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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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 description of the Intellectual Inquiry (INQ) requirements can be found on pages 5-6. You will want to track your progress on completing INQ requirements using the check sheet found on page 26. 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 your 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 pages 27 & 28, the Setting Course(s) For Your Journey Worksheet.
2. Record your chosen foreign language on your Worksheet. 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. Regardless of your choice, you will take the Foreign Language Placement Test. 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 6-11 for Suggested First-Term Courses Based upon Areas of Interest.
5. 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. You will be provided a complete list of available sections in a separate communication. Record the section letters (A, B, etc.) and titles on your Worksheet. Your advisor will help you select one from this list that works with the times of your other classes.
6. 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 16-18 for descriptions of additional INQ courses. A list of other courses that may be of interest can be found on pages 19.

Have your completed Worksheet 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 19-24.

Part I. Intellectual Inquiry: Asking Questions to Find Your Way
Welcome to the Intellectual Inquiry Curriculum, or INQ as we like to call it around campus. Even students who are excited about classes may still have nagging thoughts in the back of their heads. Why do I have to take certain classes? Why can’t I just take the courses I’m interested in? Is this going to be a waste of my time? After all, who wants to take required courses? When Roanoke’s faculty designed the INQ Curriculum, however, we chose to use these courses to help students develop skills needed both to get jobs, but also to live rich, meaningful, satisfying lives.

Intellectual Inquiry means not just answering questions, but figuring out which questions to ask, questioning things we read or hear, questioning others and questioning ourselves. This is why we start with a focus on critical thinking and reading. We ask students to write because writing helps us bring order to our thoughts, and requires us to marshal evidence to convince ourselves and others of the positions we take. INQ courses explore mathematics, natural sciences, social sciences, and the humanities. At first blush, these requirements probably seem designed to force students to study topics they didn’t find interesting enough to major in. Students should expect to learn some facts in these courses, but the real emphasis is on the questions these disciplines ask, the places they look for answers, and the evidence needed to form a convincing argument. Each discipline is a bit different from the others, but none has a monopoly on truth. In fact, few problems really worth solving can be tackled by one discipline alone. Ask the citizens of Flint, Michigan how we can solve their problems. Flint doesn’t need a dozen experts trained only in narrow specialties. Flint needs chemists who understand economics, politicians who value environmental justice, ethicists grounded in business, and educators who grasp the biological and psychological challenges inflicted upon Flint’s children. Flint needs what the graduates of liberal arts colleges like Roanoke develop by educating whole persons beyond narrow majors and beyond the classroom.
Intellectual Inquiry is about thinking, questioning, writing, speaking, evaluating ideas, applying knowledge in new contexts, and working with others to find solutions to complex problems. That's heady stuff. And it easily fades from view when the task at hand is to calculate a p-value, write three more pages before falling asleep, or decipher Kant's arguments. Every so often, we all need to step back and ask why we are doing this hard work. When the answers aren't obvious to you, question your professors, your advisor, and your friends. Use the skills you have developed at Roanoke to find the answers.

Do INQ courses actually help students accomplish the lofty goals I mentioned above and develop skills that employers value? Yes. Faculty collect data on this every semester. We can document that the quality of student writing and oral presentations improves significantly across four years at Roanoke. Seniors know how much they have grown, and they tell us this when we survey them. Back in 2006 before we offered INQ, 37% of seniors strongly agreed that their Roanoke education helped them integrate knowledge from multiple disciplines. In 2015, 62% of seniors strongly agreed with that statement. That is a huge difference.

Roanoke graduates are prepared to take on Flint and all of the other important challenges our world faces. I hope you will remember this when you apply for an internship or job. Talk about the skills you have developed both in your major and beyond. Talk about how Roanoke has helped you develop skills and asked you to apply those skills to complex problems.

Dr. Gail Steehler
Associate Dean for Academic Affairs and General Education

This essay was the basis for a letter to the editor of The Brackety-Ack, April 22, 2016

**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 in intended major or another course of interest

Note: HNRS 110 and HNRS 111 instructors must match

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

Actuarial Science:
- INQ 110 (First-Year Seminar)
- ECON 121 (Microeconomics) or ECON 122 (Microeconomics)
- MATH 118 (Differential Calculus), MATH 121 (Calculus I) or higher
- Foreign Language, if needed or desired, or another course of interest

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), or ART 171 (Ceramics I)

- ARTH 150 (Art, Culture, & Society I), or another course of interest
- Foreign Language, if needed or desired, or another 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

Note: The Athletic Training major requires a minimum 2.5 major-area and cumulative GPA.

