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 as marriage, parenthood, divorce, remarriage, etc.; (c) family ethics and values; (d) family policy; (e) the social, political, and cultural contexts in which these things 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, morals, 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. Moral or ethical systems of beliefs help us understand ideas about what is considered to be moral or immoral, good or bad, right or wrong. We will study how some of these ethical systems influence the way we think about the different aspects of families and family life that we have just identified above for this course. Political parties, religions, social movements, artists, scientists, professors, students, parents, and children all utilize them quite independently of how explicit or conscious they may be to us. Most of us don’t usually know a lot about the specific components of our personal belief system. Each system you study helps you think differently about things you already know as it uncovers new content and considerations. This will also help you learn more about your own belief system and how it works.

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, ethical, 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 has been developed, in part, to meet the Certified Family Life Educator program standards for competency in “ethical thinking and practice for family and parent educators” as they have been designed and articulated by the National Council on Family Relations. The course is also designed to be 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 UNIVERSITY OF UTAH BOOKSTORE

4. Some of the required readings for the first half of the term are on “Electronic Reserve” through the Marriott Library.
   ➤ Instructions pertinent to using “E-Reserve” are at the following location on the web:
   ➤ To access “e-reserve” readings from an off-campus computer, see instructions at:
   http://www.lib.utah.edu/information/remote.html.
5. Several required readings for the first half of the term can be accessed directly from web pages on the internet.

RECOMMENDED WRITING RESOURCE BOOK AVAILABLE IN THE UNIVERSITY OF UTAH BOOKSTORE


RECOMMENDED BOOKS AVAILABLE IN THE UNIVERSITY OF UTAH 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

There are no exams or term projects in this course. Your learning and mastery of course content is transformed into an array of personalized learning demonstrations — the majority of which require some form of writing, analysis, insightful discussion, and careful contemplation rather than summarizing, reiterating, rephrasing, restating, regurgitating, and rote memorizing. Your final course grade is based on the following components:

IN-CLASS ACTIVITIES (33% of grade). During most class meetings we engage in activities, as individuals and/or in small groups, that build on your class preparation, readings, and other assignments. Some activities require work outside of class and some are completed in 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.

WEEKLY QUOTES AND INSIGHTS (33% of grade). Starting with the required reading assignments for the fourth week of the term complete the components discussed below for any ten of the weekly reading assignments thereafter. 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. The required elements of these assignments are listed below and will be discussed in class.

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 by that author, but you only need to discuss one insight and ask one question for that author that week.

5. 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. For example:

[WQ&I. PAUL: ONE Q, ONE !, ONE ?; TAVRIS: ONE Q, ONE !, ONE ?; COONTZ: THREE QS, ONE !, ONE ?/ = 11.]

LEARNING ANALYSES (34% of grade). Two times during 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 an in-depth analysis of relevant 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, Thursday, February 21. Your second LEARNING ANALYSIS is due in class, the last class period of the semester, April 22. 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 or before the end of Week Twelve (Friday, April 4, 3:00 PM, at the latest). All revisions are due in class the last class period of the semester, April 22. The required elements of these assignments will be discussed 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, the reference to it should include the following elements in an endnote, footnote, or reference list: ① full name(s) of the author(s), ② the title of the article or chapter, ③ the book or publication the quote came from and the names of the author(s)/editor(s) of the book if they are not the same as ① above, ④ the year of publication, ⑤ the place of publication, ⑥ the name of the publisher, and ⑦ the page number(s) where the quote can be found. Two additional elements are necessary if the reading is on the internet or web: ⑧ the date that you last retrieved the article or reading on the internet or web, and ⑨ the URL or web address for the article or reading in which the quote is located. In the body of your writing, the reference for the quote should include the last name of the author(s), year of publication, and the page number(s) where the quote can be found.
   If, for example, the quote was from page 11 of Marriage, a history. From obedience to intimacy or how love conquered marriage by Stephanie Coontz, you could write the reference in the body of your writing as (Coontz, 2006, 11) and the reference in a reference page would like the following:
   If the quote was from the online article by Timothy Dailey, you could write the reference in the body of your writing as (Dailey, 2001, no page numbers given). The reference page entry could be written as follows:
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.

