The Global Requirement has changed! You still need to take at least one Global course, but more courses are now designated as Global. This includes some non-INQ courses. Courses satisfying the Global Requirement will always have a section letter of G, G1, etc. Look for posters around campus each semester to see the list of courses offered each term that satisfy the Global requirement. You can also find the list on the Registrar’s Registration webpage.

For Spring 2018, courses satisfying the Global requirement are

- ANTH-101-G  Intro Cultural Anthro-Global
- ANTH-202-G1  Global Health and Culture
- ANTH-202-G2  Global Health and Culture
- ECON-247-G  International Trade & Finance
- ENSC-220-G  Conservation Science-Global
- HNRS-270-G1  Along the Silk Road-Global
- INQ-260PS-G  Global Politics&Globalization
- INQ-260PY-G1  Love, Lust & Limerence-Global
- INQ-260PY-G2  Love, Lust & Limerence-Global
- INQ-260SO-G1  Social Justice-Global
- INQ-260SO-G2  Traveling w/o Leaving-Global
- INQ-270-G1  Gender & Literature-Global
- INQ-270-G2  Gender & Literature-Global
- INQ-270-G3  Exploration/Discovery-Global
- INQ-270-G4  Slavic Folklore-Global
- INQ-270-G5  Does Art Imitate Life? Global
- INQ-271-G1  The Latino Experience-Global
- PHST-202-G1  Global Health and Culture
- PHST-202-G2  Global Health and Culture

**INQ 110 Intellectual Inquiry**

**INQ-110-A  Everything’s an Argument  M W 02:20PM-03:50PM  Whiteside, Dana-Linn**

Why is it important to recognize that everything is an argument? In this course we will answer that question by studying specific types of arguments in detail, considering complex argumentation, and questioning factual assertions made by journalists, scientists, and politicians, among others. As we explore and examine formats ranging from essays to billboards students will be given a firm grounding in the central concepts of rhetoric. This course will also help students further develop their skills in critical thinking, writing, reading, speaking, and researching as well as prepare them for academic and personal success by awakening their intellectual curiosity. Our classroom will serve as a place to think
rhetorically and with self-awareness about the beliefs and opinions that inform their actions in the Roanoke College community and beyond.

**INQ 120 Living an Examined Life**

**INQ-120-A  Sports & Ethics**  T TH 01:10PM-02:40PM  Mayer, Kurt C.
Should a person be able to ingest a substance to help sport performance? Does it matter if that substance is a soda or a steroid? Is it okay to break a game rule if it helps your team win? Are athletes obligated to be role models? In our society, sports can fascinate through playing, watching, or talking about the games. Sports also have an impact on nearly every life, positively and negatively, of both the passionate fan and the uninterested person who cannot tell the difference between a touchdown and a touchback. This course will inquire some of the sociological and ethical considerations of sport and life, and illuminate some of these complex issues. The course goal is for each student to consider how sport can impact life, and to contemplate and question the many perspectives in which sporting endeavors can be viewed.

**INQ-120-AA  Marx’s Search for Good Life**  T TH 01:10PM-02:40PM  Alvizu
What is the good life? How can we live the most meaningful life? How can we fulfill our highest potentials? For Karl Marx our ability to answer these questions has a direct bearing on our ability to understand ourselves as participants in a shared, social world with others. People fulfill and realize their humanity through meaningful work or creative activity, which allows them to contribute to a wider community. According to Marx, in capitalist societies most people are denied such a work activity, which leads to their dehumanization and alienation from their social world. Marx proposed a system of production, which is based on cooperation rather than acquisitiveness and self-interest to counter the negative consequences of capitalism. We will follow the early and late Marx’s search for the good life to get a deeper understanding of key concepts coined by him, such as ideology, alienation, exploitation, exchange- and use-value and class antagonisms.

**INQ-120-B  Social Inequality & Eugenics**  M W 02:20PM-03:50PM  Schorpp, Kristen M
What meanings do genes hold in our society? How do our cultural understandings of genetics shape the way we think about inequality? Will you someday be discriminated against based on your genes? If you could choose the personality or athleticism of your unborn child, would you? Using a sociological lens, this course will examine how genetic technologies and cultural understandings of genetics perpetuate social inequalities. We will discuss the *social meanings* assigned to genes, as well as the *social consequences* of genetic advances for inequality. For example, we will consider how the cultural meanings assigned to genetics shape discourse on race, gender, disability, and socioeconomic inequality. We will also explore genetics in relation to discrimination, stigma, and inequalities in healthcare. Ultimately, we will ask: what role does genetics play in inequality, and what can we do to mitigate these inequalities?

**INQ-120-C  Ethics in Film & TV**  M 2:20-5:20 and W 2:20-3:50  Ingle, Zach
Note the extended time on Mondays to allow viewing of films.
How are ethical concepts and dilemmas discussed in film and television? How can media help us form more complex ethical judgments, and how can we become more discerning viewers by adopting an ethical lens as we consume our media? Like literature, visual media can help us develop empathy with
characters outside of our own cultural contexts, providing varying perspectives and alternate worldviews. Through an introductory study of ethics, students will continue to develop their writing and oral presentation skills. Students will be introduced to ethicists (e.g., Aristotle, Kant, Rawls) and ethical theories (e.g., utilitarianism, divine command, relativism). Contemporary ethical dilemmas (e.g., gun control, war, abortion, capital punishments) will be explored as students are exposed to various points of view on these subjects. Communal screenings will be held at a weekly scheduled time.

INQ-120-D1 Ethics in Communication M W F 09:40AM-10:40AM Carter, Thomas J
INQ-120-D3 Ethics in Communication M W F 09:40AM-10:40AM Martinez-Carrillo, Nadia
INQ-120-D4 Ethics in Communication M W F 12:00PM-01:00PM Jackl, Jennifer

This course will begin with an examination of some major theorists in normative ethics. We will read selections of important works from Aristotle, Jeremy Bentham, John Stuart Mill, Immanuel Kant, John Rawls, and Jürgen Habermas. Additionally, we will read contemporary sources in feminist and pragmatic ethics. We will then take our knowledge of moral decision-making and begin exploring contemporary topics in media and communication ethics. These shall include the topics of free speech, public speaking, political communication and advertising, public relations, blogging, journalism, photo manipulation, and organizational communication. Through our examination of these ethical issues, we will continue to explore the uses and limits of the theories analyzed at the beginning of this course. Students will determine for themselves which ethical system, if any, largely captures what we think ought to be included in our concept of the person who lives and communicates with integrity. We will explore the following questions: How ought we to play our part in all of the interactions we are party to? How should the media cover issues of a sensitive or potentially harmful nature? How do new technologies and practices impact the ethical situations in communication? How do our interactions with others reflect and shape who we truly are?

