

Scott Williams PhD
FCS 340 Marriage & Family Relations
Lecture Notes Chapters 1-9

Chapter 1

Today's Family

I. What is a Family?

A. Families are often created by:

- i.. Genetics
- ii. Law
- iii. Residence
- iv. Function

What do people “do” to function as a family?

B. Families have similarities to other social groups. However there are some key differences. Some of the differences include:

- i. Span multiple generations
- ii. Many of the members are genetically linked
- iii. Is the only social institution that everyone (entire human race) belongs to

II. Today's Family Forms

A. Family of Orientation: the family an individual is born in to and/or raised in

B. Nuclear Family: derived from the word *nuclear* meaning intact

C. Adoptive Family: a family that is created through the process of adoption

D. Family of Procreation: occurs when a man and woman have children of their own

E. Single Parent Family: occurs when either a mother or a father raises a child or children of their own without the help of a spouse or the other parent

F. Bi-Nuclear Family: begins as an intact nuclear family unit and then breaks apart due to separation or divorce. These families span two separate households

G. Reconstituted Family: a step family or blended family

- i. Step Family: one or both partners bring children from a previous relationship into a new cohabiting relationship or marriage
- ii. Blended Family: the couple (in a step family) has their own biological child

H. Cohabiting Family: a heterosexual couple lives together without getting married.

I. Gay or Lesbian Family: two adults of the same sex share psychological, sexual, and financial commitment while living in the same household.

J. Polygamous Family: a person of one sex is married to two or more people of the other sex.

i. Polygynous Family: a man has two or more wives

II. Polyandrous Family: a woman has two or more husbands

III. Role Expectations

What roles do people perform in a family?

Chapter 4

Extended Families and Genograms

I. What is a Genogram?

A. It is a *graphical* representation of Family Systems Theory emphasizing the family as a network of interlocking relationships

B. It is an effective way to analyze the biological, psychological, and social patterns existing across generations.

C. It provides a way for individuals and families to change dysfunctional patterns and sustain functional ones.

D. It is a family tree including family members connected by blood, adoption, offspring, law, and common living arrangements.

E. It includes three components:

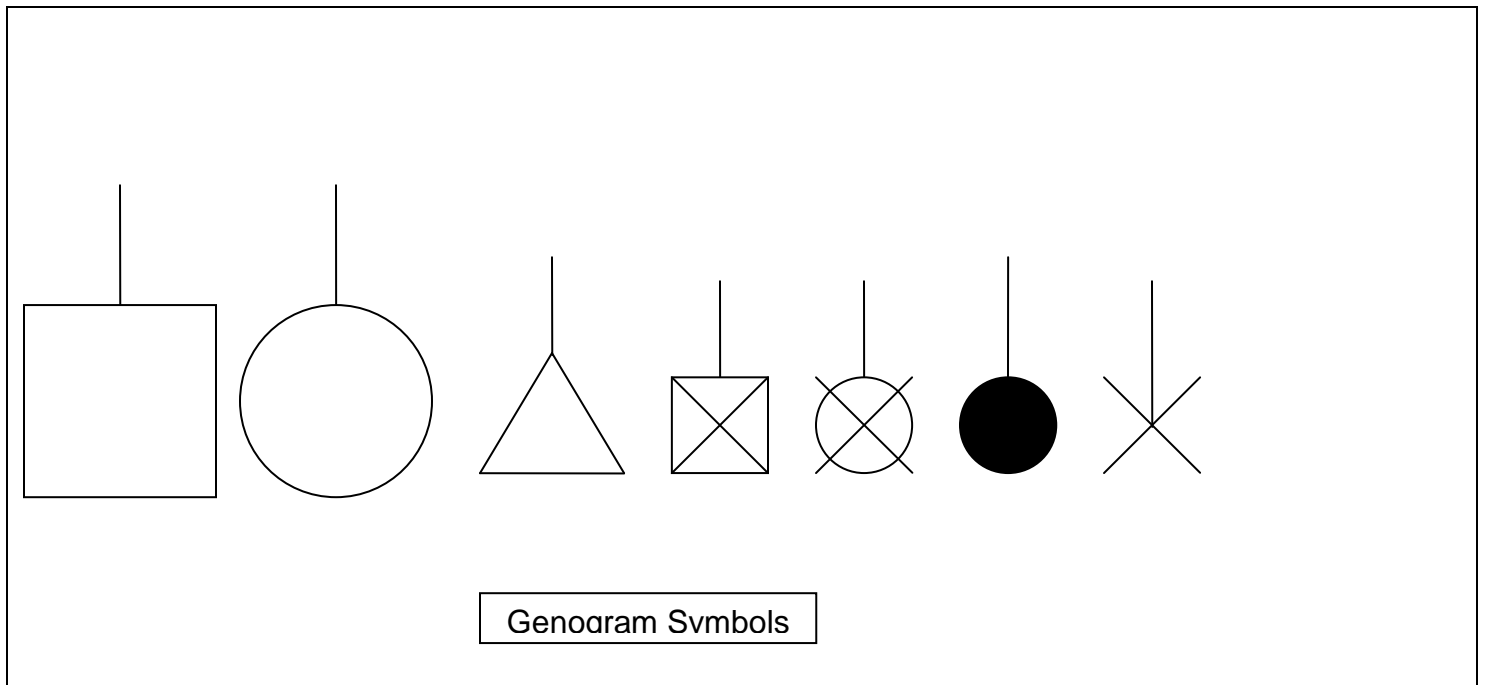
- 1) Mapping the family structure
- 2) Recording family information
- 3) Delineating family relationships

II. Mapping the Family Structure

A. Genograms typically includes three generations:

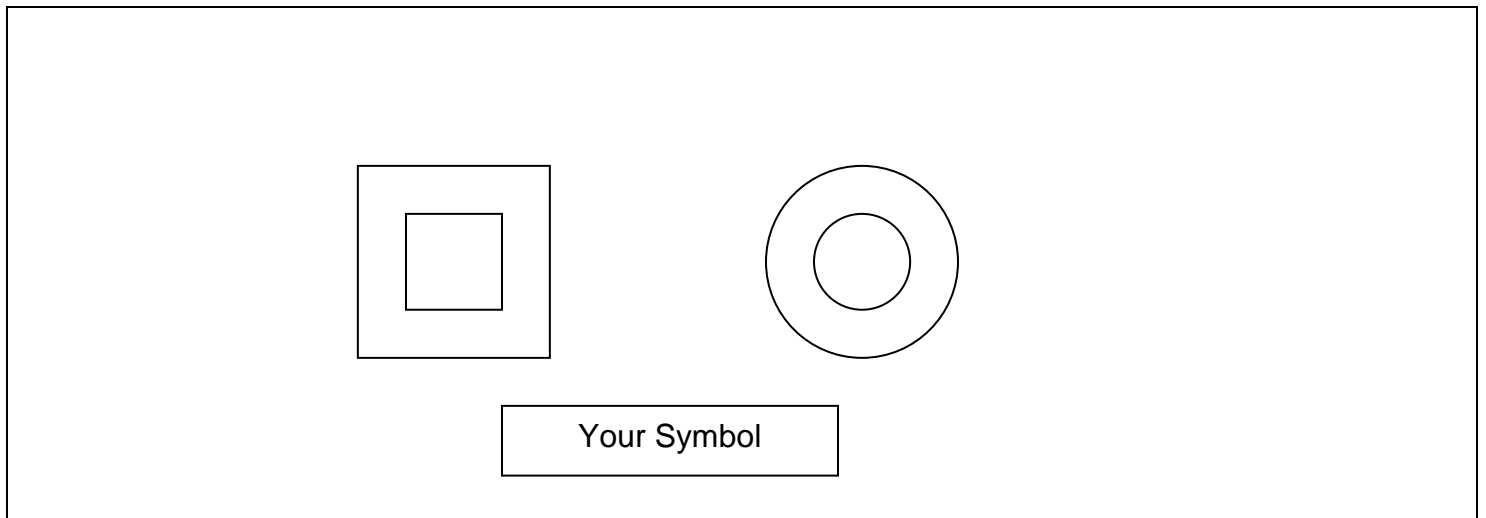
- 1) you and your generation (siblings and cousins and their significant others including spouses, cohabiting partners, and extra marital affairs)
- 2) your parents and their generation (aunts, uncles, and their significant others)
- 3) your paternal and maternal grandparents and their significant others.

B. Mapping utilizes a combination of squares, circles, and lines.



III. Drawing and Connecting Family Members

A. Identify yourself by drawing a second square (if you are male) or circle (if you are female) *inside* the first symbol. This is the only doubled symbol on a genogram.



