

University of Washington

“2020: The Course”

Autumn 2020

Instructional Team

Lead instructor:

Ed Taylor, Ph.D. (he/him/his)
Vice Provost and Dean, Undergraduate Academic Affairs, UW Seattle
Professor, College of Education

Co-Instructors:

Bonnie Becker, Ph.D. (she/her/hers)
Associate Vice Chancellor for Student Success, UW Tacoma
Associate Professor of Marine Ecology

Cinnamon Hillyard, Ph.D. (she/her/hers)
Associate Vice Chancellor for Student Success, UW Bothell
Associate Professor of Mathematics

Teaching Assistants:

- Arwen Chiu, M.S. (she/her/hers); Ph.D. Student, Learning Sciences & Human Development program, College of Education
- Elsha Tivera, Ed.S. (she/her/hers); Ph.D. Student, School Psychology, College of Education
- Vivian Huang, Ed.S. (she/her/hers); Ph.D. Student, School Psychology, College of Education

To contact any member of the instructional team, utilize the direct messaging tool in Canvas. A schedule of virtual office hours for each member of the instructional team will be posted to Canvas at the beginning of each week.

Sections:

This course enrolls students across the Bothell, Seattle, and Tacoma campuses in a variety of sections:

- BCORE 211 A² (Bothell)
- BCUSP 131 B¹ (Bothell)
- EDLPS 549 BA², BB², BC²
- LEAD 298 A¹, B², C², D² (Seattle)
- TIAS 305 B² (Tacoma)

¹ Sections offered for one credit

² Sections offered for two credits (supplemental work may be required; see section leader for details)

Course Description

From a pandemic to economic fallout to dissent over race and policing, 2020 is sure to be remembered as a year of historic upheaval and change. And it's not even over. Many communities throughout the

west coast and elsewhere continue to grapple with the devastating effects of perennial wildfires and we are in the midst of a national election season that is garnering worldwide attention. As we enter this first quarter of our academic year, we will witness together the final quarter of 2020 – no doubt with more questions than answers about what we'll do, individually and collectively, to address the challenges that have surged in recent months.

This course will probe what national thought leaders are doing to meet the imperatives of this particular moment through their research, scholarship, and service — inquiries with insights, actions with impact. As a student enrolled in this course you will engage with a series of talks, lectures and dialogues with scholars representing colleges and schools across all three UW campuses. Further, you will be asked to document your own experiences in such a way that a time capsule is created for future generations of UW teachers and learners. How shall this moment be remembered? You will be a part of the answer to that question.

Learning Goals

The UW aims to educate students to “become responsible global citizens and future leaders through a challenging learning environment informed by cutting-edge scholarship.” This view of what it means to be educated at the UW states further that “discovery is at the heart of our university” and “we discover timely solutions to the world’s most complex problems and enrich the lives of people throughout our community, the state of Washington, the nation and the world.”¹ Being a student at the UW means being invited into the spheres of ideas and lines of inquiry to which UW’s teachers and researchers dedicate their lives – and continuously bringing clarity of thought to the following questions:

- How do we know what we know?
- How do we know what we don’t know?
- How do we decide what’s important to learn?

This educational vision and these questions are given expression throughout the UW’s curriculum, but most often in implicit ways. The purpose of this course is to animate this vision more explicitly through the presentation of and engagement with researchers and teachers whose work is meeting the moment, namely, 2020. The learning goals for this course are for you to develop an understanding of and appreciation for how this work takes shape at the UW and for you to *connect* with it. The sort of *connection* being invoked here is in the spirit of what William Cronon² called for when he wrote, “...being an educated person means being able to see connections that allow one to make sense of the world and act within it in creative ways. ... A liberal education is about gaining the power and the wisdom, the generosity and the freedom to connect.”

Learning Outcomes

With regard to outcomes, as a student in this course you will learn to:

¹ <https://www.washington.edu/about/visionvalues/>

² Cronon, W. (1998). Only connect. *American Scholar*, 67(4), 73-80.

- Describe how research, scholarship, and service from throughout the UW is variously addressing four pressing issues that have animated our shared 2020 experience: the coronavirus pandemic, the economic fallout and recovery, the ruptures over race and social justice, and the national election;
- Describe how UW researchers and scholars, in response to shared problems and challenges, pose questions and pursue answers in different ways that are shaped by their respective fields, disciplines, and professional interests; and
- Assess how your prior knowledge and beliefs as well as your own personal values are reinforced and/or challenged by what you learn through your engagements with the research and scholarship presented throughout the course

The above learning goals and outcomes are informed by the leadership education competencies advanced through the Husky Leadership Initiative. For a fuller explication of such competencies, visit <https://huskyleadership.uw.edu/about/learning-objectives-2/>

Course Structure

This 100% remote, asynchronous course is facilitated through the UW's Canvas learning management system: <https://canvas.uw.edu>. The contents of this syllabus are embedded in the Canvas site for this course; any modifications to the syllabus or course structure will be announced and documented via the Canvas site.

