BIS 236A: Introduction to Interactive Media → Meaningful Choice-Based Stories About Climate Change

Spring 2020 | Tue / Thu 11-1 pm | UW1 050 (or potentially online)

COURSE INFORMATION

INSTRUCTORS	**Dr. Mark Chen, Professor**	@mcdanger	markchen@uw.edu **Kat Brinschwitz, Peer Facilitator**	kbrins@uw.edu **Katie Chi, Peer Facilitator**	hchi@uw.edu **Office Hours:** by appointment (prob before or after class) or just email **HOW TO EMAIL:** 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.
DESCRIPTION	This course is about how interactive media is shaped by us and how we, in turn, are shaped by it. Through readings, students will get a general overview of interactive media that includes: the rise of hypertext and digital media, differences between print and digital texts, and how these differences shape people and society. This serves as a background for a deeper study on the nature of games and interactivity that leads into an examination of gamification rhetoric. This examination is an entryway into fake news, which in turn leads us to larger issues around the machinery of social media, big data, internet trolls, and algorithmic culture. The readings are designed to tell a consistent narrative that builds up throughout the quarter and ends with a deep reckoning with how we exist in an absurd world where we struggle to find agency and preserve our individual identities. This course is also about the creation of digital stories where readers make meaningful choices to traverse their narratives. Think of Choose-Your-Own-Adventure books or Bandersnatch or Doki Doki Literature Club.

Additionally, these stories will feature themes about surviving climate change and/or the **novel coronavirus** and how our current existential threats affect mental health. They could include depictions of a future where the **Green New Deal** passes, a present where protagonist islanders must deal with rising sea waters, or any other setting that is affected by extreme weather conditions, encroaching desertification, diminishing resources, and/or societal movements to counter them. They could also depict life in quarantine, intergenerational issues dealing with illness and grief, or optimistic stories about coming together and meeting the challenges. They could be big stories that span centuries about the whole of humanity, or they could be smaller stories about a specific family or individual finding meaning through taking action. It's really up to students to find a tone and genre that they want to explore.

Special emphasis will be placed on artistic, experimental narrative play and compelling interactions about the just use of resources, preventing the loss of habitats and quality of life, countering massive political and corporate greed, fighting issues arising from a networked society ruled by algorithms and ad revenue and, ultimately, what it means to be human with agency and hope.

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.

LEARNING OBJECTIVES	- Understand the history of interactive media with a focus on the rise of hypertext, the internet, and social media - Understand basic definitions of interactive media and related topics such as fake news, real vs. virtual, and games and storytelling - Recognize our continued algorithmic existence and explore strategies for coping and finding agency - Be introduced to current efforts to combat climate change and strategies for individual sense making in an absurdist world - Learn processes for the creation interactive stories - Build teamwork skills that value diversity and empathy through class projects - Practice presentation and facilitation skills

	Note: This course is 5 credits. A general guideline for each credit at UW is 2 hours per credit outside of class. Therefore this class is meant to take about 10 hours of outside class time. The readings and responding to others should take less than 5 hours. The remaining time should be spent on working on your projects.
TECH	**Google Shared Drive** (most of the assignments and course materials will be here): https://drive.google.com/drive/u/0/folders/0AP_RBQuR5ik4Uk9PVA **Canvas** (grades, reading questions, announcements): https://canvas.uw.edu/courses/1387386 **Slack** (online reading discussion, announcements, communicating about group work): https://236spring2020.slack.com [invite link] **Hypothes.is** (not required but extra credit available, for shared annotations of web content): https://hypothes.is/groups/4Z65BydB/bis236 **Trello** (not required but highly recommended to manage group work) https://trello.com/ *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:* A lot of the work you do will be online. Here's some tips for how to do that well: https://dev.to/laurieontech/remote-work-tips-for-teams-51ap

ASSIGNMENTS AND EXPECTATIONS

Assignment	Deliverables	Total Points
Presentation of Reading Topic Each week, a different group of about 3 students will present topics from one of the readings. This means covering a *brief* summary (main thesis and logical argument) **PLUS** 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.	***Once during the quarter:*** ● draft outline due Tuesday week before presentation = 3pts ● draft visuals due Friday = 2pts ● revisions due Sunday = 1pts ● presentation due Tuesday= 2pts ● initial post due Tuesday = 1pt ● team eval due Tuesday = 1pt	**10** **Read more about the Presentation of Reading Topic assignment**