INQ-120-F Human/Nature/Story T TH 02:50PM-04:20PM McGlaun, Sandee

“Human versus nature”: this is the traditional formulation of one of the central themes addressed in literary works. The phrasing suggests that the essential character of the relationship between human beings and the natural world is one of conflict. But is the shorthand “human versus nature” an accurate representation of all the ways writers have understood and represented their own and others’ relationship to nature? We will read various “nature writers” and philosophers whose texts chronicle and contemplate different human/nature relationships in order to reflect on our own beliefs and ideas about place, nature, and environment. What do we mean by “nature”? Is it possible for humans to live in concert with the natural world, or is conflict inevitable? What values should guide our relationship with the world around us, and what role do story and symbol play in exploring, cataloging and re(creating) our changing relationships with the natural world?

INQ-120-I1 A Good Scare M W F 01:10PM-02:10PM Garrison, Laura
INQ-120-I2 A Good Scare M W F 12:00PM-01:00PM Garrison, Laura

How do encounters with our deepest fears reveal our true values and challenge our professed beliefs? This question will be explored through an examination of classic and contemporary horror literature and film. This genre has a rich tradition of capturing the dark side of human nature, history, and society with vivid imagery and powerful symbolism; understanding these elements is a crucial component of the pursuit of a good life.
This course explores the relation between living a happy life and leading a morally good life. We will use ancient and modern classics to identify conceptions of happiness ranging from the pursuit of pleasure to spiritual fulfillment, as well as different ways of conceiving moral goodness. Some of these deal with discerning and following our own interests and others with our relations to others and the bonds of duty that preserve those relations. By examining the traditions of ethical thought that embody these views and debating their practical applications we can hope to arrive at a better understanding of the grounds for our moral judgments.

INQ-120-K Thinking Animals M W F 10:50AM-11:50AM Larson-Harris, M
Our inquiry will focus on the moral status of non-human animals and how scientific knowledge influences the formation of values. During the scientific revolution in Western civilization, animals “lost their minds” as scholars solidified a view of non-human animals as machine-like. We will examine how scientific understanding of animal behavior has progressed, reading studies of problem-solving, symbolic communication, moral decision-making, emotion, and cultural transmission of behavior in honey bees, birds, dolphins, dogs, elephants, chimpanzees, and more. We will consider the ways in which knowledge from these studies might impact our ethical reasoning about animals used for food, companionship, entertainment, research, and security. Furthermore, we will ask: what is the relationship between animal rights or welfare and ethical reasoning regarding environmental conservation? What other aspects of human culture play strong roles—stronger than science—in determining our relationships with animals? In living an examined life, how do we balance our responsibilities to persons, animals, and environment?

INQ-120-L Theologians Under Hitler T TH 10:10AM-11:40AM Hinlicky, Paul Richard
In this course, we will study the various stances adopted by Protestant theologians to the rise of Adolph Hitler with his Nazi conception of the ‘good’ life, making note of concurrent responses by Catholic and Jewish theologians. We will explore how theologians, with their own ideas of the ‘good’ life, were perplexed, engaged, enthralled, and/or alarmed and motivated to resistance by Hitlerism. We will role play the parts orally of these theologians and engage in debate with others about how Christians in Germany of the 1930s should take Hitler and his movement. We will write a research paper on a theologian of our choice from this period, exploring his stance in depth and give an oral presentation on it to the class. Finally, we will generalize from this study to reflect on theological conceptions of the good life and how they ought to intersect with other conceptions.

INQ-120-M1 The Moral of Our Story T TH 01:10PM-02:40PM Wisnefske, Ned Philip
INQ-120-M3 The Moral of Our Story M W F 02:20PM-03:20PM Trexler, Melanie E.
This course introduces students to ethical inquiry by reading accounts of slaves, POWs, holocaust survivors, and important events in the 20th century such as the bombing of Hiroshima. Through these non-fiction narratives we will gain insight into key questions in moral philosophy such as: Is morality all relative? Why should we be good? How can we know the difference between right and wrong?

INQ-120-N Choosing the Good Life T TH 02:50PM-04:20PM Partin, Bruce L
The premise of this course is that life, like art, is about making choices, good and bad. Focusing on several dramas and supplemental, relevant readings, students in this course will examine choices made by playwrights and by the characters in their dramas and will then reflect on those choices and their consequences and the relevance of both to their own lives. Students will consider the choices made by playwrights from Sophocles to Ionesco and from non-dramatic writers from Plato to Sartre and will be then asked to reflect not only on their own reactions to those writers but also on the reactions of their
peers. The overarching ethical questions that will form the thematic core of the course will include: What is the good life? How is the good life achieved? How do we connect our choices to our personal search for the good life?

INQ-120-O  Science & the Good Life    M W F 10:50AM-11:50AM    Ingle, Jemima
Many key issues facing us as a society have important scientific or quantitative components. This leads one to ask: In what ways is scientific and quantitative literacy necessary to leading a good and ethical life in the 21st century? As science progresses, technological developments in biology and nanotechnology are enabling us to alter the capabilities of organisms in novel ways. How should our ethical thinking be adapted as these capabilities continue to develop? As we educate ourselves about the science behind these topics, we will engage with various ethical thinkers in an effort to clarify the relevance of scientific and quantitative literacy, and technological progress, to the good and ethical life in the 21st century.

INQ-120-P  Pirates, Bandits & Brigands    M W F 02:20PM-03:20PM    Hancock-Parmer, M
Did pirates live the good life? Is a brigand a bad person? Are bandits representative of any specific branch of ethical living? The lives of brigands, highwaymen, pirates, and other plunderers differ so much from our own. Yet the romantic image of the pirate includes the values, individual and communal, most prized by civilized society: freedom, liberty, self-reliance, justice, duty, and teamwork. This course will teach reasoning skills through reading, writing, and oral communication by linking the study of brigandage with critical reflections on the ethics of so-called civilization. Students will be encouraged into a deeper study of a specific group of brigands of their choice.

INQ-120-Q  Business Ethics in Absentia    M W 02:20PM-03:50PM    Baker, Steve Allen
This course examines business ethics from a historical and prospective basis. Students will be challenged to evaluate their own view of business ethics and reflect on how that preconception has changed by the end of the course. We will establish what is meant by ethics in the business community, review some examples of ethics violations and what the business world is doing to address the concerns that those ethics breaches have uncovered. Throughout the course we will also look at examples of companies that are doing things the ethical way, and how they should be emulated. We will analyze case studies, topical readings, films and video clips to formulate our base of understanding, and reflect on that knowledge in written papers and in oral debate.

INQ-120-R  Learning for Liberation    T TH 10:10AM-11:40AM    Stoneman, Lisa
Students will use a social science / education perspective to analyze the American educational system, specifically evaluating how democratic citizenship is facilitated or impaired by students’ educational experiences. Reading topics will include social justice, U.S. educational policy, democratic principles, and learning theory. Written and oral assignments will ask students to make connections between the course materials and their own experiences with an emphasis on how they might choose to interact with the educational system in the future.

