



STUDY
GUIDE for

Lamanna and Riedmann's

Marriages and Families

Making Choices in a Diverse Society

7th Edition

Paul O'Brien and Margarete Schlaug

**STUDY GUIDE FOR
LAMANNA AND RIEDMANN'S**

MARRIAGES AND FAMILIES
MAKING CHOICES IN A DIVERSE SOCIETY

Seventh Edition

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Introduction to the Study Guide

This STUDY GUIDE contains two sets of instructions about how to use the STUDY GUIDE. For students who know how to study and how to use a STUDY GUIDE, one set of instructions may be enough. For students who want more detailed information about how to study and how to use the STUDY GUIDE, a more detailed set of instructions follows the brief instructions. Feel free to read both sets of instructions if you wish. Most students find the instructions to be quite helpful, reporting a significant grade increase after making the STUDY GUIDE an integral part of their study routine.

BRIEF INSTRUCTIONS

Here are some suggestions that may help you to study more efficiently.

1. Start with Chapter Overview at the beginning of the chapter and the Chapter Summary at the end of the chapter. This will give you an idea of the chapter content. Armed with this intellectual road map, you will find the chapter easier to understand and to remember.
2. Read the chapter section by section, reflecting on what you have read. Read a section, and then *stop to think* about what you have read. Studying like this may take more time, but it tends to produce more learning and better grades.
3. Be sure to pay attention to the charts, graphs, case studies, and even the written material accompanying the illustrations and photographs. The instructor may include questions on this material. *Do not memorize it. Understand it.*
4. After reading the chapter as indicated above (some students like to make notes as they read) reread the Chapter Overview and Chapter Summary in the STUDY GUIDE. Then answer the questions in the STUDY GUIDE. After you have answered them, check the answer using the answer key at the end of each STUDY GUIDE chapter. If you miss a question, review the material in the text to find out why you missed it.
5. Remember: *Do not memorize it. Understand it.*

DETAILED INSTRUCTIONS

This STUDY GUIDE is intended to help you study **MARRIAGES AND FAMILIES**, 7th Edition, by Lamanna and Riedmann. The STUDY GUIDE provides helpful suggestions. It gives a brief overview of each chapter and alerts you to important terms, concepts, theories, and research results. It even gives you some examination questions so you can test your understanding of the text. However, the STUDY GUIDE is not a substitute for the text. Instead, it complements the text and properly used should help you to understand the text better, retain for a longer time that which you have learned, and also help you make better grades on exams. Ultimately, each student must find her or his own ways of effective study. But the suggestions below have proved to be very effective for many students.

FORMAT OF THE STUDY GUIDE

The study units in the STUDY GUIDE follow the format and organization of the text, **MARRIAGES AND FAMILIES**, 7th edition, by Lamanna and Riedmann. Just as in the text, the STUDY GUIDE contains a study unit for each of the chapters in the text and for the appendices. Each study unit contains the following:

1. A Chapter Overview that briefly notes the topics to be covered in the chapter.
2. A Chapter Summary that captures the essential points in a few paragraphs. Because of the superior quality of the text's chapter summaries, the Chapter Summaries are based primarily on the text's summaries.
3. Key Terms that should be fully understood. The student should fully understand each key term and be able to define it using his or her own words as well as using technical sociological terms. The student should be able to give one or more examples of each key term and explain *why* the example is an example of the key term.
4. Completion sentences in which the student writes in the appropriate key term from the list of Key Terms given previously in each chapter.
5. Key Research Studies. It is critical that students understand the findings of important research. The Key Research Studies alert students to the research to which they should pay especially close attention in the text. Though students should be alert to all research findings discussed in the text, the Key Research Studies should be closely examined regarding the purpose of the research, how the research was conducted, what was found, and what the authors think the research means in terms of marriages and families.

Typically, the names of the researchers are given along with their research. Always, however, the most important thing to be learned is what the researchers *found* or concluded as a result of their efforts. The sample test questions will help you to develop this important study skill.

6. Key Theories. The main purpose of theories is to help us to understand *why* things are as they are. Though there may be other theories in the text chapters, the Key Theories are central to understanding the chapter material. Therefore, students should be certain that they have a complete understanding of the Key Theories. The most important things to learn are the names of the Key Theories and the meanings of the Key Theories, not the name of the persons who proposed the theories.

