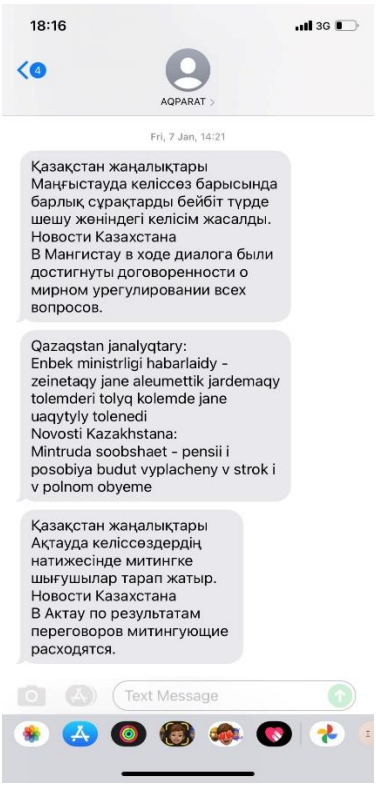
How might the context in which knowledge is presented influence whether it is accepted or rejected?

Word count: 946

Object 1- My screenshot from “Messages” app



This is a screenshot, where we can see messenger “AQMOLA” sending news during the protests in the Kazakhstan. I chose it,because it helps to develop understanding of the prompt in case of how people treat knowledge in extreme conditions. Because during protests, people didn’t have access to online news portals, social media and because my family never used cable TV,we couldn’t watch news either. These SMSs were the only source of information I had. People gained knowledge of situation by interpreting it in their own way, yet how information is presented plays a role too. As there’re always different perspectives from which it can be presented. For example, these messages are

from the government's perspective and they didn't include some information in them. As after protests ended, I finally had a chance to check other news portals and discovered a lot of new information. During protests, I accepted gained knowledge from SMS, as it was my only source. Yet because it wasn't full,my interpretation and, therefore, gained knowledge wasn't full either. It shows that in the time of need, I felt that I had no other option but to accept provided information and derive knowledge from it. However, as soon as I started to have a choice again,the knowledge that was presented earlier was no longer as accepted by me,as it was before. As new learned information changed my interpretation of the situation.

This object is relevant to the prompt, as due to protests, people couldn't use their usual sources of information,but at the same time everyone was interested in what's going on in other cities. Therefore, people mostly accepted information presented by "AQMOLA" (as their choice was limited)and it helped them to gain knowledge based on provided information. Contribution of this object is in showing how context- of extreme situation,when people have limited sources affects the acceptance of knowledge. So I can say that when someone doesn't have a choice in choosing informant,they usually trust the only one they have, accepting most the information he presents; looking at it they gain knowledge using interpretation skills (that heavily depend on the information itself).

Object 2- My book "Volshebniki Izumrudnogo goroda"

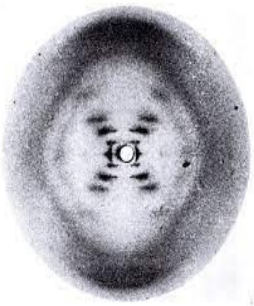
This's my book that I used to read in the 2nd grade. I chose it,because it helps to connect to the prompt from the perspective of education and answer it accordingly. Book introduced me to the world of magic and being an easily impressed 8 year old,I truly believed that the story in the book happened in real life.

Here we can see how age affects the way we perceive knowledge,as 17 year old me now doesn't believe that shown book is based on real life. It probably has to do with our intelligence,as usually younger kids don't know about atoms,laws of physics etc. Therefore, it is easy for them to believe any presented knowledge of the world,yet an adult will see that it isn't backed up by science,facts and will probably reject it. The book itself is an example of how easily kids can be persuaded into accepting knowledge of the world due to being not educated enough to see the falseness of it. Any other believe about Santa,tooth fairy etc. prove the same point.

Not only children, but adults too can accept information due to their low education or knowledge of the world. As if a person isn't educated enough to distinguish truth from false,they can be made into accepting knowledge given to them. Therefore,if the

knowledge of the world is presented to uneducated audience,it'll be easy for them to accept it due to low education. However, more educated public will be able to analyze, evaluate provided knowledge and decide whether accept/reject it. That's why the contribution of the object is in showing the effect of education on accepting information.

Object 3- Franklin's DNA structure image (Bernal, 1958)



It's a picture of DNA structure taken by Rosalind Franklin in 1953. I chose it, because it helps to see the prompt from the perspective of gender inequality,which shows the effect it might have on rejection/acceptance of knowledge. Franklin's male college denied her DNA finding. However,later the same man was awarded Noble Prize for it, as he used Franklin's picture without her permission. In 20th century,women in science weren't welcomed in men dominated fields and in Franklin's case,men didn't accept the knowledge she acquired,yet when the man presented the same knowledge, he was awarded. It shows how ones' gender can influence acceptance of their knowledge. Namely, being a woman in that time contributed to the rejection of her knowledge. Therefore, the context in this situation is the effect of gender on presented knowledge (whether it's accepted/rejected).

Men in the scientific field rejected her knowledge due to being prejudice towards Franklin, which affected the way other people received her finding. Yet,they weren't

prejudice towards scientist that plagiarized her work,because being a man in science was more acceptable than having woman in same field during the 20th century. But even nowadays women face same prejudice in men dominated fields,which affect the way others receive knowledge they provide. Women mightn't be taken seriously, just as Franklin even though their knowledge can be as valuable as men's. That's why, public opinion towards certain group can affect how their knowledge is received due to the potential prejudice towards them. Contribution of the object is in showing the relationship between acceptance of knowledge and prejudice,which arises from ones gender.

Franklin's social group (women)faced prejudice from public for being in science. Yet her colleague's plagiarism was accepted,as his social group is more accepted by majority. To sum up,we can see that being a woman can create prejudice in certain fields, which usually leads to the rejection of knowledge acquired by them no matter how truthful,valuable it might be.

Bibliography:

Bernal, J. (1958). *Franklin's X-ray diagram of the B form of sodium thymonucleate (DNA) fibres* [Photograph]. Nature. https://www.nature.com/articles/nature01399/figures/1