Course Syllabus--Individual and Society

Gened 130-29 MW 2-3:15 Winther 2015
Gened 130-22 MW 3:30-4:45 Winther 2013

Instructor: Ms. C. Holly Denning
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Required Textbook (Rental):
Harrison: Power and Society: An Introduction to the Social Sciences
(edited specifically for Gened 130, please get the book on campus)

Required Book to purchase (Moraine Hall upstairs):
Doris Haddock, Granny D: You’re Never Too Old to Raise a Little Hell
OR
Julia Butterfly Hill, The Legacy of Luna: The Story of a Tree, a Woman and the Struggle to Save the Redwoods
OR
John Francis, Planet Walker

Additional articles/readings on D2L

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. May not be taken on S/NC basis.

Introduction: This course teaches basic concepts, theoretical perspectives and methods of inquiry for several different social sciences. One main focus is to stimulate students’ “sociological imaginations” illuminating connections between personal experiences—biographies—and the larger social context and historical period shaping our lives. We will examine social forces and cultural differences, such as gender, race and class. Critical thinking and a focus on social movements encourages students to learn ways to transform relationships and structures to create systems based on social justice.

Core Learning Objectives—This course will enhance students’ abilities in the following areas:

1. Knowledge of Human Cultures
   - Demonstrate introductory knowledge of major concepts shared or overlapping in anthropology, psychology, sociology, and women’s studies
   - Demonstrate introductory knowledge of how societies change
   - Articulate how social groups experience differences in power, privilege, and access to opportunity
   - Articulate ways groups and individuals are interrelated

2. Intellectual and Practical Skills
   - Describe the process of scientific and systematic inquiry in the social sciences
- Critically assess sources of information (for example: maps, graphs, scholarly articles, ethnographies, memoirs, media) and draw valid conclusions
- Articulate perspectives of people from social groups different from one’s own

3. Personal and Social Responsibility
- Recognize how personal values influence social perception and decision-making
- Recognize potential for individuals to affect societal change
- Recognize civic responsibility of individuals living in an interdependent world

4. Integrative Learning
- Analyze social problems using multiple social science perspectives
- Describe the effects of intersectionality of gender, race, and class, including at least one of the following social categories: sexuality, disability, aging, and nationality on individuals in society

COURSE ORGANIZATION:
The I&S textbook *Power and Society* covers a range of topics from four social science disciplines: Anthropology, Sociology, Psychology, Women’s Studies

We will not cover all chapters in order—FOLLOW THIS SYLLABUS (course schedule and contract) for readings/activities/assignments. Primary course reading is the textbook, however, lectures do not simply repeat what is in the text; lectures in college are not like high-school—they augment course material and are intended to teach students to analyze social behavior from sociological and psychological perspectives by applying concepts to explain rather than just describing society. Powerpoint notes are provided to summarize assigned text chapters and will help students study for quizzes. Articles, films, guest speakers and events are also used for teaching opportunities.

Students choose (or are assigned) one of three memoirs (NOT novels). Groups will discuss, work on questions together and teach the rest of the class about each book:

- **Granny D** recalls and celebrates an exuberant life of love, activism, and adventure—from memories of the 1930s, to stopping nuclear testing near an Eskimo fishing village in 1963, to her crusade to bring attention to the issue of campaign finance reform in the year 2000. Then ninety-year-old Doris “Granny D” Haddock became a national heroine when she completed her 3,200-mile walk from Los Angeles to Washington, D.C.

  OR

- **Legacy of Luna**, based on Julia’s journal, chronicles her two years spent living 180 feet in a California Redwood tree as a protest against logging old growth forests. She was successful in raising awareness of this fragile ecosystem and saved Luna, the ancient tree

  OR

- **Planet Walker**, the account of John’s life choices/experiences after a massive oil spill in 1971. He gave up all motorized transportation for 22 years—he walked everywhere—including across the United States and beyond. He also took a vow of silence for 17 years, yet found many new ways to communicate.

Encouraging honest, open dialogue and engaging participation is essential to making this class a success. Each individual brings a wealth of knowledge and experience—we can all learn together through sharing our respective insights. Confidentiality is vital to participation. I encourage a free exchange of ideas and emotions, therefore, the risk of hurt feelings does increase; it is paramount to extend respect to fellow students and to the instructor.
If you are a student with learning or OTHER DISABILITY NEEDING ACCOMMODATIONS PLEASE APPROACH ME FOR ANY EXTRA HELP.

ASSESSMENTS:

- **Attendance**-for at least 25 sessions over 15 weeks (missing three classes is OK)
- **Participation**: including in-class group activities/circles/ online forum discussions
- **Syllabus/course expectations “quiz”**
- **6 online quizzes**
- **Midterm exam**
- **Discussions and Paper on memoirs**
- **Graphing analysis race inequality in Wisconsin**
- **Extra credit options**
- **Final exam--Part I: essays and Part II: fill in the blank and multiple choice**
  (2 attempts, randomized questions averaged if first attempt is between 60-80%)

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Points</th>
<th>Due Dates (Subject to change)</th>
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<tbody>
<tr>
<td>Attendance</td>
<td>100</td>
<td>based on 25 classes</td>
</tr>
<tr>
<td>Participation: in-class activities, circle discussions, online forums</td>
<td>80</td>
<td>must do 8 of 10</td>
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<tr>
<td>Quizzes</td>
<td>80</td>
<td>closed as topics are covered</td>
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<tr>
<td>Midterm exam</td>
<td>100</td>
<td>Week 8</td>
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<tr>
<td>Graph analysis</td>
<td>20</td>
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<tr>
<td>Extra credit (film/article/event reviews)</td>
<td>15</td>
<td>Week 14</td>
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<tr>
<td>Final exam--Parts I and II</td>
<td>120</td>
<td>Week 15</td>
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<tr>
<td><strong>Total</strong></td>
<td>500</td>
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Grading Scale
A 100-94, 93-90  A-  C 76-74, 73-70  C-
B+ 89-87, 86-84  B  D 69-60, below 60  F
B- 83-80, 79-77  C+

POLICIES/INSTRUCTIONS:

1) **E-MAILED ASSIGNMENTS NOT ACCEPTED** unless extreme circumstances

2) Written assignments submitted to D2L drop boxes MUST BE in WORD or .rtf format; it is the students’ responsibility to make sure assignments are uploaded correctly.

