

Ann Margaret Kerwin, Ph.D.

Curriculum Vitae

Education

- B.A. summa cum laude English, Immaculate Heart College, Los Angeles, 1970
- M.A. Philosophy, University of California, Riverside, 1973
- Ph.D. Philosophy, University of California, Riverside, 1978

Dissertation: *Intention in Literary Interpretation: Three Views.*

Honors and Awards

- Kent Fellowship, Danforth Foundation
- Regents Fellowship, University of California
- National Endowment for the Humanities Independent Research Fellowship
- University of Arizona Teaching Awards: Five Star Distinguished Teaching Award; Mortarboard Award for Excellence in Teaching; Students' Honour Roll of Outstanding Educators; Career Award for Outstanding Contributions to Undergraduate Excellence
- Research Fellowship, St. Edmund's College, Cambridge University, U.K.
- Research Fellowship, Vatican Interdisciplinary Scholars Programme, Castelgandolfo, Italy
- Visiting Scholar: Higher Education Research and Development Society of Australasia (HERDSA)
- By invitation: UNESCO World Philosophy Forum, Paris, France
- Eisenhower Mathematics and Science Foundation Fellow

Professional Organizations (partial)

- American Philosophical Association
- American Association for the Advancement of Science
- Association for Interdisciplinary Studies
- Institute for General Semantics
- Society for Women in Philosophy
- Mid-America College Art Association
- Society for Values in Higher Education
- American Modern Languages Association
- American Association of Medical Colleges
- International Critical Thinking Institute

Academic Appointments

- Auckland University of Technology (AUT) Philosopher-in-Residence, 2003 to present
- Director, Diotima Foundation, 1998-2002
- Philosopher-in-Residence, College of Medicine, University of Arizona 1983-1998
- Distinguished Eisenhower Fellow, Philosopher-in-Residence, University of Arizona, College of Education 1997-1999
- Concurrent with Philosopher-in-Residence: Senior Lecturer in Humanities; Research Lecturer in Surgery, 1986-92 with periods devoted to international collaboration, consulting, and programme development: part of Philosopher-in-Residence brief
- Educational Consultant and Trainer, American Medical Women's Association Professional Resource and Research Center; specialized in innovative continuing medical education courses and leadership development nationwide, funded by competitive grants from FIPSE, NIH, and AMA CME. (Fund for the Improvement of Postsecondary Education, the National Institutes of Health and the American Medical Association Continuing Medical Education Fund)
- Visiting Assistant Professor in Philosophy, 1980-83
- National Endowment for Humanities Independent Scholar, 1979-80
- Visiting Assistant Professor in Women's Studies, 1978-79; Lecturer in Women's Studies, 1977-78
- Lecturer in Philosophy, Immaculate Heart College, Los Angeles, 1976
- Lecturer in Philosophy, University of California, Riverside, Summer 1975

Philosopher-in-Residence

University of Arizona Medical School 1983 - 1998

In the United States, medical education is postgraduate study, as students will have received undergraduate and, more likely, one or more postgraduate degrees before entry. In 1983, I was asked to participate in an “educational experiment” at the University of Arizona medical school. Casting their gaze to the then-distant twenty-first century, august national committees had warned medical educators that reforms were in order. The doctor of the twenty-first century must be a thinker, not a memoriser, authorities urged. S/he must question. Predicting that new graduates would face unprecedented information overload coupled with rapid decay of knowledge in the face of accelerating discovery, experts counseled: students must learn to cope with ambiguity, complexity, and uncertainty. UA Dean and Department Heads concurred. But how to proceed? Professor Marlys Witte, an internist in the Department of Surgery, had been a student of Lewis Thomas, a prize-winning essayist and former Director of the prestigious

*Sloan-Kettering Research Institute. A former Dean of Yale Medical School, Thomas had urged medical educators to develop courses on **medical ignorance**---on what is not known; on asking questions; on “courting” discovery; on research frontiers where yesterday’s answers dissolve and new queries arise; on “what do you do when you don’t know what to do?” Dr. Witte, who had launched, with NIH funding, a dynamic Medical Student Research Programme, knew of my work in undergraduate inquiry and my philosophical interest in nepistemology. She “connected” all parties. Thus began a fascinating odyssey.*

