

## **LS 303 – Ethnicity & Demography in Wisconsin**

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### **Course Description:**

*This is a 7 week course delivered completely online.*

Together we will examine the historical influence of varied ethnic settlements, cultural diversity, changing economic foundations, and population shifts, upon Wisconsin with particular reference to the Fox Valley and Northeast Wisconsin.

Ethnicity and Demography in Wisconsin examines ethnic groups presently residing in Wisconsin. Students contemplate 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? Student projects and discussion constitute significant elements in course delivery.

**General Objective:** is to cultivate an in-depth perspective of Wisconsin's ethnic diversity in terms of orderly scientific definitions, objective discussion, and personal reflection.

**Learning Objectives:** Upon completion of this course students will be able to:

- 1) Differentiate between the concepts of ethnicity, race, and culture.
- 2) Identify various ethnic groups represented throughout Wisconsin history.
- 3) Research and discuss the influence of ethnic groups in Wisconsin history, economics, and culture.
- 4) Research and discuss discriminatory policy and attitudes encountered by immigrant and indigenous people in Wisconsin.
- 5) Analyze demographic trends in relation to urbanization, suburbanization, public schools, social programs, politics, and the economy in Wisconsin.
- 6) Understand the demographic shift taking place across the US and how this will affect the ethnic composition of Wisconsin.

**Readings:** *on reserve in Polk Library and/or distributed by instructor*

**Assignments:** You are expected to actively participate in online discussion threads and to read the corresponding selections before the class week for which they are assigned. You are responsible for all lecture/multi-media materials and any classroom announcements.

**D2L Online Discussion** - You are required to participate in weekly D2L discussion threads. You are responsible for malfunctioning computers or programs - make sure you have a backup. See rubric for grading criteria. 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 that week's threads.

**Project** – interview and report on a person *significantly different than you*. This person should represent two or more “groups” that you are uncomfortable with *and/or* have had little interaction with. For example, a “straight, Christian, white, Anglo male” might interview a Muslim female lesbian. A prior student in this course reported on a co-worker that had undergone a “sex change.” While this person represented only one “group of difference” the *spirit* of the project was met in every other way. This project concludes with a 5-6 page *Experience Reflection Paper* that includes the following criteria.

1. How/why you chose this person, and how this person first responded to your interview request. Did she/he balk? Summarize the entire *process* of this project, how it affected you, and what you discovered about yourself.
2. Why you were/are uncomfortable with the groups this person represents and/or why you have had little interaction with these groups.
3. Your interviewee's perceptions of the groups you represent. Did he/she have any biases toward you? What common interests/group memberships shared by you and your interviewee?
4. Stereotypes/prejudices encountered by the interviewee within society. What is his/her story? What should your classmates know about the person you interviewed and the groups she/he represents?
5. Paper must be 5-6 pages, double spaced, typed (font – Times New Roman 11 with 1” margins), and checked for spelling errors and basic grammar.
6. Papers may include a *very* brief history the interviewee's group(s) but the focus must be on the individual.

**Exam** - Complete a comprehensive, take-home, essay/short answer exam on material presented in class and the readings (about 10 pages).

**Evaluation:**

Project 1 - 33%

Exam - 33%

D2L discussion - 33%