Handbook Policy
This handbook describes academic policies and programs of Roanoke College in effect at the time of publication. It is not, however, to be understood as an irrevocable contract between the student and the College. The educational process requires continual review, and the College reserves the right to make appropriate changes in its courses, programs, grading system, standards of progress and retention, honors, awards, and fees. Should the faculty determine that a modification in course work for the major is necessary in order for students to complete a current course of study in a major, the department reserves the right to modify degree requirements for students who have not yet formally declared the major.
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**Introduction. Selecting Your First-Semester Classes at Roanoke**

**What’s Required?**

Students are required to complete at least 33-½ units to graduate from Roanoke College. Most courses count for one unit and last one semester. All students must complete a major. About 50 students each year follow the Honors Program curriculum. All other students will complete the requirements of the Intellectual Inquiry (INQ) general education curriculum.

A detailed description of the Intellectual Inquiry (INQ) requirements can be found on pages 6-7. You will want to track your progress on completing INQ requirements using the check sheet found on page 29. To reach the total of 33-½ units, each student will take additional courses past the major and general education requirements. These can be used to complete a minor, a concentration, a second major, or to explore other areas of interest in “free choice” courses called electives.

You should plan to take four courses each semester. In four years (eight semesters), that will total 32 courses or units. In addition, you will take one May Term course and two 0.25-unit Health and Human Performance classes. Most semesters you will take a mixture of 1-2 courses for your major, 1-2 INQ general education courses, and additional elective courses as needed to reach that 4 course per semester total.

**How Do You Know What to Take First?**

A summer academic advisor will help you make course selections either at a Spring into Maroon session (SIM) or over the phone if you can’t come to campus for a SIM session. You need to prepare for that conversation by doing the following.

1. **Print off a copy of page 30, the Course Selection Sheet.**
2. **Record your chosen foreign language** on your Course Selection Sheet. Most students continue the language they took in high school. Or you can start a new language and take 3 semesters to complete the college’s requirement. Consult page 5 for a list of available languages. Regardless of your choice, you will take the Foreign Language Placement Test. If you are coming to campus for a SIM session, you’ll take this test on campus. If you are registering by phone, you must take the test online before that call. Most students take some foreign language in their first year to complete the General Education language requirement, but the number of semesters you take depends upon your placement test score.
3. **Think about what you want to choose as a major.** You will want to take at least one course in your major. If you aren’t sure about a major, that’s okay. Choose two areas of interest and to sample them, take one course in each. Your advisor can give more specific advice.
4. **Consult pages 7-11 for Suggested First-Term Courses Based upon Areas of Interest.** Record the suggestions on your Course Selection Sheet.
5. If you are in the Honors Program, consult page 7 and pages 11-13 for special Honors sections.

6. All first-year students take INQ 110. This first-year seminar course emphasizes critical reasoning and writing as you inquire into a topic. Many different topics are available. Honors students rank HNRS-110 sections, listed on pages 11-12, in order of preference. All other students select at least 5 sections of INQ 110 that are of interest; these are listed on pages 13-19. Record the section letters (A, B, etc.) and titles on your Course Selection Sheet. Your advisor will help you select one from this list that works with the times of your other classes.

7. By now, you have listed your foreign language, one or more courses for a possible major, and choices for a first-year seminar. What else should you consider? You may want to take an elective (or “free choice”) course to explore another area of interest. Or you could take additional INQ courses to complete more general education requirements. Your advisor will discuss the options with you. Consult pages 19-22 for descriptions of additional INQ courses. A list of other courses that may be of interest can be found on page 22. On your Course Selection Sheet, record at least two additional INQ or elective courses.

Have your completed Course Selection Sheet in hand when you discuss your schedule with your advisor either at SIM or over the phone.

Did you take Advanced Placement (AP) or International Baccalaureate (IB) Exams or did you dual-enroll a course?

Be sure to tell your advisor if you took AP or Higher Level IB tests or dual-enrolled a course. Dual-enrolled courses earn credit in the equivalent Roanoke College courses. Be sure to have your transcript sent from the community college (not your high school) to the Admissions Office, Roanoke College, 221 College Lane, Salem, VA 24153. An AP test score of 4 or an IB Higher Level test score of 5 will earn college credit. All of the ways you can earn credit or competency are listed on pages 23-28.

Languages offered in Fall 2015*

- Chinese 101 (Elementary I), 201 (Intermediate I)
- French 101 (Elementary I), 150 (Elementary Review), 201 (Intermediate I), 202 (Intermediate II), 303 (Oral Expression and Phonetics), 431 (The Renaissance Era)
- German 101 (Elementary I), 201 (Intermediate I), GRMN 320 (Age of Goethe: Faust)
- Italian 101 (Elementary I), 201 (Intermediate I)
- Japanese 101 (Elementary I), 201 (Intermediate I)
- Latin 101 (Elementary I)
- Russian 101 (Elementary I), 201 (Intermediate I)
- Spanish 101 (Elementary I), 150 (Elementary Review), 201 (Intermediate I), 202 (Intermediate II), 303 (Composition), 304 (Conversation), 312 (Civilization & Culture: Spanish America), 315 (Contemporary Issues: Spanish America), 335 (Phonetics & Phonology), 420 (18th & 19th Century Hispanic Literature)

* Some of these courses may close over the summer and, consequently, not be available to freshmen.
**Part I. Intellectual Inquiry Curriculum (INQ)**

Roanoke’s general education curriculum has a name: Intellectual Inquiry. We were deliberate in choosing that name. We want our students to inquire into intellectually challenging topics and to develop the skills needed to ask and answer challenging questions.

So what is involved in this Intellectual Inquiry or INQ curriculum? You need to know some facts to be a well-educated person, so the Intellectual Inquiry curriculum requires students to take at least two courses in the Social Sciences (anthropology, economics, political science, psychology, sociology, etc.), at least two courses in the Humanities (art history, literature, history, philosophy, religion, etc.), and at least three courses in Mathematics/Natural Science. Of course, no one can learn and retain every important fact. What we judge to be important will change with time and circumstances. Even whether something is considered a fact, as opposed to opinion, or just a mistake can change. For this reason, the Intellectual Inquiry curriculum focuses more heavily on skills than only on facts.

Helping you develop the skills you need to ask and to answer tough questions is what the Intellectual Inquiry curriculum is all about. Let’s walk through the required INQ courses and see where these skills are embedded. All students start with INQ 110. In this first-year seminar, you will practice reading challenging texts. You will examine the arguments that writers use to try to convince you of their point of view. Then it is your turn to ask questions, seek out information, and formulate your own arguments to try to convince others that your answers are sound. This intensive intellectual activity requires the critical reading, research, and writing skills that we work on in INQ 110.

You will also take another first-year seminar: INQ 120, Living an Ethical Life. This time the topic will have an ethical focus that will encourage you to think about some of the ways that moral decisions are made. Oral communication skills will be added to your tool box of skills as you learn about and make one or more oral presentations.

The 200-level INQ courses are called Perspectives courses because each focuses on a topic from one of three perspectives: Mathematics and Science, Social Sciences, or Humanities. These are the same courses described above distributed among the Social Sciences, Humanities, and Mathematics/Natural Sciences. You will learn not only about facts from these disciplines, but also about the questions and methods that guide professionals in each discipline as they try to understand our world. From these courses, students must also complete a Global Requirement—a course that looks at its topic from a viewpoint other than that usually provided by Western culture.

All students are also required to complete a foreign language through the 201 level. There is perhaps no better way to learn about and appreciate how people from other cultures view the world than to learn their languages. The exact number of language courses you will take depends upon your prior language experience. The placement test will help in determining the level of language that’s right for you.

You will also take one May Term course. During May Term, you concentrate on just one course in an immersive environment. You will be able to choose among on-campus, domestic travel, and international travel courses. Two Health and Human Performance courses will enable you to learn about and practice activities that encourage you to develop a pattern of life-long health.
The final piece of the Intellectual Inquiry curriculum is the capstone course: INQ 300, Contemporary Issues. This course will ask you to work in groups and apply all the skills you have developed in your previous courses in order to propose a solution to a contemporary issue.