7. True-False Questions. These questions are included in the STUDY GUIDE to help you test your knowledge of the text material and because some instructors include such questions on examinations. They are written to be *obviously* true or *obviously* false.
8. Multiple-Choice Questions. These questions are included for the same reasons the true-false questions are included-to allow you to test your knowledge of the chapter material and because some instructors use multiple-choice questions on examinations.
9. Short-Answer Essay Questions and Essay Questions are included in this STUDY GUIDE. The student should be able to answer both types of essay questions because instructors may use questions like them when constructing an examination. Also, answering these questions can be an excellent way to review the chapter material. Many students write out the answers to these questions and then review their written answers before taking examinations. It can be a very effective study and review technique.
10. Answers to completion items, true-false-questions, and multiple-choice questions are at the end of the Study Guide. Although you will probably not get *exactly* the same questions, word for word, on your in-class examinations as you find in this STUDY GUIDE, you will probably find a strong similarity regarding question type, wording, and topic coverage or content.

SUGGESTIONS FOR EFFECTIVE STUDY SKILLS:

Studying Smarter, Not Harder

How sure are you that your study skills are good ones? Are you sure that they are the best they can possibly be? Can they be improved? It is now recognized that the great majority of students have poor study skills. Most students who study but still get low grades get them because their study skills are low. If you spend considerable time studying but don't do as well on examinations as you would like, then your study skills probably aren't as good as they should be. But they can be improved! You might consider following the suggestions below as ways to improve the effectiveness of your study time.

Amount of Time Spent Studying

How much time should be spent studying? It differs from person to person and from course to course, but a useful rule of thumb is that a person should spend from one to three hours studying for every hour spent in class. Most students seriously underestimate the amount of time that needs to be spent studying in order to do well in a course. Put differently, most students want to get good grades but do not spend *enough* time studying to get the grades they want.

The text does not need to be merely read. It needs to be *studied*. And studying is very different from just reading a chapter from beginning to end without pause. To study the text effectively takes time. Likewise, taking class notes does little good if they are never studied. And merely reading through class notes is not equivalent to studying them.

Realistically appraise your personal schedule and set aside sufficient study time for each course you are in. Decide which days and times you will study, write those study sessions on your daily calendar, and then stick with it. Self-discipline and assertiveness are needed in order to keep to your study schedule.

And make no mistake about it, a schedule that is followed is necessary if you are to get the kinds of grades and levels of learning that you want.

Studying a Text: Some Strategies That Work

Many students who have used the study skills included in this book and are discussed below ordinarily increase their exam grades by one or two letter-grades. If you want your grades to improve, you can probably improve them. It is primarily a matter of knowing how to study and then putting that knowledge into action. Merely reading through a text chapter from beginning to end is not an effective way to learn, understand, and retain the material and get better grades. There are specific strategies for effectively studying textbooks, and if you want to learn them and apply yourself to the task, you can get better grades.

Testing Your Knowledge

The STUDY GUIDE can be used in several ways to test your knowledge of the material in the text. If you use all of them, the results should be increased insight about how well you know the text material, reinforcement of what you learned when you studied the text, and additional learning that occurs as you proceed through the STUDY GUIDE process, completing section after section of the guide for each textbook chapter.

Key Terms

Begin testing your knowledge with the key terms listed for each chapter in the STUDY GUIDE. Turn each key term into a question-and then try to answer it. If the key term is "life spiral model," ask yourself "What is the life spiral model?" and try to answer the question. If you cannot answer the question or if you feel unsure of your answer, review the chapter material pertaining to that question. Continue in this manner until you have turned all of the key terms into questions and, it is hoped, into correct answers.

Completion

Answer the completion items. Read each sentence and fill in the blank with the correct term from the Key Terms section. Read each sentence, scan the list of Key Terms, and write what you think to be the correct answer in the blank space. When you have done this for all of the completion items, check your answers by referring to the answers at the end of each STUDY GUIDE chapter.

If you missed one or more of the completion items, review the pertinent material in the textbook chapter. Later, when you are reviewing for an examination, it can help to review your completed answers in this section of the STUDY GUIDE.

Key Research Studies and Key Theories

For the **Key Research Studies** and **Key Theories** sections, turn each research study and each theory into a question that you ask yourself and then try to answer. If the Key Research Studies section lists Geerson's research on women's role choices, ask yourself what it was that Geerson found when this research was conducted. If you studied the text and understood it, you should know.

True-False

The True-False questions are written so that they are *obviously* true or *obviously* false. Take each question just as it is. Do not add or subtract anything from the question "in your own mind". Is the statement true, according to the text? Or is it false?

If you miss one or more of the true/false items, find the pertinent material in the text and then find out *why* the answer is other than you thought. If you miss a question, be sure to print the correct answer in the Study Guide so you can *use* these answered questions as part of your review process.

