

occur within the Spanish-speaking world. Prerequisite: SPN 310 or permission of instructor. Offered every other year.

**SPN 461. TRANSLATION** **4 sh**

Designed to help advanced students refine their language skills and express themselves more accurately in Spanish by focusing on form through intensive translation practice. Includes practice in both Spanish-to-English and English-to-Spanish translations, incorporating concepts such as cognates and false cognates, metaphorical language, different registers and the importance of maintaining the tone and register of the original text in the translation. Different problems inherent in the translation process are discussed. Prerequisite: at least one course above the SPN 320 level or permission of the instructor. Recommended but not required: SPN 421, Advanced Grammar I. Offered every other year.

**SPN 465. COLLOQUIUM ON HISPANIC STUDIES** **4 sh**

This capstone course focuses on the critical study and analysis of specific historical moments, selected works, topics or themes in literary and cultural history. Course content will alternate between peninsular and Latin American topics, or combine readings from each area. As part of their senior assessment, students will complete original research on a topic, present their findings orally to the class and department members and write a research paper on the same topic in Spanish. In order to graduate with a Spanish major, students must pass this course with a C or better. Prerequisite: At least two courses beyond the 322 level and junior or senior standing. Offered fall semester.

**SPN 481. INTERNSHIP** **1-4 sh**

This course provides students with practical experience using Spanish in a professional setting and may include internships in teaching, social service, government service, business, etc., in the U.S. or abroad. Prerequisite: at least one course above the SPN 310 level and departmental approval.

**SPN 491. INDEPENDENT STUDY** **2-4 sh**

## **General Studies**

Director: Associate Professor Bray

The General Studies Program gives breadth as well as depth to a college education. It provides students with opportunities to see the broad view of human civilization, experience great ideas and art and learn the science and math skills that no contemporary leader or individual thinker can be without.

Through training in writing and other communication skills as well as in learning to work independently, to think critically and constructively, to handle quantitative data, to respect cultures worldwide and to develop habits of responsible leadership, this program develops the whole person. It is a major focus of a college career from beginning to end — challenging students, preparing them for both leadership and independent thought, and, most of all, deepening and enriching their lives.

**GST 110. THE GLOBAL EXPERIENCE** **4 sh**

This first-year seminar examines public responsibility in a global context. It explores some of the implications created by cultural and natural diversity and the possibilities for human communication and cooperation within this diversity. The course emphasizes student and faculty creativity through active and collaborative learning; the seminar is writing intensive. First-year students only. Offered fall and spring.

**GST 281. THE LIBERAL ARTS FORUM****2 sh**

Students will work with the Forum, a student-run and SGA-funded organization, to select speakers, host their visits and prepare for conversations with them through reading, writing papers, making presentations and joining discussions. Offered fall.

**GST 282. THE LIBERAL ARTS FORUM****2 sh**

See description for GST 281. Offered spring.

**GST 300-499. ADVANCED INTERDISCIPLINARY SEMINARS**

These seminars are the capstone of the General Studies Program. Students work with faculty to examine an issue or topic from multiple viewpoints. The subjects of these seminars are chosen by individual faculty members and vary from semester to semester. More than 25 different topics are offered each academic year. The diverse topics reflect the expertise and interests of faculty from across the campus, and allow students a wide range of choices. These courses require advanced critical thinking skills: students must weigh multiple opinions, evaluate theoretical and ethical positions and define and defend their own personal positions. Taken in the junior or senior year, these seminars are writing intensive, requiring students to write frequently and in a variety of ways. Prerequisite: successful completion of sophomore writing test.

***Selected recent seminars***

These topics may, or may not, be offered in the future.

**GST 338. AMERICAN ADOLESCENCE****4 sh**

This interdisciplinary seminar explores the male and female experience of coming of age in America. We will study major psychological and sociological theories of adolescence and examine how the transition from childhood to adult life is represented in literature and film. Counts toward the Women's/Gender Studies minor. Prerequisite: successful completion of sophomore Assessment.

**GST 346. CHILDBIRTH****4 sh**

This course will provide students with the opportunity to explore the topic of childbirth from a personal, biomedical, psychosocial, cultural and historical perspective. Students will write a scholarly paper and work in teams to research particular areas related to childbirth. Counts toward the Women's/Gender Studies minor. Prerequisite: successful completion of sophomore Assessment.

**GST 348. LIFE STORIES****4 sh**

This course helps students identify the "life stories" they are living. It draws on literary, psychological, religious and philosophical resources. Daily writing assignments from Sam Keen's *Your Mythic Journey* will culminate in a personal story which remembers the past, reflects on the present, envisions a future, and clarifies personal beliefs and values. Contemporary films such as "A River Runs Through It" and conversations with community partners will serve as additional catalysts for writing one's story.

**GST 365. QUEST FOR WHOLENESS****4 sh**

This course is a two-semester mentorship which meets once a week to create a space where learning and life can be integrated from the perspective of the humanities. The work of the year concentrates on the professional and personal, on work and relationships, on inner development and service to others. The inquiry touches all seven domains of life: personal, interpersonal, familial, institutional, cultural, planetary and the encompassing sphere of mystery.

