

## DSRE 503-065

# Marriage, Family & IR

Spring 2021

*Dr. Trevor O'Reggio*

### SYNOPSIS OF THE COURSE

#### CLASS & CONTACT INFORMATION

<b>Class location:</b>	Atlantic Union
<b>Class meeting times:</b>	February 28-March 4, 2021 <b>Sunday: 6-8 pm</b> Monday – Thursday: 8 am-12:30 pm, 1:30 am-6pm
<b>Course Website:</b>	<a href="http://learninghub.andrews.edu">learninghub.andrews.edu</a>
<b>Instructor Telephone:</b>	W – (269) 471-3572, cell 269-2407649
<b>Instructor Email:</b>	<a href="mailto:toreggio@andrews.edu">toreggio@andrews.edu</a>
<b>Office location:</b>	Church History – SEM N327
<b>Office hours:</b>	By Appointment

#### BULLETIN DESCRIPTION OF COURSE

Current issues in marriage and family are discussed, and available resources are explored. The dynamics of interpersonal relationships are examined and students are challenged to emulate Christ's example as they interact with persons from all segments of society.

## PROGRAM & COURSE LEARNING OUTCOMES

Your degree program seeks to help you achieve the **Program Learning Outcomes** basic to your chosen profession. Your Program Learning Outcome primarily addressed in this course is:

### *MA in Pastoral Ministry (MAPM) English & Spanish Program Outcomes (Updated)*

1. Deliver effective biblically-based sermons.
2. Demonstrate proper biblical interpretation skills.
3. Understand the historical-theological development of the Adventist church.
4. Capable of training church members for evangelism.
5. Demonstrates an understanding of how to empower church members for leadership.
6. Capable of reaching specific social groups.

(The full set of program learning outcomes for your degree program is listed in Appendix 3.)

The following **Course Learning Outcomes** contribute to the overall Program Learning Outcomes by identifying the key learnings to be achieved by diligent work in this course:

1. Articulate a Christian view of marriage and family dynamics through an exploration of Biblical principles and supporting research from the professional community.
2. Model transparency and vulnerability about one's own family history by sharing their personal story in writing and with one other person, thereby initiating a process of personal and familial healing.
3. Explain reasons, beliefs, and attitudes that lead them to avoid associating with certain kinds of people and make their best efforts to remedy these interpersonal deficits by developing healthy relationships with individuals they might otherwise avoid, or with whom they have difficult relationships.
4. Identify generational patterns in their families of origin (physical, emotional, relational, behavioral) and make their best efforts to address observed any irregularities or dysfunctions while affirming and strengthening their healthy ways of relating to others.
5. Evaluate their interpersonal skills and make their best efforts to address skill deficiencies and to enhance skill proficiencies.
6. Conduct pre-marital preparation for couples, addressing the sensitive issues that typically arise as people prepare for marriage and as they make adjustments in the early years of marriage.

Develop competence in the areas of addiction, divorce, and domestic violence so that they will be able to address these challenges effectively in pastoral ministry.

## COURSE OVERVIEW

### COURSE MATERIALS

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#### **Required Course Materials**

1. Balswick, Jack O. and Judy K. Balswick. *The Family: A Christian Perspective on the Contemporary Home*. Grand Rapids, MI: Baker Books, 2007. For ISBN and price information, please see the listing at the Bookstore [www.andrews.edu/bookstore](http://www.andrews.edu/bookstore). **(402 pages)**.
2. Bolton, R. (1979). *People Skills*. New, York NY: Simon & Schuster. **(300 pages)**.
3. O'Reggio, Trevor *Marriage in the Ten Commandments*. 2005. Author published. See link: [https://works.bepress.com/trevor\\_oreggio/27/](https://works.bepress.com/trevor_oreggio/27/). **(25 pages)**.
4. O'Reggio, Trevor *Martin Luther: Marriage and the Family as a Remedy for Sin* [https://works.bepress.com/trevor\\_oreggio/70/](https://works.bepress.com/trevor_oreggio/70/) **(28 pages)**.

