**TCORE 114 G-SLN 20350**

**Introduction to Humanities/ Voice and Visibility: Changing Worlds with the Arts (VLPA)**

**M-W-F 9:30-10:50 GWP 101**

**Merna Ann Hecht, Instructor, Office: GWP 415**

**mernah@uw.edu**

**office: 253 692-4460 cell phone: 206 639-3027 (best for messages)**

**Office Hours: GWP 415-Mondays 1:30-3:30 pm or by appointment**

 **Academic Advisor – TBA this is important!**

 **Peer Advisor - TBA this is important!**

**Voice and Visibility: Changing Worlds with the Arts**

In this course we will examine different art forms and trends as they relate to individual expression, community visibility and issues of human rights and human needs. Our materials will bring us the experiences and expressions of poets, creative writers and visual artists including muralists and graffiti artists. We will consider how different art forms can speak to critical issues of the day, particularly related to civil and human rights. A significant portion of the course will focus on how the arts can provide people who are living in pressing situations with important opportunities to create arenas of visibility through taking voice and creating art.

**Required Texts, Readings and Materials:**

Reed, T. V. *The Art of Protest: Culture and Activism from the Civil Rights*

*Movement to the Streets of Seattle.* Minneapolis, MN: University of Minnesota Press, 2005.

The Art of Protest Website and Additional Readings as Assigned

**Also Required: bring your class notebook & folder to every class session.**

* Articles and Course Materials Distributed in Class, **Dated and kept in sequence in a folder designated just for this class**
* A journal or notebook for notes and in-class writing AND a separate folder solely for the drafts and revisions of each poem you will write this quarter. This folder is also for the poems and poetry handouts that will be distributed in class, it is required.

**You are required to bring your notebook/journal and your folders to every class session.** Please date all entries.

**LEARNIING OBJECTIVES SPECIFIC TO THIS CLASS**

**You will learn:**

* To develop skills in recognizing and using literary devices and basic elements of creative writing; (Communication/Self Expression, Critical Thinking)
* How diverse writers and artists create images to witness and protest global and social issues and how these works shape our perspectives; (Global Perspective, Critical Thinking)
* To develop a greater understanding of how the arts can provide people who are living in pressing situations with important opportunities to create arenas of visibility through taking voice and creating art. (Communication/Self Expression; Global Perspective; Inquiry and Critical Thinking)
* To engage in researching how social movements that have used the arts impact social change; (Communication/Self Expression, Global Perspective, Inquiry and Critical Thinking)
* To engage with readings and ideas that range from the work of modern muralists and graffiti artists to expressions of poets, performance and visual artists from diverse cultures and countries; (Communication/Self Expression; Global Perspective-Diversity-Civic Engagement; Inquiry and Critical Thinking)
* To respond critically to diverse literary and visual works with the vocabulary of these two disciplines. (Global Perspective-Diversityt; Inquiry and Critical Thinking)

**Class participation** is a course requirement. I consider it essential that you come to class ready to participate and create a positive and meaningful learning experience for yourself. This includes consistent attendance, arriving on time, leaving only when the class is over, and respecting the learning environment.

**To Recap-Fundamental to this course are:**

* Learning to challenge assumptions about certain art forms and cultural expressions that differ from our own;
* Developing an understanding of arts-based projects that speak to and promote human and civil rights, especially for groups that have been historically disenfranchised;
* Learning to evaluate artistic and creative styles and coming to understand what craft elements are used by a variety of artists, writers and poets.

**CORE LEARNING OBJECTIVES:**

The Core program consists of a coordinated series of courses that represent the various disciplines in the university. This course fulfills one of the university’s general education requirements in each of the areas of knowledge, plus composition. The courses are designed to both support and challenge you to develop the critical thinking, writing, research and analytical skills you’ll need at UWT while introducing you to relevant topics in the social sciences, humanities and sciences.

