Course Description and Outcomes: Welcome to Inquiry 111! Inquiry is an interdisciplinary course in which we discuss and evaluate some of the central ideas, values and practices that characterize the liberal arts in their traditional and contemporary forms. The course invites you to participate in a learning community with me and your fellow students, a community consisting of this class and other Inquiry sections. We spend the first part of the course exploring what it means to be a liberally-educated person and how this ideal is lived at Westminster and in the broader society. In the second part of the course we examine various ways of knowing that include cultural and artistic perspectives, the scientific method and religious faith and beliefs.

This Inquiry section is unique because all of you are Civic Engagement Fellows at Westminster! I am delighted and privileged to be teaching a section of the course that also has this focus. We will be working with Ms. Stephanie Lehman, Campus Ministry Fellow and Service Learning Coordinator at Westminster on building teamwork and undertaking the service learning projects for the course. Thus, beyond readings and assignments that are required for all Inquiry sections, this class will include three modules that relate to the themes of civic engagement and service learning: Disability issues, Food Insecurity in the United States and Global Development, all with related readings, films, guest speakers and service projects.

The shared Inquiry required course content and work is focused around several course outcomes. Thus, upon completion of the course, you should be able to:

1) Articulate and practice the values and methods of liberal arts education.
   a) Study classical and contemporary 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) Evaluate moral and ethical responsibilities that you have to various communities as a result of your education.
2) Engage, experience and explain different ways of knowing.
   a) Examine and compare each of the Intellectual Perspectives as ways of knowing.
   b) Recognize and respect different world views.
   c) Challenge your own assumptions to promote inquiry and intellectual growth.

3) Pursue interdisciplinary study and discussion of important issues.
   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

Additional outcomes for Civic Engagement course material:

Service learning is defined as “a credit-bearing, educational experience in which students participate in an organized service activity that meets identified community needs and reflect on the service activity in such a way as to gain further understanding of course content, a broader appreciation of the discipline and an enhanced sense of civic responsibility” (Bringle and Hatcher, A Service Learning Curriculum for Faculty, The Michigan Journal of Community Service-Learning, Fall, 1995).

At the completion of the three civic engagement modules, you will have:

1) Helped to identify community needs.
2) Demonstrated increased understanding of and sensitivity to individuals from diverse backgrounds.
3) Reflected on and refined your responsibilities to citizens in the United States and around the world, and
4) Applied your academic learning to important social issues.

All Inquiry sections share several major common assignments: 1) a series of common readings in the INQ 111 text; 2) attendance at and short reports on three co-curricular events; 3) at least ten pages of written assignment(s), beyond co-curricular reports; 4) at least one graded oral report; 5) three information literacy sessions and related assignments and 7) a graded activity or exam during the final examination period. Beyond these shared requirements, Inquiry classes are individualized.

Readings: All readings are available in the College bookstore:
--Selections from Inquiry 111 Reader
--Brooks, Geraldine. People of the Book.
--Readings available from the course’s D2L page
Course Requirements:
Exam 1 15%
Exam 2 20%

Additional Library research/Global Gift Market research 25%
Outline of topic/source evaluations 8%
Research poster, table display and group evaluation for gift market 7%
Presentation of poster at gift market 5%
Presentation of individual research during final exam period 5%

Service project reports 15%
  Disability report and evaluation 7%
  Food pantry journal entry 8%

Co-curricular activities papers (3) 15%

Syllabus quizzes (2 total at 1% each) 2%

Miniassignment 1: Anonymous peer review of fellow student’s People of the Book essay 3%
Miniassignment 2: Brief presentation and report on campus art 2%
Miniassignment 3: KIVA project research and report 3%

The exams have a mixed format of definitions, identifications, short answer questions and essay questions. Each exam includes a take-home essay due about a week after the exam period.

The library assignment asks you to formulate a research question, locate appropriate sources to answer your question and synthesize your sources into a summary project.

Mini-assignments are small assignments that are graded on a S+ (100), S (85), S- (70) or U (0) basis.

