

INQ Course Descriptions – Spring 2026 Offerings

INQ 110

INQ-110-A	Sport, Not Just a Game	TTH 08:30AM-10:00AM	Maina, Michael P
This course is designed to equip you with a social scientific understanding of sport. We will examine the history of sport in North America and the role it plays in our lives. Whether by participating in sport, attending sporting events, or watching sports on TV, sport teaches children and adults a culture's norms and values. We also find in sport many of the same issues we see in society in general, both the good (teamwork, leadership, and cooperation) and the bad (violence, substance abuse, sexism, and racism). We will examine how sport is organized, from youth, high school, college, to professional sport, and the ways sport is connected to a society's social institutions			
INQ-110-B	Myths of Musical Genius	TTH 10:10AM-11:40AM	Pekel, Michael Douglas

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

INQ-120-AA	Technology and the Good Life	MW 02:20PM-03:50PM	Henold, Mary J
This is an ethics course designed to help us think about the ways that new technologies – especially generative AI – lead to or keep us from achieving the good life. We will think about our own relationship to AI as we place it in the context of emerging technologies in the past. Questions will include: How have technologies impacted our ability to experience the world fully and engage with others? Is it responsible to use a technology that harms communities and the environment? Should we create alternatives to modern technologies if the communities they produce are elitist and exclusive? What is the best and most responsible use of our time? To help answer these questions, we will also explore alternatives to digital technology in everyday life (including a deliberately analog classroom environment).			
INQ-120-B	Ethics in Film and TV	TTH 10:10AM-11:40AM	Mallavarapu, Srikanth
INQ-120-I	Ethics in Film and TV	MW 02:20PM-03:50PM	Mallavarapu, Srikanth

How are ethical concepts and dilemmas discussed in film and television? How can media help us form more complex ethical judgments, and how can we become more discerning viewers by adopting an ethical lens as we consume our media? Like literature, visual media can help us develop empathy with characters outside of our own cultural contexts, providing varying perspectives and alternate worldviews. Through an introductory study of ethics, students will continue to develop their writing and oral presentation skills. Students will be introduced to ethicists (e.g., Aristotle, Kant, Rawls) and ethical

