Handbook Policy
This handbook describes academic policies and programs of Roanoke College in effect at 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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Pre-registration Instructions

Four classes per term is the normal academic load at Roanoke College. Use the Course Selection Sheet on page 45 of this handbook to jot down your course selections and any notes or questions you may have. Please bring a completed copy of page 45 with you to the Spring into Maroon Summer Program. You may want to discuss your selections in advance with your parents or guidance counselor. Your completed Course Selection Sheet will serve as the basis for your meeting with a summer academic advisor on campus where you will create a list of course preferences. The following questions should help you prepare.

1. Have you decided upon a specific major that you wish to pursue at Roanoke College? If so, look at the listing of first-semester courses by major in Part I, pages 6-11, of this handbook. If you have not decided upon a major at this time, that’s perfectly okay! Just consult the sample schedule for undecided students on page 6 of this handbook. Students will notice that, in most cases, courses listed are intended only as suggestions. There are ample opportunities to choose!

2. Are you a student in the Honors Program? If so, follow the sample schedule on page 6 of this handbook.

3. In which First-Year Seminar (INQ 110) would you most like to enroll? Honors Program students will enroll in Honors 105. Students who are not in the Honors Program should list their top ten First-Year Seminar (INQ 110) choices. Choose from the seminar descriptions listed in Part II, pages 11-15, of this handbook and record your choices on the Course Selection Sheet on page 45.

4. Are you considering enrolling in any additional INQ courses? If so, choose from the INQ 240 (Statistical Reasoning), INQ 250 (Scientific Reasoning I), INQ 260 (Social Scientific Reasoning), and INQ 270 and 271 (Human Heritage I and II) classes listed in Parts III-VI, pages 16-19.

5. What are elective courses? Electives are courses that count toward your graduation but are not required by the Intellectual Inquiry Curriculum or by your major. Electives offer you the opportunity to explore subject areas that seem intriguing to you. They are the free choices that students very often enjoy tremendously! Elective courses and major courses are listed by discipline in Part VII, pages 19-38, of this handbook.

6. Are you aware of any competencies, Advanced Placement, International Baccalaureate, dual enrollment, or other transfer credits* from a college, community college, or university you may have earned? Turn to Part VIII, pages 38-40, of this handbook to determine if you qualify for any of these based on your high school grades and/or standardized test scores. If so, remember to have this information record this information on the Academic Achievement Sheet on the MyRC Student Checklist. If you have any questions about this information, be sure to ask your summer advisor!


*In order to receive credit for courses taken by dual enrollment through a community college or other institution, you must have your transcript forwarded from the institution to the Admissions Office as soon as possible. You should instruct the community college or other institution, not your high school, to send the transcript to the following mailing address:

Admissions Office
Roanoke College
221 College Lane
Salem, Virginia 24153
Part I. 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.

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 the equivalent of at least two years of algebra and two years of college-level foreign language instruction (through the intermediate level).

Honors Program:
- HNRS 101 (Plenary Enrichment Program)
- HNRS 105 (The Freshman Experience)
- Course in intended major
- Foreign Language, Social Science, Math, or Lab Science as required by Major or any INQ 240 (Statistical Reasoning), INQ 250 (Scientific Reasoning I), or 260 (Social Scientific Reasoning)
- Elective course

Undecided:
- INQ 110 (First-Year Seminar)
- Foreign Language, INQ 260 (Social Scientific Reasoning), INQ 250 (Scientific Reasoning I), or INQ 240 (Statistical Reasoning)
- Introductory course in a possible major
- Introductory course in a second possible major

Art:
- INQ 110 (First-Year Seminar)
- ART 111 (Drawing I), ART 121 (Painting I), ART 131 (Photography I), ART 151 (Two-Dimensional Design), ART 171 (Ceramics I), or Art 181 (Sculpture)
- Foreign Language, INQ 260 (Social Scientific Reasoning), INQ 250 (Scientific Reasoning I), or INQ 240 (Statistical Reasoning)
- ARTH 146 (Survey of Art History I: Prehistoric-Medieval), INQ 260 (Social Scientific Reasoning), INQ 250 (Scientific Reasoning I), or elective course

Art History
- ARTH 146 (Survey of Art History I: Prehistoric-Medieval)
- INQ 110 (First-Year Seminar)
- Foreign Language, INQ 260 (Social Scientific Reasoning), INQ 250 (Scientific Reasoning I), or INQ 240 (Statistical Reasoning)
- Elective course
Athletic Training:
- INQ 110 (First-Year Seminar)
- INQ 240 (Statistical Reasoning)
- BIOL 101 (Life on Planet Earth)
- Foreign Language
  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, INQ 240 (Statistical Reasoning), or INQ 260 (Social Scientific Reasoning)

Biology (Bachelor of Science):
- INQ 110 (First-Year Seminar)
- BIOL 120 (Principles of Biology)
- CHEM 111 (General Chemistry I)
- Foreign Language, INQ 240 (Statistical Reasoning), or INQ 260 (Social Scientific Reasoning)

Business Administration:
- INQ 110 (First-Year Seminar)
- BUAD 215 (Accounting I)
- MATH 111 (Mathematical Models for Management Sciences) or higher, or INQ 240 (Statistical Reasoning)
- Foreign Language, ECON 121 or 122, or elective course

Chemistry (Bachelor of Arts OR Science):
- INQ 110 (First-Year Seminar)
- CHEM 111 (General Chemistry I)
- MATH 121 (Calculus I)
- Foreign Language, INQ 260 (Social Scientific Reasoning), or elective course

Computer Science:
- INQ 110 (First-Year Seminar)
- CPSC 120 (Fundamentals of Computer Science I)
- MATH 121 (Calculus I) or higher
- Foreign Language, INQ 250 (Scientific Reasoning I), INQ 260 (Social Scientific Reasoning), or elective course

Criminal Justice:
- INQ 110 (First-Year Seminar)
- POLI 101 (American National Government)
- Foreign Language or elective course
- INQ 240 (Statistical Reasoning) or elective course
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 or elective course

Education:
- INQ 110 (First-Year Seminar)
- Foreign Language
- PSYC 101, or INQ 250 (Scientific Reasoning I), or INQ 240 (Statistical Reasoning)
- EDUC 210 (Principles)
  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. A student 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 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:
- INQ 110 (First-Year Seminar)
- Foreign Language, INQ 250 (Scientific Reasoning I), or elective course
- INQ 240 (Statistical Reasoning) or INQ 260 (Social Scientific Reasoning) course
- ENGL 216, 220, 240, 250, 256, or elective course

Environmental Studies Program (BA, Environmental Policy):
- INQ 110 (First-Year Seminar)
- POLI 101 (American National Government)
- SOCI 101 (Introduction)
- BIOL 120 (Principles of Biology) or CHEM 111 (General Chemistry I)

Environmental Studies Program (BS, Environmental Science):
- INQ 110 (First-Year Seminar)
- BIOL 120 (Principles of Biology)
- CHEM 111 (General Chemistry I) or Foreign Language
- POLI 101 (American National Government)
French:
- INQ 110 (First-Year Seminar)
- FREN 101 (Elementary French I), FREN 150 (Elementary French Review), FREN 201 (Intermediate French I), FREN 202 (Intermediate French II), or FREN 301 (French Conversation).
- INQ 240 (Statistical Reasoning), INQ 250 (Scientific Reasoning I), or INQ 260 (Social Scientific Reasoning)
- INQ 271 (Human Heritage II) or elective course

Health and Human Performance:
- INQ 110 (First-Year Seminar)
- Foreign Language or INQ 260 (Social Scientific Reasoning) course
- BIOL 101 (Life on Planet Earth), INQ 260 (Social Scientific Reasoning), or elective course
- INQ 240 (Statistical Reasoning) or elective course

History:
- INQ 110 (First-Year Seminar)
- Any 100-level or 200-level History course
- INQ 270 or 271 (Human Heritage I or II)
- Foreign Language or elective course (especially in Art History, Anthropology, or Geography)

International Relations:
- INQ 110 (First-Year Seminar)
- POLI 101 (American National Government) or SOCI 102 (Anthropology)
- Foreign Language
- INQ 240 (Statistical Reasoning), History 150 (World History II), or elective course

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 or elective course
  - note: Many mathematics majors take PHYS 201 (General Physics I) in the spring term of the freshman year.

