

FIELDING GRADUATE INSTITUTE

HOD DOCTORAL PROGRAM

✧ ASSESSMENT CONTRACT ✧

**KA-753A: EPISTEMOLOGIES OF SCHOLAR-
PRACTITIONER APPROACHES**

ASSESSMENT BEGIN DATE: 1 APRIL 2004

ASSESSMENT COMPLETION DATE: 15 JUNE 2004

AGREEMENT IS FOR CREDIT

STUDENT: E. CHRISTOPHER MARE

INTERIM MENTOR: GEORGIA PERSONS, PH.D.

FACULTY READER: ROBERT SILVERMAN, PH.D.

LEARNING GOALS

Through the completion of the proposed course of study for this Knowledge Area, I will:

- Gain an understanding of the epistemologies underlying and informing various methods of social and scientific research and traditions of practice
- Develop and demonstrate competence in making comparative distinctions among epistemologies, evaluating them in terms of their unique contributions to and relative effectiveness for various approaches to inquiry
- Acquire the ability to meaningfully cite exemplars of these various approaches to inquiry
- Uncover and define underlying assumptions or prejudices informing my own way of acting, knowing, and being in the world
- Become acquainted with the working model of the “scholar-practitioner”
- Initiate practice as an active research-scholar, networking within a global community of scholars
- Investigate the importance of research ethics as well as alternative traditions of ethics
- Subscribe to and become familiar with a scholarly journal in my chosen field
- Learn to write in A.P.A. format

READINGS (FOUNDATIONAL TEXTS, JOURNALS, WEB RESOURCES)

Suggested Online Resources from FELIX

- The 2003 Learning Guide for HOD-753a, KA-1: Scholar-Practitioner Inquiry
- The 2003 Scholar-Practitioner Resources for HOD-753a
- The Classic 1998 HOD Study Guide for Scholar-Practitioner Inquiry
- HOD Research Ethics Guidelines (2003)

- The Scholar-Practitioner Model - from the HOD Professional Practice Team
- The Professional Use of Substantive Knowledge: Assessing One's Competencies - by Bob Silverman
- From Androgogy to Collaborative Critical Pedagogy - by Steven Schapiro (2003)
- Getting Started in the Community of Scholars - by Jeremy J. Shapiro and Shelley K. Hughes

Journal Articles (to be discovered)

Foundational Texts: Epistemologies of Scholarly Research

- Bentz, V.M. and J. Shapiro (1999) *Mindful inquiry in social research*. Thousand Oaks: SAGE Publications
- Bernstein, R. (1983) *Beyond objectivism and relativism: Science, hermeneutics, and practice*. Philadelphia: University of Pennsylvania Press
- Golden, M.P. (1976) *The research experience*. Itasca, Il.: F.E. Peacock
- Hall, J.R. (1999) *Cultures of inquiry: From epistemology to discourse in socio-historical research*. Cambridge University Press
- Polkinghorne, D. (1983) *Methodology for the human sciences: Systems of inquiry*. Albany: State University of New York Press
- Schon, D. (1983) *The reflective practitioner: How professionals think in action*. New York: Basic Books, Inc.
- Silverman, D. (1993) *Interpreting qualitative data*. Thousand Oaks: SAGE Publications
- Stringer, E. (1999) *Action research: Second edition*. Thousand Oaks: SAGE Publications - with:
- Chatwin, B. (1987) *The songlines*. New York: Penguin Books
- Ziesel, J. (1981) *Inquiry by design: Tools for environment-behavior research*. Cambridge University Press

Foundational Texts: General Epistemology

- Bateson, G. (1979) *Mind and nature: A necessary unity*. New York: E.P. Dutton
- Cohen, M.J. (1997) *Reconnecting with nature*. Corvallis: Ecopress

- Cohen, M.J. (2003) *The web of life imperative*. Victoria, B.C.: Trafford
- Descartes, R., trans. by L.J. LaFleur (1649, 1960) *Discourse on method and Meditations*. New York: Liberal Arts Press
- Feyerabend, P. (1975) *Against method: Outlines of an anarchistic theory of knowledge*. London: Humanities Press
- Gebser, J. (1986) *The ever-present origin*. Athens: Ohio University Press
- Hahlweg, K. and C.A. Hooker, eds. (1989) *Issues in evolutionary epistemology*. Albany: State University of New York Press
- Kant, I., trans. by F.M. Muller (1966) *Critique of pure reason*. Garden City, N.Y.: Anchor Books
- Kuhn, T.S. (1962) *The structure of scientific revolutions*. University of Chicago Press
- Olds, L.E. (1992) *Metaphors of interrelatedness: Towards a systems theory of psychology*. Albany: State University of New York Press
- Polanyi, M. (1958) *Personal knowledge: Towards a post-critical philosophy*. University of Chicago Press
- Rabinow, P. and W.M. Sullivan, eds. (1979) *Interpretive social science*. Berkeley: University of California Press
- Rorty, R. (1979) *Philosophy and the mirror of nature*. Princeton University Press

Additional Recommended Resources: Epistemologies of Place

- Adams, P. et al., eds. (2001) *Textures of place: Exploring humanist geographies*. Minneapolis: University of Minnesota
- Berkhofer, R.F. (1995) *Beyond the great story: History as text and discourse*. Harvard University Press
- Livingstone, D. (2003) *Putting science in its place: Geographies of scientific knowledge*. University of Chicago Press
- Preston, C. (2003) *Grounding knowledge: Environmental philosophy, epistemology and place*. Athens: University of Georgia Press
- Rabinow, P. (2003) *Anthropos today: Reflections on modern equipment*. Princeton University Press
- Relph, E. (1981) *Rational landscapes and humanistic geography*. London: Croom Helm, Ltd.