#### **Recommended Course Materials**

1. Hugenberger, Gordon P. *Marriage as a Covenant: a study of Biblical Law and Ethics governing marriage, developed from the Perspective of Malachi*. New York: E. J. Brill, 1994. For ISBN and price information, please see the listing at the Bookstore [www.andrews.edu/bookstore](http://www.andrews.edu/bookstore).
2. Friedman, Edwin H. *Generation to Generation: Family Process in Church and Synagogue*. New York: Guilford Press, 1985. For ISBN and price information, please see the listing at the Bookstore [www.andrews.edu/bookstore](http://www.andrews.edu/bookstore).
3. Grunlan, Stephen. *Marriage and the Family: A Christian Perspective*. Grand Rapids, MI: Zondervan Pub. House. 1999. For ISBN and price information, please see the listing at the Bookstore [www.andrews.edu/bookstore](http://www.andrews.edu/bookstore) Latest edition is preferable if available (see Amazon)

For ISBN and price information, please see the listing at the Bookstore [www.andrews.edu/bookstore](http://www.andrews.edu/bookstore).

## PRE-INTENSIVE COURSE REQUIREMENTS

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All pre-intensive assignments are due February 28th, 2021.

1. Students must bring the required textbooks with them to class. It is suggested that students read all of the textbooks prior to the intensive so that they will be familiar with the material being discussed.
2. **Assignment I – Personal Story:** Write personal story utilizing the questions in the syllabus (see page 11).
3. Read and summarize the first two main text books, 2 pages each
4. **Pre-Intensive Online Lectures:** Brief instructions: Go to the Adventist Learning Community website. Then click on the link for Pastors. Then click on the link for Core Qualities – Relationship. Each topic is approximately 30 minutes in length. You are required to do 7 hours of pre-work for this course. In order to meet this requirement, you must watch ten (10) of the twenty-four (24) videos that are listed in the syllabus. Write a one-page reaction paper on five of the videos (see instructions below).

**Here is a link to find the videos:**

[www.adventistlearningcommunity.com/media\\_resource\\_groups/7?audience\\_slug=pastors](http://www.adventistlearningcommunity.com/media_resource_groups/7?audience_slug=pastors)

You may choose any of the videos. Here is the list of topics from which to choose:

1. [Seminar in a box – How to minister to victims of abuse](#)
2. Seminar in a box – How to experience healthy church conflict
3. Seminar in a box – How to prepare couples for marriage
4. [Couples counseling couples](#)
5. [Help for troubled marriages](#)
6. Developing positive relationships between pastors and their children
7. Extending the healing ministry of Jesus
8. [Premarital counseling](#)
9. [Conflict resolution](#)
10. [Domestic abuse](#)
11. [The Mystery of oneness](#)
12. Connecting with our youth
13. Effective principles of communication
14. [Hope on fire: date above the hormones](#)
15. [Moving our youth from risk to resiliency](#)
16. [Session 1: Foundations](#)
17. [Session 2: Danger Signs and Gender Differences](#)
18. [Session 3: Filters and miscommunication](#)
19. [Session 4: Ground rules for fighting and loving](#)
20. [Session 5: Expectations and Hidden Issues](#)

21. [Session 6: Friendship, Fun and Physical Oneness](#)
22. [Session 7: Forgiveness, recommitment, and Credits](#)
23. [Help for Troubled Marriage](#)
24. [Married to a Porn Addict](#)

The report on the videos is due the first day of class, **February 28th, 2021**

The video report must be done in the format suggested by the Adventist Learning Community. That includes the following three sections for each video:

1. What? – Briefly describe the video.
2. So, what? – Discuss what you learned.
3. Now what? – Reflect on how you will apply what you have learned to your ministry setting or personal life.

