Undergraduates - Review your four-year plan noting changes you need to make for Fall 16.

Check out the Fall 16 Schedule of Classes! Select your first choices plus back-ups. Make sure you don't have any time conflicts.

Meet with your academic advisor one week before your preregistration time. He or she will grant you access to register online.

Create your shopping cart. Register at your assigned time.
Class Periods: Undergraduate classes will meet at the times listed below unless otherwise noted on the schedule.

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<tr>
<th>Monday, Wednesday, Friday</th>
<th>Tuesday, Thursday</th>
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<td>8:00 - 9:10</td>
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<td>9:25 - 10:35</td>
<td>10:30 - 12:10</td>
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<td>12:15 - 1:25</td>
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<td>1:40 - 2:50</td>
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<tr>
<td>9:50 - 10:20 T - College Coffee</td>
<td>9:50 - 10:20 Th – Numen Lumen</td>
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Important Registration Information

Prerequisites and Corequisites:
A prerequisite is a course that must be successfully completed prior to enrollment in another course. A corequisite is a course that must be taken in the same semester as another course. Some courses have multiple prerequisites. Students must have completed all prerequisites to be able to preregister for the course. It is the student's responsibility to make sure that prerequisites and corequisites have been met.

Pass/Fail Courses:
Students wishing to exercise this option must submit a Pass/Fail grading request to the Registrar's Office before attending the first day of class. Students may take a maximum of two courses outside the Core Curriculum requirements and the requirements for their major(s) and minor(s) on a Pass/Fail basis. Classes passed on a Pass/Fail basis do not count in computations for Dean's List, President's List or graduation honors.

Laboratory Courses:
For all courses requiring lab work, students must register for laboratory sections in addition to the lecture sections. Laboratory sections are listed in the schedule.

Independent Study or Research:
Students who wish to register for an Independent Study or a Research project must submit a completed Application to the Office of the Registrar.

Internships/Co-ops:
Students must register an internship or co-op experience with the Registrar’s Office. The Experiential Education Registration Form/Contract must be completed in addition to the regular registration form. The Experiential Education Registration Form/Contract is available in the Student Professional Development Center located in the Moseley Center.

Cross-Listing of Sections:
Certain courses may be listed under more than one discipline heading. The student should be careful to register under the discipline he/she wishes to appear on the official transcript.

Overloads:
Students are limited to 18 hours per semester unless approved by the Registrar. Students on academic probation are limited to no more than 12 hours per semester. Please incorporate this into preregistration planning.

Withdrawal from Undergraduate Courses:
From full-semester courses: Last day to withdraw with a grade of "W" (withdrawal without penalty) is Friday, October 21, 2016. From courses which meet only the first half of the semester: Last day to withdraw with a grade of "W" is Thursday, September 22, 2016 From courses which meet only the second half of the semester: Last day to withdraw with a grade of "W" is Thursday November 10, 2016. Students not completing the withdrawal process by the deadline will incur a grade of completion (A, B, C, D or F). Any exception to this policy is the responsibility of the Academic Dean's Office.

Schedule Changes:
The University reserves the right to make changes to the schedule including the instructor assigned to a section when necessary.

Applied Music Courses:
For all applied lessons, music majors and minors should contact the instructor for the appropriate level and course number. All other students should contact the Chair of the Department of Music for registration information and instructor assignment. Special fees apply to private instruction. Contact the Bursar’s Office for information on fees for Fall 2016. The deadline for all refunds for Private Lessons is the end of the second week of the semester (Friday, September 9, 2016).
How to Register Using OnTrack

Elon OnTrack is a secure site that allows students to preregister for classes electronically. To preregister on-line you must have an active username and password for OnTrack. If you do not have a username and/or password, please contact the computer support help desk at ext 5200, to receive or reset your login information.

Step 1: Meet with Your Advisor
Each student must receive electronic approval from their advisor to be able to preregister. Schedule an appointment with your advisor to discuss course selection, including alternates, and to receive permission to register using OnTrack.

Step 2: Access the Website
The website can be accessed from www.elon.edu/E-Net, select Tools, then Elon OnTrack or from the web address https://ontrack.elon.edu

Step 3: Log in and Preregister
Log in using your username and password. Click OnTrack for Students on the right side of the screen. Click the Register for Sections option on the Registration menu.
- If you know the courses you want to take (e.g. ENG 110 A or its synonym number) choose the Express Registration option.
- If you must make changes due to closed classes, time conflicts or lack of prerequisites, you can use the Search and Register option to search for a class and add it to your schedule.
- If you have already selected courses on your Preferred Sections List, then choose the Register for Previously Selected Sections option.

