

TCORE 124: Introduction to the Humanities
Dr. Edward Chamberlain

Class Times	Monday and Wednesdays	1:30p.m. to 3:35p.m.
Office Hours	Mondays and Wednesdays in Cherry Parkes 333	4p.m. to 5p.m. (also by appointment)
Contact	Email – ec10@uw.edu	253-692-4858

Course description

Again and again, people will exclaim there is no place like home. Dorothy famously uttered these words in the American classic *The Wizard of Oz*, which is a story that reinforces the belief that homes and homelands are highly important places. This film and many texts suggest that homes and homelands play key roles in our lives. Students will develop an understanding of the beliefs and related topics by studying stories of American families. To deepen our knowledge of these ideas, we will look at various materials including American films, writing and popular culture.

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.

Learning objectives – Our discussions are based on the following learning objectives, which come from the Office of Undergraduate Education at UWT. These objectives are also consistent with the UWT learning objectives, which can be found at the following address –

<https://www.tacoma.uw.edu/academic-affairs/student-experience#learningobj>

- *Analysis*: identify, analyze, and summarize/represent the key elements of a text.
- *Argumentation*: formulate an original thesis-driven argument and sustain it in both written and verbal communication.
- *Disciplinary awareness*: Enter into an existing dialogue (intellectual, cultural, etcetera).
- *Diversity*: think outside of cultural norms and values, including their own perspectives, to critically engage the larger world.
- *Inquiry & Problem Solving*: collect, evaluate, and analyze information and resources to solve problems or answer questions.
- *Synthesis & Context*: make meaningful connections among assignments and readings in order to develop a sense of the ‘big picture.’

“Objectives, readings and requirements, oh my!” – While this syllabus may seem to have a lot of information, the workload is manageable. Please try to take it *one step at a time*. This syllabus will give you a snapshot of the weeks ahead. Please feel free to ask questions along the way.

Required texts and materials – The first 2 books can be found at the university bookstore.

- ◆ *Kindred* – by Octavia Butler
- ◆ *The Lone Ranger and Tonto Fistfight in Heaven* – by Sherman Alexie
- ◆ *Batman: Year One* – by Frank Miller and David Mazzucchelli

Readings on Canvas – These pieces can be found under the Modules tab on Canvas.

- “Girl” – by Jamaica Kincaid (in *The Vintage Book of Contemporary American Short Stories*)
- “The Yellow Wall-Paper” – by Charlotte Perkins Gilman (in National Library of Medicine site)
- “Moonwalk” – by Susan Power (in *The Vintage Book of Contemporary American Short Stories*)
- “Loose Woman” – by Sandra Cisneros (in Cisneros’s *Loose Woman* – a collection of poetry)
- “I Ask My Mother to Sing” – by Li-Young Lee (from www.PoetryFoundation.org)
- “@ the Crossroads—A Sudden American Poem” – by Juan Felipe Herrera (on www.Poets.org)

☀ “Education is not simply about academic achievement. As spelled out in the Universal Declaration of Human Rights, it is about understanding, tolerance, and friendship, which are the basis of peace in our world.”
– Aung San Suu Kyi, Former Minister of Education of Burma

Course Requirements – The areas listed below are the major assignment categories.

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|---|-------------------|
| ◆ Participation: Activities, discussion, online work, quizzes and work ethic – | 125 points |
| ◆ Short response paper: This writing will consist of a close reading activity – | 70 points |
| ◆ Tests 1 & 2: These tests include multiple-choice questions and additional questions – | 130 points |
| ◆ Proposal: This consists of 2-3 pages of your writing plus a works cited page – | 25 points |
| ◆ <u>Student project: This paper should be 6-8 pages plus a works cited page –</u> | <u>150 points</u> |
| The total count of points → | 500 points |

Grading and late work

Students should follow the outlined policies for this course and those of the university. For instance, assignments must be completed by the deadlines. Students should hand in their work at the start of class. Late work will not receive full credit. Late work will not be accepted after 4 days past the deadline. The possible number of points for an assignment will decrease by 10% for each day that the assignment is late. Further, please discuss any concerns about the assignments or policies with the instructor ahead of the deadlines. Please update the instructor about any conflicts that may affect your academic performance. It is vital that you communicate with the instructor in this course. In addition, the preliminary grades for this course are calculated on the scale shown below. For more details, please visit this website:

<http://www.tacoma.uw.edu/node/37545>

Writing requirements: For this class, we will do several kinds of writing. During class, we will model these kinds of writing assignments and discuss the expectations. In your writing, please strive to be professional and adhere to the policies outlined by the professor. We’ll discuss these items more in class.

