



**ANTHROPOLOGY 2270 F ANTHROPOLOGY OF THE FAMILY
Fall Term 2013**

Instructor: Dr. Theresa Topic
Email: ttopic@uwo.ca
Office: Portable Office #P1
Phone Number: 432-8353 ext. 28224
Office hours: Tuesday 9:30 to 10:30 or by appointment
Course time: Wednesday 8:30 to 11:30 a.m. in UH30

This course considers diversity and flexibility in family structure from an anthropological perspective.

Through readings, lectures, presentations, films and discussions the course will consider how anthropologists have studied the family worldwide, and their contributions to the understanding of this social form. We will explore the diversity reported in the ways in which families are constituted and the social and economic roles they fulfill. We will assess some classic ethnographic descriptions of family life, with attention to gender roles, kinship, household economics, socialization of children, public/private spheres, and the impact of colonization and globalization.

We will assess the extent to which “the family” is a universal form of human organization; we will identify those aspects of family structure and life that are most uniform, and those that are highly variable. The forces that have produced change in family structure will be reviewed, including colonization, globalization, religious proselytism and economically motivated migration. We will analyze the consequences of these pressures on families and households.

LEARNING OBJECTIVES

On successful completion of this course students will

- understand the research methods employed by sociocultural anthropologists in the study of the family
- be familiar with the diversity and variability in family structures and functions found in cultures worldwide
- understand the inter-relationships between family structure and areas of anthropological interest like kinship, economics, gender roles, social structure, religion, and power
- evaluate arguments and counter-arguments for the universality of various aspects

- of family life
- analyse the impact on traditional family patterns of colonization, modernization, and globalization

COURSE STRUCTURE

The course will meet for 3 hours weekly. Each class meeting will have a mix of lecture, discussion of readings, in-class question and answer sessions, and films. You are expected to have done the reading for the week BEFORE the class and be prepared to discuss and assess what you have read.

READING

There is no single textbook for this course. Reading is assigned on a weekly basis from the custom course book (CCB) and from online sources. The CCB readings cluster in the first few weeks of the course, while online readings are more frequent later.

COURSE REQUIREMENTS

<u>Assignment</u>	<u>Weight</u>	<u>Due Date</u>
Preparedness and participation	10%	throughout term
Reading report (ethnography)	10%	Sept 25
Reading reports (assigned readings)	10%	Oct 9, Nov 13
Research paper proposal	5%	Oct 23
Research Paper	35%	Nov 27
Final Exam	30%	In exam period
Total	100%	

Preparedness and participation

You are expected to do the reading for a given week before class, and come to class ready to talk about the ideas and information presented by the articles and chapters assigned. Each week as you do the reading look for a question that has arisen in your mind from the reading; write it down and turn it in at the start of class. The questions students raise will be the entry point for discussion about the reading(s).

Reading report (ethnography)

You will select an ethnography to read from a list posted on Owl. An ethnography is a book-length report on a group studied by an anthropologist. This reading will give you insight into how anthropologists conduct field research that includes focus on the family, and how they report their results. The reading report on the ethnography will be 2-3 pages long, and will answer five specific questions that will be posted on Owl in the first

week of classes.

Reading report (assigned readings)

For each of the two Reading Reports, you will select five of the assigned readings and prepare a half-page summary of each, assessing the most important points made by the author. These reading reports will be due at the start of class on Oct 9 and Nov 13.

Research paper proposal

A research paper proposal is to be submitted on Oct. 23. The proposal will include a thesis statement, a draft outline of the research paper, and a list of published sources that you intend to use. In class we will review possible paper topics and discuss what constitutes a good proposal for a research paper. This assignment need not be more than 2 pages long, and it can be resubmitted as your work advances.

Research paper

Each student will prepare a research paper on a topic related to anthropology of the family, 12 pages in length. Further information will be provided on appropriate sources of information, suitable topics, required formatting, etc.

