**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, pet-human 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 for establishing social relations and for performing economic activities

**Text**

There are no standard texts, although the following Linda Stone’s book will be used fairly frequently:

Stone, Linda

Assessments
1. Class Participation (10%)
2. Tutorial Facilitation/ Discussion (20%)
3. Reflection paper and Photo Presentation on Marriage or Family (30%)
4. In di vidual Paper or Group Project (40%)

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<tr>
<th>Grade</th>
<th>Criteria for 1) the course and 2) for coursework</th>
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| A     | 1) Outstanding performance on all learning outcomes.  
       | 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 is 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. |
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.

2. **Tutorial Facilitation and Participation**  
   **Facilitation**  
   Ten tutorials will be open to class facilitation by a group of students. Sign up for the topic you are interested in 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, songs, painting or cartoons. You can raise critical questions and lead the class 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 facilitators, it is important for you to think through these exercises carefully before coming to the class. You have 10-20 minutes for class facilitation, depending on the number of facilitators on that topic.  
   **Participation**  
   Every student is expected to be an active member in class and in contributing to a meaningful learning experience in the tutorial session. For each tutorial, students will prepare at least two questions submitting to your tutor(s) during the beginning of 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/Worest 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 with the issues discussed in class and the readings. This is a good chance for you to scrutinize your value of marriage and family. We shall have a photo sharing and story-telling session on **February 19**. Submit a hard copy of your piece with the photo on that day before class starts.

4. **Individual Paper or Project**  
   You will need to decide which of the following options you would like to take on or before **March 5**, when you submit your proposal. The grade will be based not only on the final paper/presentation, but also your proposal.  
   **Option 1: Individual paper** (10-page). Using the analytical tools you acquire and the anthropological distance you have gained throughout the course from your own ideas of
marriage or family. Write an analysis of your own written work ‘A Marriage/ Family Story’ submitted earlier in the semester. Submit on April 16.

Option 2: Group project. You can form groups of 3 to 5 to formulate a research project on a subject of your choice. You are expected to use analytical tools and concepts you learn in the course when conducting this project. Submit a written proposal (2 pages) on or before March 5. The proposal should include the following sections: Objective, research questions, methodology, references, and an interview outline. Presentation of your research takes place on April 9 (tbc). Submit a summary of your research findings (10-page) in class on April 16.

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 8  Introduction: Concepts, Abbreviations and Symbols
* No Tutorial


L2 January 15  Unilineal (Patrilines and Matrilineal) and Cognatic Descent
* No Tutorial
* Choice of Tutorial facilitation topic

Stone, Linda

Menon, Shanti. 1996

PART II: FAMILY-RELATED ISSUES

L3 January 22  Choice of Mate, Courtship and Romance before Marriage


Tutorial Reading:
"Can Online Dating Lead To Love?" Time Magazine. 14 February 2013.

Li, Jessica. 2017. Hong Kong’s part-time girlfriends (and a boyfriend) tell their stories. SCMP. 27 June.


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

L4 January 29  The “Big Day” and Romance after Marriage

Or
Stone, 2000. Ch. 6, “Marriage”, pp.190-208

Tutorial Readings:

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


Lam, Lana. 2015. Turning against Ashley Madison: Hong Kong’s digital cheat-buster probes growing trend of spousal affairs. SCMP. 1 September.

February 5 CNY holiday
* No Tutorial

L5 February 12  Gender, Power and Family


Or

Tutorial Readings:
Thaler, Richard.

Parker-Pope, Tara.

February 19 Reflection Paper due and Photo sharing Day

L6 February 26  Childhood, Parenthood and Social Reproduction

Rafalovich, Adam.


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.


L7 March 5  Adoption, Fictive Kinship and Network of Care

*Due date of Your Individual Paper Title or Group Project Title (hard-copy)*

Howell, Signe

Or

Tutorial Readings:

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 12  New Reproductive Technologies and Kinship

Robert Parkin and Linda Stone, eds.

Tutorial Reading:

Blundy, Rachel. 2017. Hong Kong’s women struggle with cost, careers and cultural barriers in their family planning. SCMP. 13 May.


L9 March 19  Homosexuality and Kinship

Chou, Wah-shan
Or

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.


*Tutorial Reading:*


April 2 No Class- Reading Week: Prepare for the Paper and Presentation

April 9  Presentations (TBC)

April 16  **Individual Paper or Group Project Due**