**GST 369. MEN AND MASCULINITY****4 sh**

This course will take an in-depth look at how various cultures (western and non-western) have defined masculinity. Sources of investigation will include literature, the media and social institutions such as the family, religion, politics, leisure and others. The course will explore how men conceptualize their bodies and spirits, and how they practice

relationships with other men, women, parents and progeny. Counts toward the Women's/Gender Studies minor. Prerequisite: successful completion of sophomore Assessment.

**GST 384. THE KENNEDY ASSASSINATION AND FILM**

**4 sh**

This course will explore the details of the assassination of President John F. Kennedy and the way it has been presented in film. Special emphasis will be placed on the study of the assassination as a film genre and any residual effects on the world of motion pictures.

**GST 401. LATINOS IN THE U.S.**

**4 sh**

This course is conducted in Spanish. Studies the diversity of the culture, history and social, economic and political situation of the Latino population in the United States through literature, film, music, current articles on the subject and direct contact with the population when possible. Readings will be assigned in Spanish and English. This course continues to develop students' language skills toward the proficiency goals required of all majors. Prerequisite: successful completion of SPN 310 or equivalent or consent of instructor. Successful completion of sophomore Assessment. Cross-listed with SPN 363.

**GST 420. SCIENCE & RELIGION: BRIDGING THE GAP**

**4 sh**

This seminar is an exploration of the complex and fascinating interplay of these two ways of knowing. We will study the fundamental uncertainties that form borders to the reach of science and seek to build bridges to the realms of religious experience.

**EXPERIENTIAL LEARNING**

**1 unit**

The Experiential Learning Requirement (ELR) asks students to practice close observation of the world around them and to reflect insightfully on those observations. Exposure to diversity helps students see the interrelationships between academic studies and other experiences. The requirement may be met through one of the following ways: (1) field-based courses: study abroad, internships/co-ops, practicums and student teaching; (2) independent research conducted under the direction of a professor; (3) 40 hours of pre-approved service/volunteer activities (see Kernodle Center for Service Learning); (4) 40 hours of pre-approved leadership activities (see Leadership Development Office) and (5) 40 hours of pre-approved individualized learning activities (see Career Center).

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## ***Geographic Information Systems***

Coordinator: Assistant Professor Xiao

Lecturer: Kleckner

Associate Professors: Glaesel, MacFall, Morgan, Powell

The Geographic Information Systems minor is designed to prepare students with the basic training necessary to enter the rapidly expanding field of geographic information science (GIS). Employment opportunities are limitless for students who are proficient with this interdisciplinary tool. Well-qualified GIS specialists are sought in the areas of environmental study, physical sciences, business, economics, education, government, planning and international industries. The minor is designed to provide students with basic knowledge and skills in GIS, remote sensing, cartography, database management and computer technology, and to explore application of these skills in courses selected from a wide variety of disciplines. Students are given hands-on experience with state of the art computer programs and software.

This minor includes core courses from Computing Sciences, History & Geography, Political Science & Public Administration Departments and Environmental Studies Program. There are two components to the curriculum: a set of core courses required of all

students enrolled in the program, and a set of selective courses that permit exploration of more advanced themes in GIS and/or development of individual research projects or internships in GIS.

**A minor in Geographical Information Systems** requires the following courses:

ENS/GEO 350	Introduction to Geographical Information Systems	4 sh
CIS 113	Introduction to Database Systems	2 sh
CIS 216	Programming in a Visual Environment	4 sh
GEO 355	Introduction to Cartography	2 sh
GEO 356	Introduction to Remote Sensing	2 sh
GIS 460	Advanced GIS	4 sh

One discipline-specific course that includes a GIS component from:

GEO 121	Introduction to Physical Geography	4 sh
ENS 111/113	Introduction to Environmental Science	4 sh
PUB 334	GIS Applications for Administration and Planning	4 sh

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**Total** **22 sh**

### **GIS 460. ADVANCED GIS**

**4 sh**

This advanced level course in Geographic Information Systems (GIS) will build on the techniques learned in ENS/GEO 350 (Introduction to Geographic Information Systems) by exposing students to more advanced methods in developing and utilizing GIS data. It is designed primarily to provide students with an in-depth understanding of GIS applications, the theoretical/conceptual side of algorithms in GIS software and GIS research trends. Prerequisites: GEO 350, GEO 356.

## **Geography**

Coordinator: Associate Professor Glaesel

Assistant Professor: Honglin Xiao

The geography program offers a minor in Geography. Geography explores the dimensions of space. How does location affect societies, economics, politics, culture and ecosystems? How do we analyze, describe and construct boundaries, both natural and human, which we then impose on the physical and intellectual worlds we live in? The study of geography is much more than maps. It includes study of both the natural world and the varied patterns of human life on both the macro and micro scales.

Graduates with training in geography are sought as: *Geographic Information Systems Specialists* to work with GIS computer mapping software and related technology for government at the local, state or federal level as well as for a wide variety of businesses and corporations; *Regional Specialists* to work for the Central Intelligence Agency, Foreign Service, Peace Corps or community activist organizations; *Business, Economist and Population Geographers* to work for insurance companies, in real estate, for federal agencies such as the Census Bureau or to work in market-oriented businesses; *Environment and Recreation Specialists* to work for botanical gardens, the U.S. Forest Service, the U.S. Park Service or parks and recreational agencies; and *Teachers and Map Librarians* to work at elementary or secondary schools or at universities.

