

GROWING THINGS: YOU, BIOLOGY AND ART

BCUSP 104C/110B, Fall 2007

MW 3:30-7:50, UW2-030

Becca Price
UW2-220
425-352-3666
becca.price@uwb.edu

Kory Perigo
UW2-336
425-352-3646
kperigo@uwb.edu

Office Hours:
MW 2:30 – 3:30 pm in the ARC
or by appointment

Office Hours:
Tu 9:00 – 11:00 in the ARC
or by appointment

CAMPUS RESOURCES

Librarian, Rob Estes, LB1-310G, 425-352-5242, REstes@uwb.edu

Quantitative Skills Center, UW2-134, <http://www.uwb.edu/qsc/>

Writing Center, UW2-124, <http://www.uwb.edu/writingcenter/about.xhtml> (consultants
Carrie Christianson and Andy Jerome have taken this class)

COURSE TEXT

- Readings on E-Reserves:
<https://eres.bothell.washington.edu/eres/coursepass.aspx?page=pm&return=courses.aspx&cid=1193>
- Kolbert, E. 2006. *Field Notes from a Catastrophe: Man, Nature, and Climate Change*. Bloomsbury USA, 240 p.
- Maimon, EP et al. 2005. *The New McGraw-Hill Handbook*. McGraw Hill, 984 p.

COURSE DESCRIPTION

This course welcomes students into a culture of interdisciplinary learning that engages their abilities to examine Biology and the Arts and draw salient and significant connections between these disciplines. We incorporate various learning strategies—intellectual, visual, aural, written and kinetic—that allow the students to undergo a highly textured learning experience.

Students in this course will simultaneously explore the relationships between scientific method (developing hypotheses, collecting evidence and interpreting the experimental data) and the artistic process (creating ideas, developing themes and crafting a presentation). Augmented with readings covering biology, critical theory and aesthetic philosophy, this course will be a unique opportunity for students to understand the (all too often tacit) relationship between science and the arts and to foster an appreciation for both.

SKILLS AND OUTCOMES

1. Appreciate the diverse learning opportunities available within a university.
2. Integrate different learning styles to formulate a study plan that suits you and guides you towards your professional goals.
3. Evaluate what you learn, especially what you read, what you see in graphs and how you physically move through space.
4. Write and speak clearly about how complex topics intersect.
5. Work cooperatively and independently.
6. Enrich your life outside of the university through what you've learned in this class.
7. Explain the basics of evolutionary theory.

CLASSROOM ENVIRONMENT

We will meet twice a week for lecture, hands-on projects and movement. The first part of class will consist primarily of lecture, then we will segue into a discussion, and we will conclude with a workshop. To prepare for each class, you complete the assigned readings and writing and ensure that you understand the previous class's material. Because class is so long and overlaps with our dinner hour, feel free to bring food.

BLACKBOARD

Register for the course blackboard site ASAP, and check blackboard regularly for announcements. You will also turn in all of your assignments through this website. Go to the Assignments section, select the assignment you are turning in, and attach the local file with your completed assignment. Once we've graded the assignments, you can read our comments and discover your grade by returning to this section of the web page.

HOW TO SUCCEED IN THIS COURSE

- Attend class. Arrive on time.
- Participate. Read the course material, enter into discussions, ask questions when you are confused, and help your classmates master the material. Provide feedback to us and to your classmates so we can learn as a team.
- Complete assignments on time. You have many assignments to help you assess your mastery of the subject as we progress through the course. By increasing the number of projects, we aim to relax the pressure associated with each assignment. Assignments are due at the beginning of lecture. Late assignments will be marked down 5% of the initial grade for every day late, although the maximum penalty will be 50% of initial grade. Extensions are possible, but must be *granted in writing two days before the deadline*. We will not make exceptions to this policy.
- Turn off your cell phones in class.
- Using computers in class is a privilege. If your computers interfere with classroom learning, then you will need to put the computer away.
- Practice academic integrity. In particular, don't plagiarize. The UWB Student Handbook defines plagiarism as "the use of the creations, ideas or words of someone else without formally acknowledging the author or source through appropriate use of quotation marks, references, and the like." See <http://www.uwb.edu/students/policies/integrity.xhtml> for more information.
- When you have questions, use class time, office hours, and e-mail to obtain answers. We answer email messages within 24 hours, except on weekends and holidays. We encourage scheduling an appointment to receive one-on-one help or to discuss any topic in greater depth. Finally, we will answer questions pertinent to a particular assignment up until 5 pm the day before it is due. Please let us know if you're struggling. We want you to enjoy this material as much as we do.
- If you believe that you have a disability and would like academic accommodations, please contact Disability Support Services at 425.352.5307, 425.352.5303 TDD, 425.352.5455 FAX, or at dss@uwb.edu. You will need to provide documentation of your disability as part of the review process prior to receiving any accommodations.

