



TCORE 133: Social Sciences (Individuals and Society)

“Extraction of Labor, Externalization of Care”

Class Times and Location	Monday, Wednesday, Friday 9: 30 a.m. – 10:50 a.m. Bldg. & Room: TLB 115
GWP 233 Office Hours (also by appt.)	Monday and Wednesday 12:30 – 1:30 p.m.
Contact Info.	Email: 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

Extraction of Labor, Externalization of Care

Students will use their sociological imaginations to examine the experiences of migrant farmworkers in the Pacific Northwest and learn why their suffering is a public problem, exploring how their experiences are situated in a larger, complex global system of labor exploitation. We will consider how knowledge is produced and for what purpose. Students will use a critical lens to ask three important questions about social issues and public problems: Who has the power to decide? The power to act? And the power to control resources? And finally students will situate themselves in the context of the issues presented by contributing to existing knowledge and advocating for social change.

Required Texts

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

- 1.) Holmes, S. *Fresh fruit, broken bodies: Migrant farmworkers in the United States*, 2014 (**Holmes**).
- 2.) Selected Readings on Canvas in Weekly Modules (**Canvas**).

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 practice:

- Formulating and sustaining an original thesis-driven argument in both written and verbal communication.
- Expressing ideas in writing and speaking in order to synthesize and evaluate information before presenting it.
- Entering and placing yourself into an existing dialogue or discourse (intellectual, political, sociological, etc.).
- Identifying, analyzing, summarizing, and representing the key elements of a text.
- Thinking outside of cultural norms and values, including your own perspective, to critically engage the larger world.
- Analyzing the ethical implications of actions on the part of individuals and institutions.
- Approaching complex issues by taking a large question and breaking it down into manageable pieces.
- Making meaningful connections among assignments and readings in order to develop a sense of the "big picture."
- Collecting, evaluating, and analyzing information and resources to expand social issues, solve problems or answer questions.

Specific Course 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 *may* include lectures; large and small group discussions; group activities; film viewing and presentations by students. There will be occasional in-class writing assignments, presentations and group activities that cannot be made up due to absences.

Grading Summary

Participation (In-class activities)	100 pts
Classroom Seminars	200 pts
Homework	200 pts
Exam	200 pts
Final Paper	300 pts
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Total points possible	1000 pts

Discussion Leaders and Classroom Seminar

Our classroom Seminar is a time for you to reflect on the reading *and* your relationship to the issues presented in the texts. Your instructor will begin the seminar with prompts but it's your responsibility to come to class ready to share and engage. For more information about how to prepare, see the SEMINAR GUIDELINES posted on Canvas.

Each week you will participate in a student led discussion which means developing your own questions about the reading, highlighting passages and quotes and working towards an interpretation (not a summary) of the author's intent...and finally, discussing the relevance of the material. Everyone is responsible for participating in Seminar according to the guidelines and will be assessed accordingly.

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.

Paper

You will be responsible for a 8 - 10 page research paper, not including cover page and reference page. Details will be shared in class.

Homework

Homework assignments are designed to support the developmental learning process that occurs when studying the social sciences and your engagement with the course learning outcomes. The point of the homework is to increase your critical thinking skills as you move *from personal opinion to informed analysis*. Unless stated by your instructor, all homework must be typed and double spaced, using standard APA guidelines; and submitted on Canvas electronically.

Extra Credit

Extra-credit opportunities may be made available throughout the quarter at the instructor's discretion. Extra credit may also be awarded for exceptional contributions to class discussions, which includes a demonstrated understanding and integration of the "challenge" reads.

Late Work

Life happens and successful time management is a life-long challenge we all work towards. While I will not award full-credit for late work, I will accept your work for *some* credit. Please no email submissions though. Everything must be submitted on Canvas unless otherwise stated by your instructor.

Assessment

Overall your work in class 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; move from personal opinion to informed analysis).

E-mail Policy

Please write to 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. DO NOT WRITE TO MY CANVAS EMAIL.

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

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 choosing a major. More than one office visit is encouraged and welcomed anytime or by appointment.

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.

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 will 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.*

Snacks

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

Perfume and Deodorants

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

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

Date	Topic	Readings to complete BEFORE or DURING class	Homework
(Week 1) Wed. Sept. 26	Introduction, Participation Guidelines & Questionnaire	Review Syllabus and CANVAS site; open all sections	
Fri. Sept. 28	Community Building Activities Introduce Course Subject	Canvas: "A student guide to engaging constructively with social justice content..." (Sensoy and DiAngelo) www.16personalities.com Complete the test online	Come to class with your four MBTI letters and a hard copy of the reading
(Week 2) Mon. Oct. 1	READING DAY Critical Thinking, Culture and THE SOCIOLOGICAL IMAGINATION "The Danger of a Single Story"	Canvas: 1.) "Critical Thinking, Critical Theory" 2.) "Socialization"	
Wed. Oct. 3	Manifest Destiny The U.S. war with Mexico <i>Race the Power of Illusion, part 2</i>	Canvas: 1.) "Foreigners in their native lands: the war against Mexico" (Takaki)	
Fri. Oct. 5	Experience of Latino Migrants In North America <i>Trafficked in America (the Atlantic)</i>		HW #1 Due
(Week 3) Mon. Oct. 8	Library Workshop Location: WG 210 Intro to exploring broad research topics: Why you don't pick a thesis before you do the research	Canvas: "Messy Problems" (Bain) Know the "Reflective judgments about ill-structured problems; stages of development" from this reading	

