



TCORE 123: Introduction to Social Sciences
LAUGHTER IN THE RAIN:
COMEDY, SOCIAL ISSUES, AND SOCIAL
CHANGE.

Professor: Dr. Emily Noelle Sanchez Ignacio,
Ethnic, Gender, and Labor Studies
Interdisciplinary Arts and Sciences

Class Times: MW 1:30pm-3:35pm

Classroom: JOY 114

Office: GWP 309

Office hours: Monday and Wednesday, 12:15pm to 1:15pm and by appointment

Email: eignacio@uw.edu - although **Canvas messaging is much better!** If you have to email, please put TCORE 123 in the subject line

Phone: 253/ 692-4542 – but **the best thing to do is send a message via Canvas**

General CORE Course Description:

Introduces students to university work by focusing on a core curriculum theme from multiple and interdisciplinary perspectives. Emphasizes learning in the social sciences, including psychology, urban studies, geography, sociology, social welfare, and political science

Course Description for this CORE Class:

In this class, we will develop our “sociological imaginations” (Mills, 1959). As we critically evaluate the use of jokes, comedy, memes, cartoons and sitcoms that illuminate social issues and/or strive for social change.

Specific Learning Objectives

In this course, you will learn to identify, discuss, and apply on an introductory level:

1. Awareness of social science disciplines and the benefits of interdisciplinary learning.
2. Major social science concepts/terms as tools for the critical socio-cultural analysis of music, media, and literature.
3. How, and more importantly *why*, social constructions such as race and gender, as well as, social class are maintained and challenged in art, media, and literature
4. An integrated framework of understanding about how socio-historical, political, economic and cultural forces shape our reality on multiple levels: micro-interactions, symbolic group representations, and social structure.

Required Texts are all on Canvas (see Reading Schedule below)

Course Structure

Class sessions include lectures, large and small group discussions, group activities, film viewing and mini-presentations by students. There will be occasional in-class writing assignments that cannot be made up.

Grading Summary – 4 Major Components

1. In-class Group Work	15%
2. ARQs/Reflections	35%
3. Midterm GROUP presentation	20%
4. Final GROUP Presentation	30%

1.

Evaluation Scale (final grades available on MYUW 6/19/13; no grade negotiation):

Letter and Decimal Grade	Percentages	Assessment
A+ (4.0) A (3.7 – 3.9) A- (3.5 – 3.6)	4.0 = 99 – 100% 3.9 = 97 – 98% 3.8 = 95 – 96% 3.7 = 93 – 94% 3.6 = 91 – 92% 3.5 = 90%	Highly Defined: Student demonstrates a complex understanding of the material; fully comprehends and accurately applies introductory social science concepts and terms in class discussions, papers, and exams with consistency; thoroughly integrates a social science research perspective into their analysis of race and gender representations in American science fiction film, TV and literature.
B+ (3.2 – 3.4) B (2.9 – 3.1) B- (2.5 – 2.8)	3.4 = 89% 3.3 = 88% 3.2 = 87% 3.1 = 86% 3.0 = 85% 2.9 = 84% 2.8 = 83% 2.7 = 82% 2.6 = 81% 2.5 = 80%	Defined: Student demonstrates a good initial understanding of the material; <i>begins</i> to successfully apply introductory social science concepts and terms in class discussions, papers, and exams; recognizes and describes the application of a social science research perspective into their basic analysis of race and gender representations in American science fiction film, TV and literature.
C+ (2.2 – 2.4) C (1.9 – 2.1) C- (1.5 – 1.8)	2.4 = 79% 2.3 = 78% 2.2 = 77% 2.1 = 76% 2.0 = 75% 1.9 = 74% 1.8 = 73% 1.7 = 72% 1.6 = 71% 1.5 = 70%	Emerging: Student is becoming familiar with some of the basic social science concepts and terms as they relate to the course material; occasional classroom participation; effort made to understand and apply the concepts and terms with some success on occasion.
D+ (1.2 – 1.4) D (0.9 – 1.1) D- (0.7 – 0.8)	1.4 = 69% 1.3 = 68% 1.2 = 67% 1.1 = 66% 1.0 = 65% 0.9 = 64% 0.8 = 62 – 63% 0.7 = 60 – 61%	Initial: Student has difficulty recognizing the basics of a social science approach to learning, frequent inconsistent application of concepts and terms; minimal classroom participation; often unfamiliar with the reading assignments.
E (0.6 or below)	0.6 or below = 59% or less	Fail: See Instructor

