

## **ANTH1310 Marriage, Family and Kinship Spring 2020/21**

Lecture: Monday 13:30 – 15:15

Venue: Zoom

Tutorial : Monday 15:30 – 16:15

Venue: Zoom

Lecturer: Lynn SUN

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Office hour: by appointment

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### **Course Outline**

This course invites students to explore the issue of gender cross-culturally through the framework of kinship. It introduces basic concepts and major issues in the areas where the study of gender and the study of kinship intersect through an anthropological lens. Issues to be explored include kinship structures and related gender roles in cross-cultural perspective, the changing relationship between marriage and love, and the various new ways of people “doing” kinship in contemporary societies and the emerging social problems resulted from these changes. Themes such as kinship and the new reproductive technologies, fictive kinship and human-pet bond will all be discussed.

### **Learning Outcome**

- Be familiar with the basic concepts, theories and contemporary social issues relating to gender and kinship.
- To gain appreciation of the culturally diverse forms and understanding of gender, marriage, family and kinship.
- Be able to identify and summarize key points and arguments in scholarly anthropological writings.
- To understand the practice of kinship as a means to ensure survival and establish meaningful social relations.
- To think analytically about the complex linkages between individuals and society in understanding and performing various forms of intimate relationships.

### **Text**

There is no standard text required, although the following book will be used quite frequently:

Stone, Linda. 2009 *Kinship & Gender: An Introduction*. 4rd ed. Boulder, Col.: Westview Press.

### **Assessments**

1. Class participation (10%)
2. Tutorial facilitation/discussion (20%)
3. Reflection paper (20%) and presentation (10%) on kinship, marriage or family (30 % in total)
4. Individual paper (40%)

## 1. Class Participation

As social and cultural issues about marriage, family and kinship are omnipresent and anthropology principles are applicable to our everyday life, I hope that you will keep your eyes and ears open and share your related experiences and views with the class. In order to have a lively and informed class discussion, you are required to read the text assigned for each class, prior to attending the class.

\*\*In the case that the teaching has to be conducted online via ZOOM system, students are required to join the ZOOM classroom on time. Please make sure your electronic device is equipped with a ZOOM app and a camera (available on Desktop, iPad, Mobile Phone). The instructor will ask all students to show up in front of the camera at the beginning and the end of the lecture to check attendance. During the lecture, participants might be muted to avoid echo/noise. There might be group discussion questions during the lecture as well as tutorial to ensure everyone is actively listening and participating.

## 2. Tutorial Facilitation and Participation

### Facilitation

**Eight** tutorials will be open to class facilitation by a group of students. Sign up for the topic you are interested in at the end of the **2nd lecture**.

Your cardinal job is to facilitate discussion by an object, e.g. a photo, a video, a piece of advertisement, news, film clips, a song, a painting, cartoons, food or toy. You can raise critical questions and lead your classmates to discuss particular issues that you find important. **Do not summarize the readings**. Feel free to use different formats – role play, debate, games, etc – to facilitate learning. As a facilitator, it is important for you to think through these exercises carefully before coming to the tutorial. You have 15-25 minutes for the class facilitation, depending on the number of the facilitators each topic has.

### Participation

Not only the tutorial facilitator, every student is expected to be an active member in class and contribute to a meaningful learning experience during the tutorial sessions. **For each tutorial, students will prepare at least one question submitting to Blackboard (“Discussion Board”) at least ONE DAY before the tutorial meeting**. Make sure that your questions have the capacity to generate the group discussion and must be drawn from your own understanding of the assigned readings.

## 3. Presentation (10%) and Reflection Paper (20%) on Kinship, Marriage or Family

Use one piece of advertisement, news, movie, song, painting photo, etc. or your personal story about yourself, your relatives, your friends, etc. that describes your ideas about marriage and family, such as what do you think is ‘the best / worst marriage’, ‘the Happiest/ Unhappy family’, ‘the Best/Worst Mother-daughter relationship’, etc. Describe in **1,000- 1,200 words** why it catches your attention and what you like or dislike about it. A good reflection paper should also relate the story to the issues discussed in class and in the readings. This is a good chance for you to scrutinize your view towards

marriage and family. A sharing session will be held on **February 22**. Submit your piece, in **PDF format**, with the photo (if applicable) on that day via Blackboard before the class starts, together with a signed VeriGuide receipt.

#### **4. Individual Paper (40%)**

*Individual paper* (2000 to 2,500 words). Using **the analytical tools** you acquired and the anthropological distance you have gained from your own ideas of marriage or family throughout the course. Write an analysis of your own written work 'A Marriage/ Family Story' submitted earlier in the semester. Submit the completed paper, in **PDF format**, via Blackboard **on or before April 27, 2021**, together with a signed VeriGuide receipt.