Step 4: View & Verify Your Schedule
Once you have submitted your course requests, OnTrack will check the courses for time conflicts, course limits, and prerequisites. For example, if your selected course is closed or prerequisites have not been met, an error message will appear at the top of your registration results screen. This message notifies you that you were NOT successfully registered for that particular course. You may then go back to the Express Registration screen to register for an alternate course or use the Search and Register option to find an alternate.

Click on the My Schedule option at the bottom of the screen to view and/or print your schedule. This will verify your successful preregistration in the courses that you selected.

Step 5: Log Out of OnTrack
You may exit OnTrack by clicking the Log Out button once the process is complete. You are allowed to make changes to your schedule during the preregistration period from the time your access begins until the end of preregistration. If you want to make changes to your schedule you may log in and make adjustments during the preregistration period.

Contact Information
For questions about your username and password - contact the computer support help desk at ext. 5200.

For help finding or selecting classes - see your Academic Advisor or the Academic Support Center, Duke 108, ext. 6500.

For questions about a closed class or course prerequisites, contact the appropriate Department Chair or Dean.

For questions about registering for Independent Studies, Internships, Co-ops and Independent Research or about registering for a course Pass/ Fail - contact the Registrar’s Office, Alamance 104, ext. 6677.

The Preregistration guide and additional help are available online at https://ontrack.elon.edu/help.
ANT 384   FORENSIC ANTHROPOLOGY, FROM CRIME SCENE TO LABORATORY 4 S.H.
Forensic Anthropology is the application of the science of biological/physical anthropology and archaeology to legal cases. The course will be an introduction to the recovery and analysis of human remains within the context of unexplained death investigations. The identification of skeletal and other decomposed human remains and knowledge about the circumstances surrounding their death is important not only for murder investigations but also for human rights cases and war crimes. Emphasis will be placed on: 1) the recovery of decomposed human remains in the field or crime scene; and 2) the analysis of these skeletal remains in the laboratory. As such, some of the course will necessarily take place outdoors, learning expert methods of collection of human remains and other accompanying evidence. The laboratory portion of the course will be focused on human osteology, odontology, and forensic pathology in order to compile the life history of an individual (age, sex, stature, disease, trauma, ancestry, etc.) from skeletal remains for identification purposes.

ARH 373   THE ART & ARCHAEOLOGY OF DEATH 4 S.H.
This course investigates ancient belief systems related to death and the dead by examining the human remains, grave goods, art, and tombs of several cultures in the Near East and Mediterranean basin from the Neolithic Period to the Roman Empire. Egypt, where the body of evidence for burials and associated beliefs and rituals is significant, will be a particular focus. Students will gain an understanding of how rituals of death reflect the values, religions, politics, and social organizations of various ancient cultures, as well as how modern scientific methods are producing previously unrecoverable details about these ancient peoples as they lived and died.

CHN 373   ADVANCED CHINESE I 4 S.H.
This course introduces more complex structures in Chinese while placing an increased focus on intercultural awareness. Intermediate to advanced reading, writing and speaking skills continue to develop through increasingly sophisticated topics. Strong emphasis is placed on oral and written communication skills through individual or small group activities and projects in which students express themselves using connected discourse. Proficiency goal on the ACTFL scale: Intermediate High/Advanced Low. Prerequisite: CHN 222 or placement at this level. Offered fall.

CLA 171   CLASSICAL MYTHOLOGY 4 S.H.
From Percy Jackson to O Brother Where Art Thou?, from Harry Potter to Clash of the Titans, the world of classical mythology continues to shape our cultural landscape. In this course we will seek, first, to understand the belief systems of ancient Mediterranean societies and, second, to consider how and why ancient stories — stories of gods and mortals, monsters and heroes, quests and voyages — have captured the minds and and fascinated the imaginations of others for over two millennia.

CSC 373   ROBOTICS 4 S.H.
This course introduces students to the basics of robotics. Students will work in groups to design, construct, and program robots to complete specific challenges. The robots will be able to complete some tasks independently and other more sophisticated tasks with the assistance of remote operators. The course is highly interactive and hands-on, including the mechanical assembly and wiring of robots and simple electrical circuits. In addition, software development will be a major part in getting the robots operational. Laboratory included. Cross-listed with PHY 372 A. Not open to students who have already taken PHY 372, Robotics. Cross-listed with EGR 372.

COE 310 A TRANSITION STRATEGIES: FIND YOURSELF, FIND YOUR CAREER 1 S.H.
This course helps students prepare for internships, co-ops, summer jobs and permanent employment. Students develop strategies to achieve career goals, investigate critical issues in the workplace, develop a resume and cover letter and learn how to network and interview effectively. COE 310 is recommended for sophomores, juniors and seniors.

