

**LART 603 -- The Search for Order: The Intuitive Eye
Fall 2015**

**Winthrop University
Master of Liberal Arts Program
3 credit hours**

Dr. Maria Clara Paulino

Monday, 6:30-9:15 p.m. in Owens 209

**Office: Bancroft 110
Office Phone: 323-3016
paulinoc@winthrop.edu
Office Hours:**

T/R 11:00 AM – 1 PM and by appointment

Overview and Goals of the Course.

This is one of the three core courses of the Master of Liberal Arts program. It complements and completes the rational and empirical approaches in “The Search for Order,” the theme and purpose of the Master of Liberal Arts program at Winthrop University. In this course, we will discover how intuition and creativity are used as epistemological approaches to knowing, and will survey how authors and practitioners from varied disciplines and backgrounds have explored the intuitive path.

By the end of this course, students will have learned about:

- Intuition as it is currently understood.
- Intuition understood in relation to instinct and intellect.
- The relationship between intuition and creativity.
- Intuition and creativity in different domains.
- Graduate-level critical reading of sources, writing, presenting, and research.

Course Evaluation.

Three Interpretive Essays (font 12, double spacing, 3-4 pages in length, minimum) (30% -- 10% per essay). In these review essays, you will respond to an assigned question or theme. In addition to exploring the ideas, concepts, and implications tied to the question, you will interact with the relevant course texts and draw conclusions based on what you have read and learned during the semester. I expect these essays to be well thought-out and well written. Since they may provide the basis for your participation in class, they must be completed on the day that they are due and they cannot be turned in if you are not in class, unless for documented illness or compelling reasons.

Investigative Paper (font 12, double spacing, 15 pages in length, minimum) (30%). During the first half of the semester, we will take time to showcase different authors, books, and ideas that connect with our readings and discussions. If you wish to take one of the course themes and explore it further, you can as a more in-depth project. Or, you can focus on a book or set of writings that explore an area relevant to the broad themes of intuitive knowing not covered in

class. These major papers should be well crafted and written. Steps leading to the investigative paper will be included in the paper grade (1. prospectus; 2. annotated bibliography; 3. bibliography, abstract, summary of main arguments and conclusion). Further detail on the investigative paper will be presented in class.

- Short written responses to one or two questions related to the weekly assigned readings (15%). This will take up the first 10 minutes of each class seminar. You will get them back at the beginning of our following meeting. At the end of the semester please hand them in together in a folder.

- Active Participation (15%)** This is a graduate-level seminar. The enrollment is purposely kept low to ensure a class environment conducive to conversation, interaction, and active participation. The latter term includes probing and questioning the ideas and concepts presented in the readings, thinking and wondering out loud, and posing questions to presenters and peers. Each of you should come to class prepared to discuss the readings assigned for that week. I encourage you to take notes on the readings. Everyone is expected to make a contribution to the work of the class, whether by asking questions, making comments, suggesting criticisms, or offering insights. Contributions should be thoughtful and meaningful, and indicate familiarity with the readings assigned for each class.

- Final Paper Presentation (10%).**

Course Attendance

Given the schedule of writing assignments and the demands of the course material, it will be almost impossible to do well if you are absent from class. You need to assess your own ability to consistently attend this class and participate in its work before committing yourself to it. Please see me if you have any questions about these factors.

Dropping the Course: Winthrop's Revised "N" Grade Policy

October 23rd is the last day that you can withdraw from the Fall 15 semester course with an automatic "N" grade. Per university policy, students may not withdraw from a course after this date without documented extenuating circumstances.

Classroom Decorum

The classroom—especially at the graduate seminar level-- is an arena for discussion and free exchange of ideas. All students are expected to behave in a respectful and appropriate manner toward their fellow students, even when you disagree with them. In addition, all students are expected to refrain from any behaviors that disrupt the learning environment for others. Inappropriate activities include, but are not limited to, chronic tardiness, engaging in idle chitchat during presentations and discussions, using cell phones and other personal electronic devices in class, or using laptop computers for activities, such as checking e-mail, that are unrelated to what is happening in the classroom.

Academic Dishonesty

Winthrop University takes an extremely serious view of violations of academic integrity. My in-class policy is one of zero tolerance for any form of academic dishonesty. In short, this means that a proven instance of plagiarism will result in a failing grade for the course, and not solely for the assignment in question. I will discuss this in detail during the first two weeks of class. However, it is your responsibility to talk with me if you have any questions about research, citations, Internet use, or paper composition. Such a discussion must take place before you submit

a paper.

