

# SYLLABUS FOR EDA387Q SYSTEMS OF HUMAN INQUIRY

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## Overview of the Course

The first half of the course is a survey of selected ideas from antiquity to the postmodern area that have significantly contributed to our current conception of research paradigms. Students will investigate (primarily on the Web) and present the ideas of significant thinkers from Socrates to Foucault.

The second half of the course will focus on paradigms and on their implications for research design, fieldwork, and interpretation. The last half of the course will be based on two texts plus supplemental readings. Students will read and make class presentations on the readings.

## Instructional Objectives

1. To develop the background necessary to understand modern research paradigms
2. To understand paradigms and how different paradigms suit different research purposes

## Grades

Grades will be assigned based on the following basis:

1. Group Presentations quality -- 20%
2. Presentation material on Teachnet – 20%
3. Midterm Essay “My Favorite Philosopher” (5 typewritten double-spaced pages minimum) -- 20%
4. Final Paper “Examples of 4 Paradigms” (Select a study from each of 4 paradigm and explain why it belongs to this paradigm – 8 pages minimum 20%)
5. Class attendance – 20 %

## Texts & Supplemental Readings

1. Crotty, Foundations of Social Research, 0-7619-6106-2
2. Mertens, Research & Eval in Educ & Psych: Integrating Diversity w/quant, Qual, & Mixed Methods, 0-7619-6106-2
3. Supplemental readings available from Speedway Printing in the lower level of Dobie Mall

## Teachnet Information

Everything – presentation materials, papers, and communications between and among instructors and students will occur on Teachnet. If you have already installed Teachnet on your computer, all you need is a password for this course, which will be given you on the first night of class. Otherwise, you should go to <http://teachnet.edb.utexas.edu/> Click on the **Install Software** link, and install the FirstClass client for Windows or Mac as appropriate. Most installations go off without a hitch, and of those that do not, user error accounts for 99% of these problems, and of all the user errors, 99% of these are because the user fails to follow this particular instruction on the set of installation instructions:

***IMPORTANT: On the form's Server blank type in:  
teachnet.edb.utexas.edu***

So if you have problems, check the instructions on the website above, and in particular, follow the step above the first time you try to use Teachnet. If you still have problems, then call an instructor. Just remember: You **must be up and running on Teachnet by the second week of class.**

## The First Half of the Semester – Philosophy Boot Camp

Each member of the class will be assigned to 4 groups. Each group will make a presentation on a topic for a total of 28 topics in 7 weeks, 4 topics per week. Twenty-five minutes will be allowed for each presentation according to the following guidelines:

### Presentation Guidelines

1. The 25 minute limit is a strict one, if not absolute.
2. Present a short biography of the writer(s) in no more than 5 minutes.
3. What do historians call the era in which the writers were active?
4. The remaining 20 minutes should summarize the writer(s) contributions to philosophy, by which is meant, what were the writer(s) ideas concerning the three great questions of philosophy?
  - a. What is real (metaphysics or ontology)
  - b. How do we know, or how do we experience reality (epistemology)
  - c. What is good or beautiful (ethics or esthetics)

I'm not suggesting a formal division of each presentation into these 3 categories, but I do want you to be sensitive to these questions as you develop the presentation. Different writers spoke to different topics, so you'll have to figure that out for yourselves.
5. Prior to each class, each group will post a summary of their presentation to the COMPLETED ASSIGNMENTS folder on Teachnet as a Microsoft Word and/or PowerPoint slide show. This material must be posted by noon of the day of class. These materials, along with the quality of the presentation itself, will determine the grade given a group for a particular presentation.

### Schedule for Boot Camp

DATE	CLASS TOPIC	PRESENTATIONS
19-Jan-05	INTRO & LOGISTICS	WRITERS
26-Jan-05	PHIL BOOT CAMP 1	1 TO 4
2-Feb-05	PHIL BOOT CAMP 2	5 TO 8
9-Feb-05	PHIL BOOT CAMP 3	9 TO 12
16-Feb-05	PHIL BOOT CAMP 4	13 TO 16
23-Feb-05	PHIL BOOT CAMP 5	17 TO 20
2-Mar-05	PHIL BOOT CAMP 6	21 TO 25
9-Mar-05	PHIL BOOT CAMP 7	26 TO 28

6. The 28 topics (philosophers or sometimes pairs of philosophers) are presented in chronological order, which is the same as the order of presentation, in the table on the following page:

Presentation Topics, Group Assignments, and Schedule			
Group	People	Approx Year	Class Date