Final exam

A final examination will be scheduled during the examination period, December 8 to 19. You MUST attend the final examination. Do not make travel plans until the final examination schedule has been released by the Registrar's Office!

COURSE MANAGEMENT POLICY

The teaching methods used in this course will include lectures, discussions, and viewing of videos and internet resources. Students are expected to prepare for classes by doing the reading assigned for a class BEFORE the class meeting. You are strongly advised to attend every class, to view all media presentations, and to participate actively in class activities.

Owl will be used in this course. Notes for the "lecture" part of each class will be posted on Owl, normally 24 hours before class. These notes will help you to identify the most important points from the week's readings and issues that arise from the readings. At the end of each class you will be provided with some guidelines to possible highlights of the next week's reading.

Students who fail to appear for a test or examination at the time set in the timetable will not be allowed to write the examination paper thus missed unless the steps detailed below (page 8) for academic accommodation have been followed. The penalty for late written work is 2 points (out of 100) per weekday.

The instructor will be available outside of class time during scheduled office hours. If you cannot attend office hours, please make an appointment with me by email. When you do so,

please use your UWO email account and put the course number (Anthrop 2270F) in the subject line. I would much prefer to talk with you than to exchange lengthy e-mails.

Any changes to the information that appears in this course outline will be discussed in class prior to being implemented.

COURSE SCHEDULE

Below is a list of the topics that will be the main focus in each week of the course, and the readings that are assigned to complement the topic. Readings noted as "CCB" are included in the custom course book. See pages 5 to 7 for full bibliographic information for the online readings; that list is arranged by author's name.

Week 1 Sept 11 Introduction to anthropological study of the family

Reading: Collier 1982 (CCB #1)

Week 2 Sept 18 Evolutionary approaches to family; kinship basics

Reading: Fox 1967 (CCB #2), Stanton 2006 (CCB #3)

Week 3 Sept 25 Gender relations and the family

Reading: Firth 1965 (CCB #4), Peters 1965 (CCB #5)

Week 4 Oct 2 Marriage and alliance

Reading: Blackwood 2006 (CCB #6), Lindholm 1987 (CC #7), Wolf 1987 (CCB #8)

Week 5 Oct 9 The Anthropology of parenting

Reading: Scheper-Hughes 1993 (CCB #9), Hrdy 2009 (CCB #10)

Week 6 Oct 16 Anthropology of children

Reading: Montgomery 2009 (CCB #11), Rogoff 2003 (CCB#12)

Week 7 Oct 23 Families and work I

Reading: Lancy 2008 (CCB #13), Draper 2001 (CCB #14)

Week 8 Oct 30 Families and work II

Reading: Weismantel 2009 (CCB #15) White J. 2000 (online)

Week 9 Nov 6 The family, politics and the community

Reading: Bowie 2008 (online)

Week 10 Nov 13 The impact of religion on family

Reading: Sherif 1999 (online), Smith-Stoner 2005 (online)

Week 11 Nov 20 Globalization and changing family patterns

Reading: Ahmed (online), Al-Sharmani 2006 (online)
Recommended: White, M 1996 (online)

Week 12 Nov 27 Economic diasporas and their impact

Reading: Allenbach 2006 (CCB #16), Barber 2000 (online)

Week 13 Dec 4 Summary and Conclusions

:

LIST OF REQUIRED READINGS

Ahmed, Sania Sultan and Sally Bould

2004 "One Able Daughter is Worth 10 Illiterate Sons": Reframing the Patriarchal Family. *Journal of Marriage and Family* 66 pp. 1332-1341. (Online journal)

Allenbach, Brigit

2006 Parenthood and Migration: Kosova-Albanian Mothers in a Swiss Town. In: *Marriage and Migration*, Barbara Waldis and Reginald Byron, eds., pp. 85-113. Zurich: Lit Verlag. CCB #16