*By 1984, the first year’s ventures having proven successful, the Curriculum Committee approved a Curriculum on Medical Ignorance and Dean Kettell “regularized” my position as **Philosopher-in-Residence**. I remained in-Residence to establish short courses and seminar offerings; to promote inquiry; and to teach and research traditional and non-traditional philosophies. I participated, as needed and desired, in wide-ranging clinical, biomedical, and psychosocial offerings. I worked with medical, nursing, and research staff, students, postdoctoral fellows, biomedical scientists, interns, residents [registrars], medical educators, community groups, patients and their families, outreach and advocacy units. Looking back, it is impossible to say what “I did” independent of “what was going on” in that complex, fascinating ecosystem. By the early nineties, the “research category” “Interdisciplinary/Creative Intellectual” had been established at the University of Arizona. I “fit” and I flourished in the open, dynamic milieu of a modern “multiversity.” Below is a sample of official offerings pioneered during my tenure as **Philosopher-in-Residence**.*

Summer Institute in Medical Ignorance The Summer Institute is a two month intensive offering. Working alongside established investigators, postdoctoral fellows, and doctoral students, thirty-five to forty medical students undertake full-time clinical or biomedical research. Twice-weekly seminars engage students and mentors in inquiry-based exploration of emergent issues. Participatory sessions and written coursework on questioning, creative/critical inquiry, and problem-solving in the face of the unknown integrate with research methods, philosophy of science and medicine, and journal clubs. Institute culminates with oral and written presentations. Students report research findings “in conference format” and then analyse investigation with reference to significant “known unknowns, unknown unknowns, criticism and revisions, taboos, and denial.” [Also see La Residencia* below].

Seminars and Clinics in Medical Ignorance, in collaboration with Marlys Witte, M.D., and Charles Witte, M.D. Intensive six week electives for third and fourth year [in U.S, the final two years of medical school, a period of clinical rotations] medical students focus on clinical problem-solving in the face of medical ignorance and uncertainty. Seminars foster analytic and synthetic reasoning, oral and written communication skills. Offerings are tailored to students’ career/research interests. As schedules permit, biomedical and clinical investigators in relevant fields, clinical mentors, and Visiting Professors contribute to interactive sessions. [See La Residencia*]

Summer Institute for Science Teachers Ten to fifteen middle and high school science teachers---from low decile schools in Southern Arizona; minority teachers preferred--- engage in on-going scientific or clinical research for two months on a stipend from NIH. They participate in most SIMI activities with medical students. In an eight week seminar with the Philosopher-in-Residence, teachers develop curriculum and activities designed to stimulate active questioning and exploration of the unknown in their classrooms.

Minority Student Research Training Programme Twenty to thirty high school students of minority background participate full-time in ongoing biomedical and clinical research at the Arizona Health Sciences Center courtesy of a two-month fellowship from NIH. They work with SIMI medical students and teachers in mentored pairs as well as laboratory and CMI faculty. Students participate in twice-weekly participatory seminars designed to enhance understanding of research and clinical practice. Activities develop inquiry skills, active problem-solving, collaborative practice, values and career exploration. Students work with mentor laboratories on a scientific paper and, with the assistance of SIMI medical students, teachers, and investigators, prepare and deliver an oral presentation at an end-of-summer research symposium, with appropriate emphasis on what isn't known in the area of investigation, unknowns uncovered during the summer project, and additional questions to be explored.

American Heart Association Research Fellowships for Medical Students

Four to eight medical students take a “year on” as active investigators in full-time research related to cardiology. They receive funds to present their findings internationally and to further exploration with experts locally, nationally, and internationally.

Partnership with Schools, 1993-8 This educational outreach programme arose as an unexpected outcome of SIMI seminars with teachers and administrators from low decile schools. Initially a “sideline” of CMI, this programme expanded rapidly, attracting interest from the National Science Foundation and the Eisenhower Mathematics and Science Foundation [see below].

La Residencia del Incognito (The House of Ignorance) In 1984, Dr. Marlys Witte convinced the College of Medicine to establish La Residencia: literally a house on the grounds of the biomedical complex devoted to interdisciplinary inquiry and exploration by and for students. It served as “residence” for visiting guests of our programme---usually eminent scientists, clinicians, and physicians---who participated in innovative “ignorance” activities with students, faculty, and others. La Residencia fostered simple, quirky and surprisingly effective offerings. Among them:

- Visiting Professors of Ignorance Series
- Pondering Rounds
- Questioning Rounds
- Failure Rounds
- Ignorance Rounds

- Ignorance Grand Rounds
- Freshman Colloquium on “Medical and Other Ignorance”
- postgraduate and undergraduate Honors Seminars on “Ignorance and...”