Several geography courses count towards area concentrations in the International Studies major and the Society and Environment concentration in the Environmental Studies major. Our GIS lab offers opportunities for hands-on learning and to obtain the latest computer mapping and spatial analysis skills. Gamma Theta Upsilon, the International Honor Society in Geography has a campus chapter.

**A minor in Geography** requires the following courses:

GEO 121	Introduction to Physical Geography	4 sh
GEO 131	The World's Regions	4 sh
One course from:		4 sh
ENS 110	Introduction to Environmental Science	
PHY 103	Introduction to Geology	
POL 241	International Relations or	
Any 200-level geography course		
Eight semester hours of GEO elective at 300-400 level		8 sh
<b>TOTAL</b>		<b>20 sh</b>

**GEO 121. INTRODUCTION TO PHYSICAL GEOGRAPHY** **4 sh**

Students will examine the processes which control the spatial distribution of climate, vegetation, soils and landforms. Topics include earth-sun geometry, global energy balance, hydrology, tectonics, weathering and mass wasting, climatic classification and climatographs, arid land, and coastal and fluvial geomorphology. Focus will be on the Earth as the home of humans and the impact of humans on their environments.

**GEO 131. THE WORLD'S REGIONS** **4 sh**

This survey of the regions of the world emphasizes place names and environmental and human characteristics which provide both the common traits and the distinctive characteristics of different places. Students analyze change, problems, potentials and alternative futures and use traditional and electronic data sources, atlases and methods of data presentation. Offered fall and spring.

**GEO 310. DEVELOPMENT AND THE ENVIRONMENT IN LATIN AMERICA, AFRICA AND SOUTH ASIA** **4 sh**

This course is concerned with environmental issues primarily in "developing" countries. This course will provide a forum for discussing and analyzing the geopolitics of international environmental conservation programs often devised in wealthier countries but applied in the "third world" as well as the social and environmental consequences of large-scale and small-scale development projects.

**GEO 320. GEOGRAPHY OF AFRICA** **4 sh**

This course surveys the physical, cultural and political-economic geography of Africa with an emphasis on human-environment relationships. Important themes include the diversity of people (ethnicity, gender and religion), tropical deforestation, farming systems, social unrest, and refugees, drought and famine, dams and irrigation schemes, urbanization, endangered species, wildlife conservation and parks. All students will participate in a major experiential learning project. Counts toward a minor in African/African American Studies.

**GEO 331. STUDY ABROAD: ANALYZING YOUR INTERNATIONAL EXPERIENCE** **4 sh**

This course is designed for students who have studied abroad and would like to reflect upon and expand their understanding of their experiences overseas in a shared learning setting. We will explore questions such as how does the intensity of our connection to home influence the quality of our experience abroad? What does it mean to have a "good time?" In what ways are we vulnerable when traveling? We will explore issues of

identity and place, ideology (values, norms and customs), society (conformity/autonomy, gender and class) and structure (religious, political and economic) as we share, analyze and reflect upon our international experiences. The course contains significant research and/or experiential service-learning components. Prerequisite: study abroad for at least two winter terms or one semester.

**GEO 342. GENDER AND ENVIRONMENT IN SOUTH AMERICA** **4 sh**

This course will explore how people's interactions with nature as well as their political and social environments are influenced by gender. Through autobiographies, videos, ethnographies, diaries, travel narratives and more, we will look into the lives of male and female political prisoners, activists for environmental and social change, the homeless and others in a regional context of democratization, rapid urbanization and an ongoing drug trade. Counts towards the Women's/Gender Studies minor.

**GEO 350. INTRODUCTION TO GEOGRAPHIC INFORMATION SYSTEMS** **4 sh**

In this course the student will be introduced to the concept of visualizing, exploring and analyzing data geographically. The student will obtain hands-on experience of display, analysis and presentation of mapping functions using the latest ArcView GIS software. Assignments will be geared toward environmental management and decision making. GEO 350 is cross-listed with ENS 350. Offered in the fall.

**GEO 355. INTRODUCTION TO CARTOGRAPHY** **2 sh**

This course serves as an introduction to the art and science of cartography, covering its history, basic elements of maps, map projections, scales and generalization, measurements from maps, topographic features, qualitative and quantitative information, basic surveying techniques, the elements of map design, and the presentation, compilation and production of maps using a variety of different mapmaking techniques and technologies.

**GEO 356. INTRODUCTION TO REMOTE SENSING** **2 sh**

This course provides an introduction to the basic concepts and processes of remote sensing, covering the principles of electromagnetic radiation and its interaction with the atmosphere and earth surface, basic photogrammetry, aerial photographs and satellite data interpretation, and digital image processing. Students will be exposed to remote sensing theory and hands-on exercises involving satellite data using the industry standard computer programs.

**GEO 360. ADVANCED GIS** **4 sh**

This advanced level course in Geographic Information Systems (GIS) will build on the techniques learned in ENS/GEO 350 (Introduction to Geographic Information Systems) by exposing students to more advanced methods in developing and utilizing GIS data. It is designed primarily to provide students with an in-depth understanding of GIS applications, the theoretical/conceptual side of algorithms in GIS software and GIS research trends. Prerequisite: GEO 350 or permission of instructor.

**GEO 481. INTERNSHIP IN GEOGRAPHY** **1-4 sh**

Internship is limited to four semester hours credit toward geography minor. Prerequisites: GEO 121, 131 and permission of instructor.

