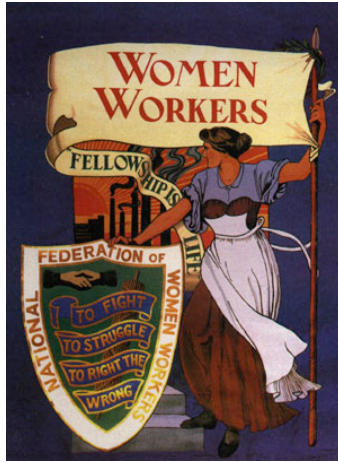


**Work and the Human Condition**  
**Fall/Winter/Spring 2008-2009**  
*Winter Quarter 2009*



**12 Credit, All level program**

*Faculty:* Susan Preciso [precisos@evergreen.edu](mailto:precisos@evergreen.edu) X6011

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CRN: 10231

Program wiki page: [www2.evergreen.edu/wikis/work/](http://www2.evergreen.edu/wikis/work/)

*Meets:* MTW 6:00-9:30 and Saturday, Jan 24 9:00-4:00

*Classrooms:* Monday & Wednesday — B1105 (all-program) and B2107 & B3109 (seminar)  
Tuesday — B1107 (all-program) and B2107 (breakout space)

*Class Standing:* This all-level program accepts up to 25% freshmen as well as supporting and encouraging those ready for advanced work.

*Fields of Study:* American Studies, Cultural Studies, History, Literature, Philosophy, Writing

We began this year long program with our examination of the nature and place of work in human life and culture. Studying literature, philosophy and history, we will continue to develop an understanding of work that goes well beyond the concept of work as a way to pay the bills. We consider important questions:

- ❑ Why is work important in a complete human life?
- ❑ What roles can it play both for an individual and for the whole social system?
- ❑ What ways of working should a person strive to practice?
- ❑ Who does what work?

To better understand and critique challenging material, we'll spend time improving skills in close reading, critical reasoning, writing clearly and well, and in research methods. We'll examine the ways in which approaching an idea through different disciplinary lenses allows us to deepen our understanding of it — often complicating the picture in generative ways. We plan to build in time for study groups to meet and work together on reading and writing, recognizing the value we place on collaboration; it enriches each community member's experience with this intellectual work. Our primary lens will be Western; however, we will make some important connections and comparisons to other traditions as well.

This is a thematic program — that is to say, it is organized around a central position that the faculty maintain and want to explore with the students. Our position is that a fully human

life requires significant work. This position, far from being a final answer, prompts many questions and invites open exploration. What counts as work? What makes work significant? What is required, individually and socially, in order for someone to have significant work? We hope and expect to deepen our own understanding of this position, and perhaps to revise it, as you deepen your understanding of it as well.

During **Fall Quarter**, we studied ideas about the place of work in the human condition, beginning with some ancient foundational texts and continuing through the early 18<sup>th</sup> century. We read *The Odyssey*, passages from the Bible, Aristotle, and the Stoics, and the *Tao te Ching*, and *Robinson Crusoe*. We began our work with Hannah Arendt's *The Human Condition*, and E.H. Carr's *What is History*.

**Winter Quarter's** work will begin with the study of Enlightenment thinking, reflecting the influence of the Protestant Reformation, the scientific revolution and mercantilism. We'll then study the effects of the Industrial Revolution on work, life, and culture in the nineteenth century. Our reading will include John Locke, Adam Smith, Marx, 19<sup>th</sup> century American literature, including *Moby Dick*, and *Walden; or Life in the Woods* and Daniel Rodgers' *The Work Ethic in Industrial America*. We'll also continue to read Arendt's *The Human Condition*.

During **Spring Quarter**, students will read contemporary ideas about the values and challenges of work and working. They will also learn from people about the work they do, interviewing and taking oral histories. They will document work and working through writing and other media they find useful and effective.

