**TCORE 124: Introduction to the Humanities**

**“Finding Our Place”**

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Dr. Bayer

Spring 2018 / TTH 12:50-2:55 p.m. / GWP 101

**Email:** You can best reach me through Canvas email

**Office Hours:** TTH 11:30-12:30, or by appointment. Office Hours Held at the TLC (SNO 260)

**Phone:** 253.692.5663 (Again, you can best reach me via Canvas email) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**COURSE DESCRIPTION:** This course explores the concepts of place, space, and environment across a range of texts in the literary, performing, and visual arts. How do places shape our daily experience? How do they shape us into the people we will become? How do we find our place in the world? Using texts from across the Humanities, we will investigate these broader questions while also turning inward to discover our own meaningful connections to place. This course also works to help you find your place here at UW Tacoma through a variety of assignments and activities designed to help you engage in an evolving journey of discovery, both internal and external.

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**STUDENT LEARNING OUTCOMES:** Students in this course will gain practice in the following areas outlined by the Core Curriculum Learning Goals:

* **synthesis & context**: make meaningful connections among assignments and readings in order to develop a sense of the ‘big picture.’
* **argumentation**: formulate an original thesis-driven argument and sustain it in both written and verbal communication.
* **analysis**: identify, analyze, and summarize/represent the key elements of a text.
* **disciplinary awareness**: enter/place themselves into an existing dialogue (intellectual, political, etc.).
* **expression of ideas**: express ideas clearly in writing and speaking in order to synthesize and evaluate information before presenting it.
* **disciplinary perspective**: understand events and processes as ‘disciplinarily’ situated.
* **diversity**: think outside of cultural norms and values, including their own perspectives, to critically engage the larger world.

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**REQUIRED TEXTS:** You will need to purchase the textbooks listed below, and you must bring them to class each day. The textbooks are available at the UWT Bookstore.

* Sandra Cisneros, *The House on Mango Street* (ISBN 978-0679734772)
* Lorraine Hansberry, *A Raisin in the Sun* (ISBN 978-0679755333)
* Bruce Norris, *Clybourne Park* (ISBN 978-0-8222-2697-0)
* You must attend a performance of *Clybourne Park* at the Broadway Center in Tacoma. You can claim a free ticket to the play by presenting your UWT student ID at the box office. It is your responsibility to get a ticket immediately; the shows will sell out, so get your ticket now. You will not be able to complete an assignment without seeing this performance, so plan accordingly. You can find ticket and venue information [here](http://www.broadwaycenter.org/events/calendar/eventdetail/723/-/clybourne-park). Performance dates are as follows:
  + Friday, May 4, 2018 at 7:30 p.m.  
    Saturday, May 5, 2018 at 7:30 p.m.  
    Sunday, May 6, 2018 at 3:00 p.m.  
    Friday, May 11, 2018 at 7:30 p.m.  
    Saturday, May 12, 2018 at 7:30 p.m.
* Course Notebook: Purchase a notebook that you’ll use solely for this course. Plan to include all course notes, freewriting responses, and other in-class writing assignments in this book. I will permit the use of laptops for notetaking and freewriting as long as they don’t become a distraction and reserve the right to ban electronic devices from the classroom.

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**WORKLOAD:** This course follows the UW course workload guidelines, which state that, “1 credit represents a total student time commitment of 3 hours each week in a 10-week quarter, or a total of 30 hours in a quarter. Total time includes time spent in class, if any; time devoted to individual conference with instructors; time devoted to reading or other study, problem solving, writing, laboratory work, exercises, or any other activity required of the student ([www.washington.edu/students/reg/credit.html](http://www.washington.edu/students/reg/credit.html)) Since this is a 5-credit course, you should plan to spend at least 15 hours per week working for this course (4 hours in class and 11 hours outside of class each week.)

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**COURSE REQUIREMENTS:** You must complete these assignments in order to earn credit for the course. I do not give alternate assignments under any circumstances. The grade that you earn in this course comes directly from the grades that you earn on these assignments. I will provide detailed guidelines for each assignment.

* **Annotation and Close Reading Essay (20%):** You will choose a passage from *The House on Mango Street*, which you will annotate. You will then extend your Annotation into a Close Reading Analysis Essay. Essays must be 800-1,000 words in length.
* **Dramatic Interpretation Analysis Essay (20%):** You will choose an aspect of *A Raisin in the Sun* and analyze how *Clybourne Park* addresses it, both in the written text and in the live stage performance at The Broadway Center in Tacoma. Essays must be at least 1,000 words in length.
* **Reading Responses (20%):** You will develop seven (7) reading responses over the course of the quarter, which you will post to Canvas. You will develop a response of at least 150 words. I will provide complete guidelines for this assignment on a separate handout. Given the time-sensitive nature of the reading responses, I will not accept late responses for any reason.
* **Knowing Your Place Project (20%):** You will choose a place that has meaning to you and develop a final course project that captures your relationship with that place, in the medium of your choice. You will present your project on the final day of class.
* **In-Class Participation (10%):** In addition to daily participation in class discussions, this component of your grade will include your participation in classroom activities, small group work, and homework assignments. If you have concerns about speaking up during large class discussions, please see me and we will explore strategies for navigating this aspect of the course. You will play a role in assessing your in-class participation and will submit a rationale for your grade during the fourth week and also in the final week of class.
* **Class Facilitation (10%)**

You will take on the role of professor and facilitate a class discussion this quarter You will develop discussion questions for the day’s assigned texts, and, using that as a starting point, you will facilitate our group discussion in class. If you miss your assigned facilitation day, you will receive a 0. No exceptions.

