Anthropology/Gender Studies M151:

Marriage, Family and Kinship

This course examines what it means to be a father, mother, child, husband and wife, the social impacts of being related to someone by kinship, marriage, or family membership and how patterns of kin relationships have differed across history and in different places. Questions concerning what makes a family and who can marry have come to the forefront of public discussion and have been contested in political debates in recent years, as well as being explored in the popular media. Answering these questions seems to have become increasingly complicated, due to newly imagined forms of relationship, changing legal and social definitions of marriage, greater access to genetic knowledge, novel avenues for adopting children, and access to new reproductive technologies. For anthropologists, however, these new questions add to longstanding ones about the ultimate sources of kin relationships and how those relationships are defined culturally and contribute to group identity, patterns of personal loyalties, and emotionally meaningful affiliations. When the anthropological study of kinship began in the middle of the 19th century, it sparked investigations of cultural differences throughout the world, which continue today. This course will give you insights into the findings from this long record of research. The knowledge you acquire in this class may contribute to your own understanding of kinship dilemmas and may also help you make more informed decisions about the possibilities for marriage, family, and kinship ties in your personal lives.

Course readings begin with a survey of the classic anthropological findings about the core features of kin relationships and with learning the standard techniques that anthropologists have developed for modeling/diagramming genealogical relationships by ancestry, birth, adoption, and marriage. The early lectures provide the tools you will need for making sense of the range of variation in kinship behavior around the world, including the modern-day United States, and for understanding how ideas about kinship affect people’s identities and most significant personal relationships. While kinship recognition is a universal feature of human societies and while kinship is a universal component of identity, people in different places and at different times have categorized these relationships differently, have evaluated their meanings in different ways, and have had different expectations from their kin. The course will explore such variations and also examine the impact of gender systems on what people expect from one another, how relationships are construed through concepts of nature and nurture, the range of possible partnerships that have been included in different societies’ marriage systems, and how the new reproductive technologies have changed the ways in which people create families. Other topics to be discussed in the course include the impact of globalization on the creation and maintenance of kin ties, as, for example, in practices of transnational adoption, and of the increasing individualization of modern life on marriage and relationships within families and wider kin networks.

Required Texts (available at Ackerman):

Stone, L. Kinship and Gender, buy the 5th edition only
Stockard, Janice. *Daughters of the Canton Delta*

Goodfellow, Aaron. *Gay Fathers, Their Children, and the Making of Kinship*

*Course Reader* (Available in Ackerman approx. September 19)

One or more copies of each of these texts will be placed on 2 hour reserve at the College Library before classes begin.

**Course Requirements:**

The course includes a midterm, a final, and five required reading responses out of a choice of six. The midterm will be worth a maximum of 100 points, the final will be worth a maximum of 150 points, and the reading responses pieces will be worth a maximum of 20 points each. You may submit all six reading responses, in which case we will take the top five grades and drop the lowest grade. The topics of or prompts for the reading response assignments will be posted on the course website five days before the due date. Any especially notable reading response may be posted on the “Discussion” section of the course website, with the author’s permission—and name removed.

Thus assignments and exams total 350 points for the class. The final letter grade will be based on this point total.

**Here is some additional, critical information about the requirements for the reading responses:**

They must be submitted in class, on the day they are due, preferably typed, double spaced, with normal margins for comments. We will accept neatly hand written assignments, but not e-mailed assignments.

Each response should be three or four paragraphs (and approximately 250 - 300 words) in length.

At the top of the page, you should write your name, your student i.d., the date, and the name of the author and pages of the reading to which you are responding.

Here is a good model to follow in organizing your response:

1. First restate the question or prompt that you are responding to. (This question or prompt will be asking you to make sense of a complicated argument in the readings and to agree with or disagree with that argument and support your decision in favor or against it). Then in that same, first paragraph review, or summarize the arguments the author is making.