Multiple Choice

When you answer a multiple choice item, do not read the entire question without pause. Instead, read the first part of the item (the "question" part) to locate what the item is about. Before continuing through the alternative answers, stop for a moment and think about that topic.

Your percent of answers that are correct is a fairly accurate estimate of your level of knowledge of the text material. If you missed a question, return to the text chapter and read the material so that when

Short-answer Essay

You should be able to write a brief but complete short-answer essay (or brief explanation) answer in the space provided in this STUDY GUIDE. Some students think that it is easy to write a brief but complete explanation or short-answer essay. They are mistaken. To be able to write a brief but complete answer requires a high level of familiarity with, understanding of, and insight into the assigned material. Of course you ought to be able to write a more complete answer when appropriate or required. But if you find yourself struggling to write a brief explanation that you know is at the same time complete, then you probably have not yet fully mastered the assigned material. You may need to return to the textbook and study the material again until you not only know the details of the topic but also understand the essential core ideas.

Essay

Your instructor may ask you to answer one or more questions in essay form. Instructors differ regarding the length they expect essays to be, but most expect from 1-5 pages. If you are in doubt about the length of the essays expected by your instructor, ask the instructor for clarification.

In addition to answering the practice essay questions provided here, answering the Study Questions at the end of each chapter in the text as if they were essay questions is an excellent way to practice writing essay answers over text material. If you understand the chapter, you should be able to answer these questions or others like them. Answering them will help you to see the overall issues and questions being addressed by the chapter.

STUDY GUIDE EXERCISES AND EXAM QUESTIONS

If you can answer the STUDY GUIDE questions as well as the Study Questions at the end of each textbook chapter, you ought to do very well on examinations. There are several reasons for this:

1. The STUDY GUIDE questions probably will be identical to the question you get on an examination, but they will be similar to many of the examinations questions in terms of question type, wording, content, and specificity or detail.
2. Think of the STUDY GUIDE questions as a sample of the questions you may have on examinations. If you do well on the STUDY GUIDE questions, then you should probably do equally well on the examination. ON the other hand, if you do not do very well on the STUDY GUIDE questions, then you may not do very well on the examinations unless you increase your level of learning and understanding.
3. The STUDY GUIDE can alert you to specific topics about which you should be familiar. If you miss a question, you can "repair the damage" by re-studying or reviewing the text material.

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CHAPTER 1

FAMILY COMMITMENTS IN A CHANGING SOCIETY

This chapter introduced the subject matter for the course and presented the themes developed by this textbook. Change and development continue throughout adult life. Marriages and families are composed of separate, unique individuals who make choices as they are influenced by various factors. All persons in a society, though they are unique as individuals, share some of the same things. Individual and family life consists of a shifting balance of individual freedom and social control. Because individuals and their needs change, marriages and families also inevitably change in response to those shifting needs.

CHAPTER SUMMARY

This chapter began by addressing the challenge of defining the term **family**. The family, because of its relatively small size, face-to-face relationships, tendency to involve the whole person, and the intimate relationships between members, is a _____ **group**, not a secondary group. It is important to be able to define family because so many social resources are distributed based on family membership, on the basis of who is and who is not a member of a family. Several definitions of the family are presented and discussed, including the **nuclear family**, **modern family** and _____ **modern family**.

People make choices, and they are influenced by a number of factors, including, _____ **expectations, race and ethnicity, religion, social** _____, **gender**, and _____. People must make choices and decisions throughout their life courses. Sometimes people are involved in **choosing knowledgeably** by being actively involved in assessing their options, their preferences. And sometimes people simply let things happen to them, enduring with varying levels of success whatever comes their way, in which case they are **choosing** _____. when people choose, their choices and decisions simultaneously are limited by social structure and are causes for change in that structure.

Marriages and families are composed of separate, unique individuals That uniqueness stems partly from the fact that human beings are able to make choices. They have creativity and free will: Nothing they think or do is totally "programmed".

At the same time, all of the individuals in a particular society share some things. They speak the same language and have some common attitudes about work, education, marriages and families. Moreover, within a socially diverse society such as ours, many individuals are part of a racial, ethnic, or religions community or social class that has a distinctive family heritage.

Our culture values both **individualistic (self-fulfillment)** values and **family values** (_____). Whether individualism has gone too far and led to an alarming family decline is a matter of debate.

Even though families fill the important function of providing members a place to belong, finding personal freedom within families is an ongoing, negotiated process.

