

WAYS OF KNOWING

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

Silence: Experience of self as mindless and voiceless with no capacity for knowing. Can't receive knowledge from others or generate it for oneself.

Received Knowing: Learns from listening to authorities who know the truth. Don't create knowledge themselves or even recognize that authorities create knowledge. Truth is absolute, concrete, factual. Knowledge exists independent of those who seek to understand it.

Subjective Knowing: Knowledge is based on intuition and personal experience; thus one can create one's own knowledge and truth. Distrust of external authorities because truth is personal and can be known only by attending to one's own experiences and inner feelings.

Procedural Knowing: Knowledge is perceived as objective; a deliberate and systematic use of reason. Recognition of multiple interpretations dependent on perspective.

Separate Mode Focus on evaluating and judging different points of view or arguments. Objectivity achieved by adhering to impersonal standards and keeping the self separate from the process. Feelings cloud thought. Goal: to construct truth--to prove, disprove and convince.

Connected Mode Focus on trying to understand and experience, to some degree, another's perspective, another's reality, and to be understood. Objectivity achieved through adopting the other's perspective. Feelings illuminate thought. Goal: to construct meaning--to understand and to be understood.

Constructed Knowing: Knowledge is understood to be constructed and the knower seen as shaping the known. Integration of separate and connected modes of discourse. Goal: to understand the contexts out of which ideas arise, and to take responsibility for examining, evaluating, and developing systems of thought. To care about thinking/ think about caring.

Characteristics of Connected and Separate Modes of Knowing

Clinchy, B. McV., & Belenky, M. F. (1988). *Believing and doubting in the high school classroom*. Workshop presented at the reunion of the Dodge Foundation National Leaders Project, Wellesley Center for The Study of Women, Wellesley College, Wellesley, MA.

Aspect	Connected Knowing	Separate Knowing
<i>The basic approach</i>	The "Believing Game": looking for what is right – accepting	The "Doubting Game": looking for what is wrong – critical
<i>Goals</i>	To construct meaning – to understand	To construct truth – to prove, disprove, and convince
<i>The relationship between the knowers</i>	Collaborative: reasoning with the other	Adversarial: reasoning against the other
<i>The knower's relationship to the known</i>	Attachment & closeness	Detachment & distance
<i>The nature of agency</i>	Active surrender	Mastery & control
<i>The nature of discourse</i>	Narrative & contextual	Logical & abstract
<i>The role of emotion</i>	Feelings illuminate thought	Feelings cloud thought
<i>Procedure for transcending subjectivity</i>	"Objectivity" achieved by adopting the other's perspective	"Objectivity" achieved by adhering to impersonal and universal standards
<i>Basis of authority</i>	Commonality of experience	Mastery of knowledge & methodology
<i>Strengths</i>	Expansive, inclusive	Narrowing, discriminating
<i>Vulnerabilities</i>	Loss of identity & autonomy	Alienation & absence of care