Sociology
Culture Unit: Cultural Relativism Essay

Extension To Cultural Relativism: But What About Human Rights?

Prompt: What happens when something that is legally and morally permissible in one culture is illegal and immoral in another? How does one confront this conflicting issue? Cultural relativism states that one should try to understand the cultural act on the culture’s own terms and make no moral judgments towards that act. But what happens when this act violates another culture’s human rights, ethics, and/or morality? Should one stand back and observe cultural relativism, or is it okay to cast judgment? Is it okay to speak out against a cultural practice if that particular cultural practice violates human rights?

Topics to Illustrate Cultural Relativism: (underlining indicates that the topic is less likely to trigger an emotional response)

a. Arranged Marriage
b. Treatment of Women in Some Muslim Nations
c. Polygamy
d. Female Genital Mutilation
e. Child Labor
f. Honor Killings

Assessment: **See below for detail
(1) Assessment Grade for the Noodle Tools & Gmail Account Access (10 points)
(2) Assessment Grade for Noodle Tools Notecards (30 points)
(3) Assessment Grade for Research Paper with MLA Citations & Self-Assessment (50 points)

Resources:
● Reliable Sources (see class instructions), You, Your Classmates, & Your own critical thinking skills

Criteria for Success:
1. Choose TWO topics from the Topics list above.
2. Research and complete Noodle Tools Notecards on TWO topics using the suggested sources. Be sure to understand the (1) The Cultural Relativist Approach and (2) The Ethnocentric Approach for each topic. **See below for Noodle Tools Notecard requirements.
3. Be ready to discuss findings in class to develop a stronger argument:
   ___a. Be Knowledgeable about 2 Topics from the above list
   ___b. Know the Cultural Relativist AND Ethnocentric points of view on these topics
4. Write a formal research paper on ONE of the topics (see below for more detail)
5. Complete the Self-Assessment and Turn in:
   a. Research Paper (see below for more detail)
   b. Self-Assessment Sheet, completed

Assessment Specifics:
(1) _____Noodle Tools and Gmail Account Access: (1st Quarter Assessment Grade: 10 points)
You will demonstrate that you can access Noodle Tools on an electronic device by signing in under your own username on the due date.

(2) _____Noodle Tools Notecards: (1st Quarter Assessment Grade: 30 points)
You will complete all required fields of the Noodle Tool Notecard, and printed in hard copy for:
a. 3 Notecards on Topic 1, each of the 3 from a separate source (15 of 30 points)
b. 3 Notecards on Topic 2, each of the 3 from a separate source (15 of 30 points)

(3) Research Paper with MLA Citations & Self-Assessment: (2nd Quarter Assessment Grade: 50 points) You will write a formal research paper that includes the following items:

Basics/Format/Mechanics
___ Essay is submitted ON TIME (-5 points or 10%, per class day late!)
___ Essay includes title and your name
___ Essay in the 5-Paragraph Style and is 3-4 pgs (CP) and 5-6 pgs (Honors) __________/3
___ Correct Punctuation, Spelling, Grammar, Size 12 font, 1-inch margins, Double space __________/2
Subtotal __________/5

Thesis Statement
___ Thesis statement that includes:
   1. Answers the question, directly __________/2
   2. Takes a position of the question __________/2
   3. Provides reasons/categories for your argument __________/3
   4. Specify your reasons/categories, briefly __________/2
   5. Thesis should be last sentence of your intro paragraph. __________/1
Subtotal __________/10

Evidence and Argument
___ Essay is clearly organized around the argument presented in the thesis __________/5
___ Each body paragraph includes Specific Factual Evidence __________/5
___ Each body paragraph supports the topic sentence and thesis argument __________/5
___ States and refutes the counterargument __________/5
Subtotal __________/20

Works Cited and In-Text Citations
___ In-text citations are included in the body of the paper __________/3
___ Citations correspond correctly to the sources within the Works Cited __________/1
___ MLA Works Cited is included at the end of the paper __________/2
___ MLA Works Cited includes at least 6 sources __________/3
___ MLA Works Cited and In-Text Citations are properly formatted __________/1
Subtotal __________/10

Self-Assessment
___ Rubric is marked with a circle for each LE provided __________/2
___ Written Explanation provided that considers all components of the assignment __________/3
Subtotal __________/5
Assessment Total __________/50

Likely Schedule:
______ Day 1: Intro to Assignment and Discuss Controversy
Day 2: Conducting Meaningful Research & Noodle Tools Instruction in Library (Ms. Forfa)

Day 3: Individual Research in Library

Day 4: Individual Research in Library

Day 5: Individual Research in Library

Day 6: Class Discussion in Classroom; 6 Total Noodle Notecards Due in Hard Copy!!