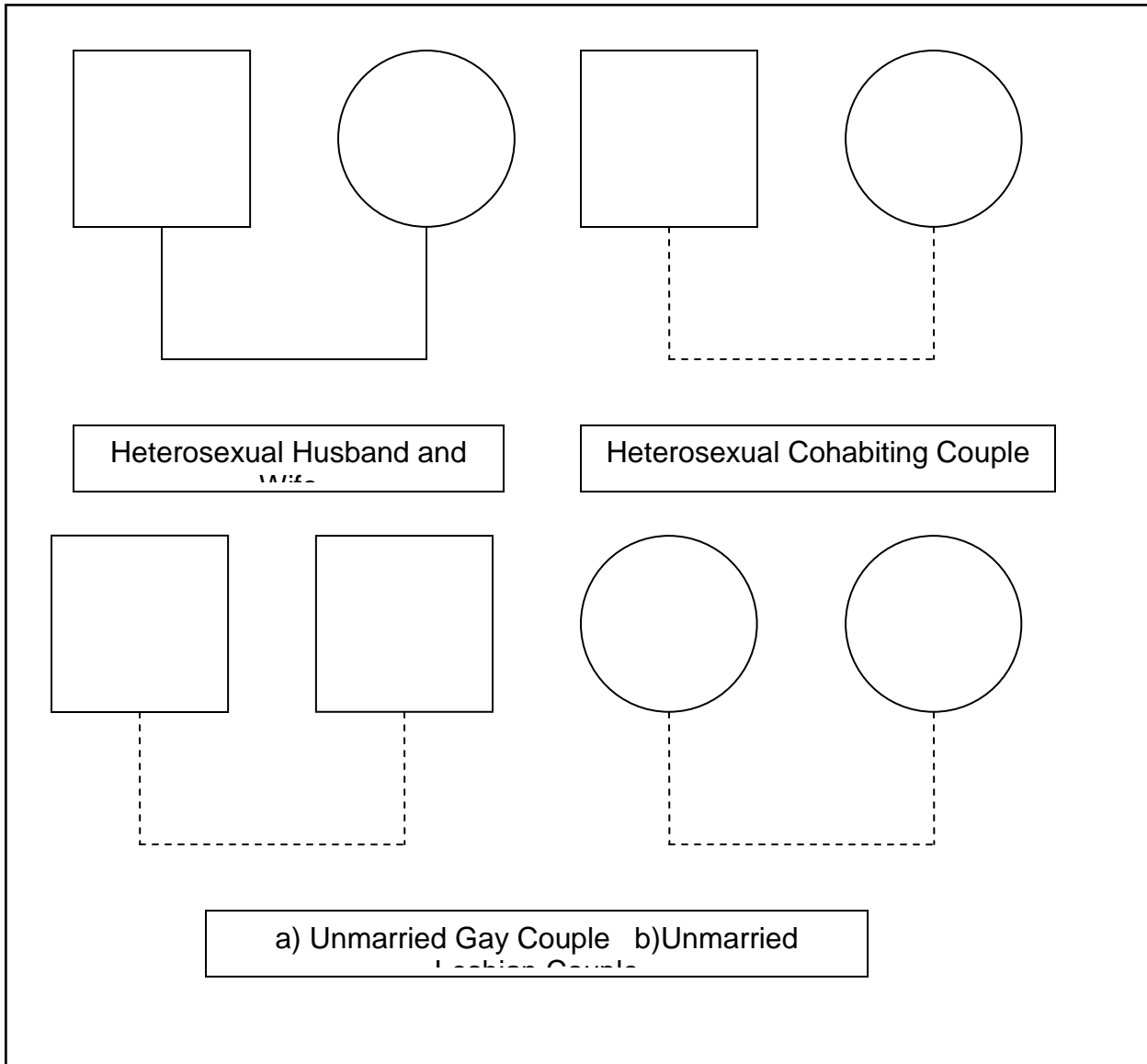
B. All family members are connected through a series of solid or dashed lines that connect at 90 degree angles (with the exception of twins).

C. At the *base* of each vertical line draw a *horizontal line* connecting the two vertical lines . This horizontal line is drawn as either a *solid line* or *dashed line*. *Solid lines* indicates marriage and *dashed lines* represents *all* other adult-to-adult relationships (including cohabiting couples, gay or lesbian couples, extramarital affairs, and couples who had a child but never lived together).

D. In all heterosexual adult-to-adult relationships the man is *always* drawn on the left and the woman on the right.

E. In lesbian or gay adult-to-adult relationships the same type of symbol is used for each partner (either two circles for a lesbian relationship or two squares for a gay relationship). With same-sexed couples the partner connected to the previous generation (birth or adoption) is typically drawn on the left (and their partner on the right).

