ASHA 321 Representation: Order and Disorder

Fall 2020

September 8 to December 8

Synchronous Zoom meeting each Thursday from 9:30am – 10:45am
Asynchronous participation via D2L the rest of the time

Professor Pablo Policzer

Overview and objectives

The point of departure for this course is Thomas Kuhn's claim that good scientists, like good artists, "must be able to live in a world out of joint". We will try to rise to Kuhn's challenge by exploring representations of the world as orderly, disorderly, and complex through a selection of works across the arts and sciences. Despite different terminologies and points of reference, we will see that there are common tensions and outcomes in very different fields.

Neither a canon nor an intellectual history, the works selected are meant to pose questions, suggest connections and provoke discussion, not to offer fully worked out answers. In the spirit of a graduate seminar, **the course in this sense is experimental**, offering material for all of us to engage with and explore. The expectations are therefore high, with **students playing a critical role**, through participation in class and in the D2L discussion forum.

As in a graduate seminar, this course requires quite a bit of reading, critical thinking, and writing. Reading a lot of material efficiently and effectively is a challenge. Few people are "natural" readers; most are not. The good news is that reading quickly and effectively is a learnable skill. This seminar aims to prepare you for more advanced work by providing you with an opportunity to master it. The best way to do this is through practice—by reading a lot of challenging material in a brief period. This syllabus includes some suggestions to help you do this better. **Students who read and think about the assigned material carefully and can discuss it in class, in their reviews, and in the take-home exams or term paper, will be well positioned to succeed in the course**.

Run according to a "hybrid" online model, we will hold a **synchronous Zoom meeting on Thursdays during regular class time and participate asynchronously the rest of the time**. (I'll send details of the Zoom meeting via D2L.) Each week I'll post some reflections on the material. Part of the class will also post a 500-word critical review of the material on the D2L discussion board, due Tuesday at midnight. 1-2 students will lead each in-class Thursday discussion, with a 10-minute presentation on that week's material. The presentation should quickly summarize the core ideas and pose questions for discussion. The presentations may freely engage not only with the material on the syllabus but also with the discussion on D2L provoked by that week's critical reviews.

Evaluation

- **Five 500-word critical reviews** of the week's assigned texts, due via D2L Discussion each week (6% each = **30%**). Because our aim is to learn collectively through and from each other, all reviews are shared with the class, through each week's discussion group. The reviews are **due by midnight each Tuesday**. You are encouraged to use the Wednesday to critically engage each other's reviews, via D2L and in preparation for the Thursday class. You are also encouraged to continue to engage with each other online through the discussion forum the rest of the week and subsequently.
- **Option** of either **two take-home essays or a research paper**. In the first option, you will be required to write two ~ 2,000-word essays, based on a choice of 2-3 questions (20% each = **40%**). Each essay will be a "think-piece" kind of exercise, asking you to critically reflect on the material on the syllabus. The first is due on **November 5**, and the second on **December 8**, via D2L. In the second option, you can write a research paper of ~4,000 words (worth **40%** of the grade), on a topic of your own choosing, also due **December 8**. While this exercise does require doing additional reading and research outside the syllabus, the topic should nevertheless be clearly connected to and build upon the class material. If you opt for the research paper, you are required to submit a brief (500 word) abstract, due Nov. 5, before the reading break (marked on a P/F basis).
- **Class attendance and participation** (**30%**). This includes full and active engagement in class and online (25%). The participation grade also includes a 10-minute presentation on one week's reading (5%). The presentation should critically engage the week's reading and pose questions for the class to consider.

Submission of assignments

Please include your name and ID number on the take-home essays or research paper and upload them to the D2L dropbox. It is your responsibility to keep a copy of each submitted assignment and to ensure that you submit the proper version. Private information related to individual students is treated with the utmost regard by University of Calgary. Student assignments will be accessible only by the authorized course faculty, and any personal information is collected in accordance with the ***Freedom of Information and Protection of Privacy (FOIP) Act***. Instructors may use audio or video recorded for lesson capture, assessment of student learning, and self-assessment of teaching practices.

If you miss a required component of the course, you must contact me in writing within 24 hours to discuss options to submit and/or make-up for that component. Assignments submitted after the deadline may be penalized with the loss of 10% for each day late. Incomplete assignments, not otherwise made up, will earn an F.

Expectations for writing

In this course, it's not only *what* you write that matters in how you will be evaluated, but also *how* you write it. Writing skills include not only surface correctness (grammar, punctuation, sentence structure, etc.) but also general clarity and organization, along with proper documentation of research sources.

