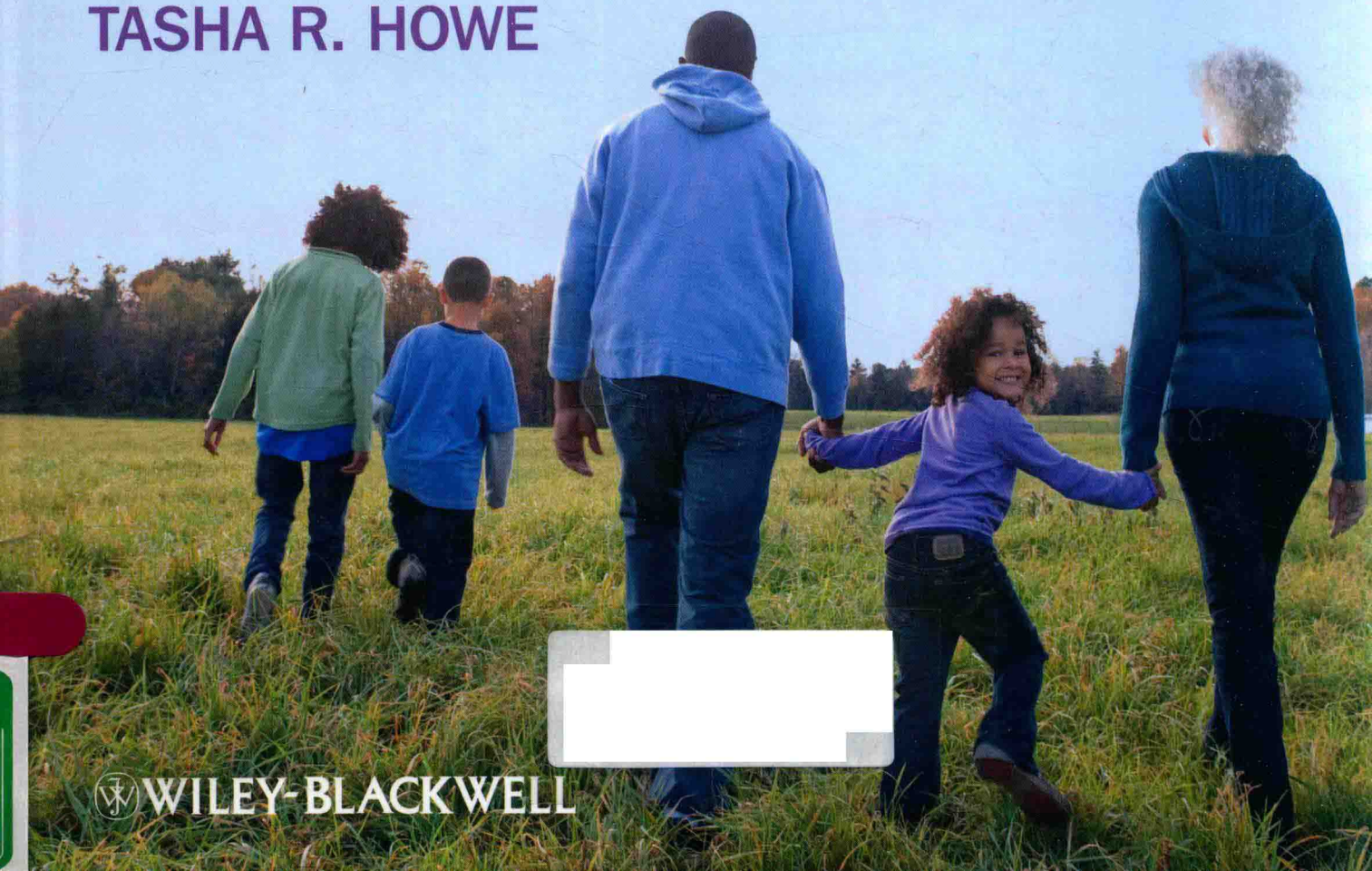


MARRIAGES & FAMILIES IN THE 21ST CENTURY

A BIOECOLOGICAL APPROACH

TASHA R. HOWE



 WILEY-BLACKWELL

w9
17

MARRIAGES & FAMILIES IN THE 21ST CENTURY

A BIOECOLOGICAL APPROACH

TASHA R. HOWE



WILEY-BLACKWELL

A John Wiley & Sons, Ltd. Publication

This edition first published 2012
© 2012 Tasha R. Howe

Blackwell Publishing was acquired by John Wiley & Sons in February 2007. Blackwell's publishing program has been merged with Wiley's global Scientific, Technical, and Medical business to form Wiley-Blackwell.

Registered Office

John Wiley & Sons Ltd, The Atrium, Southern Gate, Chichester, West Sussex, PO19 8SQ, UK

Editorial Offices

350 Main Street, Malden, MA 02148-5020, USA

9600 Garsington Road, Oxford, OX4 2DQ, UK

The Atrium, Southern Gate, Chichester, West Sussex, PO19 8SQ, UK

For details of our global editorial offices, for customer services, and for information about how to apply for permission to reuse the copyright material in this book please see our website at www.wiley.com/wiley-blackwell.

The right of Tasha R. Howe to be identified as the author of this work has been asserted in accordance with the UK Copyright, Designs and Patents Act 1988.

All rights reserved. No part of this publication may be reproduced, stored in a retrieval system, or transmitted, in any form or by any means, electronic, mechanical, photocopying, recording or otherwise, except as permitted by the UK Copyright, Designs and Patents Act 1988, without the prior permission of the publisher.

Wiley also publishes its books in a variety of electronic formats. Some content that appears in print may not be available in electronic books.

Designations used by companies to distinguish their products are often claimed as trademarks. All brand names and product names used in this book are trade names, service marks, trademarks or registered trademarks of their respective owners. The publisher is not associated with any product or vendor mentioned in this book. This publication is designed to provide accurate and authoritative information in regard to the subject matter covered. It is sold on the understanding that the publisher is not engaged in rendering professional services. If professional advice or other expert assistance is required, the services of a competent professional should be sought.

Library of Congress Cataloging-in-Publication Data

Howe, Tasha R.

