INTRODUCTION TO A LIBERAL ARTS EDUCATION

Inquiry 111 (section 13) Westminster College Fall 2018
12:50 - 1:50 p.m. MWF 210 Thompson-Clark

Course website: https://learn.westminster.edu/d2l/home/19369

Instructor: Dr. Patricia Clark Office: 317 Patterson
E-mail: clarkpg@westminster.edu Office Phone: 724-946-7248
Office hours: 9:30-11:30 a.m. M, 10-11 a.m. T, and by appointment

Purpose
This course introduces students to the philosophy and practice of a liberal arts education. Students will evaluate traditional and contemporary discussions of liberal education, examine the ways liberal education is practiced at Westminster College, and investigate issues from multiple disciplinary and cultural perspectives.

Objectives
To investigate classic and emerging questions which arise out of current social and intellectual concerns, and to exchange ideas within a supportive learning community.

Goals
Through reading, writing, analysis, and discussion, students will gain an appreciation for and come to an introductory understanding of a liberal arts education.

Outcomes
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.

Readings (available from the bookstore)
Geraldine Brooks, People of the Book
Inquiry 111: Fall 2018 [also known as “the Inquiry Reader”]

Online texts as indicated below
Requirements

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>class participation</td>
<td>10%</td>
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<tr>
<td>co-curricular essays</td>
<td>15%</td>
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<tr>
<td>exam 1</td>
<td>15%</td>
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<tr>
<td>exam 2</td>
<td>15%</td>
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<tr>
<td>research paper &amp; presentation</td>
<td>20%</td>
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<tr>
<td>sustainable development goals</td>
<td>15%</td>
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<tr>
<td>Kiva assignment</td>
<td>8%</td>
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<tr>
<td>quotation assignment</td>
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Grading scale

<table>
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<tr>
<th>Grade</th>
<th>Score Range</th>
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<tr>
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<td>D++</td>
<td>68-69</td>
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<tr>
<td>D</td>
<td>63-67</td>
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<tr>
<td>D-</td>
<td>60-62</td>
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<tr>
<td>F</td>
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Regular attendance at and participation in class meetings is required. Students who merely attend each class meeting without contributing to class discussion will receive a failing grade for participation. Participation includes not only oral contribution to class discussion, but also completion of quizzes and other written work as assigned. Expectations for written work include proper documentation, good grammar, and clear, persuasive writing.

Absences are excused at the instructor’s discretion. If you miss class for a legitimate reason, you must provide appropriate documentation in writing for the absence to be excused. E-mail the instructor within 24 hours of the absence regarding the reason for your absence and your plans for making up the work missed.

Late assignments will be penalized for each day the assignment is late.

Failure to complete all course requirements will result in an "F" for the course.

More information about assignments and exams will be forthcoming in a timely manner.

Accommodations

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, located in 415 Thompson-Clark Hall (phone: 724-946-7192, e-mail craigfa@westminster.edu).

Students who may need academic accommodations are encouraged to discuss options with their instructor no later than the second week of class.

Academic Integrity

Violations of the Westminster College Academic Integrity Policy include (but are not limited to) cheating, misconduct, plagiarism, and providing false information. All students are responsible for familiarizing themselves with the definitions of these infractions of academic integrity. Academic dishonesty will be penalized in accord with the procedures outlined on pages 29-31 of the Westminster College Handbook for Students 2018-2019. The instructor reserves the right to submit students’ written work to turnitin.com, and encourages students to use the turnitin.com web site as a resource to learn more about intentional and unintentional plagiarism.

Schedule

Please read all assigned readings before the class for which they are scheduled, and bring an annotated copy of the day’s readings (or your extensive notes on the readings) with you to each class meeting.

This schedule is subject to revision by the instructor.

