Fall 2012

GW 100 1  Wanted: Explorers in Creativity
TR  9:25 am - 10:40 am

Imagine finding the following classified ad for a job:

Looking for the open-minded and energetic willing to help locate elusive creativity. Requires flexibility in inquiry of the entity's known shapes, sizes and backgrounds as well as a zest for speculative, intellectual ventures into its whereabouts. Subjects may also be asked to experiment in simulation of behaviors. Additional requirements: reading and use of computer as a tool for further exploration. Dress: choose your own; it could be significant.

If this description appeals to you, realize that the job would require several explorations in writing -- writing as a process of discovering ideas; using imagination to make connections and to create new perspectives for assessing ideas; learning who you are when you write as a means of developing individuality in writing and thinking; relating knowledge to your personal values; and manipulating writing forms to understand more about the process of making meaning and about originality.

Sound like a hoot?

Well, like any job, there's down time to some. Reading and reflection, learning how to analyze critically or accommodate disparate ideas, daily journaling (is that a word?), exercises, discussions, and, double ugh, writing essays. Regardless, it's a job focus you won't find many places, an opportunity to see what you're made of and how imagination, self, writing, and thinking are inextricably linked.

Fill out the application and hope there's room left for you.

GW 100 2  Women Hold Up Half the Sky: Revolution and Women's Liberation in 20th Century China
MF  11:00 am - 12:15 pm

What was it like to be a woman in China during the 20th century? Traditional practices of selling daughters and arranging marriages gave way by mid-century to revolution, proclaiming that "Women Hold Up Half the Sky" and "Whatever men can do, women can do!" Reforms of the last two decades encouraged women to focus on personal sexual expression in fashion, cosmetics, and home-making. This course will use films, readings, and discussions to grapple with these historic changes. In the process, it will raise important questions for our own society about how the status of women affects both women and men, and what it really means--and takes--to be "liberated."

GW 100 3  Language and Identity
MWF  10:00 am - 10:50 am

This course focuses on learning how the role of language plays a vital part in the construction of social identities, analyzing the way speakers of a language (or dialect) enact, legitimate and even dispute their
culturally assigned place in society through communicative interactions. In the multicultural society of the United States different groups at times form their identities using distinct ways of speaking English. These groups include gender, sexuality, race and ethnicity, socioeconomic class, and nationality among others. We will discuss the connection between language and identity through various forms of literature, media, film and music.

GW 100 4 (Mis)representing Reality
TR 9:25 am - 10:40 am

Long before the advent of reality television, authors, artists, advertisers, and others have been manipulating the “real.” This course will explore questions about representations of reality, including the artist’s right to take liberties, the obligation to truth, the relationship between truth and accuracy, the implications of “truthiness,” the gray area of perception, and the ethics of fine print. Specifically, we will look at photographs and documentaries to examine the way framing and focus can create meaning. We will investigate literary frauds and their contexts and consider both the facts and public perception of news stories, reality television, and urban legends. We will question what is presented as reality as a way of sorting through and analyzing the images and experiences that are a part of our increasingly altered world.

GW 100 5 King Arthur: Rex quondam et futurus?
TR 10:50 am - 12:05 pm

Our charge in "King Arthur: Rex quondam et futurus?" will be to decide whether Arthur was an historical figure made legendary or a legendary figure made historical. This investigation of Arthurian myths, legends, and history is founded upon modern theories about Arthur's (hi)story and readings of medieval Welsh triads, Latin chronicles, and Old French and English romances, all in modern English translations. We will also watch films based on the myths, legends, and chronicles.

Following from the Catalog description of Gateway courses, this course has three interrelated goals: 1) to introduce you to the life of the mind and to the craft of inquiry; in other words, to help you develop critical thinking skills; 2) to help you formulate intelligent, even insightful, questions about matters literary, cultural and historical; and 3) to make you a better writer by helping express your ideas intelligently, articulately and concisely. To accomplish these goals, I have designed this Gateway as a seminar (from the Latin word seminarius, or "seed bed") that stresses verbal and written communication and requires you to engage in dialogues with the texts, with yourself, with your peers and with me. This is a writing intensive course, with the emphasis on intensity; therefore, you will write a number of informal pieces, including summaries and paraphrases of primary and secondary sources, and four to five formal, analytical/argumentative essays, one of which will require research.