Marriages and families in the 21st century : a bioecological approach / Tasha R. Howe.

p. cm.

Includes bibliographical references and index.

ISBN 978-1-4051-9501-0 (hardback)

1. Families—United States. 2. Families. 3. Marriage—United States. I. Title.

HQ536.H69 2012

306.8750973'09051—dc23

2011019726

A catalogue record for this book is available from the British Library.

This book is published in the following electronic formats: ePub: 9781444344684; epub: 9781444344691; mobi: 9781444344707; oISBN: 9781444344714

Set in 10/12pt Minion by SPi Publisher Services, Pondicherry, India

MARRIAGES & FAMILIES IN THE 21ST CENTURY

**For my grandparents, Louise and Charles Kent,
For nurturing my faith in the potential of all families**

PREFACE



Dear Instructors and Students

I am thrilled to be able to bring a fresh new approach to a topic near and dear to my heart: family relationships. Over the decade or so that I have taught the marriages and families course at my university, I have struggled each year to find an adequate textbook/reader/journal article combination that would truly reflect the diverse and dynamic families in which we all live. I found this such a difficult task that I decided to write a book myself, which would reflect the complexities of individuals, families, and cultures, while also being fun to read and interesting for students. My student test-pilots have given the book a resounding “thumbs up” and have said that when they read this book, it feels like they’re having a conversation instead of trudging through dense text. And professional reviewers have commented on the lively, engaging writing style, combined with its multi-disciplinary focus and depth of analysis, which encourage students to think critically. I was delighted by the reviews and feel that I have been able to accomplish my main goals in writing a textbook unlike any other on the market. It covers all the topics instructors are used to examining in marriage and family courses (e.g., divorce, mate selection) yet it explores them in a way no other book does, from a bioecological approach. Key terms are given in bold, listed at the end of each chapter, and defined in a glossary at the end of the book.

I believe that we can only understand how families function if we take the time to examine them within the multiple contexts in which they live. We are all biological beings, with brains that have been organized to reflect our social and cultural milieu. The inner workings of our nervous systems, hormones, and neurotransmitters are not laid down solely through some genetic blueprint, however, but are intimately linked to the environments that shape us. Biology and context work bi-directionally to impact our family’s functioning, whether it be healthy, safe, and stable, or in some way challenged or less than optimal. The bioecological approach easily integrates social ecologies with individual developmental influences like personality, coping skills, and neurophysiology.

Every topic in the book is explored using research from many disciplines, which may include cutting edge discoveries in neuroscience, medicine, sociology, social work, nursing, psychology, economics, psychiatry, and anthropology. Each chapter includes a *How Would You Measure That?* box which presents the details of an innovative research study and encourages students to build their abilities to approach research findings analytically. Because the book sets up this complex framework at the outset, students immediately begin to assimilate ways to critically think about research. I have used this framework in my classes for years and have found that within the first month of instruction, students become well versed in the bioecological model and can use it to understand their own and other people’s families. They know, for example, that something like “love” is not simply a feeling but is a concept affected by everything from neurotransmitters to religion to culture. Indeed, the bioecological approach makes intuitive sense right away and students easily apply its principles to every topic we study. My intent in writing this text was for students to gain a deeper understanding of the complexities of families and no longer endorse statements like “his mother made him that

way,” or “she’s that way because it’s in the genes.” The bioecological approach makes it patently clear that all things we are and all things we do are multiply determined.

In addition to the bioecological framework, other aspects of this text also make it unique and effective at eliciting deep structure learning, analysis, critical thinking, and personal insight. The limitations of stereotyped family forms such as the Standard North American Family (SNAF) are explored throughout the book, and it becomes evident that very few people live in SNAFs. SNAFs consist of a working white heterosexual middle-class father, his stay-at-home legal wife, and their small number of biological children. The SNAF ideology emerged from media images and biased memories of the 1950s, a time that in every way was an anomaly in human history. We explore the fact that even in the 1950s, most people did not live in SNAFs. Diversity has always been the norm in regard to family structure and a key aspect of this book is its focus on the history and evolution of current family forms. I emphasize that we really cannot understand the health and well-being of a family based solely on its structure. The only way to assess family strengths is by looking inside, moving away from *structure*, and looking at *process*. What are the processes, the dynamics, and the attachment patterns the family members experience? Only with that analysis can we assess whether a family is dysfunctional or has an abundance of strengths that may benefit its members. At its core, this textbook helps students view the world through a strengths-based lens.

Families have evolved and changed continuously since before recorded history and they will continue to evolve with contemporary challenges and trends. If we view these trends with a strengths-based approach, meaning that all family structures are viewed with an eye to meeting healthy relationship potentials, we can each build our strengths through recognition of the many ways healthy families function. I have included a plethora of *Self-Assessment* and *Building Your Strengths* exercises so that students can reflect on their own families’ strengths and attempt to reinforce and build on them. When we focus on the positive attributes of families, we see that most of us have a lot in common. These commonalities tie the human family together and unite people from extremely diverse intersectional backgrounds.

Each of us lives an intersectional life, carrying with us our sex, gender, sexual orientation, ethnicity, history, “race,” social class, age, religion, language, (dis)ability status, and biochemical make-up. These many intersectional sources of our identity constitute the very fiber of who we are, yet all of us are members of the same global village. It is no longer viable to be socially isolated, insular, or ethnocentric. What happens in one tiny corner of the globe now happens to us all. The 21st-century family is characterized by interactions with diverse others across the lifespan. Each chapter in this text has attempted to show trends within diverse groups in the U.S. and patterns across the world, focusing in particular on intersectional identities. Thus, diversity is the driving force in every chapter, not something that is featured in discrete boxes or sidebars.

Those who learn how to integrate multiple perspectives into their lives can become cognitively flexible, solve problems, and act in more creative, critical, and innovative ways. Multiculturalism leads to cognitive, social, and even spiritual advancement. To enhance this perspective, every chapter features a real family. Families wrote essays about their lives in their own words and provided family photos for students to be able to get a tiny glimpse at the diverse experiences parents, partners, children, and extended kin use to build their strengths.