COE 310 B TRANSITION STRATEGIES: REVSON SERIES - LIFE AFTER ELON 1 S.H.
This class will focus on preparation for life beyond Elon with the intent of bridging the transition from Elon to the “real world.” The course incorporates the Revson Series, which consists of eight separate lectures designed to provide students with basic “how-to” information relevant to their personal development and life after Elon. The Revson Series was developed with funding from a gift to the university from Diana and Charles Revson (P71). In addition, students will prepare for internships, co-ops, summer jobs, part-time and permanent employment, and graduate school by developing a resume, establishing job contacts, identifying job search strategies, and learning how to interview effectively.

COE 310 C TRANSITION STRATEGIES: STRATEGIES FOR CAREERS IN MASS COMMUNICATIONS 1 S.H.
Students will be given an overview of careers available to them in mass media with a particular emphasis on print, broadcast and on-line media. Students will be introduced to the usual avenues of progress when seeking a career in these areas as well as some unusual approaches to internship and job opportunities. Class will be augmented by helpful lectures by guests who will focus on the mechanics of life after college; examples are real estate, investment, family life or lack of it.

COE 310 D TRANSITION STRATEGIES: LIVING THE DREAM: PREPARING TO GO GLOBAL AFTER GRADUATION 1 S.H.
This course is intended for juniors and seniors who have already studied abroad (or had other international experiences) and are interested in obtaining an international internship, working abroad, volunteering internationally or attending a graduate school with international opportunities. This course will include: how to evaluate skills gained on international experiences; how to market your international experience(s) on your resume and in interviews; how to research the many considerations for going abroad; and networking. Researching and sharing resources for finding international post-graduate opportunities (jobs abroad, internships abroad, service positions abroad and teaching positions abroad or other topics chosen by the class) will also be a significant part of the course. Prerequisite: previous study abroad or other significant international experience.

COE 310 F TRANSITION STRATEGIES: LEADERSHIP EXPERIENCE AND APPLICATION 1 S.H.
This course is designed for students who hold (or will hold) a leadership position and are seeking to learn and develop leadership best practices. Based on Kouzes and Posner’s best-selling, The Leadership Challenge, this course will help students develop leadership insights and skills that will help them in their current roles as well as prepare them for future ones. Students will complete a series of readings, exercises, inventories, and other activities related to their personal leadership styles and roles. Class time will involve facilitated discussion of students’ real-time leadership experiences, challenges, and best practices. Through sharing with peers, students will gain new perspectives and ideas and enhance their own leadership and professional development. In addition, students will examine how their leadership experiences can be leveraged in their resumes, job interviews, and other employment seeking activities. Students will have the option of earning ELR credit. Requirement:
There are no requirements. However, students who wish to earn ELR credit must hold an approved leadership position. Students should contact the instructor to ensure that their position meets the criteria for Leadership ELR credit.

**COE 310 G, I TRANSITION STRATEGIES: PERSONAL FINANCE 101** 1 S.H.
Personal finance ranges from managing personal checking accounts to investing long-term for retirement. This course will teach students the basics of how to handle their personal finance with strategies on finance management for life after school. The course will cover handling personal taxes, insurance and retirement options in entry-level jobs, student loan repayment, other debt payment, budgeting, and other basics that are important for students. Students will have the opportunity to create a personal finance, investment, and budget plan to take with them based on estimated earnings and expenses. In addition, students will learn about the job search, interviews, and resumes related to entry-level positions.

**COE 310 J TRANSITION STRATEGIES FOR CSC & ISC MAJORS** 1 S.H.
This course will focus on preparing students for internships, research, graduate school and careers. The course will guide students in developing a resume and cover letter, networking, interviewing, research, and applications for graduate school. The course is recommended for sophomores and juniors majoring in CSC or ISC.

**COE 310 K TRANSITION STRATEGIES: STRATEGIES FOR MATHEMATICS MAJORS** 1 S.H.
Students will be given an opportunity to explore career opportunities available to them through a major in mathematics. As a part of this exploration, students will be prepared to write effective resumes and cover letters as well as preparation for the interview process. An additional aspect of the course will be preparation of students to complete the Mathematics portfolio graduation requirement and exit interview. Students will be engaged in role-playing activities as well as development and evaluation of materials required to complete the departmental degree requirements and for obtaining a career in mathematics.

**COE 310 L TRANSITION STRATEGIES: STRATEGIES FOR STATISTICS MAJORS** 1 S.H.
Students will be given an opportunity to explore career opportunities available to them through a major in statistics. As a part of this exploration, students will be prepared to write effective resumes and cover letters as well as preparation for the interview process. An additional aspect of the course will be preparation of students to complete the Statistics portfolio graduation requirement and exit interview. Students will be engaged in role-playing activities as well as development and evaluation of materials required to complete the departmental degree requirements and for obtaining a career in statistics.

