

**Course
Information
TCORE 123 sec. E
(March 31 – June 6, 2014)**

Class Time and Location	Tuesday, 1:30 p.m. – 3:35 p.m. Joy 105	Thursday, 1:30 p.m. – 3:35 p.m. Joy 105
Office Hours (also by appointment)	Tuesday, 3:45 p.m. – 4:45 p.m. KEY 202	Thursday, 3:45 p.m. – 4:45 p.m. KEY 202
Contact	Brownm34@uw.edu	Msg. (425) 635-8252

Instructor: Michael Serizawa Brown, Ph.D., J.D.
Librarian: Chelsea Nesvig
Academic Adviser: TBA

Course Description:

This course looks at representations of the American West. We will watch movies depicting the West and the women and men who made its history. We will examine whether the stereotypes of the people who played a role in the “taming” of the West – whites, Indians, African Americans, Hispanics, and Asians – were accurate either in their time or in ours.

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.

Learning Objectives:

In this course, you will learn to:

- Define the social sciences as an academic discipline.
- Collect, evaluate, and analyze information and resources to solve problems or answer questions.

- Make meaningful connections among assignments and readings in order to develop a sense of the "big picture."
- Self-assess personal strengths (personal, academic, social) and how they can help overcome weaknesses.
- Identify, analyze, and summarize/represent the key elements of a text.
- Enter/place themselves into an existing dialogue (intellectual, political, etc.)
- Express ideas clearly in writing and speaking in order to synthesize and evaluate information before presenting it.
- Understand events and processes as "disciplinarily" situated.
- Interact with concepts, ideas, and processes related to the interdependences between personal, local, and global relationships.
- Think outside of cultural norms and values, including their own perspectives, to critically engage the larger world.
- Interact with concepts, ideas, and processes related to civic engagement.

Required Texts and Materials:

- 1) Readings on Canvas
- 2) Access to internet (WCG 108, computer lab)
- 3) Research Project documents (will be available on Canvas by Week 2)

Course Requirements:

Syllabus and	
Course Website Quiz	15 points
Research Project:	125 points
Journal	100 points
Journal Checks	2 points/day
Field Trip Paper	25 points
Mid-term exam:	50 points
Final exam:	50 points
Participation:	Please see policies below under "Participation" and "Academic Dishonesty and Plagiarism" (below).

Grading Scale:

A 94-100; A- 91-93; B+ 88-90; B 84-87; B- 81-83; C+ 80; C 75-79; C- 72-74; D+72; D 60-71; F 0-59. Final grades will be converted into decimals according to UWT's standardized decimal grading rubric.

Grades are not negotiable. However I may sympathize with the plight of individual students, the numbers fall where they fall, period. The only one with direct control over what grades appear in the grade sheet is the student, no one else. If you want a specific grade, then it is your responsibility, no one else's, to get your numbers to that level.

Syllabus and Course Website Quiz (15 points):

There will be a multiple choice quiz based on your understanding of the syllabus and the Canvas website for this class (15 points).

Research Project (125 points):

The Research Project consists of several parts: 1) topic proposal (5 points) 2) annotated bibliography (25 points) 3) oral presentation (20 points) and 4) written presentation (50 points). The culmination of the project is the written presentation; however, you need not write an actual research paper.

You must do 1) an oral presentation (5-10 minutes long) and 2) a written presentation pertaining to depictions of the American West. Guidelines on the Research Project will be available on Canvas. Although it is not required, I strongly recommend that you speak to me about your choice of topic before you start doing research in order to make sure that your topic ties into course materials; the informal topic proposal is due in **Week 3**.

Both the written presentation (40 points) and the oral presentation (10 points) are due in **Week 7**.

If you 1) do not sign up for an oral presentation or 2) do not sign up for it at all, there will be no opportunity to make it up; the schedule will be too tight to allow makeups. If you are not in class when we do signups for the oral presentation, there is no makeup. Even if you do not do the oral presentation, however, you can still get full credit for the written presentation if you otherwise abide by course policies.

Specific requirements for the presentation of your written research will be distributed. Students *who have submitted the written presentation in Week 7* may submit a revision for a possible higher grade in **Week 10**.

Journal (100 points):

The Journal consists mainly of keeping yourself organized. The Journal consists of separate sections: 1) all lecture notes 2) all class discussion/activity notes 3) all film notes 4) all presentation notes 5) all returned, graded work and 6) reflections in a 3-ring binder.

The first 5 parts are things you should be doing anyway; you do not have to do anything beyond attending class and keeping track of everything you have done. The 6th part, the reflections, requires that you react twice a week in a free-form, subjective manner, upon what we are studying that week.

A strong reflection entry is between 1/3 and 1 page in length (typed or handwritten). The entry is not simply a log of what we have done; instead, it is your subjective reaction, i.e., what you think about the topic we have studied for that week.

The grading criteria for the journal are: 1) complete set of all 6 of the foregoing parts 2) clear organization of each of the 6 parts and 3) quality and depth of effort. Everything must have a date. If there is no date, the entry will not receive credit.