I hope you enjoy reading this book as much as I enjoyed writing it for you. I welcome your comments and questions. Just send me an email!

Tasha

th28@humboldt.edu

ACKNOWLEDGMENTS



I want to thank everyone who has given their support and encouragement to me as a first-time author: my agent, Neil Salkind; at Wiley-Blackwell, my acquisitions editor, Chris Cardone, now at Sage, for signing me on and supporting my vision throughout the process, Mathew Bennett, senior editor of psychology, for his rational and caring approach to getting the job done, Marilyn R. Freedman, freelance development editor, for making my words fit for public consumption, Deirdre Ilkson, development editor, for her organizational prowess, warm-hearted support for both me and my book, and sense of humor, Nicole Benevenia, editorial assistant, Annie Jackson, copyeditor extraordinaire, and everyone in the marketing and art departments, for making the process and the final product so wonderful. And to the anonymous reviewers: thank you for your eye to detail and suggestions for improvement.

At Humboldt State University, my amazing students collected research, typed references, ran to the library, made spreadsheets, and generally allowed me to stay focused on the writing, especially Rachel Wiseman, Stephanie Bulluss, and Lindsay Weymouth. Thanks are due to my prolific mentor, Ross Parke, for convincing me to spend two years of my life “typing up my lecture notes” to write a textbook and also helping me to make it great and to Melinda Myers, for keeping me in check in innumerable ways.

I am forever grateful to my father, Dr. James Hein, for setting the bar high, and to Mike, Elijah, and Kieran, the steam in my engine: you keep me going with humor, love, and dinner-time conversations; you sacrificed a lot of wife/mommy time to allow me to write this book. Leslie Martin is the most amazing example of an author, woman, and friend, who always listens when I whine.

I want to thank all of my friends, family members, and colleagues whom I can't list individually but who have impacted my life and the writing of this book in myriad ways. Very special thanks to the brave families who shared the intimate details of their lives with my readers, in the personal essays placed throughout the book.

WALK THROUGH TOUR

CHAPTER 8 LIVING SINGLE

I don't like to be labeled as lonely just because I am alone.

DELTA BURKE, ACTRESS

LEARNING OBJECTIVES

- To understand trends affecting singles, including legislation, social policies, and stigmatization
- To appreciate the normative early adulthood developmental processes that can affect people's adjustment to both single and partnered lives
- To get a feel for the research findings on the health and well-being of diverse types of singles
- To understand how faith-based single lifestyles can be both rewarding and challenging

*Marriage and Family in the 21st Century: A Biocultural Approach, First Edition, Tasha R. Rowe.
© 2012 Tasha R. Rowe. Published 2012 by Blackwell Publishing Ltd.*

Chapter opening page Each chapter begins with a thought-provoking quotation and learning objectives to help the reader navigate the text.

MULTIDIMENSIONAL CHANGES WITH AGE

Physical development
The idea that development in old age can be both unimpaired, and both unimpaired, and both unimpaired.

Functional age
The age you appear to be. How old you feel, how many activities you can still do.

Chronological age
How old you are in years.

Aging is not a uniform phenomenon. Like development at other stages of the lifespan, old people experience complex changes with increased capacities in some areas and decline in others. Aging is therefore, **multidimensional**, meaning we become more positive or well-developed in some areas and more negative or declining in other areas. For example, our ability to understand and remember important information about world events increases, while our ability to remember insignificant facts, like where our car keys are, decreases.

People also have a **functional age**, how old you feel, how many activities you can still do, and so on, and a **chronological age**, how old you are in years (Bedford & Blieszner, 2000). For example, an 80-year-old who runs a marathon has a chronological age of 80 but a functional age of perhaps 60 or 50.

Development also occurs within a particular historic period and is shaped by particular contexts and social conditions. How people age is related to culturally defined role expectations and social opportunities given to the elderly person (Beardmore, 1995). For example, African American elderly people tend to have more chronic health problems than European Americans but they have higher rates of subjective well-being and self-report that they are actually less impaired than whites report themselves to be (Bedford & Blieszner, 2000). This may be due to cultural norms that dictate that family members care for each other so that impaired elders have a strong social and community support network. Older African Americans report that strong sibling relationships are one key to helping and supporting them through their old age.

Some Asian cultures can also be characterized by strong sibling bonds. Brothers provide financial and material support for their sisters and sisters provide emotional support for their brothers. Asian cultures tend to focus on strong family bonds and emphasize children's responsibilities in caring for aging parents. In Hong Kong, an elder is not even allowed to enter a nursing home if he or she has living children. These places are reserved for the children (Bedford & Blieszner, 2000).

African American elders attribute their relative sense of positive adjustment to their extensive support network. But their relative sense of positive adjustment could also be reflective of a **subjective effect**.

Subjective effect
The idea that how people develop is influenced by the generation they belong to, or the time period in which they were born.

FIGURE 13.1 What do you think this woman's chronological and functional ages are? Photo © Robert Michael/Corbis



Key terms and glossary Key terms are given in bold, defined in the adjacent margin, listed at the end of each chapter, and defined in a glossary at the end of the book.

FOCUS ON MY FAMILY

Leah and Kamara

Kamara and I have been together for 14 years and have three kids (Jerome, 10, and Zamarra and Amaya, 3). Many people hate the idea of scheduling their lives, but with three kids and owning a business, carefully scheduling everything works well for us. Kamara and I decided to start our own business so that one of us could always be home with the kids. We run two group homes serving autistic and developmentally challenged children. I run the program and he does the books. Both of us worked hard to get our degrees so that we could open a business that meant something to us, our family and the community.

We eat dinner together every night and spend a lot of time with our extended family. Kamara and I split the work load, but to say it's 50/50 is not accurate. There are days when it is 90/10 or 60/40, depending on work and family demands. Some days Kamara or I just read a book as the other sleeps in. We plan weekly menus on Sunday nights as a family to prevent eating out. On a typical day, Kamara gets up with the kids, gets them dressed, fed, and so on. This is my time to shower and get ready without the kids under foot. I take Jerome to school and then start my day working at the group homes. Kamara gets the girls to preschool and then does his work. We split preschool pick-up duties as well as evening chores. I do dinner and clean up one night while Kamara does homework and baths, and then we switch. We all read together for 30 minutes and then lock everyone in by 8pm.