- Rose, G. (1993) *Feminism and geography: The limits of geographic knowledge*. Minneapolis: University of Minnesota
- Wright, W. (1992) *Wild knowledge: Science, language, and social life in a fragile environment*. Minneapolis: University of Minnesota

Reference Companions

- The Blackwell Dictionary of Sociology: A User's Guide to Sociological Language (2000)
- The Blackwell Dictionary of 20th Century Social Thought (1998)
- The Blackwell Guide to Epistemology (1997)
- The Oxford Handbook of Epistemology (2002)
- American Psychological Association Publication Manual, (5th ed., 2001)

LEARNING PLAN AND DEMONSTRATION OF LEARNING

Since this is the inaugural study for my doctoral program, I want to use it to lay a strong foundation of understanding for all that will follow - to prepare myself well for my new vocation as a scholar-practitioner. For that reason, this KA strongly emphasizes becoming acquainted with foundational texts and reference materials in the field. Through the course of this study, I will read and/or become familiar with all the above resources: For those books that I read in full, I will take organized notes, afterward producing a Book Review. For each of the reference materials, I will gain a working familiarity with their contents.

As the scheduled time for closure draws near, I will produce a scholarly paper of 20 pages highlighting my findings and interpretations. In this paper, I will focus on the relevance of various epistemologies for conducting multi-dimensional research in my chosen field - Sustainable Community Design.

While this study is underway, I want to maintain ongoing reflective interaction with my regional HOD cluster group and with my OPS anchor group, since many of these people will be conducting simultaneously a study of "Epistemologies of Scholar-Practitioner Approaches." I want to help create within my sub-

community of scholars an environment conducive to the cross-pollination of ideas and discoveries. My final paper will be meant to serve as a contribution to the Global Ecovillage Network, as well as to initiate questioning for the substantive research work that will follow in the course of this degree. I will post all of my original writing on my website: (www.villagedesign.org).

SPECIFIC SCHOLAR-PRACTITIONER SKILLS TO WORK ON

- 1) Ability to distinguish different methods
- 2) Depth of knowledge of a particular method
- 3) Ability to describe strengths and weaknesses of various methods
- 4) Ability to connect method to research objectives and questions

EXPECTATIONS OF FACULTY ASSESSOR

- 1) Clear and explicit communications regarding faculty expectations at the outset and during the course of this study
- 2) Reasonable expediency in evaluating materials at the scheduled completion time of this study
- 3) Accessibility for the duration of this study, not to exceed 15 minutes every two weeks
- 4) Particular attention and critical feedback evaluating listed "skills to work on in this KA"

Quotable Quotes

"That which fills the universe I regard as my body and that which directs the universe I regard as my own nature." - Chuang-tzu, circa 376 BC

"The senses, being the explorers of the world, open the way to knowledge." - Maria Montessori

"Our knowing is *in* our action." - Donald Schor (p. 49)

"*Knowledge* is a dynamic and ongoing process of an organism forging relationships to the possibilities presented by an environment [and not the grasping of something held entirely in the head]." - Christopher Preston (p. 64)

"*Knowledge* is not a static mental state but an ongoing process of being able to function in an environment that continually exerts its energy and forces upon the organism." - Christopher Preston (p. 56)

"*Cognition* becomes a process of making selections for how an organism is going to interact with information extant in the environment." - Christopher Preston (p. 64)

Sustainability: "The integration of human settlements together with nature so as to meet the requirements of humanity in ways that preserve, upgrade, enrich and evolve the biosphere" - David Orr, from *With Earth in Mind*

"The fundamental error of the Mind is, then, this fall from sub-knowledge by which the individual soul conceives of its individuality as a separate fact instead of as a form of Oneness and makes itself the centre of its own universe instead of knowing itself as one concentration of the universal. From that original error all its particular ignorances and limitations are contingent results. For, viewing the flux of things only as it flows upon and through itself, it makes a limitation of being from which proceeds a limitation of consciousness and therefore of knowledge...It is conscious of things and knows them only as they present themselves to its individuality and therefore it falls into an ignorance of the rest and thereby into an erroneous conception even of that which it seems to know: for since all being is interdependent, the knowledge either of the whole or of the essence is necessary for the right knowledge of the part. Hence there is an element of error in all human knowledge." - Sri Aurobindo, from *The Life Divine* (p. 171)