*Philosopher-in-Residence/Eisenhower Distinguished Fellow, University of Arizona
College of Education 1996-1999*

In the capacity of Eisenhower Fellow, I served as Philosopher-in-Residence in the Faculty of Education at the Sierra Vista campus of the University of Arizona. Through NIH-funded offerings, we brought teachers from poor, underserved schools into the medical school for extended summer immersion courses. I had taken enrichment programmes on site. The Eisenhower Fellowship, which included annual grant money for outreach activities, took me *out* of the medical school into worlds I had barely glimpsed. Part of my brief was to influence “teacher education” at the university level. In this capacity, I designed and delivered innovative undergraduate offerings, participated in postgraduate seminars and created a video series. I also traveled the state, bringing “whatever was needed” to underserved areas. I learned much, especially from Hispanic and Indian teachers and students. Dr. Heidi Silver-Pacuilla coordinated much of this activity. Some, but not all, Eisenhower workshops are listed in the Talks and Presentation section of this c.v.

As an In-Residence fellow at the Faculty of Education, I participated in ongoing activities---courses, seminars, curriculum design, departmental and postgraduate advising. My own papers included:

- The Inquiring Minds Seminars
- Reflective Practice Series
- Critical Thinking: Learning and Unlearning
- Examined Lives
- Thesis and Dissertation Research Seminars

Diotima Foundation 1998 - 2002

I served as Director of the Diotima Foundation, a private non-profit educational outreach foundation. Through the Foundation, I was involved in innovative educational programmes for ethnic minorities and mature students in science, nursing, medicine, and the arts. The Foundation also supported me to study integrative/indigenous philosophies of medicine. For four months each year, I was free to progress creative writings, and to consult (for profit) nationally and internationally.

Philosopher-in-Residence at Auckland University of Technology 2003-present

In July 2003, I became AUT’s Philosopher-in-Residence. On a good day, a Philosopher-in-Residence has the privilege of listening---of listening to others. My principal job, as I

see it, is to create occasions for others to think, speak, share, and---on a good day--- laugh. Humans are integrated organisms. We cannot not think. Thought and action are inseparable. I have discovered that, provided events are unpretentious, people from diverse nations and walks of life can be seduced into public philosophy. To their surprise and delight, most enjoy and excel at it. In 2003, I worked in both the National Centre for Health and Social Policy and the Business Faculty. In 2004, through the generosity of the Dean of the Business Faculty, I enjoyed a wide brief: contributing to undergraduate, postgraduate, planning, and faculty development activities across the disciplines. In 2005, my activities centred around teaching and curriculum development in the Faculty's first year programme and Business Ethics.

- Design of enquiry papers integrating Western and Non-Western approaches to health policy and business ethics
- Seminars on research as discovery for AUT staff new to research and scholarship
- "Invite the Unexpected": Workshops for staff to investigate interest in postgraduate study or research
- By request: inservice seminars for academic, outreach, and student service programmes
- Consultation about curriculum design, critical thinking, and reflective practice
- Participation in class sessions on AUT's two campuses.
- By request: speeches, seminars, and workshops
- Participation in thesis and advising committees; consultation with postgraduate students and supervisors

Courses taught

At Auckland Institute of Technology (2003 to present):

- Contemporary Ethical Enquiry
- Business Ethics
- Globalisation & Business Enterprise - First Year Integrated Studies, Faculty of Business
- Philosophies of Health Promotion

At the University of Arizona

Undergraduate Papers:

- Introduction to Philosophy
- Introduction to Ethics
- History of Modern Philosophy
- Philosophy and Literature
- Philosophy of Religion
- Introduction to Women's Studies
- Theories of Feminism and Human Liberation
- Feminist Treatises in their Philosophical Context

- Supreme Court Decisions on Race and Sex: Philosophical Foundations
- Introduction to Humanities A, B, C: *Despite the “introductory label,” this paper was taken by most undergraduates in their final year. Three modules comprise the series. Each extended over 15 weeks of thrice weekly discussion sessions, enrollment being restricted to 20-30 students per class. Professors from Classics, Philosophy, Art History, Comparative Literature, English, Spanish, French, German and World Literatures could apply to teach a segment of the paper. A small interdisciplinary Humanities Faculty, many of whom had joint appointments (as did I in the Department of Surgery at the Medical School), directed the Programme.*

Subject Matter for Ancient to Medieval Introduction to Humanities (A): The Epic of Gilgamesh, Homeric Tale of Demeter, The Odyssey, fragments from Sappho, a play by Sophocles, three dialogues by Plato, one reading from Aristotle, The Enchiridion, selections from Hebrew and Christian Scriptures and one tale from the Gnostic Gospels, The Aeneid, The City of God, Gardner’s Art Through the Ages: chapters on Sumerian, Egyptian, Minoan, Archaic, Classical and Hellenistic Greek Art and Architecture, Etruscan and Roman Art and Architecture, early Christian, Moorish and Byzantine Art and Architecture.

