

**Course Submission Form**

**Instructions: All courses submitted for the Common Core must be liberal arts courses. Courses submitted to the Course Review Committee may be submitted for only one area of the Common Core and must be 3credits. STEM waiver courses do not need to be approved by the Course Review Committee. This form should not be used for STEM waiver courses.**

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<b>Current Status</b> Approved	<b>Course Selected:</b> Subject FNES (FNES - Family, Nut & Exercis) <b>Catalog Nbr</b> 147	

<b>Course Revision &amp; College</b>	
<b>Form Submission</b> Initial Submission	<b>College</b> Queens College

<b>Course Data</b>		
<b>Course ID</b> 008103	<b>Subject</b> FNES (FNES - Family, Nut & Exercis)	<b>Catalog Nbr</b> 147
<b>Catalog Status</b> Approved	<b>Contact Hours</b> 3	<b>No. of Credits</b> 3
<b>CourseTitle</b> Family Relations		
<b>Course Description</b> Interpersonal relations in contemporary American marriage and family life. Topics include dating, courtship, sex attitudes and behavior, family preplanning, communication, marital conflict, the unmarried, and elements of a successful marriage.		
<b>Department</b> Family, Nutrition and Excercise Sciences		
<b>Pre-Requisites/Co-Requisites</b>		

<b>Course Syllabus [Attachment Filename(s)]</b>
FNES_147_Syllabus.docx

<b>Location(Required or Flexible) and Learning Outcomes</b>	
<b>REQUIRED</b>	<b>FLEXIBLE</b>
English Composition	World Cultures & Global Issues
Math & Quantitative Reasoning	US Experience in its Diversity
Life and Physical Sciences	Creative Expression



**Individual and Society**

**Scientific World**

Learning Outcomes: Questions	Learning Outcomes: Responses
<p><b>* 1. Gather, interpret, and assess information from a variety of sources and points of view.</b></p>	<p>Students will gather, interpret and assess information from a variety of sources and perspectives. Readings about key concepts, theories, and historical and cultural variation in family relationships will come from the textbook and other assigned sources (news articles, empirical articles, informational video clips). Resources draw on different perspectives to provide students with well-rounded insights into family dynamics. Weekly discussions and response papers assess student understanding of the readings and require integration and interpretation across different perspectives. The grading rubrics for response papers and discussion forums (provided in the syllabus) illustrate the importance of interpreting and assessing information from different points of view. Response papers require students to integrate concepts and theories from several weeks of content. Discussion forums assess students on their own interpretation of the material each week, in addition to their response to a classmate's point of view. In this way, discussions provide an opportunity for students to reflect on the perspectives of their classmates. Tying into the emphasis on families as systems, discussion questions and response papers require students to evaluate family relationships from micro-level and macro-level perspectives. For example, Response Paper 1 asks students to describe the individual and socio-cultural factors that have led to changes in patterns of family formation.</p>

**\* 2. Evaluate evidence and arguments critically or analytically.**

Students will develop and strengthen critical thinking skills by evaluating research findings and interpreting them in light of theories, key concepts, and personal experiences. In weekly discussions students use critical thinking skills to evaluate arguments from different perspectives (provided from course materials and their classmates). Response papers require students to integrate material across several weeks of class, to produce a critical, evidence-based argument. Some assignments draw on research findings. For example, in the discussion on divorce and remarriage, students read research reports about trends in remarriage and make an argument about why rates of remarriage are changing. In addition, students will examine family theories in detail and evaluate different theoretical explanations in our understanding of family dynamics. Although many discussions are subjective in nature (given that we all family experiences to draw on) students must apply family theories and evidence-based findings in their responses. For instance, the discussion on singlehood and cohabitation is graded on how well students integrate theory and empirical evidence into their arguments about patterns of family formation. Lastly, students exercise critical and analytical thinking skills on the midterm and final exams. Short answer questions provide an opportunity to develop applied examples and analyze theoretical scenarios. Multiple choice questions go beyond simple demonstration of facts and ask students to apply their knowledge in a novel way.

**\* 3. Produce well-reasoned written or oral arguments using evidence to support conclusions.**

Students are rigorously assessed through well-reasoned and evidence-based responses in all assignments. In response papers, students produce written arguments that are supported by the textbook, empirical articles, and other assigned materials. Response papers require students to incorporate material across interrelated topics within a given unit. The grading rubric for response papers (provided in the syllabus) illustrates the importance of integrating across material and using evidence to support conclusions. In class and online discussions, students will describe their experiences and knowledge, and interpret them using evidence from the textbook and assigned readings. Discussions will be written during weeks that are online; when class meets in person students will be encouraged to actively contribute to class and group discussions. Online discussions are assessed on the basis of supporting evidence for conclusions drawn; in-person discussions are graded according to support and interaction with classmates. The grading rubric for discussions (provided in the syllabus) notes the importance of supporting evidence.