#### **Winter Book List:**

Hannah Arendt, *The Human Condition* ISBN: 9780226025988

University of Chicago Press

Introduction: Canovan, Margaret

Jerry Cederblom and David Paulson, *Critical Reasoning*

ISBN 0-534-60507

Thomson

E.H. Carr, *What is History* ISBN 039470391X

Vintage

Jane Aaron, *Essential Handbook for Writers* ISBN 0-321-10045-X

Little Brown

Thomas Paine, *Rights of Man* ISBN 0486408930

Dover

Anton Chekov, *Uncle Vanya* ISBN 0486401596

Dover

Herman Melville, *Moby Dick* ISBN 9780142000083

Penguin Classics

Henry David Thoreau, *Walden; or Life in the Woods* ISBN 0486284956

Dover

Daniel Rogers, *The Work Ethic in Industrial America* ISBN 0-226-72352-6

U of Chicago Press

Lawrence Simon, ed. *Marx, —Selected Writings* 0-87220-218-6 Hackett

**Learning Goals:**

As a student who successfully completes the full program, you will understand how the nature of work and concepts of work have changed through the history of the western tradition. In particular, you will understand how *modes* of work, *conceptions* of work, and *values* surrounding work have changed. Part of that understanding involves understanding the nature and value of work in your life in relation to your society.

To achieve the above, main goal of the program, you will need to learn several more specific things. You will learn how to read, understand and critically respond to philosophical texts, to historical texts and to literary texts. Further, you will integrate your understanding of philosophical, historical and literary material so as to develop and support your own positions on the nature and value of work. In addition, you will need to develop strong skills in writing, critical reasoning, and research.

**Program Structure and Regular Activities**

Most **Mondays** and **Wednesdays** will include lecture, workshop, or full program work and a seminar on the reading.

**Lectures** are aimed to inform you of central concepts, arguments, disciplinary methods and specific content related to the week's readings.

**Workshops** are designed to facilitate you in developing your understanding of texts as well as skills of interpretation, analysis and critique. As the work is generative, you will need to collaborate closely with your colleagues.

**Seminars** will deepen your understanding through close attention to the texts, including identification and interpretation of central and problematic concepts and vocabulary, as well as interpretation and critique of arguments and themes.

**Triads:** For many of our activities, including seminar response paper work, some workshops, and other aspects of our collaborative work, students will be assigned to a triad, that will in the best of circumstances, remain stable over the quarter. You'll need to make sure that your triad partners have your contact information.

We'll work on critical reasoning and writing on most **Tuesdays**.

**A Salon:** Before our regular work begins every Tuesday, we'll meet for tea and conversation — a salon for Work and Human Condition. We hope you'll often join us when you can. It will give us a chance to talk about ideas, to reflect on our work, and just to enjoy each other's company.

## General Expectations

### *Excellent attendance and full participation on all program activities.*

If you cannot make a class meeting, you need to let your seminar faculty know—either by phone or e-mail. You'll also need to contact your triad peers so that they can take notes and fill you in on what you missed.

### *College-level work.*

Since the program is focused on reading, writing, and critical thinking, you are expected to demonstrate these skills at the college level. Specifically, this means:

- The ability to read, understand, and then summarize texts
- The ability to learn from texts through discussion with others
- The ability to analyze and pursue writing assignments
- The ability to write coherent, focused, correctly punctuated prose
- The ability to develop and defend a thesis
- The ability and commitment to do all of the above reliably

We will inform you as early as feasible, and no later than the fifth week, whether you are working at the college level, and if not, what you need to do in order to bring skills to the college level.

**Email:** Stephen and Susan will use your Evergreen e-mail exclusively, so make sure you've accessed and check your account.

**Library:** We'll also expect every student to activate their library account.

## Program Requirements:

### **1. Seminar Response Papers:**

For each seminar, you are to write a brief response paper — \_ - 1 page in length. Your responses are to have three parts: (1) quotation; (2) description; (3) response.

