

## *INQ Course Descriptions – Fall 2025 Offerings*

### INQ 110

2025FA	INQ-110-A	Strange Tales From the Bible	TTH 01:10PM-02:40PM
<p>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.</p>			
2025FA	INQ-110-B1	A Sense of Place	MWF 09:40AM-10:40AM
2025FA	INQ-110-B2	A Sense of Place	MWF 10:50AM-11:50AM
2025FA	INQ-110-B3	A Sense of Place	TTH 10:10AM-11:40AM
2025FA	INQ-110-B4	A Sense of Place	TTH 08:30AM-10:00AM
<p>People around the world ask questions about the divine and humanity's relationship to it. In this course, we will use the question, "Who or What is God?" as a starting point to investigate three themes that scholars have identified as key features of humanity's encounter with the divine, including the concepts of myth, ritual, and God/gods. Using an anthropological approach, we will examine the religious lives of different communities around the world to explore possible answers to the questions "Who or What is God?" and "How do people talk about God/gods and interact with them?"</p>			
2025FA	INQ-110-C1	Criminology Goes to the Movies	TTH 10:10AM-11:40AM
2025FA	INQ-110-C2	Criminology Goes to the Movies	TTH 1:10PM-2:40PM
<p>Crime stories surround us. How do crime films both reflect our ideas about social issues, and shape the ways we think about these issues? In this course, students will learn to critically analyze crime films through the lens of criminological theory. The course will begin with an introduction to classical and contemporary criminological theory, followed by a discussion of the role of film in popular culture. Once a foundation for the course has been established, students will screen a range of crime films that correspond to specific criminological theories. Through their analyses of these films, students will explore the dynamic interplay between art and life. Throughout the semester, students will write and lead discussions about the films they are viewing; the course will culminate with an individual research paper and presentation.</p>			
2025FA	INQ-110-D	Media and the Supernatural	MWF 12:00PM-01:00PM
<p>Harry Potter, Eclipse, The Da Vinci Code, Buffy the Vampire Slayer, The Blair Witch Project, Medium, and the Left Behind series are only recent illustrations of Americans' longstanding fascination with the supernatural and the paranormal. Our course will examine this fascination within the broader context of the Information Age, with particular focus on New Media. We will also read and write about implications for current religious and spiritual practices, and for tendencies toward secularization (i.e., the weakening of the influence of religious institutions). Key questions: Why do many Americans (especially the young) claim to reject religion at the same time that they readily embrace spirituality? What do media representations of the supernatural reveal about the broader society, as well as about prevailing religious forces? Many of our inquiries will be assisted by techniques and terminology drawn from semiotics, a formal (but easily accessible) method for studying signs, symbols, codes, etc.</p>			
2025FA	INQ-110-F	Stories Retold	TTH 10:10AM-11:40AM
<p>In this course we will study variations on classic stories from around the world in multiple genres: oral traditions, fiction, film, poetry and art. We will analyze the structure of individual narratives and, using</p>			

collaborative research and presentation, we will ask how each of these retellings manifests historical and cultural contexts. How do these stories shift form and logic as they move across the world and across genres? Finally, we will construct our own variation of one of the great stories, being able to articulate how our embodiment of the story engages the history and cultural context of the narrative.			
2025FA	INQ-110-J1	Other Peoples Stories	TTH 10:10AM-11:40AM
2025FA	INQ-110-J2	Other Peoples Stories	TTH 01:10PM-02:40PM
In this course you'll read a wide range of fiction and non-fiction about people—in order to think and write about different identities, including your own. Which people can you “identify” with? Which seem too “other”? Why? Which stories “ring true” to you? And which are less compelling? Why? When you look closely at different beings you “relate to,” what can you learn about yourself? What can you learn from those who seem too “other”?			
2025FA	INQ-110-L1	Myths of Musical Genius	MWF 01:10PM-02:10PM
2025FA	INQ-110-L2	Myths of Musical Genius	MW 02:20PM-03:50PM
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.			
2025FA	INQ-110-M1	Finding Ourselves in Folktales	MWF 09:40AM-10:40AM
2025FA	INQ-110-M2	Finding Ourselves in Folktales	MWF 10:50AM-11:50AM
Who are the “folk” in folktales? How are these “folk” constructed by their cultures? Can we, as modern people, relate to any of the issues facing these “folks” from long ago? How has culture constructed us? How has it impacted the decisions we make in our daily lives? As we read folktales from a variety of cultures and critical materials that help students engage the primary texts, we will use class discussion, writing assignments, and research projects to meet our course goals: 1) to use the knowledge of cultural perspective gained through analysis of select folktales to evaluate how our own lives are impacted by culture; 2) to assess how our cultural perspectives may impact our daily decision-making.			
2025FA	INQ-110-N	Not As Right As You Think	MW 02:20PM-03:50PM
Have you ever done something with no idea why you did it? Have you ever seen a friend keep believing in something that was clearly disproven? How good are we at estimating our skills and abilities? These questions make more sense when you have an understanding of cognitive biases. This class will show you how common cognitive biases can affect a person's thinking, and we will examine their effect on current and historical events.			
2025FA	INQ-110-P1	Who or What is God?	TTH 08:30AM-10:00AM
2025FA	INQ-110-P2	Who or What is God?	TTH 10:10AM-11:40AM
People around the world ask questions about the divine and humanity's relationship to it. In this course, we will use the question, “Who or What is God?” as a starting point to investigate three themes that scholars have identified as key features of humanity's encounter with the divine, including the concepts of myth, ritual, and God/gods. Using an anthropological approach, we will examine the religious lives of different communities around the world to explore possible answers to			

