

Sociology 205: InterCultural Dialogues

Fall 2017 Syllabus [as of 8/29/17]

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“Dialogue is a form of **struggle**; it’s not just chitchat.” — Cornel West

“To be changed by ideas was pure pleasure. But to learn ideas that ran counter to values and beliefs learned at home was to place oneself at risk, to enter the danger zone. Home was the place where I was forced to conform to someone else’s image of who and what I should be. School was the place where I could forget that self and, **through ideas, reinvent myself.**” — bell hooks

“The sociological imagination enables us to **grasp history and biography** and the relations between the two within society. That is its task and its promise.” — C. Wright Mills

Course Description

Since 2005, InterCultural Dialogues (ICD) has been a discussion-based course that promotes sociological analysis, intercultural understanding, and social justice on the UW-Madison campus. This is an Ethnic Studies-designated course.

Learning Objectives for Students: (1) Gain introductory understanding of sociological concepts and theories about social life, as they pertain to race and ethnicity and other intersecting identities, racial domination, and social change, (2) Cultivate a reflexive habit and practical tools for ongoing personal reflection and intergroup dialogue, and (3) Improve critical thinking and confidence in making connections between the social and the personal, between theory and action, and between concepts and lived experience.

Content: The course begins by analyzing the *socially constructed* categories of difference that dramatically shape people’s lives in the U.S.: race and ethnicity, nationality, gender, sexuality, religion, and ability. First, we parse out the various ways that race “works”—as an asserted personal or shared identity, as a practice of ascription, and as a social classification system. In the second half of the course, we build on the concept of social construction to wrestle with the reality of the *material consequences* that bear on the lives of people with marginalized identities. We look at specific domains of social life: education, work, politics, the arts and media, neighborhoods, etc. For each domain, students will analyze the many levels at which domination occurs—historically, through policies, through institutional and organizational practices, as well as interpersonally between people. Students will grapple with the reverberating effects of unearned privileges and compounding disadvantages.

Structure: With each topic, students must demonstrate not only intellectual engagement but also personal reflection. In other words, in addition to being a stimulating learning community, ICD aims to cultivate a safe environment for students from all backgrounds to not only participate but also thrive. To this end, the course is structured to dynamically engage students on multiple levels (intellectual understanding, interpersonal dialogue, and personal action) and through multiple modes (small-group discussion, larger-group discussion, written, visual, aesthetic).

ICD Student Code of Conduct

1. Maintain safe space. Throughout the semester, keep in mind the safe space rules that your section establishes the first week of class. Jot them down if you need to.
2. Lean in, lean out. In each class, if you've spoken up a lot already, lean out to allow others to speak. If you've spoken less or not at all, lean in to share your thoughts.
3. Continuous attendance AND engaged participation helps to create a safe environment in class.
4. We do not allow the use of computers, cell phones, or any other electronic or distracting devices in the classroom. This affects your participation grade.

Grading

A: 100-93 points | AB: 92-88 points | B: 87-83 | BC: 82-78 | C: 77-70 | D: 69-60

Attendance & Participation	50 points
Attendance and participation	41
Retreat #1 attendance and participation	4
Retreat #2 attendance and participation	4
Banquet attendance and final class presentation	1
Assignments	50 points
Discussion post & responses (Weeks 2-15)	14
• Twice: lead discussion (dates will be assigned)	
• All other weeks: respond to posts	
Reflections (Weeks 1-14)	14
Interview project #1	5
Interview project #2	5
Group presentation	5
Outreach project	4
Survey #1, Midterm Survey, Survey #3	3

Due dates are summarized on the back page.

Attendance and Participation

Attendance:

- Attendance is required for every class. Arriving late to class (more than 5 minutes) will result in a "0" for attendance that day.
- Excused absences consist of academic reasons, as per university policy. Absences for religious observances are permitted. You should inform the instructor and your Facilitators at the beginning of the semester of conflicts, not the day before.
- For non-excused absences, you're encouraged to let your Facilitators know as a courtesy (even if you can't "make up" the points—that's what extra credit is for).