### ***REQUIREMENTS DURING THE INTENSIVE***

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1. Attend classes, take notes
2. Engage in discussion
3. Prepare for exams
4. Take home exam. **Due March 14, 2021.**

### ***POST-INTENSIVE COURSE REQUIREMENTS***

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1. **Take Home Exam**
2. Prepare 3 PowerPoint presentations on marriage and family topic and present at least one of them in your local church. **Due April 30<sup>th</sup>, 2021.**
  - a. Make them attractive, clear and simple

Use Scripture, Spirit of Prophecy and the latest research to support your arguments

Course topics and assignments have been selected to contribute to learning and evaluating these Course Learning Outcomes (CLOs) as follows:

Date	Class Topic	Assignments Due
Feb 28, 2021	1. Contemporary Marriage in America	
March 1, 2021	1. Current Marital Myths in the Culture 2. Biblical Views of Marriage 3. Theology of the Family	
March 2, 2021	1. Family as Covenant Healthy Families 2. Family Systems Theory 3. Marriage Models and Family Types	
March 3, 2021	1. Marriage in the Ten Commandments 2. Marital Dysfunction Predictors 3. Marriage, Divorce, and Remarriage 4. Mate Selection/Patterns	
March 4, 2021	1. 12 Steps to Intimacy 2. Communication in the Family 3. Principles of Conflict Management 4. Tools for Premarital Counseling and Marriage Enrichment	

## MORE ABOUT THE COURSE

### TIME EXPECTATIONS FOR THE COURSE

#### US Credit-Hour Regulations

For every semester credit, the Andrews University credit hour definition requires that:

**Courses for professional masters' degrees (e.g. MDiv)** include 15 instructor contact hours and 30 hours of independent learning activities.

**The calculation of hours is based on the study skills of the average well-prepared graduate student.**

Students weak in these skills:

- 1) may require more time and should consider taking fewer classes each semester; and
- 2) can find skill development assistance through the Seminary Study and Research Skills Colloquia, the AU Writing Center, and AU Student Success office.

In order to achieve the outcomes of this course, learning time will be distributed as follows:

Professional Masters' Programs		
3 Credits		
<b>Instructor Contact Hours</b>	<b>Face to Face Instructional Time</b>	38 hrs
	<b>Other Instructor-Directed Activities</b>	7 hrs
<b>Independent Learning Activities</b>	<b>Reading</b>	45 hrs
	<b>Personal Story</b>	5 hrs
	<b>Book Summary</b>	5 hrs
	<b>Video Reaction Papers</b>	5 hrs
	<b>Take Home Exam</b>	3 hrs
	<b>Creating Power Points (3)</b>	25 hrs
	<b>Presenting Power Point (1)</b>	2 hrs
<b>Total Hours:</b>		<b>135 hours</b>

## GUIDELINES FOR COURSE ASSIGNMENTS

Grades are based on the independent learning activities below which provide practice toward, and assessment of, the learning outcomes of this course. The grade weighting for each assignment is provided in the right-hand column. Specific due dates are given in the Course Overview above.

<b>Assignment Description</b>	<b>Weighting</b>
1. Personal Story	50 points
2. Book Summary/videos	50 points
3. Take Home Exam	100 points
4. Power Point Seminars	100 points
<b>Total</b>	<b>300 points</b>

## Criteria for Grades

- The content and quality of course assignments will be assessed by means of the rubrics in this syllabus to determine the final grade.
- It is a course requirement that each student enter into a collaborative-learning/spiritual mentorship relationship with another member of the class. Each student will meet with his/her spiritual companion in person or by Skype/phone, for an hour every week to process their course experience, learning and personal growth. The course content may bring up painful emotions. Please process these with your class mentor as you feel comfortable to do so. Students will keep a log of their learning activities which will be included in a report that they submit as a portion of Assignment V.
- Grades are not given by the professor; they are earned by the students. Grading rubrics are used to determine what grades each student has earned. Students are **strongly advised to consult the rubrics** to make sure that their work meets the prescribed criteria as they prepare their assignments for assessment.
- All five sections of the portfolio must be completed and submitted in order for students to qualify for a passing grade. The minimum passing grade is C-.
  - The final **DUE DATE** for all completed assignments is **April 30<sup>th</sup>, 2020**. Suggested dates for completion of assignments is given in the syllabus.

\* For grading rubrics that specify grading criteria in more detail, see Appendices.

In order to make grading fair for everyone, grades will be assigned on the basis of the above requirements alone. No individual arrangements will be made for those requesting last minute grade adjustment or extra credit.