**COE 310 M TRANSITION STRATEGIES: PREPARING FOR SPORT & EVENT MANAGEMENT INTERNSHIPS & CAREERS** 1 S.H.
This course helps Sport & Event Management majors prepare for the SEM 461 internship, as well as co-ops, summer jobs and permanent employment. Students will develop strategies to achieve career goals, investigate critical issues in the workplace, develop a resume and cover letter, learn how to network and interview effectively. This course is recommended for Sport & Event Management sophomores, juniors and seniors. Please note: this class will include embedded travel to the Baseball Winter Meetings in Maryland in early December; students enrolled in this course will be financially responsible for this trip, which is required as part of the course.

**COE 310 N TRANSITION STRATEGIES: PURSUING A CAREER IN STUDENT AFFAIRS** 1 S.H.
The Futures in Student Affairs Course is intended for students interested in pursuing careers in student affairs. The class will explore the field of student affairs through a variety of different topics ranging from the history of higher education to a review of specific functional areas. Students often graduate and enter the field of higher education with an understanding of only their own institution. This course will allow students to explore student affairs at different institutions and understand the differences between Elon and other schools. By the end of the course, students should feel prepared to transition into a graduate program or an entry level position within student affairs.

**DAN 320 B CONDITIONING** 4 S.H.
This class will focus on exercises that increase flexibility, core strength and stamina. Individual attention will help students develop better work habits and more effective application of foundational movement technique, as well as guide them to discover the dancer’s personal sense of neutral alignment appropriate for a strong physical foundation in any dance or movement genre. This class hopes to fill the particular needs of beginning/intermediate musical theatre, acting and dance majors, as well as those of the general student population. Prerequisite: one semester of a beginning level dance technique course as some knowledge of fundamental elements of technique will be expected.

**EDU 273 INTRODUCTION TO ENVIRONMENTAL AND PLACE-BASED EDUCATION** 4 S.H.
Students in this interdisciplinary course will be introduced to the foundational principles and practices of environmental and place-based education. Other topics of study may include environmental justice, ecological citizenship, and education for sustainability. A required field experience with various community partners will enable students to acquire knowledge and skills in a local context.

**EGR 371 BIOELECTRICS AND INSTRUMENTATION** 3 S.H.
This course focuses on the physical principles underlying diagnostic medical systems. Concepts covered include the origin of biopotentials, circuit analysis, data acquisition, signal processing, and graphical user interfaces. These concepts will be incorporated into the study of electrode and amplifier design, electrocardiography, electromyography, electroencephalography, functional electrical stimulation, blood flow measurements, and ultrasound imaging. Students must take the lab, EGR 371.

**EGR 371 BIOELECTRICS AND INSTRUMENTATION LAB** 1 S.H.
This course involves laboratory application of concepts discussed in the Bioinstrumentation lecture. Students will design, build, and test a variety of diagnostic medical systems. Students must take the lecture, EGR 371.

**EGR 372 ROBOTICS** 4 S.H.
This course introduces students to the basics of robotics. Students will work in groups to design, construct, and program robots to complete specific challenges. The robots will be able to complete some tasks independently and other more sophisticated tasks with the assistance of remote operators. The course is highly interactive and hands-on, including the mechanical assembly and wiring of robots and simple electrical circuits. In addition, software development will be a major part in getting the robots operational. Laboratory included. Cross-listed with CSC 373 A. Not open to students who have already taken PHY 372, Robotics. Cross-listed with CSC 373.

**ENG 255 A VIDA L, WILLIAMS, CAPOTE** 4 S.H.
Tennessee Williams, Truman Capote and Gore Vidal number among the twentieth century's greatest writers, and they shared a great deal in common: each was heralded as a literary genius, each was wickedly funny, and each was a gay man in the public eye when it was exceedingly difficult to be so. The three shared friends, lovers and bitter rivalries; when Capote overdosed at the age of 59, Vidal famously called his death “a good career move.” This course reads the work of these three gay writers with close attention to their influence on each other's careers, their sexuality, and their relationship with celebrity.

**ENG 255 B**

**ENG 255 C**

**ENG 271 PROFESSIONAL WRITING AND TECHNOLOGY STUDIO**

This workshop-style course provides intensive practice in rhetorical strategies, audience assessment, writing technologies and media, information and visual design, and project management. This course will introduce students to a variety of writing software packages that are commonly used in the professional world and the multiple ways in which professional writers use them. We will both critique the strengths and limitations of these tools, as well as gain facility with their use through hands-on writing, publishing, digital portfolio, and multimedia projects.