Participation: For this course, students are asked to participate to demonstrate their critical thinking and understanding of the material. You will receive a rubric that explains how you should participate in the course. There will be several activities, including discussion forums and a brief presentation, which will count as part of the participation grade. The directions for these activities will be posted on Canvas ahead of the deadline. Additionally, please have your book and materials in class on your desk each day. Students should be ready to discuss the material in class. Being prepared for class is a part of the participation grade. Similarly, you’re asked to listen carefully to the class dialogue and follow the given directions.

Tests: Prior to these tests, you will receive a guide that explains the test’s content, format and procedures. We also will have a brief review in class. The professor will not offer a make-up test, and you should attend the scheduled exam sessions. In this test, you should demonstrate your knowledge of the course’s key ideas, approaches, discussions, readings and media. Taking notes in class is *strongly* encouraged because that will help you to discuss specific examples and hence succeed on the exams.

Quizzes: During the quarter, students complete four short quizzes. These quizzes help the professor to assess how well the students are learning. The quizzes are worth about 10 points each, and the questions are based on the class’s approaches, discussions, lectures, readings and media. The professor does not offer make-up quizzes. At the end of the quarter, your lowest quiz grade will be dropped from the total grade.

Student project and proposal: The professor will provide students with a prompt for this assignment. This prompt will include guidelines and questions about the materials that we study in class. This prompt explains how you should approach the assignment. Your work should build on the ideas and materials that we have studied in class, thereby illustrating your familiarity with course material. For this project, students should document all sources, cite page numbers and show critical thinking. The class will receive a rubric for this assignment. There will be several options. Regardless of the option you choose, please turn in a works cited page (or bibliography) that shows all of your sources such as websites, books, articles, etc.

Frequently Asked Questions: On Canvas, the professor will post the most frequently asked questions and the common responses to these questions. Please review these questions and responses in the near future.

☀ “I believe we learn by practice. Whether it means to learn to dance by practicing dancing or to learn to live by practicing living, the principles are the same.” – Martha Graham, Professional Dancer

University policies and resources –

UW Tacoma’s commitment to diversity – At the University of Washington Tacoma, we believe that all of the community, faculty, staff and students benefit by embracing and honoring our world’s diversity. The university has crafted a statement that reflects these goals. The university’s statement says –

“To hold constant a nurturing learning and work environment in the midst of change, each member of our UW Tacoma community has the responsibility to build and sustain respectful and supportive relationships, through which intolerance, discrimination, and social injustice are confronted and resolved through non-violent behavior. The University of Washington Tacoma’s commitment to diversity is central to maintaining an atmosphere wherein students, staff, faculty and South Sound residents find abundant opportunities for intellectual, personal and professional growth.”

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. We are here to assist you in achieving your goals and provide tutoring services.

<http://www.tacoma.washington.edu/tlc/>

Academic standards/plagiarism policy

All student work must be free of plagiarism. Plagiarism is defined in the University catalog and in the Student Handbook. Please consult your professor if you have questions. The university has said –

A major part of your experience in the class will be reading, synthesizing, and using the knowledge and ideas of others. It is the responsibility of the faculty to help you in this process and to be certain you learn to

credit the work of others upon which you draw. To plagiarize is to appropriate and to pass off, as one's own ideas, writing or works of another. Plagiarism is no less of a misconduct violation than vandalism or assault. Ignorance of proper documentation procedures is the usual cause of plagiarism. This ignorance 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 more information, please refer to the "Student Academic Responsibility" document prepared by the Committee on Academic Conduct in the College of Arts and Sciences, UW Seattle: <http://depts.washington.edu/grading/pdf/AcademicResponsibility.pdf>

Classroom civility

To have the optimal classroom experience, please be courteous and respectful to others. For instance, please do not create any distractions during class time. Both the students and instructor need to concentrate in class. It is difficult to learn when there is frequent noise, chatter or whispering. Moreover, as long as students express their views with taste and maturity, they are entitled (and expected) to share ideas. In return, it is necessary to give everyone a fair hearing. As for bringing food to class, covered drinks and light snacks are permitted in the room. Students are asked to dispose of any trash.