George Orwell noted that "the slovenliness of our language makes it easier for us to have foolish thoughts."[1] The advice in these articles should help you avoid slovenly writing, at least:

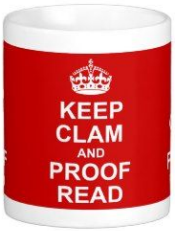
- William Zinsser, "Writing English as a Second Language" https://theamericanscholar.org/writing-english-as-a-second-language/

- Steven Pinker, "Why Academics Stink at Writing": http://chronicle.com/article/Why-Academics-Writing-Stinks/148989/

- And beyond Pinker's article, I would very strongly recommend his book *The Sense of Style*: http://stevenpinker.com/publications/sense-style-thinking-persons-guide-writing-21st-century

If after all this advice you still need help with writing, it is available through Writing Support Services in the Student Success Centre (3rd floor of the Taylor Family Digital Library): http://www.ucalgary.ca/ssc/writing-support. For further information, please refer to the *University of Calgary Calendar* section on writing across the curriculum: http://www.ucalgary.ca/pubs/calendar/current/e-2.html

http://www.cartoonstock.com/



[1] George Orwell, "Politics and the English Language" (1946): http://www.orwell.ru/library/essays/politics/english/e_polit/

Arts and Science Honours Academy grade scale

The following table outlines the grade scale percentage equivalents used in the Arts and Science Honours Academy. In this course, we will use percentage grades for all components, including reviews, participation, and papers. Final grades are reported as letter grades, based on the percentage achieved.

	Grading Scale
A+	96-100
A	90-95.99
A -	85-89.99
B+	80-84.99
B	75-79.99
B-	70-74.99
C+	65-69.99
C	60-64.99
C-	55-59.99
D+	53-54.99
D	50-52.99
F	0-49

Grading criteria

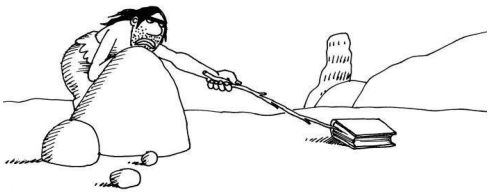
Work in the A- to A+ range demonstrates *exceptional performance*: strong evidence of original thinking; good organization; strong capacity to analyze and synthesize; superior grasp of subject matter with sound critical evaluations; and evidence of extensive knowledge base. Work at this level will also be clearly written, with no spelling or grammar faults.

Work in the B- to B+ range demonstrates *competent performance*: evidence of grasp of subject matter; some evidence of critical capacity and analytic ability; reasonable understanding of relevant issues; and evidence of familiarity with the literature. Work at this level will generally be clearly written, containing at most a few, if any, spelling or grammar faults.

Work in the D to C+ range demonstrates *adequate performance*: understanding of the subject matter; ability to develop solutions to simple problems in the material; and acceptable but uninspired work, not seriously faulty but lacking style and vigour. Work at this level is sometimes or often unclear and contains from some to many spelling or grammar problems.

F quality work demonstrates *inadequate performance*: little or no evidence of understanding of the subject matter; weakness in critical and analytic skills; and limited or irrelevant use of the literature. Work at this level is usually poorly written, with numerous spelling and grammar problems.

Reading skills (adapted from K. Chandra and D. Woodruff, MIT)



This course requires quite a bit of reading. As you manage this, you are likely to find that there is little correlation between effort and outcome. It's possible to spend hours reading something without "getting it," and equally possible to spend very little time reading something else and quickly getting to the heart of the argument. You will have to devise for yourselves ways to read efficiently and effectively, but these suggestions may help:

1. *Figure out the heart of the argument before you read deeply*: skim, read the introduction and conclusion, short reviews published elsewhere, etc. When you know the work's centre of gravity, you read more efficiently.
2. *Read actively*: don't just soak up whatever the author wants to tell you, but be skeptical, approach it with questions, and try to answer these for yourself as you make your way through the text. The more actively you read, the easier it will be to write your review.
3. *Use other peoples' skills*: you do not have to do all the work yourself. It is not "cheating" if you talk through the argument with someone else before or after you delve in or look at reviews for guidance.
4. *Write in order to read*: the critical reviews are designed to force you to do that.
5. *Use diagrams if necessary*: the structure of an argument can sometimes be better expressed by "drawing" it, using arrows and lines, than by trying to understand it in words.
6. *Organize your notes* in a way that makes retention and retrieval possible: use index cards, annotated bibliographies, database programmes like Evernote, OneNote, EndNote, etc.

