## INQ Course Descriptions – Spring 2024 Offerings

### INQ 110

<table>
<thead>
<tr>
<th>Offering</th>
<th>Course Code</th>
<th>Course Title</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>2024SP</td>
<td>INQ-110-A</td>
<td>Strange Tales for the Bible</td>
<td>TTH 10:10AM-11:40AM</td>
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After an introduction to a scholarly understanding of the origin and interpretation of the Bible, we will address the questions, Why have some tales from the Bible been deemed strange, sparking the interest and imagination of believers and non-believers of various time periods? How have these readers responded to these stories? What significance have they attached to them? This course will investigate a variety of stories--some well-known and others more obscure--from both the Hebrew Scriptures and the New Testament writings.

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<tbody>
<tr>
<td>2024SP</td>
<td>INQ-110-B</td>
<td>Visual Culture and Graphic Novels</td>
<td>MWF 12:00PM-01:00PM</td>
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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.

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<tbody>
<tr>
<td>2024SP</td>
<td>INQ-110-C</td>
<td>Myths of Musical Genius</td>
<td>TTH 10:10AM-11:40AM</td>
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<tr>
<td>2024SP</td>
<td>INQ-110-D</td>
<td>Myths of Musical Genius</td>
<td>MWF 01:10PM-02:10PM</td>
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What do we mean when we say a composer is a genius, or speak of a musician’s genius, or the genius of a singer? How can we say a work such as an opera or Broadway show or record album is a work of musical genius, when it is essentially a collaborative project? This course pursues an inquiry into the notion of musical genius by proposing how popular culture creates musical myths about artists and works held to be “great.” The term ‘myth’ can refer to any abiding story of human action and achievement. This course introduces students to several myths of musical genius--stories about originality in music and musicians across the ages. To complicate these myths of musical greatness, we will consider how the teachers and mentors, collaborators, and the artistic milieu of each artist’s epoch actually shaped the “genius” attributed to them and their work. Our goal is to learn the “back-story” of each myth, and to thus learn how our knowledge of music history can inform an understanding all too often framed simply by the myths and legends of popular consciousness.

### INQ 120

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<tr>
<td>2024SP</td>
<td>INQ-120-A</td>
<td>Life &amp; Death in Medical Ethics</td>
<td>TTH 01:10PM-02:40PM</td>
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This course is about life, in all its tangled and formative decisions. Bioethics is the particular occasion, since whether as a patient, family member, citizen, taxpayer, care-giver, pastor or other professional, each one of us makes value choices in medical care that shape ourselves and those around us. This course gives participants an opportunity to build concepts and skills to work through the involved ethical questions, particularly considering the perspective of the varied Christian tradition. Specific challenges will include cases of informed consent in research, disconnecting life support, stem cells, in-vitro-fertilization, cloning, abortion, and genetic intervention.

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<tr>
<td>2024SP</td>
<td>INQ-120-B1</td>
<td>Happiness and Goodness</td>
<td>MWF 10:50AM-11:50AM</td>
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<tr>
<td>2024SP</td>
<td>INQ-120-B2</td>
<td>Happiness and Goodness</td>
<td>MWF 10:50AM-11:50AM</td>
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<td>2024SP</td>
<td>INQ-120-B3</td>
<td>Happiness and Goodness</td>
<td>MWF 01:10PM-02:10PM</td>
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This course explores the relation between living a happy life and leading a morally good life. We will use ancient and modern classics to identify conceptions of happiness ranging from the pursuit of pleasure to spiritual fulfillment, as well as different ways of conceiving moral goodness. Some of these deal with discerning and following our own interests and others with our relations to others and the bonds of duty that preserve those relations. By examining the traditions of ethical thought that embody these views and debating their practical applications we can hope to arrive at a better understanding of the grounds for our moral judgments.

