



ARIZONA STATE UNIVERSITY

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GENERAL STUDIES PROGRAM COURSE PROPOSAL COVER FORM

Courses submitted to the GSC between 2/1 and 4/30 if approved, will be effective the following Spring.

Courses submitted between 5/1 and 1/31 if approved, will be effective the following Fall.

(SUBMISSION VIA ADOBE.PDF FILES IS PREFERRED)

DATE 3/3/10

- 1. ACADEMIC UNIT: School of Social & Family Dynamics
2. COURSE PROPOSED: SOC 416 Marriage Problems in Contemporary Society 3
3. CONTACT PERSON: Name: F. Scott Christopher Phone: (480) 965-0354
Mail Code: 3701 E-Mail: Scott.Christopher@asu.edu

- 4. ELIGIBILITY: New courses must be approved by the Tempe Campus Curriculum Subcommittee and must have a regular course number.
5. AREA(S) PROPOSED COURSE WILL SERVE. A single course may be proposed for more than one core or awareness area.

Core Areas

Awareness Areas

- Literacy and Critical Inquiry-L [X] - MR
Mathematical Studies-MA [ ] CS [ ]
Humanities, Fine Arts and Design-HU [ ]
Social and Behavioral Sciences-SB [ ]
Natural Sciences-SQ [ ] SG [ ]
Global Awareness-G [ ]
Historical Awareness-H [ ]
Cultural Diversity in the United States-C [ ]

- 6. DOCUMENTATION REQUIRED. (1) Course Description (2) Course Syllabus (3) Criteria Checklist for the area (4) Table of Contents from the textbook used, if available
7. In the space provided below (or on a separate sheet), please also provide a description of how the course meets the specific criteria in the area for which the course is being proposed.

We believe that SOC 416 meets the criteria for an L designation as 25% of the students' grades is based on a course paper, 25% is based on an oral presentation (both are to be based on scholarly sources) and 40% is based on in-class essay exams based on the course materials.

CROSS-LISTED COURSES: [X] No [ ] Yes; Please identify courses:
Is this amultisection course?: [X] No [ ] Yes; Is it governed by a common syllabus?

Richard Fabes 3/3/10
Chair/Director (Print or Type) Chair/Director (Signature)



ARIZONA STATE UNIVERSITY

Date: \_\_\_\_\_

Arizona State University Criteria Checklist for

**LITERACY AND CRITICAL INQUIRY - [L]**

**Rationale and Objectives**

**Literacy** is here defined broadly as communicative competence in written and oral discourse. **Critical inquiry** involves the gathering, interpretation, and evaluation of evidence. Any field of university study may require unique critical skills which have little to do with language in the usual sense (words), but the analysis of spoken and written evidence pervades university study and everyday life. Thus, the General Studies requirements assume that all undergraduates should develop the ability to reason critically and communicate using the medium of language.

The requirement in Literacy and Critical Inquiry presumes, first, that training in literacy and critical inquiry must be sustained beyond traditional First Year English in order to create a habitual skill in every student; and, second, that the skills become more expert, as well as more secure, as the student learns challenging subject matter. Thus, the Literacy and Critical Inquiry requirement stipulates two courses beyond First Year English.

Most lower-level [L] courses are devoted primarily to the further development of critical skills in reading, writing, listening, speaking, or analysis of discourse. Upper-division [L] courses generally are courses in a particular discipline into which writing and critical thinking have been fully integrated as means of learning the content and, in most cases, demonstrating that it has been learned.

Students must complete six credit hours from courses designated as [L], at least three credit hours of which must be chosen from approved upper-division courses, preferably in their major. Students must have completed ENG 101, 107, or 105 to take an [L] course.

Notes:

1. ENG 101, 107 or ENG 105 must be prerequisites
2. Honors theses, XXX 493 meet [L] requirements
3. The list of criteria that must be satisfied for designation as a Literacy and Critical Inquiry [L] course is presented on the following page. This list will help you determine whether the current version of your course meets all of these requirements. If you decide to apply, please attach a current syllabus, or handouts, or other documentation that will provide sufficient information for the General Studies Council to make an informed decision regarding the status of your proposal.

Proposer: Please complete the following section and attach appropriate documentation.

