

Office of Undergraduate Education

**TCORE 133: Social Sciences (Individuals and Society)**

“Extraction of Labor, Externalization of Care”

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|  **Class Times****and Location** | Monday, Wednesday, Friday9: 30 a.m. – 10:50 a.m.Bldg. & Room: TLB 115  |
|  **GWP 233****Office Hours**(*also by appt.)* | Monday and Friday12:30 – 2:00 p.m. |
|  **Contact Info.** | Email: iamtanya@uw.edu*please include TCORE 103 in the subject line*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

**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 an 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:

1. *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).

1. *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).
2. *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*.

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| **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 ActivitiesIntroduce Course Subject | **Canvas:** “A student guide to engaging constructively with social justice content…” (Sensoy and DiAngelo)[www.16personalities.com](http://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***Race the Power of Illusion*, part 2 | **Canvas:**1.) “Foreigners in their native lands: the war against Mexico” (Takaki)  |  |
| Fri.Oct. 5 | **Experience of Latino Migrants** **In North America***Trafficked in America* (the Atlantic) |   | HW #1 Due |
| (Week 3)Mon.Oct. 8 | **Library Workshop**Location: WG 210Intro 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 | *Harvest of Empire***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 *Fresh Fruit, Broken Bodies* And SEMINAR guidelines | **FFBB:** Foreward, xi - xviiStudents must bring their textbook to class today | HW #2 DueVocabulary and Social Problems |
| (Week 4)Mon.Oct. 15 | **Library Workshop**Location: WG 210Source Evaluation  |  |  |
| Wed.Oct. 17 | **SEMINAR****Crossing the Border Illegally:**Forced or Voluntary migration? Is it worth the risk?Dying to Live by Nevins, *Democracy now*, Operation Gatekeeper | **FFBB**: Ch. 1, Introduction, pg. 1 – 29 | Prep for SEMINAR |
| Fri.Oct. 19 | *What’s the problem? Who decides?*Globalization and Economic Neoliberalism*New World Border* | **Canvas**:1.) “Globalization: An Introduction” (2.) “NAFTA and SAPs” notes3.) “What is Neoliberalism”(Martinez and Garcia)4.) “Rethinking the NAFTA record” (Jordan and Sullivan)Challenge Read: “Market Globalization and Social Crisis” (Barlow)  |  |
| (Week 5) Mon.Oct. 22 | **Library Workshop**Location: WG 210Refining a Research QuestionFinal 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 115Keeping Track of Sources; citation manager |  | HW #4 due |
| Wed.Oct. 31 | **Nativism***30 Days: Migration*  |  |  |
| 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 DueResearch 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:** Challenge Read: “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:** Challenge Read: “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***Lost in Detention* (Frontline)Or*The American Detention Machine* (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***Traumatized at the Border* (The Atlantic)*East of Salinas* | **FFBB:** Ch. 7, Conclusion**Canvas:** (tentative)“Building Fences: Undocumented Immigration and Identity in a Small Border Town” (Martinez&Hardwick) |  |
| Fri.Nov. 30 | **WRITING DAY, APA citations, etc.****Peer Review**  |  |  |
| (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) |  |