

## FCHD 6200/7200

### Topical Seminar: Couple Processes and Intervention

Fall, 2016  
Gnshd 101

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**Office Hours:**  
M & W 2PM-5PM and by appointment

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#### Course Objectives and Expectations

This Family Relations course will focus on couple's contexts (i.e., structures and processes) as well as intervention. The content includes historical and current views of couple relationships, couple processes in family context and family structure, and sociological and demographical views of couple relationships. Applied content includes couple and relationship education (CRE), conceptual overviews of couple therapy, and self-help.

#### Course Format

This course is a seminar. Be prepared; read material before each class so you can actively discuss theoretical and practical aspects of the material.

#### Required Books:

Bellah et al. (1996). *Individualism & commitment in American life*. Berkeley and Los Angeles, CA: University of California Press.

Johnson, S.M. (2008). *Hold me tight: Seven conversations for a lifetime of love*. New York, NY: Little, Brown & Co.

Schnarch, D. S. (2009). *Passionate Marriage: Keeping love and intimacy alive in committed relationships*. New York, NY: W.W. Norton & Company, INC.

**\*\*\*There will be additional readings assigned that will be made available on Canvas\*\*\***

#### REQUIREMENTS AND ASSIGNMENTS

##### 1. Class Attendance, Punctuality, and Participation (25 points)

Because of the seminar format of this course, attendance is mandatory.

- *Attendance:* I allow one absence during the semester. If you must miss class, please call or email me as soon as possible. Class members with more than *one* unexcused absence will not be eligible for the grade of "A" in the course.
- *Punctuality:* Probably everyone (myself included) will be late on occasion. Any class member who develops a *pattern* of being late will not be eligible for an "A."
- *Participation:* I value participation. A professional is able to formulate and articulate

ideas, to participate in respectful exchange, and to critically evaluate ideas.

## **2. Applied Annotated Bibliographic Citations\* (5 x 12 weeks = 60 points)**

You are to prepare an applied annotated bibliographic citation for each chapter and article you read. *On the main reading, integrate an applied aspect to the reading summary.* These are due in Canvas *at the beginning* of class on the day the particular reading is scheduled.

- Condense the content of the chapter or article into a paragraph or so,
- Add or integrate critical thought and commentary,
- Integrate a bit on how the content applies to your current work or life,
- Give each bibliographic citation a grade, based on your personal evaluation.

\*See example in the Appendix A. *Adjust the length of the summary according to the article's length (i.e., a short paragraph for a short reading).*

**You may opt out of all ABs one week during the semester.** But you still have to read...☺

You may earn up to 5 points extra for completing all 13 ABs.

## **3. Couple Story (5 points)**

Write a roughly 3-4 page, double-spaced story of a **couple situation you know** in your life. You will apply the various course content to the story. This story should be specific and should be either **from your own life or you may describe a couple situation of either a family member or close friend.** The story should be somewhat personal but not include painful or serious unresolved issues (If you have questions, let's talk). Include other people who were involved, what they did, what happened, and what you were thinking as well as what you think now about what happened. The event does not necessarily have to be problematic. Keep in mind that you'll be comparing this story/experience with the literature we cover. Try to choose one that lends itself well to this exercise. Turn in this story on Canvas prior to the second class period.

**You will apply and discuss this story in each paper.**

## **4. Content Discussant (10 points)**

Choose one class period in which you lead the discussion of the main required reading (typically the first reading listed). 25 -30 minutes. Create a PowerPoint, handout, or even exercise as a basis for discussion. No AB for this reading; [Do an AB for your other readings]

You could: Include some critical questions that give our discussions focused goals, allow us to role-play, and/or provide an overview/synthesis of the reading(s) that is critical and evaluative.

## **5. Applied Discussant (10 points)**

Choose one class period in which apply the readings as though you are teaching an inservice to your colleagues. You may choose one main reading or several readings (ask as you have questions). How would the readings actually be used in research? In other university graduate courses, or an undergraduate course? In a community agency? In an intervention?

*You may pair up with the day's Discussant, and/or recruit class members.*

**In your Discussions and in Activities, you may focus as follows:**

- Research: Emphasize research. Critique the methods, hit on the research implications, and note what the next steps would be in terms of research. Or, consider discussing how the concepts could – or have been – measured. What would you do to further this body of knowledge? What measures should be used?