These suggestions may be obvious to some and not to others. Basically, do whatever works for you. But be self-conscious about reading as a skill that must be learned and not necessarily as an ability that either comes naturally or does not.

In the age of digital distraction, you should also keep in mind that reading this material requires sustained focus and attention. Yes, you can consult others' work, but you must still make the time to sit down, block out distractions, and *read* or actively engage with the material yourself.

The reviews

The reviews should not simply describe or restate the central ideas in the week's material (though they should also do that), but *critically* engage them. An overarching question throughout the semester is how to think about each week's material considering Kuhn's challenge about living in and making sense of a world out of joint. In doing so, think of your reviews as mini papers: What question(s) does the material address? What argument(s) does it make? What type of reasoning, logic, or evidence do authors use to support this argument? Do you find it convincing? Why or why not?

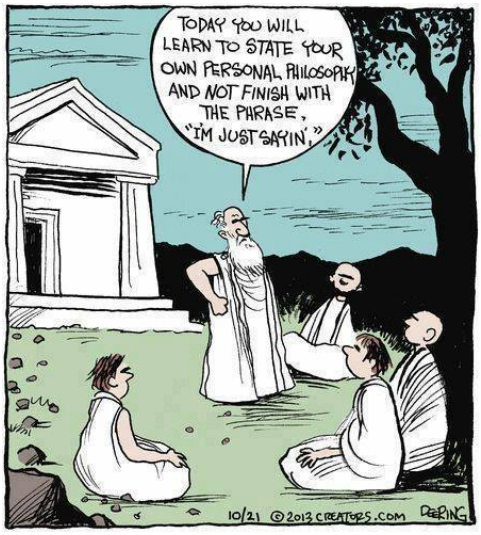
You may also find it useful to keep in mind Anatol Rapoport's advice for "How to criticize with kindness" (as summarized by Daniel Dennett)[2]:

- You should attempt to re-express your target's position so clearly, vividly, and fairly that your target says, "Thanks, I wish I'd thought of putting it that way."

[2] http://www.brainpickings.org/index.php/2014/03/28/daniel-dennett-rapoport-rules-criticism/

- You should list any points of agreement (especially if they are not matters of general or widespread agreement).
- You should mention anything you have learned from your target.
- Only then are you permitted to say so much as a word of rebuttal or criticism

Rapoport's/Dennett's advice also applies in spades to our own discussions, both through D2L and during our synchronous meetings. It is perfectly appropriate – indeed necessary – to disagree over how to interpret or assess the material. Our aim is not consensus, but critical analysis: this requires us to be **tough on the problem**(s) raised by the course material, but in our discussions, we will be **kind with the authors and with each other**. That means treating each other with respect, regardless of whether we agree or disagree on the material. Our class is a learning community, which aims to learn collectively and collaboratively, even through possible vigorous disagreement.



Course schedule[3]

Note: **Synchronous participation via Zoom each Thursday** (9:30-10:45), and asynchronous participation through D2L the rest of the week (except for the final synchronous meeting on Tuesday, Dec. 8).

Sep 8-10 Introduction

- Carlo Ginzburg, "Clues: Roots of an Evidential Paradigm," in *Clues, Myths and the Historical Method* (Johns Hopkins, 2013), pp. 96-125. (PDF on D2L)
- Leroy Little Bear. "Jagged Worldviews Colliding," in Marie Battiste, ed. *Reclaiming Indigenous Voice and Vision* (UBC Press, 2000), pg.77-85 (PDF in D2L). Suggested: https://www.youtube.com/watch?v=gJSJ28eEUjI

Sep 15-17 Making sense of a world out of joint

- Thomas Kuhn, *The Structure of Scientific Revolutions*, Chapters I-III, VI-VIII (PDF on D2L)

Sep 22-24 Forms and knowledge

- Plato, *Republic*, Books VI, VII; http://classics.mit.edu/Plato/republic.html
- Gregory Cajete, "Philosophy of Native Science," in Anne Waters, ed. *American Indian Thought: Philosophical Essays* (Malden, MA: Blackwell, 2004). (PDF on D2L). Suggested: https://www.youtube.com/watch?v=nFeNIOgIbzw

[3] May be modified as necessary.