You are required to attend three co-curricular activities. These assignments allow you to take advantage of special events on (and off) campus that relate to course themes. As one of your required activities you will attend a “People of the Book” related lecture of your choice; as noted, these lectures happen the week of Nov. 5.
You will attend two additional activities of your choice (and one of them may be a second *People of the Book* lecture), but they must come from two different disciplinary areas between the 1) Natural and Physical Sciences, 2) Social Sciences and 3) Arts and Humanities. One good option here is the Faculty Scholarship Panels, held all day on campus on Oct. 31 (Boo!). There will be additional options including psychology and biology lectures, English-department colloquia, an environmental science symposium, art gallery exhibits, music and theater performances, and many more. The written report due dates for each activity are spread throughout the semester and noted on the syllabus; reports must be uploaded to the Dropbox tab at the D2L course page. You will have access to a regularly-updated listing of Co-curricular options.

Inquiry 111 is not a lecture class. You need to come prepared to each class meeting with the readings or other work completed and your having made your best effort to understand them or carry them out. Some degree of in-class student participation is expected. We will use a “talking box” in class to ensure that students are doing the reading and come prepared to contribute thoughtful comments on or questions from the day’s reading. Students receive between 1 to 3 total points added to their final course grade for the amount and quality of participation that they contribute to the class. This grade is based on both the frequency and quality of your participation in whole-class discussions, small group exercises, emailed comments to me about course material and conversations with me about class material before or after class or during office hours. Your grade will be raised from 1 to 3 total points based on the class participation that you contribute (e.g. 75 C becoming a 78 C+ based on regular, quality participation).

**Attendance Policy:** Your regular class attendance is essential for us to have coherent and meaningful discussions across class periods. After three absences, each additional absence will significantly lower your final grade for the course. There is no distinction made between “excused” or “unexcused” absences. It is your responsibility to ensure that you sign the attendance sheet which will be distributed during the class period. Chronic lateness also counts as an unexcused absence. In addition, if you miss more than 6 classes during the semester you will not pass the course.

Please see me if you are having personal, family or health difficulties that are affecting your course attendance and performance. We’ll work together to help you.

**Submission Guidelines for Written Work:** All your written work for the class should be BOTH printed and turned in as hard copy AND submitted electronically to the appropriate Dropbox folder on the course D2L page by the time they are due. We will review this procedure in class. If you have D2L access problems, send me your assignment as an email attachment by the deadline.
All assignments should use size 12 font and have numbered pages. Hard copy should be stapled. Assignments should generally have a professional presentation. Points may be deducted for not meeting these criteria.

**Grade Calculation:** I will use the D2L gradebook for the class. To compute your grade simply multiply the grade that you earned on a particular requirement by the percentage of the grade that it is worth. For example, if you earned an 80 on the first exam you multiply it by .15 which becomes a 12. A 75 on your Disability report X .07 equals .525, for a total of 17.25 on these assignments. Do the same for all your other course requirements and add them up and you will have a number that is a percentage of 100. Put in hypothetical (possible) values for remaining requirements to reach the 100 total possible points to get a sense of where you stand. I do not generally give extra credit opportunities.

**Inclusion Policy:** 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 Support Services, in 414 Thompson Clark Hall or at 724-946-7192 or at craigfa@westminster.edu.

The Academic Success Center is located at 421 Thompson Clark Hall and overseen by Coordinator Ms. Jessica Shelenberger. The Center can provide assistance with tutoring, writing and study skills, and can be contacted at shelejps@westminster.edu or 724-946-7353.

**Class Cancellation:** In the event of my unexpected need to cancel class, due to illness, a family emergency or bad weather, check your email for course updates. I will often arrange an assignment for you to complete before the next class period, which might involve using the D2L applications.

**Policy on Late and Make-up Work:** All coursework must be completed by or on the date specified in the syllabus, unless special arrangements are made in advance with me. Unless otherwise indicated, all assignments are due at the beginning of the class period on the specified due date. Assignments submitted before 4:00 on that same day will be docked 5 points, with 10 points subtracted for each day late thereafter. Send late assignments to me as an email attachment as the Dropbox folder will be closed. Normally the only acceptable excuses for turning assignments in late without this penalty are medical excuses and family emergencies, for which you need to provide documentation.

**Use of Email:** We all feel inundated with email correspondence. Sifting through many messages takes up my time that is better spent preparing for classes, meeting with students, and grading your work. Thus I ask that you communicate with me via email only for urgent matters that cannot be addressed in person before or after the class period or during my office hours. Also, I only read and
respond to email during regular work hours on weekdays. However, sometimes email communication is necessary, and it is the college’s official means of communication with you. So plan to check your email at least a couple of times a day during the school week.

