Inquiry 111: Introduction to Liberal Arts Education
Westminster College

Dr. Trisha Cowen, Assistant Professor
First-Year Program
Office Location: Patterson 303
Office Hours: Tu & Th 9-10:30am, & by appointment

INQUIRY 111 COURSE DESCRIPTION
Inquiry 111 introduces Westminster students to the philosophy and practice of a liberal arts education. Students investigate classic and emerging questions which arise out of current social and intellectual concerns and exchange ideas within a supportive learning community. In the first part of the course, students evaluate traditional and contemporary discussions of liberal education and examine the ways liberal education is practiced at Westminster College. In the second part of the course, students apply the methods of a liberal education by investigating issues from multiple disciplinary and cultural perspectives. Instruction in information literacy and technology supports student research.

STUDENT LEARNING OUTCOMES AND OBJECTIVES
Upon completion of this course, students should be able to:

1. Articulate and practice the values and methods of liberal arts education.
   To accomplish outcome #1, the course provides students with the opportunity to:
   a) Study liberal arts practices and theories.
   b) Recognize the greater expectations associated with college-level work and develop appropriate critical thinking and information literacy skills.
   c) Consider moral and ethical responsibilities they have to various communities as a result of their education.

2. Engage, experience, and explain different ways of knowing.
   To accomplish outcome #2, the course provides students with the opportunity to:
   a) Examine and compare each of the Intellectual Perspectives as ways of knowing.
   b) Recognize and respect different world views.
   c) Challenge their own assumptions to promote inquiry and intellectual growth.

3. Pursue interdisciplinary study and discussion of important issues.
   To accomplish outcome #3, the course provides students with the opportunity to:
   a) Investigate and discuss significant or controversial issues from multiple cultural and intellectual perspectives.
   b) Engage diverse views of common readings and issues.
   c) Participate in an active learning community sharing a first-year experience.

REQUIRED TEXTS & MATERIALS

- Other supplemental readings you will access on D2L.
GRADING SYSTEM

Grade Breakdown:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation</td>
<td>10%</td>
</tr>
<tr>
<td>Co-Curricular Reports (3)</td>
<td>10% (3.33% each)</td>
</tr>
<tr>
<td>Reading Responses</td>
<td>20%</td>
</tr>
<tr>
<td>Paper #1</td>
<td>15%</td>
</tr>
<tr>
<td>Library Assignment: Paper #2</td>
<td>15%</td>
</tr>
<tr>
<td>Paper #3</td>
<td>20%</td>
</tr>
<tr>
<td>Final Exam</td>
<td>10%</td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
</tr>
</tbody>
</table>

GRADING SCALE

<table>
<thead>
<tr>
<th>Percentage Range</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>100% - 94%</td>
<td>A</td>
</tr>
<tr>
<td>93% - 90%</td>
<td>A-</td>
</tr>
<tr>
<td>89% - 88%</td>
<td>B+</td>
</tr>
<tr>
<td>87% - 84%</td>
<td>B</td>
</tr>
<tr>
<td>83% - 80%</td>
<td>B-</td>
</tr>
<tr>
<td>79% - 78%</td>
<td>C+</td>
</tr>
<tr>
<td>77% - 74%</td>
<td>C</td>
</tr>
<tr>
<td>73% - 70%</td>
<td>C-</td>
</tr>
<tr>
<td>69% - 60%</td>
<td>D</td>
</tr>
<tr>
<td>59% - 0%</td>
<td>F</td>
</tr>
</tbody>
</table>

COURSE ASSIGNMENTS

PARTICIPATION

[10%] This is a discussion-based course; therefore, it is only fully productive when everyone is present, when everyone honors their commitment to read, listen attentively, and when everyone is willing to share their insights. To help you participate actively, I suggest that you annotate your readings. Do your part to make this class successful! You should make an effort to add your voice to discussions during every class: failing to do so will negatively impact your course grade. In a nutshell, if you never speak in class, you should not expect a strong grade.

