

GUIDELINES FOR ASSIGNMENT: MY FAMILY (DEVELOPED BY TEEOMM WILLIAMS)

It is often said that we cannot pick our families. Like it or not, our relatives are our relatives. The families that we are born into all have their own stories, histories, and legacies all of which impact our lives in one way or another. In this assignment, we begin a semester-long exploration of our families. Think about your family: Who is in your family? What is your family's story? All families are different, thus all families are special. With this assignment you will have the opportunity to discover how special your family is.

NOTE: To obtain the information for this assignment you will be expected to interview **at least two** members of your family. There are two parts to the assignment. For each part you may list as much information as you are comfortable sharing.

DIRECTIONS

Part I – Construct a Genealogy Diagram

Construct a genealogy diagram. Detailed Instructions for this part of this assignment are below. It should include **at least 3 generations** (your generation, your parents and your grandparents). You may trace your family back further if you choose. If you have children, or a spouse or partner you should include them as well. List all of your family members on both the maternal and paternal sides of your family.

1. Begin with yourself. See the attached sheet for the appropriate symbols to use in your genogram. Write your name, age, place of birth, and year in school next to the appropriate symbol. Do the same for your siblings if applicable. Always place the eldest sibling on the left, and be sure to place yourself in the correct birth order. Write their names, ages, location, occupations, level of education, health status, and date or causes of death (if deceased).
2. Next draw the symbols for your parents. Write their names, ages, location, occupations, level of education, health status, and date or causes of death (if deceased). If your parents are divorced, add their date of divorce or separation, current spouses and date of marriage, and other relevant statistics. See the attached page for the proper genealogical symbols. Also add your parents' siblings.
3. Next add your grandparents and their siblings. Add the same information that you added for your parents.
4. You may also add any non-blood related persons who are a part of your extended family. Be sure to note that they are members of your extended family.
5. Make note of and mark any patterns that you observe while constructing your genealogy (substance abuse, mental illness, etc.). These patterns can be denoted by symbols (i.e. stars or flags) or colors. Apply this to each member that shows this pattern.

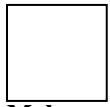
Part II – Tell Your Family's Story

Write a 5 page paper telling your family's story. For this part of the assignment you will want to interview members of your family to learn more about their experiences first hand. Key questions include:

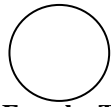
- What city/geographic/region/country is your family from?
- What is your family's racial and ethnic heritage?
- How did your family come to where they are now?
- What were the historical and cultural events that defined their generation (e.g. The great depression, WWII, Civil Rights movement, Vietnam war, etc)? What roles did your family play in these events?
- List any notable individuals and/or accomplishments, activities or feats (did they fight in a war? Own a business? March in the civil rights movement?). Include special moments in your family's history such as movements, births, deaths, adoptions, and other family stories. You may also complete this assignment using audio or video recording

If you have any questions about this assignment please email me or speak to me in class prior to the due date

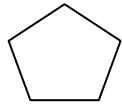
GENOGRAM SYMBOLS



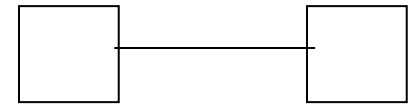
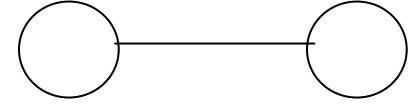
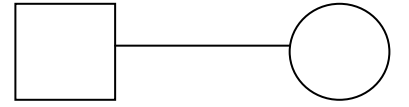
Male



