

The Chinese University of Hong Kong
Department of Sociology
SOCI2218 Marriage & Family
(1st term, 2020-21)

Lecturer: Dr. TSO Ho Yee, Vienne 曹可怡

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Time: Tuesday 11:30-1:15pm; Class venue: ALL ZOOM

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Course Description

This course discusses the major theoretical debates in sociology of marriage and family. Particularly, it looks at family structure and processes from various theoretical perspectives. Topics include major family transitions in adult life, such as love, mate selection, marriage, parenthood, divorce and remarriage. Special attention will be given to diversity of family forms, changing sex-role norms, class and power and division of family labour, linkages between the family and the work systems. Whenever possible, family issues will be discussed and illustrated with examples in Chinese societies.

Course Schedule

	Date	Lecture	Tutorial
1	20200908	Defining the family	
2	20200915	The emergence of the modern family and its unique features	
3	20200922	Chinese familism	
4	20200929	The discontent to the modern family	1 st tutorial
5	20201006	Is marriage and family in crisis?	
6	20201013	Individualization of marriage and family	
7	20201020	Mate selection	1 st presentation
8	20201027	Whose wedding is it? Traditional and individualized wedding	2 nd presentation
9	20201103	Division of housework	3 rd presentation
10	20201110	Managing the household	4 th presentation
11	20201117	Parent-child relationships	5 th presentation
12	20201124	<i>Film appreciation and class discussion</i>	
13	20201201	Test	

Course Objectives:

1. To understand major theoretical approaches in marriage and family
2. To learn the dynamics and recent trends of marriage and family
3. To grasp issues of marriage and family in the Hong Kong context
4. To be aware of problems that challenge modern marriage and family

Course Assessments (100%)

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|----|----------------------------------|-------|
| 1. | Tutorial Participation (ZOOM) | (30%) |
| 2. | Film appreciation and discussion | (10%) |
| 3. | Individual Report | (40%) |
| 4. | Test (Blackboard) | (20%) |

<u>Grade</u>	<u>Descriptors</u>
A	Outstanding performance on all learning outcomes.
A-	Generally outstanding performance on all (or almost all) learning outcomes.
B	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.
C	Satisfactory performance on the majority of learning outcomes, possibly with a few weaknesses.
D	Barely satisfactory performance on a number of learning outcomes.
F	Unsatisfactory performance on a number of learning outcomes, OR failure to meet specified assessment requirement.

Suggested General Readings

- Cherlin, Andrew J. (2013). *Public & Private Families: an Introduction*. New York, NY, McGraw-Hill.
- Coltrane, Scott and Randall Collins (2001). *Sociology of Marriage & the Family: Gender, Love, and Property*. Australia; Belmont, CA, Wadsworth/Thomson Learning.
- Fox, Bonnie (2001). *Family Patterns, Gender Relations*. Don Mills, Ont.; New York, Oxford University Press.
- Skolnick, Arlene S. and Jerome H. Skolnick (2007). *Family in Transition*. Boston, MA, Pearson Allyn and Bacon.

Indicative Content

(* readings denoted are essential, the rest are optional)

Lecture 1 – Defining the family

- Sociological significance and theoretical issues

Cherlin, Andrew J. (2010). *Public & Private Families: an Introduction*. New York, NY, McGraw-Hill, chapter 1.

Coontz, Stephanie (2000). "Historical Perspectives on Family Diversity". In David H. Demo, Katherine R. Allen and Mark A. Fine, *Handbook of Family Diversity*. New York, Oxford University Press: 17-31. (Pay attention to p.15-20)

*Luxton, Meg and Bonnie Fox (2014). "Analyzing the Familiar Definitions, Approaches, and Issues at the Heart of Studying Families". In Bonnie Fox, *Family Patterns, Gender Relations*. Don Mills, Ont.; New York, Oxford University Press: 3-20.

Lecture 2 – The emergence of the *modern family* and its unique features

- Historical changes in marriage and family

*Cancian, Francesca M. (1987). *Love in America: Gender and Self-development*. Cambridge, Cambridge University Press, chapter 2.

Coltrane, Scott and Randall Collins (2001). *Sociology of Marriage & the Family: Gender, Love, and Property*. Australia; Belmont, CA, Wadsworth/Thomson Learning, 66-125.

Young, Michael D. and Peter Willmott (1974). *The Symmetrical Family*. Pantheon Books, New York, chapter 3.

Lecture 3 – Chinese familism

- Familism in Hong Kong

Leung, Benjamin Kwan Pun (1996). "The family and society," pp. 75–93 in *Perspective on Hong Kong Society*. Hong Kong: Oxford University Press.

吳俊雄(1989)。「家庭危機，誰的危機？」，載《明報月刊》，1989年1月號，頁3-10。

Lecture 4 – The discontent to the *modern family*

- The anti-social family
- Marital relations: his and her marriage

Barrett, Michèle and Mary McIntosh (1991). *The Anti-social Family*. London; New York, Verso, p.43-80.