**GEO 491. INDEPENDENT STUDY** **1-4 sh**

**GEO 499. INDEPENDENT RESEARCH** **1-4 sh**

Students engage in independent research projects related to the field of geography in conjunction with a faculty mentor. Prerequisites: junior or senior status and geography program approval.

## Health Education

Chair, Department of Health and Human Performance: Professor J.P. Brown

Professors: Beedle, Calhoun

Associate Professors: Davis, Miller

Assistant Professors: Baker, Hall, Parson, Smith, Walch

Instructors: Apke, Reilly, Stevens, Webster

The health education curriculum located within the Health and Human Performance Department is designed to prepare teachers of health and safety education (kindergarten through senior high school) in both public and private school systems. The program of study incorporates school goals and objectives for establishing and maintaining quality health education programs that are planned, comprehensive, personalized, practical, sequential and oriented toward mental, social and physical well-being.

This is accomplished through a wide range of specialized theory courses and many opportunities to apply, evaluate and refine necessary skills in laboratory settings. Studies in health education explore ways to educate students and the public about contemporary health issues such as personal safety, nutrition, substance abuse, disease prevention and human sexuality.

**A major in Health Education** requires the following courses:

HED 220	First Aid	1 sh
HED 321	Health Services and Consumerism	4 sh
HED 324	Nutrition	4 sh
HED 325	Substance Abuse and Human Behavior	4 sh
HED 326	Human Sexuality	4 sh
HED 421	Chronic and Acute Diseases	4 sh
PED 305	Legal Aspects	2 sh
PED 411	Measurement and Evaluation	4 sh
BIO 161	Human Anatomy	4 sh
BIO 162	Human Physiology	4 sh
EDU 427	Materials and Methods of Teaching Health and Safety	4 sh
Completion of Teacher Licensure requirements		

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**TOTAL** **39 sh**

Students must complete the professional studies requirements listed for Special Subjects areas (K-12) under Education.

**Physical Education endorsement (for students with teacher licensure)** requires the following courses:

EDU 423	Materials and Methods of Teaching Physical Education	4 sh
Sixteen additional hours chosen from the following courses:		16 sh
PED 125	Skills and Activities for Teaching (3 sh)	
PED 211	History/Foundations of Sport/Physical Education	
PED 310	Motor Learning Theory for Teaching and Coaching	
PED 321	Biomechanics	
PED 341	Theory of Coaching (2 sh)	
PED 360	Elementary Physical Education (K-6)	

PED 401	Adapted Physical Education (2 sh)
PED 410	Organization and Administration
ESS 422	Physiology of Exercise

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**TOTAL** **20 sh**

**A minor in Health Education** requires the following courses:

HED 324	Nutrition	4 sh
HED 325	Substance Abuse and Human Behavior	4 sh
HED 326	Human Sexuality	4 sh
Eight semester hours chosen from additional courses required for the Health Education major. (Not including EDU 427)		8 sh

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**TOTAL** **20 sh**

**HED 111. CONTEMPORARY WELLNESS ISSUES** **2 sh**

Students will study selected topics in personal wellness. Topics may include nutrition and weight control, exercise for health and wellness, psycho/social aspects of health and wellness and the effects of alcohol and other drugs. Students will examine current issues pertaining to personal choices and well-being. This course meets half-semester fall and spring.

**HED 220. FIRST AID** **1 sh**

This is a course which provides a background in first aid and CPR principles, procedures and skills emphasized in the latest American Red Cross courses. Consideration is given to personal and community safety in everyday living. Special fee: \$23. Offered fall and spring.

**HED 321. HEALTH SERVICES AND CONSUMERISM** **4 sh**

This introduction to comprehensive health education emphasizes health trends, objectives, products, services and factors that influence personal choice in the health marketplace. Students study methods of identifying and managing major health risk behaviors and investigate health education in the school and community, health services, resources, networking and health promotion. Experiential hours in a community health agency required. Prerequisite: junior/senior standing. Offered fall of odd years.

**HED 324. NUTRITION** **4 sh**

This course provides a comprehensive study of nutrient basics, digestion, metabolism, vitamins, minerals, supplements, steroids, weight management, eating disorders, nutritional deficiencies and imbalances. Emphasizes practical application of nutrition concepts throughout the life cycle and investigates food technology and food safety. Prerequisite: junior/senior standing. Offered fall.

**HED 325. SUBSTANCE ABUSE AND HUMAN BEHAVIOR** **4 sh**

This course provides a comprehensive study of factors influencing alcohol and other drug use including personality, societal and biological factors. Emphasizes prevention through the curriculum, identifying the high-risk student and appropriate referrals in the school system and community. Students will gain experience using technology as a strategic resource related to this topic. Prerequisite: junior/senior standing. Offered spring of odd years.

**HED 326. HUMAN SEXUALITY** **4 sh**

This course provides a comprehensive study of biological and psychosocial sexuality throughout the life cycle, including male and female physiology, contraception, pregnancy, childbirth, sexually transmitted diseases, gender roles, intimate relationships, parenting and deviant sexual behavior. Prerequisite: junior/senior standing. Offered fall of even years.

**HED 362. HEALTHFUL LIVING IN THE ELEMENTARY SCHOOL** **3 sh**

This course provides a study of health, safety and physical education needs of elementary children (including content and methodology) and the integration of those needs with the curriculum. Observation hours in the public schools required. Prerequisite: EDU 211. Offered fall and spring.

