

ELON UNIVERSITY SPRING 2017 SCHEDULE OF CLASSES

Undergraduate, IMedia, MBA, MSCM and M.Ed
Preregistration begins November 10, 2016

Undergraduates - Review your four-year plan noting changes you need to make for Spring 17.

Check out the Spring 17 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.

Changes since first publication indicated by shaded text.

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 - \$418 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, February 10, 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 Wednesday, March 29, 2017.

First half of the semester courses:

Last day to withdraw with a grade of "W" is Wednesday, February 22, 2017.

Second half of the semester courses:

Last day to withdraw with a grade of "W" is Wednesday April 19, 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.

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

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>.

NEW COURSE DESCRIPTIONS – SPRING 2017

AMS 270 AMERICAN GANGSTERS

4 S.H.

Few figures, if any, succeed in unveiling the interplay of modernity and America in the 20th century as well as the gangster does. The two match up so well and so often that the gangster has become coterminous of our culture. The gangster is everywhere: movies (*The Public Enemy*, *Bonnie and Clyde*, *The Godfather*, *Goodfellas*, *American Gangster*, *Black Mass*) literature (*The Great Gatsby*, *Billy Bathgate*, *Gentlemen Jiggers*, *Stiletto and Steel*) newspapers, TV shows (*The Sopranos*, *Boardwalk Empire*), memoirs (*The Valachi Papers*) and popular music, including rap songs (“*The Ledge*”). Its presence is essential to understand some aspects of our material culture (clothes, fashion), technology (fire weapons, automobiles) as well as racial, sexual, ethnic, and class relationships. Indeed, the century long continuing success of the gangster indicates how pervasive this identification is in the American psyche. Why is that and how did it all happen?

ANT 385 FOLKLORE

4 S.H.

Far from being relegated to the quaint shadows of the past, folklore thrives today in everyday life: in the legends shared in dorm rooms, the songs chanted at public protests, the jokes told in board rooms, the rituals used to ward off bad luck, and the internet memes that flood our social media. Folklore, the study of traditional expressive culture, is both a window into the values and beliefs of the people who share it, as well as an artistic product with value and merit in its own right. We will examine individual folklore forms such as legends, jokes, songs, rituals, festivals, material culture, superstitions, folktales and food traditions in order to understand how people create and express their understandings of important and pervasive themes such as race, power, globalization, poverty, social justice, gender, family, religion, and communal identities.

ANT 386 ANTHROPOLOGY OF SEX AND GENDER

4 S.H.

This course examines gender and sexuality from an anthropological perspective, focusing mostly on cross-cultural examples of gender variance and same-sex sexuality. Students will learn how different cultures conceptualize, interpret, and accommodate human sexual behavior and gender variability in relation to economics, ethnicity, politics, kinship, medical beliefs, religion, history, and globalization.

ARH 375 L.A.: CONTEMPORARY ART IN LOS ANGELES

4 S.H.

Students taking this course will learn about the contemporary art scene in Los Angeles. Depending on the expertise of the instructor, this could include a look back to the openings of the Ferus Gallery and Womanhouse or an examination of the roles played by Eli Broad and Jeffrey Deitch in more recent years, or both as bookends to 50 years of singular and ambivalent LA art making, patronage, and display. Art forms covered may include pop, performance, video, installation, conceptual, graffiti/street, and digital/new media. Engaged, attentive visits to museums and galleries will be an important part of this class, as will learning to recognize and put in context the art and institutions studied.

BUS 273 GATEWAY TO BUSINESS

4 S.H.

This course is designed to introduce students to the diverse and exciting world of business, which engages professionals in creative and analytical thinking to solve problems and seize opportunity. However, business is a multi-dimensional discipline, requiring professionals to understand societies, economic forces, and political philosophies as well as markets, money, people, and the overall environment in which “the firm” operates. In addition, students will explore the meaning of “work” and its role in business. Students will be introduced to the traditional business disciplines, including accounting, finance, marketing, and management, as well as the broad societal environments in which those disciplines operate and interact. Students will also develop the analytical skills and communication skills (written and oral) expected in the business environment. Prerequisites: A grade of C- or higher in ENG 110 Writing: Argument and Inquiry.

CHN 372 ADVANCED CHINESE CONVERSATION

4 S.H.

In this course, students will continue to develop language proficiency in Mandarin and deepen understanding of current social and cultural issues. Students will develop linguistically and stylistically formal language used in speeches and in various types of writing. *Prerequisite: CHN 222 or placement at this level.*

CHN 470 CHINESE CONVERSATION

4 S.H.

This course is a continuation of CHN 374. It introduces the changes of Chinese culture and society in the recent decades and inspires students to compare the Chinese culture with western culture. Students develop their ability to present opinions and support their opinions in Chinese with structured argument from both concrete and abstract perspectives. Students also increase their intercultural competence throughout the semester. Proficiency goal on the ACTFL scale: Advanced Low. Requirement in level: Complete 374 or permission by the instructor.

