Meeting Day/time  Wednesday  4:30 – 7:10 pm

Location  Krug 242

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Course Description
This course examines the realm of epistemology as it relates to research and inquiry methods and the psychological and sociocultural construction of knowledge. The course is designed to support students’ awareness of their own ways of knowing and their exploration of alternative ways of knowing as conceptual and practical research tools. Using a seminar approach structured around readings, reflections on those readings, class discussions, activities, and projects, the course seeks to guide students’ understanding of the various ways of knowing and the strengths, limitations, and implications of different paradigms of knowing.

Course Objectives
1. You will gain an understanding of a number of different ways of knowing that are important for understanding the history of education and educational research, and how these ways of knowing affect individual scholars, research, and practice in education and related fields.
2. You will be able to analyze and explain some important personal, sociocultural, professional, political, and other influences on ways of knowing.
3. You will explore your own perspectives on inquiry and examine the diversity of thought that characterizes inquiry and scholarship.
4. You will be able to use different ways of knowing to enhance your own research and practice.
5. You will expand and refine your scholarship abilities, including critical and analytic reading, writing, thinking, oral communication, and the use of scholarly resources.

**Required Course Texts**


**Readings Available on Electronic Reserve**


**Readings Available Online**


GMU offers a wonderful service of [obtaining journal articles through e-journal finder](http://www.bath.ac.uk/~edsajw/writing.shtml). Here's the steps that will lead you to the Hofer & Pintrich article.

1. Go to GMU main page: www.gmu.edu
2. Go to library
3. Go to e-journal finder
4. Type in name of journal under journal title, i.e., Review of Educational Research
5. Look for year of journal, i.e., hit JSTOR
6. Enter your G #
7. Search journal (by issue or author name. Type Hofer and it's the first one)


[http://www.bath.ac.uk/~edsajw/writing.shtml](http://www.bath.ac.uk/~edsajw/writing.shtml): Find AERA paper:

[http://www.bath.ac.uk/~edsajw/living.shtml](http://www.bath.ac.uk/~edsajw/living.shtml) (Doctoral: Living Theory Theses)
Also see:

*Popular Culture/Media as a Way of Knowing*: S. Weber & C. Mitchell
http://www.iirc.mcgill.ca/

*Performance as a Way of Knowing*: L. Holzman & The East Side Institute
http://www.loisholzman.net/esi.html

*Netkids: The Ne(x)t Generation of Knowing*

*The Notion of Bricolage*
http://encyclopedia.thefreedictionary.com/bricolage and p. 8 in Kincheloe’s *Critical constructivism book*. Bricolage denotes a multimethodological form of research that uses a variety of research methods and theoretical constructs to examine a phenomenon, i.e., creates a new way of knowing with tools at hand.

**Recommended Readings**


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**Course Requirements**

1. Attendance is mandatory, as dialogue in this class is essential to the process of our work in seeking multiple perspectives. Please notify professor if you must miss a class. If you miss a class, you are responsible for working with colleagues to learn the material you missed and then submitting an essay of your make-up learnings before the start of the next class.

2. You are expected to complete all readings and bring your written essays to class.

3. You are expected to participate in class discussions with consideration and effort to understand others and to seek to be understood.

4. Please complete and save all assignments in word documents. Use APA style; 12 pt. font; double-spaced. See American Psychological Association. (2001). *Publication Manual* (5th ed.). Author: Washington, DC. Turn in assignments at the beginning of class on the date due. Late assignments will not be accepted without making prior arrangements with the professor.
**Course Assignments**  (100% or 100 total points)
Dialogue Essays  40 points; (5 pts @) includes activities & participation
Book and/or Film Collaborative  10 points
Knowing Project  40 points
Re-Knowing Paper  10 points