INQ-120-S1  Ethics in Criminal Justice    M W F 10:50AM-11:50AM    Ball, Daisy
INQ-120-S2  Ethics in Criminal Justice    M W F 09:40AM-10:40AM    Ball, Daisy
What impact do changes in modern policing have on our communities? How are issues of poverty and race related to case processing for criminal defendants? What of innocent persons caught up in the system? How has the enterprise of (racialized) mass incarceration affected the lives of those we lock up? Collectively, these questions require confronting the consequences of contemporary criminal justice policy for all members of society. Such queries also require confronting how our own philosophical
notions of "justice" and "injustice" fit within these discussions: For whom do we most safeguard or deny a "good life" and in what ways? This course calls for applying an ethical lens to pressing issues faced by the United States criminal justice system. We begin by exploring various philosophical and theoretical frameworks to better understand how "justice and "injustice" might be defined and realized. We then move to consider how these frameworks apply to contemporary problems in the administration of criminal justice in this country by looking to law enforcement, courts, and corrections in turn.

INQ-120-T  Do the Right Thing  T TH 01:10PM-02:40PM  Garrison, Justin
Can a person be good and disobey the law? Can a person “use” evil means to pursue moral ends in politics? This course is organized around semester-long inquiry into theoretical and literary sources addressing different aspects of the relationship between ethics and politics, especially in times of political crisis. Students will learn how to explain, apply, and evaluate different notions of political morality. Rigorous writing assignments and oral presentations on course readings will be required.

INQ-120-U  Humanitarianism in Africa  T TH 01:10PM-02:40PM  Bucher, Jesse
This course considers the ideas of ‘the good life’ by examining the topic of humanitarianism, a term that refers broadly to an ethical sense of kindness, philanthropy, and sympathy. To explore the ethics of humanitarianism, we will trace a variety of humanitarian movements dedicated to working in and on the African continent that emerged over the last 200 years. Central to the course are the following questions: Is it possible to create ‘the good life’ for other people? Is ‘the good life’ possible when it is imposed?

INQ-120-V  Ethical Traditions & Good Life  M W F 09:40AM-10:40AM  Willingham, Robert
This course will offer a survey of the great ethical thinkers in a historical context. We will ask the basic questions of human ethical behavior, starting from "What is a good life?" We will study how such questions and answers have changed over time, and how different cultures have dealt with them. A particular focus will be on how western Christianity has addressed these questions in a rapidly changing world.

INQ-120-W  Origins of the Civil War  M W F 01:10PM-02:10PM  Miller, Mark F
For generations of Americans, the paradox of slavery and freedom existed as a daily reminder of the inherent flaw within the fabric of American society. Could or should this country endure, as Lincoln asked, “half slave and half free?” In the decades between the American Revolution and the Civil War, the moral debate over slavery, the constitution and States Rights divided this nation like no other topic in our country’s history.

INQ-120-X  Science & the Good Life  T TH 10:10AM-11:40AM  Robb, Daniel T
Many key issues facing us as a society have important scientific or quantitative components. This leads one to ask: In what ways is scientific and quantitative literacy necessary to leading a good and ethical life in the 21st century? As science progresses, technological developments in biology and nanotechnology are enabling us to alter the capabilities of organisms in novel ways. How should our ethical thinking be adapted as these capabilities continue to develop? As we educate ourselves about the science behind these topics, we will engage with various ethical thinkers in an effort to clarify the relevance of scientific and quantitative literacy, and technological progress, to the good and ethical life in the 21st century.

INQ-120-Y  A Perfect World  T TH 08:30AM-10:00AM  Carter, Travis J
What would a perfect world look like? How should society be structured to achieve that ideal? What prevents our existing social, economic, and political structures from operating as intended? Scholars
have been dreaming up different visions of a Utopian society for centuries. In this course, students will ponder these questions anew through reading both classic philosophical texts and modern psychological research. This course is not intended to arrive at a single conception of an ideal society, but to consider deeply how different visions of society reflect specific assumptions about human nature, and to scrutinize those assumptions in light of empirical evidence from decades of psychological research. Ultimately, in attempting to learn what a perfect world could look like, we must critically and honestly examine the imperfections in our own society.

INQ-120-Z  Medical Ethics  M W 2:20-3:50 PM  Montgomery, N
This course is about life, in all its tangled and formative decisions. Bioethics is the particular occasion, since whether as a patient, family member, citizen, taxpayer, care-giver, pastor or other professional, each one of us makes value choices in medical care that shape ourselves and those around us. This course gives participants an opportunity to build concepts and skills to work through the involved ethical questions, particularly considering the perspective of the varied Christian tradition. Specific challenges will include cases of informed consent in research, disconnecting life support, stem cells, in-vitro-fertilization, cloning, abortion, and genetic intervention.

INQ 240  Statistical Reasoning

INQ-240-A3  Here's to Your Health  M W F 09:40AM-10:40AM  Minton, Jan Garner
INQ-240-A4  Here's to Your Health  T TH 08:30AM-10:00AM  Staniunas, Claire
INQ-240-E2  Here's to Your Health  T TH 04:30PM-06:00PM  Hakkenberg, Dawn
Newspapers, magazines, television, and websites frequently announce the latest health findings regarding nutrition, lifestyle, diseases, disorders, syndromes, treatments, medications, exercise, weight control... the list goes on and on. We do not lack for health information, but is the information presented to us good information? When reports are contradictory, what can we reasonably believe? We will learn the methodologies of modern statistics to address these questions. In the face of uncertainty, we must recognize the importance of basing decisions on evidence (data) rather than anecdote. Care must be taken to construct studies that produce enough meaningful data from which results can be trusted.

INQ-240-B  Free Will on the Internet  M W F 01:10PM-02:10PM  Lee, Christopher R
As we surf the web, are we really exercising free will? Whether it be reading, shopping, or interacting socially, we’d like to think that we are in control of our choices. The reality is that web designers and marketers use conclusions drawn from vast amounts of data to carefully craft and control our web experiences and actions. This course provides an inquiry-focused introduction to the statistical methodologies necessary to successfully explore and answer this question. Along the way students will develop an understanding of how data is collected and used in relation to virtually everything we do on the internet.