CJS 374 MULTIPLE MURDERERS

4 S.H.

There is great concern within the law enforcement community and the American public regarding violent crime. An extreme form of the violent offender is the multiple murderer, a term that includes the serial killer, the mass murderer, and the spree killer. This course will investigate these types of killers from an academic viewpoint. The types and subtypes of offenders will be examined, as well as the nature of their crime, the reasons for their crimes, and law enforcement efforts (such as psychological profiling) to stop them. This course counts as an elective for the CJS minor.

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 fascinated the imaginations of others for over two millennia.

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 (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 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: 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 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 Transition Strategies: Infusing Creativity and Innovation into the Workplace 1 S.H.

This course is intended for students interested in exploring how to infuse creativity and innovation into their leadership skills and abilities. One particular company that excels at delivering leadership, professional development, creativity, and innovation is the Walt Disney Company. Being recognized for its premiere professional development opportunities, Walt Disney is an expert in customer service, guest and employee satisfaction, and valuing people. Students in this course will explore these concepts through lectures, class discussion, and a culminating experience in the Disney World Parks in Orlando, Florida over Spring Break (March 17th-26th). Leveraging the talent of Disney Cast Members in various lines of work, students will participate in three Disney Educational Workshops that will take them "behind the scenes" on a journey in career discovery and leadership training. **Please note: Students enrolled in this course will be financially responsible for their Disney World trip, which is required as part of the course. An estimate of the trip cost is \$650-\$700, but please note that this may change as we find out more information about class size and plan on the trip specifics.**

COE 310 I, J 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 K TRANSITION STRATEGIES: CAREERS IN PSYCHOLOGY 1 S.H.

This course will focus on increasing career directedness, learning how best to prepare now to realize future goals. The course will include guidance in assessing your strengths and passions; lessons in the lifelong skills of career decision-making (including identification of resources, job market research, networking, and marketing yourself successfully); and discussions with alumni working in psychology-related fields with a BA degree. If there is interest we will also discuss financial literacy and navigation of job benefits. (This course is recommended for sophomores, juniors and seniors interested in careers in psychology-related fields which do not require graduate study.)

COM 375 3D ANIMATION 4 S.H.

This course introduces students to basic concepts of computer graphics and animation. The course focuses on 3D geometry in modeling to create virtual environments through shapes, characters, and effects. Students will learn about 3D modeling, animation and rendering. *Prerequisite COM 220 and 210.*

COR 470 Social Innovation Lab: Applying Design Thinking to Wicked Problems 4 S.H.

As part of a 16-credit immersive semester, students will work collaboratively to address a "wicked" social issue using design thinking methods in a dedicated experiential learning environment. This experience will bring together theories and practices of design thinking and social innovation to address a "wicked problem" affecting our local community. Students will draw from cross-disciplinary expertise to define the problem as a group. Within the 16-credit framework, students will have the opportunity to deeply engage with this issue, generate multiple possible approaches, prototype and test the most promising, and iterate with feedback from stakeholders and those affected by the issue. Students will define and approach the issue; lead extensive inquiry, both qualitative and quantitative; and bring their unique disciplinary perspectives to bear throughout the project. Students may create artifacts ranging from research plans, reports, proposals, grant applications, usability reports, documentation, presentations, videos, and regular reflections. ***This course is writing intensive. Open to students in the third or fourth year of study.*** Counts as one unit toward the ELR. *Co-requisites: IDS 470, IDS 471, and IDS 472.*

DAN 320 WEST AFRICAN DANCE 4 S.H.

West African dance forms or styles are strong, virile and vital with the feeling of dynamic thrust and resistance. They are exceeding controlled, having the power to project the gentle wind or the raging storm. Ranging from the walk and all variations, the techniques of the West African dance embrace the leap, the hop, the skip, the jumps, falls of all descriptions and turns which balance the dancer at the most precarious angles with the ground. But more than any combination of steps, West African dance movements have urgency. The dancer has direction and purpose.

The purpose is to communicate. This is why he can assume the proportion of an ant or giant. For the dancer and his people, celebrating the life of the community more than that of the individuals or couples, the dance is life! The course will analyze how these many genres hybridized when crossing geographical, social and cultural boundaries within the context of West African dance forms/styles. What is gained and lost learning West African Dance style? How do people from their ethnicity interpret music and dance they perform that are not ethnically their own? How are these dances used in constructing West African/Diaspora identities?

DAN 320 B SINGING FOR THE DANCER

4 S.H.

This course is for Dance majors and minors. In this class, students will learn the basics of healthy vocal technique while developing cuts and songs to prepare for auditioning. Topics covered will be breathing technique, learning to develop the chest, head, and mixed registers in the voice, performance techniques, and working with an accompanist. Private coachings are also given to each student.