Participation:

- Attendance is not the same as meaningful participation. Participation means giving complete attention, active listening, and offering thoughtful comments.
- Some students are quieter, while others share readily. Thus, we encourage all students to practice "leaning in, leaning out."

- Students' participation points are affected when they use technology or are otherwise disengaged.

General Assignment Guidelines

- **No late work is accepted. All assignments are due at 11pm** sharp of the due date.
- All assignments should be submitted to the correct L@UW dropbox folder. You will always receive an automatically generated email saying your assignment was successfully submitted. Save those email receipts, for if there is ever a discrepancy or “technical issue.” If you do not receive an email but have submitted your assignment, email your assignment to the Instructor and Facilitators.
- All papers should follow this formatting:
 - Heading: First and last name, lab section number, and assignment name in the header
 - Times New Roman, 12-point font
 - Double-spaced, 1” margins on all four sides
 - Follow word count specifications (no more, no less)

Assignment Instructions & Rubrics

FAQ: What are the assignments due each week?

Each of the following three assignments is due EVERY Week

- If you are signed up to lead the online discussion forum, pose your question by Sunday
- For all other students that week, post your response to the leader's prompt by Tuesday
- Submit your reflection paper by Friday

For example: The topic of Week 6 is “Economics and Class.” Complete the assigned readings by Sunday. By Sunday 11pm, in the Week 6 discussion topic, create a new discussion thread and pose your question. By Tuesday 11pm, look at all the Week 6 threads your classmate created and respond (in 200 words) to the thread. On that Friday, you'll submit a Word file of your reflection to L@UW (read only be your Facilitators and Instructor).

Readings

On average, students will complete about 40-50 pages of readings each week. We will be reading through *Race & Racisms: A Critical Approach, Brief Edition*, as well as selections from other texts. Additionally, students will complete shorter readings and/or videos related to contemporary issues and current events.

Online Discussion Forum

The online discussion forum is one place where students are expected to demonstrate engagement with the texts and materials you've been assigned. We are especially interested in your reflection on how the course content integrates with—or contrasts with—your own life, your experiences, and the experiences of the communities you're a part of.

Student-led discussion posts begin Week 2. During the first week of class, students will be randomly assigned a weekly topic they will lead discussion on; all other weeks, they will respond to the leader's post.

Instructions for Discussion Leader

- The instructor and ICD leaders will provide a media artifact (e.g. a poem, a photograph, a podcast clip, a video clip, etc.). The discussion leader's job is to thoughtfully reflect on the connection between that artifact, the readings, AND their personal knowledge and experiences.
- There are 4 steps to leading a discussion post:
 1. Complete the assigned reading.
 2. Closely analyze the media artifact.
 3. Connect the reading and the artifact
 - Write 3-4 sentences that connect the media artifact with something you learned from the week's assigned readings—either a specific concept, a specific historic event, a specific social phenomenon, or a specific statistic or research study findings. (Be sure to cite the author and page number.)
 - Pose one question related to what you just wrote.
 4. Connect the readings, the artifact, and your personal experiences:
 - Write 3-4 sentences in which you reflect on your previous experience or personal knowledge with that topic. Where do you think your ideas about this topic primarily came from? What do you wish to know more about? If you didn't know much about the topic, why do you think that is?
 - Pose one question related to what you just wrote.
- Maintain safe space.

Instructions for Discussion Participants

- Carefully read the discussion leader's quote, reflection, and questions. Write a 200-word response, in which you (a) respond to at least ONE of the leader's questions, (b) demonstrate engagement with specific content in the assigned reading, and (c) integrate the material with your own experiences.
- Maintain safe space.

Weekly Assignment: Personal Reflection Papers (a.k.a "Reflections")

Reflection papers are students' chance to reflect on any lingering questions they have about the week's topic, lab activities and discussion, and draw connections to their individual lives. Only your facilitators will read your reflection. A facilitator will respond to every reflection. Once a month, they will write a longer response.

