

INTRODUCTION TO A LIBERAL ARTS EDUCATION

Inquiry 111 (section 13)
12:50 - 1:50 p.m. MWF

Westminster College

Fall 2018
210 Thompson-Clark

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

Instructor: Dr. Patricia Clark
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Office hours: 9:30-11:30 a.m. M, 10-11 a.m. T, and by appointment

Office: 317 Patterson
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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

class participation	10%
co-curricular essays	15%
exam 1	15%
exam 2	15%
research paper & presentation	20%
sustainable development goals assignment	15%
Kiva assignment	8%
quotation assignment	2%

Grading scale

A = 93-100	C = 73-77
A- = 90-92	C- = 70-72
B+ = 88-89	D+ = 68-69
B = 83-87	D = 63-67
B- = 80-82	D- = 60-62
C+ = 78-79	F = 0-59

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 Introduction to the course
Reader: "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/SB1000142405274870411504576059713528698754>

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"
 Reader: Association of American Colleges & Universities, "Statement on Liberal Learning"

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 Bohannon, "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"
<https://www.un.org/sustainabledevelopment/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 <i>Banker to the Poor</i> "
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, <i>People of the Book</i> 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

November 30	RESEARCH PRESENTATIONS
December 3	RESEARCH PRESENTATIONS CO-CURRICULAR ESSAY #3 DUE
December 5 Website:	Patanjali, selections from the <i>Yoga Sutras</i>
December 7 Web:	Lawrence Ferlinghetti, "I Am Waiting" https://www.poetryfoundation.org/poems/42869/i-am-waiting-56d22183d718a RESEARCH PAPER DUE
Tues. December 11	Final meeting, 8:00-10:30 a.m.