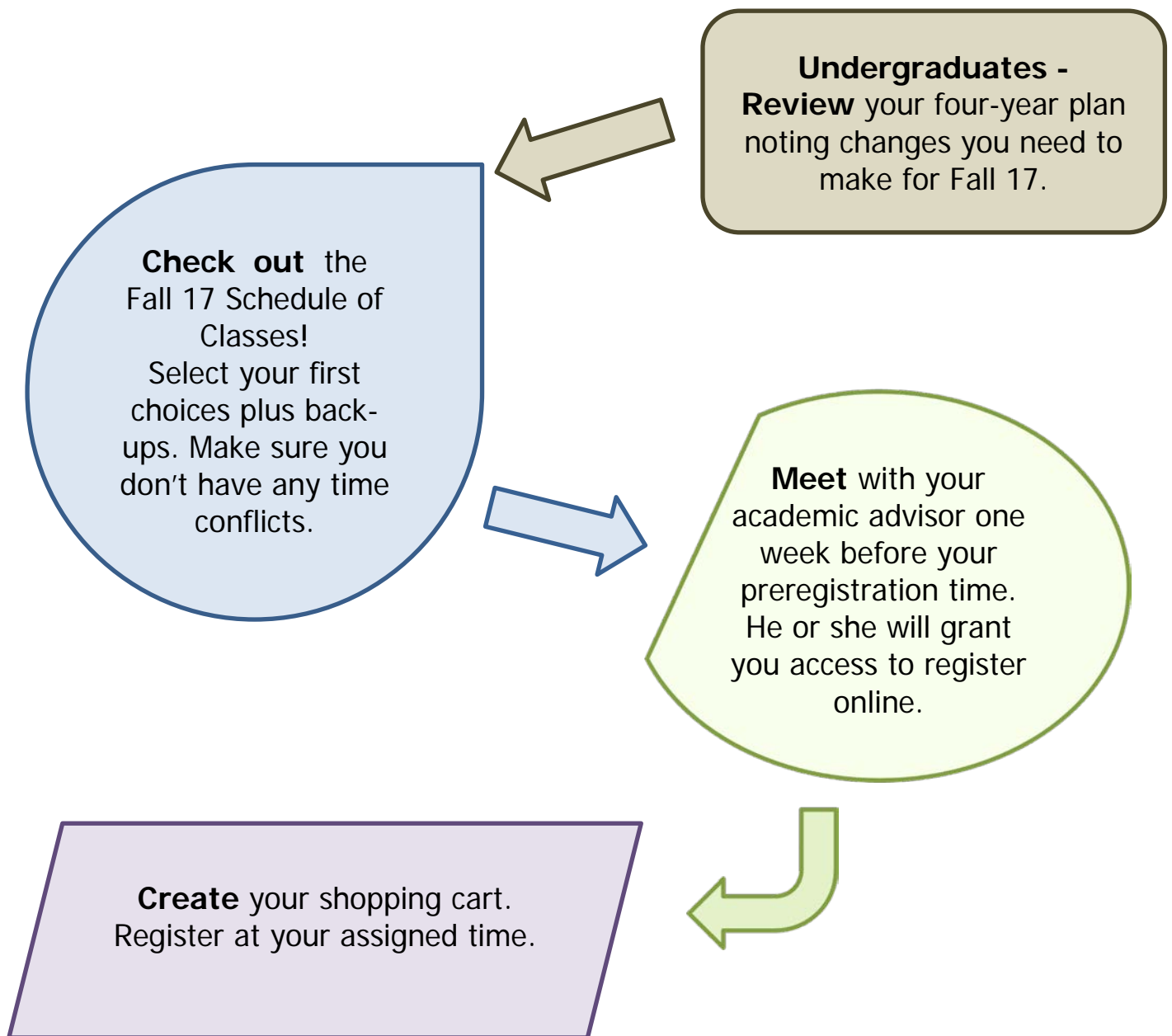


ELON UNIVERSITY
FALL 2017
SCHEDULE OF CLASSES
Undergraduate, IMedia, MBA and M.Ed
Registration begins April 11, 2017



Class Periods: Undergraduate classes will meet at the times listed below unless otherwise noted on the schedule.

