



ANTH1310/UGEC1625 Marriage, Family and Kinship¹

Spring 2021-22

Lecture: Mondays 13:30 – 15:15 **Venue:** UCA_104
Tutorial 1: Mondays 15:30 – 16:15 **Venue:** UCC_207
Tutorial 2: TBA **Venue:** TBA

Instructor: Lynn SUN (lynnsun@cuhk.edu.hk)
Office hour: by appointment

Teaching Assistant: ZHANG Yueyang (1155151940@link.cuhk.edu.hk)

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.

Assessments

- Class participation (15%)
- Pop-up Quizzes (15%)
- In-class midterm examination (30%)
- Final reflection paper (30%) and presentation (10%) on kinship, marriage or family (40% in total)

1. Class Participation (15%)

Regular, on-time class attendance in person is required. Students are expected to come to class prepared, **having completed the required readings and watched the assigned audio-visual materials**. Students are expected to critically engage with the course content and contribute to class and tutorial discussion. 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 share your related experiences and views with the class. **Students with more than 3 unexcused**

¹ Depending on the progress of learning, this syllabus may change during the course. Changes will be announced by the instructor via Blackboard.

absences will receive NO points for participation. Extreme lateness will be counted as absence.

2. Pop Quizzes (3% each - 15% total)

Each of the 5 quizzes will consist of 2 multiple-choice questions.

3. In-class Examination (30%)

The in-class examination takes place on **Feb. 28**. It will be several short essay questions and focus on your comprehension of the course materials covered in Weeks 1-7.

4. Final reflection paper (30%) and sharing (10%) on kinship, marriage or family (40% in total)

Reflection paper (1,800 to 2,000 words): Choose a specific case/phenomenon that can be understood or investigated through the specific concepts, theories or problems discussed in this class. In the paper, you need to explain why and how the case/phenomenon you choose is related to the course content, what analytical questions or problems it raises, and/or what answers it provides. You can use your own family, social network for data collection (interviews, participant observation, etc.). Library/social media research can also be used to collect materials that you need to support your arguments. The paper should provide detailed information and critical analysis of the issue of your choice by applying the knowledge (concepts, theories, etc.) you've gained from this course. Good use of the course materials (lecture notes, readings, audio materials, etc.) will definitely enhance the quality of your paper.

- **A sharing session** will be held on **Apr. 11**. Details will be given at a later date.
- Submit the completed paper, in **PDF format**, via Blackboard **on or before April 25, 2021, together with a signed VeriGuide receipt**. Papers without signed VeriGuide receipts will NOT be graded. **NO unexcused late submission will be accepted.**

In order to ensure the quality of your final paper, you are encouraged to submit a brief proposal/outline (no more than 500 words) **on or before Mar. 21 via email and tell the instructor your ideas about how to develop and organize your final paper. **It is entirely OPTIONAL.**

Ø Academic Honesty and Plagiarism

Students should submit written assignments to the VeriGuide system and print out the VeriGuide receipt and scan it into a PDF file before submitting to the Blackboard. See the website: https://services.veriguide.org/academic/login_CUHK.jspx. Any cases of plagiarism will be severely penalized and reported to the Dean of the Faculty of Arts, which could result in failure or expulsion from the University. <http://www.cuhk.edu.hk/policy/academichonesty/>.

Course Announcement & Communication

- This course uses the CUHK Blackboard system for course-related communication. Make sure to check Blackboard and your CUHK email regularly.
- Students are more than welcome to ask questions or offer comments by emailing the instructor individually.

Grade Descriptors

Grade Criteria for 1) the course and 2) for coursework

A	1) Outstanding performance on all learning outcomes.
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	2) The work has creatively synthesized course materials and key ideas in an original way. The argument is logical and cohesive, the discussion is well-organized, and the writing is clear. Concrete evidence corresponds to statements and claims.
A-	1) Generally outstanding performance on all (or almost all) learning outcomes. 2) The work synthesizes course materials and key ideas in an original way, but there are areas for improvement.
B-range	1) Substantial performance on all learning outcomes, OR high performance on some learning outcomes which compensates for less satisfactory performance on others, resulting in overall substantial performance. 2) The work demonstrates a solid grasp of course materials and key ideas. There are areas for improvement with respect to building a cohesive argument, organizing the discussion, communicating clearly, and/or identifying relevant evidence.
C-range	1) Satisfactory performance on the majority of learning outcomes, possibly with a few weaknesses. 2) The work shows some effort, but course materials have not been sufficiently engaged. The argument and the writing are not clear, and/or there is no evidence for statements and claims made.
D-range	1) Barely satisfactory performance on a number of learning outcomes. 2) The work shows little effort to engage course materials. There are major problems with clarity of argument and writing.
F	1) Unsatisfactory performance on a number of learning outcomes, OR failure to meet specified assessment requirements. 2) The work has failed respond to the assignment prompt.