COURSE “ODDS and ENDS”

ATTENDANCE POLICY. As a general rule, you need to attend class in order to participate in and receive credit for IN-CLASS ACTIVITIES. These activities cannot be made-up except in particular circumstances. According to the University’s Registrar’s guidelines, if you are absent from class to participate in officially sanctioned University activities (e.g. band, debate, student government, intercollegiate athletics), religious obligations, or with instructor's approval, you will be permitted to make up both assignments and examinations. Please inform me in advance of such absences or emergencies if at all possible. More information on this policy is available at <http://www.acs.utah.edu/sched/handbook/attend.htm>.

RESPECTFUL CLASSROOM ENVIRONMENT. Please help contribute to a respectful and civil learning environment by turning off and refraining from the use of cell phones, beepers, ipods, palm pilots, etc. during our class meetings. Also avoid the use of non-course related materials, objects, or activities during class meetings such as homework for other classes, newspapers, personal correspondence, browsing the internet, etc. Use of laptop or notebook computers in class is allowed after notifying and obtaining the instructor’s permission.
APPROPRIATE CONDUCT. In order to ensure that the highest standards of academic conduct are promoted and supported at the University, students must adhere to generally accepted standards of academic honesty, including but not limited to refraining from cheating, plagiarizing, research misconduct misrepresenting one’s work, and/or inappropriately collaborating. Students are also expected to be aware of and adhere to the guidelines for appropriate conduct as articulated in the CODE OF STUDENT RIGHTS AND RESPONSIBILITIES (“STUDENT CODE,” Policy 8-10 Rev 6, enacted February 3, 2006). A copy of the code is available at: <http://www.admin.utah.edu/ppmanual/8/8-10.html>.

ACCOMMODATIONS POLICY. It is very likely that some of our reading materials, lectures, discussions, films, or other presentations in this course will include content that may be at odds with your personal set of values, beliefs, or point of view. This is virtually unavoidable in a class that is designed to help you study and understand the central concerns, issues and perspectives that are relevant to our course of study. We deliberately work at trying to understand multiple viewpoints and what they are based on that are diverse and often in opposition to one another. Only as we do this are we able to more fully and accurately understand the problems, issues, and concerns that are relevant to our class so we can consider possible responses and resolutions. Please carefully review the syllabus, assignments, and readings to determine if you are willing to participate in and contribute to our class as a learning environment and experience. Consequently, accommodations in content or assignments are not offered in our class. Please let me know if you have any questions or concerns about these or related matters at your earliest convenience. More information on the University of Utah’s Accommodations Policy is available at: <www.admin.utah.edu/facdev/accommodations-policy.pdf>.

REQUESTS for SPECIAL ACCOMMODATIONS by STUDENTS with DISABILITIES. Persons with disabilities requiring special accommodations to meet the expectations and assignments of this course are encouraged to bring this to the attention of the instructor as soon in the term as possible. The University of Utah seeks to provide equal access to its programs, services and activities for people with disabilities. If you will need accommodations in the class, reasonable prior notice needs to be given to the Center for Disability Services <http://www.sa.utah.edu/ds/>, 162 Union Building, 581-5020 (V/TDD). CDS will work with you and the instructor to make arrangements for accommodations. All written information in the course can be made available in alternative format with prior notification to the Center for Disability Services. More information is available at: <http://www.hr.utah.edu/oeo/ada/guide/faculty/>.

COURSE WITHDRAWAL POLICY. Each of you may formally withdraw from the course for academic reasons up through FRIDAY, FEBRUARY 29. If you remain in the course after this date you cannot withdraw for academic reasons at any other time during the term. The online Student Information System includes the following “Notice” regarding this matter [see “drop/withdrawal deadlines”]:

After the withdrawal deadline, you may petition for withdrawal if you have a nonacademic emergency. Submit a petition and supporting documentation to the office of the dean of your academic college. Underdeclared, nonmatriculated and premajor students apply to the University College. You must submit the petition to the appropriate dean's office by the last day of regular course instruction preceding the final exam period.

INCOMPLETE POLICY. According to University policy, students must have completed 80% of the course requirements to be eligible for an “Incomplete” grade.