theories (e.g., utilitarianism, divine command, relativism). Contemporary ethical dilemmas (e.g., gun control, war, abortion, capital punishments) will be explored as students are exposed to various points of view on these subjects. Communal screenings will be held at a weekly scheduled time.			
INQ-120-BB	Crossroads of Character	TBA	Duffy, Susan M
A story exists because at some point a decision is made. Something must be done, and consequences will, like it or not, follow. In the stories of our own lives, similar rules apply. How then can we use our understanding of fiction and poetry to prepare us to face the transformative decisions of our lives? How will we consider consequences? Where might we find potential meanings? And what ultimately do we owe to each other, ourselves, and the world?			
INQ-120-C2	The Moral of Our Story	TTH 10:10AM-11:40AM	Wisnepske, Ned Philip
This course introduces students to ethical inquiry by reading accounts of slaves, POWs, holocaust survivors, and important events in the 20th century such as the bombing of Hiroshima. Through these non-fiction narratives we will gain insight into key questions in moral philosophy such as: Is morality all relative? Why should we be good? How can we know the difference between right and wrong?			
INQ-120-CC	Happiness and Goodness	MWF 12:00PM-01:00PM	V. Staff
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.			
INQ-120-D	Communication in Leadership	MWF 01:10PM-02:10PM	Parkins, Elizabeth Jeanne
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-F1	Sports & Ethics	TTH 10:10AM-11:40AM	Maina, Michael P
INQ-120-F2	Sports & Ethics	MWF 10:50AM-11:50AM	Scott, Cory M
INQ-120-F3	Sports & Ethics	TTH 01:10PM-02:40PM	Maina, Michael P
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-120-J	Quest for Right & Wrong	TTH 10:10AM-11:40AM	Mullins, Zane Allen
How should I live? What is the good life? How can I gain my highest potential? These questions were for Socrates the most important and pressing questions human beings can ask -- and must ask -- as he believed "the unexamined life is not worth living." By following in Socrates' footsteps, we will embark on the philosophical quest to grasp the truth about right and wrong. This means that we will strive to move beyond popular opinions about the good life, which we too commonly accept without much thought, and toward knowledge grounded in reasons and evidence.			
INQ-120-L1	Justice & Injustice	TTH 10:10AM-11:40AM	Ball, Daisy Barbara
INQ-120-L2	Justice & Injustice	TTH 01:10PM-02:40PM	Ball, Daisy Barbara
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.			
INQ-120-V1	What a Waste!	TTH 08:30AM-10:00AM	Hartman, Laura Marie
INQ-120-V2	What a Waste!	TTH 01:10PM-02:40PM	Hartman, Laura Marie
Our inquiry will focus on the definition of waste and the ways that various cultures have dealt with their waste. In the process, we examine our own trash, learn about how the waste streams in our lives are managed, and discuss ways to reduce waste. We explore ethical traditions such as frugality and related concepts from other cultures. The course involves field trips and hands-on experiences to open our eyes to the meaning of waste in our lives.			
INQ-120-W	Community Health & Well-Being	MWF 10:50AM-11:50AM	Anderson, Shannon Latkin
This semester we will think about the role we, as individuals, play in community health and well-being. Over the course of the semester I want you to continually ask yourself what role you can and should play in building a thriving community where health and well-being are core values. I want you to wonder: who else should play a role? We will dive into questions about the relationship between self and society on the one hand, and community health and well-being on the other. Is it our responsibility as community members to engage in work that will improve community health and well-being? Is our responsibility to focus on ourselves and others to do the same?			
INQ-120-Z1	Ethics in Virtual Environment	TTH 01:10PM-02:40PM	Daniel, Tyler Blake
INQ-120-Z2	Ethics in Virtual Environment	TTH 02:50PM-04:20PM	Daniel, Tyler Blake

How do ethics and morality apply to the virtual world? To what degree should they apply? What constitutes morally reprehensible game content? Why are some video games selectively prohibited based on content, while others are not? Students will examine multiple sources to evaluate both classical and contemporary ethical theories to answer these questions. This course will focus on prohibited offline actions (such as murder, physical assault, and sexual assault) and the corresponding prohibited actions within the gaming environment. Students will evaluate how these actions are similar and different while answering questions about the morality and psychology of those actions. Students will attempt to reconcile their ability to live a good life while living in both physical and virtual environments.

INQ 240

INQ-240-C1	Here's to Your Health	TTH 10:10AM-11:40AM	Robbins, Hannah
INQ-240-C2	Here's to Your Health	TTH 01:10PM-02:40PM	Robbins, Hannah
INQ-240-C3	Here's to Your Health	MWF 09:40AM-10:40AM	Clements, Naomi Jeanne
INQ-240-C4	Here's to Your Health	MWF 10:50AM-11:50AM	Clements, Naomi Jeanne
INQ-240-C5	Here's to Your Health	MWF 01:10PM-02:10PM	Vallejo, Cheryl Mable
INQ-240-C6	Here's to Your Health	MWF 02:20PM-03:20PM	Vallejo, Cheryl Mable

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 250

INQ-250AS-A	Astronomy Controversies	TTH 10:10AM-11:40AM	Le, Truong Van
INQ-250ASL-1	Astronomy Controversies Lab	TH 01:10PM-04:10PM	Le, Truong Van

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.

INQ-250BI-A	How Life Evolves	MWF 08:30AM-09:30AM	McCutcheon, Frances Elizabeth
INQ-250BIL-1	How Life Evolves Lab	T 01:10PM-04:10PM	McCutcheon, Frances Elizabeth

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-250PH-A	The Way Things Work	MWF 08:30AM-10:30AM	Vuddandam, Rajesh Babu
INQ-250PH-B	The Way Things Work	MWF 01:10PM-03:10PM	Sarker, Avijit

