

TCORE 104 – Introduction to the Humanities: Family Secrets and Traditions
University of Washington Tacoma



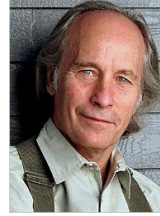
Kelly Simmons



Marilyn Nelson



Sarah Polley



Richard Ford



Fae Myenne Ng

Course information –

Class meeting times: Monday and Wednesday
Meeting location: BB building, room 107
Credits: 5 Credits
Instructor: Edward Chamberlain, Ph.D.
Departmental phone: 253-692-5848
Office hours: Monday and Wednesday, 4p.m. to 5p.m. in CP 333 and by appointment
E-mail: ec10@uw.edu

Course description – This course introduces students to the approaches and materials that are studied in the humanities. In particular, this class will consider how several genres and media present the ideas of family secrets and traditions. Our class mainly will focus on the film and literature of the twentieth century, but we will also cover other media such as magazines and television programs. To gain a better understanding of these materials, we will evaluate the readings and media through several relevant approaches. For example, we will examine how these texts connect the topic of family to issues of class, gender, ethnicity, space and sexuality, among others. Students will be asked to reflect on the following questions as they study the class’s material – How does secrecy create tension in film and literature? Why is morality a concern in books that involve family secrets? How do texts represent families? How do writers link tradition to the subject of knowledge? Why are many people often fascinated by famous families and the private lives of families?

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 will need at UWT while introducing you to relevant topics in the social sciences, humanities, and sciences.

Course learning objectives: In this course, you will learn to do the following –

- Create an original thesis-driven argument and sustain it in written and verbal communication
- Identify, analyze, and summarize the key elements of texts, readings or media
- Think outside of cultural norms and values, including your own perspective for the purposes of critically engaging with your community, the nation and the larger world
- Express ideas clearly in writing and speaking as you synthesize and evaluate information
- Understand the ethical aspects of actions that are done by characters, individuals and institutions
- Articulate an analytical, nuanced perspective on the social and cultural experiences of families

The major’s learning outcomes: The learning objectives listed above are consistent with UWT’s Student Learning Outcomes for the Arts, Media and Culture major. Some of the learning outcomes for the Arts, Media and Culture major are – 1.) Students will understand the importance of history and culture as they shape and are in turn shaped by arts and media. 2.) Because students will have cultivated the insight unique

to human beings, they will be able to identify and explain interrelations among texts of apparently disparate discourses; for instance, students will gain the skills necessary for comparing literature, film, and visual texts.

Campus learning outcomes: The learning objectives listed above are also consistent with the Student Learning Outcomes for UWT's campus, and these campus goals can be found below –

- *Diversity* – Students will gain an understanding of the multiplicity of human experience and the roles that culture, environment, historical processes, and differential treatment play in shaping the diverse experiences of groups in society.
- *Inquiry and Critical Thinking* – Students will acquire skills and familiarity with modes of inquiry and examination from diverse disciplinary perspectives, enabling them to access, interpret, analyze, quantitatively reason, and synthesize information critically.

Required texts – These texts can be found at the University Bookstore.

- ◆ *The Bird House* by Kelly Simmons
- ◆ *Bone* by Fae Myenne Ng

Required readings on E-reserves – See the information below for more details about the readings.

- ◆ Susan C. Bartoletti's "Rice Pudding Days" (from *Dirty Laundry: Stories about Family Secrets*)
- ◆ Fiese and Howell's "Family Rituals" (from the *Encyclopedia of Marriage and Family*)
- ◆ Richard Ford's "Great Falls" (from the *Norton Anthology of Short Fiction*)
- ◆ Evan Imber-Black's "Family Secrets" (from the magazine *Good Housekeeping*)
- ◆ Anita E. Kelly's "Revealing Personal Secrets" (from *Current Directions in Psychological Science*)
- ◆ Suzanne Somers' "Keeping Secrets" (from the short story collection *Family Secrets*)
- ◆ Julie Sze's "Have You Heard? Gossip, Silence and Community" (from the journal *Hitting Critical Mass*)

E-reserves: Our course will study a few readings that are posted on the university's E-reserves webpage. To visit the e-reserves, go to this website – <https://ereserves.tacoma.washington.edu/eres>. The site will probably ask you to log-in with both your network ID and a password. We will review this website during the first week in class. The password for our class's reserves page is the following word – **kinship**.

