

SYLLABUS
ETHNICITY AND DEMOGRAPHY IN WISCONSIN
31-303-201C
SPRING SEMESTER 2007
42416 (Osh); 42417 (Mena); 42418 (FdLac)

INSTRUCTOR: Greg A. Olsen
OFFICE: 309 Swart Hall
HOURS: 11:10 a.m. to 12:30 p.m.
DAYS: Tuesday / Thursday - or by appointment
PHONE/EMAIL: 2038 or 0234 / olsen@uwosh.edu
COURSE WEBSITE: www.uwosh.edu/D2L

Definition of Subject and Course Objectives: Ethnicity and Demography in Wisconsin will explore and examine the lifestyles of ethnic groups who presently reside in Wisconsin. We will be addressing questions such as: Who are "we"? and How did "we" get "here?" How did the customs and values of ethnic origin affect "our" lifestyle and adaptation to Wisconsin? "We" are a group who represents the individual. (Your presentation on an ethnic group should help to answer the above questions.)

Each student is expected to choose a different ethnic group to study for the purpose of making a presentation in class. Your presentation may begin with a brief history of your ethnic group, followed by your analysis of its present day behavior patterns and cultural practices. The present day analysis portion of the assignment may focus on demographic locations (population centers, urban/rural, ghetto/suburbia, etc.); family - structure and relationships; religion; education and educational/ occupational attainment; economy and; income level/poverty/affluence.

Brief personal experiences which reflect one's family genealogical study and relate to one's presentation are welcome. The presentation should close with a statement of the elements which should help us to better understand our neighbors at home and abroad.

Text: Wisconsin Land and Life, Edited by Robert Ostergren and Thomas Vale

Readings: Introduction to Wisconsin Indians, by Carol Mason

- 1) Chapter 1
- 2) Chapter 4

"Racial and Ethnic Minorities in Wisconsin," by Kazimierz Zaniewski

"Wisconsin State Data Center News," by John Besl

- 1) "New Reports Focus on U.S. and Wisconsin's Black Population"
- 2) "Refugees in Dairyland: The Hmong of Wisconsin"

The Atlas of Ethnic Diversity in Wisconsin, by Zaniewski & Rosen

"Norwegian Americans," by Odd Lovoll

"Norwegians in Wisconsin," by William Tishl

---ALL OF THE ABOVE READINGS ARE ON RESERVE IN POLK LIBRARY---

General Objective: to cultivate an in-depth perspective of Wisconsin's ethnic diversity in terms of orderly scientific definitions and categories of culture.

Assignments: The reading assignments are listed below. You are expected to attend each class and to read the chapters before the class day for which they are assigned. You will be notified in advance of any assignment changes. You are responsible for all of the lecture and video materials along with any additional classroom announcements. Two classroom presentations are required. One presentation will involve writing a paper which should be eight pages or more, double spaced, typed. You must also include a short biographical synopsis of a famous woman from the particular ethnic group you have chosen. You will be expected to present your paper to the class. The written portion will be due on or before Feb. 27th. All papers must have a bibliography and citations which include page numbers. Normal font (#10) and margins are also expected. Your second presentation will be a summarization of a reading from the text which must be typed and submitted to me at least one week before you are required to make your presentation. You are required to take part in each of the D2L discussion board sessions which will be graded credit/no credit. You are required to register on the check-in D2L board at 4:15P and on the check-out D2L board at 6:15P for each D2L session. I will not except any excuses for malfunctioning computers or programs - make sure you have a backup.

Testing: You are required to take two exams on the material from class and the readings (some of which are on electronic reserve - "ereserve" - through Polk Library). **NO "MAKE-UP" EXAMS OR QUIZZES WILL BE ALLOWED WITHOUT PRIOR AUTHORIZATION OR A DOCUMENTED MEDICAL OR LEGAL EXCUSE.** You are also required to take three quizzes which will be unannounced. You will receive the questions on the D2L discussion session marked on your syllabus, but you will type your answers to the professor's email ("olsen@uwosh.edu") and submit a hard copy of the quiz within the following two class periods or one week - otherwise you will not be given credit for your quiz.

Evaluation: Each of the two exam grades will account for 25%, your presentation/paper will account for 25% of your final grade. Your text presentation which will be graded credit/no credit, will account for 5% of your final grade. Each of your D2L discussions which will be graded credit/no credit, will account for 5% of your final grade. Three of the D2L discussions will be quizzes - unannounced - which will account for 15% of your final grade.

