

**STUDY GUIDE** to accompany

# Families in Context

*Second Edition*



**GENE H. STARBUCK**

**Study Guide**  
**To Accompany**  
***Families in Context***

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***Families in Context***

**Second Edition**

**Gene H. Starbuck**

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# **Preface**

This Study Guide is designed to help students review and apply the material presented in the textbook, *Families in Context*. Many of the sample questions were originally prepared by Wanda Clark for the first edition of the textbook. The organization of this study guide corresponds to chapters in *Families in Context*. Each chapter contains the following elements:

## **Learning Objectives**

Learning objectives provide a brief list of the major points that students should gather from their study of the chapter.

## **Chapter Outline**

The “Thinking Ahead” and “Rethinking in Context” questions from the text are reproduced here. Chapter outlines offer an overview of the structure and emphasis of the chapter. Students might want to read the Learning Objectives and Chapter Outline before actually reading the textbook chapter.

## **Multiple Choice Questions, True/False Questions, Matching Question**

Students can use these to test their mastery of the material. They should probably ask the instructor whether any of these questions will be on the actual test.

## **Short Essay, Critical Thinking, and Group Discussion Exercises**

The essay and critical thinking exercises help develop writing, organizational, and analytical ability. The short essay questions can be answered with reference to material in the textbook. The critical thinking questions often require reference to outside sources such as Internet sites. Group discussion exercises are designed for discussion by students in small groups that might be arranged by the course instructor.

## **Answer Key**

The answer key includes correct responses to objective questions and outlines the major points of the short essay questions.

## **Survey of Opinions and Experiences**

The study guide concludes with a questionnaire about attitudes and experiences related to the family. Even if your instructor does not ask you to complete the questionnaire, you might look it over anyway. It will give you an idea about how survey questions are sometimes constructed. Most of these questions are from the General Social Survey, which provides much of the data reported in the text.



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# Chapter 1 Defining Family Variation

## Learning Objectives

After reading this chapter, you should be able to

1. Understand the complexities of defining “family” and be able to describe various family forms.
2. Discuss the criteria for constructing definitions of family, including values and norms.
3. Outline the differences between structural and functional as well as macro and micro definitions of family.
4. Comprehend the case studies of Nayar and Israeli Kibbutz families as examples of alternative family forms.
5. Describe and apply Weber’s concept of “ideal type” to family systems.
6. Discuss gender in families as it relates to authority, power, inheritance, and residence.
7. Apply Money’s typology of gender roles.
8. Explain both pessimistic and optimistic outlooks for the “family decline” debate.

## Chapter Outline

**Thinking Ahead:** Write a definition of the family. Make sure that your definition includes all those groups of persons you think of as being a family, while ruling out all groups that you think do not constitute a family.

- 1) Basic Considerations
  - a) What is family?
    - i) Nuclear
    - ii) Conjugal unit
    - iii) Extended family
    - iv) Family of orientation
    - v) Family of procreation
    - vi) Stepfamily
    - vii) Household
- 2) Criteria for Judgments
  - a) Values
  - b) Norms
    - i) Informal norms
    - ii) Formal norms
    - iii) Roles and scripts
  - c) Types of definitions
    - i) Functional definitions
      - (1) Microfunctional
      - (2) Macrofunctional
    - ii) Structural definitions

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- d) Defining marriage
- e) Alternative families elsewhere
  - i) Nayar
  - ii) Israeli kibbutz

### 3) Ideal Types, Dichotomies and Continua

#### 4) Gender

- a) Authority
- b) Descent and inheritance
- c) Residence patterns
- d) Gender role continuum
- e) Types of gender roles
  - i) Sex-irreducible gender roles
  - ii) Sex-influenced gender roles
  - iii) Sex-arbitrary gender roles

#### 5) The “Family Decline” Debate

- a) The pessimistic position
- b) The optimistic position
  - i) Glad it changed optimists
  - ii) Did not really change optimists

**Rethinking in Context:** Reconsider your initial definition of the family. Did it include all groups you had in mind? Did it exclude groups you do not think of as families? What values and norms are reflected in your definition? Was your definition more functional or more structural?

Ask five acquaintances to tell you about their families. What roles do they identify as part of their families? What kind of families did they describe?

Where do you stand on the family-decline debate? Why? What additional information would you need to be sure you are right?