Online Discussions **Pre-Presentation Questions** Each student is expected to read/watch each week's list of required materials before class presentations and then answer the pre-presentation questions. **Weekly Responses** Students are also expected to post a Response to presenter questions _after_ presentations with something substantial. A Response will be expected to answer at least one question backed up with a quote from a reading. **However, each student doesn't have to do this every week!** Students will be assigned specific weeks to post a Response. For the other weeks, they will be replying to others' Responses.	_Weekly:_ ● pre presentation answers = 2pts x 9 wks ● online post-presentation discussion = 2pts x 9 wks ● using hypothes.is gets extra credit (3 max)	**36+** **Read more about the Online Discussions assignments**
Choice-Based Story (About Climate Change and/or the Coronavirus and Mental Health) Groups of students will be tasked with creating interactive digital short stories about climate change, mental health, the coronavirus, and political or technological turmoil. The stories must let readers make meaningful decisions while reading, but there's a lot of flexibility with genre or plot. It could be a mystery, a romcom, a slow-burn horror, sci-fi, etc. There's also a lot of freedom for how the story is presented. It could be a text-based Choose-Your-Own-Adventure style book, a video-based branching narrative like Bandersnatch, or even a digital game of some sort. It really depends on what the group wants to create, how much energy they're willing to commit, and how they can strategically play to their strengths as a group. The only requirements for a story is that it includes:	● **Team plan, Apr 9** ● **Story review, Apr 16** ● **Practice, Apr 23** ● **Pitch, Apr 30** ● **Draft, May 14** ● **Feedback/Response, May 21/28** ● **Final, Jun 4/11** **Note:** Unless otherwise noted, each assignment for the main project is to be done as a team. For all team assignments Mark reserves the right to grade individuals differently depending on level of effort and team evaluations.	**44+** **Read more about the Choice-Based Story assignment**

● a focus on climate change and/or the novel coronavirus and mental health either as its main topics or as a background theme, and ● multiple pathways through the narrative.		
Personal Learning Reflection (individual) 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. Full points if it's clear that the student is being thoughtful about their reflection. Submit via Canvas.	*Due Thursday Jun 11*	**2**
Participation Students who go above and beyond assignment requirements will receive full participation points. Post frequently in Slack, write thoughtfully on your website, participate in weekly activities, be responsive to your team, etc. If we meet face-to-face, there will be lots of time in class to work on your projects. Please take advantage of it and coordinate well with your team. If we don't meet face-to-face, you are expected to make up for it through the use of online technologies, especially the Slack discussion board that we'll be adopting for the quarter and any Zoom meetings that we decide to hold throughout the quarter. If we are meeting face-to-face that you cannot attend, you must let Mark and the peer facilitators AND YOUR TEAM know so we can figure out how you can participate fully. Furthermore, we will be taking group notes for the presentations and asking for volunteer note takers for each week. We'll cover what good notes are in the first couple of weeks but generally focus on enhancing the topic; don't just copy their slides. Work together to find additional resources, to add comments and clarify points, to link the topic to other things. Also, be sure to work together with all the other note takers. There should only be one set of notes	*Ongoing:* ● Introduce yourself in Slack due Thursday Apr 2. ● Take GOOD notes on **your elected week**. ● General participation. **Tip: Attempt positive interactions with us and your peers in class and online so we remember who you are.** 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.	**10** intro = 1 notes = 2 gp = 7

out of this, not multiple parallel notes. Mark will also be adding his own comments and thoughts for each week.		

