

**CENTER FOR ETHNOGRAPHIC CULTURAL ANALYSIS:  
SELF-STUDY REPORT 2017**

by

Barbra E. Erickson, Ph.D.  
Professor of Anthropology  
Director

Joseph J. Nevadomsky, Ph.D.  
Professor of Anthropology

Karen E. Stocker, Ph.D.  
Associate Professor of Anthropology

Sarah G. Grant, PhD.  
Assistant Professor of Anthropology

Center for Ethnographic Cultural Analysis (CECA)  
Division of Anthropology, MH-422  
<http://anthro.fullerton.edu/ceca/index.aspx>

College of Humanities and Social Sciences  
California State University, Fullerton

March 2017

Contact Information:

Dr. Barbra Erickson (Director) MH426-E, (657) 278-5697, [beerickson@fullerton.edu](mailto:beerickson@fullerton.edu)  
Dr. Joseph Nevadomsky, MH426-F, (657) 278-5335, [jnevadomsky@fullerton.edu](mailto:jnevadomsky@fullerton.edu)  
Dr. Karen Stocker, UH-214, (657)278-1070 [kstocker@fullerton.edu](mailto:kstocker@fullerton.edu)  
Dr. Sarah Grant, MH426-C, (657)278-4703 [sagrants@fullerton.edu](mailto:sagrants@fullerton.edu)

## Center for Ethnographic Cultural Analysis [CECA]

March 2017

### 2. Mission and Goals:

The mission of the Center for Ethnographic and Cultural Analysis (CECA) is to provide students with resources, and a space for equipment, training, and hands-on experience in systematic cultural analysis that will be transferable to the workplace, and to prepare students for graduate study. The increased emphasis on methods (in addition to theory and content) in the Bachelor of Arts and Master of Arts programs reflects the recognition that real-world skills are vitally important to our students.

The Center was begun in 1998 and is housed by the Cultural Anthropology program. In the Division of Anthropology, there is an increased emphasis on applied anthropology in cultural anthropology, in which anthropological training and perspectives are used to help solve important challenges and problems in society. For students aiming toward working as professional applied anthropologists, as well as those seeking further graduate study and an academic career in anthropology, the Center can help to provide students with important and potentially marketable abilities.

In addition to serving students in Cultural Anthropology, as of 2016, the Center for Ethnographic and Cultural Analysis has expanded to include faculty from across the university. We made this change out of recognition that ethnographic methods infuse numerous academic disciplines, and this Center may offer both students and faculty members a forum in which to exchange ideas, research, and support with regard to concerns related to the use of ethnographic methodologies.

The goals of the Center include, but are not limited to, the following: (1) to support ethnographic research, methodology, and innovations to provide opportunities for interdisciplinary and multidisciplinary work; (2) to provide facilities and technology for ethnographic teaching and research; (3) to provide facilities and technology for graduate and undergraduate students to engage in local community, national, and international research; and (4) to facilitate community research on the culturally constructed boundaries and cultural heritage in diasporic communities in California.

### 3. Activities:

In keeping with the goals of CECA, an ethnographic speaker series focused on engaging faculty *and* students in discussion about theory and methods in ethnographic research is an excellent (and feasible) way to sustain CECA activities. Guest speakers are encouraged to talk about their own field work experiences, ethnographic challenges and successes, what they might do differently in future projects and offer advice for students at the undergraduate *and* early graduate level. In Spring CECA is hosting two guest lecturers who employ ethnographic methods in their respective academic and non-academic careers. Their presentations include group discussions and ethnographic case studies that will encourage students and faculty to think critically about the role of ethnography outside of the classroom through a high impact mutual learning experience.

Starting last year, we tried to revitalize this center and reached out to colleagues across campus who use ethnographic methods. This now includes colleagues from HSS (7 different programs or

departments), COE, Business, College of Communications, College of the Arts, College of Health and Human Development, and the library.