EDU 471 NATURE-BASED EDUCATION

4 S.H.

Students in this course will learn how to create interdisciplinary learning experiences based in nature. Topics of study include learning theories, lesson planning, management and assessment techniques, developmentally and culturally appropriate instructional practices, school gardens, outdoor classrooms, and forest schools. A field experience with a community partner will allow students to apply knowledge and skills in a local context.

ENG 255 A LGBTQ 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, C GOTHIC LITERATURE

4 S.H.

This class introduces students to key works of Gothic literature from Britain and the United States. Beginning with the 18th century, we will move from the genesis of literary Gothic in England to the rise of Gothic in Romanticism and the late Victorian period. Selected texts from the 20th and 21st centuries will also be read with a focus on the significant Gothic tropes of the uncanny, the undead, haunting, the grotesque and the return of the repressed.

ENG 270 GENDER AND LANGUAGE

4 S.H.

Understanding the relationships between language and gender enables us to develop sophisticated analyses about how gender is constructed in our world. In this introduction to language and gender, we will explore important research and theoretical approaches to the linguistics of gender. During our collaboration, we will investigate gender as cultural difference and power; gender as a global expression of culture; and the linguistic construction of sexist and heterosexist mythologies. Students will gather and analyze their own data, and practice complex critical thinking and argumentative writing. Hopefully, our work will help us come to better understand our own gender socialization through language.

ENG 272 MODERN DRAMA

4 S.H.

This survey course examines the development of 20th and 21st century American, British, Continental, and World drama and performance across a series of cultural movements (realism, naturalism, aestheticism, symbolism, expressionism, futurism, dadaism, surrealism, absurdism, communalism, and post-colonialism). The course may include the plays of Ibsen, Strindberg, Chekhov, Wilde, Jarry, Shaw, Yeats, Synge, Glaspell, O’Neill, Brecht, Pirandello, Odets, Lorca, Miller, Williams, Hansberry, Genet, Orton, Ionesco, Beckett, Pinter, Fugard, Albee, Stoppard, and Soyinka. This course fulfills the General Studies requirement in Literature.

ENG 273 WRITING FOR CHANGE

4 S.H.

How can writing be used to create social change? How can writers work together to intervene in their worlds? Members of this service-learning course collaborate with Eastern Guilford High School students to compose advocacy projects that improve the local community. We’ll examine the theoretical and practical applications of critical literacy, language diversity, and rhetorical agency. Open to students of all majors interested in issues of educational equity and social justice.

ENG 346 MAJOR AUTHORS: JANE AUSTEN

4 S.H.

This course involves a study of the life and times of Jane Austen (1775-1816) as a way of understanding her novels and the development of this new literary form.

ENS 271 GEOLOGY, ENERGY, AND ENVIRONMENT

4 S.H.

This course will cover with the fundamentals of geology and apply this science to look at the current issues facing our Earth: human population growth, natural resource use, energy needs, climate change, and policy decisions. This course is for science and non-science majors who are looking for a course that will help make sense of today’s real issues, and how to move forward in our changing world. This course will include at least one field trip that will be confined to the class period. No credit toward the environmental studies major or minor. Satisfies the Elon Core Curriculum laboratory science requirement.

ESS 372 DETERMINANTS OF EATING PATTERNS - THE PHYSIOLOGICAL TO PSYCHOSOCIAL

4 S.H.

This interdisciplinary course examines the factors that influence the similarities and differences in dietary patterns of population sub-groups across the United States. Themes include physiological, psycho-social and policy. The overall goal is to explore the connections between themes and discuss the implications of these connections for developing strategies to help Americans consume healthier diets.

GBL 362 India & South Asia: Democracy, Development, Diplomacy and Conflict in Historical Perspective

4 S.H.>

New India Travel-Embedded Course for Spring 2017!

Immerse yourself in political history and travel to India on the 70th anniversary of Independence and Partition. Discover deep traditions and dynamic changes shaping the world’s largest democracy. Research the regional relations of this rising power and the aspirations of its diverse citizens in the 21st Century. This course analyzes political development and international relations in South Asia, with a focus on India. Building from a historical base, the course seeks especially to understand India’s governance—including issues in democracy, development, and diplomacy—in the 21st Century. We will travel to India’s capital Delhi and Amritsar, Punjab over Spring Break (March 17-26, 2017) to bring to life themes from course role-play, readings, documentaries and discussions. This is a new, travel-embedded Global Education Studies (GBL)

course based on Political Science (POL) 362 India & South Asia (formerly India & Pakistan). The GBL course counts as Civilization or Society, counts as a political science elective, and fulfills one unit of Experiential Learning Requirement (ELR). Students may not receive credit for both GBL 362 and POL 362. **Cost: \$3,890 (international air, visa fees and processing, double-occupancy lodging, daily breakfast and seven additional group meals, transportation in India, entry fees and on-site lectures/guides).**

Information about Isabella Cannon Global Education Center (GEC) Access Scholarships is available at http://www.elon.edu/eweb/academics/international_studies/studyabroad/

Application: Opening Soon! Visit the GEC web site at the URL above.