Classroom Expectations & Environment: It is my expectation that you are here to learn. Please arrive on time for class and stay during the entire period. Do not wander out of the classroom while class is in session. Notify me beforehand if you will be late or need to leave class early. Please refrain from using your cellphone or other digital devices in the classroom (except for course-related work).

Academic Integrity: There are few greater rewards in life than being a person of good character. Possessing such a character means that you can look yourself in the eye in the mirror every morning and smile back at the face that greets you, regardless of other problems or challenges that you may be facing. Part of a good character, and central to the purpose and pursuit of any academic community, is academic integrity. I expect all your work for this course to be conducted according to the highest standards of honesty and integrity. Academic dishonesty breaks the sense of trust that is central to a vital, educational community like Westminster. Dishonesty in any of these forms will not be tolerated. Students who engage in academic dishonesty face penalties such as failure in the course involved or expulsion from the College. All instances of academic dishonesty will be reported to the Office of the Vice President for Academic Affairs.

In addition, work that you submit in this class will be submitted to Turnitin.com, a plagiarism prevention service that also provides educational information on how to practice honesty in the conduct of research and writing of papers.

For the purposes of this course, I expect you to do your own work unless collaboration with others is encouraged, required or deemed permissible for a particular assignment. I also expect you to do original work for this course. This means that you may not submit assignments used for another course for the purpose of fulfilling requirements in this course, except when you have advance permission from me and the other instructor to do so. Finally, I expect you to contribute your fair share of effort for group work done in the class. The College Handbook and Handbook for Students have further discussion of college policies on and procedures for academic integrity. See me if you are unclear about the meaning of any of these policies.

Academic Integrity and Community Responsibility: Also, the following statement is extremely important to you (and me) as members of the Westminster community: The mission of Westminster College is to help men and women develop competencies, commitments, and characteristics which have distinguished human beings at their best. The abuse of alcohol and other drugs
serves only to undermine the achievement of these goals. The faculty therefore expect all students, as they do of themselves, to take seriously the implications of such risk-taking behaviors in their pursuit of a Westminster education.

**Grading Scale:**

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<tr>
<th>Grade</th>
<th>Description</th>
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<tr>
<td>94-100</td>
<td>A “Outstanding”</td>
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<td>90-93</td>
<td>A-</td>
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<tr>
<td>88-89</td>
<td>B+ “Superior”</td>
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<td>84-87</td>
<td>B</td>
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<td>80-83</td>
<td>B-</td>
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<td>78-79</td>
<td>C+ “Satisfactory”</td>
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<td>74-77</td>
<td>C</td>
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<td>70-73</td>
<td>C-</td>
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<td>68-69</td>
<td>D+ “Passing but Inferior”</td>
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<td>60-67</td>
<td>D</td>
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<td>Below 60</td>
<td>F “Failure”</td>
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**TENTATIVE CLASS SCHEDULE**

*Readings are due on the day for which they are listed. All readings are from the INQ reader unless designated as a D2L reserve reading that is available at the D2L course page, in a folder for the related course module.*