This course introduces students to moral philosophy by asking two primary questions: what makes someone “good?” and how would following that theory get someone to “the good place?” Using moral philosophy texts, students will watch and analyze NBC’s hit TV series *The Good Place* to explore ethical issues raised about how we should live, how we should act, and how we might live to be “good.” For the final project, students will produce a podcast that explores an ethical dilemma raised in the TV series to examine how people might live and act in that situation to be in a “good place.”

Our inquiry will focus on the moral status of non-human animals and how scientific knowledge influences the formation of values. During the scientific revolution in Western civilization, animals “lost their minds” as scholars solidified a view of non-human animals as machine-like. We will examine how scientific understanding of animal behavior has progressed, reading studies of problem-solving, symbolic communication, moral decision-making, emotion, and cultural transmission of behavior in honey bees, birds, dolphins, dogs, elephants, chimpanzees, and more. We will consider the ways in which knowledge from these studies might impact our ethical reasoning about animals used for food, companionship, entertainment, research, and security. Furthermore, we will ask: what is the relationship between animal rights or welfare and ethical reasoning regarding environmental conservation? What other aspects of human culture play strong roles—stronger than science—in determining our relationships with animals? In living an examined life, how do we balance our responsibilities to persons, animals, and environment?

What impact do changes in modern policing have on our communities? How are issues of poverty and race related to case processing for criminal defendants? What of innocent persons caught up in the system? How has the enterprise of (racialized) mass incarceration affected the lives of those we lock up? Collectively, these questions require confronting the consequences of contemporary criminal justice policy for all members of society. Such queries also require confronting how our own philosophical notions of "justice" and "injustice" fit within these discussions: For whom do we most safeguard or deny a "good life" and in what ways? This course calls for applying an ethical lens to pressing issues faced by the United States criminal justice system. We begin by exploring various philosophical and theoretical frameworks to better understand how "justice" and "injustice" might be defined and realized. We then move to consider how these frameworks apply to contemporary problems in the administration of criminal justice in this country by looking to law enforcement, courts, and corrections in turn.

“Reproductive politics” is a term that is often a shorthand to point to debates around abortion. Yet, the term embodies so much more! This course also examines rhetoric surrounding breastfeeding, menstruation, sexuality, surrogacy, and how all politics are connected to reproductive politics. Using historical, political, and recent popular culture texts, students will explore the ethics surrounding reproductive politics from a number of feminist frameworks. We will answer questions such as: how are reproductive politics telling about larger ethical concerns about gendered bodies? What do feminine, maternal, and feminist approaches
to ethics tell us about women’s moral experiences with reproduction and reproductive politics? What can a
deeper understanding of reproductive politics reveal about popular culture texts like The Handmaid’s Tale?

This course will begin with an examination of some major theorists in normative ethics. We will read
selections of important works from Aristotle, Jeremy Bentham, John Stuart Mill, Immanuel Kant, John Rawls,
and Jürgen Habermas. Additionally, we will read contemporary sources in feminist and pragmatic ethics. We
will then take our knowledge of moral decision-making and begin exploring contemporary topics in media
and communication ethics. These shall include the topics of free speech, public speaking, political
communication and advertising, public relations, blogging, journalism, photo manipulation, and
organizational communication. Through our examination of these ethical issues, we will continue to explore
the uses and limits of the theories analyzed at the beginning of this course. Students will determine for
themselves which ethical system, if any, largely captures what we think ought to be included in our concept
of the person who lives and communicates with integrity. We will explore the following questions: How
ought we to play our part in all of the interactions we are party to? How should the media cover issues of a
sensitive or potentially harmful nature? How do new technologies and practices impact the ethical situations
in communication? How do our interactions with others reflect and shape who we truly are?

Many key issues facing us as a society have important scientific or quantitative components. This leads one to
ask: In what ways is scientific and quantitative literacy necessary to leading a good and ethical life in the 21st
century? As science progresses, technological developments in biology and nanotechnology are enabling us
to alter the capabilities of organisms in novel ways. How should our ethical thinking be adapted as these
capabilities continue to develop? As we educate ourselves about the science behind these topics, we will
engage with various ethical thinkers in an effort to clarify the relevance of scientific and quantitative literacy,
and technological progress, to the good and ethical life in the 21st century.