Academic standards and plagiarism policy: Be sure to give credit where credit is due. If you plan to use the ideas or words of someone else in your schoolwork, then you must cite those sources that you used in a clear and appropriate way. All student work must be free of plagiarism. Plagiarism is defined in the University catalog and in the Student Handbook. Consult your professor if you have any questions.

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. We will discuss this issue more during class time.

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>

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.

Classroom civility: Please be courteous to others so that we can have the optimal classroom experience. Please do not create any distractions during class time. The students and instructor need to concentrate in class. It is difficult to learn when there is frequent noise, chatter or whispering. Please be respectful of each other. 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. Additionally, light snacks and covered drinks are permitted in our classroom. Students are asked to dispose of any trash.

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 when class is in session. If a student disrupts class, the instructor may deduct points from the participation grade. If you have questions about this policy, please feel free to ask the instructor.

Citing sources: In this course, we will use the citation format of the Modern Language Association; but, students are welcome to use their own discipline's format as long as it is used consistently and correctly.

Academic performance, requirements and late work –

As you complete the requirements, please follow the class's guidelines. All assignments and readings need to be completed on time. Assignments should be handed in at the start of class (and not later that day). Assignments that are handed in late will not receive full credit and will not be accepted after 4 days past the due date. The possible number of points for an assignment will decrease for each day that the work is late. The instructor will not give an incomplete unless a serious problem arises near the end of the quarter.

Students are required to read this syllabus and understand the policies. Students should discuss any concerns about the assignments or policies with the instructor well ahead of the deadlines. Likewise, please update the instructor about any major conflicts that may affect your academic performance. Finally, the preliminary grades for this course are calculated on the thousand point scale below. For more details, visit this website: <http://www.tacoma.uw.edu/enrollment-services/grading-policies>

How the grade is calculated –

- ◆ Participation (online work, in-class discussion and quizzes).....20% - 200 points
- ◆ First writing assignment (3-4 pages and a works cited page).....10% - 100 points
- ◆ First exam (several short answer and identification questions)....20% - 200 points
- ◆ Second exam (two short essays and identification questions).....20% - 200 points
- ◆ Second writing assignment (5-6 pages and a works cited page) 30% - 300 points
- The total count of points 100% - 1000 points

Daily participation: For this course, students are asked to participate on a regular basis. Students should be able to discuss the assigned texts and other materials in class. If you have any problems that affect your ability to participate, please notify the instructor. A rubric will be given out in the first week that explains how students can best participate. In addition, you should have your books and materials in class on your desk each day. You should be ready to discuss the material. Being prepared for class is a part of the participation grade. The instructor expects all students to participate and share their ideas in class.

The two exams: The two exams will take place in class. The format for each exam will be announced ahead of time. Typically, the exams consist of a writing section and a few other kinds of questions. We will have a review in class before the exam. To succeed on the exams, you must demonstrate your knowledge of the course's approaches, discussions, lectures, readings and media. The second exam will be similar to the first.

Quizzes: During the quarter, students will complete about four short quizzes. These quizzes will help the instructor to assess how well the students are listening and reading. The quizzes will be worth about 15 points each, and the questions will be based on the class's approaches, discussions, lectures, readings and

media. At the end of this quarter, your lowest quiz grade will be dropped from your overall grade.