EVALUATION

Journal	75 points
Worksheets	75 points
Growing Paper	--
Topic	20 points
Report	50 points
Dialog	50 points
First Draft	50 points
Second Draft	50 points
Short Essays (best 2 out of 3; you must turn in the 1 st and 2 nd essays; 3 rd)	25 points each (50 points total)
Meet with an instructor (2 total)	15 points each (30 points total)
Leading and participating in brown bag discussions	50 points
Total	500 points

Use the table below to convert your points to a grade. Note that the bins in this table overlap, affording us some flexibility in how we determine your grade. Thus, if your performance improves drastically, or if your assignments do not reflect your clear and innovative thinking, we will boost your grade. However, once grades are assigned, we will not change them!

Your points	470-500	450-470	430-450	410-430	390-410	370-390
Grade	3.9-4.0	3.6-3.9	3.2-3.6	2.8-3.2	2.4-2.8	2.0-2.4
Your points	350-370	330-350	310-330	300-310	<300	
Grade	1.6-2.0	1.2-1.6	0.8-1.2	0.7	0.0	

TURNING IN ASSIGNMENTS


Please turn in all of your assignments via the Blackboard site. You can access the assignment from the "Assignment" section on Blackboard (makes sense!). Then, click on the appropriate assignment to view it, and save it to your desktop. We always use Microsoft Word, and you can either purchase a copy for about \$10 from the cashier's office or use one of the computer labs on campus. Once you have completed the assignment, save it with your last name and that the assignment's name, e.g., Smith_WS01 would be the name for Ms. Smith's first worksheet. Then, return to the same place in Blackboard, add a comment about what you are turning in, upload the appropriate file and press **submit**. NOTE: the save command does not send your assignment to us!

It is essential for you to look at the assignment after we've graded it. In some cases, we'll be asking you to re-do the work, and you won't know whether that's the case unless you read our comments. And you especially want to see the comments we give when you've done superb work! You can access the graded assignment from Blackboard gradebook, which you approach from the "Tools" section. If the grade book has an "!", then we haven't graded the assignment yet.

COURSE OUTLINE (subject to change)

Date	Topic and Readings	Assign
26 Sept	<i>Intros</i>	Essay I WS1
1 Oct	<i>Evolution</i> NACR ch 2 http://evolution.berkeley.edu/evolibrary/article/0_0_0/evo_16 http://evolution.berkeley.edu/evolibrary/article//evo_28 Lauffer and Fall 2000 Due: Essay I, WS1	WS2
3 Oct	<i>Critical reading</i> Kolbert 2006 Ball 2001 Yates 1989 Due: WS2	Essay II WS 3
8 Oct	<i>Study Skills</i> Kolbert 2006 Maimon, et al. (Chapter 2, 3) Due: WS3	WS4
10 Oct	<i>Developing a research topic</i> Booth et al. 2003 (chapter 3) Lamott 1994 Due: Essay II, WS4	WS5
15 Oct	<i>Evidence</i> Kolbert 2006 Colomb and Williams 2003 Due: Report, WS5, Meet with an instructor	WS6
17 Oct	<i>Let's argue I.</i> Plato ca 390 BCE Due: WS6	WS7 Dialog

22 Oct	<p><i>Let's argue II.</i></p> <p>Booth et al. 2003 Kolbert 2006</p> <p>Due: WS7</p>	WS8
24 Oct	<p><i>Motor development</i></p> <p>Hartley 1995</p> <p>Due: Dialog, WS8</p>	WS9
 31 Oct class ends at 5:30 Happy Halloween!	<p><i>Heterochrony (ontogeny and phylogeny)</i></p> <p>Gould 1980</p> <p>Due: WS9</p>	WS10 growing paper (1 st draft)
5 Nov	<p><i>Heterochrony (cont'd)</i></p> <p>Due: WS10</p>	WS11
7 Nov	<p><i>Structures</i></p> <p>Laban 1966</p> <p>Due: WS11</p>	WS12
12 Nov	<p>Burke Museum</p> <p>Due: WS12</p>	WS13
14 Nov	<p><i>Evo-devo</i></p> <p>Carroll 2005</p> <p>Due: WS13</p>	WS14 Essay III
19 Nov	<p><i>The Aesthetic Experience</i></p> <p>Dewey 1936 Beardsley 1981</p> <p>Due: First draft of growing paper, WS14</p>	WS15 Meet with an instructor Growing Paper (2 nd Draft)

 21 Nov Happy Thanksgiving Class canceled	Due: WS15	WS16 (Kuhn 1973)
26 Nov	<i>Art by any other name</i> Tolstoy 1898 Weitz 1956 Due: WS16	WS17
28 Nov	<i>Creating Meaning</i> Danto 2000 Barthes 1967 Due: WS17	WS18
3 Dec	<i>The paradigm of evolution</i> Ruse 1979, TBA Due: WS18	WS19
5 Dec	<i>Reconciling art and science</i> Gould 2003 Due: WS19	
10 Dec	Finals Week. No Class. Final Paper due at 3:30pm. No exceptions.	