This course will offer a survey of the great ethical thinkers in a historical context. We will ask the basic
questions of human ethical behavior, starting from “What is a good life?” We will study how such questions
and answers have changed over time, and how different cultures have dealt with them. A particular focus will
be on how western Christianity has addressed these questions in a rapidly changing world.

“Service to others” is a fundamental concept in all human societies. What drives the human desire to serve?
This course focuses on understanding varying definitions of service by investigating the historical, economic,
and social motivations underlying them. To further understand motivation for service, we’ll read notable
ethnographic and biographical depictions of service, analyze theoretical positions speaking both for and
against attempts to improve social welfare, and engage in a process of self-reflection about our own
motivations for service. In order to facilitate self-discovery, this course requires students to engage in service
experiences of their choosing.

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.

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.

Plays have always responded to the time and place in which it was written, often to controversial, even riotous, ends. In this class, we will ask what are the gray areas in social beliefs as compared to personal ones? How do we hold people accountable for their actions and words? Is there any truly universal right/wrong perspective? Who decides it? How can we judge the past or other cultures from our current place and point of view? The expectation is not that everyone will agree but that there is an application of critical thought regarding content and context.

Human culture is engaged in a mass experiment with the use of social media. What do we know about the impact of new media on beliefs, decision-making, and health? How has disinformation been deployed strategically through social media, and how effective is it? What should we do about it both as individuals and as societies? In this course, students will address these critically important questions through study of empirical literature on topics including cognition, bias, influence, social comparison, and mental health, as well as writings on the topic from current ethicists and philosophers. Students will not only become aware of the knowledge base on social media’s effects but also form ethical arguments about how both individuals and communities can respond to the rapidly changing face of technology-based social interaction.

Today there are autonomous self-driving cars on our roads. There are artificial intelligence programs that buy and sell billions of dollars of stocks every day. There are robots that vacuum our floors and mow our lawns. As we develop robots with greater capabilities, we are creating robots that are increasingly free of human oversight. Is it possible to create robots with the ability to recognize right and wrong and to choose actions that will not harm people and themselves? In the not-so-distant future there will be robots that are behaviorally indistinguishable from humans. What rights should these synthetic intelligences be afforded? In this course students will answer these questions by exploring the ethical and moral issues of the robots we have and the robots that will be.
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.

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.

Course title and description currently unavailable

INQ 241

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. Prerequisite: INQ 240 or a Mathematics or Statistics course.

INQ 250

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.
What creates and propagates controversy within the Sciences? How do the scientific processes of observation, measurement, and theorizing help to create and resolve controversy? Is it healthy to maintain controversy regarding theories and models in the Sciences; i.e., do the Sciences thrive on controversy? How is controversy received and interpreted by the larger society and culture? By examining four well-known controversies within the astronomical sciences, students will explore both the quantitative arguments and the historical contexts in answering the above questions. Since physics is the proper background for astronomical studies, the course will also focus on the physical concepts and processes associated with astronomical objects. Students will also take measurements, observe astronomical objects with telescopes, and interpret graphically-presented data through a required weekly night lab.

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.

Have you ever thought about what the full impacts of microorganisms are on your life? Sure, you think about them when you get sick but what are they good for? The answer isn’t “absolutely nothing.” Based on size alone, microorganisms arguably have the greatest impact on humans compared to any other living organism. How can we find out where microorganisms are located and how they can be useful or harmful to us? From their beneficial use in producing some of your favorite foods and beverages to their ability to cause sexually transmitted infections, we find them on almost every spot on Earth because we are living in a microbial world! This course is focused on how microorganisms influence humans and the challenges facing us today in biology that have global implications with topics including food and beer production, sexually transmitted infections, and antibiotic resistance.

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.