A briefing on this individual paper will be given on March 15.

\*\*In order to ensure the quality of your final paper, you are encouraged to submit a brief proposal/plan (no more than 500 words) **on or before April 5** via Blackboard and tell the instructor your ideas about how to develop and organize your final paper. **It is entirely OPTIONAL.** We will also hold individual consultation sessions (compulsory) **on April 19** to discuss your plan for the final paper (details to be announced at a later date).

#### **Plagiarism**

Students are required by university policy to submit all papers to VeriGuide (the Chinese University Plagiarism Identification Engine System). Please check the website <http://www.cuhk.edu.hk/policy/academichonesty/> for more information on how to submit papers through VeriGuide.

## Topics and Readings

### PART I: BASIC CONCEPTS OF FAMILY AND KINSHIP

#### L1 January 11 Introduction: Concepts, Abbreviations and Symbols

\* *No Tutorial*

Giddens, A. 2000. "Family." Chapter 4 in *Runaway World: How Globalization is Reshaping our Lives*. New York: Routledge, pps. 69-84.

#### L2 January 18 Unilineal (Patrilineal and Matrilineal) and Cognatic Descent

\* *No Tutorial*

\* *Deciding on the tutorial facilitation topic*

Stone, Linda  
2009 Ch. 3, "The Power of Patrilineal", pp.69-78

Menon, Shanti. 1996  
"Male Authority and Female Autonomy: A Study of the Matrilineal Nayers of Kerala, South India". In *Gender, Kinship, Power: A Comparative Interdisciplinary History*, eds, Mary Jo Maynes, et.al, pp. 131-146. Boulder, Cal.: Westview Press.

### PART II: FAMILY-RELATED ISSUES

#### L3 January 25 Choice of Mate, Courtship and Romance before Marriage

Lourdes de León. 2017. Texting Amor: Emerging Intimacies in Textually Mediated Romance Among Tzotzil Mayan Youth. *ETHOS*. Volume 45(4): 462–488.

*Or*

Vogler, Carolyn. 2005. Cohabiting couples: rethinking money in the household at the beginning of the twenty first century. *The Sociological Review* Volume 53, Issue 1: 1–29.

*Tutorial Reading:*

"Can Online Dating Lead To Love?". Time Magazine. 14 February 2013. Retr

Bradford's cousin marriage boom. , 19 April 2012

[http://news.bbc.co.uk/today/hi/today/newsid\\_9714000/9714582.stm](http://news.bbc.co.uk/today/hi/today/newsid_9714000/9714582.stm)

Grady, Denise.

2002. No Genetic Reason to Discourage Cousin Marriage, Study Finds. *New York Times*. 3 April.

#### **L4 February 1 The “Big Day” and Romance after Marriage**

Cheung, C.H. Sidney. 2006. Visualizing Marriage in Hong Kong. *Visua Anthropology* Volume 19(1): 21-37.

Or

Stone, 2009. Ch. 6, “Marriage”, pp.189-207

*Tutorial Readings:*

Tam, Siumi Maria. 1996. Normalization of “Second Wives”: Gender Contestation in Hong Kong. *Journal Asian Journal of Women's Studies* Volume 2(1) 113-132.

Croydon, Helen. 2012. Monogamy is a fairytale ideal: affairs won't go away. *theguardian.com*, 27 August.

Anderson, Eleanor. 2012. In real life, 'playfairs' just aren't fair play. *The Telegraph*. 29 August.

#### **L5 February 8 Gender, Power and Family**

Loe, Meika. 2001. Fixing broken masculinity: Viagra as a technology for the production of gender and sexuality. *Sexuality and Culture*. Volume 5, Issue 3, pp 97-125.

Or

Cook, Daniel Thomas. 2011. Through Mother' Eyes: Ideology, the "Child" and Multiple Mothers in U.S. American Mothering Magazines. *Advertising & Society Review* Volume 12, Issue 2.

*Tutorial Readings:*

Thaler, Richard. 2013. Breadwinning Wives and Nervous Husbands. *The New York Times*, 1 June.

Parker-Pope, Tara. 2010.

She Works. They're Happy. *The New York Times*, January 22.

#### **February 15 CNY holiday**

\* *No Class*

#### **February 22 Marriage/ Family Photo sharing Day**

\* *Reflection paper Due*

\* *No Tutorial*

#### **L6 March 1 Childhood, Parenthood and Social Reproduction**

Allison, Anne. 2013 [1997]. Japanese Mothers and *Obentōs*: The Lunch-Box as Ideological State Apparatus. In *Food and Culture: A Reader (3<sup>rd</sup> edition)*, pp. 154-172.