Saturday is Kamara's day to sleep in and Sunday is mine. We deviate from this when Jerome has practice or a game. We schedule dinner around his activities but we all still eat together. Daddy likes to go to practices and he is usually the assistant coach. The girls and I will then prepare dinner, get the house picked up, and make it as easy as possible for daddy and brother when they get home.

Our extended family is amazing and great support; they come to all of the kids' activities and support us when we need a break. Kamara and I feel that it is very important to have our own time to hang out with friends so he plays poker every Friday night and I go out with my friends. We both plan trips with friends once a year as well as a family trip, so that we can have time both together and apart. It makes us appreciate each other more than ever when we return from our trips without the kids. We volunteer at the kids' schools, do field trips and stay involved with extracurricular activities. There isn't any easy answer for balancing marriage, work, and kids. Just make a commitment to work hard together and always stay involved.

Leah and Kamara and their family. Photo reproduced by permission.



Many people don't want to live in dual-career families because they feel that children suffer when mothers work. However, there is no evidence to suggest that children whose mothers work suffer emotionally or cognitively in the end (Harvey, 1999). In fact, economic hardship is worse for children than having a working mother. And despite common belief, the children of working mothers do not experience attachment problems with their parents (Chen, 1988), nor do they experience higher levels of delinquency in adolescence (Vander Ven, Cohen, Carrozza, & Wright, 2001), provided that they receive high-quality child care. They benefit economically if their mothers work and make

Focus on My Family Focus on My Family boxes include essays written by families about their lives along with family photos. These boxes give the reader insight into the diverse experiences of parents, partners, children, and extended kin from many walks of life.

MULTIDIMENSIONAL CHANGES WITH AGE

SELF-ASSESSMENT

Quality of life assessment

Instructions: Next to each item, enter a number that best matches your response. Each number you may enter is associated with four possible response choices, based on different types of questions asked. However, enter only one number in each blank, which corresponds to the appropriate response among the four listed.

0 = not satisfied, not at all; poor no choices, based on different types of questions asked.
1 = fairly satisfied; 2 = very satisfied; a lot; very good; yes

- 1 How would you rate your quality of life? _____
- 2 How satisfied are you with your health? _____
- 3 How much does physical pain prevent you from doing what you want to do? _____
- 4 How much do you need medical treatment to function in your daily life? _____
- 5 How much do you enjoy life? _____
- 6 To what extent do you feel your life to be meaningful? _____
- 7 How well are you able to concentrate? _____
- 8 How safe do you feel in your daily life? _____
- 9 How healthy is your physical environment? _____
- 10 Do you have enough energy for everyday life? _____
- 11 Are you able to accept your body appearance? _____
- 12 Have you enough money to meet your needs? _____
- 13 How available to you is the information you need in your daily life? _____
- 14 To what extent do you have the opportunity for leisure activities? _____
- 15 How well are you able to get around? _____
- 16 How satisfied are you with your sleep? _____
- 17 How satisfied are you with your ability to perform your daily living activities? _____
- 18 How satisfied are you with your capacity for work? _____
- 19 How satisfied are you with yourself? _____
- 20 How satisfied are you with your personal relationships? _____
- 21 How satisfied are you with your sex life? _____
- 22 How satisfied are you with the support you get from your friends? _____
- 23 How satisfied are you with the condition of your residence? _____

Self-Assessment Self-Assessment boxes encourage the reader to reflect upon his or her own family's strengths, focusing on the commonalities that tie the human family together and unite people from extremely diverse intersectional backgrounds.

BUILDING YOUR STRENGTHS

Improving critical thinking

Critical thinking is purposeful reflective judgment about what to believe or what to do. When an individual or a group of people is engaged in critical thinking, they are applying their reasoning skills—interpretation, analysis, inference, evaluation, and explanation—to a question or problem. Their purpose is to make a decision—for example, whether or not to believe something they have been told—or to solve a problem—for example, deciding what to do in a given situation. They are being reflective and deliberative, which means that they are trying to be sure that their interpretations, analyses, inferences, evaluations, and explanations are sensible, well-founded, systematic, and carefully considered. If not, then the individual or the group makes the necessary corrections.

Critical thinking is congruous in the open-minded search for knowledge. This means that critical thinking objectively follows reasoning and evidence wherever they lead, even if the answers should diverge from or contradict cherished beliefs or preconceptions. Critical thinking is respectful of those who hold other perspectives, but firm in its demand that those perspectives, no matter how firmly held or personally important, must be evaluated against evidence. For example, just because a person may know someone who is overweight or implies it does not appear to have any ill effects, it does not mean that obesity and smoking are not proven health risks. The scientific evidence establishing that obesity and smoking are health risks is solid, good fortune notwithstanding.

Good scientific research methodology is really just critical thinking, refined and applied to scientific questions. Thought of more broadly, critical thinking is our self-defense against hasty, glibble, uninformed,

and unreflective decision-making. Critical thinking tells us, for example, that if a financial deal is "too good to be true" then it probably isn't true. We might not have experienced the worldwide economic meltdown of 2008 and 2009 had people done some critical thinking before taking on more mortgage debt than they could possibly handle, or before investing in get-rich-quick schemes that turned out to be frauds.

Here are some ways to strengthen your own critical thinking skills and habits of mind:

- Exhibit a bold and adventurous intellectual curiosity about a wide variety of topics.
- Endeavor to become objective as well as informed about issues about which you already hold strong opinions.
- Don't be glibble; evaluate the credibility of the opinions and judgments others offer.
- Trust in reflection, thoughtful, and well-reasoned decision-making.
- Be respectful and open-minded regarding others' views and opposing arguments.
- Be creative and flexible in coming up with alternatives, options, and ways to check the facts before making a decision.
- Be open, honest, and self-critical when you identify your own assumptions, preconceptions, and previously unquestioned beliefs.
- Be willing to reconsider and revise your judgments when the evidence warrants.