Assessment: three in-class essay examinations and one essay final examination.

Subject Matter for Medieval, Renaissance, and Enlightenment Introduction to Humanities (B): The City of Ladies, The Inferno, The Prince, selected Essays by Montaigne, selected Pensees by Pascal, selections from de Ficino, a work by Descartes, a work by Hume, a work by Kant, a work by Mill, a work by Rousseau, a work by Voltaire, A Vindication of the Rights of Woman, excerpts from Don Quixote, a play by Shakespeare, Candide or a play by Moliere, a work by Jane Austen, Gardner’s Art Through the Ages: early Medieval through Rococo Art and Architecture.

Assessment: three in-class essay examinations and one essay final examination.

Subject Matter for 19th to 20th Century Introduction to Humanities (C): Selected poems by Baudelaire, excerpts from Origin of the Species, The Communist Manifesto, The Case of Dora, Moses and Maimonedes, a short story by Kafka, a selection from Kierkegard, Thus Spake Zarathustra, selections from Ulysses, Mrs. Dalloway, Blood Wedding, selections from Sartre and de Beauvoir, a reading by James Baldwin or Toni Solomon, short works from Borges, selections from Native American poets, Gardner’s Art Through the Ages: Nineteenth Century to the Present, Video and Performance Art

Assessment: three in-class essay examinations and one essay final examination.

Undergraduate Honours Seminars

Honours seminars are available to undergraduates who qualify and maintain standing in the competitive Honours Programme. With enrollment limited to 15 students, Honours offerings demand intensive research and sustained achievement. Faculty to teach Honours seminars are selected from roster of Outstanding Teaching Award recipients.

- Honours Humanities
- Inquiry and Interpretation
- Jane Eyre in the New World: Of Colour and Self
- Ignorance, Illumination and Inquiry
- Ignorance and Scientific Progress
- Faculty Coordinator for Student-Run Course on Creativity
- Supervision of Honours theses

Postgraduate Teaching (Seminars)

- Existentialism and Introduction to Phenomenology
- Inquiry in Education
- Philosophies of Education
- Doctoral Workshops Across Humanities and Social Science Disciplines: The Thinking Behind the Thinking Before the Saying
- Doctoral Supervision*** in Philosophy, Psychology, Literature, Women's Studies and Education (***)as member of committees of five) at the University of Arizona, nationally and internationally

At the University of California, Riverside (undergraduate papers)

- Philosophy and Literature
- Existentialism

Talks and presentations (an abbreviated list)

“Affirmative Action and Radical Feminism: Are They Compatible?” with Victoria Choy, Ph.D., Society for Women in Philosophy, Los Angeles, 1977.

“Ghosts and Demons: Critical Judgments on The Turn of the Screw,” American Philosophical Association, New York, 1979.

“Sex and Gender: Philosophical Foundations,” Changing Values in Juvenile Justice Conference, Tucson, 1979.

“Successful Communication: What Do You Mean?” American Medical Women's Association National Conference, New York, 1981.

“Leadership: What Do You Mean?” American Medical Women's Association National Conference, Detroit, 1982.

“Excellence: What Do You Mean?” University of Arizona Centennial Forum, 1985.

"Toward a Curriculum on Medical Ignorance: No Trivial Pursuit" with Marlys Witte, M.D., Third International Conference on Critical Thinking and Educational Reform, Center for Critical Thinking and Moral Critique and Sonoma State University, Sonoma, California, July 1985.

“The Tones of the Soul and the Music of the Spheres,” Society for New Piano Pedagogy, July 1986.

"Ignorance: A Powerful Tool for Teaching and Learning Critical Thinking in the Strong Sense," with Marlys Witte, M.D. Fourth International Conference on Critical Thinking and Educational Reform, Sonoma State University, California, August 1986.

"Facing the Unknown in Medicine: an Experiment to Enliven Medical and Nursing Education" with Marlys Witte, M.D. Fourth International Conference on Critical Thinking and Educational Reform, Sonoma State University, California, August 1986.

"Thinking about Nothing," Fourth International Conference on Critical Thinking and Educational Reform, Sonoma State University, California, August 1986.

“Nietzsche, Basho, and Socrates on Ignorance,” Critical Thinking Council, Sacramento, January 1987.

