



TCORE 103: Introduction to Social Sciences

*“Wait **what?**”: The anatomy of a question.*

Class Times and Location	Monday, Wednesday, & Friday 11:00 a.m. – 12:20 p.m. Bldg & Room: TLB 115
Office Hours (also by appointment)	Monday 12:30 to 1:30 p.m. GWP 233
Contact Info.	iamtanya@uw.edu <i>please include TCORE 103 in the subject line</i> Msg. Ph. (253) 692-5847

Instructor

Tanya Grace Velasquez, M.A., Interdisciplinary Arts and Sciences

Course Description

This course examines the difference between a good question and a better one. Students will be introduced to fundamental concepts in the social sciences by learning to ask questions that foster deep thinking, problem solving and an understanding about the types of knowledge that shape our world. Together we will contemplate historical and contemporary moments to critically ask ourselves, “What is being said? Who has the authority to be heard? How did they acquire that authority?”... and most importantly “Why?” Additionally, we will engage with stories about individuals who have challenged their own socialization by questioning authority in the pursuit of positive social change and greater equality. Our inquiry will span across multiple topics and culminate in a project about the kinds of reflective questions a first-year college experience can generate. Students will participate in small group discussions, presentations and interactive assignments.

Required Texts

*You **MUST** bring assigned readings to class each day so we can reference the material together.*

- 1.) Bain, K., *What the Best College Students Do*, 2012 (**Bain**).
- 2.) Selected Readings on Canvas in Weekly Modules (**Canvas**).

Required Materials

Two highlight pens of different colors; Computer and Internet Access; UW email.

What is Core?

The Core program consists of a coordinated series of courses that represent the various disciplines in the university. This course, along with the others in your cohort, 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.

Core Learning Objectives

In Core Coursework, you will begin learning how to:

- Formulate and sustain an original thesis-driven argument in both written and verbal communication.
- Express ideas clearly in writing and speaking in order to synthesize and evaluate information before presenting it.
- Enter and place yourself into an existing dialogue or discourse (intellectual, political, sociological, etc.).
- Identify, analyze, summarize, and represent the key elements of 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.
- 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.

Specific Learning Objectives

Students who complete this course will:

- Gain an introductory understanding of social science objectives, research methods and theories.
- Acquire skills and familiarity with modes of questioning from diverse disciplinary perspectives to access, interpret, analyze, reason and synthesize information.
- Develop pre-writing practices that involve reflective thinking, reading for meaning and critical inquiry.
- Engage in oral and written communication to present and critically reflect on the way in which social knowledge is constructed and our individual roles in relationship to that knowledge.

Course Structure

Class sessions include lectures; large and small group discussions; group activities; film viewing and mini-presentations by students. There will be occasional in-class writing assignments, presentations and group activities that cannot be made up.

Grading Summary

Class Participation (SEMINAR, SS activities, classroom discussion)	20%
Pop Quizzes (definitions!)	15%
Papers (2)	20%
Homework – DCQs (1-7=10%, 8-10=15%, 11-12 = 20%)	20%
Comprehensive Final Exam	25%

Definitions, Comments, Quotes and Questions (DCQs)

You will type DCQs for each reading when assigned. These should not be long summaries. Brief and concise; no longer than a page or two. Bring them to class to help lead a discussion about the daily/weekly readings.

SEMINAR

Seminar is a time for you to reflect on the reading and your learning...thinking about your thinking. This is what we call a metacognitive approach. Your instructor will provide readings/prompts but it's your responsibility to come to class ready to share and engage.

Writing Guidelines

APA is the most common writing format in the social sciences. <http://www.apastyle.org/>
All written submissions MUST be typed, 12 size font, Times New Roman, 1- inch margins, double spaced. This is the standard. DO NOT DEVIATE.

Papers

You will be responsible for two mini-research papers, each 3 to 5 pages in length. Details will be shared in class.

Office Visits

I strongly encourage you to visit during office hours. It's a time we set aside to answer specific questions and discuss the course material in more depth. Also, it's an opportunity to discuss career pathways and preparation for graduate school. More than

one office visit is encouraged and welcomed anytime during my office hours or by appointment.