(Adapted from P. A. Fallow (2006), *Critical thinking: What it is and why it matters*. New York: The McGraw-Hill Companies. Used with permission.)

DEMOGRAPHIC ISSUES IN RESEARCH

How and why?
Sex, gender, and sexual orientation
Ethnic issues

Some very important demographic variables affect virtually every research finding about marriage and families. To think critically and clearly about theories and research methods, we must know what these demographic variables are and understand the impact they

HOW WOULD YOU MEASURE THAT?

Hormonal changes in men during pregnancy

Men actively parent infants in about 42% of cultures, especially when couple intimacy is seen as important. Men in these cultures also experience couple symptoms more than men in non-fathering cultures do. Only 12% of men have much father involvement in offspring, but there are examples in primates, rodents, and even some birds. And animal studies show that males in species who exhibit paternal behavior often also exhibit hormonal changes before or shortly after offspring are born.

These findings led Stone, Walsh, Queney, and Wynne-Edwards (2000) to examine this possibility in human males. They conducted a prospective, randomized, controlled study of men who were about to have a newborn. They came to their homes about three weeks before the baby's due date and did experimental manipulations while checking hormone levels in the couples' blood. First, they had the couples put a ball on their shoulders. The ball was wrapped in a blanket that had been used to wrap a newborn within the previous 24 hours. They also played a recording of the newborn crying and had the couples watch videos of a woman breastfeeding a newborn. They then had 30-minute discussions about parenting and childbirth issues. The experimenters took notes regarding when parents put the ball down during the discussion. Men and women were then given questionnaires about their pregnancy symptoms, so men's couple levels could be assessed. The couples' hormone levels were measured before and after the experimental manipulation, and within two weeks after the birth of their babies. They measured testosterone, which is related to caregiver bonding behaviors, cortisol, the stress hormone, testosterone, a stress hormone that has been found to decline in male non-human animals around childbirth, in order to prevent aggression and increase sensitivity, and

estradiol, a female hormone. All four of these hormones are related to parental responsiveness.

The findings were quite remarkable. Both men and women experienced identical decreasing hormone patterns from three weeks before the birth of their babies to two weeks after. All four hormones decreased significantly after their babies were born. Testosterone levels in new fathers were 33% lower than was found prenatally. This means that new fathers showed steep drops in hormones that may prevent bonding and responsiveness to infant cues. Some of the more subtle hormonal patterns were even more interesting. Men who expressed great concern about the crying baby on the recording showed much greater decreases in testosterone compared to less responsive men. Men who voluntarily held the ball for the full interview also had greater drops in testosterone levels. Men with higher levels of couple symptoms exhibited higher cortisol levels and lower testosterone levels before the baby's birth. Animal research shows that high cortisol and the testosterone are related to parental responsiveness to offspring.

This study shows that men living with pregnant partners respond to their hormonal changes in ways that may prime them to be responsive parents. It also shows that men who interact longer with infant-relevant stimuli show greater hormonal changes than men who do not. In essence, hormone changes in men during their partners' pregnancy and shortly after both may influence them to be good fathers. Thus, it's important that men attend medical appointments with their pregnant partners, educate themselves about babies, and fully engage in planning for the birth and parenthood, in order to maximize the chances of a hormonal profile that will enhance paternal bonding.

Giving birth

Throughout history babies were, and around most of the world today are, born "naturally" (no hospital, no medication, no medical intervention). However, with technological and medical advances, birth in the western world would become a controlled clinical experience. In the 1950s in industrialized nations, most women were given general anesthesia and were not even awake for their children's

Building Your Strengths Building Your Strengths boxes give the reader tools to examine the ways in which they can strengthen their relationships and families, and highlight the strengths-based approach taken throughout the book.

How Would You Measure That? How Would You Measure That? boxes present the details of an innovative research study and encourage students to analyze and critique research designs and conclusions.

FYI

Some gender differences found in research

Can you think of both biological and environmental explanations for these findings?
If you can think of examples from each of the sociological systems that might help explain these findings, you're on your way to becoming an accomplished critical thinker!

Boys
Move physically active
More learning disabilities
Higher rates of ADHD
More behavioral problems
More physically aggressive
Higher rates of drug use
Better at spatial tasks
More compressed skeletons

Men
Make more money
Better at reading maps and spatial abilities tests
More in top government and corporate positions
Higher rates of alcoholism
More chronic illness
More premature deaths

Girls
More sustained eye contact
Higher rates of eating disorders
More vulnerable/victimization
More relationally aggressive (indirect)
Lack confidence

Women
More sensitive to facial expressions and others' feelings
More suitable attempts
Smile and drink less
Better at verbal tasks
Better at memory tasks and looking things by remembering landmarks
Higher rates of college attendance
Have higher levels of social support
More depression/anxiety
More child care/workload burden

Sources: Arel & Douglas (2000); Adams & O'Brien (2005); Stern-Cohen (2002); Oudenberg (2000); Saxon & (1999); Lewis (1998); Lewis (1998); Hyde (2007a); OECD (2005); Shivers & Sale (1995).

Gender exerts children, on the other hand, hold less stereotyped beliefs about gender. They think flexibly about men's and women's traits and abilities. They are usually raised by role models who regularly cross gender boundaries, for example, a mom who works as a plumber and a dad who works as a party planner. They have often been given toys appropriate for both genders and have been allowed to express themselves in any way they wish. In general, little boys love to dress up and wear make-up and nail polish, just like little girls do. If they are allowed these freedoms, they tend to develop a more flexible or exomorphic mindset about gender. If little girls are encouraged to speak their minds and see strong female role models in their lives, their schemas reflect these images. Academic children have no trouble imagining male nurses or female presidents (Martin & Halverson, 1983). They are cognitively flexible. How would a gender exomorphic child react to being invited to a girl's football game? Or to a boy's dance recital?

If children of all genders are exposed to a wide variety of behaviors, traits, skills, and attitudes, they become more flexible in their thinking and accept people who are different from them. If they are only exposed to a very narrow definition of what it means to be a man or a woman, they have a difficult time opening their mental representations to allow schema-disrupting information in. They may judge people as "wired" or "diswired" if they are male and female worlds as non-overlapping.