Do not lose your journal! If you lose it (lost or stolen) and cannot submit it, you will get a 0 and lose 100 points outright! The Journal is due when you walk in for the final exam before you begin your exam. If you submit it at any point after you have begun the final exam, it will be counted as being late.

Journal Check-ins (0-2 points/day):

Starting on Tuesday of Week 2, at the beginning of each class, students will show their two reflections for the week (except for weeks with exams, etc.) to the instructor for possible credit (0

for inadequate effort; up to 2 points for satisfactory effort). If you come to class after 1:30 p.m., you will lose 50-100% credit for that day's Journal check. The only permissible exceptions are for "emergencies."

Field Trip:

There will be a paper based on a field trip to the Washington State History Museum (25 points). Instructions will be on Canvas

Exams:

There will be a mid-term exam and a final exam. Each exam will consist of a multiple choice section and an essay section and will be worth 50 points.

Participation (variable):

"Participation" assumes that you will attend class on a daily basis and that you fully contribute to all class sessions. It also includes being ready to discuss all assigned readings, things that you will be doing on an ongoing basis anyway throughout the term.

"Participation" consists of point deductions for conduct that detracts from the classroom learning environment and/or from academic integrity. Points may be deducted from individual students with or without notice. At no time is any student to assume that conduct that is disruptive in any public setting will be acceptable in this classroom. By enrolling and remaining in this course, the student understands and accepts that whether conduct is "disruptive," thus warranting point deductions, is up to the sole discretion of the instructor; and the instructor may, with or without notice, deduct points for disruptive conduct at any time. Examples of disruptive conduct include side conversations, use of electronic devices for non-academic purposes, and walking in and out of the classroom without prior approval. The foregoing is not an exhaustive list, and if anyone is unsure about what is permissible, she should ask first. in order to avoid losing points unnecessarily.

Late work:

Please see: <http://www.tacoma.washington.edu/enrollmentservices/grading.cfm>.

Please also note the following:

Unless I indicate otherwise, all assignments are due no later than class time. At any point thereafter, there is a minimum one grade deduction. There is also a one grade deduction for each calendar day that an assignment is late. Example: A student turns in an assignment on Thursday even though the due date was Tuesday. It is two calendar days late. The assignment, which would otherwise have received an "A," becomes a "C" after two letter grade deductions for being late two calendar days. If she turns it in on Friday, it is three days late and the grade becomes a "D or an "F" (although a grade of an F may result, depending on whether it is a *good faith* effort, it may still receive some *nominal* credit at my sole discretion).

Late Enrollment, Absences, and Mixups Generally:

Enrolling in class late (e.g., after the beginning of the term, etc.) will not excuse any policies here or elsewhere in the syllabus.

Absence from class when any guidelines and/or policies, written or oral, are disseminated does not excuse non-compliance, and all policies will still apply. It is the student's responsibility, if they miss class, to check with the instructor in order to ensure that they have all current policies and instructions.

Any and all mixups are the student's responsibility, as are any deductions from/penalties upon the grade.

Makeups, General Policies:

You may make arrangements for, or take, a makeup, ***only if you have an emergency***. An "emergency" consists of death or physical incapacitation (including documented work-related matters or court proceedings). Any supporting documentation must be in writing on letterhead paper or other official document from an official source, e.g., doctor, official, college personnel, legal guardian, or parent; and it must have the preparer's signature and current contact information. This written letter of excuse must accompany your emailed request, with proof of written approval from me, to take the makeup under applicable guidelines in this syllabus, and it must pertain specifically to the dates of the missing assignment. Even if you otherwise comply with these requirements, if you make the foregoing arrangements but then do not make it up at the arranged date/time, you will get a 0 on the assignment with no additional opportunities for makeup.

Under no circumstances whatsoever may a student take a mid-term exam makeup any later than **14 calendar days** from the regular mid-term exam date.

In no event will any makeup, revision, or related materials be accepted after Thursday of **Week 10**.

Notwithstanding any provision in this section or elsewhere, I reserve sole discretion in all related matters, and the student is not to presume that compliance guarantees approval and/or credit for a makeup.

Incompletes/No Grade:

There is no eligibility for a grade of Incomplete or No Grade unless the student has finished at least 90% of all course work at the time that she makes the request. The request must be in writing and have the student's name, course name/number, and a detailed explanation concerning why she will not be able to finish the remaining work. The student must make the request no later than the last class meeting in **Week 10**. The instructor retains sole discretion, however, and will grant requests only on a case-by-case basis and with appropriate documentation.

There must be a legitimate medical or family emergency before the instructor will grant a request for an Incomplete. However, there must be ample, written, documented proof of the emergency. The student must attach the documentation to his written request for the Incomplete (see the section above about acceptable documentation for makeup requests). All supporting documentation must pertain to the period of the emergency.

Writing Requirements:

Please see all requirements on Research Project and book review (below and on Canvas).

Please also note the following:

I will grade you on grammar, punctuation, spelling, and all other aspects of writing in any written assignment. If you have problems with writing, I strongly recommend that you explore various means for correcting them. One handy reference tool for catching the most common problems in writing is Diana Hacker's *A Writer's Reference*.

