

The Evergreen State College
Community, Communication, and Computers
Folk Tales for the Next 999 Years

Winter 1999 Syllabus

Meeting Times:

Each Wednesday Winter Quarter
and March 13 9:00 AM - 5:00 PM
Field Trips: TBA

6:00 PM - 10:00 PM
Library 1612

Library 1612 Saturdays: January 16



[From *Punch in New York* by Alice Provensen]

Rebecca Chamberlain

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Our modern world demands that we be well-rounded and flexible communicators. This intensive year-long program is for the serious student committed to exploring the relationship of orality and literacy, technology and society. During the year participants will develop skills as creative writers, storytellers and literate technologists. We will weave together strands from many disciplines including performance, literature, writing, media theory, political action, and technology studies. Activities will be designed for the beginning and advanced student and will encourage both collaborative and individual learning. Each student will be expected to master several critical computer skills and those with experience in computer technology will be challenged to advance their abilities.

Designed for both beginning and advanced students, activities will encourage collaboration as well as independent learning, identifying strengths and developing new areas of growth. Over the year students may receive credit in the arts, computer technology, folklore, writing, literature, history, political science, and communications or media theory. Instructional strategies include lectures workshops, performances, seminars (in person and on-line), computer labs, and other venues.

The program has several interrelated objectives:

- Increasing and enriching computer literacy.
- Understanding the challenges and opportunities of modern computing and telecommunications systems within a continuum of human culture, relationships, aspirations, and creativity.
- Developing and exploring innovative uses of communications technology in understanding artistic achievements of the past and challenges of the future.
- Combining and meeting professional and personal goals and aspirations.

Last quarter (fall 1998) our theme was "Invent the New Media." In that quarter we examined history and theory of communication shifts, various types of mass media including television and the Internet; how media shapes society and how people can help shape media.

This quarter (winter 1999) the theme will be "Folk Tales for the Next 999 Years" in which we will concentrate on the ideas of stories: what they mean and what people do with them as we enter the 21st century.

Objectives for winter quarter: To develop and deepen our understanding of the story.

Story's forms: For example, family stories, creation myths, trickster tales.

Story's uses: In the past and in the future

Story's cultural and social contexts: For example, ritual, wisdom teachings, creativity, gender, social class, power, environmental issues.

How to create and shape and express stories in various forms and media: including writing, multimedia, hypertext, and performance, etc.

This quarter we will be asking the questions: Why study stories? How do they evolve? What is their "purpose?" What are their effects? Is their influence waning? Why and why not? How has the context for stories changed? How do the themes and issues that new technologies bring about in our modern world become part of our stories? How does the notion of place affect them? Culture? Who creates stories? Who owns a story?

Finally in Spring 1999, we will take up the theme of "Community Action and Communication." What is a community? What roles does communication play? What can individuals and communities do to strengthen community?

Expectations: Students will be expected to attend and participate fully in all class meetings, read each text faithfully, write reading response papers, and participate in seminars, workshops, performances, and communications projects. Students will be expected to work intensely in groups on workshop activities and on-line group projects for a minimum of sixteen hours outside of class meetings.

Schedule: Class will meet each Wednesday evening from 6:00 - 10:00 PM, and from 9:00 AM - 5:00 PM on two Saturday's during the quarter, January 14 and March 13. In addition one or more field trips will be arranged. Students will meet with their small groups either in person or on-line for workshop and group projects for a minimum of two hours a week (16 hours per quarter) outside of class.

40	10 Wednesday evening sessions
16	2 Saturday (all-day) sessions
8	Field trip(s)
16	On-line seminar, workshops, (and other group) work

Attendance will be taken at each class and workshop meetings. At small group workshops and planning meetings, each group member must turn in weekly responses to document their group participation. Any student missing a class or workshop must do a make-up project or lose credit.

