

## UW TACOMA CORE LEARNING COMMUNITY: COHORT 2

### AUTUMN: INTRODUCTION TO ACADEMIC WRITING (TCORE 101 may be taken in autumn or winter)

Faculty (quarter)	Course Title and Description
<p><b>LeAnne Laux-Bachand</b> TCORE 101D M/W 10:20-12:25 (autumn)</p>	<p><b>Title: Creating Impact after the Impact: Writing in Response to National Disasters</b>  <b>Description:</b> How do people respond in writing, image, and sound to major events such as 9/11, Hurricane Katrina, or the recent Boston bombings? What makes something an “event” that seems to call for a response, and what kinds of texts do people create soon after it happens compared with years later? As we grapple with these and other questions, we’ll look at a variety of texts, from essays and television episodes to songs and commercials, and we’ll build our academic reading and writing abilities as we respond to such events ourselves.</p>
<p><b>Alison Cardinal</b> TCORE 101E T/TH 8:00-10:20 (autumn)</p>	<p><b>Title: Are Words Mightier than Swords?: Examining Power and Persuasion</b>  <b>Description:</b> In this writing course, we will learn how to write academic arguments by analyzing pivotal moments where speeches changed the course of history and analyze what made those speeches so effective in that historical moment. We will also examine how certain people groups have been silenced or undervalued because their use of language runs counter to those in power. We will write about these important moments in language and also make our own attempts to change the world with words.</p>
<p><b>Caitlin Carle</b> TCORE 101F T/TH 1:30-3:35 (autumn)</p>	<p><b>Title: ‘I’m Batman’: Intersections of Pop Culture and Identity</b>  <b>Description:</b> As consumers of popular culture, most of us are guilty of defending our favorite TV shows long after they’ve been cancelled, arguing about the likability of a hero in a film, or even debating the merit of trash TV. In an era where you can take Facebook quizzes to determine which super hero or Sex and the City character you most resemble, it is important to question why our relationship with such cultural texts matters. This course will interrogate the relationship between popular culture, representations of identity, and its consumers. We will examine texts ranging from YouTube memes to award-winning television shows in order to question how and why these texts create meaning for viewers. By writing about texts that we may not easily consider “academic,” we will practice skills of interpretation and reflection in order to ask “Why do these texts matter to us?”</p>

### WINTER TCORE 101 OPTIONS ON THE NEXT PAGE

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### WINTER: INTRODUCTION TO ACADEMIC WRITING (TCORE 101 may be taken in autumn or winter)

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<p><b>Alison Walker Stromdahl</b> TCORE 101D T/TH 8:00-10:20 (winter)</p>	<p><b>Title: Well-Crafted Life Lessons: Tales, Nursery Rhymes, and Proverbs</b>  <b>Description:</b> Freindrich Von Shiller argues, "Deeper meaning resides in the fairy tales told to me in my childhood than in the truth that is taught by life." Over the course of our lives, we are continually taught lessons in the form of norms, traditions, regulations, and rituals. Often, we are taught these lessons through entertaining, alluring, and fanciful tales, nursery rhymes, and proverbs: "The 3 Little Pigs," "Hansel and Gretel," "Humpty Dumpty," "Mary Had a Little Lamb," "A Spoon Full of Sugar Makes the Medicine Go Down," "Be Careful What You Wish For." While these deceptively simplistic forms of writing are great fun to read, listen to, and recite, they are, in fact, an intricate layering of rhetorical, literary, and social devices that both seek to reflect and manipulate history, culture, time, gender, race, sex, and socio-economic factors. Through our investigation and interrogation of these texts, we will come to a better understanding of these consciously crafted works, works written by individuals attempting to permeate the minds and influence the lives of audiences through the careful unfolding of lessons.</p>
<p><b>Nicole Blair</b> TCORE 101E T/TH 10:20-12:25 (winter)</p>	<p><b>Title: Change the World: The Hero in the 21st Century</b>  <b>Description:</b> In this course, students will study the academic side of the hero cycle (mythology), and then apply those principles to volunteering in the Tacoma community. Along with writing on particular topics related to this theme, they will do research about the issue of volunteerism and civic responsibility in conjunction with the particular project they pick, such as working with the Tacoma Rescue Mission. The goal of the class is to put the academics into action, so that students will understand that what they learn can be applied in the real world.</p>
<p><b>Alison Cardinal</b> TCORE 101F M/W 1:30-3:35 (winter)</p>	<p><b>Title: Are Words Mightier than Swords?: Examining Power and Persuasion</b>  <b>Description:</b> In this writing course, we will learn how to write academic arguments by analyzing pivotal moments where speeches changed the course of history and analyze what made those speeches so effective in that historical moment. We will also examine how certain people groups have been silenced or undervalued because their use of language runs counter to those in power. We will write about these important moments in language and also make our own attempts to change the world with words.</p>