Instructions: Respond to these questions in a paper (or 600-750 words):

- How did your attitudes or understanding about the topic change from before we began the topic and after we completed the topic?
- What unanswered questions or unresolved tensions do you have?
- Are there events going on in your life or the news that connect with—or complicate—what we've been discussing in class?
- What were specific moments during lab (e.g. a personal story shared, an activity, a video, etc.) that stuck out to you as difficult, important, or transformative? How did those moments affect you?

- Were there moments during class you felt unsafe or you saw another student feeling unsafe? What could have been done to prevent or mitigate that?
- Given what you've learned, how will you apply this knowledge to your everyday life, your future career, your activism and civic engagement, and your personal relationships?

Required Course Events (Save these Dates!)

There are three unique events that are mandatory to the course.

UP Retreat #1: TBA

and

UP Retreat #2: TBA

If you cannot attend the UP retreat in full (or at all) will be asked to write a make-up assignment. This is regardless of the reason for your absence. The make-up assignment is modular, so that you have to make-up for as much of the UP retreat as you will have missed.

Banquet: Thursday, Dec. 14, 2017

This is the culmination of the semester, in which all ICD sections join together for a potluck meal. Additionally, classes will give a final presentation. Please bring a dish to share.

Group Presentation

The 2nd week of class, you will be asked you for the top 5 topics you'd like to present on. Facilitators will consider your preferences and assign students to a topic and a partner. Group members will coordinate outside of class to prepare their presentation. Presentations will be given on the first day of each week's class (i.e. Monday or Tuesday).

Each presentation should be 20-25 minutes and achieve the following:

- Introduce the topic in a creative way. This can include a PowerPoint presentation, a game, or activity (must relate to the topics), poem/spoken word, etc.
- Draw from social science research to present key statistics
- Animate and dynamically engage classmates in discussion.

Rubric

- 1 point: At least 48 hours before your presentation, submit your lesson plan to L@UW dropbox for approval and feedback
- 1 point: Clarity, prepared, & time management: technical setup, 20-25 min. timeframe
- 1 point: Cooperation & division of labor between presenters
- 1 point: Accurate & informative: use of research, scholarly sources
- 1 point: Interesting, interactive, & creativity

Outreach Project

Demonstrate what you have learned in ICD by reaching out to the UW-Madison campus and wider Madison community. Your project can take many forms according to your own preferences, talents, skills and networks. Examples of what students have done in the past: Write and illustrate a children's story, write an article or an op-ed for a UW publication or newsletter, organize an educational event (a scholarly lecture, panel, film screening, cultural soiree) or an activist activity (rally, vigil), hold an artistic performance (concert, spoken word, theatrical play), give a presentation

at a club, student organization, community organization, interview with a local radio station, keep a blog, etc. The project cannot be something you are using for another course's assignment.

Proposal: 1 point

Submit a proposal of your OP to for approval, answering these questions:

- Who is the target audience?
- What is your objective? What need or gap does your project fill?
- Create a timeline with the specific steps you need to take to complete the project. Who do you need to contact? What materials do you need to create? How will you access your target audience? What potential barriers to understanding do you see?

Project Completion, Report, & Documentary Evidence: 3 points

After executing the project, submit a photo of your event and you in action, printed flier, website link, etc. as documentary evidence of your completed project. Additionally, write a 3-page report (1300-1500 words) answering these questions:

- What was the objective?
- Who was the target audience? How many people attended? Describe the people who attended and organizations represented.
- Why was it beneficial? What impact did it have?
- How did people respond to the project?
- How did you "translate" your message to this audience in a way they would resonate with?
- What did you learn? What would you have done differently, if you were to do it again?

Interview Project #1 & #2

The purposes of this assignment are for student to (1) Gain basic introduction and practice in the research method of qualitative interviewing, (2) Learn how to write up interview findings in a report, and (3) Get to know one other classmate in more depth. Students will be assigned into pairs (or groups of three). The pairs will interview each other twice during the semester.

Each interview project has 3 parts, each of which will be submitted to L@UW dropbox.

