

# **MARRIAGE, DIVORCE, & REMARRIAGE**

Family and Consumer Studies 5280, section 1 — 3.0 credit hours

**Mondays & Wednesdays, 11:50 a.m. to 1:10 p.m., in ST 216**

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**Office Hours: Mondays thru Thursdays 1:30 — 3:00 p.m., and/or by appointment**

***NOTE:** This syllabus is meant to serve as an outline and guide for the course. Please note that it may be modified by the instructor at any time so long as reasonable notice is provided to students of the modification. The General Course Outline may also be modified by the instructor at any time to accommodate the needs of a particular class. Should you have any questions or concerns about the syllabus, it is your responsibility to contact the instructor for clarification.*

## **INTENDED LEARNING OUTCOMES**

By the end of the semester, it is intended that students will have learned and become familiar with the content and considerations that are included within the focus of the course as well as have acquired an understanding of important learning questions to be answered in the course as enumerated below.

## **COURSE DESCRIPTION AND OBJECTIVES**

One of the things that has not changed much in our society over the past 75 or so years is the number of folks who want to marry as adults and hopefully be successful in creating and maintaining a lasting relationship together. That number has been around 90%. As we all know, that is much easier said than done. Very significant changes in the past thirty or so years are that the majority of couples now live together or cohabit before they marry and when they marry they do so later in life. Another change is that most young people do not date or court very much or very long before cohabiting or marrying. They do a lot of hanging-out and often hooking-up instead. While it is true that a number of cohabiting relationships become lasting relationships without marriage, many cohabiting relationships come undone before they reach marriage. But, under particular conditions, quite a few cohabiting relationships are followed by successful marriages. As you well know many marriages end in divorce. Yet many survive. There are certain kinds of marriages that are highly likely to end in divorce and other kinds of marriages where divorces are much rarer. Most folks who divorce remarry. Many more remarriages come undone than stay together.

What about having kids? Today, there are more couples choosing not to have children than ever before. There are also a lot of women having children that are not married? Many of these women are living with a partner, but he or she is often not a biological parent of the child. Most states allow unmarried single individuals and unmarried couples to adopt children. There are also many married couples who want children but remain without them and relatively few newborns are available for them to adopt. At the same time, many folks who have children neglect them, abandon them for periods of time, treat them as though they were unwanted, or abuse them. There are certain kinds of cohabiting partnerships and marriages that end up being harmful to children. Separation, divorce, and subsequent single-parenting, cohabiting, or remarriage can be very hard on a lot of kids.

Wow! What is going on? How can we make sense of all these different kinds of circumstances, conditions, relationships, and their potential outcomes? In short, we have to do some work. Fortunately, there is a lot of good research that is available for us about pre-partnered relationships, cohabiting, marriage, divorce, and remarriage to study, discuss, and consider for application in our society and our own lives. While the course will focus in depth and detail on these things, the course is

also intended to help you consider and learn things that will help you think through your own plans, intentions, and hopes for positive long-term relationship outcomes in your present and in the future. There clearly are things you already know that can affect the present and future of your long-term relationships, but there are bound to be many things you need to know that you do not yet know that could improve and better your relationships. We want to discover and study those things as well. We want your learning in this course to matter.

Before studying these things in greater depth and detail, here are a set of important questions regarding pre-partnered relationships, marriage, divorce, and remarriage that are being asked by interested parties in our culture and society today. A major objective of this course is to understand these important questions and how they are variously perceived and answered within different relevant points of view. Understanding these questions and the ways they are answered are important learning outcomes for our class. Feel free to add some of your own. These are not intended to be exhaustive — simply illustrative.

*Who doesn't want to marry and why?*

*Who doesn't want a long-term relationships and why? What do they want instead?*

*What do we know about selecting potential partners for long-term relationships? Are some strategies for selecting partners more successful than others?*

