

223.24 • Marriage and Family (3 hrs.)
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Providence College
Winter Session, 2010
Tuesdays 12:40 & Fridays 9:50

SYLLABUS

A. Calendar Description of the Course

An examination of the current status of the social institutions of marriage and the family in their historical-cultural context. Special attention is given to premarital factors and relations, marital dynamics and interaction, and family functioning and experience.

B. Purpose of the Course

Upon completion of this course, the student should be able to:

1. summarize and characterize the general aspects and stages of marriage and family life experience;
2. compare the various theoretical perspectives employed by social scientists to locate and explain marriage and the family in its social context;
3. demonstrate knowledge of Christian perspectives and principles of marriage and the family, including specific biblical teachings pertaining to it;
4. outline various factors that are external to particular marriages and families that nevertheless impinge on their forms and functioning;
5. identify and describe current patterns, practices, and principles of marriage and family life;
6. interpret his or her own roles and participation as a member of a marriage and/or family;
7. express encouragement toward her or his own potential for fulfilling marriage and family relationships;
8. display an appreciation of the importance of marriage and families for the personal and social well-being of human life.

Note re. Syllabus:

It is the student's responsibility to retain their course syllabi for use as support for possible future applications to other educational institutions for transfer of credit.

C. Textbooks

REQUIRED:

Balswick, Jack O. and Judith K. Balswick. 2007. *The Family: A Christian Perspective on the Contemporary Home*, 3rd ed. Grand Rapids, MI: Baker.

Marriage and Family Course Reader.

All assigned collateral readings are available as PDF documents in your Blackbaud student portal under “Shared Documents” for this course.

RECOMMENDED:

Cheal, David, ed. 2007. *Canadian Families Today: New Perspectives*. Toronto: Oxford University Press.

Miles, Carrie A. 2006. *The Redemption of Love: Rescuing Marriage and Sexuality from the Economics of a Fallen World*. Grand Rapids, MI: Brazos Press.

White, J. M., L. E. Larson, J. W. Goltz, and B. E. Munro. 2005. *Families in Canada: Social Context, Continuities, and Changes*, 3rd ed. Toronto: Pearson Prentice Hall.

A **Selected Bibliography** for this course is posted under “Shared Document” on your Providence Student Portal for this course. It is comprised of separate sections on 1) Secular Sources, 2) Christian Sources, 3) Leading Journals, and 4) Leading Websites.

D. Course Requirements

1. Reading Checks (15%)

On the days which have class readings assigned to them, as outlined in the class schedule below, there will be a reading check at the beginning of class. There will be 3 questions for every Balswick & Balswick chapter, and 1 – 3 questions for every collateral reading. These questions will be designed to enable you to demonstrate that you have completed the assigned reading on time with rudimentary comprehension. The questions can only be answered at the time they are given to the whole class; late-comers or absentees will give up the opportunity. Your grade for this component of the course will accumulate throughout the semester.

2. Research Paper **OR** Book Review (20%)

DUE DATE: March 16

- a) Write a short research paper (5-6 pages, double-spaced, 12 point font) on any relevant topic of your choice, using a formal style of writing (i.e. 3rd person, etc.) and a social scientific style of documentation (see “The Bare Basics of ASA Documentation” in section G of this syllabus). As a general guideline, you should have approximately the same number of references as there are pages to your paper, and no more than half of the references may be from internet sources other than on-line academic journals, government agencies, or credible public organizations. Help in all aspects of essay writing can be found in the *Providence College Academic Formation Guide* available in the Providence Bookstore. Topics that are significantly different than those covered in the classes of this course should have prior approval from the instructor. Your paper should demonstrate that you have done independent research and reading beyond the text, that you have thought carefully and/or reorganized your topic in an original manner, and that you can express yourself in writing clearly and effectively. It will be graded on the quality of its content (15%) and composition (5%).