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

INQ-251-A	Cloning	MWF 10:50AM-11:50AM	Ramesh, Marilee A
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Cloning is the process of making genetically identical copies of organisms. Whether it occurs in naturally or is induced in the laboratory, cloning has been used as a valuable method for producing identical copies for agriculture and scientific applications. The concept of producing copies has been explored in literature and film evokes impressions that clones are inferior, unnatural and dangerous. But with the achievement of Dolly the sheep, the first cloned mammal, the possibility of cloning humans has moved from fiction to reality. In the course, we will explore the biological basis for cloning, starting with the fundamental principles of the cell and DNA. We will examine major achievements in developmental biology and stem cell research that resulted in the technology necessary to clone multi-cellular organisms like Dolly. We will conclude by discussing the biological, legal and ethical concerns regarding the possibility of human cloning.

INQ-251-B	How to Build a Dinosaur	MWF 10:50AM-11:50AM	Meyer, Dalton Lee
INQ-251-C	How to Build a Dinosaur	MWF 12:00PM-01:00PM	Meyer, Dalton Lee

How did dinosaurs evolve? How do genes and embryos work? How could we build a dinosaur with genetic engineering? Using the field of evolutionary developmental biology (evo-devo), we will explore the origins of dinosaurs on Earth, the way that genes and the environment interact to form embryos, and how this knowledge could be combined to create dinosaurs.

INQ-251-D	Biology for a Better You	MWF 01:10PM-02:10PM	Weatherspoon, Carey Lee
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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.

INQ 260

INQ-260BU-A2	Marketing Research	TTH 02:50PM-04:20PM	Kutlu, Gulfem
INQ-260BU-OL	Marketing Research	online asynchronous	Kutlu, Gulfem
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-260LI-A	Language and Social Identities	MW 02:20PM-03:50PM	Michalski, Ian Matthew
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-B	Mothers, Children, and Health	TTH 02:50PM-04:20PM	Rapp, Kristen Schorpp
This course uses an inquiry-based approach to answer the following question: what are contemporary challenges in maternal and child health (MCH), and how can we use existing data to document these challenges and propose evidence-based interventions that improve the health of mothers, infants, and children? Through regular discussion and collaboration, students will critically engage in real issues within the field of MCH, reflect on structural determinants of health affecting mothers and children, and design and evaluate interventions that address these determinants to promote health equity. The course will engage students in topics such as reproductive justice, prenatal health, birth outcomes, infant and maternal mortality, breastfeeding, adolescent health, and early childhood development. The course will also introduce students to public health data and surveillance systems that are relevant to MCH and prompt students to conduct data analysis and propose community health interventions based on the evidence they gather.			
INQ-260PH-GE2	Global HIV/AIDS - Global	TTH 06:00PM-07:30PM	Staff, SHSS
HIV/AIDS is a global epidemic, but how is it more than a medical disease? In highly developed nations, AIDS has become a treatable, though decidedly stigmatized infection. In much of the world, AIDS remains a death sentence, a path to orphan-hood, an economic and social disaster. We will begin with some HIV/AIDS 101, but then will move on to think about the disease from social scientific perspectives. We will examine the social history of HIV/AIDS, including denial, fear, misinformation, discrimination, and in time, some positive turning points. We will study the ways sexuality, gender, social class, and race have allowed bias to persist in prevention and treatment programs. We will read the voices of those living with			