Biochemistry:
- INQ 110 (First-Year Seminar)
- CHEM 111 (General Chemistry I: Foundations) or CHEM 117 (General Chemistry I: Advanced Principles and Applications)
- MATH 118 (Differential Calculus) or 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)
• CHEM 111 (General Chemistry I: Foundations) OR CHEM 117 (General Chemistry I: Advanced Principles and Applications)
• 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 Comp 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)

• CRWR 230 (Reading as a Writer), 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 121 (Microeconomics)
• 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:**
**Elementary - Interdisciplinary Studies Major**
(This major provides two options: 1) PK-6 teacher licensure for public schools, or 2) Professional studies in education-related fields outside of public school teaching.
• INQ 110 (First-Year Seminar)
• EDUC 210 (Principles of Education)
• Foreign Language, if needed or desired
• INQ 240 (Statistical Reasoning), HIST 110 (Ancient World), HIST 200 (United States History), or CLST 231 (Literature and Language)

**Middle, Secondary, and K-12 Education Endorsement Programs**
• INQ 110 (First-Year Seminar)
• EDUC 210 (Principles of Education)
• Foreign Language, if needed or desired, or another course of interest
• Course in the major area, INQ 240 (Statistical Reasoning), or EDUC 250 (Scientific Reasoning I)
• NOTE: While middle, secondary, and K-12 Education programs are not majors, there are a number of courses these students will take in order to obtain a teacher’s license. All who desire to teach at these grade levels should take EDUC 210, 240 and 250 during the freshman year and visit Bast 248 to be assigned an 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
• 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)
• Foreign Language, if needed or desired, or consider BIOL 180 or CHEM 111 or 117, if interested in science track
Take two of the following three:
• ENSC 101 with lab (Introduction to Environmental Science)
• ENST 103 (Introduction to Environment and Culture)
• ENST 105 (Environment and Society)

French:
• INQ 110 (First-Year Seminar)
• FREN 101 (Elementary French I), 150 (Elementary French Review), 201 (Intermediate French I), 202 (Intermediate French II), or 301 (French Conversation)
• 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 241, 273, or another course of interest

Literary Studies (English):
• INQ 110 (First-Year Seminar)
• 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 (Intro to Computer Science I)
• Foreign Language, if needed or desired, or another course of interest
• note: Many mathematics majors take PHYS 201 (General Physics I) in the spring term 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 OR 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
- Course of interest

Pre-med/pre-vet/pre-dent/pre-pharmacy/physical therapy/pre-physician assistant:
If you have an intended major, follow the suggestions for that major; if you are pre-med, pre-vet, pre-dental, or pre-pharmacy, integrate CHEM 111 into 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 to Psychology) or INQ 260PY (Psychological taught INQ 260)
- INQ 240 (Statistical Reasoning) or another course of interest
- Foreign Language, if needed or desired, or another course of interest

If you have credit or competency for PSYC 101, take one of the following: PSYC 221, 231, 241, 251.

Psychology (Bachelor of Science):
- INQ 110 (First-Year Seminar)
- PSYC 101 (Introduction to Psychology) or INQ 260PY (Psychological taught INQ 260)
- INQ 240 (Statistical Reasoning) or any introductory level Math or Science course
- Foreign Language, if needed, or another course of interest or STEM course (BIOL 180 or above, CHEM 111 or above, CPSC 120 or above, MATH 111 or above, PHYS 102 or above, STAT 202 or above)

If you have credit or competency for PSYC 101, take one of the following: PSYC 221, 231, 241, 251.
Public Health Studies
- INQ 110 (First-Year Seminar)
- PHST 201 (Introduction)
- Foreign Language, if needed or desired, or another course of interest
- Course of interest

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), ANTH 101 (Introduction), 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

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
- THEA 103 (Theatre Workshop ¼ unit)
- Course of interest

Part III. INQ Courses Offered FALL 2017

INQ 110 Sections:

SECTION: A    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.

