

INQ Courses for Fall 2023

See an INQ check sheet for rules about which courses you need to take, substitution rules, etc. You can find this information and answers to FAQs on the Intellectual Inquire webpage:

https://www.roanoke.edu/inside/a-z_index/intellectual_inquiry

Courses that satisfy the global requirement have their name highlighted **in orange**.

Section Name	Short Title	Days and Time	Faculty Name
INQ-110-B	Not As Right As You Think	TTH 01:10PM-02:40PM	Allen, Angela
Have you ever done something with no idea why you did it? Have you ever seen a friend keep believing in something that was clearly disproven? How good are we at estimating our skills and abilities? These questions make more sense when you have an understanding of cognitive biases. This class will show you how common cognitive biases can affect a person's thinking, and we will examine their effect on current and historical events.			
INQ-110-I1	Classical Athens and Us	MWF 10:50AM-11:50AM	Zorn, Hans
What's so interesting about the Greeks? What was "the high classical moment" in Athens? Why are so many of our buildings (and ideas) shaped according to the influence of ancient Greece? And, most centrally, how do we appraise our legacy from Classical Greece? As we read, think, and write critically, our goals will be: (1) to learn as much as we can about the Athenians and their way of life, for its own sake, as a topic rich with interest, and (2) to appraise the mixed legacy of Classical Greece. Topics of special interest will include democratic politics, the roles of men and women, slavery, ideas of sexuality, the Athenian legal system, myth and religion, the theatre, issues of war and peace, and concepts of heroism, of happiness, and of knowledge.			
INQ-110-K1	Democracy:What Is It Good For	MW 02:20PM-03:50PM	Parsons, Bryan
Early in the 21st Century, many democracies around the world are experiencing varying degrees of political, economic, cultural, and social turmoil. This may prompt some political observers to ask, "What is democracy good for, anyway?" In this course, we will learn how to critically think, reason, and write about democracy as a form of government, including its principles, ideals, and notable benefits as documented by scholars from multiple academic disciplines.			
INQ-110-Q1	Finding Ourselves in Folktales	TTH 10:10AM-11:40AM	Bolin, Marissa
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-120-A1	Communications in Leadership	MWF 01:10PM-02:10PM	Parkins, Elizabeth
INQ-120-A2	Communications in Leadership	MWF 12:00PM-01:00PM	Marilla, William
An investigation of the traits and behaviors of effective, ethical leadership and exploration of how one can inspire a values-based organization with different channels of communication (verbal, non-verbal, written, public, and private). In this sense, an organization is a "social unit of people, systematically arranged to meet a need or to pursue a goal." The theories of leadership and ethics will be explored, and practical applications (teamwork, oral presentations, writing persuasively) will be utilized to enhance communication and leadership skill development. All topics discussed have a strong underlying ethical component. To accentuate this, ethical leadership will be further analyzed through a unique collection of essays by			