1.	1. Socrates, Plato, & Aristotle	-400	26 Jan 05
2.	2. Sophists, Stoics, Epicureans, Neoplatonics	-300	
3.	3. Augustine, Bishop of Hippo (St Augustine)	400	
4.	4. Thomas Aquinas	1250	
1.	5. Francis Bacon	1620	2 Feb 05
2.	6. Rene Descartes	1625	
3.	7. Thomas Hobbes & John Locke	1650	
4.	8. Immanuel Kant & David Hume	1750	
1.	9. Georg Hegel	1815	9 Feb 05
2.	10. Auguste Comte	1820	
3.	11. Karl Marx & Friedrich Engels	1848	
4.	12. Friedrich Nietzsche	1885	
1.	13. John Dewey & George Herbert Mead	1915	16 Feb 05
2.	14. Ferdinand de Saussure	1916	
3.	15. Kurt Godel	1930	
4.	16. Ludwig Wittgenstein	1930	
1.	17. Karl Popper	1935	23 Feb 05
2.	18. Neils Bohr & Werner Heisenberg	1940	
3.	19. Theodor Adorno, Max Horkheimer,	1947	
4.	20. Jean-Paul Sartre	1950	
1.	21. Edmund Husserl	1952	2 Mar 05
2.	22. Claude Levi-Strauss	1958	
3.	23. Paul Feyerabend	1960	
4.	24. Thomas Kuhn	1960	
1.	25. Maurice Merleau-Ponty	1960	9 Mar 05
2.	26. Jacques Derrida	1967	
3.	27. Jurgen Habermas	1968	
4.	28. Michel Foucault	1970	

The schedule for a typical class during boot camp is as follows:

TYPICAL BOOT CAMP CLASS	
PREP TIME	15
PRESENT 1	25
PREP TIME	5
PRESENT 2	25
WRAPUP	20
BREAK	15
PRESENT 3	25
PREP TIME	5
PRESENT 4	25
WRAPUP	20
TOTAL	180

## Presentation Resources

You can hardly go wrong by first going to

<http://www.epistemelinks.com/>

This is a website that contains over 15,000 web resources in philosophy and is a “meta-link” site, in that it shows links to other links organized into very useful categories, such as enclopedias, **classroom resources** (very useful for locating presentation media and materials), **professor’s websites** (very useful for providing interpretations of difficult topics as well as presentation materials), journals, organizations, and even Ebay items related to your search term 😊

Use the links provided by episteme for your topic to guide your research, to educate you on the topic, and to provide materials you might want to use in your presentation (for example, it’s very easy to capture a photo or a section of text or a diagram on the Web and create a PowerPoint slide).

If episteme doesn’t get you where you want to be, here are some other excellent general sources: (The entries are hyperlinks, which means that if you’ll open this document in Word, you can click on a link to go directly to that website, rather than typing it in yourself).

## General Philosophy Sources

1. Stanford Encyclopedia of Philosophy <http://plato.stanford.edu/>
2. Internet Encyclopedia of Philosophy <http://www.utm.edu/research/iep/>
3. Meta-Encyclopedia of Philosophy  
<http://www.ditext.com/encyc/frame.html>
4. Encyclopedia of Phil. Of Education  
<http://www.vusst.hr/ENCYCLOPAEDIA/main.htm>
5. Wikipedia Philosophy Section  
<http://en.wikipedia.org/wiki/Philosophy>
6. Wikipedia Online Encyclopedia  
[http://en.wikipedia.org/wiki/Main\\_Page](http://en.wikipedia.org/wiki/Main_Page)
7. Guide to Philosophy on the Internet  
<http://www.earlham.edu/~peters/philinks.htm>
8. Dictionary of the History of Ideas  
<http://etext.lib.virginia.edu/DicHist/dict.html>
9. Online Readings in World Civilizations <http://www.wsu.edu/~dee/>
10. Britannica Online  
<http://www.lib.utexas.edu/services/reference/>
11. Routledge Encyclopedia of Philosophy  
<http://www.lib.utexas.edu/services/reference/>
12. Philosophy Indexes Online  
<http://www.lib.utexas.edu/services/reference/>
13. Philosophy of Science  
<http://www.philosopher.org.uk/sci.htm>
14. Philosophy Categorized by “School” <http://www.philosopher.org.uk/>
15. Episteme Links (philosophy links) <http://www.epistemelinks.com/>
16. Philosophy in Cyberspace <http://www-personal.monash.edu.au/~dey/phil/section1.htm>
17. Dmoz Open Directory Philosophy Section  
<http://dmoz.org/Society/Philosophy/Philosophers/>
18. Writer’s name or “philosophy” sections  
<http://cepa.newschool.edu/het/schools/ancients.htm>
19. Postmodern Thought  
[http://carbon.cudenver.edu/~mryder/itc\\_data/postmodern.html](http://carbon.cudenver.edu/~mryder/itc_data/postmodern.html)

## Individual Topic Resources

Finally, here’s a list of webpages that I thought were worth reading, cross-referenced to each writer. Now, I know what’s on your mind, so don’t even think about developing a presentation from any single one of these references; they’re not necessarily the best, rather, they’re just the first that caught my eye and were worth reading. Besides, I got most of them by starting with an epistemelinks.com.