- (University) Teaching: Use the discussion time to have us discuss pedagogical aspects of the readings' epistemology, theory, and findings. Contrast how you present the material to graduate students with an illustration of how you'd present to undergrad students. How do you make the content relevant for students with different majors/tracks? Work with me if you'd like to use a short quiz, etc.
- Intervention (CFLE/Extension/Therapy): Give an overview of the material, but then illustrate your application. You could illustrate how an Extension Specialist might present the content to Extension Agents. If you have a clinical background, you might even role-play a therapy session using a specified model. Recruit class members as needed.

\*Our time may be short for any given discussion! Also note that I will, from time to time, present material and focus discussion, which may leave less time for any given Discussant.

## 6. Papers (25 x 4 + 50 = 150 points)

The main assignment for the class is the development of a paper in which you discuss

- (a) The **foundations** of knowledge about couples and issues of social context,
- (b) Couple **formation and structures**, and how adult well-being links to structures,
- (c) Couple **processes**, both positive and negative (e.g., virtues and communication; conflict and violence), and
- (d) Various types of **intervention**.

This paper will be written in five steps during the semester. For the final project, you will combine the papers into one whole, and you will propose an intervention based on research to facilitate couple change.

- Body Length: Approximately 3-4 pages (6200); 4-5 pages (7200).
- Develop your own major points, arguments, and ideas.
- **Use many course readings** to provide theoretical and empirical evidence for your points.
- You may need to find, read, and cite other articles to support your ideas.
- Use APA (6<sup>th</sup> Ed.) formatting. Cite your sources appropriately. Use few quotations (or none).

### *Paper 1: Foundations (25 points)*

Describe philosophical foundations of couples and marriage in the U.S. How have historical trends in North American culture shaped our current values, and how does our social context shape contemporary marriage and other couple relationships? How do the notions of 'family transcendence' apply (or fail to apply) to couple relationships, and how do they contrast with individualism and consumerism? Sociological and demographic information from readings should inform your paper (You may cite other empirical studies to strengthen your arguments). Discuss both attachment theory and differentiation as appropriate. Finally, discuss your couple story: how does your story fit within the ideas you're discussing? Briefly use your story to illustrate at least one concept.

### *Paper 2: Couple Structures (25 points)*

Discuss trends in couple formation. What does research show about how couples pair and marry (or not)? How does cohabitation compliment marriage or clash with it? What are the components of relationship health, and how do they contribute to relationship stability or break-up? Do

relationship structures have impact on adult well-being, and if so, how? Finally, discuss your couple story and briefly use it to illustrate at least one of your concepts.

***Paper 3: Couple Processes (25 points)***

Discuss trends in couple processes, both positive and negative. Include a discussion of such issues as skills versus virtues or ‘persona.’ How can conflict be normative and non-normative? What are the implications of these processes for intervention (that is, what are the key variables)? Finally, use your couple story to briefly illustrate both negative and positive processes (if you can’t do both, explain why). Apply neuroscientific principles to both.

***Paper 4: Intervention (25 points)***

Briefly discuss various formats of couple intervention, and then justify your selection of one of them (e.g., education or therapy). Generally, discuss the prevalence, the availability, and the efficacy of your intervention. Then, propose an intervention. **What is the goal of your intervention?** How does your understanding of neuroscience influence the way in which you would intervene? Use the *Intervention Section* below to write the rest of the paper (Paper #4 excludes evaluation).

***FINAL PAPER (50 points)***

This paper has three parts: (1) lit review, (2) intervention proposal, and (3) evaluation proposal.

***1. Literature Review***

Combine the content from your previous four papers to create a final paper. Trim and edit content as appropriate. This paper can be selective, so edit content to focus more on those factors you will address in your intervention.

***2. Intervention Section***

*Note: If you are involved in couple intervention, you may include your professional work as part of this assignment.*

Based on your previous literature review (the combined paper you create),

- What intervention do you propose?
- What empirical evidence is there for similar or related interventions?
- What are the credentials you have or will need to do this, and what are those of your collaborators?

- i. What is your theory of change? (Describe specific scholarly-based ideas of health and dysfunction). Your intervention should also include strategies that will enhance learning and change. Discuss what those strategies are and how they are relevant to the problem you chose.
- ii. What is your theory of the intervention (in this intervention, what produces change and how?) Here is where you describe how your intervention operationalizes your theory of change. So, explain why you including various procedures in your interventions and how they fit with the theory. Explain how intervention increase positive dynamics and decrease negative dynamics.
- iii. What specific interventions procedures do you propose? You may be creative in your intervention. Do not feel you have to propose a treatment that has been empirically validated. You could propose a new, promising approach that could be evaluated.

