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 beliefs and belief systems or ideologies about the purposes and realities of (a) families; (b) family phenomena such 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 personal and family belief systems. Before we can carefully examine our belief systems, however, we must first become aware of and then understand more completely the way our brains typically perceive the world through filters that contain many personal prejudices, cognitive biases, and areas of closed-mindedness. We have to learn how to overcome these negative and self-serving structures in the brain by educating our brains and then practicing ways of thinking that help us become more teachable and open-minded as we endeavor to understand our own belief systems and those of persons around us. 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. 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.

To do these accurately and effectively, you must learn to perceive things and think about them in a fundamentally different manner than you are accustomed to. You must learn and then be willing to ask yourself questions that help you discover insight, understanding, and enlightenment about the things we study. Seeing things in a different perspective will help you think differently about things you already know as it uncovers new content and considerations. This enables you to identify different ideas and issues, ask different questions, and develop different frames of reference. Learning new ways of thinking helps you understand more critically the ways you think so you can more clearly articulate your beliefs and values with their relevant justifications and implications. These are essential elements of an education that respects and reflects diversity and complexity. Meeting these objectives — and the personal challenges they present — requires us to study and learn the complexity of the course content and our own belief system — and our experience — on much deeper levels. I refer to this kind of education and educating as “deep learning.” Four more COURSE CONTENT OBJECTIVES can now be articulated that follow from this brief discussion on how and why we do what we do in this course:

7. Develop a deeper understanding of the important differences between learning “to be informed” about something and learning “to be enlightened” or to increase understanding about something.

8. Develop a deeper understanding of the elements of reasoning common to all systems of thinking — points of view, purposes, questions, concepts, conclusions, information, implications, and assumptions.

9. Develop a deeper awareness and understanding of personal prejudices, cognitive biases, and areas of closed-mindedness through discovering more about being teachable, open-minded, and a better believer.

10. Develop a deeper understanding of what professional educators call “higher-order thinking” — the intellectual processes of analysis, synthesis, evaluation, and application.

This course has been developed, in part, to meet the Certified Family Life Educator (CFLE) 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. This course is also designed to meet the University’s requirements for upper-division communication/writing credit courses. This has been done 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. Finally, this class is designed to be more of a seminar/discussion class than a lecture class. Each class member will be given opportunities to raise questions, make observations, share relevant experiences, and comment on content learned from class reading assignments and in response to things said by other class members in class discussions or in their writing. It is intended that 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 our required readings are on “Electronic Reserve” through the Marriott Library. You may access these readings by going to the Library’s search facility located at: http://search.library.utah.edu. Once there, log-in and then select the course reserves tab. Enter “Herrin” or our course number or the author’s name in the top box. Scroll down through the results until you find the particular reading. This next link goes to a help page that explains how to access e-reserve readings from campus as well as off campus: http://campusguides.lib.utah.edu/course_reserves_guide.

5. Several required readings for the term can be accessed directly from web pages on the internet.

RECOMMENDED RESOURCE BOOK AVAILABLE IN THE UNIVERSITY OF UTAH BOOKSTORE


RECOMMENDED BOOKS AVAILABLE IN THE UNIVERSITY OF UTAH BOOKSTORE


OTHER COURSE RELATED RESOURCE MATERIALS

There is an additional course related set of resources that I encourage you to use. It is called “Deep Learning:” A Critical Thinking Resource and it is available to read and/or download to your own computer from the following link: https://utah.instructure.com/courses/220992/files/28367049?module_item_id=1337103. Feel free to browse through it and use aspects of it that you find helpful. We will refer to some of the material in class. This document is also available from the “Modules” section of our class page in CANVAS so you will have to login first to access it.

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 (30% 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 class activities. A few activities may require work outside of class but most are completed in class. For these activities, you receive credit if you are present, participate effectively, and turn in your work 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. Your grade for participating in these activities will be determined by the percentage of the total number of these activities that you complete in class.