philosophers, leadership scholars and management theorists. Students will analyze how an increased understanding of communication enhances their confidence and self-image as effective leaders.			
INQ-120-B	Sport and Ethics	TTH 10:10AM-11:40AM	Taniyev, Olzhas
Should a person be able to ingest a substance to help sport performance? Does it matter if that substance is a soda or a steroid? Is it okay to break a game rule if it helps your team win? Are athletes obligated to be role models? In our society, sports can fascinate through playing, watching, or talking about the games. Sports also have an impact on nearly every life, positively and negatively, of both the passionate fan and the uninterested person who cannot tell the difference between a touchdown and a touchback. This course will inquire some of the sociological and ethical considerations of sport and life, and illuminate some of these complex issues. The course goal is for each student to consider how sport can impact life, and to contemplate and question the many perspectives in which sporting endeavors can be viewed.			
INQ-240-A1	Here's to Your Health	MWF 08:30AM-09:30AM	Staniunas, Claire
INQ-240-A2	Here's to Your Health	MWF 09:40AM-10:40AM	Staniunas, Claire
INQ-240-A3	Here's to Your Health	MWF 10:50AM-11:50AM	Weselcouch, Michael
INQ-240-A4	Here's to Your Health	MWF 08:30AM-09:30AM	Weselcouch, Michael
Newspapers, magazines, television, and websites frequently announce the latest health findings regarding nutrition, lifestyle, diseases, disorders, syndromes, treatments, medications, exercise, weight control... the list goes on and on. We do not lack for health information, but is the information presented to us good information? When reports are contradictory, what can we reasonably believe? We will learn the methodologies of modern statistics to address these questions. In the face of uncertainty, we must recognize the importance of basing decisions on evidence (data) rather than anecdote. Care must be taken to construct studies that produce enough meaningful data from which results can be trusted.			
INQ-240-B1	Statistics and Sports	MWF 01:10PM-02:10PM	Reakes, Roger
INQ-240-B2	Statistics and Sports	MWF 10:50AM-11:50AM	Reakes, Roger
The sports industry is a multibillion dollar entity that generates some extremely interesting questions about quality assessment, business, ethics, and health issues. Some of the questions we will ask are: What type data are necessary to assess the quality of a player and how can we use that data to determine the value of a player? What are the long term health risks associated with playing full contact sports and how do we determine the prevalence of these injuries and their impact on the player's lives. The key to answering these questions is putting aside preconceived opinions and emotion and using statistical analysis to see what the data say. Under the broad umbrella of statistics, this course will use an abundance of rich data sets to uncover the enormous impact that statistical analysis has on the sports industry.			
INQ-240-C1	Free Will on the Internet	MWF 10:50AM-11:50AM	Lee, Chris
INQ-240-C2	Free Will on the Internet	MWF 09:40AM-10:40AM	Lee, Chris
As we surf the web, are we really exercising free will? Whether it be reading, shopping, or interacting socially, we'd like to think that we are in control of our choices. The reality is that web designers and marketers use conclusions drawn from vast amounts of data to carefully craft and control our web experiences and actions. This course provides an inquiry-focused introduction to the statistical methodologies necessary to successfully explore and answer this question. Along the way students will develop an understanding of how data is collected and used in relation to virtually everything we do on the internet.			
INQ-241-A	How to Think Like a Computer	MWF 02:20PM-03:20PM	Sekoni, Adewale
Why are computers better than humans at addition and multiplication while humans are better at voice and image recognition? Why do we need special "languages" rather than natural languages to communicate with computers? In this class, we will view computation from a computer's perspective. This will give us a better understanding of why humans and computers think differently. This knowledge will equip you to be a better problem solver no matter the programming environment. It will also help you to think more logically			

and objectively. We will use elementary mathematical concepts and a turtle in the Python programming language to visually illustrate the concepts covered.

INQ-250BI-A	How Organisms Evolve	MWF 09:40AM-10:40AM	Poli, DorothyBelle
INQ-250BI-B	How Organisms Evolve	MWF 12:00PM-01:00PM	Powers, Steven
INQ-250BIL-1	How Organisms Evolve Lab	W 02:20PM-05:20PM	Poli, DorothyBelle
INQ-250BIL-2	How Organisms Evolve Lab	TH 01:10PM-04:10PM	Powers, Steven

(Enroll in either 250BI-A and 250BIL-1 or in 250BI-B and 250BIL-2.)

Evolutionary theory is the common thread underlying our understanding of life on Earth. This course is designed to provide non-biology majors an opportunity to build a common thread answering the overarching question “How do living organisms evolve?” Answering this question will require examining the philosophy of science and how science works to answer questions. This course will also examine mechanisms of evolution ranging from biogeographic to molecular. Additionally, we will briefly examine biodiversity as the product of evolution and the ongoing biodiversity crisis. Biology, like all sciences relies on inquiry and critical thinking to discover the nature of the universe; thinking critically is imperative in a society that relies on its citizens to evaluate information and make decisions.

INQ-250CH-A	Chemistry and Crime	MWF 09:40AM-10:40AM	Livingston, Stephanie
INQ-250CH-B	Chemistry and Crime	MWF 10:50AM-11:50AM	Livingston, Stephanie
INQ-250CHL-1	Chemistry and Crime Lab	W 02:20PM-05:20PM	Barshick, Christopher
INQ-250CHL-2	Chemistry and Crime Lab	T 01:10PM-04:10PM	Livingston, Stephanie
INQ-250CHL-3	Chemistry and Crime Lab	TH 08:30AM-11:30AM	Keithley, Richard

(Enroll in either 250CH-A or 250CH-B and one of 250CHL-1, 250CHL-2, or 250CHL-3.)

