

# BIS 313B: Gaming Culture through Critical Let's Plays

Spring 2022 | on campus UW1-110 Tuesdays with optional online Thursdays, 3:30-5:30 PM



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## COURSE INFORMATION

<b>INSTRUC TORS</b>	<p><b>Dr. Mark Chen, Professor</b>   @mcdanger   <a href="mailto:markchen@uw.edu">markchen@uw.edu</a>   mcdanger#6611 <b>Alana, Peer Facilitator</b>   <b>Lauren, Peer Facilitator</b>   <b>Office Hours:</b> by appointment (prob after class) or just email <b>HOW TO EMAIL:</b> 1. write a relevant subject, 2. get our names and titles right, 3. provide context for your email, and 4. sign it with who the heck you are. Also, check the syllabus first.</p>
<b>DESCRIP TION</b>	<p>We live in <b>crazy times</b>. A trash fire, amirite? You have to wonder, why games? Why now? I mean... our lives must have meaning beyond laying down and letting it happen so escaping to games seems irresponsible... Right?</p> <p>Well, as it happens, gaming culture is the perfect microcosm of culture writ large, and any thoughts that you can just escape completely are quickly obliterated once you start examining it in detail. Gaming is a part of our lives in a way that's NOT separate from other lived realities. In fact, to call it not real--to assume that just because you don't examine it critically it's not real--is completely ridiculous. To think that gaming is extra, that it doesn't contain political messages, that representations in them therefore don't matter, that it isn't art, and to feel "why can't we just have our games?" is total BS. And once we start realizing this, a whole bunch of interesting avenues for self reflection and self expression open up. And we can answer: why games? Pretty readily, in fact. Because they are a part of us and we are them. And learning how to make gaming better is not separate from making the world better. Therefore, engaging in gaming now can be a valid form of--not escapism--but engagement with the world. We are gamers, and we don't take life laying down.</p>

This course will help students develop a critical eye to game playing practice and gaming culture. We'll learn how to examine games and their meaning from different academic traditions; we'll engage in that debate and try to elevate our view of gaming to give it the light it deserves. In addition to reading and playing games, **student groups** will create new criticism through one of three mediums:

1. recording and editing a Let's Play video,
2. recording and editing a podcast that they use in conjunction with a visual medium (a text document, webpage, slidedeck, etc.), or
3. writing and designing a magazine article that could include embedded media.

Whichever medium is chosen, the creation should capture the essence of the experience they have for a game of their choosing (video game OR tabletop game OR pretty much any game, really) as seen through the lens of particular academic texts and sociological frameworks. Topics will include diversity and inclusion in games (LGBTQA, disability, fat shaming, hypermasculinity and hypersexualization), developing good play communities and a lusory attitude toward life, and how games are structured to interact with players to build meaning and discover wonder.

Want inspo before we get started? Go read Critical Distance's [This Year in Videogame Blogging!](#)

## LEARNING OBJECTIVES

By the end of this course, students will be able to:

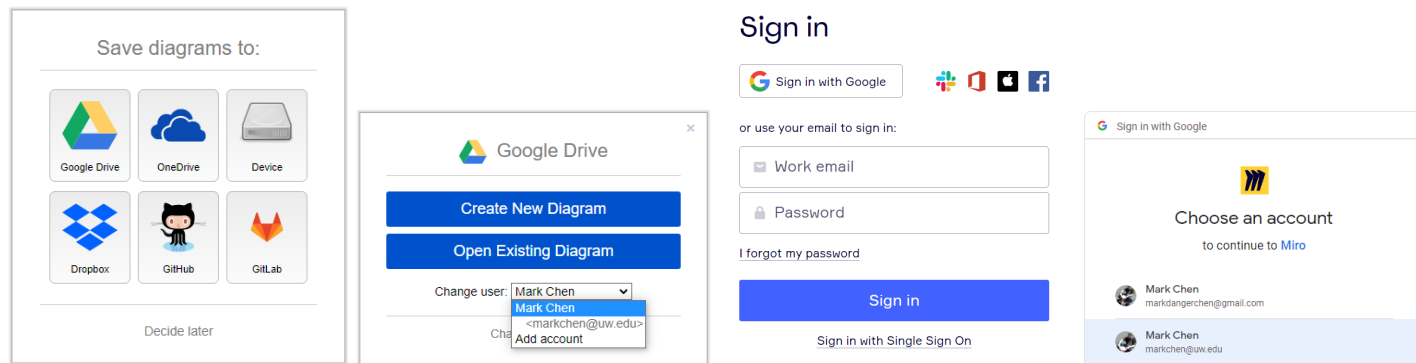
- Understand various scholarly traditions for examining games and gaming practice.
- Create and edit videos or magazine-style articles with critical analysis of gameplay.
- Provide constructive and critical peer review and evaluations through iterative work.
- Engage in the academic discourse around a broad range of gaming controversies and issues in historic and current game studies.
- Collaborate in teams that value diversity and empathy through class projects.
- Create and deliver engaging presentations around scholarly topics.

**Note:** This course is 5 credits. A general guideline for each credit at UW is 2 hours per credit outside of class per week. Therefore this class is meant to take about 10 hours of outside class time per week. The readings and responding to others should take about 5 hours. The remaining time should be spent working on your projects.

This course has a heavy focus on peer learning and group work, devoting much time to projects and student-led presentations, supplemented heavily with online discussions and project work. Success is highly dependent on good participation, agile communication, teamwork, and a willingness to work on new topics quickly and iteratively.

## TECH

- **Google Shared Drive** (most of the assignments and course materials will be here):
- **Canvas** (announcements and grades): Turn on notifications!
- **Slack** (discussion board and group work coordination):
- **Perusall** (reading annotations): <https://perusall.com> Use course code:
- **Zoom** (for optional Thursdays):
- **Trello** or **ClickUp** (not required but highly recommended to manage group work) <https://trello.com/> <https://clickup.com/>
- **draw.io**, **miro.com**, or **storyboardthat.com** (or whatever) (to create flowcharts, diagrams, or storyboards)
  - Choose Save diagrams to Google Drive or Sign in with Google and then use your uw.edu account!



