observation that there was already a huge competition to get to the U.S. anyway, and that this was simply an extension of that. |
| 1. *Analyze* **| Based on your interview and the sources you read, provide an answer to your research question.** |
| Indian immigrants differ from other immigrants from their relatively more intense commitment to get a very high-paying job to support their family back home. Indian immigrants are also much more higher-educated than other immigrants, and most Indian immigrants work in the tech industry as engineers or programmers. Also, my mom said that her parents encouraged her to speak English whenever possible, in preparation for traveling to the United States. This correlates with data saying that Indian immigrants are more fluent in English than the majority of the immigrant population. Additionally, most Indian immigrants are originally much more well-off back home, since virtually no Indian immigrants enter illegally, and they can afford the cost of passage. This goes in hand with the person I interviewed, since my grandfather was a lecturer and my grandmother was the principal of a high school. We are also relatively high caste. |
| 1. *Connect* **| How does your answer to your research question connect to concepts about migration we discussed in class (i.e. in the lectures, section, or textbook)?** |
| My answer to the research question connects to concepts we discussed in class because of the fact that different immigrant groups come from different places, in terms of reasons they come to the United States, support networks in place for them, how they immigrate, and how hard it is for them to get on their feet. For example, a relatively large portion of Hispanic immigrants are illegal, and most immigrants work menial jobs like cleaning or picking on farms. However, Indian immigrants are initially rich and come legally, working in high-paying IT jobs even in the present. In fact, they are the group that has the highest median income in the United States. |
| 1. *Assess* **| What were the high points and/or challenges of conducting an interview? Describe your experience.** |
| The high points of conducting this interview were that I didn’t have to be polite or gather background on my subject, since I’ve lived with them for over 15 years. I knew exactly which questions to ask; additionally, I had enough background information from previous conversations to avoid asking useless questions that would only hinder the interview. However, the biggest challenge was finding new questions to drive the conversation to a different place than I had usually been in; for example, me and my mom had talked about ethnic groups like the Marwadis before, but I couldn’t avoid the subject since it was so close to what I wanted to talk about with her. However, I did ask her if she could compare the characteristics of the Marwadis to the support network I could have, which opened up a new avenue to the conversation. Additionally, it was hard for me to come up with follow-up questions in the moment to take notes on; I couldn’t come up with them off the top of my head while simultaneously taking notes. |
| 1. *Critically reflect* **| How might your identity (e.g. gender, age, etc.) and your prior relationship to your interviewee (if any) have affected how your interview went? How has your identity potentially shaped your interpretation of what they told you?** |
| My prior relationship to the interviewee definitely affected how the interview yet, since we had come close to this topic numerous times and I knew a lot about the interviewee prior to the interview. It was hard to come up with new questions to open up new avenues of conversation, but it was interesting to have this conversation in the lens of purely trying to find out information. Before, I didn’t really pay attention when me and my mom had these conversations, but now, (since I had to), I learned a lot about my mom and the reason for why she acted a certain way at times. My identity definitely shaped the interpretation of what they told me. Since I grew up here, I didn’t have a very good perspective on my mom’s life, even though I had lived with her for so long. Indian values were drastically different from typically “American” ones. |
| 1. *Assess* **| What do you think are the strengths and limitations of conducting a semi-structured interview as a research method? What kinds of data does it allow you to collect?** |
| The advantages of a semi-structured interview are that there is a large amount of detail generated from the interview, the interview is very flexible and can be changed on a whim if the interviewer wants to get to know something else, and it is fairly reliable and can be analyzed very easily. Some disadvantages of semi-structured interviews are that the interview cannot completely guarantee the honesty of the interviewee, the flexibility of the interview can possibly lessen the reliability of it, open-ended questions are very difficult to analyze, and it is difficult to compare answers, since every semi-structured interview will be different. |
| 1. *Reflect* **| What have you learned about yourself while completing this project? (1-3 sentences)** |
| I have learned that my identity and relationship to the interviewer has a huge affect on how the interview goes and what I learn from it. |
| 1. *Advise* **| What would you do differently if you did this assignment again to achieve a more in-depth answer to your research question? (1-3 sentences)** |
| I would research someone else that I did not have a deep prior relationship with, in order to see if the things I would learn would be different as compared to someone I had a deep prior relationship with. |

Rev. 16.Oct.2019