Al-Sharmani, Mulki

2006 Living Transnationally: Somali Diasporic Women in Cairo. *International Migration* 44.1:55-77. (Online journal)

Barber, Pauline

2000 Agency in Philippine Women's Labour Migration and Provisional Diaspora. *Women's Studies International Forum* 23:4, pp. 399-411. (Online journal)

Blackwood, Evelyn

2006 Marriage, Matrilocality, and "Missing Men". In: *Feminist Anthropology: Past, Present and Future*, edited by Pamela L. Geller and Miranda K. Stockett, pp. 73-88. Philadelphia: University of Pennsylvania Press. CCB #6

Bowie, Katherine

2008 Standing in the shadows: of matrilocality and the role of women in a village election in northern Thailand. *American Ethnologist* Vol. 35:1 pp. 136-153. (Online journal)

Collier, J., M. Rosaldo, and S. Yanagisako

1992 Is There a Family? New Anthropological Views. In: *Rethinking the Family: Some Feminist Questions* pp. 31-48, Barrie Thorne and Marilyn Yalom, eds. Boston: Northeastern University Press. CCB #1

Draper, Patricia

2001 !Kung Women: Contrasts in Sexual Egalitarianism in Foraging and Sedentary Contexts. In: *Family Patterns, Gender Relations, 2nd edition*. Bonnie J. Fox, ed., pp. 37-55. Oxford University Press. CCB #14

- Firth, Raymond
1965 Family in Tikopia. In: *Comparative Family Systems*, M. F. Nimikoff, ed., pp. 105-120. Boston: Houghton Mifflin. CCB #4
- Fox, Robin
1967 Introduction. In: *Kinship and Marriage: An Anthropological Perspective*, pp. 13-25. Cambridge University Press. CCB #2
- Hrdy, Sarah Blaffer
2009 Why it Takes a Village. In: *Mothers and Others: The Evolutionary Origins of Mutual Understanding*, pp. 65-109. Cambridge: Harvard University Press. CCB #10.
- Lancey, David F.
2008 Ch. 7: His first goat. In: *The Anthropology of Childhood: Cherubs, Chattel, Changelings*. Cambridge: Cambridge University Press. CCB #13
- Lindholm, Charles
1987 Marriage as Warfare. In: *Anthropology: Contemporary Perspectives*, Phillip Whitten, ed., pp. 168-172. Boston: Little Brown. CCB #7
- Montgomery, Heather
2009 Ch. 1 Childhood Within Anthropology. In: *An Introduction to Childhood: Anthropological Perspectives on Children's Lives*. Wiley-Blackwell. CCB #11
- Peters, E.L.
1965 Aspects of Family among the Bedouin of Cyrenaica. In: *Comparative Family Systems*, M. F. Nimikoff, ed., pp. 121-146. Boston: Houghton Mifflin. CCB #5
- Rogoff, Barbara
2003 Ch. 6: Interdependence and Autonomy. In: *The Cultural Nature of Human Development* pp. 194-234. New York: Oxford University Press. CCB#12
- Scheper-Hughes, Nancy
2009 Lifeboat Ethics: Mother Love and Child Death in Northeast Brazil. In: *Gender in Cross-Cultural Perspective*, 5th edition. Caroline B. Brettell and Carolyn F. Sargent eds. Prentice Hall. CCB #9
- Sherif, Bahira
1999 The Prayer of a Married Man is Equal to Seventy Prayers of a Single Man: The Central Role of Marriage Among Upper-Middle-Class Muslim Egyptians. *Journal of Family Issues* Vol. 20:5, pp. 617-632. (Online journal)
- Smith-Stoner, Marilyn
2005 End of Life Needs of Patients Who Practice Tibetan Buddhism. *Journal of Hospice and Palliative Nursing* 7:4 pp 228-233. (Online journal)
- Stanton, Max E.
2006 Patterns of Kinship and Residence. In: *Families in Global and Multicultural Perspective*, Bron Ingoldsby and Suzanna D. Smith (eds.) pp 79-98, 2006. Thousand Oaks, CA: Sage Publications. CCB #3

Weismantel, Mary

2009 Cities of Women. In: *Gender in Cross-Cultural Perspective* 5th Edition, Caroline B. Brettell and Carolyn F. Sargent, eds., pp 123-136. Prentice Hall. CCB #15

White, Jenny B.