3 CO-CURRICULAR REPORTS

[10%] Throughout the course of the semester, you should attend at least 1 co-curricular activity per month. (You should attend one in Sept., Oct., and Nov.) By the last day of each month at midnight, you should upload a typed reflection and analysis of the attended event on our D2L course page. The first paragraph should summarize the event, the second paragraph should denote how you felt about the event and why, and the third and fourth paragraphs should engage in an analysis of the event. Please take a selfie of yourself at the event and copy and paste it onto the first page of your report. An analysis might include a:

1. discussion of the speaker’s thesis (if they had one), their key claims, and the strength of their claims.
2. make connections to topics/ideas covered in the course, analyzing how they compare, contrast, or extend something we’ve discussed or read.

These reports should be from 1 ½ to 2 pages long.

READING RESPONSES

[20%] At times, one-page Reading Responses will be assigned in class. Some will be announced for homework, while others will be given in class, in the style of a pop quiz. The questions will be
based on the assigned reading or film for the week. Reading Responses cannot be made up if you miss class without a documented excuse. However, the lowest score will be dropped. Unless given different directions in class, the Reading Responses should be a one-page summary and reflection of the reading, using at least one quotation from the text. Note that not all the responses will be written. Some will be drawn.

**PAPER #1**

[15%] After watching substantial clips from two films—*Music of the Heart* (1999) and *Lean on Me* (1989)—that showcase different educational strategies, **please write a paper that analyzes and compares and contrasts the educational styles/situations of the instructors.** Your paper (4 full pages) should be in MLA form and include at least two quotes from each film.

Your paper should include these elements:

1. Introduce each film by providing a short summary. In the summary, please provide details of each teaching situation (the subject matter taught, the socio-economic circumstances and level of privilege of the teacher, students and school district, the ages of the students, etc.) [Paragraph 1 of the paper.]
2. When you discuss the subject matter of the instruction, please discuss which Intellectual Perspectives (page 5 of your *Inquiry* text) the content of both classes engage with. Use examples and quotes from the films. [Paragraph 2 of the paper.]
3. Both the teachers and the students in these films encounter conflicts that hinder them from reaching their personal goals and objectives. Please discuss their conflict(s) and explore how they overcome them. How do they (teachers and/or students of both films) challenge their own assumptions to promote inquiry and intellectual growth? How do they recognize and respect different world views? [Paragraphs 3-5]
4. Besides the content of the course, what other Liberal Studies (see President Richardson’s preface that discusses the Liberal Studies tradition in the preface of *Inquiry* as well as Shapiro’s “Liberal Education” on page 37) lessons do the students take away from one of the courses? Use at least one quote from Shapiro’s article. Which skills do you believe are most important and why? [Paragraphs 6-7]
5. In order for a Liberal Studies education to be successful, what qualities do you think are necessary in the teacher and the student? Why? Use examples from the films to help argue your points. [Paragraph 8-9]
6. Please create a Works Cited page. You will use the Shapiro article and need to cite both films, using MLA. See OWL PURDUE WRITING LAB online for help: https://owl.purdue.edu/owl/research_and_citation/mla_style/mla_style_introduction.html

*Please note the paragraph breakdowns here are simply suggestions. You may break the paper up how you wish as long as the key points are covered and organized in a logical manner.

**LIBRARY ASSIGNMENT PAPER #2**

[15%] In September, you will spend 3 days total in the library over the course of 3 weeks. During this time, you will deepen your skills of identifying and locating authoritative information and original research, learning new things from outside sources, and applying the new knowledge into a well-written 3-4 ½ page research paper based on questions given to you before you attend the library sessions. From the broad research question you choose, you will develop a more specific, evolved topic that you develop and research. You will use foundational knowledge to outline one
major aspect (problem/issue/benefit depending on your topic) related to your initial question. You will then outline what academic research has been done to better understand this issue and evaluate the strengths and weaknesses of the research, especially compared to how this knowledge reflects policy and people’s experiences. For this paper, you should read and use at least 4 authoritative sources. Of those 4, 3 of those sources must be academic research. You must cite the sources whenever you use summary, paraphrase, or direct quotation. You will have an opportunity to begin to find sources during/between class sessions at the library. If you are having trouble finding or understanding authoritative sources for this paper, email your librarian at LIBEMAIL or stop by the library.