How can chemistry contribute to the investigation of crime? The evening news, the primetime TV lineup, and the local bookstore are all filled with examples of the work of forensic scientists. This course will emphasize fundamental chemical principles that allow us to understand the techniques used to analyze evidence from a crime scene. From bloodstains to drug identification to DNA fingerprinting, commonly employed techniques of the forensic scientist will be studied. In the laboratory, students will perform some of these same analyses used by professional criminologists to solve simulated crimes. Students will also use general chemistry principles to design their own analysis methods.

INQ-250PH-A	Take a Dive	MWF 01:10PM-03:20PM	Le, Truong
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The focus of this scientific reasoning course is to understand the way things work in our natural world. To that effect, fundamental questions that will be addressed are “why study motion, what factors contribute to the motion of an object and how do these contributing factors produce the observed motion of a sky diver and a deep sea diver”. The basics laws of physics applicable to sky diving and deep sea diving will be understood through a suite of laboratory experiments that are exploratory in nature. In this course, the focus will be on the process of science as it is motivated through measurements and inquiry. Cooperative learning groups, computer-assisted activities, and exploratory worksheets will facilitate the conceptual understanding process. Two group projects will provide opportunities for further scientific investigations into each of these topics.

INQ-251-A	Bugs in the System	MWF 09:40AM-10:40AM	Dunn, Kristin
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By all reasonable accounts, insects are the most successful group of animals on Earth. As human populations have expanded to cover the globe, we now interact with insects more than ever before. As we intrude upon a planet that insects have dominated for many millions of years, we ignore them at our own peril! In this course, students will learn to recognize the diversity of insects that share our environment. Insects’ fascinating adaptations allow the opportunity for in-depth study within a variety of biological disciplines, including genetics, development, behavior, and ecology. Following the specific interests of

students, we will explore topics regarding the roles insects have played and continue to play in human affairs by asking questions like the following: How have insects affected the course of human history (e.g., outcomes of wars)? How can insects cause diseases? How have insects been used to treat diseases? How do insects affect global economies and food supplies? And what roles have insects played in human culture and religion?

INQ-251-B	Science and Pseudoscience	MWF 12:00PM-01:00PM	Staff, V
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In modern society we are inundated with all kinds of information: the Internet, TV, the radio, the newspaper, magazines and books, and in our daily contact with others. Unfortunately, much of this information is incomplete, biased or just outright false, and since we base many of our actions on what we learn from these sources, it is important to have skills to critically evaluate this information. We will discuss and apply the main kinds of deductive and inductive arguments, and be able to recognize them as they are used to influence all of us every day. Students will also understand the role of evidence in rational inquiry and be knowledgeable of the many pitfalls of human "common sense" intuition, as well as the proper interpretations of probabilities, in the evaluation of such evidence. We will utilize and explore many popular mysteries, such as ESP, Astrology, the Bermuda Triangle, visitation by extraterrestrial beings (UFOs), etc. in our discussions.

INQ-260AN-G	Anthropology of Fashion	MWF 12:00PM-01:00PM	Leeson, Whitney
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All humans experience the "fashion impulse," a basic desire to decorate the body that sets us apart from the great apes. But how do humans use fashion to shape the body? to construct individual identity? to create and communicate messages of power and positionality? to differentiate themselves collectively from others? to build a nation? to challenge and/or sustain political ideologies? to enrich the haves and impoverish the have-nots of consumer capitalism? To answer these questions, we will examine case studies ranging from Scotland's kilt-wearing Highlanders to the salaula fashionistas of Zambia, from Asian Chic designers in Seoul's garment district to runway models working Dubai's Modest Fashion Week. In our examination of how fashions systems operate globally, we will use ethnographic methods to avoid making ethnocentric and Eurocentric assumptions about how cultural constructs of gender, sexuality, race, ethnicity, and class impact the production, circulation, and consumption of fashion.

INQ-260BU-A1	Marketing Research	MWF 12:00PM-01:00PM	Obenchain-Leeson, Alice
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INQ-260BU-A2	Marketing Research	MWF 01:10PM-02:10PM	Obenchain-Leeson, Alice
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What are the ways researchers attempt to understand what you are thinking and feeling about a particular subject or a product? Can collecting consumer information result in ethical problems? What are the legitimate concerns individuals have about sharing information with organizations? In this course, we will design our own research project, collect and analyze data, and integrate the steps into a coherent project. Engagement in critical thinking, scientific writing, and oral presentations will be required.