Or

Guo, Karen. 2013. Ideals and realities in Chinese immigrant parenting: Tiger mother versus others. *Journal of Family Studies* Volume 19, 2013 - Issue 1: 44-52.

*Tutorial Readings:*

Ng. 2017. Children in Hong Kong are raised to excel, not to be happy, and experts say that is worrying. *SCMP*. 25 November.

<http://www.scmp.com/news/hong-kong/community/article/2121442/children-hong-kong-are-raised-excel-not-happiness-and>

Zhang Ming. 2015. Adult Supervision Required. *Caixin*. 15 May.

[http://www.slate.com/articles/life/caixin/2015/05/left\\_behind\\_children\\_chinese\\_urbanization\\_is\\_leaving\\_a\\_delinquency\\_problem.html](http://www.slate.com/articles/life/caixin/2015/05/left_behind_children_chinese_urbanization_is_leaving_a_delinquency_problem.html)

### **L7 March 8 Adoption, Fictive Kinship and Network of Care**

Howell, Signe. 2007. "Imagined Kin, Place and Community: Some Paradoxes in the Transnational Movement of Children in Adoption." In *Holding Worlds Together: Ethnographies of Knowing and Belonging*, eds., Marianne Elisabeth Lien and Marit Melhuus, pp. 17-34. NY: Berghahn Books.

Or

Paul Hansen. 2013. Urban Japan's "Fuzzy" New Families: Affect and Embodiment in Dog–Human Relationships. *Asian Anthropology* Volume 12(2): 83-103.

*Tutorial Readings:*

Dherbeys, Agnès. 2014. Broken bloodlines: a South Korean adoptee tells the mothers' tales, *SCMP, POST Magazine*. 12 Jan.

Yip, Paul. 2014. Hong Kong must address the social costs of hiring domestic helpers. *SCMP*. 3 February. <http://www.scmp.com/comment/insight-opinion/article/1419267/hong-kong-must-address-social-costs-hiring-domestic-helpers>

### **L8 March 15 New Reproductive Technologies and Kinship**

#### **\* Briefing for the final paper**

Ragoné, Helena. 2004. "Surrogate Motherhood and American Kinship." In Robert Parkin and Linda Stone, eds. *Kinship and Family: An Anthropological Reader*. Oxford: Blackwell Pub.

Or

Hayden C. 1995 "Gender, Genetics Generation: Reformulating Biology in Lesbian Kinship". *Cultural Anthropology* 10: 41-63.

*Tutorial Reading:*

Yan, Cathy. 2010. Maternal Mystery: Babies Bring Joy, and Questions, in Hong

Kong, *WSJ*. 14 Dec.

Yan, Alice. 2017. How a ban is forcing China's single women to put their fertility on ice overseas. *SCMP* 20 August.

### **L9 March 22 Homosexuality and Kinship**

Chou, Wah-shan. 2001. "Homosexuality and the Cultural Politics of *Tongzhi* in Chinese Society". In *Gay and Lesbian Asia: Culture, Identity, Community*, eds., Gerard Sullivan and Peter A Jackson, pp. 27-46. NY: The Haworth Press, Inc.

Or

Choi, S.Y.P. and M. Luo. 2016. Performative family: homosexuality, marriage and intergenerational dynamics in China. *The British journal of sociology* Volume 67(2): 260–280.

*Tutorial Reading:*

Siu, Helen F. 1990 "Where were the Women? Rethinking Marriage Resistance and Regional Culture in South China". *Late Imperial China* 2(2): 32-62.

### **March 29 No Class, Reading Week--Prepare for your Final Paper**

\* *No Tutorial*

### **April 5 No Class—Easter Holiday**

\* *Proposal/plan for the Individual Paper Due (optional)*

### **L10 April 12 The Elderly, Caregiving and Haven in a Heartless World**

Traphagan, John. 2004. Interpretations of Elder Suicide, Stress and Dependency among rural Japanese. *Ethnology* 43(40): 315-329.

Or

Eleanor, Holroy. 2001. Hong Kong Chinese daughters' intergenerational caregiving obligations: a cultural model approach. *Social Science & Medicine* 53(9): 1125-1134.

*Tutorial Reading:*

Porter, Catherine. 2017. At His Own Wake, Celebrating Life and the Gift of Death. *New York Times*. 25 May.

<https://www.nytimes.com/2017/05/25/world/canada/euthanasia-bill-john-shields-death.html>

Smith, Helena. (2011 December 28). "Greek Economic Crisis Turns Tragic for Children Abandoned by their Families." *The Guardian*. Available at <http://www.guardian.co.uk/world/2011/dec/28/greek-economic-crisis-children-victims>

**April 19 Individual Consultation Sessions**

*\* No Tutorial*

**Individual Paper Due: April 27, 2021. NO late submission will be accepted.**