GW 100 6 How Do We Know What We Know?
MF 11:00 am - 12:15 pm

In this course we will investigate how human beings know what they know. First, what is “knowledge”? How do we learn what we know? How do we know that we know? Do we only believe something rather than know it? Our guiding questions for this fascinating inquiry are: 1) Do we know or merely
believe? 2) What are the means or media by which we come to know? 3) What are our individual methods of “coming to know” (learning)? 4) Whom or what do we trust? That is, how do we determine what’s worth knowing? 5) What is knowledge—factual objects, processes, understanding, or something else? For the semester, we will become practical epistemologists, investigators of how we know what we know.

GW 100 7  Social Innovation: Assumptions, Unintended Consequences, and Pathways Forward
MWF  9:00 am - 9:50 am

Do you have plans to change the world and make a positive difference in the lives of others? Through this Gateway course, we will explore the messiness of innovation and more specifically, social innovation. This includes taking a look at underlying assumptions that fuel the desire for social change, the unintended consequences of well-meaning social change agents, and the opportunities that exist to bring about mindful social innovation. Through studying innovation and social change efforts in a variety of settings, you will write your way to a deeper understanding of the complexities of societal and cultural issues that both foster and hinder change. We will explore questions such as: Why are some innovations or inventions that address fundamental needs never adopted? Why aren’t well-meaning individuals who have life-saving ideas able to convince others to adopt their ideas? How can one small, virtually unfunded change effort turn into a large-scale change when another well-funded, large-scale change effort fail miserably? You will have the opportunity to research a change effort that you are passionate about, explore the benefits and drawbacks of this change effort, identify opportunities for leading a small-scale change effort in your own context, and gain a deeper awareness of the difficulties of social change. The course has been created to inspire you as you embark on your new educational journey.

GW 100 8  What’s Race Got To Do With It?
MWF  10:00 am - 10:50 am

Is the United States really post-Racial? In this course we will look at a variety of institutions (schools, prisons, government, etc.) to see how race continues to influence life experiences and opportunities. We will also examine the history of race and racism in the U.S., and consider how the media perpetuates stereotypes and misconceptions. You will learn about tools that can help you understand yourself and others within the context of race, privilege, and disadvantage. Class sessions will be based around discussion of readings and several documentary films. Writing assignments will focus on conveying clear and developed arguments relative to each unit, with a research paper due at the end.

GW 100 9  The Evolution of Morality
TR  1:10 pm - 2:25 pm

How did morality evolve? At first glance, at least, this question raises a puzzle. Human beings appear to be capable of expressing selfless regard for others. And yet evolutionary theory tells us that we evolved through a process of natural selection that seems to advantage self-preservation above all else. In this class, we will explore the relationship between evolution and morality. Specifically, we will ask, can understanding the behavior and emotions of our closest evolutionary ancestors—chimpanzees and other primates—help us to understand the nature and development of human morality?
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The relationship between evolution and morality proves to be a controversial subject. Some argue that our capacity for morality developed and operates independently of our “human nature,” while others argue that morality is a central part of our nature and that it evolved as the result of altruistic traits that conferred an evolutionary advantage on our primate ancestors. Still others argue that morality is merely a “veneer” that hides our true, selfish selves. Students will critically assess these claims and arguments through their writing and will gradually develop their own arguments in conversation with our texts and with each other.

GW 100 10 Exorcising with Vampires, Zombies and Werewolves: What Horror Cinema Suggests and Why it Scares Us to Death
TR 2:35 pm - 3:50 pm

This course presents notable examples of horror cinema and current scholarly thought on the genre. Students will examine the history, philosophy, and evolving nature of horror cinema during the last 80 years, focusing on what scary movies reveal about the times and places in which they were made. With course readings, films like Vampyr (1932), The Exorcist (1973), and Let the Right One In (2008) form the basis of class discussion and student assignments, helping to answer the question, “What is horror cinema, how is it significant, and why do we enjoy being scared?” As a Gateway course, considerable time is spent developing and refining college-level research and writing skills. Students will produce at least 30 pages of written work (including college drafts) during the semester.

GW 100 11 Get a Life: Life Narrative in Practice and Theory
TR 10:50 am - 12:05 pm

This Gateway Colloquium will explore the field of life narrative, an interdisciplinary field which has burgeoned in the last two decades. Life narrative studies includes autobiography, memoir, diaries, blogs, letters, web pages, graphic novels, and other genres. We'll read a young woman's blog from Iraq, the testimonio of a Guatemalan reformer, the biography behind the movie The King's Speech, essays from a brilliant writer with MS, and a graphic life narrative from the Holocaust, plus other readings. You'll be asked to write five papers and keep a blog.