3. *Evaluation plan* (approx. 1 page).

i. Propose a design for the evaluation.

ii. Who would the sample be? How many participants, and what might the demographics be?

iii. What measures would you include? I encourage 7200 students to include actual instruments. It is acceptable to just describe the variables you want to measure. For each concept and/or measure, explain why it is important as part of the intervention.

iv. Take a shot at an analysis section: **how would you analyze the data** (e.g., would you compare score, or see what variables are related to each other)? What would you test?

All papers must be written in APA 6<sup>th</sup> edition. I expect your style to be clear and concise, and for you to use correct grammar and spelling.

### **7. Editing/Scholarly Review (10 points)**

Professionals are often asked to review scholarly papers. This exercise is designed to give you the experience of reviewing, and being reviewed. Each class member will serve as editor for another person –assigned alphabetically– on the Final paper. You will give your paper to your editor, and receive one to edit yourself. To the best of your ability, make grammatical and content-related suggestions throughout the paper.

You may have other class members review your paper if you choose. I expect all to respect the differences between being an editor versus being a second author. Note strengths and problems, but let the writer do the work.

**Papers: Grading Criteria.** Please give your author comments on a, b, c, and d.

a) Accuracy and thoroughness in writings — Author demonstrates knowledge of the subject matter and discusses issues in sufficient depth.

b) Integration, synthesis and analysis of course material. Author shows critical thinking about the subject matter and appropriately integrates a variety of sources.

c) Clarity, organization, adherence to APA style. Author shows proficient writings skills (grammar, structure, etc.) Appropriate for professional writing.

d) Creativity. Author produces a unique assignment identifying new ideas, viewpoints, or connections through a well styled presentation.

### **8. Final Presentation (20 points)**

At the semester's end, you will present your final paper to the class (15 minutes). Focus on how foundations, structure, and process matter to your intervention. Present your intervention. Briefly discuss the key points of how you'd evaluate the intervention.

## Summary of Assignments and Projects:

1. Class Attendance and Punctuality	25
2. Reading/Annotated Bibliographies	60
3. Couple Story	5
4. Content Discussant	10
5. Applied Discussant	10
6. Papers [25 x 4 + 50]	150
7. Editing	10
8. Final Presentation	20

**Anticipated Total: 290**

## Grading

94-100	A	77-79	C+
90- 93	A-	74-76	C
87- 89	B+	70-73	C-
84- 86	B	Below 70	Fail
80-83	B-		

## Policies

### Special Needs

Students with ADA-documented physical, sensory, emotional or medical needs may be eligible for reasonable accommodations. Veterans may also be eligible for services. All accommodations are coordinated through the Disability Resource Center (DRC) in Room 101 of the University Inn, (435)797-2444 voice, (435)797-0740 TTY, or toll free at 1-800-259-2966. Please contact the DRC as early in the semester as possible. Alternate format materials (Braille, large print or digital) are available with advance notice.

### Prizing and Prejudice

Awareness and clarification of world view is a foundational part of this course, the core of which should be prizing and respecting others. Thus, honest and thoughtful expression of in-the-moment intellectual and emotional experience is encouraged, while searching persistently for the best in each other. If there are any issues you feel need to be addressed, please talk to me during class or out of class (as appropriate).

### Plagiarism

As a scholar, cite appropriately the ideas and sources you use. Use APA format to do so.

### Late Assignments

Please turn in assignments on time. I typically deduct **20% for each day late**.

### Technology

Laptops and other technology are permitted for class-related use; using technology for non-course related activities is unacceptable. Please; ***no cell phone use***.