### Submission of Assignments

- Assignments must be prepared in the format of the Andrews University Standards for Written Work, eleventh edition. [www.andrews.edu/grad/documents/sww11.pdf](http://www.andrews.edu/grad/documents/sww11.pdf)
- Students are encouraged to submit their work into the drop box in Moodle or e-mail them to the professor. Due to privacy concerns, assignments may be submitted in **hard copy**.
- Students are advised to keep copies of their work because their assignments will be destroyed at the conclusion of the review period if not returned to students.

In its efforts to document student learning, Andrews University archives selections from students' assignments. Students' names and other information that could link the identity of students to the artifacts are removed prior to submission of the artifacts to the assessment archives.



## Late Submission

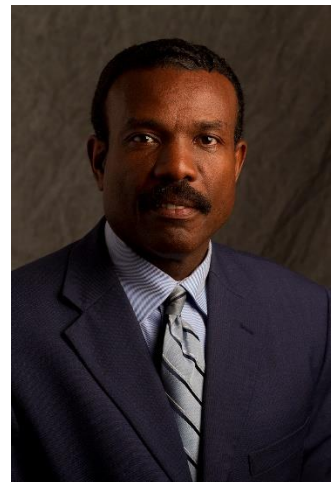
Up to 20% of the assignment grade may be deducted for late submission of assignments.

Assignments received by due date:	(possible A grade)
Delay up to 60 days:	(no better than an A- grade)
Delay up to 90 days:	(no better than a B+ grade)
Delay up to 120 days:	(no better than a B grade)
Delay up to 150 days:	(no better than a C grade)

## ABOUT YOUR INSTRUCTOR

Trevor O'Reggio is professor of Church History, Discipleship and Religious Education at the Seventh-day Adventist Theological Seminary at Andrews University. After spending 15 years in pastoral ministry, he earned a PhD in History from the University of Chicago in 1997 and a DMin in Marriage and Family from Gordon-Conwell Seminary in Boston. In 2006. He has been teaching in the seminary for the last eighteen years. He is married and is the father of three children.

He has authored several books and articles. He teaches primarily Reformation history, American religious history and courses on marriage and family. He enjoys cycling, walking and swimming.



## OTHER COURSE-RELATED POLICIES

### **Attendance**

Regular attendance is required at all classes and other academic appointments. When the total number of absences exceeds 10% of the total course appointments, the teacher may assign a failing grade. Merely being absent from campus does not exempt the student from this policy. Absences recorded because of late registration, suspension, and early/late vacation leaves are not excused. The class work missed may be made up only if the teacher allows. Three tardies are equal to one absence.

### **Class Absences**

“Whenever the number of absences exceeds 20% (10% for graduate classes) of the total course appointments, the teacher may give a failing grade. Merely being absent from campus does not exempt the student from this policy. Absences recorded because of late registration, suspension, and early/late vacation leaves are not excused. The class work missed may be made up only if the teacher allows. Three tardies are equal to one absence.

### **Academic Integrity**

The Seminary expects its students to exhibit rigorous moral integrity appropriate to ministry leaders representing Jesus Christ. Complete honesty in academic matters is a vital component of such integrity. Any breach of academic integrity in this class is subject to discipline. Consequences may include receipt of a reduced or failing grade, suspension or dismissal from the course, suspension or dismissal from the program, expulsion from the university, or degree cancellation. Disciplinary action may be retroactive if academic dishonesty becomes apparent after the student leaves the course, program or university. A record of academic integrity violations is maintained by the University Student Academic Integrity Council. Repeated and/or flagrant offenses will be referred to an Academic Integrity Panel for recommendations on further penalties.

Academic Dishonesty includes:

- Plagiarism in which one fails to give credit every time use is made of another person’s ideas or exact words, whether in a formal paper or in submitted notes or assignments. Credit is to be given by use of:
  - Correctly designed and inserted footnotes each time one makes use of another individual’s research and/or ideas; and
  - Quotation marks placed around any exact phrases or sentences (3 or more words) taken from the text or speech of another individual.
- Presenting another’s work as one’s own (e.g., placement exams, homework assignments);
- Using materials during a quiz or examination other than those explicitly allowed by the teacher or program;
- Stealing, accepting, or studying from stolen quizzes or examination materials;
- Copying from another student during a regular or take-home test or quiz;
- Assisting another in acts of academic dishonesty
- Submitting the same work or major portions thereof, without permission from the instructors, to satisfy the requirements of more than one course.

