

## UW TACOMA CORE LEARNING COMMUNITY: COHORT 3

### AUTUMN, WINTER OR SPRING: INTRODUCTION TO ACADEMIC WRITING

Faculty (quarter)	Course Title and Description
<p><b>Nicole Blair</b> TCORE 101G T/TH 8:00-10:05 (autumn)</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>Caitlin Carle</b> TCORE 101H T/TH 10:20-12:25 (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>
<p><b>Alison Walker Stromdahl</b> TCORE 101I M/W 1:30-3:35 (autumn)</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>

**WINTER AND SPRING TCORE 101 OPTIONS ON THE NEXT PAGE**

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### CONTINUED: AUTUMN, WINTER OR SPRING: INTRODUCTION TO ACADEMIC WRITING

Faculty (quarter)	Course Title and Description
<p><b>Caitlin Carle</b> TCORE 101G M/W 8:00-10:05 (winter)</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>
<p><b>Alison Cardinal</b> TCORE 101H M/W 10:20-12:25 (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>
<p><b>Andrea Modarres</b> TCORE 101I T/TH 1:30-3:35 (winter)</p>	<p><b>Title: Life Writing and Identity: Language and the Creation of the Self</b>  <b>Description:</b> The genre of "life writing" has long included biography, autobiography, and memoir – written by notable characters in history, such as Benjamin Franklin, to more recent popular figures, such as politicians and entertainers. But the definition of life writing has expanded in recent decades, and now includes journals, letters, oral testimony and eyewitness accounts, while at the same time, a move toward public self-reflection is increasingly visible online, where countless individuals share the details of their daily lives on their blogs and garner followers on Twitter. In this course, we will examine life writing in specific contexts, from literacy narratives to accounts of empowerment through language, asking what kinds of issues and challenges lend themselves to this kind of writing. We will study both written and graphic texts, in hard copy and online, in order to explore how writers construct particular identities, analyzing their methods and attempting to understand the popularity of life writing within specific social, cultural, and historical frameworks.</p>
<p><b>Alison Walker Stromdahl</b> TCORE 101I M/W 1:30-3:35 (spring)</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>

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# UW TACOMA CORE LEARNING COMMUNITY: COHORT 3

## AUTUMN QUARTER: INTRODUCTION TO HUMANITIES

Faculty	Course Title and Description
<p><b>Ed Chamberlain</b> TCORE 104A M/W 8:00-10:05</p> <p>TCORE 104B M/W 10:20-12:25</p>	<p><b>Title: Family Secrets &amp; Traditions in Literature</b> <b>Description:</b> In this course, students will consider books and pop culture that reveal the secrets and traditions of families. We will discuss why a secret love (or hidden past) causes family strife by looking at examples from England, the Caribbean and the United States. Students will be asked to study how the private lives of famous families often fascinate readers; for instance, we will explore the ways that magazines, such as People Magazine, talk about superstars and their families.</p>
<p><b>Joanne Clarke Dillman</b> TCORE 104C T/TH 8:00-10:05</p> <p>TCORE 104D T/TH 10:20-12:25</p>	<p><b>Title: From Maus to Mayhem: Introduction to Visual Culture</b> <b>Description:</b> This course will examine visual culture by surveying a number of sites across the visual field. These will include subcultural sites like graphic novels, emergent internet zones like the DIY arenas of Pinterest, YouTube, and Facebook, and more dominant cultural forms like film and television, which will ground our theorizing and discovery. Also, as much as visual culture is about looking at objects, it is also about the alignment of sight with knowledge and knowledge with power, so we will foreground our thinking about looking in the course as well. Students will develop visual critical skills, close reading/analytical skills, and writing skills.</p>
<p><b>Merna Hecht</b> TCORE 104E T/TH 1:30-3:35</p>	<p><b>Title: Voice and Visibility: Changing Worlds with the Arts</b> <b>Description:</b> In this course we will consider the ways in which outspoken, out of the box artists and writers have created projects that have taken a stand against injustice. We will arrive at an understanding of how visual and literary arts projects created by contemporary artists of all ages have had a positive impact on diverse communities around the globe. How we speak out and express ourselves through art and poetry in order to bring voice to those who are often voiceless be it through poetry slams, graffiti and street art, or storytelling will be part of our creative class projects and inquiry.</p>

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## UW TACOMA CORE LEARNING COMMUNITY: COHORT 3