Minimum enrollment 12 students/maximum 18. CONTACT for further information: Course instructor: Jason A. Kirk, Associate Professor of Political Science. jkirk2@elon.edu

HST 141 HEALING IN THE ANCIENT WORLD

4 S.H.

This first-year topics course explores and compares the practice of medicine in four ancient societies: Egypt, Greece, Rome, and China. At a time when human dissection was prohibited, how did doctors across different cultures understand the human body, causes of disease, and whether to treat patients? How did they achieve diagnosis and prognosis? The topics to be discussed in their historical contexts include internal disorders, surgery, hygiene and therapeutics, mental health, medical ethics, and the relationship between medicine and religion and/or magic.

HST 320 FASHION, FOOD AND FUN: MATERIAL CULTURE IN CHINA AND JAPAN

4 S.H.

This course explores the everyday material culture in the history of China and Japan. Starting with a general discussion of material culture, this course covers a wide range of physical objects (e.g. clothes, tea, food, garden, religious objects, book printing, and artifacts). How they functioned in everyday life and contributed to the mentality of East Asian people will be the main topic. We will also examine how the material culture of different time periods evolved in response to various historical forces. Within the context of material culture and the nature of consumption, this course explores overarching themes such as urbanization, transnational communication, and modernization. Students will be exposed to and encouraged to apply ideas from other fields, such as art history, anthropology, and religious studies, to their research projects. Counts toward Asian Studies minor.

HST 469 AMERICA IN THE 1970S – A NATION IN FLUX

4 S.H.

While America in the 1970s is often remembered for its cultural aspects and Watergate, its legacy also lies in a fundamental shift in American society. During this decade the U.S. witnessed a change from a manufacturing base to one increasingly based on financialization. The 1970s was also the first decade where the country truly “lived” equality for its largest minority group. Additionally, the changes other dispossessed groups brought, like women and Hispanic Americans, began to permanently alter the political and social landscape. Analyzing these two themes, the cultural/political as well as social/economic changes, form the basis for truly understanding this transformative decade.

HNR 134 FORGING CULTURE: BOOKS, POLITICS AND CHILDREN

4 S.H.

This course will examine children's and young adult literature as a fulcrum of cultural, political, and historical identity in the United States. Members of the class will look at how children's literature helps give us shared values and allusions that provide us with a cultural identity and sense of community. Simultaneously, we will also look at the many conflicts raised by the introduction of complicated or contentious ideas in books for children and young adults. We will look at book culture for children in terms of entertainment, education, and socialization. Ultimately, the goal of this course is to challenge members of the class to think more deeply about their ideas of childhood, story, books, and U.S. culture and how all of these things are produced.

HNR 136 COSMOPOLITANISM

4 S.H.

At Elon we capitalize on our desire to educate what we call “global citizens,” yet we have not considered using the phrase “cosmopolitans.” Why? Taking this question as a point of departure, this course invites students to explore the intellectual history of cosmopolitanism and the similarities and differences between being ‘global’ as opposed to ‘cosmopolitan.’ The term comes from Diogenes, the Greek philosopher, who when asked where he came from, replied: “I am a citizen of the world” [kosmopolitēs]. The response was intended to mean that he was not bound to the laws of the metropolis to which he had arrived. The course, therefore, will focus on one of the most basic questions with which cosmopolitan discourse has always challenged us: why do we attach ourselves to local and/or national identities? And, based on this attachment, claim or strip away one's rights, privileges and authority? In this context, the history and the tradition of cosmopolitanism in Latin America will prove to be illuminating, as it is a compilation of cultures highly influenced by Western socio-political, philosophical and literary discourses, but at the same time one that has always had to negotiate its peripheral place vis-à-vis the European center while searching for its own coherent identity.

HNR 243 - (HI)STORIES OF 20TH CENTURY DICTATORSHIPS IN LATIN AMERICA. CIVILIZATION OR SOCIETY

4 S.H.

This course will explore the connection between history, politics, art, and literature to see how each depend on, inform and enrich each other. Students will inquire into the reasons and the consequences of the 20th century dictatorships in Latin America, including Argentina, Chile, Guatemala, Dominican Republic, etc., through a selection of texts (very broadly speaking) that create, describe and analyze the historical, socio-political, and cultural scene of this period. We will explore these events through the narratives of the diverse genres in order for students to construct a more complete picture of the effect that this traumatic experience has had on Latin American society.

HNR 244 SEXUAL ETHICS

4 S.H.

This course will explore several of the most persistent controversies in the field of sexual ethics. As we analyze social phenomena such as sex work, reproductive autonomy, and polyamory, we will pay particular attention to the theoretical frameworks that underlie ethical analyses of sexual practices. To that end, we will ask the following kinds of questions: how does Western mind/body dualism frame dominant approaches to sexual ethics? How do different ethical frameworks (such as deontology and virtue ethics) analyze problems regarding sexual ethics differently? How do theoretical approaches (such as feminist or queer theory) that focus on intersecting axes of oppression illuminate new challenges in sexual ethics? Class discussions will be informed by a wide scope of disciplines, including sociology, anthropology, biology, psychology, and economics.

