New Student Pre-Registration Handbook 2012–2013
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ROANOKE COLLEGE 2012-2013

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 Classes for Your First Semester 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 40 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 27. 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 28, 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 possible majors 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 Intended Major. Record the suggestions on your Course Selection Sheet.
5. If you are in the Honors Program, consult page 7 for required courses.

6. All first-year students, except those in the Honors Program, take INQ 110. This first-year seminar course emphasizes critical reasoning and writing as you inquire into a topic. About 30 different topics are available. Consult pages 11-17. Select at least 5 sections of INQ 110 that interest you. 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 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 17-19 for descriptions of additional INQ courses. A list of other courses that may be of interest can be found on pages 19-20. 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 20-26.

Languages offered in Fall 2012*

- Chinese 101 (Elementary I), 201 (Intermediate I)
- French 101 (Elementary I), 150 (Elementary Review), 201 (Intermediate I), 301 (French Conversation II)
- Ancient Greek 101 (Elementary I)
- German 101 (Elementary I), 201 (Intermediate I), 301 (Composition & Conversation)
- Italian 101 (Elementary I), 201 (Intermediate I)
- Japanese 101 (Elementary I), 201 (Intermediate I)
- Latin 201 (Intermediate I)
- Russian 101 (Elementary I), 201 (Intermediate I)
- Spanish 101 (Elementary I), 150 (Elementary Review), 201 (Intermediate I), 202 (Intermediate II), 303 (Composition)

* 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 imbedded. 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: Western, Global, or Natural World. 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.

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 tool 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 “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 27 of this document as well as on the college’s Web site.

**Part II. Suggested First-Term Courses Based Upon Intended Major**

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 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 101 (Plenary Enrichment Program)
- HNRS 105 (The Freshman Experience)
- Course in intended major
- Foreign Language, if needed or desired, or another course of interest
- Course in 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

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

Know the requirements and track your progress.
Art:
• INQ 110 (First-Year Seminar)
• ART 111 (Drawing I) or ART 151 (Two-Dimensional Design)
• Foreign Language, if needed or desired, or another course of interest
• ART 121 (Painting I) or ART 131 (Photography I)
• ART 171 (Ceramics 1) or ART 181 (Sculpture I)
• ARTH 146 (Survey of Art History I: Prehistoric-Medieval) or another course of interest

Art History:
• INQ 110 (First-Year Seminar)
• ARTH 146 (Survey of Art History I: Prehistoric-Medieval) or another ARTH course of interest
• Foreign Language, if needed or desired, or another course of interest
• Any 200-level ARTH class
• INQ 271 (Human Heritage II: Images of Power)

Athletic Training:
• INQ 110 (First-Year Seminar)
• INQ 240 (Statistical Reasoning)
• BIOL 105 (Human Biology)
• 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:
• CHEM 111 (General Chemistry I)
• MATH 121 (Introductory Calculus I)
• INQ 110 (First-Year Seminar)
• BIOL 120 (Principles of Biology)
• Note: Students who need to complete a foreign language can delay MATH 121 until sophomore year.

Biology (Bachelor of Arts):
• INQ 110 (First-Year Seminar)
• BIOL 120 (Principles of Biology)
• CHEM 111 (General Chemistry I)
• Foreign Language, if needed or desired, INQ 240 (Statistical Reasoning), or another course of interest

Biology (Bachelor of Science):
• INQ 110 (First-Year Seminar)
• BIOL 120 (Principles of Biology)

Business Administration:
• INQ 110 (First-Year Seminar)
• 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, ECON 121 or 122, or another course of interest

Chemistry (Bachelor of Arts OR Science):
• INQ 110 (First-Year Seminar)
• CHEM 111 (General Chemistry I)
• MATH 121 (Calculus I)
• Foreign Language, if needed or desired, 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) or RHET 125 (Texts, Rhetoric, and Media)
• Foreign Language, if needed or desired, or another course of interest
• Other course of interest

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

Creative Writing:
• INQ 110 (First-Year Seminar)
• RHET 125 (Texts, Rhetoric, and Media) or CRWR 215 (Creative Writing-Poetry)
• Foreign Language, if needed or desired, or another course of interest
• Course of interest
Criminal Justice:
- INQ 110 (First-Year Seminar)
- SOCI 101 (Introduction to Sociology)
- Foreign Language, if needed or desired, or another course of interest
- Course of interest