Students with Disabilities

Winthrop University is dedicated to providing access to education. If you have a disability and require specific accommodations to complete this course, contact Services for Students with Disabilities at 323-3290 and make an appointment to see a professional staff member. Once you have your official notice of accommodations from Services for Students with Disabilities, please inform me as early as possible in the semester.

Bibliography

(sources, whether text or video, that are included in the calendar constitute required reading/viewing; those not included are suggested reading/viewing)

Bastick, Tony. *Intuition: Evaluating the construct and its impact on creative thinking*. Stoneman & Lang (September 1, 2003). (requested, Dacus Interlibrary Loan)

Beveridge, W.I.B. *The Art of Scientific Investigation*. Blackburn Press, 2004. In Public Domain: <https://archive.org/stream/artofscientifici00beve#page/n7/mode/2up> (chapters 5 and 6)

Capra, Fritjoj. *The Tao of Physics: An Exploration of the Parallels between Modern Physics and Eastern Mysticism*. Shambhala Ed., 2010.

Csikszentmihalyi, Mihaly. *Flow*. Harper & Row, 1991.

De Paul & Ramsey (eds.). *Rethinking Intuition: The Psychology of Intuition and its Role in Philosophical Inquiry* (Studies in Epistemology and Cognitive Theory). Rowman & Littlefield Publishers; First Edition edition (October 9, 1998).

Foster, Richard N. "A History of the Concept of Creativity." Lecture at *Keck Futures Initiatives. Complex Systems*. <http://www.keckfutures.org/conferences/complex-systems/webcast.html>

Glaxton, G. L. "The anatomy of intuition." In T. Atkinson and G. L. Claxton (eds.). *The Intuitive Practitioner: On the Value of Not Always Knowing What One is Doing*. Open University Press: Buckingham, pp. 32 – 52.
http://trans-techresearch.net/wp-content/uploads/2012/04/theo-compilation_1.pdf

Gardner, Howard. *Creating Minds*. Basic Books, 1994.

Hodgkinson et al. "Intuition: A fundamental bridging construct in the behavioural sciences." In *British Journal of Psychology* (2008), 99, pp. 1–27.
<http://trans-techresearch.net/wp-content/uploads/2012/03/intuition.pdf>

Kahneman, Daniel. *Maps Of Bounded Rationality: A Perspective On Intuitive Judgment And Choice*. Prize Lecture, December 8, 2002
http://www.nobelprize.org/nobel_prizes/economic-sciences/laureates/2002/kahnemann-lecture.pdf

Kahneman, Daniel. *Maps of Bounded Rationality*. December 8, 2002, at Aula Magna, Stockholm University. <http://www.nobelprize.org/mediaplayer/?id=531>

Kahneman, Daniel. "The Marvels and the Flaws of Intuitive Thinking: Edge Master Class 2011." in Brockman, John. *Thinking. The New Science of Decision-Making, Problem-Solving, and Prediction*. Harper Collins, 2013.

Klein, Gary. A Conversation with Gary Klein. *Edge. Conversations. Insight*. Topic: Mind. Introduction by Daniel Kahneman. <http://edge.org/conversation/insight>

Klein, Gary. *The Power of Intuition: How to Use Your Gut Feelings to Make Better Decisions at Work*. Crown Business (December 18, 2007).

Maritain, Jacques. *Creative Intuition in Art and Poetry*. (A.W. Mellon Lectures in the Fine Arts, Bollingen Series XXXV·1) (requested, Dacus Interlibrary Loan)

Marton et al. "A Nobel's eye view of scientific intuition: discussions with the Nobel prize-winners in physics, chemistry and medicine (1970-86)." In *International Journal of Science Education*. Volume 16, Issue 4, 1994. (requested, Dacus Interlibrary Loan)

Myers, David G. *Intuition: Its Powers and Perils*. Yale University Press (August 11, 2002).

Myers, David G. Public lecture: "[The Powers and Perils of Intuition](http://tv.up.pt/videos/H6Gj46Lo)" (Bial Symposium, Porto, Portugal, 2010) <http://tv.up.pt/videos/H6Gj46Lo>

Pigliucci, Massimo. *Answers for Aristotle. How Science and Philosophy Can Lead Us to a More Meaningful Life*. Basic Books, 2012.