How can biology help improve your overall health and performance? Ever imagine ‘hacking’ your biology to help you achieve your full potential? This course is designed for students who are interested in learning how
biological concepts can be applied to improve their lives. Students will first explore basic biological concepts important for understanding overall human health and performance. Students will then build on this foundational knowledge by exploring the latest scientific research on how to optimize their biology to help them live better lives in health and wellness. Students will also discuss the ethical implications of using advances in biology and technology to enhance human capabilities.

<table>
<thead>
<tr>
<th>2024SP</th>
<th>INQ-251-B</th>
<th>Insects and Cannabis</th>
<th>MWF 12:00PM-01:00PM</th>
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The field of cannabis is a growing industry with its roots firmly planted in the sciences. A plant known for its medicinal and recreational purposes, cannabis is a unique organism in both its biology and its many uses by those that consume it. Unfortunately, there is a major problem within the industry: pest insects. Students will explore the biology of cannabis and the pest insects that claim cannabis as a food resource. Students will learn how scientists are working to reduce or eradicate pests from cannabis gardens. We will explore topics regarding the important roles insects have played in the cannabis industry by asking questions such as: How do insects adapt to utilize cannabis as a food resource? Can traditional pest control methods be used on a plant that is typically ingested or inhaled? Why are there no federally regulated pesticides for cannabis and how does this impact the industry?

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<tr>
<th>2024SP</th>
<th>INQ-251-C</th>
<th>Science and Pseudoscience</th>
<th>MWF 09:40AM-10:50AM</th>
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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.

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<tr>
<th>2024SP</th>
<th>INQ-260AN-G1</th>
<th>Hawaii-Global</th>
<th>MWF 12:00PM-01:00PM</th>
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<th>INQ-260AN-G2</th>
<th>Hawaii-Global</th>
<th>MWF 10:50AM-11:50AM</th>
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Why is Hawaii—the crossroads of the Pacific—our 50th state and how did we acquire it? Why do many Hawaiians wish we had not? These questions require an understanding of Hawaii’s peoples and cultures from pre-contact until today. Using myths, oral histories, language, archaeological remains, material culture, historical sources, and ethnographic studies, we will examine the origins and evolution of ancient Hawaiian society, the arrival of Captain Cook and the rise of King Kamehameha, colonial encounters with missionaries and merchants, the economic impact of the sugar and pineapple industries, as well as the sociocultural, linguistic, and physical transformation of the islands that occurred when Americans overthrew the monarchy and claimed Hawaii first as a territory and later a state. We will also pay attention to current issues of concern among native Hawaiians such as the Hawaiian Renaissance, land reforms, the pressures of tourism and development, and Hawaiian sovereignty claims.

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<tr>
<th>2024SP</th>
<th>INQ-260BU-A</th>
<th>Marketing Research</th>
<th>MWF 01:10PM-02:10PM</th>
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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.

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<tr>
<th>2024SP</th>
<th>INQ-260CJ-A</th>
<th>Murder She Wrote</th>
<th>TTH 10:10AM-11:40AM</th>
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While the majority of those arrested and imprisoned in the United States are men, what are social
scientists missing by only considering justice through the male perspective? Feminist criminologists challenge us to center research by women, about women, and for women. How do we do this? In this course we will focus on feminist approaches to collecting and analyzing qualitative data about the American Criminal Justice System. We will demonstrate our knowledge through written and oral assignments, while giving and receiving feedback along the way.

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.

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.

How do Supreme Court justices decide cases? Students will explore and test legal and extra-legal theories of decision making through the use of pre-existing quantitative data on the Supreme Court as well as judicial biographies.

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.

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.

How accurately do popular media portray current psychological knowledge? Movies, sitcoms, newspapers, magazines, and blogs often report findings from psychological science. How often do they get it right, and how often do they get it wrong? Do they manipulate findings in order to make their points? This course explores the core methodologies of psychological science by comparing and contrasting popular vs. scientific treatments of current and perennial topics within psychology. Topics will vary, but may include amnesia,
school shootings, effects of Facebook use, antidepressant effectiveness, Dissociative Identity Disorder, ADHD prevalence, and self-esteem.

