

Anthropology 451: FIELD SCHOOL IN CULTURAL ANTHROPOLOGY: Chile
International Studies 490/590 **Field Studies Abroad**
Central Connecticut State University

COURSE DESCRIPTION: The Field School is a critical component in the education of students who wish to develop the specific skills and experience to conduct cross-cultural work. Chile is a setting that welcomes CCSU students in anthropology, psychology geography, political science, history, International Studies, Latin American studies, public health, Spanish-- and more!

We will explore three major themes in Chile's culture: Its political and social legacy of democracy and egalitarianism –and recovery from dictatorship; its economy, “middle class,” women's movement and global location, and its environmental achievements and challenges.

The Field School has several “research sites.” One is Connecticut, where we begin researching “Latin America in North America.” There the group will study Chile's culture and history and prepare for their study tour abroad. In Chile, we will work in Santiago, the capital. Then we move to the rural village of Chépica, and our homestays. We end the time in Chile on its storied and long coast, in Vina del Mar and Valparaiso. We end the course with a post-fieldwork meeting in Connecticut to complete library research and write-up, and share our slides, culture shock and ways of incorporating the Field School into our "States-side" work and lives.

The course work includes readings, a cross-cultural journal, field exercises and notes, and individual research in both Connecticut and Chile. In addition to general participant observation and research notebook development, students will carry out symbolic analysis, oral history interviews, genealogical methods, kinship analysis, and local-level market research.

Required Books:

- 1) *Culture Shock! Chile*, by Susan Roraff and Laura Camacho
- 2) *The History of Chile* by John L. Rector
- 3) Isabel Allende, *My Invented Country: A Nostalgic Journey through Chile*
- 4) Mark Eisner, *The Essential Neruda: Selected Poems*

You might also find useful a Spanish phrasebook (Lonely Planet has a good one), and other travel books (here, I recommend the Rough Guide).

Requirements: Journal/Reading Responses/Field Exercises (30%)

Book Review (10%)

Topical Research paper, including an 8-10 page write-up (30%) and Presentation (10%)

Attendance, participation and development of the Field School (20%)

Grading Policies:

1) **Class participation** is an important part of this course and consists of **What We Agree Upon:**

Policies I have used on past:

A) **Attendance:** More than one absence (a week) will hurt a student's grade. Students are responsible for documenting their attendance by signing the attendance sheet. I am taking attendance to encourage your exposure to the material available only in class and to encourage your participation and support in class discussions. Perfect attendance will help the final grade. After one absence, each further absence deducts two percentage points from final grade. Whether or not you attend the session, you will be responsible for the material presented in class, and I will not reteach class during office hours.

B) **Participation and Development of the Field School:** As part of this class, you are responsible for keeping up with the reading, active listening, discussion participation, supporting each other in sharing, risk-taking and feedback. You are also responsible for developing ideas and exercises and itinerary suggestions that make the Field School Even Better.

Very Important: The course is planned carefully and assignments must be completed In Sequence. You will need time to think, read and write. You will also benefit from talking/arguing with each other outside of the class. The Anthropology Library in DiLoreto 002 and the table in the Anthro office have been traditional and well-used venues. Please set aside the time necessary. In the CCSU catalogue, six hours per week outside of class is the standard. **Remember that in the CCSU Anthropology Department, we are interested in education and not in MacBachelor's...**

2) **Journal/Reading Responses/Exercises:** We'll do exercises in and out of class, in Connecticut and Chile. You'll keep a journal, in which you'll also add responses to various readings.

3) **Book Review:** You'll write a two-page review of a book that you choose to read from Chile's VAST historic and literary tradition

4) **Final Paper/Peer Review:** There are two possible research strategies for this paper. One strategy is to interview and prepare a life or oral history of a Chilean who interests you. In the second strategy, you will choose a topic to research. I will provide a list of possibilities, but you are free to develop your own paper topic based on the issues and debates raised in the course, and the field exercises that you undertake. Your topic **MUST BE APPROVED** by me.

As a scholarly exercise, papers should contain a) a **THESIS STATEMENT** clearly defining the specific question or issue you will address and **WHY** it is **IMPORTANT**, b) the use of at least **TWO** of the course's readings, as part of the discussion/comparison of your subject's life and/or your topic. Descriptive summaries of ethnographic facts or one author's position will **NOT** be acceptable.

Peer Review: Peer review of the rough draft of another student's paper shall consist of a two-page evaluation of the paper, drawing on knowledge gained from the course to offer constructive--and specific--comments and suggestions regarding content, organization and style. If these are received late but in time for the peer to benefit, partial credit might be arranged. **AFTER THIS**, no credit will be given.

Essay Writing Suggestions

The following pointers are guides for writing a successful essay for my class, as for any class. The first two points are crucial for any good essay, academic or not.

1) **Voice:** Demonstrate your competence with the reading's issues and advance an argument, a position, an original and challenging synthesis or hypothesis.

2) Writing: Good writing means good sentence and paragraph structure, a clearly stated thesis, clear typing and accurate spelling. Success in this area goes a long way with me. A first draft seldom demonstrates all of the above.