Medical Technology:
- INQ 110 (First-Year Seminar)
- BIOL 120 (Principles of Biology)
- CHEM 111 (General Chemistry I)
- Foreign Language, INQ 260 (Social Scientific Reasoning), or elective course

Music:
- INQ 110 (First-Year Seminar)
- MUSC 150 (Fundamentals of Music)
- Music: Applied (.25 units)
- Music: Ensemble (.25 units)
- Foreign Language, INQ 260 (Social Scientific Reasoning), or elective course
- INQ 260 (Social Scientific Reasoning), INQ 250 (Scientific Reasoning I), or elective course

Philosophy:
- INQ 110 (First-Year Seminar)
- Any 100- or 200-Level Philosophy course
- Foreign Language, INQ 240 (Statistical Reasoning), or INQ 260 (Social Scientific Reasoning)
- INQ 240 (Statistical Reasoning), INQ 260 (Social Scientific Reasoning), or elective course

**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 or elective course
  
  *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 (American National Government)
- INQ 240 (Statistical Reasoning)
- Foreign Language or elective course

**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, INQ 240 (Statistical Reasoning), SOCI 101, or elective course

**Psychology (Bachelor of Arts):**
- INQ 110 (First-Year Seminar)
- PSYC 101 (Introduction)
- INQ 240 (Statistical Reasoning) or INQ 250 (Scientific Reasoning I) course
- Foreign Language or elective course

**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 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, INQ 240 (Statistical Reasoning),
- INQ 250 (Scientific Reasoning I), or INQ 260 (Social Scientific Reasoning)
- INQ 240 (Statistical Reasoning), INQ 250 (Scientific Reasoning I), INQ 260 (Social Scientific Reasoning), or elective course

**Sociology:**
- INQ 110 (First-Year Seminar)
- SOCI 101 (Introduction) or SOCI 102 (Anthropology)
- Foreign Language or elective course
- INQ 240 (Statistical Reasoning)
Spanish:
- INQ 110 (First-Year Seminar)
- SPAN 101 (Elementary Spanish I), SPAN 150 (Elementary Spanish Review), SPAN 201 (Intermediate Spanish I), SPAN 202 (Intermediate Spanish II), or SPAN 303 (Spanish Composition).
- INQ 240 (Statistical Reasoning), INQ 250 (Scientific Reasoning I), or INQ 260 (Social Scientific Reasoning)
- INQ 271 (Human Heritage II) or elective course

Theatre:
- INQ 110 (First-Year Seminar)
- TART 125 (Stagecraft) or TART 211 (Acting I)
- Foreign Language, INQ 260 (Social Scientific Reasoning), or elective course
- INQ 240 (Statistical Reasoning), INQ 250 (Scientific Reasoning I), INQ 260 (Social Scientific Reasoning), or elective course

Theology:
- INQ 110 (First-Year Seminar)
- Any 100- or 200-Level Religion course
- Foreign Language or INQ 240 (Statistical Reasoning)
- INQ 240 (Statistical Reasoning), INQ 250 (Scientific Reasoning I), or INQ 260 (Social Scientific Reasoning)

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

**INQ 110 – A & AA: Intellectual Inquiry: Reading the Self and Family in Late-Twentieth Century Women’s Memoir**
In this course we will study the memoir writings of late twentieth century American women. Each of these writers and their texts take as central focus the self in relation to the family, whether biological or non-biological, and, by extension, the self in relation to an intimate, raced, classed, gendered, and sexualized community. Students will write their own memoirs--some short, some long--from pieces developed from in-class exercises and influenced the readings for the course. Who are we independent of and in relation to family? How does what we remember about our experiences of family and family traditions help to shape the lives we create for ourselves as individuals? How do memoirists use elements of personal story and memory to comment more largely on as well as to reassert and challenge cultural and familial values? We will think about the value of memoir, its distinction from autobiography, and the significance of a genre that sometimes reads like fiction but in its narrative assertions of personal memory, is more closely related to creative nonfiction.

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

**INQ 110 – C: Intellectual Inquiry: Medicine in America**
This course examines medicine in the United States. We will examine the science behind medical decision-making, including making a diagnosis and choosing between treatment options. This course also includes an experiential component to give students some first-hand experience with medical settings.

**INQ 110 – CC: Intellectual Inquiry: 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.

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.

Poetry: What is it good for? To find out, we will look at what poetry does—one 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 – G: Intellectual Inquiry: Medieval Mysticism**
This course will survey medieval mystical traditions in the Mediterranean world and in Asia. We will focus on the life and thought of Maimonides, Hildegard, Rumi and Ramanuja and will imagine ways their thought and practice lives in today’s world. The primary question we will address is how the modern world might be transformed by the perennial wisdom of the Medieval Mediterranean and Asian worlds.

**INQ 110 – GG: Intellectual Inquiry: Visual Culture and Graphic Novels**
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.

**INQ 110 – II: 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.

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.

This course introduces students to basic legal concepts and processes. The purpose is to provide the student with a basic knowledge of the structure of the United States and Virginia legal systems. It will examine the impact of the law on the judicial, executive and legislative branches of government. We will also examine the actors in the system, i.e., attorneys and others. Basic types of law will be scrutinized. We shall also examine litigation and alternative dispute resolution.

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

**INQ 110 – KK & X: Intellectual Inquiry: 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 – L: Intellectual Inquiry: 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 – M: Intellectual Inquiry: Cryptography: Secrets and Security
Every day vast amounts of private information such as bank account numbers, credit card numbers, medical records, company financial reports, and confidential emails are sent over networks from one computer to another and stored in vast databases. How secure are these transactions and databases? Cryptography, often called the science of secret writing, has been used for thousands of years to keep communications and information secure and is one of the primary technologies in use today. This course will examine the history, mathematics, and modern day applications of cryptography. We will address the role of cryptography, its limitations, and some of the political, social, and ethical considerations that come into play as we strive to ensure security and privacy in our electronic age.

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

INQ 110 – N: Intellectual Inquiry: Technology and You!
How does modern technology affect your life? We often think of modern technology as advancing humanity, or as freeing us for exciting new opportunities. But, does it? We will explore the impacts of modern technology in daily life, in relationships, and in society. Our focus will be on the last 50 years of history and the future. Our specific topics will include television, cell phones, the internet, and medical technology.

INQ 110 - O: Intellectual Inquiry: 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 – Q: Intellectual Inquiry: Myths of Musical Genius: An Inquiry into Originality in Music
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 covers four myths of genius—four stories about originality in music and musicians. These include Ludwig van Beethoven and the classical symphony; Georges Bizet’s opera, Carmen; Robert Johnson and the Mississippi Delta blues; and the jazz singer Billie Holiday. 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 “backstory” of each myth, and to thus learn how our knowledge of music history can inform an understanding all too often framed simply by the myths and legends of popular consciousness.

INQ 110 – S & Y: Intellectual Inquiry: How Did Women Get the Vote?
Provide a one-paragraph course description for the COL, including a central question or questions to be addressed in the course. Maximum length 150 words.
This course will introduce first year students to college level reading, writing, thinking, and research through the discipline of history. As we explore the thought and events of the American women’s suffrage movement we will learn and practice essential skills for every undergraduate. Among these are engaged reading, analyzing sources, organizing evidence, understanding cultural context, constructing arguments, and writing clearly and effectively. History is not something that we receive passively and memorize; history is something that must be constructed. You will learn the basic skills to construct history in this course.

**INQ 110 – T: Intellectual Inquiry: Global Health Issues**

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 – U: Intellectual Inquiry: 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 – V: Intellectual Inquiry: The World of Tomorrow**

The course examines the presentation of societal concerns, debates, and aspirations in the literary genres of science fiction and fantasy. A social scientific lens is employed to critically analyze the characterization of the ideal society in literature. While exploring dystopic descriptions in fiction, the course examines potential remedies or solutions to contemporary social problems. A purposeful exploration of both literary and scholarly works will allow students the opportunity to reflect on their own assumptions about human nature and think about the direction of society.

**INQ 110 – W: Intellectual Inquiry: 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 – Z: Intellectual Inquiry: 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.
Part III. Topics for INQ 240: Statistical Reasoning

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

INQ 240 – ND, NF & NI: Statistical Reasoning: Here’s to Your Health!
Perspective: Natural World
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. (1)

INQ 240 – NJ & NK: Statistical Reasoning: Statistics and the Weather
Perspective: Natural World
How accurate are weather forecasts? What current or past weather phenomena best predict current weather? What do the numbers in news articles and reports about Hurricane Katrina or storm chasers really mean? We will learn the methodologies of modern statistics and use them to address these questions. By recording data about forecasts and observations of your hometown, we will statistically critique your weather forecaster. We will also create weather forecasts for the Roanoke area using past history to obtain both best guess estimates for weather, as well as determining the best predictor variables for tomorrow's weather. A large focus will be understanding and interpreting what statistics can and cannot tell us.

Perspective: Natural World
In the western world, the sports industry is a multibillion dollar entity that generates some extremely interesting questions about quality assessment, business, ethics, and health issues. Some of the questions we will ask are: What type data are necessary to assess the quality of a player and how can we use that data to determine the value of a player? What are the long term health risks associated with playing full contact sports and how do we determine the prevalence of these injuries and their impact on the players’ lives? The key to answering these questions is putting aside preconceived opinions and emotion and using statistical analysis to see what the data say. Under the broad umbrella of statistics, this course will use an abundance of rich data sets to uncover the enormous impact that statistical analysis has on the sports industry. No sports knowledge is necessary to enroll in the course and the topics we will cover will easily apply to all areas of statistical analysis.