2000 Kinship, reciprocity and the world market. In: *Dividends of Kinship: Meanings and Uses of Social Relatedness*, edited by Peter P. Schweitzer, pp. 124-150. Routledge. (Online E-book)

White, Martin King

1996 The Chinese Family and Economic Development: Obstacle or Engine? *Economic Development and Culture Change* 45:1, pp. 1-30. (Online journal)

Wolf, Margery

1997 Uterine Families and the Women's Community. In: *Conformity and Conflict: Readings in Cultural Anthropology*, edited by James Spradley and David McCurdey. Longman. CCB #8

BRESCIA UNIVERSITY COLLEGE ACADEMIC POLICIES AND REGULATIONS

1. POLICY REGARDING MAKEUP EXAMS AND EXTENSIONS OF DEADLINES

When a student requests academic accommodation (e.g., extension of a deadline, a makeup exam) for work representing 10% or more of the student's overall grade in the course, it is the responsibility of the student to provide acceptable documentation to support a medical or compassionate claim. All such requests for academic accommodation **must** be made through an Academic Advisor and include supporting documentation. Academic accommodation on medical grounds will be granted only if the documentation indicates that the onset, duration and severity of the illness are such that the student could not reasonably be expected to complete her academic responsibilities. Appropriate academic accommodation will be determined by the Dean's Office in consultation with the student's instructor(s). Please note that personal commitments (e.g., vacation flight bookings, work schedule) which conflict with a scheduled test, exam or course requirement are not grounds for academic accommodation.

A UWO Student Medical Certificate (SMC) is **required** if a student is seeking academic accommodation on medical grounds. This documentation should be obtained at the time of the initial consultation with the physician/nurse practitioner or walk-in clinic. A SMC can be downloaded under the Medical Documentation heading of the following website: <https://studentservices.uwo.ca/secure/index.cfm> . If it is not possible to have an SMC completed by the attending physician/nurse practitioner, the student must request documentation sufficient to demonstrate that her ability to meet academic responsibilities was seriously affected. Please note that under University Senate regulations documentation stating simply that the student "was seen for a medical reason" or "was ill" is **not** adequate to support a request for academic accommodation. All documentation is to be submitted to an Academic Advisor.

Whenever possible, requests for academic accommodation should be initiated in advance of due dates, examination dates, etc. Students must follow up with their professors and Academic Advisor in a timely manner.

The full statement of University policy regarding extensions of deadlines or makeup exams can be found at <http://www.westerncalendar.uwo.ca/2013/pg117.html>

2. ACADEMIC CONCERNS

If you feel that you have a medical or personal problem that is interfering with your work, contact your instructor and Academic Advisor as soon as possible. Problems may then be documented and possible arrangements to assist you can be discussed at the time of occurrence rather than on a retroactive basis. Retroactive requests for academic accommodation on medical or compassionate grounds may not be considered.

If you think that you are too far behind to catch up or that your work load is not manageable, you should consult an Academic Advisor. If you consider reducing your workload by dropping one or more courses, this must be done by the appropriate deadlines (refer to the Registrar's website, www.registrar.uwo.ca, for official dates). You should consult with the course instructor and the Academic Advisor who can help you consider alternatives to dropping one or more courses. *Note that dropping a course may affect OSAP eligibility and/or Entrance Scholarship eligibility.*

The Dean may refuse permission to write the final examination in a course if the student has failed to maintain satisfactory academic standing throughout the year or for too frequent absence from the class or laboratory.