Your presentations and essay exams will be graded on the basis of the following six factors (each factor will be weighted equally): 1) use of example(s) and of at least one personal experience--the example(s) and personal experience(s) must be applicable and relevant; 2) number of terms; 3) use of concept(s)--one's ability to apply scientific concepts increases the content value of their ideas; 4) meaning--the extent to which you apply your ideas in and the unique nature of your work indicates your level of understanding of the subject matter; 5) adherence to the assignment/exercise--the extent to which you follow instructions and/or apply yourselves; and 6) general, overall approach--your grasp of the theoretical foundation of the subject matter.

If you are not satisfied with the grade which you receive on your presentation, then make the corrections and resubmit your paper for a higher grade. Each paper which is resubmitted must be accompanied by the previous paper with my comments and corrections. Your final papers will not be returned to you - make a copy. You will **NOT** receive a final grade for your paper until I receive a

final copy of your paper which is due by May 1st. In order to complete your in-class presentation requirements, you may simply read your paper. Inappropriate or unsatisfactory papers may be returned without corrections.

SCHEDULE OF CLASSROOM ASSIGNMENTS

JANUARY 30

4:45-6:15P Introduction to course
Explain syllabus/objectives/texts
Assignment of class projects/presentations

This class period will include a discussion of:

- 1) The study of sociology - an introduction
- 2) The syllabus containing the definition of the subject, course objectives, assignments, testing, evaluation and general information
- 3) Assignment and explanation of the required presentation on the student's choice of an ethnic/racial group
- 4) Other recommendations of projects or presentations which will enhance the understanding of ethnicity and demography in Wisconsin

FEBRUARY 1

4:45-5:45P Introduction to ethnicity
Terms and concepts which are used in the study of ethnicity
5:45-6:15P Introduction to demography
Terms and concepts which are used in the study of demography

This class period will include a discussion of:

- 1) An introduction to the study of minority groups in the United States and to diversity in the United States
- 2) The definitions of race and ethnicity
- 3) The terms and concepts of ethnicity which each student will be expected to focus on in her/his classroom presentation
- 4) The process of exploitation -especially of minority group members- through prejudice and discrimination

FEBRUARY 6

4:45-5:45P Introduction to demography - continued
5:45-6:15P An introduction to our text, **WL&L**, with a brief ethnic history of Wisconsin

This class period will include a discussion of:

- 1) The terms and concepts of demography which each student will be expected to focus on in her/his classroom presentation
- 2) The fundamental concepts of demography: fertility, mortality and migration
- 3) A brief overview of the textbook, Wisconsin Land and Life, (WL&L)

FEBRUARY 8

D2L

D2L

D2L

Today's class will consist of a discussion board period: a D2L discussion from today until Monday, Feb. 28th. The class will involve an introduction and conclusion by each student to their participation. Any questions or comments regarding the information from our semester's course will be material for discourse and discussion. The two general approaches of the above discussion board period will involve: 1) addressing the discussion board questions from the professor along with any of his comments and; 2) addressing students' answers along with any of their questions and comments which are raised during the discussion board session.

The focus of this D2L session will be on the introductory material on ethnicity and demography along with any questions that students have regarding their presentations.

FEBRUARY 13

- 4:45-5:00P Readings: "Racial and Ethnic Minorities in Wisconsin," by Kazimierz Zaniewski
- 5:00-5:15P Readings: "Norwegian Americans," by Odd Lovoll and "Norwegians in Wisconsin," by William Tishl
- 5:15-5:30P Specific explanation of the presentation expectations: format and substance
- 5:30-6:15P Presentation on Norwegians by the professor which should serve as an example for the students' presentation

This class period will include a discussion of:

- 1) An introduction to the textbook (in the reference area of the library) The Atlas of Ethnic Diversity in Wisconsin
- 2) Brief explanation involving a Q&A period of the requirements for the presentations which should be well in progress
- 2) The professor's presentation of Norwegians in Wisconsin
- 3) The use of the presentation of Norwegians as a "template" or example for the students to follow when preparing their presentations
- 4) The settlement patterns and religious practices of Norwegian immigrants

FEBRUARY 15

D2L

D2L

D2L

Today's class will consist of a discussion board period: a D2L discussion from today to Monday, Feb. 19th. Participation in the discussion board period is required. The class will involve an introduction and conclusion by each student to their participation. Any questions or comments regarding the information from our semester's course will be material for discourse and discussion. The two general approaches of the above discussion board period will involve: 1) addressing the discussion board questions from the professor along with any of his comments and; 2) addressing students' answers along with any of their questions and comments which are raised during the discussion board session.