Topics for INQ 241. Mathematical Reasoning

INQ 241 – NA: Mathematical Reasoning: Running the World Efficiently
Perspective: Natural World
What is the best way to deliver the mail? Deliver packages? Assign jobs to employees? Predict stable marriages? A variety of real world optimization problems will be analyzed using the methodology of graph theory and mathematics, especially in terms of how well the “solution” algorithms perform. We will discuss techniques for framing these and
other questions in terms of graph structures and the algorithms used to find solutions. Special attention will be paid to efficient routes for goods and people, assigning tasks based on qualifications, and networks designed to reduce cost.

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

INQ 250CH – NB: Scientific Reasoning I: Chemistry, the Environment, and Society

**Perspective: Natural World**

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.


**Perspective: Natural World**

The focus of this scientific reasoning course is to understand the way things work in our natural world. To that effect, fundamental questions that will be addressed are “why study motion, what factors contribute to the motion of an object and how do these contributing factors produce the observed motion of a sky diver and a deep sea diver”. The basics laws of physics applicable to sky diving and deep sea diving will be understood through a suite of laboratory experiments that are exploratory in nature. In this course, the focus will be on the process of science as it is motivated through measurements and inquiry. Cooperative learning groups, computer-assisted activities, and exploratory worksheets will facilitate the conceptual understanding process. Two group projects will provide opportunities for further scientific investigations into each of these topics.

**Topics for INQ 251: Scientific Reasoning II**

INQ 251 – NA: Scientific Reasoning II: Science, Pseudo-science, and Nonsense

**Perspective: Natural World**

An interdisciplinary course in which we study the nature of the scientific enterprise, and how science and the knowledge obtained from science affects our lives and shapes our understanding of the world. This course also seeks to develop your critical thinking skills through the study of past and current controversial topics that involve science or claim to be supported by science.

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

INQ 260PY – WB: Social Scientific Reasoning: How Does Technology Impact Us?

**Perspective: Western**

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.
Part VI. Topics for INQ 270: Human Heritage I

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

Topics for INQ 271: Human Heritage II

INQ 271 – WA: Human Heritage II: Christian Music Traditions
Perspective: Western
This course asks the question, “How did such a variety of musical expressions come about in Western culture since 1500 in response to Christian theology?” In the present day there are still performances and recording sessions of compositions that are centuries old being made right along with the newer works in more contemporary styles. 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, contemporary Christian music, etc used in liturgical and non-liturgical settings. It will also explore the music that has accompanied Christian-themed movies and Broadway shows.
As it seems nearly impossible for music of any consequence to come from an intellectual or cultural vacuum, the origins of each composition selected for the course will be scrutinized as a set of interactive dynamic relationships. Those relationships consist of the composer to the subject matter, the musical genre, the composer’s training, the composer’s teachers, family, the patron, political climate, performers, intended audience, available technology and the environment. From this inquiry assertions may be possible as to the role of the patron as well as that of the composer in the making of a religious work. What is the motivation for both the composer and the patron? For the composer, is it an expression of faith, a good business deal, a worthy artistic challenge or some combination of any of these? For the patron, is the commissioning of a work a matter of an opportunity for enhanced religious devotion, a show of prestige and political allegiance, a matter of simple appreciation of musical artistry, or some combination of any of these? These are the questions that could be asked of any human endeavor.

INQ 271 – WB: Human Heritage II: Central Europe
Perspective: Western
In this course we will read, discuss and work together on the critical interpretation of Communism and Its Impact on the societies of the Central European countries. We will focus on the situation in these countries 20 years after the collapse of Communism, examining changes on a variety of levels, including the struggle for renewal of the Christian churches and the role they have played in rebuilding societies.

INQ 271 – WC: Human Heritage II: Images of Power
Perspective: Western
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.

INQ 271 - WD: Human Heritage II: Henry VIII: Histories Within Histories
Perspective: Western
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 – WF: Human Heritage II: Woman Playwrights
Perspective: Western
The readings are designed for students to consider these questions: 1) Do women playwrights write for a predominantly female audience? 2) Do women playwrights over time have a distinctly female voice/viewpoint? 3) Do the plays suggest patterns in theme, character, plot? Why might that be/not be? 4) How are these plays relevant to me today?

INQ 271 – WG: Human Heritage II: History and Literature: Chicano Novel in Action
Perspective: Global
This course examines how history and literature, in the author’s creative re-interpretation of historical events, combine in order to inform the reader of a documented fact. This process expresses history in a new light so that fiction becomes a criticism and a new depiction of reality. The narrative as a space, particularly adapted, for the presentation of history and literature, creates room for two different stories that talk about the same event. In this course we will examine historical documents and literary works in order to gain a better understanding of Chicano culture in the USA. We will address these issues giving emphasis to the importance of culture in the creation of an own identity in society: What is culture? What creates its definition? Is Chicano culture with all its contributions in American society considered a rebellious minority? To what extent is it relevant to learn the importance of the blending of languages –Spanish and English- in American society?

Part VII. Major Course and Elective Course Descriptions

ART

ART 101
Title: Arts and Crafts in the Schools
Units: 1/2
Comments: Studio: 3 hrs/wk.; 2nd six weeks
Catalog Description: Lecture and group discussion on arts and crafts as a form of communication. Emphasis on teaching arts and crafts in schools. Includes work in fibers, clay, paper, and other areas. (Does not apply to major or minor programs in art.) Lecture/Studio: 3 hrs/wk.

ART 111
Title: Drawing I
Catalog Description: This course is designed to develop a fundamental understanding of drawing through various approaches, techniques, and media. Emphasis will be on building skills and knowledge through the act of drawing, working primarily from life. Lecture/Studio: 4 hrs/wk.
ART 121
Title: Painting I
Catalog Description: Introduction to basic principles of painting: knowledge and use of media, understanding of color, composition, and form using the painting medium, and development of different styles and techniques. Emphasis will be on building skills and knowledge through the act of painting, working primarily from life. Lecture/Studio: 4 hrs/wk.

ART 131
Title: Photography I
Comments: 35 mm Camera required 35 mm Camera
Catalog Description: Theory and practice of black and white photographic processes including film development, paper processing, camera mechanics, image composition, and history of photography. (35mm camera required.) Lecture/Studio: 4 hrs/wk.

ART 151
Title: Two-Dimensional Design
Catalog Description: An exploration of the theory and practice of art fundamentals. Introduction to the elements of studio art, including form, line, shape, value, texture, color, space, content, and style. Emphasis on visual problem-solving, the vocabulary of art, and craftsmanship in the use of materials. Computer applications in graphics introduced. Lecture/Studio: 4 hrs/wk.

ART 171
Title: Ceramics I
Catalog Description: An introduction to clay emphasizing both hand building and throwing on the wheel; both ceramic sculpture and pottery vessels will be made. The focus is on understanding clay in both technical and creative terms. Lecture/Studio: 4 hrs/wk.

ART 181
Title: Sculpture I
Catalog Description: An introduction to the basic ways of seeing and responding to the third dimension. The course is organized as a series of projects which approach the use of materials, the construction of forms, and the articulation of artistic concepts in a variety of ways. Lecture/Studio: 4 hrs/wk.

ART HISTORY

ARTH 146
Title: Survey Art History I: Pre-historical-Medieval
Catalog Description: A survey of representative monuments of painting, sculpture, architecture, and the crafts from ancient times through the medieval period. Non-Western art and culture will be paralleled where appropriate. The works of art will be considered in terms of their historical context, and ways of understanding visual evidence will be proposed. Lecture/Discussion: 3 hrs/wk.

BIOLOGY

BIOL 101
Title: Life on Planet Earth
Comments: Co-requisite: BIOL 101L; for prospective HHP majors only
Catalog Description: An introduction to principles of biology as related to life in modern society. Designed to provide students with the broad background in biological science necessary to understand current issues ranging from environmental biology to human health and physiology. Lecture: 3hrs/wk; Laboratory: 3hrs/wk.
BIOL 101L
Title: Life on Planet Earth Lab
Comments: Co-requisite: BIOL 101; for prospective HHP majors only

BIOL 120
Title: Principles of Biology
Comments: Co-requisite: BIOL 120L
Catalog Description: An overview of biological science, focusing on the central role of genetics and its connections to the other major areas of study within biology. The first course in a two-semester introductory sequence for biology majors. (Students intending to major in biology or biochemistry should enroll in this course the Fall semester of their freshman year.) Lecture: 3hrs/wk; Laboratory: 3hrs/wk.