the questions "Who or What is God?" and "How do people talk about God/gods and interact with them?"			
2025FA	INQ-110-R	Everything's an Argument	MW 02:20PM-03:50PM
Why is it important to recognize that everything is an argument? In this course we will answer that question by studying specific types of arguments in detail, considering complex argumentation, and questioning factual assertions made by journalists, scientists, and politicians, among others. As we explore and examine formats ranging from essays to billboards students will be given a firm grounding in the central concepts of rhetoric. This course will also help students further develop their skills in critical thinking, writing, reading, speaking, and researching as well as prepare them for academic and personal success by awakening their intellectual curiosity. Our classroom will serve as a place to think rhetorically and with self-awareness about the beliefs and opinions that inform their actions in the Roanoke College community and beyond.			
2025FA	INQ-110-S1	Being in a Body	MWF 09:40AM-10:40AM
2025FA	INQ-110-S2	Being in a Body	MWF 10:50AM-11:50AM
What does it feel like to be in a body? This is something that we experience every day of our lives, yet we don't often put into words how it feels. In this first-year seminar, we will read, discuss, and write about various people's experiences of embodiment. We also aim to probe our own bodily experiences—and why the body matters, if it does, to you as a college student. Readings will touch upon a broad range of topics including race, queerness, transness, fatness, disability, or others. Content warning: some readings may discuss bodily violence and trauma.			
2025FA	INQ-110-K	Sport, Not Just a Game	TTH 10:10AM-11:40AM
2025FA	INQ-110-V	Sport, Not Just a Game	TTH 08:30AM-10:00AM
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.			
<b>INQ 120</b>			
2025FA	INQ-120-A	The Good Place	TTH 01:10PM-02:40PM
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."			
2025FA	INQ-120-B1	Sports & Ethics	TTH 10:10AM-11:40AM
2025FA	INQ-120-B2	Sports & Ethics	TTH 01:10PM-02:40PM
Should a person be able to ingest a substance to help sport performance? Does it matter if that substance is a soda or a steroid? Is it okay to break a game rule if it helps your team win? Are athletes obligated to be role models? In our society, sports can fascinate through playing, watching, or talking about the games. Sports also have an impact on nearly every life, positively and negatively, of both the passionate fan and the uninterested person who cannot tell the difference between a touchdown and a touchback. This course will inquire some of the sociological and ethical considerations of sport and life, and illuminate some of these complex issues. The course goal is for each student to consider			

how sport can impact life, and to contemplate and question the many perspectives in which sporting endeavors can be viewed.

## INQ 240

2025FA	INQ-240-A1	Does Gun Control Save Lives?	MWF 01:10PM-02:10PM
2025FA	INQ-240-A2	Does Gun Control Save Lives?	MWF 02:20PM-03:20PM

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

2025FA	INQ-240-B1	Here's to Your Health	MWF 01:10PM-02:10PM
2025FA	INQ-240-B2	Here's to Your Health	MWF 02:20PM-03:20PM
2025FA	INQ-240-B3	Here's to Your Health	MWF 02:20PM-03:20PM
2025FA	INQ-240-B4	Here's to Your Health	MW 02:20PM-03:50PM

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.

2025FA	INQ-240-C1	Statistics and Sports	MWF 08:30AM-09:30AM
2025FA	INQ-240-C2	Statistics and Sports	MWF 09:40AM-10:40AM

The sports industry is a multibillion dollar entity that generates some extremely interesting questions about quality assessment, business, ethics, and health issues. Some of the questions we will ask are: What type data are necessary to assess the quality of a player and how can we use that data to determine the value of a player? What are the long term health risks associated with playing full contact sports and how do we determine the prevalence of these injuries and their impact on the player's lives. The key to answering these questions is putting aside preconceived opinions and emotion and using statistical analysis to see what the data say. Under the broad umbrella of statistics, this course will use an abundance of rich data sets to uncover the enormous impact that statistical analysis has on the sports industry.