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**COURSE POLICIES AND RESOURCES**

**Late Work:** All of your work for this course is due on the specified date/time, and I will only accept essays uploaded to Canvas and Vericite. You will receive a late penalty for essays or projects submitted after the due date/time. **Your work will incur a 10% grade deduction if you submit it late, for up to five days.** I won’t accept papers submitted more than five days late. Late days *include* days we don’t meet for class, weekends, and holidays.

Always save a backup copy of your work, and keep in mind that “computer problems” are not legitimate excuses for submitting work late. It is solely your responsibility to make sure that you upload the correct file to Canvas and Vericite by the due date. Failure to do so will result in a late penalty.

If you completed your work on time but had some difficulty in uploading it before the due date, you will need to send me a screenshot of the “date last modified” on the file. The “date last modified” must be prior to the assignment deadline, and the file name must match that which you submitted. Post screen shots in the Comment bar on the assignment submission page.

If you have extenuating circumstances, you will need to meet with me during office hours, preferably *in advance of the due date*, to discuss alternate arrangements. No exceptions.

**Due to the nature of the Reading Response and Facilitation assignments, I cannot accept late submissions.** No exceptions.

**Academic Integrity:** The work you submit for this course must be your own and written specifically for this course (which means you cannot submit work you wrote for another course; this is known as self-plagiarism.) Keep in mind that plagiarism encompasses more than submitting someone else’s paper as your own. Plagiarism also includes the unacknowledged use of someone else’s images, words, or ideas (note that even presenting someone else’s ideas in your own words without proper acknowledgement is considered plagiarism.) This policy applies to all work submitted for this course (e.g. essays, reading responses, class facilitations, exams, etc.). Plagiarism will result in a 0.0 on the assignment and could lead to additional disciplinary action. I will report all plagiarism cases to the Dean of Student Engagement. Many cases of plagiarism are a result of ignorance of what exactly constitutes plagiarism, but this does not excuse the act. If at any time you have questions about how to incorporate someone else’s images, words, or ideas into your own work, please speak with me. Note that you cannot submit as a re-write an essay that was originally penalized for academic dishonesty or plagiarism. I highly encourage you to read closely the UWT policy on Academic Honesty: <http://www.tacoma.uw.edu/uwt/enrollment-services/academic-honesty>.

**Sparknotes, Etc.:** ***Don’t use them!*** ***Ever!*** I’m interested in what *you* have to say about these texts. Avoid the temptation to consult the internet for information about the texts we read; I can tell when students’ comments are informed by these guides, both in class and in writing, which can lead to problems with plagiarism. If you have questions about a text, raise them in class or see me. The point of this course is to explore the texts together, not to come into the class meeting with all of the “answers.”

**Class Citizenship:** A good class citizen will be prepared to discuss the assigned texts. This is a learner-focused course, which means that class meetings will consist primarily of discussion and related activities. As such, your attendance and participation are crucial to the success of this course. Plan to be an active participant in each class meeting. I expect you to complete any reading or writing assignments by the due date, and you must bring these materials with you to class. A respectful and inclusive environment is another key component of class citizenship. Listen carefully to your classmates’ ideas and questions and respond thoughtfully and appropriately. There’s always room for healthy debate, but it must be productive and tolerant of different perspectives. Harassment of any kind will not be tolerated. Behaviors such as tardiness or early departure from class, lack of productive engagement during discussions and activities, and using electronic devices will negatively impact your participation grade.

**Laptops, Phones, and Electronic Devices:** You may use an electronic device to access discussion questions or other relevant course materials during class, take class notes, or briefly look up information relevant to the discussion. You may have your phone out if you need to be available for an emergency call; other than that, you should not use your phone for personal use during class. Using devices for other activities is not allowed during class time. If students cannot comply with this, then we will have a class ban on electronic devices.

**Absences:** While attendance is not graded, participation accounts for part of your course grade. Plan accordingly. If you are absent, it is your responsibility to find out what information and materials you missed and to get the class notes from a classmate. I encourage you to exchange contact information with at least one classmate so that you can copy discussion notes if you must be absent from class. You are responsible for meeting any assignment deadlines even if you are absent from class.

**Note Taking:** You should plan to take detailed notes throughout each class session. Research shows that hand-written class notes help students to grasp and retain new material. Furthermore, you will find your class notes to be a great resource for helping you to develop your own writing. Taking detailed notes as you read is also an effective way to digest the readings, prepare for class discussion and explore essay and project ideas. Good note taking, both during your individual reading and during class, is essential to success in this course.