Monday, Wednesday, Friday

8:00 - 9:10
9:25 - 10:35
10:50 - 12:00
12:15 - 1:25
1:40 - 2:50
1:40 - 3:20 (MW)
3:35 - 5:15 (MW)
5:30 - 7:10 (MW)

Tuesday, Thursday

8:00 - 9:40
10:30 - 12:10
12:25 - 2:05
2:20 - 4:00
5:30 - 7:10

Tuesday, Thursday

9:50 - 10:20 T - College Coffee
9:50 - 10:20 Th – Numen Lumen

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 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.

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 for applied music lessons - \$433 per credit hour. Contact the Bursar's Office for information on fees.*** The deadline for all refunds for Private Lessons is the end of the second week of the semester (Friday, September 8, 2017).

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:

Full-semester courses:

Last day to withdraw with a grade of "W" (withdrawal without penalty) is Friday, October 20, 2017.

First half of the semester courses:

Last day to withdraw with a grade of "W" is Thursday, September 21, 2017.

Second half of the semester courses:

Last day to withdraw with a grade of "W" is Thursday, November 9, 2017.

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.

NEW COURSE DESCRIPTIONS – FALL 2017

ANT 385	CULTURE AND BUSINESS	4 S.H.
The course is an in-depth, hands on exploration of the interplay between elements of culture, social institutions and business settings. The professor will guide students through an understanding of the concepts of culture and social institutions. Students will be required to investigate, through research as well as through reflection, how the culture and social institutions of a particular country or world region of their choosing is essential to various aspects of business such as product development, marketing, and preparation for an international business trip and/or meeting. Cross-listed with SOC 385 A.		
ANT 388		4 S.H.
ARH 377	ART OF LATIN AMERICAN 1492-1900	4 S.H.
ART 170	INTERACTIVE ART	4 S.H.
This course is an introduction to building electronic artwork using the open-source Arduino platform, as well as an examination of this technology's role in contemporary art. Through hands-on tutorials, students will experiment with building electronic circuits and coding in the Arduino programming environment to		

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 (P’11). 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 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, F 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 G 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 I 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 J 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.

COE 310 K PREPARING FOR SPORT 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.

DAN 320 A MAD LIMBS 4 S.H.

This course provides a collaborative approach to dance technique, improvisation and choreography. Emphasis is placed on non-judgmental creative dance making. Knowledge and skills are gained through movement warm ups, improvisational exercises, discussions, readings, written assignments, compositional studies and performance. The course will conclude in a Final Project that will be presented in the Fall Dance Concert and a post-performance reflective paper. No pre-requisite.

EDU 371 LEARNING & TEACHING WITH TECHNOLOGIES 2 S.H.

This experimental course focuses on using digital technologies to enhance learning and teaching. Students will develop knowledge, skills, and dispositions related to the use of digital technologies by both K-12 students and teachers in curriculum, instruction, and assessment, among other areas. Students will analyze and design uses of digital technologies in relation to both pedagogy and content. Attention will be given to teaching digital citizenship and using digital technologies as a source for ongoing professional learning and support.

ECO 371 ECONOMICS OF POVERTY AND DISCRIMINATION 4 S.H.

This course will discuss issues surrounding poverty with a particular emphasis on the Burlington area. We will begin with a discussion on what it means to be poor. Next, students will analyze how poverty is measured, which includes studying unemployment, the minimum wage, income inequality, and economic immobility using economic theory and data analysis. Students will then study various anti-poverty programs in the U.S. such as traditional welfare, the Earned Income Tax Credit, SNAP benefits (food stamps) and Medicaid. The course will include a significant serving learning component, in which students will be required to complete at least 10 hours of field work at a local non-profit organization in addition to roughly 30 hours of work away from the non-profit. Graded work will include: short papers, exams, and a significant group project. The prerequisite is ECO 111 or permission of instructor.

EGR 171 MATERIALS IN YOUR WORLD 4 S.H.

This course examines the nature of materials and significant advances that have excelled human society. Students explore the origin of the Earth – its elemental and mineral composition, the advent of the Stone, Bronze, and Iron Ages in early human history and advanced materials in the Modern Era. In-class activities and course projects provide students with direct observation of the amazing breadth of materials properties. Laboratory included.