For additional details see: [https://www.andrews.edu/academics/academic\\_integrity.html](https://www.andrews.edu/academics/academic_integrity.html)

**Academic Accommodations**

If you qualify for accommodation under the American Disabilities Act, please see contact Student Success in Nethery Hall 100 ([disabilities@andrews.edu](mailto:disabilities@andrews.edu) or 269-471-6096) as soon as possible so that accommodations can be arranged.

**Use of Electronics**

No recording or streaming is permitted in seminary courses.

Courtesy, respect, and professionalism dictate that laptops and cell phones are to be used only for class-related activities during class time.

**Communications and Updates**

Email is the official form of communication at Andrews University. Students are responsible for checking their Andrews University e-mail, Moodle, and iVue alerts regularly.

**LearningHub Access**

Andrews University Learning Hub hosts this course online. Your Learning Hub username and password are the same as your Andrews username and password. Use the following contact information if you need technical assistance at any time during the course, or to report a problem with LearningHub.

Username and password assistance	<a href="mailto:helpdesk@andrews.edu">helpdesk@andrews.edu</a>	(269) 471-6016
Technical assistance with Learning Hub	<a href="mailto:dlit@andrews.edu">dlit@andrews.edu</a>	(269) 471-3960
Technical assistance with your Andrews account	<a href="http://andrews.edu/hdchat/chat.php">http://andrews.edu/hdchat/chat.php</a>	

**Emergency Protocol**

Andrews University takes the safety of its student seriously. Signs identifying emergency protocol are posted throughout buildings. Instructors will provide guidance and direction to students in the classroom in the event of an emergency affecting that specific location. It is important that you follow these instructions and stay with your instructor during any evacuation or sheltering emergency.

***Please Note: The instructor reserves the right to revise the syllabus, with the consensus of the class, at any time during the semester for the benefit of the learning process. The up-to-date Course Description for this course may be found at [www.learninghub.andrews.edu](http://www.learninghub.andrews.edu) .***

## APPENDIX 1: ASSIGNMENT RUBRIC(S)

### ASSIGNMENT I

A. Write a minimum of 5 pages that includes the following five elements (Please structure your paper answering each of the five elements in order):

1. Write the history of your childhood, adolescence, and young adulthood, and adulthood up to the present.
2. Specify hurts and wounds that you have experienced. How were you hurt, and by whom? How did you respond to that hurt?

Example:

Hurt: My parents' divorce

How: I felt that my family was not complete. I missed a male role model. By

Whom: I blamed my mother for a long time, but realize that my father also bears responsibility.

My response: I misbehaved in school.

3. Give five references to scripture and/or the writings of Ellen White that show how Jesus was hurt similar to those of your experience.

Example:

A. Jesus was betrayed by his disciples the way I felt betrayed.

Luke 22:46 "But Jesus said unto Him, 'Judas, are you betraying the Son of Man with a kiss?'"

4. Discuss how Jesus responded when He was hurt.
5. Describe your experience of Jesus in your own life. How has He ministered to you in times of pain, brokenness and sin?

**SEE THE GRADING RUBRIC ON THE NEXT PAGE**

**GRADING RUBRIC FOR ASSIGNMENT I (SLO 2)**

<b>Criteria</b>	<b>Exceptional 17-20 points</b>	<b>Proficient 13-16 points</b>	<b>Satisfactory 9-12 points</b>	<b>Emerging 5-8 points</b>	<b>Unsatisfactory 0-4points</b>	<b>Score</b>
<b>Story of childhood, adolescence, young adulthood, and adulthood.</b>	All four elements are clear and succinct.	↔	Statements are wordy and vague or elements are missing with no explanation.	↔	No history is given or story appears to be not a reflection of reality.	
<b>Hurts and wounds specified. How hurt, and source of hurt. Response to hurt.</b>	Clear description of hurts and wounds.  Clear description nature and source of hurt.  Honest description of response to hurt.	↔	Vague description of hurts and wounds.  Description of nature and source of hurt unclear.  Some insight into personal response to hurt.	↔	Little or no description of hurts and wounds.  Little or no description of nature or source of hurt.  Little or no insight shown.	
<b>References to Scripture or EGW writings re: Jesus' hurt.</b>	Five Scripture and/or Ellen G. White references that clearly relate to Jesus' pain are included.	↔	Fewer than five Scripture and/or EGW references are given or references are not clear.	↔	Scripture and/or EGW references absent.	
<b>Discussion of how Jesus responded when He was hurt.</b>	Jesus' responses are clearly stated.  Reasons are clearly linked to principles	↔	Discussion of Jesus' responses is vague or unconvincing.  Linkage to principle unclear.	↔	Discussion missing or weak.  Linkage to principle lacking	