<b>ASU - [L] CRITERIA</b>			
TO QUALIFY FOR [L] DESIGNATION, THE COURSE DESIGN MUST PLACE A MAJOR EMPHASIS ON COMPLETING CRITICAL DISCOURSE--AS EVIDENCED BY THE FOLLOWING CRITERIA:			
YES	NO		Identify Documentation Submitted
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<b>CRITERION 1:</b> At least 50 percent of the grade in the course should depend upon writing, including prepared essays, speeches, or in-class essay examinations. <i>Group projects are acceptable only if each student gathers, interprets, and evaluates evidence, and prepares a summary report</i>	Syllabus
1. Please describe the assignments that are considered in the computation of course grades--and indicate the proportion of the final grade that is determined by each assignment.			
2. <b>Also:</b> <div style="border: 1px solid black; border-radius: 50%; padding: 10px; text-align: center;">                         Please <b>circle, underline, or otherwise mark</b> the information presented in the most recent course syllabus (or other material you have submitted) that verifies <b>this description</b> of the grading process--and label this information "<b>C-1</b>".                     </div> <p style="text-align: center;"><b>C-1</b></p>			
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<b>CRITERION 2:</b> The composition tasks involve the gathering, interpretation, and evaluation of evidence	Syllabus
1. Please describe the way(s) in which this criterion is addressed in the course design			
2. <b>Also:</b> <div style="border: 1px solid black; border-radius: 50%; padding: 10px; text-align: center;">                         Please <b>circle, underline, or otherwise mark</b> the information presented in the most recent course syllabus (or other material you have submitted) that verifies <b>this description</b> of the grading process--and label this information "<b>C-2</b>".                     </div> <p style="text-align: center;"><b>C-2</b></p>			
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<b>CRITERION 3:</b> The syllabus should include a minimum of two substantial writing or speaking tasks, other than or in addition to in-class essay exams	Syllabus
1. Please provide relatively detailed descriptions of two or more substantial writing or speaking tasks that are included in the course requirements			
2. <b>Also:</b> <div style="border: 1px solid black; border-radius: 50%; padding: 10px; text-align: center;">                         Please <b>circle, underline, or otherwise mark</b> the information presented in the most recent course syllabus (or other material you have submitted) that verifies <b>this description</b> of the grading process--and label this information "<b>C-3</b>".                     </div> <p style="text-align: center;"><b>C-3</b></p>			

<b>ASU - [L] CRITERIA</b>			
YES	NO		Identify Documentation Submitted
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p><b>CRITERION 4:</b> These substantial writing or speaking assignments should be arranged so that the students will get timely feedback from the instructor on each assignment in time to help them do better on subsequent assignments. <i>Intervention at earlier stages in the writing process is especially welcomed</i></p>	Syllabus
<p>1. Please describe the sequence of course assignments--and the nature of the feedback the current (or most recent) course instructor provides to help students do better on subsequent assignments</p>			
<p>2. Also:</p> <div style="border: 1px solid black; border-radius: 50%; padding: 10px; margin: 10px auto; width: 80%;"> <p>Please <b>circle, underline, or otherwise mark</b> the information presented in the most recent course syllabus (or other material you have submitted) that verifies <b>this description</b> of the grading process--and label this information "<b>C-4</b>".</p> </div>			
<p>C-4</p>			

Course Prefix	Number	Title	Designation
SOC	416	Marriage Problems in Contemporary Society	L

Explain in detail which student activities correspond to the specific designation criteria. Please use the following organizer to explain how the criteria are being met.

Criteria (from checksheet)	How course meets spirit (contextualize specific examples in next column)	Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)
1	<ul style="list-style-type: none"> <li>• 25% of the students' grades is dependent on a course paper.</li> <li>• 25% of the students' grades is dependent on an oral presentation</li> <li>• Midterm and final exams (40%) are in-class essay exams.</li> </ul>	Page 3 of the syllabus.
2	<ul style="list-style-type: none"> <li>• Prior to their oral presentations, students submit a typed outline of their presentation to the professor. This includes a 3 item annotated bibliography of supportive scholarly sources used in the presentation</li> <li>• Students' term papers are developed jointly with the professor and are focused on scholarly research for a pre-approved topic.</li> </ul>	Page 3 of the syllabus.
3 & 4	<p>3.</p> <ul style="list-style-type: none"> <li>• The 25- minute oral presentation has 5 parts, to be done in this order: (1) Prior to speaking, students submit to the professor a typed outline of their talk, including a 3- item annotated (to be explained) bibliography of supportive scholarly sources used in preparing your talk. (2) Students begin by introducing themselves and setting forth the main parameters of their talk. (3) Presentations are to be fact-based and reflective of the scholarly sources. (4) Students are to report on their lingering curiosity derived from this experience. (5) Finally, students respond to questions and comments from the class.</li> </ul> <p>3.</p> <ul style="list-style-type: none"> <li>• Students' term papers are</li> </ul>	<p>Criteria 3 - Pages 2 and 3 of the syllabus.</p> <p>Criteria 4 - Pages 3 and 4 of the syllabus.</p>