OR

- b) Write a formal review (i.e. 3rd person, etc. – 5 pages, double-spaced, 12 point font) of **one** of the following books, or any other book that you have not read prior to this semester, and for which you have obtained **prior** approval from the instructor. Non-scholarly books such as popular self-help or Christian discipleship books will be approved only if your review becomes a “research review” that references the perspectives of other scholarship on the book you have selected, and that therefore has a bibliography. Your review should **not** focus on outlining the contents of the book you have chosen, but rather should demonstrate that you have interacted critically with the material, identifying its strengths and weaknesses while bringing fresh observations to it. It will be graded on the quality of its content (15%) and composition (5%).

Amato, P. R., A. Booth, D. R. Johnson, and S. J. Rogers. 2007. *Alone Together: How Marriage in America is Changing*. Harvard University Press.

Balswick, J. O. and J. K. Balswick. 1999. *Authentic Human Sexuality: An Integrated Christian Approach*. InterVarsity.

Bartkowski, J.P. 2002. *Remaking the Godly Marriage: Gender Negotiation in Evangelical Families*. Rutgers University Press.

- Blankenhorn, D., D. Browning, and M. S. van Leeuwen, eds. 2004. *Does Christianity Teach Male Headship? The Equal-Regard Marriage and Its Critics*. Eerdmans.
- Browning, D. S. 2003. *Marriage and Modernization: How Globalization Threatens Marriage and What to Do About It*. Eerdmans.
- Cargan, Leonard. 2007. *Being Single on Noah's Ark*. Rowman & Littlefield.
- Cere, Dan, and Douglas Farrow, eds. 2004. *Divorcing Marriage: Unveiling the Dangers in Canada's New Social Experiment*. McGill-Queen's University Press.
- Christopher, Scott. 2000. *To Dance the Dance: A Symbolic Interactional Exploration of Premarital Sexuality*. Lawrence Erlbaum Associates.
- Conway, J. F. 2003. *The Canadian Family in Crisis*, 5th ed. James Lorimer.
- Ellens, J. Harold. 2006. *Sex in the Bible: A New Consideration*. Praeger Publishers.
- Loader, William. 2005. *Sexuality and the Jesus Tradition*. Eerdmans Publishing.
- Martin, Dale B. 2006. *Sex and the Single Savior: Gender and Sexuality in Biblical Interpretation*. Westminster John Knox Press.
- Mathews, Alice P., and M. Gay Hubbard. 2004. *Marriage Made in Eden: A Pre-Modern Perspective for a Post-Modern World*. Baker.
- McMinn, Lisa. G. 2004. *Sexuality and Holy Longing: Embracing Intimacy in a Broken World*. Jossey-Bass.
- Miles, Carrie A. 2006. *The Redemption of Love: Rescuing Marriage and Sexuality from the Economics of a Fallen World*. Brazos Press.
- Nason-Clark, N., and C. C. Kroeger. 2004. *Refuge from Abuse: Healing and Hope for Abused Christian Women*. InterVarsity Press.
- Regnerus, M. D. 2007. *Forbidden Fruit: Sex and Religion in the Lives of American Teenagers*. Oxford University Press.
- Storkey, Elaine. 2002. *The Search for Intimacy*. Eerdmans.
- Waite, L. J. and M. Gallagher. 2005. *The Case for Staying Married*. Oxford University Press.

Waite, L. J. and M. Gallagher. 2000. *The Case for Marriage: Why Married People are Happier, Healthier, and Better Off Financially*. Doubleday.

Wallerstein, J. S., J. Lewis, and S. Blakeslee. 2001. *The Unexpected Legacy of Divorce: A 25-year Landmark Study*. Hyperion.

Whitehead, Barbara. D. 1997. *The Divorce Culture: Rethinking our Commitments to Marriage and Family*. Alfred A. Knopf.

Whitehead, Barbara. D. 2003. *Why There are No Good Men Left: The Romantic Plight of the New Single Woman*. Broadway Press.

Wilson, J. Q. 2002. *The Marriage Problem: How Our Culture has Weakened Families*. HarperCollins.