**HED 421. CHRONIC AND ACUTE DISEASES** **4 sh**

Students study the interdependency of body systems and diseases and conditions that affect human health and well being. Topics include the historical foundation of health professions, immunology, pathophysiology of prominent acute and chronic diseases, sociocultural factors that influence health and consequences and prevention of major health risk behaviors. Methods of health appraisal and screening are also investigated. Prerequisites: BIO 161, 162. Offered fall and spring.

**HED 491. INDEPENDENT STUDY** **1-4 sh****HED 499. RESEARCH IN HEALTH EDUCATION** **1-4 sh****History**

Chair, Department of History: Professor Bissett  
 Professors: Crowe, Digre, Midgette, G. Troxler  
 Associate Professors: J. O. Brown, Ellis, Festle  
 Assistant Professors: Carignan, Irons, Nemcik  
 Adjunct: Cockrell

The study of history centers on exploration of various economic, social, political, military and religious forces that have transformed the face of the world. It combines analytical thinking and writing with a detailed grasp of the many influences that have brought about historical change.

History is a discipline that explores the dynamics of change from humanistic and social scientific perspectives. Because of the breadth and depth of historical investigation, students who choose to major or minor in history at Elon University find themselves well prepared for careers that require interaction with people and the ability to write and think analytically.

**A major in History** requires the following courses:

HST 111	Europe and the Mediterranean World to 1660	4 sh
HST 112	Europe and the Mediterranean World since 1660	4 sh
HST 301	Research Methods	4 sh
	Choose one course from:	4 sh
HST 121	United States History through 1865	
HST 122	United States History since 1865	
HST 123	United States and North Carolina since 1865	
	Twenty-four hours history electives, 16 of which must be at the	
	300-400 level:	24 sh
	U.S. History (8 sh)	
	non-U.S. History (8 sh)	
	other electives (8 sh)	
	One History seminar course including completion of a Senior Thesis	4 sh

**TOTAL****44 sh**

It is strongly recommended that history majors, in consultation with their advisor, select a topical or regional concentration of 12 semester hours at the 300 level and above. Concentration courses will be chosen from among the required 24 elective hours. With the approval of the department chair, four hours from outside the History department may be applied toward the concentration and the elective history hour requirement. The History department strongly recommends that history majors considering graduate school take a foreign language.

**History majors receiving teacher licensure** must complete the following courses:

HST 111	Europe and the Mediterranean World to 1660	4 sh
HST 112	Europe and the Mediterranean World since 1660	4 sh
HST 121	United States History through 1865	4 sh
HST 123	U.S. and North Carolina	4 sh
HST 301	Research Methods	4 sh
	One History seminar course	4 sh
	Sixteen hours HST electives at the 300-400 level chosen from each of the following areas:	16 sh
	1) United States	
	2) Europe	
	3) Developing World (Africa, Latin America and Asia)	
	4) Minority History (African-Americans, Native Americans and Women)	
GEO 131	The World's Regions	4 sh
POL 111	American Government	4 sh
	Set of Professional education courses	35 sh
<b>TOTAL</b>		<b>83 sh</b>

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**A minor in History** requires the following:

	Four semester hours chosen from:	4 sh
HST 111	Europe and the Mediterranean World to 1660	
HST 112	Europe and the Mediterranean World since 1660	
HST 221	The World in the Twentieth Century	
	Four semester hours chosen from:	4 sh
HST 121	United States History through 1865	
HST 122	United States History since 1865	
HST 123	The United States And North Carolina Since 1865	
	Twelve semester hours of History electives at the 300-400 level	12 sh
<b>TOTAL</b>		<b>20 sh</b>

**HST 111. EUROPE AND THE MEDITERRANEAN WORLD TO 1660** **4 sh**

This survey of major developments in the Mediterranean world begins with ancient Mesopotamian and Egyptian civilizations. Students also explore the evolution of the great formative cultures of the Western world (Greece and Rome) and the Middle East and look at their interaction during the Middle Ages, the Renaissance, the Reformation and the beginnings of early modern Europe. Offered fall.

**HST 112. EUROPE AND THE MEDITERRANEAN WORLD SINCE 1660** **4 sh**

A survey of major developments in the Mediterranean world from 1660 to the present,

this study covers the rise of the major European powers during the period and discusses their interaction with one another and the Middle East and North Africa, particularly in the 19th and 20th centuries. Offered fall and spring.

**HST 121. UNITED STATES HISTORY THROUGH 1865** **4 sh**

This survey of early U.S. history includes the major political, social, economic and intellectual developments in the U.S. from the first explorations of the continent through 1865, and considers the implications of these events and developments on the American experience after 1865. Offered fall and spring.

**HST 122. UNITED STATES HISTORY SINCE 1865** **4 sh**

The study of U.S. history continues in this course with emphasis on the major political, social, economic and intellectual developments in the nation from the Civil War to the present. The course also examines how events and developments that occurred prior to 1865 influenced the nation's evolution after the Civil War. No credit for students with prior credit for HST 123. Offered fall and spring.

