

TCORE 104 E-SLN 21332

Introduction to Humanities/ Voice and Visibility: Changing Worlds with the Arts (VLPA)

Tues. & Thurs. 1:30-3:35 WCG 103

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Mailbox Messages can be left in my box in the IAS office, WCG, Room 424

Office Hours: GWP 415

Tuesdays 3:45-4:45 (unless otherwise notified); extended hours for individual writing conferences TBA

Academic Advisor - TBA this is important!

Peer Advisor - TBA this is important!

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 MAGAZINE

Course Description:

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 examine different 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 consider how literary and visual art pieces created by writers and artists from different countries speak to critical issues of the day, particularly to issues of war, forced migration 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;
- Learning to evaluate writing styles and coming to understand what craft elements are used by a variety of writers and poets

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'll 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 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-Diversity-Civic Engagement; 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 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-Diversity-Civic Engagement; 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-Diversity-Civic Engagement)
- Engage in research for learning about how the arts can impact social change; (Communication/Self Expression, Global Perspective-Diversity-Civic Engagement, Inquiry and Critical Thinking)
- Demonstrate the ability to situate themselves in relation to a broader human context (Communication/Self Expression, Global Perspective-Diversity, Inquiry and Critical Thinking)
- Demonstrate their ability to both reflect on and analyze a text or artifact by applying a framework and a vocabulary specific to a variety of artistic disciplines (Communication/Self Expression, Global Perspective-Diversity, Inquiry and Critical Thinking)

Required Texts, Readings and Materials:

Goldman, Paula, editor. *Imagining Ourselves: Global Voices from a New Generation of Women*. Novato, CA: New World Library, 2006.

Powers, J.L., editor. *That Mad Game: Growing Up in a Warzone—An Anthology of Essays from Around the Globe*. El Paso, TX: Cinco Puntos Press, 2012

Also Required

- Articles and Course Materials Distributed in Class, **Dated and kept in sequence in a folder designated just for this class**
- Peer Review Writing Conferences
- Scheduled Writing Conference with Instructor
- Possible Course Fees for a Field Trip TBA

You are required to bring your class notebook, journal & folder to every class session.

Grading

- Class participation including peer review, in-class writing and discussions, and reading discussions 15%
- Weekly homework assignments 15%
- In Class Short Answer Poetry Quiz-10%-October 24
- In Class Reading Response Quiz-15%-November 21
- Midterm Personal Essay-20%
- Final Research and Art Project and Presentation - 20%

POLICIES

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

You are expected to fully engage in all aspects of the writing process including revision, editing, proof-reading, peer review and presentation of your written work. Your written work will include a personal narrative essay for the Midterm, a final paper with mixed genre writing and on-going narrative, descriptive, and creative writing throughout the quarter. As you read the assignments you will be asked to reflect on the writing style, the content, and purpose of each piece and to approach it with critical questions that will generate lively class discussions.

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/>

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. My belief is that the classroom is no place for cell phones, texting, on-line shopping, social media, etc. Your phone is not visible during any class session.

This also extends to the use of laptops; they will only be in use at designated times for in-class research & information gathering.

Attendance

You are expected to fully participate in each class session. If you will be late or absent it is advised that you give 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.

E-mail: You are required to use the University of Washington's email for all school related business. I will not check my UWT email from Friday evenings to Monday morning at 8AM. If I receive an e-mail from you after 9PM on a week night, I won't respond until the following morning. Thanks for noting this! For information regarding the email policies for UWT please visit the following website: http://www.tacoma.washington.edu/policies_procedures/E-mail_Policy.pdf

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>

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/>

COURSE SCHEDULE - TCORE 104 E

PART 1: Self and Other, Identity, Relationships and Communities

ALL READING & HOMEWORK ASSIGNMENTS ARE DUE AT THE BEGINNING OF CLASS ON THE DATES LISTED ON THE SYLLABUS

Class Introduction:

Thurs. Sept. 26

Intro to Class Content

For Tuesday: written homework assignment

-Read in *Imagining Ourselves*:

Intro to and the first short section pp.19-31

-Read p. 38 "Personal Jihad: The Struggle Within" and p. 75

"Autobiography at 25" read this poem once silently and once OUT LOUD!

Be prepared to discuss the reading

Week One:

Tues. Oct. 1

Written homework assignment due, bring *Imagining Ourselves* to class

-Create your draft autobiographical poem (typed)

Thurs. Oct. 3

TWO COPIES of your draft autobiographical poem due-one with your name the other with NO NAME

-Read *Imagining Ourselves*, pp. 62-68 and pp. 78-80. Write two questions you want to discuss with a small group (typed with your name)

-Read the handout on poetry-read carefully and begin to prepare for your in-class quiz on the reading on Thurs. Oct. 24

-Write your draft "I Was Raised By" poem (typed)

Week Two:

Tues. Oct. 8

Draft of "I Was Raised By" Two copies of your poem are due, typed, one with your name, the other with your pseudonym

Bring *Imagining Ourselves* and your typed questions to class

-Revise your Autobiographical poem and add visual image(s)

-Read each handout and the guidelines on writing a personal essay

Thurs. Oct. 10

Discussion questions from reading assignment in *Imagining Ourselves* due

Revised Autobiographical Poem due

-Read "Imagine Freedom," in *Imagining Ourselves*, pp. 219-220

-Read "Ways of the Khmer Rouge," in *That Mad Game*, pp. 103-120, "

- Look up further information about Pol Pot's Khmer Rouge Regime and the Khmer Rouge, and write a paragraph of information including dates and a brief overview of what occurred. Cite your source(s). (typed with your name)

-Write three questions you want to discuss with a small group (typed with your name)

-Revise your "I Was Raised By" poem and add visual image(s)

-Choose your main topic, narrative voice and working title for your Midterm Essay, create an outline for the beginning middle and end

Week Three:

Tues. Oct. 15-**Midterm Essay Outline due (see above)**

"I Was Raised By Poem Due (your name)

Paragraph and three discussion questions from Thursdays assignment due, typed with your name

-Read handouts about graffiti and resistance

-Read handouts on poetry, write a draft "For My People" poem. Two copies one with your name, one with our pseudonym

Thurs. Oct. 17-Café Observation day!

