Elon Winter Term
The Difference Difference Makes
2016
## UNDERGRADUATE AND M.A. IN INTERACTIVE MEDIA CALENDAR

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<th>Date</th>
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<td>January 4 (Monday)</td>
<td>Classes Begin</td>
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<td>January 4 (Monday)</td>
<td>Drop/Add Period Begins</td>
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<td>January 6 (Wednesday)</td>
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<td>January 14 (Thursday)</td>
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## MASTER OF BUSINESS ADMINISTRATION CALENDAR

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<td>February 5 (Friday)</td>
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## REGISTRATION PROCEDURES

Students register for Winter Term 2016 online during the registration period which begins November 5 and runs through January 3, 2016. Drop/add for undergraduate winter courses will be held January 4 – 6, 2016. January 6, 2016 is the deadline for late registration.

All students not enrolled in the fall semester, enrolling for the first time or not preregistered will register on Jan. 5. Consult with your advisor to determine course selection prior to registration.

Registration for currently enrolled students will begin Nov. 5, 2015. Payment deadline for completion of registration by mail is Dec. 4, 2015.

Undergraduate students preregistered for the Winter Term who decide not to attend must cancel their registration by notifying the Registrar’s Office in writing from their Elon e-mail address prior to Jan. 6. Otherwise a course grade of “F” will be assigned.

The undergraduate semester hour load for Winter Term is four. Students may not enroll for additional hours, except for a fifth semester hour for a COE 310, Transitions Strategies, course.

Classes begin for all students on Jan. 4, 2016 unless noted otherwise in the schedule.

Enrollment in off-campus courses

All international and domestic study/travel courses require payment of additional fees as well as application prior to registration. Course descriptions posted OnTrack indicate courses that require additional fees. Applications are available in the Isabella Cannon Global Education Center, Global Commons Building.

Applications for domestic travel courses must be received no later than Nov. 1, 2015. Students who are eligible will be accepted by date of application. Hence early applications are encouraged.

In order to register for an internship or co-op experience 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 Building.
ACC 277 BUSINESS IN THE PACIFIC RIM 4 S.H.
In this course, students experience business and cultural activities in Hong Kong, China, Macau, Singapore and Thailand. The influences of economic development and global business are examined as students observe first-hand how business is conducted within these diverse Asian economies. Students will be able to compare their Pacific Rim experiences with their own U.S. culture through daily interactions with both business and academic leaders in Asia, cultural field trips, and company visits. Cross-listed with BUS 277 IS and FIN 277 IS. Prerequisite: GBL 177. Application and acceptance required. Additional travel fee is required. Counts toward the Experiential Learning Requirement and the Asian Studies minor.

ACC 471 SEMINAR: PROFESSIONAL ETHICS AND RESPONSIBILITY 4 S.H.
An examination of ethical dilemmas and decision-making faced by accountants. Accounting standards governing ethical behavior will be reviewed.

ANT 380 THE ANCIENT MAYA 4 S.H.
The class will address specifically the culture or civilization of the ancient Maya through archaeological remains, art, architecture, and ethnohistoric documentation. Students will be introduced to the origins of Maya civilization through the peak of Maya civilization, along with the collapse and colonial contact with the Maya. Along with the chronological perspective of these developments, an additional thematic approach will also be taken to the course. A few important themes to be addressed in the course include ancient Maya politics, economics, social organization, religion, art, architecture, technology, and material culture.

ANT 382 ANTHROPOLOGY OF BABIES 4 S.H.
What do babies have to teach us about being human? In this winter term course, students will explore pregnancy, birth, and infancy in evolutionary and cross-cultural contexts. Students will learn how assisted birth evolved in humans in parallel with examination of the diversification of the rituals, beliefs, and symbols associated with pregnancy, birth, and infant care cross-culturally. They will examine stages of infant development and the ways parenting practices shape health and development. Through exploration of ethnographies, films, guest lectures, field trips, and a variety of active learning exercises in the classroom, students will engage some of the key controversies surrounding contemporary pregnancy, birth, feeding, and infant care practices. Students will complete a diverse series of writing assignments, field reports, and a final research paper.

ARH 371 VIKINGS, SAXONS, AND MONKS 4 S.H.
This course explores the art of Scandinavian and Germanic tribes as well as that of the great monasteries of the British Isles from the fourth century through the age of Viking conquest. Context for this art will be provided through the rich narrative tradition of heroic epic tales and other contemporary accounts and through the study of talismanic jewelry and other metalwork, monumental stone crosses, illuminated manuscripts, wood and ivory carving, and architecture. Discussions will include issues regarding the conservation and ownership of Viking Age hoards discovered in the present-day. Each student will research and design an artifact to be created on the 3-D printer at Maker Hub for inclusion in the class Viking hoard.

ART 271 EXPLORATION OF COLOR 4 S.H.
ART 272 APPROACHES TO DRAWING 4 S.H.
ART 276 EXPERIMENTS IN PHOTOGRAPHY 4 S.H.
This course is designed to explore imagery through traditional, digital, and alternative processes in photography such as pinhole cameras, photograms, and use of multiple frames. Imagination and discovery with and beyond the camera will be used to manipulate the principle of photography for personal expression. The goal of this course is to translate
ART 277  
**STORY MAGIC: WHEN WORDS IGNITE IMAGES**  
4 S.H.  
Explore the magical world of illustrating for children. Investigate texture, pattern, form and color with words, thread, dye and paint in both paper and fabrics. Students will create whimsical pop up books and work in design teams to contribute to a collaborative story quilt for a NC elementary school. Class discussions include analysis of works by leading authors and illustrators in the field of children’s literature. Materials fee: $75.

