

## DOING THINKING

### Agenda Week 3, 1st class: Monday, October 11

#### *Assignments due this class*

- Read “Thinking as Doing,” chapter 7, *Shop Class as Soulcraft* (handout).
- Do *summary notes* using eight elements from *Analytic Thinking* (bring these to class and hand in at the end of the class).
- Revisit reflections on Monday night’s experience of “Stolen Lessons” and do, revise, and/or expand your journal entry (re: journal assignment summarized above).

#### *Agenda overview*

- Journal entries (not quite finished yet!)
- Assignments needed
- Some general comments on reading and writing assignments

#### *Design challenge: Japanese low saw horse continued*

Based on the skill set of people in your conversation group, how might you organize to build a Japanese low sawhorse for each person within the constraints of a Saturday class period?

What is the individual and collective skill set of your group? Are there any benefits to a “division of labor”? What do you need to put in place to avoid “cognitive stratification”?

#### *Focus on the chisel*

##### *One-hour workshops (7:00 to 8:00 pm)*

Group A: Working wood: focus on chisel

*Sem II E1107*

Group B: Crafting ideas: Crawford’s argument

*Sem II E2109*

- Using ideas as tools—cognitive stratification/tacit knowledge
- Can “tacit knowledge” be codified?

BREAK (around 8:00 pm for 15 minutes)

##### *One-hour workshops (8:15 to 9:15 pm)*

Group A: Crafting ideas: Crawford’s argument

*Sem II E2109*

Group B: Working wood: focus on chisel

*Sem II E1107*

#### *Assignments for next class*

*Saturday class highlights:* Saturday, October 16 (seminar on “Thinking as Doing”; making sawhorses; practicing woodworking skills; individual meetings with faculty)

#### *Adjourn*

#### *Assignments for next class (Saturday, October 16)*

- Read *The Mind at Work: Valuing the Intelligence of the American Worker* -“Introduction”, pp. xi to xxxii; do notes using 8 elements.  
-Read chapter 4, “A Vocabulary of Carpentry”, pp. 67-99, noticing how Rose uses carpentry as a case study. Write some notes on the general points he makes. Choose a paragraph that you think is a particularly effective example of integrating the telling of one’s work experience with analysis. Examine Rose’s writing “moves”: what do you notice, what is especially effective. Write some notes.  
- Choose one other chapter to read, either 2, 3 or 5. What does Rose draw from this account of work? Any new insights?
- Read the chapter on the chisel in *Tools of the Trade* in the context of your experience in tonight’s class. Base a journal entry on your insights.