F. The horizontal line (solid or dashed) connecting an adult-to-adult relationship is also a time line.

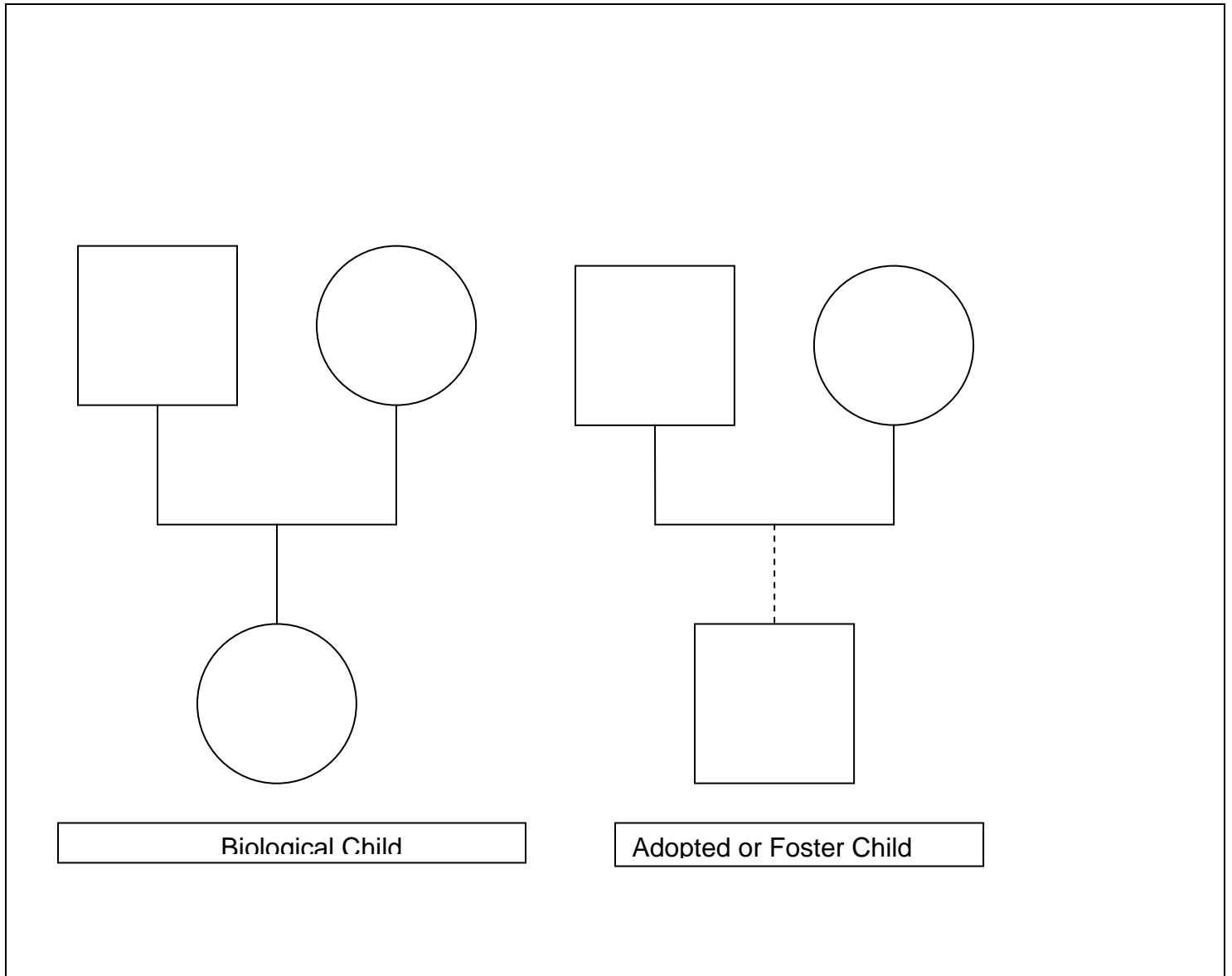


IV. Children

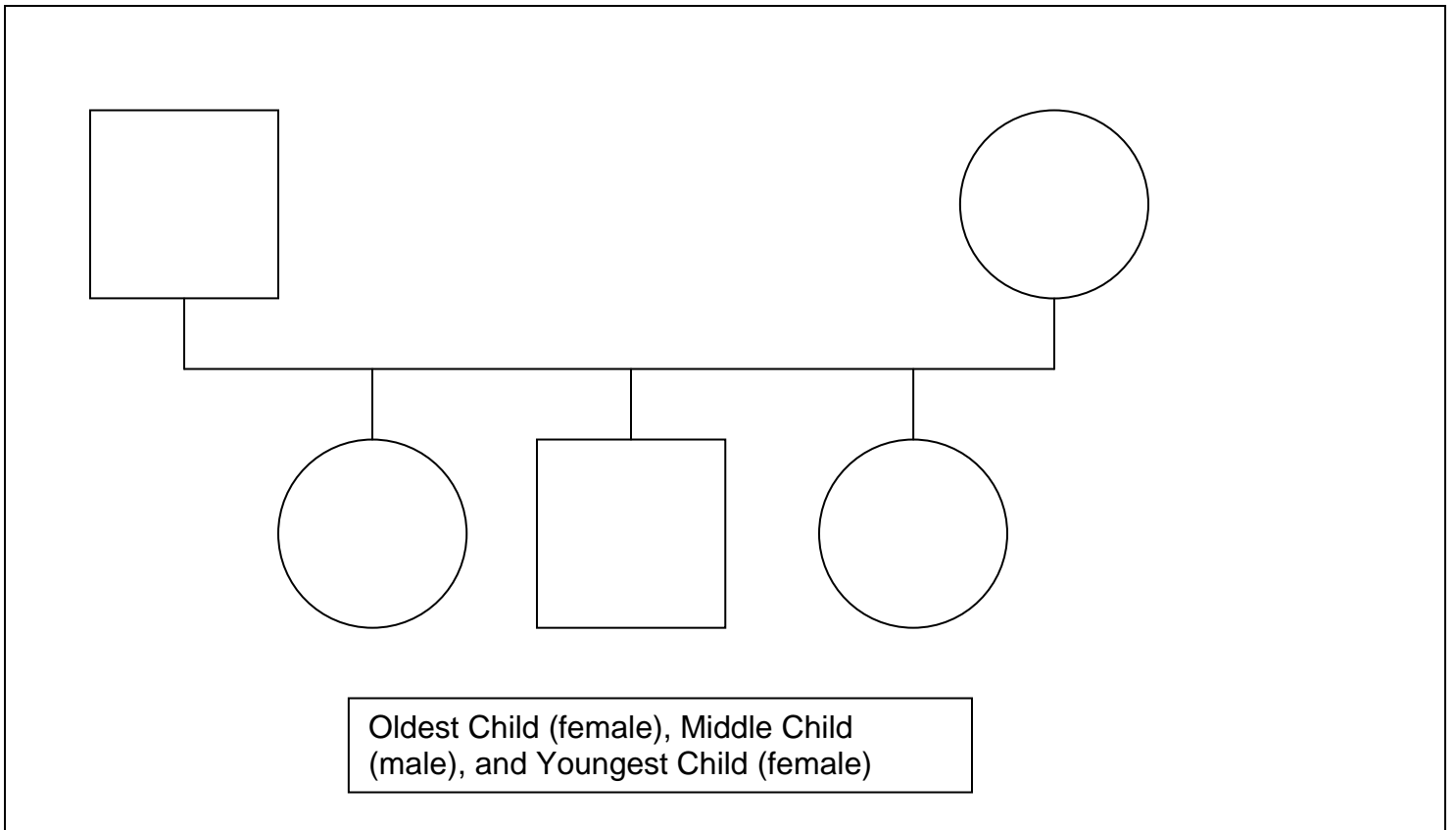
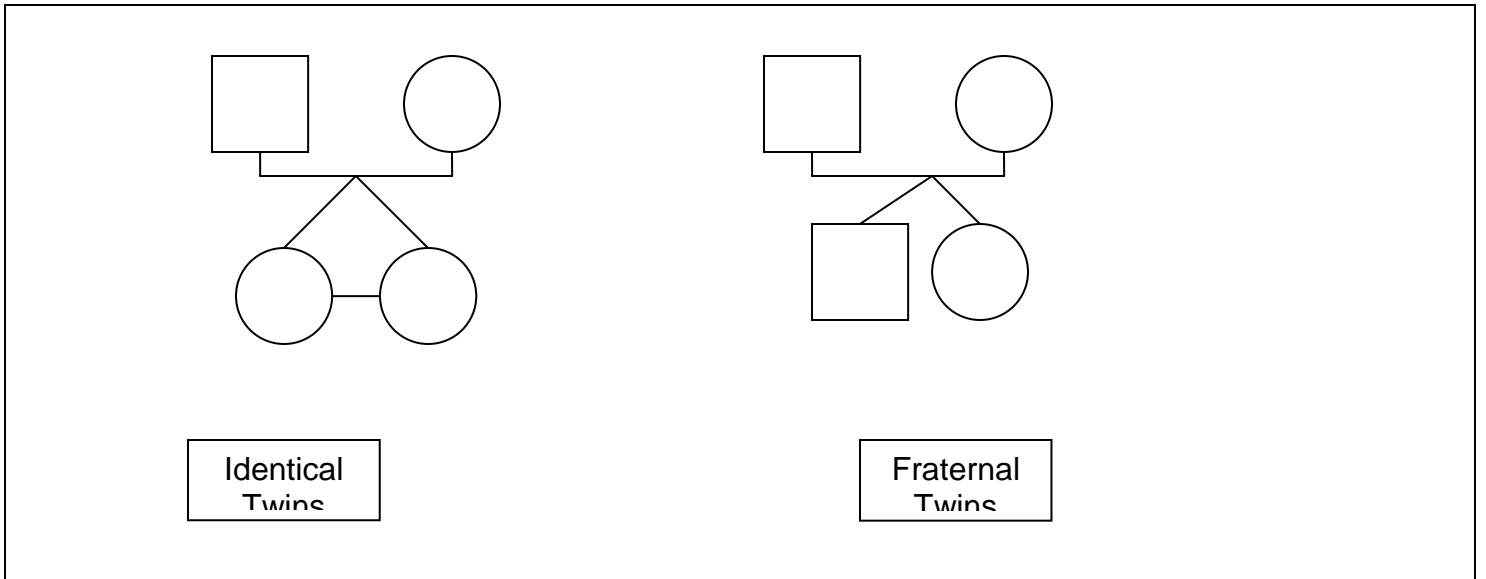
A. The couple's offspring are drawn with a line extending *below* the time line in the chronological order they were born. Biological children are drawn with a *solid vertical line* extending below the horizontal time line. Adopted and foster children are drawn with a *dashed line*. The birth order determines the positioning of each child as they are drawn from left to right.

B. Twins are connected by an upside down "V" descending from their parent's time line. Identical twins have an additional horizontal line connecting the two circles or squares.

C. The positioning of children (in birth order) is unique to each sibling group. Male and female children appear in the order they were born.



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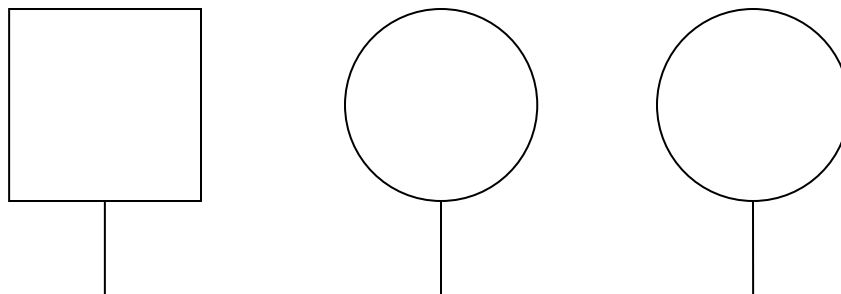


V. Various Adult to Adult Relationships

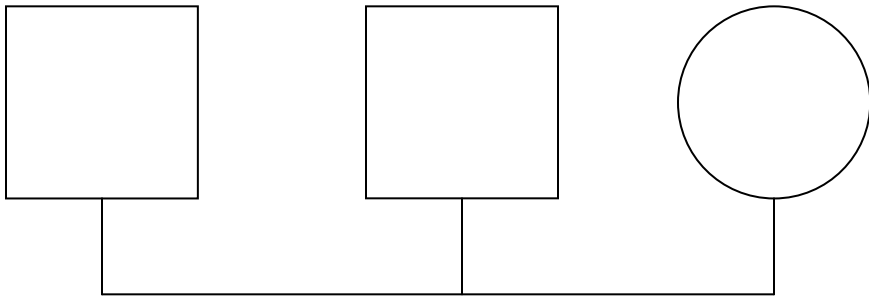
A. When a man or woman has multiple relationships it is important to first identify whose timeline the horizontal line belongs to.

B. Sometimes a married couple divorces and only *one* of the partners remarry. For these circumstances the timeline belongs to the remarried spouse

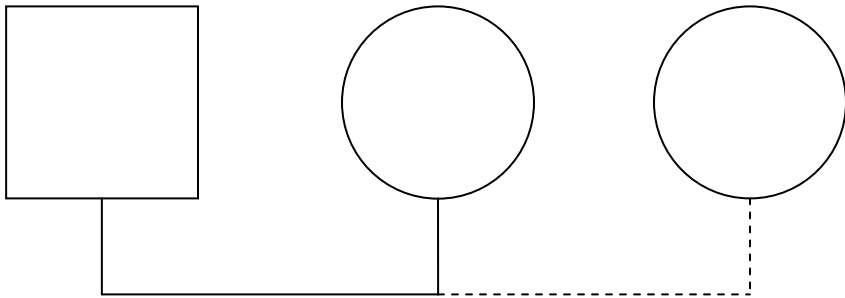
C. Frequently both partners either remarry or they choose to live with someone else. When this occurs it is important to choose one person to be represented by the horizontal time line. It does not matter which person is selected but selecting one person will determine how the second person's subsequent relationships are drawn.