Wed. Oct. 10	<i>Harvest of Empire</i> 10 Myths about Immigration Immigrant eligibility document	Canvas: “El Norte: Up from Mexico...” (Takaki) “Statistics & Myths about Immigration” (Raskoff) “Why are so many migrants here in the first place?” (Belalia)	
Fri. Oct. 12	Introduction to <i>Fresh Fruit, Broken Bodies</i> And SEMINAR guidelines	FFBB: Foreward, xi - xvii Students must bring their textbook to class today	HW #2 Due Vocabulary and Social Problems
(Week 4) Mon. Oct. 15	Library Workshop Location: WG 210 Source Evaluation		
Wed. Oct. 17	SEMINAR Crossing the Border Illegally: Forced or Voluntary migration? Is it worth the risk? Dying to Live by Nevins, <i>Democracy now</i> , Operation Gatekeeper	FFBB: Ch. 1, Introduction, pg. 1 – 29	Prep for SEMINAR
Fri. Oct. 19	<i>What’s the problem? Who decides?</i> Globalization and Economic Neoliberalism <i>New World Border</i>	Canvas: 1.) “Globalization: An Introduction” (2.) “NAFTA and SAPs” notes 3.) “What is Neoliberalism”(Martinez and Garcia) 4.) “Rethinking the NAFTA record” (Jordan and Sullivan) <u>Challenge Read:</u> “Market Globalization and Social Crisis” (Barlow)	

(Week 5) Mon. Oct. 22	Library Workshop Location: WG 210 Refining a Research Question Final Paper Assignment Guidelines		HW #3 Due
Wed. Oct. 24	Reading Day	Canvas: 1.) "The Invisibility of Oppression" (Sensoy and DiAngelo) FFBB: Ch. 2, "We are field workers"	
Fri. Oct. 26	SEMINAR	Canvas (homework #4 reading): 1.) "Racism" 2.) "Racism as White Supremacy" 3.) section of "Hegemony, ideology and power" (Sensoy & DiAngelo)	Prep for SEMINAR
(Week 6) Mon. Oct. 29	Library Workshop Location: TLB 115 Keeping Track of Sources; citation manager		HW #4 due
Wed. Oct. 31	Nativism <i>30 Days: Migration</i>		
Fri. Nov. 2	READING DAY Race and Gender Hierarchies "conjugated oppressions"	FFBB: Ch. 3, "Segregation..."	
(Week 7) Mon. Nov. 5	SEMINAR Race and Gender Hierarchies "conjugated oppressions"	FFBB: Ch. 3, "Segregation..."	Prep for SEMINAR

Wed. Nov. 7	READING DAY Symbolic and Material Violence	FFBB: Ch. 4, "How the Poor Suffer..."	
Fri. Nov. 9	SEMINAR Symbolic and Material Violence (guest lecturer)	FFBB: Ch. 4, "How the Poor Suffer..."	Prep for SEMINAR
(Week 8) Mon. Nov. 12	READING DAY Individualism, Implicit bias, and Blaming the victim	FFBB: Ch. 5, Docs don't know anything	HW #5 Due Research Proposal
Wed. Nov. 14	SEMINAR	FFBB: Ch. 5, Docs don't know anything	Prep for SEMINAR
Fri. Nov. 16	READING DAY Essentialism and the Criminalization of Undocumented Migrants	FFBB: Ch. 6, Because they're lower to the ground Canvas: <u>Challenge Read:</u> "The ideological roots of the illegal as threat and the boundary as protector" (Nevins)	
(Week 9) Mon. Nov. 19	SEMINAR Essentialism and the Criminalization of Undocumented Migrants	FFBB: Ch. 6, Because they're lower to the ground Canvas: <u>Challenge Read:</u> "Illegal people: How globalization creates migration and criminalizes immigrants" (Bacon)	Prep for SEMINAR
Wed. Nov. 21	EXAM in-class	"Help Wanted" political cartoon "Immigrations Border Enforcement Myth" (Ngai) "What part of legal immigration don't you understand" (Flynn and Dalmia)	

Fri. Nov. 23	Holiday		
(Week 10) Mon. Nov. 26	The Costs of Deportation <i>Lost in Detention</i> (Frontline) Or <i>The American Detention Machine</i> (The Atlantic)	Canvas: "As the Border Tightens Threat to the Winter Salad Bowl" (Jordan, WSJ) "Impact of Immigration on American Workers and Business" (Lewis, CHOICE) "How Trump radicalized ICE" (Foer)	
Wed. Nov. 28	Social Change and Solidarity <i>Traumatized at the Border</i> (The Atlantic) <i>East of Salinas</i>	FFBB: Ch. 7, Conclusion Canvas: (tentative) "Building Fences: Undocumented Immigration and Identity in a Small Border Town" (Martinez&Hardwick)	
Fri. Nov. 30	WRITING DAY		
(Week 11) Mon. Dec. 3	FINAL Paper DRAFT REVIEW Individual Appointments During class period		
Wed. Dec. 5	FINAL Paper DRAFT REVIEW Individual Appointments During class period		
Fri. Dec. 7	FINAL Paper due	Hard copy to instructor and submit online (Canvas)	