	<p>developed jointly with the professor and are focused on scholarly research for a pre-approved topic. A list of possible topics is located in the syllabus</p> <p>4. The structure of the course include conferences with the professor before the presentations are given and the papers are written. This structure allows for constructive feedback in the early stages that results in a better end product. In addition, There is sufficient time between the midterm and final essay exams for the students to utilize the feedback on the midterm exam to improve their final:</p>	
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**SOC 416 - Marriage Problems in Contemporary Society**

**Catalog Description:** Marital and family problems in today's society from the viewpoint of personal and cultural adjustment.



SOC 416 Marriage Problems in Contemporary Society  
SP07 SLN 56628 (W, 4:40-7:30)  
Office: T,W 3:15-4:20

R. Fine, Ph.D.  
Cowden 118  
480-965-6439  
[Rfine@asu.edu](mailto:Rfine@asu.edu)

#### INTRODUCTION:

1. This course is an **INQUIRY** into a number of complex, often inter-related factors impacting the institutions of marriage and the family in contemporary American life. We will attempt to discern the extent of these concerns and address various proposals for ameliorating their impact.
2. Of equal importance will be our ongoing review of **THE LANGUAGE AUTHORS AND STUDENTS USE** in considering these issues – in a process of **content analysis** - which searches for assumptions (and their implications) in the way information is formulated and understood. No information from whatever the source will be considered inherently valid and thus beyond scrutiny.
3. **This is an L2 course, with important evaluative implications for all oral and written work.**
4. We will use the PLUS/MINUS grading system in the manner described below.

#### AMONG TOPICS CONSIDERED:

**The nature of ideologies, Understanding “family” as an ideology**  
**Conceptualizing marriage and family issues**  
**The idea of family values**  
**Sex roles in family life**  
**The attractions and implications of love**  
**The controversy over cohabitation**  
**What is known about marriage (and ways it has come to be known)**  
**The single-parent family: fact or stigma?**  
**What is child-rearing?**  
**When homosexuals have children**  
**Matters of family racial/ethnic diversity**  
**Socioeconomic factors in family life**  
**Violence in intimate relationships**  
**Divorce and post-divorce family reorganization**  
**Governmental family policy as “ideology enacted”**

#### COURSE PROCEDURES:

We will use a **seminar/open discussion format**. Students are expected to be supportive of each other’s learning and curiosity. Our intent is to have the classroom remain a place of thinking, a place of quiet inquiry, and encouragement (we will not hold debates) as we address course topics, **any number of which may be of strong personal concern to particular students**. Our work will involve collection and examination of information through dialogue that requires careful and respectful listening. Since we are all “veterans” of some sort of family experience, an interesting course challenge will be to develop the necessary distance to absorb and reflect on family-related information that differs from one’s own. A course goal is, thus, reduction of unconscious ethnocentrism in these matters!

STUDENTS' RESPONSIBILITIES** (see next page)	MAXIMUM POINTS
1. Oral presentation	25
2. Midterm exam	25
3. Course paper	25
4. Final exam	15
5. Seminar leadership	<u>10</u>
	100