SECTION: BB    The Age of the Model T
What can the Model T Ford, the moving assembly line, and the man who developed them both reveal about how the United States was changing in the 1920s? The Model T, a wildly popular and affordable invention of the 19-teens, symbolizes tensions about the modern world that the nation would be forced to confront in the 1920s. For every seemingly positive development (efficiency, increased production, better wages, freedom of movement, cheaper goods) came troubling consequences (numbing working conditions, corporate interference in workers’ lives, the proliferation of advertising, changing sexual mores, standardization). Henry Ford himself was a walking contradiction, championing modern
technology as he longed to preserve a “simpler” American past. In this class we will concentrate on building reading, writing, and critical thinking skills as we explore the tensions of the 1920s from the perspective of the discipline of History.

SECTION: C  Marriage and 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.

SECTION: CC1 and CC2  Black Lives Matter
In recent years, the #BlackLivesMatter movement has refocused national attention on issues of racial injustice and violence in the United States of America. Through mass protests and online campaigns, activists involved with the #BlackLivesMatter movement have generated new and productive conversations about the role of race in contemporary America. Critics of the movement have labeled the movement as a passing fad, a critique that fails to register the range of ways that activists are effectively engaged in a long-running conversation about America’s political and social history. In contrast, this course provides an interdisciplinary reading of the #Black Lives Matter movement that places it within a longer history of intellectual debate about the role of race and racial identity in American history.

SECTION: D  Scientist and 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).

SECTION: DD  Sinking and Swimming
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.

SECTION: FF  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?

SECTION: I  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.

SECTION: II  Women in the Workplace
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.

SECTION: J1, J2, or J3  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.

SECTION: JJ  Animals-Humans-Robots
In the 21st century some people look towards animals and the natural world for inspiration, and others towards robots and artificial intelligence. This class explores how both groups define the human condition in starkly different ways. The first group wants to orient our sense of ourselves towards organic diet, finding common ground with animals, and seeing humans as merely another animal species. The second group looks for inspiration to technology, and seeks to augment human potential through biophysical modifications, artificial enhancements, and human-computer symbioses. We will examine the aspirations of both groups as they are represented in essays, novels, short stories, and films. This class is an historical, literary, and philosophical exploration of how we have come to view the human condition in the early 21st century—as demonstrated by our concepts of animals and artificial life. The many questions we will consider include, are we a part of or apart from nature? and who are we?

SECTION: K  Visual Culture & Graphic Novel
This course serves as an introduction to critical methods in popular culture studies, with a focus on the graphic novel as cultural product and practice. Together, we will explore the ways in which meanings emerge in several celebrated texts of the graphic novel genre, as well as some emerging classics. The exploration of visual culture, the image as text and the graphic novel genre will lead us to interesting questions. How do we make meaning out of the image? How do images speak to us? What is Visual Culture? What is a graphic novel? Where are graphic novels situated in popular culture? What does it mean to claim that graphic novels are both marginalized genre and marginalized subject? How do graphic novels work? These questions and many others will guide our investigations of the graphic novel.
SECTION: KK  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.

SECTION: L1 or L2  Race and 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.

SECTION: M1, M2, M3, or M4  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”?

SECTION: O  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.

SECTION: P  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.

SECTION: Q  Life and Death on 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?

SECTION: R  Mind and 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.

SECTION: S  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.

SECTION: T  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.

SECTION: U1 or U2  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.

SECTION: V2 or V3  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. 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. This term the course will focus on films on the 1980s. This course includes an extra weekly session in the evening to view films.
SECTION: W1 or W2  Exploring a “Sense of Place”
We have lifelong interaction with the landscape—we conduct our daily lives in it, we seek both the familiar and the exotic in it, and it holds our memories and reveals our values—yet these relationships often go unexamined. What does it mean to know a place? How can we study or “read” it? Does place shape us or do we shape it? How does place change over time? This course will focus on an inherently interdisciplinary topic, “sense of place,” using a variety of methods (verbal, physical, visual, etc.) and approaches (literature, history, geography, visual art, etc.) in an effort to comprehend a difficult but powerful subject. Our critical investigation of place/landscape may include the dynamics of insider/outsider, subjectivity/objectivity, and real/ideal—themes that are both personal and universal. By learning to read the landscape, we will better understand our place in it. Use your eyes, be curious, seek answers.

SECTION: X  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.

SECTION: Z  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.

The 200-level INQ courses below satisfy other general education requirements. Students might take one in their first semester depending upon the other courses needed.