INQ-240-C  Statistics and Food  M W F 02:20PM-03:20PM  Rahmoeller, Margaret
Do you like food? Are you interested in issues concerning topics such as food industry, personal dietary choices, food marketing, and food shortages? In this course, you will learn how statistical methods are used to provide arguments for such issues and explanations for patterns that arise in the US today. And of course, food will be involved. You will read and reflect on articles involving food, use and create data sets concerning food, and even do a little bit of cooking!
In the western world, the sports industry is a multibillion dollar entity that generates some extremely interesting questions about quality assessment, business, ethics, and health issues. Some of the questions we will ask are: What type data are necessary to assess the quality of a player and how can we use that data to determine the value of a player? What are the long term health risks associated with playing full contact sports and how do we determine the prevalence of these injuries and their impact on the player’s lives. The key to answering these questions is putting aside preconceived opinions and emotion and using statistical analysis to see what the data say. Under the broad umbrella of statistics, this course will use an abundance of rich data sets to uncover the enormous impact that statistical analysis has on the sports industry.

What is racism? What is ethnic diversity? Can these concepts, and others like them, be measured quantitatively? If so, how do we determine if there is a significant difference between the behavior of one group when compared to another? What does it mean for a difference to be “significant?” We will learn the methodologies of modern statistics and use them to address these questions. Each student will have the opportunity to select and analyze a potential social justice issue from on campus or in the surrounding community.

How accurate are weather forecasts? What current or past weather phenomena best predict current weather? What do the numbers in news articles and reports about Hurricane Katrina or storm chasers really mean? We will learn the methodologies of modern statistics and use them to address these questions. By recording data about forecasts and observations of your hometown, we will statistically critique your weather forecaster. We will also create weather forecasts for the Roanoke area using past history to obtain both best guess estimates for weather, as well as determining the best predictor variables for tomorrow’s weather. A large focus will be on understanding and interpreting what statistics can and cannot tell us.

Prerequisite is INQ 240 or a Mathematics or Statistics course.

What is the best way to deliver the mail? Deliver packages? Assign jobs to employees? Predict stable marriages? A variety of real world optimization problems will be analyzed using the methodology of graph theory and mathematics, especially in terms of how well the “solution” algorithms perform. We will discuss techniques for framing these and other questions in terms of graph structures and the algorithms used to find solutions. Special attention will be paid to efficient routes for goods and people, assigning tasks based on qualifications, and networks designed to reduce cost. Prerequisite: INQ 240 or a Mathematics or Statistics course.

Why is one choice better than another? How does another person’s desire to compete or be cooperative inform our choices? When chance is involved, how can we make the best choice possible? We address these questions from a mathematical point of view; specifically, we first explore game theory, “the study of mathematical models of conflict and cooperation between intelligent, rational decision-makers” and, while most often applied to economics, has connections to political science,
psychology, biology, and other fields. We then look at probability as a base model when chance, rather than other people, are involved. As time allows we will bring in ideas from combinatorial game theory, information theory, and other related topics.

**INQ 250 Scientific Reasoning I**

Note that all sections meet for 6 hrs/wk. Some sections require registration for lecture and lab separately. Some sections include both in an integrated format.

**INQ-250BI-A**  1 B Microbes  M W F 01:10PM-02:10PM  Crozier, J. Brooks
**INQ-250BIL-1**  1 B Microbes Lab  T 01:10PM-04:10PM  Crozier, J. Brooks
An introduction to the principles and processes of the science of microbial ecology and agriculture. Designed to provide students with a focus on the fundamental properties of soil, leading to a better understanding of the critical importance of soil conservation. The course offers a focused approach on how the science of discovery assists scientist’s understanding of life through hands on laboratory activities. Topics include organismal diversity, use of energy, genetics, disease, and soil chemistry, structure and ecology. Application to current events surrounding agriculture and soil science will also be discussed.

**INQ-250BI-B**  How Organisms Evolve  M W F 08:30AM-09:30AM  Poli, DorothyBelle
**INQ-250BIL-2**  How Organisms E Lab  W 02:20PM-05:20PM  Poli, DorothyBelle
A focus on the central question “How do living organisms evolve?” and how science works to answer this question. Components of evolutionary theory from the molecular to the ecosystem level will be examined by comparing predictions of evolutionary theory to empirical findings and the implication on our understanding of life. The lab component of this course will focus on the role of water in life and the interaction of water and humans.

**INQ-250CH-A**  Chemistry & Crime  T TH 10:10AM-11:40AM  Livingston, Stephanie
**INQ-250CHL-1**  Chemistry & Crime Lab  W 02:20PM-05:20PM  Hollis, Gary
How can chemistry contribute to the investigation of crime? The evening news, the primetime TV lineup, and the local bookstore are all filled with examples of the work of forensic scientists. This course will emphasize fundamental chemical principles that allow us to understand the techniques used to analyze evidence from a crime scene. From bloodstains to drug identification to DNA fingerprinting, commonly employed techniques of the forensic scientist will be studied. In the laboratory, students will perform some of these same analyses used by professional criminologists to solve simulated crimes. Students will also use general chemistry principles to design their own analysis methods.

**INQ-250PH-A**  Take a Dive: How Things Work  M W F 10:50AM-01:00PM  Price, Bonnie W
**INQ-250PH-B**  Take a Dive: How Things Work  M W F 01:10PM-03:20PM  Robb, Daniel T
The focus of this scientific reasoning course is to understand the way things work in our natural world. To that effect, fundamental questions that will be addressed are “why study motion, what factors contribute to the motion of an object and how do these contributing factors produce the observed motion of a sky diver and a deep sea diver”. The basics laws of physics applicable to sky diving and deep sea diving will be understood through a suite of laboratory experiments that are exploratory in nature. In this course, the focus will be on the process of science as it is motivated through measurements and inquiry. Cooperative learning groups, computer-assisted activities, and exploratory worksheets will facilitate the conceptual understanding process. Two group projects will provide opportunities for further scientific investigations into each of these topics.
INQ 251 Scientific Reasoning II
These courses do NOT have labs. Prerequisite is INQ 250 or another lab science course.

INQ-251-A  Plague and Pestilence  T TH 10:10AM-11:40AM  Pysh, Leonard
INQ-251-B  Plague and Pestilence  T TH 08:30AM-10:00AM  Pysh, Leonard

Throughout history, the human population – as with all populations – has had to deal with infectious (and sometimes deadly) diseases. In many instances, these infectious diseases have had a significant impact on the development of modern society. In this course, we will study the biology of the causative agents of several major infectious diseases with the goal of understanding how these agents make us sick (and sometimes kill us) and then consider the impact these diseases have had on past societies and, consequently, on the development of modern society.

INQ-251-C  Science, Pseudo-Sci  M W F 12:00PM-01:00PM  Lancaster, Jarrett

In modern society we are inundated with all kinds of information: the Internet, TV, the radio, the newspaper, magazines and books, and in our daily contact with others. Unfortunately, much of this information is incomplete, biased or just outright false, and since we base many of our actions on what we learn from these sources, it is important to have skills to critically evaluate this information. We will discuss and apply the main kinds of deductive and inductive arguments, and be able to recognize them as they are used to influence all of us every day. Students will also understand the role of evidence in rational inquiry and be knowledgeable of the many pitfalls of human “common sense” intuition, as well as the proper interpretations of probabilities, in the evaluation of such evidence. We will utilize and explore many popular mysteries, such as ESP, Astrology, the Bermuda Triangle, visitation by extraterrestrial beings (UFOs), etc. in our discussions.