COURSE SCHEDULE Revised 08.25.16. Subject to further revision

Date	Topic and Readings	Discussants
<b>Aug 31</b> Intro	<b>Course Introduction</b>	
<b>September</b>		
<b>Sep 7</b> Philosophical Foundations: Individualism	<b>Paradigms: Marriage in a culture of individualism</b>  Bellah et al. (1996). Individualism & commitment in American life (pp. 85-112). Berkeley and Los Angeles, CA: University of California Press.  Cherlin, A.J. (2009). <i>The marriage-go-round: The state of marriage and the family in America today</i> (pp. 11-35; pp. 63-115). New York, NY: Vintage Books.  Doherty, W.J. (2003). <i>Take back your marriage: Sticking together in a world that pulls us apart</i> (pp. 1-47). New York, NY: Guilford.	<b>Couple Story Due</b>
<b>Sep 14</b> Philosophical Foundations: Sacrifice	<b>Family transcendence: A theoretical debate and an empirical test. Does attachment explain it all?</b>  Bahr, H.M., & Bahr, K.S. (1996). A paradigm of family transcendence. <i>Journal of Marriage and Family</i> , 58, 541-555.  Berscheid, E. (1996). The “Paradigm of family transcendence”: Not a paradigm, questionably transcendent, but valuable, nonetheless. <i>Journal of Marriage and Family</i> , 58, 556-564.  <b>Attachment</b> Feeney, J.A. (1999). Adult romantic attachment and couple relationships. In J.Cassidy & P.R. Shaver (Eds.), <i>Handbook of attachment: Theory, research, and clinical applications</i> (pp. 355-377). New York, NY: Guilford.  Hold Me Tight (HMT) Ch. 1  <b>Differentiation</b> Schnarch, D., & Regas, S. (2012). The crucible differentiation scale: Assessing differentiation in human relationships. <i>Journal of Marital and Family Therapy</i> , 38(4), 639-652.  Passionate Marriage Ch. 2	Content:  Applied:
<b>Sep 21</b> Mate Selection	<b>Mate selection and complexity in the 21<sup>st</sup> Century</b> Sassler, S. (2010). Partnering across the life course: Sex, relationships, and mate selection. <i>Journal of Marriage and Family</i> , 72, 557-575. DOI:10.1111/j.1741-3737.2010.00718.x  Furstenberg, F.F. (2014). Fifty years of family change: From consensus to complexity. <i>The Annals of the American Academy of Political and Social Science</i> , 654, 12-30.  CHOOSE ONE: Beckstead, A. L. (2012). Can we change sexual orientation? <i>Archives of Sexual Behavior</i> , 41, 121-134. Dehlin, J. P.; Galliher, R.V.; Bradshaw, W. S.; Hyde, D. C.; Crowell, K. A. (2014). Sexual orientation change efforts among current or former LDS church members. <i>Journal of Counseling Psychology</i> , Mar 17, 2014 [Epub ahead of print]. <a href="http://dx.doi.org/10.1037/cou0000011">http://dx.doi.org/10.1037/cou0000011</a>	Content:  Applied:

<p><b>Sep 28</b></p>	<p><b>Relationship Formation</b></p> <p>Jose, A., O’Leary, K.D., &amp; Moyer, A. (2010). Does premarital cohabitation predict subsequent marital stability and marital quality? A meta-analysis. <i>Journal of Marriage and Family</i>, 72, 105-116. DOI:10.1111/j.1741-3737.2009.00686.x</p> <p>Fisman, R., Iyengar, S.S., Kamenica, E., &amp; Simonson, I. (2006). Gender differences in mate selection: Evidence from a speed dating experiment. <i>The Quarterly Journal of Economics</i>, 121, 673-697.</p> <p>Macapagal, K., Greene, G. J., Rivera, Z., &amp; Mustanski, B. (2015). “The best is always yet to come”: Relationship stages and processes among young LGBT couples. <i>Journal of Family Psychology</i>, 29(3), 309.</p> <p>Stanley, S. M., Rhoades, G. K., &amp; Markman, H. J. (2006). Sliding versus deciding: Inertia and the premarital cohabitation effect. <i>Family Relations</i>, 55, 499 – 509.</p>	<p>Content:</p> <p>Applied:</p> <p><b>Paper #1 Due (Foundations)</b></p>
<p><b>October</b></p>		
<p><b>Oct 5</b> Couple Conflict and Negative Processes</p>	<p><b>Couple Conflict and Negative Processes—Core Triad</b></p> <p>Driver, J., Tabares, A., &amp; Shapiro, A.F. (2012). Couple interaction in happy and unhappy marriages: Gottman laboratory studies. In F. Walsh (Ed.), <i>Normal family processes</i> (4<sup>th</sup> Ed., pp. 57-77).</p> <p>The Marriage Clinic Ch.2</p>	<p>Content:</p> <p>Applied:</p>
<p><b>Oct 12</b> Positive Processes</p>	<p><b>Couple Conflict and Negative Processes (continued)—Infidelity, Violence, &amp; Abuse</b></p> <p>Stith, S. M., McCollum, E. E., Amanor-Boadu, Y., &amp; Smith, D. (2012). Systemic perspectives on intimate partner violence treatment. <i>Journal of Marital and Family Therapy</i>, 38, 220-240. doi:10.1300/J398v06n01_07</p> <p>The Marriage Clinic p.88-96</p> <p>Clinical Handbook of Couple Therapy—Chapter 14</p>	<p>Content:</p> <p>Applied:</p>
<p><b>Oct 19</b> Positive Processes</p>	<p><b>Couple Positive Processes</b> <b>1) Skills, beliefs, and values</b></p> <p>McNulty, J.K., &amp; Fincham, F.D (2012). Beyond positive psychology? Toward a contextual view of psychological processes and well-being. <i>American Psychologist</i>, 67, 101-110.</p> <p>-OR-</p> <p>Fowers, B.J. (2001). The limits of a technical concept of a good marriage: Exploring the role of virtue in communication skills. <i>Journal of Marital and Family Therapy</i>, 27, 327-340.</p> <p>Carroll, J.S., Badger, S., &amp; Yang, C. (2006). The ability to negotiate or the ability to love? Evaluating the developmental domains of marital competence. <i>Journal of Family Issues</i>, 27, 1001-1032.</p> <p>Scuka, R.F. (2005). <i>Relationship enhancement therapy: Healing through deep empathy and intimate dialogue</i> (pp. 3-23; 121-138). New York, NY: Routledge.</p>	<p>Content:</p> <p>Applied:</p> <p><b>Paper #2 Due (Structure)</b></p>
<p><b>Oct 26</b> Positive Processes</p>	<p><b>Couple Positive Processes (continued)</b> <b>2) Intro to Emotion Regulation and IPNB</b></p> <p>Loving with the Brain in Mind Chapters 2-4</p>	<p>Content:</p> <p>Applied:</p>



