

## Comprehensive Program Review

### *MINOR: SOCIOLOGY & ANTHROPOLOGY*

#### General and Overview

1. Describe your program's most significant opportunities and significant challenges.

Growth is our most significant opportunity. We have the ability to grow into a major; to develop a brand new identity. We have the opportunity to expand our reach to new communities of students, businesses, and social organizations with the extra campuses. We have the opportunity to create new partnerships across programs, community organizations, and colleges. Our challenge will be to keep up with this growth with the limited economic and physical resources currently available.

2. What are some things that would help make your program and its students more successful?

We initially need the continued support of the administration to establish a major in our program. In the near future, we will need a minimum of two new tenure track faculty positions. The first faculty position needed is in Anthropology. We are currently employing adjunct faculty to teach the Anthropology courses.

3. What are some program accomplishments worth highlighting?

Program has engaged students with a diverse curriculum, and in the past as well as present has one of the most diverse student populations.. With the merger, the curricular diversity is even greater. Historically, the program has been involved with broader connections and enhancements to the various communities involving sustainability, diversity and inclusion, and juvenile justice.

4. Have there been any significant changes that have affected your program?

Original faculty placement for sociology included three (3) positions in Social Change and Development, and one each (3 total) in Urban Studies, Regional Analysis, and Business. At the time sociology was designated as a major (1986-87) there were six full-time faculty in the program. In 1996 the majors in anthropology, geography, and sociology were deactivated so that faculty to devote more of their time to the interdisciplinary program majors. When faculty moved to administration, or retired, the positions were not replaced, and by 2007 there was just one sociologist and one criminologist teaching in the program. With the recent merger of the two year colleges, we now have two sociologists and one criminologist teaching in the program.

The original placement for anthropology included three (3) positions in Social Change and Development, and one each (3 total) in Urban Studies, Human Biology, and Human Development. At the time anthropology was designated as a major (1986-87) there were

five full-time faculty in the program. In 1996 the majors in anthropology, geography, and sociology were deactivated so that faculty to devote more of their time to the interdisciplinary program majors. When faculty moved retired, the positions were not replaced, and with the retirement of the last full-time faculty member ca. 2010 the anthropology minor was deactivated. Course continued to be taught by ad-hoc instructors. In 2005 a full-time faculty lecturer position was created to teach courses in both anthropology and sociology.

In 2018-2019 the sociology faculty created the joint Sociology & Anthropology minor (in part to make certain that anthropology courses would be visible to students; when the minor was deactivated the courses were no longer listed in the university catalog). In the year and-a-half since the creation of the new minor, enrollment in the program has increased from fewer than 10 to more than 35 students.

With the merger of the UW-Colleges, we gained an associate professor of sociology whom also contributed to the growth of our curriculum.

5. Where do you want your program to be 5 to 7 years from now?

We would like to see this program develop into an established major that actively involves our students in local and regional community enrichment and scientific advancement. We can easily imagine the new major to have 40-50 majors.

### **Demand**

*All data in this area is provided with the materials. (Graduates, majors, minors, etc.) This space is for any commentary you would like to apply to that material. (Narrative)*

It is difficult to measure student demand, given that we had only the sociology major for more than a decade. This past year, when we moved to a Sociology & Anthropology major, we saw a significant increase in the number of students declaring the program, and at present we count 35-45 minors. We would expect perhaps half of those students to move to a major in Sociology & Anthropology, and to attract an equal number of new majors from first- and second-year student cohorts. Demand from transfer students also not measured in university metrics.