INQ 260 Social Scientific Reasoning

INQ-260AN-A  Things in Contact  T TH 01:10PM-02:40PM  Leeson, Whitney A.
INQ-260AN-B  Things in Contact  T TH 02:50PM-04:20PM  Leeson, Whitney A.

This course offers students an introduction to the study of material culture—“things.” In their social life, “things” do more than communicate meaning, they also create meaning by shaping the lived experiences of the people who make, use, and exchange them. Using the material of colonies, we will explore the ways in which natives and newcomers alike crafted a social persona using the “things” circulating between and among them as gifts and commodities. To fully understand how things made people in a complex and changing, colonial economy, students will grapple with several related questions—How do objects acquire value?; How do things-in-motion make reputations and memories?; How do they respond to historical transformations?; and lastly, How do they develop their own form agency?

INQ-260BU-A  Marketing Research  M W 02:20PM-03:50PM  Kutlu, Gullem

How can researchers uncover the “why” of consumer behavior? What are the ways researchers attempt to understand what you are thinking and feeling about a particular subject or a product? Can collecting consumer information result in ethical problems? What are the legitimate concerns individuals have about sharing information with organizations? In this course, we will design our own research project, collect and analyze data, and integrate the steps into a coherent project. Engagement in critical thinking, scientific writing, and oral presentations will be required.
How does media use affect people? Aside from working and sleeping, individuals in the US spend more time consuming media than any other single activity. By the time the average person reaches 65, he or she will have spent over six full years of life watching television – not to mention the additional time spent on the Internet, mobile communication devices, and playing video games. The importance of media in people’s lives makes it crucial for us to comprehend and critically examine our perception of media messages and their influences. This course will introduce students to the study of the effects of media on individuals and society. By introducing media theories through several key research areas, this course will explore such inquiries as “does exposure to media violence increase aggression?,” “does consuming sexual content lead to callousness against members of the opposite sex?,” and “does media stereotyping breed out-group intolerance?”

Crises take many forms: natural disaster, disease, poverty, war. How do economists address these big issues? Where do they turn for information and data? How are their findings used to frame policy? This course takes students through the research process of social science inquiry from the perspective of an economist.

Why does the United States have such a unique and fragmented system of health care relative to other advanced countries? This course will explore how both the politics of American federalism and coalition formation directed the development of U.S. health policy over the past several decades. The course will focus on using quantitative social science methods to test selected theories from political science as applied to U.S. health policy. The course will culminate with a research project analyzing health policy data and the political, social, and economic characteristics of the American states.

How do Supreme Court justices decide cases? Students will explore and test legal and extra-legal theories of decision making through the use of pre-existing quantitative data on the Supreme Court as well as judicial biographies.

This course will focus upon the nature and dynamics of contemporary globalization. How globalization impacts both the conduct of international politics and the lives of individuals will be examined. Political science methodologies and perspectives will be used to study the continuing evolution of the nation-state system. We will examine what factors drive globalization; whether the effects of globalization are positive and/or negative as well as why they would be so judged; and what students, as either individuals or members of communities, might do to affect the course of globalization. Focus will be not only on how global, macro level processes impact people, but on how micro level action and thinking influences the nature and understanding of global, systemic trends and behavior.

How accurately do popular media portray current psychological knowledge? Movies, sitcoms, newspapers, magazines, and blogs often report findings from psychological science. How often do they get it right, and how often do they get it wrong? Do they manipulate findings in order to make their points? This course explores the core methodologies of psychological science by comparing and contrasting popular vs. scientific treatments of current and perennial topics within psychology. Topics
will vary, but may include amnesia, school shootings, effects of Facebook use, antidepressant effectiveness, Dissociative Identity Disorder, ADHD prevalence, and self-esteem.

INQ-260PY-G1  Love, Lust & Limerence-Global  T TH 08:30AM-10:00AM  Pranzarone
INQ-260PY-G2  Love, Lust & Limerence-Global  T TH 10:10AM-11:40AM  Pranzarone

“Love makes the world go ‘round” as lyricists proclaim. With the development of fMRI brain scans cognitive neuroscientists now have a window into minds as persons enter an altered state of consciousness called “limerence” or “being-in-love.” Love is now a scientifically describable phenomenon. Cross-culturally, romantic love is questioned as a valid basis for socially sanctioned marriage. Examined will be the biological and psychosocial variables of proceptivity that determine the definition of beauty, flirtation, attraction, falling-in-love and pair-bond establishment. Are these factors universally human or culturally and socially specific? Examined will be at least six species of love and various psychological theories on love. How can pair-bonds and marriages endure? Need marriage always be monogamous or can it be successful in alternate forms as is seen in other cultures? What is jealousy and is it helpful or destructive to relationships?

INQ-260SO-A  Adolescent Health  M W F 01:10PM-02:10PM  Terrill, Nicole Brewer
The course will explore the current state of adolescent health in the U.S. including health risk behaviors and protective factors guarding against risky behavior. Using the National Longitudinal Study of Adolescent Health and the Annie E. Casey Foundation data, students will learn how to interpret and apply data. In addition to gaining knowledge surrounding adolescent morbidity and mortality, students will understand how adolescent behavior impacts adult health status.

INQ-260SO-G1  Social Justice-Global  T TH 10:10AM-11:40AM  Smith, G
Because debates on social problems occur in a socio-cultural context, this course examines how ideology shapes both perceptions and realities of justice, inequality, and exploitation. A major focus is the importance of culture and power to definitions of justice. What is justice? Who gets to decide its definition? Is justice the same for all? In today’s global society, we are witnesses to ideological movements that shape policy debates, electoral politics, and discussions on societal ills. Drawing on sociological concepts, methodologies, and theoretical frameworks the course addresses the causes and reactions to environmental and social problems while considering visions for a just or compassionate society.