**Note:** This is a course that fully embraces digital media and a connected life. As such, we will be using appropriate tools that will persist and be useful to you outside of UWB. Google Shared Drives should serve as a course archive and be available even after you graduate, and Slack is a business-level discussion platform.

**Also note:** Read these [tips for how to do online teamwork](#) and [how to hold teams accountable](#).

## ASSIGNMENTS AND EXPECTATIONS

*Assignment*

*Deliverables*

*Points*

<p><b><u><a href="#">Presentation of Reading Topic</a></u></b></p> <p>Each week, different groups of about 3 students will present topics from one of the readings. This means covering a <i>brief</i> summary (main thesis and logical argument) <b>PLUS</b> commentary and thoughts and a more comprehensive overview of the topic represented in the reading. Include information and history of the author, show us videos or have us do an in-class activity, and prepare discussion questions, which will be posted to our online discussion.</p>	<p><b>Once during the quarter:</b></p> <ul style="list-style-type: none"> <li>● draft outline due Tuesday, the week before presentation = 3pts</li> <li>● draft visuals due Friday = 2pts</li> <li>● revisions due Sunday = 1pt</li> <li>● presentation on Tuesday = 2pts</li> <li>● Slack post due Tuesday = 1pt</li> <li>● <a href="#">team eval</a> due Tuesday = 1pt</li> </ul>	<p><b>10</b></p> <p><a href="#">Read more about the Presentation of Reading Topic assignment</a></p>
<p><b><u><a href="#">Online Discussions</a></u></b></p> <p><b>Note-taking while Reading</b></p> <p>Please use <a href="#">Perusall</a> to annotate and comment on the weekly course materials, asking questions, adding clarification, and/or generally posting reactions. Each week, a student's Perusall annotations are worth up to 2 or 3 points (2 points is considered full credit, but it's possible to get 3 if you contribute a lot), depending on a number of factors including quality and quantity of annotations throughout the documents, commenting on and/or upvoting other people's annotations, etc.</p> <p><b>Weekly Responses</b></p> <p>Students are expected to participate in online discussions about the reading topics on the discussion platform Slack. We use Slack because it does a better job than Canvas and it's what most tech and media companies use. Each week, students must post at least once, worth 2 points.</p>	<p><b>Weekly on Mondays:</b></p> <ul style="list-style-type: none"> <li>● using Perusall = 2 x 10wks</li> <li>● Slack discussion = 2 x 9wks</li> </ul> <p>Course code: <b>CHEN-YA FMJ</b></p>	<p><b>38+</b></p> <p><a href="#">Read more about the Online Discussions assignments</a></p>
<p><b><u><a href="#">Critical Let's Play (Main Quarter-long Project)</a></u></b></p> <p>Predating livestreaming through Twitch and other platforms, Let's Play videos offer a creative form for expression and sharing game experiences.</p>	<p><b>Project milestones due Thursdays throughout the Quarter unless otherwise stated.</b></p> <ul style="list-style-type: none"> <li>● <b>Team contract</b>, April 7 = 2pts</li> </ul>	<p><b>45</b></p>

<p>Like livestreaming, these are often videos of game playing, showing in-game action with voice-over narration or inset webcam video of player reactions. The main difference is that they're recorded and uploaded to a site like YouTube. There is an alternate type of Let's Play video, however, that includes edited and polished pieces, sometimes cut with other source video and images and extra voice over that examines specific moments of play. In scholarly tradition, this analysis blends emotional reactions with academic literature and interrogation of in-game events and representation. Sometimes called Academic Let's Plays, sometimes called video essays, we're calling them Critical Let's Plays in this course.</p>	<ul style="list-style-type: none"> <li>● <b>Meeting Notes</b>, April 21, May 12, June 2 = 3pts</li> <li>● <b>CLP review</b>, April 14 = 4pts</li> <li>● <b>Idea and Team Eval 1</b>, April 21 = 4pts</li> <li>● <b>Script or Outline</b>, May 5 = 5pts</li> <li>● <b>Draft CLP, Writeup, and Team Eval 2</b>, May 17 (Tues) = 9pts</li> <li>● <b>Feedback/Response</b>, May 19 + May 26 = 8pts</li> <li>● <b>Final CLP, Writeup, and Team Eval 3</b>, May 31 + June 2 = 10pts</li> </ul>	<p><a href="#">Read more about the Critical Let's Play assignment</a></p>
<p><b>Personal Learning Reflection (individual)</b>  Reflecting on experiences and thinking about lessons learned is one of the key components to lifelong learning.</p> <p>Write a half-page or full-page reflection on how the course went overall, what you learned, what you need to work on, and how the course could be improved. Think about all of the different activities, from the readings to the project, and reflect on what you learned through them or what could've gone better for your learning.</p> <p>Full points if it's clear that you're being thoughtful about your reflection. Submit via Canvas.</p>	<p><b>Due Thursday, June 9</b></p>	<p><b>2</b></p>
<p><b>Community Engagement Points</b>  Students who go above and beyond assignment requirements and generally do things to encourage or develop the whole classroom community will receive extra points. Post (memes) frequently in Slack,</p>	<p><b>Ongoing:</b></p> <ul style="list-style-type: none"> <li>● Introduce yourself in Slack (<i>due Thursday, March 31</i>)</li> <li>● General participation. <b>Tip: Attempt positive interactions with us and your peers in</b></li> </ul>	<p><b>8</b></p> <p>intro = 1</p> <p>comm = 5</p>