### **Internal**

1. Program goals (Mission, vision, learning outcomes; present as narrative/lists)

The Sociology & Anthropology program supports the mission of the University of Wisconsin-Green Bay and the College of Arts, Humanities and Social Sciences to “serve and stimulate society by developing in students heightened intellectual, cultural, and humane sensitivities; scientific, professional, and technological expertise; and a sense of value and purpose.” Further stated, “Inherent in this mission are methods of instruction, research, extended education, and public service designed to educate people and improve

the human condition.” In addition, we aim to better our community in regard to tolerance of diversity, enhance social inclusivity, and support methods of sustainability. Toward that end, while the program houses two different disciplines emerging from distinct intellectual traditions; the Sociology and Anthropology program has a shared mission and a number of specific learning objectives:

- Describe and critically evaluate the historical development of the disciplines of anthropology and sociology.
  - Understand how the various paradigms of each discipline contributes to the unified whole and how they contribute to the improvement of cultural and social policy.
  - Identify, evaluate, and apply sociological and anthropological concepts and theories to contemporary cultural, environmental, or social issues on a global scale.
  - Compare cultural and social systems (past and present) using an inclusive, cross-cultural, relativistic, and scientific approach.
  - Evaluate current and historical scientific, social, cultural, environmental, and political theories, issues, and policies.
  - Describe and evaluate social and cultural factors that impact attitudes, practices, and behaviors.
  - Understand and critically assess the role of race, ethnicity, social class, gender, sexual orientation, ability, age, and other indices of privilege in culture and social structure.
  - Recognize, explain, and critically evaluate both quantitative and qualitative methods in the analysis of sociological and anthropological data and theory
  - Demonstrate knowledge of theory and method by conducting and presenting empirical research.
  - Identify ethical principles used in scientific research.
  - Understand, critically analyze, and engage in principles of inclusivity and intersectionality in everyday life and policy.
  - Engage in service to the university, the local community and the region through research and service.
  - Prepare to be civically minded and responsible citizens of a vastly diverse global community.
2. Curriculum development (Lists, brief narrative if appropriate)

Over the last two years, approximately 12 completely new courses have been added to the curriculum, most having been brought into the UWGB catalog from courses taught in the two-year colleges. Some of those courses having been redesigned into online formats (for example, environmental sociology, contemporary social problems, race and ethnic identities). A significant percent of these courses are being taught on a regular basis.

Courses are now being taught in many different formats: face to face, hybrid, and online. As a result of COVID, our online course offerings have grown substantially.

*New Course Development in the previous two years*

SOCIOL 130: Contemporary Social Problems (online, face to face, hybrid)

SOCIOL 160: Sociology of Human Sexuality (face to face)

SOCIOL 220: Sociology of Marriage & Family (face to face)  
SOCIOL 231: Crime & Criminal Justice (face to face)  
SOCIOL 246: Juvenile Delinquency (face to face)  
SOCIOL 307: Social Theory (new to online)  
SOCIOL 308: Sociology of the Family (online)  
SOCIOL 335: Social Psychology (face to face)  
SOCIOL 355: Environmental Sociology (face to face and online)  
SOCIOL 375: Sociology of Sexual and Intimate Relationships (online)  
ANTHRO 307: Anthropological Theory (online)

Since the merger and COVID; a majority of our courses are now available online.

### 3. Connections to other programs

A minor in Sociology & Anthropology will provide additional breadth of perspective for students with majors in Democracy and Justice Studies, Environmental Planning and Policy, Public Administration, Urban Studies, and Business Administration. It also provides preparation for students going on to graduate work in programs such as sociology, social work, urban studies, and other social science programs. Finally, many programs, from urban studies to nursing, employ our courses.

*Examples of courses that connect to other programs:*

SOCIOL 101: Introduction to Sociology

Links to: Democracy and Justice Studies, Hmong Studies, Urban Studies, Social Work

SOCIOL 203: Racial and Ethnic Identities

Links to: Urban Studies

SOCIOL 308: Sociology of the Family

Links to: Nursing

SOCIOL 310: Urban Sociology

Links to: Social Work, Urban Studies

SOCIOL 355: Environmental Sociology

Links to: Environmental Policy and Planning

ANTHRO 100: Varieties of World Cultures

Links to: Democracy and Justice Studies, Urban Studies, Global Studies, Nursing

ANTHRO 304: Family, Kin, & Community

Links to: Global Studies

### 4. Number of courses offered (Overall number provided in materials. Chairs: short commentary if appropriate. Provide a sub-grouping of various modalities by percentage. For example, what percentage of your program is available online, hybrid, etc.?)