ART 372  
**INSTALLATION ART**  
4 S.H.  
Installation art brings together space and time to create sensory, intellectual, and emotional art environments. In this class students learn how to bring together different skills, including screen printing and sculptural techniques, to create installation art. Students bring their various interests, abilities, and strengths in a variety of subjects and art media to work individually and in groups to create art environments. Materials and methods can include traditional approaches like painting, digital art, photography, ceramics, and sculpture as well as found objects, appropriated sounds, screen prints, wall drawings, and copier art, just to name a few. The class will also include presentations by the instructor, videos, readings, and weekly critiques. No prerequisites. Students from across campus are encouraged to take the class, bring their expertise and interests, and develop new skills and knowledge.

BIO 105 A  
**THE PAST, PRESENT, AND FUTURE OF FOOD AND FIBER PRODUCTION**  
4 S.H.  
The growth and development of modern civilization is directly correlated to the advancement in the human species’ ability to feed and clothe itself. This course will look at the history and science behind the development of modern agriculture; the environmental, social, and economic impacts; and potential directions that food and fiber production may take in the future. The course will include some field trips to local agriculture businesses.

BIO105 B  
**TROUBLED WATERS: MARINE BIOLOGY IN THE 21ST CENTURY**  
4 S.H.  
Explore the largest ecosystem on earth and learn how it works. In this course we will try to unlock its secrets and examine issues critical to its and our future. We will learn about beautiful coral reefs, fascinating marine mammals, the oddities of the deep ocean in the larger context of our relationship with the sea. Are our fisheries dead? Have we learned anything? Will global warming leave some winners and some losers? Can we risk business as usual?

BIO105 C  
**BIOLOGY: WEAPON AND WARRIOR**  
4 S.H.  
Understanding our body’s physiology is not only useful in life, but also in death. Did you know that knowing how your stomach breaks down starch can solve a murder? Or that poison was the murder weapon of choice for centuries, until we had a better understanding of the biochemical processes of our bodies and the ability to detect it? Forensic science did not even exist before the 1900s, and as our knowledge about toxicology and human physiology grew, so did our ability to catch a criminal. In this course, we will explore fascinating yet macabre tales of “chemical crimes” and murder across the centuries, and with each real life experience, explore the biological underpinnings of each victim’s demise, as well as the science that helped solve the crimes. Is there a better way to explore your body’s limits and vulnerabilities, than by using your knowledge of biology, to catch a killer?

BIO 370  
**PRINCIPLES OF BIOCHEMISTRY**  
4 S.H.  
This is a one-semester course that focuses on the major themes of biochemistry within a biological context. There will be special emphasis on protein structure/function, enzyme kinetics and on carbohydrate and lipid metabolism. To facilitate an in-depth understanding of these fundamental principles, we will explore specific cases where abnormal biochemical processes result in disease. Prerequisites: BIO 111/113, CHM 112.

BUS 173  
**CULTURE AND BUSINESS ENVIRONMENT OF LATIN AMERICA**  
4 S.H.  
Application and additional travel fee required. This course is open only to first-year Business Fellows.

BUS 270  
**INNOVATION IN AMERICA**  
4 S.H.  
Many startups fail by not validating their ideas early on with real-life customers. In order to mitigate that, students will learn how to search for the real pain points and unmet needs of customers. This enables the entrepreneur to find a proper solution and establish a suitable business model. Students will meet innovators and their innovation processes, including first hand experience with the Customer Development Process, developed by Stanford Professor
Steve Blank. This methodology will be the academic backbone of the course as students follow curriculum that teaches how to rapidly develop and test ideas by gathering large amounts of customer and marketplace data. Students will travel by train to innovation hubs in North Carolina and then fly to the global center of innovation, Silicon Valley, to meet with a range of innovative companies and organizations such as Google, Facebook, the DSchool at Stanford, and Uber. Additional travel fee required.

**BUS 277 BUSINESS IN THE PACIFIC RIM**  
4 S.H.  
See ACC 277 for course description.

**BUS 350 BUSINESS OF NASCAR**  
4 S.H.  
This course is a study of the marketing, management and economical aspects of NASCAR racing as a present day phenomenon of society. Through this course, students come to understand racing as a sport, as sporting entertainment and as a business, that automobile racing is truly more than a car that goes around a track on Sunday. The historic development will be studied. Visits will be made to several sites that are related to the study of the course, and speakers will come to the class. Use will be made of printed and video materials as well as personal interviews and presentations. Satisfies Experiential Learning Requirement. Additional travel fee is required.

**BUS 371 ADVANCED CASE ANALYSIS**  
2 S.H.  
Case study is a staple of engaged management education. In addition to exposing students to real-world scenarios, it engages them in research: gathering information, analyzing that information, developing a recommendation, and communicating that recommendation persuasively. Unique to case studies, however, is the purpose to which the research, analysis, and communication are put: to solve a complex business problem or to provide advice to a firm as it looks into new opportunities. Case studies have also become the basis for case competitions hosted by business schools and firms throughout the world. This course engages students in the deep analysis of complex business cases to help them think like consultants and to prepare those interested to participate successfully in case competitions. Enrollment by application only.