HNR 274 BETTER COMMUNITY WITH CIVIC TECHNOLOGIES

4 S.H.

From top-down government initiatives to grassroots community projects in Alamance County and elsewhere, the Triangle area has become a hub for empowering citizens and enhancing civic engagement. Technologies are being leveraged to increase public participation, improve access to government, promote effective local journalism and information sharing, and improve the accountability and responsiveness of public institutions. This course will introduce key concepts of open governance and e-government, e-participation, and democratic deliberation. Our exploration will be historical (looking at how these functions were performed in other times and places), theoretical (focusing on how different

writers have conceived of civic engagement, public participation, and social capital), technological (understanding how the affordances and uses of different kinds of technology enabled them to achieve one or another of these goals), and applied (seeking future models for how citizens and policy makers might collaborate to better meet the political needs of our times). We will also consider how emerging social media practices may be altering our conception of democracy, government, citizenship, and community. Partially fulfills Society requirement.

HSS 370 MEMOIR AS CASE STUDY

4 S.H.

In this course students will study contemporary memoirs as gateways to understanding the diverse, challenging life circumstances of the memoirists. Theoretical approaches and empirical evidence from the perspective of human service studies will be employed to understand these narratives more deeply. Topics such as trauma, resilience, identity formation, family structure and dynamics, culture, and human difference and development across the life span will be central to the analysis of the literary works. Prerequisite: HSS 111 required; HSS 212 recommended. No credit for students who have completed HNR 245.

IDS 470 Social Innovation Lab: Design Thinking and Social Innovation

4 s.h.

As part of a 16-credit immersive semester, students will work collaboratively to address a "wicked" social issue using design thinking methods in a dedicated experiential learning environment. Throughout the semester, students will read and discuss foundational texts in the areas of design thinking, Agile project management, creativity, collaboration, social innovation, and civic engagement to inform their perspectives on our program's chosen local wicked problem. Portions of this learning may be flipped using IDEO U's innovative online courses on ideation, prototyping, and storytelling in combination with hands-on exercises to strengthen creativity, ideation, collaboration, and civic-mindedness. Counts toward Advanced Studies and Professional Writing Studies minor. *Co-requisites: COR 470, IDS 471, and IDS 472.*

IDS 471 Social Innovation Lab: Civic Writing and Rhetoric

4 s.h.

As part of a 16-credit immersive semester, students will work collaboratively to address a "wicked" social issue using design thinking methods in a dedicated experiential learning environment. Writing to understand and writing to encourage action will be priorities in this experience. Students will read and discuss foundational texts about deliberative and civic rhetoric, professional communication strategies, document and visual design, user-centeredness, and genre. Students will also be introduced to a variety of writing technologies and "learn how to learn" these technologies when called for in a rhetorical situation. Counts toward Advanced Studies and Professional Writing Studies minor. *Co-requisites: COR 470, IDS 470, and IDS 472.*

IDS 472 Social Innovation Lab: Research in Design Thinking

4 s.h.

As part of a 16-credit immersive semester, students will work collaboratively to address a "wicked" social issue using design thinking methods in a dedicated experiential learning environment. Students will partner with one of the immersive semester faculty members to create their own course-based undergraduate research into our wicked problem, inquiry that is both disciplinary and interdisciplinary and that can be shared with the entire cohort to drive our collective projects. Students will complete at least two research projects that synthesize literature from their disciplines and others and contribute to the teams' knowledge of a technology, genre, theory, practice, etc. Counts toward Advanced Studies and Professional Writing Studies minor. *Co-requisites: COR 470, IDS 470, and IDS 471.*

LAT 371 ADVANCED LATIN ROME: MYTH AND EMPIRE

4 S.H.

How did the Romans envision their past? How was that past -- mythological and historical -- influenced by their relationship to Greek culture? In this course, students will read a selection of texts by late Republican and early Imperial authors to explore the range of ways that Romans themselves treated mythological and historical evidence. Questions of identity, cultural appropriation, philosophy, and political commentary will be explored throughout the semester. *Prerequisite: Latin 221 or 222, placement at this level, or permission of the instructor.*

LED 371 LEADERSHIP FELLOWS SEMINAR

1 S.H.

Students examine topics in leadership and begin developing an individual project of original research. The project may include community-based research and can be an empirical or theoretical study. The research should be designed so that students engage in practice, discovery and integration and are the primary drivers of their projects.

LED 471 LEADERSHIP FELLOWS SEMINAR

1 S.H.

Students execute projects related to leadership. The projects may include community-based research and can be an empirical or theoretical study, including an original research paper. The research is designed so that students engage in practice, discovery and integration and are the primary drivers of their projects.

MUS 170 BEGINNING STRINGS

1 S.H.

A course for beginners (appropriate even for those with no musical background) in playing bowed strings.