### WINTER QUARTER: INTRODUCTION TO SCIENCE

Faculty	Course Title and Description
<p><b>Erik McDonald</b> TCORE 112A M/W 8:00-10:05</p> <p>TCORE 112B M/W 10:20-12:25</p>	<p><b>Title: Where the water meets the road: Examining the environmental impacts of urbanization on aquatic ecosystems</b></p> <p><b>Description:</b> How do your actions impact the aquatic organisms living in Puget Sound? As the human population continues to climb, more and more people are migrating to urban areas. This in turn imposes greater stresses on adjacent water bodies and other natural resources. This class seeks to explore the growing urban centers around the world and their associated environmental impacts on neighboring aquatic ecosystems. We will also address practices that promote sustainable living in urban areas.</p>
<p style="text-align: center;"><b>Cheryl Greengrove</b> TCORE 112C M/W 1:30-3:35</p>	<p><b>Title: Global Climate Change - What is climate and why do we care?</b></p> <p><b>Description:</b> The main goal of this course is to help us understand the processes that govern climate, what causes it to change, and why it matters. We will engage in the climate debate by reading texts that focus on various aspects of climate change-past, present, and future. This course will use hands-on activities, research, lectures, movies, reading, writing, and peer review to advance students' understanding of global climate change.</p>
<p><b>Linda Dawson</b> TCORE 112D T/TH 10:20-12:25</p>	<p><b>Title: Breaking Earth's Hold: Understanding Flight and Space Travel</b></p> <p><b>Description:</b> This course will explore topics for both flight and space travel. The basics of airplane design will be explored. The focus will then move from flying in air to flying in space. Physical concepts such as gravity and the earth's rotation will be studied in order to propose ways of leaving the earth's atmosphere. The basics of rocket design will be explored. Water rockets will be built and launched. The components of the Space Shuttle and its mission will also be explored. A visit to the Museum of Flight is planned.</p>
<p><b>Alan Fowler</b> TCORE 112E T/TH 1:30-3:35</p>	<p><b>Title: Computer Science Principles</b></p> <p><b>Description:</b> The increasing use of computing in many forms is changing our world in interesting and exciting ways. This course demystifies the central ideas of computing and computer science and engages students in creative problem solving activities. The course also examines social and ethical issues inherent in computing.</p>

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## UW TACOMA CORE LEARNING COMMUNITY: COHORT 3

### SPRING QUARTER: INTRODUCTION TO SOCIAL SCIENCE

Faculty	Course Title and Description
<p><b>Alice Payne</b> TCORE 123A M/W 8:00-10:05</p>	<p><b>Title: Doing Time Together: A Perspective on Prison Life</b>  <b>Description:</b> Let's listen to the voices of those inside our prison walls as we examine the lives of two incarcerated individuals, one male and one female. Both are sentenced to life without parole. Both bring meaning to their families and friends. Both influence others who live with them inside as well as those who enter and leave their world on a daily basis. Together our hearts and minds will be impacted by what we discover.</p>
<p><b>Cynthia Howson</b> TCORE 123B M/W 10:20-12:25</p>	<p><b>Title: Trafficking, corruption, informality and crime: Investigating the illicit global economy</b>  <b>Description:</b> Illicit and illegal flows of goods, services, information, money and even people, cross national borders every day, representing a critical and understudied dimension of the global economy. This course introduces students to the sources of regulation, networks and incentives that drive illicit transactions. Case studies will include smuggled goods, from music and cheese to credit card numbers and human organs, as well as illicit services such as money laundering and counterfeiting. As they investigate the opportunities and challenges these issues present for global governance and economic development, students will gain insight into the contributions and methods of different social science disciplines.</p>
<p><b>Rich Furman</b> TCORE 123D T/TH 8:00-10:05</p>	<p><b>Title: The autoethnographic self: Understanding the social world through narrative reflections</b>  <b>Description:</b> In this course, we explore the social world through autoethnography. Autoethnography is the process of systematically exploring "the self" as a means of investigating culture and various social phenomenon. Students in this class learn to examine the relationship between personal insights and the creation of knowledge, and the paradoxes of objectivity and subjectivity. Students will also explore the relationship between memoir, personal essays, and autoethnographies. Students will work throughout the term on their own autoethnographies and read those of others.</p>
<p><b>Emily Ignacio</b> TCORE 123E T/TH 10:20-12:25</p>	<p><b>Title: From the Harlem Renaissance to Hip Hop: Examining the Interrelationship between Politics, Economics &amp; Art in the U.S.</b>  <b>Description:</b> In this class, we will examine political and economic changes from the 1920s to the present from both a sociological and literary perspective. The class will explore the effects of various political and economic changes on diverse communities primarily within the United States, particularly the connected experiences between people living in the United States and the rest of the world. For instance we will study the move from manufacturing towards globalization, how these economic policies impacted migration between and immigration into urban centers, as well as, the creation and proliferation of predominantly white suburbs.</p>
<p><b>Michael Brown</b> TCORE 123F T/TH 1:30-3:35</p>	<p><b>Title: Cowboys and Cowgirls vs. Stereotypes</b>  <b>Description:</b> 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 ours.</p>

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