A more complete description of the INQ curriculum can be found in the college catalog and on the college’s Web site under “core curriculum.” In particular, look for “Forms & Information for Current Students” and then “INQ Basics for Students.” You can substitute some disciplinary or major courses for 200-level INQ Perspectives courses. All of the rules for these substitutions are outlined in the INQ Basics document. You will also want to print a copy of the INQ Check Sheet and track your progress on completing requirements. A copy of the check sheet can be found on page 29 of this handbook as well as on the college’s Web site.

**Part II. Suggested First-Term Courses Based Upon Areas of Interest**

The following are *SUGGESTED* first-term course schedules, and are provided simply to give you some idea of your options. Your summer academic advisor may offer alternative selections based upon your abilities or secondary areas of interest. Actual selection of classes will be handled based upon received competencies, transfer credit, and course availability. Flexible decision making is the key to a successful college career.

Most of the sets of suggestions below include at least one “course of interest.” What is this? It varies with your interests and needs. Your advisor will help you explore possibilities. Your “course of interest” might be a course to explore a second possible choice of major, or a possible minor or concentration. It might be a course in an area that you simply enjoy or would like to explore. Or you may wish to use this slot to complete required general education courses: INQ 240, 250, 260, 270, or 271. Note that these general education courses can be taken in any order. Your advisor can help you choose an appropriate course.

When choosing classes, students may wish to keep in mind the guidelines for election to the campus chapter of Phi Beta Kappa, the oldest and most prestigious academic honor society in the United States. Student members are elected at the discretion of campus Phi Beta Kappa key holders on the basis of a high GPA in liberal arts courses, breadth and depth of studies in the liberal arts, and good character. Students with very high GPAs become eligible at the end of their fifth semester; the majority of members are inducted in their senior year. There is no set formula for election; however, the national society requires students to have two years of college-level foreign language instruction (through the intermediate “202” level).

**Honors Program:**
- HNRS 110 (Honors Seminar)
- HNRS 111 (Portfolio Development Seminar)
- Foreign Language, if needed or desired, or another course of interest
- One of: HNRS 240/50/60/70/71, or another course of interest
- Course intended major or another course of interest

**Undecided:**
- INQ 110 (First-Year Seminar)
- Foreign Language, if needed or desired, or another course of interest
- Introductory course in a possible major
- Introductory course in a second possible major or education

*note: HNRS 110 and HNRS 111 instructors must match*
Applied Computer Science:
- INQ 110 (First-Year Seminar)
- CPSC 120 (Fundamentals of Computer Science I)
- MATH 118 (Differential Calculus), MATH 121 (Calculus I) or higher
- Foreign Language or another course of interest

Art:
- INQ 110 (First-Year Seminar)
- ART 111 (Drawing I), ART 121 (Painting I), ART 131 (Photography I), ART 171 (Ceramics I), or ART 191 (Special Topics: Art and Computer Graphics)
- Foreign Language, if needed or desired, or another course of interest
- Course of interest

Art History:
- INQ 110 (First-Year Seminar)
- ARTH 150 (Art, Culture, & Society I) or another ARTH course of interest
- Foreign Language, if needed or desired, or another course of interest
- Course of interest

Athletic Training:
- INQ 110 (First-Year Seminar)
- INQ 240 (Statistical Reasoning)
- HHP 221 (Professional Concepts in Leadership Development) or course of interest
- Foreign Language, if needed or desired, or another course of interest
- Course of interest

Biochemistry:
- INQ 110 (First-Year Seminar) (or HNRS 110 and 111)
- CHEM 111 (General Chemistry I) or CHEM 113 (Accelerated General Chemistry)
- MATH 118 (Differential Calculus), MATH 121 (Calculus I) or higher
- Foreign language if needed, or Physics 103, or course of interest
- Note: Intended biochemistry majors will enroll in BIOL 190 in Spring semester of freshman year

Biology (Bachelor of Arts AND Science):
- INQ 110 (First-Year Seminar)
- BIOL 110 (Exploring Biology) and/or
- CHEM 111 (General Chemistry I), or another course of interest, depending on level of preparation. Discuss with advisor.
- Foreign Language, if needed or desired, INQ 240 (Statistical Reasoning), or another course of interest

Business Administration:
- INQ 110 (First-Year Seminar)
- Two of the following:
  - BUAD 110 (Business Connections)
  - BUAD 215 (Accounting Principles I)
  - MATH 111 (Mathematical Models for Management Sciences) or higher, or another course of interest
- Foreign Language, if needed or desired

Chemistry (Bachelor of Arts OR Science):
- INQ 110 (First-Year Seminar) (or HNRS 110 and 111)
- CHEM 111 (General Chemistry I) or CHEM 113 (Accelerated General Chemistry)
- MATH 118 (Differential Calculus), MATH 121 (Calculus I) or higher
- Foreign Language, if needed, or another course of interest

Christian Studies:
- INQ 110 (First-Year Seminar)
- Any 100- or 200-level Religion course
- Foreign Language, if needed or desired, or another course of interest
- Course of interest

Communication Studies:
- INQ 110 (First-Year Seminar)
- COMM 101 (Intro to Communication Studies)
- Foreign Language, if needed or desired, or another course of interest
- Course of interest

Computer Science:
- INQ 110 (First-Year Seminar)
- CPSC 120 (Fundamentals of Computer Science I)
- MATH 118 (Differential Calculus), MATH 121 (Calculus I) or higher
• Foreign Language, if needed or desired, or another course of interest

Creative Writing:
• INQ 110 (First-Year Seminar)
• ENGL 220 (Contemporary KidLit: Issues of Creativity, Publication and Marketing), ENGL 240 (British Literature), ENGL 250 (American Literature), or ENGL 256 (The Art & History of Film)
• Foreign Language, if needed or desired, or another course of interest
• Course of interest

Criminal Justice:
• INQ 110 (First-Year Seminar)
• POLI 112 (Issues in American Politics), SOCI 101 (Introduction to Sociology), or course of interest
• Foreign Language, if needed or desired, or another course of interest
• Course of interest

Economics:
• INQ 110 (First-Year Seminar)
• ECON 122 or INQ 240 (Statistical Reasoning)
• MATH 111 (Math Modeling for Management Science) or higher (MATH 121-Calculus I is recommended)
• Foreign Language, if needed or desired, or another course of interest

Education:
• INQ 110 (First-Year Seminar)
• INQ 250 (Scientific Reasoning I) or INQ 240 (Statistical Reasoning)
• EDUC 210 (Principles)
• EDUC 242: Instructional Technology
• Foreign Language, if needed or desired, or another course of interest
• note: Education, while not a major, is a program that requires students to obtain professional licensure to teach. All who would teach should take EDUC 210, 242, and 250 in the freshman year and visit Bast 248 to be assigned an EDUC advisor.

Engineering Program:
• INQ 110 (First-Year Seminar)

• PHYS 190 (Physics and Engineering Colloquium)
• MATH 118 (Differential Calculus), MATH 121 (Calculus I) or higher
• CPSC 120 (Fundamentals of Computer Science I) or INQ 260 (Social Scientific Reasoning)
• Foreign Language, if needed or desired, or CHEM 111 (General I)
• note: Those interested in a Bachelor’s degree in Physics must take PHYS 201 (Newtonian Mechanics) in the spring of the freshman year.

