

### Article Critique Example

In his 1999 article *The Prayer of A Married Man Is Equal To Seventy Prayers of a Single Man: The Central Role of Marriage Among Upper-Middle-Class Muslim Egyptians*, Bahira Sherif proposes to explore the central role that marriage plays in the life course of Muslim men and women. There is some hinting that he will take a life course perspective, but he never really deals with theory as a predictive force. Instead, he presents ethnographic findings which show the primacy that marriage has in the life course of individuals. This is more in line with the sociological or sociogenic approach to human development. As is, unfortunately, common in much of the ethnographic work produced today, there is little discussion of theory at all. Researchers tend to be inductive, looking out into the world and describing it, rather than using some kind of theoretical framework and predicting what may happen. In this case, as in others, the outcome has little value beyond its descriptive impact and even that does not have the punch Sherif suggested that it might.

Most of Sherif's argument (used loosely here) is that it is important to analyze non-Western traditions related to marriage formation and family structure. There is the implicit suggestion that, in doing so, we will see a world that is considerably different from our own and recognize that our views about marriage's role in human development should be modified. In some ways, Sherif is successful in making that point. Clearly, marriage has a high level of importance in the life course of upper-middle-class Muslims that is not shared by, say, Whites in the United States. Because marriage is "at the heart of social and religious life" (p. 619) in contemporary Cairo, few Egyptian men and women do not marry. Marriage is not something simply hoped for by Egyptian parents and youth; it is practically a requirement for adequate life course development. Sherif even points out that marriage in this culture is almost a religious duty. In many ways, it is the defining act in the life of Egyptian youths. Young women and, surprisingly, men do not even leave home until they marry creating a situation of advanced liminality in those rare instances where the youths do not take a spouse. Ironically, for any kind of development as an "independent person" to take place, young Muslims must become dependent on a spouse.

Needless to say, the high expectations for marriage (i.e., having children) create strictures on what constitutes appropriate family development. The vast possibilities to analyze the effect of these cultural expectations on timing of Muslim family events, on men and women who ignore the cultural edict to marry, and on the processual aspects of Muslim family life are abandoned by Sherif. Even his statement that the study "does not seek to imply that all Egyptian Muslim marriages follow the exact same path to family formation" (p. 619) points to some interesting life course potential if he just studied these Muslim marriages that formed differently. Clearly there is much that he could have analyzed if he had actually taken the life course perspective described (to be fair, subtly) in his abstract and in points throughout the paper.

What did Sherif find? Islamic culture holds that men and women are different, have different social roles/functions, and should, therefore, be kept apart prior to marriage. There is no dating in Cairo. Spending time alone with a man is forbidden because it has the potential to soil the reputation of a woman and put her potential for marriage at risk. This creates interesting paradoxes because, in the case of upper-middle-class Muslims, women are not expected to come to the marriage with nothing as we often assume. A woman with a career is deemed desirable by young Egyptian men, but a woman places herself at risk of deterring a potential husband because of the mixed-gender workplace. She is, therefore, expected to work but becomes less attractive because she "may have had too much unsupervised contact with strange men." (p. 620). It would be interesting to see if this paradox does operate in delaying marriage for otherwise appealing and

# Sample Article Critique Paper

**Suresh Sharma**



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*Teaching Statistics and Quantitative Methods in the 21st Century* Joseph Lee Rodgers, 2020-07-14 This work which provides a guide for revising and expanding statistical and quantitative methods pedagogy is useful for novice and seasoned instructors at both undergraduate and graduate levels inspiring them to use transformative approaches to train students as future researchers Is it time for a radical revision in our pedagogical orientation How are we currently teaching introductory statistics and quantitative methods and how should we teach them What innovations are used what is in development This ground breaking edited volume addresses these questions and more providing cutting edge guidance from highly accomplished teachers Many current textbooks and syllabi differ in only superficial ways from those used 50 years ago yet the field of quantitative methods and its relationship to the research enterprise has expanded in many important ways A philosophical axiom underlying this book is that introductory teaching should prepare students to potentially enter more advanced quantitative methods training and ultimately to become accomplished researchers The reader is introduced to classroom innovation and to both pragmatic and philosophical challenges to the status quo motivating a broad revolution in how introductory statistics and quantitative methods are taught Designed to update and renovate statistical pedagogy this material will stimulate students new instructors and experienced teachers

**High Impact Teaching for Sport and Exercise Psychology Educators** John Coumbe-Lilley, Amber Shipherd, 2020-04-30 *High Impact Teaching for Sport and Exercise Psychology Educators* addresses the need for a resource on effective course design assessment content delivery and classroom management that is specific to educators in the field of sport and exercise psychology and to working with the millennial learner It provides discipline specific ideas to improve teaching in higher education The book provides an evidence based guide of tried and tested teaching methods for teachers of sport and exercise psychology at all levels in all formats of education Irrespective of the level and prior teaching experience

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**Developing and Presenting a Professional Portfolio in Early Childhood Education** Nancy W. Wiltz, 2008 It demonstrates how to collect items for a professional Early Childhood Education portfolio and how to create compile them in a professional manner in a binder for presentation upon graduation to obtain employment As portfolios are sometimes started in Intro to ECE and compiled throughout the program or introduced in a Curriculum course or in a Student Teaching or capstone course there are several points of entry for this supplement Wiltz instructs the student what items to collect for the portfolio how to compile construct label it and then how to talk about it present it

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