There are currently 33 Sociology or Anthropology courses active in our program; excluding the three travel and independent studies courses. Of those 33 courses, almost half of them (15) are being taught on a regular basis. Others have been staggered irregularly throughout the last seven years as a result of situational influences. During

the course of an academic year, on average we teach approximately 34 courses during fall and spring, one in January, and four summer courses. Approximately 20%, or slightly higher, are offered online. Currently, 100% of courses are online, due to Sabbatical and COVID. We expect that the merger and COVID will result in a higher percentage of online and hybrid courses in the future.

### **Sociology & Anthropology Course Listing**

ANTHRO 100 Varieties of World Culture

ANTHRO 150 Food Culture & Identity

ANTHRO 250 Women in Cross-Cultural Perspective

ANTHRO 291 Selected Topics in Anthropology

ANTHRO 298 Independent Study

ANTHRO 304 Family Kin and Community

ANTHRO 306 Environmental Anthropology

ANTHRO 307 Anthropological Theory

ANTHRO 314 Cultures of the World

ANTHRO 320 Myth, Ritual, Symbol and Religion

ANTHRO 340 Medical Anthropology

ANTHRO 348 Economic Anthropology

ANTHRO 498 Independent Study

SOCIOL 100 Introduction to Sociology

SOCIOL 130 Contemporary Social Problems

SOCIOL 160 Sociology of Human Sexuality

SOCIOL 203 Ethnic and Racial Identities

SOCIOL 220 Marriage and the Family

SOCIOL 200 Travel Course

SOCIOL 231 Crime & Criminal Justice

SOCIOL 235 Introduction to Social Psychology

SOCIOL 238 Sociological Perspectives on Gender

SOCIOL 246 Juvenile Delinquency

SOCIOL 302 Class Status and Power

SOCIOL 303 Race and Ethnic Relations

SOCIOL 304 Deviant Behavior

SOCIOL 307 Social Theory

SOCIOL 308 Sociology of the Family

SOCIOL 310 Urban Sociology

SOCIOL 315 Street Gangs in America

SOCIOL 320 Sociology of Religion

SOCIOL 321 Topics in Sociology

SOCIOL 335 Social Psychology

SOCIOL 355 Environmental Sociology

SOCIOL 375 Sociology of Sexual and Intimate Relationships

SOCIOL 404 Criminology

SOCIOL 498 Independent Study

5. Diversity of students, faculty, and curriculum (Overall number provided in materials. Chairs: short commentary if appropriate; provide examples from curriculum if appropriate.)

Students

Of data provided, the students that have declared a minor in our program are predominantly White (69%) females (83%) of mean average age of 22 years old. Over half of these students are first generation college students.

In relation to racial composition; according to the Census Bureau, students declaring a minor that identify as White fairly represents the population in the city of Green Bay and underrepresents that identifier in Sheboygan (89%), Manitowoc (91%), and Marinette (97%). With regard to minority racial inclusivity; students identifying as Black or African American are underrepresented in relation to the city of Green Bay with only one student (3%) while Green Bay has a total of 4% of the population identifying as such. The other campuses are in cities with much smaller Black populations, and thus we almost match (Marinette) and enjoy greater inclusivity (Sheboygan, Manitowoc) in those communities. One student identifies as Asian (3%). This suggests that we underrepresent this group in Green Bay (4%) and Sheboygan (6%), match Manitowoc and are more inclusive than Marinette (.5%). Two students (6%) identify as American Indian; which is more inclusive than Green Bay (4%) or other campus communities. Four students (11%) identify themselves as Multi-Racial. That is more inclusive than all communities. In relation to ethnicity; only 9% students identify as Hispanic while Green Bay has a population of 15% Hispanic. The other campuses are better represented.

Now that we shared some of the various community's racial demographics, we realize that only students enrolled in the main campus can declare. The percentages are rounded. The analysis of many these numbers are too small to really be statistically significant. They are only for the purposes of this review.

No data was provided in regards to more inclusive gender identity, sexual orientation, ability, locality, socioeconomic status and other inclusive indices.

### Faculty

We currently have three tenure track (one full and two associates), and two regular part time adjunct faculty. Most of our faculty also teach in other programs. We also have seven CCIHS instructors in the high-school. We assume that most identify as White, non-Hispanic, and cisgender.

