NOTE: The texts listed below were used for the SPRING 2006 Semester. Some of these may change for the SPRING 2007 Semester. The dates in the remainder of the syllabus are from the SPRING 2006 Semester. I am in the midst of reviewing the readings and the relevant dates. The reading assignments and dates included below can be used as an approximation of when and what we will be doing during the semester. Thanks for your interest. Hope to see you sometime in the future.

COURSE FOCUS AND CONTENT OBJECTIVES

This course develops your capacity to think and learn critically, actively, and deeply about different world views or viewpoints and their corresponding belief systems or ideologies about the purposes and realities of (a) families; (b) family phenomena such parenting, care-giving, etc.; (c) family values; (d) family policy; (e) the contexts in which these concerns are embedded; and (f) your analysis, evaluation, and synthesis of these concerns as you discover their relevance and application to your own family belief system. A belief system or ideology or world view is a composite perspective of organized beliefs, values, ideals, assumptions, attitudes, ideas, etc., for thinking about and understanding people, groups, institutions, as well as issues, problems, phenomena, research findings, policies, the relationships between any and all of these, and many other things. Belief systems help explain the world, the universe, life itself, and virtually all things that “should” or “should not” be a particular way according to the corresponding belief system. Political parties, religions, social movements, artists, scientists, professors, students, parents, and children all utilize them. Each system you study helps you think differently about things you already know as it uncovers new content and considerations.

We study beliefs and expectations about women, men, children, and families in different parts of society and how they have been maintained and/or changed over time. We consider different strategies for coping with such changes, for creating changes in the future, and for understanding the implications of these changes for ourselves and others. To help us accomplish this we focus on the ways these and related matters are conceptualized and perceived within some of the more influential and important belief systems in our society (e.g., conservative, liberal, feminist) and between societies and their cultures. The course assumes that a discussion of these issues must take into account the diversity of men, women, and children and the role in their everyday lives of things such as culture, language, race, ethnicity, social class, education, employment, sexual orientation, human reproduction, religious participation, and political affiliation. These are essential elements of an education that respects and reflects diversity and complexity. Given this introduction, the following COURSE CONTENT OBJECTIVES can be articulated:

1. Develop a deeper understanding of and consciousness of different beliefs about families and how they make a difference in the ways we perceive and think about families, their purposes and problems, related family phenomena, and your own family experience within the context of our contemporary society.
2. Develop a deeper understanding of the rich, intricate complexity of issues pertaining to the well-being of families and family members, their development, and the always problematic role of family policy and the family beliefs and values that policies are based on in securing and providing for family well-being.

3. Develop a deeper understanding of some of our society’s more problematic family concerns as they are diversely studied by researchers, therapists, educators, policy makers, and concerned citizens so you are able to see the relevant applications of these things to your personal world of experience, your family, and to different parts of our society.

4. Develop a deeper understanding of the central ideas, values, assumptions, and practices of those who espouse different important contemporary social, political, and philosophical viewpoints.

5. Develop a deeper understanding of personal and collective beliefs, values, and assumptions; how they are acquired and developed; how resistant they are to change; and how they can be changed.

6. Develop a deeper understanding of the processes that influence the congruity or disparity between beliefs people profess to hold, the related practices or behaviors they enact, and how people can acquire the consistency between beliefs and practices that is necessary for ethical and morally responsible decisions, choices, and actions.

This course is also designed as a writing emphasis (i.e., earns upper-division communication/writing credit) course for a variety of reasons: (a) to provide you with more integrated, holistic, and meaningful learning experiences; (b) to further your understanding of some of the processes of communicating in the social and behavioral sciences; and (c) to help you discover greater depths of understanding about yourself, your personal system of thinking, and the course content. You will have many opportunities to reflect on and articulate through writing and class discussion your questions, learning, and insights.

REQUIRED COURSE READINGS AVAILABLE IN THE BOOKSTORE

3. There are several course readings on “Electronic Reserve” at the Marriott Library General Reserve. They are also available in printed form at the General Reserve Desk in the Marriott Library.
4. A few required readings can be accessed directly from web pages on the internet.