Sep 29-Oct 1 Harmony and anomaly

- Dominique Proust, "The Harmony of the Spheres from Pythagoras to Voyager," *Proceedings of the International Astronomical Union* (2009) 5:S260, 358-367; https://doi-org.ezproxy.lib.ucalgary.ca/10.1017/S1743921311002535
- Michael Brown, "Copernicus' Revolution and Galileo's vision: our changing view of the universe in pictures," *The Conversation* (30 May 2016); https://theconversation.com/copernicus-revolution-and-galileos-vision-our-changing-view-of-the-universe-in-pictures-60103
- Adrienne Rich, "Planetarium," https://www.poetryfoundation.org/poems/46568/planetarium-56d2267df376c ; https://www.youtube.com/watch?v=ogWSt7zBE1k

Oct 6-13 Political order

- Thomas Hobbes, *Leviathan*, Ch. XIII "Of the Natural Condition of Mankind", Ch. XVII "Of the Causes, Generation, and Definition of a Commonwealth"; https://www.gutenberg.org/files/3207/3207-h/3207-h.htm
- Francis Fukuyama, *The Origins of Political Order* (Farrar, Straus and Giroux, 2011), Chs. 1-2 "The Necessity of Politics," and "The State of Nature," pp. 3-48 (D2L)

Topics for first take-home essay distributed

Oct 13 (Asynchronous) D2L discussion in preparation for guest speaker

Oct 15 Guest speaker: **Dr. Leroy Little Bear**

Oct 20-22 Legibility and simplification

- James C. Scott, *Seeing Like a State: How Certain Schemes to Improve the Human Condition Have Failed* (Yale, 1998); Introduction and Chapter I, "State Projects of Legibility and Simplification", pp. 1-52: http://ebookcentral.proquest.com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/detail.action?docID=3420352
- Jane Jacobs, *The Death and Life of Great American Cities* (Random House, Modern Library, 2011), Ch. 1 "Introduction," pp. 5-34 https://hdl.handle.net/2027/hvd.32044130304694

Oct 27-29 Governance without government

- Elinor Ostrom et al. "Covenants with and without swords: Self-Governance is possible," *American Political Science Review* 86:2 (June 1992), pp. 404-417; https://www-jstor-org.ezproxy.lib.ucalgary.ca/stable/1964229
- Brian Chaffin and Lance Gunderson, "Emergence, institutionalization and renewal: Rhythms of adaptive governance in complex social-ecological systems," *Journal of Environmental Management* 165 (2016), pp. 81-87; https://www-sciencedirect-com.ezproxy.lib.ucalgary.ca/science/article/pii/S0301479715302553?via%3Dihub

Nov 3-5 From chaos to complexity

- Stuart Kauffman, "Antichaos and Adaptation," *Scientific American* 265:2 (August 1991), pp. 78-85; https://www.jstor.org/stable/10.2307/24938683
- Nassim Nicholas Taleb, "A definition of antifragility and its implication: https://fs.blog/2014/04/antifragile-a-definition/

- Daniel Christian Wahl, "The whole is more than the sum of its parts". Excerpt from *Designing Regenerative Cultures*, Triarchy Press, 2016 (August 13, 2017); https://medium.com/age-of-awareness/the-whole-is-more-than-the-sum-of-its-parts-9dcb0e1b6d85

November 5

- *Term paper abstract due*
- *First take-home essay due*
- *Topics for second take-home essay distributed*

Nov 10-12 Reading break, no classes

Nov 17-19 Complex minds and bodies

- Marvin Minsky, "The Society of Mind," *The Personalist Forum* 3:1 (Spring 1987), pp. 19-32; https://www-jstor-org.ezproxy.lib.ucalgary.ca/stable/20708493
- Steven Pinker, "The Blank Slate," *The General Psychologist* 41:1 (Spring 2006), pp. 1-8; https://stevenpinker.com/files/pinker/files/the_blank_slate_general_psychologist.pdf

Nov 24-26 Breaks with classical order

- Igor Stravinsky, *The Rite of Spring*, https://www.youtube.com/watch?v=EkwqPJZe8ms;
- Pina Bausch Tanztheater Wuppertal, "The Rite of Spring," https://www.youtube.com/watch?v=NOTjyCM3Ou4 ;
- Vanessa Manko, "Pina Bausch's *The Rite of Spring*," the Paris Review (October 11, 2017); https://www.theparisreview.org/blog/2017/10/11/pina-bauschs-rite-spring/
- Ivan Hewett, "The Riot at the Rite: the premiere of *The Rite of Spring*," British Library (25 May 2016) https://www.bl.uk/20th-century-literature/articles/the-riot-at-the-rite-the-premiere-of-the-rite-of-spring
- Patti Smith, "Horses": https://www.youtube.com/watch?v=cSk6jfln84A ; Also: https://www.youtube.com/watch?v=SabdGoeuYMc

