

## Course Proposal

### Details

- a. *Course Title:* Three Generations of Family Life: Diversity and Democracy Through Family Narratives
- b. *Sponsors:* Jay Chaskes and Kathleen Pearle
- c. *Credit Hours:* three
- d. *Course Level:* Freshman (100), Rowan Seminar, General Education elective, History, Humanities, Languages bank suggested
- e. *Prerequisites:* none
- f. *Suggested time and scale of implementation:* To begin September 2004 and be offered every subsequent fall semester.

### Curricular Effect

*Offerings:* This course will add a interdisciplinary dimension to Rowan Seminar without replacing or diminishing the current offerings of either the Sociology or History Departments.

*Adequacy of resources:* All the resources required for implementation of this course-staff, space, money-are currently available. In addition, this course is being underwritten by a grant from the Bildner Foundation.

*Recommended library resources:* With respect to this course, the Library's data bases, periodical holdings, media resources and the sociology and history holdings are more than adequate to meet the needs of this course.

### Rationale

While meeting the requirements of the Rowan Seminar Program, this course is consistent with the university's commitment to providing students with courses that address issues of diversity in a multicultural/global context as well as issues of democracy. In addition, this course is consistent with Rowan goals and commitments to providing students with diversity issues early in their academic careers and the opportunity for them to integrate the realities of their personal identity with their educational experience. This course adds another team-taught interdisciplinary course to the general education curriculum.

### Essence of the Course

a. *Objectives:* In addition to meeting the objectives of a Rowan Seminar course, the students is expected to: 1) understand basic sociological concepts and perspectives, 2) understand the political, social and economic history of modern American society (the 1880's to the 1970's), 3) make the connection between their personal family history and the development of modern American society using a sociological perspective.

b. *Topical outline:* The following graphic organizer outlines the course topics.

<b>ISSUES &amp; INSTITUTIONS</b>	<b>LEVEL OF ENGAGEMENT</b>	<b>LEVEL OF ENGAGEMENT</b>	<b>LEVEL OF ENGAGEMENT</b>
<b>GENERATION 1880-1910</b>	<b>MACRO</b>	<b>MICRO</b>	<b>INDIVIDUAL/FAMILY</b>
<b>ECONOMIC:</b> Demographics Urbanization Labor market segmentation Production & reproduction Business structures Urban/suburban/rural			
<b>SOCIAL/CULTURAL:</b> Community Education/learning Ethnicity Gender construction Sexuality & spirituality			
<b>POLITICAL:</b> Power distribution Identity construction Suffrage Civil rights Democracy Reform/change & its stumbling blocks			
<b>ANALYSIS</b>			
<b>CONCLUSIONS</b>			
<b>FEEDBACK LOOPS/INTERCONNECTIONS</b>			

<b>ISSUES &amp; INSTITUTIONS</b>	<b>LEVEL OF ENGAGEMENT</b>	<b>LEVEL OF ENGAGEMENT</b>	<b>LEVEL OF ENGAGEMENT</b>
<b>GENERATION 1910-1940</b>	<b>MACRO</b>	<b>MICRO</b>	<b>INDIVIDUAL/FAMILY</b>

<b>ECONOMIC:</b> Demographics Urbanization Labor market segmentation Production & reproduction Business structures Urban/suburban/rural			
<b>SOCIAL/CULTURAL:</b> Community Education/learning Ethnicity Gender construction Sexuality & spirituality			
<b>POLITICAL:</b> Power distribution Identity construction Suffrage Civil rights Democracy Reform/change & its stumbling blocks			
<b>ANALYSIS</b>			
<b>CONCLUSIONS</b>			
<b>FEEDBACK LOOPS/INTERCONNECTIONS</b>			

<b>ISSUES &amp; INSTITUTIONS</b>	<b>LEVEL OF ENGAGEMENT</b>	<b>LEVEL OF ENGAGEMENT</b>	<b>LEVEL OF ENGAGEMENT</b>
<b>GENERATION 1940-1970</b>	<b>MACRO</b>	<b>MICRO</b>	<b>INDIVIDUAL/FAMILY</b>
<b>ECONOMIC:</b> Demographics Urbanization Labor market segmentation Production & reproduction Business structures			

Urban/suburban/rural			
<b>SOCIAL/CULTURAL:</b> Community Education/learning Ethnicity Gender construction Sexuality & spirituality			
<b>POLITICAL:</b> Power distribution Identity construction Suffrage Civil rights Democracy Reform/change & its stumbling blocks			
<b>ANALYSIS</b>			
<b>CONCLUSIONS</b>			
<b>FEEDBACK LOOPS/INTERCONNECTIONS</b>			

*c. Evaluation of students and grading procedure:* This class will be conducted in a fashion consistent with the best practices of a writing intensive course. Students will 1) keep a journal, 2) write a personal family history that incorporates significant events and processes from modern American history, and that incorporates a sociological perspective, 3) team-teach various historical elements to each other. Class attendance is mandatory and will be used in determining a grade along with the three major assignments. The weighting of each of these four factors will be negotiated between the students and their instructors.

*d. Course Evaluation:* This course will be evaluated in multiple ways. Students will be administered the Freshman Year Initiative which is a benchmarking instrument developed by John Gardner at the Policy Center on the First Year of College. In addition, the instructors will use an evaluation instrument for specifically designed for the Bildner Foundation courses. This instrument will be developed by the university's Center for the Study of Student Life. Also, the two instructors will write a self-evaluation and reflection on their experience team teaching this interdisciplinary course.

Title: Three Generations of Family Life: Diversity and Democracy Through Family Narratives

Prerequisites: none

***Catalog Description:*** Using the concepts of diversity and democracy as the common unifying scheme, students will employ a sociological perspective to explore the macro level changes in the family as an institution as well as the parallel micro level changes in the life of their own families. The historical period under examination extends from 1880 to the 1970 and, thus, captures approximately three generations of family life. The changes in family life will be explored within the larger context of the political, economic and social changes that characterize the historical period under examination.