- (1) **Quotation:** Choose a one- or two-sentence quotation from the seminar text that is at the heart of your topic of interest for the paper. Your quotation need not capture the whole of the topic (that generally requires you to quote too much), but it should be central to that topic.
- (2) **Description:** Describe the topic in the text that interests you. Often, this means giving a *restatement* of a position from the text. Sometimes, it means giving an account of central concepts. Sometimes, it means describing an image or a character. In any case, the goal is to represent, as faithfully as possible, your topic *as it is present in the text itself*. Focus on specific passages and details; avoid broad generalizations about the whole of the text.
- (3) **Response:** Present your own thoughts about your topic. You may be interested in your topic because you don't understand a concept or a position, or because you object to the position it takes, or because you think that a position, image or character can be helpfully applied to some other situation, or for other reasons. Whatever the source of your interest, make this clear to the reader. It is OK — in

fact, it is a *very good* thing — to be tentative, to try out ideas that you haven't fully worked out, to experiment with new thoughts.

Remember, this is a very brief paper. The description and response should be a paragraph each.

We will begin seminar in triads, where you will read and make brief observations about each other's responses. At the end of each seminar, you will write a brief postscript to your response.

*Purpose:* The purpose of your response papers is threefold. First, your response papers should focus your own thoughts about the text on a specific topic; by having your thoughts focused in this way, you will be well prepared to participate in seminar discussions. Second, response papers will help to focus your classmates' thoughts on your topic; seminar responses will significantly guide the structure and content of seminar. Third, your responses will record your growing understanding of our texts and themes over the course of the program.

*Form:* While the content of your paper can be tentative and provisional, the form should not. Responses are to be typed, double-spaced, with 1" margins on all sides, with a proper header including your name, the date of the seminar, and the program title.

Response papers will not be accepted late, at all. Since their purpose is largely to help you prepare for seminar and to inform that seminar, they can't do that after the fact.

## **2. Reading Notes.**

We expect you to take detailed notes on your reading all quarter. This means that you'll need to have a notebook, or section of your binder, dedicated to reading notes. If you take notes on your computer, make sure that you print them and put them into your notebook for reference. Each of us has particular practices that are useful to us, but you can think about including quotations from the reading that seem particularly intriguing or puzzling (include page numbers). You can write questions that come up and to which you might want to return. You can record connections you make between the reading at hand and other texts and ideas. You might also have a section to write down vocabulary that is either new, or used in a way that is unfamiliar. You'll include your reading notes in your portfolio.

## **3. Research and Annotated Bibliography**

By the second week of the quarter, students will choose their research topic, which will focus on some kind of work going on in during the 19<sup>th</sup> and early 20<sup>th</sup> century Washington. Once the subject is identified, students will research that kind of work. Each student is expected to find and examine historical resources, both primary and secondary. We'll expect students to use artifacts as resource as well, and those artifacts might be part of museum or trade society collections. For example, we'll visit the Washington State Historical Society Museum and draw from their collection. At the Pacific Northwest Room of the Tacoma Public Library, we'll have access to newspaper collections, trade journals and other primary resources. Maps and government documents might provide useful information as well. From this research, each student will compile an accurate, useful, well-written annotated bibliography. The annotated bibliographies will be posted on the program wiki and be available as research tools for everyone in the program. We'll provide information on the format and conventions for the annotated bibliography, as well as a sample bibliography as part of our work on academic research and writing.

## 5. Completed portfolio

Your portfolio should include:

- All seminar papers—the copy that has both peer response and “post seminar” notes.
- Your reading notes—these can be hand written or typed, but should be gathered and included on a separate section of your portfolio.
- All written work from our Tuesday meetings — *Critical Reasoning* exercises, writing workshops and exercises, notes.
- Lecture notes, notes from workshops, and research notes.
- Your completed Annotated Bibliography.
- Your self-evaluation — on the form, but consider it a draft. Your faculty may have some suggestions for revision.