*Does it help our chances of success to seek and hold out for a soul mate?*

*Why isn't there more dating and courtship for so many young folks?*

*How do young men and young women view dating and courtship?*

*Where has hanging-out and hooking-up come from? Where are they headed?*

*Why are folks partnering later in their lives?*

*Why are the majority of folks cohabiting before they marry?*

*Why doesn't everyone cohabit before they marry?*

*When and why is cohabiting a better alternative to marriage?*

*When does cohabiting help make for a more successful marriage?*

*What are the different kinds of marriages?*

*Which kinds of marriages result in very few divorces?*

*Which kinds of marriages result in a lot of divorces?*

*Why do we have such a high divorce rate?*

*When can divorce be considered a good thing?*

*What are the different kinds of divorce?*

*What makes for a successful remarriage?*

*Which kinds of divorce are most likely to lead to a successful remarriage?*

*Why do so many folks remarry after a divorce?*

*Who doesn't remarry after a divorce? Do they cohabit instead?*

*Who stays single after a divorce? Why do they stay single?*

*Why is the divorce rate higher after remarriage?*

Although we may not be able to thoroughly explore all of these questions, it is through our study of them that we will learn that the many of the experts on these matters do not agree on the answers to these questions or in some cases, on the questions themselves. We will also become more aware of the complex concerns and issues that are relevant to the study of strong, resilient, and successful long-term relationships and the things that make them important and meaningful to us personally, in our families, and our communities. Fortunately, there is a lot of agreement amongst the experts on the things that contribute to creating and maintaining (and rescuing if necessary) successful long-term relationships.

## **REQUIRED COURSE READINGS AVAILABLE IN THE UNIVERSITY OF UTAH BOOKSTORE**

1. 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 utility 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. A help page that explains how to access e-reserve readings from campus or off campus is here: [http://campusguides.lib.utah.edu/course\\_reserves\\_guide](http://campusguides.lib.utah.edu/course_reserves_guide).
2. Several required readings can be accessed directly from web pages on the internet.

3. Cherlin, Andrew J. (2010). *The marriage-go-round: The state of marriage and the family in America today*. New York: Vintage Books (Random House).
4. Hetherington, E. Mavis, and John Kelly. (2003). *For better or for worse: Divorce reconsidered*. New York: W. W. Norton.
5. Lyubomirsky, Sonja. (2013). *The myths of happiness: What should make you happy, but doesn't, what shouldn't make you happy, but does*. New York: Penguin Press.

#### RECOMMENDED BOOKS AVAILABLE IN THE UNIVERSITY OF UTAH BOOKSTORE

6. DePaulo, Bella. (2007). *Singled out: How singles are stereotyped, stigmatized, and ignored, and still live happily ever after*. New York, NY: St. Martin's Griffin.
7. Jay, Meg. (2013). *The defining decade: Why your twenties matter — and how to make the most of them now*. New York: Twelve (Hachette Book Group).
8. Lintermans, Gloria. (2011). *The secrets to stepfamily success*. Tamarac, FL: Llumina Press.
9. Norwood, Robin. (2008). *Women who love too much: When you keep wishing and hoping he'll change*. New York: Gallery Books (Simon and Schuster).
10. Regnerus, Mark, and Jeremy Uecker. (2011). *Premarital sex in America: How young Americans meet, mate, and think about marrying*. New York, NY: Oxford University Press.
11. Smith, Helen. (2013). *Men on strike: Why men are boycotting marriage, fatherhood, and the American dream — and why it matters*. New York: Encounter Books.

#### COURSE LEARNING DEMONSTRATIONS AND ACTIVITIES

**EXAMS** (50% of total course grade). There are three take-home exams. **The highest two of three exam grades are counted for the final grade after the lowest of the three exams is dropped.** If you know that you will miss two of the three exams, please realize it will be difficult to get a grade higher than a D. If you are satisfied with your first two exam grades, you do not have to take the third exam. The exams will mostly be short and long-essay items and may contain some multiple-choice, true/false, matching, and fill-in items. Exams cover both topics and content discussed in class lectures and/or the readings and will be discussed in class approximately one week before they are due. **There are no make-up exams and late exams will not be accepted. The first exam will be due at the end of week 6, by 3:00 p.m., Friday, October 4th, in the main FCS office in AEB 228. Exam two will be due at the end of week 11, by 3:00 p.m., Friday, November 15th, in the main FCS office in AEB 228. The third exam is not comprehensive and it will be due by 1:00 p.m., in the main FCS office in AEB 228, by the end of our regularly scheduled final exam period on Thursday, December 19th.**

**IN-CLASS ACTIVITIES** (20% of grade). During some class meetings we will 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 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 exercises are intended to provide experiences with additional forms of learning in addition to reading and listening to lectures. Your grade for these activities will be determined by the percentage of the total number of these activities that you complete in class. There will be at least ten of these activities.

