

## **Course Syllabus— Gened 130 Sections 16 and 20**

### ***Individual and Society -- Diversity Option***

MW 3:45-5 Hyer 213 and Tues. 6:15-8:45 Hyer 213

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Office Hours:  
Mon/Wed/Thurs 2:30-3:30  
& by appointment

#### **Required Books:**

Healey and O'Brien. *Race, Ethnicity and Gender: Selected Readings* (text rental)  
Gabriel Horn (White Deer of Autumn). *Native Heart* (text rental)  
Lillian Faderman *I Begin My Life All Over: The Hmong and the American Immigrant Experience* (for purchase)

**Course Description:** This course critically examines how people influence and are affected by their social worlds from the perspectives of anthropology, psychology, sociology and women's studies. The course focuses on how we experience life as individuals and as members of cultural systems that shape our personalities, behavior and perceptions of the world. Concepts, theoretical perspectives and methods of inquiry will illuminate connections between personal experiences--biographies--and the larger social context. Exploring cultural differences, such as race, ethnicity, gender and class, provides insight into ongoing constraints and opportunities shaping identity. May not be taken on S/NC basis.

**Introduction:** In fulfilling a university diversity option, this course focuses on racial and ethnic groups in society through in depth examination of individual experiences using memoir, oral history and analytical essays. The class aims to stimulate students' "sociological imaginations" while also teaching basic concepts, theoretical perspectives and methods of inquiry from a variety of social science disciplines. The key to learning in this class is seeing connections between personal experiences, the larger social context and historical periods. Unmasking powerful social and cultural forces allows us to discover our similarities, as well as understanding our differences. Critical thinking skills will be applied to better understand various social problems and current events. A social movements focus will frame this course as students learn ways to transform both relationships and structures.

**Core Learning Objectives**—This course will enhance students' ability to do the following:

1. Think critically and analytically, integrate and synthesize knowledge, and draw conclusions from complex material.
2. Make sound ethical and value judgments based on the development of a personal value system.
3. Understand and appreciate American and other cultures, both contemporary and historical, appreciate diversity and live responsibly in an interdependent world.
4. Acquire a base of knowledge common to educated persons and the capacity to expand that base over their lifetime.
5. Understand the nature of scientific and systematic inquiry in the social sciences.
6. Understand the major concepts, theories and perspectives employed in the study of human behavior and the social and cultural world.

7. Understand the richness, complexity and diversity of human behavior through comparative study of human cultures and societies.
8. Understand the development of individuals within a social, cultural and historical context.
9. Understand the effects of gender, race, class and nationality on individuals and society.
10. Understand how individuals and groups are interrelated, and the ways in which groups, organizations and institutions are created and evolve.
11. Recognize the potential for people to effect change in social institutions, and acknowledge the responsibility of individuals for their greater world.

**Course organization and rationale:** The primary course material—Healey & O’Brien, Faderman and Horn—will be supplemented with videos. The text reader takes a sociological approach; chapters include short narratives, current debates, scholarly essays and discussion questions covering a wide range of ethnic and racial groups, as well as issues specific to women of color. Some readings are required, while student groups will also select readings on specific groups for class presentations. Other assignments ask students to reflect on their own lives. Micro-level questions of personal identity and experience are explored and linked to macro level social factors (race, ethnicity, gender, class). Reading Horn’s memoir as a Native American man, serves as a conduit between sociology, psychology and anthropology.

The oral histories of Hmong immigrants and Faderman’s own insights on the Jewish diaspora, provide for a comparative anthropological study. Student presentations will address issues of acculturation and generational differences in the immigrant experience—religion, medicine, gender roles, gangs. Interviews with both men and women clearly represent a schism between gendered interpretations of the immigrant experience—thus women’s studies goals are met. This book also lends itself to explanations of methodological concerns.

Students will gain awareness of their own inner voice and empathy for individuals from different walks of life. Patterns of social relationships and problems will be analyzed in the readings and in our own lives. Engaged participation is essential to making this class a success. Each individual brings prior knowledge and experience—we can all learn together through sharing respective insights. Confidentiality is expected and vital to participation as it is also paramount to extend respect to fellow students and to the instructor. If you are a student with learning or other disabilities needing accommodations please approach the instructor for any help.

**Assessment** includes short answers to chapter discussion questions and debates, a reflection paper, group presentation, one open-book exam and a major comparative paper. Since the objective is to apply critical thinking skills, writing is the best measure of understanding. The final paper will compare and contrast Hmong and Native American experiences using conceptual tools from class and readings.

**Policies:** Late work needs to be OK’d by the instructor in advance of the due date. I am flexible, but I will count points off for late work without a reasonable excuse. Those who abuse privileges will be penalized. Attendance will be taken on a semi-regular basis. I believe in personal freedom at the college level, however, in-class participation is essential to learning the material. Reading the assignments before class is necessary for good discussions.