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

NOTE: (*Just in case you missed this point before...*) The assigned readings will be discussed *on the day they are posted* unless otherwise stated in class, so please read the chapters or articles before the respective class period.

Week	Date	Topic	Readings to complete before class	Assignments to complete before class
1	Mon Mar 27	INTRODUCTION To the Class – Developing the Syllabus		Read and fill out the ARQ for readings assigned for the next class day
	Wed Mar 29	INTRODUCTION Introduction to Developing a Sociological Analysis	<i>Foundational Reading:</i> Reading 1.1. The Sociological Imagination C. Wright Mills (TEXTBOOK on Canvas)	Read and fill out the ARQ for readings assigned for the next class day
	Fri Mar 31	INTRODUCTION Introduction to Developing a Sociological Analysis	<i>Foundational Reading:</i> Reading 1.2. Invitation to Sociology Peter Berger (TEXTBOOK on Canvas)	Read and fill out the ARQ for readings assigned for the next class day (I kept this on the syllabus to honor the fact that you all showed up given that our MyUW stated, until it was changed Monday 4/3, that we were to meet MWF)
2	Mon Apr 3	CURRENT ISSUES and NEWS CLIPS/ MEMES Introduction to Developing and Applying a Sociological Analysis to “Mainstream” Material	<u><i>Continue discussion re:</i></u> <u><i>Foundational Readings:</i></u> Reading 1.1. The Sociological Imagination C. Wright Mills (TEXTBOOK on Canvas) Reading 1.2. Invitation to Sociology Peter Berger (TEXTBOOK on Canvas) See some memes and what they convey --- healthcare	Read and fill out the ARQ for readings assigned for the next class day

			vote (Trumpcare/Ryancare not voted upon; Obamacare as “the law of the land”)	
	Wed Apr 5	CURRENT ISSUES and NEWS CLIPS/ MEMES Introduction to Developing and Applying a Sociological Analysis to “Mainstream” Material	<p>“Introduction” (pp. 1-10) <i>The Laughter Effect</i></p> <p>“How Comedy Works as a Change Agent” (pp. 10-14), <i>The Laughter Effect</i></p> <p>Section on “Satirical News” under “A Typology of Comedy Formats for Social Change ” (pp. 15- top of 19)</p> <p>(LAUGHTER EFFECT on Canvas)</p> <p>See some memes and what they convey --- for this class, the Pepsi ad (in “honor” of MLK, Jr.), Kendall Jackson, BLM</p>	Read and fill out the ARQ for readings assigned for the next class day
3	Mon Apr 10	SOCIAL CLASS and/or FINANCIAL ISSUES, and SOCIAL CHANGE	Reading 10.1. Making Class Invisible Gregory Mantsios (TEXTBOOK on Canvas)	Read and fill out the ARQ for readings assigned for the next class day
	Wed Apr 12	SOCIAL CLASS and/or FINANCIAL ISSUES, and SOCIAL CHANGE	<p>Reading 14.2. The Seattle Solidarity Network: A New Approach to Working Class Social Movements Walter Winslow (TEXTBOOK on Canvas)</p> <p>IN CLASS: We will watch video(s) together and analyze it with respect to the</p>	Read and fill out the ARQ for readings assigned for the next class day