INQ 260BU-A  How Does Technology Impact Us  Dr. Galluch
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 260PS-G1  Human Security-Global  Dr. Mihalache-O’Keef
This course encourages students to think critically about human security, which has recently become an important topic in the field of International Politics. Based on a set of readings, lectures, and discussions, students will first develop their own understanding of a secure life. Subsequently, they will explore how reality in the US and around the world matches up to their definitions and will also examine some of the political and economic determinants of human security. Throughout the course, we will emphasize the
multidimensional nature of human security, reviewing topics like political violence, human development, poverty, food security, environmental threats, human trafficking, and gender-based violence.

**INQ 260SO-G3  Pursuit of Social Justice-Global  Dr. Sarabia**

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 270-F  Does Art Imitate Life?  Dr. Long**

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  Greek and Roman Theatre  Prof. Ruhland**

The ancient Athenians and Romans developed the foundations of what we know today as “theatre.” This course explores the traditions of Greek and Roman theatre and popular entertainment. It examines the importance of myth, ritual, religion, art, politics, collaboration, and the profound impact theatre had on their society. By scrutinizing Greek and Roman play scripts, myth, artwork, and other writing, we endeavor to answer the questions: What value did ancient Athenians and Roman give to theatre? What place did theatre hold in their lives?

**INQ 270-J  Islamic Spain  Dr. Wallace Fuentes**

For more than 700 years, parts of what today we know as Spain were controlled by Islamic peoples. As Western Europe was mired in its “dark ages,” the cities of Islamic Spain were glittering, sophisticated beacons of a different world, where Jews, Muslims, and Christians lived together. In their libraries and scriptoriums, the lost treasures of Europe’s classical past were translated from Arabic and Hebrew and reintroduced to European scholars, and Arabic advances in science, math, agriculture, and the arts were brought into Europe for the first time. What role did Islamic Spain play in the foundations of the European intellectual tradition? How did the three great monotheistic religions coexist in Islamic Spain?

**INQ 271-B  Science vs. Religion?  Dr. Wisnefske**

Does science make religion obsolete? This course examines the clash between modern science and religion in the Western world. It will focus on the debates between the natural sciences and Christian thought over questions such as evolution, the nature and destiny of the physical universe, and the status of our knowledge of nature. The rise of modern science set off a revolution in thinking which religion and philosophy are still adjusting to, and it has largely been responsible for setting Western life and thought on its distinctive course. We will examine in particular how contemporary physicists, biologists, and theologians understand the controversies that arose during this time, and what room for compatibility they see between science and religion today.
INQ 271-C  The Golden Age of Spain  Dr. Kalinoski
Spain’s political power in the sixteenth and seventeenth centuries was accompanied by an impressive cultural development in literature and in the arts, and is known as its golden age, a term that attests to both high quality and innovation. We will study Spain during this period principally through selected literary works of various genres observing their formal literary aspects and studying their larger historical and cultural contexts. Like all great writers, Cervantes, Lope de Vega, Tirso de Molina, Calderón de la Barca, María de Zayas y Sotomayor, and others captured the spirit of their age, but also created works whose characters and themes are always relevant regardless of time and place. The literary expression of the golden age gives testimony to the vitality and resilience of Spain as it experienced both triumph and failure during the Western early modern period. The methodologies employed will consist of the basic elements of literary criticism as applied to genre combined with historical and cultural contexts in order to arrive at a fuller understanding of the works we will read.

INQ 271-D  Henry VIII  Dr. Gibbs
This course is about Henry VIII, his wives, ministers, and the rest of the people in his kingdom(s). The course is about us too. It is also about some Victorian authors; and about some twentieth-century authors; and even some twenty-first-century authors. We will examine how texts have represented different events from Henry’s reign. Historians writing in the late Victorian period, the modern era, and the post-modern era have presented the period and the main historical figures in strikingly different fashions. In order to comment upon how contemporary concerns have influenced the “image” or “construction” of Henry VIII, his wives, and ministers, we will compare and contrast these representations in our search for a wiser understanding of historical methodology.

INQ 271-G2  Energy & Culture-Global  Dr. Emmett
National and religious leaders, international NGOs, and researchers have all called for a transition to greener energies to mitigate the threatening consequences of increasing population, consumption, and climate change. But how do we get from here (avg. US households using 11,000+ kwH/year, primarily from non-renewables) to there? To answer this practical question, this INQ course seeks to answer several questions of culture and environmental history: How are energy use and overall quality of life related? What forces shaped past energy transitions? How are energy use and choice shaped by culture? Europeans use about 2-3 times less energy per household than US households, despite similar lifestyles and comparable systems of government. Why? We will study how past societies substituted oil and gas for wind and animal power, for example, then hydro and nuclear for coal-powered electricity. What cultural factors are driving the surge in non-conventional oil and gas development in Canada and Australia? Finally, what might a culture of sufficient energy look like?

INQ 271-G4  The Golden Age of Spain
Spain’s political power in the sixteenth and seventeenth centuries was accompanied by an impressive cultural development in literature and in the arts, and is known as its golden age, a term that attests to both high quality and innovation. We will study Spain during this period principally through selected literary works of various genres observing their formal literary aspects and studying their larger historical and cultural contexts. Like all great writers, Cervantes, Lope de Vega, Tirso de Molina, Calderón de la Barca, María de Zayas y Sotomayor, and others captured the spirit of their age, but also created works whose characters and themes are always relevant regardless of time and place. The literary expression of the golden age gives testimony to the vitality and resilience of Spain as it experienced both triumph and failure during the Western early modern period. The methodologies employed will consist of the basic elements of literary criticism as applied to genre combined with historical and cultural contexts in order to arrive at a fuller understanding of the works we will read.
INQ 271-I American Souths  Dr. Stewart
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.

Part IV. Additional Courses for 1st-Year Students
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. NOT ALL ARE OFFERED THIS FALL.

ANTHROPOLOGY
ANTH 101  Introduction to Cultural Anthropology

ART
ART 111  Drawing I
ART 121  Painting I
ART 131  Photography I
ART 171  Ceramics I

ART HISTORY
ARTH 150  Art, Culture, & Society I
ARTH 286  19th Century European Art

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

HISTORY
HIST 120  The Medieval World
HIST 140  The Modern World
HIST 200  United States History
HIST 205  Introduction to Public History
HIST 235  Witch-Hunts in Early Modern Europe

HIST 255  South Africa
HIST 282  Modern East Asia
HIST 284  Modern Middle East

MUSIC
MUSC 150  Fundamentals of Music

PHILOSOPHY
PHIL 191  Introductory Topics: Ethics
PHIL 221  Philosophy of Religion

RELIGION
RELG 130  Living Religions of the World
RELG 216  Pauline Christianity
RELG 225  Religious Life of Young Adults