**CHM 179 SUPERHERO SUPERSCIENCE**  
4 S.H.  
Imagine having the ability to fly, to talk to animals or to teleport. Anyone that grew up reading comic books and science fiction may have already imagined life with super powers. As youth those special powers of our heroes were probably taken for granted, now as we look back we can ask the question as to whether fantasy has some basis in science. Furthermore, do comics promote an interest in science or do they misrepresent science? This course will not only explore the underlying science (including physics, chemistry and biology) behind some of our favorite superheroes but will also tackle the representation of science in comics like Calvin and Hobbes and The Far Side. Satisfies COR non-laboratory science requirement.

**COM 272 THE SUNDANCE EXPERIENCE**  
4 S.H.  
This Communications course will explore the many facets of the role of the modern day film festival. Students will interact with professionals in promotions, distribution and independent filmmaking while immersing themselves in the aesthetics and culture of film. Students will spend one week at Elon, put on a small film screening, then travel to Utah to attend a week of the Sundance Film Festival. Students will research topics prior to attending the festival and complete journals and other assignments upon returning to campus. Prerequisites: COM 100 and 220. Application and acceptance required. Additional travel fee is required.

**COE 310 A TRANSITION STRATEGIES: TRANSLATING YOUR ELON EXPERIENCES TO A CAREER**  
1 S.H.  
How will you talk about your Elon experiences when applying for jobs, internships or graduate school? How can you leverage the liberal arts skills you have gained in college to make yourself stand out in the “real world”? This course will help students identify, evaluate and discuss their key skill sets and how to market them for life after Elon. Topics that will be covered include assessment of personality and strengths, resume writing, interview techniques, and networking. Note: There is no additional charge for adding this class during Winter Term.

**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. 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. The Revson Series was developed with funding from a gift to the university from Diana and Charles Revson (P’11). Note: There is no additional charge for adding this class during Winter Term.

COE 310 C  TRANSITION STRATEGIES: EXPLORE SELF AND CAREERS 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. This course is recommended for sophomores, juniors and seniors. Note: There is no additional charge for adding this class during Winter Term.

COE 310 D  TRANSITION STRATEGIES: LIVING THE DREAM: PREPARING TO GO GLOBAL AFTER GRADUATION 1 S.H.
This course is intended for juniors and seniors who have already studied abroad (or had other international experiences) and are interested in obtaining an international internship, working abroad, volunteering internationally or attending a graduate school with international opportunities. This course will include: how to evaluate skills gained on international experiences; how to market your international experience(s) on your resume, cover letter and in interviews; how to research the many considerations for going abroad; and how to network. Researching and sharing resources for finding international post-graduate opportunities (jobs abroad, internships abroad, service positions abroad and teaching positions abroad) will also be a significant part of the course. Prerequisite: previous study abroad or other significant international experience. Note: There is no additional charge for adding this class during Winter Term.

COE 310 E  PREPARING FOR A CAREER IN GOVERNMENT OR NON-PROFIT ORGANIZATIONS 1 S.H.
The job search in government and nonprofit sectors differs significantly from business. Participants will explore opportunities in all levels of government as well as domestic and international nonprofit organizations. The course will provide information about AmeriCorps, VISTA, Peace Corps, Teach for America, and other programs. Course will cover all aspects of the job search so students will feel prepared to seek a career in civic engagement. Students will have opportunities to meet professionals currently working in government and nonprofit organizations. Note: There is no additional charge for adding this class during Winter Term.

ENG 255 A  HIGH LONESOME SOUNDS: THE HISTORY AND CULTURES OF COUNTRY MUSIC 4 S.H.
Country music is often dismissed as uncultured trash: as I once heard it described, “music for people who have more children than teeth.” Listen more closely, however, and the genre can be astonishingly literary. “There is sheer delight,” wrote theorist Stanley Fish, “in the cleverness of the lyrics.” Articles have linked country music lyricists with Renaissance poets, demonstrating that John Donne and JoDee Messina adapt the same rhetorical figures. This course takes country music seriously, approaching it as a uniquely American art form with international resonances and appeal. Part of our work will lie in interpreting country music as literature, and using literary methodologies to unlock meaning. In the process, though, we’ll talk about distinguishing features of the genre – among them, narrative structures, authenticity, nostalgia, regionalism, conservatism and whiteness – and explore their function in American culture, art and politics. The course should prove useful to students interested in learning more about literary analysis, popular culture, or writing music criticism.

ENG 255 B  WILDERNESS AND SPIRITUAL RECKONING 4 S.H.
This course will examine concepts such as nature, wilderness, and spirituality with a primary focus on the American experience. Drawing on religious texts of varied traditions as well as secular works by authors such as Silko, Thoreau, Snyder, McCarthy, and Williams, this course will explore wilderness as a central component of spiritual experience. Class sessions will include experiential instruction in basic outdoor skills and nature awareness.