English (see Literary Studies)

Environmental Studies:
• INQ 110 (First-Year Seminar)
• ENVI 101 with lab (Introduction to Environmental Science)
• ENVI 103 (Introduction to Environment and Culture)
• Foreign Language, if needed or desired, or consider a lab science class if interested in science track

French:
• INQ 110 (First-Year Seminar)
• FREN 101 (Elementary French I), 150 (Elementary French Review), 201 (Intermediate French I), 202 (Intermediate French II), or 303 (Oral Expression and Phonetics)
• Course of interest
• Course of interest

Health & Exercise Science:
• INQ 110 (First-Year Seminar)
• Foreign Language, if needed or desired, or another course of interest
• HHP 221 (Professional Concepts in Leadership Development) or course of interest
• Course of interest

Health & Physical Education:
• INQ 110 (First-Year Seminar)
• HHP 221 (Professional Concepts in Leadership Development) or course of interest
• Foreign Language, if needed or desired, or another course of interest
• Course of interest
History:
- INQ 110 (First-Year Seminar)
- Any 100-level or 200-level History course
- Foreign Language, if needed or desired, or another course of interest
- Course of interest

International Relations:
- INQ 110 (First-Year Seminar)
- POLI 111 (Issues in Global Politics)
- Foreign Language, if needed or desired, or another course of interest
- HIST 254, 273, 282 or another course of interest

Literary Studies (English):
- INQ 110 (First-Year Seminar)
- ENGL 220 (Contemporary KidLit: Issues of Creativity, Publication and Marketing), ENGL 240 (British Literature), ENGL 250 (American Literature), or ENGL 256 (The Art & History of Film)
- Foreign Language, if needed or desired, or another course of interest
- Course of interest

Mathematics:
- INQ 110 (First-Year Seminar)
- MATH 118 (Differential Calculus), MATH 121 (Calculus I) or higher
- CPSC 120 (Introduction to Computer Science I)
- Foreign Language, if needed or desired, or another course of interest
- note: Many mathematics majors take PHYS 201 (Newtonian Mechanics) should be taken in the spring of the freshman year.

Music:
- INQ 110 (First-Year Seminar)
- MUSC 150 (Fundamentals of Music)
- Music: Applied (.25 units)
- Music: Ensemble (.25 units)
- Foreign Language, if needed or desired, or another course of interest
- Course of interest

Philosophy:
- INQ 110 (First-Year Seminar)
- Any 100- or 200-Level Philosophy course
- Foreign Language, if needed or desired, or another course of interest
- Course of interest

Physics (Bachelor of Arts AND Science):
- INQ 110 (First-Year Seminar)
- PHYS 190 (Physics and Engineering Colloquium)
- MATH 118 (Differential Calculus), MATH 121 (Calculus I) or higher
- CPSC 120 (Introduction to Computer Science I) or INQ 260 (Social Scientific Reasoning)
- Foreign Language, if needed or desired, or another course of interest
- note: PHYS 201 (Newtonian Mechanics) should be taken in the spring of the freshman year.

Political Science:
- INQ 110 (First-Year Seminar)
- POLI 111 (Issues in Global Politics) or POLI 112 (Issues in American Politics)
- Foreign Language, if needed or desired, or another course of interest
- INQ 240 (Statistical Reasoning) or another course of interest

Pre-med/pre-vet/pre-dent/pre-pharmacy/physical therapy:
If you have an intended major, follow the suggestions for that major. If not, these courses will get you on track for most health professions careers.
- INQ 110 (First-Year Seminar)
- BIOL 110 (If you intend to be a Biology major) and/or
- CHEM 111 (General Chemistry I), or another course of interest, depending on level of preparation. Discuss with advisor.
- Foreign Language, if needed or desired, INQ 240 (Statistical Reasoning), SOCI 101 (Introduction), or another course of interest

Pre-nursing:
No specific major is required for nursing preparation.
- INQ 110 (First-Year Seminar)
- One or two courses in a potential major of interest
• Foreign Language, if needed or desired, INQ 240 (Statistical Reasoning), or another course of interest
Biol 110 and Chem 111 are needed only if you intend to major in the sciences. Otherwise, Biol 180 in the Spring will be the first necessary science course.

Psychology (Bachelor of Arts):
• INQ 110 (First-Year Seminar)
• PSYC 101 (Introduction) or INQ 260PY (Psychological Reasoning)
• INQ 240 (Statistical Reasoning) or another course of interest
• Foreign Language, if needed or desired, or another course of interest

Psychology (Bachelor of Science):
• INQ 110 (First-Year Seminar)
• PSYC 101 (Introduction) or INQ 260PY (Psychological Reasoning)
• INQ 240 (Statistical Reasoning) or MATH 111 (Math Modeling for Management Sciences) or MATH 118 (Differential Calculus), or MATH 121 (Calculus I)
• Foreign Language, if needed or desired, or Laboratory Science (Chem 111 or Phys 103)

Religious Studies:
• INQ 110 (First-Year Seminar)
• Any 100- or 200-level Religion course
• Foreign Language, if needed or desired, or another course of interest
• Course of interest

Sociology:
• INQ 110 (First-Year Seminar)
• SOCI 101 (Introduction)
• Foreign Language, if needed or desired, or another course of interest
• INQ 240 (Statistical Reasoning), INQ 260 (Social Scientific Reasoning), or another course of interest

Spanish:
• INQ 110 (First-Year Seminar)
• SPAN 101 (Elementary Spanish I), 150 (Elementary Spanish Review), 201 (Intermediate Spanish I), 202 (Intermediate Spanish II), or 303 (Spanish Composition)
• Course of interest
• Course of interest

Sport Management:
• INQ 110 (First-Year Seminar)
• BUAD 215 (Accounting Principles I)
• Foreign Language, if needed or desired, or another course of interest
• HHP 221 (Professional Concepts in Leadership Development) or another course of interest

Theatre Arts:
• INQ 110 (First-Year Seminar)
• THEA 125 (Stagecraft) and/or 211 (Acting I)
• Foreign Language, if needed or desired, or another course of interest
• Course of interest

Part III. Topics for Honors Courses

HNRS 110-A War, Society & Self
This course is organized around the theme of war and the human experience. In this seminar we will study and compare Agincourt (1415) and the Hundred Years’ War, the Somme (1916) and World War I, the Spanish Civil War (1936), and lastly, the Vietnam War (ca. 1968). While the focus will be on these wars, the general issues that we address will be broader in scope: Why do human beings go to war? What is the relationship between war and society, and to what extent are wars a reflection of the societies around them? What are the consequences of war? What is the experience of war like for those who participate in it? How do both participants and non-participants try to make sense of the experience of war? What is the relationship between war and heroism? How does one write about the experience of war? These and other questions will serve as the basis for our reflection on and discussion of war and the human experience.
Images of Empire: Representing the “Foreign”
How do we (as Americans, for example), perceive and mentally construct cultures outside of our own and how much of the imagery of “the other” that we create and consume is rooted in our own values, inclinations, experiences, and desires? Modern travel, the internet, and commerce continue to bring the diverse cultures of our planet into closer contact. This might be seen at Roanoke College in the rising numbers of international students and in the college’s growing interest in fostering a sophisticated, globally aware campus community. (Your advisor will, at some point, talk to you about study abroad!) The big picture, however, remains complicated. The value of travel is hindered by the prejudices and preconceptions of the traveler. The internet purveys vast amounts of inaccurate, uncritical, and non-contextualized information. And commerce? Commerce is sometimes politics by other means – the British Empire started out as a corporate venture. European perceptions of Africans and Asians were historically warped by economic interests (like American perceptions of Mexico today). Learning to perceive the world as clearly as possible is one of the primary aims of a liberal arts education and is key to really understanding what goes on in the world around us. This course focuses on ways in which perceptions of foreign cultures are shaped, framed, constructed, and reflected by visual means. More specifically, we will explore how cultures around the planet are perceived and “made” through the active efforts of people foreign to the culture being viewed. The images of other cultures that we generate materially and also carry in our mind, are never pure or transparent or objective. They are products of the viewing culture, of our culture, as much as or sometimes even more than the culture being viewed.

Science, Heretics & Brilliance
The scientific method should allow us to come to conclusions without bias; however, culture influences how science progresses. Cultural needs (currently stem cells for healing, clean water, and fuel shortages) dictate the direction of research and can shape whole decades and even centuries of inquiry (e.g. cancer and the “god” particle). How has science inquiry evolved? This course will examine the current level of American scientific literacy, the value of critical thinking, and how science challenges American values.

Statistics in an Online World
The objective of this course is to explore probability and statistics through social media, smartphone use, and online retailers. The focus of this course will be asking questions and then developing the statistical techniques necessary to answer those questions. Armed with probability theory and statistical techniques we will determine how to summarize, analyze, and communicate key features of a data set. As applications, we will investigate how to quantify and improve the effectiveness of technology including websites and social media, how to use statistics to help business’s improve their presence on Facebook, and how online retailers and social media sites use consumer data.