Required Books and Readings (Available at the Evergreen Bookstore)

Italo Calvino. *Cosmicomics*. Harcourt Brace Jovanovich, 1968 (or other edition)
 Angela Carter (Ed.). *The Old Wives' Fairy Tale Book*. Pantheon, 1990.
 Rebecca Chamberlain and Doug Schuler (Eds.) CCC Reader -- Winter '99. 1999.
 Sean Kane. *Wisdom of the Mythtellers*. Broadview, 1994.
 Mark Stefik. *Internet Dreams: Archetypes, Myths, and Metaphors*. MIT Press, 1997.
 Jack Zipes. *Happily Ever After: Fairy Tales, Children, and the Culture Industry*. Routledge, 1997.

Supplementary Readings

Available on reserve in the Evergreen Library and/or posted on line.
 Check out: <http://tech-head.com/story.htm>

Assignments

Each student will participate in:

- One individual project
- One group (3 - 6 people) project
- One seminar (story hypertext) project
- Two workshops
- Reading responses

There will be a detailed description of each activity on a separate handout.

Class Portfolio

Each student is required to keep a class portfolio throughout the quarter. This will be turned in during the fifth week and at the end of the quarter for evaluation conferences. Include your name, the title, and date of each item in your portfolio. Each section should be arranged chronologically. The portfolio must be kept in a loose leaf three ring binder with dividers and should contain the following:

1. Course syllabus, covenant, and class handouts
2. Class lecture and workshops
3. Seminar notes
4. Workshops
5. Individual project(s) -- planning, research, development notes
6. Group project -- planning, research, development notes
7. Reading Responses to required texts. Follow format on reading response handout.
8. Field trip responses.
9. Self and Faculty evaluations (at the end of the quarter.)

Field Studies

Each student is expected to participate in approximately 8 hours of non-class activities related to the themes of the program. That is, the field trip should combine computer technology, stories, and social implications in some way. If the story aspects or social implications are not part of the event then you must construct your own thoughts on the social implications of the technology. There is quite a bit of flexibility here. To clarify your reactions, a group of students may agree to attend an event together and discuss it. Responses and reactions must be written up, titled, dated, and included in your portfolio. If you're unsure of the suitability of the field trip or your plan to address this requirement, talk to your seminar leader. Note that the field trips will often be off-campus and may involve a registration fee.

Field trip possibilities include story telling performances at the Tacoma Art Museum. Sunday, February 29, at 1:00 and 3:00; and Saturday and Sunday February 6 and 7 and March 7 and 8 at 2:00 PM.

Major Projects and Due Dates See handouts for details on projects.

Individual project --

Topic Due: week 3, Jan. 20

Final Draft Due: week 7, Feb. 18

Group project (3 - 6 people).

Commit To Project: Week 3, Jan. 20. Turn in name of project and group members by end of evening.

Topic and project outline due: Week 5, Feb. 3.

Final Draft and Group Presentation due: Week 10, Saturday March 13.

Seminar (story hypertext) project

Weekly Reading Responses

Each student will be responsible for writing reading responses that cover the major texts and readings for the quarter. These may include:

- 7 - one page reading responses - *or* -
- 4 - reading responses that cover multiple works.

See Handout "Guidelines For Reading Responses" for more detail.

Each student will post their reading responses group on Web CT for their seminar group. Hard copies will be handed in to seminar leaders. File them chronologically in your portfolio when they are returned. Due dates TBA.

Workshops

Each person will be responsible for participating in or completing two workshops during the quarter. Some of these will be done on campus, others can be worked on individually. Topics include:

- 1) Developing Stories for Public Performance (two hours),
- 2) Creating Illuminated Manuscripts (two hours),
- 3) Tall Tales and Urban Folklore (handout),
- 4) What Is Myth (handout),
- 5) Storytelling in different mediums (handout), and other topics.

See Workshop Handout for dates, times, and details.

Group Project

Each student will participate in a group project with two-five other students. This project is intended to help students develop team research, performance, and writing skills as well as general and specific knowledge about stories and their relationships with society. Each team will present their project during week ten of the quarter. See handout for ideas and details.