Winner, Lauren. 2005. *Real Sex: The Naked Truth about Chastity*. Baker.

3. Case Study (20%)

DUE DATE: April 16

Select pertinent concepts presented in class or in the Balswick text and apply them to **either**:

a) any one pre-marital, marital, or family relationship in which you are personally involved, or with which you are personally very familiar

OR

b) the marriage of C.S. Lewis and Joy Davidson as depicted in the 1985 BBC film, *Shadowlands* (not the more recent Hollywood production!).

You may write informally (i.e. 1st person, etc.), and confidentiality is assured. Select as many concepts as you can meaningfully apply and discuss in 5-6 pages (double-spaced, 12 point font) – do not merely outline course material. Your paper should demonstrate that you have mastered course material, and that you can use it to make sense of a real relationship you have experienced or encountered. It will be graded on the quality of its content (15%) and composition (5%).

4. Exams (15% x 3)

You will write three exams, each worth 15% of the final letter grade, and each consisting of approximately 30 multiple choice questions plus one question

requiring a one-page written answer. Each exam will hold you responsible for only but all the material in the lectures covered since the previous exam; there is no comprehensive exam. The dates of the exams are as follows:

Exam #1	February 12
Exam #2	March 19
Exam #3	April 22, 11:00 a.m.

E. Grading Summary

1. Grade Components

Research Paper / Book Review	20%
Case Study	20%
Reading Checks	15%
Exams	45% (15% x 3)

Note: The last date for **Voluntary Withdrawal** from this course is March 12.

2. Grading Scale

Final course letter grades and their Grade Point equivalents will be calculated using the following scale:

<i>Percent</i>	<i>G.P.</i>	<i>Quality</i>	<i>Percent</i>	<i>G.P.</i>	<i>Quality</i>
91 – 99 = A+	4.0	Exceptional	67 – 69 = C+	2.5	Satisfactory
85 – 90 = A		Excellent	63 – 66 = C	2.0	Adequate
80 – 84 = A-			60 – 62 = C-		
77 – 79 = B+	3.5	Superior	57 – 59 = D+	1.0	Marginal
73 – 76 = B	3.0	Good	53 – 56 = D		Poor
70 – 72 = B-			50 – 52 = D-		
			< 50 = F	0.0	Failure

F. Course Policies

In addition to the policies outlined in the *Student Handbook*, the complete academic policies, procedures, and regulations of Providence College can be found online (http://prov.ca/college/ac_pol-proc-reg.aspx), or in the Library, Admissions Office, or Dean's Office.

1. Class Attendance

Full attendance at all classes is expected, because active listening, thinking, and discussing are primary learning experiences in this course. Questions on exams will be designed to reward class attendance and alertness. While I am committed to making the classes as interesting and informative as possible, it is neither my role nor gift to be an entertainer. Students who find themselves struggling with course material are welcome to seek additional individual assistance from me outside the classroom, but only if they have demonstrated the self-discipline to attend all the classes they possibly can.

2. ICTs in Class

Student use of electronic information and communication technologies, including laptop computers, is not allowed in class. Anyone found using one will be asked to either put it away or leave the classroom. (If you have a special learning need, please consult with me.) While I deeply regret the inconvenience for note-taking this becomes for those who use their laptops responsibly, too many students in the past have abused ICTs in the classroom, distracting themselves and their classmates, and disrespecting the educational enterprise. Our advanced technologies have by now created a need to regain the ability to give sustained total attention to a single focus, a life skill now more in need of nurture than the ability to multi-task, though I well realize that banning ICTs does not guarantee it. As partial compensation, I will post the PowerPoint presentations from my lectures in your Blackbaud student portal for one week after each topic is completed, for you to download if you wish.