WEEKLY QUOTES AND INSIGHTS (30% of grade). Starting with the required reading assignments for the fourth week of the term complete the components discussed below for week four and any seven of the weekly reading assignments thereafter. Everyone is required to do this assignment for week four during week four. A printed hard
copy of your quotations, accompanying insights, and questions are due at the beginning of the first class meeting of week four and each of the remaining seven weeks you select to write about. WEEKLY QUOTES AND INSIGHTS are intended to be completed and brought to class before we discuss the reading assignment upon which they are based. They will be counted late if they are turned in at any other time (i.e., later in the day, the following day, etc.). You receive full credit for each of these assignments if you complete all the required components accurately and turn them in on time. Your grade for this part of the class is your completed percentage of the eight possible weekly assignments. 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:

**HYPOTHETICAL WEEK FOUR: September 11**

[WQ&I. BENOKRAITIS: THREE QUOTES (‘Q’), ONE INSIGHT (‘!’), ONE QUESTION (‘?’);
MANNING: ONE Q, ONE !, ONE ?; NEWBERG: ONE Q, ONE !, ONE ?/ = 11.]

Benokraitis, “Defining Marriage and Family Issues” in Feuds about families, 25-29. [NO QUOTE NEEDED.]
Benokraitis, “Current Perspectives on the Family” in Feuds about families, 25-26. [NO QUOTE NEEDED.]
Fagan, Patrick F. “The breakdown of the family” in Feuds about families, 30-38.
Elshtain, Jean, Enola Aird, Amitai Etzioni, William Galston, Mary Ann Glendon, Martha Minow, and Alice Rossi. “A communitarian position on the family” in Feuds about families, 39-46.
Coontz, Stephanie. “Why we miss the 1950s” in Feuds about families, 47-57.
Newberg. “Becoming a better believer” (from beginning of chapter to end of “The foolish brain”) in Born to believe, 246-258.

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 (/ = 11) for this particular week’s WQ&Is. You receive full credit for this assignment each week when you complete all the required components and turn them in on time.

I do not usually evaluate your reasoning or argumentation in these assignments so you will feel more freedom to explore and express your thoughts, questions, and feelings. If necessary, I will encourage you to move away from too much summarizing of authors or being overly critical of authors unless you first establish that you understand them. You will also receive feedback regarding correct grammar, sentence structure, word selection, spelling, the necessary details of correct citation.
protocols (discussed below), and any omissions of assigned components. **Omissions and corrections can be revised and resubmitted in order to receive full credit for any two of the eight assignments. They should be revised and returned to me for the possible additional credit within a week or two (not three or four or more) of when they are returned in class. No revisions of WEEKLY QUOTES AND INSIGHTS will be accepted after the beginning of the last class meeting, Tuesday, April 23rd. The required elements of these assignments will be discussed in class. A detailed explanation and example of these assignments is available from the “Modules” section of our class page in CANVAS or through this link: https://utah.instructure.com/courses/220992/files/28373904?module_item_id=1337692.

The purpose of the writing in these assignments is to write about the things that you discover in the reading assignments that are insightful and useful to you and to write about your insights or increased understanding or sense of discovery and the kinds of questions you have after having read and written to increase your understanding. Pondering on questions and concerns you have identified as you work through your reading assignments and then reading to discover answers to your questions will give you a different vantage point for reflecting on your reading assignments and what you learn from them.

**LEARNING ANALYSES (40% 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 and detail 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 your studying of 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 identify and articulate **insights, enlightenment, or increased understanding** from your reading, thinking, writing, and discussing in our class that can be integrated with your prior thinking and level of understanding.