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 and are written-up before the readings from which they are selected are discussed in class. Each reading is preceded by one of several symbols. A ‘[’ means the materials will be distributed to you in class; a ‘&’ means the reading is accessible from my faculty website (http://www.fcs.utah.edu/faculty/herrin/) under the section for this course; a ‘^’ means the reading can be found on the Web; a ‘@’ means the reading can be found on e-reserve; and a ‘$’ means the reading can be found in one of the course textbooks.

WEEK ONE, MEETING 1: January 8

Course Syllabus and introduction to the study of family belief systems
WEEK ONE, MEETING 2: January 10

- Pertinent Course “Odds and Ends”.
  http://www.fcs.utah.edu/faculty/herrin/OddsEnds.html
  http://www.fcs.utah.edu/faculty/herrin/deep_learning.html

JANUARY 16  

!!!LAST DAY TO DROP COURSES!!!

WEEK TWO, MEETINGS 3, 4: January 15, 17


JANUARY 21  

J. MARTIN LUTHER KING JR., DAY — NO CLASS — HAVE SOME FUN!!!

JANUARY 22  

!!!LAST DAY TO ADD COURSES!!!

JANUARY 22  

!!!TUITION PAYMENT DUE OR YOUR CLASSES ARE CANCELLED!!!

WEEK THREE, MEETINGS 5, 6: January 22, 24

- Coontz. “Something borrowed…,” from Marriage…, 70-87.
- Coontz. “Two birds within one nest…,” from Marriage…, 161-176.

WEEK FOUR, MEETINGS 7, 8: January 29, 31

- Coontz. “Making do, then making babies…” from Marriage…, 216-228.
- Coontz. “The era of Ozzie and Harriet…,” from Marriage…, 229-244.

WEEK FIVE, MEETINGS 9, 10: February 5, 7

- Coontz. “Making do, then making babies…” from Marriage…, 216-228.
- Coontz. “The era of Ozzie and Harriet…,” from Marriage…, 229-244.

WEEK SIX, MEETINGS 11, 12: February 12, 14

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

FEBRUARY 18  

☞ PRESIDENTS’ DAY — NO CLASS — HAVE SOME FUN!!! ☞

FEBRUARY 21  

⇐ LAST DAY TO SUBMIT FIRST LEARNING ANALYSES ⇐

WEEK SEVEN, MEETINGS 13, 14: February 19, 21

- Coontz. “Conclusion,” from Marriage…, 305-313.
- Lakoff. “Strict father morality” (to end of ‘Rights as paths’) in Moral politics, 65-87.
WEEK EIGHT, MEETINGS 15, 16: February 26, 28


WEEK NINE, MEETINGS 17, 18: March 4, 6


MARCH 17 — 21 ☑️ SEMESTER BREAK — NO CLASS — HAVE SOME FUN!!!

WEEK TEN, MEETINGS 19, 20: March 11, 13

- Lakoff. “Nurturant parent morality” (‘Morbidity as fair distribution’ to chapter end) in *Moral politics*, 123-140.

WEEK ELEVEN, MEETINGS 21, 22: March 25, 27


WEEK TWELVE ☠️ SECOND LEARNING ANALYSIS MUST BE TURNED IN BY FRIDAY, APRIL 4, 3:00 P.M. IF YOU WANT TO BE ABLE TO REVISE IT ☠️

WEEK TWELVE, MEETINGS 23, 24: April 1, 3


WEEK THIRTEEN, MEETINGS 25, 26: April 8, 10

- Graff, E. J. (2004.) “Babies” (‘Should lesbians and gay men be parents?’ to chapter end) in *What is marriage for? The strange social history of our most intimate institution*. Boston, MA: Beacon Press, 117-144.

WEEK FOURTEEN, MEETINGS 27, 28: April 15, 17

APRIL 22 — LAST DAY TO SUBMIT SECOND LEARNING ANALYSIS AND REVISIONS OF PREVIOUSLY SUBMITTED AND GRADED LEARNING ANALYSES —

WEEK FIFTEEN, MEETING 29: April 22

[Q&I. BLANKENHORN: ONE Q, ONE !, ONE ?; DAILEY: ONE Q, ONE !, ONE ?; MCNAUGHTON: ONE Q, ONE !, ONE ?/ = 9.]


APRIL 24 — READING DAY — NO CLASSES, NO EXAMS!!!

MAY 13 — GRADES AVAILABLE ON THE WEB!!!