BIOL 120L
Title: Principles of Biology Lab
Comments: Co-requisite: BIOL 120

BUSINESS ADMINISTRATION

BUAD 211
Title: Introduction to Global Management
Catalog Description: An introduction to the organizational, legal, economic, human and cultural aspects of conducting and managing business internationally. Lecture: 3 hrs/wk.

BUAD 215
Title: Accounting Principles I
Units: 1
Catalog Description: An introduction to the field of accounting and to the development of a broad understanding and use of accounting information. PC applications are utilized. Lecture: 3 hrs/wk.

CHEMISTRY

CHEM 111
Title: General Chemistry I
Units: 1
Comments: Co-requisite: CHEM 111L
Catalog Description: The introductory course in chemistry. (Required for all chemistry, biochemistry, pre-medical, pre-dental, pharmacy, medical technology and paramedical students. Recommended for all science majors.) Lecture: 3 hrs/wk.; Laboratory: 3 hrs/wk.

CHEM 111L
Title: General Chemistry I Lab
Comments: Co-requisite: CHEM 111

CHEM 112 HR
Title: General Chemistry II
Units: 1
Comments: Permission
Catalog Description: The introductory course in chemistry. (Required for all chemistry, biochemistry, pre-medical, pre-dental, pharmacy, medical technology and paramedical students. Recommended for all science majors.) Lecture: 3 hrs/wk.; Laboratory: 3 hrs/wk.
CHEM 112L  
Title: General Chemistry II Lab  
*Comments*: Co-requisite: CHEM 112

**CHINESE**

CHIN 101  
Title: Elementary Chinese I  
Units: 1  
**Catalog Description**: A study of the fundamentals of Chinese with emphasis on pronunciation and aural comprehension. Includes oral and written work, cultural material, and selected readings. Lecture: 3 hrs/wk.

CHIN 201  
Title: Intermediate Chinese I  
Units: 1  
*Comments*: CHIN 102  
**Catalog Description**: A review of the essentials of Chinese grammar with the introduction of advanced structures, continued development of the four essential skills, and further acquisition of vocabulary. An emphasis will be placed on cultural issues and on conversational skills to handle situations of everyday life and to increase the range of personal expression, inclusion of cultural materials.

**COMMUNICATIONS**

COMM 101  
Title: Intro to Communication Studies  
Units: 1  
**Catalog Description**: Introduction to oral communication and communication theory. Course includes study of various communication models and situations and the processes and techniques that function within them. It also examines cultural, symbolic, and perceptual variants and their effects on the communications process. Lecture: 3 hrs/wk.

COMM 220  
Title: Public Speaking  
Units: 1  
*Comments*: GST 102  
**Catalog Description**: Study of voice, production, and management in various forms of public address. Lecture: 3 hrs/wk.

**COMPUTER SCIENCE**

CPSC 120  
Title: Fundamentals of Computer Science I  
Instructor: Dr. Durell Bouchard  
*Comments*: A strong aptitude for math, Co-req.-CPSC 120L  
**Catalog Description**: Problem solving and algorithm design; basic programming concepts including subprograms and objects; mathematical logic. Programming in a modern object-oriented language and an introduction to the UNIX operating system are an integral part of the course. Lecture: 3 hrs/wk.; Laboratory: 3 hrs/wk.

CPSC 120L  
Title: Fundamentals Computer Sci. Lab  
*Comments*: Co-requisite: CPSC 120
ECONOMICS

ECON 121
Title: Principles, Micro
Units: 1
Catalog Description: An introduction to contemporary economic discourse with an emphasis on the pricing mechanism, production, competitive and imperfectly competitive markets, game theory, poverty and inequality, public economics and global trade. (1)

ECON 122
Title: Principles, Macro
Units: 1
Catalog Description: An introduction to contemporary economic discourse, with an emphasis on aggregate concepts and problems such as unemployment, inflation, growth, and international trade and the role of government in dealing with these problems.

EDUCATION

EDUC 210 A
Title: Principles of Education
Instructor: Ms. Kathryn S. Elmore
Block: 7A
Time: M/W 2:20PM-3:50PM
Room:
Units: 1
Catalog Description: Historical, philosophical, political and social principles of American education. Curricular patterns and objectives with emphasis on present-day changes and legal implications for schools and teachers. Lecture: 3 hrs/wk.

ENGLISH

ENGL 216 A
Title: Creative Writing - Poetry
Units: 1
Comments: GST 101, HNRS 105, INQ 110 or INQ 120
Catalog Description: Designed to encourage students who have a genuine interest in, and talent for, writing poetry and to guide and criticize their efforts. (A grade of B or better in General Studies 101 is recommended.) Lecture: 3 hrs/wk.

ENGL 216 B
Title: Creative Writing - Poetry
Units: 1
Comments: GST 101, HNRS 105, INQ 110 or INQ 120
Catalog Description: Designed to encourage students who have a genuine interest in, and talent for, writing poetry and to guide and criticize their efforts. (A grade of B or better in General Studies 101 is recommended.) Lecture: 3 hrs/wk.
ENGL 220
Title: Sp Top Caribbean Short Fiction
Units: 1
Catalog Description: Critical reading and literary analysis of major texts surrounding a focused topic of particular interest to the introductory study of literature. A variety of genres (poetry, prose, and drama, as relevant) will be included. Lecture: 3 hrs/wk.

ENGL 240
Title: British Literature
Catalog Description: Critical reading and literary analysis of major texts and genres (poetry, prose, and drama) across periods in the British tradition. Lecture: 3 hrs/wk.

ENGL 250
Title: American Literature
Units: 1
Catalog Description: Critical reading and literary analysis of major texts and genres (poetry, prose, and drama) across periods in the American tradition. Lecture: 3 hrs/wk.

ENGL 256
Title: The Art and History of Film
Units: 1
Comments: Co-requisite: ENGL 256L
Catalog Description: Critical study of selected films drawn from a variety of periods and national cinemas. The course will focus on the elements of film and how directors use these elements to achieve their effects and make their meanings. Works will be placed within the history of cinema, allowing attention to how the elements of film art have developed over time. Lecture: 3hrs/wk; Laboratory: 3hrs/wk.

ENGL 256L
Title: The Art & History of Film Lab
Comments: Co-requisite: ENGL 256

FRENCH

FREN 101
Title: Elementary French I
Units: 1
Catalog Description: A study of the fundamentals with emphasis on pronunciation and aural comprehension. Oral and written work. Reading of selected materials. Lecture: 3 hrs/wk.; Laboratory: 1 hr/wk.

FREN 150
Title: Elementary French Review
Units: 1
Comments: FREN 101 or its equivalent. Credit cannot be received for both FREN 102 & FREN 150.

FREN 201
Title: Intermediate French I
Units: 1
Catalog Description: A review of grammar. Selected reading, conversation, culture and composition. Lecture: 3 hrs/wk.; Laboratory: 1 hr/wk.
FREN 202
Title: Intermediate French II
Units: 1
Comments: FREN 201
Catalog Description: A review of grammar. Selected reading, conversation, culture and composition. Lecture: 3 hrs/wk.; Laboratory: 1 hr/wk.

FREN 301
Title: French Conversation I
Units: 1
Comments: FREN 202
Catalog Description: Improving oral proficiency and listening comprehension skills using contemporary media sources. Lecture: 3 hrs/wk.; Laboratory: 1 hr/wk.

GEOGRAPHY

GEOG 120
Title: Geography of North America
Units: 1
Catalog Description: A regional study of the continent based upon physical and cultural features. Consideration is given to different kinds of production in the various regions. Lecture: 3 hrs/wk.

GENDER STUDIES

GNDR 150
Title: Intro: Gender & Woman Studies
Units: 1
Catalog Description: An introduction to key questions, concepts, and debates within the field of Gender and Women's Studies and a basic grounding in the historical movements in which gender equality is fought for. The fundamentally interdisciplinary nature of Gender & Women's Studies is emphasized by regular guest lectures from faculty across the curriculum.(1)

GREEK, ANCIENT

GREK 101
Title: Elementary Ancient Greek I
Units: 1

GERMAN

GRMN 101
Title: Elementary German I
Units: 1
Catalog Description: A study of the fundamental structures of German, with emphasis on oral proficiency and communication. Includes cultural topics. Lecture: 3 hrs/wk. for each; Laboratory: 1 hr/wk. for each.

GRMN 201
Title: Intermediate German I
Units: 1
Catalog Description: A review of grammar. Selected reading, conversation, and composition. Lecture: 3 hrs/wk. for each; Laboratory: 1 hr/wk. for each.

GRMN 311
Title: German Civilization & Culture
Units: 1
Comments: GRMN 201 and 202
Catalog Description: The historical, social, and artistic forces which have influenced German life and thought. Lecture: 3 hrs/wk.