Adults change, and because they do, marriages and families are not static. Every time one individual in a relationship changes, the relationship itself changes, the result of partners attempting to find ways to alter their relationship to meet their changing needs. Change, then, is one of the main perspectives in this textbook.

Point to Ponder: When you decided to enroll in this course, which of these best described your decision making: choosing knowledgeably, or choosing by default?
(Helpful suggestion: On these Points to Ponder boxed inserts, think your answer through carefully and completely. Many students find it helpful to explain their answer verbally to another student or to write the answers, because doing so helps to think through the material and become clearer about it in your own mind.)

KEY TERMS

You should be able to explain the concepts listed below. In your explanation, try to avoid using the concept you are explaining. You should be able to *give several examples* of each concept and to *explain why* each example is an example.

family 11
primary group 4
nuclear family 5
modern family 5
postmodern family 5
age expectations 17
choosing by default 17

choosing knowledgeably 17
family values (familism) 20
archival family function 20
individualistic (self-fulfillment) values 21

COMPLETION

Complete the following sentences by selecting the correct alternative from the Key Terms listed on the previous page. Some key terms may be used more than once. Some may not be used at all. Filling in a blank may require more than one word.

1. A middle-aged mother wants to become a college freshman now that her children have graduated from college. Her friends tell her she ought to prepare for grandchildren, not for college classes. She knows that her friends think she is too old to go to college. This illustrates what the textbook calls _____.
2. A student secretly worries about whether or not going to college is the right thing to do at this point in life. While the student considers this issue, time goes by, classes and exams are missed, grades decline, and eventually the student is suspended from college. This is an example of what the text calls _____.
3. Tom pondered for two weeks whether or not to work part-time while being a full-time student. He considered the positive and negative aspects of his options, and then made a decision, fully prepared to live with the consequences. This illustrates what the text calls _____.
4. When couples value spending time together in shared activities, perhaps having or adopting children, they turn to this intimate group as a source of many satisfactions, then family values or _____ is expressed.
5. Having yearly family reunions at which attendance is stressed, acquaintances are renewed, happy memories are relived, and photographs are shared, is an example of the _____.
6. Frank considered marrying his long-time friend, but he decides not to because he wants to have a lot of time to himself, enjoy the things he wants to enjoy, likes his privacy, and wants to feel free to pursue what tempts him at the moment, with only himself to please. Clearly, Frank is a strong supporter of _____.
7. When each member of a couple tries to go his/her own way, doing innovative and creative things that are not exactly what society expects, and at the same time sustains commitment and time for their relationship, this is an example of complexities, problems, and satisfactions of what the text calls the _____.

KEY RESEARCH STUDIES

You should be familiar with the main question being investigated and the research findings for the studies listed below. For each, what question were the researchers trying to answer and what was found when the research results were examined? You should understand the question being asked, know what the researchers found, and be able to answer both general and specific questions about the material.

Which of these is a family (Box 1.1)

Some facts about families in the United States today (Box 1.2)

Weigert and Hastings: archival family functions

Family ties and immigration (Box 1.3)

KEY THEORETICAL PERSPECTIVES

The purpose of any theory is to help us to see the world more clearly and explain *why* things are the way they are, thus leading us to greater understanding. You should be familiar with the following key theory, be able to explain it briefly or at length, give examples of it, and answer questions about it.

Charles Horton Cooley (looking glass self)

Quotation to assess: Read the following quotation and then think about it, assessing or evaluating it in terms of the text material in this chapter. Do not worry about being right or wrong. Just read the quotation and then think about in terms of the concepts, theories, ideas, and research results covered in this chapter of the textbook.

"Biological *possibility* and desire are not the same as biological *need*. Women have childbearing equipment for them to choose not to use the equipment is no more blocking what is instinctive than it is for a man who, muscles or no, chooses not to be a weightlifter."

Betty Rollin (b. 1936), U.S. journalist, author, "Motherhood: Who Needs it?", in *Look* (New York, 16 May 1971).