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<tr>
<th>Course Code</th>
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<tbody>
<tr>
<td>2024SP INQ-260SO-A</td>
<td>Culture and Society</td>
<td>TTH 10:10AM-11:40AM</td>
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<td>2024SP INQ-260SO-C</td>
<td>Elite Deviance</td>
<td>MW 02:20PM-03:50PM</td>
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<td>2024SP INQ-270-A</td>
<td>Greek Cults &amp; Mystery Religions</td>
<td>TTH 01:10PM-02:40PM</td>
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<td>2024SP INQ-270-B</td>
<td>What's True About the Bible</td>
<td>TTH 02:50PM-04:20PM</td>
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<td>2024SP INQ-270-C</td>
<td>The Black Death</td>
<td>TTH 10:10AM-11:40AM</td>
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<tr>
<td>2024SP INQ-270-D</td>
<td>Does Art Imitate Life?</td>
<td>MWF 10:50AM-11:50AM</td>
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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.

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.

Did globalization exist in the pre-modern period? How did people travel, exchange ideas, and manage business two thousand years ago? Can contemporary globalization be traced back to the ancient and medieval period? We will approach these questions through the examination of the Silk Road across Eurasia. The Silk Road was the first transcontinental trading route between East and West, connecting the eastern end of the Asian continent (China, Japan, and Korea) to the Roman Empire as it passed through Mongolia, Central Asia, Middle East, India, Southeast Asia, and the Mediterranean area. Through this long-lasting transportation channel, people not only traded luxury goods and commodities, but also exchanged ideas, religious beliefs, artifacts, various foodstuffs, and forms of entertainment.

Does science make religion obsolete? This course examines the clash between modern science and religion in the Western world. It will focus on the debates between the natural sciences and Christian thought over questions such as evolution, the nature and destiny of the physical universe, and the status of our knowledge of nature. The rise of modern science set off a revolution in thinking which religion and philosophy are still adjusting to, and it has largely been responsible for setting Western life and thought on its distinctive course. We will examine in particular how contemporary physicists, biologists, and theologians understand the controversies that arose during this time, and what room for compatibility they see between science and religion today.

Students at Roanoke College today are living through what historian Susan Stryker has called a transgender “revolution.” All things “trans” now permeate our contemporary media, politics, and culture. But when did trans become a thing? How long have transgender people actually been around? This course introduces students to the study of history by using “trans” as the central lens through which we investigate the past. Students will read works written by transgender and intersex authors ranging from the nineteenth century to the present, as well as research, write, and present on topics related to U.S. transgender history.

How do historical forces continue to shape our own lives? Our ancestors point to a series of potential answers. This course begins with each student constructing their family tree, but also explores how family history intersects with the fields of micro- and macro-history. This approach will demonstrate the many ways historical forces have influenced contemporary lives. By the end of the semester, a student will know ca. five
generations of their family tree, some greater historical context for at least one branch of their family, and knowledge of how significant historical forces have shaped their own destinies.

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<td>2024SP INQ-271-F</td>
<td>Brown Vs. Board of Education</td>
<td>TTH 01:10PM-02:40PM</td>
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The purpose of this course is to place the Brown v. Board of Education Supreme Court ruling in its historical and cultural context, as well as analyze how its meaning and influence has been received and interpreted in contemporary contexts. The course will explore the advancements of Brown and its limitations with emphasis on white resistance that impeded its full implementation. Of interest will be using critical theories (e.g. Black Consciousness and Critical Whiteness Theory) to interrogate the difference between desegregation as assimilation and integration, especially as they relate to the experience of students of color historically and presently. A recurring thread is the exploration of how dominant US society has historicized Brown.