ENG 255 C  BIG BAD WOLVES: UNPACKING WOLF MYTH & SCIENCE 4 S.H.
No other animal has stirred the imagination more than the wolf. They populate our newsfeeds, our folklore, and our nightmares. They are, after humans, the most written-about animal in the world. This class investigates the place that the wolf holds in both fact and in our imagination through fiction, nonfiction, film and documentary. From Little Red Riding Hood and other literary portrayals to current naturalist and scientific texts, how do we create a species as much through story as through science? More importantly, what impact does our imaginary wolf have on the wider natural world and environmental conservation efforts? Class will occasionally be held outside and off-site at the
Conservators Center to observe a pair of grey wolves and other wild canid species. Plan to dress warmly and practice your howl!

ENG 255 D AMERICAN WOMAN 4 S.H.
In this course, we’ll read and analyze a range of literary works written by or about the “American Woman,” during the 19th and 20th centuries. We’ll explore how US women writers such as Kate Chopin, Zora Neale Hurston, Emily Dickinson, Sandra Cisneros, or Joyce Carol Oates, among others, have depicted, revised, and resisted models of womanhood circulating in different historical and cultural contexts. We’ll also examine how these works exemplify and reflect gender roles, stereotypes and the complex and diverging social conditions of women’s lives. Throughout the term we’ll discuss such questions as: What does it mean to be a “woman” or an “American” woman at different points in time? What different models of womanhood are available, how are they replicated or reinforced — and for which groups of women? What are the consequences for conforming to or resisting these models? As we analyze these short stories, poems, plays, and novels, we will also consider how their formal aspects contribute to shape the meanings readers make of them and how they have been interpreted over time. Course assignments include a presentation, short papers, informal writing assignments and a final project.

ENG 255 F THE GRAPHIC NOVEL: FROM SPIDER-MAN TO PERSEPOLIS 4 S.H.
This course will trace the development of the graphic novel from its roots in the superhero serials of Marvel and DC through the long-form alternative comics of Robert Crumb, Harvey Pekar, and the Brothers Hernandez (among others) to its latest form, in the academically embraced works such as Art Spiegelman’s Maus, Marjane Satrapi’s Persepolis, and Chris Ware’s Jimmy Corrigan: The Smartest Kid on Earth.

ENG 255 G LITERATURE AS ESCAPE 4 S.H.
Some literature offers us ways to escape ordinary existence. This class examines types of escapist literature and art, and discusses their worldviews and their values. Texts include works from The 1001 Nights, The Death of (King) Arthur, Edgar Allan Poe, Shakespeare, Kenneth Grahame, and your choice of a contemporary pulp romance. We will also discuss films and other art forms.

ENG 255 H LITERATURE AND THE MIND 4 S.H.
Poet Thomas Lux wrote, “The voice you hear when you read to yourself is the clearest voice: you speak it/ speaking to you.” In this course, we will investigate how the minds of authors, characters, and readers commingle. We will discuss how to interpret literature, how literary texts construct and portray human minds, and how experiences with literature can impact individual understandings of others’ minds (as well as our understandings of “the human mind”). We will analyze fiction, nonfiction, poetry, drama and film, and use insights from multiple schools of critical interpretation, psychology, and journalism, and glimpse at what neuroscience currently says about experiencing literature. Course work includes two critical essays and one creative project. Authors will include William Faulkner, Claudia Rankine, Cheryl Strayed, George Saunders, and you.

ENG 255 I MAD MEN AND BAD MEN: AMERICAN MASCULINITIES IN CONTEMPORARY FICTION AND TELEVISION 4 S.H.
What’s the difference between Don Draper and Walter White, or the difference between Pete Campbell and Jessie Pinkman? What can the runaway popularity of Mad Men and Breaking Bad, and the different men at the center of those stories, show us about American cultural attitudes toward masculinity in the mid-2010s? Putting Mad Men and Breaking Bad into conversation with American literature including works from Walt Whitman to John Updike, John Cheever, Philip Roth, David Foster Wallace and Chang-Rae Lee, we will work to unpack representations of American masculinities as those representations respond to shifts in American cultural history. Through our work with these texts, we’ll develop critical approaches for reading and theorizing gender and sexuality. In particular, we’ll focus on how fiction and television, as archives of the American cultural imagination, represent masculinity as a tense negotiation between power and powerlessness. Counts in Women's/Gender Studies minor.

ENG 255 J PLACE IN LITERATURE 4 S.H.
In this class we will attempt to establish the significance of place in literature—how place defines writing; how we are defined by the places we inhabit; and how we define the places in which we live. Some of the themes of place we will explore will be America the Beautiful, Small Town America, Places in the Mind, Landscape and Narrative, and the always ubiquitous Miscellaneous.
ENG 255 K THE SUBURBS 4 S.H.
This course will introduce the study of several different genres of narrative and explore the role of place, specifically
the suburbs. Through fiction, non-fiction, music, and film, we will examine the historical and cultural themes that frame
the suburban narrative told from outside and from within that world. We will look at works from Jeffrey Eugenides,
Alice McDermott, John Cheever, among others, to see how these narratives reflect and affect society’s beliefs,
morals, values, attitudes, concerns, interests, and conflicts concerning the place where we live.

