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 independent 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 are on “Electronic Reserve” through the Marriott Library. You may access these reserved readings through the student portal. Login into My.Utah.edu, click on “Academics” and a link to the reserved readings for this course should be available there for you.
5. Several required readings for 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 sets of resources that are accessible from the “links” page of my faculty website ([http://www.fcs.utah.edu/faculty/herrin/links.html](http://www.fcs.utah.edu/faculty/herrin/links.html)). One of these sets of resources is called **Pertinent Course “Odds and Ends”** ([http://www.fcs.utah.edu/faculty/herrin/OddsEnds.html](http://www.fcs.utah.edu/faculty/herrin/OddsEnds.html)). Please disregard the section in this resource for “Substitute Day.” The second set of resources is called **“Deep Learning:” A Critical Thinking Resource** ([http://www.fcs.utah.edu/faculty/herrin/deep_learning.html](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 and connect with the things we have been or will be doing in class. Some activities require work outside of class and some are completed in class. For most activities, it is my intention for you to 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. For these activities, you receive credit if you are present, participate, and turn your work in at the end of the particular class meeting with your name on it. Since these activities take place and have their intended meaning within the context of a particular class meeting, you have to be in class to participate and receive credit. Parts of activities missed because you were late in coming to class or activities missed because you were not in class at all, cannot be made up. These activities are intended to provide experiences with additional forms of thinking and learning in addition to reading, discussing, and listening. Your grade for these activities will be determined by the percentage of the total number of these activities that you complete in class.

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 nine 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 nine 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, 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 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 221 words.] Both Microsoft Word and Corel WordPerfect have functions that [*200 words] 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 under CLASS MEETINGS AND READING ASSIGNMENTS. For example:

WEEK FOUR: February 3

[WQ&I. benokraitis: three quotes (‘Q’), one insight (‘!’), one question (‘?’); manning: one Q, one !, one ?; newberg: one Q, one !, one ?! = 11.]
This means that there will be three quotes, one insight, and one question due for the assigned Benokraitis chapters (one quote each from Fagan, Elshtain et al., and Coontz); one quote, one insight, and one question due for the assigned Manning chapter; and one quote, one insight, and one question due for the assigned Newberg chapter. These all add up to eleven different required components for this particular week’s WQ&Is.

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 and related definitions of important words, concepts, and terms from the course reading assignments. One focus for your analyses will be on what you have learned from your reading and study that you didn’t understand before (the What! of your learning). The other focus will be on how you can apply what you learn into your own thinking and actions (the So what! of your learning). 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. In this course we assume that the authors we study are also some of the “teachers” from whom we will have the opportunity to learn. Consequently, these analytical writing assignments are designed to help you learn to think and write analytically about specific things you learn from studying these authors and how they are helpful to you and your understanding of things that are important and relevant for you. In this kind of writing, your own opinions and viewpoints become useful and informative after you have come to understand what the different authors are teaching you rather than before. This is one of the primary means by which you will discover insights, enlightenment, or increased understanding from your reading, thinking, writing, and discussing in our class.

Your first LEARNING ANALYSIS is due on or before the end of Week Nine (Friday, March 13th, 3:00 PM, at the latest; AEB 228 or my office). Your second LEARNING ANALYSIS is due in class, the last class period of the semester, April 28th. You will be expected to rewrite your first LEARNING ANALYSIS or parts of it for a better grade sometime before the end of the term. The second LEARNING ANALYSIS will build upon your first. All revisions are due in class the last class period of the semester, April 28th. 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 full or complete title of the article or chapter; ③ the full or complete title of the book or publication the article or chapter 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 (e.g., city, state) 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 address on the web 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 Born to believe: God, science, and the origin of ordinary and extraordinary beliefs by Andrew Newberg and Mark Robert Waldman, you could write the reference in the body of your writing as (Newberg and Waldman, 2007, 11) and the reference in a reference page would look like the following:

In the case of a quote from a chapter that is in a book of readings, the reference is a little more complex. If the quote you have selected is on page 33 of *Feuds about families: Conservative, centrist, liberal, and feminist perspectives* by Nijole Benokraitis, a useful way to write the reference in the body of your writing is (Fagan, as quoted in Benokraitis, 2000, 33). The reference in a reference page could appear like so:


If the quote was from page 111 of the article by William Meezan and Jonathan Rauch that is available on the web, you could write the reference in the body of your writing as (Meezan and Rauch, 2005, 111). 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 matter of respect and courtesy for other members of the class, so much as possible, please come to class on time. Typically, 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: <http://www.admin.utah.edu/facdev/pdf/accommodations-policy-background.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, typically, up through the FRIDAY of WEEK EIGHT (March 6th). 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. Undeclared, 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 with a passing grade 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: January 13
[ ] Course Syllabus and introduction to the study of family belief systems
[ ] Pertinent Course “Odds and Ends”. [http://www.fcs.utah.edu/faculty/herrin/OddsEnds.html]

WEEK TWO: January 20
[ ] Benokraitis. “Introduction” in Feuds about families, 1.


**WEEK THREE**: January 27

Benokraitis, Nijole V. “How family wars affect us: four models of family change and their consequences” in *Feuds about families*, 14-24.


Newberg. “A mountain of misperceptions: Searching for beliefs in a haystack of neurons” in *Born to believe*, 16-44.

**WEEK FOUR**: February 3

[WQ&I. benokraitis: three quotes (‘Q’), one insight (‘!’), one question (‘?’); Manning: one Q, one !, one ?; Newberg: one Q, one !, one ?/ = 11.]


Coontz, Stephanie. “Why we miss the 1950s” in *Feuds about families*, 47-57.


**WEEK FIVE**: February 10

[WQ&I. benokraitis: three Qs, one !, one ?; Manning: one Q, one !, one ?; Newberg: one Q, one !, one ?/ = 11.]


Manning. “Communicating with integrity”(from beginning of chapter to end of “Communicating at full potential”) in *Guide to ethics*, 131-142.


**WEEK SIX**: February 17

[WQ&I. benokraitis: three Qs, one !, one ?; Manning: one Q, one !, one ?; Newberg: one Q, one !, one ?/ = 11.]

Benokraitis. “Women’s and Men’s Family Roles ” in *Feuds about families*, 28. [no quote needed.]


**WEEK SEVEN**: February 24

[WQ&I. benokraitis: three Qs, one !, one ?; Manning: one Q, one !, one ?; Newberg: one Q, one !, one ?/ = 11.]

Benokraitis. “Love, Sex, and Marriage” in *Feuds about families*, 100-105. [no quote needed.]

Benokraitis. “Love and Courtship” in *Feuds about families*, 100-101. [no quote needed.]


Tavris, Carol. “Women as love’s experts and love’s victims” in Feuds about families, 123-130.

Manning. “Communicating with integrity” (from “Communication as performance” to chapter end) in Guide to ethics, 153-168.

Newberg. “Ordinary criminals like you and me: The gap between behavior and moral beliefs” (from beginning of chapter to end of “Electrocuting a ‘student’ at Yale”) in Born to believe, 132-147.

WEEK EIGHT: March 3
[WQ&I. Benokraitis: three Qs, one !, one ?, Manning: one Q, one !, one ?; Newberg: one Q, one !, one ? = 11.]

Benokraitis. “Sex and Cohabitation” in Feuds about families, 101-103. [no quote needed.]

Schlessinger, Laura. “Stupid cohabitation: The ultimate female self-delusion” in Feuds about families, 131-137.

Doherty, William J. “How therapists threaten marriages” in Feuds about families, 138-145.

Manning. “Moral perspectives I: Consequences, respect, character” (from beginning of chapter to end of “Rule utilitarianism”) in Guide to ethics, 39-49.

Newberg. “Ordinary criminals like you and me: The gap between behavior and moral beliefs” (from “Reserve Police Battalion 101” to chapter end) in Born to believe, 147-164.

WEEK NINE: March 10
[WQ&I. Benokraitis: three Qs, one !, one ?, Manning: one Q, one !, one ?; Newberg: one Q, one !, one ? = 11.]

Benokraitis. “Marriage” in Feuds about families, 103-104. [no quote needed.]

Flanders, Steven. “The benefits of marriage” in Feuds about families, 148-152.

Waite, Linda J. “Social science finds: ‘Marriage matters’” in Feuds about families, 153-159.


Manning. “Moral perspectives I: Consequences, respect, character” (from “Respect for others – Kant” to chapter end) in Guide to ethics, 49-55.

Newberg. “Nuns, Buddhists, and the reality of spiritual beliefs” in Born to believe, 167-190.