	Bloch, L., Haase, C. M., & Levenson, R. W. (2014). Emotion regulation predicts marital satisfaction: More than a wives' tale. <i>Emotion, 14</i> (1), 130.	
<b>November</b>		
<b>Nov 2</b> Sexuality	<p><b><i>Sex in Intimate Relationships</i></b></p> <p>Baumeister, R. F., Catanese, K. R., &amp; Vohs, K. D. (2001). Is there a gender difference in strength of sex drive? Theoretical views, conceptual distinctions, and a review of relevant evidence. <i>Personality and Social Psychological Review, 5</i>(3), 242-273.</p> <p>Frederick, D. A., Leverl, J., Gillespie, B. J., &amp; Garcia, J. R. (2016). What keeps passion alive? Sexual satisfaction is associated with sexual communication, mood setting, sexual variety, oral sex, orgasm, and sex frequency in a national U.S. study. <i>The Journal of Sex Research, 00</i>(00), 1-16.</p> <p>Muise, A., Schimmack, U., &amp; Impett, E. A. (2016). Sexual frequency predicts greater well-being, but more is not always better. <i>Social Psychological and Personality Science, 7</i>, 295-302.</p> <p>Passionate Marriage Ch. 3, 4, 5</p> <p>HMT pgs. 192-211</p> <p><b>Optional:</b> Poulsen, F. O., Busby, D. M., &amp; Galovan, A. (2013). Pornography use: Who uses it and how it is associated with couple outcomes. <i>The Journal of Sex Research, 50</i>, 72-83.</p> <p>Anything by Amy Muise-www.amymuise.com/publications</p>	<p><i>Content:</i></p> <p><i>Applied:</i></p>
<b>Nov 9</b> Intervention	<p><b><i>Intervention Formats and Change</i></b></p> <p>Myers-Walls, J.A., Ballard, S.M., Darling, C.A., &amp; Myers-Bowman, K.S. (2011). Reconceptualizing the domain and boundaries of family life education. <i>Family Relations, 60</i>, 357-372. DOI:10.1111/j.1741-3729.2011.00659.x</p> <p>Norcross, J.C., &amp; Wampold, B.E. (2011). Evidence-based therapy relationships: Research conclusions and clinical practices. <i>Psychotherapy, 48</i>, 98-102.</p> <p><i>Family Relations, Special Edition: Oct, 2004 (choose one article from this edition on Marriage Education)</i></p> <p><b>Optional:</b> Weiner-Davis, M. (1992). <i>Divorce Busting</i> (pp. 11-21). New York, NY: Fireside.</p>	<p><i>Content:</i></p> <p><i>Applied:</i></p> <p><b>Paper #3 Due (Processes)</b></p>
<b>Nov 16</b> Couple & Relationship Education (CRE)	<p><b><i>Relationship help: Where do people turn?</i></b></p> <p>Doss, B.D., Rhoades, G.K., Stanley, S.M., &amp; Markman, H.J. (2009). Marital therapy, retreats, and books: The who, what, when, and why of relationship help-seeking. <i>Journal of Marital and Family Therapy, 35</i>, 18-29.</p> <p>OR</p> <p>Duncan, S.F., Steed, A., &amp; Needham, C.M. (2009). A comparison evaluation study of web-based and traditional marriage and relationship education. <i>Journal of Couple and Relationship Therapy, 8</i>, 162-180.</p> <p>Halford, W.K. (2011). <i>Marriage and relationship education: What works and how to provide it</i> (pp. 1-64). New York: Guilford.</p>	<p><i>Content:</i></p> <p><i>Applied:</i></p>