HIV/AIDS. We will think about stigma and other processes as they affect individuals and institutions. And importantly, we will do all of these things on both a national and global scale.			
INQ-260PY-A2	Neuroscience and Free Will	MWF 10:50AM-11:50AM	Cate, Anthony D
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-B1	Psychology and the Media	MWF 08:30AM-09:30AM	Kane, Katherine D
INQ-260PY-B2	Psychology and the Media	MWF 09:40AM-10:40AM	Kane, Katherine D
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.			
INQ-260SO-G	Traveling w/o Leaving-Global	TTH 01:10PM-02:40PM	Mehrotra, Meeta
Why do people take their shoes off when they enter a home in Japan? Why do some Egyptian women choose to wear the veil? Why are many marriages around the world still arranged by parents? These questions focus on practices that most Americans would find unusual. Yet, studying these practices in a meaningful way will help students question their assumptions about others. Students will take a comparative global approach to study topics such as culture, gender relations, and family. This approach will facilitate a critical reflection on the central question this course focuses on: how do social forces shape the lives of individuals? Cross-cultural examinations of similarities and differences will help students investigate the ways in which social practices and institutions influence the trajectory of individual lives. Students will do a service-learning project that requires them to volunteer with an agency in the Roanoke Valley, and reflect on their experiences in course assignments. Service: 15 hrs/sem.			
INQ-260SO-KR	Elite Deviance	MW 02:20PM-03:50PM	Richardson, Kristin L
An examination of elite deviance, which refers to the criminal and deviant behaviors of those with power, privilege, and wealth in society including both individuals and organizations within the corporate, governmental, and political realms. Students analyze case studies, examine theoretical perspectives, and research the social costs of elite deviance. Questions addressed in this course include: What is the nature of elite deviance and its consequences for society? What social arrangements contribute to this social problem? How does the unequal distribution of wealth and power in society allow elite deviance?			
INQ 270			
INQ-270-B	In Search of the Trojan War	TTH 08:30AM-10:00AM	Hawke, Jason
For at least three thousand years, the tale of the war between the Greeks and Trojans – and the ultimate destruction of the city of Troy – has captured the imaginations of one generation after another. For the			

ancients, it was an account of their past; in the Middle Ages, a source of literary tropes; early modern critics regarded it as high literature, but completely fictitious; while modern scholarship has revealed a more complex relationship between history and legend. While no serious person would argue that Homer's account exactly reflects factual reality, historians, archaeologists, linguists, and literary analysts have come to appreciate that his poetry echoes a world that collapsed around the same time Troy was destroyed. In this course, we examine not just the content relevant to the legend of the Trojan War, but focus on the modern intellectual quest to understand the world to which the saga of Troy belonged.

INQ-270-C	The Black Death	TTH 08:30AM-10:00AM	Hakkenberg, Michael A
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-E	Native North America	TTH 06:15PM-07:45PM	Leeson, Whitney A.
This course explores the history of Native North American cultures from the first peopling to exploration and subsequent colonization by European countries during the 15th and 16th centuries. We will place ancient, regional cultures throughout North America in historic and cultural context by focusing on monographs regarding the peopling of the continent during the late Pleistocene epoch; the rise of ancient centers of social, economic and political power in the Anasazi Southwest and the Mississippi heartland; the coalescence of various nations in the Northeast to form Iroquois; and the merging of Native, European African cultures to form new colonial identities in the Southeast. We will end the course by considering contemporary social and political issues that directly relate to the changing methods of analysis that continue to broaden our knowledge of the ancient histories of Native North America.			
INQ-270-G2	The Silk Road-Global	TTH 08:30AM-10:00AM	Xu, Stella Yingzi
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.			
INQ-270-G4	Gender in Early World Lit - Global	MWF 01:10PM-02:10PM	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 271

