

**UNIVERSITY OF LETHBRIDGE
FACULTY OF HEALTH SCIENCES
HLSC 5200 – PHILOSOPHY OF INQUIRY
Course Outline – Fall, 2017**

INSTRUCTOR: Trent Leighton, PhD, Assistant Professor
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OFFICE HOURS: By appointment
CLASS: Tuesdays, 9:25 a.m. – 12:05 p.m., Room M3003

COURSE DESCRIPTION:

This course is a graduate-level seminar which will introduce students to perspectives in the philosophy of inquiry. Students will explore ways in which philosophies underpin methods of inquiry and knowledge as related to thesis development. The focus will be on assisting students to discover and utilize the power of inquiry across a multitude of disciplines and applications.

COURSE OBJECTIVES:

This graduate seminar will explore issues around the philosophy of science. In particular, learners will:

- 1) Become knowledgeable of paradigms and worldviews that underlie scientific research.
- 2) Understand the ontological, epistemological, and methodological assumptions of alternate paradigms and worldviews.
- 3) Critique and articulate different philosophical paradigms.
- 4) Articulate their own world view as researchers.
- 5) Identify philosophical inspirations that inform research questions.

REQUIRED TEXTS:

Adler, J. and Elgin, C. (2002). *Philosophical Inquiry: Classic and contemporary readings*. Cambridge: Hackett Publishing.

APPROACH TO LEARNING:

As this is a graduate seminar course, learners will be actively involved in presenting, deconstructing, and discussing the philosophy of science.

ASSIGNMENTS:

Assignment	Marks
Bi-weekly engagement of literature	30
In-class exercises	25
Reflective research paper	45
Total	100

DESCRIPTION OF ASSIGNMENTS

1) Reflective Research Paper (45%):

This assignment is an introductory exercise in philosophical thought and analysis. It provides an opportunity for you to work with a philosophical tradition on the empirical level as related to your professional identity and on a personal level through reflection and critique. This includes defining and making a case for the method of inquiry you will employ throughout your paper. Your paper will be a minimum of 30 pages in length, in APA format. **Papers that do not demonstrate ample understanding of APA guidelines will be returned. Due date is the last week of class.**

2) Weekly Engagement of Literature (30%):

Every other week you will take a source of literature that you procure on your own – either from class, Moodle or handouts. In roughly 20 minutes you are to present and explain your style of inquiry, including why you chose the literature and how you approached working with it. Important is the process of offering up a strong critique, providing the class with ample examples of how you cast doubt, suspicion and refutation of the material. The second part of this assignment is to draft a 1-2 page summary bi-weekly of how the literature you chose informs your personal and professional perspectives.

3) In-Class Exercises (25%):

Throughout the course there will be various experiential opportunities for you to engage in the teachings and practices of philosophical inquiry. These will include role play around inquiry in research methodology and design. Stepping into the shoes of philosophers will also be examined as well as the role mental health and mental illness play in inquiry. **Participation will be based on two criteria: your level of involvement, and your level of involvement in your peers' processes.**

GRADING SCALE:

The grading system for this course is consistent with that established in the Faculty of Health Sciences, effective May, 2002.

Letter	GPA	Percent	Letter	GPA	Percent
A+	4.0	95 - 100%	C+	2.3	71 - 74.9%
A	4.0	91 - 94.9%	C	2.0	67 - 70.9%
A-	3.7	87 - 90.9%	C-	1.7	63 - 66.9%
B+	3.3	83 - 86.9%	D+	1.3	59 - 62.9%
B	3.0	79 - 82.9%	D	1.0	55 - 58.9%
B-	2.7	75 - 78.9%	F	0	0 - 54.9%

PLAGIARISM STATEMENT:

The University of Lethbridge subscribes to Turnitin.com, a plagiarism detection service. Please be advised that student work submitted for credit in this course may be submitted to this system to verify its originality. Students must be able to submit both electronic and hard copy versions of their work upon request.

ACCOMMODATIONS FOR STUDENTS WITH A DISABILITY:

Reasonable accommodations are available for students who have a documented disability. If you have been diagnosed with a disability, there is no need to face the challenge of University without support. Please contact the Accommodated Learning Centre at 403-329-2766 to set up an appointment : <https://www.uleth.ca/ross/accommodated-learning-centre/>. After registering with the Accommodated Learning Centre, your instructor will be notified by a formal letter of any accommodations you require.

In addition, students are responsible for requesting accommodations from the instructor at least ***two weeks*** in advance of the evaluation date. The instructor and student are jointly responsible for arranging the resources needed for the evaluation process.

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- guidance on assessing whether fair dealing may apply to specific instances of copying you wish to undertake (see the [Guidelines for Copying under Fair Dealing](#)), and
- a [permissions look-up tool](#) to help you determine the kinds of copying and other uses permitted by the Library's license agreements covering specific online journals and other online resources.