Extra Credit

Extra-credit opportunities may be made available throughout the quarter at the instructor's discretion. However, do not count on extra-credit to remedy poor academic progress.

Assessment

Overall your work in class, the exams and your written assignments should reflect the following:

- a.) *Readings/films* – it is important that you do all the assigned reading. The texts provide examples of the theories, concepts, and/or themes we will explore throughout the course. Questions about the assigned readings are to ensure that you are reading closely (comprehension and critical thinking).
- b.) *Lecture/discussion* – please take notes and listen carefully for main concepts and themes. Often new knowledge emerges from rich and thoughtful classroom dialogue (analysis and synthesis).
- c.) *Application* – be prepared to describe how you will apply your new knowledge and analytical skills (reflection and integration; informed analysis applied to the institution of media).

Late Work

Late work will not be accepted. Students are required to turn in work on time to receive earned credit. If you are out sick when an assignment is due or you are having technical problems (i.e. printer issues, computer glitches, Canvas malfunction, car broke down, etc.), you are still responsible for getting your work turned in on time (homework submissions will be date stamped in the IAS office – WCG 424 or you can email documents to my UW email address or submit on Canvas).

Electronic Devices

NO CELL PHONES! NO TEXTING IN CLASS! YOU'VE BEEN WARNED.

E-mail Policy

Please write to the CANVAS email account or my UW email account; it is the most effective way to contact me other than office visits. I try my best to respond within 24

hours. When in doubt don't hesitate, please write with questions, requests for an appointment or notifications about illnesses/absences, etc.

Academic Standards/Plagiarism

All student work must be free of plagiarism. A major part of your experience in the class will be reading, synthesizing, and applying the knowledge and ideas of others. It's imperative that you give credit where credit is due. Other's ideas are regarded as intellectual property. To plagiarize is to copy and to pass off, as your own ideas, the writing or works of another. In academia, plagiarism is no less serious than vandalism or assault. Ignorance of proper documentation procedures is the usual cause of plagiarism but it doesn't excuse the act.

http://www.tacoma.washington.edu/ias/advising/ug/academic_honesty.cfm

Letters of Recommendation

When you have completed TWO classes with me and earned a 3.0 or higher in each, I will consider writing a letter of recommendation when appropriate.

Streaming Video Online – UWT Library System

The best way for you to access the materials is to go to our e-Reserves website and search by your last name. Here is a link: <https://ereserves.tacoma.washington.edu> Log in with your UW NetID and acknowledge the copyright statement to access electronic reserves online. Then, enter a password to access the webpage with links to videos.

Course password for TCORE
103: _____

To view the video, users must have the latest version of QuickTime installed. Anyone using a PC must configure their Quicktime players in the following way:

1) go to the Quicktime "Edit" menu, 2) select Preferences, 3) then select "Quicktime Preferences", 4) go to the "Advanced" tab, and 5) then under "Video" select "Safe Mode (GDI only)."

The electronic reserves for this course are also linked in the library catalog, and you can find them by searching for your name or the course number on the library's web page under "Course Reserves." Alternately, there is a link to the reserves on your MyUW page in class schedule.

Collaboration

You are strongly encouraged to form study groups. Group study often results in accelerated learning, but only when each student takes responsibility for mastering all the material in order to fully participate in a study group with reciprocal benefits.

Additionally, you may be required to participate in groups. This kind of work requires careful division of responsibility and careful coordination to control the quality of the final product. Collective work can quickly degenerate if individuals see it as a way to get through an assignment with the least amount of effort. *Please note that group work calls for a different kind of effort, not less of it.*

Homework

Homework assignments are designed to support the developmental learning process that occurs when studying the social sciences. The questions I pose as prompts for your writing will correlate with the readings/films and our class discussions. The point of the homework is to increase your critical thinking skills as you move *from personal opinion to informed analysis*. I will formally assess your engagement with the course material, not your personal opinions. Your homework will document the development of your understanding about the social sciences in relationship to the course learning objectives.