INQ-260ED-A	How People Learn	TTH 10:10AM-11:40AM	Schlegel, Julie
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INQ-260ED-B	How People Learn	MW 02:20PM-03:50PM	McCloud, Jonathan David
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INQ-260ED-C	How People Learn	TTH 10:10AM-11:40AM	Kaerwer, Karin
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How do people learn? What is the relationship between learner, learning and instruction? Are there environments in which people learn best? How do we assess learning? What are the societal implications? These essential questions are the framework for this course and will engage students through an inquiry-focused social science approach to researching, analyzing and presenting findings.

INQ-260LI-A	Language and Social Identities	MWF 01:10PM-02:10PM	Michalski, Ian
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Language is usually seen as a complex tool that human beings use for communication. However, we fail to perceive that language also has a crucial role in the construction of communities. What role does language have in the creation and shaping of social identities in human groups? Sociolinguist research has long shown that certain language features, namely patterns of pronunciation or the use of determined grammatical choices, signal membership to a social group and express our social persona. This course aims to explore in what ways language serves to construct and preserve social identities within a given group. Students will be

able to recognize language features of English and other languages that have an active role in this process, and to quantify and measure the relation between linguistic items and societal issues. This course provides training in social science methods of research and scientific reasoning.			
INQ-260PH-A	Adolescent Health	MWF 10:50AM-11:50AM	Terrill, Nicole
INQ-260PH-B	Adolescent Health	TTH 04:30PM-06:00PM	Apgar, Briana
The course will explore the current state of adolescent health in the U.S. including health risk behaviors and protective factors guarding against risky behavior. Using the National Longitudinal Study of Adolescent Health and the Annie E. Casey Foundation data, students will learn how to interpret and apply data. In addition to gaining knowledge surrounding adolescent morbidity and mortality, students will understand how adolescent behavior impacts adult health status.			
INQ-260PS-A	Human Rights Comparative Poli	MW 02:20PM-03:50PM	Rubongoya, Joshua
An examination of the politics of human rights in a global context. The course employs the comparative tool for analysis and focuses on case studies ranging from torture and human trafficking to civil rights and political repression.			
INQ-260PY-B	Neuroscience and Free Will	MWF 09:40AM-10:40AM	Cate, Anthony
We make choices every day to negotiate our world. Does this require free will? We feel in control of our actions. But what forces, both within ourselves and in our environment, impact our choices? We interact with other people based on a shared understanding of the same kind of conscious experience. What are the consequences when someone's consciousness changes, and how can we know that it has? Our choices, feelings, and consciousness are grounded in neural activity in our brains, and scientific experiments are required to elucidate how and where. These questions and others will be addressed in this class in relation to neuroscience and psychological science.			
INQ-260PY-C	The Science of Meditation	MWF 01:10PM-02:10PM	Burchfield, Andrea
Over the last 40 years, meditation has been increasingly recognized for its potential use in medicine and mental health. As meditation has been applied to alleviate human suffering and increase well-being, the scientific evaluation of this construct has grown. This course will explore the core methodologies of psychological science through the examination of the literature surrounding meditation and its application in mental health and medicine. In addition to a better intellectual understanding of meditation, students will gain an improved personal understanding of meditation through experiential exercises throughout the semester. Students will be expected to engage in meditative activities both inside and outside of the classroom, with opportunities to reflect on their experiences through papers, class discussion, and other modalities.			
INQ-270-A	Reality & Illusion	MWF 01:10PM-02:10PM	Zorn, Hans
This course focuses on the Indian sage Samkara, who founded a system of thought, Advaita Vedanta, that has had a profound influence in India and that continues to attract millions of followers around the world today. Central to his thought is a view of reality that is radically different from the western common sense view of the world, along with an equally radical view about how one should lead one's life. Samkara's work raises the questions, then, what is ultimately real, how do we come to awareness of reality, and what implications might this awareness have for one's life? We will explore Samkara's writings as well as the cultural and religious contexts in which they arose.			
INQ-270-B	The Black Death	TTH 08:30AM-10:00AM	Hakkenberg, Michael
The cataclysmic plague of 1348-50 was a defining event for the late Middle Ages. The questions of how medieval men and women dealt with the high death tolls, the disruptions to trade and commerce, population dislocations, and the challenges to their faith are still pertinent today, particularly in the light of twenty-first century concerns with the spread of infectious diseases (e.g. AIDS, SARS, Avian Influenza). Using a variety of primary source materials (e.g. archaeological evidence, chronicles, poetry, medical reports, woodcuts), students will examine the following issues: geographical origins of the plague, symptoms and transmission, medical responses, socioeconomic impact, as well as religious, cultural, and			