ENG 255 L ALIENS, SPIES AND CRIMINALS IN BRITISH LITERATURE 4 S.H.
The seedy criminal underworld has long been a popular subject of crime fiction, spy stories, and thrillers in British
literature. More than just simple stories about criminals and police detectives, though, these narratives often reflect
cultural anxieties about outsiders, class divisions, urban dangers, and the forces of globalization. Looking at a range
of texts from the 1800s and 1900s we will look at how criminals were represented at various stages in history and how
crime narratives fed the public’s imagination and fears. We will develop approaches for reading that emphasize crime
literature’s engagement with law, national identity, and urban cultures. Authors will include Robert Louis-Stevenson,
Arthur Morrison, Joseph Conrad, Graham Greene, and others.

ENG 379 LITERATURE OF THE ABSURD 4 S.H.
This course will examine 19th and 20th century prose, drama, and essays that are representative of Absurdist and
Existential thought. Through our study we will understand that despite the erroneous labels of Absurdism as
"minimalist nonsense" or Existentialism as a “bleak and nihilistic world-view,” these movements are an imaginative
and life-affirming comment on the nature of man.

ENS 172 CLIMATE CHANGE - INFLUENCING ATTITUDES AND BEHAVIOR 4 S.H.
Climate change represents the most serious long-term threat to the environment and society that humans have ever
faced. Fortunately, scientists and governments have identified a range of policies and behaviors that could help us
mitigate and adapt to climate change. However, the current situation is limited by the fact that many people –
particularly elected officials – continue to deny that climate change is a serious problem. Innovative and proactive
communication will be necessary to change the beliefs and attitudes that limit willingness and ability to act on climate
change. During this class, students will review the social science research on climate change attitude and behavior.
From this research review, student teams will develop strategic communication plans and programs to help motivate
action to address climate change. No credit toward the environmental studies major or minor. Does not satisfy the
Core Curriculum Science requirement.

ENS 173 RENEWABLE ENERGY FUTURE 4 S.H.
Renewable energy technologies are becoming more accessible, worldwide, due to improved materials, lower costs,
and increased experience among researchers, developers, installers and users. This course will address biofuels,
solar thermal and photovoltaic systems, wind and hydro turbines, with an emphasis on small-scale energy production.
Field trips and demonstrations will focus on local and practical development of renewable energy generation
technologies. Students will explore how to match these renewable energy technologies to specific geographical
settings. No credit toward the environmental studies major or minor. Satisfies Elon Core Curriculum non-laboratory
science requirement

ENS 174 FOOD PRODUCTION AND CULTURE IN AMERICA: PAST, PRESENT, AND FUTURE 4 S.H.
This course will examine how food is grown, shown, processed, prepared, marketed, consumed and even how it
relates to climate change and the GMO choices of tomorrow. Students will learn about food choices and how they
are impacted by culture, personal perception, politics and economic status. Food in the Colonial Era will be examined
on two different days, in one of North Carolina’s oldest continually operating settlements and at a Revolutionary era
grain mill. Another focus will be the livestock industry and how it has been impacted by the public’s changing
perception of acceptable farming practices. The culmination of these experiences will help the student better
understand the food system in America. This course will use a dynamic mix of invited speakers and frequent field
trips. These excursions will relate to the culture around food, its production and the choices we make on how it is
prepared and what we consume. The large number of field trips means some days will be extended, while others will
be shortened, or cancelled to ensure students receive the appropriate hours for winter term course credit. Anyone
who registers for this course will need to have a flexible schedule to allow for participation in all of the activities, even
those that run past 12:00 noon. This course counts toward the Society requirement in the Core Curriculum. This course cannot be used to satisfy a Science requirement.

**ENS 175 ANIMAL SOCIAL BEHAVIOR IN A CHANGING WORLD 4 S.H.**
Throughout history, knowledge of animal behavior was critical for survival of the human race. Technological advances have seemingly removed us from the natural world, but with these advances come an even greater need to understand how our activities affect ecosystems. This course will examine many aspects of behavioral ecology including sexual selection, mate choice, aggression, territoriality, cooperation, and altruism in animals from insects to mammals in a lecture format. It will also examine whether human impact and environmental changes have altered these behaviors, and if so, what this means for the future of these species. Students will also write and present papers on aspects of animal behavior and lead a class discussion on the topic. No credit toward the environmental studies major. Satisfies Elon Core Curriculum non-laboratory science requirement.

**ENS 370 INTEGRATED WATERSHED MANAGEMENT AND POLICY 4 S.H.**
Cross-listed with GEO 370 A. See GEO 370 for course description.

**ENS 373 SPECIES DISTRIBUTIONS IN A CHANGING WORLD: USING BIOGEOGRAPHIC TOOLS FOR CONSERVATION 4 S.H.**
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 212/214 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 271 APPLIED ANATOMY 4 S.H.**
This course is an in-depth study of the anatomical bases of human movement. Students will study the mechanics and function of anatomical structures as they apply to physical activity and human performance. A combination of lecture and laboratory activities provides for the application of principles. Prerequisite: BIO 263

**FIN 277 BUSINESS IN THE PACIFIC RIM 4 S.H.**
See ACC 277-IS for course description.

**GEO 370 WATERSHED MANAGEMENT AND POLICY 4 S.H.**
This course explores watershed management strategies and policies and is appropriate both for students with and without technical backgrounds. Using the Cape Fear River Basin as a case study, students will investigate the environmental, political, social, and economic characteristics of watersheds through multiple management and policy strategies. As a result, students will gain analytical, technical, and communication skills that will enable them to identify issues as well as solutions aimed at protecting watershed resources for future generations. Does not satisfy the Core Curriculum Science requirement. For students pursuing a BA in Environmental Studies, this course counts towards Sustainability; for the BS in Environmental Studies, it counts as Policy, Planning, and Management; and for the BS in Environmental and Ecological Science, it counts as Social Science and Humanities. It also counts as a non-asterisked elective In the Environmental and Sustainability Studies minor. Cross-listed with ENS 370 A.

