

**W** UNIVERSITY of WASHINGTON | TACOMA  
Office of Undergraduate Education

**TCORE 103: Introduction to Social Sciences**

Facts and Fictions: What does it mean to be First Peoples and First Generation?

“While the tale of how we suffer, and how we are delighted, and how we may triumph is never new, it always must be heard.” James Baldwin, *Notes of a Native Son*

<b>Class Times and Location</b>	Monday, 1:30 p.m. – 3:35 p.m., TLB 115	Wednesday, 1: 30 p.m. – 3:35 p.m., TBL 115
<b>Office Hours</b> (also by appointment)	Monday, 3:35 p.m. – 4:35 p.m. GWP 233	Wednesday, 3:35 p.m. – 4:35 p.m. GWP 233
<b>Contact Info.</b>	<a href="mailto:iamtanya@uw.edu">iamtanya@uw.edu</a> <i>please include TCORE 103 in the subject line</i>	Msg. Ph. (253) 692-4450

**Instructor:** Tanya Grace Velasquez, Interdisciplinary Arts and Sciences

**Course Description:**

This course exposes the pervasive myths about Native Americans in popular media and U.S. society at large. We will ask how and why common notions about “Indians” are maintained by social structures that shape our perceptions and influence policies, which can negatively impact the lives of Native Americans... but not without resistance. Therefore, we will also examine contemporary examples of community activism and legal advocacy that supports the recognition of Northwest treaty rights and sovereignty. Additionally we learn about individual expressions of agency and self-determination – everything from personal stories about Native American identity found in film and literature to what it means to be the first in the family to pursue a college degree. Finally, we will compare these experiences to our own lives using basic concepts from the social sciences. You will participate in service learning events and field trips to enhance your understanding of the subject.

**Required Texts**

*You MUST bring readings to class each day so we can reference the material together.*

- 1.) Adare, S. *“Indian” stereotypes in TV science fiction: First Nations’ voices speak out.* University of Texas Press, 2005. **(Adare)**
- 2.) Garrod and Larimore, eds. *First Person, First Peoples: Native American College Graduates Tell their Life Stories,* 1997. **(G & L)**
- 3.) Reading Packet. Available for purchase at the UWT Copy Center. **(RP)**

Note: Books available through UWT Library Course Reserve; 4 hrs. maximum.

## Required Materials

- 1.) Two highlight pens of different colors.
- 2.) One large blue/green exam booklet by the first Monday of the quarter (Available in the UWT bookstore or the Convenience store. Do not put your name on it.)

## 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 this course, you will begin learning how to:*

- Formulate and sustain an original thesis-driven argument in both written and verbal communication.
- Express ideas clearly in writing and speaking in order to synthesize and evaluate information before presenting it.
- Enter and place yourself into an existing dialogue or discourse (intellectual, political, sociological, etc.).
- Identify, analyze, summarize, and represent the key elements of 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.
- 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.

## Specific Learning Objectives

*In this INTRODUCTORY course, you will learn to identify, discuss, and apply:*

- Awareness of social science disciplines and the benefits of interdisciplinary learning.
- Major social science concepts/terms as tools for the critical cultural analysis of popular media, societal norms and institutional practices.
- How, and more importantly *why*, the social constructions of identity are maintained across social, political, economic and cultural arenas on multiple levels.
- The impact of society on individual biographies – the Sociological Imagination.

## 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 and activities that cannot be made up.

## Grading Summary

Participation (field trip, class discussion & activities, service learning, notes)	10%
Quizzes (bi-weekly check-ins)	20%
Chapter presentation (Adare)	15%
Homework	30%
Final Exam (Group Presentation in class)	25%

## Homework (see the guide on Canvas)

- 1.) 3 – 5 pages typed. Include a cover sheet with your name and HW assignment #.
- 2.) 12 size font, 1 inch margins, double spaced, citations.

## Quizzes

In class quizzes will include vocabulary terms and concepts, short answers & reflective writing.

## Chapter Presentations

You will be assigned to a group that will lead a chapter discussion from *Indian Stereotypes in TV Science Fiction: first nations' voices speak out* by Sierra S. Adare.