The focus of this D2L session will be on the above material which was presented on ethnicity and demography along with the information on Norwegians. We will also answer specific questions regarding any problems with anyone's presentations.

FEBRUARY 20

- 4:45-5:00P **WL&L (CHAP.8)** - "The Euro-American Settlement of Wisconsin,
5:00-5:15P **WL&L (CHAP.15)** - "Community Building, Conflict, and Change" (Pg.300)
5:15-6:15P **Native American** issues in Wisconsin, i.e., spearfishing

This class period will include a discussion of:

- 1) Discussion of the importance of food in the processes and patterns of migration
- 2) The cultural practices resulting from the dietary habits of different ethnic groups which are determined by an ethnic group's environment
- 3) Discussion of the dynamics of immigrants building a community
- 4) An overview of the settlement of Wisconsin by immigrants
- 5) The Ojibwa spearfishing practices in Northern Wisconsin

FEBRUARY 22

D2L

D2L

D2L

Today's class will consist of a discussion board period: a D2L discussion from 4:45PM to 6:15PM - taking breaks (for your eyes) as needed. Participation in the discussion board period is required. The class will involve an introduction and conclusion by each student to their participation. Any questions or comments regarding the information from our semester's course will be material for discourse and discussion. The two general approaches of the above discussion board period will involve: 1) addressing the discussion board questions from the professor along with any of his comments and; 2) addressing students' answers along with any of their questions and comments which are raised during the discussion board session.

The focus of this D2L session will be on the above material which was presented on ethnicity and demography along with any questions that the students have regarding their presentations. We will also discuss the Ojibwa spearfishing practices along with other Native American issues in Northern Wisconsin.

FEBRUARY 27

- 4:15-4:45P Student Presentation on a **Native American** Ethnic in Wisconsin
4:45-5:15P **WL&L (CHAP.24)** - "The Geography of Ojibwa Treaty Rights in Northern Wisconsin" (Pg.489)
5:45-6:15P Student Presentation on an Ethnic in Wisconsin

This class period will include a discussion of:

- 1) The student presentation of a **Native American** ethnic in Wisconsin
- 2) The current lifestyles of the Ojibwa in Wisconsin resulting from the Ojibwa reclaiming their treaty rights

MARCH 1

D2L

D2L

D2L

Today's class will consist of a discussion board period: a D2L discussion from 4:45PM to 6:15PM - taking breaks (for your eyes) as needed. Participation in the discussion board period is required. The class will involve an introduction and conclusion by each student to their participation. Any questions or comments regarding the information from our semester's course will be material for discourse and discussion. The two general approaches of the above discussion board period will involve: 1) addressing the discussion board questions from the professor along with any of his comments and; 2) addressing students' answers along with any of their questions and comments which are raised during the discussion board session.

The focus of this D2L session will be primarily on the above material which was presented on **Native American** issues and life styles as well as any of the information from the above student presentations. Also, include information from, Introduction to Wisconsin Indians, by Carol Mason and information on the "Wisconsin Death March."

MARCH 6

4:45-5:15P **WL&L (CHAP.25)** - "The Wild Rice Harvest at Bad River" (Pg.505)
5:15-5:45P Student Presentation of an Ethnic in Wisconsin
5:45-6:15P Student Presentation of an Ethnic in Wisconsin

This class period will include a discussion of:

- 1) The cultural imperative of harvesting wild rice in conjunction with the irrationality of the profit oriented attempt to commercially produce wild rice.
- 2) Native Americans in Northern Wisconsin
- 3) Student presentations of Wisconsin ethnic groups

MARCH 13

4:45-6:15P ******EXAM I: Ethnicity; Demography; WL&L INTRO.- CHAP. 8, 15, 24, and 25; the Norwegians in Wisconsin AND; Students' Presentations**

MARCH 15

4:45-5:15P Review Exam I
5:15-5:45P Student Presentation on the **Irish** in Wisconsin
5:45-6:15P Student Presentation on the **Jews** in Wisconsin

This class period will include a discussion of:

- 1) Review Exam I
- 2) The reading of some of the "best" answer for each of the seven Exam I questions
- 2) The student presentation on the **Irish** in Wisconsin
- 3) The student presentation on the **Jews** in Wisconsin

MARCH 27

4:45-5:15P Student Presentation on the **Germans** in Wisconsin
5:15-5:30P **WL&W (CHAP.19)** - "Milwaukee's German Renaissance Twice-Told" (Pg.376)
5:30-5:45P Discussion on Germans in Wisconsin

5:45-6:00P **WL&L (CHAP.16)** - "Americans by Choice and Circumstance" (Pg.320)
6:00-6:15P **WL&L (CHAP.18)** - "Changing Technology, Values, and Rural Landscapes" (Pg.355)

This class period will include a discussion of:

- 1) The student presentation on the Germans
- 2) The "founders and designers" of Milwaukee
- 3) A general discussion of the Germans in Wisconsin
- 4) The isolation of the Protestant Dutch from the Catholic Dutch in Wisconsin
- 5) The effects of Wisconsin's technological development on its landscape - the dynamics of the community

MARCH 29

D2L

D2L

D2L

Today's class will consist of a discussion board period: a D2L discussion from 4:45PM to 6:15PM - taking breaks (for your eyes) as needed. Participation in the discussion board period is required. The class will involve an introduction and conclusion by each student to their participation. Any questions or comments regarding the information from our semester's course will be material for discourse and discussion. The two general approaches of the above discussion board period will involve: 1) addressing the discussion board questions from the professor along with any of his comments and; 2) addressing students' answers along with any of their questions and comments which are raised during the discussion board session.

The focus of this D2L session will be primarily on the above material from the student presentations along with the material from our **WL&W** text.

APRIL 3

4:45-5:15P Student Presentation on the **Polish**
5:15-5:30P **WL&L (CHAP.13)** - "Polish Routes to Americanization" (Pg.263)
5:30-6:00P Presentations on the **African Americans** (Racial and/or Ethnic Perspectives)
6:00-6:15P Readings: "Wisconsin State Data Center News," by John Besl
1) "New Reports Focus on U.S. and Wisconsin's Black Population"

This class period will include a discussion of:

- 1) The student presentation of the **Polish**
- 2) The Polish peasants and Milwaukee's Polish South Side
- 3) A discussion of the African Americans in Wisconsin
- 4) The student presentation on the **African Americans**
- 5) General discussion of African American issues

APRIL 5

D2L

D2L

D2L

Today's class will consist of a discussion board period: a D2L discussion from 4:45PM to 6:15PM - taking breaks (for your eyes) as needed. Participation in the discussion board period is required. The class will involve an introduction and conclusion by each student to their participation. Any questions or comments regarding the information from our semester's course will

be material for discourse and discussion. The two general approaches of the above discussion board period will involve: 1) addressing the discussion board questions from the professor along with any of his comments and; 2) addressing students' answers along with any of their questions and comments which are raised during the discussion board session.

The focus of this D2L session will be primarily on the above material from the student presentations along with the material from our **WL&W** text and African American issues and life styles. In this D2L, please include some information from the readings: "Wisconsin State Data Center News," by John Besl, "New Reports Focus on U.S. and Wisconsin's Black Population" (on ereserve)

APRIL 10

4:45-5:00P Current Issues of African Americans in Wisconsin
5:00-5:30P Student Presentation on the **Hmongs**
5:30-5:45P Readings: "Wisconsin State Data Center News," by John Besl
1) "Refugees in Dairyland: The Hmong of Wisconsin"
5:45-6:15P Professor presentation on the **Hmongs**

This class period will include a discussion of:

- 1) Continued focus on African American issues
- 2) The student presentation on the **Hmongs**
- 3) Hmong issues and life styles in Wisconsin
- 4) The marriage and divorce practices of the Hmongs

APRIL 12

D2L

D2L

D2L

Today's class will consist of a discussion board period: a D2L discussion from 4:45PM to 6:15PM - taking breaks (for your eyes) as needed. Participation in the discussion board period is required. The class will involve an introduction and conclusion by each student to their participation. Any questions or comments regarding the information from our semester's course will be material for discourse and discussion. The two general approaches of the above discussion board period will involve: 1) addressing the discussion board questions from the professor along with any of his comments and; 2) addressing students' answers along with any of their questions and comments which are raised during the discussion board session.