### Grading

<b>Discussion Questions</b> (4 sets @ 5 pts. each)	<b>20%</b>
<b>Reflection</b>	<b>20%</b>
<b>Presentation</b>	<b>10%</b>
<b>Open Book “Quiz”</b>	<b>10%</b>
<b>Final paper</b>	<b>30%</b>
<b>Participation</b>	<b>10%</b>
	<b>100%</b>

### Grading Scale

90%+=A	60-69%=D
80-89%=B	Below 60%=F
70-79%=C	

## Important Dates

Last day to **add** a course: 1/26 (Late adds must have instructor, chair and dean's approval)

Last day to **drop** a course **without a "W"** on record: 2/2 (or to change S/NC)

Last day to **drop with "W"**: 3/2

## A NOTE FROM THE UNIVERSITY:

The University of Wisconsin-Whitewater is dedicated to a safe, supportive and non-discriminatory learning environment. It is the responsibility of all undergraduate and graduate students to familiarize themselves with University policies regarding Special Accommodations, Misconduct, Religious Beliefs Accommodation, Discrimination and Absence for University Sponsored Events. (For details please refer to the Undergraduate and Graduate timetables; the "Rights and Responsibilities" section of the Undergraduate Bulletin; the Academic Requirements and Policies and the Facilities and Services sections of the Graduate Bulletin; and the "Student Academic Disciplinary Procedures" [UWS Chapter 14]; and the "Student Nonacademic Disciplinary Procedures" [WS Chapter 17].

*Schedule subject to change—keep in touch with me, fellow students, and check D2L site.*

## Readings

## Activities/Assignments

### **Week 1: Introduction—Sociological Imagination**

1/22-26

Intersection of biography and history

Micro/Macro Analysis: A Medicine Wheel Approach

### **Week 2: Spiral of History: Development, War and Social Change**

1/29-2/2

Lenski's five stages of social evolution: Hunting/gathering, horticultural/pastoral, agrarian, industrial, post-industrial

Feminist analysis—roots of patriarchy

**Video excerpt: Guns, Germs & Steel**

*Faderman: Prologue, Method, Introduction and The Village (pgs. xiii-42)*

### **Week 3: Culture as a Social Construction**

2/5-9

Ethnocentrism/cultural relativism continuum

**Video: Being Hmong, Means Being Free**

Multiculturalism

*Healey & O'Brien: Chapter 1, Diversity in the U.S... (pgs. 1-47)* **Discussion questions due**

### **Week 4: Spiral of Racial/Ethnic Contact**

2/12-16

Patterns of war and social movements framing modernity

*Faderman: The Escape and Camp (pgs. 43-80)*

### **Week 5: Socialization: Nature/Nurture**

2/19-23

*Healey & O'Brien: Chapter 2, Assimilation and Pluralism (pgs. 49-84)* **Discussion ques. due**

*Faderman: To a Promised Land (pgs. 83-101)*

**Video: We the People**

### **Week 6: Identity and Objectification of the Other**

2/26-3/2

*Healey & O'Brien: Chapter 3, ...Origins of Slavery (pgs. 85-122)* **Discussion ques. due**

**Week 7: Gender and Class**

3/5-9

*Faderman: Women and Men* (pgs.125-163)      **Video: Color Consciousness in Black America**

**Week 8: Paradox: Crisis and Opportunity**

3/12-16

*Healey & O'Brien: Chapter 4, Industrialization and Dominant/Minority Relations* ( pgs. 123-142)

**Discussion ques. due**

Consciousness: politicization and spirituality

*White Deer (Horn) Chapters 1-6* (pgs.1-52)

**Week 9: Power of Symbols Systems**

3/19-23      **Wheel of the year exercise**

*White Deer (Horn) Chapters 7-13* ( pgs. 53-126)

**Reflection paper Due**

**Native Heart disc. questions**

**Spring Break**

**Week 10: Religion and Medicine**

4/2-6

*White Deer (Horn) Chapters 14-20* (pgs. 127-181) and

*Faderman: Shamanism...* (pgs. 102-123)

**Week 11: Power and inequality**

4/9-13

*Healey & O'Brien: Chapter 6, Native Americans* (pgs.191-224) **Discussion ques. due**

**And Chapter 9, White Ethnic Groups** (pgs 283-301)

**Video excerpt: Incident at Oglala**

**Week 12: Family/Community/Crime**

4/16-20

*Faderman: Generations and Gangs* (pgs.164-209)

**Week 13: Community/Education/Activism**

4/23-27

**Finish** *White Deer (Horn) Chapters 21-30* (pgs.182-291)

**Video: Native Action**

**Native Heart disc. questions**

**Week 14: Antiracist Solutions**

4/30-5/4

*Healey & O'Brien: Chapter 10* (pgs. 313-350)

**Open Book "Quiz"**

**Discussion ques. due**

**Week 15: Holistic Paradigm Shift**

5/7-11      **Envisioning an Alternative Future exercise**

*Faderman: Being American and Epilogue* (pgs. 210-254)

**Additional readings TBA**

**Week 16: Exam Week**

**5/16 by 5pm -- Final Papers Due in 420 Salisbury or by D2L dropbox (preferred)**

**E-MAILED PAPERS NOT ACCEPTED**