GW 100 12 Food Fight: An Exploration of America's Food Systems
MWF 1:00 pm - 1:50 pm

This course uses 'systems thinking' to focus on the interconnected facets of our country's food systems. Students will examine their own food values, the local food environment, and national issues related to food justice, government policy, sustainability, and farming practices. The reading assignments include a variety of texts from academic essays and documentaries to food reviews and memoirs. Writing assignments will require students to think critically about their personal food philosophies, reflect on significant food experiences and research contemporary food debates. As with all Gateway courses, students will practice intellectual inquiry, evaluate multiple perspectives, and refine writing skills through focused and purposeful revision strategies.
GW 100 13 In Another Country
MW  2:00 pm - 3:15 pm

This course takes for its subject American pop culture, specifically the culture that tries to define us, our tastes, our opinions, our values, our sense of what we're all about. This course challenges a quintessential "American" assumption that each person is an individual with his or her "own" unique values. For starters, we'll look at what we're wearing and why, how we decorate our rooms and why, why we watch television or movies or play the video games we do, and what we search for on the web. If we think we're the observers, we don't know our Google. To investigate what pop culture might be up to, we'll be employing a critical vocabulary borrowed from the academic field of semiotics and methodology from visual rhetoric: the study of signs, how they acquire meaning, what they mean to their audiences, and (in some cases) how they lose meaning.

GW 100 14 The Face of Homelessness
TR  1:10 pm - 2:25 pm

What words come to mind when you think about homelessness? Sympathy? Anger? Frustration? Curiosity? Perhaps something else entirely. Join us in this Gateway session as we explore biases, misconceptions, and subjectivities associated with homelessness. We will delve into how homelessness is situated within communities, religious organizations, political structures, historical constructs, and educational systems. Using a variety of rhetorical frameworks and ethnographic literature, we will attempt to put a face to the statistics on homelessness. There will be no easy answers, only informed exploration.

GW 100 15 Sex, Disease, and Medicine in Medieval/Renaissance Europe
TR  10:50 am - 12:05 pm

We will use primary sources and the works of modern historians to examine European understandings of sexuality, disease and medicine from approximately 1200 to 1600. Primary sources may include excerpts from medical texts, The Canterbury Tales, The Decameron, and Medieval penitential handbooks. Topics of emphasis will include The Black Death (bubonic plague), sexually transmitted diseases, the rise of university-based medical education, and perceptions of homosexuality. Where possible, we will relate these historical topics to issues of contemporary social concern. Student writing and discussion will facilitate synthesis of information from multiple sources, formulation of arguments, reaction to controversial texts, and exploration of unanswered questions.

GW 100 16 “Reel Men and Women in America, 1945-2000”
MF  11:00 am - 12:15 pm

In this course we analyze cultural representations of men and women in select American films produced in the 1940s through the end of the twentieth century, paying particular attention to cultural representations of men and women in relation to their satisfaction or lack of satisfaction with work and with American society and culture generally. We will read about and discuss the changing social and economic realities that shaped Americans’ lives in these years and analyze how men and women
the economy, production; countries non MWF history the world's movements the some GW TR GW 100 17 The Once and Future Myth: King Arthur for All Time TR 2:35 pm - 3:50 pm

This course will look at the legend of King Arthur as a master narrative: one which expresses, as it spans the centuries, the deepest aspirations of Western civilization. As we examine this myth in its various medieval and modern manifestations, we will seek to determine how and why this ancient story continues to resonate for the modern world.

In our perusal of medieval narrative and modern retelling - both written and cinematic - we will analyze the myth through critical textual analysis, and evaluate its meaning for both medieval and modern audiences. Coursework will be comprised of a combination of analytical and creative writing.