**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. A printed hard copy of your quotations, accompanying insights, and questions are due in class at the beginning of the first class meeting of week four and each of the seven weeks that you select. 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:

**WEEK FOUR, MEETINGS 6, 7: September 16, 18**

[Q&I. CHERLIN: TWO QUOTES ('Q'), ONE INSIGHT ('!'), ONE QUESTION ('?')/= 4]

-  Cherlin. The American way of marriage. In *Marriage*, 116-143.
-  Cherlin. The M-Factor. In *Marriage*, 144-158.

This means that there will be two quotes, one insight, and one question due for the assigned Cherlin chapter that is available in the text (). These add up to four different required components (/ = 4) for this particular week's Q&Is.

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. 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**.

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 than you would have if you were simply writing after you had read the assignments simply to complete the assignment. This is intended to be a different kind of writing than writing off-the-top-of-your-head that is more common to the writing we do during our **IN-CLASS ACTIVITIES**.

**LATE WORK.** I keep a careful record of *if* and *when* you turn-in your eight **QUOTES AND INSIGHTS**. 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 two assignments without it influencing your grade.**

**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.

GRADE	“ - ” Range	Letter only	“ + ” Range
A = EXCELLENT	90 - 93.9 %	94 - 100 %	
B = GOOD	80 - 83.9 %	84 - 86.9 %	87 - 89.9 %
C = ADEQUATE	70 - 73.9 %	74 - 76.9 %	77 - 79.9 %
D = INADEQUATE	60 - 63.9 %	64 - 66.9 %	67 - 69.9 %
E = NO GRADE		< 60 %	

**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. **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 exam, 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 Andrew Cherlin’s book, *The marriage-go-round: The state of marriage and the family in America today*, you could write the reference in the body of your writing as (Cherlin, 2010, 11) and the reference in a reference page would look like the following:

Cherlin, Andrew J. (2010). Introduction. In *The marriage-go-round: The state of marriage and the family in America today*. New York: Vintage Books (Random House), 11.

If the quote was from page 697 of the reading available online by Bradford Wilcox and Jeffrey Dew, you could write the reference in the body of your writing as (Wilcox and Dew, 2010, 697). The reference page entry could be written as follows:

Wilcox, W. Bradford, and Jeffrey Dew. (2010). Is love a flimsy foundation? Soulmate versus institutional models of marriage. *Social Science Research*, 39, 687–699. Retrieved December 6, 2013 from <http://www.sciencedirect.com/science/article/pii/S0049089X10001146>

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 **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.

### IMPORTANT DATES TO REMEMBER

SEPTEMBER 4	!!!REMINDER: LAST DAY TO DROP COURSES!!!
SEPTEMBER 9	!!!REMINDER: LAST DAY TO ADD COURSES!!!
SEPTEMBER 9	!!!REMINDER: TUITION DUE OR YOUR CLASSES WILL BE CANCELLED!!!
OCTOBER 25	!!!REMINDER: LAST DAY TO WITHDRAW FROM TERM COURSES!!!
DECEMBER 31	!!!GRADES AVAILABLE ON THE WEB!!!
SEPTEMBER 2	☺ LABOR DAY — NO CLASS — HAVE SOME FUN!!! ☺
OCTOBER 14 — 19	☺ FALL BREAK — NO CLASS — HAVE SOME FUN!!! ☺
NOVEMBER 28, 29	☺ THANKSGIVING BREAK — NO CLASS — HAVE SOME FUN! ☺

### 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 **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 reading can be found on the Web; a '📁' means the reading can be found on e-reserve; a '📕' means the reading can be found in one of the course textbooks, and a '📖' 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, MEETING 1: August 26

📖📁 *Course Syllabus* and introduction to the study of marriage, divorce, and remarriage

#### WEEK ONE, MEETING 2: August 28

📕 Cherlin, Andrew J. (2010). Introduction. In *The marriage-go-round: The state of marriage and the family in America today*. New York: Vintage Books (Random House), 3-12.

📕 Cherlin. How american family life is different. In *Marriage*, 13-35.

**RECOMMENDED:** 📁 Amato, Paul R., Alan Booth, David R. Johnson, and Stacy J. Rogers. (2009). How our most important relationships are changing. In *Alone together: How marriage in America is changing*. Cambridge, MA: Harvard University Press, 204-233.

