Children of Divorce

CAMHS-UA.162.1.001
Instructor: Anthony Charuvastra MD

Email: drcharuvastra@gmail.com

**Basics:** The class is four points, and has no prerequisites. It meets twice per week. There is a moderate amount of reading. Questions and discussion are encouraged. You will hopefully be smarter and wiser at the end of the class.

**Evaluations:**
3 Multiple Choice Exams
1 Term Paper
Other assignments to be determined

**THERE IS NO FINAL EXAM DURING FINALS PERIOD**
Each exam is worth 20%, and the Term paper is worth 35%. Other assignments will be determined during class and will be worth 5%.

**Important Dates:**
**EXAM 1:** This covers lectures 1-8
**EXAM 2:** This covers lectures 9–14
**EXAM 3:** This covers lectures 15 -22
**TERM PAPER:** DUE IN CLASS - Printed Double Spaced, STAPLED.

**Screening of the Squid and the Whale:** DATES TO BE ANNOUNCED

There will be an in-class review on the Tuesday before each exam.

**Please note** The reviews are not meant to be comprehensive. That is, there may be material on the exam that I don’t “review” the prior Tuesday. The reviews are meant to help you pull together all the strands of information and organize the information.

**TERM PAPER GRADING** - For every day the paper is late, you will lose 2 points (i.e. it does down a notch). If you totally blow it and hand in a good paper the last day of class, you will get a C-. I do recognize good effort but must enforce some standards of timeliness. Thus, if you hand in a good paper on time, you will get between a B+ and an A. If you hand in a good paper a week late, the grade will not be higher than a B.
Attendance: Attendance is encouraged. Many questions on the exams will come directly from lecture.

Class room etiquette: If you have important business to discuss, or a book to read or paper to write, please do so elsewhere. It is disrespectful to your peers who are trying to learn. I will ask you to leave if I feel you are being disruptive to the class atmosphere.

This class has several aims, which we will hopefully achieve together.

Students will meet learning objectives in areas of methods, knowledge base, and critical thinking skills.

1. Methods:
   Students will describe the relative merits of different research methods in trying to understand how marriage, divorce and their impact on children.

2. Knowledge Base:
   Students will identify the present socio-cultural context of marriage and divorce in America; and
   Students will explain how divorce affects both children and adults.

3. Critical Thinking:
   Students will identify competing social and personal values that come into conflict when considering divorce; and
   Students will view our current “divorce culture” in America from the perspectives of children and adults.
Required Books:
The reading list recognizes the cost of purchasing books for the course. All the texts are available as trade paperbacks.


Required Articles:
Are listed below, along with the lecture schedule. Readings are meant for that week. You do not need to read the articles before the lecture, but you should try to read them the week of lecture -except as noted.

Course Schedule

**The Social Context of Marriage and Divorce**
A brief history of marriage and divorce; the sociology of marriage and divorce from 1900 through the present day; the influence of Individualism on marriage and family life; and cultural considerations to thinking about divorce and marriage. We will look at current forces in American society shaping rates of cohabitation and marriage; gender relations within marriage, and same-sex marriage.

**Lecture 1: Introduction**
1. Clarke-Stewart & Brentano, pp. 1-28
2. Coontz, pp., 1-49,

**Lecture 2: Sociology of Marriage - Institutional Marriage vs. Individual Marriage**
Reading:
1. Cherlin, Introduction & Chapter 1-3

**Lecture 3: Sociology of Marriage - The Rise of Individualism & the Super Marriage**
Reading:
1. Coontz, pp. 145-194
Lecture 4: Sociology of Marriage - The Decline of Families?
Reading:
2. Tavernise, Sabrina. “Young Mothers Describe Marriage’s Fading Allure” - NYT Feb 18, 2012
4. Coontz - pp. 195 - 301

Lecture 5: Hook Up Culture & Its Discontents - Bradshaw
Reading:
3. The End Of Courtship, NYT Jan 11, 2013

Lecture 6: Same-sex marriage: The Decline and Rise of an Institution - Liaw

Lecture 7: Sociology of Marriage & Divorce - Cohabitation, Education, Gender, Money, and Happiness
Reading - Please try to have read these articles before class.
4. Cherlin, Chapters 4-5

Getting from Here to There
The next sequence of lectures reviews relevant research in dating & mate selection, sexuality and sexual behavior, communication and conflict, and the impact of children on marital quality. The aim of this sequence of lectures is to provide an evidence based narrative of how young people go from being single to being married to being married with children to becoming divorced. Consistent with the nature of the course, data and theories from sociology and psychology will be woven together into what is hopefully a richer and more coherent account of the development and decay of intimate relationships.
Lecture 8: Am I IN Love? Romantic Love
2. Bolick, Kate. “All the Single Ladies,” Atlantic Monthly, November 2011

Lecture 9: Theories of Love
2. Esther Perel “The secret to desire in a long term relationship” (I will email you The link - but here it is:

Lecture 10: Theories of Love Continued
No reading

Lecture 11: And Baby Makes Three
Reading:

Lecture 12: John Gottman, Monty Python, and the Good Argument
no reading

Lecture 13: Quiet and Loud Divorces, Social Exchange Theory and Revisiting Coontz
Reading:
Divorce
These classes describe divorce in much more sociologic, legal and clinical detail. The impact of divorce on adults and children is introduced. We will examine how people decide to divorce, their reactions to separation, the tasks of separation (including single parenting, economic consequences, and social consequences), and the nature of the legal process. Additional topics will include a discussion of post-divorce shifts in social networks, role changes, psychological problems, the process of adjustment to divorce, and long-term consequences of divorce.

Lecture 14: Getting Divorced
Reading:
1. Clarke-Stewart & Brentano, pp. 29-105

Lecture 15: The Impact on Children
Reading:

Lecture 16: The Impact on Children
Reading:
1. Clarke-Stewart & Brentano, pp.106-175

Screening of Squid and Whale - Nov 13

Lecture 17: Squid and Whale
Reading:

Lectures 18: Judith Wallerstein and the Worst Case Scenario
no reading

Lecture 19-20: Wallerstein Revisited - A closer look at the data
Reading:

Lectures 21-22: Mavis Hetherington - Development and Resilience

Readings:
2. Clarke-Stewart & Brentano, Chapter 6 & 7.