HEALTH & HUMAN PERFORMANCE

HHP 160 A1
Title: Fitness for Life: Jogging
Units: 1/4
Catalog Description: This course is designed to introduce the student to health and physical fitness components related to developing a healthy lifestyle. It will include physical fitness activities, health risk components, assessment, and the development of a personal health and fitness plan. Lecture: 3 hrs/wk.

HHP 160 A2
Title: Fitness for Life: Jogging

HHP 160 C1
Title: Fitness for Life: Phys. Cond.

HHP 160 F2
Title: Fitness for Life: Aerobics

HHP 160 G
Title: Fit for Life: Water Aerobics

HISTORY

HIST 125
Title: World History I
Units: 1
Catalog Description: A general introduction to world civilization before ca. 1600, emphasizing a cross-cultural analysis of varying political, economic, social, and religious systems. Lecture: 3 hrs/wk.

HIST 150
Title: World History II
Units: 1
Catalog Description: A general introduction to world civilization since ca. 1600, emphasizing a cross-cultural analysis of varying political, economic, social, and religious systems. Lecture: 3 hrs/wk.

HIST 175
Title: United States History
Units: 1
Catalog Description: A broad survey of the forces and structures of American history. Lecture: 3 hrs/wk.
HIST 254
Title: Africa from 1850
Units: 1
Catalog Description: An introduction to the history of Africa, with emphasis on sub-Saharan regions, beginning with the late 18th century. This course centers on the African experience during the last two centuries, from the decline of the Atlantic slave trade to colonization and through the era of independence. Lecture: 3 hrs/wk.

HIST 255
Title: History of Southern Africa
Units: 1
Catalog Description: This course explores the history of southern Africa since earliest times to the present. While South Africa will be our main focus, we will also examine its neighbors such as Zimbabwe, Namibia, and Mozambique. We address issues such as apartheid, civil war, and the AIDS epidemic. By the end of the semester, students should be able to identify the major social groups and individuals that have shaped southern Africa's history as well as understanding the origins of conflict that have taken place.

HIST 263
Title: American Frontier
Units: 1
Catalog Description: An examination of the American frontier experience. The survey ranges from the colonial wilderness through 19th century migrations to 20th-century perceptions. Lecture: 3 hrs/wk.

HIST 272
Title: Latin America
Units: 1
Catalog Description: A survey of the native background, colonization, independence, the struggle for constitutional forms of government, and relations with the United States. Lecture: 3 hrs/wk.

HIST 282
Title: Modern East Asia
Units: 1
Catalog Description: China, Japan, and Korea since the late 19th century. Lecture: 3 hrs/wk.

HIST 290
Title: Special Studies: Latin American Film
Units: 1
Catalog Description: Investigation of a special topic not regularly offered, with the topic determined by the history faculty. Lecture: 3 hrs/wk.

HONORS
HNRS 101
Title: Plenary Enrichment Program
Units: 1/4
Catalog Description: A year-long series of supplemental activities including regular meetings along with lectures, presentations, performances, exhibits, community service, discussions and written assignments. Satisfies the College requirement for co-curricular learning.
HNRS 105
Title: The Freshman Experience
Units: 1
Comments: Admission to Honors Program
Catalog Description: An introductory seminar with an emphasis on critical thinking, oral and written communication, and research skills. Readings will vary based on instructor and class interest.

INTERNATIONAL RELATIONS

I.R. 261 B
Title: Special Topics: IR Theory
Units: 1
Comments: POLI 101 or Permission
Catalog Description: An examination of selected topics in international relations. Lecture: 3 hrs/wk.

ITALIAN

ITAL 101
Title: Elementary Italian I
Units: 1
Catalog Description: A basic course in grammar and syntax, with oral and written work. Reading in preparation for literary and cultural appreciation. Lecture: 3 hrs/wk.; Laboratory: 1 hr/wk.

ITAL 201
Title: Intermediate Italian I
Units: 1
Comments: ITAL 102
Catalog Description: These courses build on the foundation established in the Elementary Italian sequence. Basic grammar and vocabulary are reviewed and more complex grammatical structures and advanced vocabulary are introduced. Emphasis is placed on developing good conversational ability, reading comprehension and composition skills. In addition, elements of Italian culture are woven into the curriculum to promote a broader cultural appreciation of Italy. Lecture: 3 hrs/wk; Laboratory: 1 hr/wk.

JAPANESE

JAPN 101
Title: Elementary Japanese I
Units: 1
Catalog Description: A study of the fundamentals of Japanese with emphasis on pronunciation and aural comprehension. Includes oral and written work, cultural material, and selected readings. Lecture: 3 hrs/wk.; Laboratory: 1 hr/wk.

JAPN 201
Title: Intermediate Japanese I
Units: 1
Comments: JAPN 102
Catalog Description: A review of the essentials of Japanese grammar with the introduction of advanced structures, continued development of the four essential skills, and further acquisition of vocabulary. An emphasis will be placed on cultural issues and on conversational skills to handle situations of everyday life and to increase the range of personal expression, inclusion of cultural materials. Lecture: 3 hrs/wk, Laboratory: 1 hr/wk.
**LANGUAGE**

**LANG 221**  
Title: English As a Second Language I  
Units: 1  
*Comments: See Catalog*  
**Catalog Description:** Basic English proficiency for intermediate English as a Second Language students. Emphasis is on the appropriate use of academic vocabulary, grammatical structures, verbal expression, and cultural inferences. Lecture: 3hrs/wk.

**LANG 222**  
Title: English As a Second Lang II  
Units: 1  
**Catalog Description:** Improving English proficiency for advanced English as a Second Language students. Emphasis is on the appropriate use of academic vocabulary, complex grammatical structures, organizational patterns, and rhetorical phrases and idioms in academic texts and student writing. Lecture: 3hrs/wk.

**LATIN**

**LATN 201**  
Title: Intermediate Latin I  
Units: 1  
**Catalog Description:** A continuing study of Latin, with emphasis on more complex grammatical structures, vocabulary, and translation. Students will read selected excerpts in Latin as part of an ongoing introduction to the cultural life of ancient Rome.

**MATHEMATICS**

**MATH 111**  
Title: Math Models/Management Science  
Units: 1  
**Catalog Description:** Theory and application of several mathematical models used in business and social sciences. Topics include matrices, linear programming, functions, limits, and derivatives. May not be taken if credit has been received for Mathematics 112 or higher. Lecture: 3 hrs/wk.

**MATH 121**  
Title: Calculus I  
Units: 1  
*Comments: Co-requisite: MATH 121L*  
**Catalog Description:** The analysis of limits, derivatives, integrals and their applications for functions of one variable. (Credit cannot be received for both Mathematics 112 and 121.) Lecture: 3 hrs/wk; Laboratory: 1.5 hrs/wk.

**MATH 121L**  
Title: Calculus I Lab

**MATH 122**  
Title: Calculus II  
Units: 1  
*Comments: MATH 121*  
**Catalog Description:** The analysis of integrals, sequences and series, parametric equations and their applications for functions of one variable. Lecture: 3 hrs/wk.; Laboratory: 1.5 hrs/wk.
MATH 122L
Title: Calculus II Lab

APPLIED MUSIC

MUSA 101 A
Title: Applied Voice
Units: 1/4
Comments: Instr. Permission
Catalog Description: Applied music instruction includes voice, keyboard, instrumental, and composition lessons. Each lesson is one hour per week.

MUSA 102 A
Title: Applied Piano
Instructor: Dr. Elizabeth Bachelder
Units: 1/4
Comments: Instr. Permission
Catalog Description: Applied music instruction includes voice, keyboard, instrumental, and composition lessons. Each lesson is one hour per week.

MUSA 102 B
Title: Applied Piano

MUSA 103 A1
Title: Applied Studies: Woodwinds

MUSA 103 A2
Title: Applied Studies: Flute

MUSA 103 A3
Title: Applied Studies

MUSA 103 A4
Title: Applied Studies

MUSA 103 A5
Title: Applied Studies: Saxophone

MUSA 103 B1
Title: Applied Studies: Brass Instruments

MUSA 103 B2
Title: Applied : Trumpets

MUSA 103 B4
Title: Applied Studies: Trombone

MUSA 103 B5
Title: Applied Studies: Euphonium
MUSA 103 C1  
Title: Applied Studies: Strings

MUSA 103 C2  
Title: Applied Studies: Violin & Viola

MUSA 103 C4  
Title: Applied Studies: Cello & Bass

MUSA 103 C5  
Title: Applied Studies: Cello & Bass

MUSA 103 D1  
Title: Applied Studies: Percussion

MUSA 103 F1  
Title: Applied Studies: Jazz/Folk

MUSA 103 F2  
Title: Applied Studies: Guitar(Classical)

MUSA 104 A  
Title: Composition

MUSIC

MUSC 107 A  
Title: Studio Guitar  
Units: 1/4  
Comments: Audition  
Catalog Description: Jazz and rock styles of guitar taught on beginning, intermediate, and advanced levels in a group context. Chords, solo techniques, and basic musical concepts will be covered in a one-hour, group session each week. (May be repeated for credit. This course does not count for credit toward the music major or minor.) Lecture-Laboratory: 1 hr/wk.