WEEK TEN: March 24
[WQ&I. Benokraitis: three Qs, one !, one ?, Manning: one Q, one !, one ?; Newberg: one Q, one !, one ? = 11.]

Benokraitis. “Family Crises and Transitions” in Feuds about families, 300-309. [no quote needed.]

Stanton, Glenn T. “Finding fault with no-fault divorce” in Feuds about families, 334-337.

Whitehead, Barbara Dafoe. “Dismantling the divorce culture” in Feuds about families, 338-344.

Kurz, Demie. “Why women seek divorce” in Feuds about families, 345-353.


Manning. “Moral perspectives II: Care, fairness, professional codes” (from beginning of chapter to end of “The care voice and the justice voice”) in Guide to ethics, 69-79.

Newberg. “Speaking in tongues” in Born to believe, 191-214 (read for new ideas and insights about beliefs and how they work, particularly pages 210-214).

WEEK ELEVEN: March 31
[WQ&I. Benokraitis: three Qs, one !, one ?, Manning: one Q, one !, one ?; Newberg: one Q, one !, one ? = 11.]

Benokraitis. “Remarriage and Stepfamilies” in Feuds about families, 302-304. [no quote needed.]

Heith, William A. “Why remarriage is wrong” in Feuds about families, 354-355.


Manning. “Moral perspectives II: Care, fairness, professional codes” (from “Care and other moral perspectives” to chapter end) in Guide to ethics, 79-88.

Newberg. “The atheist who prayed to God” in Born to believe, 215-245 (read for new ideas and insights about beliefs and how they work, particularly pages 232-245).
WEEK TWELVE: April 7
[WQ&I. BENOKRAITIS: THREE QS, ONE !, ONE ?; NCFR: ONE Q, ONE !, ONE ?; NEWBERG: ONE Q, ONE !, ONE ?/ = 11.]
☐ Benokraitis. “Parents and Children” in Feuds about families, 173-176. [NO QUOTE NEEDED.]
☐ Benokraitis. “Single-parent Families” in Feuds about families, 173-174. [NO QUOTE NEEDED.]
☐ Christensen, Bryce J. “Imperiled infants” in Feuds about families, 177-185.
☐ Newberg. “Becoming a better believer” (from beginning of chapter to end of “The foolish brain”) in Born to believe, 246-258.

WEEK THIRTEEN: April 14
[WQ&I. BENOKRAITIS: THREE QS, ONE !, ONE ?; NCFR: ONE Q, ONE !, ONE ?; NEWBERG: ONE Q, ONE !, ONE ?/ = 11.]
☐ Benokraitis. “Raising Children” in Feuds about families, 174-175. [NO QUOTE NEEDED.]
☐ Bartkowski, John P., and Christopher G. Ellison. “Conservative versus mainstream models of childrearing in popular manuals” in Feuds about families, 205-214.
☐ Strauss, Murray S. “Ten myths that perpetuate corporal punishment” in Feuds about families, 215-221.
☐ Newberg. “Becoming a better believer” (from “The CIA’s war against bias” to chapter end) in Born to believe, 258-271.

WEEK FOURTEEN: April 21
[WQ&I. BENOKRAITIS: THREE QS, ONE !, ONE ?; MANNING: ONE Q, ONE !, ONE ?; NEWBERG: ONE Q, ONE !, ONE ?/ = 11.]
☐ Benokraitis. “Gay and Lesbian Families” in Feuds about families, 175-176. [NO QUOTE NEEDED.]
☐ Burtoft, Lawrence E. “Gay parenting and the developmental needs of children” in Feuds about families, 222-228.
☐ Okun, Barbara F. “Gay and lesbian parenting” in Feuds about families, 229-233.
☐ Stoddard, Thomas B. “Why gay people should seek the right to marry” in Feuds about families, 234-238.
☐ Newberg. “Epilogue: Life, the Universe, and our “ultimate” beliefs” in Born to believe, 273-280.

WEEK FIFTEEN: April 28
[WQ&I. MANNING: ONE Q, ONE !, ONE ?; BYRD: ONE Q & DAILEY: ONE Q, ONE !, ONE ?; GRAFF: ONE Q & MEEZAN: ONE Q, ONE !, ONE ?/ = 11.]
[NOTE: Some of these readings may be replaced as we get closer to this week.]