**Grading**

* Class participation including peer review, in-class writing, class reading discussions and reading log and poetry assignments 25%
* In Class Quiz #1-15% -Feb. 1
* Midterm Project-25%-Due Feb. 8
* In Class Quiz #2-10% Feb.17
* Final Poetry Portfolio and Final Project and Presentation -25 % Last week of class in lieu of a final exam

**COURSE SCHEDULE – TCORE 114 G**

As we read and write in response to different pieces, assignments may be changed to deepen a theme or to take more time to delve into a specific topic. Learning is a work in progress! All reading and writing assignments are due on the date indicated. All out of class assignments are typed. Please bring your required text and readings to each class.

**Week One:**

Monday, Jan. 4

Course Intro-Creating a Learning Community

Wed. Jan. 6

Read the two assigned poems, and the material related to the Diane Burns poem. Write from a half to a whole page about a time you felt unfairly judged, bullied or marginalized. (first person narrative, **typed and proofread, 12 pt. font)**

Read the short article “Climate Activists Can Learn a lot From Black Lives Matter.” Look up an environmental activist movement (or one you already know) and the Black Lives Matter movement. Prepare a short paragraph on each movement—cite your sources MLA style and include a brief statement about your personal connection and your familiarity or unfamiliarity with each movement.

Fri. Jan. 8

On your own, continue to familiarize yourself with all sections of the on-line “bonus chapter” from your class text, *The Art of Protest*

**Original poem draft due with the Diane Burns –or- Lisa Suhair Majaj poem as your mentor poem (first poem)**

**Week Two:**

Mon. Jan. 11

Introduction in *The Art of Protest*, xiii to xvi (through the end of the first paragraph). Look up, download and bring to class: Langston Hughes’s poem, “Let America Be America Again.” Prepare for an in-class small group discussion on this reading.

Wed. Jan. 13- Midterm Guidelines Distributed

Supplemental reading on Music and the Civil Rights Movement, article and poem

Fri. Jan. 15

Read the handout on Craft Elements of Poetry and write your draft poem “I Was Raised By” (from mentor poem, “Raised by Women”)

**Revised first poem due**

**Submit draft poem #2 “I Was Raised By” (second poem, use pseudonym)**

**Week Three:**

Mon. Jan. 18-NO CLASS MARTIN LUTHER KING DAY

Wed. Jan. 20

Chapter One in *The Art of Protest,* pp. 1-27 up to “Music as Strategy and Tactic”

**Submit draft of poem #3 “For My People,”** mentor poem of the same title **(third poem, use pseudonym)**

Fri. Jan. 22 - UWT Librarian to class

Chapter One in *The Art of Protest, pp. 27-39,* beginning with “Music as Strategy and Tactic” through page 39. (pay close attention, this material is connected to your Midterm Project)

**Week Four:**

Mon. Jan. 25

On-line assignment-YouTube Gil Scott Heron-The Revolution Will Not be Televised

Chapter Nine in *The Art of Protest*, from page 274 “Will the Revolution Be Cybercast?” to page 285

**Revision of poem #2, “I Was Raised By” due**

Wed. Jan. 27

Chapter Two in *The Art of Protest*, from page 40 to 49 stop at “Revolutionary Consciousness”

Fri. Jan. 29-Guest Artist to Class

Chapter Two in *The Art of Protest*, from page 59, “Court Room Dramas and Acts of Repression to page 71

**Reading Log Due**

**Revision of poem #3, “For My People” due**

**Week Five:**

Mon. Feb. 1 -Reading Response Quiz #1-In Class

Wed. Feb. 3-**Film Review assignment due**

Fri. Feb. 5- NO CLASS MEET IN YOUR GROUPS TO WORK ON YOUR MIDTERM PROJECT

**Week Six:**

Mon. Feb. 8

**Midterm Project and Group Presentations Due**

Wed. Feb. 10

Read Article: “Integrating Nature: The Role of Poetry in Reorienting Environmental Politics,” Patricia Nelson Limerick with packet of ecology poems

Fri. Feb. 12

Chapter Eight in *The Art of Protest*, page 233 from “Building Environmental Justice Ecocriticism,” to page 239

**Draft of your “ecological” poem is due (fourth poem, use pseudonym)**

**Week Seven:**

Mon. Feb. 15 NO CLASS PRESIDENTS DAY

Wed. Feb. 17-Guidelines for Final Project and Poetry Portfolio

Quiz #2-In Class

Read Chapter Four, “Revolutionary Walls in “*The Art of Protest*”

Peruse the websites found on Canvas for our class dated Jan. 20th

From the 40 images on the website “Images on the Wall of the Border between Mexico and the U. S. find two specific images that “speak to you.” Write a paragraph for each image you’ve chosen, what grabbed your attention and why?