**Goals for the assignment:**
- Narrow your topic down to the most manageable breadth possible for this assignment.
- Identify and use different types of authoritative sources.
- Evaluate sources.
- Use sources appropriately and in different ways (as facts, as contexts, supporting a conclusion, arguing against.)
- Think critically about how knowledge is created and research as a way of knowing.

**Paper Details:**

**Introduction:**
1.) Introduce your reader to the larger issue explored and why it’s important.
2.) Explain what sub-topic you chose to explore and why it’s important.

**Research Background:**
1.) Explore what is known about this topic, how we know about it, and what are the positive and negative conclusions.
2.) Use summary, paraphrase, and direct quotation.

**Evaluation of Research:**
1.) Critically evaluate the contributions made by different sources. Where are they strong? Where are they weak?
2.) Try to determine how this research might impact real people’s lives and decisions or national/international policies. What might be the limitations of the research?

**Conclusion:**
1.) Do not summarize your paper.
2.) Explore the larger context again—how does what you learned (and what you’ve shared with your reader) impact the world? Are there any connections to be made to other important ideas?

**Works Cited**
1.) Provide full MLA citations for the sources you’ve used and cited in the text.
2.) List these sources alphabetically by the author’s last name on a separate page (does not count towards the page count.)

*This assignment has been designed for you by your librarians to help you engage in strong research throughout your college career; take this assignment seriously!
PAPER #3

[20%] The documentary The True Cost (2015) discusses several aspects of the garment industry from production—mainly exploring the life of low-wage workers in developing countries—to its after-effects such as river and soil pollution, pesticide contamination, and disease and death. Using an approach that looks at environmental, social and psychological aspects, it also examines consumerism and mass media, ultimately linking them to global capitalism. For your final paper, I would like you to research a clothing store that you regularly buy from to determine whether you and others should continue buying from that company. You must provide at least 3 well-researched reasons why people should or should not buy from this company.

Please follow the steps to complete your paper:

1.) Please choose a clothing company that you buy from regularly to research. If you make your own clothes, then discuss other options with me. Make sure that you can find enough information on the company to complete the assignment.
2.) Research the company’s history and the products that they sell.
3.) Research the company’s corporate identity. How does the company present itself to the public (to customers, investors, and employees?) The corporate identity is typically visualized by way of branding and the use of trademarks, but it can also include advertising, public relations, and product design. What are they known for? Who do they market to?
4.) Research how the company is perceived in the news. Have they been involved in any controversies? Are they a charitable organization? Do they have positive campaigns that give back to the global community in some way?
5.) Where/how are their products made? Are people, in your opinion, treated ethically throughout all the production stages of the products? How are their employees treated: pay and benefits? Is the environment harmed via the production? What are the economic impacts of this company?
6.) Once you’ve completed your research, you are ready to determine your thesis. Do you believe people (including you) should buy from this company? Narrow down your reasons for why/why not to 3-4 reasons, or claims.
7.) Write a thesis-driven paper, organized as such:

Introduction (Discuss #1, 2, and introduce your thesis and 3 reasons why.)

Body Paragraph 1 (Claim 1 + one source use)

Body Paragraph 2 (Claim 2 + one sources use)

Body Paragraph 3-4 (Claims 3-4 + one source use)

Conclusion

Your paper (3-4 pages) should be in MLA form. You are required to use at least three credible sources, including at least one news article. In addition to the paper assignment, you will give a 4-5 minute presentation on the content/argument of your paper. You will need to dress up for this presentation and create a well-planned visual aid.
FINAL EXAM

[10%] The final exam will require you to synthesize your knowledge of assigned texts, course discussions, activities, films, etc. Further information will be provided in class.

COURSE POLICIES

Attendance Requirements
Students are expected to attend all class meetings. It matters that you come to class on time, every day. If you are repeatedly late, it will negatively influence your grade. Excessive tardiness, early departure, or lack of preparation will result in an absence.