3. Plagiarism

Students are expected to demonstrate academic integrity in all its various forms, and will be held accountable for doing so by the policy on Academic Conduct in the Student Handbook (<http://prov.ca/studentLife/handbook.aspx>). One particularly problematic breach of academic integrity is plagiarism, which is stealing from the ideas and writings of another person and passing them off as one's own. For an elaboration of the nature, types, and prevention of plagiarism, see the Providence College document entitled "Academic Dishonesty: The Problem of Plagiarism in Academic Writing," in the Providence College Academic Formation Guide available in the Providence Bookstore, or in the Providence College "Academic Policies, Procedures, and Regulations" (http://prov.ca/college/ac_pol-proc-reg.aspx).

4. Late Assignments

Late assignments will not be accepted after their due date, and will receive a grade of zero for that component of the course. I will *not* receive requests for extensions. If you feel an extension is warranted, attach a cover letter to your assignment when you hand it in, explaining why it is late, and I will make a decision when your paper is graded. A waiving of the zero grade will be granted only in the cases of personal or medical emergencies as detailed in the cover letter. Computer problems, conflicts with co-curricular activities, competition for library resources, and/or long weekends before or after due dates do not constitute such emergencies. Failure to plan ahead, or to maintain a margin of time for unforeseen events prior to the due date, does not warrant an extension either.

5. Missed Exams

Students who miss exams other than a final exam are responsible to contact me within one week of the exam date if they still wish to write the exam/test. Permission to do so will be given to only those students who present evidence or reasonable grounds acceptable to me for having missed the exam/test. The format of the exam/test will be at the discretion of the professor. Students who do not write an exam by at most two weeks after the exam/test date will receive a grade of zero for that component of the course. Student athletes who are traveling during a scheduled exam period are required to write their exams ‘on the road’, invigilated by a coach or supervisor, and are responsible to notify me one week prior to the exam date. All requests to have a final exam rescheduled must be approved by the Academic Committee in accordance with the Early Leave Policy (available in the College Academic Calendar).

G. The Bare Basics of American Sociological Association (ASA) Documentation

For the complete ASA Quick Style Guide for students writing sociology papers, see <http://www.asanet.org/page.wv?name=Quick+Style+Guide§ion=Sociology+Depts>

1. In-text Citations

- a) For ideas or information contained in a sentence:

Basic Format:

This is what you should do at the end of the sentence (Author Year-of-Publication).

Example:

This is what you should do at the end of the sentence (Smith 2008).

Basic Format:

According to Author (Year-of-Publication), this is what you should do in the middle of a sentence.

Example:

According to Smith (2008), this is what you should do in the middle of a sentence.

b) For direct quotations contained in a sentence:

Basic Format:

This is what you should do for a quotation “at the end of the sentence” (Author Year:page#).

Example:

This is what you should do for a quotation “at the end of the sentence” (Smith 2008:35).

Basic Format:

For a quotation “in the middle of a sentence” (Author Year:page#), this is what you should do.

Example:

For a quotation “in the middle of a sentence” (Smith 2008:35), this is what you should do.

2. Notes

ASA format does **not** use footnotes at the bottom of the page where a reference occurs. Endnotes numbered consecutively at the end of the whole document are permissible for material that explains or amplifies the main text.

3. References

Full bibliographic information for all citations in the text must appear at the end of the essay in alphabetical order under the centered title of “References” as follows:

a) Books:

Basic Format:

Last Name, First Name and Second Initial. Year. *Title Italicized and in Title Case*. City: Publisher.

Example:

Smith, John Q. 2008. *How to Document a Paper: The ASA Style*. Toronto: Academic Publishers.

b) Edited books, and editions other than the first:

Basic Format:

Last Name, First Name and Second Initial., Editor. Year. *Title Italicized and in Title Case*. Edition. City: Publisher.

Example:

Smith, John Q., ed. 2008. *How to Document a Paper: The ASA Style*. 5th ed. Toronto: Academic Publishers.

c) Journal articles:

Basic Format:

Last Name, First Name and Second Initial. Year. "Title of the Article in Title Case and Quotations." *Title of the Journal in Title Case and Italicized* Volume Number:Pages.