Global HIV/AIDS
HIV/AIDS is a global biomedical epidemic, but how is it also a social and cultural disease? In highly developed nations, AIDS has become a treatable, though decidedly stigmatized infection. In much of the world, however, AIDS remains a death sentence, a path to orphan-hood, an economic and social disaster. We will begin with HIV/AIDS 101, and then move on to think about the disease from a sociological perspective. We will examine the social history of HIV/AIDS, including denial, fear, misinformation, discrimination, and in time, some positive turning points. We will study the ways inequality in sexuality, gender, social class, and race have allowed inequality to persist in prevention and treatment programs. We will read the voices of those living with HIV/AIDS. We will think about stigma and other processes as they affect individuals and institutions. Importantly, we will do all of these things on both a national and global scale.
HNRS 270-G  Gender Across Culture--GLOBAL
What is gender? How can it be used to help us understand life in early societies? 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 analyze literature and
visual art from China, Japan, India, Greece, and England (ranging from 1000 BCE to the 12th Century CE),
in order to observe and compare a wide range of gender constructions and norms. A humanistic
approach asks how ideas about gender were presented in literature and art in a particular time and
place, and analyzes the reception of those ideas. We will examine the role artistic expressions played in
communicating, reinforcing, rejecting, or modifying understandings of gender, and how historical ideas
about gender have played a role in our own era.

HNRS 271-A  Why Hitler?
This course will ask the question: Why Hitler? Why did one of the most sophisticated nations in Europe
follow one of the most murderous and hateful leaders in world history? German history, the legacies of
the First World War, and the biography of the dictator himself will be examined to help students begin
to form an answer to this question.

Part IV. Topics for INQ 110: First-Year Seminar
Every first year student takes one section of INQ 110. All of sections are taught as first year seminars
that emphasize critical reading, critical thinking, inquiry, and development of strong academic writing
skills. While the topics that students read and write about vary greatly with the section topic, the
amount of writing and types of assignments are similar in all sections. Students should choose topics
that will interest and motivate them. Only a few seats in each section are open at each SIM, so we
cannot guarantee that students get their first choice.

INQ 110-A  Forensic Science
How is science applied to the investigation of crime? Modern forensic science uses the latest
technologies combined with tried-and-true procedures to gather, preserve, and evaluate evidence of
criminal activities. These investigative procedures and the science behind these technologies will serve
as the central content for our course.

INQ 110-AA  How Did Women Get the Vote?
In this course we will answer the question, “How did women get the vote?” Specifically, we will learn
the basic skills of college level thinking, analysis, and writing through a focused exploration of the
American woman suffrage movement. More generally, this course will teach students how to think and
write by looking in depth at how historians work. The course starts with the origins of ideas about
woman suffrage in the eighteenth century, and ends with the passage of the 19th amendment in
1920. We will mostly read documents that were written at the time by suffragists and anti-suffragists,
supplemented by readings from historians. As we work through the movement’s history we will build
skills necessary for reading and analyzing documents, constructing and defending arguments, and
communicating ideas effectively in writing.

INQ 110-B1 or B2  Finding Ourselves in Folktales
Who are the “folk” in folktales? How are these “folk” constructed by their cultures? Can we, as modern
people, relate to any of the issues facing these “folks” from long ago? How has culture constructed us?
How has it impacted the decisions we make in our daily lives? As we read folktales from a variety of
cultures and critical materials that help students engage the primary texts, we will use class discussion,
writing assignments, and research projects to meet our course goals: 1) to use the knowledge of cultural
perspective gained through analysis of select folktales to evaluate how our own lives are impacted by culture; 2) to assess how our cultural perspectives may impact our daily decision-making.

**INQ 110-BB  Atlantic Slave Trade**
How was the Atlantic Slave Trade formed? What were the social and cultural effects of its formation and subsequent decline? This course traces the ways in which the Atlantic Slave Trade brought people and ideas from Africa, Eurasia, and the Americas together through the largest system of forced migration in human history. Students will analyze and discuss the major themes in the history of the Atlantic Slave Trade including: the economic history of the trade, the forms that slavery took within African societies, the demographic changes brought on by the trade, the forms of cultural and intellectual exchange that took place in the Atlantic World, and the emergence of the global abolitionist movement. Finally, all students will both learn and utilize the essential skills of the academic historian.

**INQ 110-C  Restorative Justice**
This course examines restorative justice, in theory and in practice, and contrasts its basic principles with the concepts and application of retribution and punishment. From a global perspective, students will examine the historical and cultural contexts in which restoration, reintegration and peacemaking criminology are utilized. Practices such as victim/offender conferencing, family group conferencing and sentencing circles will be researched and critically evaluated. Course material will provide students with the tools to debate the following critical questions: What does justice mean? What is society’s role in responding to wrongdoing? Are restorative justice and retribution mutually exclusive? How can the harm from wrongdoing most effectively be resolved? Can restorative justice be effectively applied in large, more complex and individualistic societies? We critically evaluate literature regarding efforts to utilize compensatory sanctions, collaborative processes and consensual outcomes to repair the harm to victims, communities and offenders in the course of offending behavior.

**INQ 110-CC  Myths of Artist Genius**
What do we mean when we say an artist is a genius? How can we say single works are “masterpieces” of artistic genius when they arise from shared and widely held beliefs and ideas? What about truly collaborative ventures (such as ballet) that combine the efforts of artists, dancers, musicians, and the theater crafts? This course covers four myths of genius—four case studies about originality in art—from Europe and the United States, from 1787 to the present day. For each of these stories we’ll consider how other artists and collaborators and the artistic milieu of each artist’s epoch actually shaped the “genius” attributed to them and their work. And finally we’ll explore the meanings of the words “genius,” “originality,” “novelty,” and “transgression” as they pertain to the particular artists and works above, and what constructs offer the most satisfying explanation for each.

**INQ 110-D  Marriage & Family**
An examination of some of the challenges facing individuals and American society as we seek to maintain and support marriages and families in the 21st century. Course topics covered help students answer the following questions: How will marriages and families be structured in the future? What will it be like to have a marriage, children, and a career? What are the benefits of being married, having a family, or remaining single? What social policies and laws are needed to support individuals and families as they face the challenges of the future? To address these questions, we review social trends
associated with cohabitation, inter-racial marriage, gay and lesbian partnerships, blended and single parent families, and parenting practices.

INQ 110-DD  Myths of Musical Genius
What do we mean when we say a composer is a genius, or speak of a musician’s genius, or the genius of a singer? How can we say a work such as an opera or Broadway show or record album is a work of musical genius, when it is essentially a collaborative project? This course pursues an inquiry into the notion of musical genius by proposing how popular culture creates musical myths about artists and works held to be “great.” The term ‘myth’ can refer to any abiding story of human action and achievement. This course introduces students to several myths of musical genius—stories about originality in music and musicians across the ages. To complicate these myths of musical greatness, we will consider how the teachers and mentors, collaborators, and the artistic milieu of each artist’s epoch actually shaped the “genius” attributed to them and their work. Our goal is to learn the “back-story” of each myth, and to thus learn how our knowledge of music history can inform an understanding all too often framed simply by the myths and legends of popular consciousness.

INQ 110-F  A Study of American Film
Have you ever wondered what makes a film a classic? Who decides what is the “best movie of all time”? How is that decision made? By examining American Film from a literary, technical and commercial perspective, we will attempt to answer these questions. By viewing the American Film Institute’s top ten film of all time, we will examine film as literary texts and visual art. You will learn to analyze the formal aspects of films—including scenes, shot selection, and dialogue—and will be introduced to genre and theoretical approaches to film study. You will learn to discuss films from a thoughtful and informed perspective, and write critically and analytically about how they work and what they accomplish as films.

INQ 110-F1 or F2  Life in the Ancient City
The history of city life is of particular interest because of the importance of the cities in our own lives as centers of politics, culture and commerce. Scholars agree that the emergence of cities was an integral moment in human history. The urbanized civilizations of the ancient world represent some of the earliest flourishing of the urban form. By engaging with case studies from the ancient world, we will ask: How did city living impact and shape ancient societies? How were cities sustained and constituted socially, economically, and politically? From the start, we will work with the archaeological evidence and the ancient textual sources and learn methods for their analysis. Writing and research assignments will aid us in formulating our own questions and interpretations as we unpack the multi-layered features of the ancient city.