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
>=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

Week	Topics and Activities	Readings

		Readings can be found either online at their source or as a PDF in a **shared repository** that I set up if it's in purple. ***The New York Times* articles are linked, but they put a cap on how many you can read per month for free, so if you need, there are also PDFs of them in the repository**. Generally, I tried to name the files by the last name of author.
01 **Mar 31 Apr 2**	**Superconnected** ● Introduction to issues regarding connected digital life ● What's interactivity? What's media? What's reality and what's real? **Climate Reality and Rhetoric** ● The most important challenge we face right now?	● Chayko, Mary. (2017). Chapter 3: Inhabiting a digital environment. In *Superconnected: The Internet, digital media, & techno-social life*. **Mark** **Also read:** ● The Climate Reality Project. Climate 101. ● Davenport, Coral. (Oct 7, 2018). Major climate report describes a strong risk of crisis as early as 2040. *The New York Times.* ● Bledsoe, Paul. (Dec 29, 2018). Going nowhere fast on climate, year after year. *The New York Times.* ● AAAS. How we respond: Communities and scientists taking action on climate change. ● Surging Seas: Mapping Choices - Seattle ● Fox, J., et al. Bullfrog Films, publisher. (2017). *How to let go of the world: And love all the things climate can't change.* Oley, Pennsylvania]: [Bullfrog Films]. **and these are useful:** ● How to read a journal article. ← read this, seriously! ● What Google learned in its quest to build the perfect team ← read this too!
02 **Apr 7 / 9**	**Climate Change and Mental Health Background, Mourning Nature, and the Novel Coronavirus**	● Cunsolo, Ashlee, & Landman, Karen. (2017). Introduction: To mourn beyond the human. *Mourning nature : Hope at the heart of ecological loss and grief.* ● Albeck-ripka, Livia. (Nov 25, 2017). Why lost ice means lost hope for an inuit village. *The New York Times*. ● Ma, Michelle. (July 24, 2019). How to consider nature's impact on mental health in city plans. *UW News*. ● WHO report warns we're underestimating the mental health risks of climate change. *Mic.* ● Diavolo, Lucy. (Mar 13, 2020). The coronavirus could change everything, so we need to take it seriously. *Teen Vogue*. ← I just added this on March 14. Things may have changed by the time April rolls around... **Also read:**

			• [Green New Deal](#) • http://faculty.washington.edu/rturner1/Sustainability/Bibliography/Index.htm <--lots of stuff here from UWB prof Rob Turner to help with researching ideas!
03 **Apr** **14 / 16**	**Strategies for Dealing and the Future** • What is speculative fiction? • How do we imagine an optimistic far future?		1. Dunne & Raby. (2013). [Beyond radical design?](#) In *Speculative everything* (pp. 1-10). (and for some examples of speculative design, see this: https://www.core77.com/posts/27475/Core77-Design-Awards-2014-The-Best-Speculative-Designs-of-the-Year) 2. [Welcome to the post-text future](#). *The New York Times* (Feb 9, 2018). ← Click on Read More for each section. **Also skim for inspiration:** • Bidshahri, Raya. (Dec 27, 2018). [The milestones of human progress we reached in 2018](#). *SingularityHub.* • https://lithub.com/hopepunk-and-solarpunk-on-climate-narratives-that-go-beyond-the-apocalypse/
04 **Apr** **21 / 23** **Earth Week!**	**Interactivity and Ergodics (ie. Extranoematic Interactions)** • How do we model interactivity? • How do we interpret choice? • What makes interactive texts different than other texts? (What's an ergodic text?) To play / read in class: • *[We Made Ourselves Over: 2097](#)* • *[Survivor's Guilt](#)* • [Voyages in Sentence Space](#) • *[17776](#)* • and [Twine games](#)		1. Upton, Brian. (2015). [Interactivity](#). In *The aesthetic of play* (pp. 23-38). 2. Aarseth, Espen. (1997). *[Cybertext: Perspectives on ergodic literature](#)* (pp. 1-23). ← This reading is DENSE. Whoever picks it will also need to read [a discussion about ergodic literature on Grand Text Auto](#) to try to make sense of it. Maybe also listen to http://rangedtouch.com/2019/10/01/16-aarseth-cybertext/ **Inspirations:** • **Bandersnatch** • Jones, Mat. (Jan 9, 2019). [Some video games that are like Bandersnatch, but better](#). *Rock Paper Shotgun.* • Ashwell, Sam Kabo. (2015). [Standard patterns in choice-based games](#). *These Heterogenous Tasks* (Jan 26, 2015). • Short, Emily. (2016). [Small-scale structures in CYOA](#) (Nov 5, 2016). • [Digital Ephemera's Twine video tutorials](#) • [Adam Hammond's Twine video tutorials](#) • [Allison Parish's Twine text tutorial](#)