*Bernard, Jessie (1982). *The Future of Marriage*. New Haven, Yale University Press, chapter 1. (chapter 2-3 are optional)

White, James M. and David M. Klein (2008). *Family theories*. Los Angeles, Sage Publications, chapter 6.

Lecture 5 – Is marriage and family in crisis?

- The marriage debate: marital-in-decline VS marital-resilience perspective

Amato, Paul R. (2004). "Tension Between Institutional and Individual views of Marriage." *Journal of Marriage and Family* 66(4): 959-965.

*Cherlin, Andrew J. (2004). "The Deinstitutionalization of American Marriage." *Journal of Marriage and Family* 66(4): 848-861.

Lecture 6 – Individualization of marriage and family

○ The individualized marriage

*Beck, Ulrich and Elisabeth Beck-Gernsheim (1995). *The Normal Chaos of Love*. Cambridge, UK, Polity Press, p. 1-44.

Koo, Ching Hua Anita and Wai Pong Thomas Wong (2009). "Family in Flux: Benchmarking Family Changes in Hong Kong." *Social Transformations in Chinese Societies* 4: 17-56. (Focus on the literature review)

余雲楚、何國良。2001。「香港家庭及家庭研究何去何從：從傳統，經現代，到後現代？」，《香港社會學報》，第二期。頁 85-122。

Extended Readings

Burgess, Adam (2018). "Individualization Revisited: Global Family Developments, Uncertainty and Risk". *Journal of Risk Research* 21 (1), p.83-95

Lauer, Sean and Carrie Yodanis (2014). "Is Marriage Individualized? What Couples Actually Do". *Journal of Family Theory & Review* 6:184-197.

Qi, Xiaoying (2016). "Family bond and family obligation: Continuity and transformation", *Journal of Sociology* 52(1) 39–52.

Lecture 7 - Mate selection

○ Mate matching

Buss, D. M., T. K. Shackelford, et al. (2001). "A Half Century of Mate Preferences: The Cultural Evolution of Values." *Journal of Marriage and Family* 63(2): 491-503

Chang, Lei, Yan Wang, et al. (2011). "Chinese Mate Preferences: Cultural Evolution and Continuity Across a Quarter of a Century." *Personality and Individual Differences* 50(5): 678-683.

Hu, Anning and Wu Xiaogang (2019). "Parental Education and College Students' Attitudes Toward Love: Survey Evidence from China". *Journal of Marriage and Family* 81(3) 584-600.

* Zhou, Yun (2019). "Economic Resources, Cultural Matching, and the Rural-Urban Boundary in China's Marriage Market". *Journal of Marriage and Family* 81(3): 567-583.

(Read the literature review and conceptualization ONLY)

Lecture 8 – Whose wedding is it? Traditional and individualized wedding

Boden, Sharon (2007). *Consuming Pleasure on the Wedding Day: the Lived Experience of Being a Bride*. Gender and Consumption: Domestic Cultures and the Commercialisation of Everyday Life. Emma Casey and Lydia Martens. Aldershot, Hampshire; Burlington, VT, Ashgate: 109 - 122.

Carter, Julia and Simon Duncan (2017). "Wedding Paradoxes: Individualized Conformity and the "Perfect Day"". *The Sociological Review* 65(1): 3-20.

Tso, Ho Yee Vienne (2015). "It's Our Day: the Negotiation of Wedding Arrangements" in *Social Transformations in Chinese Societies*, Vol. 11, No. 2.

Further readings:

Chan, Kara and Shiu Fai Chan (2002). Love and Money: Chinese Couples' Decisions on Wedding Expenses. *Asia Pacific Advances in Consumer Research*. 5: 224-230.

Cheung, Sidney C. H. (2006). "Visualizing Marriage in Hong Kong." *Visual Anthropology* 19(1): 21–37.

Lecture 9 & 10 – Managing the households

● **Paid work and dual earner family**

*Luxton, Meg (2009). "Family Coping Strategies Balancing Paid Employment and Domestic Labour". In B. Fox, *Family Patterns, Gender Relations*. Don Mills, Ont.; New York, Oxford University Press: 453-473.

Kim, Erin Hye Won & Cheung, Adam Ka Lok (2019). The Gendered Division of Household Labor over Parenthood Transitions: A Longitudinal Study in South Korea. *Population Research and Policy Review*, 38(4), 459-482.

Strong, Bryan and Theodore Cohen (2014). *The Marriage and Family Experience: Intimate Relationships in a Changing Society*. Belmont, CA, Wadsworth, chapter 11.

○ **Division of housework (lecture 10)**

Choi, Yuk Ping Susanne and Kwok Fai Ting (2009). A Gender Perspective on Families in Hong Kong. *Mainstreaming Gender in Hong Kong Society*. F. M. Cheung and E. Holroyd: 159-80.

Fuwa, Makiko (2004). "Macro-Level Gender Inequality and the Division of Household Labor in 22 Countries." *American Sociological Review* 69(6): 751-767.

*Tai, Tsui-o and Judity Treas (2013). "Housework Task Hierarchies in 32 Countries". *European Sociological Review* 29(4): 780-791.