INQ-260SO-G2  Traveling w/o Leaving-Global  M W F 09:40AM-10:40AM  Mehrotra, Meeta
Why do people take their shoes off when they enter a home in Japan? Why do some Egyptian women choose to wear the veil? Why are many marriages around the world still arranged by parents? These questions focus on practices that most Americans would find unusual. Yet, studying these practices in a meaningful way will help students question their assumptions about others. Students will take a comparative global approach to study topics such as culture, gender relations, and family. This approach will facilitate a critical reflection on the central question this course focuses on: how do social forces shape the lives of individuals? Cross-cultural examinations of similarities and differences will help students investigate the ways in which social practices and institutions influence the trajectory of individual lives. Students will do a service-learning project that requires them to volunteer with an agency in the Roanoke Valley, and reflect on their experiences in course assignments.
INQ-270 Human Heritage I

INQ-270-B Men/Women/Monsters T TH 02:50PM-04:20PM Whiteside, Dana-Linn
In this course we will examine the formation of gender identity and anxiety through a variety of works representing pre-modern cultures. Fields of study represented include literature, music, religion, philosophy, art, and history, and the cultures we will encounter include ancient Sumeria, Egypt, Greece, and Rome, as well as medieval Europe, Japan, and India. Our studies will focus on how the works we examine use gender to create and express categories of social and sexual identity yet at the same time both emphasize and distort those categories with the addition of the monstrous. Students will be asked to confront and evaluate the questions and conundrums raised by these works, consider ways the artists tried to answer these questions, and determine why these questions are relevant to their lives today.

INQ-270-D Myth, Philosophy and Nature T TH 01:10PM-02:40PM Zorn, Hans M
This course will look at different ways in which people have approached the natural world, ranging from mythological accounts of the world and its origins to rationalistic attempts to understand natural processes in early Greek philosophy and in the tradition of thought it inspired. We will consider what mythological approaches to the world have in common with more rationalistic approaches developed in the western world, and how they differ, as well as ways in which contemporary understandings of the world differ from views articulated in earlier modes of thought.

INQ-270-G1 Gender & Literature-Global M W F 09:40AM-10:40AM Larson-Harris, Wendy
INQ-270-G2 Gender & Literature-Global M W F 10:50AM-11:50AM Larson-Harris, Wendy
What is gender? How can it be used to help us understand human experience in early societies? In this class we will explore how gender roles were articulated and reinforced, how sexuality was related to gender or social position, and how deviations from the norm were regarded. Using a Global Perspective, we will study literature (and some visual art) from the Near East, China, Japan, India, Greece, and England (ranging from 1000 BCE to the 12th Century CE), in order to observe a wide range of gender constructions and norms. We will also examine the role artistic expressions have played in communicating, reinforcing, rejecting, or modifying understandings of gender, and gain some insight into the construction of gender in our own time and place.

INQ-270-G3 Exploration/Discovery-Global T TH 10:10PM-11:40AM Selby, John Gregory
Between 1000 and 1500 C.E. explorers fanned out across the globe, sparking a revolution in knowledge and eventually commerce. What were the explorers seeking? What did they find? How did their discoveries change the world? These questions will form the basis of inquiry into the roots of the first global explorations and exchanges of products. We will examine the travels of eight very different explorers, ranging from Leif Erikson in 1000 C. E. to Vasco de Gama in 1498 C. E. The majority of explorers we will study were European, though considerable attention will be paid to the journeys of Ibn Battuta (1300s) and Zheng He (1400s). Each one of those explorations raises questions about the paths not taken by major civilizations of the time, and the consequences of those decisions. By the end of the course students should know not only what was explored in the late pre-modern era, but also use the class material to reflect on the meaning of exploration and discovery in our own time.

INQ-270-G4 Slavic Folklore-Global T TH 08:30AM-10:00AM Kuchar, Martha
Who are the Slavs, and what do we mean by “the Slavic folk”? What are the oldest and deepest beliefs of the Slavic folk? On what are they based? How does the folklore reflect a uniquely Slavic understanding of the world? How does history help illuminate the forms and functions of folklore among the Slavic people? Why is this folk culture important, and what can it tell us about ourselves
today? In this course, we explore the root of Slavic folklore and mythology, and examine their impact on the lives of Slavic people in the pre-Christian and Christians eras. We will consider the categories and structures of Slavic folklore and see their manifestations in ritual, material culture, and oral lore, including visual representations in folk architecture, clothing, and crafts, many of them lasting well into the 19th century. The course covers the folklore of several Slavic groups, including Polish, Ukrainian, Russian, Slovak, and Serbian.

INQ-270-G5  Does Art Imitate Life? Global  T TH 08:30AM-10:00AM  Long, Jane C
There is a popular tendency in the twenty-first century to see works of art as self-expression: the representation of an artist’s personal interests, experiences and mind-set at a particular moment in time. But is this the best approach for understanding works of art produced before our era? In this class we will study the lives and works of painters and sculptors from early Renaissance Italy (14th and 15th centuries) to explore whether artists’ lives can explain what is represented in their art.

INQ-270-I  Ancient Royalty  T TH 10:10AM-11:40AM  Warden, Leslie
How do people write the history of ancient cultures, especially in Egypt or Mesopotamia where the population was largely illiterate? Who goes down in history as important, and why? Are the criteria fair or accurate? This course will examine the lives of several ancient individuals, placing them in context of the art, archaeology, and sometimes even text which define them. We shall see that the Egyptians, Assyrians, and Persians used objects, architecture, and writing to consciously (and subconsciously!) create their niche in society, make ideological statements, and assert cultural values. We shall also explore how and why modern histories are written from these data and which artifacts and ideologies are prized while others fall to the wayside.

INQ-270-J  The Black Death  T TH 10:10AM-11:40AM  Hakkenberg, Michael
The cataclysmic plague of 1348-50 was a defining event for the late Middle Ages. The questions of how medieval men and women dealt with the high death tolls, the disruptions to trade and commerce, population dislocations, and the challenges to their faith are still pertinent today, particularly in the light of twenty-first century concerns with the spread of infectious diseases (e.g. AIDS, SARS, Avian Influenza). Using a variety of primary source materials (e.g. archaeological evidence, chronicles, poetry, medical reports, woodcuts), students will examine the following issues: geographical origins of the plague, symptoms and transmission, medical responses, socioeconomic impact, as well as religious, cultural, and artistic responses. With a strong emphasis upon document analysis, this course will introduce students to rigorous inquiry in the liberal arts while developing critical thinking and academic writing skills.

INQ-270-K  Classical Heroes & Heroines  M W F 10:50AM-11:50AM  Rosti, Jennifer O.
Achilles’ heel, Trojan horse, Oedipal complex, Lysistrata Project—figures from ancient and classical literature continue to play an important role in our lives. Through reading original tales of Mesopotamian, Greek, and Roman heroes and heroines together with considering more modern treatments in film and literature, we will explore types of heroism, the relationship of heroes and heroines to their societies, the personal costs of heroism, and the reasons women so rarely were portrayed heroically. Who were these heroes? What did they represent? Why were they admired by their producing cultures? How do they compare to our modern ideas about heroes and heroines? How and why do they constitute such a significant role in human cultures—including our own? And why do their stories continue to engage, entertain, and even shock us?
INQ 271 Human Heritage II

INQ-271-A American Souths  T TH 01:10PM-02:40PM  Stewart, Virginia
In the U.S. we tend to think of “the South” in terms of the former Confederacy, the “slave states” whose secession set off the Civil War. So we recognize the forced labor plantation system and African diasporic presences as a common, if not defining part of its heritage. But mainstream narratives of the South seldom see beyond our national coastlines to recognize the common histories, shared stories, buried influences across the Caribbean and Gulf of Mexico to those other Americas. Why are we so little educated about these commonalities? How have they dropped out of “American” consciousness? This course seeks out those forgotten and erased connections that link African diasporic, indigenous, and “white” Southerners through five centuries of cultural crossing.