### Curriculum

We offer a diverse curriculum of which most of our courses deal with diversity and inclusivity.

### **Courses that “contributes to inclusion, diversity, and an engagement with other cultures” and are considered “active”:**

- ANTHRO 100: Varieties of World Culture\*
- ANTHRO 250: Women in Cross Cultural Perspectives
- ANTHRO 283A: General Anthropology
- ANTHRO 304: Family, Kin, and Community\*
- ANTHRO 306: Environmental Anthropology
- ANTHRO 307: Anthropological Theory
- ANTHRO 314: Cultures of the World
- ANTHRO 320: Myth, Ritual, Symbol & Religion\*
- ANTHRO 348: Economic Anthropology

SOCIOL 100: Introduction to Sociology\*  
SOCIOL 130: Contemporary Social Problems\*  
SOCIOL 160: Sociology of Human Sexuality  
SOCIOL 203: Ethnic and Racial Identities\*  
SOCIOL 220: Sociology of Marriage and Family  
SOCIOL 238: Sociological Perspectives on Gender  
SOCIOL 307: Sociological Theory\*  
SOCIOL 283B: Sociology of Race and Ethnicity  
SOCIOL 302: Class, Status, and Power  
SOCIOL 303: Race and Ethnic Relations\*  
SOCIOL 308: Sociology of the Family\*  
SOCIOL 310: Urban Sociology\*  
SOCIOL 315: Street Gangs in America\*  
SOCIOL 320: Sociology of Religion  
SOCIOL 355: Environmental Sociology\*  
SOCIOL 375: Sociology of Sexual and Intimate Relations\*  
SOCIOL 391: American Indian Seminar

**Courses with a \* are or will be taught on a fairly regular basis**  
**Courses currently being edited that would count:**

SOCIOL 311: Collective Behavior and Social Movements

Sociology and urban studies were the first unit in the social sciences to develop courses in ethnic studies -- ethnic and racial identities and ethnic and racial relations in sociology, and Hispanic/Latino Communities, Asian-American Communities in urban studies -- and later courses in Hmong Studies. All of these courses were initiated by Ray when he arrived and discovered that none of this was being taught. He initiated the following in other programs:

URS 324 Hispanic/Latino Communities  
URS 325 Asian American Communities

HMONG 200 Introduction to Hmong Culture  
HMONG 250 Hmong Community Research

Ray also mentions the “planned programming initiatives in from Hmong Studies Center, including talks and movie series.”

Courtney is currently developing a course on American Indian Groups and Cultures. She also has extensive museum experience and will, no doubt, construct courses in that regard. Ray will be adding a “new course on African American Communities.”

Dana has engaged in a version of the privilege walk as a community diversity event on Sheboygan Campus (recently), and may offer it on main campus in near future.

We wish to add that we do have other courses in our curriculum that could be taught as inclusive courses. For example, SOCIOL 248 Juvenile Delinquency has many elements to the course that deals with intersectionality and diversity. I teach it with diversity and inclusion in mind. That does not mean that it is required to be taught in that way. Two other great examples would be SOCIOL 231 (Crime and Criminal Justice) and SOCIOL 404 (Criminology).

We would expect that any travel courses would also count as inclusive.

Our SOCIOL 375 offers an LGBTQ+ certificate and we have coordinated with the UWGB center.

6. Gen Ed, FYS/GPS, CCIHS (Lists)

FYS/GPS

*FIRST YEAR SEMINAR: The Sixties*

*SOCIOL 498: Hmong community Research*

Current CCIHS

*ANTHRO 100: Varieties of World Cultures*

Green Bay Southwest, Ward Wittman  
Green Bay West, Pamela Sylvester  
Green Bay East, Hiedi Kieffer  
Green Bay Preble, Jeffery Kline  
Green Bay Preble, Patti Sorenson  
Green Bay Preble, Adrienne Wanta