Writing assignments: The instructor will provide students with a prompt for each of the two writing assignments. This prompt will include guidelines and questions about the texts we study in class. These prompts will be given out well before the deadline, and they will explain some of the best practices to remember as you write. Responses to the questions should be analytical and critical, thereby illustrating your familiarity with the course concepts and issues. These essays must also document all sources, cite page numbers and analyze textual evidence carefully. A physical paper copy of your work must be turned in to the instructor on time. For the second writing assignment, students will be asked to give a short presentation about their paper in front of the class. This presentation will take place during the last two weeks of class.

University policies and resources –

Canvas: In this class, we will use the university's Canvas website. This webpage is similar to Blackboard and Moodle, and it can be found at the following – <https://Canvas.uw.edu>. We will look over the site in class. For more information or support, visit: <http://www.tacoma.uw.edu/canvas/support-students>

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. They are here to assist you in achieving your goals and provide math/quantitative, writing, science, and other tutoring services. They are located in the Snoqualmie Building of the Main Library. Please visit the following link for more details – www.tacoma.uw.edu/teaching-learning-center

Library – The staff at the UWT library can give you excellent guidance about how to do research. The UWT Library provides resources and services to support students at all levels of expertise. They guide students through the research process, helping them learn how to develop research strategies and evaluate appropriate resources. For more details about the Library, see this webpage – <http://www.tacoma.washington.edu/library/>

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 – http://www.tacoma.washington.edu/policies_procedures/E-mail_Policy.pdf

Disability Support Services – The University of Washington Tacoma is committed to making physical facilities and instructional programs more accessible to students with disabilities. Disability Support Services (DSS) functions as the focal point for coordination of services for students with disabilities. In compliance with Title II or 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. To schedule an appointment with a counselor, please call (253) 692-4522. Consult this site for more details: http://www.tacoma.washington.edu/studentaffairs/SHW/dss_about.cfm

Student Health Services – Student Health Services (SHS) is committed to providing compassionate, convenient, and affordable health care for University of Washington Tacoma students, from care for illness and minor injury to women's health and preventative medicine, including vaccination services. Insurance is not required. Funded by UW Tacoma student fees, office visits are provided free of charge. Treatment plans may incur costs, such as medications, labs, or vaccines, most of which are offered at discounted rates. For more information, please visit www.tacoma.uw.edu/shs or email at uwts@uw.edu. If you have questions or would like to schedule an appointment, please call (253) 692-5811 or stop by SHS at the Laborer's Hall on Market Street.

Counseling Center (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.

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

Campus safety information – In the space below, you will find some helpful information about the university’s guidelines for safety. If something is unclear, please ask for clarification. Please also visit this link for more campus-related information – www.tacoma.uw.edu/administrative-services/campus-safety

Escort service – Safety escorts are available Monday to Thursday 6:00a.m. to 11p.m. and Friday 6:00a.m. to 10p.m. They can be reached either by dialing 253-692-4416, or by dialing #300 on a campus phone. These escorts are a free service to the students, but please be aware that our campus security officers cannot leave the UWT campus boundaries (between S. 17th and S. 21st Streets and Pacific and Tacoma Avenues).

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 an "official," the web or an e-mail.

In case of an earthquake – DROP, COVER, and HOLD. Once the shaking stops, take your valuables and carefully 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 such as an "official," the web, or an e-mail.

Inclement weather – Call (253) 383-INFO to determine whether campus operations have been suspended. You should also check your e-mail since the instructor will send you an update about whether he is holding class on that day. 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.

Provisional schedule of readings and assignment due dates –

* This syllabus is subject to change, and any modifications will be announced in class.

week	date	activities and readings	assignment/homework
1	Wednesday 9/25	An overview: The syllabus, readings, self-introductions, and introducing the humanities: we will study Li-Young Lee’s poem about family (This poem is posted on E-reserves)	Read over the entire syllabus; consider the discussion questions
2	Monday 9/30	<i>Activity</i> – We will discuss interpretative strategies such as semiotics; <i>Read</i> the poems by Linda Pastan and Marilyn Nelson (from E-reserves)	Take notes in order to prepare for the discussion of the questions
	Wednesday 10/2	<i>Read</i> – Susan C. Bartoletti’s story “Rice Pudding Days” and <i>Read</i> – Fiese and Howell’s essay (from E-reserves)	First paragraph due (10 points); Discussion questions
3	Monday 10/7	<i>Read</i> – Dr. Evan Imber-Black’s essay and Dr. Anita E. Kelly’s essay (from E-reserves)	Discussion questions