A Husband with Two Wives



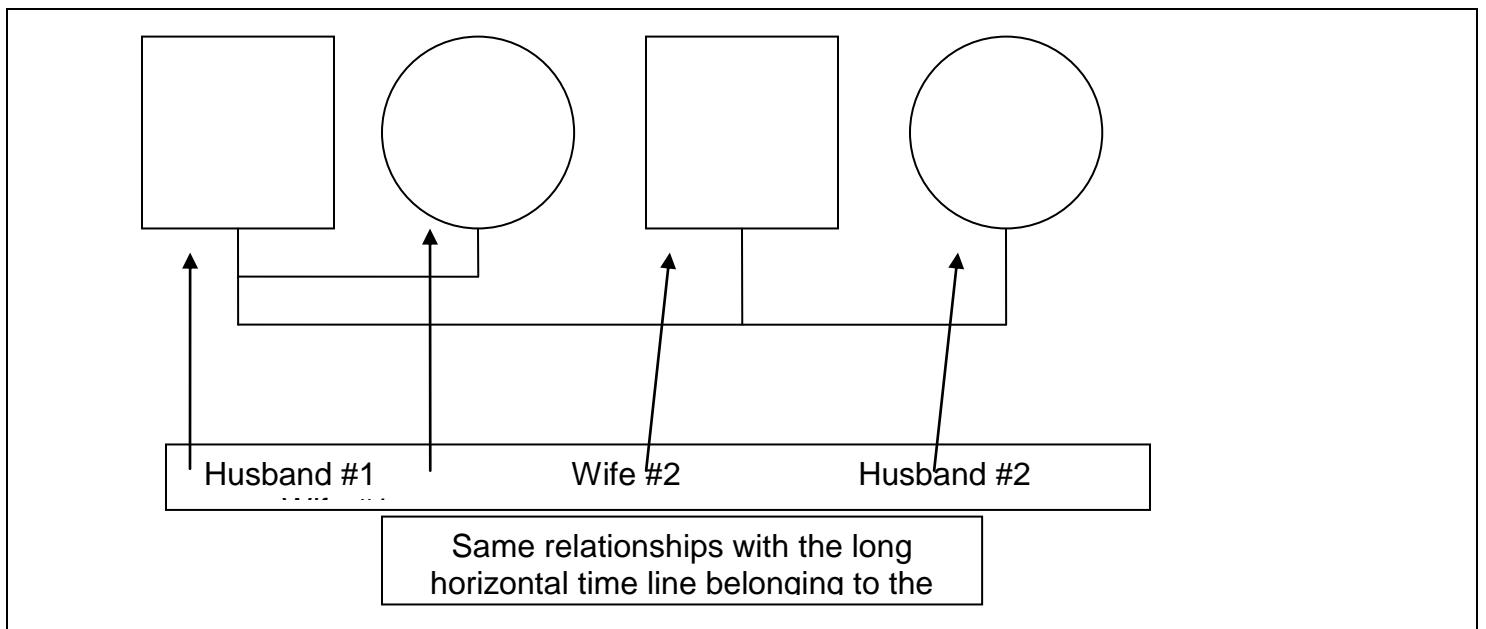
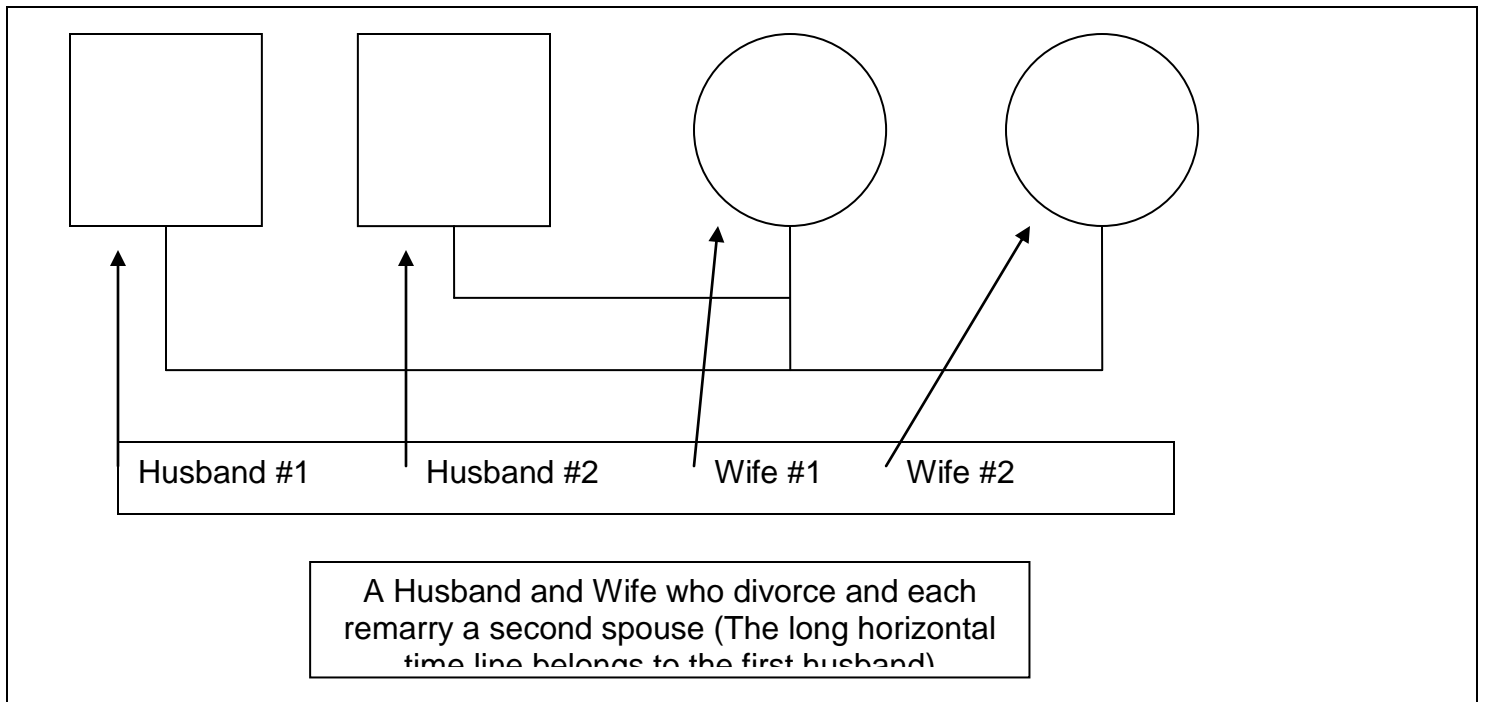
A Wife with Two Husbands



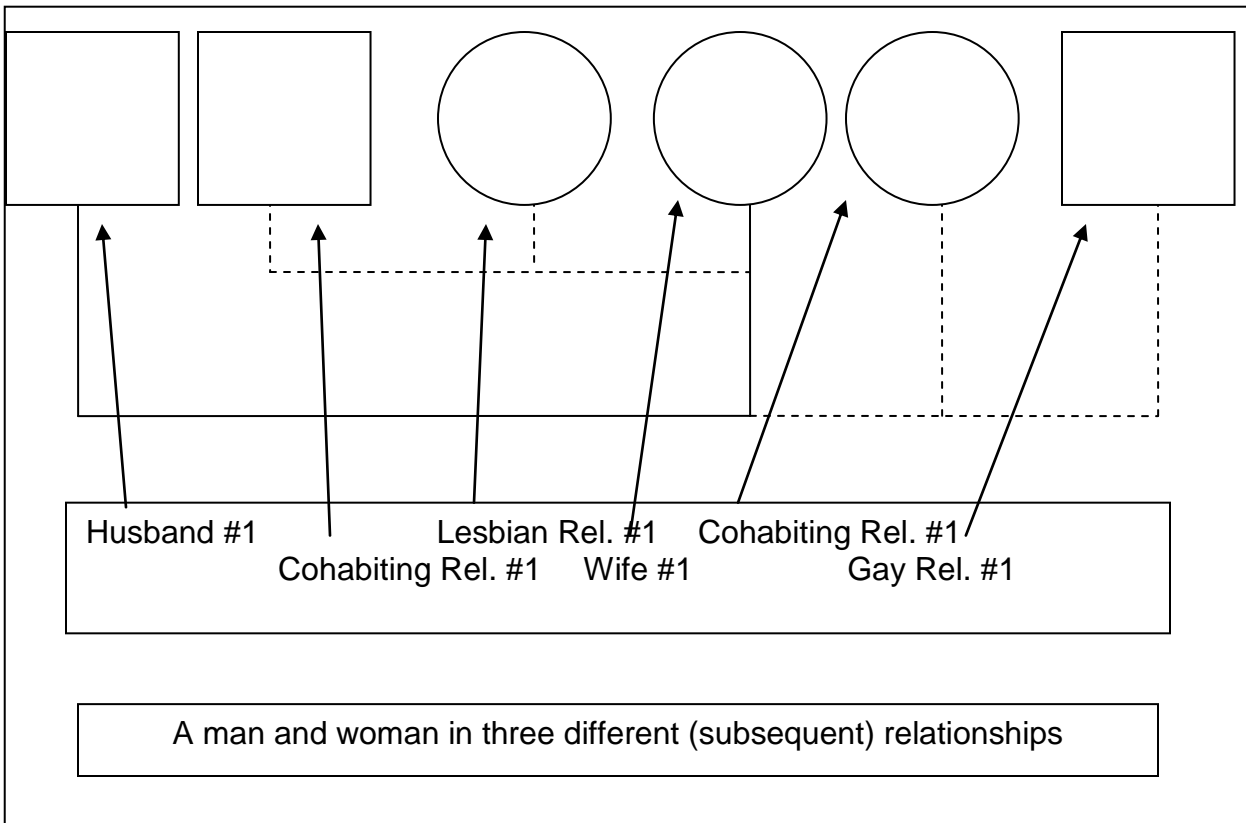
A Husband and Wife followed by the Man in a Cohabiting Relationship with a Woman

D. The next two drawings show the same relationships with long horizontal time line assigned to different members.

Blank rectangular box for drawing.



E. The next figure shows additional possibilities when partners leave relationships and enter new ones. In this figure the long horizontal time line belongs to the man. He was married to Wife #1, divorced her, then lived in Cohabiting Relationship #1, and is now living in Gay Relationship #1. The first wife was married to Husband #1, divorced him, then lived in Cohabiting Relationship #1, left him, and is now living in Lesbian Relationship #1.



VI. Children are drawn in chronological order along their parent’s timeline. In the Workbook see Figure 1.15, 1.16, 1.17, and 1.18

VII. All male and female symbols are drawn the same size (with the exception of pregnancy, stillbirth, and abortion symbols that are drawn in a *smaller size*).

VIII. All members of each generation should be level (across the genogram).

IX. Recording Family Information

A. This section of the genogram identifies significant family dates.

B. These dates include the birth and death date of each member and the beginning and ending dates for each relationship.

C. **Dates** include the four-digit year and not the actual day and month.

D. If the dates are not known or cannot be accessed a *question mark symbol (?)* is used to indicate the year.

E. The elements needed to complete this portion of the genogram include arrows, letters, and numbers.

Births and Deaths of Family Members



An arrow facing to the right indicates birth. It is positioned to the lower left of the symbol (at approximately 7 o'clock) with the arrow head facing towards the symbol. It is important to leave space between the arrow head and the symbol to enter the last two digits of the birth date.

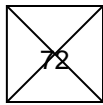


An arrow facing to the left indicates death. This arrow is only used for members of a genogram who are deceased. The arrow is positioned to the lower right of the symbol (at approximately 5 o'clock) with the arrow head facing towards the symbol. It is important to leave space between the arrow head and the symbol to enter the last two digits of the death date.

Date of Birth: The 4-digit year of the person's birth

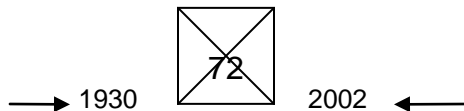
Date of Death: The 4-digit year that the person died

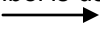

When a person dies an X is placed inside the symbol along with their chronological age at the time of their death. Chronological age is *not* included inside the symbol for living members.



Example:

A man who was born in 1930 and died in 2002 and was 72 at the time of his death.



? A question mark symbol is used when a date is not known. Therefore all members on a genogram get a birth arrow  and either the corresponding birth date (if known) or a ? symbol. If a member is deceased they get a death arrow  and the corresponding death date (if known) or a ? symbol. A genogram with blank dates is an incomplete genogram.