"good old days" in the 1950s, instead, that brief period evidenced trends in family life that were historically quite anomalous. Moreover, this brief blip on the radar coincided with a larger reach for media outlets like television, which impacted people's thinking about what families should be like, cementing the viewpoint that SNAP is preferable over other family types.

FAMILY STRUCTURES VS. FAMILY PROCESSES

Other family structures and processes
Cultural traditions, norms, human rights

Processes
Interactional variables like conflict, sharing, and communicating, which are not always easily visible. We cannot determine how well a child will turn out, or how successful or content a family will be, based solely on the family's structural features. A family's structure is its composition, how many members it has, whether people are married, their ages, and other demographic variables. Take a look at Figure 1.2 to see the changes in family structure over time. We can conclude anything about the processes these family members experienced, by looking at their structure!

Family structure itself does not reveal very much about a person's experiences. Family health, success, and happiness don't depend exclusively on family structure, such as whether a child has two moms, a large family of 11 siblings, a divorced father who is remarried to a woman with her own three children, or a single mom who struggles financially. Family structure can impact the way we grow up, the opportunities we have, the roles we learn, and the goals we set for ourselves. Structure is important to an individual's developmental outcomes. However, we must look deeper into a family's processes of interaction to be able to understand a person's long-term adjustment. Processes include interactional variables like problem-solving, quality of emotional support, and discipline provided for children. Many families appear to fit the SNAP ideal on the outside if we look at the structure of the family. But this is a superficial examination because within any structure there can be problems or successes in the processes of interaction that occur. You may know a SNAP where the father has affairs or the mother is mentally ill. Likewise, you may know a single parent, gay and lesbian parents, or families formed by choice or adoption who are loving, supportive, kind, and caring, who provide stimulation, discipline, and opportunities for their children, and who value their children for who they are. In sum, while the organizational structure may be an important first place to look when sitting up families, a true understanding of family health, success, and happiness can only come from examining the underlying

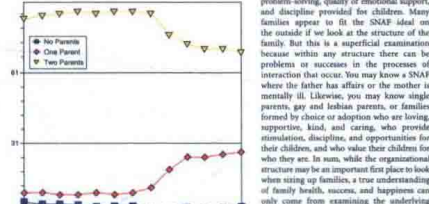


FIGURE 1.4 Living arrangements for children over time. Source: U.S. Census Bureau, 2004.

FYI FYI boxes highlight specific research findings and information that adds richness and depth to the main text. Critical thinking questions ask the reader to begin to question and apply the knowledge they've gained.

Figures Vibrant photographs and useful tables, charts, and graphs provide information at a glance and support visual learners.



WALK THROUGH TOUR

Introduction

The purpose of this tour is to provide a comprehensive overview of the project's goals, objectives, and expected outcomes. This document serves as a guide for all participants involved in the project.

Objectives

- 1. To identify the key stakeholders and their roles in the project.
- 2. To establish a clear communication plan and schedule.
- 3. To define the project's scope and deliverables.
- 4. To ensure that all team members are aligned with the project's vision and mission.

Expected Outcomes

The project is expected to result in the following outcomes:

- 1. A clear understanding of the project's goals and objectives.
- 2. A well-defined communication plan and schedule.
- 3. A comprehensive project plan that outlines the scope, deliverables, and timeline.
- 4. A team of dedicated professionals who are committed to the project's success.

Project Overview

The project is a multi-phase initiative aimed at improving the efficiency and effectiveness of our current operations. It involves a series of interconnected tasks and activities that will be completed over a period of six months.

Key Milestones

- 1. Initial planning and stakeholder identification.
- 2. Development of the project plan and communication plan.
- 3. Implementation of the project plan.
- 4. Monitoring and evaluation of the project's progress.
- 5. Final reporting and documentation.

Conclusion

This tour provides a high-level overview of the project and its key components. It is intended to serve as a reference for all participants and to ensure that everyone is on the same page regarding the project's goals and objectives.

BRIEF CONTENTS



Preface xv
Acknowledgments xvii
Walk Through Tour xviii

- 1 The Changing American Family 1
- 2 How We Study the Family: Theories and Research Methods 31
- 3 Sex and Gender 67
- 4 Sexualities 103
- 5 Dating and Mate Selection 141
- 6 Love 171
- 7 Marriages and Committed Partnerships 201
- 8 Living Single 243
- 9 Reproduction and Parenting 275
- 10 The Economy of Working Families: Balancing Mental, Physical, and Financial Health in the Twenty-First Century 323
- 11 Families in Crisis: Violence, Abuse, and Neglect 357
- 12 Divorce and Remarriage 403
- 13 Growing Older in Families 439
- 14 The Evolution of Families in the Twenty-First Century 471