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 LGBTQIA LITERATURE AND CULTURE

4 S.H.

LGBTQ Literature and Culture introduces students to seminal texts in the queer literary canon and to foundational ideas in queer studies. Much of our work will be in close reading – the careful, in-depth analysis of language which is the hallmark of study in English. As we read, however, we will also think carefully about identity: what do we mean by “lesbian,” “gay” or “bisexual”? By “trans-”? By “queer”? Ultimately, students will assess queer literatures not merely through explicitly queer content or the author’s public identity, but likewise through methods of reading: what does it mean to “read queerly,” and how is such a practice important to LGBTQ people, politics, and art?

ENG 255 B APPALACHIAN LITERATURE AND FILM

4 S.H.

Explore the Southern Appalachian region through several genres of literature, past and present. Learn about the people, history, and culture of Appalachia through fiction, poetry, novel, and film. We will read fiction by Fred Chappell, Lee Smith, Ron Rash, Sharyn McCrumb, Charles Frazier, and Chris Offutt, as well as learn about the critical issues that have faced this region in the last two centuries as expressed through poetry and song, oral history, and film.

ENG 255 C MENTAL ILLNESS IN LITERATURE

4 S.H.

Does creativity arise from emotional instability? How has the treatment of mental illness at times hindered artistic vision? Can an emotionally ill person ever fully describe what he/she is experiencing? Are emotional illnesses stereotyped or portrayed accurately in contemporary literature? Through reading literature by and about the mentally ill (poetry by Christopher Smart, Sylvia Plath, and Anne Sexton; drama such as *The Persecution and Assassination of Jean-Paul Marat as Performed by the Inmates of the Asylum of Charenton Under the Direction of the Marquis de Sade and Equus*; and fiction that explores depression, schizophrenia, and post-partum depression), we will address these questions and many more.

ENG 255 D, E READING THE UNDEAD: VAMPIRES IN LITERATURE AND FILM

4 S.H.

This topic will consider representations of vampires in a wide range of literature and film. By considering the vampire as a symbolic response to the fears and anxieties of any particular society, we will work through numerous avenues of interpretation. Issues as diverse as religion, desire, homosexuality, Capitalism, and the rise of Modernity will be investigated in relation to the texts’ specific social and cultural contexts. Using examples as wide-ranging as Sheridan Le Fanu’s *Carmilla* (1872), Bram Stoker’s *Dracula* (1897), and Stephanie Meyer’s *Twilight* (2005), we will consider the reasons for the continuing allure of the vampire both in popular culture and in literary fiction.

ENG 313 TOPICS IN PWR: DESIGN THINKING AND PROFESSIONS WRITING

4 S.H.

Design thinking is a popular method for understanding people and problems in ways that enable creating effective products, services, and artifacts to improve our lives. This course will explore the connections between rhetoric and design, the similarities between the writing process and the design thinking process, and the ways design thinking can be used to create innovative written products. Students will engage in hands-on practice in design thinking and writing for a professional audience.

ENG 349 THE BRONTES

4 S.H.

This study of the lives and works of Charlotte, Emily and Anne Bronte explores the trio’s developments in the novel genre. Connections among their fictions and with aspects of early 19th - century British culture--- aesthetic, political and economic---are addressed, to arrive at a fuller understanding of these women’s extraordinary lives and careers. Readings include *Jane Eyre*, *Wuthering Heights*, *Agnes Grey*, and *The Tenant of Wildfell Hall*.

ENG 358 STUDIES IN DRAMA: AUGUST WILSON, SUZAN-LORI PARKS, SPIKE LEE 4 S.H.
Studies in Drama pairs the works of major playwrights with canonical critical readings from a particular theoretical school. This fall, we will discuss August Wilson's opus, *The Pittsburgh Cycle*: ten plays depicting the life and times of African-Americans in the 20th century, each set in a different decade. Wilson's cycle will be put into conversation with the plays of Suzan-Lori Parks (*Venus*, *Topdog/Underdog*, *Father Comes Home From the Wars*) and the films of Spike Lee (*Do the Right Thing*, *4 Little Girls*, *Bamboozled*). The theoretical framework for analyzing these plays and films will be drawn from race and ethnicity studies, from writers such as W.E.B. Du Bois and Langston Hughes to bell hooks and Henry Louis Gates Jr.