Schlain, Leonard. *Art and Physics*. William Morrow, 1993.

Simonton, Dean Keith. *Creativity in Science: Chance, Logic, Genius, and Zeitgeist*. Cambridge University Press, 2004.

Waks. "Intuition In Education: Teaching And Learning Without Thinking." In *Journal of the Philosophy of Education Society of Great Britain*. <http://www.philosophy-of-education.org/pdfs/Friday/Waks.pdf>

Course Calendar Fall 15

Change Policy

I intend to adhere to the schedule of assignments and deadlines laid out in this syllabus. However, I may need to make minor changes in the schedule to accommodate special events, inclement weather, guest presenters, and other unforeseen circumstance. I will announce any changes to the syllabus in a timely manner in class and/or by e-mail. You are responsible for this information.

AUGUST 24:

Introduction to the Course
Review of Syllabus and Calendar
Guest Speaker: Mr. Jeffrey Cooper
Assignment for next class: read and watch:

Kahneman, Daniel. "The Marvels and the Flaws of Intuitive Thinking: Edge Master Class 2011" pp. 386-410

<http://edge.org/conversation/the-marvels-and-flaws-of-intuitive-thinking>

Kahneman, Daniel. *Maps Of Bounded Rationality: A Perspective On Intuitive Judgment And Choice*

http://www.nobelprize.org/nobel_prizes/economic-sciences/laureates/2002/kahnemann-lecture.pdf

<http://www.nobelprize.org/mediaplayer/?id=531>

AUGUST 31:

Discussion of D. Kahneman's chapter and lecture
Assignments for next class:

- In the light of the above, write your first interpretive essay entitled: "My most intuitive moment, experience, or event"
- Read:

Klein, Gary, *The Power of Intuition: How to Use Your Gut Feelings to Make Better Decisions at Work*. Crown Business (December 18, 2007).

Klein, Gary, A Conversation with Gary Klein. *Edge. Conversations. Insight*. Topic: Mind. Introduction by Daniel Kahneman. <http://edge.org/conversation/insight>

[Kahneman and Klein conversation pdf \(linked in the webpage\)](#)

SEPT. 7: LABOR DAY HOLIDAY

SEPT. 14:

Discussion on G. Klein's readings
Initial exploration of topics/authors/works to consider for Investigative Paper
First Interpretive Essay due
Assignment for next class: Read:

Csikszentmihalyi, *Flow*

SEPT. 21:

Discussion on *Flow*
Assignment for next class:

- Second Interpretive Essay topic: "Finding Flow Through _____," with interaction and review of the first four chapters of *Flow*
- Watch: Richard N. Foster. "A History of the Concept of Creativity"

http://media.nakfi.org/2008/complexity/richard_foster/richard_foster.htm

SEPT. 28:

Discuss Foster's presentation
Second Interpretive Essay due
Assignments for next class:
- Two-page prospectus for investigative paper
- Read and watch:

Myers, David G. *Intuition: Its Powers and Perils*.
Myers, David G. Public lecture: "[The Powers and Perils of Intuition.](#)"
<http://tv.up.pt/videos/H6Gj46Lo>

OCTOBER 5:

Discussion of the assigned readings
Short individual presentations of paper topics and class discussion
Prospectus due
Assignments for next class:
- Third Interpretive Essay topic (to be announced)
- Read:

Simonton, *Creativity in Science*

OCTOBER 12: Dr. Paulino heading international meeting on Interdisciplinary Studies, University of Porto, Portugal

OCTOBER 19: Fall break

OCTOBER 26:

Discussion of *Creativity in Science*
Third Interpretive Essay due
Assignment for next class: List of annotated bibliographic sources for Investigative Paper

NOVEMBER 2:

Discussion of *Creativity in Science* (cont.)
Annotated bibliography due
Assignment: Read:

Capra, F. *The Tao of Physics*

NOVEMBER 9:

Discussion of reading
Assignment: Final Investigative paper bibliography, abstract, summary of main arguments, and conclusion

NOVEMBER 16:

Discussion of reading (cont.)
Assignment due
Assignment for next class: Readings to be announced

NOVEMBER 23:

Discussion of readings
Assignment for next two classes: Prepare Investigative Paper Presentations

NOVEMBER 30: Investigative Paper Presentations

DECEMBER 7: Investigative Paper Presentations

*** Investigative Papers Due ***