Dec 1-3 The risks of confronting a world out of joint

- Film: "The Matrix"; https://media3-criterionpic-com.ezproxy.lib.ucalgary.ca/htbin/wwform/006?T=W98710
- "The Matrix and the Value of Knowledge" https://ucalgary.kanopy.com/video/matrix-and-value-knowledge
- Ian Jarvie, *Philosophy of the Film: Epistemology, Ontology, Aesthetics* (Taylor & Francis, 1987), Chapter 2 "Plato and the Cave", pp. 44-55 https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/detail.action?docID=171866

Dec 8 Final class (Zoom meeting)

- Synthesis, wrap-up
- *Second take-home essay due*
- *Term papers due*

Guidelines for Zoom sessions

Zoom is a video conferencing program that allows us to meet at specific times for a "live" video conference, to discuss relevant course topics as a learning community.

To help ensure Zoom sessions are private, do not share the Zoom link or password with others, or on any social media platforms. Zoom links and passwords are only intended for students registered in the course. Zoom recordings and materials presented in Zoom, including any teaching materials, must not be shared, distributed or published without the instructor's permission.

The use of video conferencing programs relies on participants to act ethically, honestly and with integrity; and in accordance with the principles of fairness, good faith, and respect (as per the Code of Conduct). When entering Zoom or other video conferencing sessions (such as MS Teams), you play a role in helping create an effective, safe and respectful learning environment. Please be mindful of how your behaviour in these sessions may affect others. Participants are required to use names officially associated with their UCID (legal or preferred names listed in the Student Centre) when engaging in these activities. Instructors can remove those whose names do not appear on class rosters. Non-compliance may be investigated under relevant University of Calgary conduct policies (e.g. Student Non-Academic Misconduct Policy). If participants have difficulties complying with this requirement, they should email the instructor explaining why, so the instructor may consider whether to grant an exception, and on what terms. For more information on how to get the most out of your Zoom sessions visit: https://elearn.ucalgary.ca/guidelines-for-zoom/ .

Please be prepared, as best as you are able, to join class in a quiet space that will allow you to be fully present and engaged in Zoom sessions. Students will be advised by their instructor when they are expected to turn on their webcam (for group work, presentations, etc.). If you are unable to attend a Zoom session, please contact your instructor to arrange an alternative activity for the missed session (e.g., to review a recorded session).

The instructor may record online Zoom class sessions for the purposes of supporting student learning in this class – such as making the recording available for review of the session or for students who miss a session. Students will be advised before the instructor initiates a recording of a Zoom session. These recordings will be used to support student learning only and will not be shared or used for any other purpose.

IMPORTANT POLICIES AND INFORMATION

Absence from a Mid-term Examination

Students who are absent from a scheduled term test or quiz for legitimate reasons are responsible for contacting the instructor via email within 48 hours of the missed test to discuss alternative arrangements. A copy of this email may be requested as proof of the attempt to contact the instructor. Any student who fails to do so forfeits the right to a makeup test.

Deferral of a Final Examination

Deferral of a final examination can be granted for reasons of illness, domestic affliction, and unforeseen circumstances, as well as to those with three (3) final exams scheduled within a 24-hour period. Deferred final exams will not be granted to those who sit the exam, who have made travel arrangements that conflict with their exam, or who have misread the examination timetable. The decision to allow a deferred final exam rests not with the instructor but with Enrolment Services. Instructors should, however, be notified if you will be absent during the examination. The Application for Deferred Final Exam, deadlines, requirements and submission instructions can be found on the Enrolment Services website at https://www.ucalgary.ca/registrar/exams/deferred-exams.

Appeals

If a student has a concern about the course or a grade they have been assigned, they must first discuss their concerns with the instructor. If this does not resolve the matter, the student then proceed with an academic appeal. The first step in an academic appeal is to set up a meeting with the Department Head. Appeals must be requested within 15 days of receipt of the graded assignment.

University Regulations

Students are responsible for familiarizing themselves with the University policies found in the Academic Regulations sections of the Calendar at www.ucalgary.ca/pubs/calendar/current/academic-regs.html.