**ENG 313 TOPICS IN PWR: GRANT WRITING FOR NON-PROFITS**

Non-profit organizations, both large and small, provide necessary services to members of their communities often on shoestring budgets. Earning grant money to sustain operations and start new initiatives is imperative. In this service-learning course, students will work together and in collaboration with community agencies to explore grants as a genre in professional writing. Students will learn and practice rhetorical strategies to tell a compelling story about an organization, clearly articulate needs and plans, create budgets and project timelines, and prepare documents for a variety of funding audiences.

**ENG 320 A VICTORIAN LITERATURE AND CULTURE**

This course will examine British literature from 1837-1901 with special attention to the historical and cultural forces that shaped Victorian texts. We will read fiction, nonfiction, and poetry by authors such as Charlotte Brontë, Charles Dickens, Mary Elizabeth Braddon, Thomas Hardy, Robert Browning, Christina Rossetti, Oscar Wilde, and others. Through an analysis of these texts, we will trace key cultural shifts that marked the Victorian period, including the industrial revolution, the expansion of empire, innovations in science and technology, and shifting ideals related to class and gender.

**ENG 355 A THE RISE OF THE NOVEL**

The novel is the most popular literary genre, be it high art (A Hundred Years of Solitude) or low trash (Fifty Shades of Grey). But when – and why – did it develop? This course traces the novel to its eighteenth-century beginnings, reading the earliest novels with close attention to the cultural forces that shaped the genre: individualism, mass literacy, shopping, celebrity, global travel, print culture, the development of authorship and the invention of the canon. We'll consider how the novel changed shape over the centuries, and make connections between the early 1700s and the present day.

**ENG 355 B STUDIES IN DRAMA**

This course puts “literary and aesthetic theory” and “dramatic literature” into conversation in order not only to give a deeper understanding of the works of a small number of significant and prolific playwrights, but also to better define what we mean by “theory” and how theory may help us understand contemporary culture and make our way through the world. Pairings of theories and dramatists in recent classes have included: postmodern/poststructuralist theory with the works of Harold Pinter, Tom Stoppard, and Caryl Churchill; psychoanalytic theory with the works of Eugene O'Neill and Edward Albee.

**ENG 377 SPEECH AND DEBATE FROM ARISTOTLE TO EMINEM**

What can Aristotle and Eminem teach us about the art of debate and argument? A lot! This course will hone your ability to debate ideas with, and in front of, others. Consider enrolling if you wish to explore controversial topics and/or are interested in speech, leadership, law, service, education, or the ministry.

**ENS 272 ENVIRONMENTAL LAND USE MANAGEMENT**

This course will focus on a wide range of issues relating to land use management, ownership and natural resource decision making. Learning opportunities will focus on land use, impacts to planning, the basis and history of property rights, what land ownership means and how natural resource planning decisions are made. This class will provide learning opportunities through lectures, agency and NGO speaker presentations and field trips. The student who successfully completes this course will be able to: 1) understand and define concepts of land and land use; 2) land classification; 3) land ownership; 4) summarize and describe natural resource management as it impacts land use decisions; 5) evaluate ongoing land use decisions and apply learned information to postulated land use scenarios to promote land conservation and sound policy decisions. This course counts towards the Policy, Planning, and Management section for Environmental Studies majors, and the Social Science and Humanities section for Environmental and Ecological Science majors.

**ESS 370 PHYSICAL ACTIVITY AND CANCER**

This is a course that will examine the impact of physical activity on cancer outcomes. Emphasis will be placed on the role of physical activity in the prevention of cancer as well as the role of physical activity in the mitigation of treatment-related side effects and improvement of physical functioning. Topics to be discussed include the definition and characteristics of cancer, the different types of major cancer treatments and their physiological effects on the body, role of physical activity in the prevention of cancer, effect of cancer and its treatments on exercise capacity, the role of physical activity and exercise in improving physiological functioning in cancer patients and survivors, and basic exercise prescription considerations for cancer patients and survivors. Students will be expected to research and read current literature, participate in and lead class discussions, write a research proposal paper and present their topics. Prerequisite: ESS 324.