## Multiple Choice Questions

1. Susan and Trent are married to each other but have no children. They may be considered a(n)
  - a. Extended family
  - b. Conjugal unit
  - c. Nuclear family
  - d. Family of procreation

2. James lives with his biological father and his sister and brother. This is referred to as his
  - a. Family of procreation
  - b. Family of orientation
  - c. Stepfamily
  - d. Extended family
3. Kate and Liz have been partners for ten years and recently they adopted a child. Kate and Liz would call this their
  - a. Family of orientation
  - b. Extended family
  - c. Family of procreation
  - d. Blended family
4. Joe has divorced his wife and refuses to pay the child support that was ordered for their three children. Joe has violated
  - a. The principle of pronatalism
  - b. An informal norm
  - c. A formal norm
  - d. A neolocal assumption
5. Juan and Maria have one child. Their extended family members keep asking when they are planning to have another. This illustrates
  - a. A formal norm
  - b. Blasphemy
  - c. Pronuptialism
  - d. Pronatalism
6. Even before they got married, John and Priscilla had learned a great deal about how a husband and wife generally interact with each other in their society. They have learned the marital \_\_\_\_\_.
  - a. Role
  - b. Script
  - c. Dance
  - d. Dissonance
7. Anthony and Ben are members of a fraternity at college and live in the fraternity house with several of their fraternity brothers. Which of the following types of definitions would be most likely to refer to this as a family?
  - a. Institutional
  - b. Macrofunctional
  - c. Microfunctional
  - d. Structural

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8. According to the U.S. Census Bureau definition of a family, members must
  - a. Be related by blood, marriage, or adoption
  - b. Share the same residence
  - c. Both (a) and (b) above
  - d. None of the above
9. Tom lives next door to a person he calls “Uncle Ralph” even though they are not related by blood. Uncle Ralph would be called
  - a. Extended family
  - b. Fictive kin
  - c. Stepfamily
  - d. Dysfunctional family
10. Rodney and Gene consider themselves married even though they cannot legally marry as a gay couple. They would be considered \_\_\_\_\_ but not \_\_\_\_\_.
  - a. Legally wed; functionally wed
  - b. Functionally wed; legally wed
  - c. Fictive kin; extended family
  - d. Structurally partners; functionally wed
11. Some of the marriage benefits not afforded currently to gay and lesbian couples, in most states, include
  - a. Health benefits
  - b. Bereavement leave
  - c. Inheritance rights
  - d. All of the above
12. One of the criteria for forming a “common law” marriage is
  - a. Intent
  - b. Shared finances
  - c. Living in the same household
  - d. Having a child together
13. The Nayar example illustrates
  - a. Multiple definitions of the role of “father”
  - b. A matriarchal society
  - c. A society without kinship terms
  - d. An androgynous society

14. The example of the Israeli Kibbutz demonstrates
  - a. Kinships based on community values and structures
  - b. Parents who did not care about children
  - c. A rigidly divided gender role system
  - d. Antinuptualism
15. A woman taking her husband's name when they marry could be considered an example of
  - a. matrilineal descent
  - b. patrilocal residence
  - c. patrilineal descent
  - d. matrilocal residence
16. The most common residence pattern for newly married couples in the United States is
  - a. Matrilocal
  - b. Patrilocal
  - c. Neolocal
  - d. Avunculocal
17. The person who developed a typology of gender roles was
  - a. Max Weber
  - b. Karl Marx
  - c. John Money
  - d. Gloria Steinem
18. Susan has just given birth to her first child and is breastfeeding. This is a example of a(n)
  - a. Sex-influenced gender role
  - b. Sex-irreducible gender role
  - c. Sex-arbitrary gender role
  - d. Androgynous gender role
19. Scholars who are concerned about the "defathering" of the family institution represent
  - a. The pessimistic viewpoint on the family decline debate
  - b. The "glad it changed" viewpoint on the family decline debate
  - c. The "it hasn't really changed" viewpoint on the family decline debate
  - d. Theorists who aren't interested in the family
20. Proponents of the optimist side of the "family decline" debate would be likely to encourage discussions of
  - a. Family diversity
  - b. Gender role changes
  - c. Power structures in family and society
  - d. All of the above

## True/False

1. An extended family often includes grandparents.
2. A family that includes children from both parents who have divorced can be called a complex stepfamily, a blended family, or a reconstituted family.
3. The most frequent type of household in the year 2000 was married couples with children.
4. Families are portrayed by TV sitcoms today much as they were in the 1950s and 1960s.
5. The type of household most likely to decrease by 2010 is men living alone.
6. "Traditional family values" is a perspective often based on a Judeo-Christian religious tradition.
7. A prescriptive norm determines what should not be done.
8. A "POSSLQ" means a person of suspicious sexual and licentious qualities.
9. Incest taboos are not found in all societies.
10. When using a legal definition of marriage, divorce is necessary to end the relationship.

## Matching

The terms introduced in this chapter are listed here in alphabetical order. Match the terms with the appropriate definition.