*SOCIOL 101: Introduction to Sociology*

Kettle Moraine High School, Pamela Martin

Gen Ed

*WE*

SOCIOL 310: Urban Sociology  
ANTHRO 304: Family, Kin & Community  
ANTHRO 320: Myth, Ritual, Symbol and Religion

*GC*

ANTHRO 100: Varieties of World Culture  
ANTHRO 304: Family, Kin & Community  
ANTHRO 320: Myth, Ritual, Symbol and Religion

*ETP*

SOCIOL 203: Racial & Ethnic Identities

*SOC*

SOCIOL 101: Introduction to Sociology

SOCIOL 130: Contemporary Social Problems

ANTHRO 100: Varieties of World Culture

ANTHRO 304: Family, Kin & Community

7. Program support and staffing (Chairs: History, trends, and future needs. Depending on program, could be connected to accreditation.)

This is a copy of earlier:

“Original faculty placement for sociology included three (3) positions in Social Change and Development, and one each (3 total) in Urban Studies, Regional Analysis, and Business. At the time sociology was designated as a major (1986-87) there were six full-time faculty in the program. In 1996 the majors in anthropology, geography, and sociology were deactivated so that faculty to devote more of their time to the interdisciplinary program majors. When faculty moved to administration, or retired, the positions were not replaced, and by 2007 there was just one sociologist and one criminologist teaching in the program. With the recent merger of the two year colleges, we now have two sociologists and one criminologist teaching in the program.

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In 2008-2009 the sociology faculty created the joint Sociology & Anthropology minor (in part to make certain that anthropology courses would be visible to students; when the minor was deactivated the courses were no longer listed in the university catalog). In the year and-a-half since the creation of the new minor, enrollment in the program has increased from fewer than 10 to 35 students.”

We are currently in need of a tenure track position for an Anthropology faculty. This is supported by budgetary unit.

8. Cost per credit hour (TBD)

## External

1. Outreach: student/faculty partnerships, collaborations, participation with organizations or individually (Lists)

### International Conference Presentations

Hutchison, Cátedra Santander, Faculdade de Ciências Sociais e Humanas, Universidade Nova de Lisboa, (Santander Chair of Humanities and Social Sciences, New University of Lisbon, 2016)

Hutchison, Keynote Speaker, The Chicago School and European Sociology, Portuguese Sociological Association, Universidade Nova de Lisboa (June 2016)

Hutchison, Chair, Community and Urban Sociology Section, American Sociological Association (2014-15) Plenary Speaker, When Austerity Came to the United States, Everyday Life in the 21st Century City (Florence, July, 2015)

Hutchison, Keynote Speaker. Racialization of Urban Space. RG\_37 Biannual Meeting, European Sociological Association, Universidade Nova de Lisboa (November 2014)

Hutchison, Keynote Speaker, The Future of the City. Forum do Futuro. Municipality of Porto (Nov 2014)

Austin, Discussion Leader. Great Issues Book Club, Weyers-Hilliard Branch Brown County Public Library, WI.

Austin, Board of Directors, American Civil Liberties Union, Northeastern Wisconsin

Hutchison, Webmaster, Community and Urban Sociology Section, American Sociological Association

Hutchison, Editorial Board: *Sociologia Urbana e Rurale* (University of Bologna)

Hutchison, Review of manuscripts: *City & Community*, *International Journal of Urban Research*, Sage Publications, Anthem Press (UK) and other journals and publishers.

Atwood, Review of manuscripts: American Veterinary Medical Association, *Journal of Contemporary Ethnography*, *Genealogy*, *Sociological Focus*.

### Connections through Adjunct hires:

Cottrell, Courtney, Curator, *Oneida Nation Museum*.