			<p>readings for this section Please bring your ARQs and notes</p> <p>(Comics covered: Louis CK– at least!; clips from sitcoms such as <i>Roseanne</i>; <i>Simpsons</i>, etc)</p>	
4	Mon Apr 17	RELIGION and/or ETHNICITY, SOCIAL ISSUES, and SOCIAL CHANGE	<p>Cole, David --- “Flying while Arab”</p> <p>Reading 14.1. Muslim American Immigrants After 9/11: The Struggle for Civil Rights, Pierrette Hondagneu-Sotelo (TEXTBOOK on Canvas)</p> <p>Shaheen, Jack – excerpt from <i>Reel Bad Arabs</i> (or film)</p>	
	Wed Apr 19	RELIGION and/or ETHNICITY, SOCIAL ISSUES, and SOCIAL CHANGE	<p>IN CLASS: We will watch video(s) together and analyze it with respect to the readings for this section</p> <p>Please bring your ARQs and notes</p> <p>(Comics covered: Ahmed Ahmed; Maz Jobrani; Aron Kader; Dean Obeidallah – at least)</p>	<ul style="list-style-type: none"> Over the next few days (Wed. 4/19 through Sun. 4/23) ensure you and your group members have some references (at least 3 peer-reviewed and/or from a reputable news source) to support your sociological analysis
5	Mon Apr 24	MIDTERM GROUP PRESENTATIONS	MIDTERM GROUP PRESENTATIONS AND	Analysis of SNL Clip, Tom Hanks (“Doug” Trump Supporter) on Black Jeopardy

			CLASS FEEDBACK	
	Wed Apr 26	MIDTERM GROUP PRESENTATIONS	MIDTERM GROUP PRESENTATIONS AND CLASS FEEDBACK	Analysis of Mo Amer Clip from Late Show with Steven Colbert For next time: Read and fill out the ARQ for readings assigned for the next class day
6	Mon May 1	RACE, SOCIAL ISSUES, and SOCIAL CHANGE	Omi, Michael & Winant, Howard. Reading 11.1. Racial and Ethnic Formation (TEXTBOOK on Canvas) Film: <i>The Story We Tell</i>	For next time: Read and fill out the ARQ for readings assigned for the next class day
	Wed May 3	RACE, SOCIAL ISSUES, and SOCIAL CHANGE	Better, Shirley “Institutional Racism” (CANVAS) Film: <i>The House We Live in</i>	For next time: Read and fill out the ARQ for readings assigned for the next class day
7	Mon May 8	RACE, SOCIAL ISSUES, and SOCIAL CHANGE	DuBois, W.E.B. Excerpt from “The Souls of Black Folk (CANVAS) IN CLASS: We will watch video(s) together and analyze it with respect to the readings for this section Please bring your ARQs and notes (Comics covered: Key and Peele – at least; possibly clips from Richard Pryor to	

			Dave Chapelle to Chris Rock)	
	Wed May 10	RACE, SOCIAL ISSUES, and SOCIAL CHANGE	<p>IN CLASS: We will watch video(s) together and analyze it with respect to the readings for this section</p> <p>Please bring your ARQs and notes (Comics covered: depending on our discussions through the week, comics ranging from Richard Pryor to Dave Chapelle to Chris Rock)</p>	<ul style="list-style-type: none"> Over the next few days (Wed. 5/10 through Sun. 5/14) ensure you and your group members have not just chosen a topic and clip, but have some references (at least 8 peer-reviewed and/or from a reputable news source) to support your sociological analysis. We will work together on Monday (5/15), so the more you have, the more I can help you strengthen your presentation.
8	Mon May 15	GROUPS MEET IN CLASS WITH ME	Group Work: Preparation for Presentations	<p>You will work together with your groups, and I will go around helping each group, so the more you have, the more I can help you strengthen your presentation.</p> <p>Through this week, work with your classmates – in class, if you choose, or through your group website – to work on your final presentation</p>
	Wed May 17	NO CLASSES DUE TO CONFERENCE	<p>Group Work: Preparation for Presentations</p> <p>No readings assigned BUT please use this time with your group to work on your Final Group assignment!</p> <p>You can use the classroom if need be!</p>	<p>Through this week, work with your classmates – in class, if you choose, or through your group website – to work on your final presentation</p>

