University Studies Cluster Proposal Cover Sheet
For Academic Year 2007-2008

Cluster Proposed for: **FAMILY STUDIES**
Title of course: **THE AMERICAN FAMILY ON TELEVISION**
Course Number: **DFS 399**
Proposing Faculty: **WENDE MORGANTE, M.S.T., SR. INSTRUCTOR**
Cluster Coordinator: **MICHAEL TAYLOR, PH.D.**

**Proposal Type:**
[ ] Cluster Course to New Cluster
[ ] New Course to Cluster
[ ] Removal

Other clusters this course is assigned to:

Proposals are due to the University Studies office (CH 117) with 12 duplicate copies by Friday, November 9, 2007 so that they may be reviewed and forwarded to the UCC Committee for final approval.
University Studies New Cluster Course Addition
Adding a previously unapproved course to a cluster

PROPOSING FACULTY: Wende Morgaine, MST, Sr. Instructor, Child and Family Studies
PROPOSED CLUSTER(S) Family Studies

1. THE COURSE: The American Family on Television: Small Screen, Big Changes

A. COURSE TITLE, NUMBER, AND CATALOG DESCRIPTION
CFS 399U The American Family on Television: Small Screen, Big Changes (4)
The images of the American family from post-war television are still influential even 60 years later. This course explores those images and follows the evolution of the changing image of the American family on television throughout the 20th century as compared the realities of the American family during the same time periods. Special attention is given to economic, political, and social changes, their affects on contemporary families, and how television families mirrored those changes and shifted in response. No prerequisites.

B. DEVELOPMENT: American Family on Television will be offered as a Special Topics 399 course in Winter and Spring of 2008 and proposed as a regular course in Fall of 2008

C. AVAILABILITY
The course has been approved by the School of Social Work for support as Special Topics course in Winter and Spring of 2008. Proposal as a regular course will be evaluated in Fall of 2008.

D. PREREQUISITES
List any course prerequisites beyond the cluster Sophomore Inquiry course.
None

2. COURSE OUTLINE. Provide a detailed outline of the proposed course, also including its preliminary reading list, and the name(s) of instructor(s) committed to teaching the course.

Wende Morgaine, MST, Sr. Instructor, Child and Family Studies/University Studies, two years full-time teaching at PSU. Ms. Morgaine was hired as a fixed term full-time faculty in Fall of 2004 and had previously taught two years as part-time graduate instructor. She has continued to teach as a part-time adjunct instructor in University Studies and Child and Family Studies.

I. Overview of the Study of Television
   A. Major differences between television and film in the 20th century
   B. Studying television vs. watching television

II. Overview of Family Studies
   A. A Brief History of Families in America
   B. Families as the Societal Institution
   C. Historical context of media and families

III. Families on Television – the 1950’s
   A. Background on the Media Industry in the 1950s
B. Social, Political, and Economic Factors Affecting Families
C. Significant Families on Television: *Leave It To Beaver, The Adventures of Ozzie & Harriet, Father Knows Best*

IV. Families on Television – the 1960’s
   A. Background on the Media Industry in the 1950s
   B. Social, Political, and Economic Factors Affecting Families

V. Families on Television – the 1970’s
   A. Background on the Media Industry in the 1950s
   B. Social, Political, and Economic Factors Affecting Families
   C. Significant Families on Television: *All in the Family, Good Times, The Brady Bunch.*

VI. Families on Television – the 1980’s
   A. Background on the Media Industry in the 1950s
   B. Social, Political, and Economic Factors Affecting Families
   C. Significant Families on Television: *The Cosby Show, Family Ties.*

VII. Families on Television – the 1990’s
    A. Background on the Media Industry in the 1950s
    B. Social, Political, and Economic Factors Affecting Families
    C. Significant Families on Television: *Rosanne, The Simpsons.*

**Preliminary Reading List**


1. 3. GENERAL EDUCATION GOALS.
A. COURSE CONTENT & SUITABILITY FOR CLUSTER
The theme of the Family Studies cluster is a broad exploration of family issues from diverse perspectives which are relevant to the non-traditional PSU student. From this foundation students may pursue study of human development and multiple perspectives on families in the context of varied academic disciplines including child and family studies, history, sociology, psychology, speech communication, black studies and social work.