Analysis is central to the work done in the social and behavioral sciences. When you analyze something, you must determine the important parts of something, break down the whole into those parts, study the parts in order to learn more about the whole, study the important relationships between the parts, and then synthesize or integrate the things you have learned through your analysis into a deeper and broader understanding of the whole. This is a more deliberate, focused, and disciplined form of reading, thinking, and writing than what we otherwise do in our **IN-CLASS ACTIVITIES.**

**WEEKLY QUOTES AND INSIGHTS.** As you learn to analyze, you will also need to evaluate ideas in comparison to other related and often competing ideas in order to determine which have more relevance or utility or value. These are forms of thinking and learning that precede application of what you learn. As we learn to analyze, evaluate, and synthesize, we gain greater insight into the things we are studying and, hopefully, into ourselves, our lives, and other settings that we need to understand better in order to apply what we have learned. It is in these writing assignments that your reasoning and argumentation will be of particular relevance in the evaluation and grading.

A hard copy of **LEARNING ANALYSIS ONE** is due on or before the end of Week Eight, Friday, March 1st, 3:00 P.M., at the latest, in AEB 228 or my office (AEB 236). Analyses submitted that do not include all of the required questions and components will not receive credit as a first draft. They will be returned without feedback and will receive a ‘0’ for credit. They will need to be completed and resubmitted for credit and feedback. **You are expected to revise and rewrite your first complete draft of **LEARNING ANALYSIS ONE** for grades sometime before the end of the term (first complete draft does not receive a grade). All final revisions are due on or before Friday, April 26th, 3:00 P.M., at the latest, in AEB 228 or my office (AEB 236). TO RECEIVE A GRADE FOR THE LEARNING ANALYSES PART OF THE OVERALL COURSE GRADE, YOU MUST SUBMIT A MINIMUM OF TWO
VERSIONS OF LEARNING ANALYSIS ONE — A COMPLETE FIRST DRAFT THAT HAS RECEIVED CREDIT AND FEEDBACK AND A COMPLETE REVISION OF THE FIRST DRAFT. Generally speaking, you may revise LEARNING ANALYSIS ONE as often as we have time for you to make revisions, resubmit them, allow time for me to evaluate them, generate feedback for you regarding them, and then return them to you. A hard copy of LEARNING ANALYSIS TWO is due by the Friday following finals week, May 3rd, 3:00 P.M., at the latest, in AEB 228 or my office (AEB 236). It can be turned in earlier in AEB 228 or my office (AEB 236). The required elements of these assignments and how they will be evaluated will be explained in class.

LATE WORK. I keep a careful record of if and when you turn-in your eight WEEKLY QUOTES AND INSIGHTS and LEARNING ANALYSES ONE and TWO. At the end of the term, I calculate the percentage of all of these assignments that you turned-in late (if any). I subtract this percentage from the total overall grade you have earned. Your grade will not be affected by one or two isolated cases of lateness if you have otherwise submitted your other assignments on time. If all of your work is turned in late, it will drop your grade a full letter grade, for example, from a “B” to a “C.” I allow you to turn-in late up to 25% of your work without it influencing your grade.

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 seven 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. WEEKLY QUOTES AND INSIGHTS can be single-spaced and LEARNING ANALYSES should be double-spaced. Proofread and edit all of your work before you turn it in and check for possible errors in spelling, punctuation, grammar, wording, and sentence structure. Be sure you save or back-up your work every few minutes as you are word processing.
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. You do not need to submit your assignments in files, folders, binders, or notebooks. A staple or paper-clip on the top left-hand corner of your printed pages will be sufficient.
5. 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:


6. 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.

7. 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.

**GRADING SCALE.** Your final course grade is computed using various weights for the different types of class assignments. Letter grades are assigned to percentages according to the scales listed below.