MUSC 111 A  
Title: Concert Choir  
Units: 1/4  
Comments: Audition  
Catalog Description: Training in a cappella and accompanied music from all style periods. (Students must participate in all performances unless excused by the director prior to the performance. May be repeated for credit.) Lecture-Laboratory: 4 hrs/wk.

MUSC 112 E  
Title: Wind Ensemble  
Units: 1/4  
Comments: Audition  
Catalog Description: Experience in band literature. (Students must participate in all performances unless excused by the instructor. May be repeated for credit.) Rehearsals: 3 hrs/wk.
MUSC 113
Title: Jazz Ensemble
Units: 1/4
Comments: Audition
Catalog Description: Experience in jazz instrumental and ensemble. (Students must participate in all performances unless excused by the instructor. May be repeated for credit.) Rehearsals: 3 hrs/wk.

MUSC 114 A
Title: Chamber Ensemble
Units: 1/4
Comments: Permission
Catalog Description: Experience in chamber music of various periods and styles. (Students must participate in all performances unless excused by the instructor. May be repeated for credit.) Rehearsals: 3 hrs/wk.

MUSC 150 A
Title: Fundamentals of Music
Units: 1
Catalog Description: Pitch and rhythm fundamentals: reading music notation, sight singing, reading chord charts. Focus on intervals, key signatures, scales, meter, and chords. Lecture: 3 hrs/wk.

MUSC 199 A
Title: Special Topic: Guitar Ensemble
Units: 1/4
Comments: Permission
Catalog Description: Ensemble/workshop experience in areas not normally offered, with the focus to be determined by the music faculty. May be repeated for credit. Lecture/Laboratory: hours vary.

MUSC 199 E
Title: Special Topics: Oriana Singers
Units: 1/4
Comments: Permission
Catalog Description: Ensemble/workshop experience in areas not normally offered, with the focus to be determined by the music faculty. May be repeated for credit. Lecture/Laboratory: hours vary.

MUSC 252 A
Title: Chromatic Harmony
Units: 1
Comments: MUSC 251; Co-requisite: MUSC 252L
Catalog Description: Chromatic part writing and figured bass realization; introduction to contrapuntal techniques. Lecture: 3 hrs/wk.; Laboratory: 3 hrs/wk.

MUSC 252L 1
Title: Chromatic Harmony Lab
Comments: Co-requisite: MUSC 252

PHILOSOPHY

PHIL 105
Title: Socrates, Jesus & the Buddha
Units: 1
Catalog Description: A survey of the main figures in the philosophical and religious traditions of the Western world, as well as major figures in Eastern philosophy and religion. All members of the department of Religion and Philosophy will contribute lectures. Lecture: 3 hrs/wk.

PHIL 205
Title: Moral Philosophy
Units: 1
Catalog Description: An investigation of the sources of, and our responses to, human dignity. Readings include slave and internment narratives, research from the social sciences, philosophical analyses, as well as debates on specific moral issues. Lecture: 3 hrs/wk.

PHIL 221
Title: Faith and Philosophy
Units: 1
Catalog Description: An examination of the fundamental questions concerning rationality and religious belief. The course addresses questions such as whether it is rational to believe in God and whether we can know anything about God, along with different ways of answering these questions and the different views of reason and religious faith the answers imply.(1)

PHIL 252 A
Title: Modern Western Philosophy
Units: 1
Catalog Description: A study of the attempts of thinkers such as Bacon, Hobbes, Descartes, Leibniz, Spinoza, Locke, Hume, and Kant to come to terms with the scientific, political, and religious changes in the modern world. Lecture: 3 hrs/wk.

PHIL 266 A
Title: Continental French Philosophy
Units: 1
Catalog Description: An examination of contemporary French thinkers, such as Michel Foucault, Gilles Deleuze, and Jacques Derrida. Each of these thinkers represents an important aspect in the development of what has been variously called post-structuralist and postmodernist discourse as it has developed in France since the May 1968 student riots. The purpose of this course is to introduce the student to some important trends in French thought since 1968. Lecture: 3 hrs/wk.

POLITICAL SCIENCE

POLI 101
Title: American National Government
Units: 1
Catalog Description: An introduction to constitutional principles, institutions, functions, and processes of politics and government in the United States. Lecture: 3 hrs/wk.

POLI 261 B
Title: Selected Topics: European Political Philosophy
Units: 1
Comments: POLI 101 or Permission
Catalog Description: Student research, reports, and discussion on selected problems and themes. Lecture: 3 hrs/wk.
POLI 261 D
Title: Selected Topics: Ethical Dilemmas Poli
Units: 1
Comments: POLI 101 or Permission
Catalog Description: Student research, reports, and discussion on selected problems and themes. Lecture: 3 hrs/wk.

POLI 261 G
Title: Selected Topics: International Relations Theory
Units: 1
Comments: POLI 101 or Permission
Catalog Description: Student research, reports, and discussion on selected problems and themes. Lecture: 3 hrs/wk.

PSYCHOLOGY

PSYC 101
Title: Introduction to Psychology
Units: 1
Catalog Description: An overview of the field of psychology with emphasis on basic processes in human behavior. (This course is a prerequisite for all other courses in the department.) Lecture: 3 hrs/wk.

PSYC 211
Title: Adolescent Development
Units: 1
Comments: PSYC 101
Catalog Description: Behavior and development of the individual from puberty to early adulthood. Lecture: 3 hrs/wk.

PSYC 240
Title: Sp Top: Creative Thinking & Problem Solving
Units: 1
Comments: PSYC 101
Catalog Description: A course offered in various formats, designed to give students instruction in a subject not regularly offered. Lecture: 3 hrs/wk.

RELIGION

RELG 102
Title: Christian Faith and Life
Units: 1
Catalog Description: An examination of the basic tenets of Christian belief, its moral teachings, and way of life. Lecture: 3 hrs/wk.

RELG 105
Title: Socrates, Jesus & the Buddha
Units: 1
Catalog Description: A survey of the main figures in the religious and philosophical traditions of the Western world, as well as major figures in Eastern religion and philosophy. Lecture: 3 hrs/wk.

RELG 130 A
Title: Living Religions of the World
Units: 1
**Catalog Description:** The major living religions of the world; their sources, nature, and attempt to deal with certain human problems. Lecture: 3 hrs/wk.

**RELG 201 A**  
**Title:** Israelite Patriarchs, Prophets, Princes and Priests  
**Units:** 1  
**Catalog Description:** An historical and critical study of the religion, history, and literature of ancient Israel. Particular attention will be given to understanding the differences between historical and faith-based modes of interpreting scripture. Lecture: 3 hrs/wk.

**RELG 205 A**  
**Title:** Hinduism  
**Units:** 1  
**Catalog Description:** This course will be a survey of Hindu traditions from the early Indus Valley, through the Vedic, Epic and Puranic eras to the medieval and modern eras. We will focus on Hindu texts, rituals, aesthetics and philosophies, and social and family structures.

**RELG 214 E**  
**Title:** Religion in America  
**Units:** 1  
**Catalog Description:** An investigation and examination of the distinctive beliefs and practices of mainstream religious groups and their influence upon the development of America. Lecture: 3 hrs/wk.

**RELG 230**  
**Title:** Intro to Theology of M. Luther  
**Units:** 1  
**Catalog Description:** A critical reading of the major theological texts of Martin Luther, considering historical context and the texts significance for church and society. Lecture: 3 hrs/wk.

**RELG 235**  
**Title:** Religion and Literature  
**Units:** 1  
**Comments:** May take RELG 235 in place of ENGL 220  
**Catalog Description:** This class explores the interface between religious ideas and practices and literary form. We will do close readings of a variety of literary works to determine how their forms have adapted to traditional religious ideas. Each unit will begin with an exploration of a religious tradition to familiarize students with the traditions essential concepts, symbols, and practices. We will then read various works that express these in new ways through literary conventions and analyze how literary techniques specific to poetry, narrative, and film shape these expressions.

**RELG 290**  
**Title:** Feminist Readings of the Bible  
**Units:** 1  
**Catalog Description:** An investigation into the historical origins of the Bible and the ways in which texts from the Bible relevant to women's lives have been interpreted throughout history. The course will then focus on the responses of feminist readers to these difficult passages from the Bible and their varied attempts to understand the realities of women's lives in the ancient world and to address the ongoing influence of these biblical texts in women's lives today.
RUSSIAN

RUSS 101
Title: Elementary Russian I
Units: 1
Catalog Description: A study of the fundamentals of Russian with emphasis on pronunciation and oral communication. Lecture: 3 hrs/wk.; Laboratory: 1 hr/wk.