INQ 110-FF1 or FF2  Scientific Pursuit of Happiness
From the perspective of psychological science this course examines the nature of happiness and explores strategies that have been proposed for the pursuit of happiness. Critical inquiry will be made into several questions, including the following: What is happiness? How happy are people in general? Who is happy, and why? Is it possible to become happier? What happiness strategies or skills are supported by scientific research and which are not? Students will examine and evaluate the contemporary scientific research on happiness and its correlates, and will evaluate strategies purported to increase happiness. Students will also be asked to apply their knowledge of skills derived from
happiness research in some dimensions of their everyday lives, and to appraise the outcomes of applying these specific happiness strategies.

INQ 110-I  Life and Death in the Streets of Paris
The streets of Paris, whether as sites of (re)construction or deconstruction, playground or battleground, play a critical role in the history of 19th-century Paris, a role reflected in the numerous works by major 19th-century writers that foreground the city’s streets. What can we learn about history, society, and culture by examining how, when, and by whom streets are used? We will read excerpts from Hugo, Balzac, and Zola that depict street activity during three major historical periods: the Bourbon Restoration, the July Monarchy, and the Second Empire. We will consider these literary texts in counterpoint to other representations, both written (memoirs, newspaper articles, “objective” histories) and visual (lithographs, caricatures, photographs), of street activity over the same historical periods. Using the contrasts we establish, we will discuss the nature of historical documents and their reliability. What, if anything, can literature communicate that other sources of information cannot?

INQ 110-J  Walking the Road of Life
What inspires someone to walk a thousand miles? What lessons of life are learned on such a journey? The Camino de Santiago, a medieval pilgrimage route in northern Spain, attracts thousands of hikers annually. Why? The history of pilgrimage and its meaning in the medieval world will lead us to contemporary personal accounts and a recent film on why people would recreate this experience. How does it affect the body, the mind, and the spirit? How does it shape one’s outlook on life? These are the questions we’ll answer.

INQ 110-JJ  Scientist & Society
What do scientists study and how does that affect you? How do scientists see themselves fitting into society? How does society perceive scientists? What do scientists think about their own work? This course will reflect upon the interactions that scientists have with society based on the work they do and the experiments they perform. We will explore writings by scientists and about scientists that include both fiction and nonfiction. Our journey will take us from historical works (e.g. Darwin, Einstein) to popular culture (e.g. Frankenstein, Big Bang Theory).

INQ 110-K  Science, Myths, Magic & Chaos
How do we know what we know? Humans convey information through stories, which can oversimplify and distort the information. The resulting myths may be misinterpreted and modified by those hearing the story. Even our senses are subject to story-telling, as our brains do impressive amounts of computation before sending a story to our conscious mind. Magic tricks and illusions help illuminate some of the details of the brain’s inner workings. Physical processes play tricks on us as well. The mathematical field of chaos explores situations in which seemingly random phenomena are produced by simple mathematical rules. This course explores the boundary between fact and myth and the boundary between the knowable and the unknowable.

INQ 110-L  Strange Tales from the Bible
After an introduction to a scholarly understanding of the origin and interpretation of the Bible, we will address the questions: Why have some tales from the Bible been deemed strange, sparking the interest
and imagination of believers and non-believers of various time periods? How have these readers responded to these stories? What significance have they attached to them? This course will investigate a variety of stories—some well-known and others more obscure—from both the Hebrew Scriptures and the New Testament writings.

**INQ 110-M  First Contact**
For millennia before Europeans arrived, a variety of Native American cultures flourished in North America. This course examines how these cultures changed under the impact of European civilization, a process that lasted for several centuries. Every aspect of the lives of natives was disrupted—their subsistence livelihood, their political organizations, their religious practices, and their connections to specific places—and the impact of these changes is still visible today. To fully appreciate this complex dynamic, it is necessary to explore the rich diversity of traditions that existed before first contact. We will seek to understand how native societies adapted economically, politically, and religiously through assimilation, accommodation, and resistance. We will then go on to focus this inquiry around specific religious movements that arose in response. Our course will answer three related questions: who were Native Americans before Europeans arrived, how were they affected by this momentous meeting, and what is the legacy of this impact today?

**INQ 110-N2  Who or What Is God?**
This course asks the question, Who or What is God? We will use foundational texts from four of the largest religious communities of the world (Confucius’ Analects; the Buddha’s Dhammapada; portions of the Qur’an; and the gospel of Luke), to compare and contrast how these four texts answer this and related questions. Our principal methods will be discussion and writing. In the process, students will join a millennia-long conversation, learn to think critically, and improve their writing skills.

**INQ 110-O  Mind & Body**
This course deals with the perennial question of who we are and how we relate to the rest of the world: are we highly sophisticated bodies, immaterial minds, or something else? Dealing with the relation between mind and body prompts us to consider other topics at the core of our sense of what it means to be a human being: the nature of consciousness, the possibility of freedom, death, human destiny, and the existence of God.

**INQ 110-P  Stories from the World**
In this course we will study variations on classic stories from around the world in multiple genres: oral traditions, fiction, film, poetry and art. We will analyze the structure of individual narratives and, using collaborative research and presentation, we will ask how each of these retellings manifests historical and cultural contexts. How do these stories shift form and logic as they move across the world and across genres? Finally, we will construct our own variation of one of the great stories, being able to articulate how our embodiment of the story engages the history and cultural context of the narrative.

**INQ 110-Q  Ghosts & Human Perception**
What do our beliefs about ghosts tell us about our perceptions of truth? What are the distinctions between beliefs and knowledge? This interdisciplinary examination of ghost lore and research into haunting experiences will range from religious notions of the afterlife to psychological studies of such phenomena as schizotypal hallucinations to scientific knowledge of how environmental factors such as
infrasound and electromagnetism affect our perceptions of the world around us. The class even gives a brief nod to quantum physics. The students will not be sitting around scaring themselves silly with campfire ghost stories but examining how their beliefs about ghosts provide clues to their most basic assumptions about what it means to be human.

INQ 110-R Other Places
Why do we leave home? What drives us to leave behind the familiar (and often comfortable) for other places that are new to us, challenging to us, sometimes dangerous to us? What images/fantasies rise to the surface when we contemplate the possibility of visiting Egypt or Rome or Bangkok or Istanbul? And what happens when we get there? Can the reality rise to our expectations? Are we changed? Is the place we’re visiting changed? Students in this class will read widely and discuss actively literary works relating to this topic, seeking, finally, to answer these questions for themselves in a manner that reflects an intellectual engagement with the questions at hand.

INQ 110-S Pharmaceuticals in the USA
Where do drugs come from and how are they evaluated? Are newer drugs better than old drugs? Why are drug costs “out of control”? Students in this course will work individually and in groups to use a combination of popular press and scientific sources to study drugs and the drug industry through careful, rigorous analysis of the published claims and evidence provided by both the drug industry and its critics. The course also includes a five-hour service-learning requirement in which students will gain some first-hand experience with the healthcare field.

INQ 110-T Race & Media
Through our readings, discussion, and written assignments we will consider how television, film, and newspapers represent different racial and ethnic groups. Looking specifically at representations of African Americans, Latinos, Asian Americans, Arab Americans, and Native Americans, we will ask: What images are being presented? How do they compare to reality? Does it matter what we see? Readings will include cultural studies and social science analyses as well as consideration of quantitative and qualitative research methods.

INQ 110-U Poetry: What Is It Good For?
Poetry: What is it good for? To find out, we will look at what poetry does—on the page and in the ear, for the writer and for the reader, in the world and in our own lives. The theme is poetry, and we’ll spend our time reading, analyzing, and responding to it.

INQ 110-V1, V2, or V3 Other People’s Stories
In this course you’ll read a wide range of fiction and non-fiction about people—in order to think and write about different identities, including your own. Which people can you “identify” with? Which seem too “other”? Why? Which stories “ring true” to you? And which are less compelling? Why? When you look closely at different beings you “relate to,” what can you learn about yourself? What can you learn from those who seem too “other”?