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

Education:
- INQ 110 (First-Year Seminar)
- Foreign Language, if needed or desired, or another course of interest
- PSYC 101, or INQ 250 (Scientific Reasoning I), or INQ 240 (Statistical Reasoning)
- EDUC 210 (Principles)
- TESL 220 or 221

note: While not a major at Roanoke College, Education is a program that enables students to obtain licensure to teach. Students who are interested in teaching PreK-12 should complete EDUC 210 (Principles) and PSYC 101 (Introduction) during the freshman year. Students can also consider taking EDUC 221 (The Exceptional Student), EDUC 242 (Instructional Technology), and TESL 220/221 (Cross-Cultural Learning and Communication). These students should also consult with the Education Department in the Bast Center (2nd floor).

Engineering Program:
- INQ 110 (First-Year Seminar)
- 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 (General Physics I) in the spring of the freshman year.

English (see Literary Studies)

Environmental Studies:
- INQ 110 (First-Year Seminar)
- ENVI 130 (Introduction to Environmental Studies)
- Foreign Language, if needed or desired, or another course of interest
- Course of interest (consider especially INQ 240, 260, 270, or 271)

French:
- INQ 110 (First-Year Seminar)
- FREN 101 (Elementary French I), 150 (Elementary French Review), 201 (Intermediate French I), or 301 (French Conversation II)
- Course of interest
- Course of interest

Health and Exercise Science:
- INQ 110 (First-Year Seminar)
- Foreign Language, if needed or desired, or another course of interest
- BIOL 105 (Human Biology)
- 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 (especially in Art History, Anthropology, or Geography)

International Relations:
- INQ 110 (First-Year Seminar)
- ANTH 101 (Introduction to Cultural Anthropology), RELG 130 (Living Religions of the World), HIST 150 (History of the World II), HIST 254 (History of Africa from 1850), HIST 272 (Latin America), HIST 282 (Modern East Asia), or HIST 284 (Modern Middle East)
- Foreign Language, if needed or desired, or another course of interest
- An INQ 260 Global Perspective course

Literary Studies (English):
- INQ 110 (First-Year Seminar)
- RHET 125 (Texts, Rhetoric, and Media), ENGL 240 (British Literature), 250 (American Literature), 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 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: 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
• MUSC 240 (Music in Culture)
• INQ 271 (Human Heritage II: Christian Music Traditions)

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)
• 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 (General Physics I) should be taken in the spring of the freshman year.

Political Science:
• INQ 110 (First-Year Seminar)
• POLI 101 (Introduction to Political Science)
• 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:
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 120 (Principles of Biology)
• CHEM 111 (General Chemistry I)
• Foreign Language, if needed or desired, INQ 240 (Statistical Reasoning), SOCI 101 (Introduction), or another course of interest

Psychology (Bachelor of Arts):
• INQ 110 (First-Year Seminar)
• PSYC 101 (Introduction)
• 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)
• INQ 240 (Statistical Reasoning) or MATH 111 (Math Modeling for Management Sciences) or MATH 121 (Calculus I)
• Foreign Language, if needed or desired, or Laboratory Science (BIOL 120, CHEM 111, or PHYS 103)

Religion:
• 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

Theatre:
- INQ 110 (First-Year Seminar)
- THEA 125 (Stagecraft) and/or 211 (Acting I)
- Foreign Language, if needed or desired, or another course of interest
- INQ 270 (Human Heritage I: Greek and Roman Theatre) or INQ 271 (Human Heritage II: Women Playwrights in Context)

**Part III. Topics for INQ 110: First-Year Seminar**

**INQ-110-A and B: Cultural Perspective: 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-AA and BB: Cicero, Augustine and the Formation of the Western Mind.** In this course we read, discuss, and work together on the critical interpretation in writing of classical texts from religion (Augustine) and philosophy (Cicero) that significantly shaped the Western (i.e., Latin) cultural tradition at its beginning. In the process we reflect on how contemporary thinkers (beginning with ourselves!) appropriate, develop, or extend these classical stances in modern projects of learning, inquiry, practice, and/or devotion. We inquire into the formation of the Western mind and its bearing in and on our emerging global civilization.