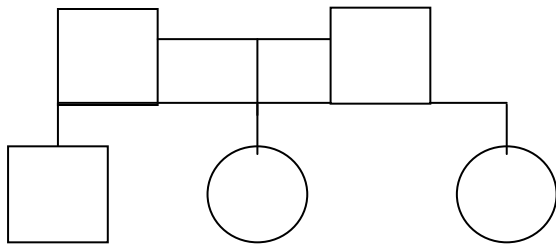
Female



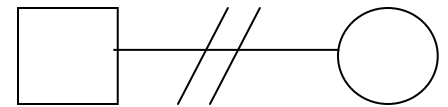
Transgendered person



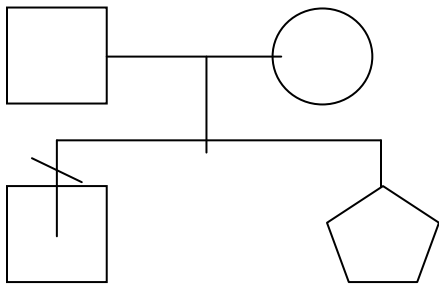
Married or Same sex partners



Children



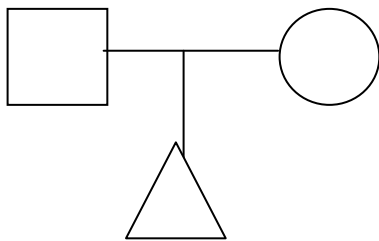
Divorced



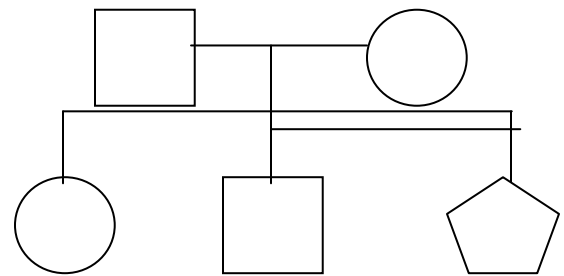
Adopted child



Death



**Miscarriage
or abortion**



Twins

Part III -- My Family and Race – Paper 2 [for My Family & Religion Oppression, see Section 4 Activities]

Earlier in the semester you constructed a family genogram and told your family's story. The purpose of that activity was to help you discover the rich complexity of your individual and familiar history. History is not a thing of the past; it is constantly present and is a part of our lives whether we know it or not. For this assignment you will examine your family through the lens of race. Your assignment is to write a paper (4-5 pages) examining your family through the lens of race.

This paper is your opportunity to find out more about some of the people that have helped you to become the person that you are today. In interviewing your family members, you are asking them to reflect upon themselves and their lives and to share that reflection with you so that you may learn from it. Those family members who agree to be interviewed will be sharing a precious gift with you; please treat that gift accordingly.

Do not be afraid to dig deep into your family's history; you may be amazed at what you find. Each of our family's histories is complex and compelling. While interviewing your family, you may come across a family "secret", i.e. a story or topic that is rarely mentioned or talked about in your family. It is at your discretion whether to explore it or not; if you choose to do so, please do so with care and compassion. Remember, history is not the domain of "everyone else" – we are all active participants.

Please note the following:

1. Your paper must make use of, and reference, the theoretical concepts and readings covered in class in your paper. Do not randomly place references in your paper; take your time to integrate the material we have covered in class in ways that illustrate that you understand it.
2. You must include *at least two* outside references, i.e. references that were not assigned reading for the class. These references should be from journals or other periodicals, text books or other scholarly works. Wikipedia is NOT an acceptable reference.
3. You must cite and reference all material correctly using APA format. Please refer to the handouts given earlier in class for more information.
4. You will have several other "my family" assignments to complete throughout the course of the semester. You will have to interview different members of your family for each paper, so you may want to pace yourself to ensure that you have enough family members to interview for all of your papers. If you do not, or if interviewing your family is a problem, please speak with me so that we may make alternative arrangements.

DIRECTIONS

1. Begin your paper-writing process by selecting someone in your family to interview. You may interview between one and three members of your family.
 - Be sure to note which member(s) of your family you interviewed and your relationship to them. Note the role that this family member plays in your life and the impact they have had on you.
 - If you interview one member of your family, in your paper share (in-depth) what you discovered about that person's experience and their socialization around issues of race.
 - If you interview two or more people, in your paper compare and contrast the family member's experiences and the context in which these experiences occurred. You may want to interview people from different generations in your family; this will give you a cross-generational perspective on the racial socialization of your family.
 - Think carefully about what questions you might want to ask. What would you like to know? Be sure that you listen carefully and that you ask follow-up questions if an answer is vague or unclear, or if you would like a deeper explanation.
2. Additionally, in your paper be sure to analyze your family member's experiences using the theoretical concepts and readings covered in class. You will do this in two ways: by analyzing the history, experiences and socialization of your family around issues of race and; by examining the context for the experiences being described

Below are some examples of possible key questions and areas of inquiry. Please note that all of these areas are interconnected. However, they are separated here so that you can go into greater detail in each of these areas if you so choose.