As a group you will:

- 1.) Choose two to three main points or significant passages from the chapter
- 2.) discuss the author's research methods and/or her analysis
- 3.) provide supporting evidence from the chapter/s and
- 4.) conclude by applying a social science perspective from lectures and other readings
- 5.) submit a 2 – 3 page group paper that documents your main points (details shared in class).

Each group member is responsible for leading part of the discussion by posing questions, sharing insights, and soliciting responses from other students. Details about the assignment will be shared in class.

## Writing Guidelines

APA is the most common writing format in the social sciences. <http://www.apastyle.org/>

## 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 preparation for graduate school. Most importantly, it's a chance for faculty to get to know you better so we can provide support and encouragement in your college endeavors. More than one office visit is encouraged and welcomed anytime during my office hours or by appointment.

## **Final Exam**

### Option One:

Your group will select a contemporary topic and present your research findings to the class using Prezi or Power Point. Think of it like a culminating project. Details will be shared in class.

### Option Two:

Instead of a group project, you can choose to write a formal research paper due on the day of the final exam. You will still be responsible to provide a brief verbal presentation about the main points of your paper (not as formal as the group option).

*Please DO NOT ask to present at any other time than already scheduled.*

## **Assessment**

Overall your work in class, the quizzes and your written assignments should reflect the following:

- a.) *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).
- b.) *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).
- c.) *Application* – be prepared to describe how you will apply your new knowledge and analytical skills (reflection and integration; informed analysis applied to the institution of media).

## **Late Work**

I will not award full-credit for late work. You will receive half the credit you would have earned if it were turned in on time (up to three days after the due date). Electronic submissions are acceptable and will be noted upon receipt BUT I will not print them. If you want to receive credit for your work, you must provide me with a hardcopy by the next class period. This option does not include quizzes or final exams.

If you are out sick when an assignment is due or you are having technical problems (i.e. printer issues, computer glitches, Canvas malfunction, car broke down, etc.), you are still responsible for getting your work turned in on time (homework submissions will be date stamped in the IAS office – WCG 424 or you can email documents or submit on Canvas).

## **Extra Credit**

Extra-credit opportunities will be made available throughout the quarter at the instructor's discretion. Do not count on extra-credit to remedy poor academic progress.

### **Electronic Devices**

NO CELL PHONES! NO TEXTING IN CLASS! Recent research suggests that student grades drop when distracted by personal technology. I'm doing you a favor! Computer activities that are irrelevant to the course, such as reading/writing emails, social networking, playing games, and texting, are considered disruptive activities when class is in session and WILL NOT BE TOLERATED.

### **E-mail Policy**

Please write to my UW e-mail 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.

### **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](http://www.tacoma.washington.edu/ias/advising/ug/academic_honesty.cfm)

### **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.

### **Streaming Video Online – UWT Library System**

The best way for you to access the materials is to go to our e-Reserves website and search by your last name. Here is a link: <https://ereserves.tacoma.washington.edu>  
Log in with your UW NetID and acknowledge the copyright statement to access electronic reserves online. Then, enter a password to access the webpage with links to videos.

Course password for TCORE 103: \_\_\_\_\_

To view the video, users must have the latest version of QuickTime installed. Anyone using a PC must configure their Quicktime players in the following way:

1) go to the Quicktime "Edit" menu, 2) select Preferences, 3) then select "Quicktime Preferences", 4) go to the "Advanced" tab, and 5) then under "Video" select "Safe Mode (GDI only)."

The electronic reserves for this course are also linked in the library catalog, and you can find them by searching for your name or the course number on the library's web page under "Course Reserves." Alternately, there is a link to the reserves on your MyUW page in class schedule.

