Assignments due for this class

- Go to *Doing Thinking* learning community (via blog) and do concentrated reading on assigned section (*Scientific Management* or *Labor and Monopoly Capital*)
- Use template from Analytic Thinking on p. 28 (#1-5) to do your summary notes
- Read the Impractical Cabinetmaker as a backgrounder for Monday's class

Agenda overview and return on 2nd class (10 minutes)

- Reflections on the Japanese Gate visit/cards
- Journal entries (will be handed back on Wednesday)

6:10 pm	<i>Rituals of tools: From novice to expert</i> Working wood demonstration	
6:45 pm	<i>One-hour workshops</i> Group A: Woodworking Group B: Scientific Management/Labor & Monopoly Capital	Sem II E1107 Sem II E2109
	 Workshop outline: Read handout from Saturday discussion Any questions about how we are using the "eight elements" and/or 	

- "universal structures of thought" from *Analytic Thinking* to examine the components of an argument, i.e. how it is built/constructed/put together?
- Sub-group conversations based on guidelines below

On Scientific Management

1. Review your summary notes (i.e. Taylor's purpose, problem/issue/question he addresses; information he draws on; inferences; key concepts)

2. Discuss the following questions and be prepared to report out on your discussion highlights: - What arguments does Frederick Winslow Taylor make to win "company and owners" and/or "employers" to the benefits of scientific management... "workmen"?

- What arguments does Frederick Winslow Taylor make to win "working men"/"employees" to the benefits of scientific management?

- What are Taylor's *assumptions* (i.e. what is the author taking for granted that might be questioned? Assumptions are generalizations that an author does not think need to be stated or defended; assumptions are typically *unstated*.)

On Labor and Monopoly Capital

1. Review your summary notes (i.e. Braverman's purpose, problem/issue/question he addresses; information he draws on; inferences; key concepts)

2. Discuss the following questions and be prepared to report out on your discussion highlights:

- What does Braverman argue are the effects of scientific management on the working class?

- What key concepts do we need to understand to follow Braverman's line of reasoning?

- How does the idea of "cognitive stratification" (Crawford) relate to Braverman's critique?

BREAK (around 7:45 pm for 15 minutes)

One-hour workshops

Group A: Scientific Management/Labor & Monopoly CapitalSem II E2109Group B: Woodworking workshopSem II E1107

(please turn page for Wednesday assignments)

9:00 pm A-ha reflections/conversations Notice/value/wonder about

Assignments for next class

Adjourn

Assignments for next class (October 4)

- *Journal entry*: Reflect on the experience of using tools and shaping wood to a purpose, intentionally drawing on ideas from "Logic" (handout: *Impractical Cabinetmaker*)
- *Seminar preparation*: Prepare for the Wednesday seminar conversations on "The Separation of Thinking from Doing" by:
- reviewing your notes, re-reading sections of this chapter
- noticing how Crawford uses Taylor's and Braverman's arguments to make his argument
- thinking about where your experience resonates with Crawford's argument
- Please build on earlier seminar notes using the guidelines from *Doing Thinking: On Reading and Writing Assignments*, section titled "puzzling passages and seminar notes."