INQ-271-A	Brown v Board of Education	TTH 01:10PM-02:40PM	McCloud, Jennifer S
What were the advancements and limitations of the 1954 Brown v. Board ruling? How is it that many can explain how Brown v. Board represents social progress at a key moment in history, yet not know about the massive white resistance to its implementation through state refusal to comply and the rise of private schools/school choice? Does desegregation and integration mean the same thing? How does framing desegregation as assimilation more accurately explain the losses students of color experienced in white schools during desegregation and the inequalities many students of color experience in the 21st century?			
INQ-271-B1	Race, Ethnicity, Art in the Us	TTH 02:50PM-04:20PM	Sienkewicz, Julia A
INQ-271-B2	Race, Ethnicity, Art in the Us	TTH 01:10PM-02:40PM	Sienkewicz, Julia A
How have perceptions of race and ethnicity shaped the art of the United States? In turn, how have these works of art influenced society? Through art, architecture, and the human-built environment, we can see evidence of how individuals across the nation's history have understood, represented, constructed, and contested ideas about race and ethnicity. Close study of individual objects will guide students to deeper understanding of changing conceptions of race and ethnicity and the rich artistic traditions that have developed through the convergence of cultures in the United States. Finally, we will consider the techniques that artists have used to challenge--and potentially transform--ideas about race and ethnicity. Progressing from the American Revolution through the present, this course will help students develop a long view on the dynamics of race and ethnicity in the United States as told through the history of art.			
INQ-271-C	Women and Healthcare	MWF 01:10PM-02:10PM	Henold, Mary J
This course investigates the history of women and healthcare in the United States, covering the late 18th through the 20th centuries. The primary questions that will focus our work this semester are: How did American women experience and contribute to the American healthcare system as medical practitioners, as patients, as public health professionals, and as health care advocates, and how did their experiences change over time? Topics will include the history of reproductive health, racial and gender bias in care, eugenics, the development of medical training programs for women, disability rights advocacy, gender identity, and the role of religion in women's health and healthcare. Students will learn through the reading of primary and secondary sources, classroom discussion, and lecture, with a focus on historical methodology.			
INQ-271-D	Living With the Past	MWF 01:10PM-02:10PM	Gibbs, Gary G
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.			
INQ-271-L1	Radical Movements in America	MWF 09:40AM-10:40AM	Hopson, Cheryl Renee
INQ-271-L2	Radical Movements in America	MWF 10:50AM-11:50AM	Hopson, Cheryl Renee

This course is a study of social, cultural, and political movements including and following the Civil Rights Movement in the United States—roughly, the decades between 1950 and 1970. How do we as a twenty-first century audience looking and reading back comprehend and relate to these far-reaching movements? Our primary means for exploring the various movements will be literature, but we will also look to contemporary personal essays, philosophical writings, music, art, film, and documentary for additional insight. Part of the work of the course will be to explore the relationship between the movements, and their continued resonance and relevance.

INQ 300

INQ-300-A	Community Solutions to Poverty	TTH 10:10AM-11:40AM	Hoffman, Kristi L
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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-B	What Should We Eat?	MWF 08:30AM-09:30AM	Adkins, Brent A
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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.

INQ-300-E1	Issues in Education	W 04:30PM-07:30PM	Whitt, Gary L
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INQ-300-M3	Issues in Education	TTH 01:10PM-02:40PM	Murrill, Leslie D
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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.

INQ-300-G1	Ecology of Music - Global	TTH 01:10PM-02:40PM	Marsh, Gordon E
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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.			
INQ-300-K	Powerful Medicine	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-N	Community Problem Solving	TTH 02:50PM-04:20PM	Nichols, David F.
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.			
INQ-300-P	Sport & Society	TTH 10:10AM-11:40AM	Berntson, Marit A
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.			
INQ-300-Q	End of the World As We Know It	MWF 09:40AM-10:40AM	Grant, Richard G
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.			
INQ-300-R	Memorials and Memory	MWF 08:30AM-09:30AM	Bucher, Jesse Walter

This course addresses the ways in which people, in various times and places, interact with public monuments and memorials. By focusing on examples from different parts of the world, the class broadly asks how memory about the past gets constructed, challenged, and reconfigured through public events and art. The course contends that no monument or memorial ever exists in a political, social, or cultural vacuum and that their meaning and utility change over time. Students in this course will directly engage with artists and critics who are currently producing work that expands the ways in which we think about monuments, memorials, and memory.