RUSS 201
Title: Intermediate Russian I: Lang & Culture
Units: 1
Comments: RUSS 101 and 102 or permission
Catalog Description: A comprehensive study of the grammar; in-depth development of listening, speaking, reading and writing skills; cultural component included. Lecture: 3 hrs/wk.; Laboratory: 1 hr/wk.

SOCILOGY

SOCI 101
Title: Introduction to Sociology
Units: 1
Catalog Description: An introduction to the field of sociology with an emphasis on the study of social groups and how they influence human behavior and society. Lecture: 3 hrs/wk.

SOCI 102
Title: Anthropology
Units: 1
Catalog Description: An introduction to the concepts and methods used by anthropologists to study human societies and cultures. Case studies from primarily non-Western cultures will provide an overview of the culture concept and its relationship to institutions of kinship, marriage, gender, language, race and ethnicity, production, exchange, political organization, magic, religion and the arts. The course will also demonstrate the relevance of anthropology to the modern world.

SOCI 229
Title: Sociology of Sex and Gender
Units: 1
Comments: SOCI 101 or permission
Catalog Description: An introduction to a critical approach to examining the social construction of sex and gender. Topics include analysis of sex/gender systems, perspectives on gender inequality and the role of social institutions such as family, economy, media, etc. in shaping multiple experiences of gender and the characteristics of gender relations in society. Lecture: 3 hrs/wk.

SOCI 234
Title: Social Problems
Units: 1
Comments: SOCI 101 or permission; Field trip required.
Catalog Description: An exploration of the interconnectedness of many of our society’s most pressing social issues that contextualizes them in patterns of social organization at global, societal, and local levels. This course provides a conceptual frame of reference for defining and analyzing major contemporary social problems. Lecture: 3 hrs/wk.
SPANISH

SPAN 101
Title: Elementary Spanish I
Units: 1
Catalog Description: A study of the essentials of Spanish grammar and basic vocabulary to promote speaking, listening, reading, and writing skills. Emphasis on developing the conversational skills and cultural awareness to handle topics of everyday life in Spanish. Lecture: 3 hrs/wk. for each; Laboratory: 1 hr/wk. for each.

SPAN 150
Title: Elementary Spanish Review
Units: 1
Comments: SPAN 101 or equivalent
Catalog Description: A one-semester review of the essentials of Spanish grammar and basic vocabulary to promote speaking, listening, reading, and writing skills. Emphasis on developing conversational skills and cultural awareness to handle topics of everyday life in Spanish. (This course is designed for students who have studied Spanish previously, but lack sufficient preparation to enter Intermediate Spanish 201.) Lecture: 3hrs/wk; Laboratory: 1 hr/wk.

SPAN 201
Title: Intermediate Spanish I
Units: 1
Catalog Description: A review of the essentials of Spanish grammar with the introduction of advanced structures. Continued development of the four essential skills, and further acquisition of vocabulary. Emphasis on conversational skills to handle situations of everyday life with increased range of personal expression. Inclusion of cultural material. Lecture: 3 hrs/wk. for each; Laboratory: 1 hr/wk. for each.

SPAN 202
Title: Intermediate Spanish II
Units: 1
Comments: SPAN 201
Catalog Description: A review of the essentials of Spanish grammar with the introduction of advanced structures. Continued development of the four essential skills, and further acquisition of vocabulary. Emphasis on conversational skills to handle situations of everyday life with increased range of personal expression. Inclusion of cultural material. Lecture: 3 hrs/wk. for each; Laboratory: 1 hr/wk. for each.

SPAN 303
Title: Spanish Composition
Units: 1
Comments: SPAN 202 or equivalent
Catalog Description: Practice in written expression with an intensive review of Spanish grammar. Introduction to the principles of Spanish style and techniques of formal writing and translation. Lecture: 3 hrs/wk.

THEATRE

THEA 103
Title: Theatre Workshop
Units: 1/4
Comments: Permission
Catalog Description: Laboratory work designed to give the student experience in mounting a play on the stage. May be repeated for credit. Lecture: None; Laboratory: Approximately 50 hours/term.
THEA 125
Title: Stagecraft
Units: 1
Catalog Description: Techniques and principles of scenery construction and other elements of technical production. Lecture: 3 hrs/wk.; Laboratory: 70 hrs/term.

THEA 211
Title: Acting I
Units: 1
Catalog Description: The practical application of the fundamental principles of acting. Lecture: 3 hrs/wk. for 211; 4.5 hrs/wk. for 212.

**Part VIII. Competency, Advanced Placement, International Baccalaureate, and Credit**

The information that follows applies to students entering fall, 2010, under the Intellectual Inquiry Curriculum. Transfer students should consult the 2007-2009 academic catalog for their requirements.

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 and Natural Sciences; Social Sciences; and Fine Arts and 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.

**BIOLOGY**
Competency may be attained in Biology 101 (Life on Planet Earth) by satisfying either of the following requirements:

1) a score of 3 on the Advanced Placement Test;
2) a score of 630 on the SAT Subject Test in Biology and no secondary school grade lower than a “B” or its equivalent in a biology course.

**CHEMISTRY**
Competency may be attained in Chemistry 101 (The Chemical Science) by satisfying either of the following requirements:

1) a score of 3 on the Advanced Placement Test;
2) a score of 630 on the SAT Subject Test in Chemistry and 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) cooperative tests in General Chemistry, Brief Qualitative Analysis, and
Quantitative Analysis. For competency in all advanced courses, a student must score in the 50th percentile or better on the appropriate ACS cooperative test.

**ENGLISH**
Elective credit in English may be granted upon achievement of a score of 4 or 5 on the Advanced Placement Examination in Language and Composition or in Composition and Literature.

**FOREIGN LANGUAGES**
Competency in a foreign language will be awarded on the basis of the foreign language competency test during orientation or performance on the following standardized tests.

1. Students who earn a score of 3 on the Advanced Placement Test in Spanish, French, Latin, German, Italian, Greek, or Russian will receive competency through the 201 level of the language.
2. Students who earn a score of 4 or 5 on the Advanced Placement Test in any of the above languages receive credit for the 201 level of the language.
3. Students who earn a minimum score on the SAT Subject Test of at least 590 for French, 580 for Latin, and 570 for other languages receive competency for the 201 level of the language.

**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 satisfying either of the following:

1. a score of 3 on the Advanced Placement Test;
2. a score of 590 on the SAT Subject Test and no secondary-school grade lower than a “B” or its equivalent in American or World Civilization courses.

**MATHEMATICS**
Competency in Mathematics 121 (Introductory Calculus I) may be obtained with a score of 3 on the Advanced Placement Calculus AB Test. Competency may be attained in Mathematics 121 (Introductory Calculus I) and Mathematics 122 (Introductory Calculus II) with a score of 3 on the Advanced Placement Calculus BC Test. Credit for Mathematics 121 will be granted to a candidate with a score of 4 or 5 on the Calculus AB test of the College Entrance Examination Board. Credit for Mathematics 121 and Mathematics 122 will be granted to a candidate with a score of 4 or 5 on the Advanced Placement Calculus BC Test. Competency for all other mathematics courses will be determined on an individual basis by considering secondary school grades, standardized test scores, and Roanoke College test scores.

**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 101 (Concepts) by satisfying either of the following requirements:

1. a score of 3 on the Advanced Placement Test;
2. a score of 650 on the SAT 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 American National Government (POLI 101) by satisfying either of the following requirements:

1) a score of 3 on the Advanced Placement Test;

2) a grade of “A” in a secondary-school advanced placement American Government and/or Comparative Government course.

Credit for American National Government (POLI 101) may be granted if the candidate scores 4 or 5 on the Advanced Placement Exam.

**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 physical education activity courses and co-curricular learning and service) 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. 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.

Through long-standing, consortial agreements with Hollins University and Wagner College, 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 either institution, assuming that the courses concerned are not currently available to the student through Roanoke College.

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 IX. The Intellectual Inquiry Curriculum**

The Intellectual Inquiry Curriculum is built around the critical exploration of questions that are important to us as individuals, citizens, and members of a global community. By engaging students in rigorous inquiry and developing abilities in communication and critical thinking across the curriculum, it furthers the college's mission of developing the skills students need to live as informed, resourceful, and responsible citizens. Combined with students' majors, it gives students the resources for building an integrated body of knowledge concerning themselves and their world.