Student accommodations

Students seeking an accommodation based on disability or medical concerns should contact Student Accessibility Services (SAS). SAS will process the request and issue letters of accommodation to instructors. For information on support services and accommodations for students with disabilities, visit www.ucalgary.ca/access/. Students who require an accommodation based on a protected ground other than disability should communicate this need in writing to their Instructor. The full policy on Student Accommodations is available at http://www.ucalgary.ca/policies/files/policies/student-accommodation-policy.pdf.

Students seeking accommodation for transient illnesses (e.g., the flu) or another legitimate reason should contact their instructors. Whenever possible, students should provide supporting documentation to support their request; however, instructors may not require that a medical note be presented. For the policy on supporting documentation the use of a statutory declaration, see Section M.1 of the *University Calendar*:

https://www.ucalgary.ca/pubs/calendar/current/m-1.html. Also see FAQs for Students:
https://www.ucalgary.ca/registrar/registration/appeals/student-faq

Plagiarism and Other Forms of Academic Misconduct

Academic misconduct in any form (e.g. cheating, plagiarism) is a serious academic offence that can lead to disciplinary probation, suspension or expulsion from the University. Students are expected to be familiar with the standards surrounding academic honesty; these can be found in the University of Calgary calendar at http://www.ucalgary.ca/pubs/calendar/current/k.html. Such offences will be taken seriously and reported immediately, as required by Faculty of Arts policy.

Copyright Legislation

As stated in the University of Calgary Calendar, Academic Regulations, "students are required to read the University of Calgary policy on Acceptable Use of Material Protected by Copyright and requirements of the copyright act to ensure they are aware of the consequences of unauthorised sharing of course materials (including instructor notes, electronic versions of textbooks etc.). Students who use material protected by copyright in violation of this policy may be disciplined under the Non-Academic Misconduct Policy."
https://www.ucalgary.ca/policies/files/policies/acceptable-use-of-electronic-resources-and-information-policy.pdf and
https://laws-lois.justice.gc.ca/eng/acts/C-42/index.html

Instructor Intellectual Property

Course materials created by instructors (including presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the instructor. These materials may NOT be reproduced, redistributed or copied without the

explicit consent of the instructor. The posting of course materials to third party websites such as note-sharing sites without permission is prohibited. Sharing of extracts of these course materials with other students enrolled in the course at the same time may be allowed under fair dealing.

Freedom of Information and Protection of Privacy (FOIP)

FOIP legislation requires that instructors maintain the confidentiality of student information. In practice, this means that student assignment and tests cannot be left for collection in any public place without the consent of the student. It also means that grades cannot be distributed via email. Final exams are kept by instructors but can be viewed by contacting them or the main office in the Department of Political Science. Any uncollected assignments and tests meant to be returned will be destroyed after six months from the end of term; final examinations are destroyed after one year.

Faculty of Arts Program Advising and Student Information Resources
For program planning and advice, please consult with the Arts Students' Centre by calling 403-220-3580 or by email at artsads@ucalgary.ca. You can also visit arts.ucalgary.ca/advising for program assistance.

For registration (add/drop/swap), paying fees and assistance with your Student Centre, contact Enrolment Services at (403) 210-ROCK [7625].

Important Contact Information

Faculty of Arts Undergraduate Students' Union Representatives
Phone: 403-220-6551
Email: arts1@su.ucalgary.ca, arts2@su.ucalgary.ca, arts3@su.ucalgary.ca, arts4@su.ucalgary.ca
Students' Union URL: www.su.ucalgary.ca

Graduate Students' Association
Phone: 403-220-5997
Email: askgsa@ucalgary.ca
URL: www.ucalgary.ca/gsa

Student Ombudsman
Phone: 403-220-6420
Email: ombuds@ucalgary.ca

Campus Mental Health Resources

The University of Calgary recognizes the pivotal role that student mental health plays in physical health, social connectedness and academic success, and aspires to create a caring and supportive campus community where individuals can freely talk about mental health and receive supports when needed. We encourage you to explore the excellent mental health resources available throughout the university community, such as counselling, self-help resources, peer support or skills-building available through the following resources:

SU Wellness Centre: http://www.ucalgary.ca/wellnesscentre/
Student Wellness Services:
https://www.ucalgary.ca/wellness-services/services/mental-health-services
Campus Mental Health Strategy website: https://www.ucalgary.ca/mentalhealth/