ENG 370 LITERACIES ACROSS COMMUNITIES 4 S.H.
At least 32 million US adults are not literate. Why do so many people struggle with reading and writing? Have you ever wondered how you, as a literate citizen, might help others attain that same status? This course examines the concept of literacy in different communities and contexts. Members of this class will serve as "literacy sponsors" for local adult learners (through the Village Project) working toward their GEDs and other self-selected literacy goals.

ENG 377 DEBATE AND PERSUASION: FROM ARISTOTLE TO EMINEM 4 S.H.
What can Aristotle and Eminem teach us about the art of debate? A lot! This course will hone your ability to debate ideas with, and in front of, others. You will learn how to shape policy and value resolutions, construct affirmative and negative cases, prepare rebuttals, perform cross examination, and apply persuasive techniques to your daily life. No previous experience is necessary. Consider enrolling if you are interested in law, marketing, leadership, service, education, rhetoric, ministry or simply want to develop your ability to explore and discuss controversial ideas with others.

ENG 414 TEACHING CREATIVE WRITING IN THE COMMUNITY 4 S.H.
In this course, we will explore theoretical and practical issues that inform the teaching of creative writing in various community and educational settings, especially the Alamance-Burlington public school system. Each week students will not only work on developing their own teaching pedagogy, but they will also teach in a classroom setting. Although the course will focus on the teaching of creative writing, most of the skills that students learn can be transferred to other disciplines in the arts and humanities.

ENS 373 SPECIES DISTRIBUTION IN A CHANGING WORLD: 4 S.H.
USING BIOGEOGRAPHIC TOOLS FOR CONSERVATION
Why do species live where they live? This has been a fundamental question since Darwin. Today, climate change, species introductions, and land-use conversion are moving plants and animals around the globe at an unprecedented rate, making the study of species distributions a critically important component of conservation biology. In this course, we will examine the drivers of species distributions (both natural and human-mediated) over the history of life on Earth. We will then focus on how biogeographic theory is currently being applied to conserve critically endangered species. The course will use classic readings from the primary literature and new computer software to give students a grounding in this fundamental topic in conservation. Prerequisite: ENS 111/113 or BIO 112/114 or permission of the instructor. For students pursuing a BA in Environmental Studies, this course counts towards Sustainability; for the BS in Environmental Studies, it counts as Science and Analysis; and for the BS in Environmental and Ecological Science, it counts as Ecological Processes. It also counts as a double-asterisked elective in the Environmental and Sustainability Studies minor.

ESS 375 MOTOR CONTROL IN SPECIAL POPULATIONS 4 S.H.
This course will explore in depth the motor control theory and practice in a variety of populations with movement disorders or differences in movement that impact quality of life. Focus will include how future researchers, educators and clinicians can understand the basis of movement control and coordination,

how it changes across various special populations, and what is being done to address changes in the spirit of inclusion. Prerequisite: ESS 263 or permission of instructor.

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-literature) 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 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 170 SPANISH CONQUEST 4 S.H.
This course will explore the many sides of the Spanish Conquest. Paying close attention to both indigenous and Spanish accounts, the class aims to provide an understanding of life in Latin America and the Caribbean before and after the arrival of the Spanish. The religious, economic, and political consequences of conquest and colonialism will be highlighted to illustrate a clear picture of the legacy (both negative and positive) of Spanish Conquest constitute the central themes of the course.

HST 171 MILLENNIAL GENERATION IN THE U.S. 4 S.H.
This course focuses on the United States in the last thirty years, from roughly 1980 to the present. It examines the first generation of Americans to grow up with computers and the Internet and the effects these innovations have had on their lives. It also addresses questions such as: How does the current generation of Americans look at the world, and how does the world look at them? How do they see themselves culturally, socially, politically, racially, sexually, and otherwise?

HST 370 ATLANTIC WORLD: CULTURE & CONFLICT 4 S.H.
This course will examine cross-cultural exchanges that occurred in the Atlantic World from 1492 to 1821. We will explore exchanges between different groups of peoples and societies, broadening our understanding of not only what the Atlantic World encompasses and represents but also the new and changing identities, institutions, and ideologies that resulted from to European contact with Africa and the Americas. Central to the course is the analysis of culture(s) as it relates to conflicts intrinsic to early modern imperial development.