**Evaluation Scale** (final grades available on MYUW 12/19/13; *no grade negotiation*):

Letter and Decimal Grade	Percentages	Assessment
<p><b>A+ (4.0)</b>  <b>A (3.7 – 3.9)</b>  <b>A- (3.5 – 3.6)</b></p> <p style="text-align: center;"><b>+</b></p>	<p>4.0 = 99 – 100%                      3.9 = 97 – 98%                      3.8 = 95 – 96%                      3.7 = 93 – 94%                      3.6 = 91 – 92%                      3.5 = 90%</p>	<p><b>Highly Defined:</b> 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, ethnicity and cultural representations in social arenas like media and institutional policy. Fluidly integrates personal narratives and the sociological imagination.</p>
<p><b>B+ (3.2 – 3.4)</b>  <b>B (2.9 – 3.1)</b>  <b>B- (2.5 – 2.8)</b></p> <p style="text-align: center;">✓ <b>+</b></p>	<p>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%</p>	<p><b>Defined:</b> 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 ethnicity and cultural representations in social arenas like media and institutional policy. Begins to integrate personal narratives and the sociological imagination.</p>
<p><b>C+ (2.2 – 2.4)</b>  <b>C (1.9 – 2.1)</b>  <b>C- (1.5 – 1.8)</b></p> <p style="text-align: center;">✓</p>	<p>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%</p>	<p><b>Emerging:</b> 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 but not consistently.</p>
<p><b>D+ (1.2 – 1.4)</b>  <b>D (0.9 – 1.1)</b>  <b>D- (0.7 – 0.8)</b></p> <p style="text-align: center;">—</p>	<p>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%</p>	<p><b>Initial:</b> Student has difficulty recognizing the basics of a social science approach to learning, frequent inconsistent application of concepts and terms; minimal classroom participation and communication with instructor; often unfamiliar with the reading assignments.</p>
<p><b>E (0.6 or below)</b></p>	<p>0.6 or below = 59%- 0%</p>	<p><b>Fail:</b> See Instructor before it's too late!</p>

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

<b>Week</b>	<b>Date</b>	<b>Topic</b>	<b>Readings to complete BEFORE class</b>	<b>Homework due today</b>
1	Wed. Sept 25	<b>Introduction to Social Sciences</b>		
2	Mon. Sept 30	<b>Using your Sociological Imagination and Research Methods</b>	<b>Handouts:</b> "The Sociological Imagination" (Mills) "The Myth of Individualism" (Callero)	Reading Highlights And Questions
	Wed. Oct 2	<b>Socialization</b>  The social construction of race <i>(Race the Power of Illusion)</i>	<b>Handout:</b> Socialization (Sensoy & Diangelo)  <b>G&amp;L:</b> Introduction and "Why didn't you teach me?" (Bennet)	Reading Highlights and Questions
3	Mon. Oct 7	<b>History - Pre-contact and Contact</b>  <i>(We Shall Remain)</i>	<b>RP:</b> "Lost in Translation" (Smith)  "What Americans Don't Know about Indians," (Mander)  "Plagues and Pilgrims: The Truth about the First Thanksgiving" (Loewen)	
	Wed. Oct 9	<b>HEGEMONY – THE STORY TOLD</b>  "Indian" Stereotypes  A tour of Indian Peoples and Indian Lands  Homework #1 assigned	<b>RP:</b> "Winnebagos, Cherokees, Apaches, and Dakotas..." (Merskin)  "The Indians are Alive" (Driving)  "Scalping: Fact and Fantasy" (Martin)	
4	Mon. Oct 14	<b>Discovery or Crimes Against Humanity?</b>  The Tainos and Christopher Columbus	<b>RP:</b> "The Tainos 'Men of Good'" (Barreiro)  "Timeline: Spain, Columbus and the Tainos" (Jane)  "The First Few Days..." (Jane)  "Taino Resistance..." ( Josephy)	Trial Defense Preparation