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<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Readings/Activities</th>
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<tr>
<td>Aug. 27, 29, 31</td>
<td>Introduction to Course</td>
<td><strong>Mon:</strong> Introduction to course and to each other</td>
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<td>Truth and Perception: How is what we call “truth” affected by how we perceive the world?</td>
<td><strong>Wed:</strong> Introductory materials to <em>Inquiry 111 Reader</em>, pp. ix – xviii. Read syllabus carefully</td>
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<td>How are these perceptions limited?</td>
<td>Plato, <em>The Allegory of the Cave</em>. Use study questions to guide Plato reading; do not submit.</td>
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<td><strong>Fri:</strong> <em>Parable of the Blind Men and the Elephant</em></td>
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<tr>
<td>Sept. 3, 5, 7</td>
<td>Truth and Perception</td>
<td><strong>Mon and Wed:</strong> Csikszentmihalyi, <em>The Veils of Maya</em> (Skim up to p. 19 “This chapter will discuss…”, then read more carefully)</td>
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<td>Date</td>
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| Sept. 10, 12, 14 | Disability Issues and the Liberal Arts | **Fri:** Bring to class your essay applying Mr. C!  
**Fri:** *Living Stigma: The Impact of Labeling, Stereotyping, Separation, Status Loss*… (D2L) (use study questions to guide; do not submit)  
**Mon:** Guest presentation by Ms. Faith Craig, WC Director of Disability Support Services and members of Disability Awareness Club. Overview of Disability service learning project  
**Wed:** In-class film: *Bottom Dollars*  
**Fri:** Steinetz, *Not Drawn to Scale* and guest presentation by WC alumnus Ms. Hunter Steinitz  
**Sat, Sept. 15:** Disability service learning module around campus (unless excused absence) |
| Sept. 17, 19, 21 | Liberal Arts Education  
Dr. King and a Life of Integrity | **Mon:** Syllabus Quiz 1  
Discussion of *Bottom Dollars*  
*Statement on Liberal Learning*  
Gilroy, “Interrogating Texts”  
*Westminster College Mission Statement*  
*The Westminster Plan*  
*Westminster College First Year Student Research Prize*  
**Wed:** Shapiro, *Liberal Education, Moral Education* (use study questions to guide)  
Fischer, *Effective Learning …*  
**Fri:** King, *Letter from Clergy and Letter from Birmingham Jail*  
Submit and present to the class your report and evaluations from the Disability Module  
Also, submit during class period names of 3-5 group members and your rank-ordered top 3 preferences of a project to sponsor for Global Gift Market (from their catalog). Must have an international focus [https://www.alternativegifts.org/](https://www.alternativegifts.org/) |
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<th>Date</th>
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| Sept. 24, 26, 28 | The Liberal Arts, Applied                                                                      | **Mon:** Review *People of the Book* to p.104  
*Mon:* Out of class requirement: Meet at 11:40 to hear speaker on child nutrition programs in Lawrence County  
**Wed:** Review *People of the Book* pp.105 to 189  
**Fri:** Review *People of the Book* pp.190 to 272  
Student questions: Mon. Ace to Danko  
Wed.: England to Jack  
Fri: Jacobson to Sullivan  
This week: required out-of-class consultations with Dr. Park on your library research topic, linked to your Global Gift Market project. During MWF office hours 2-3 and as otherwise scheduled  
**Sat Sept 29:** Optional cocurricular: Attend WC Professional Networking Symposium |
| Oct 1, 3, 5 | Ethical Reflections: Living with Academic Integrity                                              | **Mon:** Wrap up of *People of the Book* pp. 275 to end.  
Student questions: Taylor to Wojnowski  
Submit anonymous peer review of book essay of your fellow student. Guidelines provided in class.  
**Wed:** Beginning of Information Literacy module. Meet in McGill Library  
**Wed:** Review “Information Literacy” (beginning pages in Reader)  
**Fri:** Westminster College Academic Integrity Policy  
In-class work on Global Gift Market: discuss your table display and group poster  
Last day to submit INQ Cocurricular #1 to D2L Dropbox |
| Oct. 8, 10, 12 | CE Module #2: Food Insecurity in the Contemporary U.S.                                            | **Mon:** *Food Access, Surplus and Scarcity (D2L)* Decide on your service learning site and make carpooling arrangements. Begin film. |
Service learning options:

New Life Bread Basket Food Pantry at Epworth United Methodist Church, 805 East Washington St., New Castle. Contact: Alice Garcia at 724 301 0433

**Mon Oct 15 and/or Thurs Oct 18:** Drive with New Life volunteers to pick up food from local donors

**Fri Oct. 19:** Food distribution for homeless and developmentally disabled individuals, 9:30 am to about noon.

**Sat Oct. 20:** General food distribution, New Life Bread Basket, 7:45 am to about noon.

**Thurs Oct 25:** Prince of Peace Center, 502 Darr Avenue, Farrell, PA. 9:30-12:30 (preferred) and stay for lunch if you’d like, or 4-6 in afternoon. Contact James Morrison at 724-346-5777

Feed My Sheep:

**You need at least 4 hours total of service learning at one or more sites. See me or Ms. Lehman if these options don’t work with your schedule**

**Wed: Library Session**

**Fri: Film: A Place at the Table**

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Oct. 15, 17, 19

**Mon: EXAM 1.**

**Wed: Library Session**

**Fri: Syllabus quiz #2**

Read Census Bureau information on Lawrence County housing, economy, health, education and income and poverty at [https://www.census.gov/quickfacts/fact/table/lawrencecounty/pennsylvania/PST045217](https://www.census.gov/quickfacts/fact/table/lawrencecounty/pennsylvania/PST045217)

