

GNET 201: Human Experience II—Modes of Inquiry (3 hours)

- I. Course objectives: Students will 1) gain a critical understanding of what constitutes truth and knowledge in various modes of inquiry; 2) explore how these ways of acquiring knowledge relate to one another; 3) apply critical thinking to the inquiry process.
- II. Proposed course description: Explores the origins, validity, and values of various forms of knowledge and ways of knowing. Students must have completed WRIT 102 and Human Experience I or Critical Thinking to enroll in this course at this time.
- III. Course content: The course examines how some modes of inquiry approach understanding. The course is designed to foster life-long learning and active thinking and to add philosophical temper to academic and cultural activities.
- IV. Course structure: The course meets three days a week for 50 minutes. In most weeks, a large group meeting brings all sections together for a major lecture, a panel discussion, or similar activity related to that week's topic. Individual sections meet on two other days. Readings and lectures are determined in advance by the faculty participating in the course.

Within the modes of inquiry, participating faculty will have latitude in choosing material to be covered in that particular semester. Class activities are tailored to the level of sophomore students.

At the beginning, an overview of the course presents its structure, pedagogical techniques, and class activities. In subsequent weeks, various modes of inquiry are covered in the lectures with some topics requiring multiple weeks. A suggested schedule is attached. The course includes time for modes of inquiry to be compared and connected.

Participating faculty are responsible for coordinating the course.

- V. Grading: Students will receive grades based on a variety of assessments which might include double entry journals, quizzes, various writing assignments as well as a participation grade. Course instructors will decide on a common grading scheme when the semester is being planned.

Suggested Schedule (Spring 2002) for GNED 201: HE II – Modes of Inquiry

UNIT	CLASS	DATE	READINGS (TO BE COMPLETED BEFORE CLASS)	CONCEPTS/ACTIVITIES
Intro	1			?? Introduction to the course ?? Active reading
Literary Ways of Knowing	2	1/11	?? Review <i>Huck Finn</i> , Mark Twain	?? Large group meeting ?? Panel with divergent approaches to change in “Huck Finn”. ?? Model different ways of knowing in a literary work
	3		?? <i>I’m A Fool</i> , Sherwood Anderson	?? Explore ways of knowing how and what a short story means.
	4		?? <i>Cousins</i> , Jeanne McDonald	?? Explore how a literary work examines change with respect to a culture in which females believe they are not valued. Determine relevant issues to resolve next class.
	5	1/18	?? Review <i>Cousins</i>	?? Discuss results of assignments in previous class.
			MLK Day	
	6		?? <i>Journey of the Magi</i> , T.S. Eliot ?? <i>Lot’s Wife</i> , Melissa Range	?? Start transition into art
Artistic Ways of Knowing	7	1/25		?? Large group: Intro to Artistic Ways of Knowing ?? Panel of artists present divergent points of view on their work (Why not How).
	8			?? Discuss the panel ?? Explore ways that individual artists use to produce their work ?? Explore the questions each artist uses in their work and motivation for developing that question
	9		?? “The Rhythm of Education”, Alfred Whitehead ?? <i>Letters to a Young Poet</i> , Rainer Maria Rilke	?? Questions are at times more important than solutions ?? Explore stages of mental growth in answering questions ?? Explore development of personal questions

	10	2/1	?? <i>Ways of Seeing</i> , John Berger	?? Introduction to looking at images ?? Assumptions viewer brings to a work ?? How time has an impact on the understanding of meaning in an image
	11		?? <i>Ways of Seeing</i> , John Berger	?? Symbolism in visual imagery ?? Explore the relationship of the spectator and its role in constructing relationships of power
	12		?? <i>Ways of Seeing</i> , John Berger	?? Contemporary imagery in the media ?? Apply previous concepts to contemporary culture in advertising
Mathematical Ways of Knowing	13	2/8	?? <i>Mathematical Universe</i> , William Dunham, pp. 75-79	?? Lecture: mathematics as an axiomatic system
	14		?? <i>Mathematical Universe</i> , William Dunham, pp. 80-87 ?? <i>Intro to axiomatic systems</i> , Burnett Meyer, pp. 11-15 ?? “The Dependence of Mathematics on Reality,” David Hansen, pp. 26-30	?? Discuss the nature of axiom systems and deductive reasoning; read deductive proofs
	15		?? <i>Introduction to the Foundations and Fundamental Concepts of Mathematics</i> , Howard Eves and Carroll Newsom, pp. 37-41 ?? <i>Zero</i> , Charles Seife, pp. 40-42	?? Investigate the shortcomings of Euclid in rigor and applicability ?? Introduce Zeno’s paradox
	16	2/15	?? <i>Zero</i> , Charles Seife, pp. 43-53	?? Lecture: show how mathematics attempts to model physical phenomena with change (motion) as the primary example
	17		?? <i>Zero</i> , Charles Seife, pp. 105-117	?? Review Newton’s method of fluxions and apply it to projectile motion.
	18		?? <i>Zero</i> , Charles Seife, pp. 118-130	?? Finish off Zeno’s paradox and investigate how mathematics is used to model real-world phenomena ?? Link these concepts with the scientific reasoning
Reflections	19	2/22		A time to pull the ideas covered so far together Approach based on instructors’ preferences
	20			