**HST 179 WESTERN IMAGINATION OF CHINA 4 S.H.**
This course will explore representations and interpretations of China in Western travel accounts from the 13th century to the present. It will examine the way in which the image of “China,” and by extension any country, is not a fixed and unchanging entity, but rather a set of representations that are constantly shifting and adapting to reflect historical conditions and concerns. Each week we will focus on one piece of travel writing. The readings will include works by the 13th century merchant explorer Marco Polo, the 19th century missionary Evariste-Régis Huc, and the contemporary Dutch-American travel writer J. Maarten Troost. Following in the footsteps of these tourists we will
explore historical changes and geographical variation through their eyes. Students will gain an understanding of China’s changing status vis-à-vis the West from early modern to contemporary history. They will learn to lead seminar-style discussions and conduct a group research project that will form the basis of oral presentations.

**HST 271**  
**OLD TIMES THERE ARE NOT FORGOTTEN: UNDERSTANDING THE CULTURE OF THE SOUTH**  
4 S.H.

This course explores the major qualities that make the South a distinct region. Topics include music, the farming tradition, politics, literature, family and gender, the arts, religion, race relations and the role of social class in historical and contemporary contexts. Upon completion, students should be able to identify characteristics that distinguish Southern culture. The course will include field trips to area historic sites.

**HST 371**  
**BIRTH OF MODERN GERMANY**  
4 S.H.

This course will discuss the emergence of modern Germany during the long 19th century from political fragmentation to empire building, focusing on the political, military, socioeconomic, and cultural factors that shaped the history of, arguably, the most powerful state in continental Europe on the eve of World War I. Special emphasis will be placed on the ways in which revolutions, wars, urbanization, industrialization, and education policies contributed to the processes of state and nation-building in 19th century Germany.

**HST 372**  
**THE VIKINGS**  
4 S.H.

Come aboard as we set off on a journey of far-reaching exploration into the world and culture of the Vikings of Medieval Europe. Topics will include their origins and relations with other peoples of the central Middle Ages, Viking damages and contributions to Europe, their technologies, religious beliefs, and also their many surprising legacies. Vikings in America, Harald Hardrada, and modern manifestations of Vikings will be explored as well. Primary source and secondary readings will inform our investigations, including selections from several Viking sagas, and medieval historical and poetic accounts.

**HST 393**  
**LGBTQ HISTORY IN THE UNITED STATES**  
4 S.H.

Students in this course will study the experiences of people in the United States sometimes called “homosexual,” “lesbian,” “gay,” “trans,” “queer,” and other terms and how and why those experiences changed over time. Students will explore what factors affected their experiences, including policies, attitudes, community development, social movements, and changing notions of identity. While some attention will be paid to earlier periods, the course will focus primarily on events of the 20th century, and students will do a project related to post-1950 history. Students of any sexual orientation or gender are welcome in the course, and there are no course prerequisites; however, students should be willing to grapple with upper-level history assignments and be open to learning about people who may have been different from or similar to themselves. Counts toward Women's/Gender Studies minor.

**HNR 140**  
**INQUIRY IN ISTANBUL**  
4 S.H.

Description: Istanbul has been a cultural crossroads for millennia. In light of this, the course uses the city of Istanbul itself as a classroom, encouraging students to explore the city as a site of historical and religious significance and to investigate the contemporary relevance of this city to East and West. Students will learn how to employ specific academic modes of inquiry to frame and inspire their curiosity, and identify major historical and cultural forces that shape life and identity in Istanbul. Along with faculty and local experts, students will explore and examine a number of sites, including: the Hagia Sophia, the Sultan’s Palace, the Blue Mosque, ancient cisterns, the Grand Bazaar, Theodosian Walls, and participate in an excursions to the city of Ankara and to the ruins of Ephesus. Students may also have the opportunity to consult with students and academic professionals at Koç University, a world-class institution outside of Istanbul. Partially fulfills Elon Core Curriculum requirements in Civilization or Expression. First Year Honors Fellows Only.

**HSS 270**  
**HELPERS AND HELPING PROFESSIONS**  
4 S.H.

This course will focus on three topics: (1) What constitutes genuine Help and its various expressions; (2) servant leadership as a style appropriate for social service organizations; and (3) personal history that shapes motivation for a vocation in these fields. Texts include Help: The Original Human Dilemma by Garrett Keiser; Servant Leadership by Robert Greenleaf; and Your Mythic Journey: Finding Meaning in Your Life Through Writing and Storytelling by Sam Keen. Expected outcomes of the course: Increased understanding of the "dilemma" of being a helper; heightened understanding of servant leadership; greater clarity about one's personal motivations for this work; and increased awareness of how to access one's emotional and social intelligence alongside one's analytical skills.
HSS 379  EATING DISORDERS: DIAGNOSIS, TREATMENT AND PREVENTION  4 S.H.
This course offers students a comprehensive understanding of the etiology, cultural issues, and the evolution of treatment efforts of Eating Disorders ranging from Anorexia Nervosa to Binge Eating Disorder. The student will learn about levels of treatment, problem solve with case studies and guest speakers, and understand the pervasiveness of this issue in our society. Students will apply their learning to an awareness project on Elon's campus.

