

**Common Course Outline for
HIST 1131, Family: Sex/Gender/Power: A Cross-Cultural, Historical Perspective**

A. Course Description

1. Number of credits: 3
2. Lecture hours per week: 3
Lab hours per week: None
3. Prerequisites: None
4. Co-requisites: None
5. MnTC Goals:
Goal 5: History & the Social & Behavioral Sciences
Goal 8: Global Perspective

Catalogue description:

A social history of the family. The course examines how social, political, economic, religious, and cultural changes have influenced the structure, function, and values of family. A comparative study of the American family will be made with other cultures.

B. Date last reviewed: January 2017

C. Outline of Major Content Areas

1. examine family history from a cross-cultural perspective
2. unique character and development of "family" in individual civilizations and as these conceptions were changed as people immigrated into the United States
3. both unifying and differing threads in the conception of "family" across civilizations
4. the interrelationship of family to the political, social, and economic structures of civilizations in a comparative manner
5. the different cultural conceptions of family, including differing forms and make-up
6. the interaction among conceptions of family and religious beliefs and organizations, comparing other civilizations with the U.S. in this regard
7. how historians analyze and interpret the historical record to create plausible scenarios of how people lived and acted in various times and places
8. the distinction between primary and secondary sources as defined by historians

D. Course Learning Outcomes

Upon successful completion of the course, the student will be able to:

1. define reasons why historians have developed a cross-cultural perspective to family history; (2a, 5c, 8b)
2. identify specific aspects of how "family" is defined in different cultures and the impact of historical events on these conceptions; (2d, 5d)

3. identify specific aspects of conceptions of "family" which are common to the various civilizations being studied; (2b, 5b, 8a, 8b)
4. critically analyze the political, social, and economic structures of diverse civilizations as they pertain to the role of the family in these societies; (2b, 2c, 5c, 8a, 8b).
5. analyze the historical impact of religious beliefs and organizations on the conceptions of family among diverse civilizations and how these conceptions were changed as a result of immigration to the United States, (2a, 2c, 5b, 5c, 5d, 8c, 8d)
6. articulate, verbally and in writing, their interpretation of the historical record using primary and secondary sources. (2a, 5a, 5b, 5d)
7. **demonstrate** their critical skills as readers, thinkers, and writers. (2a, 5c, 8d)

E. Methods for Assessing Student Learning

Methodology: Instructors will use a variety of techniques and approaches to promote the goals of the course and assist the students in attaining course objectives including, but not limited to:

1. Lectures
2. Small group discussions based on instructor-generated questions and analysis of primary documents
3. Documentaries
4. Slide shows
5. Role-plays
6. Debates

The purpose of these various techniques is to engage students of diverse learning styles with the course material.

Evaluation: Instructors will assess students using a variety of **formative** and **summative** assessment techniques.

Formative assessment techniques are ungraded, in-class, written or spoken evaluations of various aspects of the class which are designed to aid the instructor in improving the delivery of course material. These include, but are not limited to:

1. Written responses to questions such as "what was the most important point from the previous class session?"
2. Written reflections which relate historical events to current events such as "How has immigration affected the conceptions of family in the in 1900 and how does immigration affect the conceptions of family in the today"
3. Think-pair-share: Asking the students to briefly reflect on a question (such as "would you recommend that we use this text again? Why or why not?", discuss their response with a partner, and then have all the students share their responses publicly.

4. Mid-Course evaluations: Request detailed and anonymous evaluations of various assignments, texts, and teaching strategies from students either once (at the middle of the course) or more frequently.

Summative assessment techniques are used to evaluate student achievement in meeting the course objectives. These include, but are not limited to:

1. Objective Testing (multiple-choice, true-false, fill-in-the-blanks examinations): Objective tests are useful to determine whether students can identify important historical events, ideologies, or persons in a way that demonstrates a general understanding of historical development.
2. Essay Questions (short responses to a series of direct questions, more detailed responses to more general questions -- these can be either conducted in-class or as take-home examinations): Essay questions are useful to assess whether students can use critical thinking and writing skills to compare and contrast the development of diverse conceptions of family or on how conceptions of family and gender have changed as a result of the historical impact of various systems of religious beliefs and institutions.
3. Individual or group research assignments and presentations: Individual research assignments may include, but are not limited to, writing individual or group papers on various historical topics using primarily primary sources on topics assigned by the instructor and/or verbally present their research to the class.

Extra-Credit Opportunities: At the discretion of the instructor, extra-credit opportunities may be provided for the students including, but not limited to, individual reflective papers detailing student experience while attending cultural events or visiting historical sites, writing additional research papers on a topic assigned by the instructor, or presenting an additional oral report to the class on a topic approved by the instructor.

F. Special Information: None.