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Class Sessions: Wednesday, 6 – 9:30 pm
 Saturday, 10 am – 5 pm; April 11 & 24, May 2, 16 & 30
 Classroom: SEM II – C1105, on Wednesday's
 SEM II – B1105, on Saturdays (seminar room C2107)
 Website: <http://academic.evergreen.edu/curricular/orderandchaos/>

Spring Program Description

"There must be chaos in one's heart to be able to give birth to a dancing star."
 --F. Nietzsche

Great developments in science and the arts—in fact all creative work—often occur at a tense juncture between the poles of order and chaos. This program will investigate how artists and scientists have creatively tried to make sense of their world and the major innovations that have occurred in the process. In the Arts: Fall and winter quarters we examined the development of tragedy and comedy from the Greeks and Romans to Shakespeare and Moliere, opera, non-western performance, and other great traditions in music, dance, and visual art culminating in the work of Anton Chekhov. We learned how highly ordered classical forms (and conventions) emerged and how they have changed through adaptation, subversion, and technology into new forms. In Science: Fall and winter quarters we examined the development of classical Greek astronomy (the Venerable model) and pantometry through the innovations of Copernicus, Galileo, Newton and Darwin. We learned how the scientific method includes initially disordered data, highly ordered theories based on that data, new observations that supercede the original data, a collapse of order, and repeat of the process. In the spring quarter we cover the 20th century to the present, including modern physics, Brecht, Beckett, Kushner, the advent of moving image, and other developments in science and the arts. Credits may be awarded in History of Science, Classical Astronomy, Theatre History, Performance Studies.

Central questions that form the basis of our learning goals include:

- What are the venerable models in science and the arts and how have they changed from the Greeks through the 19th century? In what ways do they reflect a unified world view or belief system?
- What happened in the 20th century to change the way we think about science and the arts?
- What similarities and distinctions epitomize the creative process in science and the arts? How does the creative process reveal itself when the artist/scientist is constrained by the rules and convention of his time?
- Who are the great innovators that we studied this quarter and what do they have in common?
- How would you distinguish transformation and evolution as mechanisms for change in the arts and sciences? In what ways are transformation and evolution central to the creative process?
- How have traditional approaches and belief systems been subverted by discoveries and developments from one period to the next?

Program Requirements

- Excellent **attendance** and **full participation** in all program activities
- **Completed assignments** turned in on time:
 - 1.) **Seminar ticket**: consists of two parts. First, you must write a brief but well-considered response to a question (provided by the faculty) about the seminar reading. Second, you must select a short passage that reveals something important that you've gleaned from the reading.
 - 2.) **The Cornell box or Mapping assignment**: this is a "handmade" response to one of the plays/operas you read. In addition to revealing your understanding of the play, this assignment will incorporate the scientific worldview of the time the play was written. The point of creating a Cornell box or 3D map is to give your play reading a physical form — be it through theme, guiding metaphor, character, conflict or other related areas. A one-page paper must accompany your box detailing your analytical and creative process.
 - 3.) **Reflective essays**: there will be two essays that address specific learning goals during the quarter in relation to our readings, lectures, seminars and other assignments.
 - 4.) **Other assignments**: weekly science worksheets and questions posed on the website related to the readings, performance exercises, group activities, and a short science mid-term and final exam.
- **Completed portfolio** to include all work: weekly response paragraphs, Cornell box, reflective essays, lecture notes, self-evaluation, and faculty evaluation.
- **Evaluation Week**: students should plan to be on campus one day/evening during evaluation week for their scheduled Evaluation Conference.

Required Books (available at College bookstore)

Beckett, Samuel. *Waiting for Godot*
Frayn, Michael. *Copenhagen*
Harmon, Katherine. *You Are Here*
Kushner, Tony. *Angels in America*
Rosenthal, Jeffrey. *Struck by Lightning*
Sondheim, Stephen and James Lapine. *Sunday in the Park with George*
Stoppard, Tom. *Rosencranz and Guildenstern Are Dead* (recommended: *Hamlet*)
Zukav, Gary. *The Dancing Wu Li Masters*

Additional weekly readings are posted on the Faculty link of the program website

If you are a student with **disability** who would benefit from support or services to ensure full access to this course, please contact Access Services in Library 2120 in the Student Advising Center, PH: 360-867-6348. In order for your program faculty to make accommodations, we must be informed no later than the second week of the quarter *by the student and in writing from Access Services*.