The Intellectual Inquiry Curriculum requires the completion of between 11 ½ and 14 ½ units. In addition to completing the requirements of the Intellectual Inquiry Curriculum, students must declare an academic major prior to graduation. The actual number of elective and required courses that students complete will vary according to their course(s) of study and number of competencies granted. But generally 33.50 units must be completed in order to graduate from Roanoke College. (Some varsity athletes may be required to complete only 33.25 units.) While a number of secondary courses are optional (double majors, minors, concentrations, teacher certification), all degree-seeking students MUST pursue the Intellectual Inquiry or Honors curriculum requirements and a major.
A complete description of the Intellectual Inquiry Curriculum requirements can be found in the Roanoke College Academic Catalog. Some of these courses cannot be taken by first-year students or must be taken in the May Intensive Learning session. Here we will focus only on those requirements you need to consider now.

First-Year Seminars
The Intellectual Inquiry core courses (INQ courses) begins with a first-year seminar that introduces students to the fundamentals of liberal arts education. The first of these courses, INQ 110, introduces students to critical thinking in higher education, taking as its starting point a focused topic in a scholarly field. Careful reading of important intellectual works and inquiry-based writing assignments are featured.

The Intellectual Inquiry Perspectives Courses
Students also take a series of courses that calls upon them to inquire into questions about Western civilization, global perspectives, and the natural world using the knowledge and methods of different ways of knowing: the Humanities and Fine Arts, the Social Sciences, and Mathematics and the Natural Sciences. Each course explores a question from one of the following three content perspectives.

1. Western Perspectives
   Courses that address questions from this perspective explore the natural and cultural aspects of the Western world, now and in the past. For example, questions may include: How have our ways of life been shaped by events, cultures, and institutions from other times and places, including the civilizations of Europe and the ancient Mediterranean and Middle Eastern worlds? What characterizes "the American experiment"?

2. Global Perspectives
   Courses that address questions from this perspective seek to make connections in the global context in which we live. For example, questions may include: What can we learn about and from the natural and cultural forces that shape societies beyond our familiar world? What do we need to know about the interaction of societies in the world community? What do we need to know about the role and impact of the United States internationally, as seen from other perspectives?

3. The Natural World
   Courses that address questions from this perspective examine the world of nature and our place in it. For example, questions may include: What laws govern natural phenomena, and how do we discover them? How do human beings fit into the world of nature? How does the natural world enrich human life, and what impact does human activity have on nature?

There are seven different Intellectual Inquiry (INQ) Perspectives courses, as listed below.

**Natural Sciences and Mathematics Division**

**INQ 240 Statistical Reasoning**
Provides an inquiry-focused introduction to statistical methodologies. Questions and applications will be drawn from one of Western Perspectives, Global Perspectives, or the Natural World. Students will gain an understanding of how decision making is accomplished using modern statistical techniques. Topics include descriptive statistics, graphical methods, estimation, elementary probability, and statistical inference; students will apply the techniques of data analysis to data sets and statistical studies that address questions of the perspective.
Lecture: 3 hrs/wk.

**INQ 241: Mathematical Reasoning**
Further develops the ability to use quantitative, mathematical, and computational reasoning by exploring a problem or issue drawn from one of the three Intellectual Inquiry perspectives. Through a focused topic, students gain insight
into mathematics or computer science as a mode of inquiry that, along with other ways of knowing, can deepen our understanding of Western Perspectives, Global Perspectives, or the Natural World. (1)
Lecture: 3 hrs/wk.
Prerequisite: INQ 240 (or a Mathematics or Statistics course); sophomore standing is recommended.

INQ 250: Scientific Reasoning I
Introduces the methodologies of the natural sciences through an inquiry-focused approach to a topic drawn from one of Western Perspectives, Global Perspectives, or the Natural World. Students will explore the types of questions that science asks and how it attempts to answer them by defining and classifying information, developing models, identifying patterns, and drawing conclusions based upon data. (1)
Lecture: 3 hrs/wk.; Laboratory: 3 hrs/wk.

INQ 251: Scientific Reasoning II
Further develops the ability to use the methodologies of the natural sciences by exploring a science topic in depth. The course will be narrowly focused within science while allowing connection to a social, political, ethical, or historical issue. The course seeks to develop an appreciation for ways in which the natural sciences, along with other ways of knowing, can deepen our understanding of Western Perspectives, Global Perspectives, or the Natural World. (1)
Lecture: 3 hrs/wk.
Prerequisite: INQ 250 (or a laboratory course in Biology, Chemistry, or Physics); sophomore standing is recommended.

Social Sciences Division

INQ 260 Social Scientific Reasoning
Introduces the methodologies of the social sciences through an inquiry-focused approach to a topic drawn from one of Western Perspectives, Global Perspectives, or the Natural World. The course seeks to develop students' critical thinking skills through the exploration and application of social scientific methods.
Lecture: 3 hrs/wk

Humanities and Fine Arts Division

INQ 270: Human Heritage I
Develops a sense of historical perspective and the ability to use the methodologies of the humanities or the fine arts by exploring a subject drawn from the period before 1500. The course seeks to develop an appreciation for ways in which the humanities and fine arts, along with other ways of knowing, can deepen our understanding of Western Perspectives, Global Perspectives, or the Natural World. (1)
Lecture: 3 hrs/wk.

INQ 271: Human Heritage II
Develops a sense of historical perspective and the ability to use the methodologies of the humanities or the fine arts by exploring a subject drawn from the period from 1500 to the present. The course seeks to develop an appreciation for ways in which the humanities and fine arts, along with other ways of knowing, can deepen our understanding of Western Perspectives, Global Perspectives, or the Natural World. (1)
Lecture: 3 hrs/wk

Foreign Language
Students are required to complete the study of a foreign language through the first semester of the intermediate level (through the 201-level). For most students who continue a language studied in high school, this will require one or two units at Roanoke College; for students electing to take a new language this will require three units.
Students who studied French, German, Italian, Latin, or Spanish in high school must take a placement tool on-line in that language prior to registration, unless they meet one of the following exceptions:

- have three semesters of college transfer credit with grades of C- or higher in the same foreign language;
- speak a native language other than English;
- studied a foreign language other than French, German, Italian, Latin, or Spanish;
- did not study a foreign language in high school;
- are a non-degree seeking student.

Students who did not study a foreign language in high school, or who would like to study a new foreign language in college, should consider one of our lesser-taught languages: Chinese, Japanese, or Russian. These languages are strategic in today’s world and may offer greater employment opportunities in government and business.

For a more detailed discussion of foreign language competency requirements, see page 39 of this handbook.

Health and Human Performance
All Roanoke College students will be required to take Health and Human Performance 160: Fitness for Life (one-quarter unit) to fulfill graduation requirements. In addition, all students will take a course (one-quarter unit) in a lifetime sport or activity which is different from the activity taken in Health and Human Performance 160. (All varsity athletes will take Health and Human Performance 160: Fitness for Life, but may receive a Health and Human Performance activity competency for satisfactorily completing one season of a varsity sport). Health and Human Performance 160 cannot be repeated for credit and is a prerequisite for all other HHP activity courses. Once the physical education requirement for graduation has been met, a student may not complete additional Health and Human Performance activity courses for credit.

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 and computer science (those majors take a calculus-based statistics course later). It is required for business majors, economics majors, biology majors, and some social science majors.

**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 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 in high school calculus.

You may find the chart on page 44 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>
</tr>
</thead>
<tbody>
<tr>
<td>Western</td>
<td>Global</td>
<td>Natural World</td>
</tr>
<tr>
<td>Natural Sciences &amp; Mathematics Division</td>
<td></td>
<td></td>
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<tr>
<td>INQ 240 <em>Statistical Reasoning</em></td>
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<tr>
<td>INQ 250 <em>Scientific Reasoning I</em> (Lab Science)</td>
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<tr>
<td>INQ 241 <em>Mathematical Reasoning</em> OR INQ 251 <em>Scientific Reasoning II</em> (Non-lab Science)</td>
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<tr>
<td>Social Sciences Division</td>
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<tr>
<td>INQ 260 <em>Social Scientific Reasoning</em> (1st discipline)</td>
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<td>INQ 260 <em>Social Scientific Reasoning</em> (2nd discipline)</td>
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<tr>
<td>Humanities &amp; Fine Arts Division</td>
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<tr>
<td>INQ 270 <em>Human Heritage I</em></td>
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<tr>
<td>INQ 271 <em>Human Heritage II</em></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
**PRE-REGISTRATION COURSE SELECTION SHEET**

NAME:________________________________  MAJOR:________________________________

PHONE:_______________________________

**INQ 110 or HNRS 105**

<table>
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<td>Choice #9</td>
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<tr>
<td>Choice #5</td>
<td>Choice #10</td>
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**Language:** Only for students taking a language during the first semester.

Which language?

**Major Classes:** For example, biology majors will have BIOL 120 and CHEM 111 as major classes.

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<td>Choice #3:</td>
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**Elective Classes**

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**Other INQ Classes**

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