You are encouraged to contact the University Copyright Advisor (copyright@uleth.ca) for assistance with any copyright questions or issues.

REQUIRED READING:

Adler, J.E. & Elgin, C. (2007). *Philosophical inquiry: Classic and contemporary readings*. Cambridge: Hackett Publishing Company

ADDITIONAL REFERENCES:

Almaas, A.H. (1996). *The point of existence: Transformations of narcissism in self-realization*. Berkeley, CA: Diamond Books.

Almaas, A.H. (2011). *Diamond heart – book five: Inexhaustible mystery*. Boston: Shambhala.

Beck, D. & Cowan, C. (1996). *Spiral dynamics: Mastering values, leadership, and change*. Malden, MA: Blackwell.

Belenky, M., Clinchy, B., Goldberger, N., & Tarule, J. (1986). *Women's ways of knowing: The development of self, voice, and mind*. New York: Basic Books.

Braud, W. (1998). Integral inquiry: Complementary ways of knowing, being, and expression. In W. Braud & R. Anderson (Eds.), *Transpersonal research methods for the social sciences: Honoring the human experience* (pp. 35-94). Thousand Oaks, CA: Sage.

Capra, F. (1983). *The turning point: Science, society, and the rising culture*. Toronto: Bantam Books.

Chessick, R.D. (1990). Hermeneutics for psychotherapists. *American Journal of Psychotherapy*, XLIV, 256-273.

Creswell, J. (2003). *Research design: Qualitative, quantitative, and mixed method approaches* (2nd ed.). Thousand Oaks, CA: Sage

- France, M.H., Rodriguez, M., & Hett, G. (2004). *Diversity, culture and counselling: A Canadian perspective*. Calgary, AB: Detselig Enterprises.
- Garko, M.G. (1999). Existential phenomenology and feminist research: The exploration and exposition of women's lived experiences. *Psychology of Women Quarterly*, 23, 167-175.
- Glaser, B.G. ((1998). *Doing grounded theory: Issues and discussions*. Mill Valley, CA: Sociology Press
- Grof, S. (1985). *Beyond the brain: Birth, death, and transcendence in psychotherapy*. Albany: State University of New York Press.
- Grof, S. (1992). *The holotropic mind: Three levels of human consciousness and how they shape our lives*. New York: HarperCollins.
- Guba, E. & Lincoln, Y. (1998). Competing paradigms in qualitative research. In N. Denzin, & Y. Lincoln, (Eds.). *The landscape of qualitative research: Theories and issues*. Thousand Oaks, CA: Sage.
- Heppner, P. & Heppner, M. (2004). *Writing and publishing your thesis, dissertation & research: A guide for students in the helping professions*. Belmont, CA: Brooks/Cole.
- Jardine, D. (1990). Awakening from Descartes' nightmare: On the love of ambiguity in phenomenological approaches to education. *Studies in Philosophy and Education*, 10(1), 211-232.
- Kuhn, T. (1970). *The structure of scientific revolution (2nd ed.)*. Chicago: University of Chicago Press.
- Mertens, D. (1998). *Research methods in education and psychology: Integrating diversity with quantitative and qualitative approaches*. Thousand Oaks, CA: Sage.
- Nixon, G. (1992). *The quest for wholeness*. Unpublished doctoral dissertation, University of Calgary, Calgary, AB.
- Nixon, G. (2005). Beyond dry drunkenness: Facilitating second stage recovery using Wilber's Spectrum of Consciousness developmental model. *Journal of Social Work Practice in the Addictions*, 5(3), 55-71.
- Nixon, G., & Solowoniuk, J. (2005). An insider's look into the process of recovering from pathological gambling disorder: An existential phenomenological inquiry. *International Journal of Mental Health and Addiction* 3(2), 26-34. Retrieved Nov. 22, 2005, from <http://www.ijma-journal.com/issues/issue/3/2>
- Osborne, J. (1990). Some basic existential-phenomenological research methodology for counsellors. *Canadian Journal of Counselling*, 24(2), 79-91.
- Polkinghorne, D. (1988). *Narrative knowing and the human sciences*. Albany, State University of New York Press.
- Reinhartz, S. (1992). *Feminist methods in social science research*. New York: Oxford University.
- PressSands, R. & Nuccio, K. (1992). Postmodern feminist theory and social work. *Social Work*, 37(6), 489-494.
- Ungar, M. (2004). Surviving as a postmodern social worker: Two Ps and Three Rs of Direct practice. *Social Work*, 49(3), 488-496.
- Valle, R. (1998). *Phenomenological inquiry in psychology: Existential and transpersonal dimensions*. New York: Plenum Press.