**INQ-110-CC: Ghosts and 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-D: Faith and Reason.** Is faith a leap in the dark, a commitment unsupported by any rational considerations? Can a person who is committed to rational inquiry also have faith? For some people, the theory of evolution poses a challenge to faith, but does it have to be that way? These are the kinds of questions that we will consider in this course. Along the way we will explore what it means to have faith, and examine both criticisms and defenses of religious belief. We will do some work examining
arguments, including the fundamentals of logic on which they are based and their use in fields a diverse as religion, literature, and science.

**INQ-110-DD: Ecstasy.** What is ecstasy? An emotion? A mental state? A physiological response to particular stimuli? For some, it's simply a drug to be given at a particular moment in order to achieve a desired effect, while for others it's something to be sought over the course of a lifetime. Is ecstasy a good thing? Is it separate from our ordinary lives, or part of it? Can we strive for and achieve it on our own, or must it be given to us? Should it be a goal in life? Should it be the goal in life? Can it be sustained? Should it be sustained? How has it been defined in the past? How is it related to sin? To fear? To the sublime? Students in this class will read widely and discuss actively literary works relating to this topic, seeking, finally, to answer these questions for themselves and in relation to their own goals in life.

**INQ-110-F: 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-I: Are Virtual Realities for Real?** Most futuristic, and sometimes even present-day, fictional scenarios involve computational devices with abilities far beyond what we actually see today. Often, these devices are artificially intelligent beings that can pass off as humans. In this course, we will encounter several such scenarios in our readings. Are such scenarios simply fantasy, or do they have the potential of becoming reality in the future? Is it possible to create an artificially intelligent being that is indistinguishable from a human being? We will learn as much as we can about computation to try and answer these questions.

**INQ-110-II and JJ: 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-J: Science, Myths, Magic, and 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 storytelling, 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-K: 19th Century 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 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 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, photographs), of street activity over the same historical periods, in order to discuss the nature and reliability of historical documents. What, if anything, can literature communicate that other sources of information cannot?

**INQ-110-KK: Retold: Stories from the World and their Embodiments.** 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-L: The Inward Life and Outward Life: Making a Difference in the World.** How do people create their positive impact on others? We will explore writings by individuals who have made an important, positive impact in recent history. We will ask questions about their motivations, concerns, methods of working, and why they had such a positive impact. We will look at their original context and the conversations in writing that they prompted. In the process, we will think about narrative and argument, autobiography and biography, and the creative ways that people use their energies and change the world. All of this is part of what it means to become an educated person—adept at reading, writing, speaking, and thinking critically about various kinds of texts.

**INQ-110-LL and MM: From Fantomina to Fight Club: Literary Representations of Masculinity.** This course aims to approach the study of men and masculinity from a literary perspective that does not treat masculinity as a “cultural stand-in for humanity” but instead investigates masculinity from the perspective of gender. As we survey literature from various periods, we will analyze the distinction between sex (often believed static) and gender. This analytic position allows us to approach masculinities less from the position of biological imperative and more from that of social tradition. Thus, this course discusses social masculinities as opposed to biological males. The literature on masculinity is interesting because it helps us focus on a side of inequality that is often overlooked. We will not only broach such subjects as advantage, disadvantage, and privilege but will also look at how the concept of privilege simultaneously produces dire consequences for those men who do not conform to masculine social roles.

**INQ-110-M: Vikings and Farmers.** How true is the stereotypical image of the marauding, blood-thirsty Viking? To what degree was life in medieval Scandinavia determined by trade and farming rather than raiding? This course examines Eddic poetry, Skaldic poetry, the Icelandic sagas, Scandinavian law texts, and Hollywood depictions of Vikings in order to separate fact from fiction by applying critical thinking to ancient and modern sources. In addition to analyzing the power and social structures of medieval Scandinavia, students will dissect the uses to which the modern age puts the image of Vikings.

