**TCORE 114 B Intro to Humanities SLN 20863**

VLPA: Voice and Visibility-Changing Worlds through the Arts

Monday and Wednesday 1:30pm-3:35pm PNK 104

Merna Ann Hecht, Instructor

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*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 MAGIAZINE*

**Required Texts and Materials:**

Cassandra. Rachel and Gucik, Lauren. *Women Street Artists of Latin America:*

*Art without Fear.* San Francisco, CA: Manic D Press, 2015.

Kuittinen, Rebecca. *Street Craft: Gorilla Gardening / Yarnbombing / Light Graffiti*

*/Street Sculpture and More.* London, UK: Thames & Hudson, 2015.

Urrea, Luis Alberto. *The Devils Highway*. NY: Back Bay Books, Little Brown and

Company, **2015 Edition**.

**Also Required**

* A folder for required articles and other course materials distributed in class
* A notebook or journal specific to this class for in-class writing
* You are required to bring your folder & notebook to every class session.
* Unless otherwise indicated (as in the format for poetry), type, double space, spell check & edit all assignments large and small.

**Course Description for Voice and Visibility: Changing Worlds with the Arts**

In this course we will encounter diverse visual and literary artists from around the globe. We will consider the ways by which “out of the box” artists have created projects that have contributed to supporting communities and to speaking up for different facets of human and civil rights. We will examine varied art forms and trends as they relate to individual expression and community visibility. A wide range of readings will bring us the experiences of poets, memoirists, muralists, graffiti artists and other global writers and artists. We will also consider how literary and visual art pieces created by writers and artists from different countries speak to critical issues of the day such as immigration 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;

**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 will 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 a 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; 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 visual art and 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; 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)
* Engage in research for learning about how the arts can impact social change; (Communication/Self Expression, Global Perspective, Inquiry and Critical Thinking)

**GRADING:**

**Please note:** I don’t use the Canvas grade book because I use completes/incompletes with a check or check plus system for in class work, reading response assignments and poetry assignments. I am hoping for engagement with the material and with your own creative and critical thinking and expression, rather than the motivation and possibly stress that comes from having all work graded. I will include feedback with my most legible handwriting on all work submitted to me. If you have questions about any portion of your grade please make an appointment with me. I welcome students for appointments for conversations, questions, or any issue that may surface. It is of utmost importance to me that you are given the time and space to approach creative writing/poetry and artistic work without any pressure of a grade. Meeting the requirements of your final poetry portfolio and evidence of your efforts to take your work seriously and revise and edit it will be part of your final course grade.

* 25% Class participation, out of class assignments, poetry assignments and poetry portfolio & reading response papers (note: We will cover topics that will inevitably raise differences of opinions. During class discussions remember that all viewpoints are welcome, but comments should remain relevant to the discussion. As you know refraining from personal attacks, and any form of disrespect is essential to any discussion.)
* 10% Quiz #1-Jan. 29
* 10% Quiz #2-February 21
* 25% Midterm Project-**due date is** February 5

Interview Project-Guidelines distributed second week of class

* 30% Final Project and Presentation-**Final Project Art Pieces and Papers are due on Wednesday March 7**

**COURSE SCHEDULE – TCORE 114B**

Keep in mind that the course schedule, readings and assignments serve as an overview of class content. As we read and write in response to different points of view, various cultures, themes and issues, assignments may be changed to deepen a theme or to take more time to delve into a specific topic. Your learning style will, in part, determine how you approach the assignment and your motivation to take ownership of your learning will help frame your reading response papers. Expect additional reading or online assignments as the course progresses. Learning is a work in progress!