GW 100 18 The Social History of a Candy Bar MWF 2:00 pm - 2:50 pm

We all love a good candy bar. But we seldom stop to consider where chocolate bars come from. That is the aim of this course. When you consider that 70% of all cocoa is grown in West Africa, 60% of the world's vanilla is produced on the island of Madagascar, and the United States imports sugar from 26 countries (from Swaziland to Switzerland), it is clear that the modern chocolate bar is a global foodstuff. Eating it links us implicitly to a wide range of places, people and power relations. Indeed, a candy bar is loaded not only with many calories but with many different stories - of taste and travel, of culture and economy, of empire and industry. In this course, we shall explore some of these stories, piecing together the global history of a chocolate bar through a number of related themes: the history of cocoa; the history of sugar; the emergence of agrofood commodity chains associated with the needs of industrial production; the rise of multinational food corporations. Ultimately, we will use the chocolate bar to illuminate the history and dynamics of the modern global food economy. And in the process we will eat some excellent candies.

GW 100 19 Citizens and Strangers TR 2:35 pm - 3:50 pm

In an era of globalization, is the citizen an obstacle to social justice? Citizens are members of a nation; they are people with rights to a particular place. But people do not stay put. With global migration the norm, masses of people live as aliens and non-members in foreign nations. Indigenous peoples continue to be treated as strangers in lands they have occupied for centuries. Citizenship promotes attachment and inclusion but simultaneously ranks and excludes. At the very moment when human rights movements worldwide have made equal civil standing possible, a new wave of nationalism threatens non-citizens with inhumane and unjust treatment.

This Gateway will assess the history, ideals, and current practices of citizenship. We will ask: is world
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citizenship a coherent ideal? Should people be free to join states at will? (If goods are free to move about the globe, why not people?) Do the ideals of citizenship help or hinder the achievement of social justice internationally?

GW 100 20 Bob Dylan: The Sound of the Sixties and Beyond
MWF 1:00 pm - 1:50 pm

No American singer/songwriter has had more influence on today’s music than Bob Dylan. Combining folk music, blues, and rock ‘n’ roll, he has continued to produce his own brand of music since the 60s with a bit of poetry and wit added to enrich the mix.

The study of Bob Dylan’s life and music provides a large variety of possible writing experiences and topics for class discussion. In reacting to the major recordings and critical responses to them, students will be expected to participate actively in class discussions and to write persuasively in argumentative essays.

GW 100 21 The Fairy Tale: Historical, Literary, Psychological and Postmodern Perspectives
MWF 9:00 am - 9:50 am

This Gateway examines the deceptively simple narrative form known as the fairy tale from a variety of angles. (And, yes, you are right; the genre is badly named: very few of the tales actually involve fairies.) We will mix a dollop of history, a little child psychology, a bit of literary criticism, and a pinch of cultural anthropology, steep them in the Cauldron of Critical Thinking, and produce wickedly good writing.

Fairytales are truths wrapped in fantasy; they help us analyze our own experience in unique ways because their creators take common fears and hopes and then order and shape them to communicate their distinctive perspectives. We will follow the fairytale trail from its divergence from fable to what I call the "Disney Effect" and beyond. (Shrek, for example, references many ancient fairytales, but the overall effect is quite different.) Make no mistake, however, about the main focus of this course. Its primary objectives are to increase your ability to think critically and to prepare you to write the types of papers that will be expected of you during your academic career.

GW 100 22 Artistic Nuts and Bolts: A Practical Guide to Finding Order and Meaning in Works of Art
MWF 1:00 pm - 1:50 pm

The word "composition" is used by writers, musicians, artists, dancers, and even floral designers to refer to their finished works. There is a good reason for such uniformity: artists of all types take the chaos of life and "compose" it-shape it, give it order and meaning. This course will help you identify and analyze certain ordering techniques that are common to most works of art-for example, line, imagery, rhythm, and repetition. We will examine several works, including a short novel (Holes, by Louis Sachar, which happens to contain most literary devices in its simple narrative), a play, a film, and your choice among poems, music and painting. By taking these compositions apart and analyzing their construction (their underlying "artistic nuts and bolts"), we will attempt to build an understanding of how artists and authors create order and meaning.
GW 100 23 Life on the Open Market
MWF 3:00 pm - 3:50 pm

Ours is an age in which, for the right price, almost everything can be bought and sold. It is an age where the Mechanism of the Market reigns supreme in organizing the production and distribution of nearly all goods. Ours is not merely a market economy but a market society: the values of market exchange increasingly govern more and more of our social life beyond the buying and selling of material goods. Living in a market society, like any society, has its benefits and burdens. The aim of this course is to interrogate the value of living life on the open market.