**INQ-110-N: Forensic Science: The Science Behind CSI.** 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-NN: Image/Body/Voice. In this class, we will read and write about bodies. We all encounter the world in bodies. Most cultures have very clear ideas about how bodies should be presented in the world as well as standards of attractiveness and notions about ideal bodies. Gender norms also shape ideas about bodies as do age-based, interest-based, and ethnic groups. Most people care about how we “look” and respond to others based upon how they “look”; and we are constantly working on our bodies in various ways to achieve a variety of social rewards. Bodies are simultaneously taken for granted and the focus of a lot of our energy. Listening to the voices of others as they explore the significance of bodies, we will find our own ways of articulating the complex meanings that bodies have for us as individuals and as members of social groups.

INQ-110-O: Science in America. Climate change. Alternative energy. Health claims. Many of today’s hottest issues stand at the interface of science and public policy. Most citizens learn about these complex issues through the popular media. But do newspapers, magazines, documentaries, blogs, etc., present an accurate view of the issues? We will explore the science behind controversial issues such as these and evaluate how complicated scientific issues are represented in the media.

INQ-110-OO: 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-P: Restorative Justice: From Retribution and Punishment to Restoration and Reintegration. 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-PP: The 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-Q: Global Health Challenges.** What are the largest public health challenges facing the world today? What causes these challenges to persist, and what steps can be taken to ensure “health for all”? This course will survey the field of global health by examining three specific global health challenges: child mortality/undernutrition, HIV and other infectious disease, and heart disease/diabetes. We will pay particular attention to social aspects of disease causation, studying the cultural, historical, political, and economic differences that lead to inequities in health. We’ll read notable ethnographic and scholarly depictions of global health challenges, critically assess past and current attempts at improving public health outcomes, and, through the use of case studies, research, and inquiry-based writing, learn to combine both medical and cultural knowledge in designing effective public health programs.

**INQ-110-QQ: My New Identity.** “I contain multitudes”: thus proclaimed Walt Whitman, American poet of identity and possibilities. As a beginning college student, sibling, daughter or son, friend, teammate, sometime employee, do you feel—at least sometimes—as if you also “contain multitudes”? In this course, we will study the ways human identity has been depicted in a selection of fiction and films. How flexible is identity in fiction? How dependent is the range of possibilities for identity on the society in which one lives? What strains on human psychology and human morality are evinced when one tries to “contain multitudes”? What needs do these new identities fulfill? What advantages do they permit? What costs do they entail? Students will reflect on, and write about, issues of identity in their own lives as these connect to fiction and films studied in the course.

**INQ-110-R: Marriage and Family in the 21st Century.** 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-RR: 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-S: Fads, Fashions, and Movements.** This course explores two forms of social change in the United States: mass behavior and social movements. Through a close study of fads and fashions, this course will attempt to understand the emergence and disappearance of fads and fashions and what they say about a culture. In addition, the course will study another form of collective behavior, the social movement, by learning about recent movements in the United States. We’ll ask questions about the
conditions that give rise to movements, who participates in them and why, and social movement ideology, organization, and tactics.

**INQ-110-T: Scientists and Society.** Why 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-U: Gender and 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-V: The Seven Deadly Sins.** As cultural constructions, the seven deadly sins are still important in today’s world as evidenced by the many scholarly articles, editorials, and films dedicated to them. In this course, students will seek answers to a number of questions aimed at understanding the seven deadly sins as cultural constructions whose longevity and centrality attest to their importance in shaping the medieval worldview. When did the seven deadly sins enter the historical record? Were some sins considered more egregious than others? How did medieval thinkers talk about them? How did medieval artists depict them? How did medieval men and women of all classes experience them? Why are they so popular in the High and Late Middle Ages? How have conceptions of them changed over time? And, why are they so long-lived as a means for structuring morality?

**INQ-110-W: 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-X and Y: The 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-Z: Myths of Artistic Genius: An Inquiry into Originality in Art.** What do we mean when we say an artist is a genius? This course pursues an inquiry into the notion of artistic genius and how
popular culture creates myths about artists and works held to be “great.” This course covers four myths of genius—four case studies about originality in art. These include Jacques-Louis David and the French Revolution, “The Rite of Spring” and the Avant-Garde in Paris, Richard Serra’s “Tilted Arc” and Maya Lin’s Vietnam Veterans Memorial, and Jean-Michel Basquiat and Graffiti. Our goal is to discover the stories behind their work, which might otherwise be framed simply by the myths and legends of the popular imagination.