- After you miss three classes, your final grade will be reduced a 1/3 letter grade for each additional class missed. For example, if you miss 4 classes and you end the course with a B+, it will be converted to a B, and so forth. All absences count towards this total, with the exception of school-sanctioned activities that I am aware of in advance via email, illness that requires confinement to bed on physician’s orders (documented), death/severe illness in the family (documented), or court appearances. “Self-reported sick in room” notices from the Student Health Center will not count as an excused absence. You must keep a tally of your absences.

- Students who arrive to class late will be counted as absent. Late arrivals disrupt our class; therefore, excessive lateness will affect your participation grade and, potentially, your final grade.

- If you are involved in Westminster athletics or other extracurricular activities and will miss class meetings because of games, performances, etc., please notify me in advance via email of any class sessions you will miss. All work is to be submitted prior to the excused absence. You cannot miss class to go to a sporting practice. If you are involved in an extracurricular or co-curricular activity at Westminster College, you must make it known to me before the end of add period of each semester via email. In the email, please include the dates you know you will miss.

- If you do miss class for any reason, you are still responsible for the missed material. Connect with a classmate to get the class notes and then come to office hours with questions, if needed. Please do not come up to me at the beginning of the next class to ask what happened and waste your classmates’ time!

- That said, if you experience a crisis that prevents you from completing your work speak to me about it privately during office hours, or ask an appropriate campus official to document your situation.

Late Work
In order to be fair to everyone in the course, I do not accept late work without consequence. Homework will not be accepted late; however, papers can be submitted up to 24 hours late with a letter grade reduction. If you are absent on a day when an assignment is due, I expect you to submit your work to me via email or my department mailbox by your scheduled class time. I also expect you to come prepared the following class session. Verifiable emergencies may receive exceptions, but you must communicate with me before the project or assignment is due. A printer or alarm error is not an acceptable excuse—plan ahead! If you anticipate needing a deadline extension for an assignment, you may request one four days in advance of the due date.

Essay Policies

- All sources must be cited using MLA guidelines. Please see OWL PURDUE WRITING LAB online for assistance with citation, if needed.

- Essays must be double-spaced, in Times New Roman, Sized 12 with 1 inch margins, and a Works Cited Page. (Per MLA Guidelines.)
All essays must be submitted to D2L on the day/time they are due in class. This means that you must submit your paper before going to class.

All essays must be turned in prior to or by the date and time specified for full credit. Your essays will be accepted up to 24 hours after the original due date and time, but they will be penalized by one letter grade. After 24 hours, no essay will be accepted unless a documented emergency occurs. If you are not in class and you haven’t submitted the paper by the beginning of class time, your paper is late. Make prior arrangements to get me your work in advance. If you decide to hand in your paper late, you must upload the paper to D2L and send me an email alerting me of the late submission.

You should not expect a passing score if your paper is incomplete/doesn’t meet the page, source, or assignment requirements.

Office Hours
I encourage you to meet with me at least once during the semester to discuss papers, class topics, comments on readings, etc. I want you to succeed in the course and, therefore, I am happy to discuss your progress at any time. Easily answered questions can be asked over email; however, please do not send me any paper drafts via email. If you’d like to discuss paper drafts, come into the office and we will discuss the parts you are having trouble with or would like another opinion on. Bring a printed hardcopy of the paper and come with questions. **Do not wait until the day before an essay is due to meet with me about it.** Office hours will be held on Tuesdays and Thursdays 9-10:30am or by appointment. Lastly, because I have a toddler at home, please avoid coming to Office Hours if you are sick. Send me an email instead!

Supplemental Readings
If I’ve assigned a supplemental reading from D2L, it is your responsibility to print it, read it and annotate it carefully, and bring a copy of it to class. You should keep a folder of all the course readings, syllabus, and handouts for reference daily.