Possible key questions and areas of inquiry include:

1. What is your family's racial background?
 - *To what ethnic group do they belong?*
 - *Are there members of your family of another race? What is their story? How are they treated?*
2. Describe your family member's socialization process around race.
 - *What was your interviewee taught about different racial groups? What were they taught about their own racial group? From where did they receive these messages?*
 - *What are their attitudes, beliefs and feelings today? Why do they believe these things? Do their current beliefs differ from their past beliefs? If so, how? What brought about the change? If not, why not? What were the experiences that have led to the reinforcement of their socialization?*
3. What are some of your interviewee's critical or formative experiences around race?
 - *What were some of the critical incidents that helped to form this person's perspective on race or on particular racial groups?*

The Context:

Our beliefs and experiences around race do not occur in a vacuum; the political, historical and cultural contexts in which we live have a tremendous impact. So that you can better understand and analyze some of the things that impacted and shaped the individual that you will interview, part of your paper will examine the context of their lives and their experiences. By context I mean what happened (or is happening) in the person's life that may have had an impact on their experiences, thoughts, feelings and beliefs regarding race. Your examination will explore what was happening in the world, in the country and in the life of your interviewee as you reflect on their story.

Below are some examples of possible key questions and areas of inquiry. Please note that all of these areas are interconnected. However, they are separated here so that you can go into greater detail in any of these areas if you so choose.

1. Historical context:
 - *During your interviewee's life, what historical events have occurred (or are occurring) that have impacted their lives and perspectives on race or particular racial groups (their own and others). These events can be global, national, regional or local in nature. Examples include WWII, the election of a local or state official, desegregating the local high school, etc.*
 - *How are these events related to your interviewee's experiences and perspectives on race?*
 - *What role, if any, did your interviewee play in these events? What impact did it have?*
2. Cultural Context: Cultural context includes implicit or explicit cultural practices, music and song lyrics, language, media (tv, news or radio commentators, etc), patterns of thought or other things that shape or influence the person in the context in which they live.
 - *What was (or is) happening in the cultural context of your family member that may have shaped or influenced their beliefs or experiences around race?*
3. Institutional Contexts
 - *What institutions played significant roles in shaping your interviewee's perspective? Examples include school, the military, real estate, the penal system, the legal system, media, religion (church, synagogue, temple, etc.) What were these institutions like? How did they interact with these institutions? How did it affect them? What role did they play in these institutions? What were those institutions like at the time? What did they learn from them? How do they think those institutions have changed?*

- *Some specific examples include: What were some of the defining legal decisions that may have impacted your family member? What were TV and radio like at the time – were there diverse groups of people shown? How were different racial groups depicted? What jobs/positions did they hold?*

4. Individual & familial context

- *What was your interviewee's immediate family like when they were growing up? What family dynamics were present that may have influenced or affected your family member?*
- *What kind of neighborhood did they live in? What other racial or ethnic groups, if any, lived there?*

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Grading Rubric

The following grading rubric will be used to determine the grades on all written assignments. Please review each criterion carefully when writing your paper(s). Should you have any questions regarding this rubric, please see me as soon as possible. Please note that spellings and grammar will affect your grade. It would be to your advantage to spell check and proofread your papers before turning them in.

Quality	Criteria	Maximum Points
Quality of Writing	<ul style="list-style-type: none"> • Clarity of sentences and paragraphs. • No errors in spelling or grammar. • Language and ideas in paper are organized and coherent. 	3
Organization & Structure	<ul style="list-style-type: none"> • Paper uses a logical structure appropriate to paper subject, purpose, and audience. 	3
Content/information	<ul style="list-style-type: none"> • All elements of the assigned topics are addressed. • Content of paper shows depth and sophistication of thought. • Ideas presented in paper are logically related and guide the reader through the chain of reasoning or progression of ideas. 	3
Support & Use of references	<ul style="list-style-type: none"> • Uses evidence appropriately and effectively where appropriate, providing sufficient evidence and explanation to convince. • References are correctly cited using APA style format 	3
Originality & authenticity	<ul style="list-style-type: none"> • All ideas and work presented in the paper are original (i.e. not copied or plagiarized). • Ideas in paper show creativity, freshness and imagination. 	3