INQ-271-B The Teenager in US History  M W F 09:40AM-10:40AM  Henold, Mary J
In this course we will explore the history of American teenagers from the colonial period through the present. We will ask, how have the diverse ways of experiencing adolescence in America – that is, “growing up”- changed over time and space? Our study of teenagers will touch on a variety of topics such as conflict and rebellion, work and the discernment of vocation, slavery and violence, sexuality and sex education, pop culture and advertising, and college life, among many others. We will read firsthand accounts from and about children, adolescents, and youth as well as scholarly sources from the field of family and childhood history. Along the way, we will learn to view the traditional narrative of American history from a new perspective.

INQ-271-C1 Race, Ethnicity, Art in US  M W 02:20PM-03:50PM  Sienkewicz, Julia A
INQ-271-C2 Race, Ethnicity, Art in US  T TH 01:10PM-02:40PM  Sienkewicz, Julia A
How have perceptions of race and ethnicity shaped the art of the United States? In turn, how have these works of art influenced society? While we often speak of the United States as a “melting pot,” art can help us pay closer attention to the continuing diverse strains of ethnic and racial identities that make up the population in the United States. Through art, architecture, and the human-built environment, we can see evidence of how individuals across the nation’s history have understood, represented, constructed, and contested ideas about race and ethnicity. Through the close study of individual objects and sites, students in this class will gain deeper understanding of the changing conceptions of race and ethnicity in this country and the rich artistic traditions that have developed through the convergence of cultures in the United States. Finally, we will consider the techniques that artists have used to challenge—and potentially transform—ideas about race and ethnicity. Progressing from the American Revolution through the present day, this course will help students develop a long view on the dynamics of race and ethnicity in this country as told through the history of art. Further, students will assess the role that objects and landscapes have played in constructing and contesting these dynamics.

INQ-271-F Playwright As Truthseeker  M W 02:20PM-03:50PM  Partin, Bruce L
Drama serves as a mirror of…and sometimes a lens on…the societies that create it. From the Greeks to the modern era, good plays reflect the values and the truths of the times and places in which they’re written. In this course students will examine the issues raised by playwrights ranging from Dion Boucicault to Tony Kushner, and they will reflect on how those issues are also the issues of their own time and place. A key topic for the course will be the one raised by Edward Albee in WHO’S AFRAID OF VIRGINIA WOOLF?: “Martha: Truth or illusion, George; you don't know the difference. George: No, but we must carry on as though we did.” What role do playwrights have in shedding light on the truth in their time and ours? Nondramatic readings will also be used to provide social and ethical context for the dramas under consideration. Truth, in this case, is defined as the truth as the playwright presents in his
script, and the questions at hand are: 1. What is that truth? 2. Does that “truth” continue to be pertinent to the nature of the human condition as experienced by members of society in the United States in the early 21st century? and 3. How does a playwright use his/her art to reveal truth to his/her audience (written or performed)?

INQ-271-G1 The Latino Experience-Global  M W F 02:20PM-03:20PM  Banuelos Montes, Jose
What is Latino? Who are the Latinos in the United States? What role do they play in the social fabric of the United States? What is the cultural and political impact of the Latino population in the United States? This course is an introduction to the culture, literature, and film surrounding the issues of Latinos in the United States. Facets examined of the Latino experience include, but are not limited to, culture and history, immigration patterns, gender issues, family relations, and their values and beliefs. We will look at the historical forces that push and pull people from all over Latin America to the United States. We will also examine how Latinos integrate to the dominant culture in their quest to becomes “American,” but still remain a racial and cultural “other.”

INQ-271-I America on Film  T 2:20-5:20, Th 2:20-3:50  Ingle, Zachary T
Note the extended time on Tuesdays to allow viewing of films.
How has Hollywood shaped and reflected the way racial, ethnic, and sexual minorities are perceived in the United States? And how has that representation evolved in 120 years of American cinema? In this class, students will gain a better understanding of the historical trajectory of representation and identity in American cinema, whether in regard to race, ethnicity, religion, gender, and sexuality. Students will be introduced to critical race and gender theory. The class will explore the major stereotypes in Hollywood representation, as well as the significant filmmakers and stars associated with these groups. Films will be viewed outside of class during weekly scheduled screenings.

INQ 300 Contemporary Issues
Note that ALL 100- and 200-level INQ requirements must be complete before taking INQ 300.

INQ-300-A Pseudoscience & Real World  T TH 02:50PM-04:20PM  Nichols, David F.
What distinguishes a true science from a pseudoscience? How do pseudoscientific claims negatively impact individuals and society, and how can such impacts be minimized? Many of the claims made in advertisements, news articles, and our social media feeds sound plausible, intuitive, and even scientific, but how do we distinguish claims that are sound from those that are not, and what harms can come from being unable to make these distinctions? In this course, students will enhance their skills in distinguishing scientific from pseudoscientific claims, investigate a particular pseudoscientific claim in depth, and present critical evidence regarding the veracity and consequences of that claim, and propose a solution to ameliorate its harms. Topics covered in this class may include alternative medicine, cryptozoology, ufology (the study of UFOs), psychics and mediums, ghost-hunting, vaccination, (modern) flat Earth theory, polygraphs (lie detectors), and others.

INQ-300-B Sport & Society  M W 02:20PM-03:50PM  Berntson, Marit A
Many of us participate in or follow sports, but when we play tennis or watch the Super Bowl, we aren’t usually thinking about how society affects sport or how sport influences who we are. What role does sport play in the socialization of children and adults? How is sport connected to the economy, our schools, politics, religion, family, or our government? How does sport perpetuate or disrupt social inequalities based on race, gender, social class, or disability? How do media shape sport and our understanding of it? What problems – violence, substance abuse, eating disorders, and gambling – are
reflected in or exacerbated by sport? This course will ask you choose a problem or issue in sport for which you can offer a solution, whether it be the development of a program, policy, business, non-profit, event, research project, information campaign, or some other creative outcome.