05
Apr
28 / 30
	Gaming Imaginations and Identity (ie. Noematic Interactions)
	● How much of interaction is in our heads? (Critique of ergodics?)
	● Layered identity play in games
	
	Possible lecture on gaming literacy
		1. Alexandra, Heather. (Oct 10, 2016). An important part of video games happens offscreen, in our imaginations. *Kotaku*.
		   and
		   Zimmerman, Eric. (Jan 11, 2017). Every game is a language [video].
		2. Gee, James. (2003). Learning and identity: What does it mean to be a half-elf? *What video games have to teach us about learning and literacy.*
		Further reading:
		● Guardiola, Emmanuel. (2016). The gameplay loop: A player activity model for game design and analysis. *ACE2016.*
		● Alexander, Leigh. (Nov 29, 2016). It's time for a new kind of power fantasy. *How We Get To Next*.

06 May 5 / 7	**Alternative Webs and the Death of Print** ● Utopian visions vs fear of the new medium	1. Smith, Dave. (June 6, 2014). Xanadu, the world's most delayed software, is finally released after 54 years in the making. *Business Insider*. ← This is just a portal article to the larger idea of an alternative to the web that is open, free of ads, etc. so whoever chooses will need to jump into a rabbit hole and report back. (cf. https://www.nytimes.com/interactive/2019/11/14/magazine/internet-future-dream.html) 2. Birkerts, Sven . (1994). Chapter 11: Hypertext: Of mouse and man. *The Gutenberg elegies: The fate of reading in an electronic age*. ← whoever chooses this should also read an NPR story on ebooks and other things they can find! **Also read / watch:** ● Chayko, Mary. (2017). Chapter 2: Creating the Internet Age. In *Superconnected: The Internet, digital media, & techno-social life*. ● SciShow. How the Internet was invented [video]. ● Hypertext: An educational experiment in English and computer science at Brown University [video]. ● The Internet as it was in 1996 [video].

07 May 12 / 14	**Social Media Effects and Algorithmic Culture** ● Real vs. virtual vs. cyber vs. online vs. offline vs. digital vs. analog ● Hyper capitalism and making money through algorithms [How to Make Your First Chatbot](#)	1. Cohen, Elizabeth L., and Kowert, Rachel. (May 16, 2014). [Look Up exaggerates damages of social media](#). *Scientific American*. 2. Bridle, James. (Nov 6, 2017). [Something is wrong on the internet](#). *Medium.* **Also watch / read:** ● Confessore, Dance, Harris, and Hansen. (Jan 27, 2018). [The follower factory: Everyone wants to be popular online. Some even pay for it. Inside social media's black market](#). *The New York Times.* ● Eudaimonia. (2016). [The medium is the message animated book review](#) [video].
08 May 19 / 21	**Privacy and Manipulation** ● Layers of meta-gaming ● Cambridge Analytica and population manipulation	1. Wark, McKenzie. (2014). [Losing is fun](#). In *The gameful world* (pp. 163-165). 2. Grassenger, Hannes, & Krogerus, Mikael. (Jan 28, 2017). [The data that turned the world upside down](#). *Motherboard*. ← whoever signs up for this will need to find other articles to give us an update of what's happened since this article was published. (FB privacy breaches, Russian interference, right-wing conspiracies, oh my!) Here's one from 2020! https://www.theguardian.com/uk-news/2020/jan/04/cambridge-analytica-data-leak-global-election-manipulation a. Also, if you can, watch the documentary on Netflix *The Big Hack*. **Further reading:** ● Chen, Mark. (2014). [A new definition for games: Meaningful play](#). ● Juul, Jesper. (2003). [The game, the player, the world: Looking for a heart of gameness](#). Keynote presented at the Level Up conference in Utrecht, November 4th-6th 2003.