Connect personally to the image, what do you see in it? What do you feel? What thoughts come to mind for you?

Fri. Feb. 19

Read poetry handout-Martin Espada and Patricia Smith

Black Lives Matter On-line assignment

**Revised fourth poem is due**

**Week Eight:**

Mon. Feb. 22- Guest Artist(s)-TBA

**Outline and bibliography for your final project due**

**Draft of Protest Poem Due-fifth poem, directly to instructor**

Wed. Feb. 24

On-line assignment-the Wick Poetry Center-Traveling Stanzas

Fri. Feb. 26 –**Field Trip to TAM**

Responding to Images with Words, TAM “field trip” and Ekphrastic Poetry

**Week Nine:**

Mon. Feb. 29

**Draft of Poem from TAM due (sixth poem) in class peer review**

**Draft Essays for your final paper are due!**

Wed. Mar. 2

**Revised Fifth and Sixth poems are due**

Fri. Mar. 4

**Course Reflections due**

**Week Ten**

Mon. Mar. 7–NO CLASS WORK ON YOUR PORTFOLIO AND FINAL PROJECT

Wed. Mar. 9

Required Presentations – Poetry and Final Project Piece

Fri. Mar. 11

Required Presentations – Poetry and Final Project Piece

**Final Project Paper and Poetry Portfolio Due-in lieu of a final**

**POLICIES**

**Classroom Courtesy and Conduct:**

Because students may not share the same opinions on different topics in this class, it is essential that class members respect the opinions and ideas of others. My belief is that the classroom is no place for cell phones, texting, on-line shopping, social media, etc. Your phone is not visible during any class session. This also extends to the use of laptops; both will be used only at designated times for in-class research & information gathering.

**Attendance**

You are expected to fully participate in each class session. If you will be late or absent I strongly advise that you give me advance notice. In a class with full enrollment, students who do not attend all regularly scheduled classes during the first week of the quarter are subject to being dropped from the class.

**Late Work**

Completion of assignments is a course expectation. If you are unable to meet the course requirements please discuss this with me in order to receive an extension.

Extensions and re-writes- I will accept late homework or papers for full credit, **only** if there is a sound reason, (a doctor’s excuse, and an extenuating circumstance) as to why they are late. However, a late paper cancels out the opportunity for a re-write/revise option. I will give a “pass” on one late assignment but no more.

**Writing Requirements**

You are expected to fully engage in all aspects of the writing process including revision, editing, proof-reading, peer review and presentation of your written work. Your written work will include poetry, the Midterm, a final paper with mixed genre writing. As you read the certain assignments you will be asked to reflect on the writing

**Teaching and Learning Center**

The TLC provides a wide variety of instructional resources and support for teaching and learning at UW Tacoma. This is an important service and taking full advantage of it is strongly recommended. The TLC is a part of campus life that is there to assist you in achieving your goals. Tutoring services in most all subject areas are provided. http://www.tacoma.washington.edu/tlc/

**Academic Standards and Integrity / Plagiarism**

(from the official University policy)

All forms of academic dishonesty, cheating, and fraud, including but not limited to: (a) plagiarism, (b) the buying and selling of course assignments and research papers, (c) performing academic assignments (including tests and examinations) for other persons, (d) unauthorized disclosure and receipt of academic information and (e) falsification of research data are prohibited.