Plagiarism & Academic Integrity Code Specific to this Section
Students are responsible for the academic work they submit (including papers, examinations, reflections, PowerPoints, reports, etc.), and that work should be completed honestly and according to the requirements and restrictions for academic work based upon the Westminster College Academic Integrity Policy. Please see the current Undergraduate Catalog for official definitions of cheating, misconduct, plagiarism, and providing false information. Following is a list of some representative examples of academic misconduct specific to this section, though it is not comprehensive:

- **Plagiarism**: the representation of someone else’s words, ideas, or work as one's own. This includes quoting, paraphrasing, or condensing another's work within one's own without giving proper attribution, or purchasing or receiving another's work and submitting it as one's own. When quoting, paraphrasing, or summarizing, students must identify the extent to which a source has been used and must cite with precision. This applies not only to written work, but also designs, photography, video, art, and other media.

- **Misconduct**: submitting the same work, including oral presentations, for different courses without the explicit consent of the teacher, sabotaging the work of others, unethically obtaining answers or other information about a quiz, test, or examination before it has been administered to all students, even if not a member of the class, etc.
• **Dishonesty in Examinations**: unauthorized use of notes, study aids, electronic or other equipment during an examination; unauthorized possession of examinations; copying or looking at another individual's examination; taking or passing information to another student during an examination; taking an exam for another student; allowing another student to take one’s examination.

• **Fabrication of Data**: unauthorized falsification or invention of any information or citation during an academic exercise.

• **Cheating or Inappropriate Assistance**: unauthorized use of any study aids, equipment, tutoring, or another's work during an academic exercise; unauthorized collaboration on projects, homework, take-home examinations, or other work. Students are responsible for clarifying with instructors what forms of collaboration or assistance are acceptable for each assignment.

**Consequences for Breaking Academic Policy in this Section**

If a student has violated Westminster’s Academic Integrity Policy, the student will be reported to the college and receive the appropriate sanctions determined by the VPAA. Please see the Undergraduate Handbook for further information about the respective consequences.

In regards to the course, if a student breaks the college’s Academic Integrity Policy or the policies listed above, the student will receive an F on the assignment that broke policy for a first offense. If the student violates policy a second time, they will fail the course.

**Absences from Examinations**

Absence from an announced examination results in a failing grade for the examination, unless suitable arrangements are made for a special examination. A student who seeks such a privilege should petition the instructor in writing prior to the scheduled examination date. If the instructor considers that the petition should be granted, then a note to that effect is added and the petition is presented to the Dean of the College. The examination may be given only if the Dean also approves the petition.

In the case of athletic championship tournaments that fall during finals week, it is the College’s policy to permit those who are approved to participate in these tournaments to reschedule their missed work. Instructors and the dean must be notified in advance of the conflict and students must arrange with their instructors a place and time to make up the work.

**Disruptive Technology**

Electronic devices are prohibited in the classroom unless specific permission is given. Electronic devices include: cell phones, digital media players, recording devices (video and audio), iPods, electronic readers, headphones, and laptops. If a student needs to use technology due to a disability, please let me know.

**Course Accessibility**

Westminster College actively strives for the full inclusion of all our students. Students with disabilities who require access solutions for environmental or curricular barriers should contact Faith Craig, Director of Disability Resources at 724-946-7192 or via e-mail at craigfa@westminster.edu. Please do not hesitate to discuss your situation with me.
**Honor Code**
Lastly, as we frequently deal with sensitive topics and personal reflections in this class, professionalism and maturity will be expected from you during class discussion and in your written responses. Sensitivity is especially important with respect to individuals and topics dealing with differences of race, culture, religion, politics, sexual orientation, gender, ableness, gender identity, and nationalities. In addition, I will gladly honor your request to address you by an alternate name or gender pronoun than your legal paperwork if you wish. Please advise me of this preference early in the semester so that I may make appropriate changes to my records.

**TENTATIVE COURSE SCHEDULE**
Below you will find the tentative schedule for our semester. Please be aware that these due dates may be subject to change due to weather or length of discussion.