Relationship Dates of Family Members

- M The letter "M" indicates marriage.
- S The letter "S" indicates separation.
- D The letter "D" indicates divorce.
- C The letter "C" indicates a heterosexual or homosexual couple cohabited together and/or had a child together
- NC The letters "NC" indicates a heterosexual or homosexual couple no longer lives together.
- XM The letters "XM" indicate an extra marital relationship that occurs the same time a couple is married.
- NXM The letters "NXM" indicate the extra marital relationship ended.

Date the Relationship Began or Ended

The 4-digit numbers of the year the relationship began (and ended) are used.

Examples:

- M 1975 The couple married in the year 1975.
- S 1995 The couple separated in the year 1995.
- D 2002 The couple divorced in the year 2002.
- C 1995 The couple began cohabiting in the year 1995.
- NC 1999 The couple stopped cohabiting in the year 1999.
- XM 1986 The person had an extramarital affair in the year 1986.
- NXM 1991 The extramarital affair ended in the year 1991.

F. See Figure 1.19

G. See Figure 1.20

H. See Figure 1.21

X. Delineating Family Relationships

A. *Nature of Relationship Symbols* and *Boundary Symbols* are used to identify dynamics between family members.

B. *Nature of Relationships* symbols are commonly used to indicate the nature of relationships *between* family members. Graphically symbols are drawn that *connect* family members. You decide whether the symbol represents the relationship in the past, present, or is an overall trend. Drawing lines in *different colors* helps distinguish the different types of family relationships.



Close Relationship (two parallel yellow lines): Close relationships allow for connection and individuality between family members. These are healthy relationships.



Distant Relationship (one green line). Distant relationships are neither cut off nor close.



Enmeshed or Fused Relationship (three parallel orange lines): Fused relationships are too close, and the members lose their individuality and separateness.



Conflictual Relationship (different-direction red line): Relationships with ongoing and unresolved conflict.

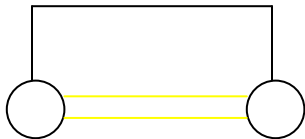


Emmeshed and conflictual relationship: Relationships that are too close and filled with conflict.

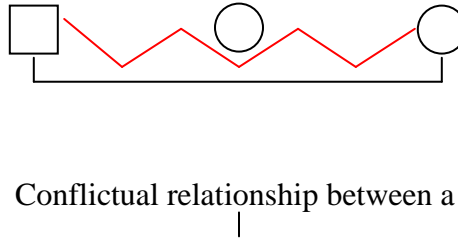


Cut Off Relationship (straight blue line broken by two perpendicular lines) Cut off relationships do not have contact (or so little contact that the relationship is not given the opportunity to grow and develop). This could originate from past conflict, geographical distance, or other special circumstances.

Nature of Relationship Symbols in Various Colors



Close relationship between sisters.



Conflictual relationship between a husband and his second wife.

Figure 4.24

Nature of Relationship Examples

C. *Nature of relationship* lines are drawn directly between two people in relationship. Do not curve the symbol around any members that exist between the two people receiving the symbol. The symbol is drawn

directly through any other family member symbols. Relationship symbols can be drawn between any two members of a genogram.

XI . Designating Boundaries between Relationships

A. Individuals regularly form subsystems by joining with other family members. Subsystems are often aligned by generation, gender, interests, functions, or personality traits. Boundaries exist between each subsystem and between all individual family members. Boundaries also exist between the family and other external systems such as the local community.

B. Boundaries regulate *permeability* (the amount of information and contact allowed to move between subsystems). A certain amount of physical, psychological, and social contact between subsystems is necessary for the survival of the family. Insufficient contact between family members results in a lack of resources to carry on with the functions of the family. An excessive amount of contact restricts the growth of family members as each member strives for their own autonomy.

C. Boundaries between two individuals (or multi-person subgroups) continually change as members navigate their own personal growth. Boundaries also change over time as individuals (and subsystems) mature. For example a child entering preschool requires less contact between parent and child.

D. Boundaries are often examined on a continuum from *very closed* to *very open*.

i. A completely closed boundary (that cannot be permeated) is a *rigid boundary*.

ii. A completely *enmeshed (open) boundary* allows unlimited transfer of information and contact. With these types of boundaries people have no capacity to reduce or filter received information.

iii. The healthiest boundaries between subsystems are *clear boundaries*. They allow a balanced exchange of information and contact between family members. They can be altered at any time to modulate the information sent or received.

E. See Figure 1.23

F. Because a boundary is a limit (or barrier) *boundary symbols are drawn differently* from *nature of relationship* symbols. Boundary symbols do *not connect* family members.

Chapter 3

Theories and Frameworks for Studying Families

I. Families are complex organisms. Comprehensive understanding of the family requires the scholarly work of many disciplines. Therefore no one theory is adequate to explain the family.

II. Social Exchange Theory

A. Intellectual Origins: Adam Smith held the economic view that people act rationally to maximize benefits and utility.

B. Basic Premise: In relationships human beings seek to maximize their rewards and minimize their costs. People are motivated by self-interest, capable of making rational choices, and are not exclusively hedonistic.

C. Key Terms and Concepts

Key Concepts	
Term	Definition
Rewards	Something that is considered beneficial that often brings satisfaction.
Resources	Material objects (such as clothing, food, automobile) or non-material goods (such as time, love, admiration).
Costs	Something perceived as having no benefit or lost rewards that often brings distress.
Profit	The ratio of rewards to costs.
Comparison Level	Evaluation of profit often evaluated in comparison to peers and to those in other circumstances.
Norm of Reciprocity	An individual's subjective analysis of whether the comparison level experienced in a relationship is fair but not necessarily equal.

III. Conflict Theory

A. Intellectual Origins: Thomas Hobbes' (17th century English philosopher) social contract theory asserts that when rational, free, and equal persons encounter conflict they enter into agreements.

B. Basic Premise: Conflict is inevitable in every relationship. People live in social relationships, have scarce or limited resources, and are primarily motivated by self. Conflict, in and of itself, is not detrimental to a family.

C. Key Terms and Concepts

Key Concepts	
Term	Definition
Conflict	The struggle that emerges over scarce resources between two or more people having differing ideas, interests, or goals.
Resources	The basis for power among people may include material goods, knowledge, money, time etc.

Negotiation	A process among people with differences where they each state their goals and use their resources to move closer to their goal.
Consensus	An agreement that occurs among all parties who are negotiating.

IV. Symbolic Interaction Theory

A. Intellectual Origins: Charles Darwin (late 19th century) emphasized an organism's environmental adaptation. Darwin influenced Americans Charles Pierce (signs and symbols), William James (self in relationship to the environment), and George Herbert Mead (human beings adapt to, and survive in, their environment by sharing common symbols).

B. Basic Premise: People interact with their environment by communicating with others through symbols (language) based on the meaning attached to words, objects, and events. Objects and events don't inherently hold meaning, but individuals assign specific meaning to them. Interactions between people are subjectively interpreted through these symbols and their inherent meaning.

An individual's response (or reaction) to a given situation generally depends upon their perception and interpretation. The meaning of various symbols is learned through interactions with others.

The most effective interactions take place between individuals whose symbols have the same meaning. Problematic interactions occur when individuals assign different meanings to their symbols.

An individual is not born with a *sense of self* rather *self concept* develops through repeated interactions with significant others (and our perceptions of their reactions). The *looking glass self* involves the capacity to see ourselves the way others see us. Through repeated interactions our self concept becomes an internalization of the way others see us.

C. Key Terms and Concepts

Key Concepts	
Term	Definition
Role	The rules of behavior for certain positions (or roles) in the family that are learned over time.
Identity	The subjective meaning a person derives from being in a role.
Role Taking	Understanding how another person experiences a role and being able to understand the rules of behavior.
Role Strain	Occurs when a person does not have enough resources to fulfill a role.
Role Conflict	Occurs when there are conflicting expectations about a role often resulting in role strain.

Looking Glass Self	The capacity of a person to see his or her self from the perspective of another person.
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V. Structural Functional Theory

A. Intellectual Origins: Harvard sociologist Talcott Parsons analyzed systems from a variety of macro perspectives including entire societies and major social institutions (e.g. religion, economics, and politics). Parsons and his successors focused on how people interact with one another in groups (including families) never viewing the individual as an isolated entity.

B. Basic Premise: For the family to survive it must perform certain functions required by its host society. The structure of a family, or how it is organized, is important to fulfill these survival tasks. Structure is understood by the various functions (or roles) required of its members.

Instrumental roles involve the provision of food and shelter while *expressive roles* provide emotional support and nurturing. *Manifest functions* involve the consequences of a person's action (that are intended and recognized by the person). *Latent functions* involve consequences the person neither intends nor recognizes and are generally understood with the passage of time.

C. Critique: Many scholars criticized this theory because it is steeped in stereotypical gender roles. However, it is an important theory today as it emphasizes the roles of family members necessary to survival.

D. Key Terms and Concepts

Key Concepts	
Term	Definition
Socialization	Process of learning what is required to function in a group.
Role	Behavioral patterns of how a person is expected to act.
Family Structure	How members work to fulfill necessary tasks for survival.
Function	The direct or indirect consequence of a person's behavior upon the system.

VI. Family Systems Theory

A. Intellectual Origins: Herbert Spencer (1880s) believed that the continual process that forms and dissipates structures in the universe also applied to biology, psychology, and sociology. In the late 1950s systems theory was applied to the family through the work of Gregory Bateson, an anthropologist, and Don Jackson, a psychiatrist.

B. Basic Premise: Members of a family are interconnected and can only be understood by looking at the many interactions among the members. The family, when viewed as a system, is seen as affecting the environment it lives among yet can be distinguished from the larger environment. Emerged from *general systems theory* which emphasizes that an entire, or whole, system is comprised of more than the sum of its parts. The various interactions among the members (in different subgroups) are essential components of understanding the whole group. Individuals join with other family members to carry out various functions.