"Sweet Nothings ...," Fifth International Conference on Critical Thinking and Educational Reform, Sonoma State University, California, August 1987

“Ignorance, Illumination and Inquiry,” Fifth International Conference on Critical Thinking and Educational Reform, Sonoma State University, California, August 1987

“Intellectual Virtue” Fifth International Conference on Critical Thinking and Educational Reform, Sonoma State University, California, August 1987

"Ignorance and Critical Thinking Across the Subject Matter Curriculum," Sixth International Conference on Critical Thinking and Educational Reform, Sonoma State University, August 1988.

"Advanced Ignorance," Sixth International Conference on Critical Thinking and Educational Reform, Sonoma State University, August 1988.

"Ignorance, Education and Critical Thinking," Conference 88 on Critical Thinking, Christopher Newport College, Newport News, Virginia, April 1988.

"Ignorance, Critical Thinking and the Socratic Tradition," International Conference on Critical Thinking and General Semantics, Yale University, July 1988.

"The Ties That Bind: Feminism, Professionalism and Ethics," Society for Women in Philosophy, CSU Sonoma, October 1988.

"Medical Ignorance and Humanistic Inquiry," Second Annual Conference on Science, Technology and the Humanities, Ferris State University, April 1989.

"Ignorance and Scientific Progress," Fourth International Conference on Thinking, University of Puerto Rico, San Juan, August 1989.

"A Syllabus for a Curriculum on Medical and Other Ignorance: Probing the Depths of the Unknown and Chaos," Seventh International Conference on Critical Thinking and Educational Reform, Sonoma State University, August 1989.

"Ignorance, Thinking Beyond the Surface," Seventh International Conference on Critical Thinking and Educational Reform, Sonoma State University, August 1989.

"Something about Nothing," Seventh International Conference on Critical Thinking and Educational Reform, Sonoma State University, August 1989.

"A Curricular Experiment: Medical Ignorance," Eleventh Annual Conference of the Association for Integrative Studies, Sonoma State University, October 1989.

"Ignorance and Open Doors," Mid-America College Art Association, 53rd Annual Conference, University of Cincinnati, November 1989.

"Relations in Western Thought," Fourth International Interdisciplinary Conference on Women, Hunter College, New York, June 1990.

"Ignorance in Black and White," St. Edmund's College, Cambridge University, February 1991.

"Education Be-mused," Cambridge University, 1991.

"Interpretation in Medicine and Literature: the Art of Reading," U.K. Science and Humanities Symposium, 1991.

"Medical Ignorance-the Problem and the Challenge," Ninth International Conference on Critical Thinking and Educational Reform, Sonoma State University, August 1991.

"When Nothing Works," Ninth International Conference on Critical Thinking and Educational Reform, Sonoma State University, August 1991.

"None Too Solid: Uses of Ignorance," First International Conference on Medical Ignorance, University of Arizona College of Medicine, November 1991.

"Pilgrim's Paradox: Learning Through Ignorance," Fifth International Conference on Thinking, James Cook University of North Queensland, July 1992.

"A Curriculum on Medical Ignorance: Applications to Nursing," with Marlys Witte, M.D., International Nursing Conference, The Johns Hopkins University, July 1992.

"Education Is That Which Remains ... Uses of Ignorance," Twelfth International Conference on Critical Thinking and Educational Reform, Sonoma State University, August 1992.

"The Gift of Fantasy - Uses of Ignorance," Twelfth International Conference on Critical Thinking and Educational Reform, Sonoma State University, August 1992

"Ignorance and Lateral Thinking," with John Edwards, Ph.D., Sonoma, 1992.

"Medical Ignorance," with Marlys Witte, M.D., workshop for Medical School Faculty to Promote Teaching Methods and Curricular Change, University of California, San Francisco, October 1992.

"A Time to Ponder," Women in Science and Engineering Conference, October 1992.

"The Topology of Ignorance," symposium "Ignorance and Science: Emerging Perspectives," AAAS (American Association for the Advancement of Science) 93, Science and Education for the Future, Boston, Massachusetts, February 1993.

"A Curriculum on Medical Ignorance," Harvard University School of Medicine, February 1993.

"Curriculum on Medical Ignorance: A Tool for Curricular Innovation," with Marlys Witte, M.D., University of Maryland Schools of Nursing and Medicine (as part of a Southern Regional Education Board project), Baltimore, June 1993.

"Ignorance: Exploring Ethics and Policy Issues," First Intermountain Critical Thinking Conference, Institute for Ethics and Policy Studies Conference on Critical Thinking, University of Nevada, Las Vegas, June 1993.

"Curriculum on Medical Ignorance: How to Teach it and How to Learn It," Audie L. Murphy Memorial Veterans Hospital and the University of Texas School of Medicine, San Antonio, June 1993.