	Wed. Oct 16	Media Representations, film and ideology <i>(Reel Injun)</i>		<b>HW #1 Due</b>
5	Mon. Oct 21	<b>Native Americans in Science Fiction: Past and Future Im(possibilities)</b> Star Trek, "The Paradise Syndrome" & "Tattoo"	<b>Adare:</b> "Discussion of Terms", "Introduction", Ch. 1 "First Nation Voices..." (skim) Ch. 2 "It's all in the Labels"	
	Wed. Oct 23	<b>Chapter Presentation;</b> group 1 & 2 Quantum Leap, "Freedom"	<b>Adare</b> , Ch. 3, "Future 'Indians'; Past Stereotypes"	
6	Mon. Oct 28	<b>Chapter 4 Presentation;</b> group 3 & 4 Star Trek, "Journey's End" and/or "The Cloud"	<b>Adare</b> , Ch. 4, "Shoshones and Non-Shoshones assess Quantum Leap 'Freedom' "	
	Wed. Oct 30	<b>Chapter 5 &amp; 6 Presentation;</b> group 5 & 6  <i>Avatar</i>	<b>Adare</b> , Ch. 5, "Sky Spirits in Space: 'Indian' Spirituality and the small screen"  <b>Adare</b> , Ch. 6, Conclusion, Epilogue	Individual Reading Notes/Qs
7	Mon. Nov 4	<i>Avatar</i> , continued Homework #2 assigned	<b>RP:</b> "Hollywood on Race in the Age of Obama: Invictus, Precious, and Avatar" (Baum)	Individual Reading Notes/Qs
	Wed. Nov 6	<b>American Indian Education: Indoctrination for Subordination to Colonialism</b>  Guest Speaker	<b>Streaming Video:</b> "Our Spirits Don't Speak English"	Individual Video viewing Notes/Qs



	Thur. Nov. 7	Native American Symposium Service Learning Option	<b>UWT:</b> William Phillip Hall <b>Time:</b> To be Determined <b>Assignments:</b>	
8	Mon. Nov 11	HOLIDAY- No Class		
	Wed. Nov 13	<b>Guest Speaker</b>	<b>G &amp; L:</b> "I Walk in Beauty" (Two Bears)  "Refusal to Kneel" (Bray)  "My Grandmother and the Snake" (Adams)	<b>HW #2 Due</b>
9	Mon. Nov 18	<b>the Pocahontas Paradox and "Indian" Mascots</b>  <b>Symbolic Group Representations and Social Structure</b>  Public Law 280  Final Project Assigned	<b>RP:</b> "The Pocahontas Paradox..." (Pewewardy)  "Sexual Violence and American Indian Genocide" (Smith)  Higher Crimes, Fewer Charges in Indian Land...Washington Steps back...Lawlessness" (Williams +)  "Symbolic Racism, History and Reality: the real problem with Indian Mascots" (Roppolo)	Individual Reading Notes/Qs
	Wed. Nov 20	<b>Treaty Rights and Sovereignty</b>  Two Centuries of Acts  ( <i>American Outrage</i> )	<b>RP:</b> "Treaty Rights: An Overview" (Martin)  "From Marshall to Marshall..." (Prygoski)  "Shrinking Indian Lands" (Bigelow)	

10	Mon. Nov 25	<p><b>Activism, Self Determination And Nation Building...</b></p> <p>AIM, "Indian" Gaming And Fishing Rights</p> <p>(GS and/or <i>Wounded Knee</i>)</p>	<p><b>RP:</b> "Boltd Decision intro &amp; Against the Current"</p> <p>"All In? Economic Factors to Consider in Native Gaming" (Hai-Jew)</p> <p>"Smallpox or New Buffalo: What's the Right Analogy for Indian Gaming" (Hai-Jew)</p> <p>Streaming Video: <i>Alcatraz is Not an Island</i></p>	Individual Reading Notes
	Wed. Nov 27	<p>Washington State Historical Museum</p> <p>(Regular class time)</p>		<b>HW #3 Due</b>
11	Mon. Dec 2	<p>"Rez life and Urban Indians" Personal Narratives, Negotiating Identity Politics, And Self-determination</p> <p>(<i>Up Heartbreak Hill and Bad Indian</i>)</p>	<p><b>G &amp; L:</b></p> <p>"Coming Home" (Mikkanen)</p> <p>"Machiavelli and Me" (Wescott)</p> <p>"Full Circle" (Alvord)</p>	
	Wed. Dec 4	<p>Group work in class</p> <p>Letter Assignment</p>		
12	Mon. Dec. 9	<p>FINAL EXAM – Group &amp; Individual Presentations</p>		<b>Letter Due</b>

## **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: Keystone Bldg., 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](mailto: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**

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

**Call the IAS Program 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/](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](mailto:DSSUWT@UW.EDU) e-mail/  
[http://www.tacoma.washington.edu/studentaffairs/SHW/dss\\_about.cfm](http://www.tacoma.washington.edu/studentaffairs/SHW/dss_about.cfm)

**Academic Advising Center**

Location: Joy 214, 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**

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