## INQ 241

2025FA	INQ-241-A1	Running the World Efficiently	MWF 09:40AM-10:40AM
2025FA	INQ-241-A2	Running the World Efficiently	MWF 10:50AM-11:50AM

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.

## INQ 250

2025FA	INQ-250AS-A	Astronomy Controversies	TTH 10:10AM-11:40AM
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2025FA	INQ-250ASL-1	Astronomy Controversies Lab	TH 01:10PM-04:10PM
<p>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.</p>			
2025FA	INQ-250BI-A	How Organisms Evolve	MWF 08:30AM-09:30AM
2025FA	INQ-250BIL-1	How Organisms Evolve Lab	TH 01:10PM-04:10PM
<p>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.</p>			
2025FA	INQ-250CH-A	Chemistry and Crime	MWF 09:40AM-10:40AM
2025FA	INQ-250CHL-1	Chemistry and Crime Lab	TH 08:30AM-11:30AM
<p>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.</p>			
2025FA	INQ-250PH-A	The Way Things Work: Sky Diving and Deep Sea Diving	MWF 01:10PM-03:10PM
<p>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.</p>			
<b>INQ 251</b>			
2025FA	INQ-251-C	Science and Pseudo-Science	TTH 08:30-10:00AM
2025FA	INQ-251-D	Science and Pseudo-Science	MW 08:00-09:30AM

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

## INQ 260

2025FA	INQ-260AN-G	Anthropology of Fashion-Global	TTH 08:30AM-10:00AM
All humans experience the “fashion impulse,” a basic desire to decorate the body that sets us apart from the great apes. But how do humans use fashion to shape the body? to construct individual identity? to create and communicate messages of power and positionality? to differentiate themselves collectively from others? to build a nation? to challenge and/or sustain political ideologies? to enrich the haves and impoverish the have-nots of consumer capitalism? To answer these questions, we will examine case studies ranging from Scotland’s kilt-wearing Highlanders to the salaula fashionistas of Zambia, from Asian Chic designers in Seoul’s garment district to runway models working Dubai’s Modest Fashion Week. In our examination of how fashions systems operate globally, we will use ethnographic methods to avoid making ethnocentric and Eurocentric assumptions about how cultural constructs of gender, sexuality, race, ethnicity, and class impact the production, circulation, and consumption of fashion.			
2025FA	INQ-260CJ-A	Murder She Wrote	MW 02:20PM-03:50PM
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.			
2025FA	INQ-260EC-A	Economics and Crisis	MW 02:20PM-03:50PM
Crises take many forms: natural disaster, disease, poverty, war. How do economists address these big issues? Where do they turn for information and data? How are their findings used to frame policy? This course takes students through the research process of social science inquiry from the perspective of an economist.			
2025FA	INQ-260ED-B1	How People Learn	TTH 01:10PM-02:40PM
2025FA	INQ-260ED-B2	How People Learn	TTH 10:10AM-11:40AM
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.			
2025FA	INQ-260PH-A	Puff, Sip and Toke: Public Health Perspectives of Adolescent Substance Use	MWF 10:50AM-11:50AM
This course examines adolescent use of vaping, alcohol, energy drinks, and cannabis, along with the associated health risks from a public health perspective. Despite numerous interventions and			

communication campaigns, adolescents are still using alcohol and tobacco at significant rates. Energy drink consumption and cannabis use, which many adolescents mistakenly view as harmless is of concern as research highlights significant mental and physical health risks from the use of these products. The course covers the history of each of these substances within adolescent populations, the positive and negative effects on individuals, families, and social life, the ways that substance use can impact critical brain development, and how substance abuse may increase the risk of involvement in the justice system.

2025FA	INQ-260PS-A	Supreme Court	TTH 10:10AM-11:40AM
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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.

2025FA	INQ-260PS-B	Political Participation	MWF 10:50AM-11:50AM
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The tenets of the US form of democracy are built on political participation and representation, yet few citizens vote regularly and fewer still run for elected office. Is democracy dependent on the participation of all citizens or can democratic institutions survive with the participation of only a few? Students will use the methodologies of political science to explore the relationship between democracy, participation, and representation in the context of US political institutions.

2025FA	INQ-260PY-B1	Psychology in the Media	MWF 08:30AM-09:30AM
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2025FA	INQ-260PY-B2	Psychology in the Media	MWF 09:40AM-10:40AM
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2025FA	INQ-260PY-B3	Psychology in the Media	MWF 01:10PM-02:10PM
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2025FA	INQ-260PY-B4	Psychology in the Media	MWF 02:20PM-03:20PM
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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 270

2025FA	INQ-270-A	Myth, Philosophy, and Nature	MWF 09:40AM-10:40AM
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This course will look at different ways in which people have approached the natural world, ranging from mythological accounts of the world and its origins to rationalistic attempts to understand natural processes in early Greek philosophy and in the tradition of thought it inspired. We will consider what mythological approaches to the world have in common with more rationalistic approaches developed in the western world, and how they differ, as well as ways in which contemporary understandings of the world differ from views articulated in earlier modes of thought.