09
 	
May
26 / 28
	Bullshit and Fake News
	Factitious
	
	Fake It to Make It
	
	Fake News
	
	Bad News
	
	Here's info on the Russian interference with FB, Twitter, etc. which ties into →
		1. Bogost, Ian. (2013). Persuasive games. *UX Week 2013* [video].
		    and
		    Bogost, Ian. (Aug 11, 2011). Gamification is bullshit. *The Atlantic*.
		2. Silverman, Craig, & Alexander, Lawrence. (Nov 3, 2016). How teens in the Balkans are duping Trump supporters with fake news. *BuzzFeed News*.
		    and
		    Meyer, Robinson. (Mar 8, 2018). The grim conclusions of the largest-ever study of fake news. *The Atlantic*.
		3. Starbird, Kate. (Mar 8, 2020). Reflecting on the Covid-19 Infodemic as a Crisis Intervention Researcher. *Medium.*
		    and
		    Waddell, Kaveh. (Mar 11, 2020). Fight against coronavirus misinformation shows what big tech can do when it really tries. *Consumer Reports*.
		Further reading / watching:
		● How Russian bots invade our elections. *The New York Times* [video].
		● How Russian trolls operate. *act.tv* [video].
		● Evaluating Information guide from UW Libraries
		● Inside the fake news factory of Macedonia [video].
		● Browne, Ryan. (Nov 25, 2019). Web creator Tim Berners-Lee launches plan to fix the internet. *CNBC.*

10 **Jun** **2 / 4**	**Dealing with Trolls and the Well-Played Life** ● Trolls and battling them through inclusive play	1. Duca, Lauren. (Jan 10, 2017). To trolls, with love. *Teen Vogue.* Duca, Lauren. (May 1, 2018). *Netizens* shows how cyberharassment is trivialized, especially for women. *Teen Vogue.* 2. Pasternack, Alex. (Mar 7, 2020). How Wikipedia's volunteers became the web's best weapon against misinformation. *Fast Company.* 3. DeKoven, Bernard. (2013). *The well-played game* (pp. 1-88). **Mark** Further reading: ● Malone, Noreen. (July 24, 2017). Zoë and the Trolls. *New York Magazine.* ● Cooke, Richard. (Feb 17, 2020). Wikipedia is the last best place on the Internet. *Wired.*

COURSE RESOURCES AND MATERIALS

Digital and physical texts to play:
- *Depression Quest*. Zoe Quinn.
- *Save the Date*. Paper Dino Software.
- *Survivor's Guilt*. Matt Fieser.
- *Love Is Zero*. Porpentine.
- *Urs*. Christopher Hayes and Daniel Talsky.
- *Pine Point*
- *Wikipedia: The Text Adventure*
- Dieter Roth, Book AC, 1964

Sci-fi Series to binge:
- Black Mirror
- Electric Dreams
- Maniac
- The Big Hack

Resources on Twine:
- Tiny Game Design Tool
- Twine wiki
- How to Make Games w Twine by Anna Anthropy
- Ashwell, Sam Kabo. (2015). Standard patterns in choice-based games. *These Heterogenous Tasks* (Jan 26, 2015).
- Short, Emily. (2016). Small-scale structures in CYOA (Nov 5, 2016).
- Gamasutra's post-mortem list. ← use these as a guide for your post-mortems
- 10 Seminal Postmortems

Further readings/resources:
- Connected Learning / Digital Media and Learning
- Network Society
- Moral panics
- History of the desktop http://bestreviews.com/#reviews
- The Fake News Show

- Understanding Fake News
  https://jeaninefinn.me/2016/11/15/understanding-fake-news-in-2016-before-the-truth-gets-its-pants-on/
- How the Web Became a Thing https://www.youtube.com/watch?v=1UStbvRnwmQ
  https://www.youtube.com/watch?v=1CsPHKJWiw0

IMPORTANT DISCLAIMERS AND INFO

Late Policy:
Most of the activities for this course 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. 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.

Classroom Technologies:
Electronic devices are welcome and indeed necessary, **but PLEASE stay on task.** I'll trust you to do that and be disappointed if you don't. I'm going to assume you're adults, and we'll go from there. We'll be using Google docs for shared class notes, and *participation in co-creating the notes is highly recommended*.

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. 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. Please 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. In addition to your academic advisor, I strongly encourage you to contact the many other support services on campus that stand ready to assist you.

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.