MUS 271 COMMERCIAL VOCAL STYLES AND TECHNIQUES

2 S.H.

This course is designed to aid students in developing skills for the successful singing, style, interpretation, and performance of popular/commercial styles for live stage and studio applications. Exercises, activities, and lectures are undertaken to develop an understanding of principals and best practices regarding vocal health. *Prerequisite of at least 4 semester hours of applied voice instruction.*

MUS 374 CAREER MANAGEMENT: BEYOND

4 S.H.

Through this course, students will understand the variety of careers available and develop skills in self management and entrepreneurship. Students also develop skill in the evaluating procedure from the student to the professional prospective and an appreciation of the opportunities afforded to serve society through various careers in the music industry and instill a desire to fulfill this role more effectively.

MUS 471 SPECIAL TOPIC

1 S.H.

This course is designed to enhance application relative to music business concepts. In collaboration with Limelight Records, students in this course will complete market research and analysis on music industry trends with the goal of creating a sustainable business model for new music. Additionally, students will create management teams and sign artists on campus, gaining real world experience with record label processes under the supervision of a faculty mentor.

MTE 170 MUSIC THEATRE THEORY

4 S.H.

This course provides activities and training relative to developing basic musicianship skills for Music Theatre majors such as music reading, recognition of key signatures, aural skills and basic music theory. Additional subject areas include fundamental vocal technique, voice classification and vocal health and maintenance.

MTE 172/272/372 MTE VOICE LESSIONS

2 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 GRAND NIGHT

2 S.H.

Students accepted into this course will create and perform in Grand Night. This unique class is open to all BFA Music Theatre majors. In this class students will be able to apply their sight singing and theory skills from previous courses directly with music from the music theatre repertoire. Students may repeat this course.

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 SPECIAL TOPICS: 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 C SPECIAL TOPICS: BEGINNING 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 D SPECIAL TOPICS: INTERMEDIATE 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 E MTE MALE BALLET

1 S.H.

This course focuses on the development and strengthening of the male dancer's technical performance and physical training in relation to ballet as experienced in musical theatre productions. Students should possess basic knowledge and skills of dance from previous studies in beginning modern, ballet, or jazz course work. Daily classes will address technical principles of movement and safety while creating a balance between increased strength, flexibility, coordination, speed, and stamina. Progressive development in artistic movement and performance, musicality, and expression will be stressed throughout the semester. Additional course work will include written and practical exams, video observations, research reports, and dance concert reviews.

MTE 320 F SINGING FOR THE DANCER

4 S.H.

This course is for Dance majors and minors. In this class, students will learn the basics of healthy vocal technique while developing cuts and songs to prepare for auditioning. Topics covered will be breathing technique, learning to develop the chest, head, and mixed registers in the voice, performance techniques, and working with an accompanist. Private coachings are also given to each student.

MTE 320 G CONCEPTS IN STAGING AND CHOREOGRAPHY TECHNIQUES FOR MUSICALS: FOR CHOREOGRAPHERS

4 S.H.

Directing and/or choreographing a musical each require knowledge of staging techniques that are unique to the musical theatre genre. This course will examine both the overall structure of choreographing a musical, as well as more specific techniques and the musical and stylistic requirements for staging a ballad, a character/comedy song, a small group work, or even a production number, if resources are available to allow the latter. Reading and listening assignments will be required as well as specific semester projects. In-class improvisations and spontaneous projects will also be assigned on a regular basis. It is currently not required, but recommended to have taken Dance Improvisation and/or Choreography 1, when possible. Performers from our companion course will be made available to choreographers and will earn credit for participating. Permission of instructor is required based on sophomore through senior status, previous study, and readiness of the student.

MTE 320 H MTE 320 H CONCEPTS IN STAGING AND CHOREOGRAPHY TECHNIQUES FOR MUSICALS: FOR PERFORMERS

1 S.H.

This course is for performers interested in gaining experience performing musical theatre repertory and will commit to being available for students in MTE 320 G throughout the semester. This course will require availability during weekly class hours when necessary to perform the material. Additional hours, however, will be during set evening or weekend times each week with their choreographers. Each performer will be responsible to 2 choreographers. It is important for the performers to know that once they commit to the course, the expectation is that these commitments be honored and all hours are treated as class hours. This opportunity is open to any performing arts major, freshman to senior. You should feel comfortable singing and moving onstage and picking up basic movement.

MTE 371 A MASTERING YOUR MIX

4 S.H.

Using a series of simple and effective exercises, singers train through a session of real and measurable progress. The technique provided is a proven way of using your voice that allows you to sing freely with power, clarity, and consistency, and is applicable to all styles of singing. This course provides skillful insight and routine for a healthful, intelligent approach to practice and development of your singing voice. Students will learn to dramatically improve vocal range and sing high notes beautifully and consistently without abusive pressure or strain, eliminate vocal "breaks" in their scale, strengthen their "middle voice" and navigate smoothly through the passagio or "bridges" in their voice and into several octaves of performance range. Students will also learn how to unleash power and brilliance in their voice with daily warm-ups that encourage and strengthen your "mix" and proper vocal technique to practice successfully and productively on their own. The provided methods and exercises will allow students to progress as more dynamic singers and performers.