HNR 279 PREGNANCY, CHILDBIRTH, AND PARENTHOOD 4 S.H.
This course examines the topic of childbirth from biomedical, psychosocial, cultural, and historical perspectives. We will explore assumptions about pregnancy, childbirth, and parenthood by critically analyzing factors that influence the social construction of birth and, in turn, how these dynamics affect maternal and infant health. In particular, students will evaluate the factors that contribute to the high rates of maternal and infant mortality in the US compared to other high-resource countries and propose evidence-based strategies to ameliorate a childbirth-related problem. Partially fulfills Society requirement.

ITL 374 ITALIAN CUISINE AND CULTURE 4 S.H.

Comprehensive private instruction providing Music Theatre majors stylistic cross-training in healthy, expressive vocal production marketable for the current musical stage. This course also provides instruction in music theory, ear training, and sight singing targeted to equip Music Theatre majors with the tools to be skilled musician-actors.

MTE 270 MTE ENSEMBLE 1 S.H.

MTE 320 A BEGINNING JAZZ STYLES 1 S.H.

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.

MTE 320 B, C SPECIAL TOPICS: INTERMEDIATE/ADVANCED JAZZ STYLES 1 S.H.

Classical jazz dance technique designed for the high intermediate to advanced dancer. Continued work on application of appropriate techniques to achieve and maintain a sense of being grounded while moving large and low through space, and increasing core strength and flexibility.

MTE 320 D SPECIAL TOPICS: BEGINNING BALLET 1 S.H.

Classical Ballet dance technique designed for the beginning dancer.

MTE 320 E, F SPECIAL TOPICS: INTERMEDIATE/ADVANCED BALLET 1 S.H.

Classical Ballet dance technique designed for the high intermediate to advanced dancer. Continued work on application of appropriate techniques to achieve and maintain a sense of core strength and technique.

MTE 320 F SPECIAL TOPICS: BEGINNING/INTERMEDIATE BALLET 1 S.H.

Foundational Ballet 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 ballet technique.

MTE 320 G 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. Cross-listed with THE 320 A.

MTE 320 H THE FOSSE LEGACY 4 S.H.

Cross-listed with DAN 319 A. See catalog entry for DAN 319 for description.

MTE 320 I DIALECTS 4 S.H.

This course will introduce the dialects and accents most frequently encountered on the stage, including Received Pronunciation, Cockney, Irish, General American, and a variety of American regional dialects. The class will explore how dialects both enhance authenticity for audiences and also provide actors with deep insight into the history and context of their characters. Emphasis on analytical techniques for approaching unfamiliar dialects; students will have the opportunity to analyze and perform the dialect of their choice.

MTE 320 J MUSIC THEATRE IN FILM 4 S.H.

The purpose of this course is study, analyze, and enjoy the art of music theatre in the film genre. The course will cover the first musical films of the twentieth Century and trace their development through to

today. Students will also research and connect the films to their respective artistic, historical, cultural, social, and political contexts.

MTE 373 ROCK THE MUSIC THEATRE 4 S.H.
This course examines successful singing, interpretation, and performance of pop/rock repertoire. Through individual execution, peer observation, audio and video demonstration, and useful historical narrative; students gain the technical and interpretive skills necessary to execute pop/rock music for the live stage.

PHL 270 FORMAL LOGIC 4 S.H.
In this course, students will study the principles of logic that permeate our contemporary world. For example, students will master the principles of Boolean logic that are central to search engines like Google. Students will also master the use of logical connectives (like: AND, OR, NOT, and IF. . .THEN), which are essential to the structure and flow of every piece of computer code. In this engaged learning course, students will explore the relationship between logic and the physical components of modern-day computers by building simple circuits using LEDs, switches, transistors, and logic chips. Furthermore, students will practice applying their knowledge on sample LSAT questions. Finally, this course will explore some of the issues that emerge when one takes logic itself as the focal point of philosophical inquiry. Many issues of language, thought, and reality are implicated in the structures of our logics. For example, we will discuss the implications of following the lead of quantum mechanics and adopting multi-valued logics? We will also explore whether it is possible to achieve true artificial intelligence via computational states and probabilistic logics? While this course is focused on the needs of Computer Science, Pre-law, and Philosophy students, it will certainly provide foundational skills to students in a wide array of majors and minors.