#### WEEK TWO, MEETING 3: September 4

📕 Cherlin. The historical origins of the american pattern, 1650-1900. In *Marriage*, 36-62.

#### WEEK THREE, MEETING 4: September 9

📖 Before coming to class, read through the **Explanation and Example of Weekly Quotes and Insights** from the **Modules** section of our class page in **CANVAS**.

📕 Cherlin. The rise of the companionate marriage, 1900-1960. In *Marriage*, 63-86.

#### WEEK THREE, MEETING 5: September 11

📕 Cherlin. The individualized marriage and the expressive divorce, 1960-2000. In *Marriage*, 87-115.

#### WEEK FOUR, MEETINGS 6, 7: September 16, 18

[Q&I. CHERLIN: TWO QUOTES ('Q'), ONE INSIGHT ('!'), ONE QUESTION ('?')/ = 4]

📕 Cherlin. The american way of marriage. In *Marriage*, 116-143.

📕 Cherlin. The M-Factor. In *Marriage*, 144-158.

**WEEK FIVE, MEETINGS 8, 9: September 23, 25**

[Q&amp;I. CHERLIN: TWO QS, ONE !, ONE ?; REGNERUS: ONE Q, ONE !, ONE ?/ = 7]

- 📖 Cherlin. Blue-collar blues/white-collar weddings. In *Marriage*, 159-180.
- 📖 Cherlin. Slow down. In *Marriage*, 181-202.
- 📖 Regnerus, Mark, and Jeremy Uecker. (2011). The Power of Stories and Ten Myths about Sex in Emerging Adulthood. In *Premarital sex in America: How young Americans meet, mate, and think about marrying*. New York, NY: Oxford University Press, 236-250.

**WEEK SIX, MEETINGS 10, 11: September 30, October 2**

[Q&amp;I. REGNERUS: ONE Q, ONE !, ONE ?; JAY: ONE Q, ONE !, ONE ?; SMOCK: ONE Q, ONE !, ONE ?/ = 9]

- 📖 Regnerus, Mark, and Jeremy Uecker. (2011). Red Sex, blue sex: Relationship norms in a divided America. In *Premarital sex in America: How young Americans meet, mate, and think about marrying*. New York, NY: Oxford University Press, 205-235.
- 📖 Jay, Meg. (2013). The cohabitation effect. In *The defining decade: Why your twenties matter — and how to make the most of them now*. New York: Twelve (Hachette Book Group), 89-99.
- 📖 Smock, Pamela J., and Wendy Manning. (2010). New couples, new families: The cohabitation revolution in the United States. In Barbara J. Risman (Ed.), *Families as they really are*. New York, NY: W. W. Norton, 131-139.
- RECOMMENDED:** 📖 Pleck, Elizabeth H. (2012). Introduction. In *Not just roommates: Cohabitation after the sexual revolution*. Chicago, IL: The University of Chicago Press, 1-21.

**WEEK SEVEN, MEETINGS 12, 13: October 7, 9**

[Q&amp;I. MANNING: ONE Q, ONE !, ONE ?; WOLFINGER: ONE Q, ONE !, ONE ?/ = 6]

- 📖 Manning, Wendy D. (2013 [2002]). The implications of cohabitation for children's well-being. In Booth, Alan, and Ann C. Crouter (Eds.), *Just living together: Implications of cohabitation on families, children, and social policy*. New York, NY: Psychology Press (Taylor & Francis Group), 121-152.
- 📖 Wolfinger, Nicholas H. (2005). The cohabitation revolution. In *Understanding the divorce cycle: The children of divorce in their own marriages*. Cambridge, NY: Cambridge University Press, 93-104.
- RECOMMENDED:** 📖 Pleck, Elizabeth H. (2012). Epilogue. In *Not just roommates: Cohabitation after the sexual revolution*. Chicago, IL: The University of Chicago Press, 229-240.

**WEEK EIGHT, MEETINGS 14, 15: October 21, 23**

[Q&amp;I. HETHERINGTON: THREE QS, ONE !, ONE ?/ = 5]

- 📖 Hetherington, E. Mavis, and John Kelly. (2003). A new story about divorce. In *For better or for worse: Divorce reconsidered*. New York: W. W. Norton, 1-16.
- 📖 Hetherington. The his and her marriage; The his and her divorce. In *Divorce*, 19-42.
- 📖 Hetherington. Leaving and letting go: Changes and new chances in the first two years after divorce. In *Divorce*, 43-66.
- RECOMMENDED:** 📖 Hetherington. Appendix: The three studies. In *Divorce*, 281-287.