Allegra J. Midgette (2020). "Chinese and South Korean Families' Conceptualizations of a Fair Household Labor Distribution", *Journal of Marriage and Family* 82(4):1358-1377.

Daniel L. Carlson & Jamie L. Lynch (2016). "Purchases, Penalties, and Power: The Relationship Between Earnings and Housework", *Journal of Marriage and Family* 79(1): 199-224.

Titan Alon, Matthias Doepke, Jane Olmstead-Rumsey, Michèle Tertilt (2020). This Time It's Different: The Role of Women's Employment in a Pandemic Recession. *NBER Working Paper No. 27660*

Lecture 11 - Parent-child relationships

○ Trends and changing meaning of childhood and parenthood

○ Filial piety

○ Parenting style

* Chao, Ruth K. (1994). "Beyond Parental Control and Authoritarian Parenting Style: Understanding Chinese Parenting through the Cultural Notion of Training." *Child Development* 65(4): 1111-1119.

** LeVine, Robert A. and Merry White (2003). "The Social Transformation of Childhood". In A. S. Skolnick and J. H. Skolnick, *Family in transition*. Boston, Allyn and Bacon: 295-315.

○ Household financial control and management (lecture 11)

- Eickmeyer, Kasey, Manning, Wendy and Susan Brown (2019). "What's Mine Is Ours? Income Pooling in American Families". *Journal of Marriage and Family* 81(4): 968-978.
- Lauer, Sean and Carrie Yodanis (2011). "Individualized Marriage and the Integration of Resources". *Journal of Marriage and Family* 73(3): 669-683.
- Pepin, Joanna (2019). "Beliefs About Money in Families: Balancing Unity, Autonomy, and Gender Equality", *Journal of Marriage and Family* 81(2): 361-379.
- Ting, Kwok Fai and Tso Ho Yee Vienne (2013), "Individualization and the Marital Quality", in W.K.S. Chiu, Ting, Kwok-fai and Wan, Po-shan (ed.) *Families in Hong Kong: A Collective Portrait*. Hong Kong Institute of Asia Pacific Studies, chapter 3. (in Chinese)
- *Vogler, Carolyn, Clare Lyonette, et al. (2008). "Money, Power and Spending Decisions in Intimate Relationships." *The Sociological Review* 56(1): 117-143.

Lecture 12 - Film appreciation and discussion

Lecture 13 – Test

Course Assessments

- 1) Tutorial (30%):
 - a) Group Presentation (20%)

Topics: i) (the discontent to) the *modern* family, ii) Chinese familism, iii) individualized marriage and family, iii) mate selection, and v & vi) division of household labor/housework/financial management

Assessment of the group presentation:

 - i) Appropriate use of concepts/theories (5%)
 - ii) Content (10%)
 - iii) Format and organization (5%)
 - b) Tutorial Attendance and Participation (10%)
- 2) Film appreciation and discussion (10%):
- 3) Individual report (40%): Each student is required to submit an individual paper (2,500-3,000 words in English or 3,000-3,500 in Chinese).

Due date: 1st December 2020, at 5:00pm.

Grading of the paper is based on:

 - a) Content:
 - i. Applying appropriate concepts/theories (10%) – you are expected to incorporate at least 5 scholarly references.
 - ii. Thorough understanding of the topic and content (15%)
 - iii. Using relevant data to support your argument (5%) – either first hand or second hand data; qualitative or quantitative.

- b) Organization (5%)
 - c) Academic style (5%): proper citation and reference
- 4) Test (20%)

General Course Guidelines

- 1) Required readings: Skip the methods and technical analysis sections if you find them boring and difficult; pay close attention to the “big picture” in these articles.
- 2) Supplementary readings will be provided in the powerpoint.
- 3) Attention is drawn to University Policy and regulations on honest in academic work, and to the disciplinary guidelines and procedures applicable to breaches of such policy and regulations. Details may be found at http://www.cuhk.edu.hk/policy/academic_honesty/. With each assignment, students will be required to submit a statement that they are aware of these policies, regulations, procedures and guidelines.
- 4) **Please submit all your written work through VeriGuide and Blackboard (in MS Word).**
- 5) You should write down the course code, course name, student name, student ID, word count and the topic of the paper on the top of the paper.
- 6) Your paper should be written in English with 1.5 spacing, in WORD format, double-sided printing and with a full list of references/bibliography of any sources you may have cited.
- 7) Any unapproved late submission of the written work will receive a 10% reduction in marks (cumulative) for each day past the due date; written work over 5 days late will not be marked.
- 8) **Plagiarism** of every kind is prohibited. Examples of dishonest practice include plagiarism, copying the work of other students, deliberately allowing other students to copy from you, and submitting the same piece of work for more than one course (whether from this or another institution). All academic dishonesty cases will be reported to the university, and a student considered to have cheated in course work or test would be given a zero mark for that particular piece of work or exam paper. Reported academic dishonesty cases would be used to build up a database for future reference.
- 9) To facilitate better teaching and learning process, active interactions between students and the instructor is encouraged. **Bonus marks**, ranged from 1-5 marks (final marks), may reward to students should they participate actively in class.