PHL 377 BELONGING AND CAPTIVITY 4 S.H.
Belonging and Captivity is a philosophical exploration of belonging and captivity as ways that people and animals live in contemporary society. Millions of animals are captive on factory farms. At least 2,220,300 Americans are incarcerated. A runaway ethos of captivity is woven into how we relate to nature, and how we respond to wrongdoing. Therefore, working out an ethos of belonging matters, especially for a diverse and pluralistic society, whether human communities or ecosystems. Students volunteer with wildlife refuges and shelters but also visit correctional facilities. This course also examines restorative justice as one alternative to jails and cages, to reduce violence against nature and against each other. We all want to belong so why is so much life confined? Why does belonging seem so difficult? There is no pre-requisite for this course.

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 378 THE LAW, RIGHTS AND SOCIAL MOVEMENTS 4 S.H.
From the American Civil Rights Movement, to uprisings in the Middle East, #blacklivesmatter, and the modern day Tea Party, social movements have shaped history. This course examines various approaches to the study of social movements across the globe and how legal institutions shape the development of American social movements.

POL 392 GLOBAL INEQUALITIES 4 S.H.

This course examines the origins, causes, and consequences of inequality within and between countries and among individuals across the world, emphasizing political, economic, and sociological dimensions of inequality in historical context. Recent cross-disciplinary scholarship on inequality is considered alongside “classic” studies, and inequalities of wealth and income are studied in relation to inequalities of race and ethnicity, gender, and health. The course adopts a global perspective, investigating inequalities in the United States in relation to experiences of inequality in other nations and in light of contemporary “global” events – such as the financial crisis of 2007-2009, increasing socio-economic dislocation in “advanced” economies, and the rise of the “Global South.”

PST 371 ENVIRONMENTAL CONFLICT 4 S.H.

One of the most familiar examples of a natural resource conflict is the story of diamond extraction in Sierra Leone during the late 1990s. In this case, illicit diamond mining led to human rights abuses and diamond revenues fueled the country’s civil war –hence, the term, “blood diamonds.” This course will study this and other conflicts where natural resources such as diamonds, timber, or oil have triggered, amplified or sustained violent conflict. We will also explore potential hotspots of resource scarcity that may lead to future conflicts and what scholars are suggesting can and cannot be done to prevent its occurrence.

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.

REL 375 NAZIS, CHRISTIANS, AND JEWS: THEOLOGIANS UNDER HITLER 4 S.H.

This course is designed to explore the colossal failure and collapse of Christianity during the Nazi regime. We will address the anti-Jewish nature of Christianity and how this impacted the development of Christianity up to the regime of Hitler. Drawing on this examination, we trace out the lines of a theology that became internalized by German Christians to the point where they could not separate out their culture from their religion, making even the best of them complicit in the Holocaust. We will spend the second part of the class studying the life and thought of Dietrich Bonhoeffer, one of the few who resisted the Nazis. Through the entire semester we will ask questions about the role of political power and Christianity and how theology affects practice.

REL 377 RELIGION, MAGIC AND SCIENCE 4 S.H.

This course examines the distinctions between magic, religion, and science, as these categories were constructed and maintained throughout history, from classical to contemporary periods and in Hellenistic, Islamic, and Christian traditions. This course is designed for all students regardless of major and aims to combine content with theoretical concepts through case studies ranging from ancient exorcisms to modern healing practices.

REL 460 GHOSTS, DEMONS AND ANCESTORS 4 S.H.

This seminar focuses on religious beliefs concerning ghosts, demons, ancestors, and the deified dead in the Hindu, Buddhist, and Muslim traditions of South and Southeast Asia. Together we will examine religious and cultural practices associated with death and mourning as well as ceremonies led by priests and healers that aim to satisfy the dead. Our course asks why those who die untimely deaths are more likely to become restless or malevolent spirits, considers instances where the deceased possess or afflict the living, and highlights the relationships between gender and possession. Prerequisite: Previous coursework in Religious Studies or permission of the instructor.