INQ 110-W Everything’s an Argument
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 110-X1 Success in Higher Education**
For many students college represents the best four years of their lives. For others the story is rather different. On a national level, in 2005 only 54% of the students who had entered college in 1999 earned a bachelor's degree. What difficulties must students overcome on their way to graduation? What factors can help determine the difference between sinking and swimming in the higher learning setting? Through reading and discussing scholarly and popular literature—both non-fiction and a work of fiction—viewing a set of documentaries, exploring through writing the academic and social issues, and putting into practice through a service project some of the strategies that have been linked to student success, we will investigate the college experience. By semester’s end we should have developed a broader view about what the higher learning experience entails and a clearer definition of how students can succeed in this setting.

**INQ 110-Y Gender & Leadership**
Do men and women lead differently? Do people have different reactions to male and female leaders? Which company policies and organizational cultures help or hinder men and women leaders? Why do family responsibilities to children and elders hold both men and women back from upper management? In this course, we will study gender issues in leadership using an interdisciplinary approach, by integrating research from psychology, sociology, economics, management, and related fields.

**INQ 110-Z Finding Kennedy**
John F. Kennedy has been the most consistently popular president of the past 55 years. Whether it is the mystery surrounding his assassination, the stirring events of his brief presidency, the soap opera aspects of his large family, or the spirit of optimism he brought to the country, the interest in Kennedy has not waned over time. This course will examine his life, presidency, and impact. The readings will focus on Kennedy, but the research will be more expansive, allowing students to use primary sources to study either some aspect of Kennedy’s life and decisions, or branch out to another topic on the 1960s that ties into Kennedy. Three questions will guide discussions all semester: what did Kennedy and his followers actually do? What impact did the actions have? Why does the man with one of the briefest presidencies on record continue to be so intriguing?

**Part V. Topic for INQ 240: Statistical Reasoning**
All sections of INQ 240 are introductory statistics courses. Topical applications vary with the section. Quantitative reasoning and writing are emphasized.

**INQ 240-B1, B2, B3, B5, or B7 Here’s to Your Health**
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.

**Part VI. Topic for INQ 250: Scientific Reasoning I**

INQ 250 sections introduce scientific methodologies and include both lecture and laboratory. In addition to writing, each section emphasizes either quantitative reasoning or oral communication.

**INQ 250PH-A   The Way Things Work**

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.

**Part VII. Topic for INQ 251: Scientific Reasoning II**

INQ 251 sections further develop the ability to use the methodologies of the natural sciences by exploring a science topic in depth. This course will be narrowly focused within science while allowing connection to a social, political, ethical, or historical issue. Only students who already have college credit (AP, IB, or dual enrollment) for one other science course may sign up for this class.

**INQ 251-D   Science, Pseudo-Science, and Non-Science**

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.

**Part VIII. Topics for INQ 260: Social Scientific Reasoning**

All sections of INQ 260 introduce the methodologies of the social sciences. In addition, writing and either quantitative reasoning or oral communication are emphasized.

**INQ 260AN-G2   Things in Contact--Global**

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 culture 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 260PS-A  Public Opinion in Virginia
How do we know what percentage of the people approve of the job being done by the Governor? What are the important issues in Virginia today? What positions are held by citizens in these debates? This course examines contemporary political, social, and economic issues in Virginia. Students will explore these important topics by conducting a statewide public opinion survey.

INQ 260PS-B  The Supreme Court
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 data on the Supreme Court as well as judicial biographies.

INQ 260PY-D  How Does Technology Impact Us?
This course will use multiple methods to examine how modern technology impacts human cognition and behavior. Students will engage in a critical examination of current empirical research and will work together to investigate new questions using various research techniques. Students will be required to engage in critical thinking, scientific writing, quantitative reasoning, and oral presentation assignments.

INQ 260SO-A2  Sport & Culture
What does sport reveal about culture? By turn, how does awareness of culture contribute to our understanding of sport? What are the relationships between sport and religion, between sport and social inequality, between sport and social change? How are subcultures and countercultures expressed by and embedded in sport? These and related questions are explored from the perspective of the Sociological Imagination (C. Wright Mills), an approach which emphasizes social structure and critical theory. Specific topics consider sport in contexts of collective identity, innovation, cultural contradiction and cultural resistance, and ever-predominating media spectacle. Case studies will draw from documentaries on basketball recruiting (“Hoop Dreams”) and soccer hooliganism (“Green Street”), as well as from an in-depth ethnographic study of baseball in the Dominican Republic (Sugarball).

Part IX. Topic for INQ 270: Human Heritage I
Each section of INQ 270 explores a humanities topic from a time period before 1500 and uses this to introduce the methodologies of the humanities. Writing and oral communication are emphasized in all sections.

INQ 270-I  Classical Heroes & Heroines
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?

**Part X. Topics for Biology 110--Exploring Biology: Biology Majors Only**

**BIOL 110-A  Living in Streams**
The course will answer the following question: how do the unique physical and energetic characteristics of streams shape food webs, craft the very forms of stream organisms, and influence the genetic makeup of populations of a single species?

**BIOL 110-B  What Is a “Medicine”?”**
Modern medicine relies on the use of a relatively small number of chemicals to treat a range of maladies and diseases, from headaches to infections to cancer. But what makes a substance useful as a “medicine”? How are they identified and how do they work? This class will challenge you to think about what the term “medicine” means and what roles “medicines” might play in your physical and mental well-being.

**BIOL 110-D  Microorganisms: Friends or Adversaries?**
Microorganisms are found everywhere on earth, in hydrothermal vents at the bottom of the ocean, at the Arctic Circle, and all over our bodies. The majority of microorganisms cause no problems for us, and quite a few are very useful. We will explore the diversity of microorganisms and how they impact our health, food, and environment.

**BIOL 110-F  Do Species Really Exist?**
The species concept is a fundamental aspect of biology. But what defines a species, and how and why are species formed and maintained? This class will explore these questions and more by exploring the idea of species across molecular, cellular, evolutionary, and ecological scales of study.

**Part XI. Selected Course Listings**
The courses listed below are open to incoming freshmen. They are not mentioned specifically on any of the preceding pages. But depending on a student’s major, they may be counted for credit in the major, minor, or concentration, or used as electives. Your summer academic advisor will assist you in considering these courses.

**ANTHROPOLOGY**
**ANTH 101  Intro. to Cultural Anthropology**

**ART**
**ART 131  Photography I**
**ART 191  Special Topic: Art & Digital Media**

**ART HISTORY**
**ARTH 222  Archaeology of Death in Ancient Egypt & the Ancient Near East**
**ARTH 266  18th Century European Art**

**ENGLISH**
**ENGL 220  Contemporary Kid Literature: Issues of Creativity, Publication, & Marketing**

| **ENGL 240** | British Literature |
| **ENGL 250** | American Literature |
| **ENGL 256 and 256L-1** | The Art & History of Film |

| **HISTORY** |
| **HIST 110** | The Ancient World |
| **HIST 130** | Early Modern World History |
| **HIST 200** | United States History |
| **HIST 205** | Intro. to Public History |
| **HIST 210** | Environmental History |
| **HIST 213** | Age of Alexander the Great |
| **HIST 223** | Medieval England |
| **HIST 254** | Africa from 1850 |
| **HIST 262** | U.S. Women’s History |
| **HIST 273** | Latin American Revolutions |
Part XIII. Competency, Advanced Placement, International Baccalaureate, and Transfer Credit

By meeting competency standards as described below, students are excused from taking some courses to satisfy the General Education (Intellectual Inquiry) requirements. A student may substitute a maximum of three disciplinary courses outside the INQ curriculum for INQ requirements in the divisions of those disciplines. The awarding of competency does not carry academic credit. Rather, it gives students more program flexibility by increasing their number of elective courses and allowing them to move to higher levels of study at a faster pace if they wish. If a student elects to take a course for credit after being awarded competency for that course, the competency is removed (except in foreign language where students cannot elect to repeat coursework for which they have earned competency).

