

ONE-TO-ONE FIELD ASSIGNMENT

This assignment is worth a possible 50 points towards your final grade in the course.

Be advised that if you write up a one-to-one visit that does not meet the basic requirements of the assignment, your report will not be acceptable. In other words, you may have to do two or three one-to-one visits before you develop one that satisfies the requirements of the assignment.

The assignment calls for doing a “one-to-one” visit, preferably for at least 30 minutes.

- Your primary purpose in this visit is to *discover what the person regards as the main day-to-day condition(s) that creates pressure in his or her life*—that is, the punishing or problematic condition(s) confronted on a *daily* basis.
- This should be a person you do *not* know—*not* a relative, friend, or acquaintance.
- You should *not* select someone in circumstances very similar to your own, such as another student or someone who is the same age as yourself.

You may find that one-to-one contacts can comfortably be made at a social gathering, after religious services, at a meeting of a social or cultural organization, even at bus stops, or while waiting at the car wash. Sometimes it helps to get these conversations started by sharing some condition that creates day-to-day pressure in *your* life.

Avoid “announcing” who you are (i.e., a CSUN student) and what you’re doing (fulfilling the requirements of a class assignment)—just be friendly and natural, as if you really enjoy getting to know people.

As soon as possible after the contact, write short notes that describe all the essentials of the contact without revealing any names.

Write up your one-to-one visit in no less than two or more than three double-spaced pages with one-inch margins, using 12-point type, paying attention to spelling, punctuation, grammar, and composition. Use the following outline in writing up your one-to-one and, to earn the maximum number of points, be sure to cover all the items mentioned below:

- ***A brief description of the person*** (focusing on indicators of economic, social, cultural, and political status, e.g., type of car owned, political opinion expressed, cultural values, attitudes, or practices revealed, etc.);
- ***Where and how you happened to talk*** with the person (e.g., “We met on the bus when I asked how far my stop was”);
- ***The pressures mentioned*** by the person (e.g., rising gas prices, a broken washing machine, a delinquent teenage child, etc.) and any implicit or explicit assumptions about possibilities for changing the situation; and

- ***The tone of the contact***, that is, whether the conversation was lively, dull, etc., and whether the person's feelings and opinions were related to personal experiences or were mainly intellectual.
- ***Some conclusions*** regarding what you learned about the following:
 1. What it takes to get people you don't know to talk about the real pressures in their lives;
 2. How people define such pressures, the kinds of thoughts and feelings they associate with them; and
 3. Expectations they have about changing the conditions that create the pressures.
- Grading on these papers will reflect proper spelling, punctuation, grammar, and composition.