Yang, Nicole, *Lakeshore Technical College* (specializes in diversity)

## Organizational Connections through Instruction and Research

### Dana Atwood:

#### *Horizon 4 Girls*

Char Pachniak (Founder and CEO)

#### *Sheboygan County Sheriff's Department*

Detective Remington (Sex Trafficking Unit)

Sgt. Zemel & "Kevin" (MEG Unit, Drug Investigation Unit)

#### *Sheboygan County Police Department*

Officer Anna Taylor & K9 Max (K9 officers)

#### *Sheboygan County Courthouse*

Joseph Serge (Assistant District Attorney)

#### *Sheboygan County Health & Human Services Department*

Gail Kowalkowski (Social Worker, Juvenile Court Intake Unit)

Tricia Holstein (Intake Worker, Juvenile Court Intake Unit)

## 2. Contributions to regional infrastructure (Lists)

Hmong Studies Center, Ray Hutchison, Director

Center for History and Social Change, Austin, Board of Directors

Oneida Nation Museum, Cottrell, Curator

## 3. Scholarly activity of faculty (Lists that are not all-inclusive; maybe seek to highlight the different areas/types of activity)

Atwood, Dana and Sandra Schroer. 2017. "Just Don't Get Too Personal: Millennial Students' Perceptions on Transformative Teaching," in the *Handbook of Research on Pedagogical Models for the Next Generation Teaching and Learning* edited by Jared Keengue. IGI Global.

Atwood, Dana. 2020. From Lifeline to Weapon: The role of companion animals in the lives of entangled victims. *Society & Animals* (forthcoming).

Austin, A. 2018. Defending the Digital Commons: A Left-Libertarian Critique on Speech and Censorship in the Virtual Public Square. *Project Censored*, August 28.

- Austin, A. 2018. Foreword. *The Communist Manifesto* by Karl Marx and Friedrich Engels (Skyhorse Publishing).
- Austin, A. 2018. How Garrisoning Schools with Armed Resource Officers Normalizes Authoritarianism. *Truthout*, June 14, 2018.
- Austin, A. 2018. Police in Schools Does Not Make Them Safer. Green Bay Press-Gazette. June 8, 2018. Carried statewide in Statesman Journal, USA Today-Wisconsin
- Austin, A. 2016. Changing the Subject from the Realities of Death by Cop. *Truthout*, July 20. (Op-ed)
- Austin, A. 2016. Walker's Politics of Resentment. Green Bay Press-Gazette. May 14. (Op-ed) Carried statewide in Statesman Journal, *USA Today-Wisconsin*.
- Austin, A. 2016. Oliver Cromwell Cox. *The Wiley-Blackwell Encyclopedia of Race, Ethnicity and Nationalism*. Edited by John Stone, Rutledge M. Dennis, Polly S. Rizova, and Anthony D. Smith (eds) (Wiley Blackwell)
- Cottrell, C. "Indian made: Museum valuation of American Indian identity through aesthetics," in *Transmotion*, vol. 5 no. 2, University of Kent.
- Cottrell, C. "NAGPRA's politics of recognition: Repatriation struggles of a terminated tribe," *American Indian Quarterly*, vol. 44 no.1, University of Nebraska Press. Winter 2020
- Dalke, Karen. 2018. *Mustang Denizen: Reimagining the wild free-roaming horses and burros act of 1971*.
- Dalke, K. and Hutchison, R..2016. Thrill killing in Wisconsin. *Contemporary Justice Review* Vol. 2.
- Dalke, K and Wels, H. (2016). Ethnographic research in a changing cultural landscape. In J. Nyman and N. Schuurman (Eds.), *Affect, space and animals*. New York: Routledge.
- Dalke, K.2014. Adopting a mustang through an anthropological lens: Exploring cultural concepts across species. *Bhatter College Journal of Multidisciplinary Studies*, 3, <http://bcjms.bhattercollege.ac.in/adopting-a-mustang>
- Hutchison, Ray. Research in Urban Sociology (Series Editor ), Volume Eighteen, *Visual Urban Sociology* (with Luc Pauwels, University of Antwerp, expected publication 2021)
- Hutchison, Ray. Research in Urban Sociology (Series Editor) Volume Seventeen, *Rhythmanalysis* (edited by Ray Hutchison and Dawn Lyon, Kent University, at press 2020)

Hutchison, Ray. 2017. "Empty Space: Historical Memory in the Contemporary City" Pp. 61-76 in *Moving Cities: Contested Views on Urban Life* (Marta Smagacz-Poziemska, M. Victoria Gomez, Sebastian Kurtenbach, Patricia Pereira, and Juan Jose Villalon. Weisbaden, Germany: Springer

Hutchison, Ray. "Educational Careers of Hmong College Students" (with Pao Lor, University of Wisconsin-Green Bay) *Journal of Southeast Asian American Education and Advancement*, 12, Summer 2017[R].