Snacks

Beverages and snacks are allowed in class. Please notify the instructor if you have a food allergy or religious observation/restriction that need to be considered.

Perfume and Deodorants

Some students have allergies to perfumes. Others wear deodorants and hair products with strong smells. It is your prerogative to do so, but please cooperate with the classroom seating so those with allergies are not overexposed.

This syllabus is a general guide for our course of study and *may be subject to change*.

Week	Date	Topic	Readings to complete BEFORE class	Homework DUE
1	Wed. Sept. 24	Introduction to Social Sciences Canvas, Developing Questions, DCQs & Seminar		
	Fri. Sept. 26	Library Visit	Bain: Ch. 8, "Making the Hard Choices"	
2	Mon. Sept. 29	Mini SEMINAR: Bain, Ch. 8 Using your Sociological Imagination	Canvas: "The Sociological Imagination" (Mills) "The Myth of Individualism" (Callero) "Critical Thinking, Critical Theory" (Sensoy & DiAngelo)	Library Scavenger Hunt worksheet Definitions, Comments, Questions & Quotes (DCQs) – Monday's readings
	Wed. Oct. 1	Foundational Theories in Sociology Research Methods	Canvas: "Matching Research Methods to Research Questions" (Inniss) "Statistics & Myths about Immigration" (Raskoff) "Three Theoretical Sociological Perspectives" "Framing Survey Questions" "Assessing Alcoholism..."	

Week	Date	Topic	Readings to complete BEFORE class	Homework DUE
	Fri. Oct. 3	SEMINAR	Canvas: "Making It by Faking It" (Granfield) Bain: Ch. 2, "What Makes an Expert?"	DCQs
3	Mon. Oct. 6	The Social Construction of Reality The Representation of Self	Bain: Ch. 3, "Managing Yourself" Canvas: "The Presentation of Self in Everyday Life" (Goffman) "The Impact of Internet Communication on Social Interactions" (Brignall & Valey)	DCQs
	Wed. Oct. 8	Socialization (Agents of Socialization) Social Control And Deviance	Canvas: Socialization (Sensoy & Diangelo) "The Saints and the Roughnecks" (Chambliss) "The rich get richer and the poor get prison" (Reiman)	DCQs
	Fri. Oct. 10	SEMINAR Paper Assignment & Library Data Base Research	Bain: Ch. 5, "Messy Problems" Website: Sociological Images	
4	Mon. Oct. 13	Gender & Sexuality <i>Misrepresentations</i>	Canvas: "The Social Construction of Gender" (Anderson) "Milkshakes, Lady ..." (Coy)	DCQs
	Wed. Oct. 15	Components of Culture Mass Media	Canvas: "Violence, Sex and Politics: The Power of Mass Media" (Callero) "Guyland" (Kimmel)	

Week	Date	Topic	Readings to complete BEFORE class	Homework DUE
	Fri. Oct. 17	Hegemony <i>Mickey Mouse Monopoly</i>	Canvas: “Hegemony, ideology and power” (Sensoy & DiAngelo) “Power matters” (Allen)	DCQs
5	Mon. Oct. 20	Stratification Social Class and Inequality <i>American Winter</i>	Canvas: “Family Matters: The Power of Social Class” (Callero)	DCQs
	Wed. Oct. 22	(SES Continued) <i>People Like Us: Social Class in America</i>	Canvas: “The Positive Functions of Poverty” (Gans)	
	Fri. Oct. 24	Writing Workshop TLC	Bring 3 copies of your draft	Paper #1 Draft Due
6	Mon. Oct. 27	Academic Advising & Career Assessment		
	Wed. Oct. 29	Peer Advisors and Student Organizations		
	Fri. Oct. 31	SEMINAR	Bain: Ch. 4, “Learning How to Embrace Failure”	Paper #1 Final Draft Due
7	Mon. Nov. 3	Race <i>The Power of Illusion</i>	Canvas: “See Baby Discriminate” (Bronson) “Color-Blind Privilege” (Gallagher)	DCQs
	Wed. Nov. 5	Racism: Individual and Institutional	Canvas: “The Web of Institutional racism” (Better) “Reverse Racism” (Pilgrim) “Victims and Guilt” (Better)	DCQs