**\*\* EXPLANATIONS:**

1. **The 25- minute oral presentation has 5 parts, to be done in this order: (1) Prior to speaking, please submit to the professor a typed outline of your talk, including a 3-item annotated (to be explained) bibliography of supportive scholarly sources used in preparing your talk. (2) Introduce yourself and the main parameters of your talk. (3) Deliver your fact-based presentation. (4) Report your own lingering curiosity derived from this experience. (5) Respond to questions and comments from the class.** The first presenter of the week deals with the chapter's CONSERVATIVE perspective; the second with the LIBERAL outlook. The class as a whole reflects on the CENTRIST position and perhaps additional information. The grade for your individual presentation will be available at my office hours or by email request only. The depth of your thinking and preparation will be of major concern in this and all course responsibilities. Find more on this below.
2. **Essay questions derived from readings, student presentations, and discussions to date (end of Feb.).**
3. **A term paper (12-15 pages) on a topic developed jointly with the professor during office hour contact. Prepare for this mandatory conference by developing, in advance, your ideas on 3 possible areas of research interest to you stemming directly from course topics.** The conference must occur by week 12 of the semester, with your ideas presented in writing. Failure to attend will deduct 3.5 points from the value of your paper.
4. **An oral exam conducted on a small group basis. Details TBA.**
5. 'Seminar Leadership' is defined as the voluntary and consistent process in which you share your questions, hunches, and observations about our ongoing work (whether about readings or comments from any other sources). Occasional class participation earns no points in this category. Evaluation in this category is solely the responsibility of the professor.

**REQUIRED READING:**

N.V. Benokraitis, ed., FEUDS about FAMILIES, Prentice Hall, 2000, (pbk).

Class/Topic Schedule: (Please complete each week's required reading in advance of the class meeting.)

Week	Topic	Chapter in text
01. 1/17	Orientation to all course concerns and processes; (by next week) the presentation schedule (save your assigned numbers from attend. sheet); Students # 1 and 2 see me immediately after class tonight for presentation aid.	1,2

02. 1/24	Considering family ideologies in perspective <b>Presentations begin. #1,2</b>	3
03. 1/31	Disagreements on “family values”; #3,4	4
04. 2/7	Sex roles and their family implications, #5,6	5
05. 2/14	Love: attractions and complications, #7,8	6
06. 2/21	Controversy over cohabitation, #9,10	7
07. 2/28	Claims to knowledge about marriage, #11,12 <b>(MIDTERM ESSAY EXAMS DUE)</b>	8
08. 3/7	What is parenting? Single parent families, #13,14	10,9
(09. 3/14 OFF)		
10. 3/21	When homosexuals have children; #15,16 (Next week’s presenters see me after class tonight.)	11
11. 3/28	Socioeconomic factors in family life, #17,18	12,14
12. 4/4	Family diversity issues, #19,20	13
13. 4/11	Intimate relationship violence, #21,22	15
14. 4/18	Divorce, #23,24 (Exam questions and groups)	16
15. 4/25	Post-divorce family restructuring, #25,26 Course wrap-up; Prep for exam	17

**Please note the following:**

1. Since each class represents a full week of instruction, arrive promptly and understand that each absence, other than documented emergencies, will lower final grades by 5 points. Simply informing me of an absence (e.g., for travel plans) does not constitute documentation of an emergency. The attendance sheet will be the **ONLY** official indicator of your attendance and will identify your presentation date.
2. Students enrolling after the first class are required to write a paper (5 pages) on an assigned topic from each of the classes missed. See me about this at your 1<sup>st</sup> class, or the classes missed will be treated as regular absences (as per #1).
3. Oral reports require careful planning. Choices of emphasis and detail must be made. It is unwise to appear as if you have not thought through at length your material. **It is your mind that will interest us**, not simple “coverage” of material.

4. Students are strongly advised to become familiar with university policies re academic honesty, in-class deportment, incomplete grades, and other relevant matters.
5. I cannot over-emphasize the importance of your keeping a record of class discussions from the outset of our course. It will enhance your exam-taking experience, deepen the level of specificity of your writing, and further your intellectual development.
6. Please make a personal copy of any material I provide for your oral project and return mine at the presentation. Failure to do so will result in a 10-point penalty.
7. Please turn off cell phones for the duration of each class. Phone sounds are interruptive, causing embarrassment and a loss of 3 points.
8. No open laptops are permitted in class.
9. We will use the PLUS/MINUS grading system as per this example: 80-82 points earned = B-, 83-86=B, 87-89=B+.
10. Re General Studies: This course is listed as L/SB.
11. Any required written work is to be done with a literacy level appropriate to a 400 level university course. Revise appropriately and proof read all work prior to submitting it. Written work submitted late or with loose pages will not be accepted or subject to postponement.
12. You can reach me most efficiently between classes by email.
13. Enrollment in SOC 416 indicates your acceptance of the terms of this syllabus, thus requiring your full familiarity with it.
14. I invite students with disabilities to see me, if necessary, as early in the course as possible.