<p>write thoughtfully about your project, ask others questions, participate in weekly activities, be responsive to your team, help other students, etc.</p> <p>Each week, during presentations, we'll be taking collective notes using a Google doc. Each student is expected to take notes at least once worth 2 points. Doing it more than once may receive extra points. This means more than just writing down what they're saying (we can just look at their slides for that!). Instead, summarize and paraphrase and then find other resources to link or add visuals or comments to help explain things. Throw in some questions and thoughts, too!</p> <p><b>It helps A LOT if you approach group work with compassion, generosity, and curiosity.</b> Don't assume things about each other, and be genuinely curious about their lives. If anyone seems to be participating less than they should be, figure out how you can help them stay on top of their work by asking what they need rather than just yelling at them or not saying anything and building up resentment.</p> <p><b>More on teamwork:</b></p> <ol style="list-style-type: none"> <li>1. Teamwork for this course is extremely important, and that means being proactive about what you do, and don't wait for others to give you assignments. In small teams, everyone should be leading.</li> <li>2. If you want to help but just don't know how that's okay; we can work on that. Communicate!</li> <li>3. <i>You should revisit the team contract every 2 or 3 weeks and renegotiate roles and responsibilities and expectations.</i></li> </ol>	<p><b>class and online and use your video camera or have a photo of yourself in Zoom so we remember who you are!</b></p> <ul style="list-style-type: none"> <li>• Take notes at least once during the quarter.</li> </ul> <p>Thanks for reading the syllabus. I know it's a lot, but this is important stuff. If you email me using the format outlined in a later part of this syllabus, I'll give you 2 extra credit points.</p>	<p>notes = 2</p>
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## Grading

To calculate your grade, **ignore the percentage columns in Canvas**. Instead, just add up your points and consult this table.

Points	Grade	Points	Grade
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>=99	4.0	80	3.0
98-97	3.9	79	2.9
96-95	3.8	...	...
94-93	3.7	70	2.0
92-91	3.6	...	...
90-89	3.5	60	1.0
88-87	3.4	...	...
86-85	3.3	57	0.7
84-83	3.2		
82-81	3.1		

## WEEKLY TOPICS AND READINGS

<b>Week</b>		
	<b>Topics and Activities</b>	<b>Readings</b>
<b>01</b>  <b>March</b> <b>29 / 31</b>	<b>Game Definitions and Gaming Literacy</b>  crash course on Let's Plays: <ul style="list-style-type: none"> <li>• <a href="#">Nerd³ Plays... Kerbal Space Program</a></li> <li>• Rainy Day Let's Play. <a href="#">Let's Playing As An Art – Episode 1: Let's All Let's Play</a></li> <li>• Solon Scott - "<a href="#">Let's Play: The New Media Phenomenon</a>" (Lecture)</li> </ul>	<ul style="list-style-type: none"> <li>• Salen &amp; Zimmerman. (2004). <i>Rules of play</i>. Chapter 7. <b>Mark</b></li> <li>• Bogost, Ian. (2013). <a href="#">Fun in Games</a>. <i>UX Week 2013</i> [video]. <b>Mark</b></li> <li>• Chen, Mark. (2014). <a href="#">A new definition for games: Meaningful play</a>. <b>Mark</b></li> </ul> <p>Also, read Nguyen's "<a href="#">How we can understand ourselves through games.</a>"</p>

	<ul style="list-style-type: none"> <li>Wallace, Chris. (May 6, 2019). <a href="#">How YouTube let's plays are preserving video game history</a>. <i>Rock, Paper, Shotgun</i>.</li> <li>Last year's playlist: <a href="https://www.youtube.com/playlist?list=PLqMt8w5YgAQrjVKYJeKBqJUuKEBs7aQqO">https://www.youtube.com/playlist?list=PLqMt8w5YgAQrjVKYJeKBqJUuKEBs7aQqO</a></li> </ul>	
<p><b>02</b></p> <p><b>April 5 / 7</b></p>	<p><b>Critical Let's Plays and Gaming Identities</b></p> <p>individually watch a bunch of LPs (hint: change the speed setting in YouTube):</p> <ul style="list-style-type: none"> <li><a href="#">10 Gaming Let's Plays You Should Watch</a></li> <li><a href="#">Let's Play: Journey</a> - Meskeram and Rainer</li> <li><a href="#">Journey and Mental Health</a> - Screen Therapy</li> <li><a href="#">Lim ~ A Loving Review</a> - Solonface</li> <li><a href="#">The Stanley Parable, Dark Souls, and Intended Play</a> - Folding Ideas</li> <li><a href="#">In depth look at Far Cry 3. An Idiot plays</a> - Kulmeet Singh</li> <li><a href="#">Hack N Slash</a> - Matt Jones</li> <li><a href="#">Well Played Let's Play Fallout 4: Succumbing to the Simulacra</a> - Mark Chen</li> <li><a href="#">The Witness - A Great Game That You Shouldn't Play</a> - Joseph Anderson</li> <li><a href="#">The Stanley Parable</a> - Errant Signal</li> <li><a href="#">The Artist is Absent: Davey Wreden and The Beginner's Guide</a> - Innuendo Studios</li> <li><a href="#">The Villain of Edith Finch</a> - Joseph Anderson</li> <li><a href="#">The Morality of Shadow of the Colossus</a> - Folding Ideas</li> </ul>	<ul style="list-style-type: none"> <li>Gee, James Paul. (2003). <i>What video games have to teach us about learning and literacy</i> Chapter 3: <a href="#">Learning and identity</a>.</li> <li>Quantic Foundry. (2016). <a href="#">Our gaming motivation data distilled into a 20-minute talk</a>. <i>GDC</i>. (If you're interested in this type of research, go and read <a href="#">Players Who Suit MUDs</a>, too. Quantic Foundry partly were dissatisfied with that earlier work since it was grounded on a limited dataset.)</li> </ul> <p>← <b>Watch at least one of those videos!</b></p> <p><b>Also, go play this:</b> <a href="https://doors.gua-le-ni.com/">https://doors.gua-le-ni.com/</a></p>
<p><b>03</b></p> <p><b>April</b></p>	<p><b>New Games Journalism and Analog Game Studies</b></p> <p>watch these:</p>	<ol style="list-style-type: none"> <li>Flood, J. (2012). <a href="#">Playing Assassin's Creed 3 on the Pine Ridge Rez</a>. <i>Killscreen</i> (Nov. 28, 2012). <b>Team 01:</b></li> </ol>