**HST 123. THE UNITED STATES AND NORTH CAROLINA SINCE 1865** **4 sh**

This survey of U.S. history since the Civil War places special emphasis on how major political, social, economic and intellectual developments in the nation have influenced North Carolina. The course also examines how events and developments that occurred prior to 1865 influenced the nation's evolution after the Civil War. No credit for students with prior credit for HST 122. Offered fall and spring.

**HST 131-149. SPECIAL TOPICS** **2-4 sh**

These courses are designed for entry-level students and address specific topics. Each topic is examined in broad historic context. These courses meet the General Studies requirement. Previous topics have included: the Civil Rights Movement, Anti-Communism in America, Jews and Gypsies in Western Civilization and Being and Becoming Indian.

**HST 221. THE WORLD IN THE 20TH CENTURY** **4 sh**

This survey of contemporary history examines critical events, ideologies and movements that have shaped our world. Students gain an understanding of the historical context of current global issues by examining developments in Africa, Asia, Europe, Latin America and the Middle East. Offered spring.

**HST 251. HISTORY STUDIES ABROAD** **4 sh**

This course offers a specialized study for those participating in abroad programs. Offered winter.

**HST 301. RESEARCH METHODS** **4 sh**

Students will focus on framing and answering historical questions using a variety of research techniques and both primary and secondary source materials. They will formulate and execute a research project that will result in both a written and oral presentation of their findings. Offered spring.

**AFRICA**

**HST 313. MODERN AFRICA** **4 sh**

This survey course explores developments in Africa during the past century (especially regions south of the Sahara) and examines African responses to European imperialism, African independence and the problems faced by the new African states.

**HST 314. A HISTORY OF SOUTHERN AFRICA** **4 sh**

This course examines the forces that have shaped the history of South Africa and its neighbors in the 19th and 20th centuries, focusing on the effects of apartheid on modern South African society.

*RUSSIA***HST 316. THE HISTORY OF IMPERIAL RUSSIA TO 1917** 4 sh

This course explores the major developments in the history of the Russian state from its origin in the 9th century to the collapse of the tsarist system in 1917. Topics include Kievan Rus and the Mongols, the rise of Moscow, the westernization efforts of Peter and Catherine the Great, and the gradual transformation of Russia from its wars with Napoleon through the overthrow of the Romanov dynasty.

**HST 317. RUSSIA AND THE SOVIET UNION SINCE 1917** 4 sh

This study of modern Russian history explores the Bolshevik communist system, considers the transformation of the Soviet state under Lenin and Stalin and studies Russia's role in World War II and its impact on the USSR afterwards. Topics include the emergence of the Soviet Union as a world power under Stalin, Khrushchev and Brezhnev; Soviet domestic events under all three men and the impact of Mikhail Gorbachev, Boris Yeltsin and other recent Russian leaders.

*ASIA***HST 320. CHINA, JAPAN & THE PACIFIC CENTURY: ERA OF WAR AND REVOLUTION** 4 sh

Pearl Harbor and Hiroshima are infamous names in world history. In many ways they represent the end result of a century of conflict and revolution in Asia that centered around Western efforts to force themselves into the mainstream of Chinese and Japanese societies. This course will explore these conflicts and their impact not only on these two important Asian nations, but on all of the countries that ring the Pacific Rim such as Russia, the United States, Canada and Australia.

*BRITISH ISLES***HST 323. THE MAKING OF THE ENGLISH NATION TO c. 1660** 4 sh

A study of English customs, church, common law system, monarchy, national identity and the migration of these features to America. The course spans the development of an English people (Celtic, Roman, Anglo-Saxon, Viking and Norman French) and the ruptures which produced civil war and an English Republic: episodes formative of American political values.

**HST 324. ENGLAND WITHIN THE BRITISH EMPIRE: 17TH CENTURY THE PRESENT** 4 sh

This course examines the social, religious and constitutional conflicts of the 1640s and the 1680s and their impact on colonial America. This study also traces later changes in the English society, economy and form of government, the United Kingdom's changing role in Europe and the world and changes in social roles and attitudes, particularly regarding class, gender and race.

**HST 326. HISTORY OF IRELAND** 2 sh

This study includes Ireland's political and cultural history as well as its influence on the U.S. through emigration. Celtic cultural continuity and adaptation from the early Middle Ages to the present are explored through traditional folkways, music, tales, art and literature in historical contexts.

**HST 327. HISTORY OF SCOTLAND** 2 sh

Focus is on Scotland's evolution as a nation sharing an island with Wales and England. We explore the role of Celtic and Viking cultural continuity in shaping a Scot consciousness centered on a Highlands ideal and perpetuated by emigration. Students use oral history, folkways and musical and balladry traditions in historical contexts.

*EUROPE***HST 332. DAILY LIFE IN EARLY MODERN EUROPE, 1350-1750** 4 sh

This course examines how Europeans lived, day to day, from the time that the Black Death swept the continent to the Industrial Revolution. Topics include marriage, food, housing, witchcraft, clothing, court life, violence, sports, religion, childhood and death. Students examine life in the countryside and town, as well as the rich, the poor and everyone in between.

**HST 335. GROWTH OF MODERN EUROPE, 1789-1914** 4 sh

This course explores the period between the French Revolution and World War I as modern Europe emerged from the old regime. Focus centers on the development of mass politics, the widespread impact of the Industrial Revolution, changes in women's public and private roles, cultural developments from neoclassicism to modernism and the evolution of modern consciousness.