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## UW TACOMA CORE LEARNING COMMUNITY: COHORT 2

### AUTUMN QUARTER: INTRODUCTION TO SOCIAL SCIENCE

Faculty	Course Title and Description
<p><b>Rich Furman</b> TCORE 103A T/TH 8:00-10:20</p>	<p><b>Title: Men and Masculinities in Global America</b>  <b>Description:</b> As with all sections of TCORE 123, this course introduces students to university work by focusing on a core curriculum theme from multiple and interdisciplinary perspectives. Emphasizes learning in the social sciences, including psychology, urban studies, geography, sociology, social welfare, and political science. In this course, we explore the lives of men through the lenses of masculinities studies. It explores the way various social institutions influence and are influenced by masculinities.</p>
<p><b>Shannon Tyman</b> TCORE 103B T/TH 1:30-3:35  TCORE 103C T/TH 10:20-12:25</p>	<p><b>Title: What's on Your Plate? Food Politics &amp; the Alternative Food Movement</b>  <b>Description:</b> From seed to supermarket, cultivation to consumption, the food system is a complex network of multinational corporations, taste preferences, nutrition information, transportation imbroglios, and cross-border ecologies. In this course we will examine the politics of the global food system and the social movements that have arisen in response to corporate, industrial agriculture. We will learn about different approaches to envisioning and developing alternative food systems as well as to identify concrete examples of political and practical strategies for change. Students will gain an understanding of food security, food justice, food democracy, and food sovereignty and leave with conceptual resources to help them assess their own community's food system and participate in informed activism.</p>
<p><b>Jeff Begun</b> TCORE 103D M/W 10:20-12:25</p>	<p><b>Title: Is Making Green Green? The Economy and the Environment</b>  <b>Description:</b> Most countries in the world have enjoyed a great deal of economic growth since World War II, with some countries transitioning from poverty to prosperity in just a few decades. Although life expectancy, consumption of goods of services, and educational levels have all increased in most parts of the world, there has also been a large impact on the environment during the development process. In this class we'll examine the environmental impact of all of this growth and we'll try to answer the all-important question – does economic development help or hurt the environment?</p>
<p><b>Tanya Velasquez</b> TCORE 103E M/W 1:30-3:35</p>	<p><b>Title: Facts and Fictions: What does it means to be First Peoples and First Generation?</b>  <b>Description:</b> 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 regarding Northwest treaty rights and sovereignty. Additionally we learn about individual expressions of agency and empowerment – 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 this complex and important subject.</p>

