

TCORE 104 E-SLN 21788

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

Tues. & Thurs. 12:50-2:55 Tioga Library Building-115

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Office Hours: GWP 415

Tuesdays 3:15-5:15 (unless otherwise notified); extended hours for individual conferences TBA

Academic Advisor - TBA this is important!

Peer Advisor - TBA this is important!

Art is an inextricable part of human life. At a level perhaps deeper than politics or religion or any other realm of human affairs, it is essential to our existence.

~Shima Toyo, Japan

Let us remember.....that in the end we go to poetry for one reason, so that we might more fully inhabit our lives and the world in which we live them, and that if we more fully inhabit these things, we might be less apt to destroy both.

Christian Wiman, Editor, POETRY MAGAZINE

Course Description:

Voice and Visibility: Changing Worlds with the Arts-Boundaries and Borders: Self, Other, & World

In this course we will encounter visual and literary artists from the Mexico/U.S. Border and from other global perspectives on borders. 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, memoirists, creative writers, muralists, and graffiti artists. We will consider how literary and visual art pieces created by writers and artists from different countries speak to critical issues of the day, particularly related to immigration, forced migration and human rights. A significant portion of the course will focus on how the visual and literary arts can provide people who are living in pressing situations with important opportunities to create arenas of visibility through taking voice and creating art.

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 writing 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.

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.

Learning Objectives Specific to this class:

Students will:

- Engage with readings 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)
- Learn to use the basic structures and elements of creative writing and integrating text with visual images; (Communication/Self Expression, Inquiry and Critical Thinking)
- Develop a greater understanding of how creative process, especially poetry, 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-Diversity-Civic Engagement; Inquiry and Critical Thinking)
- Learn how diverse global artists give voice and expression connected to key global and social issues and reflect on how this shapes their own perspectives (Global Perspective-Diversity-Civic Engagement)
- Engage in research for learning about how the arts can impact social change; (Communication/Self Expression, Global Perspective-Diversity-Civic Engagement, Inquiry and Critical Thinking)
- Demonstrate the ability to situate themselves in relation to a broader human context (Communication/Self Expression, Global Perspective-Diversity, Inquiry and Critical Thinking)
- Demonstrate their ability to both reflect on and analyze a text or artifact by applying a framework and a vocabulary specific to a variety of artistic disciplines (Communication/Self Expression, Global Perspective-Diversity, Inquiry and Critical Thinking)

Required Texts, Readings and Materials:

Crosthwaite, Luis Humberto, Byrd, John W. and Bobby Byrd, editors. *Puro Border: Dispatches, Snapshots & Graffiti from La Frontera*, El Paso, TX: Cinco Puntos Press, 2003. Print.

Powers, J.L., editor. *That Mad Game: Growing Up in a Warzone—An Anthology of Essays from Around the Globe*. El Paso, TX: Cinco Puntos Press, 2012. Print.

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

- Course Packet, pick up at the UW Copy Center, date available and cost TBA
- Articles and Course Materials Distributed in Class, **Dated and kept in sequence in a folder designated just for this class**
- Scheduled Conference with Instructor

Grading

- Class participation including peer review, in-class writing, class reading discussions and weekly homework assignments 30%
- In Class Reading Response Quiz #1-15%-October 30th
- In Class Reading Response Quiz #2-15%-November 25th
- Midterm Personal Essay-15% First Draft Due on Tuesday, Oct. 28th, Second Draft due on Nov. 4, final copy due on Nov. 11th
- Final Poetry Portfolio and Final Project and Presentation - 25%

POLICIES

Late Work

Completion of in-class assignments is expected by the close of the class. 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.

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 a personal narrative essay for the Midterm, a final paper with mixed genre writing and on-going narrative, descriptive, and creative writing throughout the quarter. As you read the assignments you will be asked to reflect on the writing style, the content, and purpose of each piece and to approach it with critical questions that will generate lively class discussions.

Teaching and Learning Center

The TLC provides a wide variety of instructional resources and support for teaching and learning at UW Tacoma. Teaching and learning are ongoing processes that take practice, commitment and time. 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/>

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; they will only be in use 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 it is advised that you give 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.

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.

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: <http://depts.washington.edu/grading/issue1/honesty.htm>

Library-it's there, it's wonderful, use it!!

The UWT Library provides resources and services to support students at all levels of expertise. Students are guided through the research process and receive help with learning how to develop effective research strategies and how to find and evaluate appropriate resources. 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/>)

COURSE SCHEDULE - TCORE 104 E

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! Also note, Reading Log assignments may also include on-line homework.

Thurs. Sept. 25-NO CLASS

For Tuesday:

Read the Introduction to *That Mad Game* pp. 11-17 and the Introduction to *PURO BORDER*, pp. 9-17. BRING EACH BOOK TO CLASS ON TUESDAY, SEPT. 30

Write your "Naming Myself Poem." Type in any font and format of your choice. Study the assignment and the examples before writing your own repetition poem

Week One:

Tues. Sept. 30-BRING BOTH ASSIGNED BOOKS TO CLASS

Course Overview

Reading Assignment for Thurs

Puro Border pp. 191-193, pp. 239-241

Written homework assignment for Thurs.