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:
The University takes academic integrity very seriously. Behaving with integrity is part of our responsibility to our shared learning community. If you're uncertain about if something is academic misconduct, ask me. I am willing to discuss questions you might have.

Acts of academic misconduct may include but are not limited to:
- Cheating (working collaboratively on quizzes/exams and discussion submissions, sharing answers and previewing quizzes/exams)
- Plagiarism (representing the work of others as your own without giving appropriate credit to the original author(s))
- Unauthorized collaboration (working with each other on assignments)

Respect for Diversity:
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 at http://www.uwb.edu/diversity.

Religious Observance:
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 Faculty Syllabus Guidelines and Resources. Accommodations must be requested within the first

two weeks of this course using the Religious Accommodations Request form available at: https://registrar.washington.edu/students/religious-accommodations-request/

Access and Accommodations:
Your experience in this class is important to us. If you have already established accommodations with Disability Resources for Students (DRS), please communicate your approved accommodations to me at your earliest convenience so we can discuss your needs in this course.

If you have not yet established services through DRS, but have a temporary health condition or permanent disability that requires accommodations (conditions 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 or uwbdrs@uw.edu. DRS offers resources and coordinates reasonable accommodations for students with disabilities and/or temporary health conditions. Reasonable accommodations are established through an interactive process between you, your instructor(s), and DRS. It is the policy and practice of the University of Washington to create inclusive and accessible learning environments consistent with federal and state law.

Health and Wellness Resource Center
Is balancing life, work, and college getting in the way of your success? Are you looking for support but aren't sure where to go? The Health and Wellness Resource Center (HaWRC) is a one-stop hub connecting UW Bothell and Cascadia students with on-campus and community resources to help you thrive. Through a partnership with the United Way Benefits Hub, we provide resource connections, financial coaching and assistance, and public benefits enrollment. Learn more at https://www.uwb.edu/arc/hawrc, or visit us in ARC-120.

Parenting Student Resources:
Parenting students are encouraged to take advantage of the resources provided on campus. These resources include the Parent Union at UWB, the Childcare Assistance Program, priority access at Bright Horizons Bothell and Bothell KinderCare; and back-up/sick care at one of these locations. On campus resources include lactation rooms and baby changing stations. For additional information about resources for parenting students visit https://www.uwb.edu/studentaffairs/resources/student-parents, contact the Parent Union on Facebook: https://www.facebook.com/PUUWB/ or by email: alicelp@uw.edu.

For Our Veterans:
If you are a student who has served in our nation's military forces, *thank you* for your service. I hope that you feel comfortable enough to confidentially self-identify yourself to me so I can help you make a successful transition from the military to higher education.

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.

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 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 http://www.uwb.edu/alert. Class activities will be rescheduled as needed.

Student Support Services:
- Library: http://library.uwb.edu, 425-352-5340
- Writing and Communication Center: http://www.uwb.edu/wacc, 425-352-5253
- Quantitative Skills Center: http://www.uwb.edu/qsc, 425-352-3170
- Student Success and Career Services: http://www.uwb.edu/studentservices/success-services, 425-352-3776
- Student Counseling Services: http://www.uwb.edu/studentservices/counseling, 425-352-3183

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 literatures 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:
Student majoring in any degree offered by IAS begin the process of creating a capstone portfolio in BIS 300: Interdisciplinary Inquiry and conclude it in BIS 499: Capstone Portfolio. IAS students should maintain an archive of all of the work they have done in (or in relation to) their undergraduate education, preferably through their UW Google Site. For more information about the IAS portfolio, visit the IAS webpage: http://www.uwb.edu/ias/iasdegreeportfolio. For help on the technical or rhetorical development of your IAS portfolio, visit the Writing and Communication Center (www.uwb.edu/writingcenter or 425-352-5253) or Learning Technologies (learningtech@uwb.edu or http://www.uwb.edu/learningtech/eportfolios). You can also get help from a student tutor in the campus's Open Learning Lab in UW2-140.

Syllabus Revisions:
This syllabus is subject to change during the quarter to accommodate the needs of the class. You are responsible for all materials, updates and announcements covered during class sessions. I also expect you to use your UW email account regularly and to participate in the online discussions so that I can communicate with you between classes.

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.