<p>12 / 14</p>	<ul style="list-style-type: none"> <li>• <a href="#">Language of Editing: Basic Cuts</a> - Folding Ideas</li> <li>• <a href="#">playlist from Writing on Games</a></li> <li>• <a href="#">playlist from Errant Signal</a></li> <li>• <a href="#">My Trip To Liberty City</a> - Jim Monroe</li> </ul> <p>also check out:</p> <ul style="list-style-type: none"> <li>• <a href="#">Critical Distance Feb-Mar 2018 Roundup: History</a></li> <li>• Lincoln, Kevin. (2018). <a href="#">I Want My Chess TV</a>. <i>Topic</i>.</li> <li>• Walker, Austin. (Jun 10, 2015). <a href="#">Editorial: Why We Write: On Game Critique, Influence, and Reach</a>. <i>Giant Bomb</i>.</li> </ul>	<p>2. Dashiell, Steven. (2018). <a href="#">“Rules as written”: Game algorithms as game capital</a>. <i>Analog Game Studies</i>. <b>Team 02:</b></p>
<p>04</p> <p>April 19 / 21</p>	<p><b>Systems and Textual Analysis</b></p> <p>also check out:</p> <ul style="list-style-type: none"> <li>• Zimmerman, Eric. (Jan 11, 2017). <a href="#">Every game is a language</a> [video].</li> </ul>	<p>1. Yin-Poole, Wesley. (2018). <a href="#">The horror of Vault 11</a>. <i>Eurogamer</i>. <b>Team 03:</b></p> <p>2. Keogh, Brendan. (2017). <a href="#">An Incomplete Game Feel Reader</a>. <b>Team 04:</b></p>
<p>05</p> <p>April 26 / 28</p>	<p><b>Cultural Analysis, History, and Practice</b></p> <p>also check out:</p> <ul style="list-style-type: none"> <li>• Gough, Cody. (Mar 24, 2018). <a href="#">Chutes and Ladders Began as a Game to Teach Morality 2,000 Years Ago</a>. <i>Curiosity</i>.</li> <li>• Donlan, Christian. (2017). <a href="#">Why did ancient Egypt spend 3000 years playing a game nobody else liked?</a> <i>Eurogamer</i>.</li> </ul>	<p>1. Smith, Matt. (Dec 24, 2021). <a href="#">You died of dysentery: 50 years of traveling The Oregon Trail</a>. <i>Kotaku</i>. <b>Team 05:</b></p> <p>2. Vossen, Emma. (2021). Tom Nook, capitalist or comrade? <i>Loading</i> 13(22), 109-134. <b>Team 06:</b></p> <p>3. Chen, Mark. (2012). <i>Leet noobs</i>. Chapter 2. <b>Mark</b></p>
<p>06</p> <p>May 3 / 5</p>	<p><b>Addiction and #gamergate</b></p>	<p>1. Cover, Rob. (2006). <a href="#">Gaming (ad)diction: Discourse, identity, time, and play in the production of the gamer addiction myth</a>. <i>Game Studies</i>. <b>Team 07:</b></p> <p>2. Bezio, Kristin. (2018). <a href="#">Ctrl-Alt-Del: GamerGate as a precursor to the rise of the alt-right</a>. <i>Leadership</i>, 14(5), 556–566.</p> <p>and</p>

		Sarkeesian, Anita. (Dec 23, 2019). <a href="#">Anita Sarkeesian looks back at GamerGate</a> . <i>Polygon</i> . <b>Team 08:</b>
<b>07</b>  May 10 / 12	<b>Toxicity and Harassment</b>  also check out: <ul style="list-style-type: none"> <li>• Takahashi, Dean. (Aug 23, 2019). <a href="#">Riot Games closes a chapter with sexual harassment lawsuit settlement</a>. <i>VentureBeat</i>.</li> <li>• Alexander, Julia, and Kuchera, Ben. (Jul 10, 2018). <a href="#">ArenaNet's firings reinforced gaming culture's worst impulses</a>. <i>Polygon</i>.</li> <li>• D'Anastasio, Cecilia. (Sep 7, 2018). <a href="#">Two Riot employees leave under complicated circumstances after PAX session excluding men</a>. <i>Kotaku</i>.</li> </ul>	<ol style="list-style-type: none"> <li>1. Gironi, Fabio. (Jan 9, 2019). <a href="#">Gaming's hidden toxicity</a>. <i>First Person Scholar</i>. <b>Team 09:</b></li> <li>2. D'Anastasio, Cecilia. (July 10, 2020). <a href="#">The Super Smash Bros. community reckons with sexual misconduct allegations</a>. <i>Wired</i>. <b>Team 10:</b></li> </ol>
<b>08</b>  May 17 / 19	<b>Representation and Industry</b>  also check out: <ul style="list-style-type: none"> <li>• PBS Game/Show. <a href="#">Representation in Games series</a>.</li> <li>• <a href="#">LGBTQ Video Game Archive</a></li> <li>• PBS Game/Show. (2014). <a href="#">How are games biased against the disabled?</a></li> <li>• Gwaltney, Javy. (2015). <a href="#">Day in the life: Disability and representation in videogames</a>. <i>Paste</i>.</li> </ul>	<ol style="list-style-type: none"> <li>1. Yang, George. (Dec 8, 2020). <a href="#">Orientalism, Cyberpunk 2077, and Yellow Peril in Science Fiction</a>. <i>Wired</i>. <b>Team 11:</b></li> <li>2. Yussef Cole And Tanya DePass. (Mar 1, 2017). <a href="#">Black Skin Is Still A Radical Concept in Video Games</a>. <i>Vice</i>. <b>Team 12:</b></li> <li>3. Henley, Stacey. (Nov 17, 2021). <a href="#">The games industry is truly repellent</a>. <i>TheGamer</i>. <b>Team 13:</b></li> </ol>
<b>09</b>  May 24 / 26	<b>New Power Fantasies</b>  also check out: <ul style="list-style-type: none"> <li>• Plunkett, Luke. (Feb 27, 2018). <a href="#">There was a 1908 board game about women fighting cops in the streets</a>. <i>Kotaku</i>.</li> <li>• Avery-Weir, Gregory. (Aug 15, 2011). <a href="#">Why so few violent games?</a> <i>Ludus Novus</i>.</li> </ul>	<ol style="list-style-type: none"> <li>1. Feminist Frequency. <a href="#">Tropes vs Women in Video Games series</a>. and <a href="#">Do Gamers Need Anita Sarkeesian's Feminism?</a> <b>Team 14:</b></li> <li>2. Alexander, Leigh. (Nov 29, 2016). <a href="#">It's time for a new kind of power fantasy</a>. <i>How We Get To Next</i>. and</li> </ol>