3	Wednesday 10/9	<i>Read</i> – Ford’s story “Great Falls” and Somers’ story “Keeping Secrets” (from E-reserves)	First essay due (100 points); Discussion questions
4	Monday 10/14	<i>Read</i> – Simmons’s novel <i>The Bird House</i> (Pages 1 to 59)	Discussion questions
	Wednesday 10/16	<i>Read</i> – Simmons’s novel <i>The Bird House</i> (Pages 61 to 164)	Discussion questions
5	Monday 10/21	<i>Read</i> – Simmons’s novel <i>The Bird House</i> (Pages 165 to 272); Review for exam	Discussion questions
	Wednesday 10/23	<i>Activity</i> – First in-class exam (You will have most of class’s session for the exam)	In-class exam (200 points)
6	Monday 10/28	<i>Read</i> – Ng’s novel <i>Bone</i> (Pages 1-51)	Discussion questions
	Wednesday 10/30	<i>Read</i> – Ng’s novel <i>Bone</i> (Pages 52-152)	Discussion questions
7	Monday 11/4	<i>Read</i> – Ng’s novel <i>Bone</i> (Pages 153-191) and Julie Sze’s essay (from E-reserves)	Discussion questions
	Wednesday 11/6	<i>Activity</i> – Watch and discuss Sarah Polley’s documentary film <i>Stories We Tell</i>	A worksheet will be provided for this film
8	Monday 11/11	Veterans Day: No class meeting today	Work on your proposal for the next class
	Wednesday 11/13	<i>Activity</i> – Watch and discuss Sarah Polley’s documentary film <i>Stories We Tell</i>	Proposal due for 2nd writing assignment (50 points)
9	Monday 11/18	<i>Activity</i> – Finish discussion of <i>Stories We Tell</i> , Read the film review by Mayer (from E-reserves); Review for the exam	A worksheet will be provided for this film

9	Wednesday 11/20	<i>Activity</i> – Do the 2 nd in-class exam (You will have the majority of the class for the exam)	In-class exam (200 points)
10	Monday 11/25	<i>Activities</i> – Watch the television program <i>Hoarding: Buried Alive</i> in class and discuss it; Begin the presentations (a worksheet will be given out for the television program)	The presentations begin (50 points)
	Wednesday 11/27	<i>Activities</i> – Finish discussing <i>Hoarding</i> in class and compare it to prior texts; Continue the student presentations	Presentations in class and worksheet questions
11	Monday 12/2	<i>Activities</i> – Watch the television program <i>Amish: Out of Order</i> in class and discuss the show; Continue the student presentations	Presentations in class and worksheet questions
	Wednesday 12/4	<i>Activities</i> – Finish discussing the <i>Amish</i> program in class and compare it to prior texts; conclude the student presentations	Presentations in class and worksheet questions
Finals Week	Final exam day: T.B.A.	<i>Activity</i> – Turn in the second writing assignment via Canvas; Your essay’s file should be formatted as .doc or .docx	Second writing assignment due by 6p.m. of the exam day (200 points)
	Thursday 12/12	<i>Activity</i> – Complete the online survey about the course by Thursday night (on Canvas)	Go to the quizzes tab on Canvas to complete the online survey

Suggestion: As you start this quarter, think about our class as both a chance to learn about literature and as an opportunity to meet the university’s community. It can be helpful to talk with other students because you might want to compare notes or study together. Please introduce yourself to your fellow classmates and strike up a conversation. Meeting your fellow students now could help you in the future.