Theater
THEA 125  Stagecraft
THEA 211  Acting I

Part V. 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>
</tr>
<tr>
<td></td>
<td>4-5</td>
<td>1.0</td>
<td>Credit in ARTH 150</td>
</tr>
<tr>
<td>Biology</td>
<td>3</td>
<td>0</td>
<td>Competency only in BIOL I</td>
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<tr>
<td></td>
<td>4-5</td>
<td>1.0</td>
<td>Credit in BIOL I</td>
</tr>
<tr>
<td>Calculus AB</td>
<td>3</td>
<td>0</td>
<td>Competency only in MATH 121</td>
</tr>
<tr>
<td></td>
<td>4-5</td>
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</tr>
<tr>
<td>Calculus BC (For AB subscores, refer to the Calculus AB information above.)</td>
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<td>0</td>
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<td></td>
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<td>1.0</td>
<td>Credit in MATH 122</td>
</tr>
<tr>
<td>Chemistry</td>
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<tr>
<td></td>
<td>4-5</td>
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</tr>
<tr>
<td>Comparative Government &amp; Politics</td>
<td>3</td>
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<td>Credit in POLI 111</td>
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<tr>
<td>Computer Science A</td>
<td>3</td>
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<td></td>
<td>4-5</td>
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<td>Credit in CPSC 120</td>
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<tr>
<td>Computer Science AB</td>
<td>3</td>
<td>0</td>
<td>Competency only in CPSC 170</td>
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<tr>
<td>Course</td>
<td>Credit</td>
<td>Competency Only In</td>
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<tr>
<td>English (Literature &amp; Composition or Language &amp; Composition)</td>
<td>3</td>
<td>Competency only in English elective</td>
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<td></td>
<td>4-5</td>
<td>Credit in English elective</td>
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<tr>
<td>Environmental Science</td>
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<td></td>
<td>4-5</td>
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<tr>
<td>European History</td>
<td>3</td>
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<td>Credit in HIST 140</td>
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<tr>
<td>Human Geography</td>
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<td></td>
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<tr>
<td>Language &amp; Culture: Chinese, French, German, Italian, Japanese, or Spanish</td>
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<tr>
<td>Latin Literature</td>
<td>3</td>
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<tr>
<td>Latin: Vergil</td>
<td>3</td>
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<td></td>
<td>4-5</td>
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<tr>
<td>Macroeconomics</td>
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<td>Microeconomics</td>
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<td>4-5</td>
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<td>Music Theory</td>
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<td></td>
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<tr>
<td>Physics B</td>
<td>3</td>
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<tr>
<td></td>
<td>4-5</td>
<td>Credit in PHYS 103</td>
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<tr>
<td>Physics C: Mechanics</td>
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<td>Credit in PHYS 103</td>
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<tr>
<td>Physics C: Electricity &amp; Magnetism</td>
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<tr>
<td>Psychology</td>
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<td></td>
<td>4-5</td>
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<tr>
<td>Statistics</td>
<td>3</td>
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<td>Credit in Statistics 1</td>
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<tr>
<td>Studio Art</td>
<td>3</td>
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<td></td>
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<td>Credit in ART 111, 151, or 171</td>
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<tr>
<td>U.S. Government &amp; Politics</td>
<td>3</td>
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### 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>
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<td></td>
<td>5,6,7</td>
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<td>Foreign Language (A1 or B): Chinese, French, German, Japanese, Spanish</td>
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<td>0</td>
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<td></td>
<td>5-7</td>
<td>1.0</td>
<td>Credit in 201 level of language</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>
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<td>Credit in BIOL I</td>
</tr>
<tr>
<td>Business &amp; Management</td>
<td>4</td>
<td>0</td>
<td>Competency only in BUAD</td>
</tr>
<tr>
<td></td>
<td>5-7</td>
<td>1.0</td>
<td>Credit in BUAD-general elective</td>
</tr>
<tr>
<td>Chemistry</td>
<td>4</td>
<td>0</td>
<td>Competency only in CHEM 111</td>
</tr>
<tr>
<td></td>
<td>5-7</td>
<td>1.0</td>
<td>Credit in CHEM 111</td>
</tr>
<tr>
<td>Computer Science</td>
<td>4</td>
<td>0</td>
<td>Competency only in CPSC 120</td>
</tr>
<tr>
<td></td>
<td>5-7</td>
<td>1</td>
<td>Credit in CPSC 120</td>
</tr>
<tr>
<td>Economics</td>
<td>4</td>
<td>0</td>
<td>Competency only in ECON</td>
</tr>
<tr>
<td></td>
<td>5-7</td>
<td>1.0</td>
<td>Credit in ECON</td>
</tr>
<tr>
<td>Film Studies</td>
<td>4</td>
<td>0</td>
<td>Competency only in ENGL 256</td>
</tr>
<tr>
<td></td>
<td>5-7</td>
<td>1.0</td>
<td>Credit in ENGL 256</td>
</tr>
<tr>
<td>Geography</td>
<td>4</td>
<td>0</td>
<td>Competency only in GEOG</td>
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<tr>
<td></td>
<td>5-7</td>
<td>1</td>
<td>Credit in GEOG</td>
</tr>
<tr>
<td>Greek</td>
<td>4</td>
<td>0</td>
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</tr>
<tr>
<td></td>
<td>5-7</td>
<td>1.0</td>
<td>Credit in GREK 201</td>
</tr>
<tr>
<td>History—Africa; East &amp; Southeast Asia &amp; Oceania; Islamic World; South Asia &amp; Middle East</td>
<td>4</td>
<td>0</td>
<td>Competency only in HIST</td>
</tr>
<tr>
<td></td>
<td>5-7</td>
<td>1.0</td>
<td>Credit in HIST</td>
</tr>
<tr>
<td>History—Americas</td>
<td>4</td>
<td>0</td>
<td>Competency only in HIST 200</td>
</tr>
<tr>
<td>Subject</td>
<td>Score</td>
<td>Competency</td>
<td>Credit</td>
</tr>
<tr>
<td>------------------</td>
<td>-------</td>
<td>------------</td>
<td>------------</td>
</tr>
<tr>
<td>History—Europe</td>
<td>4</td>
<td>Competency only in HIST 140</td>
<td>Credit in HIST 140</td>
</tr>
<tr>
<td></td>
<td>5-7</td>
<td>1</td>
<td>Credit in HIST 200</td>
</tr>
<tr>
<td>History—World</td>
<td>4</td>
<td>Competency only in HIST 140</td>
<td>Credit in HIST 140</td>
</tr>
<tr>
<td></td>
<td>5-7</td>
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<td>Credit in HIST 140</td>
</tr>
<tr>
<td>Latin</td>
<td>4</td>
<td>Competency only in LATN 201</td>
<td>Credit in LATN 201</td>
</tr>
<tr>
<td></td>
<td>5-7</td>
<td>1.0</td>
<td>Credit in LATN 201</td>
</tr>
<tr>
<td>Mathematics</td>
<td>4</td>
<td>Competency only in MATH</td>
<td>Credit in MATH</td>
</tr>
<tr>
<td></td>
<td>5-7</td>
<td>1.0</td>
<td>Credit in MATH</td>
</tr>
<tr>
<td>Music</td>
<td>4</td>
<td>Competency only in MUSC 150</td>
<td>Credit in MUSC 150</td>
</tr>
<tr>
<td></td>
<td>5-7</td>
<td>1.0</td>
<td>Credit in MUSC 150</td>
</tr>
<tr>
<td>Physics</td>
<td>4</td>
<td>Competency only in PHYS 103</td>
<td>Credit in PHYS 103</td>
</tr>
<tr>
<td></td>
<td>5-7</td>
<td>1.0</td>
<td>Credit in PHYS 103</td>
</tr>
<tr>
<td>Psychology</td>
<td>4</td>
<td>Competency only in PSYC 101</td>
<td>Credit in PSYC 101</td>
</tr>
<tr>
<td></td>
<td>4-7</td>
<td>1.0</td>
<td>Credit in PSYC 101</td>
</tr>
<tr>
<td>Theatre Arts</td>
<td>4</td>
<td>Competency only in THEA</td>
<td>Credit in THEA</td>
</tr>
<tr>
<td></td>
<td>5-7</td>
<td>1.0</td>
<td>Credit in THEA</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 VI. 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 26 helpful in monitoring your progress through the Intellectual Inquiry curriculum.
First Year Seminars
INQ 110: Intellectual Inquiry (FS1) Completed _____
INQ 120: Living an Examined Life (FS2) Completed _____