On-Line Workshops and Seminars

In order to participate in web based and on line collaborative projects, students must have access to these minimum computer requirements.

- 1) TESC e-mail account
- 2) Netscape Navigator or Communicator.
Netscape Communicator (version 4.x) is what we use in the computer center. It is our preference for ease of use.
- 3) Access to a local Internet Service Provider (ISP).
(We recommend getting a local provider. Access though AOL tends to be slow and project work is sometimes disrupted.)

Our program has received a Plato Grant to pilot the use of WebCT and other computer software. Over the year, we will have the opportunity to develop and evaluate the effectiveness of this program for the rest of the campus community. We feel very honored to have you join us in this venture. We will be working closely with Susan Bustetter and Pete Pietras in Academic Computer Services.

Technological Literacy

Each student will improve their computing literacy this quarter. This module is intended to help students develop: computing skills and increased computing confidence, competence, independence and judgment.

Due to the wide diversity of student skill levels and interests there are several ways to go about meeting the requirements of the computing literacy module. Because of this students will be somewhat responsible for determining which direction this will go. For most students this will mean working with Photoshop and web design fundamentals. For other students this might mean working on computing and web fundamentals (see handout for more information), teaching, or more advanced techniques. Please note that this module can be linked to group, individual, or other CCC work this quarter.

To help plan this module so that it meets student needs more effectively three one-page reports will be turned in; one at the beginning, middle, and end of the quarter. These reports will cover (1) what the student plans to do; (2) where the student is at midterm; and (3) where the student is at the end of the quarter.

Computing Literacy Plan: Due Saturday, January 16

Midterm report: Due week 5, February 3

Final report. Due Saturday, March 13.



Staff Support

Computer Center

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Computer Workshops

Monday's in the Mac classroom 6:00-9:00 pm
Scott Gruenemeier
grune23@home.com
360.956.1386

Christmas Break Assignments

To read before class: Calvino, Italo. *Cosmicomics*. Harcourt Brace Jovanovich, Inc. 1965.

New students-View Charlie Teske lecture, on reserve in the library.



Little Red Riding Hood and the Wolf (Gustave Doré)

Week One

*Life will go on
as long as there is someone
to sing, to dance, to tell stories and to listen.*
Oren Lyons

Wednesday, January 6, 1999

6:00-7:00	Introduction To faculty and students To this quarter's syllabus
7:00-7:45	<i>What is Story and Why is it Important?</i> Rebecca & Doug
7:45-8:00	Break
8:00-10:00	Storytelling Workshop -Personal & Family Stories -Story Variations

Assignments:

Reading due January 13, 1999

Kane, Sean. *Wisdom Of The Myhtellers*. "Prologue, Patterns, Maps, Boundary, Dream," (p. 9-123).

Finish Calvino's *Cosmicomics*.

Week Two

Wherever a story comes from, whether it is a familiar myth or a private memory, the retelling exemplifies the making of a connection from one pattern to another: a potential translation in which narrative becomes parable and the once upon a time comes to stand for some renascent truth. this approach applies to all the incidents of everyday life: the phrase in the newspaper, the endearing or infuriating game of a toddler, the misunderstanding at the office. Our species thinks in metaphors and learns through stories.

Mary Catherine Bateson

Monday Computer Workshop 6:00-9:00 pm. Topic: TBA Scott Gruenemeier

Wednesday, January 13, 1999

6:00-6:15	Introductions
6:15-7:45	Seminar or Photoshop I (Seminar Groups alternate)
7:15-8:00	Break
8:00-9:30	Seminar or Photoshop I
9:30-10:00	Group Project Planning "Smorgasbord"

In-class Seminar Topics: What is the role of storytelling and mythmaking in our human inheritance?
Texts: *Wisdom Of The Mythtellers*, *Cosmicomics*.