Week	Date	Topic	Readings to complete BEFORE class	Homework DUE
	Fri. Nov. 7	SEMINAR		
8	Mon. Nov. 10	Elements of Social Structure: Status, Rank and Role	Canvas: TBD	
	Wed. Nov. 12	Elements of Social Structure: Groups and Social Networks	Canvas: “Weak Social Ties and Online Connections” (Wright)	
	Fri. Nov. 14	Elements of Social Structure: Social Institutions Family and Education	Canvas: “The American Family” & “The Radical Idea of Marrying for Love” (Coontz) “Kindergarten as Academic Boot Camp” (Gracey)	DCQs
9	Mon. Nov. 17	Writing Workshop TLC	Bring 3 copies of your draft	Paper #2 Draft Due
	Wed. Nov. 19	Social Institutions Capitalism and the Economy Globalization	Canvas: “The Protestant Ethic and the Spirit of Capitalism” “Globalization: The power of capitalism” (Callero)	DCQs
	Fri. Nov. 21	Total Institutions	Canvas: “Anybody’s son will do” (Dyer) “The My Lai Massacre: A Crime of Obedience?” (Kelman & Hamilton)	DCQs
10	Mon. Nov. 24	Social Change	Canvas: “From ME to WE” (Callero) “Grassroots Activism...” (Pardo)	

Week	Date	Topic	Readings to complete BEFORE class	Homework DUE
	Wed. Nov. 26	Library Research Day & Individual Appointments		
	Fri. Nov. 28	Holiday		
11	Mon. Dec. 1	MOCK FINAL EXAM		Paper #2 Final Draft Due
	Wed. Dec. 3	REVIEW For REAL Final Exam		
	Fri. Dec. 5	SEMINAR & Breakfast!	Bain: Ch. 1, "The Roots of Success" Ch. 6, "Encouragement"	
12	Wed. Dec. 10	Final Exam In Class		

NOTES:

Teaching and Learning Center (TLC)

Location: Library Bldg.; Hours: Mon – Thurs. 8:00a -5:00pm; On-line Sunday 4:00p - 8:00pm; TLC email: uwtwrite@uw.edu ; Phone: 253-692-4417

Campus Public Safety Office (Safety escorts available 24/7)

Location: 1st Floor, Dougan Addition Room 180, Ph: (253) 692-4416, #333 from campus

Inclement Weather

Call (253) 383-INFO. This number will inform you whether the campus has been closed.

Counseling Center (Student Health and Wellness - SHAW)

The Counseling Center offers short-term, problem-focused counseling to UW Tacoma students. The service is provided confidentially and without additional charge to currently enrolled undergraduate and graduate students. To schedule an appointment, please call 692-4522 or stop by the Student Counseling Center (SCC), located in MAT 253. http://www.tacoma.washington.edu/studentaffairs/SHW/scc_about.cfm/

Disability Support Services (Student Health and Wellness - SHAW)

The University of Washington Tacoma is committed to making physical facilities and instructional programs accessible to students with disabilities. In compliance with Title II of the Americans with Disabilities Act, any enrolled student at UW Tacoma who has an appropriately documented physical, emotional, or mental disability that "substantially limits one or more major life activities [including walking, seeing, hearing, speaking, breathing, learning and working]," is eligible for services from DSS. Please contact the DSS reception desk at 692-4522, or visit http://www.tacoma.washington.edu/studentaffairs/SHW/dss_about.cfm/

Academic Advising Center

GWP 102; Hours: Mon, Thurs & Fri: 8 a.m. - 5 p.m.; Tues & Wed: 8 a.m. - 7 p.m.; Ph: 253-692-4857 OR Schedule an advising appointment online.

Career Development and Education Location: MAT 106, Phone: 253-692-4421