As you know, to plagiarize is to appropriate and to pass off, as your own ideas, writing or works of another. Ignorance of proper documentation procedures is the usual cause of plagiarism. This does not excuse the act. Students are responsible for learning how and when to document and attribute resources used in preparing a written or oral presentation. For further information go to: htttp://depts.washington.edu/grading/issue1/honesty.htm

**Library-it’s there, it’s wonderful, use it!!**

For more information about the library and its services, see:

http://www.tacoma.washington.edu/library/

**Disability Access Information:**

Students needing an accommodation pursuant to compliance with federal, state, or institutional education regulations should immediately let me know of their particular needs and situation and should be in contact with UWT Disability Support Services (DSS). DSS reception desk at 253 692-4493 (voice) or 692-4413 (TTY) (<http://www.tacoma.washington.edu/studentaffairs/SHW/dss> about.cfm/)

**E-mail:** You are required to use the University of Washington’s email for all school related business. I will not check my UWT email from Friday evenings to Monday morning at 8AM. If I receive an e-mail from you after 9PM on a week night, I won’t respond until the following morning. Thanks for noting this! For information regarding the email policies for UWT please visit the following website: <http://www.tacoma.washington.edu/policies_procedures/E-mail_Policy.pdf>

**Inclement Weather:**

Call the snow # (253- 383-INFO) to determine if the campus will be open or go to http://www.tacoma.washington.edu/security/alert/.

**Campus Safety Information:**

(253) 692-4416 http://www.tacoma.washington.edu/safety/emergnecy/Emergency\_plan.pdf

**Escort Service:**

Safety escorts are available Monday-Thursday 5-10:30 PM. They can be reached either through the duty officer or by dialing #300 from a campus phone

**Counseling Center:**

Provides confidentially without additional charge to currently enrolled undergraduate and graduate students. Student Counseling Center (SCC), located in MAT 253. 253 692-4522 <http://www.tacoma.washington.edu/studentaffairs/SHW/scc> about.cfm/

**In case of fire alarm**

Take your valuables and leave the building. Plan to return to class once the alarm has stopped. Do not return until you have received an official “all clear.”

**In case of an earthquake**

DROP, COVER and HOLD. Once the shaking stops, take your valuables and leave the building. Do not plan to return for the rest of the day. Do not return to the building until you have received an official “all clear” from a designated university employee, the web or e-mail.

**Throughout your freshman year in the CORE program you will learn to:**

* formulate an original thesis-driven argument and sustain it in both written and verbal communication.
* express ideas clearly in writing and speaking in order to synthesize and evaluate information before presenting it.
* enter/place yourself in an existing dialogue (intellectual, political, etc.).
* identify, analyze, and summarize/represent the key elements in a text.
* think outside of cultural norms and values, including your own perspective to critically engage the larger world.
* analyze the ethical implications of actions on the part of individuals and institutions.
* recognize the value of obtaining a historical perspective of events as being relevant and useful to guide future decision-making.
* self–assess personal strengths (personal, academic, social) and how they help overcome weaknesses.
* approach complex issues by taking a large question and breaking it down into manageable pieces.
* make meaningful connections among assignments and readings in order to develop a sense of the “big picture.”
* collect, evaluate, and analyze information and resources to solve problems or answer questions.

**TCORE 114G: Voice and Visibility: Changing Worlds through the Arts**

**Summary of Poetry Due Dates**

**Poem #1-The Poetry of Address—a “Talk to” or “Talk Back” poem”**

Mentor poem by Diane Burns-or-Lisa Suhair Majaj

Draft Due, Fri. Jan. 8

Revised Poem #1- Due Fri. Jan. 15

**Poem #2-Mentor Poem “Raised by Women” by Kelly Norman Ellis**

Draft Due- Fri. Jan. 15, peer reviewed in class with pseudonym

Revised Poem Due-Jan. 25, include draft and peer review

**Poem #3-Mentor Poem “For My People” by Margaret Walker**

Draft Due- Jan. 20, peer reviewed in class with pseudonym

Revised Poem Due-Jan. 29, include draft and peer review

**Poem #4-Mentor Poem-“Ecology Poetry”**

Draft Due-Feb. 12, peer reviewed in class with pseudonym

Revised Poem, Due Feb. 19, include draft and peer review

**Poem #5 Mentor Poems-Protest and Social Justice Poetry- Mentor Poems** MartinEspada, Patricia Smith and Others

Draft due to instructor-Feb. 22

Revised poem due-March 2

**Poem #6 Ekphrastic Poetry in response to a piece you choose on our field trip to TAM**

Draft due -Feb. 29, in class peer review

Revised poem due-March 2