The definition of family varies greatly from the different perspectives. From a social perspective, or at least the one given by the government, the family includes husband, wife and children living in the same dwelling. This perspective leaves out a large group of people. Up until recently same sex couples with children were not included in this group. Even with this recent addition, several large groups are still missing, such as cohabiting couples with or without children, single moms, and even married same sex couples without children, and children being raised by grandparents or other family members, just to name a few. This basic definition would include arranged marriages that have children to fall under the family definition. Arranged marriages may or may not experience the same closeness as a modern traditional family (Kunz, 2013).

Looking at families from a small group’s perspective allows us to examine groups that are completely left out from the societal view. This group can consist of married couples who do not have children, long term cohabitating couples with or without children, single parent groups, or even couples that need to live apart for work and or to care for sick and or aging relatives. This perspective goes beyond the societal perspective because it takes into account people who are related by blood or not. As an example, I include my cohabitating fiancé as part of my family.
even though the social view does not. The small groups perspective would come closer to meeting my definition of family (Kunz, 2013).

The individual perspective suggests that we don’t need to be related or even be from the same species in order to be considered a family. This perspective includes pets, friends and family the individual selects to be a part of their family. For example, some people consider their best friend to be more a part of the personal family then their blood relatives. Our text suggests that some people report feeling closer to friends than their siblings. This definition would also take into account the views of an estranged family. As stated previously, pets are another group that is added to this view of family. This means that the family cat or dog now holds a spot from this perspective (Kunz, 2013). For me personally, my fiancé, pets, dad, stepmother, friends, and soon to be in-laws are my definition of a family, whereas my biological sister would be seen as more of a distant friend.

Our text, on the other hand, defines family using a sociological perspective so the definition of family is changed a bit in order to allow for the groups that are not included under the social definition. A family is as a unified group of people that relies on each other for care and support. This view allows for way more variation of the family. Same unmarried sex couples, cohabiting groups, and close friends, or children being raised by someone other than a parent may now be considers as a family (Kunz, 2013).
A case study and ethnography are similar in a few ways. One of the main common components is that they both focus on small group of people. Since both focus on such small a group, the data gathered tends to be a bit more in depth because the researcher will spend a significant amount of time gathering data about these groups (Kunz, 2013).

An example of in depth research done by someone conducting a case study would be the cultural impact on Latin families that have recently become U.S. naturalized citizens. The area being studied would apply to only the cultural aspects of Latin families that have just recently become U.S. citizens (Kunz, 2013). An example of an ethnography study would be research conducted on the friends of families located on a cul-de-sac where the annual yearly income is estimated to be one hundred thousand or over. In this study the researcher would be focusing on a small group of families located in a single geographical area. In this case both studies aim at gathering detailed information for their respective groups (Kunz, 2013).

Case study and ethnography are similar in the fact that since both types of studies hone in on such small groups that the results are unable to be generalized to the population. In other words, the data from both studies is so intimate that it can only reference the groups which were being studied. In addition, since the area of study is so narrow, both case study and ethnography are unable to use random sampling. This means that not every member of the population has an equal opportunity to take place in the study (Kunz, 2013).

A case study and ethnography differ in several ways. First, Case studies allow the researcher to take several approaches to their area of study. This is done by giving the researcher
the opportunity to do an exploratory study, which is where the researcher has a chance to
investigate their desired topic beforehand, or an explanatory case study, which is where the
researcher has a hypothesis in mind and sees if he or she can find evidence to support it, or a
descriptive case study, which is where the researcher thinks they see a pattern and is looking to
support the pattern (Kunz, 2013).

An ethnography, on the other hand is where the researcher immerses themselves into the
topic they are trying to study. For example, when studying the friendlessness of families living
on a cul-de-sac where yearly annual income is a one hundred thousand a year or more, the
researcher would have to become a new neighbor. He or she should submerge themselves into
the study and hopefully gain the trust of the families being studied and gather an insider
perspective to the families living on the cul-de-sac (Kunz, 2013).
Chapter 3, Essay question #3: What type of communication positively affect conflict management?