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. We are here to assist you in achieving your goals and provide math/quantitative, writing, science, and other tutoring services.

Please see: <http://www.tacoma.washington.edu/tlc/>

Academic Standards/Plagiarism:

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.

For more information, please refer to the Academic Honesty: Cheating and Plagiarism document prepared by the Committee on Academic Conduct in the College of Arts and Sciences, UW Seattle: <http://depts.washington.edu/grading/issue1/honesty.htm>

Library:

The UWT Library provides resources and services to support students at all levels of expertise. We guide students through the research process, helping them learn how to develop effective research strategies and find and evaluate appropriate resources. For more information about the Library and its services, see: <http://www.tacoma.washington.edu/library>.

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 activities when class is in session.

E-mail Policy:

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

In addition, this instructor implements the following guidelines:

It is critical that you include in the subject line of all emails you send to me 1) an identification of both the class and the matter to which the note pertains (example: NOT “question”; BUT “TCORE, presentation,” etc.). Not knowing what it is about or what information it contains will only cause me – as well as you – delays. Also, if you do not receive a reply from me within 24 hours (longer on weekends/holidays), it could mean that, for whatever reason, I did not receive your email. In this case, please feel free to send the same note to me again to make sure that I am aware that you are trying to contact me. Strict adherence to these guidelines is critical, as I often receive dozens of emails in a single day, and your email will easily become invisible if you do not identify it according to these rules. You are responsible for confirming receipt of any email. Consequences for any glitches resulting from not following these or any other instructions are your responsibility.

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 the web page below for a complete description of services.

Please see: http://www.tacoma.washington.edu/studentaffairs/SHW/dss_about.cfm

Campus Safety Information:

Please see: http://www.tacoma.washington.edu/safety/emergency/Emergency_plan.pdf

Escort Service:

Safety Escorts are available Monday - Thursday 5:00pm - 10:30pm. They can be reached either through the duty officer or by dialing #300 from a campus phone.

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. Do not return to the building until you have received an all clear from somebody "official," the web, or email.

Inclement Weather:

Call (253) 383-INFO to determine whether campus operations have been suspended. If not, but driving conditions remain problematic, call the professor's office number. 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.

Canvas:

All relevant course documents (does not include Powerpoints, lectures, etc.) will be available on Canvas. Make sure you have access to Canvas by the end of Week 1.

Technical problems:

Technical problems – including computer-related, printer-related, etc. – do not excuse late submissions. If you are experiencing technical difficulties, the resource to consult is the Help Desk or other formal sources dedicated to dealing with such issues.

Keeping Track of Your Work:

You must save all of your work and keep track of it for your own records. Failure to do so may result in losing points for lost work, and students understand that they bear all responsibility for failing to abide by this, as well as any/all other course policies. The instructor will always bring an updated grade sheet to class; please check with the instructor to find out what your standing is on a regular basis.

COURSE SCHEDULE

Week	Date	Topic	Readings To be completed BEFORE class	Graded Assessments
1	Tuesday, April 1	INTRODUCTION Film	Readings on Canvas (for this week only, may be completed any time this week)	
	Thursday, April 3	Misconceptions about the West		
2	Tuesday, April 8	The First Pioneers	Readings on Canvas	
	Thursday, April 10	The First Pioneers		Quiz on syllabus and Canvas website
3	Tuesday, April 15	The First European Pioneers	Readings on Canvas	
	Thursday, April 17	The First European Pioneers		DUE: Research Project 1) Topic Proposal and Annotated Bibliography
4	Tuesday, April 22	African American Pioneers	Readings on Canvas	
	Thursday, April 24	African American Pioneers		
5	Tuesday, April 29	Gender, class, and inter- and intra-ethnic relations in the West	Readings on Canvas	
	Thursday, May 1	MID-TERM EXAM (no books, no notes)		
6	Tuesday, May 6	Filipino Pioneers	Readings on Canvas	

	Thursday, May 8	Filipino Pioneers		
7	Tuesday, May 13	Japanese Pioneers	Readings on Canvas	
	Thursday, May 15	Japanese Pioneers		DUE: Field Trip paper
8	Tuesday, May 20	Chinese Pioneers	Readings on Canvas	
	Thursday, May 22	Chinese Pioneers		
9	Tuesday, May 27	Latino Pioneers	Readings on Canvas	
	Thursday, May 29	Latino Pioneers		
10	Tuesday, June 3	Modern Visions of the West		DUE: 1) oral presentation and 2) written presentation
	Thursday, June 5	FINAL EXAM (no books, no notes) Exam room: TBA		Final exam review

*This syllabus represents the proposed plan for this term. However, there may be changes according to unexpected circumstances, and students are responsible for inquiring about any updates in the event of their absence from class when any changes are announced. Absence from class will not excuse compliance with any course requirements, changes, etc.

** Failure to read, understand, and/or to clarify any dissemination of course information will not excuse and/or waive enforcement of course and/or University policies.

***Continuing enrollment in this course constitutes understanding of and agreement to abide by these, as well as all other, course and/or University policies.