## 6. Completed self-evaluation

This must be submitted to registration and records if you are leaving the program. If you are continuing, you'll keep it for reference, but the “official” self-evaluation is submitted only when you finish your work in the program.

## 7. Completed evaluation of faculty

You can include this in your portfolio, bring it to your evaluation conference, or turn it in to our program secretary, Sharon Wendt (Sem II B 2124).

## Work and the Human Condition—Winter 2009 Schedule

### Week 1 Program Introduction

Activities	Assignments
<b>Monday 1/05</b> Class Survey Returning students talk and plan a presentation of last quarter's work New Students meet with Stephen and Susan.	
<b>Tuesday 1/06</b> Returning students: with Susan, work with your essays—identify and evaluate argument patterns. New students: with Stephen, argument patterns and central concepts in Critical Reasoning.	For Tuesday—returning students—bring your final integrative essay from fall quarter. New students – read <i>Critical Reasoning</i> chapter 2.
<b>Wednesday 1/07</b> Review Arendt Prologue, Chapters I and II Seminar: Arendt, Prologue and Chapters I and II	For Wednesday—read or re-read Arendt, Prologue, Chapters I and II Write Seminar Response Paper

## Week 2

### Position:

Activities	Assignments
<b>Monday</b> 1/12 Lecture on John Locke—Stephen Seminar: <i>Second Treatise of Government</i> , Chapters II-V	For Monday, read Locke <i>Second Treatise of Government</i> , Chapters II-V (link to on-line text on wiki). Write seminar response paper
<b>Tuesday</b> 1/13 Begin to identify research area. In class discussion and writing. Library Work—We'll meet in the Library	For Tuesday: read section 35 b in Little, Brown-- <i>Essential Handbook</i> . Begin work on <i>Critical Reasoning</i> , Chapter 10
<b>Wednesday</b> 1/14 Workshop on Paine and <i>Rights of Man</i> Seminar: <i>Rights of Man</i>	For Wednesday: Read selections from <i>Rights of Man</i> , TBA

## Week 3

**Position:** By the nineteenth century, beliefs and expectations about work and the role it played in individual lives, and in the whole culture, had changed in fundamental ways. Thomas Hardy's *Tess* interrogates the new industrial economy as well as the rupture of the social structure.

Activities	Assignments
<b>Monday</b> 1/19 Martin Luther King Day- No class	
<b>Tuesday</b> 1/20 Writing and Critical Reasoning work with Carr, Chapter III	For Tuesday: Read Carr Chapter Chapter III and continue with <i>Critical Reasoning</i> , Chapter 10.
<b>Wednesday</b> 1/21 Movie—Tess of the D'Urbervilles Seminar on Rogers through Chapter 4.	For Wednesday: Read Rogers through chapter 4 and write seminar response paper.

#### Week 4

**Position:** Daniel Rogers examines the purposeful construction of a work ethic we have come to accept as “natural.”

Activities	Assignments
<b>Monday</b> 1/26 Lecture—Susan: Popular Culture in 19 <sup>th</sup> century America  Seminar: Rogers to conclusion	For Monday Finish Rogers and write seminar response paper.
<b>Tuesday</b> 1/27 Library –Bibliography workshop and research time. <i>Critical Reasoning</i> Work on Chapter 7 selections	For Tuesday: Read <i>Critical Reasoning</i> Chapter 7—selections.
<b>Wednesday</b> 1/28 Lecture: Stephen on Marx Seminar: “The Communist Manifesto”	For Wednesday. Read “The Communist Manifesto” in <i>Karl Marx, Selected Readings</i> and write seminar response paper.

#### Week 5

**Position:**

Activities	Assignments
<b>Monday</b> 2/02 Workshop on Marx—concepts and definitions. Seminar: Marx readings	For Monday: For read pp 58-68 and pp 98-101, and 115-121 in <i>Karl Marx, Selected Readings</i> .
<b>Tuesday</b> 2/03 <i>Critical Reasoning</i> , Chapter 7 and work with Marx readings. Writing—mid-quarter reflection and triad conferences.	For Tuesday: continue reading Chapter 7 <i>Critical Reasoning</i> . Bring Marx as well
<b>Wednesday</b> 2/04 Lecture: Stephen on Arendt Seminar, Arendt Chapter III	For Wednesday: Read Arendt, Chapter III and write seminar response paper.



