

New Family Structures and New Domestic Groups

Code: 101245
ECTS Credits: 6

Degree	Type	Year	Semester
2500256 Social and Cultural Anthropology	OT	3	0
2500256 Social and Cultural Anthropology	OT	4	0

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Use of languages

Principal working language: catalan (cat)
Some groups entirely in English: No
Some groups entirely in Catalan: Yes
Some groups entirely in Spanish: No

Prerequisites

There is no prerequisite for this course, but it is recommended to have previously studied *Anthropology of Kinship*.

This course is mostly taught in Catalan.

Objectives and Contextualisation

This is an optional subject of fourth year of the Degree of Social and Cultural Anthropology that belongs to the specialized fields of *Culture and Society*.

The subject aims at the study of the changes that occur in kinship relations within our own sociocultural context. For this reason, the use of concepts such as "family" or "marriage", for example, does not refer to theoretical concepts but to terms that are specific to our culture. Hence, specific topics will include new reproductive technologies, increased adoptions, same-sex families, multi-parenting and childless couples, as well as their impact on the conceptualization of kinship.

Upon completion of the course, the student will be able:

- To know the typologies and the theoretical debates on new forms of family organization and the formation of new domestic groups.
- To locate these debates within the critical theory of kinship and the studies of family in our cultural environment.
- To relate the new forms of family organization and the new domestic groups with the sociocultural and historical coordinates in which they appear and develop.
- To analyze the influences that can entail the inequalities of gender, social class, ethnicity, age, affective-sexual orientation and identity in the organization of these new typologies.

Skills

Social and Cultural Anthropology

- Apprehending cultural diversity through ethnography and critically assessing ethnographic materials as knowledge of local contexts and as a proposal of theoretical models.
- Developing critical thinking and reasoning and communicating them effectively both in your own and other languages.
- Producing cultural diversity materials that could have a critical impact on the common sense conceptions.
- Students must be capable of collecting and interpreting relevant data (usually within their area of study) in order to make statements that reflect social, scientific or ethical relevant issues.
- Students must demonstrate knowledge and understanding of the history of anthropological theory and the genesis of its basic concepts.

Learning outcomes

1. Analysing a contemporary fact from an anthropological perspective.
2. Analysing data critically from anthropological investigations and reports.
3. Assessing critically the explicit and implicit theoretical models in the ethnographic materials.
4. Explaining the work's results narratively in accordance with the critical standards of discipline and bearing in mind the different target audiences.
5. Identifying main and supporting ideas and expressing them with linguistic correctness.
6. Identifying the contemporary interdisciplinary tendencies shared by the Anthropology and social disciplines related to the corresponding field.
7. Identifying the sociocultural variability in specific ethnographic contexts.

Content

1. From the 80s theoretical convulsion to the new orientations in the study of kinship.

- The influence of David M. Schneider. From the Euro-American kinship to Malaysia. Disciplinary changes and emerging areas.
- Re-dimension of biology in the study of kinship and family. Different forms of relationship and upbringing.
- Social and political contexts (Spain).

2. The study of new forms of family and new domestic groups.

- Disciplinary and interdisciplinary approaches to the study of family and domestic groups.
- Family, gender and the Welfare state.
- Affectivity and upbringing. Support networks.

3. Families and emerging forms of relationality, nurture and coexistence.

- The fracture of the triad: sexuality, reproduction and marriage.
- Reconstituted families, single parents and other changes in domestic groups.
- Impact of new reproductive technologies on the family configuration: from assisted reproduction to voluntary single parenting.
- Cohabitation and other forms of non-marital coexistence.
- Beyond residence: LAT and other forms of nonresidential relationality.
- Same-sex parenting and co-parenting.
- Mixed marriages and transnational families.

- International adoption and other forms of circulation of children.
- DINKS and children without children.

Methodology

FORMATIVE ACTIVITIES:

- Lectures and oriented sessions of debate and group discussion.
- Analysis of audiovisual productions with an ethnographic content.
- Writing and essay presentation. Audiovisual and multimedia elaboration and presentation. Teamwork.
- Individual study.
- Assessment.

TEACHING METHODOLOGY:

- Lecturing with ICT support.
- Debates in the class group.
- Viewing and discussion of audio-visual documents and other multimedia productions.
- Group-based tutorials.
- Application of theoretical concepts to the analysis of ethnographic situations.
- Elaboration of memos and summaries.
- Written exam.
- Oral small group presentations with audiovisual support.
- Teamwork.

Activities

Title	Hours	ECTS	Learning outcomes
Type: Directed			
Discussion on ethnographic production in different formats	5.7	0.23	2, 1, 3, 4
Group Debates	6	0.24	1, 3, 6
Lectures	26	1.04	2, 1, 3, 7, 6
Written Exam	2	0.08	2, 3
Type: Supervised			
Individual or team work and presentation	20	0.8	2, 4, 5
Tutorials (written and audiovisual essay)	12	0.48	2, 1, 4, 5
Type: Autonomous			
Individual Study	40	1.6	2, 1, 3, 7, 6
Readings, document search and information analysis	36	1.44	2, 1, 7, 6

Evaluation

A commitment document will be available at the Moodle space. This document must be signed and delivered (deadline: **October, 2, 2018**).