**Part IV. Topics for INQ 240: Statistical Reasoning**

INQ 240-NA, NC, ND, NF, Ni, and NJ: 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. Natural World Perspective.

INQ 240-WB: Does Gun Control Save Lives? Does gun control save lives? Such a politically charged question can be approached from many directions. In this course students will learn the methodologies of modern statistics and use them to address the issue of measuring the effectiveness of gun control. Special attention will be given to the importance of being able to set aside politics, emotions, and pre-conceived notions in order to analyze a difficult question from a statistical point of view. Western Perspective.

**Part V. Topics for INQ 250: Scientific Reasoning**

INQ 250CH-NA: Chemistry, the Environment, and Society. We only have one earth and we have a responsibility to protect it. The ecosystem of our planet is threatened by environmental issues such as global warming, air and water quality, acid rain, depletion of our energy reserves, and the thinning of the ozone layer. How humans contribute to many of these problems is well understood. So why not just halt the activities that damage our planet? Neither the environment nor our society is that simple. This course presents an introduction to important environmental topics from a chemical perspective. Fundamental chemical concepts will be used to explain causes and possible solutions to the major threats that result from man’s activities. The risks to the earth and the costs of protecting it will also be investigated from the perspective of the individual and society as a whole. Natural World Perspective.

INQ 250PH-NA: The Way Things Work: Sky Diving and Deep Sea Diving. 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 include these: Why study motion? What factors contribute to the motion of an object? How do these contributing factors produce the observed motion of a sky diver and a deep sea diver? The basic 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. Natural World Perspective.
Part VI. Topics for INQ 260: Social Scientific Reasoning

INQ 260PS-WA: 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. Western Perspective.

INQ 260PS-WB and WC: Political Participation and Representation. The tenets of the US form of democracy are built on political participation and representation, yet few citizens vote regularly and fewer still run for elected office. Is democracy dependent on the participation of all citizens or can democratic institutions survive with the participation of only a few? Students will use the methodologies of political science to explore the relationship between democracy, participation, and representation in the context of US political institutions. Western Perspective.

INQ 260PY-WA: Social Cognition. Humans are primarily social animals and the human brain evolved in the context of a social environment. Social cognition is an area of psychology that focuses on how our thoughts, attitudes, and emotions are affected by an individual’s social context. In this course, students will read original works of scientific research in order to better understand social cognition and, in turn, to learn how to think like a social cognitive researcher. In addition to reading research reports, students will complete several lab exercises that will help teach research skills and scientific writing in the form of lab reports and several short papers. Also, students will complete an oral presentation and participate in a week-long simulated society game. Western Perspective.

INQ 260SO-GD: Traveling Without Leaving. Why do people take their shoes off when they enter a home in Japan? Why do some Egyptian women choose to wear the veil? Why are many marriages around the world still arranged by parents? These questions focus on practices that most Americans would find unusual. Yet, studying these practices in a meaningful way will help students question their assumptions about others. Students will take a comparative global approach to study topics such as culture, gender relations, and family. This approach will facilitate a critical reflection on the central question this course focuses on: how do social forces shape the lives of individuals? Cross-cultural examinations of similarities and differences will help students investigate the ways in which social practices and institutions influence the trajectory of individual lives. Students will do a service-learning project that requires them to volunteer with an agency in the Roanoke Valley, and reflect on their experiences in course assignments. Global Perspective.

Part VII. Topics for INQ 271: Human Heritage II

INQ 271-WA: History and Literature: Chicano Novel in Action. This course examines the relevance of historical events in the fusion of Mexican and American culture and how this amalgamation created an entirely new cultural identity: the Chicano. Using literary texts and historical documents, the course points out the significance of Chicano culture in the United States and how it evolved to find its own voice and place within the larger American society. Western Perspective.

INQ 271-WB: Henry VIII: Histories Within Histories. 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 postmodern 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. Western Perspective.