**WEEK NINE, MEETINGS 16, 17: October 28, 30**

[Q&amp;I. HETHERINGTON: TWO QS, ONE !, ONE ?/ = 4]

- 📖 Hetherington. The balance of happiness: Why people succeed or fail after divorce. In *Divorce*, 67-93.
- 📖 Hetherington. Six ways to leave a marriage: The pathways men and women take out of divorce. In *Divorce*, 94-109.

**WEEK TEN, MEETINGS 18, 19: November 4, 6**

[Q&amp;I. HETHERINGTON: TWO QS, ONE !, ONE ?/ = 4]

- 📖 Hetherington. Incompetent bullies and undisciplined disciplinarians: Children and parents in the first two years after divorce. In *Divorce*, 110-123.
- 📖 Hetherington. What helps and what hurts: Children's adjustment six years after divorce. In *Divorce*, 124-159.

**WEEK ELEVEN, MEETINGS 20, 21: November 11, 13**

[Q&amp;I. HETHERINGTON: TWO QS, ONE !, ONE ?/ = 4]

- 📖 Hetherington. Repartnering: High hopes and crossed fingers. In *Divorce*, 163-180.
- 📖 Hetherington. Building a stepfamily. In *Divorce*, 181-202.

**WEEK TWELVE, MEETINGS 22, 23: November 18, 20**

[Q&amp;I. HETHERINGTON: TWO QS, ONE !, ONE ?/ = 4]

-  Hetherington. Welcome to peer world: Why teens from divorced and remarried families leave home earlier and get into trouble more often. In *Divorce*, 203-224.
-  Hetherington. Mostly happy: Children of divorce as young adults. In *Divorce*, 227-253.

**WEEK THIRTEEN, MEETINGS 24, 25: November 25, 27**

[Q&amp;I. HETHERINGTON: TWO QS, ONE !, ONE ?; DEPAULO: ONE Q, ONE !, ONE ?/ = 7]

-  Hetherington. Win, lose, and draw: Adults twenty years later. In *Divorce*, 254-274.
-  Hetherington. Lessons learned in forty-five years of studying families. In *Divorce*, 275-280.
-  DePaulo, Bella. (2007). Science and the single person. In *Singled out: How singles are stereotyped, stigmatized, and ignored, and still live happily ever after*. New York, NY: St. Martin's Griffin, 28-61.

**WEEK FOURTEEN, MEETINGS 26, 27: December 2, 4**

[Q&amp;I. LYUBOMIRSKY: THREE QS, ONE !, ONE ?; WILCOX: ONE Q, ONE !, ONE ?/ = 8]

-  Lyubomirsky, Sonja. (2013). Introduction: The myths of happiness. In *The myths of happiness: What should make you happy, but doesn't, what shouldn't make you happy, but does*. New York: Penguin Press, 1-13.
-  Lyubomirsky. Part I: Connections. In *Myths*, 15-16. [NO QUOTE NEEDED]
-  Lyubomirsky. I'll be happy when...I'm married to the right person. In *Myths*, 17-49.
-  Lyubomirsky. I can't be happy when...my relationship has fallen apart. In *Myths*, 50-82.
-  Wilcox, W. Bradford, and Jeffrey Dew. (2010). Is love a flimsy foundation? Soulmate versus institutional models of marriage. *Social Science Research*, 39, 687-699.

<http://www.sciencedirect.com/science/article/pii/S0049089X10001146>

**WEEK FIFTEEN, MEETINGS 28, 29: December 9, 11**

[Q&amp;I. LYUBOMIRSKY: THREE QS, ONE !, ONE ?/ = 5]

-  Lyubomirsky. I'll be happy when...I have kids. In *Myths*, 83-100.
-  Lyubomirsky. I can't be happy when...I don't have a partner. In *Myths*, 101-111.
-  Lyubomirsky. Conclusion: Where happiness is really found. In *Myths*, 248-251.

**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, like 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 course related emails 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 Wednesday, September 4th. You may *withdraw* from this course without permission of the instructor until Friday, October 25th, 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 October 25th, 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.