<table>
<thead>
<tr>
<th>Dates</th>
<th>Topics</th>
<th>Readings and Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>Course Introduction &amp; Liberal Arts Education</td>
<td><strong>Monday:</strong> Introductions, Syllabus Overview, and In-Class Reading from <em>Inquiry:</em> “Interrogating Texts: 6 Reading Habits” (11).</td>
</tr>
<tr>
<td>Aug. 27th - 31st</td>
<td></td>
<td><strong>Wednesday:</strong> Introductory “I Believe” Questionnaire Activity In-Class. For homework, read from <em>Inquiry:</em> “Westminster College Mission Statement” (3), “The Westminster Plan” (4), and the “Statement on Liberal Learning” (14.)</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Friday:</strong> Read from <em>Inquiry:</em> “Effective Learning Begins with the Right Attitudes” (30), “Angels on a Pin” (46), “Learning is Not Fun” (48), and “Making College Relevant” (52).</td>
</tr>
<tr>
<td>Week 2</td>
<td>The Construction of Knowledge: Reality, Illusion, and the In-Between</td>
<td><strong>Monday:</strong> Read from <em>Inquiry:</em> “The Veils of Maya” (15) and write your first Reading Response #1 for homework. Take the “Reality Test” (ungraded) in class.</td>
</tr>
<tr>
<td>Sept. 3rd - Sept. 7th</td>
<td></td>
<td><strong>Wednesday:</strong> Read from <em>Inquiry:</em> “Parable of the Blind Men and the Elephant” (32), “The Emperor’s New Clothes” (43), and “Learning to See” (95.)</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Friday:</strong> Read from <em>Inquiry:</em> “The Allegory of the Cave” (33) and bring your own illustrated version of the cave which will serve as Reading Response #2. Screen clips from the film Room (2015) in class to compare to Plato’s narrative. Introduce necessary research on jobs/traits for Reading Response #3.</td>
</tr>
</tbody>
</table>
| **Week 3** | Sept. 10<sup>th</sup> - 14<sup>th</sup> | **Monday**: In class “Ethics During the Apocalypse Activity.” [*Reading Response #3 Due.*]  
**Wednesday**: Read and print from D2L: “The Complexity of Identity” 9.21. In class: discuss the results of the Apocalypse Activity, take an in-class ungraded quiz on privilege, and discuss the article read for homework.  
**Friday**: Read from *Inquiry*: “Westminster College Academic Integrity Policy” (7.) Read “Waking up White” (125-126) from D2L. |
| **Week 4** | Sept. 17<sup>th</sup> - 21<sup>st</sup> | **Monday**: Read from *Inquiry*: “Liberal Education, Moral Education” (37) and page 5 (section on “Intellectual Perspectives”) from *Inquiry*. In-class, discuss why you chose to attend Westminster College. Assign Paper #1.  
**Wednesday**: Partial In-Class Film Screening and Discussion of *Music of the Heart* (1999) and *Lean on Me* (1989).  
**Friday**: Partial In-Class Film Screening and Discussion of *Music of the Heart* (1999) and *Lean on Me* (1989). |
| **Week 5** | Sept. 24<sup>th</sup> - 28<sup>th</sup> | **Monday**: Partial In-Class Film Screening and Discussion of *Music of the Heart* (1999) and *Lean on Me* (1989).  
**Wednesday**: Partial In-Class Film Screening and Discussion of *Music of the Heart* (1999) and *Lean on Me* (1989).  
**Friday**: In class, finish discussion of films and provide some time to work on Paper #1. Introduce Library “Week” Assignment and students select questions to investigate.  
*Reminder: Co-Curricular Report #1 due the last day of the month by midnight on D2L.* |
| Week 6 | Oct. 1st-5th | Information Science at Westminster & *People of the Book* Discussion | **Monday:** Library Session #1 (Meet in McGill Computer Classroom)  
**Wednesday:** Bring *People of the Book* to class for discussion. In class, review citation.  
**Friday:** Paper #1 Due Today on D2L. Bring *People of the Book* to class for discussion. In class, review summary, paraphrase, and direct quotation. |
| Week 7 | Oct. 8th-12th | Examining Stereotypes and Challenging Assumptions | **Monday:** Library Session #2 (Meet in McGill Computer Classroom)  