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 transferring to Roanoke after study at another college may transfer any or all 200-level INQ courses, BUT if three or more are transferred in, all remaining unmet requirements must be completed with INQ courses. No further disciplinary substitutions are allowed. Transfer codes are listed below. G as the 3rd letter in a transfer code stands for Global. Once students start at RC, they must complete general education requirements with RC courses; no further transfers are allowed.

<table>
<thead>
<tr>
<th>200-Level Requirements</th>
<th>Transfer Student Codes</th>
<th>INQ Course Taken</th>
<th>Disciplinary Course Substitute (at most 3)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Natural Sciences &amp; Mathematics Division</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>INQ 240 Statistical Reasoning</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>INQ 250 Scientific Reasoning I (Science w lab)</td>
<td>MA or MAG</td>
<td></td>
<td></td>
</tr>
<tr>
<td>INQ 241 Mathematical Reasoning OR</td>
<td>LB, LC, LP, LG or LL</td>
<td></td>
<td></td>
</tr>
<tr>
<td>INQ 251 Scientific Reasoning II (Without lab)</td>
<td>MA, MAG, LB, LC, LP, LL or NL</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Social Sciences Division</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>INQ 260 Social Scientific Reasoning (1st discipline)</td>
<td>SE, SEG, SP, SPG, SS, SSG, SG, SGG, SO, SOG</td>
<td></td>
<td></td>
</tr>
<tr>
<td>INQ 260 Social Scientific Reasoning (2nd discipline)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Humanities &amp; Fine Arts Division</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>INQ 270 Human Heritage I</td>
<td>H1, H1G</td>
<td></td>
<td></td>
</tr>
<tr>
<td>INQ 271 Human Heritage II</td>
<td>H2, H2G</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Global Perspective Requirement:
Students must take at least one course designated Global. See website for list of Global sections or a G in the section notation

Global-designated course ___________________________________________ Term taken ____________________

Capstone (All requirements above must be completed BEFORE taking INQ 300)
INQ 300 Contemporary Issues Completed _____

Intensive Learning (May Term)
INQ 177/277/377/477 Completed _____

Foreign Language (through 201)
101 (if needed) (F1) Completed _____
102 or 150 (if needed) (F2) Completed _____
201 (F3) Completed _____

Health & Human Performance
HHP 160 Fitness for Life (PE) Completed _____
HHP Activity Course (PE) Completed _____

26
Setting Course(s) for Your Journey

You may already know where you want your journey to take you – that’s great. Perhaps you have a general idea of what you want to do but are not really sure. Or maybe you have no idea and are hoping to discover your interests – that’s great too. College is about more than completing a degree – it’s about exploring ideas and pursuing one’s passions, and translating that into a purposeful life. Let’s start your journey!