		Kunzelman, Cameron. (2018). <a href="#">Games need more power fantasies beyond beefy dudes with big guns.</a> <i>Waypoint</i> . <b>Team 15:</b>
<b>10</b>  May 31 June 2	<b>Games for Good</b>  also check out this list of articles from Not Your Mama's Gamer on games and mental health! <a href="http://www.nymgamer.com/?s=mental+health">http://www.nymgamer.com/?s=mental+health</a>	<ul style="list-style-type: none"> <li>• Shaffer, David William, Squire, Kurt D., Halverson, Rich, and Gee, James Paul. (2004). <a href="#">Video games and the future of learning</a>. University of Wisconsin-Madison and Academic Advanced Distributed Learning Co-Laboratory.</li> <li>• Thurm, Eric. (2018). <a href="#">Do not pass go, do not engage in class warfare</a>. <i>Topic</i>.</li> <li>• Fox, Jr., Kevin. (Dec 16, 2021). <a href="#">Cyberpunk 2077, The Outer Worlds, and mainstream sci-fi games' lack of imagination</a>. <i>Paste</i>.</li> </ul>
<b>11</b>  June 7 / 9	<b>We might meet this week, depending on whether projects need more time or if we skip a week during the quarter some time</b>	

## COURSE RESOURCES AND MATERIALS

### Further readings/resources:

- [Games and Culture first issue](#).
- [Gamestudies.org](#)
- [Queer Game Studies](#)
- [How to Talk about Videogames](#)
- [Gaming at the Edge](#)
- [PBS Game/Show](#)
- [Critical Gaming Project](#) blog.
- [This Week in Videogame Blogging](#). ← One of the most important sites about critical gaming.
- [Tabletop: Analog game design](#) (esp. The greatest gift, p. 111).
- [Connected Learning](#) / [Digital Media and Learning](#)
- [Network Society](#)

- [Moral panics](#)
- History of the desktop <http://bestreviews.com/#reviews>
- Making Games in a F\*\*\*\*d Up World <https://www.youtube.com/watch?v=MflkwKt7tl4> and <http://www.molleindustria.org/blog/making-games-in-a-fucked-up-world-games-for-change-2014/>

## IMPORTANT DISCLAIMERS AND INFO

UWB's COVID info: <https://www.uwb.edu/coronavirus/covid-19-communications>

- Wearing masks will become optional on the UW Bothell campus starting March 28. However, masks are strongly recommended indoors for at least the first two weeks of spring quarter. For those who choose to continue wearing a mask for a variety of reasons, we welcome and respect your choice.
- With masks becoming optional, we will discontinue the practice of designating eating-only areas in our public spaces. However, for those who would like such an area as we return for spring quarter, the North Creek Event Center will continue as a designated eating space, with appropriate distancing, until April 30. We ask you to be mindful of considerate practices such as cleaning your space after use, wherever you choose to eat.
- Free surgical masks will continue to be available through dispensers in buildings across campus.
- The [Husky Coronavirus Testing program](#) (a voluntary research study) will continue to offer free coronavirus testing kits to the campus community in the Commons Lobby of Commons Hall (UW2) Mondays through Fridays from 10 a.m. to 2 p.m. Please note that HCT staff will not be available onsite during spring break, March 19-27.

### General Teaching Statement:

First, I believe I have a responsibility to support you for lifelong success and happiness. The way I've designed this course is in line with this guiding principle, from the technologies we use to how I accept revisions for almost all assignments. Furthermore, the course is initially destabilizing by design because I want you to practice finding answers, asking when you need help, and learning through trying something, receiving feedback, and trying again until you excel. I have a tiny blip of a chance to affect you positively in the long scheme of things so I've designed this course to encourage agility, independence, curiosity, and perseverance so that hopefully I've helped you be successful long after this course is over.

Second, I am a scholar and designer who believes in equity, justice, and maximizing agency for everyone. But I don't have all the answers, and I am on a lifelong journey to learn as well. Additionally, I try my hardest to decentralize power and to treat you as equals, but there are inherent dynamics that will always exist. I will endeavor to never exercise that power unless it is ethical to do so.

Third, learning is social. This is the foundational principle of my PhD research in education and informal learning. I encourage you to communicate with each other, with the peer facilitators, and with me as much as possible, even if all you have to say is just a small status update. You want to develop "swift trust" and to learn by asking and reasoning aloud and by watching others.

### **Late and Revision Policies:**

Most of the activities for my courses are done in teams or have certain milestones requiring you give and receive feedback from peers. As such, it's quite difficult to get the same experience if you turn in late assignments. They become meaningless if they arrive after someone was available to provide you with feedback. Meaningless work gets a zero grade. Late, but still meaningful, work gets at least partial credit, and you must let us know that you are still planning on doing it. If it's extremely insightful or proves that you've been thinking about the course topics deeply, full points are still possible.

For work in Perusall, it's set up to accept work up to three weeks after each week's normal deadline, but the maximum number of points possible degrades over time. In other words, if your notes are late, it helps a lot if the notes are particularly insightful and of high quality to make up for the fact that they're late. If you post something after the initial deadline, you should let me know since I don't receive notifications for additions to previous readings.

For Slack, generally, you should let me know what's going on if you're going to miss a week or be late. Most likely, it'll be okay so long as you're communicative. Then follow up and let me know when you've posted something, and I'll regrade.

If you receive only one point Perusall or Slack, it generally means you didn't meet the criteria for two points. In most cases, you can revise or post more and then just let me know to regrade.

For anyone who is chronically late with either Perusall notes or Slack, it is even more important to communicate any issues with me and/or PFs and work with us to figure out a schedule for making up the late work.

Also, extreme circumstances sometimes do occur, so if that happens, please let me know and we can figure something out. If you know something will come up during the quarter, let us know earlier rather than later so we can figure out how you can still participate.

