

**ANTH1310 Marriage, Family and Kinship Spring 2019/20  
(Updated Course Schedule and Assessment)**

Lecture: Monday 13:30 – 15:15

Venue: ZOOM system starting from Feb 17 until further notice

Tutorial : Monday 15:30 – 16:15

Venue: ZOOM system starting from Feb 17 until further notice

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**Course Outline**

This course introduces the basic concepts and major issues in kinship study. Issues to be explored include the institution of the family in cross-cultural perspective, descent and kinship, marriage, kinship and social relations, homosexuality, gender and kinship, new reproductive technologies and kinship, and biology, culture and kinship. Some other related issues such as adoption, human-pet family, and fictive kinship will also be discussed.

**Learning Outcome**

- To become familiar with concepts and theories relating to marriage, family and kinship
- To become familiar with contemporary issues relating to family and kinship
- To gain appreciation for the cultural diversity of family and kinship
- To understand the practice of kinship as a means to establish social relations and perform economic activities

**Text**

There is no standard text required, although the following Linda Stone's 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 Photo Presentation (10%) on Marriage or Family (in total 30%)
4. Individual Paper (40%)

**1. Class Participation**

As social and cultural issues about marriage, family and kinship are omnipresence and anthropology principles are applicable to our everyday life, I hope that you will keep your eyes and ears open and shared 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.

Since teaching will 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). Detailed instructions can be found in the email

instruction sent out by the University on Tue, Feb 4, 2020. 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 1 to 2 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 10-20 minutes for the class facilitation, depending on the number of the facilitators each topic has. **The tutorial facilitation will be moved to ZOOM since Feb. 17, 2020 until further notice.**

### Participation

Not only the tutorial facilitator, every student is expected to be an active member in class and contributes 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. Photo presentation and Reflection paper on Marriage or Family (30%)

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 photo sharing and story-telling session will be held on **March 2 via ZOOM system. Submit a soft copy of your piece with the photo on that day via Blackboard before the class starts, together with a PDF file of the signed Veriguide receipt.**

## 4. Individual Paper (40%)

Due to the current situation, the instructor foresees the difficulty of conducting group projects. Therefore, I recommend you all to opt for the “individual paper” as your final project.

**Individual paper** (10 pages). 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 **via Blackboard on or before May 11, 2020, together with a PDF file of the signed Veriguide receipt.** A briefing on this individual paper project will be given on March 23.

In order to ensure the quality of your final paper, you are encouraged to submit a brief proposal/plan (1-2 pages) **on or before April 13** via email 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 27** via ZOOM system to discuss your plan for the final paper.

### **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 6 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 13 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 20 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.

**January 27** CNY holiday

*\*No Class*

**L4 February 17** The “Big Day” and Romance after Marriage

Cheung, C.H. Sidney. 2006. Visualizing Marriage in Hong Kong. *Visual 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](http://theguardian.com), 27 August.

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

**L5 February 24** 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.

**March 2** Marriage/ Family Photo sharing Day

***\*Reflection paper Due***

*\*No Tutorial*

## **L6 March 9 Childhood, Parenthood and Social Reproduction**

Allison, Anne. 2013 [1997].

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

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 16 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 23 New Reproductive Technologies and Kinship**

**\* Briefing for the final paper**

Robert Parkin and Linda Stone, eds.  
2004 *Kinship and Family: An Anthropological Reader*. Oxford:  
Blackwell Pub. Ch. 18, “Surrogate Motherhood and American  
Kinship” by Helena Ragoné,

Or

Ch. 20, “Gender, Genetics, and  
Generation: Reformulating Biology in Lesbian Kinship”

*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.

**March 30 Reading Week, No Class--Prepare for your Final Paper**

*\* No Tutorial*

**L9 April 6 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.

**April 13 No Class—Easter Holiday**

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

**L10 April 20 The Elderly, Care-giving and Haven in a Heartless World**

Traphagan, John. 2004.  
Interpretations of Elder Suicide, Stress and Dependency among rural Japanese.

*Ethnology* Vol.43(40315-329).

Or

Eleanor, Holroy. 2001.

Hong Kong Chinese daughters' intergenerational caregiving obligations: a cultural model approach. *Social Science & Medicine*

Volume 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 27 Individual Consultation Sessions via ZOOM System**

*\* No Tutorial*

**Individual Paper Due: May 11, 2020. NO late submission will be accepted.**