- Van Manen, M. (1990). *Researching lived experience: Human science for an action sensitive pedagogy*. London: Althouse Press.
- Van Manen, M. (2006). Writing qualitatively, or the demands of writing. *Qualitative Health Research*, 16(5), 713-722.
- West, T. (1998). On the encounter with a divine presence during a near-death experience: A phenomenological inquiry. In R. Valle (ed.), *Phenomenological inquiry in psychology: Existential and transpersonal dimensions* (pp. 387-405). New York: Plenum Press.
- Wilber, K. (1990). *Eye to eye: The quest for the new paradigm*. Boston: Shambhala.
- Wilber, K. (1995). *Sex, ecology, spirituality: The spirit of evolution*. Boston: Shambhala.
- Wilber, K. (2006). *Integral spirituality*. Boston: Shambhala.
- Wilber, K., Engler, J. & Brown, D. (1986). *Transformations of consciousness: Conventional and contemplative perspectives on development*. Boston: Shambhala.

COURSE SCHEDULE AND READINGS: Tentative and Subject to Change; Readings to be Added

DATE	TOPIC(S)	ACTIVITIES
September 12	<ul style="list-style-type: none"> • Introduction 	<ul style="list-style-type: none"> • Introductions, overview and outline of course • Expectations, assignments • Share personal philosophy and worldview
September 19	<ul style="list-style-type: none"> • The nature of knowledge • Adler & Elgin: pp. 7-32, 44-50 • Have piece of relevant literature prepared for next week's class 	<ul style="list-style-type: none"> • Examine the history of knowledge in philosophy with focus on a priori and a posteriori ways of knowing (Aristotle, Plotinus)
September 26	<ul style="list-style-type: none"> • Skepticism & knowledge • Adler & Elgin: pp. 50-77, 85-108 • Moodle reading • Research methods and design 	<ul style="list-style-type: none"> • Weekly offering of literature/summary • In-class exercise exploring nature of skepticism, critique and doubt
October 3	<ul style="list-style-type: none"> • Inductive knowing • Tentative guest speaker • Adler & Elgin: pp. 115-141, 175-207, 216-220 • Handout • Work on paper topics 	<ul style="list-style-type: none"> • Focus on difference between inductive and deductive knowing • Look at how this factors into thesis methodology and design • Inquiry and health
October 10	<ul style="list-style-type: none"> • Metaphysics • Adler & Elgin: pp. 231-243, 251-265, 285-295, 310-318, 334-360 	<ul style="list-style-type: none"> • Weekly summary • In-class exercise examining knowledge and identity
October 17	<ul style="list-style-type: none"> • Philosophers: who were they and how did their theories impact the horizon of inquiry and public health? • Moodle readings 	<ul style="list-style-type: none"> • In-class activity/role play: Embody a philosopher and approach your thesis and area of academic interest from their viewpoint
October 24	<ul style="list-style-type: none"> • Ethics: Major theories through metaethics • Adler & Elgin: pp. 450-474, 503-529, 542-544, 546-565 	<ul style="list-style-type: none"> • Examine the relationship between personal and professional ethics as well as social influences on new ethical mandates

DATE	TOPIC(S)	ACTIVITIES
October 31	<ul style="list-style-type: none"> • Political Philosophy • Moodle article • Adler & Elgin: pp. 633-664 • Touch on paper structure and profession 	<ul style="list-style-type: none"> • Weekly critique/summary • Look at the various social contracts and their influence on learning and knowledge • The role of political climate on ethics
November 7	<ul style="list-style-type: none"> • Philosophy of religion • Adler & Elgin: pp. 709-713, 753-764, 772-777, 784-802 • Handouts 	<ul style="list-style-type: none"> • Explore the importance of religious beliefs in philosophy with a focus on the sphere of public health; Jurgen Habermas and William James
November 14	Reading Week – No Class	
November 21	<ul style="list-style-type: none"> • Connecting core theories in public health with philosophical traditions 	<ul style="list-style-type: none"> • Catch up on reading and work on papers
November 28	<ul style="list-style-type: none"> • Intrinsic value of philosophical inquiry and academic success • PAPER DUE • Course and reading review 	<ul style="list-style-type: none"> • Weekly literature/summary • Review readings; summarize course application • Moodle; in-class handout
December 5	<ul style="list-style-type: none"> • Last Day of Class 	<ul style="list-style-type: none"> • Wrap-Up; Review

**HLSC 5200 Philosophy of Inquiry Fall, 2017
Research Paper**

APA standards, including headings, references and clarity/organization of paper	15	
Topic Presented, research question, method and design clearly stated. Presentation of findings aligned with inquiry with a link to future research contributions.	30	
Total	45	

Notes:

HLSC 5200 Philosophy of Inquiry Fall, 2017
Weekly Presentations/Summary

Procurement of relevant and timely literature	5	
Introduction and explanation of topic, underlying paradigm issues	10	
Clarity of summary and integration with worldview	15	
Total	30	

Notes:

**HLSC 5200 Philosophy of Inquiry Fall, 2017
In Class Exercises**

Actively and meaningfully participate with in class activities.	15	
Articulation of your role and experience of the exercise and how it impacts your sense of inquiry	10	
Total	25	

Notes:
