

**Delta State University**  
**College of Education & Human Sciences**  
**Division of Family & Consumer Sciences**  
**FCS 494 Family and Consumer Sciences: Philosophy and Issues**

**Fall 2014**  
**Office: Ewing 141**

**Stephanie Farris**  
**Phone: 662-846-4320**  
**Email: Use mail on Canvas**

**Meeting Place/Time: Online**

**Course Description:**

**FCS 494 Family and Consumer Sciences: Philosophy and Issues**

This course is a reflection on the history and development of the ecological perspective in family and consumer sciences; including cultural diversity and other current issues facing the profession. Prerequisites: FCS 150 and 151. 1 hour.

**Learner Outcomes:**

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

1. Discuss the history of family and consumer sciences.
2. Discuss the ecological perspective of family and consumer sciences.
3. Formulate a professional philosophy that reflects the integrative nature of Family and Consumer Sciences.
4. Utilize written communication skills to assert the roles of Family and Consumer Scientists in the marketplace.
5. Describe and discuss current issues facing the profession of Family and Consumer Sciences at the local, state and national levels.
6. Formulate strategies for initiating and maintaining professional involvement.
7. Discuss societal trends and issues of diversity, changing nature of family and consumer sciences, and public policy.
8. Understand the balance needed in the use of technology as to the ethical and moral issues involved along with the benefits gained by society.

**Text:**

No text required.

**Communications:**

This course is taught online using Canvas. The Canvas mailbox and discussion board will be used for class communications. There will be allocated times for chat. Online office hours will be Tuesdays 10:00-11:00. For help with email or Canvas issues, students may contact the Office of Information Technology 24/7 at [helpdesk@deltastate.edu](mailto:helpdesk@deltastate.edu) or 662-846-4444 or 866-264-1465 (toll free).

### **Presentation Methods:**

The course will be taught online using PowerPoint presentations, assigned readings posted on the class homepage, as well as other assigned websites and library research.

### **Written Assignments**

Writing assignments will be completed using Times New Roman, Calibri, or Arial, 12-point font, black print. Students will save assignments electronically for possible use in portfolios later. Students will submit assignments via the online assignment drop box. All assignments must be saved in one of the following formats: docx or doc. Students should cite sources of information in written assignments following guidelines of the *American Psychological Association Style Manual, 6th edition*. You will be expected to write **thoughtful, comprehensive answers, using correct spelling and grammar. Organization, accuracy, and content will account for 75% of the grade; grammar, spelling, and punctuation will account for the remaining 25%.** The following website may be used as a reference if you have questions regarding the writing process, writing styles, as well as grammar and punctuation: <http://leo.stcloudstate.edu/catalogue.html>. **Students needing additional assistance are encouraged to contact the Writing Center in Kethley Hall, room 201.** Their web address is as follows: <http://www.deltastate.edu/college-of-arts-and-sciences/languages-literature/writing-center/>

### **University Policy on Cheating and Plagiarism**

**Cheating and plagiarism are not to be tolerated.** If it is established that a violation has occurred, instructors determine the penalty. In this course, the penalty for a first offense involves a grade of zero on the test or assignment. A second offense will be reviewed for more stringent action and will be reported to the division/department chair, the student's advisor, and dean, and will usually result in suspension. Any additional offenses will usually result in expulsion from the university. Please see the university policy on cheating and plagiarism in the current undergraduate bulletin.

**Please be informed that copying and pasting from another student's work is considered cheating, as is copying and pasting from websites. All assignments and tests in this course are to be completed independently. Complete assignment information is on Canvas.**

### **Basis of Grade:**

<i>Activities and Requirements</i>	<i>Pts</i>
Professionalism and Ethics reading and written assignment	50
History of FCS reading and written assignment	50
FCS Pioneer Profiles readings and written assignment	50
Readings and summary papers on each of the following issues of concern to Family and Consumer Sciences professionals:	
a) The Role of the Family and Consumer Scientist in Policy Making	50
b) The Role of the Family and Consumer Scientist in Dealing with Diversity	50
c) Trends Affecting the Future of Family and Consumer Sciences	50
Prepare own philosophy of Family and Consumer Sciences in your specific area	50
Exam	50
TOTAL POSSIBLE POINTS	400

To determine a percentage grade, divide the number of points earned by 400. This percentage grade will be converted to a letter grade using the following scale:

A=	94-100%
B=	85-93%
C=	75-84%
D=	65-74%
F=	<65%

### **Attendance Policy:**

All work will be submitted online.

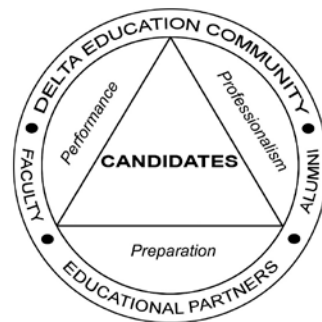
### **Tardy and Make-up Work**

1. No makeup work is allowed for unexcused absences.
2. When submitting an assignment after the due date, the assignment must be attached to an email on Canvas. Late assignments will not be accepted. The assignment dropbox will close on the date and time noted. **Do NOT send assignments to the professor's DSU email.**

### **Students with Disabilities**

Delta State University is committed to a policy of equal educational opportunity. Delta State University does not discriminate on the basis of race, color, religion, national origin, sex, age, disability, or veteran status. This policy extends to all programs and activities supported by the University. It is the responsibility of students who have professionally diagnosed disabilities to notify the instructor so that necessary and/or appropriate modifications can be made to meet any special learning needs.

**Delta State University  
College of Education  
Conceptual Framework  
DELTA P<sup>3</sup> MODEL**



Vision: The Delta State University College of Education promotes a vibrant educational community committed to preparing capable and confident candidates who can positively affect learning outcomes of students in the P-12 school setting. Appropriately illustrated by the Delta triangle, the model reflects candidate development through the triad of preparation, performance and professionalism, supported by the greater Delta educational community (faculty, educational partners, and alumni).

### Guiding Principles:

1. Education is a lifelong endeavor, requiring an ever-expanding content knowledge base, a repertoire of skills, and a broad experience base. (GP1)
2. Education is interactive and reflective, a process that is accomplished through assessment and reflection of a collaborative nature. (GP2)
3. Education is culturally contextualized, requiring both an understanding and appreciation of the diversity of all individuals within the learning community. (GP3)
4. Education is dynamic, with change being driven by assessment data and the needs of all segments of the educational community. (GP4)
5. Education is enhanced by technology, infused throughout programs and services. (GP5)

## Assignment breakdown for FCS 494

### Assignment One: The History of Family and Consumer Sciences and Its Ecological Perspectives

Learning about the history of the profession is an important part of this course. You will find the articles and notes for this material in the Table of Contents under the "The History of Family and Consumer Sciences" and "From Home Economics to Family and Consumer Sciences." First, read the articles. Next: Take notes about influential people and events that take place during those time periods. Note the historical events and other developments in this country that affected the profession. Next, choose at least two events that have made an impact on your concentration area in FCS (child development, fashion merchandising, nutrition/dietetics). Please refer to the Body of Knowledge for Family and Consumer Sciences in your syllabus. Read the section on Integrative Elements write about the connections between the History of Family and Consumer Sciences and the Ecological Perspectives. Papers should be concise, but thorough enough to make and explain these connections. (50 pts.)

### Assignment Two: Professionalism, Ethics, and Technology

Read and study the articles/notes under the category of "The Profession" [Introduction to the Profession; Shaping the Profession; and Ethics] and "Ecological Perspectives of FCS" [Human Systems Theory/ Family Ecosystems]. Read the code of ethics that is specific to your intended profession. Child Development and Fashion Merchandising students should visit the AAFCS website (<http://www.aafcs.org/about/ethics.html>) and search for "Code of Ethics", and then read the current code. If you are a nutrition/dietetics major, visit the AND website ([www.eatright.org](http://www.eatright.org)) and do the same. Once you have read the above information, consider the following ethical (and legal/professional) questions: **Fashion Merchandising - counterfeit designs; Nutrition/Dietetics - discontinuing a tube feeding or TPN for a patient at the end of life; Child Development -failing to report suspected child abuse/neglect because you're friends with the parent/guardian.** For submission, write a reaction paper of at least 500 words about your specific dilemma. Consider, also, the issues related to technology that

is incorporated into these ethical dilemmas and address whether or not you feel this is an appropriate use of technology. For example, the internet is an avenue to promote and sell counterfeit products. For instructions regarding reaction papers, please visit the following website

<http://leo.stcloudstate.edu/acadwrite/reaction.html>

(50 pts.)

### **Assignment Three: The Role of Family and Consumer Sciences Professionals in Policy Making, Dealing with Diversity, and Trends Affecting the Future of Family and Consumer Sciences**

Under the heading “Issues in Family and Consumer Sciences”, there are 3 subheadings: **Public Policy**, **Diversity**, and **Trends** in Family and Consumer Sciences. Please read each of the articles under the 3 subheadings. When finished, write a reaction paper of at least 250 words on **each of the different subjects**. Please note that you will submit a total of 3 papers (public policy, diversity, and trends). For instructions regarding reaction papers, please visit the following website <http://leo.stcloudstate.edu/acadwrite/reaction.html> (50 pts. each; total: 150 pts.)