"It Pays to Be Ignorant: The Cost and Value of Not-knowing," with Marlys and Charles Witte, M.D. Thirteenth International Conference on Critical Thinking and Educational Reform, Sonoma State University, August 1993.

"The Unanswered Question: The Ultimate Learning Center," Thirteenth International Conference on Critical Thinking and Educational Reform, Sonoma State University, August 1993.

"The Importance of Ignorance: Channeling Unknowing into Effective Critical and Creative Thinking," Teaching for Thinking Conference, Minnesota, September 1993.

"Teaching How to Question," Science Education Workshop for Middle School and High School Teachers, Southern Section, American Federation for Clinical Research (AFCR), New Orleans, February 1994.

"Ignorance and Good Thinking," Itasca Community College, Minnesota, February 1994.

"How to Teach and Learn About Ignorance," Itasca Community College, Minnesota, February 1994.

"Ignorance as an Asset to the Student and Teacher," Inver Hills Community College, Minnesota, March 1994.

"Ignorance and Dynamic Learning," North Hennepin Community College, Minnesota, March 1994.

"Ignorance, Discovery, Self-Creation," Minneapolis Community College, Minnesota, March 1994.

"The Capacity to Wonder," Unitech, Auckland, New Zealand, May 1994.

"Ignorance and Assessment" (with M. Blackburn), Teaching Effectiveness Initiative, Auckland Institute of Technology, May 1994.

"Nursing Education and the Capacity to Wonder," School of Nursing, Manukau Polytechnic, Auckland, New Zealand, May 1994.

"Failure and Self-Renewal," Higher Education Research and Development Society of Australia (HERDSA), Auckland, New Zealand, May, 1994.

"Ignorance, Passion and Mess: Vital Ingredients for Education," Higher Education Research and Development Society of Australia (HERDSA), Auckland, New Zealand, May, 1994.

"To Err Is Human," Palmerston North, New Zealand; Wellington Polytechnic, Wellington, New Zealand, May 1994.

"A Capacity to Wonder," Palmerston North, New Zealand; Wellington Polytechnic, Wellington, New Zealand, May 1994.

"To Err Is Human," University of Canterbury, Christchurch, New Zealand, June 1994.

"Dynamical Inquiry," Christchurch Polytechnic, New Zealand, June 1994.

"To Err is Human," Royal Melbourne Institute of Technology; School of Nursing, Monash University, Melbourne, Australia, June 1994.

"Life Under the Rocks," English and Arts Faculty, Monash University, Melbourne, Australia, June 1994.

"A Capacity to Wonder," Flinders University of South Adelaide; Faculty of Nursing, University of South Adelaide; University of Adelaide, Perth, Australia, June 1994.

"The Capacity to Wonder," University of Western Australia, Perth, Australia, June 1994.

"Dynamic Inquiry," University of Western Australia, Perth, Australia, June 1994.

"I Didn't Know I Had It In Me," Edith Cowan University, Perth, Australia, June 1994.

"To Err is Human," Edith Cowan University, Perth, Australia, June 1994.

"Is Ignorance Bliss When I Don't Know What I Don't Know, Don't Know What to Do, and People Are Looking at Me?" Or: "A Teacher's Life," University of Queensland, St. Lucia campus, Brisbane, Australia, June 1994.

"The Capacity to Wonder," Queensland University of Technology; Griffith University, Brisbane, June 1994.

"To Err is Human," Queensland University of Technology; Griffith University, Brisbane, June 1994.

"Dynamical Inquiry," University of Queensland, Brisbane, June 1994.

"Life Under the Rocks," University of Queensland, Brisbane, June 1994.

"The Capacity to Wonder," University of South Queensland, Toowoomba; University of New South Wales, Sydney, June 1994.

"To Err is Human," University of South Queensland, Toowoomba; University of New South Wales, Sydney, June 1994.

"The Capacity to Wonder," James Cook University; Clinical Education Unit, Townsville General Hospital, Australia, June 1994.

"Medical Ignorance as a Platform for Learning," James Cook University; Clinical Education Unit, Townsville General Hospital, Australia, June 1994.

"The Capacity to Wonder," University of Technology, Sydney, June 1994.

"To Err is Human," Macquarie University, Sydney, July 1994.

"Powers of Tacit Knowing," University of West Sydney, Australia, July 1994.

"Make Them Brave," keynote address, Problem-Based Learning Conference, University of Newcastle, Australia, July 1994.

