

This course explores of the way in which the patterns that we observe in the world about us can be described by language and understood with the tools of analysis and synthesis. A carefully selected sequence of poems and mathematical problems will be examined in a discussion format, and students will be expected to examine similar examples on their own. Because of the investigative approach, this course can be a valuable pedagogical experience.

Why are mathematics and poetry together in a single course? Perhaps that's for the student to discover. By our way of thinking, they each provide a language and an aesthetic standard, mathematics for the sciences, and poetry for the arts (and maybe it works the other way around as well).

For the poetry, the emphasis will be on how to read a poem and come to an understanding of how the poet has used the technical resources of form and language to communicate the theme and achieve the effect.

For the mathematics the emphasis will be on how to look for patterns in a mathematical situation, and achieve an understanding of why they stand in a certain relationship to one another, and what "makes it work".

Assignments will be given two weeks in advance, two in Math and two in Poetry. Students will be expected to submit written accounts of their analysis, and will be evaluated both on the content of their work and on the quality of their exposition.

The audience consists of students from Arts and Science and Applied Science in all major disciplines. An important aspect of the course is this wide range of programs and backgrounds of the students. It is an unusual and valuable experience to exchange ideas and arguments in the classroom with students from "the other side" of the university. Thus, attendance at lectures is an essential component of the course and 2 marks per week will be given for attendance up to a maximum of 20 marks. Students must remember to sign the attendance sheet each week.

This course was last offered in Winter 2004 and will be offered in Fall 2006 and every second year.

Textbook: *The Broadview Anthology of Poetry*
 edited by Rosengarten and Goldrick-Jones (Broadview Press, 1993)
Notes by the instructors.

Prerequisite: Third-year standing *or* above.
 Ontario Grade 12 Mathematics *and* English, *or* equivalent.

Exclusion: MATH-382*.

Instructors: P. Taylor (Math and Stats) *and* M. Berg (English)

Evaluation:	Attendance	20%
	Term Work (10% per assignment)	40%
	Final Take Home exam (20% in each subject)	40%

Students who wish to get credit towards a math concentration should register for MATH-382* instead of IDIS-303*. Further prerequisites will be needed.