2. In the second (and possibly third) paragraph(s), provide your response to that argument, specifically, whether you agree or disagree and why you think the author has proven her/his case or not.

3. In the final paragraph, describe how this particular assignment fits with other readings so far in the course.

**Suggestions on Making the Most of Assigned Readings:**

Here are some tips on how to get the most information out of class articles and books. For books, begin by looking at the Table of Contents. It offers clues to the aims of the book and how the author has organized the information that s/he will be presenting. When you read the assigned articles and book chapters, pay attention to the section headings, which typically provide an outline of the author’s major points. Other clues can be found in the first and closing
paragraphs of articles and chapters. As you go along, note the points that the author is stressing and that are central to her/his developing argument. If you prefer underlining what you are reading, be careful that you are underlining the main points that the author is making and do so in a way that will help you recall the material and study for exams. After you are done reading, it is advisable to go back and see if what you have underlined is effective in drawing your attention to what you believe are the key points.

Suggestions on Making the Most of Lectures:

Turn off your cell phone to avoid being distracted or distracting your neighbor and, if you are taking notes on your computer, do not browse the web, access social media, etc. etc. during lecture. A number of studies have shown that multitasking on a laptop poses a significant distraction to both users and fellow students sitting nearby and interferes with the laptop-user’s own learning from the lecture (see, for example, http://www.npr.org/blogs/13.7/2013/08/19/213439794/stop-multitasking-it-s-for-other-people-s-good and https://www.stanford.edu/dept/CTL-ClassroomLaptops/wikiupload/1/17/Multitasking_Hembrooke.pdf)

Podcast:

Class lectures are scheduled to be audio podcast, beginning with the first class on September 22. You will need to use your UCLA log on / ID to access the content. As of this date, there is not information for Fall quarter posted on the Buincast website (http://bruincast.ucla.edu/)

If you encounter problems with Bruincast, please send an e-mail to: bruincasthelp@ucla.edu

In addition, some supplementary class lecture and review materials will be posted on the class website: https://moodle2.sscnet.ucla.edu/course/view/16F-ANTHROM151-1

Think of the podcasts as a back-up--but not a substitute--for attending lecture. Even though you have this back-up, it remains important to come to class. One reason is that the recording system periodically fails to capture information. A second reason is that attending class allows you to ask questions of the instructor. A third reason is that visual materials are not included in the podcast.

Expectations for Ethical Academic Behavior:

Please familiarize yourself with the University’s expectations for academic integrity in your coursework, including examinations and written assignments. For further information, see the document “Student Guide to Academic Integrity,” which can be found at: http://www.deanofstudents.ucla.edu/Portals/16/Documents/144317_condeofcduct_MarchV2_final.pdf

Policy on Examinations:

No makeup examinations will be available for the final. For the midterm, students who are physically unable to take the examination due to severe illness and are able to provide a note from a physician or a hospital record attesting to that fact, who are experiencing a serious family crisis that requires time away from Los Angeles and can produce evidence of same (for
example, an e-ticket), or are participating in university-wide athletic activities (for example, games away from home) may make a request to take a makeup examination. One, and only one, midterm makeup examination will be scheduled.

**Course Accessibility:**

Students needing academic accommodations based on a disability should contact the Center for Accessible Education (CAE) at (310)825-1501 or in person at Murphy Hall A255. When possible, students should contact the CAE within the first two weeks of the term as reasonable notice is needed to coordinate accommodations. For more information visit www.cae.ucla.edu

**Registrar’s Listing:**

If the name by which you wish to be known differs from the name given on the registrar’s list for the class, please inform the Professor by the second week of class.