According to our text, there are several approaches can be taken to positively affect conflict management. Each approach style may vary from person to person. First our text suggests that talking the problem out may help alleviate the conflict. The talking process should include active talking as well as active listening about what the stressor is or was. Next our text suggests compromising may work to reduce the conflict (Kunz, 2013). In order to achieve a true compromise, a reasonable amount of give and take is needed from both parties. A one sided compromise will more than likely result in future conflicts. The next approach is to avoid the conflict all together (Kunz, 2013). This approach seems to fall under that old adage to pick and choose your fight. Perhaps the pending conflict is something small, like your husband leaving his dirty socks on the floor. Or the children forget to put away a toy.

Another method that is suggested by our text and Professor Gottman is to use a five to one ratio for discussion. In this process the couples would discuss five positive things to the one negative. This process would allow both participants to discuss both positive and negative issues and discuss them. At the end of the day the most important communication style to help resolve conflict appears to be to maintain an open dialog (Kunz, 2013). It seems the more that we are willing to talk, the more likely we are to have a positive effect on conflict management.
Chapter 4 Essay Question #2: What influences do you think were most important in the development of your own gender role?

There are many aspects that contributed to the development of gender roles. Some of the two largest contributing factors are learned from the parents and school. As suggested by our text, parents generally dress their children in gender specific clothing and provide them with gender specific toys (Kunz, 2013). For example, imagine that you walk into a family home and on all the walls you find pictures of a child. In the pictures, the child is dressed in a pink and white Cabbage Patch dolls t-shirt and little pink shorts. Based on the gender norms in our society, certain colors such as pink have been established to be appropriate for a girl. Most children are given gender appropriate clothing which may help indicate the possible gender, even for outsiders who are not related to the family. From the very day children are born they are treated differently based on their gender. Boys are treated a little more roughly and expected to not show too much emotion. Girls are talked to softly, treated gently and expected to be able to discuss emotions freely.

Children are treated differently from the very start. When they are brought home from the hospital they are given gender specific blankets to swaddle in, pink for girls and blue for boys. Even though the color of the blanket is such a small difference, it sets the stage for the perceived appropriate gender behavior for the future. In a sense it marks a huge gender based milestone and sets forth an expected detailed path for the future. The color of the blanket they are sent home in form the hospital will dictate the type of clothes they can wear, the type of shoes they can wear, the activities they can participate in, and their expected behavior (Kunz, 2013).
Toys aren’t even safe. Children are given gender approved toys to play with. For example “girl toys” may consist of Cabbage Patch dolls, Barbie’s, art supplies, mock cooking sets, and shopping carts. An example of “boy toys” would be He Man action figures, Nintendo, baseball, cars, and wrestling figures. Toys play an essential role in a child’s gender development because this play is a form of imitation. They are imitating the action of their parents which helps define their gender identity (Kunz, 2013).

As suggested by our text, the second area where children learn gender development is through school. Besides parents, children lean their gender identification from their peers. Peer groups tend to adopt social norms with ease. They also have a tendency to reject those who do not fit or conform to those norms. For example, if a girl participates in an activity that is not considered acceptable for her gender, her peer group will shun her for being different or not conforming to the gender norms (Kunz, 2013).

Teachers also help reinforce our development of gender identity. They help define and even in some cases ensure that girls behave lady like and boys behave like gentlemen and even in some case punish the children for not behaving properly (Kunz, 2013). For example, girls who are rambunctious and more aggressive may be pushed by the teacher for not behaving lady like. Boys on the other hand behave rambunctious, push, shove and run around. This is seen as acceptable behavior because boys will be boys. In other words, girls are punished for misbehaving when the behavior mimics boy behavior. Children spend a lot of time in school and in this time they are being socialized. Children tend to learn the most from their parents, peers
and teachers. These groups have the tendency to reinforced gender norms, thus leading to the development of the child’s gender identity (Kunz, 2013).
References