3) Late work needs to be OK’d by the instructor in advance of the due date. I will count points off for late work without a reasonable excuse.

4) Plagiarism—cheating through using someone else’s words and/or ideas without proper citations—will not be tolerated. Turn-it-in software is used.

5) No laptops or cell phones allowed in the classroom unless required for special needs. You may be asked to show me your notes from class if you use a computer.
CHECK D2L SITE HOMEPAGE OFTEN FOR NEWS ANNOUNCEMENTS/UPDATES
Readings /Activities/ Assignments

Week 1
1/19-23

Introduction and Sociological Imagination

- Explore D2L site, read all instructional posts under Content (Technology /University Policies and Course Information)
- take syllabus/course expectations quiz; bring to class on Monday 1/25
- presentation on the “Medicine Wheel” approach on interconnections between levels of society—individual to institutional
- Read: summary of C. Wright Mills Sociological Imagination
- Film excerpts: Wisdom of Sociology

Week 2
1/24-30

Ideologies and Worldviews

- Cultural Pathways in class
- Skim Ch. 1 in Power and Society—overview of the book
- Skim: Ch. 3
- Read: article by Tonnies, Gemeinschaft and Gesellschaft
- Quiz 1 due on Chs. 1 and 3 Power/Ideology Saturday 1/30

Week 3
1/31-2/6

Methods of Inquiry/ Measuring/Interpreting social data

- Read: Ch. 2 and Babbie on Research Methods (d2l)
- Film excerpts: Understanding Research – program 2 on Discovering Psychology website and Qualitative Research
- Assignment: Complete Methods study sheet

Week 4
2/7-13

Culture/Subcultures/Countercultures

- Films segments Making Sense of the Sixties
- Study Countercultures and Young Blood powerpoints
- Activity: Discussion forum – social change through Sixties counterculture

Week 5
2/14-20

Roots of Inequality/Anthropology

- Read Ch. 4 Anthro
- Film Episode 1: Guns, Germs & Steel -- Out of Eden (Jared Diamond on geographic chance and social evolution from earliest human societies to agrarian empires)
- Read: Lenski on 5 stages of society; study the accompanying chart (on D2L)
- Quiz 2 Ch. 4 Anthropology by Saturday 1/20
- Activity option webquest on Guns, Germs and Steel website

Week 6
2/21-27
Sociology, Stratification and Poverty, Life Chances and Health Impacts
• Read: Ch. 5
• Film excerpts Episode 1: Unnatural Causes - In Sickness and in Wealth
  (mislabeled “In Sickness and in Health”)
• Skim Ch. 11
• Activity option webquest Unnatural Causes
• Quiz 3 on Chs. 5 and 11
• Discussion forum

Week 7
2/28-3/5
Case studies—Culture/Structure-crises/opportunities
• Begin reading memoirs
• Discuss online in groups first impressions

Week 8
3/6-3/12—Midterm review/exam
• Case studies continue reading memoirs
• Discuss online in groups

Week 9
3/13-19
Psychology--Nature/Nurture
• Read Nine Lives Parts III and IV (pg 213-320)
• Skim: Ch. 9
• Quiz 4 Ch. 9 Psychology
• Groups and circle discussion (or online forum)

SPRING BREAK

Week 10
3/27-4/2
Social Psychology and Dehumanization
• Read article on Zimbardo, Why Good People do Bad Things  (D2L)
• Activity option: Discovering Psychology Webquest
  And/or
• option: Stanford Prison Experiment Webquest
• Watch film/TED Talk: Psychology of Evil
• Circle discussion (or online forum)

Week 11
4/3-9
Women’s and Gender Studies: Objectification, Women’s movement, Gender stratification
• film excerpts Killing Us Softly 4
• film excerpts Half the People
• Read: Ch. 10 (pgs. 298-311)
• Quiz 5 on Ch. 10 Gender
• Discussion forum
• Assignment: Papers due

Weeks 12 and 13
4/10-16 and 4/17-23

History, Race/Ethnic Relations and Social Movements
• Read/skim: Ch. 6
• Film: Shadow of Hate
• Read: Ch. 10 (pgs. 311-334) --
• Quiz 6 on Ch. 10 Race/Ethnicity

Week 14
4/24-30

Race Inequality in Wisconsin
• Read/study two studies Wisc. COWS and Dane County Racial Justice
• Assignment: Graph Analysis
• Group discussions

Week 15
5/1-7

Concluding thoughts: Global Conflicts and Possibilities for Peace
Why Interdisciplinary studies and Intersectionality Matter
Read: Ehrenreich chapter (D2L)
Watch: Holly’s concluding presentation and three short videos below
  Blind-Eye Forward
  Miniature Earth
  Blessed Unrest

Discussion forum

Week 16
5/8-11

Final Exam Part I: essays
Exam Part II: comprehensive multiple choice test due Saturday midnight

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].