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<th>Course Code</th>
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<tr>
<td>INQ-300-C</td>
<td>Autism in Society</td>
<td>T TH</td>
<td>10:10AM-11:40AM</td>
<td>Anderson, Shannon L</td>
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<td>Given current estimates that 1 in 68 births in the US will be an autistic child, Autism Spectrum Disorder (ASD) affects us all. But what is autism? Is it a disease, a disability, or something else altogether? Autism is not only a biomedical phenomenon; it is a deeply social one. Boys are diagnosed more often and younger than girls; do gender expectations play a role in identification and diagnosis? What other social factors might be influencing access to resources, and what should be done to make it fairer? Who among stakeholders—family, legal experts, doctors and therapists, autistic people—should decide policy regarding ASD? In this class you will research the issues that ASD raises and suggest actions or approaches that will help us engage with ASD and autistic people more fairly and productively in our society.</td>
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<td>INQ-300-D</td>
<td>Sri Lanka</td>
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<td>Hoffman, Katherine A</td>
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<td>Sri Lanka, long a crossroads of the east, has a complex history that has given it a unique culture. Yet because the US has little economic stake there, it is seldom on our radar. The premise of this course is that countries like Sri Lanka DO matter, and that understanding what is happening in them is essential to understanding the global society of which we are a part. Sri Lanka struggles with the same issues that concern all of us in the 21st century. As a small country, it provides a focused way of looking at how all of these issues interrelate, from the perspective of all of the disciplines. In this course, you will bring your own disciplinary knowledge and skills to bear as you form groups, define world issues of interest that can be studied through the Sri Lankan prism, and work collaboratively to analyze and propose ways to constructively address them.</td>
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<td>INQ-300-E</td>
<td>Issues in Education</td>
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<td>05:45PM-08:45PM</td>
<td>Whitt, Gary L</td>
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<td>What is the role of formal education in preparing students for life in the 21st century? What knowledge and skills must be a part of the educational canon? What challenges does the U.S. face as it tries to meet the changing needs of a global society? Student will research the latest trends in and historical foundations of education policy. Through an inquiry process they will engage with cross-disciplinary texts that offer a variety of views of what life in the 21st century requires of U.S. citizens. Assignments will require students to read and reflect on a wide range of perspectives as well as engage in both individual and collaborative research, writing, and presentation.</td>
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<td>INQ-300-F</td>
<td>Headline Literature</td>
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<td>The course looks at contemporary issues through the lens of literature. It is not a literature course but a course that uses literature to talk about issues of immediate concern to all of us. While we use novels to help identify current issues, the approach in the course will be interdisciplinary, drawing on each student’s training and interests in culture, history, political affairs, science, psychology, and human relations. The reading list includes novels set in countries across the globe such as Cuba, Nigeria, Ukraine, Pakistan, China, and the U.S. Each book is a response to a set of specific social and political events, which we will explore. In so doing, we will see how history and current events shape lives in relation to family, social standing, community values, and traditions.</td>
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<td>INQ-300-I</td>
<td>Haiti and Us</td>
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|             | Though Haiti is one of our closest neighbors and our policies affect its citizens in almost every aspect of their lives, most Americans know precious little about the nation. Its disastrous 2010 earthquake hurled
it into our media spotlight for a spell; suddenly anyone could tell you one thing about Haiti: “It’s the poorest country in the western hemisphere.” Anderson Cooper, Sean Penn, and Wyclef Jean flashed images at us, and we sent money to the agencies that rang most convincing in our ears. But then what? Because Haiti’s current conditions can be understood only by first understanding its extraordinary history, the energy poured into “helping Haiti” could be far more effective were it better informed. Haiti’s complex past and present begs analysis from multiple disciplinary perspectives, so you can bring your own knowledge and skills to the table as we work together to better understand the issues and begin framing approaches to “aid” that could be more promising. In addition, this course will offer a fascinating glimpse into the relations between the New and Old Worlds, the legacy of colonialism and slavery in the Americas, and the story of a remarkably courageous and creative people.

**INQ-300-J**  The Human Footprint  T TH 01:10PM-02:40PM  Rahmoeller, Margaret

The world population is approximately 7.4 billion people, and it’s changing every second. Some researchers estimate that the world population will reach 8 billion people by the year 2025. How are these estimates calculated? Are they accurate and do they consider environmental factors that affect viability? Even more importantly, does the human population have a carrying capacity, influenced by availability of resources and physical space? The population growth affects our world economically, culturally, and socially in addition to changing the ecosystem. For instance, National Geographic claims we’ll need to double agricultural crops by the year 2050 to feed the world population. In this class we will focus on and discuss the ethical dilemmas that arise in controlling the population size, the different factors that influence growth rate changes, and what our role should be in maintaining world resources.

**INQ-300-K**  US Immigration Past & Present  M W 02:20PM-03:50PM  Kalinoski, Charlene

Immigration has been part of this nation’s experience since its founding. The United States has been called a “nation of nations” with good reason since it is populated by people descended from every corner of the globe and recent arrivals. It is embedded in the national narrative that the United States is a welcoming haven for those who seek freedom and opportunity. Immigration, however, has been a thorny issue at different points in US history as it is at the present time. We will study the history of immigration to the United States, placing special focus on the 1965 Immigration Act. We will examine issues surrounding contemporary immigration and its many facets in order to propose constructive and just solutions to a complex, timely, and pressing issue.

**INQ-300-M**  Making Life Count  M W F 09:40AM-10:40AM  Gibbs, Sharon C

What makes life fulfilling? Do you need material wealth? How does personal attitude contribute to a successful life? This course will explore how to make our life count by examining the relationship of attitude and our perception of living a meaningful life. Do we have to be an effective member of the community to make our life count? We will discuss the very real issues of poverty, homelessness, and people with physical disabilities in our nation and around the world and examine the question “Can everyone live a life with purpose?” This course requires a service learning component. The service learning experience will allow students to work with underprivileged community members in the Roanoke Valley and gain a deeper understanding of their situation.

**INQ-300-N**  The American Dream  W 05:45PM-08:45PM  Velazquez, Elisabeth

Can we all live the American Dream? What is the American Dream? Who invented it? How have we come to view it? Is it still a viable dream? What changes might we need to make to it? This course seeks to answer these questions during the first few weeks of the course. Students will research the limits of consumption, learn about sustainable organizations and develop a viable plan for the American Dream for the 21st Century.
Since the adoption of the Universal Declaration of Human Rights in 1948, national and international organizations have agreed the rule of law is the foundation for democratic institutions, individual freedoms, and prosperous and secure societies. Indeed, the rule of law is “the most important political ideal today” (Tamanaha, 2011). But what do we mean by “rule of law”? And how can it be used to address such global issues as human trafficking, environmental sustainability, women’s rights, and other global issues? After five weeks studying the origins of this “ideal,” groups will identify and select a contemporary global issue then prepare a Threshold Project proposing their solutions. Each group will present its project as a final group paper and defend it orally before the class. Projects should reflect an understanding of the rule of law as the foundation of legitimate government, judicial independence, a stable economy, and a civil society.