3. ABSENCES

Short Absences: If you miss a class due to a minor illness or other problems, check your course outline for information regarding attendance requirements and make sure you are not missing a test or assignment. Cover any readings and arrange to borrow notes from a classmate. Contact the course instructor if you have any questions.

Extended Absences: If you have an extended absence, you should contact the course instructor and an Academic Advisor. Your course instructor and Academic Advisor can discuss ways for you to catch up on missed work and arrange academic accommodations, if appropriate.

4. POLICY ON CHEATING & ACADEMIC MISCONDUCT

Students are responsible for understanding the nature of and avoiding the occurrence of plagiarism and other academic offences. Students are urged to read the section on Scholastic Offences in the Academic Calendar. Note that such offences include plagiarism, cheating on an examination, submitting false or fraudulent assignments or credentials, impersonating a candidate, or submitting for credit in any course without the knowledge and approval of the instructor to whom it is submitted, any academic work for which credit has previously been obtained or is being sought in another course in the University or elsewhere. Students are advised to consult the section on Academic Misconduct in the Western Academic Calendar.

If you are in doubt about whether what you are doing is inappropriate or not, consult your instructor, the Student Services Centre, or the Registrar. A claim that "you didn't know it was wrong" is not accepted as an excuse.

The penalties for a student guilty of a scholastic offence (including plagiarism) include refusal of a passing grade in the assignment, refusal of a passing grade in the course, suspension from the University, and expulsion from the University.

Plagiarism:

Students must write their essays and assignments in their own words. Whenever students take an idea or a passage from another author, they must acknowledge their debt both by using quotation marks where appropriate and by proper referencing such as footnotes or citations. Plagiarism is a major academic offence (see Scholastic Offence Policy in the Western Academic Calendar).

All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com.

Computer-marked Tests/exams:

Computer-marked multiple-choice tests and/or exams may be subject to submission for similarity review by software that will check for unusual coincidences in answer patterns that may indicate cheating. Software currently in use to score computer-marked multiple-choice tests and exams performs a similarity review as part of standard exam analysis.

5. PROCEDURES FOR APPEALING ACADEMIC EVALUATIONS

All appeals of a grade must be directed first to the course instructor. If the student is not satisfied with the decision of the course instructor, a written appeal signed by the student must be sent to the Department Chair. If the response of the department is considered unsatisfactory to the student, she may then submit a signed, written appeal to the Office of the Dean. Only after receiving a final decision from the Dean may a student appeal to the Senate Review Board Academic. A Guide to Appeals is available from the Ombudsperson's Office, or you can consult an Academic Advisor. Students are advised to consult the section on Academic Rights and Responsibilities in the Western Academic Calendar.

6. PREREQUISITES AND ANTIREQUISITES

Unless you have either the prerequisites for a course or written special permission from your Dean to enroll in it, you will be removed from the course and it will be deleted from your record. This decision may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisites.

Similarly, you will also be deleted from a class list if you have previously taken an antirequisite course unless this has the approval of the Dean. These decisions may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course because you have taken an antirequisite course.

7. SUPPORT SERVICES

The Brescia University College Registrar's website, with a link to Academic Advisors, is at http://www.brescia.uwo.ca/academics/registrar_services/index.html . The Western Registrar's website is at <http://www.registrar.uwo.ca/index.cfm> . The website for the Student Development Centre at Western is at <http://www.sdc.uwo.ca/> . Students who are in emotional/mental distress should refer to Mental Health @ Western <http://www.uwo.ca/uwocom/mentalhealth/> for a complete list of options about how to obtain help.

Portions of this document were taken from the Academic Calendar, the Handbook of Academic and Scholarship Policy and the Academic Handbook of Senate Regulations. This document is a summary of relevant regulations and does not supersede the academic policies and regulations of the Senate of the University of Western Ontario.