<table>
<thead>
<tr>
<th>GRADE</th>
<th>“-” Range</th>
<th>Letter only</th>
<th>“+” Range</th>
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<tbody>
<tr>
<td>A = EXCELLENT</td>
<td>90 - 93.9 %</td>
<td>94 - 100 %</td>
<td></td>
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<tr>
<td>B = GOOD</td>
<td>80 - 83.9 %</td>
<td>84 - 86.9 %</td>
<td>87 - 89.9 %</td>
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<tr>
<td>C = ADEQUATE</td>
<td>70 - 73.9 %</td>
<td>74 - 76.9 %</td>
<td>77 - 79.9 %</td>
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<tr>
<td>D = INADEQUATE</td>
<td>60 - 63.9 %</td>
<td>64 - 66.9 %</td>
<td>67 - 69.9 %</td>
</tr>
<tr>
<td>E = NO GRADE</td>
<td></td>
<td>&lt; 60 %</td>
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**GRADING EXPLANATION.** Typically, you are encouraged to include three different emphases in all of your writing and communicating in our class. These emphases are: (1) demonstrating what you learn and come to know, how/why your learning is important and relevant to you, and what makes it worth learning; (2) doing something with what you learn and come to know by articulating changes you could consider making to improve things as they are in your thinking and in the things that you do, the implications for you and important others of taking your changes seriously if they were implemented, and the opposition from yourself and others you could anticipate to your recommendations and your response to this opposition; and (3) your use of good reasoning and intellectual processes such as explaining, analyzing, synthesizing, evaluating, and applying with clarity, precision, accuracy, consistency, depth, breadth, and careful reasoning. These are all things our class is designed to help you learn to do.

**LEARNING ANALYSES** are evaluated according to the degree to which particular requirements of the assignment are included and how well they are demonstrated. An ‘A’ means the criteria for the requirement were met thoroughly and an ‘E’ means the criteria were not met at all. A letter grade of ‘A’ is given for excellent performance and superior achievement; a ‘B’ for good performance and substantial achievement; a ‘C’ for standard performance and achievement; a ‘D’ response for substandard performance and marginal achievement; and an ‘E’ response for unsatisfactory performance and achievement. Generally speaking, when evaluating an assignment, if I cannot find evidence that the requested information, explanation, or analysis was provided or required questions were answered, that particular part of the assignment receives an ‘E’ for a grade. A ‘D’ or ‘C’ is earned where I find responses to be characterized by any of the following:

1. simply stated the obvious; only described things; summarized, reported, reiterated, repeated, restated, reworded, or rephrased what the text and/or others have already said;
2. discussed something only in terms of whether or not you agreed or disagreed with it; approved or disapproved of it; liked or disliked it;
3. stated as facts your conclusions, assertions, opinions, viewpoints, beliefs, etc. without qualifications, support, evidence, and relevant justifications;
4. treated something problematic or complex as if it were simple, straightforward, self-evident, one-sided.

Responses earn a ‘B’ when they specifically and clearly explain and analyze major points, conclusions, and how they were determined. An ‘A’ for a response is earned only when explanations and analyses include depth and personal insights.

**IMPORTANT DATES TO REMEMBER**

<table>
<thead>
<tr>
<th>Date</th>
<th>Event Description</th>
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<tbody>
<tr>
<td>JANUARY 16</td>
<td>!!!REMINDER: LAST DAY TO DROP COURSES!!!</td>
</tr>
<tr>
<td>JANUARY 22</td>
<td>!!!REMINDER: LAST DAY TO ADD COURSES!!!</td>
</tr>
<tr>
<td>JANUARY 22</td>
<td>!!!REMINDER: TUITION DUE OR YOUR CLASSES WILL BE CANCELLED!!!</td>
</tr>
<tr>
<td>MARCH 1</td>
<td>!!!REMINDER: LAST DAY TO WITHDRAW FROM TERM COURSES!!!</td>
</tr>
<tr>
<td>APRIL 25</td>
<td>!!!REMINDER: READING DAY — NO CLASSES, NO EXAMS!!!</td>
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<tr>
<td>MAY 14</td>
<td>!!!GRADES AVAILABLE ON THE WEB!!!</td>
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<tr>
<td>JANUARY 21</td>
<td>☺☺ ☺☺ MARTIN LUTHER KING JR., DAY — NO CLASS — HAVE SOME FUN!!! ☺</td>
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<tr>
<td>FEBRUARY 18</td>
<td>☺☺ ☺☺ PRESIDENTS’ DAY — NO CLASS — HAVE SOME FUN!!! ☺</td>
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<tr>
<td>MARCH 11 — 15</td>
<td>☺☺ ☺☺ SEMESTER BREAK — NO CLASS — HAVE SOME FUN!!! ☺</td>
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**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 ‘ʼ/ʼ means the reading can be found on the Web; a ‘ʼ/ʼ means the reading can be found on e-reserve; a ‘ʼ/ʼ means the reading can be found in one of the course textbooks, and a ‘ʼ/ʼ means the reading is accessible from the “Modules” section of our class page in CANVAS. During most class meetings, we will work directly with the content from one or more of the assigned readings. Bringing copies of the assigned readings to class meetings will be very helpful. I endeavor to keep you informed of which readings we are likely to work with prior to each class meeting.