Interested ethnographers include the following:

Siobhan Brooks, African American Studies (HSS)  
 Leonor Cadena, Anthropology (HSS)  
 Trish Campbell, Exhibit Committee Chair and Program Coordinator (Pollak Library)  
 Christina Ceisel, Communications  
 Minerva Chavez, Department of Secondary Education (COE)  
 Christine (Chris) Chin, Sociology (HSS)  
 Dana Collins, Sociology (HSS)  
 Linda Sun Crowder, Anthropology (HSS)  
 Dydia DeLyser, Geography (HSS)  
 Vanessa Díaz, Communications (College of Communications)  
 Barbra Erickson, Anthropology (HSS)  
 Erualdo Gonzalez, Chicana and Chicano Studies (HSS)  
 Alexandro Gradilla, Chicana and Chicano Studies (HSS)  
 Sarah Grant, Anthropology (HSS)  
 Nick Henning, Department of Secondary Education (COE)  
 Pablo Jasís, Elementary and Bilingual Education (College of Education)  
 Julian Jeffries, Reading Department (College of Education)  
 Carrie Lane, American Studies (HSS)  
 Laura Lohman, School of Music (College of the Arts); Director of Faculty Development Center  
 Joseph Nevadomsky, Anthropology (HSS)  
 Linh Nguyen, Modern Languages and Literature (HSS)  
 Eliza Noh, Asian American Studies (HSS)  
 David Obstfeld, Management (Business)  
 Claudia Pineda, Department of Child and Adolescent Studies (College of Health and Human Development)  
 Maureen Salsitz, Anthropology (HSS)  
 Karen Stocker, Anthropology (HSS)  
 Christine Valenciana, Elementary and Bilingual Education (College of Education)  
 Bob Voeks, Geography (HSS)  
 Cameron Walker, Anthropology (HSS)

#### **4. Organizational Structure and Governance:**

The cultural anthropology faculty currently serve as the advisory board for CECA. We would welcome interdisciplinary participation on an advisory board in the future. We are currently in the process of hiring a 5<sup>th</sup> cultural anthropology faculty member, and we plan to have a formal meeting next fall to discuss this. We have recently elected Dr. Sarah Grant and Dr. Karen Stocker to be co-directors of the Center for the coming year.

## **5. Resources and Sustainability:**

The Center for Ethnographic Cultural Analysis (CECA) has no costs at this time, which makes it sustainable. CECA is officially housed in McCarthy Hall 422, and also utilizes the small office in the Teaching Museum in McCarthy Hall 424A. MH422 is a computer lab with 29 terminals (28 student-available and one faculty control terminal), computer software, research library (containing classic ethnographies and theoretical works), and visual anthropology equipment. The computer lab is used as a classroom much of the time.

The cultural anthropology faculty propose to purchase additional software and hardware to enhance the effectiveness of teaching, learning, and employable skills for undergraduate and graduate students. Both imaging and up-to-date qualitative analysis software are critical for the development of discipline-based skills in cultural anthropology. MAXQDAplus2007, which we have purchased in the last several years, is one of the top anthropology-recommended software programs for qualitative text analysis. A scanner and plotter for the preparation of professional and student posters can be used both in marketing the major and minor on-campus and in presentations at professional meetings. We hope to acquire Adobe Photoshop CS4, Illustrator CS4 and Premiere CS4, which are the industry standards and the expectation for employable skills for our graduates.

These software and hardware materials help to prepare our undergraduate majors and minors and graduate students in anthropology; enhance the marketability of anthropology students for future employment; and recruit anthropology majors and minors through demonstrable research accomplishments such as professional and student papers and posters.

## **6. Highlights and Accomplishments:**

As discussed above, the Center and its Computer Lab have been used extensively by both faculty and students for teaching and training in methods of ethnographic analysis, in producing research projects and GIS projects, and in producing posters for professional meetings.

With Dr. Grant serving as our webmaster, we have been making an active effort to develop a webpage for CECA and to highlight the interdisciplinary nature of the Center.

This spring (2017) we have organized our first “Ethnographic Speaker Series.” In future speaker series, we hope to encourage the involvement of other ethnographers on our campus to facilitate our goal of interdisciplinary collaboration and research, as well as making research available to students and colleagues. In this first lecture series, one of our speakers is an alumnus of our BA and MA programs, who is now using his anthropological training in corporate business. With him in particular, we hope to inspire students who want to learn how training in ethnographic methods can further their career goals as well as potential graduate school research.

## **7. Planning and Strategic Outlook:**

The goals of CECA for the coming year include adjusting the advisory board to make it more inclusive and reflective of the Center’s interdisciplinary composition. We also plan to make a lecture series or brownbag or round table series a regular event. Next year we hope to schedule a retreat or workshop

to which we will invite the entire group of interested ethnographers on campus, as well as cultural graduate students. We hope through this process to brainstorm ways in which we can involve the community at large as well as the campus community.