Assignments:

Reading due January 16, 1999

The Starchild Myth. Copies are available: 1) On Reserve In The Library,

Kane, Sean. *Wisdom Of The Mythtellers*. "Complimentarity, Tradition, Context, Epilogue" (p. 149-end.).

CCC Reader:

Joseph Campbell, *Myth and The Modern World*.

New Myths for the New Millennium. Stanley Krippner, Ann Mortifee,
and David Feinstein. *The Futurist*. March 1988.

Saturday, January 16, 1999

- 9:00-9:15 Introductions
9:15-10:15 Film: Joseph Campbell-“The First Storytellers.”
10:15-10:45 Break
10:45-12:15 Mythic Tool Kits: Rebecca
12:15-1:00 POTLUCK LUNCH
1:00-2:30 Star Child and Creation Myths
2:30-2:45 Break
2:45-5:00 Workshops:
1) Writing and Telling Myths: Mythify yourself. Working w/ symbol,
metaphor, allegory, or
2) “What Is Myth”

Assignments:

Reading due January 20, 1999

Jack Zipes, *Happily Ever After*. “Introduction, Of Cats and Men, The Rationalization of Abandonment and Abuse in Fairy Tales, ix-39.

CCC Reader:

Heisig, James. “Bruno Bettelheim and the Fairy Tale.” (p. 95-112).

Policing the Culture. Chapter 1 in Data Deprivation by Herbert Schiller (pages 1 - 25).

The Shape of Truth to Come: New Media and Knowledge. Chris Carlson. (pages 235 – 244).

Week Three On-line Seminar Topic: “What Is Myth: past, present, future?”

Week Three

We are the first generation bombarded with so many stories from so many "authorities," none of which are our own. The parable of the postmodern mind is the person surrounded by a media center: three television screens in front of them giving three sets of stories; fax machines bringing in other stories; newspapers providing still more stories. In a sense, we are saturated with stories; we're saturated with points of view. But the effect of being bombarded with all of these points of view is that we don't have a point of view and we don't have a story. We lose the continuity of our experiences; we become people who are written on from the outside.

Sam Keen

Monday Computer Workshop 6:00-9:00 pm Topic: TBA Scott Gruenemeier

Wednesday, January 20, 1999

- 6:00-6:15 Introduction
6:15-7:15 *Why the Future won't be like the Past: Globalization and Other Interesting New Twists*. Lecture:
Doug
7:15-8:00 Break
8:00- 9:00 Workshop: Tall Tales & Urban Folklore
(Bring Newspaper Clippings, Stories-Fact or Fiction, Truth or lies).
9:00-10:00 Group Project Planning Meetings

Assignments:

Reading due January 27, 1999

Jack Zipes, *Happily Ever After*. "Revisiting Benjamin's 'The Storyteller'" (p. 129-142).

CCC Reader:

Walter Benjamin, "The Storyteller: Reflections On The Works Of Nikolai Leskov" (p.83-109)

The Velvet Revolution and Iron Necessity by Eva Hauser (pages 77-94)

Coding Tricksters and Theory-Making: Storying Social Movements by Chris Cavanaugh (pages 133-136).

"Mapping Mythic Tricksters" by William Hynes (pages 33-45)

In-Class Seminar Topic: Walter Benjamin's "The Storyteller." The survival of story in the modern cultural and political environment. The role of Tricksters.

Week Four

The highest-paid person in the first half of the next century will be the "storyteller." The value of products will depend on the story they tell Nike and many other global companies are already mainly storytellers. That is where the money is --- even today. Rolf Jensen

Monday Computer Workshop 6:00-9:00 pm. Topic: TBA Scott Gruenemeier

Wednesday, January 27, 1999

- 6:00-6:15 Introductions
6:15-7:45 Seminar or Photoshop II (Seminar Groups alternate)
7:15-8:00 Break
8:00-9:30 Seminar or Photoshop II
9:30-10:00 Tricksters & Troublemakers: Lecture- Doug

Assignments:

Portfolio Due for Mid-quarter evaluation conferences.