**WEEK ONE: January 8**

- Course Syllabus and introduction to the study of family belief systems
- Benokraitis. “Introduction” in Feuds about families, 1.
- Newberg. “A mountain of misperceptions: Searching for beliefs in a haystack of neurons” in Born to believe, 16-44.

**WEEK TWO: January 15**

- Before coming to class, read through the Explanation and Example of Weekly Quotes and Insights found at the link below. https://utah.instructure.com/courses/220992/files/28373904?module_item_id=1337692
- Benokraitis, Nijole V. “How family wars affect us: four models of family change and their consequences” in Feuds about families, 14-24.

**WEEK THREE: January 22**


**WEEK FOUR: January 29**

[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.


Newberg. “Becoming a better believer” (from beginning of chapter to end of “The foolish brain”) in *Born to believe*, 246-258.

**WEEK FIVE: February 5**

[WQ&I. BENOKRAITIS: THREE QUOTES (’Q’), ONE !, ONE ?; MANNING: ONE Q, ONE !, ONE ?; NEWBERG: ONE Q, ONE !, ONE ?! = 11.]


Wilson, James Q. “The family-values debate” in *Feuds about families*, 58-66. [NO QUOTE NEEDED.]

Orthner, Dennis K. “The revolution in family norms” in *Feuds about families*, 67-73.


Newberg. “Becoming a better believer” (from “The CIA’s war against bias” to chapter end) in *Born to believe*, 258-271.

**WEEK SIX: February 12**

[WQ&I. BENOKRAITIS: THREE QUOTES (’Q’), ONE !, ONE ?; NEWBERG: TWO QUOTES, ONE !, ONE ?! = 9.]

Benokraitis. “Women’s and Men’s Family Roles” in *Feuds about families*, 28. [NO QUOTE NEEDED.]


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 SEVEN: February 19**

[WQ&I. BENOKRAITIS: THREE QUOTES (’Q’), ONE !, ONE ?; NEWBERG: TWO QUOTES, ONE !, ONE ?! = 9.]

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 villains” in *Feuds about families*, 123-130.

Newberg. “Ordinary criminals like you and me: The gap between behavior and moral beliefs” (from “Reserve Police Battalion 101” to chapter end) and other excerpts in *Born to believe*, 147-164, 185-190, 213, 233, 244-245.

Newberg. “Epilogue: Life, the Universe, and our “ultimate” beliefs” in *Born to believe*, 273-280.

**WEEK EIGHT: February 26**

[WQ&I. BENOKRAITIS: THREE QUOTES (’Q’), ONE !, ONE ?; MANNING: ONE Q, ONE !, ONE ?! = 8.]

Benokraitis. “Sex and Cohabitation” in *Feuds about families*, 101-103. [NO QUOTE NEEDED.]


Martin, Andrea. “Why get married?” in *Feuds about families*, 146-147.


**WEEK NINE: March 5**

[WQ&I. BENOKRAITIS: THREE QUOTES (’Q’), ONE !, ONE ?; MANNING: ONE Q, ONE !, ONE ?! = 8.]
Benokraitis, “Marriage” in *Feuds about families*, 103-104. [NO QUOTE NEEDED.]

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


WEEK TEN: March 19

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.

