The Interview Task involves you talking with someone who is a member of a different social ethnic group than you are in order to achieve some understanding of the impact that culture plays in daily life. You will need to conduct your interview in a specific format (provided by Instructor). During the interview, you will keep notes in order to complete a 7-8-page paper about your interview experience. Lastly, you are to spend two additional hours with the interviewee (i.e., sharing pictures, stories, having lunch) to learn more about them as an individual and their life experiences.

The assignment is worth 50 POINTS.

SPECIFIC GUIDELINES: QUESTIONS TO ASK

General Background (3 points)
Region of birth, region raised
Age, gender, sexuality
Nationality
Martial status, children

Education, place obtained
Occupation

Questions about Immigration/History (10 points)
When did your parents or grandparents come to America?
    How long have they been in the US?
What was their occupation upon arrival?
Ask them about their migration experiences (struggles, benefits, dreams)
    Do you remember leaving your country to come to the US?
    Please describe the departure from xxxxx- getting on the boat and arriving to the US
    To what extent did the US government assisted your migration?
    Were you forced out of your country by the government?
    Did you find the experience traumatic?
    Tell me about your experience as a Latino/a American in the US.
Have they revisited their place of birth?

Transition and Acclimation (10 Points)
What types of jobs have you had over the past 20 years?
Were you resettled in a Latino community?
How quickly did you learn English? Are you now proficient?
To what extent was religion or spirituality important in coping with the transition?
Have you encountered racism or prejudice?
How would you describe your current economic state? (Low, medium, high)

Family Values (15 points)
Describe the family
Identify the traditional values and customs
Identify important dates celebrated and remembered
How important is the extended family?
Do you consider the family united?
Does the family place an emphasis on the importance of cultural roots?
What role has migration had on family interactions?
What role has assimilation had on the newer generations?
What is the primary language spoken in the home?
Do the family members mostly practice a religion? If so, which and what are some primary teachings?

**Applying Concepts (10 points)**
Students are required to apply the class content within each section. Specifically, identify the various terms that apply addressed in lecture and readings. Provide insight on how the findings overlap and reflect class material, theories, and models. Your integration of the class material must demonstrate an understanding of your knowledge gained from the class.

For this section, address ethnic identity, acculturation, assimilation, cultural transmission, cultural values, discrimination, prejudiced, and other important terms. Consider telling the reader about your interviewee's ethnic identity stage and their means of navigating mainstream culture if appropriate.

- Make sure to cite the literature and make reference to the terms and information.
- Reference your readings, lectures, and any important media that will help you build your paper.
- Quote your interviewee and support your statements

**Writing and Quality of Paper (2 points)**
The quality of the writing will be considered for your final grade. All students will be responsible for proper sentence structure, good organization, and topic sentences.

**Tardiness**
1. If late one day, deduct 4 points automatically (46/50) per day.
2. The student is to use complete sentences. If there are grammatical errors, there will be deductions.
3. The best papers will be those with good examples, good reflection, reference to class readings, proper citations (APA).
4. Quality papers will be well thought out, comprehensive with background and supportive statements. Conclusions cannot be made without substantive evidence.
5. Organization of the paper is important. The student is not to present the story randomly.

**Recommendations for Best results**
Be a participant observer
Take detailed, extensive notes

**Pre-Interview Comment Sheets**
<table>
<thead>
<tr>
<th>Date of interview</th>
<th>Place of birth</th>
</tr>
</thead>
<tbody>
<tr>
<td>Place of interview</td>
<td>Occupation or other position</td>
</tr>
<tr>
<td>Sex</td>
<td>Religion</td>
</tr>
<tr>
<td>Age</td>
<td>Family role (mother, father, son, grandmother)</td>
</tr>
<tr>
<td>Education</td>
<td>Place of residence</td>
</tr>
</tbody>
</table>
RECOMMENDATIONS FOR THE VISIT:

1. Introduction

   - Purpose of assignment
   - Length of time
   - Promises of anonymity
   - Why selected
   - Indicate that some questions may be silly or difficult

   Interviewer will tell respondent about self
   Ask permission to tape or record
   Not for publication
   Receive copy

2. Flexible Format

   - No need to follow a rigid agenda
   - Go with the flow

3. Leading Questions

   - Don’t you think that . . .  vs.  How likely would you say that

4. Attending, thinking, taking notes, and taping

FURTHER INSTRUCTIONS FOR INTERVIEW TASK

The Interview Task involves talking with an individual who is a member of a different ethnic group than your own, in order to achieve some understanding of the impact of culture on daily life. This cannot include a family friend or member.

Choosing an Interviewee: When choosing an interviewee, there are a few questions to consider:

   - What is the ethnic background of the interviewee?
     - What do you perceive as their ethnic background?
     - What do they perceive as their ethnic background?
   - Why is their ethnic background different from your own?
   - What are the characteristics of the individual that make them uniquely ethnic?
   - Can someone be ethnic and “acculturated” at the same time?

If you are planning to pick an ethnic Caucasian: Remember that heritage and “ethnic” are two separate concepts—they are NOT always the same. For example, while a person may be of Jewish heritage, he or she may not be “ethnically” Jewish. If the person attends temple, follows the Kosher laws, and celebrates Jewish holidays, he or she may be considered “ethnically” Jewish because the individual has retained cultural practices of Jewish culture. However, if the individual is of Jewish heritage, but has NOT maintained any uniquely ethnic Jewish customs, the individual may not be considered “ethnically” Jewish. Inquire about their ethnic and cultural background, be comprehensive and detailed for an accurate interview and paper.

With all this in mind, make sure your participant qualifies as a unique, culturally ethnic individual!