ALSO CHOOSE ONE OF THE FOLLOWING TWO BOOKS


RECOMMENDED BOOKS AVAILABLE IN THE BOOKSTORE


OTHER COURSE RELATED RESOURCE MATERIALS

There are two course related resources that are accessible from the “links” page of my faculty web site (http://www.fcs.utah.edu/faculty/herrin/links.html). One document is Pertinent Course “Odds and Ends” (http://www.fcs.utah.edu/faculty/herrin/OddsEnds.html). The second is “Deep Learning:” A Critical Thinking Resource (http://www.fcs.utah.edu/faculty/herrin/deep_learning.html).
COURSE LEARNING DEMONSTRATIONS AND ACTIVITIES

IN-CLASS ACTIVITIES (30% of grade). During most class meetings we engage in activities, as individuals and/or in small groups, that build on your class preparation and assignments. Some activities may require work outside of class. For most activities, it is my intention for you receive credit because you are present in class and participate. Other activities may be graded using grading criteria discussed in class. Your participation in the assessment of your own work, the work of your peers, and providing feedback for your peers will be accounted for in this component of your course grade. Sometimes you will give and receive feedback from class members on the clarity, precision, depth, and other standards of reasoning as they are evident or absent in different assignments so you learn to assess your own work and the work of your peers. Since most of these activities take place and have their intended purpose within the context of a particular class meeting, you have to be in class to participate and receive credit. These activities cannot be made up.

WEEKLY QUOTES AND INSIGHTS (30% of grade). Starting with the required reading assignments for the fourth week of the term (week of January 30), complete the components discussed below for any ten of the weekly reading assignments. Your quotations, accompanying insights, and questions are due at the beginning of the first class meeting of each of the ten weeks you select to write about. You receive full credit for these assignments if you complete them accurately. I do not attempt to evaluate your reasoning or your writing in these assignments.

1. For each chapter or article assigned, select and word-process a minimum of one quotation (e.g., phrases, sentences, paragraphs) that contain terms, ideas, discussions, assumptions, conclusions, or other information that triggered, inspired, or otherwise helped you discover or realize personally significant insights about the author’s central and most important message, argument, propositions, or findings. Look for passages that are also significant and meaningful to you that you feel are worth learning because of their relevance to you, your increased understanding, and their connection or application to your experience. Long quotations may be photocopied and attached to the page that discusses the relevant insight.

2. Immediately following each quotation you choose to discuss, briefly (i.e., minimum of 200 words) but clearly and precisely, explain (a) why you selected the particular quotation and (b) what the specific insight, understanding, or connection was that the particular quotation triggered or helped you see. Include an accurate word-count of the number of words you write in your discussion or mark approximately where [*200 words] in your discussion your word-count exceeds 200 words. [For example, if you count the words in this paragraph and the one before it, there are 255 words.] Both Microsoft Word and Corel WordPerfect have functions that will provide a word-count for a document or block of text. These functions make word-counting relatively easy for you.

3. For each of the quotations you select and discuss, create at least one original complex question that you feel could be asked and if answered would help you and others understand the quotes, readings, and your related interests, insights, and concerns more thoroughly and at deeper levels.

4. When the reading assignment includes more than one chapter for an assigned author, you need at least one quote from each assigned chapter, but you only need to discuss your insight and ask questions for one of the quotes you select from each assigned author.

5. From each weekly reading assignment, select a word or term that you would like to more clearly and carefully understand. Using a minimum of two dictionaries with somewhat different definitions, define the word in terms that help you understand the word in the context in which you read it in the reading assignment. Also include a list of three or more synonyms from a thesaurus that also help you better understand the word. Include references for the dictionaries and thesaurus that you use.

6. Instructions for selecting insights and writing questions from the different reading assignments are specified under the weekly headings listed for the CLASS MEETINGS AND READING ASSIGNMENTS.

LEARNING ANALYSES (40% of grade). Towards the middle of the term and again, near the end of the term, you are to write in essay form, an analysis of some important aspects of your personal learning that you have acquired due to your course-related studies and experiences. This will include in-depth analyses of relevant definitions and quotations from the course reading assignments. You may choose what you write about and when you write it. You are encouraged to elaborate on and analyze in greater depth things you have written about in your WEEKLY QUOTES AND INSIGHTS. These analyses are intended to help you build on and write about the course-related learning you have been experiencing
inside and outside of class. **Your first LEARNING ANALYSIS is due in class, Wednesday, February 15.** **Your second LEARNING ANALYSIS is due in class, Wednesday, April 26.** You will be able to rewrite your first LEARNING ANALYSIS for a better grade if you choose to. In order to be able to rewrite your second LEARNING ANALYSIS, your first draft will need to be turned in sometime on or before **Wednesday, April 5.** More explanation about these analyses will be given in class.