WEEK ELEVEN: March 26

Benokraitis. “Remarriage and Stepfamilies” in *Feuds about families*, 302-304. [NO QUOTE NEEDED.]

Heth, 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.

WEEK TWELVE: April 2

Benokraitis. “Parents and Children” in *Feuds about families*, 173-176. [NO QUOTE NEEDED.]

Christensen, Bryce J. “Imagining infants” in *Feuds about families*, 177-185.


WEEK THIRTEEN: April 9

Benokraitis. “Raising Children” in *Feuds about families*, 174-175. [NO QUOTE NEEDED.]


Straus, Murray S. “Ten myths that perpetuate corporal punishment” in *Feuds about families*, 215-221.


WEEK FOURTEEN: April 16

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.

WEEK FIFTEEN: April 23

[WyQ&I. MANNING: ONE Q, ONE !, ONE ?; BYRD: ONE Q & DAILEY: ONE Q, ONE !, ONE ?; GRAFF: ONE Q & MEEZAN: ONE Q, ONE !, ONE ?/ = 11.]


COURSE “ODDS and ENDS”

CLASS MEMOS AND COURSE RELATED EMAILS. I often send Class Memos to all of the members of the class regarding important course information, reading and writing assignments, IN-CLASS ACTIVITIES, grades, etc. This is made possible by a utility provided by the University. When I send out such an email, such as the one I sent before classes started to inform you of the places where you could find a current course syllabus for this class, the University sends my class memos and memos and email to your Umail address unless you have changed the personal email address the University uses to contact you. If you have not made such a change, please check your Umail account on a regular basis so you don’t miss any of our CLASS MEMOS AND COURSE RELATED EMAILS. Alternatively, you could also change the personal email address the University uses to contact you to a more convenient email address of your choosing so my course related emails will come to your preferred personal email account. Information about managing your Umail and personal email addresses can be found at: http://www.it.utah.edu/services/email/umail/#managing. You are responsible for receiving, knowing, and understanding the content of all our CLASS MEMOS AND COURSE RELATED EMAILS. If you have any questions about this matter or the content of any of our memos and emails, please contact me and let me know.

ATTENDANCE POLICY. You should register only for those courses for which you have no scheduling conflicts that will interfere with your class participation or your ability to complete course requirements. 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 when you have informed me in advance of your absence (i.e., you are ill or some emergency has detained you) if at all possible. Typically, if you want a faculty member to give you special consideration due to your absence(s), it is essential that you inform her or him of your circumstances as soon as it is reasonably possible — preferably before the absence when circumstances permit. Whatever you do, do not wait until weeks later or the end of the term to request the consideration. 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. If you miss class, it is your responsibility to find out from other students what was covered in your absence. More information on this policy is available at http://registrar.utah.edu/handbook/attend.php.

INCOMPLETE POLICY. According to University policy, students must have completed 80% of the course requirements and be in good standing (i.e., have earned at least a C on all completed work) and receive permission from the instructor to be eligible for an “Incomplete” grade. The Family and Consumer Studies Department Policy is that students who do not complete the remaining course work within one year from the time the incomplete is given will automatically receive a failing grade for the course. No exceptions will be made to this policy.
UNIVERSITY DROP and WITHDRAWAL POLICY. You may drop this course without penalty or permission of the instructor until January 16th. You may withdraw from this course without permission of the instructor from January 17th until March 1st, but a “W” will be recorded on your academic record, and applicable tuition and fees will be assessed. If you remain in this course after March 1st, you cannot withdraw for academic reasons at any other time during the term. If you have any questions regarding this policy, please contact the Office of Admissions and Registrar at (801) 581-5808. More information about these policies can be found at: http://registrar.utah.edu/handbook/withdrawal.php.

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://disability.utah.edu/, 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 CDS. More information is available at: http://www.oeo.utah.edu/ada/guide/faculty/.

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 in Section 16 of the University’s Policy 6-100: Instruction and Evaluation documentation available on the web at: http://www.regulations.utah.edu/academics/6-100.html, Section Q.