**FIN 466 SEMINAR SPECIAL TOPICS**

This course examines the market for and the price/yield determinants of various fixed income securities, including Treasury debt, corporate bonds, agency debt, municipal bonds, mortgages and asset-backed securities. Topics include securitization, the term structure of interest rates, credit default swaps and credit modeling and portfolio management strategies, such as duration, convexity, and immunization. Prerequisite: FIN 343.
GEO 272 GIS AND ENVIRONMENTAL HEALTH 4 S.H.
This applied-service learning course uses spatial analysis to address applied environmental health problems in our local community. Grounded in theory from urban planning, environmental justice, and public health, students will work together on group projects in collaboration with officials from local agencies and non-profit organizations. Example projects may include mapping health risks, analyzing greenspace accessibility, and mapping food deserts. Geographic Information Systems will be used as the organizing technology. Students will develop or expand skills in geospatial data development, spatial analysis, and map-based communication of results. Final projects will include technical reports submitted to stakeholders. No prerequisites. This course counts towards the Society Core Curriculum category, GEO and GIS minors, and as an elective towards the PHS major and minors. For students pursuing a BS in Environmental Studies, it counts as Policy, Planning, and Management; and for the BS in Environmental and Ecological Science, it counts as Social Science and Humanities.

GBL 271 ICELAND: CRUCIBLE OF FIRE AND ICE 4 S.H.
This course explores the cultural identity and volatile landscape of the nation of Iceland. Students will prepare for several months for travel on a nine day excursion to Iceland during Thanksgiving break 2016. The course satisfies COR Expression and Society credit and should provide ELR credit (as explained below). In this course, students take a circumpolar perspective as a special window on the world to appreciate people’s value choices regarding sovereignty, environmental stewardship, and the meaning of political and cultural authenticity. Counts toward Expression (non-literture) requirement or Society, and satisfies one unit of the Experiential Learning Requirement. There are no prerequisites for this GBL 200 course. Application, acceptance and additional travel fees required.

HST 132 GLOBALIZATION OF CHINA 4 S.H.

HST 133 RACE, GENDER AND SPORTS IN THE USA 4 S.H.
This course invites students to closely examine the experiences of women and African Americans in sports in the U.S. during the 20th century. Students will analyze a variety of types of evidence from the past to consider how and why the experiences of African Americans and women changed over time. They’ll make interpretations about how to characterize their history – whether as more of a story of oppression and exploitation or of satisfaction and empowerment. They will connect sports history to the context of other trends in American history and consider the degree to which sports history serves as an accurate lens into American history in terms of race and gender.

HST 139 FASCISM AND PROPAGANDA 4 S.H.
This course focuses on the theory and practice of propaganda during the 12 years of the Third Reich. It combines the study of the ideological roots of National Socialism, the radical and peculiarly German form of Fascism, with a close analysis of the techniques, organization, and effectiveness of the Nazi regime’s propaganda. Challenging the idea of the total power of propaganda, it looks for the limits of persuasion and possible other reasons for which Germans might have decided to follow Hitler.

HST 462 THE VICTORIANS 4 S.H.

HSS 373 WILDERNESS AND ADVENTURE THERAPY 4 S.H.
This course will introduce students to the skills needed to successfully facilitate therapeutic adventure and wilderness experiences by exploring the concepts and practices underlying these approaches. A broad spectrum of current applications for adventure and wilderness therapies will be discussed and investigated. The course will focus on the use of these therapies to restore, remediate, and/or rehabilitate individuals with various illnesses and/or disabilities. Theory, research, and practice within these growing fields of counseling will be discussed. The course will also emphasize the applications of adventure and wilderness therapies for adolescents. We will examine how outdoor experiences can reduce stress, restore attention, enhance self-concept, and promote personal meaning. The course includes an embedded trip to camp and hike the Inca Trail over the Thanksgiving break, Nov. 21st – November 29th. Students should be prepared to participate in what is considered to be one of the top five hiking treks in the world. The 26 mile hike combines beautiful mountain scenery, lush cloud-forest, subtropical jungle, and a stunning mix of Inca panning stones, ruins and tunnels. The final destination is Machu Picchu, the Lost City of the Incas.

The course meets Monday evenings from 5:30 to 9:00 at the Fire Ring on the Elon Challenge Course Property. Additionally, the course will include three high ropes course events, multiple low ropes course events, and hiking excursions.

A student in good shape, with a reasonable pair of hiking boots—along with a good attitude and the support of his or her classmates—should be fine. However, this course involves a high level of outdoor and group activity including high altitude hiking that will exceed 15,000 feet. To help insure a full and rich experience, students will be asked to commit and adhere to healthy life choices for the duration of the course. Students should keep this in mind and consult with the course instructors if they have questions before signing up for this course. Application and acceptance required. The application is located on the GEC website. Only 22 students will be selected for the course based on application submission. Additional travel fee required. Double occupancy tent camping during on the Inca Trail. Please email Dr. Parks at rparks4@elon.edu if you have questions about the course.