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### WINTER QUARTER: INTRODUCTION TO HUMANITIES

Faculty	Course Title and Description
<p><b>Ingrid Walker</b> TCORE 114A T/TH 8:00-10:05</p> <p>TCORE 114B T/TH 10:20-12:25</p>	<p><b>Title: The King of Pop: Reading Michael Jackson</b>  <b>Description:</b> Michael Jackson was one of the most recognized and celebrated global icons and entertainers in the world. This course explores why by examining his work and its popular culture context: Jackson the boy and the man; his artistic and cultural influences and his impact and legacy; and the corresponding affect his unique celebrity seems to have had on him.</p> <p>As we pose questions through a cultural studies framework, we'll explore aspects of Jackson's identity, artistry, and influence.</p> <p>The course employs Jackson as a springboard to consider broader cultural issues of blackness and whiteness, gender, performing and personae, artistic agency, the power dynamics of the music industry in the 1970's-present, the rise of music video, celebrity, and that white, sequined glove, among many things. Using critical reading and research skills, we'll create focused analyses of Jackson's work and his cultural context. If that's not enough: there's a rumor that there may be a Thriller flash mob for extra credit.</p> <p>This class is an introduction to the Humanities, the study of the human condition. We'll explore aspects of the human experience through our examination of video, music, and lyrics, dance, cultural history, etc. By the end, you'll be conversant in some of the social issues typical of the late 20th and 21st century arts and culture in America and how they resonated across the world.</p>
<p><b>Kim Davenport</b> TCORE 114C T/TH 1:30-3:35</p>	<p><b>Title: Listening Outside the Box: Concert Music in the 21st Century</b>  <b>Description:</b> With only ten weeks to explore the world of "classical music", we will immerse ourselves in a multitude of listening experiences, to include live concert attendance and in-class performances by local musicians. Building on this foundation, we will explore the impact of today's global society on this musical tradition: to what extent have new technologies, increased communication and the ensuing democratization of music impacted the ways in which we relate to "concert music"? Does this music still have relevance in our lives? How have other cultures embraced this tradition, and how has the music of other cultures influenced composition and performance in this genre?</p>
<p><b>Mark Pendas</b> TCORE 114D M/W 8:00-10:05</p> <p>TCORE 114D M/W 10:20-12:25</p>	<p><b>Title: The City in Popular Culture</b>  <b>Description:</b> How we think about cities shapes how we plan, build, and live in cities. But where do our thoughts about cities come from? In many cases they come from our own lived experiences, our daily interactions with the different people, practices, and spaces of the city itself. But mostly our perceptions of urban environments—especially those environments that we do not routinely experience first hand—are shaped by or derived from the various ways that cities are represented in popular culture (film, television, literature, art, music, etc.) and in the news media. Through such representations we learn what different urban places are like, or might be like, or could become; we formulate opinions about "good" places and "bad" places; we make decisions about the places we should visit or avoid, remember or forget; and, perhaps most importantly, we draw conclusions about the people, the lives, and the circumstances both of the places where we live and of the places we may never see.</p>

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SPRING QUARTER: INTRODUCTION TO SCIENCE	
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<p><b>Vanessa Hunt</b> TCORE 122A T/TH 8:00-10:05</p> <p>TCORE 122B T/TH 10:20-12:25</p>	<p><b>Title: Plankton to Porpoises: Organisms of the Puget Sound Waters</b>  <b>Description:</b> In this course, we will focus on the life in our local coastal waters, examining both groups of organisms that have been extensively studied, and those where little is known. We will ask <i>who</i>, <i>where</i>, <i>why</i>, and <i>how</i> as we focus on observation and the generation of meaningful questions in science. As we generate questions through our own observation practice, we will hone our research skills by finding existing answers in the research literature, and evaluating these answers.</p>
<p><b>Julie Masura</b> TCORE 122C T/TH 8:00-10:05</p>	<p><b>Title: Oceans Full of Trash</b>  <b>Description:</b> We will be exploring the North Pacific Garbage Patch, noted to be the size of Texas! This course will include reviewing various types of communications and applying scientific concepts to question the validity of claims made by researchers from around the world.</p>
<p><b>George Mobus</b> TCORE 124D M/W 10:20-12:25</p>	<p><b>Title: Systems Thinking and the Sustainable Community</b>  <b>Description:</b> What does it mean to have a sustainable community? The term 'sustainable' is often invoked to suggest that some particular practice or economic condition will last indefinitely into the future. It is used by environmentalists to describe a state of nature in which, for example, species of plants and animals will be able to thrive in harmony with human economic activities. Unfortunately the term is much overused, and very poorly defined in most of these instances. In this course we will take a critical look at the concept of sustainability from the perspective of qualitative* systems science. A prime example of the application of systems thinking to sustainable living conditions is Permaculture (permanent culture). A permaculture community design starts with the notion of treating the community as an ecological system embedded in a larger system – the rest of the environment. We will explore the ways in which the general principles of systems science are applied to a permaculture community in order to achieve true sustainability. Along the way the student will learn how to use these principles to think about many different kinds of systems in the world.  <i>* Some simple algebra will be required, however.</i></p>

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