**Evaluation**
See Handout “Course Assignments and Assessments”

**GSE Syllabus Statements of Expectations**
The Graduate School of Education expects that all students abide by the following:
Students are expected to exhibit professional behavior and dispositions. See gse.gmu.edu for a listing of these dispositions, Students must follow the guidelines of the University Honor Code. See [http://www.gmu.edu/catalog/apolicies/#TOC_H12](http://www.gmu.edu/catalog/apolicies/#TOC_H12) for the full honor code. Students must agree to abide by the university policy for Responsible Use of Computing. See [http://mail.gmu.edu](http://mail.gmu.edu) and click on Responsible use of Computing at the bottom of the screen. Students with disabilities who seek accommodations in a course must be registered with the GMU Disability Resource Center (DRC) and inform the instructor, in writing, at the beginning of the semester. See [www.gmu.edu/student/drc](http://www.gmu.edu/student/drc) or call 703-993-2474 to access the DRC.

**How to Avoid Plagiarism**
Give Credit Where Credit's Due (2005) [http://www.collegeboard.com/article/0,3868,2-10-0-10314,00.html](http://www.collegeboard.com/article/0,3868,2-10-0-10314,00.html)
Tentative Class Schedule

*required assignment
Bring your written essays to each class.

January 25

Introduction to the Course
Epistemological Models of Knowing
What is your way of knowing about your discipline?

Essay 1: I know __________ because __________ (in class activity)
1) Name your discipline, e.g., Instructional Technology, Education leadership, etc.
2) Complete this sentence in reference to your discipline as many times as you like:
   I know ____ because ___. I know ____ because ___, etc.
3) Notice and write about:
   a) What are some well-known facts about your discipline? What does the knowledge base of your discipline incorporate?
   b) Pay particular attention to how you know these things and write about that in the “because” section e.g., through printed material, wisdom, an authority in your field, peers who confirmed your thinking, research findings, reason, experience, experimentation, comparisons, reflection, self-study, searching, intuition, spiritual understanding…., etc.
   c) What isn’t so clear?
   d) How would you go about finding answers to the things that aren’t so clear for you?
4) Meet your Book/Film Collaborative and share your essay with them.
5) Report out a synthesis of group’s discussion to class.

*Read Hofer & Pintrich article (see link under readings) and reflect on how your Essay 1 reflects/relates to the epistemological models discussed in their article. Integrate any links you find within the models and what you wrote in your class essay. What do you find interesting and/or puzzling? Send this second segment only to the drop box on Blackboard and title it with your last name, and essay number, e.g., Samaras.Essay1.

February 1

What is this thing called science?
Look up falsification, rationalism, empiricism, positivism, scientific method
*Start reading Descartes (Introduction and Discourse Chapters; pp. xi-54)

Essay 2: What are some examples of the scientific method, rationalism, empiricism, and positivism in your job, discipline, and/or life? Are there positive and/or negative implications of Cartesian thinking in your practice, studies, and/or life? Can you think of an example of when you would prefer or not prefer a scientific approach in your practice, studies, and/or life?
February 8
* Cartesian Ethos
  * Descartes (overview pp. 117-193)
  * Strictly Ballroom

February 15
* Critical Constructivism
  * Kincheloe chapter
  * Research Topic Idea Due

**Essay 3:** You are a talk host for a particular context (e.g., a television show, a scientific community, an educational conference, an art society, a conservative political forum, an alternative radio show, etc.). Descartes and Kincheloe are your guests. Prepare a script of provocative questions you will ask each of these “knowers.” The questions will be used for your group’s 5-10 minute improvisation for this class. Send the questions to your group; coordinate and agree on when you will send your questions to each other, your chosen context, and how the roles will be cast.

February 22
* Feminism and Science: Is there a feminist way of knowing?
  * Harding chapter
  * Review Hoefer & Pintrich article
  * John-Steiner: Chapters 1 & 4

**Essay 4:** Harding as well as Hofer and Pintrich and John-Steiner question the limitations and universal nature of epistemological models and methodologies of studying women’s ways of knowing. Nonetheless, Hoefer and Pintrich state that the information gained through this research will help us better understand the teaching and learning processes. In your experience, does having a feminist way of knowing advance or damage women’s position in the sciences? Does it contribute to knowing and to education? Does your examination of epistemological theories cause you to better understand teaching and learning processes? Explain.