**NECESSARY DETAILS FOR ALL WRITING ASSIGNMENTS.** To help you be thorough and careful in your attention to very basic elements of written communication, please attend to the six details listed below in your assignments. If they are omitted your assignment will not receive full credit and may be returned to you to be completed and resubmitted before it receives any credit. While attention to such details may seem unimportant to you, I assure you that the inclusion of each item makes an important contribution to the successful completion of a relevant piece of written communication from you to me or other members of the class.

1. Please word-process (or type) your work if at all possible.
2. Please put your name, the name and number of the course, the name of the assignment, and the date of the day you complete the assignment at the top of your first page.
3. Please number your pages and put them in order when you turn in an assignment that is longer than one page.
4. Any time a quotation is used in an assignment, it should include the ① name(s) of the author(s), ② the title of the article or chapter and ③ the book the quote came from, ④ the page number(s) where it can be found, ⑤ the name of the publisher, and ⑥ the year of publication. For example, if the quote was from page 11 of *Marriage, a history. From obedience to intimacy or how love conquered marriage* by Stephanie Coontz, a book that we are using as a text for the course, you could write the reference in the following format:
5. Be certain that you respond to and complete all assigned questions, components, and their subparts. Pieces of work turned-in that omit important assigned components are likely to be returned without credit until they are completed and resubmitted. These resubmitted assignments will be considered late.
6. We are likely to use or discuss many of your WEEKLY QUOTES AND INSIGHTS in a number of ways during class meetings with the whole class or class members in small groups so write at least some things you are willing to share with others. If there are things you want to write that you want to remain confidential please consider writing the confidential material on a separate page.

**CLASS MEETINGS AND READING ASSIGNMENTS**

Each week of the term is listed below with its respective class meetings, dates, and reading assignments. The reading assignments itemized immediately below a particular week are to be completed before coming to the first class meeting of that week and the WEEKLY QUOTES AND INSIGHTS selected from them are due at the beginning of the first class meeting of that week. WEEKLY QUOTES AND INSIGHTS are selected and written-up before the readings from which they are selected are discussed in class. Before each reading, you will find one of several capital letters. A ‘①’ means the materials will be distributed to you in class; a ‘②’ means the reading is accessible from my faculty web site ([http://www.fcs.utah.edu/faculty/herrin/](http://www.fcs.utah.edu/faculty/herrin/)) under the section for this course; a ‘③’ means the reading can be found on the Web; an ‘④’ means the reading can be found on e-reserve; and a ‘⑤’ means the reading can be found in one of the course textbooks.

**WEEK ONE, MEETING 1: January 9**

① Course Syllabus [Two page highlights handed out in class.]

**WEEK ONE, MEETING 2: January 11**

② Pertinent Course “Odds and Ends”.


**JANUARY 16  ☺ MARTIN LUTHER KING JR., DAY — NO CLASS — HAVE SOME FUN!!! ☺**
JANUARY 18     !!!LAST DAY TO DROP COURSES!!!

WEEK TWO, MEETING 3: January 18


JANUARY 23     !!!LAST DAY TO ADD COURSES!!!

JANUARY 23     !!!TUITION PAYMENT DUE OR YOUR CLASSES WILL BE CANCELLED!!!

WEEK THREE, MEETINGS 4, 5: January 23, 25


WEEK FOUR, MEETINGS 6, 7: January 30, February 1

[Q&I. BECK: TWO QUOTES (‘Q’), ONE INSIGHT (‘!’), ONE QUESTION (‘?’);
  COONTZ: TWO QS, ONE !, ONE ?; ONE DEFINITION (‘D’) = 9.]


  http://ereserve.lib.utah.edu/ereserve/trms/annual/FCS/3630/Herrin/many.pdf


WEEK FIVE, MEETINGS 8, 9: February 6, 8

[Q&I. BECK: ONE Q, ONE !, ONE ?; COONTZ: THREE QS, ONE !, ONE ?; ONE D = 9.]