Glossary of Key Terms G-1
References R-1
Index I-1



CONTENTS

Preface xv
 Acknowledgments xvii
 Walk Through Tour xviii

1 The Changing American Family 1

WHAT IS A FAMILY? 3

The Standard North American Family 4

FAMILY STRUCTURES VS. FAMILY PROCESSES 8

Diverse family structures and processes 10

Regulating family structures and processes around the world 11

Cultural relativism vs. human rights 13

THE EVOLUTION OF AMERICAN FAMILIES 16

A look at the history of the first Americans 16

Native Americans in modern times 17

A look at the history of European

American families 18

European American families in modern times 20

A look at the history of African

American families 22

African American families in modern times 23

A look at the history of Latino and Hispanic American families' experiences 24

Mexican American experiences 25

Puerto-Rican American experiences 25

Cuban American experiences 26

Latinos in modern times 26

A look at Asian American experiences 26

Chinese American experiences 26

Japanese American experiences 27

Asian Americans in modern times 28

THE APPROACH AND ORGANIZATIONAL STRUCTURE OF THIS BOOK 28

2 How We Study the Family: Theories and Research Methods 31

OVERVIEW: THE NEED FOR GOOD THEORY AND RESEARCH DESIGN 33

THEORETICAL FRAMEWORKS 33

Communism 34

Structural-Functionalism 35

Family Systems Theory 36

Conflict Theory 36

Social Exchange Theory 37

Social Constructionism 37

Feminist Theory 39

Attachment Theory 40

Bioecological Theory 41

The person 42

Processes and contexts 43

RESEARCH METHODOLOGY 47

Hypothesis testing 47

Operational definitions 48

Experimental procedures 49

Variables 49

Experimental design 49

Choosing a research time frame 50

Examining results 51

Correlational procedures 51

Correlations vs. causal inferences 53

Quantitative and qualitative research methods 54

Etic and emic approaches 55

Demand characteristics 56

DEMOGRAPHIC ISSUES IN RESEARCH 57

Race and ethnicity 58

Sex, gender, and sexual orientation 58

Social class 60

3 Sex and Gender 67

OVERVIEW: A BIOECOLOGICAL APPROACH TO SEX AND GENDER 70

WHAT'S THE DIFFERENCE BETWEEN SEX AND GENDER? 70

- Two genders or more? 70
- Intersexuality 71
- The complexity of gender identity and gender roles 72

THE IMPORTANCE OF GENDER FOR LIVING IN FAMILIES 72

- Gender stereotypes 73
- Stereotype threat 75

GENDER AND SEXUAL ORIENTATION 75

- Can sexual orientation change? 76
- Complex family issues related to sexual orientation 77
- Heteronormativity 77

GENDER DISCRIMINATION AND SEXISM 78

- Sexism 78
- Men and masculinity 79
- Intersectional identities 80
 - Gender similarity hypothesis* 81

THEORIES OF GENDER ROLE DEVELOPMENT 82

- Social Cognitive Theory 83
- Gender Schema Theory 84

OUR DEVELOPMENT INTO BOYS AND GIRLS AND MEN AND WOMEN 87

- Prenatal sexual differentiation 87
 - Genes vs. brains* 88
- Contextual influences on prenatal and infant development 89
- Puberty and gender 90
- Evolution and adult gendered behavior 91
- The diverse lives of adult men 92
 - Men of color* 92
 - Contemporary trends for modern men* 93
- The diverse lives of adult women 96
 - Women of color* 96
 - Macrosystem influences on women and their families* 97

4 Sexualities 103

OVERVIEW OF INFLUENCES ON SEXUALITY 105

MACROSYSTEM AND HISTORICAL INFLUENCES ON SEX AND SEXUALITIES 105

- The Industrial Revolution 105
 - Social Darwinism* 106
- The twentieth century 107
- The sexual double standard 108

TRENDS IN SEXUAL BEHAVIOR AND ATTITUDES ABOUT SEX 109

- Cultural regulation of sexuality 109
- Recent U.S. trends in sexual behavior 110
- Cultural variations in sexual behavior 111
- The bioecological perspective 111

SEX ORGANS: THE WAY THEY WORK AND HOW THINGS GO AWRY 113

- Women's sexual organs 113
 - Hormones* 114
 - Women's sexual response* 114
 - Female orgasms* 115
 - Women's sexual problems* 116
- Men's sex organs 117
 - Men's sexual response* 118
 - Men's sexual problems* 119
- Men's and women's sexualities in more depth 120
- Sexual diversity vs. disorders 121
- Sex therapy 122
 - Physiological aspects of sex therapy* 124

SEXUAL ORIENTATION 125

- Biological research on homosexuality 126
 - Genes* 126
 - Chromosomes* 127
- Social and contextual issues and homosexuality 128

A CLOSER LOOK AT CURRENT ISSUES IN SEXUALITY 129

- Female genital mutilation 129
- AIDS and trends in youth sexualities 130
 - More on young people and sexuality* 131
- Abstinence education, virginity pledges, and family relationships 133
- Sexual abuse and sexualized violence 135

5 Dating and Mate Selection 141

OVERVIEW OF DATING, HOOKING UP, AND MATE SELECTION 143

General processes leading from dating to mate selection 144

Attachment processes 145

A BIOECOLOGICAL EXAMINATION OF DATING AND MATE SELECTION 146

Biological factors 146

Research on evolution 146

Neurobiological research 147

Phases of chemical attraction 148

Attachment and biology 149

Person, process, and context factors 151

Micro- and mesosystem influences on adolescent dating 152

The macrosystem: cultural factors 153

THEORIES OF DATING AND MATE SELECTION 155

Structural-Functionalism and dating 155

Conflict Theory and Filter Theory 156

More on filter and market value approaches to mate selection 158

HISTORICAL TRENDS IN DATING AND MATE SELECTION 159

DIVERSITY IN DATING AND MATE SELECTION 161

Ethnicity and dating 161

LGBT communities and dating 161

Seniors and dating 162

CONTEMPORARY TRENDS AROUND THE WORLD 163

Dating with technology 164

Dating violence 166

6 Love 171

WHAT IS LOVE? 173

Passionate/romantic love vs. companionate love 173

Sternberg's Triangular Theory of Love 174

Lee's styles of love 176

Aron and Aron's Self-Expansion Theory of Love 178

IS LOVE UNIVERSAL? 178

Some cultural trends 179

Some historical trends 179

Religious and philosophical influences on love 180

Gender issues 180

How men and women express love 181

Androgynous love 182

Modern ideas 182

BIOLOGICAL ASPECTS OF LOVE 184

The brain and relationships 185

Neurochemistry and the development of love 186

Kissing 187

Relationship development 187

THE SOCIAL CONTEXTS OF LOVE: ATTACHMENT THEORY 189

Baby love 189

Adult attachment 190

MACROSYSTEM INFLUENCES ON LOVE 193

Economic forces 193

Cultural forces 193

Polyamory 194

A FINAL NOTE: ENHANCING THE QUALITY OF LOVE 196

7 Marriages and Committed Partnerships 201

OVERVIEW OF CONTEMPORARY MARRIAGE TRENDS 204

Sharing roles in committed partnerships 204

The deinstitutionalization of marriage 205

Specific forms of deinstitutionalization 205

Examining the modern institution of marriage 206

HEALTH BENEFITS OF HAPPY MARRIAGES 207

Processes underlying the marriage–health link 209

A HISTORICAL EXAMINATION OF MARRIAGE 210

Marriages before industrialization 210

Marriage in the nineteenth century 211

Kin marriages 212

TYPES OF MARRIAGE 212

Cohabitation and common law marriage 214

A case example of cohabitation in Sweden 215

Covenant marriages 216

Lavee and Olson's marriage typologies 217

Same-sex marriages 219

Key historical turning points in same-sex marriage 220

- Domestic partnerships 221
- Contemporary views of same-sex marriage 221
- Arguments for and against same-sex marriage 224
- Interracial and intercultural marriages 225
 - Social dominance beliefs and interracial marriage 226
 - Demographic variables and interracial marriage 227
 - Intercultural marriages 228
 - Immigrant marriages 228
- Arranged marriages 229