Hutchison, Ray. "Life Before-Beyond-After Tourism" *Proceedings of the 18th General Assembly of the Experts*, Fondazione Romualdo del Bianco, March 2017[I].

Hutchison, Ray. "Urban Space and Public Places" (with Joao Teixeira Lopes) in *Public Space in (space) Times of Crisis. Research in Urban Sociology*, Volume 15, edited by Ray Hutchison and Joao Teixeira Lopes, Emerald Press, 2016)

Hutchison, Ray. *The New Urban Sociology* (5th edition), with M. Gottdiener and M. Ryan) Perseus Press (2015)

Hutchison, Ray, Series Editor, *Research in Urban Sociology*, Emerald Press (currently in 18<sup>th</sup> volume in the series).

Hutchison, Ray. 2020. "Urban Sociology." *Oxford Bibliographies in Sociology*.

Hutchison, Ray. 2020. "Street Gangs." *Oxford Bibliographies in Sociology*.

### **Student Success**

1. High-impact practices and individualized-learning opportunities (Some data provided; lists and/or brief narrative)

Hmong Community Research: students designed and administered surveys, analyzed data, and prepared report for Undergraduate Research Symposium.

Hmong Community Research (Independent Study): Shamanism in Hmong culture

Group Student Presentations in face to face courses such as: SOCIOL 203, SOCIOL 130, SOCIOL 220, SOCIOL 246, SOCIOL 231, SOCIOL 355 among others.

Course numbers with 300 and up regularly include research papers as part of their assessments. These papers involve critical assessment of scientific research, development of research questions and/or thesis statements and often original research collection and analysis.

Regular community engagement through invited speakers and research

2. Retention (TBD. Note: if program-level data is not provided, maybe list some things your program does that you believe aid in retention.)

Pursuit of excellence in instruction and advising  
Attendance and hosting student events and organizations

### **Mission Relevant**

1. Relevance to mission (Narrative or lists as appropriate)

Sociology and Anthropology, has a challenging and politically applicable curriculum that fosters the overall mission of UW-Green Bay; such as enhancing critical thought and civic responsibility. It is a major that helps students understand, analyze, and address current social issues. It is a major that fosters the ability to understand, create, and evaluate quantitative and qualitative scientific evidence. Both employers and graduate programs value students who have these skills.

Most everything we discussed above is relevant to the university mission. We aim to “improve student success and retention” by supporting our students educational investment, encouraging critical thought and civic engagement. We offer a diverse curriculum that involves students in both the classroom individually and in groups. We offer activities that engage students in the community. We offer various teaching formats: face to face, online, and hybrid. We engage students to think critically about their lives and social issues at all stages of their lives.

Our program is uniquely situated to foster the mission of inclusivity. Most of our courses (and our program mission) involves fostering tolerance of diversity and explores issues of inclusivity. We have many racial and ethnic studies courses, programs, and events. We offer an LGBTQ+ certificate and teach courses that focus on LGBTQIA+ issues. Ray is currently creating a social movement’s course that explores current diversity issues. We aim to engage students in analysis of class, status, and power in almost every course and also have courses that focus specifically in this regard. Our adjuncts are highly engaged in diversity issues and organizations. Many of our outreach and publications deal with issues of inclusivity.

We are embracing a culture of digital transformation through the concerted development of our online curriculum. We invite speakers from local organization to connect with our students through teaching, research, and service. Through our research endeavors, guest speaking at radio and educational events, and dedicated service at all levels and in various communities we are engaging the community and enhancing the profile of the University. We are happy to embrace the roots of Eco U. Our curriculum development and partnerships with other programs clearly provides evidence as such.