Guiding questions include: What exactly is a market? What are the moral underpinnings and moral limitations of markets? While markets are extremely effective at telling us how much things cost, do they help or hinder us in determining how much things are worth? In posing these questions, we will discuss a number of different defenses and critiques of market values, beginning, in the first half of the term, with close readings of the classical political economic works of Adam Smith and Karl Marx. Turning from classical political economics to our modern market society, in the second half of the term, we will focus our inquiry into the moral implications of extending or limiting the empire of market mechanisms through a variety of different contemporary sources. Are there some things that money shouldn't buy? Are markets liberating and self-regulating, or not?

GW 100 24 The Good Doctor
TR 2:35 pm - 3:50 pm

How important is the doctor-patient relationship in eradicating disease? Why do some specialists have better cure rates than others? Why do some physicians mistrust technology when making a diagnosis? Is it dangerous for a doctor to look at her practice as a business rather than as a vocation? These and other questions will be discussed in class and explored in writing, using both first-hand accounts from eminent physicians as well as statistical research to back up assertions. Students will be exposed to competing ideas about controversial issues, and they will be expected to make judgments and provide their own positions on the best medical practices.

GW 100 25 Friendship
MF 11:00 am - 12:15 pm

You’ll make new friends in college who will remain with you for the rest of your life. We’ll look at the idea of friendship from the perspective of writers and thinkers through the ages as well as its current incarnation on social networking sites. We’ll research and argue such questions as: Is Facebook good or bad for the institution of friendship?; do women’s friendships function differently than those endorsed by the “brocode?; can we predict which friendships will be lasting? when is friendship no
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longer worth it? We’ll look at the concept of the “frenemy,” and other variations on this fundamental life relationship in fiction and film. Finally, we’ll develop and define individual philosophies of friendship, based on our findings and discussions.

As with all Gateway classes, we’ll expand skills in critical thinking, information literacy, verbal discourse, formal writing and the revision process.

GW 100 26 Fantasy and Contemporary Culture
TR  2:35 pm - 3:50 pm

Over the last decade, fantasy has become the most popular genre in both books and film. Aspects of the genre have pervaded American culture, appearing in games and television programs as well as in ads and even in such places as the halftime show of the superbowl. In this class we will begin by exploring the definition of the term “fantasy,” and then we will work to understand issues involving the relationship between fantasy and contemporary culture. This will include examining possible reasons for its current popularity, exploring the ideologies inherent in the genre, and dealing with issues involving the censorship of fantasy texts. The social phenomenon of fan communities, articles from academic journals that focus on the fantasy genre, and film interpretations of fantasy books will also provide springboards for discussion, exploration and interpretation.

Spring 2013

GW 100 27 NATURE VS NURTURE: Does Human Biology Begin at The Feet and Stop at The Neck?
TR  2:35 pm - 3:50 pm

Are humans born with a blank slate? If so, does this mean that we are born without biological or innate behavioral traits? If the answer to the latter question is yes, then how do we explain morals, or motherly affection and love, or non-reciprocal altruism? Can humans be simultaneously free-willed and instinctual? Do our genes really determine mate selection, or human sexuality, or how smart we are? To what extent, if at all, do parenting styles shape our behavior or determine our personality? Must we accept our pre-determined genetic fate? Recent scientific studies and their findings, are calling into question very long-held and “intuitively appealing” answers to these and other questions, as well as general beliefs about human nature.

Using the scientific method, this course takes advantage of these studies with a view toward engaging students to openly investigate and discuss competing ideas. Primary course goals include sharpening or developing student skills and strengths in the following areas: critical reading and thinking; intellectual curiosity and confidence; the ability to discriminate between maintained and competing (and often very troubling) hypotheses; and, most importantly, the ability to express one’s ideas through formal academic written and verbal expression.
GW 100 28 Rebels, Conformists, and Outcasts: Films of the Adolescence Experience
TR 10:00 am - 12:05 pm; W 2:00 pm - 3:50 pm

This tutorial will focus on films depicting the adolescent experience. The course will introduce students to the language of cinema, critical thinking, analysis, and writing through the examination of films, screenplays, film theory, directorial style, and genre studies. Films which feature adolescents as the central character or characters will be considered from a wide range of countries, directors, and periods. Writing assignments using applied cinematic understanding will include historical research, critical analysis, and screenwriting. The last part of the course will involve participants creating short scenarios and screenplays from their own experiences for possible video production.