PRIVACY of STUDENT INFORMATION and MATERIALS. The Family Educational Rights and Privacy Act passed by the U.S. Congress in 1974, among other things, prohibits the public posting of grades or exam scores using personally identifiable information (e.g., name, student or social security number) and the distribution of graded exams and assignments from a public area. A couple of times during the term (usually following exams), I will calculate grades for everyone at those points in time, and send out a spreadsheet by email with the grade information. Before doing so, I will ask each class member to provide me with an individualized code that I will use for identification purposes or use some other form of designation such as an exam ID number. I usually keep all class related materials for one year after the term is over.

APPROPRIATE CONDUCT. 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, copying or using another student’s work, inappropriately collaborating, and/or submitting the same work for more than one course without the permission of both instructors. Any of these actions will not be tolerated. If you include information from outside the class or quotes in your written assignments (with the exception of exams), you must provide citations and a reference list. Avoid the urge to over-rely on quotes; a written assignment that is substantially made up of quoted material will not be considered to be your own work, even if you have used correct citations. Students are expected to be aware of and adhere to the guidelines for appropriate conduct as articulated in the CODE OF STUDENT RIGHTS AND RESPONSIBILITIES. A current copy of the “STUDENT CODE” is available at: http://www.regulations.utah.edu/academics/6-400.html.

RESPECTFUL CLASSROOM ENVIRONMENT. Please help contribute to a respectful and civil learning environment by coming to class on time, turning off and refraining from the use of cell phones, beepers, ipods, ipads, palm pilots, etc., during our class meetings, and waiting until the instructor finishes class before packing up all of your things. Use of laptop or notebook computers in class is allowed only after notifying and obtaining the instructor’s permission. 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.
INSTRUCTOR RESPONSIBILITIES. The following responsibilities of faculty members are part of Family and Consumer Studies Department policy. The full list of faculty responsibilities at the University of Utah, is available at: http://www.admin.utah.edu/ppmanual/8/8-12-4.html. Accordingly, the instructor will do the following:

1. Be prepared for class and arrive on time or early for class and have all equipment set up.
2. Use a variety of teaching methods, including lecture, group work, discussion, demonstrations, films, etc. in an effort to create a stimulating learning environment and accommodate different learning styles.
3. Provide feedback on assignments in a timely manner.
4. Be available for individual consultation during office hours or by appointment.
5. Reply to email within 48 hours, not including weekends or holidays.
6. Comply with the final exam schedule. Final papers (in place of exams) should be due at the final exam time. Final projects or presentations should also follow this schedule.
7. Not cancel classes — if there is an emergency situation efforts should be made to inform students.
8. Follow all official University of Utah policies regarding conduct within the classroom, incompletes, and accommodations. Accommodations will be considered on an individual basis and only with the required documentation. No exceptions will be made to this policy.
9. Treat students equitably and with respect. This includes enforcing responsible classroom behavior on the part of students.

STUDENT RESPONSIBILITIES. The full list of student rights and responsibilities at the University of Utah is available at: http://www.admin.utah.edu/ppmanual/8/8-10.html. Accordingly, students are expected to do the following:

1. Spend 2-3 hours per credit hour preparing for this class, including completing reading assignments, written assignments, and studying for exams. As this is a 3 credit hour course, you should plan to spend 6-9 hours per week in preparation for this course in addition to class time.
2. Complete required reading assignments in a timely manner.
3. Complete written assignments on time or make alternate arrangements for completing assigned work with the instructor in advance of assigned due dates.
4. Attend class and participate in class activities and discussions.
5. Arrive on time for class and stay the entire class period — arriving late and/or leaving early is disruptive to group work and class discussions.
6. Treat one another, the instructor, campus staff, and the classroom with respect.
7. Seek help from the instructor (and other resources such as the Center for Disability Services or the Writing Center) whenever necessary, and before minor problems become major barriers to learning.
8. Refer to the syllabus and the class or faculty webpage for important information pertaining to exams, written assignments, and class policies.