### **Assignment Four:**

It is important that you develop your own philosophy regarding family and consumer sciences and a philosophy specific to your own area of concentration. Many employers will ask for you to include your personal philosophy in the cover letter that you submit with a job application. Please read the file below and develop your own philosophy pertaining to family and consumer sciences. In addition, develop your philosophy regarding your own area of interest (child development, fashion merchandising, nutrition/dietetics). For grading, **submit both written philosophies (maximum = 100 words each)**. Please note that points will be deducted if you exceed the word limit; more is NOT necessarily better. (50 pts.)

[Imported Resources.fcs494 e01 course 20070507133634.Philosophy Assignment05.htm](http://leo.stcloudstate.edu/acadwrite/reaction.html)

### **Assignment Five: Family and Consumer Professionals and Strategies for Maintaining Professional Involvement.**

Part I: It is also important that you recognize the roles of professionals in your field and in the marketplace. Please research the following professionals or another significant professional in your field, historic or current, who is well recognized, and prepare to discuss their roles in your profession. Describe their keys to success. Important details to consider include: education, obstacles, traits that contributed to their success, and their overall contribution to your area. Note any parallels between the professional you selected and the life and profession of Helen Swallow Richards, the founder of family and consumer sciences.

**Fashion Merchandising students: Vionnet; Charles Worth; Coco Chanel; Yves St. Laurent**

**Child Development students: Friedrich Wihelm Froebel, Maria Montessori, Margaret McMillan; Loris Malaguzzi**

**Nutrition/Dietetics students: Caroline L. Hunt, Maria Parloa, Emily Huntington, Anna Barrows, Mrs. William V. Kellen**

For submission, write a 350 word descriptive essay on the professional of your choice.

Part Two: It is important that you maintain professional involvement in your profession.

Please research the professional associations in your field at the state and national level.

List these associations and identify your personal strategies for maintaining professional involvement. (150 words)

(50 pts. for total assignment)

The body of knowledge of family and consumer sciences encompasses three critical components: core concepts, integrative elements, and cross-cutting themes.

1. **CORE CONCEPTS**

a. Basic human needs

Basic human needs such as physiological needs, safety, love and belongingness, self-esteem, and self-actualization are central to concepts developed, applied, and assessed in the family and consumer sciences body of knowledge. A broader definition of basic human needs includes:

- (1) “material well-being, including sufficient food, assets, and work;
- (2) bodily well-being and wellness in health, appearance, and physical environment;
- (3) social well-being, including the ability to care for and raise children; self-respect, dignity, peace, harmony, and good relations with family and community;
- (4) security, including civil peace, physically and psychologically safe and secure environments, lawfulness and access to justice, security in old age, and confidence in the future;
- (5) freedom of choice and action; and
- (6) psychological well-being, including peace of mind, happiness, a spiritual life and religious observance.” (Narayan et al., 2000; cited on pp.25-28 of Nickols, et al.)

b. Individual well-being

Meeting basic human needs is critical to the achievement of individual well-being. Physically, emotionally, and mentally healthy individuals are essential for sustaining humanity. Self-aware, motivated, and empowered individuals adapt, modify, manage, and interact with their social, cultural, technological, and natural environments to enable themselves and others to make meaningful contributions throughout their life spans.

c. Family strengths

Understanding, nurturing, and supporting strong, diverse, resilient families requires comprehension of complex relationships and human development across the life course. The concept of family strengths is interrelated with and dependent upon how well basic needs are met and focuses on understanding families and preserving this fundamental social unit of society. Family strengths include resilient characteristics of families regardless of family structure, interactions with each other and with others outside the family unit, and applications of strategies to cope with the events of everyday life. Individuals and families engage their strengths synergistically to help families endure. Over time, many families develop protective and recovery factors that enable them to deal with stressors and transitions throughout the course of family life. Family strengths may include:

- |  |                              |
|--|------------------------------|
| (1) Family problem-solving communication | (6) Hope                     |
| (2) Equality                             | (7) Family hardiness         |
| (3) Spirituality                         | (8) Family time and routines |
| (4) Flexibility                          | (9) Social support           |
| (5) Truthfulness                         | (10) Health                  |

d. Community vitality

Community vitality measures how well basic human needs are met and focuses on providing an environment conducive to individual and family well-being. Healthy communities have common interests and connections through ownership and/or participation in meeting basic human needs and caring for and about one another. Usually, actions are structured so that they contribute to the common good, and a shared moral/ethical culture is transmitted from generation to generation. Communities foster a sense of well-being of individuals and families and often turn groups of people into social clusters that resemble extended families.