C. Key Terms and Concepts

Key Concepts	
Term	Definition
System	A unit that affects its environment.
Wholeness	A group that transcends the sum of its parts.
Subsystem	Parts of an overall system assigned to carry out particular functions of the entire system.
Boundaries	A visible or invisible line separating an individual, subsystem, or entire system from its outside surroundings.
Permeability	The degree to which information can pass between subsystems.
Circular Causality	A process of ongoing bidirectional influence between subsystems.
Feedback	Circular loop sending information back to the original sender with the intent to govern the system's functioning.
Negative Feedback	Feedback from one subsystem to another resulting in <i>no change</i> within the system. Also referred to as <i>deviation dampening</i> .
Positive Feedback	Feedback from one subsystem to another resulting in <i>change</i> within the system. Also referred to as <i>deviation amplifying</i> .
Rules	Interaction of members follows established patterns that are regulated by spoken and unspoken expectations.
Homeostasis	A system's tendency to maintain balance or equilibrium.

VII. The Circumplex Model of Marital and Family Systems

A. This model (not a theory) helps to map many of the concepts of Family Systems Theory. The map, developed by David Olson, identifies key relationship characteristics including flexibility, cohesion, and communication.

B. *Flexibility* involves how well a couple or a system (such as a family) adjusts to the changes they encounter. On one end of the continuum is *extremely low flexibility* (the system is rigid not able to make the necessary adjustments to the challenges of life). On the other end of the continuum is *extremely high flexibility* (the system is chaotic and does not have sufficient consistency to successfully overcome challenges).

C. *Cohesion* involves the level of physical and psychological connection between the members. On one end of the continuum is *extremely low cohesion* (the system is disengaged and does not provide sufficient connection between members). Communication is poor (sometimes non-existent) which restricts members from discussing their concerns and reaping many of the rewards of family living. On the other end of the continuum is *extremely high cohesion* (the system is enmeshed and too connected).

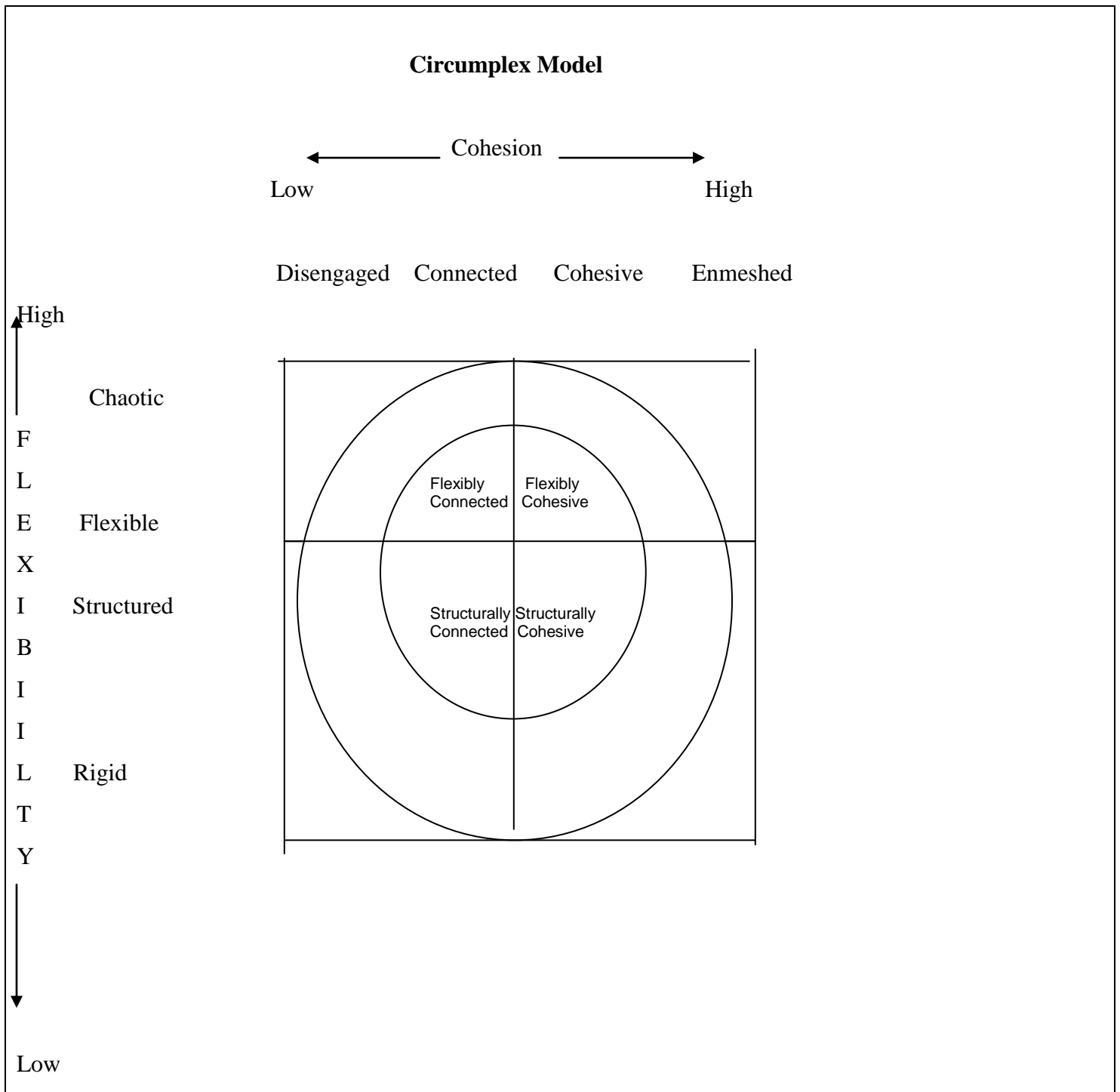
D. Types of Families: There are 16 different types of family relationships clustered into three general types of family systems.

i. *Balanced families* appear in the center of the map (flexibly connected, flexibly cohesive, structurally connected, and structurally cohesive) *Balanced families* maintain stability but are open to change. These types of families sometimes perform at the extreme ends of the map for brief periods of time to solve unique problems yet quickly return to their previous overall type.

ii. *Mid-range families* are extreme on one axis or dimension yet are balanced on the other. These types of families typically function well on their balanced axis (such as cohesion) but their dysfunction occurs on the unbalanced axis (in this case flexibility).

iii. *Unbalanced families* are located on the extremes of both dimensions. These families experience the greatest difficulties having either too much (or not enough) connection combined with either too much (or not enough) stability.

E. The Circumplex Model



VIII. Feminist Theory

A. Intellectual Origins: Is a combination of interdisciplinary theories that combines various woman-centered perspectives. There are different types of feminist theories but they typically have the following in common:

- 1) The main focus is gender.

2) Women are defined as subordinate to men and this is seen as problematic for relationships between men and women.

3) Social factors (not natural ones) are seen as the cause of problems occurring in gender relations.

B. Basic Premise: Feminism believes that the family must be understood in the context of society and that society is dominated by a masculine structure at both the political and economic levels. Each of the following feministic perspectives shares common themes of inequality and oppression. The theory views the family as a constructed social institution. It asserts that *males and females* should have equal access to all roles. The theory is **not** based on female superiority or sustained anger towards men. Rather it asserts that traditional family roles are the basis of historical gender inequality. Their solution supports equal rights in any family.

C. Feminist Perspectives:

i. *Liberal Feminism* sees sexism as the basis of inequality. Superiority of men and inferiority of women justifies prejudice and discrimination against women.

ii. *Social Feminism* views division of labor between men and women as the basis of inequality. This results in different class systems between genders.

iii. *Radical feminism* views the pervasive oppression throughout social relationships. Patriarchy, where men have social power over women, is viewed as the basic cause of gender inequalities.

IX. Family Development Model

A. Intellectual Origins: The inception of the family life cycle began with C.E. Lively and C.P. Loomis in the 1930s. Evelyn Duvall (late 1950s) and Hill and Rogers (1960s) provided a systematic approach of family development which provided the basis for family development theory. The family has social roles and relationships that change with each stage of family development.

B. Basic Premise: The family moves through various stages of development. As a developmental model the family must master certain skills and accomplishments at one stage prior to moving to the next one. Resources must be mobilized to complete each task.

C. Critique: The model presents a much more limited set of stages than exist today. Today's American family is significantly more diverse and many family forms are not represented in the original model.

D. The Family Life Cycle Stages

Family Life Cycle Stages
1. Leaving Home (Single Young Adults)
2. The Joining of Families through Marriage (The New Couple)
3. Families with Young Children
4. Families with Adolescents
5. Launching Children and Moving On
6. Families in Later Life

E. Duvall's 7 family developmental tasks

Reproduction	Protection	Education
Socialization	Recreation	Status
Affection		

F. Key Terms and Concepts

Term	Definition
Family Life Cycle	Predictable stages a family experiences over time
Stage	A period of time where family members are certain ages.
Transition Events	Occurrences that identify a family moving from one stage to the next.

X. Human Ecological Theory

A. Intellectual Origins: The study of ecology (as a science) dates back to the work of Charles Darwin. Ecological systems theory is credited to the work of Urie Bronfenbrenner whose scholarly career began in the 1940s.