GW 100 29 Working and Poor in America
TR 9:25 am - 10:40 am

Imagine where you will be ten years from now. Where will you be living? How much education will you have? What kind of job will you have and how much money will you be earning? The chances are good that you will be highly educated and working full time in an interesting well paying job. Unfortunately, millions of Americans work full time but are still in poverty. Millions of other poor people would like to work full time but can only find part time or are temporarily unemployed because of an unfavorable economy. In this course we will learn how education, immigration, race, recession and other factors determine poverty of working people. Finally, we will ask what we can do as individuals and as a society to improve the lives of the working poor.

GW 100 30 Grotesque and Eerie Tales of the 19th Century
MWF 3:00 pm - 3:50 pm

Grotesque and eerie elements in Gothic fiction have shocked and disquieted, but also fascinated readers for over 250 years. This course examines the Gothic fiction of the long 19th century. Readings include works by, among others, Mary Shelley, E.T.A. Hoffmann, Edgar Allan Poe, Jeremias Gotthelf, Bram Stoker, and Franz Kafka.

GW 100 31 Madness: The Portrayal of Mental Illness in Literature and in Media
MF 11:00 am - 12:15 pm

The portrayal of mental illness in both literature and media will be examined across a historical perspective allowing study of classic pieces such as One Flew Over the Cuckoo's Nest. Emphasis will be placed on contemporary works such as Girl, Interrupted, Requiem for a Dream, and Beautiful Mind. Books and film adaptations will facilitate discussion and debate; diverse writing assignments will be completed throughout the semester.
GW 100 32 Bob Dylan: Music of the Sixties and Beyond
MWF 1:00 pm - 1:50 pm

No American singer/songwriter has had more influence on today’s music than Bob Dylan. Combining folk music, blues, and rock ‘n’ roll, he has continued to produce his own brand of music since the 60s with a bit of poetry and wit added to enrich the mix.

The study of Bob Dylan’s life and music provides a large variety of possible writing experiences and topics for class discussion. In reacting to the major recordings and critical responses to them, students will be expected to participate actively in class discussions and to write persuasively in argumentative essays.

GW 100 33 Breaking News
MWF 3:00 pm - 3:50 pm

Do you wish that you were better at keeping up with the news? Do you enjoy conversations about the important, silly, scary, and astonishing things that are happening all around us? Do you wish you were less dependent on the opinions of your parents and friends? If so, this course will provide you with the opportunity to make up your own mind about the significance and meaning of current events.

Together we will analyze developments in global and national politics, economics, and science. This course will be built around a subscription to a weekly magazine and supplemented with daily news from a variety of media, including online sources and television. We will compare sources for bias, and we will answer the question “Is it okay that most college students get their news from The Colbert Report?” You will also have the opportunity to choose a topic that interests you and explore it more fully. (Good for you if you recognized that as “faculty-speak” for a short research paper that will prepare you for the type of library work you will need to do as a college student.) We will investigate whatever is happening in the world at the time this course is offered. Make no mistake, however, about the main focus of this course. Its primary objectives are to increase your ability to think critically and to prepare you to write the types of papers that will be expected of you during your academic career.

GW 100 34 The Good Doctor
TR 10:50 am - 12:05 pm

How important is the doctor-patient relationship in eradicating disease? Why do some specialists have better cure rates than others? Why do some physicians mistrust technology when making a diagnosis? Is it dangerous for a doctor to look at her practice as a business rather than as a vocation? These and other questions will be discussed in class and explored in writing, using both first-hand accounts from eminent physicians as well as statistical research to back up assertions. Students will be exposed to competing ideas about controversial issues, and they will be expected to make judgments and provide their own positions on the best medical practices.
GW 100 35 How Do We Know What We Know?
MF  11:00 am - 12:15 pm

In this course we will investigate how human beings know what they know. First, what is “knowledge”? How do we learn what we know? How do we know that we know? Do we only believe something rather than know it? Our guiding questions for this fascinating inquiry are: 1) Do we know or merely believe? 2) What are the means or media by which we come to know? 3) What are our individual methods of “coming to know” (learning)? 4) Whom or what do we trust? That is, how do we determine what’s worth knowing? 5) What is knowledge—factual objects, processes, understanding, or something else? For the semester, we will become practical epistemologists, investigators of how we know what we know.