2. **INTEGRATIVE ELEMENTS**

e. Life course development

Life course development provides a unique perspective for the ecosystems theory (ecological framework) as the professional focuses on the well-being of individuals and families and the communities in which they live. This life course perspective centers around assertions that:

- (1) People develop biologically and socially across their lives in ways that influence and change their interactions with each other and with social institutions. In addition, development as an individual, within a family, and as a participant in the community affects a person's perspective.
- (2) Social institutions such as families, schools, or community groups, create "transition points" for individuals as they grow and develop.
- (3) Individual social development differs across historical times because of the way social institutions change; collective human needs create demands for social institutions to change across time.

An important concept in understanding life course development includes continuity of developmental stages of individuals and families, timing of family-related events, and developmental history, including periods of both change and stability.

f. Human ecosystem

The body of knowledge ties individuals, families, and communities together through the family ecosystem theoretical model. Ecosystems within which families function include:

(a) families, (b) the physical environment of space and the natural environment, (c) the human-built environment of housing, constructed facilities and equipment, and the application of technology to materials from the natural environment, and (d) the social regulatory environment comprised of the non-material culture, religion, and educational, political, legal/judicial, economic, and social systems. This model provides a comprehensive, or holistic, understanding of relationships among individuals, families, and communities and their physical, human-built, and social/behavioral environment. The basic elements of the family ecosystem are: family members, their external environments—as they perceive and interact with them—and the web of human transactions carried out through the family organization. A fundamental characteristic of the family ecosystem is that it is made up of a collection of interdependent and independent parts working together to achieve a common purpose.

Families are affected by factors in both their micro- and macro-environments. The micro-environment of a family consists of a series of interactions involving their closest physical, psychological, and social relationships and contexts within their near environment. The macro-environment includes broader and more distant components of the far environment such as the economic, technological, and sociocultural environments.

### 3. **CROSS-CUTTING THEMES**

The body of knowledge addresses five cross-cutting themes: capacity building, global interdependence, resource development and sustainability, appropriate use of technology, and wellness.

#### (1) Capacity building

Capacity building means individuals, families, and communities acquiring knowledge, and skills, building on assets and strengths, respecting diversity, and responding effectively to change. The ability of humans to understand and solve complex problems, to preserve the knowledge of indigenous cultures in the context of rapid globalization, to appropriately use technology, and to strive for balance between change and continuity are some of the competencies needed in the modern world. Institutional capacity depends on the competencies of individuals and families and their commitment to building sustainable communities.

#### g. Global interdependence

Global interdependence means the impact of people—individually and collectively—on the world, and the effect of their actions on others. It encompasses interdependence in global production and consumption. Tangible connections with neighbors around the world are possible through migration, advanced communications, and travel technology. Decisions in one country directly affect what happens in all of the other countries of the world.

#### h. Resource development and sustainability

Resource development and sustainability involves managing resources wisely, protecting the environment, promoting sustainable practices, and creating public policy from generation to generation.

#### i. Appropriate use of technology

The appropriate use of technology involves understanding how advances in science and technology are shaped, manipulated, and used to affect the quality of life for individuals, families, and communities. Addressing scientific efforts in areas such as genetics and enhancement of human performance with knowledge of the benefits of these efforts must be balanced with thorough understanding of the ethical principles and moral issues involved and an awareness of the social, economic, and contextual implications.

#### j. Wellness

Wellness addresses health and well-being. It includes food security; adequate nutrition; reduced risk of chronic and communicable disease; access to forms of exercise; respectful, caring, and compassionate learning environments; healthcare availability, access, costs, and quality; psychological health; protection from abuse, exploitation, and violence; access to safe water and air and adequate sanitation facilities; control of healthcare costs so quality care is available; and spirituality.

Contemporary society requires graduates of family and consumer sciences Units to function as generalists, necessitating an integrative focus, and as specialists who have considerable depth in one content area. Whether functioning with a more general perspective or as a specialist, the practices of family and consumer sciences graduates should reflect an integrative, synergistic, holistic focus in addressing critical societal issues that are relevant to: (a) relationships among individuals, families, communities, and the environments in which they function; and (b) adequate provisions for food, clothing, shelter, emotional support, and nurturance for individuals and families. This synergistic, integrative focus on individuals, families, and communities is unique to this profession. This unifying focus is the very essence, strength, and uniqueness of the family and consumer sciences professional in addressing issues that affect the well-being of individuals, families, and communities.