Scientific Ways of Knowing	21		?? <i>A method of enquiry</i> , George Kneller	?? Hypothesis formulation, testing, reformulation ?? Simple experiments in the classroom (How high do various balls bounce?, for example)
	22	3/1		?? Large group meeting – video on climate change modeling ?? Link mathematical and scientific ways of knowing
			SPRING BREAK	?? Some sort of weather prediction vs. reality assignment ?? Greenhouse effect definition and understanding
	23		?? Selected readings on current world views and policies on greenhouse emissions	?? Review ideas from large group meeting and spring break ?? Discuss impacts of knowledge on policies
	24		?? <i>Greenhouse effect in the classroom: a project and laboratory based curriculum</i> , Susann Lueddecke	?? Greenhouse effect video experiment ?? Formulate hypothesis, test hypothesis
	25	3/15	?? Prologue in <i>Night Comes to the Cretaceous</i> , James Powell, pp. xiii – xx.	?? Lecture on how scientific ideas come into being based on reading assignment or other similar examples ?? Resistance to change despite scientific process
	26		?? <i>Germes of Dissent</i> , Harry Collins and Trevor Pinch ?? <i>Fission</i> , Luis Alvarez	?? Impact of humans on science
Social Sciences Ways of Knowing	27		?? Conclusion to <i>Elements of Social Scientific Thinking</i> , Hoover and Donovan ?? “Fat-Cat Sociology”, Nicolaus	?? Epistemological/methodological/ethical issues in social sciences
	28	3/22	?? “Heredity, Inequality, and Crime”, Jencks ?? Charts from <i>Homicide</i> , Daly and Wilson ?? Selections from <i>Crime and Human Nature</i> , Wilson and Herrnstein	?? Lecture or panel on the study of nature vs. nurture issues
	29		?? Same as previous class	?? Discussion of nature vs. nurture

	30		?? Recent newspaper article about the crime rate ?? Selections from <i>Murder in America</i> , Roger Lane	?? How this mode of inquiry studies change and variation
	31	3/29	?? “ <i>Roots of Violence in Black Philadelphia 1860-1900</i> ”, Roger Lane	?? Discussion continues
	32		?? Selections from <i>The Policy-Making Process</i> , Lindblom and Woodhouse ?? <i>Taking Sides: Clashing Views On Controversial Political Issues</i> , McKenna and Fiengold	?? Debate about capital punishment
	33		?? Same as previous class	?? Debate, continued
Theological / Philosophical Ways of Knowing	34	4/5		?? Panel: Jewish, Protestant, Catholic, Muslim, Native American: afterlife/immortality/mortality
	35			?? Discuss 5 points of view from panel ?? Introduce reading by Russell
	36		?? Selection from <i>Bertrand Russell’s Best</i> , Robert Egner, pp32-53.	?? Agnosticism and its way of knowing compared to traditional religionists
	37	4/12	?? <i>What is Philosophy?</i> , Jaspers	?? Large group: the essence of philosophical inquiry ??
	38		?? Review Jaspers	?? Discussion of meaning of philosophy
	39		?? “ <i>Mythological and Archetypal Approaches</i> ”, Guerin, et al.	?? Philosophy/Religion and Archetypes ?? Ways myths connect with religion and philosophy
Wrap-up	40	4/19		?? Discussion: How I learned in this course. ?? Exploration of the processes by which students believed they learned in this course ?? Preparation for final exam
	41			?? Course evaluation
	42			?? Final Exam