Group-based work:

We will work in groups of three students, "experts":

1. Responsible for bibliographical theoretical sources.
 2. Responsible for documentary audiovisual sources.
 3. Responsible for popular narratives and other sources of information.
- All three will work the empirical part together.
 - All three will share what they find and do later articulate it within the essay.

Throughout the course there will be group sessions in the classroom with the lecturer, additionally to the office attention that each group may need.

Each student will prepare the exam individually.

Form of evaluation:

Module 1: Each group will submit work tracking reports and minutes of every group meetings (including date, agenda and agreements and any problems that may arise). I will provide proper feedback to each submitted report. (**10%** of the final grade).

Module 2: Presentation of the final work in two formats: (a) an audiovisual piece (between 5 and 10 minutes) and (b) a text-based essay (via Moodle). (**45%** of the final grade).

Module 3: Individual written examination of the course contents (lectures and oral presentations). (**30%** of the final grade).

Module 4: Progression of each student within the course (attendance, participation and active involvement). (**15%** of the final grade). (**The evaluation activities of this module cannot be re-assessed**).

Reviewing procedure:

At every evaluation activity, the lecturer will inform the students (Moodle) of the procedure and date for reviewing the qualifications

Indications for audiovisual work:

This format would help to improve communicational competences by strengthening different communication skills according to increasingly frequent activities in our professional environment: video presentations, reports with audiovisual support / format, videoCvs, etc.

Students can use cell phones (mobile devices) at all stages of recording and editing. It will not be necessary to use additional recording / editing equipment (cameras, camcorders, expensive software...).

For editing, it is advisable to use a free program (e.g. VideoPad free version, Windows Movie Maker, iMovie, etc.) and to check the user manuals. There are free video and audio editing programs for different operating systems such as Windows, Apple or Linux. (See the formal guidelines document for presentation at the Moodle).

Students should be aware of Copyright and Intellectual property restrictions. Hence, you cannot use any material which you don't own the rights of (or the corresponding authorization for their eventual use). Creative Commons and similar licenses may be used (always in accordance with the conditions stipulated).

Although the final product is intended only as evidence of evaluation, it is recommended to use a Creative Commons license (<http://es.creativecommons.org/blog/>).

The video length should be between a minimum of 5 and a maximum of 10 minutes.

The videos (mp4 formatted) will be uploaded no later than **November 29, 2018** in the course Moodle . The aim is that all groups could see and work all videos before collective sessions of debate in class. (More information available at the Moodle space).

The expected date for the exam is **January 8, 2018**. (Any changes or incidence in this regard will be communicated in class and it will also be informed in the Moodle).

Evaluationcriteria:

Module 1: The final grade will be set in accordance to the correct preparation of all minute sections, the timely delivery of all group meetings minutes and the overall number of group meetings.

Module 2: The final grade will be set in accordance to:

A) (For the audiovisual part): the adequacy of the presentation to the approach of the selected issue, the selection and organization of relevant information, the structure of the presentation, the adjustment to the allotted time, the clarity in the exhibition and the consistency in the argumentation.

B) (For the written part): the relevance of the chosen approach, the logical structure of the final work, the adequacy of the selected documentary repertoire, the elaboration of the selected information, the consistency of the arguments, and the orthographic and grammatical correction.

C) (For the Debates): the relevance in the responses to the questions that may arise during the debate.

Module 3: The final grade will be based on the adequacy of the answers to the formulated questions, the writing coherence and the orthographic and grammatical correction.

Module 4: Attendance and participation will be assessed, as well as the active involvement in thecourse activities.

Failure to follow the format guidelines can result in the loss of points or even in the essay rejection.

The course will be considered **non-evaluable** in case of one ofthese situations: (1) if the commitment document is not delivered by October, 2, 2018, at the latest. (2) If, once delivered, the student does not complete te activities of, at least, one full module.

In order to **re-evaluate** the course it is necessary to complete the evaluation of modules 1, 2 and 3, and to have passed at least one of them.

More detailed information available at the course Moodle.

Evaluation activities

Title	Weighting	Hours	ECTS	Learning outcomes
Essay follow-up reports and group meeting minutes	10%	0	0	4
Exam	35%	2	0.08	2, 3
Presentations (written, audiovisual, oral)	40%	0.3	0.01	2, 1, 3, 4, 7, 5, 6
Student Progress (attendance, participation and course implication)	15%	0	0	2, 7

Bibliography

Course textbook:

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General References:

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Grau Rebollo, Jorge (2006) *Procreación, género e identidad. Debates actuales sobre el parentesco y la familia en clave transcultural*. Barcelona: Ediciones Bellaterra.

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