Part 1: Interview questions: 1 point

Individually, students will write and submit a list of 30-40 open-ended interview questions. The questions should elicit the interviewee's experiences as they relate to:

For Interview #1

- Their background, where they are from, formative experiences, and identities
- Their experience in Madison broadly and at UW-Madison specifically, and
- What sort of impact ICD has had on their understandings of race and ethnicity, racism, privilege, and social change.
- Any other thoughtful questions you would be interested in asking.

For Interview #2: Students may not use the same questions from the first interview.

- Their experiences throughout the course of the semester in relation to the topics discussed in class - consider areas outside of the ICD classroom, such as in other classes, with family and friends, and in Madison at large
- Specific powerful or illuminating moments experienced in class
- What sort of impact ICD has had on their understandings of intersectionality

- Ways in which they have incorporated the topics and lessons of ICD into their daily lives and perceptions of society/reality
- Goals or plans for the future, as they relate to ICD

Part 2: Completed Interview (Submit your notes or audio-recording) : 1 point

Students will schedule and conduct 40-minute interviews with their classmates. While conducting the interview, students should take notes, either handwritten or on their laptop. If students wish to audio-record or video-record the interview, they should get their interviewee's permission (on paper or at the beginning of the audio-recording). During the interview, if interviewers are running out of time, they should prioritize their "best" questions.

Part 3: Final Report: 3 points

After completing the interviews, students will need to write a paper (900-1000 words) in which they highlight their "findings" from interviewing their classmate. The report should *not* be a mere transcript of what the interviewee said. Rather, students will be graded on the following:

- Succinct and clear summary of specific findings in your own words.
- Selective use of verbatim quotes. Quotes should never be more than 1-2 sentence long, and quotes should be used sparingly (only especially powerful or well-stated phrases or ideas).
- Thoughtful integration of what you learned from the interview about your classmate with what have learned from scholarly readings. Connect their thoughts and lives to concepts, historical moments, and ideas from the readings. (Be sure to cite the author and pages.)

For Interview #1: In the last 250-350 words of the report, write a reflection in which you reflect on what it was like to be interviewed and what it was like to interview your classmate.

- What did you learn about the skill of interviewing?
- What was difficult?
- How is learning about someone else's life different when done through interviewing, as opposed to reading this in a book, or discussing this in class?
- What would you do differently next time?

For Interview #2: In the last 400-500 words of the report, write a reflection on the following questions

- What were moments in class that are especially memorable to you? What did you take away from those moments?
- What were you most challenged by? What were you disappointed by?
- How does ICD inform choices you will make or how you see the world around you?
- Recall where you were at when you began the class versus where you are now. What did you gain?

ICD Surveys

At three points in the semester, ICD students will need to complete a pre-test, a midterm survey, and a post-test. We use your responses to gauge learning and collect student feedback. The instructor will email out the surveys 1 week before they are due. Keep your eye out for them during: the 1st week of class, around the middle of the semester, and after the last class.

Extra Credit

Students can earn up to 4 extra credits total. Extra credit points will be applied towards your final grade, as a make-up mechanism for any grade deductions—except in the case of an absence from the UP retreat (which has a separate, designated make-up assignment). To earn extra credit, you

must (1) Attend a pre-approved, relevant event, and (2) Write a paper (500-600 words) summarizing the event and reflecting on its impact on you and how it integrates with what you're learning in the class. Reflections must be submitted no later than 2 weeks following the event.

The facilitators will propose many extra-credit options for you during the semester. You are encouraged to propose relevant events for extra credit, but events must be pre-approved by your facilitators. Occasionally, the Instructor will also send out extra-credit opportunities.

Campus Resources

McBurney Disability Resource Center www.mcburney.wisc.edu
Multicultural Student Center msc.wisc.edu/
Multicultural Student Center Social Justice Resource Guide msc.wisc.edu/guide/
LGBT Campus Center lgbt.wisc.edu/
Title IX Information & Resources www.oed.wisc.edu/title-ix.htm
International Student Services iss.wisc.edu/
Center for Leadership & Involvement cfli.wisc.edu/
Morgridge Center for Public Service morgridge.wisc.edu/
Campus Safety www.safeu.wisc.edu/
EVOG: End Violence on Campus www.uhs.wisc.edu/assault/violence-prevention.shtml
SAFE Ride/SAFE Walk transportation.wisc.edu/transportation/safeservices.aspx 608.262.5000