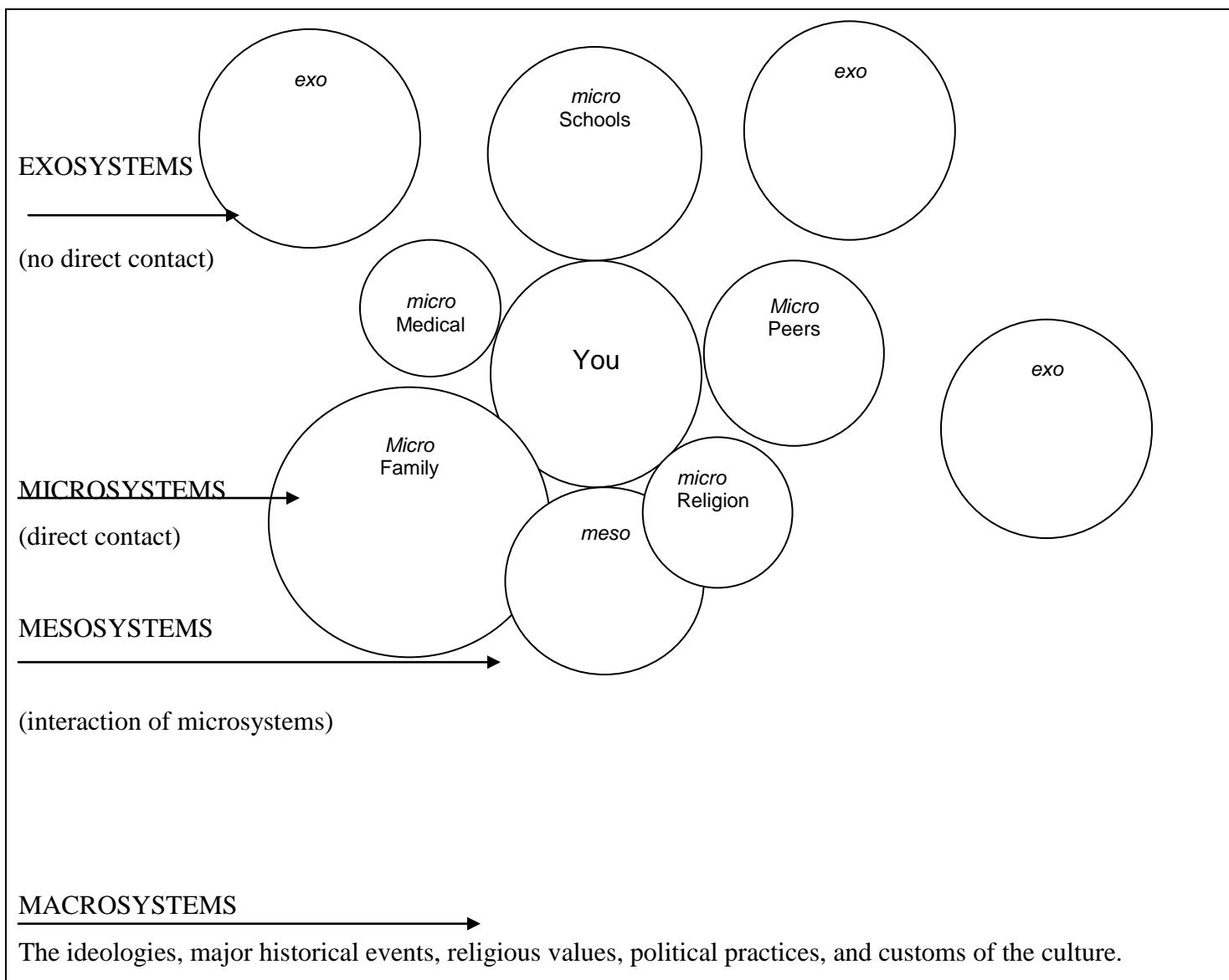
B. Basic Premise: This contextual approach views family as participating members of various subsystems. Subsystems exist within the family and throughout society. Essential to the theory is how these various subsystems impact the developing individual. Each individual lives among various *systems*. Dynamic interaction is a core component of the theory. As individual are influenced *by the different systems* these same systems are influenced *by the individual*. This *bi-directional dynamic* allows an individual to change his or her environment as the environment changes the individual.

C. Key Terms and Concepts

Key Concepts

Term	Definition
Microsystem	Settings an individual has <i>direct</i> contact with.
Mesosystem	A setting created that includes an individual and two microsystems.
Exosystem	Settings that influence a person <i>no direct</i> contact with.
Macrosystem	Values, customs, historical events of the culture.

D. The Human Ecological Model



Chapter 5

Healthy Families

I. Write a brief statement describing the difference between a *Dysfunctional Family* and a *Healthy Family*.

II. Defining a *Healthy Family* from theoretical perspectives presented in Chapter 3 (Theories and Frameworks)

A. *Structural Functional* and *Human Ecological Theories*: Health occurs when the family effectively functions among many different social systems

B. *Social Exchange* and *Conflict Theories*: Health occurs when the family maximizes their rewards and minimizes their costs between family members. The healthy family learns (and implements) strategies to function positively with limited resources.

C. *Feminist Theory*: Health occurs when the family esteems both genders and operates with equality for males and females.

D. *Family Systems Theory*: Health occurs when members promote functional interactions between family members and sustain positive rules to sustain these interactions. The family lives in positive balances of connection/ independence and structure/flexibility (Circumplex Model).

E. *Family Development Model*: Health occurs as families master the challenges at each stage of development and successfully transition to the next level of family life.

III. Healthy Relationships

A. Research in brain neuroscience reveals the brain is hardwired from birth to be responsive to human interactions throughout the lifespan.

B. The primary ingredient in establishing healthy attachment patterns involves the emotional exchanges in parent/child communication.

C. In healthy relationships people are looking for mutual respect, trust, honesty, and some sort of reciprocity.

D. Stanley, Markman, and Whitton's (2002) 3 elements of safety in healthy relationships.

i. Interaction Safety: emotional safety of the day-to-day interactions between partners

ii. Personal Safety: the freedom of fear of physical and psychological harm (abuse)

iii. Commitment Safety: the security of knowing there is a commitment to the future of the relationship

IV. John Gottman's *Masters and Disasters of Marriage*

A. Healthy couples show more kindness, respect, and affection to one another more frequently than those headed for divorce.

B. Couples with successful relationships respond to 96% of their partner's bids for attention by focusing or turning toward them. Couples headed towards divorce only responded to their partner 30% of the time.

C. Couples in unhappy relationships did do positive things for one another. However their partner did not notice 50% of the positive acts.

V. Culturally defined healthy relationships

A. Each culture and sub-culture holds its own unique standards for healthy families.

B. No two people (or families) interpret these cultural messages the same way adding to the diversity within any particular culture or subculture.

C. Below are past FCS 340 student's responses to the question:

Williams 2

Historical Immigration of American Families

I. Generalizing and Stereotyping

A. *Generalization* is the process of studying a large group of people and finding general traits and characteristics represented by most (but not all) of the members.

- i. Value of this approach: Is inclusive of all members and understands the special and unique patterns alive in a particular group.

B. *Stereotyping* is a process that ascribes a few traits to all members of a group

- ii. devalues the special features of the group by assuming all people have the same traits
- iii. limits the possibility of seeing the special strengths of each member
- iv. perspective often leads to one group perceiving themselves as superior to another



Which immigrant groups did your ancestors belong to?

- European Immigrants Yes No I don't know
- African Immigrants Yes No I don't know
- Latino Immigrants Yes No I don't know
- Asian Immigrants Yes No I don't know
- Pacific Island Immigrants Yes No I don't know
- Middle Eastern Immigrants Yes No I don't know
- My ancestors were Native American Yes No I don't know

Were your ancestors subjected to persecution because of their cultural identity?

- Yes No I don't know

II. Pre-Colonial Period (prior to 1600)

- A. Elements of family life for Native American Indians (e.g. roles, mate selection, fertility practices, and child rearing) varied greatly from tribe to tribe
- B. family life emerged from people who derived life from the land, suffered by being removed from it, and were bound to it through relocation.

III. Colonial and Early American Periods (1600 – 1820)

- A. The original colonists of the late 1600s and 1700s were predominantly immigrants from England and Scotland.
 - i. They had as many as six or seven children yet their family size remained small due to high infant mortality. This often resulted in siblings being many years apart in age. This trend in America continued well into the 20th century
- B. Africans began migrating to the continent. Some came as the English did to explore and develop skills that would enhance their survival and prosperity in the new land. These people were free like their English counterparts.
 - i. most entered as slaves instigating one of the most painful episodes of American history. This process of immigration resulted in attitudes and institutions of white superiority that continue to exist today



Did your family arrive during this period of American history?

Yes

No

I don't know

IV. Rise of Industry and Urbanization (1820 – 1930)

- A. European ethnic minorities began arriving in the early 1880s and continued to arrive until the outbreak of World War I. Over 28 million European immigrants entered the United States that today account for most non-Protestant white ancestry. These immigrant groups typically had darker complexions than earlier settlers from England, were mostly Jewish or Catholic, and came from Eastern Europe
- B. Latino ethnic groups also began entering during the nineteenth century. Due to proximity people from Mexico were the largest source of immigrants during this era and have remained so to date. Latin America supports a very diverse and wide range of ethnic groups.
- C. During the later portion of this era immigrants from China and Japan began migrating to North America. While the Chinese were technically free when they entered this country through San Francisco, many were detained for months in quarantine environments until they were granted full entrance. It was presented to the new immigrants that they needed to be prepared for life in the new country



Did your family arrive during this period of American history?

Yes

No

I don't know

V. Modern Family and the Companionate Family (1900 – 1945)

- A. Increased wealth due to the Industrial Revolution brought an increase in leisure time for upper class families
- B. The rise in play time (for parents and children) marked the beginning of the *companionate family*.
- C. This new style of parent/child interaction did not replace the parent's authoritarian role it did begin to change the ways children were parented
- D. Choosing a mate through the criterion of compatibility and sexual attraction became more common. Family members expressed affection more openly.
- E. This family pattern emerged among few social classes and was initially met with criticism.



Did your family arrive during this period of American history?