### Week 6

**Position:** Henry David Thoreau's experiment at Walden Pond provides the framework for his reflection on the actual value and quality of life that emerged for Americans in the new economy of the mid-nineteenth century.

Activities	Assignments
<b>Monday</b> 2/09 Workshop Seminar: Arendt, Chapter IV	For Monday: Read Arendt, Chapter IV and write seminar response paper.
<b>Tuesday</b> 2/10 Library Time—Work with sources and research. <i>Critical Reasoning</i> TBA	For Tuesday: read selection from <i>Critical Reasoning</i> , TBA
<b>Wednesday</b> 2/11 Lecture: Melville in context—The American Renaissance. Workshop on Carr, Chapter IV. Seminar: Walden, “Economy”	For Wednesday— <i>Walden</i> , “Economy.” And Carr, Chapter IV. Write seminar response paper on “Economy”

### Week 7

**Position:** Work, race, class, religion, philosophy, the economy—Melville challenges his readers to question their beliefs about them all in this nineteenth century epic.

Activities	Assignments
<b>Monday</b> 2/16 Presidents' Day – No Class	
<b>Tuesday</b> 2/17 Background on the state of the union—Jules Unsel Seminar <i>Moby Dick</i> through chapter 49	For Tuesday: Read <i>Moby Dick</i> through chapter 49
<b>Wednesday</b> 2/18 Lecture: Susan on Moby Dick Seminar: <i>Moby Dick</i> through chapter 83.	For Wednesday: Read <i>Moby Dick</i> through Chapter 83.

**Week 8**  
**Position:**

Activities	Assignments
<b>Monday 2/23.</b> Lecture: Stephen on philosophy in Moby Dick Seminar: <i>Moby Dick</i> through Chapter 101	For Monday: <i>Moby Dick</i> through Chapter 101. Write seminar response paper
<b>Tuesday 2/24</b> <i>Critical Reasoning</i> Work TBA Workshop on Annotated Bibliography form and conventions.	For Tuesday: Bring all bibliographic information on your project sources to date. .
<b>Wednesday 2/25</b> Seminar: <i>Moby Dick</i> to conclusion	For Wednesday Read <i>Moby Dick</i> through chapter 101. Write seminar response paper

**Week 9**  
**Position:**

Activities	Assignments
<b>Monday 3/02</b> Lecture: Stephen on Arendt  Seminar: Arendt, Chapter V	For Monday: Read Arendt, Chapter V and write seminar response paper.
<b>Tuesday 3/03</b> Bring Completed Annotated Bibliography Panel presentations of bibliographic materials that were very useful.	For Tuesday: Annotated Bibliography is due. Also, send it as a MS Word document to your seminar faculty.
<b>Wednesday 3/04.</b> Chekov night—film of the play Seminar on the text and film.	For Wednesday: read Chekov <i>Uncle Vanya</i> and write seminar response paper.

**Week 10**  
**Position:**

Activities	Assignments
<b>Monday 3/09</b>	For Monday: Bring your portfolio—with

Synthesis Workshop  Self-Evaluation workshop.	everything from the quarter.
<b>Tuesday:</b> 3/10 Writing Workshop on Thoreau Seminar on Walden, “Where I Lived and What I Lived For.”	For Tuesday: Read <i>Walden</i> “Where I Lived and What I loved For.”
<b>Wednesday:</b> 3/11 Potluck and Program Reflection	For Wednesday: Bring something good for the potluck.

**Evaluation Week—March 16-20**  
**Conferences**

**Have a wonderful break — and we’ll see you all (we hope) March 30**