University & Department Policies

Accommodations

Please send the instructor an email by the end of the second week of the course if you are eligible for special arrangements or accommodations for testing, assignments, or other aspects of the course. This may be the case if English is your second language or you experience a physical or psychological condition that makes it difficult for you to complete assignments and/or exams without some modification of those tasks. Accommodations are provided for students who qualify for disability services through the McBurney Center. Their website has detailed instructions about how to qualify: <http://www.mcburney.wisc.edu/>. Provide a copy of your accommodations request (VISA) to the instructor by the end of the second week of class. We try to reserve rooms and proctors by the third week in class, so we must know of all accommodations by then.

If you wish to request a scheduling accommodation for religious observances, send an email by the end of the second week of the course stating the specific date(s) for which you request accommodation; campus policy requires that religious observances be accommodated if you make a timely request early in the term. See the university's web page for details: <https://kb.wisc.edu/page.php?id=21698>

Academic honesty

As with all courses at the University of Wisconsin, you are expected to follow the University's rules and regulations pertaining to academic honesty and integrity. The standards are outlined by the Office of the Dean of Students at <http://www.students.wisc.edu/doso/academic-integrity/>

According to UWS 14, academic misconduct is defined as:

- Seeks to claim credit for the work or efforts of another without authorization or citation;
- Uses unauthorized materials or fabricated data in any academic exercise;

- Forges or falsifies academic documents or records;
- Intentionally impedes or damages the academic work of others;
- Engages in conduct aimed at making false representation of a student's academic performance;
- Assists other students in any of these acts.

For a complete description of behaviors that violate the University's standards as well the disciplinary penalties and procedures, please see the Dean of Students website. If you have questions about the rules for any of the assignments or exams, please ask your instructor or one of the TAs.

Departmental notice of grievance and appeal rights

The Department of Sociology regularly conducts student evaluations of all professors and teaching assistants near the end of the semester. Students who have more immediate concerns about this course should report them to the instructor or to the chair, 8128 Social Science (pamela.oliver@wisc.edu).

Department learning objectives

Beyond the specific substantive and methodological content I will cover in this course, I have designed this course to achieve the following instructional objectives designated as priorities by the Department of sociology:

- *Communicate skillfully*: Write papers and make oral presentations that build arguments and assess evidence in a clear and effective manner.
- *Critical thinking about society and social processes*: Look beyond the surface of issues to discover the "why" and "how" of social order and structure and consider the underlying social mechanisms that may be creating a situation, identify evidence that may adjudicate between alternate explanations for phenomena, and develop proposed policies or action plans in light of theory and data.
- *See things from a global perspective*: Learn about different cultures, groups, and societies across both time and place. They are aware of the diversity of backgrounds and experiences among residents of the United States. They understand the ways events and processes in one country are linked to those in other countries.
- *Work effectively in groups*: Improve their skills in understanding group dynamics and working well with people from different backgrounds with different strengths and weaknesses.

Required & Recommended Readings

There is one required text: *Race & Racisms: A Critical Approach, Brief Edition* by Tanya Maria Golash-Boza, 2016 (Oxford University Press). Purchase at the University Bookstore at 711 State Street, (608) 257-3784. **Please be sure to get the brief edition. It is the only one we will be using in class.** Other readings will be posted at L@UW.

Alba, Richard and Victor Nee. 2003. "The Background to Contemporary Immigration" pp. 167-214 in *Remaking the American Mainstream: Assimilation and Contemporary Immigration*.

Alexander, Michelle. 2010. "Introduction" pp. 1-19 in *The New Jim Crow*.

Berger, Ronald J. 2013. "Disability in Society" pp. 1-23 in *Introducing Disability Studies*.

Eaklor, Vicki L. 2008. "Introduction" pp. 1-11 in *Queer America: A GLBT History of the 20th Century*.

Gates, Gary J. 2014. "Same-Sex Couples in Wisconsin: A demographic summary." UCLA School of Law Williams Institute.

