

ACCULTURATION AMONG SECOND GENERATION

SOUTH ASIAN IMMIGRANTS

LITERATURE REVIEW

Research Symposium

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IMMIGRANTS

- × P1 Those who enter the U.S. after 18
- × P2 Those who enter the U.S. at or before 18 (1.5 generation)
- × P2
- × 0-5 – early childhood (1.75 generation), their experience and adaptive outcomes are closer to that of the U.S. born second generation
- × 6-12 – the classic 1.5 generation, pre-adolescent, have learned to read and write in the mother tongue at schools abroad, but education is largely completed here.
- × 13-17 – (1.25 generation) may or may not come with families, attend secondary schools or go directly into workforce
- × Second Generation – 2.0 (born of immigrant parents) (Rumbaut)

THREE WAVES OF IMMIGRATION

- × 1820
Northern & Western Europe
Ireland, England, Germany, France, Norway
- × 1880
Southern Europe
Austria, Hungary, Poland, Russia
- × 1965
Asia, Caribbean, Latin America
China, India, Cuba, Mexico, Jamaica, Dominican Republic, Haiti and many more

South Asia



SOUTH ASIAN (SA) IMMIGRANTS

- × Pull Factors
 - × Economic mobility
 - Skilled / professional immigrants
 - A majority – educated
 - Socio-economic backgrounds varied
 - e.g. Gibson's Sikh immigrants V.
 - Lessinger's Indian immigrants
 - × Family Reunification
 - × Education – Better life-style
- × Push factors
 - × Globalization – effect on local markets
 - × Political and ethnic conflicts – e.g. Sri Lanka, Pakistan, India, Nepal

CULTURE AND ASSIMILATION

- ✘ Instrumental culture – skills, competencies, work habits, social behavior...
- ✘ Expressive culture – values, world views, inter-personal relations...Suárez-Orozco & Suárez-Orozco, 2001

- ✘ Transnationalism (Khyati Joshi, Rumbaut, Portes)

- ✘ Acculturation Patterns
- ✘ Dissonant, Consonant, and Selective (Portes)

- ✘ Accomodation - 1st generation (Instrumental culture)
- ✘ Acculturation (- 2nd generaton) (Expressive culture) – (Gibson – no assimilation)

CULTURAL DISCONTINUITY

- × Inevitable or not, research participants experienced socialization at home that often validated parts of their ethnic identity, but ended up not feeling proud of that culture because of the messages they received at school. (Khyati Joshi, 2004, p. 24).
- × God, personhood, family, community, and society; responsibilities and futures; models of success, right, and wrong; and gender identities and roles
- × Home – School discontinuity, 1st and 2nd generation discontinuity
- × Sunday – school – For many, a sense of belonging – ABCD
- × Living a divided life meant going to school for studying, not socializing. The socializing occurred on weekends, when Sunday school provided their only meaningful social outlet. This partial social isolation also served their parents' goals: to create boundaries between their children and Americans' worst vices – sex, drugs, and rock-and-roll. (Joshi, 30)
- × Religion – Lived Religion – Philosophy V. rituals
- × Enrollment in Asian American studies, Asian religions to understand religious and cultural values – It answered their biggest question “WHY Do WE DO THIS?” (Joshi)

SCHOOLING AND IMMIGRATION

- × **Model Minority** The less numerous Hispanics, Native Americans and Asians were often lumped in some intermediate position, neither Black nor White, less despised than African Americans but less esteemed than whites- and still a 'minority group.' The model still tends to equate this racial/ethnic hierarchy with the class hierarchy so that frequently discussion about 'the poor' assume that all the poor are African-American, or at least non-white, and vice versa. *Lessinger, P. 5*
- × **Teachers**
- × **High expectations**
- × **Assumption – “They do not need help.” “. . . Taken over our jobs”**
- × **Invisibility in the Curriculum**
- × **ESL/Bilingual education – Some still need help (Lessinger, Raval)**
- × **Peer network**
- × **Lack of school initiative to help build positive peer network**
- × **Face less discrimination as compared to other groups; but still face it**

WOMEN

- × 1st generation
 - × Role – care taker, guardian of tradition
 - × Work – No more a big issue of family honor
 - × Role of men in wife's career
 - × A great many Indian immigrant women seize the new opportunities they find here. Their daughters may claim them as a right. Yet neither older nor younger women assert their autonomy without inner anxieties and explosive family conflicts.
(Lessinger, p. 110)
- × 2nd generation
 - × Redefining gender roles
 - × Education - encouragement
 - × Conflicts – dating, marriage, career
 - × Pre-marital sex, divorce, smoking, drinking – cultural taboos

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