MTE 371 B 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.

MTE 470 SHOWCASE**1 S.H.**

This course is dedicated to exposing Music Theatre seniors to industry professionals. In addition to the showcase auditions, events include workshops, panel discussions with professionals and discussions with alumni.

PER 272 PERICLEAN SCHOLARS**2 S.H.****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 373 PHILOSOPHICAL SCIENCE FICTION**2 S.H.**

"Science fiction is the only literary genre that not only allows us to discard everything we think we know, but demands it of us. Science fiction challenges us to use our imaginations, to question everything that is 'real,' to envision the impossible. It tells us we have the right to dream" (Walidah Imarisha, Afro-futurist). In this sense science fiction is the most philosophical of genres: provocative, profound, potentially liberatory, revealing of unexpected human and more-than-human possibilities, and still thoroughly and distinctively engaging when every other kind of reading fails. It could also and better be called "futurist fiction" or "alternative-worlds fiction". In this class such writers as Ursula Leguin, Stanislaw Lem, Olaf Stapledon, David Brin, and others will show us the way. We will mostly work from short stories, though there will be at least one full-length reading, selected partly by students, and some films. The course concludes with sci-fi writing projects of students' own.

PHL 376 PHILOSOPHY OF LOVE**2 S.H.**

The word "philosophy," when traced back to its Greek origins, is often defined as the "love of wisdom." In fact, for the Ancient Greek philosopher Plato, philosophy was something that, like love, is so important and so compelling that it can inspire a kind of lovesick madness. In this course, we will consider what it means for philosophy to be a love of wisdom and also what wisdom philosophy may be able to offer us about love. Central to our investigation will be two of Plato's famous dialogues on love--the Symposium, and the Phaedrus--but we will also consider contemporary authors who investigate the nature and varieties of love.

PHL 379 PHILOSOPHY OF LEADERSHIP**4 S.H.**

The role of leadership poses three philosophical questions for the human condition. How can people live with reason, autonomy, and democracy even though leadership claims authority and requires compliance and obedience? How can people live with true freedom of belief when charismatic leaders share a vision and claim to know the way for others? What kind of phenomenon is leadership? Is it a personal attribute, culturally recognized status, an intrinsic good to cultivate in the young, something emerging unexpectedly from crisis, or a role which can get in the way of collaboration and community? Students will study Eastern and Western philosophers who have addressed these questions and will do experiential leadership exercises to work out and rethink their own philosophical assumptions about and frameworks for leadership.

PHY 371 BIOPHYSICS**4 S.H.**

This course brings physical principles to bear on fundamental microscale processes essential to life. Students begin with a brief survey of cellular physiology and then discover how probabilistic phenomena give rise to ordered activity and structures within the cell. Topics include entropy, random walks and diffusion, chemical forces and self-assembly, molecular motors, microscale fluid physics, membrane mechanics, and nerve impulses. Special attention will be given to current frontiers in biophysics through discussion of contemporary scientific literature.

POL 270 CIVIC ENGAGEMENT**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.

PST 271 GENDER AND POLICY IN THE UNITED STATES**4 S.H.**

This course is an overview of policy issues in the United States that impact men and women differently. Legislation and major Supreme Court decisions related to workplace discrimination, marriage and divorce, pregnancy, childbirth, and parental rights, as well as sex work, intimate partner violence, and women's role in the military will all be discussed. For their final project in the course, students will develop a proposal for reform in the policy area of their choice.

POL 375 RACE AND ETHNICITY IN POLITICS**4 S.H.**

This course is designed to build the foundation for examining and understanding the ways in which race and ethnicity are intricately linked to the American political system. Students will explore and critically examine the historical perspectives of various racial and ethnic minority groups – Blacks (African Americans), Latinos, Asian Americans, and American Indians – in the United States. The course is meant to explore the ways in which race and ethnicity have shaped the foundations of the American political system, and the means by which these constructs have structured racialized attitudes regarding various dimensions of politics and policy. While the course material incorporates time periods stemming from European exploration in the Americas, the emphasis will be on the period from the founding of the United States as a nation up through the mid-1960s.

POL 379 INTERNATIONAL POLITICAL ECONOMY**4 S.H.**

International political economy (IPE) is the interdisciplinary subfield of political science that studies the interaction between politics and economics in the international system. This course introduces students to the concepts, theories and institutions involved in the international exchange of goods, services, and finance. Students examine the role of states, international and domestic institutions, and other factors in

creating and/or managing the enduring political conflicts over the distribution of wealth within and among countries. Discussion includes the politics of trade and the politics of money and finance, as well as international development, foreign direct investment and regional integration.