UW Tacoma Library

The UWT Library provides resources and services to support students at all levels of expertise. We guide students through the research process, helping them learn how to develop effective research strategies and find and evaluate appropriate resources. For more information about the Library and its services, see:

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

☀ "A library is a good place to go when you feel unhappy, for there, in a book, you may find encouragement and comfort. A library is a good place to go when you feel bewildered or undecided, for there, in a book, you may have your question answered." – E. B. White, American Author

Canvas

In this course, we will use the university's Canvas website. This webpage is similar to Blackboard, and it can be found at the following address – <https://Canvas.uw.edu>. The instructor will post several resources and other activities on Canvas in the coming weeks. Please explore the website, and if you have any trouble, please report it to the instructor. For more information: <http://www.tacoma.uw.edu/canvas/support-students>

Electronic devices

Electronic devices (including, but not limited to, cell phones, pagers, laptops, and personal digital assistants) may only be used in the classroom with the permission of the instructor. Activities that are non-relevant to the course, such as checking/sending email, playing games, and surfing the web, are considered disruptive activities when class is in session.

E-mail policy

Students should check their e-mail at least once a day. The university and your instructors will send you messages periodically, and thus students should familiarize themselves with the university's e-mail systems. Please see the following link for more information about the university's e-mail policies –

<https://www.tacoma.uw.edu/information-technology/uw-tacoma-email-policy>

Counseling Center and Student Success

The Counseling Center offers short-term, problem-focused counseling to UW Tacoma students who may feel overwhelmed by the responsibilities of college, work, family, and relationships. Counselors are available to help students cope with stresses and personal issues that may interfere with their ability to perform in school. 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 354. Please see the following website –

<http://www.tacoma.uw.edu/node/44255>

Disability Resource Services

The University of Washington Tacoma is committed to making physical facilities and instructional programs accessible to students with disabilities. Disability Resource Services (DRS) functions as the focal point for coordination of services for 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. If you are wondering if you may be eligible for accommodations on our campus, please contact the DSS reception desk at 692-4522.

<https://www.tacoma.uw.edu/equity/center-equity-inclusion>

Campus safety information

In the space below, you will find some helpful information about the university's guidelines for safety. For example, please also visit the following link for more safety-related information –

<https://www.tacoma.uw.edu/campus-safety/home>

Safety escort program

For your safety, UW Tacoma encourages students, faculty, staff and visitors to use the Safety Escort Program. Campus Safety Officers are available to walk you to your car or other campus destinations during the following hours: Monday - Thursday — 6 a.m. to 11 p.m.; Friday — 6 a.m. to 10 p.m. The service is free of charge. During busy periods, the Campus Safety Officer may ask you to meet in a common location as to facilitate escorting multiple people. Dial 253-692-4416 to request a Safety Escort.

In case of a 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 all clear from somebody "official," the web or email.

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 all clear from somebody "official," the web, or email.

Inclement weather

Call (253) 383-INFO to determine whether campus operations have been suspended. If not, but driving conditions remain problematic, call the professor's office number. This number should provide information on whether a particular class will be held or not, and/or the status of pending assignments. If the first two numbers have been contacted and the student is still unable to determine whether a class will be held, or the student has a part-time instructor who does not have an office phone or contact number, call the program office number for updated information.

Transportation and parking

Getting to class on time requires some planning and often students need to coordinate their schedules with other family members. Please be aware of the options that are available here at UW Tacoma and around the community. Please visit the following link for more information –

<http://www.tacoma.uw.edu/information-technology/commuting-resources>

Office hours

This time is meant for the class's benefit. Appointments are not necessary for regular office hours. The instructor is more than happy to make an appointment to meet if your schedule does not permit you to visit the regular hours. In the broader scope, attending office hours may be helpful for clarifying concepts, discussing ideas for class assignments, or reviewing course-related issues.

Discussion questions

The discussion questions provided by the professor are meant to align our thinking and create a focus for that day. As you read, please keep the discussion question in mind and take notes on how you would respond to the discussion question. The professor will ask you to share your responses and thoughts in class. Your notes and responses will provide helpful material for the assignments and tests in this class.

☀ “Let us think of education as the means of developing our greatest abilities, because in each of us there is a private hope and dream which, fulfilled, can be translated into benefit for everyone and greater strength for our Nation.” – John F. Kennedy, Former President of the United States of America

Schedule of readings and assignment due dates –

* This syllabus is subject to change, and all modifications will be announced in class. As you study the materials shown below, please think deeply and carefully on the materials. While you should read for the sake of learning the facts, try to ascertain the message and significance of these materials. The discussion questions provided by the instructor will help you to examine the texts more intentionally.