MUS 270  MUSIC AND PROPAGANDA  4 S.H.
This class will look at how music has been used as a propaganda tool and to further nationalism throughout history.

MUS 272  WHY DOES THE FAT LADY SING?  4 S.H.
Students will study basic concepts of opera, including historical, musical, and biographical information. The course will proceed chronologically, discussing major opera composers and vocabulary that accompanies each time period. Each class period meets for three hours, Monday through Friday, and will have some component of critical thinking analysis (audio/video examples). Major opera plots and characters will also be discussed, and students will be encouraged to relate them to modern society and find their relevance.

MUS 274  WOODSTOCK, HIPPIES AND OTHER ENDURING LEGACIES: MUSIC OF THE 60'S AND 70'S  4 S.H.
The course will cover the major music groups in the '60s and '70s and the advent of the technological advance in recording. The student will gain an understanding as to why this music/technology influenced the groups of today. It will start with the Beatles and their influences and will end with the early Police and Donna Summer era. Groups covered will include Jimi Hendrix, James Brown, Bob Dylan, The Rolling stones, Led Zeppelin, Eric Clapton, Elton John, Pink Floyd, The Who, Fleetwood Mac and Aretha Franklin. Soul, R&B, folk, punk, disco and major songwriters will also be covered. In addition, important recording advances that made it possible for this music to be presented on LP records will be discussed. Woodstock, The Monterey International Pop Festival, Height Asbury the rise of Southern rock and their influence on popular music will be included.

PHL 352  ZEN IN THEORY AND PRACTICE  4 S.H.
This course is an exploration of Zen Buddhist philosophy and practice, offered in grateful collaboration with the Rinzai Zen teacher (Osho) Sandy Gentei Stewart, co-founder of the North Carolina Zen Center. Professor Anthony Weston coordinates the academic side of the course. Some class days we will meet all day, allowing a concentrated time for both philosophy and walking or sitting meditation. In the middle of the month we spend four days in an intensive and mostly silent off-campus retreat, where there will be an additional fee to cover room and board. Permission of the instructor is required. For more information please contact Professor Weston at weston@elon.edu before the registration period.

PHL 371  ETHICS OF WAR, PEACE, AND CONFLICT  4 S.H.
When is it justified to use war and violence in civil and international conflicts? What strategies and tools can we learn to better resolve conflict in our daily lives and in our communities? This class explores ethical questions surrounding war, peace, and conflict. We will study the moral frameworks of Just War Theory and Pacifism, and we will examine debates around recent wars and conflicts, including the U.S. Wars in Iraq and Afghanistan. We will also cultivate internal resources and practical skills for working with everyday conflict, understanding group dynamics, and facilitating change in our communities.

PHL 372  RAP, RACE, GENDER AND PHILOSOPHY  4 S.H.
Since the beginning of popular music, older generations have worried that the music that young people listen to is harmful for society. Today, it is often rap music that is the focus of these criticisms. In this course, we will use philosophy to critically examine rap and its history to ask how this musical form portrays, offers us insight into, and might influence race and gender relations in the United States. We will look at pre-rap, Old School, East Coast, West Coast and music from the “Dirty South.” We will also examine the politics and the production of rap, the legal issues raised by it, and rap videos. This course will focus primarily on popular rap and will include discussions of political and anti-normative rap as well.

PHL 375  FILMS OF WOODY ALLEN  4 S.H.
This course introduces students to philosophical issues raised by the phenomena of films and examines the uniqueness of films as an art form. Looking at the work of Woody Allen, members of the course will unpack both in
his intentions and issues raised by his films, ranging from the nature of love, intimacy, artistic creativity, psychoanalysis and personal identity to the fear and denial of death, war, revolution, narcissism, intellectualism, communal relations, racism, religion and the existence of God, among others. Counts toward Jewish Studies minor.

**PHY 275**  
**INTRODUCTION TO GALACTIC ASTRONOMY**  
4 S.H.  
Galactic astronomy involves study of the universe beyond the solar system, including stars, clusters, stellar evolution, variable stars, The Milky Way and other galaxies, quasars and cosmological models. Satisfies non-laboratory Elon Core Curriculum requirement.

**POL 274**  
**TERROR FROM WITHIN UNDERSTANDING THE CAUSES AND DYNAMICS OF DOMESTIC TERRORISM**  
4 S.H.  
What happens when extreme threats to the security of a society develop from within? The primary objective of this course is to explore a variety of topics and issues related to domestic terrorism. Through engaged learning and immersive interaction students will equip themselves with a better understanding of the root causes of both “homegrown” and “lone-wolf” terrorism incidents. We will examine the connection between democracy and domestic terrorism and wonder if democratic principles, norms, and institutions make democracies more susceptible to internal or homegrown threats? Students will explore the dynamics of terrorist organizational recruitment and the connection between social media and domestic terrorism. For example, how do terrorist organizations utilize social media, such as Twitter, to further their objectives? The course will be of interest to students from diverse majors and be especially informative for students in political science, international studies, strategic communications, journalism, business, history and geography.