3) Answer all parts of the question OR talk with me before the due date about your topic idea.

4) Use the class material (the readings, films, class discussion and lecture) in your argument. Do not regurgitate detail to “prove” you’ve kept up; DO present the issues of the materials in your own words. Lengthy quotes are not needed; they use space without demonstrating much.

5) Do NOT repeat the question as your thesis sentence. DO indicate in your essay title or cover page that question you are addressing, if several choices were assigned.

6) If the essay length is a minimum of four pages, write four full pages, normal formatting, not 3.75. A good idea is to write 4.25 pages. You should have plenty to say, and I will be happy to suggest points to expand.

4) **Journal/Reading Response:** You will keep a journal of your thoughts in response to the Field School’s adventures, before, during and after the Chile travel, and in response to the readings. Reading Suggestions: The course material is rich, and challenges our world view. Each chapter or article can be read several times, and with each reading, more becomes clearer, more connections are made, and more consequences become apparent.

1) For a FIRST reading of an assignment, get the MAIN IDEAS. Don’t get stuck in details; these will be helpful in your later readings. Pay attention to the reading focus questions I give.

2) After your first reading and BEFORE class, try to sum up the main focus and your primary response in ONE WORD or PHRASE.

3) Next, sum up the reading in one phrase, such as “This article is about _____.” This is a topic sentence.

4) Then try one sentence: “This article’s main point is _____.” This is a thesis sentence.

5) I (and the rest of the class) will always find interesting the connections and consequences that you worked out in the assignment’s first readings. Bring those also!

5) **Late and Missed Work:** I will deduct one grade level per day for assignments received after the due date. For example, if your paper due Tuesday was handed in on Thursday and earned a B+, it would earn a B-. Late reading journals can receive no grade higher than a B-.

6) **Rough Drafts:** I am happy to read rough drafts of assignments before their due date.

7) **Incomplete Grades:** I allow incomplete grades for students who have passed the first half of the course, who have a legitimate reason for not completing the semester’s work and who speak with me a week before the final class.

GRADING CRITERIA FOR READING, READING JOURNALS, ASSIGNMENTS AND WRITING

Grading Criteria: I grade the written or diagramed homework assignments as follows:

a) The exercise is handed in on time: in class and on due date

b) The exercise demonstrates clarity of communication: correct grammar, punctuation, spelling and sentence structure. Assignment has been proofread and corrected for typos.

c) The writing is responsive to the assignment: instructions were followed, including format and length.

d) The level of thinking demonstrates: an understanding of course concepts; that facts have been distinguished from opinion; that the concepts are applied creatively or originally.

e) Staple all papers--loose leafs or pencil will not be accepted. Do not use plastic folders.

Grading Systems: A Prose description of my grading:

- A: Achievement that is goes well above and beyond, or is truly exemplary, of the assignment
- B: Achievement that goes significantly above the level necessary to meet the assignment requirements
- C: Achievement that meets the assignment in every respect
- D: Achievement that deserves some credit due, even though it does not fulfill the assignment
- F: Assignment either was not completed, or was not completed in a manner that earned enough credit

A Numerical description of my grading:

A:	100-95%	C:	76.9-73%
A-:	94.9-90%	C-:	72.9-70%
B+:	89.9-87%	D+:	69.9-67%
B:	86.9-83%	D:	66.9-63%
B-:	82.9-80%	D-:	62.9-60%
C+:	79.9-77%	Fail:	59.9% and lower

Important: Academic Dishonesty: Academic dishonesty includes cheating on assignments, papers or exams, plagiarizing (misrepresenting as your own work any work written by another person), and submitting the same paper or substantially similar paper used to meet the requirements of another course, without arriving at an agreement with all of the professors concerned. Any evidence of these forms of academic dishonesty is grounds for failure in this course.

Accommodation and Alternative Formats: Students with disabilities who require accommodations in meeting this course's requirements should meet with me as early as possible in the semester, in order to work out best options. I would be happy to develop these accommodations with you. It is your responsibility to contact me and provide me with formal documentation BEFORE assignments are due.

Students Whose First Language is Not English: Feel free to talk with me early in the semester about any extra assistance that would be helpful in meeting this course's requirements. I am fluent in Spanish.

Class Schedule: (All Things in Life May Change!)

- Week One (Jan 27): Introductions and logistics
- Week Two: (Jan 31): Overview of History and Politics of Chile
- Week Three: (Feb 7): Subjective Well-Being and Cultural Values
- Week Four (Feb 14): The Family
- Week Five (Feb 21): Gender
- Week Six (Feb 28): Political Repression
- Week Seven (Mar 7): The Mapuche and Quechua, Aymara
- Week Eight (March 14): Getting Ready to Leave!

SPRING BREAK IN CHILE

- Week Nine (March 28): Immigration and Globalization
- Week Ten (Apr 4): Acculturation
- Week Eleven (Apr 11): Poetry and more
- Week Twelve (Apr 18): Research and Presentations
- Week Thirteen (Apr 25): Research and Presentations
- Weeks Fourteen and Fifteen (May 2 and 9): Research and Presentations
- Finals Week: Final Research paper Due