SOC 270 RE-THINKING RACE; INEQUALITY, COLORBLINDNESS, AND THE

"POST-RACIAL" ERA

2 S.H.

In American society today, race is seemingly both nowhere and everywhere. It is nowhere, in the sense that the civil rights movement's victories of the 1960s eliminated legal race-based hierarchies, overt bigotry has declined, many people claim to "not see race," interracial marriage is no longer unusual, and an African American man occupied the White House for eight years. Yet it is everywhere, in that enormous racial gaps in life expectancy and health and wealth remain, cities are as segregated as ever, and concerns about immigration and cultural identity have been at the forefront of a tumultuous election season. In this intensive, discussion-based course, we will consider how this seeming contradiction is possible, asking why race still means so much when so many of us believe we have moved beyond it. Topics examined in depth may include institutional versus individual racism, how race has shaped our own lives, the feasibility and desirability of colorblindness, current political events such as the Black Lives Matter movement and the 2016 election, unconscious and semi-conscious bias, and how growing Latino and Asian populations interface with the historic white/black binary. This course requires an application process

SOC 385 CULTURE AND BUSINESS

4 S.H.

Cross-listed with ANT 385 A. See ANT 385 A for course description.

SPN 370 REALISMO MAGICO O REALISMO MARAVILLOSO

4 S.H.

Realismo mágico (magical realism) or lo real maravilloso americano (marvelous American reality) are terms used to describe the cultural production of certain twentieth-century Latin American writers. Magical realists such as Cuban Alejo Carpentier posit a theory of lo real maravilloso americano portraying a Latin American continent. Through the lens of magical realism we will explore identity and how magical realist techniques function to subvert systems of power. Prerequisites: Two courses at the upper 300 level (SPN 350 - SPN 399)

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. Cross-listed with MTE 320 G.

THE 320 B

4 S.H.

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.

WLC 371 PREPARING FOR SEMESTER ABROAD

1 S.H.

With the guidance of a member of the Department of World Languages and Cultures, in this course, majors and minors in the department will prepare for their semester abroad by: a) establishing their personal academic, cultural awareness and personal growth goals for their semester abroad; b)

considering the implications of longer-term options for study/residence abroad during or beyond college; c) analyzing representations of the target cultures that appear in various texts – written and visual; d) identifying potential cultural differences that they will encounter in verbal and nonverbal communication; e) analyzing examples of cultural conventions within a variety of contexts; and f) preparing academically, linguistically and personally for the semester abroad. This class meets once a week during the second half of the semester. Taught in English. Prerequisite: Acceptance into an Elon semester study abroad program for the following semester.

WLC 372 MAKING THE MOST OF SEMESTER ABROAD 1 S.H.

This course supports the development of intercultural competency and linguistic skills of French and Spanish majors and minors who are studying abroad for the semester. Through this on-line course, students will: reflect on the goals that they established previously for their global experience; analyze representations of the target cultures that appear in various texts – written, aural and visual; respond to discussion questions that will require them to interact deliberately with the target culture; begin to articulate insights into their own cultural rules, judgments, and biases learned through their interactions with culturally different others; observe and analyze cultural differences apparent in verbal and nonverbal communication; identify and question cultural perspectives revealed by differences in vocabulary and syntax; provide examples of their ability to manage appropriately some cultural conventions within a variety of contexts; and begin work on their culminating intercultural competency project. Taught in English. Prerequisite: Completion of WLC 370.

WLC 373 PROCESSING YOUR SEMESTER ABROAD 2 S.H.

In this course, students who have returned from a semester abroad will process and learn to leverage their experiences and prepare the final intercultural competency project and its accompanying essay to demonstrate their achievement of the department's intercultural competency goals. Through this course, students will: report on their achievement of personal academic, cultural awareness and personal growth goals; compare the representations of the target cultures that appear in various texts – written and visual – with their personal experiences; connect and interrelate their learning abroad to previous studies within and outside the discipline; consider various options for their future use of their language and cross-cultural skills; demonstrate sophisticated and nuanced understanding of the complexity of elements important to members of another culture; and articulate insights into their own cultural rules, judgments, and biases learned through their interactions with culturally different others. Taught in English but the essay must be written in the target language. Prerequisite: Completion of WLC 371 and a semester abroad in a country where the target language is spoken.

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.

FIN 472 FINANCE FOUNDATIONS FOR MBA STUDENTS 4 S.H.

The course is designed to prepare students for an MBA-level corporate/managerial finance course and will cover topics that include the language, structure and function of financial markets, the time value of money, financial ratio analysis, project valuation, long term financing, capital budgeting and the cost of capital. Open to MBA students only. Prerequisite: Accounting Foundation Course (e.g., ACC 201).