A letter to yourself-typed in letter form

Complete your reading log, follow the instructions

Thurs. Oct. 2

Reading Assignment for Tues.

Puro Border pp. 72-78; p.130-135; pp. 206-208;

Read the hand out on Poetry and the mentor poem.

Written Assignment for Tues.

Write a poem with the Diane Burns and/or Lisa Suhair Majaj poems as your mentor poems, hand in two typed copies of your piece, one with your pseudonym on it and one with your name on it;

Reading log as assigned.

Week Two:

Tues. Oct. 7

Reading Assignment for Thurs

Puro Border pp. 24-29;

Written homework assignment for Thurs.

Reading log as assigned;

Draft of "For My People" Two copies of your poem are due, typed, one with your name, the other with your pseudonym.

Thurs. Oct. 9

Reading Assignment for Tues.

Puro Border, pp. 160-163; *That Mad Game* "From Fear to Hope: Raising Our Children in the World's Most Violent City" pp. 189-197;

Written Assignment for Tues

Reading log as assigned.

Week Three:

Tues. Oct. 14

Reading Assignment for Thurs.

From *That Mad Game*, "Left Behind in El Salvador, pp. 89-101;

Written homework assignment for Thurs.

Reading log as assigned

Thurs. Oct. 16

Reading Assignment for Tues as assigned

Written Assignment for Tues

Choose your main topic, narrative structure and working title for your and create a detailed outline –typed;

Questions for our guest artist, as assigned;

Revise and hand in all three poems with a visual design for each poem, two of the visuals can be taken from on-line sources, one is an original design.

Week Four:

Tues. Oct. 21- **Guest Presenter Claudia Castro Luna, from El Salvador**

Breathe! ☺

Thurs. Oct. 23

Reading Assignment for Tues.

Puro Border P. 83-89; *That Mad Game*, "My war and His War, p. 121-130

Written Assignment for Tues as assigned

Work on your Midterm Essay

Week Five:

Tues. Oct. 28- **Frist Draft for Midterm Essay Due-for peer review**

Reading Assignment for Thurs.

REVIEW YOUR READINGS & CLASS MATERIAL

Written Assignment for Tues

Work on revising your peer reviewed Midterm Personal Essay

Thurs. Oct. 30- **In class reading response quiz #1**

Reading Assignment for Tues-

from Course Packet *No Word for Welcome: The Mexican Village Faces the Global Economy*;

As assigned from class texts

Written Assignment for Tues
Revise your peer reviewed Midterm Personal Essay
Reading log as assigned

Week Six:

Tues. Nov. 4- **Revised, edited Midterm Essay Due**-ATTENDANCE REQUIRED,
NO CLASS-SMALL PEER REVIEW GROUP WRITING CONFERENCES FOR ESSAYS

Reading Assignment for Thurs
from *No Word for Welcome: The Mexican Village Faces the Global Economy*

Written homework assignment for Thurs.
Reading Log as assigned

Thurs. Nov. 6

Reading Assignment for Tues
from *No Word for Welcome: The Mexican Village Faces the Global Economy*
Puro Border and/or *That Mad Game*, as assigned

Written Assignment for Tues. as assigned
Revise and Edit your Personal Essay

Week Seven:

Tues. Nov. 11-**Final Copy of Midterm Essay Due**

Reading Assignment for Thurs
from *No Word for Welcome: The Mexican Village Faces the Global Economy* –as assigned

Written homework assignment for Thurs. as assigned

Thurs. Nov. 13-Final Project Guidelines Distributed

Reading Assignment for Tues
from *No Word for Welcome: The Mexican Village Faces the Global Economy* -as assigned
Puro Border, pp. 30-32

Written Assignment for Tues-as assigned

Week Eight:

Tues. Nov. 18-Guest Artist Speakers- David Lynch Photographer and Wendy Call
author of *No Word for Welcome: The Mexican Village Faces the Global Economy*

Reading Assignment for Thurs
From *Puro Border*, pp. 83-89 and from *That Mad Game*, "My War His War," pp. 121-130;

Written homework assignment for Thurs.
Choose your TOPIC and artist(s) for your final project, TYPE your proposal;
Reading log as assigned.

Thurs. Nov. 20- Films

Reading Assignment for Tues.

From *That Mad Game*, "Statistical Life," pp. 173-178 and "Half A Continent, Step by Step," pp. 163-172.

Written Assignment for Tues

Practice-write a persuasive and descriptive piece about a poet or artist we will have studied;

Reading Log as assigned.

Week Nine:

Tues. Nov. 25- In Class Reading Response Quiz #2

Writing Assignment for Tues.

Persona Poetry Persona Poetry assignment from assigned readings in *That Mad Game* –two typed copies of your draft, one with your name, one with your pseudonym, read two additional pieces as assigned;

Work on your Final Project!

Thurs. Nov. 27 THANKSGIVING

Week Ten- Final Project— Presentations and Paper

Tues. Dec. 2-Last Class-Surprise Guest Artist!

Thurs. Dec. 4 – Part 1-Final Project Presentations-Final Papers Due

Final Exam Week for UWT—No final is scheduled for this class-

Tuesday, December 9th Part two Final Presentations! Attendance Required!

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.