Itinerary:
Day 1: Travel to Cusco
Day 2: From Cusco to Ollantaytambo with stops at local markets and villages
Day 3: Sacred Valley - 9.5 hours of hiking through archeological sites, past waterfalls, and across the fabled Pachacutec Pass (15,000 ft elevation)
Day 4: Inca Trail
Day 5: Inca Trail
Day 6: Inca Trail
Day 7: Inca Trail – end trail at Machu Picchu
Day 8: Train back to Cusco and overnight
Day 9: Return to Elon

HSS 470 ADVENTURE THERAPY LEADERSHIP 4 S.H.
Adventure Therapy programs involve the combination of outdoor adventure-based activities and counseling techniques to encourage inter- and intra-personal growth. By participating in physical challenges, such as camping, rope courses, and wilderness excursions, participants confront personal limitations. Under the guidance of an instructor and with the support of peers, participants then explore these limitations as they relate to self-concept using researched therapeutic techniques. Consistent with the tenets of experiential education, Adventure Therapy students participate in similar experiences, using each challenge as a vehicle for learning about and practicing counseling techniques in context. In this leadership course, students will develop the skills necessary for successfully managing therapeutic adventure experiences. Specifically, students
will practice leadership and counseling techniques that undergird Adventure Therapy. Students will be expected to lead participants registered in an Adventure Therapy course and facilitate experiences to reduce stress, restore attention, enhance self-concept, and promote personal meaning.

**LAT 373 ADVANCED LATIN**
In this course, students will focus on the study of the harmonic, melodic, textural, and orchestral language and techniques of modern film composers such as Danny Elfman, James Horner, John Williams, Jerry Goldsmith, and Hans Zimmer. Students will also study the relationship between music and visual images as it relates to human emotional responses as well as the terminology and process of scoring films. Students will then apply these techniques by composing a series of short movie cues. Prerequisites: MUS 212, MUS 213, MUS 214, or permission of instructor.

This course focuses on the study of the harmonic, melodic, textural, and orchestral language and techniques of modern film composers such as Danny Elfman, James Horner, John Williams, Jerry Goldsmith, and Hans Zimmer. Students will also study the relationship between music and visual images as it relates to human emotional responses as well as the terminology and process of scoring films. Students will then apply these techniques by composing a series of short movie cues. Prerequisites: MUS 212, MUS 213, MUS 214, or permission of instructor.

**MUS 375 FILM SCORING**
This course focuses on the study of the harmonic, melodic, textural, and orchestral language and techniques of modern film composers such as Danny Elfman, James Horner, John Williams, Jerry Goldsmith, and Hans Zimmer. Students will also study the relationship between music and visual images as it relates to human emotional responses as well as the terminology and process of scoring films. Students will then apply these techniques by composing a series of short movie cues. Prerequisites: MUS 212, MUS 213, MUS 214, or permission of instructor.

**MUS 320A BEGINNING JAZZ STYLES**
Foundational jazz dance technique will be taught at a beginning/intermediate level with emphasis on practicing and achieving proper physical alignment, increased core strength and flexibility, and the ability to imitate and apply elements of a classical jazz style.

**MTH 371 ADVANCED TOPICS: MATH MODELING**
This course, taught in a seminar style, will focus on mathematical modeling problems posed in business, industry, and government and the techniques used to solve such problems. Both discrete and continuous models will be explored.

**MKT 473 DIGITAL MARKETING**
This course aims to provide students with insight on how modern industry is adopting new emerging media and technology as marketing tools. In this course, many innovative and evolutionary technologies/media will be introduced, such as blogs, mobile media, in-game advertising, virtual reality, hologram, touchscreen, social media, information kiosk in retail setting, including evolved formats of traditional media (e.g., digital outdoor media). This course includes e-buyer behavior, theoretical understandings, and case studies describing how diverse new media/technologies are adopted in business. In addition, this course will deal with ethical issues that can be found in the adoption of these diverse emerging media from the perspectives of both consumers and practitioners. The ultimate goal of this course is to familiarize students with the vocabulary/concepts, to teach practical knowledge from actual examples of technological adoptions, and finally to provide students with more future-oriented perspectives in understanding marketing strategies. Prerequisite: MKT 311. This course counts as an elective for the Marketing Major or the Professional Sales Minor.
POL 270 CIVIC ENGAGEMENT FORUM  2 S.H.
This hands-on course is designed to encourage students to build practical civic engagement skills. Students will play critical roles in the development and execution of many Elon events related to political and civic life, broadly defined. Students will become more effective agents of policy change through course activities and by learning from contemporary materials focusing on objectives such as improving civic dialogue, mastering media communication and developing civic events. They will also study essential literature related to political and social participation.