That said, revisions are usually encouraged and actually expected if you receive comments or suggestions for edits. In other words, your best stab at something by the due date is waaay better than not turning something in on time. Most of the time, you'll just get comments and can submit revisions to be regraded. You must, however, let us know what's going on and what your expectations are! So let us know what you're thinking!

### **Attendance and Zoom:**

You are expected to be there during class times, but we will not be taking attendance to allow for anyone who needs to be absent for any given week (due to COVID or other reasons). *If you cannot make it, you are still expected to let us and your team know!*

Any Zoom class sessions might be recorded, especially if a team wants to do their presentation in that format! The recording will capture the presenter's audio, video, and computer screen. Student audio and video will be recorded if they share their computer audio and video during the recorded session. The recordings will be accessible to students enrolled in the course to review materials. Normally, these recordings will not be shared with or accessible to the public.

The University and Zoom have FERPA-compliant agreements in place to protect the security and privacy of UW Zoom accounts. Students who do not wish to be recorded should:

- Change their Zoom screen name to hide any personal identifying information such as their name or UW Net ID, and
- Not share their computer audio or video during their Zoom sessions.

**All that said, you are still highly encouraged to share your video during our Zoom sessions where appropriate.** A lot of online community and *presence* research shows that it is harder to "be social" through online forms of communication since people miss out on gesture, body language, facial expressions, tonal changes, etc., but one way to mitigate this at least a little is to share video and audio. But it is entirely up to you whether you do. If not, there are alternatives such as using a filter (e.g., [Snap Camera](#)) or [putting up a photo as your profile image](#). If you are simply self-conscious about how you look, one solution would be to [turn off your self-view in Zoom](#), which has been shown to alleviate feeling like everyone is watching. Also, if you don't share your video without some good reason and you complain about not being social when remote, that's sort of on you.

#### **Online Communication:**

Allow for mistakes. Despite the best intentions, sometimes you might be hurt by something that someone in the course says. Please talk to me about this, as I can help resolve the conflicts. Remember that most students, and humans in general, are clueless and that we don't usually intend to be hurtful. Never ascribe spite when it's more likely incompetence or cluelessness!

Respect privacy. Please don't share people's work or email messages. What happens in this class, stays in this class.

Write well. Be clear and concise, use good spelling and grammar. Stay on topic. To check clarity, read your message aloud to yourself before sending it.

As a general rule, I will not message or respond to students on Slack / Discord or through other means after 9 pm, so if you want to reach me and want a reply that day, please be sure to message me well in advance of that evening. Please write to me on my university email account [markchen@uw.edu](mailto:markchen@uw.edu) for any messages that are super important and/or that you do not wish to place on Slack / Discord so that we can keep a good record of the messages (and to ensure I receive them because DMs on Slack / Discord can sometimes get lost!).

In addition, advising staff in the UW Bothell's Schools of IAS and STEM will have access to Canvas, Slack, and other communication tools used in courses as a means to support and mitigate issues if any arise.

I take on different roles in my relations with students. I am generally your friend and care about you, but I am also your professor, so keep that in mind in your communications with me.

**A Note on Stress:**

Success in this course depends heavily on your personal health and wellbeing. Recognize that stress is an expected part of the college experience, and it often can be compounded by unexpected setbacks or life changes outside the classroom. And let's be realistic. Life absolutely sucks for most people right now. Stress is a perfectly natural response to world-altering events. If you somehow have made it through the past year completely unaffected, realize that most of your classmates were not so lucky. Some of them may have lost friends or family, have lost their jobs, have been hospitalized, have extra responsibilities such as caring for parents or grandparents, or are otherwise dealing with things that make them perform less than optimally.

That said, your other instructors and I strongly encourage you to reframe challenges as an unavoidable pathway to success. Reflect on your role in taking care of yourself throughout the term, before the demands of exams and projects reach their peak.

You do not owe me or your teammates personal information about your situation. It is up to you what you choose to share with your team that is personal in nature; however, do let your team know anything that will affect projects (for example, if you'll be late on a deliverable, you should let your team know that you're running late, but you're not obligated to tell them why). From the other end of things, if others on your team give you bad news about their own status, don't ask for personal information; let your teammates choose whether to volunteer anything additional, don't pressure them to divulge, and respect their decision.

Please DO feel free to reach out to me about any difficulty you may be having that may impact your performance in this course as soon as it occurs and before it becomes unmanageable. And you are always welcome to talk to me about whatever you like, whether it's personal, professional, or a combination. Additionally your academic advisor and many other support services on campus stand ready to assist you if you need/want.

Again, thanks for reading this syllabus. I know it's a lot, but it's important. If you email me with your name, this course number, and an image of a cat, you'll get 2 extra credit points. If you email me later in the quarter asking for help and the answer is in the syllabus, I'll respond with an image of a cat.

**Classroom and Online Etiquette and Respect for Diversity:**

Understanding and respecting the fact that people have diverse backgrounds, embodiments, and experiences is at the heart of higher education. In IAS and at UWB, students are expected to: 1) respect differences expressed in readings, by students or

instructors which may include: age, cultural/ethnic/racial background, linguistic, disability, gender & gender presentation, religion, sexual orientation, immigration status, veteran status, and we can go on (use your good judgment); 2) engage respectfully in discussion of diverse viewpoints and ideologies embedded in course readings, films, and presentations.

Basically, be respectful of other views and experiences, even when they are in conflict with your own. Try not to be defensive. No one wants to brainwash you. Learn everything you can. If you agree, good for you. If you disagree, the knowledge that you gain can provide you with intelligent reasons for why you disagree. Either way, you'll know more and will be smarter on a variety of topics. That is the point of education.

Treating your interactions online as you would in a face-to-face class is imperative for successfully completing this course. Inappropriate interactions will have consequences.

Diverse backgrounds, embodiments and experiences are essential to the critical thinking endeavor at the heart of university education. In IAS and at UW Bothell, students are expected to:

- respect individual differences which may include, but are not limited to: age, cultural background, disability, ethnicity, family status, gender presentation, immigration status, national origin, race, religion, sex, sexual orientation, socioeconomic status, and veteran status.
- engage respectfully in discussion of diverse worldviews and ideologies embedded in course readings, presentations, and artifacts, including those course materials that are at odds with personal beliefs and values.