Roanoke College grants advanced placement and unit credit on the basis of the Advanced Placement (AP) Tests of the College Entrance Examination Board, the College Level Examination Program (CLEP), and the International Baccalaureate (IB) Higher Level Examination for courses which normally would be introductory for new students at the College. Generally, on the Advanced Placement Test the candidate who scores 3 will be granted competency. Unit credit will be granted if a candidate scores a 4 or 5. For the International Baccalaureate Higher Level Examinations, the candidate who scores a 4 will be granted competency, and unit credit will be granted if a candidate scores 5, 6, or 7. Students scoring the equivalent of a “C-” or higher on the College Level Examination Program test will receive unit credit. However, no student may accrue more than eight units of credit through Advanced Placement tests, College Level Examination Program tests, International Baccalaureate Higher Level Examinations, and/or Credit by Examination.

Military service school credit, as evaluated by the American Council on Education Guide to the Evaluation of Educational Experiences in the Armed Services, may also be considered for credit, provided the coursework is appropriate to the academic curriculum of Roanoke College. Specific information can be obtained from the Associate Dean/Registrar.

Advanced Placement (AP) Examinations

The following list includes the AP examinations and the scores for which Roanoke College offers credit or competency. Official AP scores must be sent directly from the College Board to Roanoke College (college code 5571) before competency or credit may be applied toward any program of study.

<table>
<thead>
<tr>
<th>AP Examination</th>
<th>Score</th>
<th>Credit Units</th>
<th>RC Course Equivalent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Art History</td>
<td>3</td>
<td>0</td>
<td>Competency only in ARTH 150</td>
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<tr>
<td></td>
<td>4-5</td>
<td>1.0</td>
<td>Credit in ARTH 150</td>
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<tr>
<td>Subject</td>
<td>Score</td>
<td>Credit Hours</td>
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<tr>
<td>Biology</td>
<td>3</td>
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<td></td>
<td>4-5</td>
<td>1.0</td>
<td>Credit in BIOL 1</td>
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<tr>
<td>Calculus AB</td>
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<td>Competency only in Math 121</td>
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<td></td>
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<tr>
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<tr>
<td>Calculus AB information above.)</td>
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<td>4-5</td>
<td>1.0</td>
<td>Credit in CHEM 111</td>
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<tr>
<td>Comparative Government &amp; Politics</td>
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<td>0</td>
<td>Competency only in POLI 111</td>
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<td></td>
<td>4-5</td>
<td>1.0</td>
<td>Credit in POLI 111</td>
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<td>Computer Science A</td>
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<td></td>
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<td>Competency only in CPSC 170</td>
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<td></td>
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<td>Credit in CPSC 170</td>
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<td>Competency only in English elective</td>
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<tr>
<td>Language &amp; Composition)</td>
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<td>1.0</td>
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<td>3</td>
<td>0</td>
<td>Competency only in ENVI 101</td>
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<td>4-5</td>
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</tr>
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<td>European History</td>
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<td>4-5</td>
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<td>Language &amp; Culture: Chinese, French,</td>
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<td>German, Italian, Japanese, or Spanish</td>
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<td>1.0</td>
<td>Credit in 201-level language</td>
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<td>4-5</td>
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<td>Credit in LATN 201</td>
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<td>Latin: Vergil</td>
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<tr>
<td></td>
<td>4-5</td>
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<td>Credit in LATN 201</td>
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<td>Macroeconomics</td>
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<td></td>
<td>4-5</td>
<td>1.0</td>
<td>Credit in ECON 122</td>
</tr>
<tr>
<td>Microeconomics</td>
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<td>4-5</td>
<td>1.0</td>
<td>Credit in ECON 121</td>
</tr>
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<td>Music Theory</td>
<td>3</td>
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<td>Competency only in MUSC 150</td>
</tr>
<tr>
<td></td>
<td>4-5</td>
<td>1.0</td>
<td>Credit in MUSC 150</td>
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<tr>
<td>Subject</td>
<td>Units</td>
<td>Required Credit</td>
<td>Course Equivalent</td>
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<td>Physics B</td>
<td>3</td>
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<td></td>
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<tr>
<td></td>
<td>4-5</td>
<td>1.0</td>
<td>Credit in PHYS 103</td>
</tr>
<tr>
<td>Physics C: Mechanics</td>
<td>3</td>
<td>Competency only in PHYS 103</td>
<td></td>
</tr>
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<td></td>
<td>4-5</td>
<td>1.0</td>
<td>Credit in PHYS 103</td>
</tr>
<tr>
<td>Physics C: Electricity &amp; Magnetism</td>
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<td>3</td>
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<td></td>
<td>4-5</td>
<td>1.0</td>
<td>Credit in PSYC 101</td>
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<td>Statistics</td>
<td>3</td>
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<td></td>
<td>4-5</td>
<td>1.0</td>
<td>Credit in Statistics I</td>
</tr>
<tr>
<td>Studio Art</td>
<td>3</td>
<td>Competency only in Art 111 (Drawing), 151 (2-D design), or 171 (Ceramics)</td>
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<tr>
<td></td>
<td>4-5</td>
<td>1.0</td>
<td>Credit in Art 111, 151, or 171</td>
</tr>
<tr>
<td>U.S. Government &amp; Politics</td>
<td>3</td>
<td>Competency only in POLI 112</td>
<td></td>
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<td></td>
<td>4-5</td>
<td>1.0</td>
<td>Credit in POLI 112</td>
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<tr>
<td>U.S. History</td>
<td>3</td>
<td>Competency only in HIST 200</td>
<td></td>
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<td></td>
<td>4-5</td>
<td>1.0</td>
<td>Credit in HIST 200</td>
</tr>
<tr>
<td>World History</td>
<td>3</td>
<td>Competency only in HIST 140</td>
<td></td>
</tr>
<tr>
<td></td>
<td>4-5</td>
<td>1.0</td>
<td>Credit in HIST 140</td>
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</table>

**International Baccalaureate (IB) Higher Level Examinations**

Roanoke College recognizes only Higher Level exams in the IB program. Official test results must be sent directly from the IB organization to Roanoke College before competency or credit may be applied toward any program of study.

<table>
<thead>
<tr>
<th>IB Higher Level Subject Exam</th>
<th>Scores</th>
<th>Units</th>
<th>RC Course Equivalent</th>
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<tr>
<td>Art-Visual</td>
<td>4</td>
<td>0</td>
<td>Competency only in ART</td>
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<tr>
<td></td>
<td>5,6,7</td>
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<td>Credit in ART</td>
</tr>
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<td>Foreign Language (A1 or B):</td>
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<tr>
<td>Chinese, French, German,</td>
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<td>1.0</td>
<td>Credit in 201 level of language</td>
</tr>
<tr>
<td>Japanese, Spanish</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Biology</td>
<td>4</td>
<td>0</td>
<td>Competency only in BIOL I</td>
</tr>
<tr>
<td></td>
<td>5-7</td>
<td>1.0</td>
<td>Credit in BIOL I</td>
</tr>
<tr>
<td>Business &amp; Management</td>
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<td>0</td>
<td>Competency only in BUAD</td>
</tr>
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<td></td>
<td>5-7</td>
<td>1.0</td>
<td>Credit in BUAD-general elective</td>
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<tr>
<td>Chemistry</td>
<td>4</td>
<td>0</td>
<td>Competency only in CHEM 111</td>
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<td>5-7</td>
<td>1.0</td>
<td>Credit in CHEM 111</td>
</tr>
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<td>Subject</td>
<td>Credits</td>
<td>Competency Only Credit</td>
<td>Notes</td>
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<td>Computer Science</td>
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<tr>
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<td>5-7</td>
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<td>Credit in ECON</td>
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<tr>
<td>Film Studies</td>
<td>4</td>
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<td>5-7</td>
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<td>Credit in ENGL 256</td>
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<td>Credit in GEOG</td>
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<td>Greek</td>
<td>4</td>
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</tr>
<tr>
<td></td>
<td>5-7</td>
<td>1.0</td>
<td>Credit in GREEK 201</td>
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<tr>
<td>History—Africa; East &amp; Southeast Asia &amp; Oceania; Islamic World; South Asia &amp; Middle East</td>
<td>4</td>
<td>Competency only in HIST</td>
<td>Credit in HIST</td>
</tr>
<tr>
<td>History—Americas</td>
<td>4</td>
<td>Competency only in HIST 200</td>
<td>Credit in HIST 200</td>
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<tr>
<td>History—Europe</td>
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<td>Credit in PHYS 103</td>
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<tr>
<td></td>
<td>5-7</td>
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</tr>
<tr>
<td></td>
<td>5-7</td>
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<td></td>
</tr>
</tbody>
</table>
Other competency standards

**BIOLOGY**
Competency may be attained in Introductory Biology by earning a score of score of 630 on the SAT II Subject Test in Biology with no secondary school grade lower than a “B” or its equivalent in a biology course.