**Wednesday:** In class: Group Poster Activity on Stereotypes.  
**Friday:** In-Class Screening and Discussion of Adichie’s “A Single Story” TED Talk on Stories and Stereotypes. |
| Week 8 | Oct. 15th-19th | Ways of Knowing | **Monday:** Library Session #3 (Meet in McGill Computer Classroom)  
**Wednesday:** Read from *Inquiry*: “Strategies for Looking” (108.) Read from D2L, print, and write Reading Response #4 on “Cathedral” by Raymond Carver.  
**Friday:** Read from *Inquiry*: “What to Listen for in Music” (78) and “Three Poems by Billy Collins” (105.) |
| Week 9 | Oct. 22nd-26th | Investigating our Assumptions and Convictions & Interdisciplinary Study | **Monday:** Library “Week” Assignment: Paper #2 Due Today on D2L. Bring a computer or tablet to class today. We will engage in a Hidden Bias Test and respond to Personal Inventory Questions on Ethnic and Cultural Heritage.  
**Wednesday:** Read from *Inquiry*: “UFO Cults and Us” (57.)  
**Friday:** Read from *Inquiry*: “Science and Religion” (65) and “Evolution as Fact and Theory” (114.)  
*Reminder: Co-Curricular Report #2 due the last day of the month by midnight on D2L.*
<table>
<thead>
<tr>
<th>Week 10</th>
<th>Transnationality: Ways we all Connect</th>
</tr>
</thead>
<tbody>
<tr>
<td>Oct. 29th - Nov. 2nd</td>
<td>Monday: No Classes!</td>
</tr>
<tr>
<td></td>
<td>Wednesday: Read from Inquiry: “The World is Flat” (179). Screen <em>The True Cost</em> documentary in class.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 11</th>
<th>Inequality in the USA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nov. 5th - Nov. 9th</td>
<td>Monday: Read from Inquiry: “The Ones Who Walk Away from Omelas” (137) and “The Christian Paradox: How a Faithful Nation Gets Jesus Wrong” (143.) Write Reading Response #5 on one of these readings.</td>
</tr>
<tr>
<td></td>
<td>Wednesday: Read from Inquiry: “Letter from Clergy” (154) and “Letter from Birmingham Jail” (155.) In class, watch documentary 13th.</td>
</tr>
<tr>
<td></td>
<td>Friday: Read from Inquiry: “The Meaning of July Fourth for the Negro” (165.) Discuss documentary 13th in class.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 12</th>
<th>Addressing Controversial Issues</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nov. 12th - Nov. 16th</td>
<td>Monday: Reading/Viewing Response #6 on 13th Due. Read from Inquiry: “The New Slavery” (221.)</td>
</tr>
<tr>
<td></td>
<td>Wednesday: In class, discuss rhetoric and debate.</td>
</tr>
<tr>
<td></td>
<td>Friday: Debate prison sentencing and reform in class.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 13</th>
<th>Visions and Strategies for Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nov. 19th-23rd</td>
<td>Monday: Read from D2L: “Toward a New Vision: Race, Class, and Gender” (606-611.)</td>
</tr>
<tr>
<td></td>
<td>Wednesday: Thanksgiving Break!</td>
</tr>
<tr>
<td></td>
<td>Friday: Thanksgiving Break!</td>
</tr>
<tr>
<td>Week 14</td>
<td>Nov. 26th - 30th</td>
</tr>
<tr>
<td>---------</td>
<td>-----------------</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 15</th>
<th>Dec. 3rd - 7th</th>
<th>Methods and Strategies for Change In-Action &amp; Presentations</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td><strong>Monday:</strong> Kiva Project</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Wednesday:</strong> Kiva Project Presentations cont.</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Friday:</strong> Final Exam Prep &amp; Course Evaluations during LAST DAY OF CLASSES!</td>
</tr>
</tbody>
</table>

| Finals Week | Final Exam | **Monday, December 10th at 11:30-2pm** |