	<p>Hawkins, A.J., Blanchard, V.L., &amp; Baldwin, S.A. (2008). Does marriage and relationship education work? A meta-analytic study. <i>Journal of Consulting and Clinical Psychology</i>, 76, 723-734.</p> <p>Bradford, K. (2012). Assessing readiness for couple therapy: The Stages of Relationship Change Questionnaire. <i>Journal of Marital and Family Therapy</i>, 38, 486-501. doi: 10.1111/j.1752-0606.2010.00211.x</p> <p><u>Choose One:</u>  Cordova, J.V., Scott, R. L., Dorian, M., Mirgain, S., Yaeger, D., &amp; Groot, Alison (2005). The marriage checkup: An indicated preventive intervention for treatment-avoidant couples at risk for marital deterioration. <i>Behavior Therapy</i>, 36, 301-309. <a href="https://doi.org/10.1016/S0005-7894(05)80112-1">doi.org/10.1016/S0005-7894(05)80112-1</a>.</p> <p>OR  Olson, D.H., Larson, P.J., &amp; Olson-Sigg (2009). Couple checkup: Tuning up relationships. <i>Journal of Couple and Relationship Therapy</i>, 8, 129-142.</p>	
Nov 23	<b>NO CLASS- THANKSGIVING BREAK</b>	<b>FINAL Paper DRAFT DUE to Editor (Combined paper, without Intervention section)</b>
Nov 30 Couple Therapy	<p><b>Couple Therapy</b></p> <p>Gurman, A.S., &amp; Jacobson, N.S. (2002). <i>Clinical handbook of couple therapy</i> (3<sup>rd</sup> Ed.). New York, NY: Guilford. (Chapter 1 &amp; Choose one chapter).</p> <p>Loving with the Brain in Mind Chapter 7</p> <p><u>Optional:</u>  Gottman, J.M., &amp; Silver, N. (1999). <i>The seven principles of making marriage work</i>. New York, NY: Three Rivers Press. (Any or all chapters)</p> <p>Johnson, S.M. (2004). <i>The practice of emotionally focused couple therapy: Creating connection</i> (2<sup>nd</sup> Ed.; pp. 1-112).</p>	<p>Content:</p> <p>Applied:</p> <p><b>FINAL Paper DRAFT DUE to Author</b></p> <p><b>Paper #4 Due (Intervention)</b></p>
<b>December</b>		
<b>December 7</b>	<b>FINAL PRESENTATIONS</b>	
<b>December 12: Final Paper Due (Combined Paper)</b>		

## Appendix

### \*ANNOTATED BIBLIOGRAPHY EXAMPLE

Bellah, R.N.; Madsen, R.; Sullivan, W.M.; Swidler, A.; & Tipton, S.M. (1996). *Habits of the heart: Individualism and commitment in American life* (pp. 5-31). Los Angeles: University of California Press.

Bellah and colleagues succeed in using words to give form to a strikingly familiar set of notions, ideas that we previously didn't seem to have language to describe. Although many social science scholars, especially cross-cultural scholars, recognize and can converse on individualism versus collectivism, these authors compellingly draw on historical and contemporary lives to illustrate and critique this pervasive but largely hidden ways of being. Later in the book, they suggest an antidote to the problem: a movement toward democratic community and increased civic engagement. I find this book a well-written and compelling look at American character. Because the content moves into the realm of sociology, history, and religion, and because the content is rarely addressed, I have little point of comparison as I usually do in cases of empirical articles, for example. These chapters reveal important cultural currents that therapists, as well as managers, entrepreneurs, and others, should be aware of, if we are to live in ways that are mutually beneficial.

Evaluation: A