**CHEMISTRY**
Competency may be attained in Chemistry 111 by earning a score of 630 on the SAT II Subject Test in Chemistry with no secondary school grade lower than a “B” or its equivalent in a chemistry course. For competency in Chemistry 111-112 (General Chemistry), a student must score in the 50th percentile or better on the American Chemical Society (ACS) Exam in General Chemistry. For competency in advanced courses, a student must score in the 50th percentile or better on the appropriate ACS Exam.

**HEALTH and HUMAN PERFORMANCE**
Competency will be granted in one team sport or one individual sport through a full season of varsity intercollegiate participation.

**HISTORY**
Competency may be attained in History 140 (Modern World) or History 200 (US History) by earning a score of 590 on the SAT II Subject Test in American History or World Civilization.

**LANGUAGES**
Competency for the 101, 102, and 201 courses in a foreign language may be attained by students who earn: (1) a minimum score of 570 on the SAT II Subject Test in a foreign language or (2) a score of 3 on the appropriate language Advanced Placement Test. Competency will otherwise be determined on an individual basis by scores on an examination administered by the Roanoke College faculty. Students who successfully complete the 102- or 150-level foreign language course will be awarded competency at the 101-level. Students who successfully complete the 201-level foreign language course will be awarded competency at the 101- and 102-level.

**MUSIC**
Competency for Fundamentals of Music (MUSC 150) will be awarded on an individual basis as determined by the scores of an examination administered by Roanoke College Music faculty.

**PHYSICS**
Competency may be attained in introductory physics by earning a score of 650 on the SAT II Subject Test in Physics. Competency in advanced physics courses may be determined on an individual basis by the completion of an examination administered by the department.

Transfer Credit
Credit for academic work completed elsewhere will be accepted by official transcripts from regionally accredited colleges and universities if the courses are appropriate to the academic curriculum of Roanoke College. At least 17 of the total units required to graduate from Roanoke College (excluding Health and Human Performance 160 and health and Human Performance activities) must be earned at Roanoke College. At least one-half of the minimum number of units required for a major must be completed at Roanoke College. After a student has registered with Roanoke College, degree credit will be granted only for elective courses and, in exceptional cases, up to a total of two units in the student’s major or minor or concentration taken at another institution. Transfer credit will not be approved for courses taken to meet core requirements.

Approval for courses taken in the major, minor, or concentration must be obtained in advance from the departmental chairperson and the Registrar. Approval will not be granted for courses previously failed at
Roanoke College. Credit will be granted for work in which a grade of “C-” or higher has been earned; transfer grades will neither appear on the Roanoke College transcript nor be used in calculation of the cumulative or major grade point average. Exceptions to these policies may be made in extenuating circumstances as approved by the Panel on Admissions, Re-Admissions and Appeals.

The College does not accept credit for nonacademic experiential learning or professional certificates. However, in cases where coursework is appropriate to the academic curriculum of the College, exceptions may be made for military service school credit, as evaluated by the American Council on Education’s Guide to the Evaluation of Educational Experiences in the Armed Services.

Through a long-standing agreement with Hollins University, Roanoke College will grant academic credit for courses appropriate to a Roanoke College program, including grades and quality points, to those regular students who, with the approval of the appropriate advisor or departmental chairperson and the Office of the Registrar, enroll in a course at Hollins, assuming that the course concerned is not currently available to the student through Roanoke College. The agreement applies only to fall and spring terms.

There are additional conditions and limitations on transfer credit for persons seeking a second degree. Degree credit will not be granted to a student for courses taken at any institution when the student is in a status of suspension or expulsion from Roanoke College or any other college or university.

Part XIII. Guide to Choosing a Mathematics Course

The following are general guidelines for choosing a mathematics course based on your preparation in high school. Use these guidelines in conjunction with the requirements of your anticipated major.

INQ 240: This course is appropriate for students in any major except mathematics, applied computer science, and computer science (those majors take a calculus-based statistics course later).

MATH 111: This course is designed primarily for business and economics majors though it is open to others. The course requires strong high school algebra skills. Good performance in Algebra II or a higher level math course is recommended.

MATH 118 and MATH 121: Students who wish to major in mathematics, computer science, or one of the physical sciences will take one of these two courses as their first calculus course. All students interested in taking calculus will be enrolled in MATH 118 (Differential Calculus) and will take a Calculus Placement Test offered by the MCSP Department to determine whether MATH 118 or MATH 121 is best suited for the student. A very strong high school mathematics background in algebra and at least one course beyond Algebra II (such as pre-calculus) is highly recommended. High school calculus is not required.

MATH 122: The section of Math 122 offered in the fall semester is intended for students with a strong high school background in calculus. In particular, a student who did well in a Calculus AB Advanced Placement course should start with this course. The course will provide an overview of the material in a typical high school calculus course, adding the depth typical of a college calculus course, before covering the topics in Math 122 that are not usually included in high school calculus.

You may find the chart on page 29 helpful in monitoring your progress through the Intellectual Inquiry curriculum.
First Year Seminars

INQ 110: Intellectual Inquiry

INQ 120: Living an Examined Life

Perspectives Courses

- Students must take two courses in the Social Sciences from different disciplines (INQ 260), two in the Humanities and Fine Arts (INQ 270, 271), and three in the Natural Sciences and Mathematics (INQ 240, 250, and either 241 or 251).

- Students may substitute up to three disciplinary courses outside INQ for INQ courses in the divisions of those disciplines. However, students must take at least one INQ course from each division (Natural Sciences & Mathematics, Social Sciences, and Humanities & Fine Arts). See website for allowed substitutions.

- Students must take at least one 200-level INQ course designated Global by a G in the section notation.

<table>
<thead>
<tr>
<th>Natural Sciences &amp; Mathematics Division</th>
<th>Global? Need at least one G</th>
<th>Grade in the INQ Course</th>
<th>Disciplinary Course Substitute (at most 3)</th>
</tr>
</thead>
<tbody>
<tr>
<td>INQ 240 Statistical Reasoning</td>
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<tr>
<td>INQ 250 Scientific Reasoning I (Lab Science)</td>
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<tr>
<td>INQ 241 Mathematical Reasoning OR INQ 251 Scientific Reasoning II (Non-lab Science)</td>
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<tr>
<td>Social Sciences Division</td>
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<tr>
<td>INQ 260 Social Scientific Reasoning (1st discipline)</td>
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<tr>
<td>INQ 260 Social Scientific Reasoning (2nd discipline)</td>
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<tr>
<td>Humanities &amp; Fine Arts Division</td>
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<tr>
<td>INQ 270 Human Heritage I</td>
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<tr>
<td>INQ 271 Human Heritage II</td>
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</tbody>
</table>

THE CAPSTONE (All requirements above must be completed BEFORE taking INQ 300)

INQ 300 Contemporary Issues

INTENSIVE LEARNING

INQ 177/277/377/477

FOREIGN LANGUAGE (Through 201)

101 (if needed) Completed
102 or 150 (if needed) Completed
201 Completed

HEALTH and HUMAN PERFORMANCE

HHP 160 Fitness for Life
HHP Activity Course

Summary Checklist:

- at least one 200-level INQ course from each Division
- at least one Global from the 200-level INQ courses
- 2.0 cumulative average in all INQ courses
Name: ________________________________________________________________

Area(s) of Interest (pages 7-11): __________________________________________

Course #1: INQ 110 or Honors 110

    Choice #1 ________________________________
    Choice #2 ________________________________
    Choice #3 ________________________________
    Choice #4 ________________________________
    Choice #5 ________________________________

Course #2:

    Choice #1 ________________________________
    Choice #2 ________________________________

Course #3:

    Choice #1 ________________________________
    Choice #2 ________________________________

Course #4:

    Choice #1 ________________________________
    Choice #2 ________________________________

Special circumstances:

Course #5:

    Choice #1 ________________________________
    Choice #2 ________________________________