**INQ 271-WC: Christian Music Traditions.** As it seems nearly impossible for music of any consequence to come from an intellectual or cultural vacuum, this course asks the question, “How did such a variety of musical expressions come about in Western culture since 1500 in response to a single theology?” In this course the student will examine the beginnings and development of musical genres such as the chant, motet, mass, passions, requiems, hymns and chorales, spirituals, jazz vespers, cantatas, oratorios, etc., contemporary Christian music used in liturgical and non-liturgical settings. It will also explore the music that has accompanied Christian-themed movies and Broadway shows. The origins of each composition selected for the course will be scrutinized as a set of interactive musical, philosophical, political, cultural, and environmental relationships. Western Perspective.

**INQ 271-WF: America's Theologian: Jonathan Edwards (1703-58).** This course explores the philosophical and religious thought of Jonathan Edwards (1703-58), widely regarded as the greatest philosopher-theologian this continent has produced. It uses both primary and secondary sources to analyze his approaches to perennial questions about the human condition, such as the meaning of history, the human person, freedom, and ultimate reality. Its primary method is historical—setting his questions in historical context and seeing how his answers influenced the development of American culture in later centuries. Western Perspective.

**INQ 271-WK: Rabelais as Standardbearer of Late Medieval and Early Print Cultures.** An investigation into the evolution of thought and culture of the late Medieval and Early Modern humanist writer/publisher/physician/clergyman François Rabelais as seen through his major literary works. Using knowledge of a work of literature to reconstruct a worldview, evaluate that worldview/contrast on grounds of realism/utopianism/literary value. What is unique about this author’s world(view)? Western Perspective.

**INQ 271-WL: Images of Power.** This course explores the subject of “power” – political and social – as it is visually manifested in a variety of western cultures at various points in the modern period. Specifically, we will be looking at works of art (including painting, sculpture, photography, and mass media imagery, along with architecture) to uncover ways in which power is constructed, reflected, imposed, and reified within the objects and products of western societies. The broader aim of this course is to alert students to the way in which the material products of human civilization do not simply passively reflect who we think we are, but actively and sometimes manipulatively, instill and reinforce a broad spectrum of ideas that serve the agendas of individuals and/or societies. Western Perspective.

**Part VIII. 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** Introduction to Cultural Anthropology

**ART**
**ART 121** Painting I
**ART 131** Photography I
**ART 151** Two-Dimensional Design
**ART 171** Ceramics I

**ART 181** Sculpture I

**ART HISTORY**
**ARTH 146** Survey Art History I: Pre-historical-Medieval
**ARTH 291 B** Special Topic: Egyptian Art & Architecture
ENGLISH
ENGL 240 British Literature
ENGL 250 American Literature
ENGL 256 The Art and History of Film

HISTORY
HIST 125 World History I
HIST 150 World History II
HIST 175 United States History
HIST 254 Africa from 1850
HIST 262 U.S. Women’s History
HIST 272 Latin America
HIST 282 Modern East Asia
HIST 284 Modern Middle East
HIST 290B Special Studies: Introduction to Public History

APPLIED MUSIC (Units: ¼, Instructor Permission)
MUSA 101 A, B Applied Voice
MUSC 102 B, C Applied Piano
MUSA 103 A1 Applied Studies: Woodwinds
MUSA 103 A2 Applied Studies: Flute
MUSA 103 A3 Applied Studies: Oboe
MUSA 103 A4, A6 Applied Studies: Clarinet
MUSA 103 A5 Applied Studies: Saxophone
MUSA 103 B1 Applied Studies: Brass Instruments
MUSA 103 B2 Applied Studies: Trumpet/ French Horn
MUSA 103 B4 Applied Studies: Trombone
MUSA 103 B5 Applied Studies: Euphonium/Tuba
MUSA 103 C1 Applied Studies: Strings
MUSA 103 C2 Applied Studies: Violin/Viola
MUSA 103 C4-5 Applied Studies: Cello/Bass
MUSA 103 D1 Applied Studies: Percussion
MUSA 103 F1 Applied Studies: Jazz/Folk
MUSA 103 F2 Applied St: Guitar(Classical)
MUSA 104 Composition

MUSC 107 A Studio Ensemble: Guitar
MUSC 107 B Studio Ensemble: Flute
MUSA 109 A Oriana Singers
MUSA 111 A Concert Choir
MUSA 112 E Wind Ensemble
MUSA 113 E Jazz Ensemble
MUSA 114 A Chamber Ensemble