PST 270 ELECTIONS HAVE CONSEQUENCES

4 S.H.

A new President of the United States is in the White House. The new administration as well as a changing Congress will propose policies impacting the lives of every person in the country. This fast-paced course will cover the substance of a new policy proposal every week, how the theoretical policy process is illuminated by this issue and what the issue means for society. In short, students will take a deep non-partisan dive into 16 policy changes from a new 1600 Pennsylvania Avenue.

REL 278 AFRICAN TRADITIONS

4 S.H.

What can we know about the religions of sub-Saharan Africa before the advent of Islam and Christianity? How did those two traditions take shape on the continent and how have Africans contributed to the growth and development of their respective traditions? How do people of African descent in the Diaspora imagine their historic and ongoing connection to Africa today? This class aims to answer these central questions while removing Africa and Africans from the margins of our discussion of religion and exploring their centrality to our pasts and presents.

REL 373 ISLAMIC SECRETS

4 S.H.

Early on in the development of the Islamic tradition, some Muslims came to believe that the world as we knew it constituted a type of veil, an illusion masking a deeper truth or a hidden secret. This class will examine how this idea developed and grew into a cultural current affecting Muslim communities across the world and throughout history. By following this one idea through time and space we will touch on the realms of philosophy, poetry, practice, and politics as formulated and debated by Muslims of many identities and diverse backgrounds. The idea of a secret truth remains a vital and intensely debated concept among Muslims today, and this course aims to introduce students to the history and contours of this vibrant discussion.

REL 460 GODS AND MONSTERS

4 S.H.

In this seminar participants will examine the rhetorical nature and functions of "gods" and "monsters" within ancient textual settings and their modern interpretations. We will seek to understand how references to the divine and the monstrous are used, especially within Ancient Near Eastern, Hellenistic Jewish, and Roman contexts, to persuade communities toward particular ways of thinking and acting. Among other lines of inquiry, we will address how these categories are overlap and how they are deployed to depict power, regulate sexuality and gender, and to establish ethnic or cultural "others."

SPN 373 PENINSULAR CULTURE

4 S.H.

It seems that Spaniards are always talking about food. But how much do you really know about how food has shaped Spaniards along the centuries? Did you know that a major portion of the Spanish Cuisines derive from the Jewish and Moorish Culture? Spain is, in fact, a culinary crossroads where many different cultures from both sides of the Atlantic have left their legacy and contributed to build one of the most popular Mediterranean cuisines. Spain Cuisine is nowadays regarded as one of the famous international cuisines in the world. But did it get to that point? In this course we will explore Spanish cuisines and its major influences along history and we may sample some as well. We will be analyzing how food, cooking and their images in film, literature and popular culture can teach us the culture of Spain.

SPN 470 CONQUEST

4 S.H.

Cross-listed with SPN 355. See SPN 355 for the course description.

THE 320 B ROLE SCORING

2 S.H.

Students will explore a recognized tool of the Stanislavski System and learn a creative method of cataloguing the major and minor objectives of a role. The actor will be introduced to the requirements of scoring a role which will draw them closer to the life of his/her part in the play. Creating a score for a particular role gives the actor a tangible abstract of the through-line of the character and allows the actor to portray a character with human passions; rich, colorful and varied.

THE 440 A LIGHTING DESIGN FOR DANCE

4 S.H.

This class centers on building and nurturing the relationship between the lighting designer and the choreographer. The class focuses on lighting terminology, the functions and qualities of stage lighting, equipment used in theatrical lighting, the skills needed to work in a collaborative environment, and the unique demands of lighting for dance. This class emphasizes hands-on experience with the lighting equipment current to the industry as well as software and computer application in stage lighting. Students also learn the drafting terminology and symbols that are industry standards for theatrical lighting design.

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).

COM 568-E ADVANCED DIGITAL PRODUCTION

3 S.H.

This course covers the advanced areas of the production and post-production process of videography. Students will acquire an understanding of compositing, visual effects, 3D motion graphics, and animation for videography purposes. Students will enhance skills utilizing a hands-on approach with video cameras, lighting, sound equipment, and video editing applications.

COM 568-K PRODUCING RAVING FANS: THE LEAN APPROACH TO METHODOLOGICAL INNOVATION**3 S.H.**

Too many organizations develop products, apps, and initiatives that no one actually wants. This course allows participants to practice scientific methodologies to understand the needs of customers. Throughout the semester, there is an emphasis on continually prototyping based on potential customer interviews and then bringing those lessons learned back to the classroom. Students will learn about the innovation process, canvas-based business model generation, customer development, and the "lean" approach to understanding users.

COM 575 GAME DESIGN AND DEVELOPMENT**3 S.H.**

This course focuses on the process of designing, prototyping, and developing games. Students learn how games are designed through explorations of game theory and best practices, how to prototype games using both low-fidelity and high-fidelity methods, and how to program games using industry standards for various output devices including mobile, desktop, and console environments.