Knowledge & the Liberal Arts

August 27
Reader: Introduction to the course
“Westminster College Mission Statement”

August 29
Reader: Susan Gilroy, “Interrogating Texts: 6 Reading Habits to Develop”
Web: Amy Chua, “Why Chinese Mothers Are Superior”
https://www.wsj.com/articles/SB10001424405274870411504576059713528698754
August 31
Reader: Robert W. Fisher, “Effective Learning Begins with the Right Attitudes”
Reader: “The Westminster Plan”

September 3
Reader: Plato, “The Allegory of the Cave”

September 5
Reader: Jim Josefson, “Learning Is Not Fun”

September 7
Web: Paul N. Edwards, “How to Read A Book”
https://pne.people.si.umich.edu/PDF/howtoread.pdf

Ways of Knowing

September 10
Reader: Karen Armstrong, "The Idea of a Sacred Text”

September 12
Website: Charles Dickens, “From Hard Times”
Reader: Samuel H. Scudder, “Learning to See”

September 14
Reader: Parable of the Blind Men and the Elephant”
Reader: Alexander Calandra, “Angels on a Pin”

September 17
Web: Folger Library, "Insider’s Guide: Hamlet”
https://youtu.be/2vid8njaE-U
Reader: Laura Bohannan, “Shakespeare in the Bush”

September 19
Reader: Aaron Copland, “From What to Listen for in Music”

September 21
Website: David Foster Wallace, “Derivative Sport in Tornado Alley”

September 24
Reader: James A. Perkins, "My Forty Years in the Witness Protection Program”

September 26
review for exam

September 28
EXAM #1

Knowledge and Power

October 1
Website: Douglas J. Tallamy, "Who Cares About Biodiversity?"

October 3
Website: United Nations, "Sustainable Development Goals"
CO-CURRICULAR ESSAY #1 DUE

October 5
sustainable development goals assignment--meet in McGill Library
October 8
Text: "Letter from Clergy"
Text: Martin Luther King, Jr. "Letter from Birmingham Jail"

October 10
Reader: “Westminster College Academic Integrity Policy”
Website: Brock Read, “Building an Encyclopedia, With or Without Scholars”

October 12
sustainable development goals assignment--meet in McGill Library

October 15
Reader: Genesis, “The Tree of Knowledge”
Reader: Li-Young Lee, “Persimmons”

October 17
Reader: Staff of the Carnegie Museums of Pittsburgh, “Strategies for Looking”

October 19
sustainable development goals assignment--meet in McGill Library

October 22
Reader: Muhammad Yunus, “From Banker to the Poor”

October 24
Reader: Jordan Ellenberg, "The Baltimore Stockbroker and the Bible Code"

October 26
Reader: Ursula K. Le Guin, “The Ones Who Walk Away from Omelas”
SUSTAINABLE DEVELOPMENT GOALS PAPER DUE

October 29
Fall Break--No Class

October 31
attend faculty scholarship panel

November 2
Web: Neil Gaiman, "Keynote Address 2012"
https://www.uarts.edu/neil-gaiman-keynote-address-2012

November 5
Geraldine Brooks, People of the Book
CO-CURRICULAR ESSAY #2 DUE

November 7
Reader: Eyal Press, "Defying the Group"

November 9
attend talk by Dr. Alan Kraut

November 12
Reader: Julian Champkin, "A Life in Statistics: Richard King"

November 14
KIVA PRESENTATIONS

November 16
review for exam

November 19
EXAM #2

November 21 & 23
Thanksgiving Break—No Class

November 26
RESEARCH PRESENTATIONS

November 28
RESEARCH PRESENTATIONS
<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
<th>Details</th>
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<tr>
<td>November 30</td>
<td>RESEARCH PRESENTATIONS</td>
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<tr>
<td>December 3</td>
<td>RESEARCH PRESENTATIONS</td>
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<td>CO-CURRICULAR ESSAY #3 DUE</td>
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<td>December 5</td>
<td>Website:</td>
<td>Patanjali, selections from the <em>Yoga Sutras</em></td>
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<td>December 7</td>
<td>Web:</td>
<td>Lawrence Ferlinghetti, &quot;I Am Waiting&quot;</td>
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<td><a href="https://www.poetryfoundation.org/poems/42869/i-am-waiting-56d22183d718a">https://www.poetryfoundation.org/poems/42869/i-am-waiting-56d22183d718a</a></td>
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<td>Tues. December 11</td>
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