<b>Description of personal experience of Jesus.</b>	Personal experience of Jesus is specific and well described.	↔	Description of experience with Jesus is vague.	↔	Description of experience with Jesus is missing.	
						<b>Total</b>  <b>/100</b>

### Reading Report

Important: While providing persuasive evidence that you have indeed read the books, do not write critical reviews of these books. Do not inform the professor about the contents of the books. Your reports must focus on the personal and professional benefits you have derived from your study of the books.

## APPENDIX 1: INTERPRETING LETTER GRADES

### Letter Grades and Percentages

94-100%	A	81-84%	B	69-72%	C
89-93%	A-	77-80%	B-	65-68%	C-
85-88%	B+	73-76%	C+	57-64%	D

#### ***THE A GRADE***

An A grade is given only when a student not only fulfills the criteria for a B grade, but in doing so demonstrates an advanced academic aptitude for content knowledge, critique, synthesis and independent insight, while exhibiting highly developed communication skills and professional publication standards that would allow them to pursue a highly competitive academic career.

#### ***THE B GRADE***

The B grade is a sign that you have competently fulfilled all of the requirements stipulated for an assessment or competency evaluation. It is a very good grade and demonstrates a high level of the knowledge, insight, critical competence and professional presentation standards essential for an individual wishing to pursue a career as a professional leader in ministry.

#### ***THE C GRADE***

The C grade differs only from a B grade in that the traits outlined in the B grade above are not consistently applied. However, with diligence and by applying feedback from your lecturer, the academic process can provide opportunity for a student to improve their consistency, and hence, their grade.

#### ***THE D GRADE***

The D grade points to a limited level of knowledge, insight, and critique, as well as to inadequate quality of written work. This may be because of a lack of time management on the part of the student, difficulty grasping the concepts being taught, use of English as a second language, or a personal issue that is affecting one's concentration and motivation levels. Again, with diligence, applying feedback from your lecturer, and seeking services offered by the University like the writing lab or the counseling center, the academic process can provide an opportunity for a student to significantly improve their performance.

#### ***THE F GRADE***

A failing grade is given when very limited or no demonstrable competency has been observed.

## APPENDIX 3: PROGRAM LEARNING OUTCOMES

### MASTERS PROGRAMS

#### 1. MA in Pastoral Ministry (MAPM)

- 1) Deliver effective biblically-based sermons
- 2) Demonstrate proper biblical interpretation skills
- 3) Understand the historical-theological development of the Seventh-day Adventist Church
- 4) Exhibit capability for training church members for evangelism
- 5) Demonstrate an understanding of how to empower church members for leadership
- 6) Exhibit capability for reaching specific social groups

#### 2. Master of Divinity (MDiv)

- 1) (Character) Models spiritual humility, maturity and integrity grounded in a living experience with God in joyful assurance of His salvation, nurtured by the sanctifying presence and power of the Holy Spirit.
- 2) (Scholarship) Manifests the practices of a Biblical scholar-theologian engaging the Bible, Christian/Adventist heritage and professional resources with theological maturity for personal growth and for facilitating the theological competence of others.
- 3) (Discipleship & Evangelism) Demonstrates personal commitment, passion and essential skills for discipleship and evangelism, while equipping members to carry out ministry within the scope of the local and global mission of the Seventh-day Adventist church.
- 4) (Leadership) Exercises creative and visionary leadership as a minister and servant of Christ, discerning the needs, spiritual gifts and potential of others, in order to equip and engage in their God-given ministries.
- 5) (Worship) Facilitates enriching corporate worship that brings diverse peoples into the transforming presence of God.
- 6) (Administration/Management) Engages the abilities of self and others to strategically steward personal and corporate resources including time, health, finances, property and service in areas of spiritual giftedness.
- 7) (Relationships) Models effective relationships with people of diverse cultures, backgrounds, character, and persuasions, reflecting the wisdom, compassion, and discernment of Jesus through the work of the Spirit.