Discussion of film and of local food insecurity
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<th>Time</th>
<th>Course</th>
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<tr>
<td>Oct. 22, 24, 26</td>
<td>Ways of Knowing:</td>
<td><strong>Mon:</strong> Copland, <em>What to Listen for in Music</em></td>
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<td>The Arts</td>
<td><strong>Decide on your campus art selection</strong></td>
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<td>How do the arts</td>
<td><strong>Mon:</strong> Take home exam 1 essay due</td>
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<td><strong>Wed:</strong> Collins, <em>Three Poems</em></td>
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<td>Carnegie Museum Staff, <em>Strategies for Looking</em></td>
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<td>our world?</td>
<td><strong>Fri:</strong> Submit food pantry journal entries; class discussion of food pantry experiences</td>
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<td><strong>Bring to class</strong> <em>your top two choices of a campus art selection</em>**</td>
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<td><strong>ENJOY YOUR FALL BREAK!!!</strong></td>
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<td>SAT OCT. 27-</td>
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<td>TUES OCT 30</td>
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<td>Oct. 31,</td>
<td>Ways of Knowing:</td>
<td><strong>Wed:</strong> Engaging with campus art. We will roam to view your art. Wear comfortable shoes and dress for the weather! Bring art interpretation mini-assignment with you to report on and submit, in hard copy, after class</td>
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<td>Nov 2</td>
<td>The Arts</td>
<td><strong>Wed:</strong> Optional cocurricular: Attend Westminster Scholarship Panels outside of class time.</td>
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<td>How do the arts</td>
<td><strong>Fri:</strong> Scudder, <em>Learning to See</em></td>
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<td>Gould, <em>Evolution as Fact and Theory</em></td>
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<td><strong>Fri:</strong> Submit your outline and sources for your particular topic for Global Gift Market project in class and to D2L</td>
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<td>Nov 5, 7, 9</td>
<td>Ways of Knowing:</td>
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<td>Nov 5, 7, 9</td>
<td>Global Issues:</td>
<td><strong>Mon:</strong> Smallman and Brown, “Development” (use study questions to guide; do not submit) (D2L)</td>
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| Nov 12, 14, 16 | Global Poverty: An Overview **People of the Book lectures happen this week- You are required to attend ONE lecture as one of your cocurriculars** | Class review of United Nations’ Sustainable Development Goals [https://sustainabledevelopment.un.org/?menu=1300](https://sustainabledevelopment.un.org/?menu=1300)  
  **Wed:** *Radelet, Breakthrough from the Bottom* *(D2L)*  
  **Fri:** In-class work on your Global Gift Market Project/Consultations with Dr. Park  
  In-class review of poster creation for Global Gift Market |
| Nov 12, 14, 16 | Global Issues: Micro-finance and poverty reduction                  | Mon: Yunus, *Banker to the Poor* and video clip on Grameen Bank; Karnani, *Microfinance Misses Its Mark*  
  Introduction to KIVA organization and assignment.  
  Browse KIVA website ([www.kiva.org](http://www.kiva.org)) to understand their work and possible borrowers. Additional guidelines provided in class.  
  **Mon:** Last day to submit Cocurricular #2 report  
  **Wed:** Discussion of and vote on KIVA micro-finance investment. **Turn in your work during class.**  
  **Fri:** EXAM 2 |
| Nov 19      | Contemporary slavery around the world                               | Mon: Bales, *The New Slavery* *(See study questions to guide; do not submit)*  
  Take the *Slavery Footprint* survey, described and linked in Introduction to the reading, and bring your results to class to share  
  Submit your gift market group poster to Dr. Park by NOON today--- as an email attachment to her |
| Nov 26, 28, 30 | Mon: No class due to extended day on Wed, but Dr. Park available in classroom for individual consultations on Wed posters, table displays and presentations | NO CLASS on Wed. Nov 21 and Fri Nov 23: Enjoy your Thanksgiving break! |
**WED NOV 28:** GLOBAL GIFT MARKET. It’s Showtime! Share staffing of your booth with your fellow group members for the entire market. You will be evaluated by Ms. Lehman and me on your poster presentations. But also have fun!

**Fri:** In-class discussion of Global Gift Market and your project’s effectiveness for global development.

| Dec 3, 5, 7 | Poverty Elimination: good intentions gone astray | **Mon:** Film: *Poverty, Inc.*

**Wed:** Continuation and discussion of film

**Fri:** Wrap-up of course and student evaluations  Meet in computer lab

| Final Exam Period: Monday, Dec. 10 from 8:00 to 10:30 am | In-class presentations on your individual research projects

**Cocurricular #3 report due no later than beginning of final exam period**