- Yes No I don't know

VI. Post World War II (1945 – 1970)

- A. Immigration laws changed significantly during this era culminating with the 1965 amendment of the Immigration and Nationality Act
- B. Quotas for entering the country were distributed evenly among countries with preference given to those people attempting to reunite with family members already in this country. This preference was not extended to Mexican American families until 1976.
- C. Additional exceptions were extended to accommodate specific political climates of various countries such as Cuba (over 600,000 immigrants between 1960 and 1990), Vietnam and Southeast Asian countries after the Vietnam War (over 600,000 immigrants between 1975 and 1990), and the Soviet Union (over 150,000 Russian Jewish immigrants)

VII. Today's Family (1970 – present)

- A. Throughout American history the family has continually been defined by its function. As in all cultures the family's primary responsibility is procreation
- B. For most of American history the family has been responsible to carry out the majority of its most basic functions (e.g. economic survival, education, protection, and spiritual development).
- C. Cultural forces for most of American history required families to remain intact to fulfill these responsibilities. The unfortunate exception is slavery that divided African-American families.
- D. The vital necessity of having numerous offspring to ensure economic survival was no longer needed.
- E. effectiveness and availability of birth control gave women and men increased power over when (and how many) children they would have.
- F. The rise of modern medicine meant lower infant mortality resulting in fewer numbers of births.
 - i. Prior to 1900 the average number of children born to a woman was seven although not all survived to adulthood
 - ii. By 1900 the average number of births dropped to 3.6 and in the mid 1930s dropped again to 2.1.
 - iii. While birthrates rose during the Baby Boom era (1946 – 1964) to 3.7 children per woman the rates dropped again below the replacement level of 2.1 by the mid 1970s

- iv. By 1990 fertility rates had risen again to the replacement level
- G. The Civil Rights Movement in the 1950s and 1960s stimulated various movements creating lasting change in the American family
 - i. The Feminist movement gave women greater economic freedom which facilitated more choices in other areas of family life. Today there are more similarities between the sexes than any other time in American history.
 - ii. The Gay and Lesbian movement increased the acceptance of alternate family forms and the roles members take within a family
- H. The rise of the divorce rate (since 1970) established the norm of single-parent, step, and blended families.



What Do You Think?

Do you think the family has benefited from the changes occurring in the last 25 years?

- Definitely Yes
 Mostly Yes
 Mostly No
 Definitely Not

Describe why you have this opinion _____

Williams 9

The Americanization of Immigrant Groups

I. Generalization: Be careful to not stereotype since no two families experience the same opportunities and difficulties. Each specific ethnic group has its own unique successes and failures. However there are many similarities among all ethnic groups that join a new culture.

II. Familism and Family

- A. Many cultures that immigrate to the United States value *familism* where family needs are prioritized over individual needs
- B. American cultural norm is *individuality*
- C. Many immigrants view *family* the way many Americans view the *extended family*

- D. When *family group identity* is valued over individuality the division of labor is often geared to benefit the entire family
- E. In this type of family structure children typically live in their parent's household until they are married.
- F. The offspring, who may or may not have lived in the original culture, often become restless with their family's involvement unable to see that familism actually protects and provides for its members
- G. As the family becomes acculturated to the host culture its familistic orientation often gives way to the individualistic influences of American culture.

III. Traditional Cultures

- A. Many immigrant groups represent cultures that have existed for thousands of years.
- B. These cultures have passed their tradition from generation to generation with very little change occurring in family values and traditions.
- C. These cultures are typically very conservative and patriarchal. As a result males are dominant in the family structure and possess most of the family power.

IV. Prejudice and Discrimination

- A. Immigrant groups encounter prejudice and discrimination which impacts family development. The longer a group is subjugated to demeaning interactions the more it must fight to sustain its own identity in a hostile environment.
- B. When the host culture rejects and does not prepare certain groups to compete and succeed in a changing economy the ethnic group is relegated to the lowest social class. This often results in long term dependencies upon a social welfare system.

Chapter 6

Cultural Diversity and Influence upon Today's Family

I. What is Culture?

- A. Culture refers to the social heritage of a people that includes learned patterns of thoughts, behaviors, and expression of emotions
- B. Each culture defines how its people should approach and interact with life
- C. Culture is influenced by many factors such as ethnicity, race, nationality, religion, geography, etc.

II. Distinct elements of culture

- A. *Material culture*: all the artifacts or physical objects human beings create and subsequently give meaning to
Examples?
- B. *Non-material culture*: abstract human creations. These include languages, ideas, beliefs, rules, customs, myths, skills, family patterns, and political systems

III. Macroculture and Microculture

- A. *Macroculture* consists of the culture that influences the majority of the people. The macroculture of the United States reflects the traditions of Western Europe (language and legal system (England) political system (Western Europe)
 - i. Active mastery is encouraged over passive acceptance for their destiny
 - ii. Individualism, independence, assertiveness, and achievement are valued over group membership
 - iii. New and modern ways are often chosen over older or traditional ways
 - iv. Communication style is casual, direct, and expressive of emotions
 - v. Materialism supports an interest in external possessions rather than internal identity and meaning
- B. *Microculture* is a subculture existing within the macroculture
 - i. Can be defined by influences such as geographical locations (e.g. *The South* or by an ideological movement (e.g. *Punk*)

IV. Joining cultures

- A. *Assimilation*: a minority group gradually takes on the beliefs and customs of the prevailing culture
- B. *Acculturation*: the group retains more of the original heritage
- C. *Cultural pluralism*: people are encouraged to respect their heritage as the host culture accepts, tolerates, and values the rich similarities and differences between the two cultures.

Chapter 7

Social Class and Family Values

I. What defines social class?

- A. Humanity continues to rank order its members by identifying those of the greatest economic importance and those of the least.
- B. As groups develop according to their economic worth to society they are identified as social classes.
- C. The method of obtaining income, the amount earned, combined with accumulated wealth are the primary criterion for membership in one social class or another.

D. In the U.S. there are three major social groups

II. Immigrant groups and social class

- A. Immigrant groups often enter a culture at the lowest social class because they either do not speak the host culture's language, do not possess the necessary skills to obtain higher paying jobs, or are subject to bias and prejudice
- B. Over time immigrant groups move to higher social classes. As this occurs each social class possesses ethnic groups with diverse backgrounds.
- C. Each social class has its own values and expectations for families and over time ethnic groups assimilate to the norms of the class.

III. Upper class and family values

- A. *Old upper class* (often referred to as "old money"): the wealth has existed for many generations (about 0.5% of the American population)
 - i. Often began with a man of white, Protestant, Western European heritage immigrating to this country with little or no money
 - ii. The family structure was patriarchal and traditional where the oldest male of the family had power that was rarely questioned.
 - iii. Slowly the values of this social sub-class are changing towards more equal family gender roles
- B. *New upper class*: journey to wealth is different because often the person who accumulated the wealth is still living (about 1.5% of the American population)
 - i. Journey to the upper class often began in the middle class (which defines the family as a nuclear family while the upper class defines the family as an extended family)
 - ii. The roles between the members of this sub-class are often less authoritarian and more egalitarian with the sexes sharing equal power

IV. Middle Class and Family Values

- A. *Upper middle class*: predominantly college-educated professionals (distinction from the new upper class is the amount of wealth and power they possess) (about 10-12% of the American population)
 - i. Career rather than a job. They work long hours to achieve their goals and do not see themselves as hourly workers.
 - ii. The influence of higher education combines with the realities of two working professionals to shape and define family functions.
 - iii. The family form is often a nuclear family and couples tend to share power within the family creating an egalitarian style within their homes.

- B. *Lower middle class* has less wealth than the upper middle class (about 40-45% of the American population)
- i. Workers tend to be paid less for their services and can be found in clerical positions, lower levels of management, and various self-employed occupations.
 - ii. This class has less family income so family members are more dependent upon one another for the functioning of the household.
 - iii. Children have increased responsibility and many of these families have strong ethnic identities.
 - iv. The family structure is often more authoritarian than the upper middle class yet they rely more upon a parenting style of reasoning than lower class families.

V. Working Class and Family Values

- A. *Upper working class* workers earn hourly pay in skilled or semi-skilled trades requiring the use of their hands (declining in size currently comprising about 30% of the American population)
- i. These groups are typically organized through a trade labor union yet many times do not have the necessary health and life insurances that higher classes typically have.
 - ii. Similar to the lower middle class the family has traditional values regarding family roles and religious beliefs. A strong ethnic identity is common within this group.
- B. *Lower working class* includes the poorest members of American society
- i. Typically have the least education among society and the fewest occupational skills to earn a living.
 - ii. Frequently are unemployed or works sporadically.
 - iii. Even with levels of education and skills reflected in higher social classes, a variety of circumstances can thrust an individual and family into this lowest of classes. (e.g. Divorce is a trauma that sends many women below the poverty line in to this class.)

VI. Families moving between classes

- A. Upward mobility is a driving influence of the macroculture motivating people to increase their earning power and wealth and subsequently move to a higher class
- B. One generation may have accumulated wealth enrolling them in a certain class that their offspring are not capable (or desirous) of achieving.
- C. Any family can encounter hardship, which results in moving to a lower class
- D. Immigrant families may have enjoyed a higher social status in their original culture yet have to start at the bottom of the social class to join the American culture.
- E. When people marry between classes the family often takes values of the highest class represented in the family

Chapter 8

Race, Ethnicity, and Religion

I. Ethnicity

- A. *Ethnos* (ancient Greek) meant “people, nation, foreign people” and its plural “foreign nations”
- B. In modern language the term *ethnic* is often used as a noun, meaning “a member of a particular ethnic group
- C. People form *ethnic groups* to create a sense of belonging with others
 - i. People find commonality with others who speak the same language and share the same national heritage, religion, race, folk practices, foods, and ideologies
 - ii. Ethnic groups provide people direction and guidance for challenges encountered throughout the life cycle

II. Race

- A. Different from ethnicity as it includes genetically transmitted physical characteristics including skin color, hair texture, and body size.
- B. Advances in transportation and technology changed patterns of communication and travel so that *race* was no longer synonymous with *culture*.
- C. All races can be found in all American social classes.

III. Religion

- A. The major religions of the world share similarities such as a belief in a supernatural power or powers regarded as the creator and ruler of the universe, a set of values and practices based upon the teachings of a great spiritual leader, and a personal or institutionalized system grounded in this belief system.
- B. Religion affects family by the way it defines *morals* (involving a standard for right and wrong behaviors)
- C. Members of the religion are expected to manifest behaviors that are consistent with these teachings.
- D. Many cultures are represented by more than one religion so it is important to understand the religious influences upon all members of a society
- E. The distinctions that exist in today’s American family are less *between* religions as they are between the *religious* and those that practice *no religion*.
- F. *Religious* families are more inclined to value virginity before marriage, fidelity during marriage, are opposed to divorce, and historically insisted on obedience in disciplining their children (although this is slowly changing)