9	Mon May 22	THE USE OF COMEDY TO OPEN UP DIFFICULT TOPICS: RE- EXAMINING THE FRAMING OF GENDER, VIOLENCE, ABUSE, RACISM ETC. in our fight for SOCIAL CHANGE	<p>hooks, bell “Feminism: A Movement to Combat Sexist Oppression” (Canvas)</p> <p>Ignacio, Emily Noelle Sanchez (working paper on <i>Jane the Virgin</i> presented at ICQI Conference the previous week!) (Canvas AND/OR I may present it for you :o))</p> <p>IN CLASS: We will watch video(s) together and analyze it with respect to the readings for this section</p> <p>Please bring your ARQs and notes</p> <p>(Comics covered: Chris Rock, Bill Burr – at least)</p>	For next time: Read and fill out the ARQ for readings assigned for the next class day
	Fri May 26	THE USE OF COMEDY TO OPEN UP DIFFICULT TOPICS: RE- EXAMINING THE FRAMING OF GENDER, VIOLENCE, ABUSE, RACISM ETC. in our fight for SOCIAL CHANGE	<p>IN CLASS: We will watch video(s) together and analyze it with respect to the readings for this section</p> <p>Please bring your ARQs and notes</p> <p>(Comics covered: Chris Rock, Bill Burr – at least)</p>	Over the long weekend (Fri. 4/21 through Tues. 6/1) ensure you and your group members have some references (at least 8 peer-reviewed and/or from a reputable news source) to support your sociological analysis
10	Mon May 29	NO CLASSES: Memorial Day	No readings assigned	Please put finishing touches on your final group presentations

	Wed May 31	FINAL GROUP PRESENTATIONS	FINAL GROUP PRESENTATIONS	
--	------------------	--------------------------------------	--------------------------------------	--

RESOURCES

Library

The UWT Library provides resources and services to support students at all levels of expertise. Resources include group study rooms, computer access, academic journals on-line, copiers and printers. For more information about the Library and its services, see: <http://www.tacoma.washington.edu/library/>

Teaching and Learning Center (TLC)

Writing, math and science advisors collaborate with students to improve learning. Visit their website to schedule an in-person appointment or online consultations.

<http://www.tacoma.washington.edu/tlc/writing/whatwedo.cfm>

Location: Snoqualmie Building (Old Library), 2nd Floor, Phone: 253-692-4417

Hours: Monday - Thursday 8:00a -5:00pm; On-line Sunday 4:00p - 8:00pm

On-line Writing Center email: uwtwrite@uw.edu

Campus Public Safety Office (Safety escorts available 24/7)

Location: 1st Floor, Dougan Addition Room 180

Phone: (253) 692-4416, #333 from campus phones

Monday – Sunday, 24 hours

Inclement Weather

Sign up for Text Alerts

Call (253) 383-INFO. This number will inform you whether the campus has been closed.

Call the SIAS Office: (253) 692-4450. This number is to be used only after trying the first number, if you are unable to learn whether your class(es) will be held or not, check your UWT email account and/or write to your part-time faculty.

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.

Counseling Center (Student Health and Wellness - SHAW)

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 253.

http://www.tacoma.washington.edu/studentaffairs/SHW/scc_about.cfm/

Disability Support Services (Student Health and Wellness - SHAW)

Access and Accommodations: Disability Support Services (DSS) offers resources and coordinates reasonable accommodations for students with disabilities. Reasonable accommodations are established through any interactive process between you, your instructor(s) and DSS. If you have not yet established services through DSS, but have, or think you have a temporary or permanent disability that requires accommodations (this can include mental health, attention-related, learning, vision, hearing, physical or health impacts), you are welcome to contact DSS at 253-692-4522 V/ 253-692-4413 /

DSSUWT@UW.EDU e-mail/ http://www.tacoma.washington.edu/studentaffairs/SHW/dss_about.cfm

Academic Advising Center

Location: GWP Academic Advising Suite, Hours: Mondays, Thursdays and Fridays: 8 a.m. - 5 p.m.;
Tuesdays & Wed: 8 a.m. - 7 p.m., Phone: 253-692-4857

Career Development and Education

Location: MAT 106, Phone: 253-692-4421