artistic responses. With a strong emphasis upon document analysis, this course will introduce students to rigorous inquiry in the liberal arts while developing critical thinking and academic writing skills.			
INQ-270-D	Does Art Imitate Life?	TTH 10:10AM-11:40AM	Staff, V
There is a popular tendency in the twenty-first century to see works of art as self-expression: the representation of an artist's personal interests, experiences and mind-set at a particular moment in time. But is this the best approach for understanding works of art produced before our era? In this class we will study the lives and works of painters and sculptors from early Renaissance Italy (14th and 15th centuries) to explore whether artists' lives can explain what is represented in their art.			
INQ-270-G1	Men Women and Monsters Global	MW 02:20PM-03:50PM	Whiteside, Dana-Linn
In this course we will examine the formation of gender identity and anxiety through a variety of works representing pre-modern cultures. Fields of study represented include literature, music, religion, philosophy, art, and history, and the cultures we will encounter include ancient Sumeria, Egypt, Greece, and Rome, as well as medieval Europe, Japan, and India. Our studies will focus on how the works we examine use gender to create and express categories of social and sexual identity yet at the same time both emphasize and distort those categories with the addition of the monstrous. Students will be asked to confront and evaluate the questions and conundrums raised by these works, consider ways the artists tried to answer these questions, and determine why these questions are relevant to their lives today.			
INQ-270-G2	Gender Early World Lit Global	TTH 02:50PM-04:20PM	Larson-Harris, Wendy
What is gender? How can it be used to help us understand human experience in early societies? In this class we will explore how gender roles were articulated and reinforced, how sexuality was related to gender or social position, and how deviations from the norm were regarded. Using a Global Perspective, we will study literature (and some visual art) from the Near East, China, Japan, India, Greece, and England (ranging from 1000 BCE to the 12th Century CE), in order to observe a wide range of gender constructions and norms. We will also examine the role artistic expressions have played in communicating, reinforcing, rejecting, or modifying understandings of gender, and gain some insight into the construction of gender in our own time and place.			
INQ-270-G3	Exploration & Discovery-Global	TTH 10:10AM-11:40AM	Wallace Fuentes, Ivonne
INQ-270-G4	Exploration & Discovery-Global	TTH 01:10PM-02:40PM	Wallace Fuentes, Ivonne
Between 1000 and 1500 C.E. explorers fanned out across the globe, sparking a revolution in knowledge and eventually commerce. What were the explorers seeking? What did they find? How did their discoveries change the world? These questions will form the basis of inquiry into the roots of the first global explorations and exchanges of products. We will examine the travels of eight very different explorers, ranging from Leif Erikson in 1000 C. E. to Vasco de Gama in 1498 C. E. The majority of explorers we will study were European, though considerable attention will be paid to the journeys of Ibn Battuta (1300s) and Zheng He (1400s). Each one of those explorations raises questions about the paths not taken by major civilizations of the time, and the consequences of those decisions. By the end of the course students should know not only what was explored in the late premodern era, but also use the class material to reflect on the meaning of exploration and discovery in our own time.			
INQ-270-G5	War & Peace in Asia-Global	TTH 08:30AM-10:00AM	Xu, Stella
How did war and peace interact in history? How did people try to avoid war and sustain peace? This course is designed to examine three major stages of violent interactions among East Asian countries, first around the seventh century, second around the thirteenth, and third around the fifteenth century. Despite relatively long periods of peaceful interactions, wars played important roles in the formation and reconfiguration of the East Asian world order throughout history. This course will examine the historical and political background of three crucial stages with focus on four historical figures, namely Emperor Yangdi of Sui Dynasty China, Genghis Khan of the Mongol Empire, Toyotomi Hideyoshi of Japan, and Admiral Yi Sunsin			

of Choson Korea, as well as their respective impact on the political and cultural spheres during the most turbulent eras in premodern East Asia. (