Day 7: Write Research Paper and Complete Self-Assessment

Day 8: Write Research Paper and Complete Self-Assessment

Research Paper and Self-Assessment DUE DATE***: ____________________________

***All components due in hard copy at the beginning of class. If any components of the Research Paper with MLA Citations and Self-Assessment are late, there will be 5 points or 10% deducted per class day late. Please make sure to meet the deadline!

Self-Assessment

(1) Please circle your determined assessment on the RUBRICS below.

LE 2: Communicate and Listen effectively.

<table>
<thead>
<tr>
<th></th>
<th>4: Advanced</th>
<th>3: Proficient</th>
<th>2: Needs Improvement</th>
<th>1: Insufficient</th>
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<tbody>
<tr>
<td>Effectively participates in classroom discussion</td>
<td>Asks relevant questions and volunteers or expresses appropriate opinions and ideas that generate discussion and learning.</td>
<td>Asks relevant questions and volunteers or expresses appropriate opinions and ideas.</td>
<td>At times asks questions and expresses opinions and ideas when called upon.</td>
<td>Rarely asks questions and expresses opinions and ideas when called upon.</td>
</tr>
<tr>
<td>Uses active listening skills in the classroom during discussion</td>
<td>Fully engaged and attentive to speakers and responds appropriately to the ideas of others in order to contribute to the learning experience.</td>
<td>Attentive to speakers and responds appropriately to others.</td>
<td>Limited attention to speakers and little response to the ideas of others.</td>
<td>Little to no attention to speakers and is unresponsive to the ideas of others.</td>
</tr>
</tbody>
</table>

**LE 1: Read and write effectively**

<table>
<thead>
<tr>
<th>CRITERIA</th>
<th>4: ADVANCED</th>
<th>3: PROFICIENT</th>
<th>2: NEEDS IMPROVEMENT</th>
<th>1: INSUFFICIENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Effectively develops ideas and supporting details</td>
<td>Exceptionally clear and focused ideas with relevant, strong supporting details that enrich the central ideas and showcase the writer’s knowledge of the subject</td>
<td>Clear and focused ideas with appropriate details or examples; reader has a good understanding of the writer’s intent</td>
<td>Main idea is evident with some supporting details, which may be general or limited; defined topic shows inconsistencies; some arguments are weak, illogical or unconvincing</td>
<td>Unclear purpose or theme; details are too general</td>
</tr>
<tr>
<td>Organizes structure of writing assignment in a purposeful and logical manner</td>
<td>Organizational structure is uniquely suited to the topic; paragraphing is effective; thoughtful transitions connect ideas; sequencing is logical and effective; creative and engaging introduction and conclusion</td>
<td>Organizational structure is appropriate but conventional; paragraphing and transitions are evident; sequencing shows logic; inviting introduction and conclusion</td>
<td>Organizational structure and paragraphing lack a clear sense of direction; sequencing and transitions between ideas are confusing; an attempt at an introduction and conclusion is evident</td>
<td>Lack of organizational structure makes it hard for the reader to follow; little or no evidence of paragraphing present; transitions nonexistent or confusing; no identifiable introduction or conclusion</td>
</tr>
<tr>
<td>Demonstrates varied sentence structure and word choice</td>
<td>Sentences effectively vary in length and structure; word choices enhance and clarify meaning; creates a unique voice which is compelling and engaging</td>
<td>Most sentences vary in length and structure; word choices are functional, adequate and correct; creates a voice that at times is unique and engaging</td>
<td>Sentence structure and word choice are simplistic and repetitive; a weak or inappropriate voice is used</td>
<td>Sentence structure and word choice are often incorrect; the piece fails to engage the reader</td>
</tr>
<tr>
<td>Demonstrates control and mastery over a wide range of standard English conventions</td>
<td>Control and mastery over a wide range of standard English conventions are evident; very few errors are evident and do not affect readability</td>
<td>Competence with most standard English conventions is evident; paper has occasional errors in language convention; errors do not interfere with understanding; some editing is required</td>
<td>Limited control and mastery over basic standard English conventions; noticeable errors in language conventions detract from the reader’s ability to understand the meaning of the text; editing for errors is a priority</td>
<td>Limited control over many basic standard English conventions exists; significant errors make text hard to read</td>
</tr>
</tbody>
</table>

***SEE OTHER SIDE TOO!!***

If I could give myself a final grade for the Cultural Relativism Essay, it would be_____ (number 1-100%) because…EXPLANATION REQUIRED below.

*(Remember, I should take into consideration the requirements for the Classwork Grade for the Noodle Tools & Gmail Account Access, the Noodle Tools Notecards, and the Research Paper with MLA Citations & Self-Assessment.)*