Again, please note that the website for this class can be found at: https://moodle2.sscnet.ucla.edu/course/view/16F-ANTHROM151-1

**COURSE SCHEDULE: Topics and Reading Assignments**

**Part 1. Kinship**

September 22  Introduction to the Course

September 27   How Anthropologists Study Kinship
   Stone, Chapter 1
   *Course Reader,* “American Kinship”
   See “Diagramming Kinship” and “Diagramming Kinship: Symbols” on the “Diagramming Kinship page of the class website

September 29 Nature and Nurture: Incest and Exogamy
   Stone, pp. 51 – 55
   *Course Reader,* “Westermarck Redivivus”

2. What is Descent and What are its Consequences for Men and Women’s Lives?

October 4     Patrilineal Descent
   Stone, Chapter 3
   See “Diagramming Descent” and “Diagramming Patrilineal Descent “on the “Diagramming Kinship section of the website
   **TIPS:**
   (1) To aid your reading, Stone, p. xiii contains a map charting the locations of all the case studies in the book
   (2) To better understand new terms go to the “Glossary” on the Main page of the class website or at the end of the Stone text (pp. 319 – 22)

October 6     Matrilineal Descent and the “Matrilineal Puzzle”
   Stone, Chapter 4
See “Diagramming Matrilineal Descent” on the “Diagramming Kinship” section of the class website.

Course Reader, “Male Authority and Female Autonomy: a Study of the Matrilineal Nayars”

First Reading Response Due (respond either to pp. 61 – 82 or 83 – 100 of the Stone text, but not the entire chapter—please indicate your choice at the top of the page you turn in)

3. Adoption and Transnational Adoption

October 11 Adoption in Cross-Cultural Perspective
Course Reader, “Production and Reproduction”
Answer the questions on the “Kinship Exercise” posted on the “Week 3” page of the Class Website. The correct answers will be discussed in class.

October 13 The History of Adoption in the U. S.
Course Reader, “Kinship By Design: Matching and the Mirror of Nature”
Course Reader, “On Moving Children”
Stone, pp. 291 - 306
Second Reading Response Due

October 18 The Social Construction of Identity and Kinship Reunions
Film: First Person Plural (no lecture, no podcast; hopefully film later will be available for viewing via “Video Furnace” on the Class Website)
Course Reader, “Introduction: Legacies of War”

4. Marriage Systems

October 20 Marriage in Cross-Cultural Perspective
Stone, pp. 175 – 187
“Kissing Cousins: Is the Marriage of First Cousins Harmful” (see Week 5 on the Course Website)

October 25 The History of Western European/American Kinship
Stone, Chapter 7
Third Reading Response Due (respond to pages 207 – 15)

October 27 Midterm Examination

November 1 The Impact of Economy on Marriage and Gender Systems
Course Reader, “Land of the Walking Marriage”
New York Times: ‘Kingdom of Daughters’ in China Draws Tourists to Its Matrilineal Society (see Week 7 of the Course Website)
Film: A World Without Fathers or Husbands (no lecture, no podcast; hopefully this 51 minute film later will be available for viewing via “Video Furnace” on the Class Website)
Stockard, pp. 1 - 30

November 3 Southern China: To Marry or Not?
Stockard, pp. 31 – 89
Fourth Reading Response Due
November 8  Marriage Alternatives
   Stockard, pp. 90 – 133

November 10  Economy and Marriage in Historical Perspective
   Stockard, pp. 134 – 75

Fifth Reading Response Due

5. Present-Day Changes in Kinship Systems

November 15  New Kinds of Families
   Stone, Chapter 8

November 17  Kinship and the New Reproductive Technologies
   Stone, Chapter 9

November 22  Law, Blood and the Performance of Care in Gay Parenting
   Goodfellow, Introduction and Chapter 1

Sixth Reading Response Due (please address your response to the issues raised in Chapter 1)

November 24  Thanksgiving Day

November 29  The Place of Language in Kinship
   Goodfellow, Chapter 2

December 1  Choice, Creativity, and Tradition in Modern American Family Life
   Goodfellow, Chapters 4 and 5

FINAL EXAMINATION:

December 8, 2016, Thursday, 11:30am-2:30pm