At noon on Tuesdays and Thursdays of each week, a new set of videos will be made available for your review. Each video set will total about an hour in length and most will be comprised of three basic parts: (1) an introductory video in which I (Ed Taylor), as the lead instructor, provide an overview of what the video set entails, (2) a "mini-lecture" by a faculty/guest(s) (in most cases, this segment will be divided into several smaller videos), and (3) a concluding video in which I interview the faculty/guest(s).

Exceptions to this schedule are the week of September 30th, the first week of the quarter, and the week of November 23rd, Thanksgiving week, which will contain only one video set per week because they are short weeks.

Readings

Faculty/guests are invited but not obligated to include a short reading to accompany their mini-lecture. In instances where they do share a reading, it is considered to be part of the required text along with the associated video set "text."

Assignments

Along with engaging with the course materials (e.g., video sets, readings), successful completion of this course requires engagement with the following assignments:

1. **Self-introduction.** A Canvas discussion board space is reserved for you to introduce yourself to the instructional team and a sub-group of fellow students. There you'll find a set of questions to respond to along with an option to include a multimedia file. Due: Friday, October 9th

2. **Two-minute exercises.** Following each video set there will be a "two-minute exercise" – 1-3 multiple choice questions and/or a short answer prompt – that simply serves to check your understanding of the material presented. (See "Schedule" below for notes about which video sets are associated with the two-minute exercises.) Due: One week after each video set's posting date.

3. **Connection #1.** Among the scholars introduced in the first few weeks of the quarter, with whom and/or with whose work did you identify most? Whose ideas, whose sensibilities, whose passions resonated most deeply with you? Why? What do you find motivating, inspiring, etc.? How does it connect with why you're here as a student and what you want to do in the future? Focus on just one person and their work. Compose your reflections in 500-750 words. Further guidance posted in Canvas. Due: Friday, October 30th

4. **Time Capsule contribution.** Later in the 2020-21 academic year, a time capsule consisting of contributions from students enrolled in (and faculty and others associated with) "2020: The Course" will be sealed and stored for safe keeping, to be opened again in 20 years. Two decades from now, what do we want the UW community to know what it was like to be a part of the UW community at this very moment? Due date: Friday, November 20th

5. **Connection #2.** Among the scholars introduced in the middle and latter weeks of the quarter, choose two whose approaches to posing and answering questions you're drawn to. How do they know what they know? How do they know what they don't know? How do they decide what is important to learn? Compare and contrast between the two scholars you select and share your thoughts on why you have an affinity for what they do. Compose your reflections in 750-1000 words. Further guidance posted in Canvas. Due: Tuesday, December 8th

Grading

<u>Assignment</u>	<u>Notes</u>
Self-introduction	Satisfactory completion required for "CR"
Two-minute exercises	Satisfactory completion required for "CR"
Connection #1	Satisfactory completion required for "CR"
Connection #2	Satisfactory completion required for "CR"
Time Capsule contribution	Satisfactory completion required for "CR"

See grading rubrics in Canvas for details regarding what is entailed for satisfactory completion of each assignment.

Schedule

Because some fluctuation of faculty/guests is anticipated, the schedule is posted to and maintained on the Canvas site. In general, though, be mindful of the following regarding the video sets that will be released on the following dates:

Course context-setting – two-minute exercises not included:

September 30: First video set released; course introductions and overview

October 6: Second video set with further details on “time capsule” assignment

December 10: Course review/wrap-up

Core material – two-minute exercises included:

October 8, 13, 15, 20, 22, 27, 29

November 3, 5, 10, 12, 17, 19, 24

December 1, 3

Course- and University-Related Policies

Policies governing academic integrity, student conduct, access and accommodations, and safety are campus-specific and details are posted to each section of the course in Canvas, respectively. Policy concerning religious accommodations is University-wide: *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 \(https://registrar.washington.edu/staffandfaculty/religious-accommodations-policy/\)](https://registrar.washington.edu/staffandfaculty/religious-accommodations-policy/). Accommodations must be requested within the first two weeks of this course using the [Religious Accommodations Request form \(https://registrar.washington.edu/students/religious-accommodations-request/\)](https://registrar.washington.edu/students/religious-accommodations-request/).*