"The Realm of Ignorance," Problem-Based Learning Conference, University of Newcastle, Australia, July 1994.

"To Err is Human," University of Newcastle, July 1994.

"The Capacity to Wonder," HERSDA 1994 Conference, Canberra, July 1994.

"Ignorance, Passion, and Mess: Vital Ingredients for Education and Industry," Fifteenth International Conference on Critical Thinking and Educational Reform, California State University, Sonoma, August 1994.

"Not Enough Nothing Nowadays," Fifteenth International Conference on Critical Thinking and Educational Reform, California State University, Sonoma, August 1994.

"Lighten Up," series: four workshops, Residence Life, University of Arizona, Fall 1994.

"Ignorance and Management," Superior Court, Tucson, Arizona, October 1994.

"What We Don't Know about Science," First Annual Philosophy UNESCO Symposium: "WHAT DON'T WE KNOW?" Paris, France, March 1995.

"Mapping Ignorance," School of Ignorance, Brussels, Belgium, May 1995.

"The Challenge of Change," keynote address, National Association of Court Managers, Chicago, July 1995.

"How to Get Ahead on What You Don't Know," participatory workshop, Management Training Seminar, August 1995.

"Thinking Passionately: Ignorance, Critical Thinking, and The Reluctant Student," participatory workshop (with J. Nelson), Fifteenth International Conference on Critical Thinking, Sonoma State University, California, August 1995.

"Don't Vanquish Ignorance: Use It Wisely," participatory workshop, Fifteenth International Conference on Critical Thinking, Sonoma State University, California, August 1995.

"Teaching and Learning What We Don't Know," participatory workshop, Professional Development Centre, Auckland Institute of Technology, New Zealand, August 1995.

"Knowledge and Ignorance: How Can a Doctor Cope?" The Royal Australian College of Physicians, 1995.

"What Do You Do When You Don't Know What to Do?" participatory workshop, Faculty of Commerce, Auckland Institute of Technology, New Zealand, August 1995.

"Who's Afraid of Medical Ignorance?" participatory workshop for fourth year medical students, Bryant Educational Centre, Waikato Hospital, New Zealand, August 1995.

"Medical Ignorance and Medical Progress," participatory workshop for general practitioners, Bryant Educational Centre, Waikato Hospital, New Zealand, August 1995.

"Medical Ignorance," Grand Rounds, Waikato Hospital, New Zealand, August 1995.

"Wondering about What We Don't Know," participatory workshop, Department of Pediatrics, Waikato Hospital, New Zealand, September 1995.

"Healthful Learning," Fourth World Conference on Women, Beijing, China, September, 1995

"Medical Ignorance: A Paradigm Shift," Conference on Human Functioning, Wichita, Kansas, September 1995

A Framework for Inquiry, participatory workshop, Conference on Human Functioning, Wichita, Kansas

"Questions, Questioning and Questioners," Arizona Science Teachers Association Annual Meeting, Mesa, Arizona, October, 1995.

"Questions, Questioning and Questioners, Workshop 1: How to Transform K-12 Science Lessons From Passive to Active Learning, From Didactic to Inquiry-Based Curriculum and Pedagogy," University of Arizona College of Medicine, November 1995.

"Ignorance and Learning," preceptor seminar, Loma Linda Medical School, December 1995.

"The Place of Ignorance in the Medical School Curriculum," Grand Rounds, Loma Linda Medical School, December 1995.

"Ignorance and the Process of Learning and Discovery in Medicine," Loma Linda Medical School, December 1995.

“Questions, Questioning, and Questioners, Workshop II: How To Transform K-12 Science Units...: University of Arizona College of Medicine, January 1996

Ignorance Workshop, University of Arizona faculty, Sierra Vista campus, May 1997

Eisenhower Foundation Traveling Workshops in Rural Schools

- 3 day Ignorance Workshop for K-12 teachers, Sierra Vista, June 1997
- 3 day Ignorance Workshop for K-8 teachers, Douglas, Arizona, June 1997
- 3 day Ignorance Workshop for K-12 teachers, Bisbee/Tombstone, June 1997
- 3 day Ignorance Workshop for 7-12 teachers, Sierra Vista, July, 1997
- 3 day Ignorance Workshop for K-12 teachers and administrators, Benson, July 1997
- 1day Ignorance Workshop for K-12 teachers and administrators, Sierra Vista, August 1997
- 15 hour Inservice for K-8 teachers, Tucson, Fall 1997
- Ignorance Inservice, Elfrieda, October, 1997
- Ignorance Inservice, Bisbee, November 1997
- Ignorance Inservice, Naco, December 1997
- 3 day Ignorance Alumni Workshop for K-12 teachers, Sierra Vista, January 1998
- Reflective Practice Workshop, Sierra Vista, February 1998
- Reflective Practice Workshop, Douglas, February 1998

“It’s What You DON’T Know That Counts,” UASV Speaker Series, March 1998

“A Stirring of Possibilities,” Cochise Community College, March 1998

“On No Other Planet,” Founder’s Day, May 1998

“*In Media Res*,” Dean’s Colloquium, AUT, June 2004

“Have We World Enough and Time?” Critical Thinking in On-Line Assessment,” AUT Conference, Walking to Different Beats, September 2004.