1. Socrates, Plato, & Aristotle	<a href="http://www.ship.edu/~cgboeree/athenians.html">http://www.ship.edu/~cgboeree/athenians.html</a>
2. Sophists, Stoics, Epicureans, Neoplatonics	<a href="http://www.rep.routledge.com/article/A130">http://www.rep.routledge.com/article/A130</a>
3. Augustine, Bishop of Hippo (St Augustine)	<a href="http://www.georgetown.edu/faculty/jod/augustine/">http://www.georgetown.edu/faculty/jod/augustine/</a>
4. Thomas Aquinas	<a href="http://cepa.newschool.edu/het/schools/ancients.htm">http://cepa.newschool.edu/het/schools/ancients.htm</a>
5. Francis Bacon	<a href="http://elvers.stjoe.udayton.edu/history/people/Ba">http://elvers.stjoe.udayton.edu/history/people/Ba</a>
6. Rene Descartes	<a href="http://www.rep.routledge.com/article/DA026SECT13">http://www.rep.routledge.com/article/DA026SECT13</a>
7. Thomas Hobbes & John Locke	<a href="http://mn.essortment.com/hobbeslocke_rbtz.htm">http://mn.essortment.com/hobbeslocke_rbtz.htm</a>
8. Immanuel Kant & David Hume	<a href="http://en.wikipedia.org/wiki/Immanuel_Kant">http://en.wikipedia.org/wiki/Immanuel_Kant</a>
9. Georg Hegel	<a href="http://www.hegel.net/">http://www.hegel.net/</a>
10. Auguste Comte	<a href="http://en.wikipedia.org/wiki/Auguste_Comte">http://en.wikipedia.org/wiki/Auguste_Comte</a>
11. Karl Marx & Friedrich Engels	<a href="http://www.marxists.org/archive/marx/">http://www.marxists.org/archive/marx/</a>
12. Friedrich Nietzsche	<a href="http://plato.stanford.edu/entries/nietzsche/">http://plato.stanford.edu/entries/nietzsche/</a>
13. John Dewey & George Herbert Mead	<a href="http://personal.ecu.edu/mccartyr/american/leap/dewey.htm">http://personal.ecu.edu/mccartyr/american/leap/dewey.htm</a> <a href="http://www.iep.utm.edu/m/mead.htm">http://www.iep.utm.edu/m/mead.htm</a>
14. Ferdinand de Saussure	<a href="http://www.colorado.edu/English/ENGL2012Klages/saussure.html">http://www.colorado.edu/English/ENGL2012Klages/saussure.html</a>
15. Martin Heidegger	<a href="http://www.epistemelinks.com/Main/Philosophers.aspx?PhilCode=1">http://www.epistemelinks.com/Main/Philosophers.aspx?PhilCode=1</a>
16. Kurt Godel	<a href="http://kgs.logic.at/">http://kgs.logic.at/</a>
17. Ludwig Wittgenstein	<a href="http://krypton.mankato.msus.edu/~witt/">http://krypton.mankato.msus.edu/~witt/</a>
18. Karl Popper	<a href="http://www.eeng.dcu.ie/~tkpw/">http://www.eeng.dcu.ie/~tkpw/</a>
19. Theodor Adorno, Max Horkheimer,	<a href="http://plato.stanford.edu/entries/adorno">http://plato.stanford.edu/entries/adorno</a> <a href="http://dmoz.org/Society/Philosophy/Philosophers/">http://dmoz.org/Society/Philosophy/Philosophers/</a>
20. Jean-Paul Sartre	<a href="http://www.geocities.com/sartresite/links.html - sartre">http://www.geocities.com/sartresite/links.html - sartre</a>
21. Edmund Husserl	<a href="http://www.husserlpage.com/">http://www.husserlpage.com/</a>
22. Claude Levi-Strauss	<a href="http://www.colorado.edu/English/ENGL2012Klages/levi-strauss.htm">http://www.colorado.edu/English/ENGL2012Klages/levi-strauss.htm</a> <a href="http://www.colorado.edu/English/ENGL2012Klages/1997derridaB.I">http://www.colorado.edu/English/ENGL2012Klages/1997derridaB.I</a>
23. Paul Feyerabend	<a href="http://www.marxists.org/reference/subject/philosophy/works/ge/fey">http://www.marxists.org/reference/subject/philosophy/works/ge/fey</a>
24. Thomas Kuhn	<a href="http://www.emory.edu/EDUCATION/mfp/Kuhn.html">http://www.emory.edu/EDUCATION/mfp/Kuhn.html</a>
25. Maurice Merleau-Ponty	<a href="http://www.mythosandlogos.com/MerleauPonty.html">http://www.mythosandlogos.com/MerleauPonty.html</a>
26. Jacques Derrida	<a href="http://www.colorado.edu/English/ENGL2012Klages/1997derridaA.I">http://www.colorado.edu/English/ENGL2012Klages/1997derridaA.I</a>
27. Jurgen Habermas	<a href="http://www.msu.edu/user/robins11/habermas/">http://www.msu.edu/user/robins11/habermas/</a>
28. Michel Foucault	<a href="http://www.synaptic.bc.ca/ejournal/foucault.htm">http://www.synaptic.bc.ca/ejournal/foucault.htm</a>