**UWT Email Policy:** As per the UWT email policy, I will only respond to emails sent from your UW account. (See <http://www.tacoma.uw.edu/information-technology/uw-tacoma-email-policy>). I highly encourage you to use Canvas for all communication with me, as this is how I will contact you. Additionally, while I will attempt to respond to your email queries promptly, it may sometimes take until the end of the next business day for me to do so. Some questions and concerns are best addressed in person; in such cases, I will ask you to see me during office hours. Consult the syllabus, assignment guidelines, and Canvas before you contact me to see if the answer to your question can be found there.

**Disability Support Services:** As per the DSS web page, “The University of Washington Tacoma is committed to making physical facilities and instructional programs more accessible to students with disabilities. Disability Support Services (DSS) functions as the focal point for coordination of services for students with disabilities. In compliance with Title II or 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.” Call 253-692-4522 or visit <http://www.tacoma.washington.edu/studentaffairs/SHW/dss_about.cfm> for more information. Note that DSS accommodations aren’t retroactive.

**Inclement Weather:** In the event of inclement weather, call (253) 383-INFO to learn if the University has cancelled classes.

**TLC:** The Teaching and Learning Center, located in Snoqualmie 260, offers one-on-one conferences with writing consultants, online writing consultations, and writing workshops. This is a great resource available to all students, and you can find help with all stages of the writing process. See their website for more details: <http://www.tacoma.uw.edu/teaching-and-learning-center/about-tlc>.

**Canvas:** You will submit most work for this course on Canvas, which you can find through MyUW. For help with using Canvas, please visit <http://www.tacoma.uw.edu/canvas/canvas_support>.

**Grades:** While I will return most of your graded work via Canvas, I don’t use Canvas as an official gradebook, so it isn’t necessarily an accurate representation of your course grade. See me during office hours for questions about your course grade. I won’t discuss grades via email. I use the standard UW grade scale.

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| Letter | 4.0 Scale | Points |
| A | 4.0-3.9 | 100-94 |
| A- | 3.8-3.5 | 93-90 |
| B+ | 3.4-3.2 | 89-87 |
| B | 3.1-2.9 | 86-84 |
| B- | 2.8-2.5 | 83-80 |
| C+ | 2.4-2.2 | 79-77 |
| C | 2.1-1.9 | 76-74 |
| C- | 1.8-1.5 | 73-70 |
| D+ | 1.4-1.2 | 69-67 |
| D | 1.1-0.9 | 66-64 |
| D- | 0.8-0.7 | 63-60 (Lowest Passing Grade) |
| F (E) | 0.0 | 59-0 (Academic Failure. No credit earned.) |

UW Grade scale available at: [http://www.washington.edu/students/gencat/front/Grading\_Sys.html (Links to an external site.)](http://www.washington.edu/students/gencat/front/Grading_Sys.html)

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**TENTATIVE SCHEDULE**

I expect you to complete the entire reading assignment for each class meeting and to be an active reader. As an active reader, you will read each text closely and carefully, and you will annotate each assigned reading. Please select a passage from each day’s reading about which you might pose a question, make a comment, or write about in an informal, in-class writing assignment. Be prepared to share your ideas, responses, and questions with your classmates. Note that the schedule is subject to change. I will announce changes in class and/or on Canvas.

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**March**

T/27 Introduction to the Course / Considering Our Place

TH/29 Tim Cresswell, “Defining Place” (Available on Canvas) / Establishing Class Etiquette Guidelines

**April**

T/3 *The House on Mango St.* (“The House on Mango Street” – “And Some More”) AND “Tips for Reading Literature” (on Canvas)

TH/5 *The House on Mango St.* (“The Family of Little Feet” – “Four Skinny Trees”)

T/10 *The House on Mango St.* (“No Speak English” – “Mango Says Goodbye Sometimes”)

TH/12 Field Trip: Tacoma Art Museum/ “The Five Analytical Moves” (on Canvas) / **Annotation Due**

T/17 *A Raisin in the Sun* (Act 1)

TH/19 *A Raisin in the Sun* (Act 2) / **Close Reading Essay Due**

T/24 *A Raisin in the Sun* (Act 3)

TH/26 *A Raisin in the Sun* Activities/ **Participation Self-Assessment Due**

**May**

T/1 *Clybourne Park* (Act 1)

TH/3 *Clybourne Park* (Act 2)

T/8 *Clybourne Park* Activities

TH/10 Campus Resources Presentations, Part 1

T/15 Discuss *Clybourne Park* Performance / **Course Project Proposal Due**

TH/17 Dramatic Interpretation Essay Peer Review Workshop / **Rough Draft Due In Class**

T/22 Field Trip: Tacoma Historical Society/ **Dramatic Interpretation Essay Due**

TH/24 Campus Resources Presentations, Part 2

T/29 Final Project Presentations

TH/31 Final Project Presentations / **Course Project Due; Participation Self-Assessment Due**

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**Note: I reserve the right to modify and change the syllabus and schedule. I will announce all**

**changes in class or via Canvas email.**