#### APPENDIX 4: BIBLIOGRAPHY OF RECOMMENDED BOOKS & RESOURCES

- Anderson, Ray S. & Dennis G. Guernsey. *On Being Family: A Social Theology of the Family*. Grand Rapids: Wm B. Eerdmans Publishing, 1985.
- Balswick, Jack O. & Judy K. Salswick. *The Family: A Christian Perspective on the Contemporary Home*. 2<sup>nd</sup> edition. Grand Rapids: Baker Books, 1999.
- Clapp, R. (1993). *Families at the crossroads: Beyond traditional & modern options*. Downers Grove, IL: Intervarsity Press.
- Cox, F. (2006). *Human Intimacy. Marriage, the Family, and its Meaning*. 10<sup>th</sup> ed. Wadsworth Publishing.
- Erwin, P. J. (2000). *The family powered church*. Loveland, CO: Group Publishing
- Friedman, E. H. *Generation to Generation: Family Process in Church and Synagogue*. New York: Guilford Press, 1985.
- Fuchs, Eric. *Sexual Desire and Love*. New York: The Seabury Press, 1983.
- Grunlan, Stephen. *Marriage and the Family: A Christian Perspective*. Grand Rapids Zondervan Publishing House, 1984.
- Hamon, R. R. (Ed). (2006). *International Family Studies: Developing Curricula and Teaching Tools*. Haworth Press.
- Hoating, G. T., Finkelhor, D., Kirkpatrick, J. T., & Straus, M. A. (eds.). (1988). *Coping with family violence: Research and policy perspectives*. Newbury Park, CA: SAGE Publications.
- Hugenberger, Gordon P. *Marriage as a Covenant: Biblical Law and Ethics as Developed from Malachi*. Grand Rapids: Baker Books, 1998.
- Ingoldsby, B. & Smith, S. (Eds.) 2006). *Families in Global and Multicultural Perspective*. Sage Publications.
- Karpel, M. A., & Strauss, E. S. (1983). *Family Evaluation*. Boston, MA: Allyn and Bacon.
- Lamanna, M., & Riedmann, A. *Marriages and Families. Making Choices in a Diverse Society*. (2006). Thompson Learning.
- Laurer, R. & Laurer J. (2007). *Marriage and Family. Quest for Intimacy*. McGraw Hill.
- McGoldrick, M., & Gerson, R. (1985). *Genograms in family assessment*. New York: W. W. Norton & Company.
- McKenry, P. C. & Price, S. J. (Eds.) 2006). *Families and Change. Coping with Stressful Events and Transitions*. Sage Publications.
- Olson, D. H., DeFrain, J. J., & Skogrand, L. (2007). *Marriages and Families. Intimacy, Diversity, and Strengths*. McGraw Hill.
- Schwartz, M. & Scott, B. (2007). *Marriages and Families. Diversity and Change*. Prentice Hall.
- Senge, Peter M. *The Faith Discipline: The Art and Practice of the Learning Organization*. New York: Bantam Doubleday Dell, 1990.
- Strong, B., Devault, C., & Cohen, T. F. (2006). *The Marriage and Family Experience. Intimate Relationships in a Changing Society*. Thompson Wadsworth.
- White, E. G. (2001). *The Adventist home*. Hagerstown, MD: Review and Herald Publishing Association.
- White, J. & Klein, D. (2007). *Family Theories*. 3<sup>rd</sup> ed. Sage Publications.
- Zastrow, C. & Krist-Ashman, K. (2006). *Understanding Human Behavior and the Social Environment*. Wadsworth Publishing.

For additional books and articles, see also the Seminary Library Portal at <http://libguides.andrews.edu/religion> .