Be sure to use the program website – http://academic.evergreen.edu/curricular/order_and_chaos/
All information and relevant documents – *web reading assignments*, syllabus, covenant, calendar, links to academic support and other services, research materials – are available as PDFs or as links on the web page. Please bring hard copies of the web readings to class on the day they are due.

Expectations

The faculty members shall assume that students have well-rounded college-level skills. In case of deficiencies in basic skills, students are expected to work with the Learning Resources Center. The faculty member does not assume that students initially will be conversant with critical terminology or special techniques for discussing the works to be assigned. It is assumed that by the end of the program, students will have developed the ability--both in the terminology appropriate for more advanced discussion and in their own works--to think, to speak, and to write about the issues and themes of the program. In addition, they will have improved their ability to participate in the various collaborative activities of the program.

In general, students are expected to fully participate in all aspects of the class, to thoroughly prepare for each class session, and to complete all assignments on time. Attendance and being on time for class are essential. Unexcused absences, late, incomplete or unsatisfactory completion of assignments or plagiarism will constitute grounds for loss of credit. *Late assignments may not be evaluated.*

If a student misses a class it is his/her responsibility to obtain notes for the missed class. A missed class, without proper documentation, is not an excuse for failure to turn in assignments on the day of the absence.

Faculty are expected to be prepared for lectures and class sessions, to provide feedback on written assignments in a timely manner, to be available for consultation by appointment and to provide a written evaluation of the student's overall work in the program. Please refer to covenant for further details.

Evaluation

You will be evaluated on:

- Attendance and participation in class;
- Successful completion of all program requirements;
- Demonstration of acceptable understanding of program content and learning goals;
- Adherence to the agreements in the covenant

Incomplete status will be granted only for reasons of family crisis, illness, or similar emergencies. Evaluation conferences will be held at the end of the quarter. *Credit is not the same as positive evaluation.* Students receive credit for fulfilling minimum requirements and standards. The evaluation is a statement describing the quality of the student's work. It is possible for a student to receive credit but receive an evaluation that describes poor quality work. It is also possible for a student to attend regularly yet receive no or reduced credit because of unsatisfactory performance.

Supplies

In addition to books you will also need graph paper, a scientific calculator, a ruler, two dice, and some kind of coin. You will be expected to bring all of these to each class meeting.

Seminar Guidelines

What is seminar?

The program will be divided into two seminar groups, each with a faculty facilitator. Seminar is *not* an informal conversation or an entertaining chat with friends about some books nor is seminar group therapy. We encourage you to engage in all of the preceding at appropriate times and places but not during seminar time. Since the subject of our discourse in seminar is not casual, the form of our discourse must also be distinguished from that of casual conversation. We need not speak with the same clarity and carefully constructed structure of an academic essay, but we can eliminate excessive repetition, unnecessary fillers such as “um”, “like”, “you know”, “like”, “I dunno”, or “like”, and talking just to avoid awkward silences.

Seminar is an essential part of your education at Evergreen. It is a verbal, social way of constructing knowledge and of building a learning community. During seminar, serious, honest differences should arise (unless we are all clones) and be respectfully considered. Evergreen values diversity and learning across differences – this is a challenge to all of us, but it does not mean capitulation or agreement with every point of view. Seminar is a way to demonstrate knowledge of program content and to demonstrate higher order thinking skills. Consequently, participation in seminar is *evaluated*.

In order to participate in seminar, each participant must bring his/her seminar ticket as described in the syllabus. The ticket will be turned in at the end of seminar.

How is seminar conducted and what are expected behaviors?

Each of our seminars will begin with a round robin, that is, each member will briefly read from her/his seminar ticket. In this way, everyone is heard and the group has an idea of its collective starting point. Since one of the purposes of seminar is to cultivate a learning community, we must make every effort to make the (limited) time available for all to contribute. This should be self-policed but faculty may intervene if necessary. A good rule of thumb is three comments per seminar unless everyone has contributed or someone is specifically invited to speak. Seminar members will allow each person to complete her/his statements, that is, cutting speakers off or interrupting are not appropriate behaviors.

Sometimes silence is needed to allow for reflection and even if it is uncomfortable, this is an important part of processing information. If things get quiet, just assume that everyone is thinking so hard they can't speak quite yet. Different members of the seminar group may have radically different learning styles – this enriches the discourse and allows students to learn across differences. We must allow for and be respectful of a wide range of approaches to learning.

Seminar is centered on the texts' content. Our discourse must refer to the texts in a meaningful way but should also include individual, outside learning or experience that is relevant. In this way, the community is enriched by all of its members' knowledge.

Personal experiences, anecdotes, or revelations shared in classroom or seminar discussions will be considered confidential.