

DOING THINKING: WORKING WOOD, CRAFTING IDEAS

Major areas of study: artisan craft, educational theory and practice, and cross-cultural studies

Fall 2010 & Winter 2011
CRN: fall 10232; winter 20160
Class standing: sophomores or above
Meeting room: Sem II, E1107

8 credits per quarter
Enrollment 48
Special expenses: \$50 per quarter for supplies

Faculty team

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Note: This 8-credit program meets for twenty class sessions: every Monday from 6 to 9:30 pm (Sept. 27 to Dec 6) and on alternate Wednesdays (Oct. 6, 20, Nov. 3, 17, Dec. 8) and Saturdays (Oct. 2, 16, 30, Nov. 13, Dec. 4) from 10 am to 3 pm. Evaluation conferences will begin on Dec. 11 and continue through evaluation week. Please note that Evergreen does not hold classes during the Thanksgiving week (Nov. 22 to 27).

COURSE DESCRIPTION AND GUIDING QUESTIONS

What do we know about how people learn "something" well? What is the relationship between thinking and doing, between the work of the mind and the work of the hand? Why does working through "the hard parts" move us closer to the elusive nature of mastery? How do novices become experts and apprentices turn into artisans? We will explore these questions in a learning environment which intentionally cross-fertilizes workshop and classroom learning experiences.

The practice of *working wood* begins with conceptualizing something and understanding its purpose. We choose a shape, size and structure; we select the material from which to make it; we assemble tools appropriate to the task. But, to actually make the object we must possess the necessary skills. *Crafting ideas* requires a similar level of discipline: the process is as imaginative, intentional, and skill-based as *working wood*. Intellectual work turns *ideas* into tools for analysis.

Doing Thinking: Working Wood, Crafting Ideas invites us to re-conceptualize our understanding of tools as instruments of both the hand and the mind as we address the program's overarching questions. Throughout the program, we will develop both our abilities to make things of consequence from wood and our abilities to work with ideas that matter in the world and that are worth understanding.

REQUIRED READINGS:

- Mike Rose. 2004. *The Mind at Work: Valuing the Intelligence of the American Worker*
 - Wade Davis. 2009. *The Wayfinders: Why Ancient Wisdom Matters in the Modern World*
 - Jeff Taylor. 1996. *Tools of the Trade: The Art and Craft of Carpentry*
 - D. N. Perkins. 1986. *Knowledge as Design*
 - Linda Elder and Richard Paul. 2007. *The Thinker's Guide to Analytic Thinking*
- Additional readings will be handed out in class and posted on the *Doing Thinking* moodle.

THE NATURE OF OUR COLLECTIVE WORK

On craft-based workshops and classroom learning experiences:

All our meetings will be working/learning sessions. We will combine reading-based seminars, exploratory writing and seminar exercises, workshops, and other activities designed so you can explore the guiding questions of the program on your own and in collaboration with others. Students can expect to "do thinking" as you work wood and craft ideas. Class meetings are privileged opportunities to develop the habits of mind and academic skills foundational to both an Evergreen education and active, informed citizenship (see syllabus section on Evergreen's *five foci of learning* and *six expectations of a graduate*). Each week a *class agenda* will outline proposed work for the evening as well as assignments for the upcoming class.

On requirements: Evergreen's *Social Contract* (<http://www.evergreen.edu/about/social.htm>) and *Student Conduct Code* detail each person's responsibility for creating an environment where learning can flourish. In addition to what is outlined in these documents, course requirements for *Doing Thinking* include:

- Excellent attendance and full participation in class activities.
- Meet due dates for summary notes and/or reader's response to assigned reading.
- Complete craft work in timely manner.
- Attend scheduled conferences with faculty (three per quarter).
- Complete integrative project work.
- Complete self-evaluation and faculty evaluation.

On assignments: Please refer to the handout *On Reading and Writing Assignments* which offers detailed guidelines for your work. With the exception of reading summary notes, everything you do for class should be typed. A specific handout on the integrative project work will be handed out after week one.

On individual meetings with faculty: We will meet with you three times in fall 2010: during the beginning of quarter, mid-term, and during evaluation week. These meetings are opportunities to discuss your learning and work. You are invited to make additional appointments.

On expectations: Classes at Evergreen are designed to be *learning communities*. Our work together will be enriched by each person's contributions. Please plan on setting aside 14 to 16 hours every week to do the necessary individual preparation that is the starting point for generative, transformative, collaborative work. Expect to explore the course's guiding question and writer's arguments from classmates' multiple and divergent perspectives. Expect to rethink what you "know to be true" as you move into what, we hope, will include uncharted territory. *Please let us know if the class's pace or workload poses serious problems for you.*

FOR YOUR REFERENCE:

EVERGREEN'S WRITING CENTER: The Evergreen Writing Center's motto—"Because you have something to say" — describes the center's approach: they work *with you*, serving as thoughtful readers of your work with the aim of making your writer's voice strong and clear. Check out the services offered from one-to-one help from trained student tutors to skill-based workshops on topics such as APA citations, paraphrasing, and using sources by going to <http://www.evergreen.edu/writingcenter/myths.htm>.

EVERGREEN'S FIVE FOCI AND SIX EXPECTATIONS: Evergreen's principles for teaching and learning are touchstones for reflecting on your own intellectual and social development throughout your Evergreen education. Here is a summary:

Five Foci of Learning

We believe the main purpose of a college is to promote student learning through:

- *Interdisciplinary Study:* Students learn to pull together ideas and concepts from many subject areas, which enables them to tackle real-world issues in all their complexity.
- *Collaborative Learning:* Students develop knowledge and skills through shared learning, rather than learning in isolation and in competition with others.
- *Learning across Significant Differences:* Students learn to recognize, respect and bridge differences - critical skills in an increasingly diverse world.
- *Personal Engagement:* Students develop their capacities to judge, speak and act on the basis of their own reasoned beliefs.
- *Linking Theory with Practical Applications:* Students understand abstract theories by applying them to projects and activities and by putting them into practice in real-world situations.

Six Expectations of an Evergreen Graduate

- Articulate and assume responsibility for your own work
- Participate collaboratively and responsibly in our diverse society
- Communicate creatively and effectively
- Demonstrate integrative, independent and critical thinking
- Apply qualitative, quantitative, and creative modes of inquiry appropriately to practical and theoretical problems across disciplines
- As a culmination of your education, demonstrate depth, breadth, and synthesis of learning and the ability to reflect on the personal and social significance of that learning

SCENTED PRODUCTS: Please refer to Evergreen's air quality policy and refrain from wearing "scented products" to class <http://www.evergreen.edu/policies/policy/airquality>. For those with sensitivities to sanding dust or wood debris, dust masks will be provided.

EMERGENCY PREPAREDNESS: Please go to <http://www.evergreen.edu/facilities/emergency> to receive important campus information using e2Campus, including public health notices and school notice closures.

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Syllabus

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Go to the [Doing Thinking](#) Learning Community