March 1
* Science and the Humanities
  * Bruner: Chapters 2, 5, & 10

**Essay 5:** List the facts you gathered about something you tried to better understand through study. It could be a lived experience or a research study (informal or formal) conducted in the past including your questions, procedures, and findings (review the Johnston article). Then write a narrative that tells a story about the incident or research and especially the story of how you generated your research questions, how you went about trying to understand this new thing, and what you finally concluded. In your story,
share why you chose this story, the role that others played in your story and what parts
maybe a stretch of the truth. Compare the two writing approaches and experiences.

March 8
Practitioner’s Ways of Knowing
Living Educational Theory and Democratic Values for the Public Good
Choose a reading below found on the actionresearch.net http://www.bath.ac.uk/~edsajw/
Come prepared to share your critique and comments on a practitioner’s way of knowing
http://www.jackwhitehead.com/aera05/jwjmaera05htm.htm
http://www.bath.ac.uk/~edsajw/writing.shtml: Find AERA paper:
http://www.bath.ac.uk/~edsajw/living.shtml (Doctoral: Living Theory Theses)
*Paper Proposal Due
Time will be allocated to discuss your presentation for the Book/Film Collaborative.

March 12-19 Spring Break!

March 22
Paradigm Bound
*Kuhn
*Bring Paper Proposal for Peer Response Groups

March 29
Paradigm Lost: Art Practice as Research
*Sullivan’s Paradigms Lost Chapter
*Continue reading Kuhn
Essay 6: A child of the future is in quest of understanding how you come
to know things; specifically the scientific and non-scientific revolutions of
our world. Your assistance has been requested. Use the Kuhn and
Sullivan readings to respond to the child addressing what you see as the
strengths and limitations of their arguments. How might their work serve
or not serve the child in her/his world? Consider how you might scaffold
the child’s understanding. Consider if you should. This essay may be
written, graphic, or both.

April 5
Collaboration and Complimentarity
* John-Steiner: Chapters 2, 3, 6, & 7 & Holton Chapter
Essay 7: John-Steiner - an artist (p. 55) and Holton speaking of Bohr – a scientist
(p. 114) each present an argument for conceptual conflict and complementarity as a way
of knowing and for amplification of individual vision and purpose. As a doctoral
candidate you will decide on a research paradigm for your dissertation. What are the
implications of their argument of polarities and creativity to your doctoral studies? Did the Book/Film Collaborative shift your individual analysis and way of knowing?

*Book/Film Collaborative Festival

April 12
AERA Conference. No Class: Time allocated for Knowing Project

April 19
Self-Study as a Way of Knowing
*Hamilton Chapter 10 in International Handbook on the Self-Study of Teaching and Teacher Education
Essay 8: Take a retrospective journey and reflect back on the “self” or your role and the conscious (and perhaps at the time unconscious) consequences of your actions in the process of studying ways of knowing in this course. Were you open, non-judgmental, critical, thoughtful, scientific? Include a discussion of the role of critical friends in your understanding. This essay can later be integrated in your ReKnowing paper.

*Knowing Project Due
Visit Website: Self-Study of Teacher Education Practices AERA Special Interest Group (S-STEP) [http://www.ku.edu/~sstep/](http://www.ku.edu/~sstep/)

April 26
World Wide Web for Knowing
Explore one of these websites and come prepared to discuss the one you chose in class:

**Popular Culture/Media as a Way of Knowing**: S. Weber & C. Mitchell

**Performance as a Way of Knowing**: L. Holzman & The East Side Institute
[http://www.loisholzman.net/esi.html](http://www.loisholzman.net/esi.html)

**Netkids: The Ne(x)t Generation of Knowers?**
see Educating_net_gen.ppt

May 3
Professional Conference: Ways of Knowing & ReKnowing Presentations
*ReKnowing Paper Due
Course evaluation