PHILOSOPHY
PHIL 260 Selected Topics : Philosophies of Self
PHIL 267 Philosophy & Film

RELIGION
RELG 102 Introduction to Christian Theology
RELG 130 Living Religions of the World
RELG 204 Islam
RELG 225 Religious Life of Young Adults
RELG 270 Explorations: Bioethics

Part IX. Competency, Advanced Placement, International Baccalaureate, and Transfer Credit

Competency or credit earned for disciplinary courses through dual enrollment, AP, CLEP, or IB may be used to satisfy some requirements of the Intellectual Inquiry Core (INQ) Curriculum. A student may substitute a maximum of three disciplinary courses outside the INQ curriculum for INQ requirements in the divisions of those disciplines. All students must complete at least one course from each of the Western, Global, and Natural World Perspectives and at least one Perspectives course from each of the College’s three divisions (Mathematics/Natural Sciences; Social Sciences; and Fine Arts/Humanities).

Roanoke College grants placement and unit credit on the basis of the Advanced Placement (AP) Tests, the College Level Examination Program (CLEP), and the International Baccalaureate (IB) Higher Level Examinations. 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 a “C-” or equivalent on the College Level Examination Program test will receive unit credit. However, no student may accrue more than 8 units of credit through Advanced Placement tests, College Level Examination Program tests,
International Baccalaureate Higher Level Examinations, and/or Credit by Examination. Specific information can be obtained from the 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 ART 156</td>
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<tr>
<td></td>
<td>4-5</td>
<td>1.0</td>
<td>Credit in ARTH 156</td>
</tr>
<tr>
<td>Biology</td>
<td>3</td>
<td>0</td>
<td>Competency only in BIOL 105</td>
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<tr>
<td></td>
<td>4-5</td>
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<tr>
<td>Calculus AB</td>
<td>3</td>
<td>0</td>
<td>Competency only in Math 121</td>
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<tr>
<td></td>
<td>4-5</td>
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<td>Credit in MATH 121</td>
</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>
<td>4-5</td>
<td>1.0</td>
<td>Credit in MATH 122</td>
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<tr>
<td>Chemistry</td>
<td>3</td>
<td>0</td>
<td>Competency only in CHEM 111</td>
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<td></td>
<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>
<td>3</td>
<td>0</td>
<td>Competency only in POLI 101</td>
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<td></td>
<td>4-5</td>
<td>1.0</td>
<td>Credit in POLI 101</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>
</tr>
<tr>
<td>Computer Science AB</td>
<td>3</td>
<td>0</td>
<td>Competency only in CPSC 170</td>
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<td></td>
<td>4-5</td>
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<td>Credit in CPSC 170</td>
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<tr>
<td>English (Literature &amp; Composition or Language &amp; Composition)</td>
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<td>0</td>
<td>Competency only in English elective</td>
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<td></td>
<td>4-5</td>
<td>1.0</td>
<td>Credit in ENGL elective</td>
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<td>Environmental Science</td>
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<td>4-5</td>
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<td>Credit in BIOL 205</td>
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<td>European History</td>
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<tr>
<td>Language &amp; Culture: Chinese, French, German, Italian, Japanese, or Spanish</td>
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<td>4-5</td>
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<td>Credits</td>
<td>Competency Requirements</td>
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<td>Latin Literature</td>
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<td>4-5</td>
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<td>Credit in LATN 201</td>
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<td></td>
<td>Credit in LATN 201</td>
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<td>Credit in ECON 122</td>
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<td>Microeconomics</td>
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<td>Credit in ECON 121</td>
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<td>Music Theory</td>
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<td>Physics C: Mechanics</td>
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<td></td>
</tr>
<tr>
<td>Physics C: Electricity &amp; Magnetism</td>
<td>3</td>
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<td>4-5</td>
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<td>Credit in PHYS 104</td>
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<td>Statistics</td>
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<td>4-5</td>
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<td>Studio Art</td>
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<td></td>
<td>4-5</td>
<td>1.0</td>
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<td></td>
<td>Credit in ART 111, 151, or 181</td>
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<tr>
<td>U.S. Government &amp; Politics</td>
<td>3</td>
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<td>Credit in POLI 101</td>
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</tr>
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<td>U.S. History</td>
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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.