Students seeking support around these issues can find more information and resources on the [Diversity at UW Bothell website](#).

### **General Student Conduct:**

The University of Washington Student Conduct Code (WAC 478-121) defines prohibited academic and behavioral conduct and describes how the University holds students accountable as they pursue their academic goals. Allegations of misconduct by students may be referred to the appropriate campus office for investigation and resolution. More information can be found online at <https://www.washington.edu/studentconduct/>

You are responsible for knowing what constitutes a violation of the University of Washington Student Code, and you will be held responsible for any such violations whether they were intentional or not.

### **Academic Integrity:**

Please see the UW Bothell General Catalog, the documents you signed upon admission to IAS, and these [policy statements](#) for crucial information regarding academic integrity. The library also has [useful resources](#) for you to explore. You are responsible for



knowing what constitutes a violation of the University of Washington Student Code regardless of your intent. Make sure you know how to properly cite any ideas or words you have taken from outside sources.

Work of any kind (including written, video, audio, performance, artistic, etc.) produced outside of this course may not be submitted for credit without first discussing it with your instructor. In most circumstances, work produced for one course may not be submitted for another course.

### **Navigate:**

There are many registration deadlines that come quickly during the quarter--for instance, a decision to drop a class. As your professor, part of my job is to communicate any concerns I may have about your academic performance to your advisors. This is meant to better connect you with support resources before it is too late. UW Bothell utilizes the Navigate Student Success Management system to allow me to share such feedback with your advisors should I feel such communication is needed. In addition, your advisors may request that I submit a [progress report](#) on your behalf. These communications remain confidential between me and your advisors, but will provide them up-to-date information related to your assignments, academic progress, and participation. Using Navigate to alert advisors about your academic progress will both help advising staff to know when you might need support and will prompt me to reflect on your work and make me think about what I can do to help you succeed in this class and at UW Bothell.

### **Access and Accommodations:**

Your experience in this class is important to us, and it is the policy and practice of the University of Washington to create inclusive and accessible learning environments consistent with federal and state law. If you experience barriers based on disability, please seek a meeting with Disability Resources for Students (DRS) to discuss and address them. You may complete the New Student Application in this link <https://www.uwb.edu/studentaffairs/drs>, and DRS will contact you. If you have already established accommodations with DRS, please communicate your approved accommodations to your instructor at your earliest convenience so we can discuss your needs in this course.

DRS offers resources and coordinates reasonable accommodations for students with disabilities. Reasonable accommodations are established through an interactive process between you, your instructor(s) and DRS. If you have not yet established services through DRS, but have a temporary or permanent disability that requires accommodations (this can include but not limited to; mental health, attention-related, learning, vision, hearing, physical or health impacts), you are welcome to contact DRS at 425.352.5307 (Voice and Relay) or [rosal@uw.edu](mailto:rosal@uw.edu).

You may find more information on the [Disability Resources for Students website](#).

**Religious Accommodations Policy:**

It is the policy of University of Washington to reasonably accommodate students' religious observances in accordance with [RCW 28B.137.010](#).

Washington state law requires that UW develop a policy for accommodation of student absences or significant hardship due to reasons of faith or conscience, or for organized religious activities. The UW's policy, including more information about how to request an accommodation, is available at [Religious Accommodations Policy](#). Accommodations must be requested within the first two weeks of this course using the [Religious Accommodations Request form](#).

**Parenting Student Resources:**

Parenting Students are encouraged to look at the resources on the [Parent Resources website](#). In addition, parenting students may apply for financial assistance through the [Child Care Assistance Program](#). Also, UWB offers multiple [Campus Lactation Stations](#).

**For Our Veterans:**

Welcome! We at UW Bothell understand that the transition into civilian life can be challenging for our veteran students and we have many resources for any who may want to reach out for guidance or assistance. This includes our Vet Corp Navigator through the WDVA and our Student Veterans Association (SVA). Please contact Veteran Services at 425.352.5307 or [rosal@uw.edu](mailto:rosal@uw.edu). For those of you needing more URGENT support, please call The Suicide Prevention Hotline 1.800.273.8255 or connect with the UWB CARE Team <https://www.uwb.edu/studentaffairs/care-team>

**Safety:**

Call SafeCampus at 206-685-7233 anytime – no matter where you work or study – to anonymously discuss safety and well-being concerns for yourself or others. SafeCampus's team of caring professionals will provide individualized support, while discussing short- and long-term solutions and connecting you with additional resources when requested.

**Title IX - Sex and Gender-based Violence and Harassment Policy:**

UW, through [numerous policies](#), prohibits sex- and gender-based violence and harassment, and we expect students, faculty, and staff to act professionally and respectfully in all work, learning, and research environments.

For support, resources, and reporting options related to sex- and gender-based violence or harassment, visit [UW Title IX's webpage](#), specifically the [Know Your Rights & Resources](#) guide.

Please know that if you choose to disclose information to me about sex- or gender-based violence or harassment, I will connect you (or the person who experienced the conduct) with resources and individuals who can best provide support and options. You can also access those resources directly:

- Confidential: [Confidential advocates](#) will not share information with others unless given express permission by the person who has experienced the harm or when required by law.
- Private and/or anonymous: [SafeCampus](#) provides consultation and support and can connect you with additional resources if you want them. You can contact SafeCampus anonymously or share limited information when you call.

Please note that some senior leaders and other specified employees have been identified as [“Officials Required to Report.”](#) If an Official Required to Report learns of possible sex- or gender-based violence or harassment, they are required to call SafeCampus and report all the details they have in order to ensure that the person who experienced harm is offered support and reporting options.

Title IX website: <https://www.washington.edu/titleix/>

Support and help page: <https://www.washington.edu/titleix/resources/>

Confidential advocates: <https://www.washington.edu/sexualassault/support/advocacy/>

SafeCampus: <https://www.washington.edu/safecampus/>

Officials Required to Report: <https://www.washington.edu/titleix/title-ix-officials-required-to-report/>

Related policies: <https://www.washington.edu/titleix/policies/>

### **Inclement Weather:**

Please check if the campus may be closed due to weather. Information on suspension of operations will be made public and available through the media. Students can learn of campus operations status from the [UW Bothell website](#) or by calling the Campus Information Hotline 425.352.3333. You may also sign up with an alert system that will contact you via email or text message if classes are canceled. For more information on the alert process, please see [UWB’s emergency policies](#). Class activities will be rescheduled as needed.