May Term Course Descriptions – May 2026 Offerings

On Campus

INQ/HIST-277-CF	African Cultural History	Bucher, Jesse Walter
Fee: \$0 Most courses on African history rely on a relatively narrow set of sources to analyze the past. Indeed, Africa's academic historians write within parameters of style and content that are followed by other members of the discipline. Historians generally place a strong emphasis on interpreting government documents, minutes of meetings, and other official records that are valued for their inherent 'truth'. Yet, many people on the African continent use other mediums to talk about, debate, and articulate their pasts. Like conventional historians, creative writers, filmmakers, and artists use their work to think historically and to raise poignant questions about the relationship between the past and present. In this course, we will work with some of these creative works to think about the cultural history of twentieth century Africa. By critically reading novels and films, the course will pursue new ways of evaluating African history. We will consider the following questions: How do novels and films permit new types of historical analysis? In what ways do these sources of history deliver larger historical insights into issues including colonialism, the formation of independent states, economic underdevelopment, and globalization? In addition to reading a secondary text on African history, students will critically interpret novels and films about Africa. These materials will allow students to develop a unique perspective on African cultural history in a comparative fashion.		
INQ-277-CB	AI Versus Human Cognition	Cate, Anthony D
Fee: TBA Do artificial intelligence systems succeed by mimicking human cognitive skills? If so, do they produce the skills in the same way as the human brain? This course involves hands-on experimentation using artificial intelligence models as a means of understanding the differences between machine and human performance; no programming experience required. It focuses on two Cognitive Psychology topics in which AI neural networks have become productive tools recently: visual object recognition and natural language processing. These, in turn, will lead us to explore the related topic of creativity. We will investigate how the process of categorization is a central topic in neural network theory with practical consequences for how both AI models and humans can jump to incorrect conclusions about groups of things. We will discuss how AI software is prone to reflect social stereotypes present in its programmers and in training datasets.		
INQ-177-CC	Bluegrass and Old-Time Music	Traynham, Hanna
Fee: TBA This course offers students a hands-on introduction to the traditional "mountain music" culture of southwestern Virginia. Experiential learning "in the field" will include attending music and dance events, class visits by musicians, and attendance at a regional music festival. Students develop and present a group project that explores how a music-culture of their choice can be better understood in light of what they have learned about the ideas, activities, repertoires, and material culture of "old time" and "Bluegrass." No prior experience performing music, either singing or playing, is required: a basic tenet of old-time music is that every member of the community can participate, regardless of familiarity or skill. Central to the course is the global idea that music is learned in the music-making experience.		
INQ-177-CD	Celluloid Boot: Italy & Film	Chapman, Giuliana F
Fee: \$0 This course will focus on Italian historical, cultural, and geographical identities as presented through Italian films. What version of history is revealed through her films? What do these films tell us about the Italian nation and her people? The course will study major movements in modern Italian history (the		

Risorgimento & Unification, the rise of Fascism, WWII and post-WWII, the North/South divide) and the attempts of some of Italy's film directors (Luchino Visconti, Roberto Rossellini, Vittorio De Sica, and others) to contextualize these periods. The artistic innovations and contributions made by filmmakers such as Federico Fellini and Pier Paolo Pasolini will also be examined. In order to better gain an appreciation for the Italian sense of place and belonging, the regions and cities that appeared in the frame will be explored to understand why these images endure. Daily screenings are mandatory and selected readings will include Italian history and some literature in translation. Proficiency in Italian is not required.		
INQ-177-CB	Differ-Abilities - Global	McCutcheon, Frances Elizabeth
Fee: \$25 What are the experiences of an individual with disabilities living in an able-bodied world? Throughout American history how have able-bodied individuals provided opportunities and imposed limitations on those perceived to be disabled? What qualifies as a disability? This course is designed to challenge students to understand, and view with greater tolerance and appreciation, the challenges and abilities of differently-abled individuals. We will examine basic human anatomy, and consider mis-function in the human system, and living with mal-functions. We will investigate how laws and society perceive, protect, and limit people with differ-abilities; examine the lives of famous and successful individuals with differ-abilities; investigate careers in Assistive fields; and propose solutions or modifications to improve the lives of individuals with differ-abilities. Increasing empathy, and consideration of careers in the field are the expansive goals of this curriculum.		
INQ-277-CA	Forensic Economics	Carpenter, Timothy C.
Fee: TBA An in-depth study of the required research, analytical techniques, report generation and court preparation required in the evaluation and court testimony for Personal Injury, Wrongful Death and Business Valuation Losses.		
INQ-177-CI	Forest to Film: Fairy Tales	Duffy, Susan M
Fee: TBA Course pending faculty vote This intensive three week course invites students to journey into the enchanted – and often unsettling – world of the Brothers Grimm, exploring the original versions of their fairy tales and tracing their evolution into the modern narratives we encounter in literature and film. Students will examine the cultural, historical, and social contexts in which these tales emerged, analyzing how their themes, characters, and morals have been reshaped over time to reflect changing values, audiences, and artistic goals. Through close reading, comparative analysis, and multimedia exploration, the course will reveal how the Grimm canon continues to influence global storytelling.		
INQ-177-CA	Math of Gambling and Games	Robbins, Hannah
Fee: \$0 The gaming industry is a multi-billion dollar industry that relies on the mathematics of its games to drive their profits and avoid their losses. This course provides both a hands-on and a computational analysis of the probabilities involved when gambling and playing games. We include an introduction to the rules of and basic winning strategies for roulette, blackjack, various forms of poker, and other games, including selected board games and sports. Students will also learn to apply skills developed in this class to other games they come across.		
INQ/PHST-277-CD	Outbreaks and Epidemics	Rapp, Kristen Schorpp
Fee: \$0		