Week	Date	Activities, assignments and readings	Homework for the day
1	Unit 1: Short American Texts <i>Contexts – Poetry and Short Stories</i>		
	Monday 3/27	<i>Overview:</i> The syllabus self- introductions, and introducing the humanities: we’ll study a segment of <i>The Wizard of Oz</i> in class	Read over the entire syllabus for next class; consider the discussion question
	Wednesday 3/29	<i>Discuss –</i> Poetry of Sandra Cisneros and Li-Young Lee – posted on Canvas	Discussion question
2	Sunday 4/2	<i>Please note:</i> Sunday April 2 nd is the last day to make a change to your schedule or withdraw via the MyUW site without owing tuition or fees	
	Monday 4/3	<i>Discuss –</i> The short stories “The Yellow Wallpaper” by Charlotte Perkins Gilman and “Girl” – by Jamaica Kincaid – on Canvas	Discussion question
	Wednesday 4/5	<i>Activity –</i> Field Trip: Comparing Stories to the Artwork of the Tacoma Art Museum. We will meet in our regular classroom first.	Discussion questions; Please bring a clipboard and a pencil
3	Monday 4/10	<i>Discuss –</i> Finish discussion of the Museum and then discuss Susan Power’s short story “Moonwalk”	Discussion question and Short paper due (70 points)

Week 3	Date Activities, assignments and readings Homework for the day		
	Unit 2: The American Novel <i>Contexts: Fantasy and Science Fiction</i>		
	Wednesday 4/12	<i>Discuss – Octavia Butler’s Kindred – pages 1 to 57</i>	Discussion question
Week 4	Monday 4/17	<i>Discuss – Octavia Butler’s Kindred – pages 58 to 120</i>	Discussion question
	Wednesday 4/19	<i>Discuss – Octavia Butler’s Kindred – pages 120 to 181 and “@ the Cross Roads” – by Juan Felipe Herrera – on Canvas</i>	Discussion question
Week 5	Monday 4/24	<i>Online Activity Today – We will not meet in-person on this, but this activity will be based on Butler’s Kindred – pages 181 to the end</i>	Directions for the activity will be posted on Canvas.
	Wednesday 4/26	<i>In-class test #1 – You will have the majority of the class period for this test. Please bring pencils for the Scantron section.</i>	You will receive a guide for this test (65 points)
Week 6	Unit 3: American Popular Culture <i>Contexts: Everyday Life, Superheroes and Visual Storytelling</i>		
	Monday 5/1	<i>Discuss – Batman: Year One – pages 1 to 47</i>	Discussion question
	Wednesday 5/3	<i>Discuss – Batman: Year One – Pages 48 to the end of the book</i>	Discussion question
Week 7	Monday 5/8	<i>Discuss – Men in Black – We will watch a majority of this film in class. Students will receive a worksheet for this film.</i>	Proposal for Student project due (25 points)
	Wednesday 5/10	<i>Discuss – Men in Black and begin Alexie’s The Lone Ranger and Tonto Fistfight in Heaven – pages 1 to 53</i>	Continue to work on the worksheet questions

	Date	Activities, assignments and readings	Homework for the day
Week 8	Monday 5/15	<i>Discuss – Alexie’s The Lone Ranger and Tonto Fistfight in Heaven – pages 54-138</i>	Discussion question
	Wednesday 5/17	<i>Discuss – Alexie’s The Lone Ranger and Tonto Fistfight in Heaven – pages 139 to end</i>	Discussion question
Week 9	Monday 5/22	<i>In-class test #2 – You will have the majority of the class period for this test. Please bring pencils for the Scantron section.</i>	You will receive a guide for this test (65 points)
	Wednesday 5/24	Visit from Guest Speaker – Please take careful notes on the guest speaker’s presentation.	A worksheet will be provided for this day
Week 10	Monday 5/29	Memorial Day – The University is closed on this day, and the buildings will be locked.	No class on this day
	Wednesday 5/31	<i>Activities – Wrapping up the class and discussing the student project further.</i>	Presentations in class and worksheet questions
Finals Week	Monday 6/5	<i>Activity – Turn in the Student project assignment via Canvas by this evening. Your essay should be formatted as .doc or .docx</i>	Student project due by tonight (150 points)
	Friday	<i>Activity – Complete the online survey about the course by Friday night of this week.</i>	Go to the quizzes tab on Canvas to complete the online survey

☀ “Achieving your goals is not your destination, just part of your journey.”
- Florence Griffith-Joyner, American Olympic Athlete