TRUE-FALSE

If you have studied and understand the textbook, you should be able to answer correctly the following true-false questions. Some of the questions are general and some are specific. Each is either obviously true or obviously false. Answer all of the questions by printing a T or F in the answer space for each question, and then check your answers with the correct answers at the end of this chapter. If you find that you miss questions, review the textbook material to discover *why* your answer is incorrect

- _____ 1. Americans these days are both hopeful and apprehensive about marriages and families.
- _____ 2. A "primary group" is any large, important group to which a person may belong.
- _____ 3. In contrast to the traditional family, the nuclear family is the family of the future.
- _____ 4. More and more Americans are living alone.
- _____ 5. In 1993 the average size of a U.S. household was 3.8 persons.
- _____ 6. People have been postponing marriage in recent years.
- _____ 7. The total fertility rate (which represents the number of children born to a hypothetical typical woman during her childbearing years) has generally declined in the U.S.
- _____ 8. In 1996, the total fertility rate in the U.S. was 2.03, but a large part of that rate reflects dramatic variations by geographic region.
- _____ 9. Young adults are increasingly likely to be living with their parents, a trend reflecting increased economic difficulties, delayed marriage, and high divorce rates.
- _____ 10. The divorce rate has dropped slightly since 1981.
- _____ 11. In the past 25 years, poverty rates have increased for all American racial/ethnic groups, including nonHispanic whites.
- _____ 12. In 1993, approximately 19 million Americans lived below the poverty line of \$16,036 for a family of four.
- _____ 13. The definition of family adopted by the authors of the textbook includes the requirement that members of a family are committed to maintaining that group over time.
- _____ 14. Peter is considering enrolling in a course about couples, families, and singles. But before he does, he finds out whether he needs the class as well as wants it, whether it is highly rated by students who previously took the course, and examines the textbook in the bookstore to review the topics covered in the book. This is an example of knowledgeable decision making.
- _____ 15. Social factors limit people's options. An example of this is the fact that American society has never offered the options of legal polygamy.

- _____ 16. Federal immigration reforms in 1965 change the criteria for obtaining an immigrant visa, giving high priority to people with needed job skills and low priority to persons with family members already living here.
- _____ 17. About 18 percent of white children under age 18 do not live in a two-parent household.
- _____ 18. Personally changing your own values is an important part of choosing knowledgeably.
- _____ 19. According to the text, creating family boundaries is mildly undesirable and/or deviant.
- _____ 20. In families, "familism" is normal and healthy, while "individualism" is less so.

MULTIPLE CHOICE

If you have studied and understood the textbook, you should be able to answer correctly the following multiple choice questions. Some of the questions are general and some are specific. Print the correct alternative letter-answer in the space to the left of each question. Check your answers with the correct answers at the end of this chapter. If you understand the chapter well, you should miss few or none of these questions. For each question you miss, review the pertinent textbook material to understand *why* your answer is incorrect.

- _____ 1. The textbook specifically mentions the _____ as something that for many people calls into question the stability of marriage.
- a. the child abuse rate
 - b. the cohabitation rate
 - c. the percent of the population that is voluntarily single
 - d. the divorce rate
- _____ 2. The authors of the textbook take the view that _____ are not necessarily bound by legal marriage or by blood or adoption.
- a. extended kin
 - b. traditionally defined nuclear families
 - c. family members
 - d. kin defined by consanguinity
- _____ 3. Unmarried-couple households increased by more than _____ times in the past 25 years.
- a. two
 - b. three
 - c. five
 - d. six

- _____ 4. According to one prediction _____ percent of white children and _____ percent of African-American children born in 1980 will spend some time living in single-parent families by the time they reach age 17.
- 70; 94
 - 62; 75
 - 55; 75
 - none of the above
- _____ 5. Which of the following is *not* part of the definition of "family" adopted by the authors of the textbook?
- the persons form an economic unit
 - the persons consider their identity to be significantly attached to the group
 - the persons are united by a formal or informal ritual that is socially binding
 - the persons are committed to maintaining their family group over time
- _____ 6. Ultimately, according to the textbook, the question "What is a family"?
- is best answered according to shared, local community standards
 - is inherently a practical question that should be answered by such bodies as taxing agencies, lending institutions such as banks, and insurance companies
 - is at its core a religious question, not a political issue
 - has no one correct answer
- _____ 7. Which of the following is an example of a "primary group"?
- a cohabiting couple who have lived together for three years
 - Andrea, Holly, and Ned, who are siblings
 - three divorced men who work in the same office, have lunch together, "work out" at a health club two nights a week, and have breakfast together Saturday mornings
 - all of the above
- _____ 8. Marriages among which of the following seem less egalitarian, according to the textbook?
- recent immigrants to the U.S.
 - marriages in which one of the partners is physically disabled
 - marriages among those age 18-21 and also among those over age 64
 - residents of the southeastern states
- _____ 9. The distribution of wealth in the U.S. has changed:
- little since World War II
 - little since 1935-1937
 - moderately since Congress changed trade barriers with other nations
 - dramatically since Congress changed trade barriers with other nations