___ 1	Androgyny	A	(1)(Legalistic definition): The legal union of a man and woman as husband and wife. (2)A socially sanctioned sexual and economic union between two (or more) members of opposite sexes (occasionally between members of the same sex). (3) A socially approved sexual union of some permanence between two or more individuals.
___ 2	Authority	B	(1) A system of norms, values, statuses, and roles that develop around a basic social goal; (2) A regular and traditional way of meeting a society's needs.
___ 3	Bilateral	C	(1) Divided into two parts. (2) The division of a continuum into two mutually exclusive parts.
___ 4	Common-Law Marriage	D	A belief system that encourages childbearing.
___ 5	Conjugal unit	E	A belief system that encourages marriage
___ 6	Continuum	F	A custom that newlyweds are expected to live separately from either's family.
___ 7	Dichotomy	G	A custom that newlyweds are expected to live with the bride's relatives.
___ 8	Extended family	H	A custom that newlyweds are expected to live with the groom's relatives.
___ 9	Familism	I	A family composed of the nuclear family plus additional relatives, usually a third generation.

___	10	Family of orientation	J	A family in which the mother-child bond takes precedence over the husband-wife bond and in which the day-to-day problems of family living (especially child care and socialization) are managed by women.
___	11	Family of procreation	K	A hypothetical construct used for comparisons.
___	12	Fictive kin	L	A living unit; a group of persons sharing living quarters.
___	13	Formal norms	M	A position in the social system.
___	14	Functional definition	N	A public ceremony in recognition of a change in status.
___	15	Gender	O	A rule forbidding marriage or sexual activity among closely related persons.
___	16	Household	P	A social condition in which there is no gender role differentiation.
___	17	Ideal type	Q	A system in which men have the authority.
___	18	Incest taboo	R	A system in which women have the authority.
___	19	Informal norms	S	A two-generation group that includes parents and their children.
___	20	Institution	T	A union legally recognized as a marriage in spite of not having been solemnized by the state.
___	21	Kin group	U	Basic differences in expectations that define the differences between men and women.
___	22	Macrofunctional	V	Behavioral expectations that are written and enforced by specialized social mechanisms; laws.
___	23	Marriage	W	Behavioral expectations that lack codified, enforceable sanctions.
___	24	Matriarchy	X	Definition based on how the family serves the participating individuals or how it serves society.
___	25	Matrifocal family	Y	Definition describing the components and makeup of a family.
___	26	Matrilineal	Z	Expectation influenced, but not fully determined, by secondary sex characteristics and other biological differences of men and women.
___	27	Matrilocal residence	AA	Expectations associated with a particular position in the social system.
___	28	Microfunctional	AB	Expectations governing the interaction of two or more roles.
___	29	Neolocal residence	AC	Expectations that could as easily be the opposite.
___	30	Norm	AD	Family unit consisting of a married man and woman, plus children from a previous relationship.
___	31	Nuclear family	AE	Focusing on consequences for individuals or small groups.



___	32	Patriarchy	AF	Focusing on consequences for institutions or societies.
___	33	Patrilineal	AG	Network of persons related by blood, marriage, or adoption.
___	34	Patrilocal residence	AH	Persons treated as if they are related.
___	35	Power	AI	Shared ideas about what is good, right, or proper.
___	36	Pronatalism	AJ	The actual ability to exercise one's will over others.
___	37	Pronuptialism	AK	The belief in a strong sense of family identification and loyalty, mutual assistance among family members, a concern for the perpetuation of the family unit, and the subordination of the interests and personality of individual family members to the interests and welfare of the family group.
___	38	Rite of passage	AL	The biological fact of being female or male.
___	39	Role	AM	The family unit that includes one's parents and siblings.
___	40	Script	AN	The family unit that includes one's spouse and, at least potentially, one's children.
___	41	Sex	AO	The husband-wife pair.
___	42	Sex-arbitrary gender roles	AP	The social fact of being feminine or masculine.
___	43	Sex-influenced gender roles	AQ	The socially granted right to control and influence others.
___	44	Sex-Irreducible gender roles	AR	Tracing descent and inheritance through both male and female lines.
___	45	Status	AS	Tracing descent and inheritance through female lines.
___	46	Stepfamily	AT	Tracing descent and inheritance through male lines.
___	47	Structural definition	AU	Unbroken degrees of measurement between two extremes.
___	48	Values	AV	Widespread expectations governing behavior.

## Short Essay

1. Defining "family" is difficult for several reasons. Discuss at least two of the factors that make this a complex task.
2. Discuss at least two of the normative expectations associated with traditional marriage.
3. Using John Money's typology of gender roles, define and provide an example of each of the three possible role types.