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<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>2024SP INQ-271-GE</td>
<td>Cultural Difference - Global</td>
<td>TTH 06:15PM-07:45PM</td>
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<tr>
<td>2024SP INQ-271-G1</td>
<td>Cultural Difference - Global</td>
<td>TTH 02:50PM-04:20PM</td>
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This section of INQ 271 explores the representation of difference in ethnography (a branch of anthropology dealing with the study and description of specific cultures) and fiction. How does one attempt to understand and represent people from different cultures around the globe? This is a question that fiction writers and anthropologists grapple with in different ways. In this course, we will examine how difference is performed in a variety of 20th century texts ranging from ethnographic studies to science fiction. By juxtaposing fiction with ethnography, we will examine the claims that different texts make to represent reality and the “Other.” We will also explore how these claims are linked to writing styles.

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<td>2024SP INQ-271-G3</td>
<td>World Pop Music - Global</td>
<td>TTH 01:10PM-02:40PM</td>
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The globalization of the music industry might lead us to think that the world has become a stage for American popular music. But what is “American” music? Today the blues is everywhere, hip hop is a global genre, Latin rhythms can be heard on any new recording, and the Billboard top 100 in America features songs in Spanish. In fact, the sound and feel of global popular music evolved from a centuries-old cultural exchange called “the Black Atlantic,” which has its roots in the colonial economy of Europe’s trans-Atlantic slave trade. Using the concepts of authenticity and transculturation in popular music, this course approaches music history from the perspective of racial and ethnic cross-fertilization—a phenomenon that’s often little known or understood (or simply taken for granted). Not only has the blending of cultures given rise to what we call ‘American music’, but it also marks what’s perhaps most interesting in globalized cultural systems.

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<td>2024SP INQ-271-H</td>
<td>Photography Silver to Silicon</td>
<td>MWF 01:10PM-02:10PM</td>
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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.

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<tr>
<td>2024SP INQ-271-J</td>
<td>Music As Mirror</td>
<td>TTH 02:50PM-04:20PM</td>
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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 repertories 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

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<tr>
<th>Course Code</th>
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<tbody>
<tr>
<td>2024SP INQ-300-A</td>
<td>Truth &amp; CO2nsequences</td>
<td>MWF 12:00PM-01:00PM</td>
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<tr>
<td>2024SP INQ-300-C</td>
<td>Community Problem Solving</td>
<td>TTH 08:30AM-10:00AM</td>
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<td>2024SP INQ-300-D</td>
<td>What Should We Eat?</td>
<td>MWF 08:00AM-09:30AM</td>
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<tr>
<td>2024SP INQ-300-F</td>
<td>The End of the World</td>
<td>MWF 02:20PM-03:20PM</td>
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<td>2024SP INQ-300-G</td>
<td>The Ecology of Music-Global</td>
<td>TTH 08:30AM-10:00AM</td>
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**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.**

**A Roanoke College education is designed for graduates to be effective problem-solvers across a range of situations and in various environments. Often, such benefits of your education will be implemented at work. Occasionally, such benefits will be implemented in community organizations that you engage in. Always, the cognitive, social, and practical skills you learn while engaging in meaningful problem solving will be transferable to numerous opportunities you experience after graduation. In this class, the focus will be on integrating your liberal arts education and learning transferable skills through real-world problem solving by engaging with a local community organization to research a problem and propose a solution both with and for the organization.**

**What should we eat? The question is unavoidable. It must be answered, yet a little reflection shows that answering the question involves us in a whole host of economic, moral, ethical, political, nutritional, cultural, religious, aesthetic, and environmental concerns. Furthermore, these concerns are often in tension with one another. The fact of the matter is, though, that we rarely engage in such reflection. Our food choices are the result of habit and inertia. Using the work of Aristotle and Spinoza we will analyze the role of habit in human experience. Then we will turn to recent work by Michael Pollan to see how wide-ranging factors limit our food choices and thus the type of habits we can develop.**