**HST 336. EUROPE, 1914-1945** 4 sh

This course provides a study of European history focusing on the two World Wars, the search for stability in the inter-war years and the rise of totalitarianism.

**HST 337. EUROPE, 1945 TO THE PRESENT** 4 sh

Discussions in this course cover the Cold War, the end of colonial rule, the rise of the European Community, social and intellectual trends, the collapse of communism and the reawakening of nationalism in Eastern Europe.

**HST 338. GERMANY: WAR, DEMOCRACY AND HITLER, 1914-1945** 4 sh

This course will explore the history of Germany from the outbreak of World War I through the end of World War II. It begins with an examination of the Second Reich (1871-1918) but concentrates on the two world wars and Germany's experiments with democracy during the Weimar Republic and dictatorship during the Nazi era.

**HST 339. A HISTORY OF THE HOLOCAUST** 4 sh

This history of the Holocaust explores the roots of this event, beginning with historical anti-Semitism and the impact of this tradition on Adolph Hitler and the Nazis. Topics also include Hitler's racial policies between 1933-1938, their spread throughout Nazi Europe between 1939-1941, the evolution of the Final Solution from 1941-45 and post-World War II Holocaust developments and questions.

*WESTERN HEMISPHERE***HST 341. MODERN CENTRAL AMERICAN HISTORY** 4 sh

This course will introduce the dominant themes of Central American social and political history from independence in the early 19th century through the present day. We will focus on the process of independence, liberalism and the coffee boom, dictatorships and revolutions, counter-revolutions, civil war and United States intervention in the region. We will examine the reasons why the region has been plagued by dictatorships and rebellions throughout the modern era, and why Costa Rica has, in general, been an exception to this trend. The course will additionally address the ways in which ethnicity, class and gender figured into the social movements of resistance and rebellion in modern Central America. The course will emphasize the critical evaluation of primary and secondary source materials reflecting different perspectives on these issues in the region's history. The goal of the course is to enable students to gain an understanding of problems confronting present day Central America by placing them in a historical perspective. Offered spring.

**HST 350. HISTORY OF BRAZIL** 2 sh

This course is intended to be an introduction to the history and culture of Brazil, examining the changes and continuities in Brazilian history from the colonial period through the twentieth century. The course explores the influence of colonial and 19th century heritages and of 20th century national and international relations on the

formation of modern Brazilian politics, economics and society. A major focus of the course is the interrelationship of the cultures that comprise Brazil – indigenous, Portuguese and African – and how these relationships have changed over time, as well as the significant role played by race, class, gender and ethnicity in the shaping of modern Brazilian culture and society. Offered spring.

**HST 351. HISTORY OF MEXICO****2 sh**

An introduction to the history of Mexico and to its contemporary cultural and political life. The role of native peoples is emphasized in the early colonial period and in recent developments. The course also explores Mexico's relationship with the U.S.

**HST 352. HISTORY OF CANADA****2 sh**

An introduction to the history of Canada and to its contemporary cultural and political life. Focus is on the development of a Canadian national identity and on present day expressions of that identity within Canada's multicultural context. Offered winter or summer.

**HST 353. COLONIAL LATIN AMERICA****4 sh**

This course will survey the history of Latin America from pre-Colombian times through the wars for independence at the beginning of the 19th century. The course seeks to explain the development of a multicultural, multiethnic and multilingual society in Latin America by studying the cultures of pre-Columbian and Iberian societies, the complexities of the interaction between these different cultures as they "met in the Americas" and the historical processes through which new cultures evolved. Some of the major topics that will be discussed include: Amerindian culture, the encounter between Europeans and Amerindians (otherwise known as the Conquest), the rise and fall of colonial empires and colonial society and the civil wars of independence. Offered fall.

**HST 354. MODERN LATIN AMERICA****4 sh**

This course will survey the history of Latin America from the early 19th century to the present. The goal of the course is to enable students to gain an understanding of issues in contemporary Latin America by placing them in a historical perspective. The course is structured thematically focusing on subjects including the social implications of various models of economic development, the opportunities and problems which result from economic ties to wealthy countries, changing ethnic, gender and class relations in Latin America and the diverse efforts of Latin American people to construct stable and equitable political, economic and social systems. In examining these topics, examples will be drawn from the histories of various Latin American countries. Offered fall.

**HST 355. CREATING HISTORY: RECORDING THE REMEMBERED PAST****4 sh**

Students learn and practice the techniques of interviewing living historical actors who were involved in a particular period or issue in history, moving from preparatory research through transcribing the results. They also study oral history's strengths, weaknesses, ethics and uses. The specific research topics will vary.

**HST 356. EARLY NATIONAL PERIOD, (1787-1840): FORCES THAT SHAPED THE NATION****4 sh**

A study of the thought that produced the American Constitution and the implementation of that national government during the administration of its first seven presidents. Topics examine political, social and economic forces that affected national decisions and development.

**HST 357. AMERICA'S CIVIL WAR: NATIONAL CATAclysm****4 sh**

Beginning with the era of Andrew Jackson, this course focuses on the geographic, economic, social and political dynamics that tore the nation apart. Students analyze the causes of the Civil War and examine its military, social and political facets. A concluding

study of the Reconstruction of the nation explores the resolution (or not) of the issues that generated the conflict.