2. Cultural enrichment (Narrative or lists as appropriate)

Courtney Cottrell Exhibitions:

We Are Still Here (Opening Fall 2020) Collaborative traveling exhibition Convening Great Lakes Culture Keepers

Ancestral Women Exhibit: Wisconsin's 12 Tribes (Sept.-Nov. 2016) Contributor Center for the Visual Arts, Wausau, WI

Raised Beadwork exhibition (2016) Collaborator, Oneida Nation Museum Oneida, WI

Iroquois Constitution and Governance exhibition (2015) Editor, Oneida Nation Museum Oneida, WI

Tecumseh, Keokuk, Black Hawk. Portrayals of Native Americans in Times of Treaties and Removal (Jan. 2013-Feb. 2014) Native consultant, Grassi Museum Leipzig, Germany

Ray Hutchison, Conference Organization

Organizer, Symposium on Metropolitan Studies (CICS-NOVA, Universidade Nova de Lisboa, June 2016)

Conference Organizer, Everyday Life in the 21st Century City. (with Camilla Perrone, University of Florence; Gabriele Manella, University of Bologna; Corinna del Bianco, University of Milan; Mark Clapson, Westminster University; Joao Teixeira Lopes, University of Porto; Luis Baptista, University of Lisbon; Circe Monteiro, University of Pernambuco) Fondazione Romualdo del Bianco Florence, July 2015

Session Organizer, Constructing a New Hmong Narrative. Hmong Studies Consortium Madison Wisconsin, April 2015.

Conference Organizer, Everyday Life in the Segmented City. (with Camilla Perrone, University of Florence; Gabriele Manella, University of Bologna; Lorenzow Tripodi, University of Berlin; and Richard Wolff, INURA) Romualdo del Bianco Foundation, Florence, July 2010.

Tour Leader, Discovering the Chicago School, Midwest Sociological Society, Chicago, August 2010, 2014.

Ray Hutchison, Speaker at selected conferences

"Tent Graves and the Second Great Awakening in East Tennessee" Culture and Religion Section, American Sociological Association, San Francisco (August 2020)

"Empty Space" Moving Cities Conference, RN\_37 Urban Sociology, European Sociological Association, Mid-term Conference, Krakow, June 27-30, 2016.

"Tourism and Leisure" Annual Meeting of the Portuguese Sociological Association, Universidade de Algarve, June 2016.

“Educational Performance of Hmong College Students” (with Pao Lor, University of Wisconsin-Green Bay). 6<sup>th</sup> International Conference on Hmong Studies, Concordia University, St. Paul Minnesota, March 18-19, 2016.

“The Right to Urban Theory” (with Joao Pedro Nunes, CESNOVA, Universidade Nova de Lisboa), Community and Urban Sociology Session, American Sociological Association, Chicago, August 2015.

“Exploring the World’s Great Public Spaces: Campo San Margherita in Venice” Community and Urban Sociology Section, American Sociological Association, Chicago, August 2015.

“Hmong American Student Achievement” (with Pao Lor, University of Wisconsin-Green Bay), Hmong Studies Symposium, Madison WI, April 2015.

“Playing the Technology City” Public Spaces and Private Lives in the Contemporary City, RN\_37 Urban Sociology, European Sociological Association, Mid-Term Conference, Faculdade de Ciencias e Humanas, Universidade Nova de Lisboa, November 2014.

#### Ray Hutchison, Presentations in Other Professional Settings

“The Chicago School and European Sociology” Portuguese Sociological Association (Keynote Speaker), Universidade Nova de Lisboa, (June 2016)

“East Tennessee Ephemerides: The Tent Graves of East Tennessee Highland Rim” Sociology Faculty Forum, St. Nobert College, February 2015

“Immigration and Ethnic Communities” Graduate Seminar, CESNOVA, Universidade Nova de Lisboa, November 2014.

“Publishing in Urban Studies” Graduate Seminar, CESNOVA, Universidade Nova de Lisboa, November 2014.

“Tent Graves of East Tennessee.” Humanistic Studies Faculty Seminar, UW-Green Bay, September 2014

3. Access (Does the program have any agreements with other institutions? For example, a transfer agreement with a technical college.)

We have connections with Green Bay Southwest, Green Bay West, Green Bay East, Preble, and Kettle Moraine High School through the College Credit in High School Program.