INQ-271-A	Vast Early America	TTH 01:10PM-02:40PM	Breault, Nicole
Why must early America be vast? In the past, historians focused their studies of colonial America on the trajectory of the “original thirteen colonies” from settlement to revolution. Over the past twenty years, historians have expanded their view to include continental, Atlantic, and global views of early American history. Tracing the circulation of goods, ideas, and people has allowed historians to gain a fuller picture of the vast array of actors that shaped the early American experience. This course will examine key themes connected to the history of the settlement of the North American continent and the wider Atlantic world. Together we will read and discuss primary and secondary sources to explore the vastness of early America and to better understand how Europeans, Africans, and Indigenous people came into sustained contact (voluntarily and involuntarily) and ultimately changed each other in far-reaching ways.			
INQ-271-B	The Teenager in US History	MWF 09:40AM-10:40AM	Henold, Mary
In this course we will explore the history of American teenagers from the colonial period through the present. We will ask, how have the diverse ways of experiencing adolescence in America – that is, “growing up” - changed over time and space? Our study of teenagers will touch on a variety of topics such as conflict and rebellion, work and the discernment of vocation, slavery and violence, sexuality and sex education, pop culture and advertising, and college life, among many others. We will read firsthand accounts from and about children, adolescents, and youth as well as scholarly sources from the field of family and childhood history. Along the way, we will learn to view the traditional narrative of American history from a new perspective.			
INQ-271-C	Images of Power	TTH 02:50PM-04:20PM	Staff, V
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-D	Photography Silver to Silicon	MWF 01:10PM-02:10PM	Staff, V
What is Photography? How is it a combination of art and science, reality and artifice? The medium and history of photography provides a rich field of inquiry that has been studied since the mid-nineteenth century. This course will examine the photograph as a cultural document and as an aesthetic object. We will be engaged in how photography has influenced our perception of reality from a western perspective. How are photographic images significant in our understanding of war, anthropology, social reform, art, portraiture, personal identity, pornography, and the repertoire of visual information in the media? Do they present a reality of history, of culture and do they represent truth? Or do photographs simply document change as it happens in a particularly powerful way? These are just some of the questions we will take up, as we work our way through the course material. Students can expect some costs for film, printing and presentation materials in the range of \$10-\$50.			
INQ-271-F	Scandalous Fiction	MWF 12:00PM-01:00PM	McGraw, Kenneth
From the public city streets to the private domestic sphere, eighteenth-century authors were obsessed with how notions of “criminality” intersected with the changing ideas of gender and sexuality and its textual representation. As the title of this course suggests, we will explore the complex intersection of gendered identity, criminality, and sexuality during the long eighteenth century through texts that were considered “scandalous.” We will investigate a wide variety of texts, both canonical and non-canonical, that are distinctly concerned with this intersection. How was criminality understood at the time? What part did			

language and narrative play in this understanding? How were gender and sexuality discussed and what was their place in notions of criminality? How did various authors and forms attend to this intersection? By grappling with these and many other questions an image emerges, at times licentious at others decorous, that helped produce a discourse on gender and sexuality still resonant today.			
INQ-271-I	Music as Mirror	TTH 02:50PM-04:20PM	Staff, V.
How have musicians handled tensions and debates between faith and reason in the music they create? How have the roles of sacred music in Western society changed over the past 500 years? What are the possibilities (and challenges) to musicians when composing music for sacred purposes? This course examines how music reflects changes in society and culture across time from the perspective of the sacred. Music offers a lens through which we can understand the metamorphoses of politics, religion, economics, and philosophical thinking. Movements, practices, and repertoires covered include major western events like the Reformation, Enlightenment, and life after World Wars I and II. Contemporary examples will explore issues related to the potential for expressing the sacred in today's global world.			
INQ-300-A	Truth & CO2nsequences	MW 02:20PM-03:50PM	Keithley, Richard
Climate change is seen as a controversial topic today. What is meant by climate change? Is it the same as global warming? How has fossil fuel consumption impacted the atmosphere? Are cow farts actually a legitimate, serious problem? Is an extinction-level, global climate apocalypse just a few short years away? What's true, what's hyperbole, and how do informed citizens tell the difference? In the first part of this course, students will explore fundamental principles of chemistry to better understand the Earth's climate, utilize quantitative methods to critically analyze scientific data, review relevant articles and governmental reports, and assess various climate change claims present within today's civil discourse. Afterwards, drawing on their experiences within the Natural Sciences, Social Sciences, and Humanities, groups will work to investigate a specific problem contributing to climate change and advocate for a strategy that addresses this problem, assessing the relevant scientific, socioeconomic, and cultural impacts.			
INQ-300-B	Powerful Medicines	MWF 10:50AM-11:50AM	Hollis, Gary
How do drugs affect our life? The pharmaceutical industry projects that worldwide drug sales will exceed \$1 trillion within the next few years. One touchstone of the 20th century was the explosion of the pharmaceutical industry, and the effects of this rapid growth on human health. This course will explore the pharmaceutical industry and its impact on individuals and on society. From drug discovery to clinical trials to marketing and economic implications, we will learn about this industry. Once we have covered the basics in the first half of the course, groups will choose a contemporary problem related to the pharmaceutical industry, carry out research on the problem, analyze possible approaches to the problem, and propose a solution in a final paper and oral defense.			
INQ-300-C	Violence and Religion	MW 02:20PM-03:50PM	Trexler, Melanie
In a time of growing sectarianism, radicalization, and terrorism across many continents, does religious commitment simply give rise to human division or, is it, as many people claim, peaceful? What is the relationship between religious beliefs and the violence committed in the name of religion? What does quantitative data suggest about religiously-motivated violence and those who commit it? In this course, you will choose a specific example of religious violence; investigate the historical, economic, political, and religious factors involved in the conflict; and develop an action plan with persuasive arguments to advise an audience of your choice on how best to understand and respond to the conflict. The final product in this class is a group podcast.			
INQ-300-D	Contemporary Science Problems	TTH 10:10AM-11:40AM	Collins, Rachel
You are about to complete your college education and enter the workforce, create your own business, run for political office, develop the next invention, or enter a graduate-level program. You have been exposed to facts and theories, but you will soon be engaged in life as an actively participating person in the human community. How did you learn college-level material best? What do you really remember from your classes? Can you act upon or really make critical decisions about what you have learned? How did you			