**Step 1: Self-Assessment of Interests.**

a) What were your favorite courses in high school? Do **not** think about your favorite teacher, but rather list your favorite things to learn.

b) What makes a subject or activity especially interesting for you? (Check one or two)

<table>
<thead>
<tr>
<th>Seeing real applications</th>
<th>Making a difference to people</th>
<th>Connecting to big ideas</th>
</tr>
</thead>
<tbody>
<tr>
<td>Opportunities to be creative</td>
<td>Helping me understand myself</td>
<td>Helping me understand others</td>
</tr>
<tr>
<td>Cross-cultural connections</td>
<td>Seeing how it makes a difference in the world</td>
<td></td>
</tr>
</tbody>
</table>
| Challenging me | Understanding complexity | Something else?

**Step 2: Examination of Skills and Abilities.** One of the most important elements in plotting your journey is a realistic review of the strengths and weaknesses you start with. Below are some common skill areas. Put checks by 2 or 3 of your biggest strengths. Put a question mark by anything you view as a weakness or an area you really need to work on.

<table>
<thead>
<tr>
<th>Team collaboration</th>
<th>Writing</th>
<th>Learning languages</th>
</tr>
</thead>
<tbody>
<tr>
<td>Planning for big projects</td>
<td>Creativity</td>
<td>Mathematics</td>
</tr>
<tr>
<td>Analyzing literary/historical works</td>
<td>Science</td>
<td>Putting theory into practice</td>
</tr>
<tr>
<td>Helping others with challenges</td>
<td>Analyzing problems</td>
<td>Connecting across cultures</td>
</tr>
<tr>
<td>Art</td>
<td>Music</td>
<td>Connecting with individuals</td>
</tr>
</tbody>
</table>
Step 3: Building Your First Semester from First Year Seminar. Over the next four years you will take many courses, but the journey begins with a first year seminar. Students take INQ 110 their first semester. (Students in the Honors Program take HNRS 110.) Rank the section topics that you’d be most interested in taking.

<table>
<thead>
<tr>
<th>Section Letter</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>(1)</td>
<td></td>
</tr>
<tr>
<td>(2)</td>
<td></td>
</tr>
<tr>
<td>(3)</td>
<td></td>
</tr>
<tr>
<td>(4)</td>
<td></td>
</tr>
<tr>
<td>(5)</td>
<td></td>
</tr>
</tbody>
</table>

Step 4: Most students take foreign language in their first semester. Which is your preference? Note that students in the INQ Curriculum must complete at least the 201 level (3rd term) while students in the HNRS Curriculum must complete at least the 202 level.

___ Continue a language I’ve already started (0-3 semesters needed). ________________________________

___ Change to a new language and start in the fall (3 semesters needed). ________________________________

___ Take time off from language and start a new one in my sophomore year.

Step 5: The First Step of a Journey. List one or more subject areas or majors you’d like to explore to help find a direction for your journey. How sure are you that you will pursue them?

<table>
<thead>
<tr>
<th>Subject area, major, or career direction for a first step</th>
<th>How sure? (circle one)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Nearly positive 50:50</td>
</tr>
<tr>
<td></td>
<td>Nearly positive 50:50</td>
</tr>
<tr>
<td></td>
<td>Nearly positive 50:50</td>
</tr>
</tbody>
</table>

Step 6: Final thoughts. Your advisor will recommend additional courses until you have a total of four. Normally these are courses to help you choose a major, complete other requirements, or explore a particular interest. What should your advisor know about courses for this fall?

___ If it makes sense with the other courses I need this fall, I’d like to take ONE of these 200-level INQ courses:

___ If possible, it is important for me to try out more than one major this fall

___ Even if it is unrelated to a possible major, this fall I’d like to take a course in ____________________

___ I will or already have auditioned for a choir or musical ensemble.

___ I hope to play a varsity sport in the fall.

___ I am commuting or working off campus and that affects how I’d like class times scheduled.