**4. Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring the relationship between the individual and society, including, but not limited to, anthropology, communications, cultural studies, history, journalism, philosophy, political science, psychology, public affairs, religion, and sociology.**

Students in this course will gain a foundation in the study of families as systems. Given its roots in a systems perspective, a fundamental goal of this course is to illuminate the connections between individuals and society in the development and maintenance of family relationships. Family studies are inherently interdisciplinary; accordingly, this course draws on principles and theory from psychology, sociology, cultural studies, gender studies, and history. Unit 1 presents the foundations of research and theory, and places understanding of family relationships in historical and cultural contexts. Assignments (discussions and response papers) require students to approach family experiences from theory and to consider the interactive and independent roles of individual and societal factors in shaping family relationships. Subsequent units provide more nuance about the formation and maintenance of different relationships. Students are expected to integrate theory and principles of a systems framework in all assignments. Specifically, discussions and response papers often direct attention to the interplay between macro- and micro-level factors. Grading rubrics (provided in the syllabus) show how students will be assessed on their understanding of key concepts.

<p><b>5. Examine how an individual's place in society affects experiences, values, or choices.</b></p>	<p>Students will apply the roles of 1) time, 2) location, and 3) culture to family experiences, values, and decision-making. Unit 1 provides an in-depth examination of the historical context of family relationships, beginning with colonial families and tracking the evolution of family life through the present and future. Throughout subsequent units, each lecture considers historical changes in family experiences (i.e., dating, singlehood and cohabitation, marriage). Assignments require students to reflect on the role of key historical events (i.e., the industrial revolution) in shaping family experiences. Discussions and response papers require students to critically examine the role of historical context for present-day family relationships, and to consider the implications of potential future changes.</p> <p>This course conceptualizes location in society in several different ways. Drawing from an ecological perspective, a location can broadly encompass how a nation shapes individual values and choices in relation to family experiences. A location can also exist on a smaller scale, as in how neighborhood context brings certain qualities to family values and experiences. Discussions and response papers ask students to think critically about the implications of macro-level and micro-level contexts or location for family experiences. Finally, this course considers the role of culture as it relates to family experiences and values. Unit 1 explores the meaning of culture for family life and examines cultural differences in family relationships. Subsequent topics present cultural variations in family experiences and values in more detail. In all assignments, students are encouraged to discuss the implications of culture for our understanding of family life. Discussion forums and response papers assess students on their ability to apply their own ideas about time, space, and culture to our interpretation of family roles and relationships. In addition, students will critically discuss limitations to the study of family in light of societal, historical, and cultural variations.</p>
<p><b>6. Articulate and assess ethical views and their underlying premises.</b></p>	
<p><b>7. Articulate ethical uses of data and other information resources to respond to problems and questions.</b></p>	<p>Students will become familiar with the tenets of ethics in family research. Unit 1 of this course covers the ethics surrounding family research and ethical treatment of research participants. As part of this unit, in Discussion 1, students are required to read the ASA Code of Ethics and respond to questions about the risks and benefits of conducting family research, and the role of research ethics in involving participants and ensuring low risk. Throughout the semester, students are encouraged to evaluate the ethics, risks, and benefits in studying different dimensions of family experiences.</p>

<p><b>8. Identify and engage with local, national, or global trends or ideologies, and analyze their impact on individual or collective decision-making.</b></p>	<p>Students will evaluate local, national, and global ideologies and consider their implications for individuals and families. As part of the focus on ecological contexts, students will describe the impact of local resources, national policies, and international trends for family experiences and decision-making. For example, students will consider the implications of ideologies surrounding family roles for individual family decisions, and for national and global fertility rates. In Unit 4 on family challenges, students thoroughly examine work and family policies and consider how they differ by locale, state, country, and describe the effect on individual and collective decision-making surrounding work-family balance and family planning. More generally, throughout the semester, students discuss ideologies that differ cross-culturally and cross-nationally and describe the relevance for how we experience and make decisions surrounding love, dating, marriage, parenting, etc. In addition, students will explore local variation in policies and trends and describe how access to resources contributes to individual decisions and goals surrounding family.</p>
<p><b>A. If there is a change to the course title, what is the new course title?</b></p>	
<p><b>B. If there is a change to the course description, what is the new course description?</b></p>	
<p><b>C. If there is a change to the pre-requisites and/or co-requisites, what are the new pre-requisites and/or co-requisites?</b></p>	

<p><b>Chair (Approver) Comments</b></p>
<p><b>Comments</b> The committee voted to approve this course on Feb 25, 2022.</p>