The focus of this D2L session will be primarily on the above material from the student presentations along with the material from our **WL&W** text along with the Germans and Hmongs in Wisconsin. Please be prepared to discuss information from "Wisconsin State Data Center News," by John Besl: "Refugees in Dairyland: The Hmong of Wisconsin." (ereserve)

APRIL 17

4:45-5:00P **WL&L (CHAP.10)** - "The Creation of Towns in Wisconsin" (Pg.197)
5:00-5:15P **WL&L (CHAP.11)** - "Lumbering" (Pg.221)
5:15-5:45P Student Presentation on a Wisconsin Ethnic Group
5:45-6:15P Student Presentation on a Wisconsin Ethnic Group

This class period will include a discussion of:

- 1) The technical and systematic demographics of Wisconsin settlement

patterns

- 2) The dominant business status which Wisconsin occupied in the lumber business - Oshkosh was possibly the largest saw mill in the U.S.
- 3) The student presentations of Wisconsin ethnic groups

APRIL 19

D2L

D2L

D2L

Today's class will consist of a discussion board period: a D2L discussion from 4:45PM to 6:15PM - taking breaks (for your eyes) as needed. Participation in the discussion board period is required. The class will involve an introduction and conclusion by each student to their participation. Any questions or comments regarding the information from our semester's course will be material for discourse and discussion. The two general approaches of the above discussion board period will involve: 1) addressing the discussion board questions from the professor along with any of his comments and; 2) addressing students' answers along with any of their questions and comments which are raised during the discussion board session.

The focus of this D2L session will be primarily on the above material from the student presentations along with the material from our **WL&W** text.

APRIL 24

- 4:45-5:15P Student Presentation on a Wisconsin Ethnic Group
- 5:15-5:45P Student Presentation on a Wisconsin Ethnic Group
- 5:45-6:15P Student Presentation on a Wisconsin Ethnic Group

This class period will include a discussion of:

- 1) The student presentations of Wisconsin ethnic groups

APRIL 26

- 4:45-5:15P Student Presentation on a Wisconsin Ethnic Group
- 5:15-5:45P Student Presentation on a Wisconsin Ethnic Group
- 5:45-6:15P Student Presentation on a Wisconsin Ethnic Group

This class period will include a discussion of:

- 1) The student presentations of Wisconsin ethnic groups

MAY 1

D2L

D2L

D2L

Today's class will consist of a discussion board period: a D2L discussion from 4:45PM to 6:15PM - taking breaks (for your eyes) as needed. Participation in the discussion board period is required. The class will involve an introduction and conclusion by each student to their participation. Any questions or comments regarding the information from our semester's course will be material for discourse and discussion. The two general approaches of the above discussion board period will involve: 1) addressing the discussion board questions from the professor along with any of his comments and; 2) addressing students' answers along with any of their questions and comments which are

raised during the discussion board session.

The focus of this D2L session will be primarily on the above material from the student presentations along with the material from our **WL&W** text.

MAY 3

4:45-5:15P Student Presentation on **Hispanics**
5:15-5:45P Student Presentation on a Wisconsin Ethnic Group
5:45-6:15P Student Presentation on a Wisconsin Ethnic Group

This class period will include a discussion of:

- 1) The student presentation on the **Hispanics**
- 2) The student presentations of Wisconsin ethnic groups
- 3) Verification and completion of all excused incompletes for exams

MAY 8

4:45-6:15P **EXAM II: Native Americans Issues AND WL&L CHAP. 10, 11, 13, 16, 18, 19 AND Presentations******

MAY 10

THIS CLASS PERIOD MAY BE CHANGED TO A D2L DISCUSSION SESSION. YOU WILL BE NOTIFIED BY MAY 3RD OF ANY SCHEDULE CHANGE TO THIS CLASS. UPON ANY SCHEDULE CHANGE, THE FOLLOWING CONTENT OF THE CLASS MATERIAL WILL REMAIN THE SAME.

4:45-5:15P Review Exam II
5:15-5:45P Completion of Student Presentations and Course Material
5:45-6:15P Conclusion to Course

This class period will include a discussion of:

- 1) The results of Exam II
- 2) The presentation of the "best" answer for some of the test questions
- 3) Rap-up of all course material
- 4) The presentations and the final grading process
- 5) Meeting individuals concerning any questions on any incompletes or other grading matters - I will be in my office