Reading Due Feb. 3, 1999

Jack Zipes, *Happily Ever After*. "Toward a Theory Of The Fairy-Tale Film, Once Upon A Time Beyond Disney, Lion Kings and the Culture Industry. (p. 61-111)

CCC Reader:

"Of Elephants and Ducks" chapter 2 of "The Empire's Old Clothes: What the Lone Ranger, Babar, and other Innocent heroes to do our minds." Ariel Dorfman. Pages 17 – 66.

Week 5 On-Line Seminar Topic: Stories and the new media.

Week Five

Classic narrative is basically linear. It is like a river which has a source in an inland spring. The water bubbles up from the ground and sets off on a journey, pushed forward by the energy generated at its source. It twists and turns and gains momentum according to the obstacles in its path, as if it always has one aim in view; to finally reach and unite with its destination, the sea.

Cherry Potter

Monday Computer Workshop 6:00-9:00 pm. Topic: TBA Scott Gruenemeier

Wednesday, February 3, 1999

Mid Quarter Evaluation Conferences
Films (B.Y.O. Popcorn & Pop)

6:00-6:16	Introductions
6:15-8:00	Cocteau's "Beauty and The Beast"
8:00-8:30	Break
8:30-10:00	Disney's "Beauty and The Beast" Student led discussion of the films.

Saturday & Sunday, Feb. 6-7

Field Trip Option: Tacoma Art Museum, *Towards An American Identity*
Storytelling Performances by CCC Students 2:00.

Assignments:

Reading Due Feb 10, 1999

CCC Reader:

Charles Teske. "Notes On Orality and Literacy." (p. 1-34) 1990

Langer, Susan. "The Cultural Importance Of the Arts," (p. 261-268) in
Problems of Art: Ten Philosophical Lectures, Charles Scribner's, 1957.

In-Class Seminar Topic: TBA

Week Six

People often are powerless, alone, afraid. this is because someone else is telling their story for them: 'You are stupid. You are ugly. You are undesirable. You are useless.' Through storytelling, you can recognize your real story.
Joe Bruchac

Monday Computer Workshop 6:00-9:00 pm. Topic: TBA Scott Gruenemeier

Wednesday, February 10, 1999

6:00-6:15 Introduction
6:15-7:45 Web Design I
7:45-8:00 Break
8:00-9:15 *Stories Of Technology.* Lecture & Performance: Rebecca
9:15-10:00 Group Project Meetings, (computer lab)

Assignments:

Reading Due Feb 17, 1999

Mark Stefik, *Internet Dreams*, excerpts from: "As We May Think." Vannevar Bush. Pages 15 – 22; "The Digital Library Project, Volume 1: The World of Knowbots." Robert Kahn and Vinton Cerf. Pages 33 – 38; Technological Revolutions and the Gutenberg Myth. Scott Cook. Pages 67 – 82; The Electronic Capture and Dissemination of the Culture Practice of Tibetan Thangka Painting. Ranjit Makkuni. Pages 95 –107; The Electronic Mail Metaphor: The I-Way as a Communications Medium Mark Stefik. Pages 109 -124.

On-Line Seminar Topic: TBA

Week Seven

Their story, yours and mine --- it's what we all carry with us on this trip we take, and we owe it to each other to respect our stories and learn from them.