**Across this country a growing number of Americans are preparing themselves for a catastrophic apocalypse. For reasons ranging from terrorist attacks to natural disasters or an economic meltdown, these individuals have been taking survival courses, constructing safe rooms and shelters, and stockpiling canned goods in preparation for the end of the world as we know it. Are their fears founded in fact or fantasy? Does the scientific data support the likelihood of an event occurring? Are there preparations we can take to ensure our survival if it does occur? In this course you will investigate a potential catastrophic event and the underlying science and technology, assess the level of threat based on all available evidence, and develop an action plan with persuasive arguments to advise others of the apparent danger and how to prepare and respond to the event.**

**This global course explores the impact of consumer culture on the ecology of music and poses a range of questions about its culture, consumption, technology, sustainability, and diversity. For instance, do streaming services and social media platforms expand the world of music—or do they reduce it to soundbites and...**
videoclips? Do playlists express identity within a community of shared tastes, or do they actually reflect marketing and advertising processes? Can marginal musics survive media conglomerates? Why is cloud-based music distribution at the center of the digital rights movement? Can music education shape cultural diversity? Why does MP3 compression satisfy our need for music? Is “live” music more authentic than recorded music? What is cultural appropriation? Teams develop an original case study, defending a viewpoint, analyzing a perspective, and arguing solutions regarding present and future music in a global economy.

**2024SP INQ-300-H**  
Sport & Society  
TTH 01:10PM-02:40PM

Many of us participate in or follow sports, but when we play tennis or watch the Super Bowl, we aren’t usually thinking about how society affects sport or how sport influences who we are. What role does sport play in the socialization of children and adults? How is sport connected to the economy, our schools, politics, religion, family, or our government? How does sport perpetuate or disrupt social inequalities based on race, gender, social class, or disability? How do media shape sport and our understanding of it? What problems—violence, substance abuse, eating disorders, and gambling—are reflected in or exacerbated by sport? This course will ask you to choose a problem or issue in sport for which you can offer a solution, whether it be the development of a program, policy, business, non-profit, event, research project, information campaign, or some other creative outcome.

**2024SP INQ-300-I**  
Financial Literacy in America  
TTH 10:10AM-11:40AM

What does it mean to be financially literate? In this course, students will not only learn the basic knowledge and skills required to make sound financial decisions but will also develop an appreciation for the role that consumer attitudes play in exhibiting financially literate behaviors. The importance of having a financially literate society will be analyzed, and the current state of financial literacy in America will be researched and discussed as to its impact on America’s standard of living and quality of life. Solutions to help improve financial literacy will be explored and proposed.

**2024SP INQ-300-J**  
AI, Digital Econ&Platform Soc  
TTH 01:10PM-02:40PM

It is hardly news that big data, artificial intelligence, and algorithms shape our lives. We are instructed that data science and machine learning will thoroughly transform the enterprise of human understanding, and perhaps even democratize knowledge. At the same time, many worry about the mass surveillance and behavioral manipulation ushered in by the for-profit platforms that have assumed increasing responsibility for organizing our digital interactions. Moreover, it has begun to dawn that recent developments ushered in by such platforms may be degrading knowledge itself—potentially undermining the central claim made on behalf of the new information economy. The fundamental question posed by this course is whether it is possible to enjoy the benefits promised by the information economy, while avoiding some of the more alarming consequences associated with the platform society—and, if so, how.

**2024SP INQ-300-K**  
Silent Crisis of Mental Health  
MWF 01:10PM-02:10PM

According to the National Institutes of Mental Health, one in five people suffer from some type of mental illness in the United States. The number of people being diagnosed has significantly increased in the last several years. Two categories are used to describe mental illness: any mental illness (AMI) and serious mental illness (SMI). Young adults aged 18-25 years have the highest prevalence of AMI and SMI compared to adults aged 26 or older; these numbers are expected to continue to increase. Why are we seeing this increase and what can be done? Through reading, research, writing and presenting students will work independently and in groups to answer the question and propose potential solutions to the mental health crisis.

**2024SP INQ-300-L1**  
Issues in Education  
TTH 10:10AM-11:40AM

**2024SP INQ-300-L2**  
Issues in Education  
MWF 10:50AM-11:50AM

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.