Hand in your poem drafts from Tuesday's assignment

-Peruse *Imagining Ourselves*, choose one artist who is not from the U.S. who inspires you, provokes you, annoys you, or engages you personally in some way. Look up the country of origin and write answers to the questions on the handout. (typed with your name on it)

-"Wordsmith and craft your café observations, type with your name on it

Week Four:

Tues. Oct. 22-**DRAFT of your Midterm Essay Due!**

Café Observation due; assignment from *Imagining Ourselves* due

-Read the six poems in the handout, choose two of them as your mentor poems. Follow the instructions for creating an original poem by using your choices as a springboard for writing. One copy of your draft with your name on it is due on Thurs.

Thurs. Oct. 24-**In class poetry quiz**

Draft poem from Tuesday's assignment is due

-Work on your Midterm Essay

PART 2: A Lens on the Larger World-Eyes Wide Open

For the distribution of thoughts among people, be they from the same society or from different ones, the written word continues to be a prominent means. To suppress that freedom damages not only democracy and the well-being of individuals, but also the mutual trust and understanding between peoples. ~from the Eva Tas Foundation

Week Five:

Tues. Oct. 29- Midterm Essay Due

-Read the intro to *That Mad Game*-Note references and terms you did not know; look up and note (typed) the information you have discovered
That Mad Game

-Read pp. 65-74 "Across the River" Bring the book to class on Thursday!

Thurs. Oct. 31-Final Project Guidelines Distributed

Hand in your paragraph of what you noted and looked up from the intro to *That Mad Game*

-Read the handout from *When Elephants Fight* and bring it to class on Tuesday

-Write a brief paragraph about your previous knowledge of this situation before reading the overview of background and your understanding from the reading along with three questions for classroom discussion related to "Across the River" and to the reading from *When Elephants Fight*.

Week Six:

Tues. Nov. 5

Hand in your paragraph and three discussion questions from the above assignment

-Read *That Mad Game*—pp. 121-130 "My War and His War"

-Read handout on background of the conflict between Israel and Palestine

-Write a paragraph about your previous knowledge of the situation in the Middle East as mentioned in this piece. Also write a paragraph expressing your personal response to this piece.

Thurs. Nov. 7

Hand in your paragraphs from the above assignment

-Persona Poetry assignment from readings in *That Mad Game* –two typed copies of your draft, one with your name, one with your pseudonym

-Read *That Mad Game*—"Statistical Life, pp173-178 and "A Separate Escape: The Chin of Burma & the Unaccompanied Refugee Minor Program," pp.199-214

-Write a paragraph in which you address whether or not reading about Burma is new information for you and discuss why you agree or disagree that it is important to read narrative accounts of this nature.

Week Seven:

Tues. Nov. 12 Due Date for Topic, Artist(s) and Outline for Final Project – Possible Field Trip or Guest Speaker

Hand in your paragraph from Thursday's assignment

- Read in *That Mad Game*—pp. 131-143 "Our America"
- Read the handouts on the Executive Order 9066: Resulting in the Relocation of Japanese (1942) and write a paragraph about your previous knowledge of this situation or any personal connections you have to it. Write three classroom discussion questions about the piece, typed with your name and date. (this assignment is subject to change depending on the field trip or guest speaker)

Thurs. Nov. 14

Hand in your paragraph and discussion questions from Tuesday's assignment

- Read in *That Mad Game*— pp. 163- 172 "Half a Continent, Step by Step;" pp. 179-188 "The Light of Gandhi's Lamp"
- Arts / Poetry assignment connected with the reading and possible guest speaker TBA

Week Eight: WRITING CONFERENCE WEEK-SCHEDULE TBA

Tues. Nov. 19

Hand in arts/poetry assignment from Thursday

- Read excerpt from Ishmael Beah, a former child soldier from Serra Leone, now a human rights activist and college graduate
- Practice-write a critical arts-based review

Thurs. Nov. 21-In Class Reading Response Quiz

Hand in writing assignment from Tuesday

- Read handout on resistance art and graffiti from Banksy and others
- Practice-write a persuasive and descriptive piece about a poet or artist we will have studied

Week Nine:

Tues. Nov. 26

Hand in your piece about an artist or poet

- Work on your Final Project!

Thurs. Nov. 28 THANKSGIVING

Week Ten- Final Project—Increasing Your Global Awareness through Art, Imagination and Research – Detailed Guidelines forthcoming the week of Oct. 8; considering the details will be part of post Midterm writing conference

Tues. Dec. 3-Final Project Presentations

Thurs. Dec. 5 – Final Project Presentations-Final Papers Due

Final Exam Week for UWT—No final is scheduled for this class!

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/>)

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

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/

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.