POL 372 RACE FOR THE WHITE HOUSE  4 S.H.
This course will be an in-depth study of presidential campaigns with a specific focus on the 2016 presidential election. As the race for the White House begins in earnest, with the first ballots being cast at the beginning of February, students will study the process as well as the nominees and actors involved in 2016. Topics covered in the course will include the nomination process, party conventions, campaign fundraising, the Electoral College and the Media’s role in the election process. This course will bring together both scholarly literature and practical examples from the current day-to-day happenings of the 2016 race to the White House.

PSY 383 GRADUATE STUDIES IN PSYCHOLOGY/MENTAL HEALTH  1 S.H.
This course is designed to assist students in psychology explore graduate school options in psychology and related mental health fields. Through discussion, the class will explore such topics as finding graduate school programs, developing academic resumes and personal statements, and exploring opportunities for internships and research. This course is most suited to students in their junior year, although interested sophomores are also welcome.

PHS 371 CANCELLED
This course offers students an overview of current environmental health issues and is targeted at upper level undergraduate students. We start by examining the interdependency of humans and the natural environment. Then, we explore how environmental degradation and toxicity affect human health, and we analyze current health risk assessment methods. Finally, we discuss the potential impact of climate change on human health and the importance of moving towards a sustainability framework to improve human well-being.

**SOC 315 DRUGS AND SOCIETY** 4 S.H.
The objective of this course is to provide a comprehensive survey of the development of sociological theories and analyses of drug use, focusing on images of drug use and the drug user as social constructs rather than as an intrinsically pathological behavior or identity. An additional objective is to examine the roles of systemic inequality, cultural norms, and individual agency in shaping drug policies, drug use, understandings of addiction, and criminal justice responses. This is a reading- and writing-intensive course.

**SPN 328 IN SEARCH OF IDENTITY** 4 S.H.
This course explores how historical, social, political, religious, literary, artistic, culinary and other forces have shaped and produced the culture(s) of Spain. Topics vary and may include in-depth study of a particular theme, region, author, and historical periods. Prerequisite: SPN 222. Taught in Spanish.

**SPN 358 IN SEARCH OF IDENTITY** 4 S.H.
This course explores how historical, social, political, religious, literary, artistic, culinary and other forces have shaped and produced the culture(s) of Spain. Topics vary and may include in-depth study of a particular theme, region, author, and historical periods. Prerequisite: two courses at the lower 300-level (numbered SPN 300-349). Taught in Spanish.

**SPN 376 CINEMATIC REFLECTIONS LATIN AMERICA** 4 S.H.
In Latin America, filmmaking is commonly a political act. Many filmmakers use their work to reflect upon the numerous social, economic, and political characteristics of their countries and also to transmit their political ideals and aspirations. This type of relationship between cinema and politics is not exclusive to Latin America but, in a region where political instability and corruption are everyday occurrences, film stops being simple entertainment and becomes a powerful political tool. This course will examine several Latin American films that could be described as political and will focus on how their aesthetic elements ponder over the region’s most important historical, social, and political events of the 20th and 21st Centuries. Prerequisite: two courses at the lower 300-level (numbered SPN 300-349). Cross-listed with SPN 476 A.

**THE 320 A SINGING FOR THE ACTOR** 4 S.H.
This class will explore healthy singing techniques while developing cuts appropriate for use in musical theater auditions. Learning how to choose cuts, set up music, and working with an accompanist will be covered. We will explore classic and/or contemporary songs as appropriate for the level of each singer. The class will be interactive and may include private vocal coaching at the discretion of the professor. If taken while enrolled in voice lessons, permission from the private voice teacher must be given.

**THE 440 A ADVANCED MAKE UP DESIGN** 2 S.H.
Students will use their knowledge of basic two and three dimensional stage make-up design to develop special effects and allow the actor to create make-up for all sorts of character roles. Students will explore the period styles of make-up and advanced applications which include casting and molding, latex appliances, special effects and working with crepe hair. A make-up kit is mandatory. A material fee will be required.

**THE 440 B STAGE MANAGEMENT** 4 S.H.
Students will explore the role of the stage manager in theatrical production. Focus will be placed on working methods, processes, documentation, and duties of this important job.

**GRADUATE COURSE DESCRIPTIONS**

**ACC 472 FOUNDATIONS IN FINANCIAL ACCOUNTING** 4 S.H.
An introduction to MBA accounting, this course focuses on the financial reporting process with an emphasis on the accrual basis of accounting. Students learn to prepare and interpret income statements and balance sheets, analyze business transactions and determine the effects of transactions on assets and equities. This course will prepare students for MBA 531, the core MBA accounting class.