**Part 1: Borders and Art at the Edges**

**Week One**

Wednesday, January 3

Course overview:

**Week Two:** Monday, January 8:

Read packets distributed in class

Read the forward to *Women Street Artists of Latin America*

Submit-Reading response assignment

Wednesday, January 10

Read, *The Devil’s Highway*, pp. 1-40

Two interviews of choice from *Women Street Artist of Latin America* (**NOTE: check the syllabus for assignments from this book in bold and choose otherwise!)**

Submit response paragraphs and discussion questions as assigned

Submit original poem as assigned from mentor poem distributed in class following the guidelines on the assignment, (poem #1)

**Week Three**

Mon. Jan. 15 NO CLASS-Martine Luther King Day

Wed. Jan. 17

Read, *The Devil’s Highway*, pp. 43-105

Read **the interviews on page 15 and 180 from *Women Street Artists of Latin America***

Submit response paragraphs and discussion questions as assigned

Submit original poem as assigned from the mentor poems distributed in class following the guidelines on the assignment, (poem #2)

**Week Four**

Mon. Jan. 22

Read *The Devil’s Highway*, pp.106-142

Read three interviews of choice from *Women Street Artists of Latin America*

Submit response paragraphs and discussion questions as assigned

Wed. Jan. 24

Read, *The Devil’s Highway* pp.143-176

Read three interviews of choice from *Women Street Artists of Latin America*

Submit response paragraphs and discussion questions as assigned

**Week Five**

Monday Jan. 29 **Reading Response Quiz 1**

Read, T*he Devil’s Highway* pp. 179-235

Wed. Jan. 31-Visit to the Tacoma Art Museum

Read **the interviews on page 51, 62 and 71 and from *Women Street Artists of Latin America***

Submit response paragraphs and interview questions as assigned

**Part 2: Going Global—Words and Walls and Beyond**

**Week Six**

Monday, February 5

Submit Museum and Ekphrastic poetry assignment TBA (poem #3)

**Midterm Project and In-class Presentations due**

Wednesday, February 7

Read *Street Craft,* introduction pp. 6-15 and **pp.16-39.** (**NOTE: check the syllabus for assignments from this book in bold and choose otherwise!)**

Submit response paragraphs, discussion questions and critique as assigned

**Week Seven**

Mon. Feb. 12

Read *Street Craft-*Read about three artists and their work that are not assigned

Read materials distributed in class on Banksy and others in the Middle East

Submit critique and discussion prompts as assigned from each reading assignment

Wed. Feb. 14

**Café observations and City Art Walk**

Read *Street Craft,* ***pp. 149-165***

Read poetry packet and assignment distributed in class

Submitpoem draft as assigned (poem #4)

**Week Eight**

Mon. Feb. 19 – NO CLASS, Presidents Day

Wed. Feb. 21-**Quiz 2**

**Topic/Idea and Art Piece idea for final projects is due!**

Read *Street Craft,***pp. 113-137** and read about two more artists of your choice

Submit arts critique and response as assigned

**Week Nine**

Mon. Feb. 26 **Draft of your Personal Statement for the Final Project is due**

Read *Street Craft* pp. 173-193

Submit arts critique and response as assigned

Submit **all revised** poems

Wed. Feb. 28

No assignment or reading due other than working on your final paper and presentation; in class work and discussion will be assigned and attendance is expected

**Week Ten**

Monday March 5

No assignment or reading due other than working on your final paper and presentation but in class work and discussion will be assigned and attendance is expected

Wednesday, March 7- **All Art Pieces and Poetry Portfolios are due**

FINAL PRESENTATIONS

**CLASSROOM POLICIES: (please read and re-read!)**

**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- Because I want to support you in doing quality work, I will sometimes request re-writes. I will accept late 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:**

In part, this is a writing class and you are expected to fully engage in all aspects of the writing process: revision, editing, proof-reading, peer review and presentation of your written work.

**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. Courtesy means absolutely no cell phones are used or visible during class sessions, unless used with permission for in-class purposes. This also extends to the use of laptops, which are to be used during class only at designated times. Otherwise they remain invisible unless sanctioned because of any disability or special needs.

**Attendance:**

You are expected to fully participate in each class session. If you will be late or absent, I strongly recommend 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.

**UNIVERSITY POLICIES & RESOURCES:**

**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

**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 set to assist you in achieving your goals. Tutoring services in most all subject areas are provided. http://www.tacoma.washington.edu/tlc/

**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/)

**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/

**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

**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.