Epidemics shape the world we live in. History has demonstrated that bacteria, viruses, and parasites, though often invisible to us, have the power to decimate populations, restructure economies, and shape the way cultures and civilizations develop. This course will examine outbreaks, epidemics, and pandemics in historical and contemporary context. Course content and discussion will apply a population perspective of health, using several illustrative examples of both infectious and non-infectious pandemics that have fundamentally shaped societies and the practice of public health. This class will also explore how knowledge of outbreaks and epidemics is acquired by outbreak investigators, translated to the public, and interpreted through the lens of both scientific and cultural understandings of the time. Finally, we will examine how epidemics intersect with existing social inequities to exacerbate health disparities and consider public health strategies that may contribute to a healthier and more equitable world.

INQ/CJUS-277-FGA

Join the Gang-Global

Murray, Sarah Evangeline

Fee: \$0

This on-campus, intensive learning course will introduce students to the history, structure, culture, and operation of organized crime groups. In the lecture component of the course students will learn about theories of organized crime, the development of certain organizations over time, and the legal efforts to prosecute these groups. In the workshop sections students will demonstrate this knowledge by forming their own “gangs”, where they will engage in competition for resources and respond to existential threats in an increasingly globalized world. Prior knowledge of criminal justice not required.

Field Trip Courses

INQ-177-FA

Adventure Into Nature

Powers, Steven L.

Fee: TBA

This course is an adventure into nature examining the geology, plants and animals of the central Appalachians and their interactions with each other and their human inhabitants. These interactions will be experienced in a classroom setting as well as first hand through trips into the central Appalachians that will include many strenuous hikes, wilderness camping and snorkeling in rivers. This course will provide students with a background in natural history and experience with resources commonly used by amateur and professional field naturalists, planning and executing adventures into nature, maintaining trails, and interpreting those adventures within an academic context providing students with the tools necessary for a lifetime of adventuring into nature. Students must be proficient swimmers (will have to pass a swim test) and have at least a moderate level of cardio-vascular fitness for admission to class. Camping in unimproved campgrounds will be the only form of lodging available for the travel portion of the course and is essential for complete “immersion” into our topic. That means no hotels, no beds, no bathrooms, no showers, etc. So, if you don’t think you can bathe in a river, cook food on a camp stove, or “go” in the woods, this is not the class for you. One objective of this course is to prepare you for future adventures into nature, and using unimproved campgrounds will illustrate how economical adventure travel can be when hotel costs are not an expense.

INQ-177-FB

Health and Happiness

Maina, Michael P

Fee: TBA

What makes people happy? How do people find happiness? How does being happy influence your life? The focus of this course will be on the relationship between the concept of happiness and its impact on all aspects of wellness. In particular, the course will look at several theories surrounding the idea of happiness, how real people have applied the theories to their everyday lives, and the results they have experienced. Students will be required to actively participate in all activities planned and be able to reflect upon their experiences showing a deeper understanding of the complex nature of happiness and its influence on health.

