

ASSIGNMENT 2: Cultural Variations in Childrearing

The purpose of this assignment is to learn in more detail about families and childrearing practices in one culturally diverse group. You will focus on one culturally diverse group.

SLO 1: Describe how identities (i.e., religious, gender, ethnic, racial, class, sexual orientation, disability, and/or age) are shaped by cultural and societal influences in contexts of equality and inequality

Objectives of this assignment: after completing this lesson, students should have an understanding of:

- 1 The sociological (demographic, socio-economic) context of culturally diverse families;
- 2 Socialization practices and pressures in culturally diverse families;
- 3 Describe how religious, gender, ethnic, racial, class, sexual orientation, disability, and/or age identity are shaped by family influences in contexts of equality and inequality
- 4 Information competence: Selection and analysis of *scholarly* articles and information.

In your paper and presentation, you will discuss (**use the following headings in your paper**):

1. Background – Demographics (education, occupation, number in US) & immigration history, if applicable. If you select Chinese, for example, and some data are only available for Asian American, then that is fine, but you should be clear in your description what group(s) the data represent.
2. Stressors or struggles faced by these families as a result of their cultural diversity; specific problems faced by youth (language, identity) as a result of being part of this group.
3. Values & Socialization – Scholarly, research-based description of socialization practices, including cultural values and customs, family characteristics, and especially parent socialization practices. This is NOT a paper on cultural values in the family, but the socialization practices that parents use to teach and influence their children, so that should be the focus in this section. How are religious, gender, ethnic, racial, class, sexual orientation, disability, and/or age **identity** shaped by family influences? [You don't have to address all of these identity issues, but you need to deal with at least one.] Have there been specific laws impacting this group that have affected childrearing practices?

The following groups are possible. When you select a group and read about this group, you must focus on the **US as a context**. For example, examining Middle-Eastern families using articles that look at families only living in the Middle-East and not the US does *not* fulfill the requirements of this assignment.

- 1 Ethnicity: Pick one -- African American, Mexican American/Chicano/Latino/Hispanic, Chinese, Japanese, Korean, Vietnamese, Southeast Asian, Middle Eastern, Euro American, Native Hawaiian & Pacific Island, Native American
- 2 Biracial
- 3 Disabled – Families raising a child with a disability-- deaf or blind or other disability
- 4 Adoptive parents
- 5 Single-parent families
- 6 Families in poverty
- 7 Gay/Lesbian parents
- 8 A religious group (Jewish, Mormon, Amish, Catholic, Christian, Muslim, etc)
- 9 Other – you suggest

- A. This assignment requires scholarly research -- use **four scholarly sources** from the library (i.e., books, journals). Use recent sources (within past 10 years, unless a particular source is recognized as a significant source). If you use online sources, they must be scholarly (*not* wikipedia, encyclopedias, general websites, news magazines, etc). Be sure you understand what scholarly sources are. If you do not know if a website is scholarly, go to the Links and click on SJSU Library information competence.
- B. In addition to your 4 scholarly sources, go to the [US Census Bureau website \(www.census.gov\)](http://www.census.gov) or another website and provide some of the following Background information about your group (from the most current census information provided by the website), *for example*, educational attainment and representation of this group in the population (# or % in population). For some of this demographic information ONLY, you can use an encyclopedia source.
- C. Write a 1250 words (**double-spaced**) paper on your family that integrates the topics discussed above (not including reference section). Include a REFERENCE section at the end -- write the references for all sources (author, date, title of book/journal, etc).

Instructions for Completing and Submitting Assignments

1. **Required Format** - Your written assignments must be word processed AND have:
 - A. NO title page (that saves 1000 sheets of paper per year)
 - A. Margins (1" -- Word seems to have 1.25" as a default, so check this)
 - B. Font - size of 12 and Times New Roman ONLY
 - C. Spacing: Double spacing for text
 - D. Header with your name, ChAD 102, Assignment 2 & page number (see header above)
 - E. Format of References can be whatever you use for your major department (e.g., APA, MLA, Chicago) -- for questions about how to properly reference an article, go to the following url, which has formatting tips for [most styles of references](http://www.liu.edu/cwis/cwp/library/workshop/citation.htm) -- <http://www.liu.edu/cwis/cwp/library/workshop/citation.htm>
2. **Submit** - save your Word document as Name102assign2 (I would save it as Kerrick102assign2. If your last name was Johnson, you would save it as Johnson102assign2)
3. **Where to Submit**: Submit your paper to the Assignment 2 link by the date & time deadline -- NOT to me.
4. Read the **grading rubrics** before you write it and again before you submit it. Look at Information about Grades for guidelines about late submissions.

Check out the Suggested Steps for Improving Your Grade on this Assignment AND Grading for this Assignment below.

Suggested Steps for Improving Your Grade on this Assignment

- 1 Download the assignment well before the due date.
- 2 Read the assignment and grading rubrics.
- 3 Decide on a group - email me if you have any questions on whether your group is acceptable.
- 4 Read the definition of scholarly sources in Module 1.
- 5 Locate 4 scholarly sources.
- 6 Look at the assignment and grading rubric again.
- 7 Use the spell check and grammar check on your word processor.
- 8 Edit your paper after completing it. Make final corrections.
- 9 Be sure you have followed the instructions for formatting. Save as Name102assign2.
- 10 Submit to Canvas by the due date/time.
- 11 Double-check that you submitted the correct file (click on file preview to review your paper)
- 12 Review your turnitin report. Don't just look at the % overlap, but instead go into the report and look at the highlighted sections – Ask yourself: is the overlap coincidental (not from a source I consulted) or does it indicate use of proper names/titles? This is not a problem.- OR- did I forget quotation marks/citations? did I fail to paraphrase properly (changing a couple of words is NOT paraphrasing)? In this case, make appropriate corrections and resubmit by the due date/time.

General Rubrics

31.5-35	Exceptional – paper is appropriate length, paper is succinctly and clearly written and integrates all topics; scholarly analysis; includes introduction and conclusion; well organized with headings; uses citations to scholarly sources several times as evidence for various points; reference to internet source; writing free of grammatical and spelling errors.
27.5-31	Very good – paper is appropriate length, clearly written and includes all topics; contains some type of introduction and conclusion statement; organized with headings; some citations to scholarly sources & Internet source; free of grammatical and spelling errors.
23.5-27	Satisfactory – paper is too short, includes most topics; possibly missing introduction and/or conclusion; one or two references to scholarly and Internet sources; may ramble or be somewhat disorganized; inaccurate or incomplete analysis/not scholarly/reads more like a story or encyclopedia; may include stereotypes; grammar and/or spelling errors.
19.5-23	Unsatisfactory – paper is too short, but includes most topics; lacks organization and clarity; no scholarly analysis; poorly written.
0-19	Poor – paper is short, touches on topics; lacks scholarship, organization or clarity; poorly written.