2025FA	INQ-270-C	In Search of the Trojan War	TTH 10:10AM-11:40AM
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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.

2025FA	INQ-270-G1	Men, Women and Monsters	TTH 02:50PM-04:20PM
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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 Sumer, 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.

2025FA	INQ-270-G2	War & Peace in Asia-Global	TTH 08:30AM-10:00AM
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2025FA	INQ-270-G3	War & Peace in Asia-Global	TTH 10:10AM-11:40AM
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How did war and peace interact in history? How did people try to avoid war and sustain peace? This course is designed to examine three major stages of violent interactions among East Asian countries, first around the seventh century, second around the thirteenth, and third around the fifteenth century. Despite relatively long periods of peaceful interactions, wars played important roles in the formation and reconfiguration of the East Asian world order throughout history. This course will examine the historical and political background of three crucial stages with focus on four historical figures, namely Emperor Yangdi of Sui Dynasty China, Genghis Khan of the Mongol Empire, Toyotomi Hideyoshi of Japan, and Admiral Yi Sunsin of Choson Korea, as well as their respective impact on the political and cultural spheres during the most turbulent eras in premodern East Asia. (

## INQ 271

2025FA	INQ-271-A1	Why Hitler?	TTH 08:30AM-10:00AM
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2025FA	INQ-271-A2	Why Hitler?	TTH 10:10AM-11:40AM
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This course will ask the question: Why Hitler? Why did one of the most sophisticated nations in Europe follow one of the most murderous and hateful leaders in world history? German history, the legacies of the First World War, and the biography of the dictator himself will be examined to help students begin to form an answer to this question.

2025FA	INQ-271-C	Living With the Past	MWF 12:00PM-01:00PM
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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.

2025FA	INQ-271-D	Radical Movements in America	MWF 01:10PM-02:10PM
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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.

2025FA	INQ-271-F	Music as Mirror of Culture & the Sacred	MW 02:20PM-03:50PM
<p>How have musicians handled tensions and debates between faith and reason in the music they create? How have the roles of sacred music in Western society changed over the past 500 years? What are the possibilities (and challenges) to musicians when composing music for sacred purposes? This course examines how music reflects changes in society and culture across time from the perspective of the sacred. Music offers a lens through which we can understand the metamorphoses of politics, religion, economics, and philosophical thinking. Movements, practices, and repertoires covered include major western events like the Reformation, Enlightenment, and life after World Wars I and II. Contemporary examples will explore issues related to the potential for expressing the sacred in today's global world.</p>			
2025FA	INQ-271-G1	The Latino Experience - Global	MWF 10:50AM-11:50AM
<p>What is Latino? Who are the Latinos in the United States? What role do they play in the social fabric of the United States? What is the cultural and political impact of the Latino population in the United States? This course is an introduction to the culture, literature, and film surrounding the issues of Latinos in the United States. Facets examined of the Latino experience include, but are not limited to, culture and history, immigration patterns, gender issues, family relations, and their values and beliefs. We will look at the historical forces that push and pull people from all over Latin America to the United States. We will also examine how Latinos integrate to the dominant culture in their quest to become "American," but still remain a racial and cultural "other."</p>			
<b>INQ 300</b>			
2025FA	INQ-300-A	Memorials and Memory	TTH 08:30AM-10:00AM
<p>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 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.</p>			
2025FA	INQ-300-D1	Making Life Count	MWF 09:40AM-10:40AM
2025FA	INQ-300-D2	Making Life Count	MWF 01:10PM-02:10PM
<p>What makes life fulfilling? Do you need material wealth? How does personal attitude contribute to a successful life? This course will explore how to make our life count by examining the relationship of attitude and our perception of living a meaningful life. Do we have to be an effective member of the community to make our life count? We will discuss the very real issues of poverty, homelessness, and people with physical disabilities in our nation and around the world and examine the question "Can everyone live a life with purpose?" This course requires a service learning component. The service learning experience will allow students to work with underprivileged community members in the Roanoke Valley and gain a deeper understanding of their situation.</p>			
2025FA	INQ-300-F	Powerful Medicine	MWF 10:50AM-11:50AM
<p>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</p>			

<p>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.</p>			
2025FA	INQ-300-G	Ecology of Music-Global	MWF 10:50AM-11:50AM
<p>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.</p>			
2025FA	INQ-300-J	Silent Crisis of Mental Health	MWF 12:00PM-01:00PM
<p>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.</p>			
2025FA	INQ-300-P	End of the World As We Know It	MWF 09:40AM-10:40AM
<p>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.</p>			