“Invite the Unexpected” Professional Development Series for Centre for Education and Professional Development, AUT: 4 workshops in 2004; 4 workshops in 2005

“In Praise of Unlearning”, Massey University, Albany, Palmerston North and Wellington campuses, 4 workshops: November 2004

“Messing with Their Minds: Stockholm Syndrome, Childhood Sexual Abuse, and Frontier Issues in Restorative Justice,” [with Shirley Julich, Ph.D.] Conference on Frontiers of Restorative Justice, Massey University, Albany, December 2004

NOTE: *Paid work---consultations, corporate workshops, keynotes, NIH proprietary videos and workshops---not included in list above.*

Publications

"Ghosts and Demons: Critical Judgments on *The Turn of the Screw* in Philosophy Reads Literature, New York: 1979.

"Philosophical Views of Sex Roles," Changing Values in the Juvenile Justice System, Tucson: 1979.

"Listening to the Left Hand" in 1985.

"Ignorance and Scientific Progress," Lymphology 19:31-32, 1986.

"The Tones of the Soul and the Music of the Spheres" in Proceedings: New Piano Pedagogy, 1986.

"Teaching About Ignorance," Critical Thinking News, 6(1):September-October, 1987.

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“Det forksende menneske”, Flux, Norwegian Journal of Arts and Culture, Winter, 1995.

“Unlearning and Deep Knowing” in Mountain Review, 1996.

“Making Space” in What Don’t We Know? UNESCO Philosophy Publications, Paris: 1996.

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“Healthful Learning,” in International Issues in Health Education and Policy, Geneva: 1996.

“What to Do with What We Don’t Know?” in Flux Anthology, Oslo: 2005.

Forthcoming in: *Frontier Issues in Restorative Justice*: “‘Messing with Their Minds’: Adult Survivors of Childhood Sexual Abuse and Frontier Issues in Restorative Justice.”

Creative Works

- The Pele Cycle (poetry over photographs by G. Brad Lewis) (1997) *
- Stir...(Stir In My Heart, You Ancient Rhythms) (philosophical fantasy) (2002) *
- On No Other Planet, (essays) (1999)*
- This Is the Book of Love (novel) * (1998)
- In Media Res (essays in progress)
- What Don’t you Know? (essays) (2004)
- In Here (children’s tale over photography by Samar Almedfa) 2005
- Bug (nepistemological allegory in progress)

*Available on audio compact disk

Although they have not been published [yet!], I list my creative works in my academic CV because for the last eight years, I have focused on writings---philosophy, a novel, poetry, popular essays---intended for audiences beyond academic journals. As happens, some manuscripts had been accepted and then languished as publishing houses morphed or editors migrated. Accordingly, manuscripts have borne different titles over time and contents shift.

On Videotape

- “The Capacity to Wonder,” one hour, forty-five minute, Professional Development Centre, University of New South Wales, 1994
- “To Err is Human: Critical Thinking from an Ignorance Perspective,” one hour, forty-five minutes, Professional Development Centre, University of New South Wales, 1994

- “Get Ignorant Series”, University of Arizona, Sierra Vista, 1997
 - “Ignorance: Get Real”
 - “Ignorance: Get Over It”
 - “Ignorance: Get Good at It”
 - “Ignorance: Get on with It!”

“Increasing Your Power, Value and Safety Through Ignorance”, University of Arizona, Sierra Vista, 1998

- “Resources for Learning: Only the Ignorant Need Apply” series, UASV, 1998
 - Resources for Learning: Creativity and Ignorance
 - Resources for Learning: Courage
 - Resources for Learning: Making Mistakes

On Audiotape

- "Knowledge and ignorance: How can a doctor cope?" The Royal Australian College of Physicians, 1995.
- Commercial audiotape of top interviews of first ten years, Australian Broadcasting Company "Tom Peters in Australia," including interviews with Ben Elton and Ann Kerwin," 1995. Presenter: Roger Thompson.