Example:

Smith, John Q. 2008. "How to Document in ASA Format." *Journal of Documentation Styles* 27:44-51.

d) Articles from edited collected works:

Basic Format:

Last Name, First Name and Second Initial. Year. "Title of the Article in Title Case and Quotations." Pages xx-yy in *Title of the Book in Title Case and Italicized* edition, edited by First and Last Name. City: Publisher.

Example:

Smith, John Q. 2008. "How to Document in ASA Format." Pp. 65-76 in *A Comparison of Documentation Styles* 3rd ed., edited by Jane X. Doe. New York: Scholar's Press.

e) Internet sites:

Basic Format:

Last Name, First Name and Second Initial. Publication or update date. "Title in Title Case and Quotations," Access date. Internet address.

Example:

Smith, John Q. 2008. "A Quick Style Guide for Students Writing Sociology Papers." Washington, DC: American Sociological Association, Retrieved July 1, 2008.
<http://www.asanet.org/page.wv?name=Quick+Style+Guide§ion=Sociology+Depts>

H. Class Schedule

The readings listed beside each class topic are to be read in conjunction with that particular class, not necessarily prior to it. All assigned readings are from either the course text (Balswick & Balswick, 2007) or the *Course Reader*. The instructor reserves the right to assign additional readings during the course of the term or to alter the schedule of topics as he sees fit.

<u>Date</u>	<u>Topic</u>	<u>Readings</u>
Jan. 12	Orientation to the Course	
Unit I: History and Theory		
Jan. 15	Introduction to Marriage & Family Studies	Coontz, "The Way We Wish We Were"
Jan. 19	History of Western Marriage	Romano, "Marriage Honeymoon Over" Amato, "Continuing Transformation"
Jan. 22	Contemporary Canadian Characteristics	Balswick, ch. 19 & 20
Jan. 26	Day of Prayer (classes cancelled)	Declaration on Marriage
Jan. 29	Theoretical Approaches	Balswick, ch. 2
Feb. 2	Theological Perspectives	Balswick, ch. 1 Clapp, "From Family Values to..."
Unit II: Pre-Marital Relations		
Feb. 5	Gender Relations	Balswick, ch. 11
Feb. 9	Couple Formation	McDaniel, "Dating and Mating"
Feb. 12	Exam #1	
Feb. 16	The Character of Love	Nicholi, "Is All Love Sublimated Sex?"

Feb. 19 Single Sexuality Balswick, ch. 12
Winner, “Responding to M.”

Feb. 23 Mate Selection Balswick, ch. 3

Unit III: Marriage

Feb. 26 The Transition to Marriage Balswick, ch. 4
Mason, “Prologue”

Mar. 1-5 **Reading Week (classes cancelled)**

Mar. 9 Structures and Stages of Marriage Balswick, ch. 5

Mar. 12 Communication in Marriage Balswick, ch. 13
Tannen, “You Just Don’t Understand”

Mar. 16 Marital Sexuality McMinn, “Mysteries of Marriage”
Paper/Review due

Mar. 19 **Exam #2**

Mar. 23 Power and Conflict in Marriage Balswick, ch. 14 & 15

Unit IV: Family Life

Mar. 26 Family Planning and Fertility White, “Parenthood...”
Barry, “Love’s Labour Found”

Mar. 30 Parenting Balswick, ch. 6 – 9

Apr. 2 **Good Friday**

Apr. 6 The Economics of Family Life Ward, “The Family and Work”

Apr. 9 Family Violence Balswick, ch. 16
Nason-Clark, “The Social and...”

Apr. 13 Aging and Family Balswick, ch. 10 & 17

Unit V: Changes in Families

Apr. 16 Alternative Household Arrangements Balswick, ch. 18
Holberg, “The Spinster’s Story”
Leslie, “The Oneida Community”

Case Study due

Apr. 22 **Exam #3, 11:00 a.m.**

Classes Skipped in '09

Divorce & Remarriage
Panel Discussion