The course content of The American Family on Television relates closely to the thematic focus of the Family Studies cluster. This course build upon historical analysis, examining the social, political, and economic factors influencing families in six decades of the 20th century and then examines television families in light of those factors. This course builds upon sociological theory and research, examining the social institution of the family over the course of 60 years, noting large cultural shifts and examining television families in light of those shifts. This course has a psychological component in that it examines the role-based behavior of various family members over the course of 60 years, noting major role changes, and then examines television families in light of those changes. In addition, the portrayal on television of the African American family has been a subject of controversy and attention for decades. This course will examine that portrayal in depth for each decade explored, contrasting it with the reality of the lived experience and economic status of African American families through this period of history.

B. UNST GOALS
Indicate what materials and assignments will address those University Studies goals appropriate to the course content and cluster theme

In this course, the University Studies goals are fully incorporated into course content and assignments. Students are made aware, through assignments, lectures and discussion of the Family Studies and UNSTD cluster goals.

Inquiry and Critical Thinking
The myth of the American family is a powerful force in the society. This course asks students to look at the social, economic, and political realities of families and unpack the representation of that myth as it is seen on television. This is difficult work, and students must use advanced critical thinking skills to do it. Students are walked through a scaffolded process to engage in this type of critical thinking. Several discussion questions are formulated to challenge students to think critically.

Communication
This course utilizes many low stakes writing assignments, which one of the leading scholars in the field of Rhetoric and Composition, Peter Elbow, recommends for improving student writing.

Diversity of Human Experience
After a number of class sessions exploring how African Americans are portrayed on television, a documentary is viewed on the subject, and many related class discussions are held, students are given a writing assignment asking them to discuss one aspect of their own identity that is NOT represented on television. A class discussion is then held on the topic.
**Ethical Issues & Social Responsibility**

After a number of class sessions exploring how political and economic changes have worked against family welfare, and many related class discussions are held, students are given a writing assignment asking them to discuss possible political and economic changes that could be introduced that could benefit families and how they personally could make those changes possible.

C. CLASSROOM ENVIRONMENT Discuss the teaching strategies employed in the course and how they articulate with the student-centered, active-learning strategies characteristic of University Studies courses.

Planned as a course for 48-60 students, this course will employ traditional lecture very minimally and instead rely on small-group discussion and in-class writing. A typical class session would consist of analyzing previously-read course material about the social, economic, and political forces affecting families during a particular decade. Viewing a particular scene or entire television episode, shown in class, would then follow. A discussion of how reality differs from television portrayal and why certain portrayals are popular will be facilitated by the instructor. A teaching technique of freewriting on the connection between the media and the student’s lived experience would be done in class and feedback provided to students on their writing and critical thinking.

Principles of adult education and learning styles will be employed in this course including Kolb’s approach to addressing learning styles, use of lived experiences to explore diversity of class, ethnic and social experience and critical reflection on the impact of the media on families, as well as families on the media of television.
OBTFONn CHAIR AND CLUSTER COORDINATOR SIGNATURES BEFORE SUB\NMITIING TO UNIVERSITY STUDIES OFFICE

DEPARTMENT CHAIR(S) Carol A. Morgan:

DATE: 11-9-07  DATE:

CLUSTER COORDINATOR Michael Taylor

DATE: 11-9-07 725-8589

motaylor@pdx.edu

All changes to Clusters must be approved by PSU’s Senate Curriculum Committee.

THE ORIGINAL + 12 COPIES OF THE PROPOSAL MUST BE RECEIVED AT UNIVERSITY STUDIES (CH 117) BY NOVEMBER 9, 2007
COURSE APPROVED FOR CLUSTER INCLUSION

CHAIR, CLUSTER COORDINATORS: ________________________________

DATE: ______________

CHAIR, UNST COMMITTEE: ________________________________

DATE: ______________