Gibson, Michelle A., Jonathan Alexander, and Deborah T. Meem. 2014. "Queer Diversities" pp. 153-176 and "Intersectionalities" pp. 177-190 in *Finding Out: An Introduction to LGBT Studies*.

Kendall, Francis. 2002. "Understanding White Privilege."

Nye, Malory. 2008. "Religion: Some Basics" pp. 1-21 in *Religion: The Basics*.

Pew Research Center. 2014. "U.S. doesn't rank high in religious diversity."

Portes, Alejandro and Ruben Rumbaut. 2001. "Twelve Stories" pp. 1-16 in *Legacies: Legacies: The Story of the Immigrant Second Generation*.

Leigh, Irene W. and Patrick J. Brice. 2003. "The Visible and the Invisible" pp. 175-194 in *Diversity in Human Interactions*, edited by John D. Robinson and Larry C. James.

This American Life. 2015, Jan. 9. "544: Batman." <http://www.thisamericanlife.org/radio-archives/episode/544/batman>

Wisconsin Council on Children and Families. 2013. *Race to Equity: A Baseline Report on the State of Racial Disparities in Dane County*.

Wade, Lisa and Myra Marx Ferree. 2014. *Gender: Ideas, Interactions, Institutions*. [GIII]

Week Of (Sunday)	Topic	Required Readings	Important Dates & Deadlines (does not include WEEKLY reflections & discussion posts)
1: Sept. 6	Introductions, Identity, and Discourse	(1) RR Ch. 1	Due Sun. 9/10: Survey #1
2: Sept. 11	Race, Ethnicity, Nationality	(1) RR Ch. 2 (2) "Pedagogy of the Oppressed"	Due Sun. 9/17: Interview #1 questions
3: Sept. 18	Whiteness, Privilege, & Allyship	(1) Kendall (2) Kaufmann	
4: Sept. 25	Gender & Sexism	(1) GIII ch. 2 (2) GIII ch. 4 (3) GIII ch. 5	Due 10/1: Interview #1 completed (submit notes)
5: Oct. 2	Sexuality & Heteronormativity	(1) Eaklor ch. 1 (2) Gibson et al. ch. 7 (3) Gibson et al. ch. 8 (part)	Due Sun. 10/8: Outreach Project proposal
6: Oct. 9	Economics & Classism	(1) RR Ch. 8	
7: Oct. 16	Disability, Health, & Ableism	(1) Berger ch. 1 (2) Leigh & Brice ch. 11 (3) "Batman" podcast (<i>recommended only</i>)	Due Sun. 10/22: Interview #1 report
8: Oct. 23	Immigration, Citizenship, & Xenophobia	(1) Portes & Rumbaut (2) Wisconsin portrait (skim) (3) RR Ch. 3 (skim)	Due Sun. 10/29: Midterm Survey
9: Oct. 30	Religion & Spirituality	(1) Nye ch. 1 (2) Pew Forum 2014 (skim)	Due Sun. 11/5: Interview #2 questions
10: Nov. 6	Health & Environmental Justice	(1) RR Ch. 10 (2) "The Failure in Flint"	
11: Nov. 13	Race, Crime, & Punishment	(1) RR Ch. 9 (2) Alexander introduction (<i>recommended only</i>)	
12: Nov. 20	Race, Media, & the Arts	(1) RR Ch. 4	Due Sun. 11/26: Interview #2 completed (submit notes)
13: Nov. 27	Race & Education	(1) RR Ch. 6 (2) "The Problem We All Live With" podcast (<i>recommended only</i>)	Due Sun. 12/3: Outreach Project evidence & final report
14: Dec. 4	Allyship & Solidarity	(1) "No More Allies" (2) "So You Call Yourself an Ally" (3) "Moving Toward an Inclusive Model of Allyship for Racial Justice"	Due Sun. 12/10: Interview #2 report
15: Dec. 11	Conclusions & Commitments	(1) "Engaged Pedagogy"	Due Sun. 12/17: Survey #3 Due Sun. 12/17: Extra Credit reflections <u>Banquet: Thursday, Dec. 14, 2017</u>