Course Schedule

[All course materials can be found on the CUHK Blackboard.]

PART I: BASIC CONCEPTS OF KINSHIP AND FAMILY

WEEK 1 (Jan. 10): What Kinship Is...And Is Not? Why Kinship? Why Now?

* No Tutorial

* **Sign up for tutorial groups**

WEEK 2 (Jan. 17): The Power of Patriline

Wolf, Margery. 1972. "CH3: Uterine Families and the Women's Community." In *Women and the Family in Rural Taiwan*. Pp. 32-42. Stanford, Calif: Stanford University Press.

Stone, Linda. 2009. "Case 2: THE NUER" in *Kinship and Gender: An Introduction*, pp. 79-93.

**²Documentary: *The Nuer*. 1971. 74 mins.

(<https://cuhk.kanopy.com/video/nuer>)

WEEK 3 (Jan. 24): Through the Mother

Menon, Shanti. 1996. "Male Authority and Female Autonomy: A Study of the Matrilineal Nayars 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.

Documentary: *Tisese: A Documentary on Three Mosuo Women*. 2001. 56 mins.

(<https://www.youtube.com/watch?v=WjqBAZfhuT0&t=2537s>)

For better quality, also available at University Library (DS731.N39 Z456 2008)

WEEK 4 (Jan. 31): NO CLASS, Lunar New Year Vacation

PART II: KINSHIP AND FAMILY RELATED SOCIAL ISSUES

WEEK 5 (Feb. 7): Choice of Mate, Premarital Romance and The "Big Day"

Ansari, Aziz. 2015. "Searching for Your Soul Mate". In *Modern Romance*, pp. 11-32.

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.

**²Lourdes de León. 2017. Texting Amor: Emerging Intimacies in Textually Mediated Romance Among Tzotzil Mayan Youth. *ETHOS*. Volume 45(4): 462-488.

WEEK 6 (Feb. 14): The Myth of "Happily Ever After"

Stone, Linda. 2009. Ch. 6, "Marriage", pp.189-208.

Hochschild, Arlie. 1989. "Marriage in the Stalled Revolution", in *The Second Shift*, pp. 11-21. New York: Avon.

Documentary: *Strange Relations*. 1992. 57 mins.

(<https://cuhk.kanopy.com/video/strange-relations>)

² Readings/videos with ** are extra materials.

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

WEEK 7 (Feb 21): "Maternal Instinct"?: Childhood, Parenthood and Social Reproduction

Scheper-Hughes, Nancy. "Mother's Love: Death Without Weeping," in J. Spradley and D. McCurdy, eds., *Conformity and Conflict: Readings in Cultural Anthropology*, p.167-176.

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.

WEEK 8 (Feb. 28): In-class Midterm Examination

* No Tutorial

WEEK 9 (Mar. 7): Adoption, Fictive Kinship and Network of Care

* Final Paper Briefing

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.

Documentary: *Resilience*. 2012. By Tammy Chu. 75 mins.
(<https://cuhk.kanopy.com/video/resilience>)

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

WEEK 10 (Mar. 14): 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.

Mysyuk, Yuliya, et al. 2015.
"Listening to the voices of abused older people: should we classify system abuse?"
British Medical Journal 350: 1-3.

Documentary: *Care: Care Workers, Their Clients, and a Coming Crisis*. 2017. By Deirdre Fishel. 57 min. (<https://cuhk.kanopy.com/video/care>)

WEEK 11 (Mar. 21): Empowerment or New Forms of Exploitation?: NRTs and Kinship

*Final paper outline due (OPTIONAL)

Shanley, Mary L. 2002. "'Surrogate' Motherhood: The Limits of Contractual Freedom", In *Making babies, making families: what matters most in an age of reproductive technologies, surrogacy, adoption, and same-sex and unwed parents*, pp. 102-123.

Video: "Baby M and the Question of Surrogacy"
(https://www.youtube.com/watch?v=fGb_D2TqZ9E)

WEEK 12 (Mar. 28): Queer and Alternative Ways of "Kinning"

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

Documentary: *That's a Family!* 2000. Produced by Debra Chasnoff, Ariella J. Ben-Dov, and Fawn Yacker. Women's Educational Media, San Francisco, CA. 35 mins.
(<https://cuhk.kanopy.com/video/thats-family>)

WEEK 13 (Apr. 4): NO CLASS, Reading Week

**Finish up your final project!*

WEEK 14 (Apr. 11): Presentation Day

WEEK 15 (Apr. 18): NO CLASS, Easter Holiday

Individual Paper Due: April 25, 2022. NO unexcused late submission will be accepted.