### **Miscellaneous Student Support Services:**

- Health and Wellness Resource Center (HaWRC): <https://www.uwb.edu/arc/hawrc>
  - This resource provides connections, financial coaching, and public benefits enrollment. Their services also include peer health education and sexual and relationship violence prevention and advocacy.
- Library: <http://library.uwb.edu>, 425-352-5340
- Writing and Communication Center (WaCC): <http://www.uwb.edu/wacc>, 425-352-5253
- Quantitative Skills Center (QSC): <http://www.uwb.edu/qsc>, 425-352-3170
- Office of Student Academic Success: <https://www.uwb.edu/academic-affairs/student-academic-success>
- Counseling Center: <http://www.uwb.edu/studentservices/counseling>, 425-352-3183
- DACA and undocumented student resources: <https://www.uwb.edu/studentaffairs/undocu-resources>

- Violence Prevention and Advocacy: <https://www.uwb.edu/sexualassault>, 425-352-3851, [uwbvae@uw.edu](mailto:uwbvae@uw.edu) .
- The CARE Team: <https://www.uwb.edu/studentaffairs/care-team>, 425-352-SAFE (7233)
- Husky Pantry: <https://www.uwb.edu/studentaffairs/resources/husky-pantry>, Husky Village Community Center & UW1-173.

### **IAS Learning Goals:**

Undergraduate students in all majors within Interdisciplinary Arts & Sciences (IAS) focus on five core learning objectives: collaboration and shared leadership; critical and creative thinking; diversity and equity; interdisciplinary research and inquiry; writing and communication.

- **Collaboration and Shared Leadership:** IAS students develop their collaboration and shared leadership abilities by learning to work with others to identify dimensions of a project, generate and refine ideas, follow through on the consequences of collective decisions, and pursue specific tasks without losing a sense of the whole. As part of this process, they learn to assess and draw on group members' diverse histories, strengths, and potential contributions. They develop skills in listening, mediating conflict, playing different roles, and reflecting on the outcomes of collaborative work. Students learn different ways of managing groups, communicating effectively and respectfully across differences, and reflecting critically and creatively on collaboration processes.
- **Critical and Creative Thinking:** IAS students develop their critical and creative thinking abilities by learning how to identify assumptions, and to work out how those assumptions inform results. They assess multiple perspectives, with an eye to understanding why and how they differ, and developing the capacity to engage in controversy productively. Students learn to identify central questions or concerns informing other work, and to develop their own work with an awareness of their own social positions and clear animating questions. Students develop a range of skills in interpretation, analysis, argumentation, application, synthesis, evaluation, and reflection.
- **Diversity and Equity:** IAS students develop their ability to live and work within and across diverse communities composed of multiple intersecting identities. Learning from the lived experiences, creative expressions and intellectual perspectives of historically marginalized groups, students recognize and name historical and cultural relationships between power, knowledge, and difference. They develop the confidence and skills needed to transform unequal relations of power ethically and self-reflexively in order to foster greater equity.
- **Interdisciplinary Research and Inquiry:** IAS students develop their ability to assess and conduct interdisciplinary research by engaging with and across multiple areas of knowledge and kinds of inquiry. They learn to think critically and creatively as they develop research questions, pursue them with appropriate sources and methods, and present results in a form suited to their purpose and intended audience. In this process, they learn to position their own work in relation to other research literature and methods of inquiry, and in relation to relevant debates and diverse social contexts.
- **Writing and Communication:** IAS students develop their writing and communication abilities by advancing an awareness of the interconnected relationships between purpose, audience, author, and context. They learn to communicate their purposes

effectively to diverse audiences through writing, presentations, and other media, and to use a range of evidence, both qualitative and quantitative, to develop ideas and support claims in ways that best serve their needs. As part of this process, they develop the ability to indicate clearly and self-reflexively the ways their specific acts of communication relate to the work of others.

### **IAS Portfolio:**

Students majoring in degrees offered by IAS begin the process of creating a Google Drive archive in BIS 300: Interdisciplinary Inquiry and conclude it by creating a Capstone Portfolio in BIS 499. IAS students should maintain an archive of all of the work they have done in (or in relation to) their undergraduate education. If students want to get started with UW Google Apps (including Google Drive), students may consult [UW IT's web page](#) (scroll down to UW Google Apps Support Online Help Center).

For more information about the IAS portfolio, visit the [IAS webpage](#). For help on the technical development of your IAS portfolio, consult Learning Technologies or email at [uwbit@uw.edu](mailto:uwbit@uw.edu). You can also get help from a student tutor in the campus's [Open Learning Lab](#) in UW2-140.

### **Syllabus Revisions:**

You are responsible for all materials, updates and announcements covered during class sessions. The course calendar will most likely change over time due to unforeseen circumstances; please be sure you are using the most recent version. I also expect you to use your UW e-mail account regularly, so that I can communicate with each of you electronically between classes. If you wish to use another e-mail address as your primary account, set up your UW account to forward to your other address.

### **Syllabus Academic Freedom Statement:**

Academic freedom is the principle that scholars have the right - without repression - to teach, conduct research, and/or disseminate ideas, even those that are not widely accepted or convenient, with the primary goal of truth-seeking. This is central to the mission, goals, and values of the academy and is a core principle of academia. As the American Association of University Professors (AAUP) states, "institutions of higher education are conducted for the common good...The common good depends upon the free search for truth and its free exposition." This course is based on the most recent and relevant research and scholarship in this discipline and in related fields. Although some of the ideas expressed within this course may not be convenient or fit within your worldview, they are grounded in rigorous and informed study.

Our goal is to have deep, informed, and lively classroom debate and discussion. Students MUST provide logical, rational, and evidence-based argumentation. To be entitled to have your views treated as serious candidates for the truth, you must present evidence for your statements. All "opinions" should be backed up with logical argumentation and evidence with the purpose of seeking truth toward the common good.