## The Second Half of the Semester – Current Paradigms

There are 2 texts required for this course and also supplemental readings. Consequently, the class will be divided into 3 groups (one for each text and one for the supplemental readings). Beginning 23 Mar 05, each of the 3 groups will make a presentation on their reading assignment for the week, according to the following schedule”

### Group Reporting Schedule for Texts & Readings

Each member of the class will be assigned to 3 groups. The groups responsible for reporting on each source are assigned as follows:

DUE	CROTTY	MERTENS	READINGS
23-Mar-05	1	2	3
30-Mar-05	2	3	1
6-Apr-05	3	1	2
13-Apr-05	1	2	3
20-Apr-05	2	3	1
27-Apr-05	3	1	2
4-May-05	1	2	3

### Additional Comments

1. Everyone is expected to be prepared for each class by having read all three sources before class
2. Each of the three groups will make a presentation during each class. This presentation should summarize the main points in the source and identify issues and questions for class discussion. Each group should plan for 40 minutes, including time for questions and discussion. Fifteen minutes will be allotted at the beginning of each class for coordination of last-minute presentation of details. Powerpoint presentations or web media presentations are not required, but are strongly suggested.
3. A typical class schedule will look like this:
  - a. 15 min coordination & planning
  - b. 30 min group presentation
  - c. 30 min group presentation
  - d. 15 min break
  - e. 30 min group presentation
  - f. 30 min wrapup & synthesis

- g. 15 min coordination & planning
4. Prior to each class, each group will post a summary of their presentation to the COMPLETED ASSIGNMENTS folder on Teachnet as a Microsoft Word and/or PowerPoint slide show. This material must be posted by noon of the day of class. These materials, along with the quality of the presentation itself, will determine the grade given a group for a particular presentation.
  5. Presentations thru 27 April are exactly coordinated with the reading schedule. For 4 May, (the last class), each group will present on the same topic, the title of which will be assigned later)

### Group Reading Schedule for Texts & Readings

READING SCHEDULE (COORDINATED WITH PRESENTATION SCHEDULE)					
DATE	CROTTY	CHAPTER/PAGE	MERTENS	CHAPTER/PAGE	READING
3/23/2005	Intro	C. 1; pp 1-17	Intro	C. 1; pp 1-31	Guba & Lincoln
	Positivism	C. 2; pp 18-41	Lit. Review	C. 2; 33-57	Sipe & Constable
3/30/2005	Constructionism	C. 3; pp 42-65	Experimental	C. 3; pp 59-83	Phillips & Burbles
					Payne & Biddle
					Reitzug
4/6/2005	Interpretivism	C. 4; pp 66-86	Causal	C. 4; pp 85-103	Neumann
					Ah Nee-Benham
					Lather 1
4/13/2005	Interpretivism	C. 5; pp 87-111	Survey	C. 5; pp 105-143	Collins
					Villenas
					Frankenberg
4/20/2005	Critical Inquiry	C. 6; pp 112-138	Single-Case	C. 6; pp 145-157	Cary
					Anderson & Grinberg
4/27/2005	Critical Inquiry	C. 7; pp 139-159	Qualitative Methods	C. 7; pp 159-190	Lather 2
	Feminism	C. 8, pp 160-182	History	C. 8; pp 193-215	
5/04/2005	Postmodernism	C. 9; pp 183-213		None	None
	Conclusions	pp 214-216		None	