MARITAL PROBLEMS 231

- Infidelity 231
- Unresolved conflict 232
 - Financial infidelity 232
 - Problems in relationship perceptions 233

HEALTHY PROCESSES IN MARRIAGES 234

- Premarital counseling 235
- Positive vs. negative interactions 236
- Peer marriages and feminist marriages 237
- Lesbian and gay relationships 238
- Dyadic coping 238

8 Living Single 243

OVERVIEW OF SINGLEHOOD 245

UNIQUE CHALLENGES FACING SINGLES 246

- Singlism 247
- Coping with singlism 250
- Singles pride 250

THE NORMATIVE LIFE CYCLE MODEL 251

- The struggles for identity and intimacy 251
- Emerging adulthood 252
 - Types of emerging adults 252

THE DIVERSE LIVES OF SINGLE PEOPLE 253

- Non-normative singles 255
- Living apart together 256
- Diverse reasons for singlehood 256

MACROSYSTEM FORCES AGAINST SINGLEHOOD 257

- An example from Mormon culture 257
- Examples from Africa 258
 - Women's rights in African nations 258
- Examples from the United States 259
 - Fighting for singles' rights in the U.S. 262

THE PSYCHOLOGICAL AND PHYSICAL HEALTH OF SINGLE PEOPLE 263

- Singles strain 264
- Emotional attachments 266

SINGLE THROUGH COMMITMENT TO GOD 267

- Priests, monks, and nuns: a historic family necessity 268
- Contemporary faith-based single lifestyles 268
- An example from Thai Buddhist *maechii* 270

FINAL REFLECTIONS 271

9 Reproduction and Parenting 275

OVERVIEW: TO PARENT OR NOT TO PARENT 278

HISTORICAL TRENDS IN PARENTING 280

- The work of Leta Stetter Hollingworth 280
- Historical beliefs and practices surrounding childbirth 282
- Historical views of children and childhood 283
- Historical views of motherhood 284
- Historical views of fatherhood 284
- Diverse families in history 285
- Modern ideas for insuring child well-being in families 285

REPRODUCTION AND BIRTH 286

- Egg and sperm 286
 - The egg and the prenatal environment 286
 - Sperm and the role of the father 287
 - The role of genes after fertilization 288
- Prenatal development 289
- Giving birth 291
 - Natural birth 292
 - Cesarean section birth 292
 - Choosing a birth method 293

THE TRANSITION TO PARENTHOOD 293

- Mitigating the stress of parenthood 294
- Post-partum mental health 295

INFERTILITY AND CREATIVE WAYS TO BECOME PARENTS 296

- Artificial insemination 297
- In vitro fertilization 297
- Reproductive surrogacy 298
- Adoption 298
 - Private adoption 298
 - Public adoption 299

International adoption 299
Unique challenges of adoptive parenting 301

PARENTING INFANTS AND CHILDREN 301

Infant brains and the environment 302
 Stress and the developing brain 302
 Secure environments and the developing brain 303
 Over-stimulation of the developing brain 303
 Parenting styles 304
 Socioeconomic influences on parenting styles 305
 Baumrind's parenting styles 306

THE MANY FACES OF PARENTHOOD 309

Fathering 309
 Intimate and aloof fathering 310
 Fathering with fewer resources 311
 Single parents 312
 African American parents 313
 Transnational and Latino parents 314
 Native American parents 315
 Asian American parents 315
 LGBT parents 315
 Grandparents as parents 317

COMMUNITY DEVELOPMENT AND THE MACROSYSTEM 318

10 The Economy of Working Families: Balancing Mental, Physical, and Financial Health in the Twenty-First Century 323

OVERVIEW OF ECONOMIC TRENDS 325

Contemporary issues 325
 Historic patterns in work and income 328

DIVERSITY IN WORK AND FAMILY LIFE 329

Men in families and work 331
 LGBT issues and work 333
 African American experiences with work and family 333
 Diversity in social policies around the world 335
 Working women in families 336
 Women and career advancement 338
 Sexism 338
 Challenges for working women of color 340

Tokenism 341
Wage penalties for women 342

BALANCING WORK AND FAMILY 342

Family-friendly policies 343
 Child care issues 343
 The impact of performing multiple roles 344
 Policies that benefit families 344
 Work stress 346
 The role of personality in work stress 346
 Economic downturns and unemployment 349

LIVING ON THE EXTREMES OF THE SOCIOECONOMIC CONTINUUM: POVERTY AND WEALTH 350

Living in poverty 350
 The consequences of poverty 350
 Living in affluence 351

11 Families in Crisis: Violence, Abuse, and Neglect 357

OVERVIEW: THE PERVASIVE NATURE OF VIOLENCE 360

ELDER ABUSE AND NEGLECT 361

Forms of elder abuse 362
 Neglect 362
 Self-neglect 362
 Physical abuse 363
 Psychological/emotional abuse 363
 Sexual abuse 363
 Financial/material abuse/exploitation 363
 Diversity in elder abuse 364

ANIMAL ABUSE 365

Risk factors for animal abuse 366
 Childhood cruelty to animals 367

INTIMATE PARTNER VIOLENCE 369

Historical trends in intimate partner violence 369
 The importance of terminology 369
 Marital rape 370
 The gender symmetry controversy 371
 The World Health Organization study 373
 Research on western families 374
 The dynamics of IPV 375
 Cycle of violence 375
 Power and control 376
 Why is it so hard to leave a batterer? 377
 Supporting battered women 378