- Coontz. “Something borrowed…,” from Marriage…, 70-87.
- Coontz. “Playing the bishop, capturing the queen…,” from Marriage…, 88-102.

WEEK SIX, MEETINGS 10, 11: February 13, 15

[Q&I. BECK: ONE Q, ONE !, ONE ?; COONTZ: FOUR QS, ONE !, ONE ?; ONE D = 10.]

  http://ereserve.lib.utah.edu/ereserve/trms/annual/FCS/3240/Herrin/from.pdf

- Coontz. “How the other 95 percent wed…,” from Marriage…, 104-122.


- Coontz. “‘Two birds within one nest’…,” from Marriage…, 161-176.

FEBRUARY 20    © PRESIDENT’S DAY HOLIDAY — NO CLASS — HAVE SOME FUN!!! ©

WEEK SEVEN, MEETING 12: February 22

[Q&I. BECK: ONE Q, ONE !, ONE ?; COONTZ: FOUR QS, ONE !, ONE ?; ONE D = 10.]

Coontz. “‘A heaving volcano’…,” from *Marriage…*, 177-195.

Coontz. “‘The time when mountains move has come’…,” *Marriage…*, 196-215.

Coontz. “Making do, then making babies…,” from *Marriage…*, 216-228.

Coontz. “The era of Ozzie and Harriet…,” from *Marriage…*, 229-244.

WEEK EIGHT, MEETINGS 13, 14: February 27, March 1

[WQ&I. Coontz: FOUR QS, ONE !, ONE ?; ONE D = 7.]


Coontz. “Uncharted territory…,” from *Marriage…*, 281-301.

Coontz. “Conclusion,” from *Marriage…*, 305-313.

http://ereserve.lib.utah.edu/ereserve/trms/annual/FCS/3630/Herrin/history.pdf

MARCH 3 !!!LAST DAY TO WITHDRAW FROM TERM COURSES!!!

WEEK NINE, MEETINGS 15, 16: March 6, 8

[WQ&I. Gottman: TWO QS, ONE !, ONE ?; Craig: ONE Q, ONE !, ONE ?; ONE D = 8.]


MARCH 13 - 17 ☄ SEMESTER BREAK — NO CLASS — HAVE SOME FUN!!! ☄

WEEK TEN, MEETINGS 17, 18: March 20, 22

[WQ&I. Gottman: TWO QS, ONE !, ONE ?; Craig: TWO QS, ONE !, ONE ?; ONE D = 9.]


http://www.naturalchild.org/sidney_craig/feelings.html


WEEK ELEVEN, MEETINGS 19, 20: March 27, 29

[WQ&I. Gottman: TWO QS, ONE !, ONE ?; Craig: TWO QS, ONE !, ONE ?; ONE D = 9.]


http://www.naturalchild.org/sidney_craig/punishment.html


WEEK TWELVE, MEETINGS 21, 22: April 3, 5

[WQ&I. Gottman: TWO QS, ONE !, ONE ?; ONE D = 5.]


APRIL 27 !!!READING DAY — NO CLASSES, NO EXAMS!!!

WEEK THIRTEEN, MEETINGS 23, 24: April 10, 12

[WQ&I. Abrams: ONE Q, ONE !, ONE ?; Jordan: ONE Q, ONE !, ONE ?; ONE D = 7.]


Jordan, Brigitte, Robbie Davis-Floyd. (1993.) “*Buscando la forma*. An ethnography of contemporary Maya childbirth


WEEK FOURTEEN, MEETINGS 25, 26: April 17, 19


http://ereserve.lib.utah.edu/ereserve/trms/annual/FCS/3240/Herrin/if.pdf


Jordan. “Dilemmas and interference” from “Fieldwork in four cultures: Methods and experience.” In *Birth*, 111-118

WEEK FIFTEEN, MEETINGS 27, 28: April 24, 26

Jordan. “Birthing systems and change.” In *Birth*, 121-146

Jordan. “Cosmopolitical obstetrics: Technology and the social distribution of authoritative knowledge.” In *Birth*, 199-215


http://www.mnpoly.org/PolyArticles/how_many_fathers.htm