learn information in the sciences? Could you explain solutions to scientific problems to someone else? How will you become informed about difficult or controversial topics outside the classroom and help others learn about that topic? In this course you will learn about learning and use those skills to help solve a contemporary problem in the sciences.

INQ-300-F	Community Solutions to Poverty	TTH 02:50PM-04:20PM	Hoffman, Kristi
To obtain a better understanding of poverty, students review recent empirical findings and volunteer in a local community agency that addresses the social and economic consequences of being poor. Agencies include those that assist with food and housing insecurity as well as the need for low-cost after-school care. Additional readings address these questions: What are the strategies of organizations that have an impact on their community and what makes for a successful innovative nonprofit? Students work in groups to write a proposal that seeks to improve an existing program or create new organization or social policy that helps to alleviate the hardships of poverty.			
INQ-300-G	The Ecology of Music-Global	TTH 08:30AM-10:00AM	Marsh, Gordon
This course explores the impact of consumer culture on the ecology of music. It poses a range of questions about consumption, technology, sustainability, and diversity, and studies music from a variety of world cultures. There are many questions to consider. For instance, do streaming services and social media platforms expand the world of music—or do they reduce it to soundbites and videoclips? Can marginal musics survive media conglomerates? Can we spot differences between “live” music and recorded music in terms of the commodification of listening? Can the music industry shape cultural diversity? What role have institutions played in preserving different genre cultures? What are the impacts of “fusion” genres on the survival of traditional ones? Teams develop an original case study, defending a viewpoint, analyzing a perspective, and arguing solutions to problems regarding the survival of genre-cultures in a global economy.			
INQ-300-H	Making Life Count	MWF 09:40AM-10:40AM	Gibbs, Sharon
What makes life fulfilling? Do you need material wealth? How does personal attitude contribute to a successful life? This course will explore how to make our life count by examining the relationship of attitude and our perception of living a meaningful life. Do we have to be an effective member of the community to make our life count? We will discuss the very real issues of poverty, homelessness, and people with physical disabilities in our nation and around the world and examine the question “Can everyone live a life with purpose?” This course requires a service learning component. The service learning experience will allow students to work with underprivileged community members in the Roanoke Valley and gain a deeper understanding of their situation.			
INQ-300-I	Issues in Education	MWF 10:50AM-11:50AM	Staff, V
What is the role of formal education in preparing students for life in the 21st century? What knowledge and skills must be a part of the educational canon? What challenges does the U.S. face as it tries to meet the changing needs of a global society? Student will research the latest trends in and historical foundations of education policy. Through an inquiry process they will engage with cross-disciplinary texts that offer a variety of views of what life in the 21st century requires of U.S. citizens. Assignments will require students to read and reflect on a wide range of perspectives as well as engage in both individual and collaborative research, writing, and presentation.			