**HST 358. THE U.S., 1877-1940: THE CONSEQUENCES OF MODERNIZATION** 4 sh

Focusing on the transformation to industrial capitalism, this course explores the major developments in American history from the end of Reconstruction to the beginning of World War II. Students examine the Gilded Age, progressivism, World War I, prosperity and nativism in the 1920s, the Great Depression and the New Deal and the coming of war in Europe and Asia.

**HST 359. THE UNITED STATES SINCE 1940: RECENT AMERICAN HISTORY** 4 sh

This study of recent American history is organized around four major themes: America in World War II, America's obsession with stopping the spread of Communism, the tumultuous social movements of the 1960s and the disillusionment caused by Vietnam and Watergate. Class discussions center on how these events continue to affect American institutions.

**HST 361. NORTH CAROLINA IN THE NATION** 4 sh

This course traces N.C. history from the first European contact to the present in the wider context of U.S. history. Topics include: N.C. as a microcosm of the region and nation; Reconstruction and The New Deal and N.C. political, economic, social and geographical features as related to national trends. Discussion also covers how family and community history are preserved and how the study of local history can enhance public understanding of national events.

**HST 362. THE SOUTH IN AMERICAN HISTORY: REGIONAL SUBCULTURAL PERSISTENCE** 4 sh

This course examines the South (especially post-Civil War) as a distinctive region of the U.S., including reasons for such distinctiveness and its impact on the nation's history.

**HST 363. AFRICAN-AMERICAN HISTORY, 1850-PRESENT** 4 sh

Beginning with the slave system in the mid-19th century, this course examines recurring issues and problems in African-American history through the post-Civil Rights era. Study focuses on three themes: the similarity and differences of African-American experiences; the extent to which they were oppressed yet also had choices and their strategies to cope with their social and political situations.

**HST 364. HISTORY OF WOMEN IN THE U.S.** 4 sh

This course surveys the experiences of women in the U.S., emphasizing their changing political and economic status and gender role expectations. Topics focus on the historical factors — politics, war, social movements, technology and ideology — that caused such changes, strategies women utilized to change or cope with their situations, and differences among women.

**HST 365. SOCIAL MOVEMENTS IN POST-CIVIL WAR AMERICA** 4 sh

This course covers organized efforts to change American society since Reconstruction, including social movements from Populism in the late 1800s to the Civil Rights movement in the 1960s and the responses to these movements.

**HST 367. AMERICAN MILITARY HISTORY THROUGH 1865** 2 sh

Focus is on the impact of the American Revolution on the evolution of the Army and Navy, the relationship between military power and a growing sense of nationhood and the American Civil War. Students will explore causes of military conflicts, the strategy and tactics of campaigns and the impact of the resolution of these conflicts.

**HST 368. AMERICAN MILITARY HISTORY SINCE 1865** 2 sh

This course analyzes military power as a component of foreign policy. Students concentrate on America's shift from an isolationist nation to a major world power by examining the Spanish-American War, World War I, World War II, the Korean Conflict, Vietnam and recent engagements.

**HST 369. AMERICAN INDIAN HISTORY****4 sh**

Stressing the active role that Indian people have taken in the creation of their own history, this course focuses on complicated cultural and historic realities. Topics include pre-Columbian Indian societies, cultural adaptation, removal, the Reservation Age, resistance movements, the Indian New Deal, postwar activism and cultural revitalization.

**HST 460-469. SEMINAR: SPECIAL TOPICS****4 sh**

A capstone experience for majors, this course offers students practical experience in researching, writing and presenting a senior thesis. Past topics have included the American Civil War, England in the Age of Henry the Eighth, Russia, the Holocaust, Modern Africa and the American Civil Rights Movement. Prerequisite: junior/senior major or permission of instructor. Offered fall and spring.

**HST 481. INTERNSHIP IN HISTORY****2-4 sh**

Designed to provide students with practical experience in history-related professions, activities included in the internship enable students to explore careers in archives, record management, historic sites, museum administration, etc. Prerequisite: 18 semester hours of history.

**HST 491. INDEPENDENT STUDY****2-4 sh**

Open to junior/senior majors/minors or others with permission of instructor.

**HST 499. RESEARCH IN HISTORY****1-4 sh**

Open to junior/senior majors/minors or others with permission. In conjunction with a faculty mentor, the student will formulate and execute an original research project that will culminate in a formal presentation. A research proposal form completed by the student and faculty mentor is required for registration.

***Human Services***

Chair, Department of Human Services: Professor Kiser

Assistant Professors: Fair, Glass, Warner, Wasik

Adjuncts: Felts, Gumm

The Human Services major prepares students to work as practitioners in a variety of professional service settings such as social services, mental health, family services, corrections, gerontology, child care, youth programs, group homes and many others. The Human Services curriculum guides the student through gaining the knowledge, skills and experience necessary to work effectively with a variety of populations.

Students engage in extensive fieldwork in Human Service agencies as part of their studies. Through the classroom and field components of the major, students examine critically a range of human and societal problems and the programs and services designed to address them, acquiring an understanding of the societal, cultural and personal variables which contribute to the development of human problems and to their solution.

The Human Services major draws upon knowledge in the social sciences, especially psychology and sociology, and emphasizes the application of this knowledge to the improvement of human life and society. In order to apply this knowledge effectively, students develop a variety of skills including those involved in oral and written communication, problem solving, developing professional helping relationships, organization and administration.