William Carlos Williams

Monday Computer Workshop 6:00-9:00 pm. Topic: TBA Scott Gruenemeier

Wednesday, February 17, 1999

6:00-6:15 Introductions
6:15-7:45 Web Design II
7:45-8:00 Break
8:00-9:00 *When Stories are Political.* Lecture: Doug
9:00-10:00 Group Project Meetings- (computer lab)

Assignments:

Reading Due Feb 24, 1999

Mark Stefik, *Internet Dreams*, excerpts from: "Mudding: Social Phenomena in Text-Based Virtual Realities. Pavel Curtis. Pages 265 – 292; A Rape in Cyberspace: How an Evil Clow, a Haitian Trickster Spirit, Two Wizards, and a Cast of Dozens Turned a Database into a Society. Julian Dibbell. Pages 293 – 316; "Interaction without Society?: What Avatars Can't Do. Harry Collins. Pages 317 – 326; "Towards Portable Ideas." Mark Stefik and John Seely Brown. Pages 327 – 344; First Encounters of an On-Line Dream Group. Barbara Viglizzo. Pages 353-389; Epilogue: Choices and Dreams. Mark Stefik. Pages 389 - 398.

In-Class Seminar Topic: TBA

Week Eight

Good stories fire the listener's imagination. They draw people in and include them in the storytelling process.
Edward O. Welles

Monday Computer Workshop 6:00-9:00 pm. Topic: TBA Scott Gruenemeier

Wednesday, February 24, 1999

6:00-6:15 Introduction
6:15-8:15 Sometimes The Fish Eats You; Performance and Discussion by Kieffer Denning.
8:15-8:30 Break
8:30-10:00 Seminar

Saturday Feb. 29, 1999

Field Trip Option: Tacoma Art Museum, *Towards An American Identity*
Storytelling Performance by Rebecca Chamberlain, 1:00, 3:00.

Assignments:

Reading Due March 3, 1999

CCC Reader:

Louise Steinman. *The Knowing Body: The Artist as Storyteller In Contemporary Performance*. p. 103-130.

Angela Carter, *The Old Wives Fairy Tale Book* (or other work). (pages vii-1, Mr. Fox, Keep Your Secrets, Now I Should Laugh If I Were Not Dead, The Armless Maiden, The Juniper Tree, Nature's Ways).

On-Line Seminar Topic: TBA

Week Nine

People think in terms of stories. They understand the world in terms of stories that they have already understood. New events or problems are understood by reference to old previously understood stories and explained to others by the use of stories. We understand personal problems and relationships between people through stories that typify those situations. We also understand just about everything else this way as well. Scientists have prototypical scientific success and failure stories that they use to help them with new problems. Historians have their favorite stories in terms of which they understand and explain the world. Stories are very basic to the human thinking process. Roger Schank

Monday Computer Workshop 6:00-9:00 pm. Topic: TBA Scott Gruenemeier

Wednesday, March 3, 1999

6:00-6:15	Introductions
6:15-8:15	Plato Lecture: Evelyn Messinger / Internews (Telling Stories Face to Face using computers).
8:15-8:30	Break
8:30-10:00	All Group Seminar

Saturday & Sunday, March 7 & 8, 1999

Field Trip Option: Tacoma Art Museum, *Towards An American Identity*
Storytelling Performance by CCC Students: 2:00.

Assignments:

Reading Due March 10, 1999

Angela Carter, *The Old Wives Fairy Tale Book* (or other work). Read 15 stories of your choice.

In-Class Seminar Topic: TBA

Week Ten

Human experience cannot be cabined into the structure of narrative.

Alan M. Dershowitz

Monday Computer Workshop 6:00 – 9:00 p.m. Topic: TBA Scott Gruenemeier

Wednesday, March 10, 1999

6:00-6:15	Introduction
6:15-8:30	Student Presentations
8:30-8:45	Break
8:45-10:00	Seminar

Assignments:

Final Preparations For Group Presentation

Portfolio due

Self and Faculty Evaluations Due: Make three copies, sign them, and place in portfolio.

Saturday, March 13, 1999

9:00- 11:00	Student Presentations
11:00-11:15	Break
11:15-12:30	Student Presentations
12:30-1:00	POTLUCK LUNCH
1:00-1:45	Program Debriefing; Preview Of Spring Quarter
1:45-2:00	Break
2:00-5:00	Plato Lecture: Laura Simms