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<td>5,6,7</td>
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<td>English (B)</td>
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<td>0</td>
<td>Competency only in 201 level of language</td>
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<tr>
<td></td>
<td>5-7</td>
<td>1.0</td>
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<td>Grade</td>
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<td>5-7</td>
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<td></td>
<td>5-7</td>
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</table>

**Other competency standards**

**BIOLOGY**
Competency may be attained in Biology 105 (Human 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.

**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 Foreign 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.

**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 United States History and/or Western Civilization by earning a score of 590 on the SAT II Subject Test in American History or World Civilization.

**MATHEMATICS**
Competency may be obtained in Mathematics 111 with a score of 80 percent on the competency test developed and administered by the mathematics, Computer Science, and Physics Department. The test will be administered during the orientation period preceding the beginning of classes for the Fall term. Requests to take the test must be made in writing to the chair of the MCSP Department.

**MUSIC**
Competency may be attained in Music 150 (Fundamentals of Music) with a minimum of two years of high school music theory with a grade of “B” or better.

**PHYSICS**
Competency may be attained in Physics 103 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.

**POLITICAL SCIENCE**
Competency may be attained in Introduction to Political Science (POLI 101) by earning a grade of “A” in a secondary-school advanced placement American Government and/or Comparative Government course.

**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 X. 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 121**: This is the first calculus course for students who wish to major in mathematics, computer science, or one of the physical sciences. A very strong high school mathematics background in algebra is required. 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 27 helpful in monitoring your progress through the Intellectual Inquiry curriculum.
Intellectual Inquiry Curriculum Check Sheet

First Year (2 units)
INQ 110: Intellectual Inquiry     Grade Received _____
INQ 120: Living an Examined Life     Grade Received _____

Perspectives Courses (5 – 7 units*)
- 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, 241 OR 251) but may substitute three disciplinary courses outside INQ for INQ courses in the divisions of those disciplines.
- Students must take at least one course from each Perspective (Western, Global, Natural World) and at least one course from each division (Natural Sciences & Mathematics, Social Sciences, and Humanities & Fine Arts).

<table>
<thead>
<tr>
<th>Content Perspectives</th>
<th>Disciplinary Course Alternative (at most 3)</th>
<th>Grade Received</th>
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<tbody>
<tr>
<td></td>
<td>Western</td>
<td>Global</td>
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<tr>
<td>Natural Sciences &amp; Mathematics Division</td>
<td>INQ 240* Statistical Reasoning</td>
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<tr>
<td></td>
<td>INQ 250* Scientific Reasoning I (Lab Science)</td>
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<tr>
<td></td>
<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>
<td>INQ 260* Social Scientific Reasoning (1st discipline)</td>
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<td></td>
<td>INQ 260* Social Scientific Reasoning (2nd discipline)</td>
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<td>Humanities &amp; Fine Arts Division</td>
<td>INQ 270* Human Heritage I</td>
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<tr>
<td></td>
<td>INQ 271* Human Heritage II</td>
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THE CAPSTONE (1 unit)
INQ 300 Contemporary Issues     Grade Received _____

INTENSIVE LEARNING (1 unit)
INQ 177/277/377/477      Grade Received _____

FOREIGN LANGUAGE (Through 201)
101 (if needed)     Grade Received _____
102 or 150 (if needed)     Grade Received _____
201 (if needed)     Grade Received _____

HEALTH and HUMAN PERFORMANCE (0.5 units)
HHP 160 Fitness for Life     Grade Received _____
HHP Activity Course     Grade Received _____

Summary Checklist: The student has completed:
_____ at least seven courses to meet the Perspectives requirement including at least four INQ courses
_____ at least one course from each Perspective
_____ at least one course from each Division
_____ the required courses and has a 2.0 cumulative average in all INQ courses

27
PRE-REGISTRATION COURSE SELECTION SHEET

NAME: _____________________________________________________________

PROSPECTIVE MAJOR(S): ____________________________________________
_________________________________________________________________
_________________________________________________________________

Course #1: INQ 110 or Honors 105.

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 _________________________________________________________

Special circumstances:

Course #6: Choice #1 _________________________________________________

Choice #2 _________________________________________________________