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

**POL 374**  
**INTRODUCTION TO THE STUDY OF LAW**  
2 S.H.  
This course introduces students to the American legal system; the role of the courts in the governmental process; legislative and administrative agencies in the legal system; legal reasoning, writing and research. Students will be introduced to various areas of the law traditionally taught in the first year of law school and current legal issues. A hypothetical case will be used to prepare appellate briefs for presentation before the U.S. Supreme Court.

**POL 376**  
**WASHINGTON CENTER SEMINAR**  
4 S.H.  
Located in Washington, D.C., this course focuses on Congress and the Obama Presidency, and Politics and the Media. Students learn firsthand from speakers, on-site visits and other experiential opportunities in a systematic fashion about how official Washington operates. Course requirements include readings, writing assignments, discussion groups and collaborative work. Extra fee and application to The Washington Center involved. See www.twc.edu/seminars/.

**POL 392**  
**EASTERN EUROPEAN POLITICS AND SOCIETIES IN 19TH AND 20TH CENTURIES**  
4 S.H.  
Since the revolutions of 1989 and the end of the Cold War, Eastern Europe has experienced twenty-five years of fascinating political, economic and social change. But, the legacies of the region’s dramatic and often tragic encounters with war, imperial rule, and ideology in the 19th and 20th centuries still shape how Eastern European Countries respond to the opportunities and challenges that have followed the collapse of Communism. This course explores the conditions and challenges that Eastern Europe faced in the 19th and 20th centuries and examines how the region came under the Soviet sphere of influence, how resistance to Soviet domination was perpetuated, the impacts of the Cold War on the region, and how the newly independent states undertook state re-building in the 1990s after the collapse of the Soviet Empire. This course will be of interest to students from diverse majors such as political science, international studies, journalism, history, business, geography, sociology, and communications.

**PSY 277**  
**PSYCHOLOGY OF HUMANITARIAN AID**  
4 S.H.  
Psychologists who study the workplace are trained to use their expertise in selection, training, leadership and
statistics to improve organizations and their employees. This course will uniquely apply these concepts to nonprofit and humanitarian aid organizations. Designed as a service-learning course, students will learn about psychological principles, as well as performing hands-on work with a local nonprofit to improve a specific aspect of their organization. Prerequisite: PSY 111.

PSY 373 EVOLUTIONARY PSYCHOLOGY 4 S.H.
Evolutionary Psychology uses the biological theory of evolution to attempt to come to a better understanding of human behavior. Through exposure to primary and secondary source material, this course will cover basic principles of evolutionary theory, psychological topics that have been informed by evolutionary theory (e.g., prosocial behavior, aggression, cognition, and interpersonal interaction), and current debates on how and whether evolutionary theory ought to be applied to our understanding of human psychology. Prerequisite: PSY 111.

PSY 374 STEREOTYPING AND PREJUDICE 4 S.H.
Through the lens of gender, racial, and sexual prejudice, this course will examine the basic psychological processes that underlie stereotyping, prejudice and discrimination. Cultural, societal, and media influences will be discussed as well. Prerequisite: PSY 111. Counts toward Criminal Justice Studies minor.

PHS 370 PUBLIC HEALTH NUTRITION POLICY 4 S.H.
This is a seminar addressing current public health nutrition policy challenges and controversies including school lunch standards, sugar sweetened beverages, the Farm Bill, federal food programs, the Affordable Care Act, and policies affecting local food systems such as food policy councils, and farm to school programs.

REL 271 JEWS AND CHRISTIANS IN ANTIQUITY: BORDER LINES AND CROSSINGS 4 S.H.
The seminar will discuss the emergence of Christianity out of its Jewish matrix as well as the coexistence of Jews and Christians in Classical Antiquity and Late Antiquity, well into the early Islamic period (roughly the first millennium CE). We will examine the historical interaction between the two religions and their rhetorical depictions of one another. While the seminar has a strong historical component, its main focus will lie on the question of religious otherness within a confined geographical and intellectual space, and on the ethical issues related to it. Thus, in addition to acquiring knowledge about an important topic in a crucial period of history, students will gain insight into the processes by which religious difference came to be articulated, and religious otherness to be defined. These insights will be brought to bear on present-day discussions of religious pluralism and tolerance.

REL 272 ANIMALS AND RELIGION: DO ALL DOGS GO TO HEAVEN? 4 S.H.
This course examines the formation of definitions of the human in contrast to animals. We will examine the portrayal of human-animal relations, animal religiosity, and human responsibilities towards animals as depicted in a number of religions traditions, from Islam to Buddhism. By reading scriptural, theological, and devotional texts, we will explore how religions define and shape what it means to be human in contrast to animals and discuss the implications for contemporary ethics and practice.

REL 273 JUDAISM AND FOOD: BEYOND KOSHER 4 S.H.
Are we what we eat? This course uses food as a lens to examine Judaism and Jewish identity. We will follow food through Jewish ethnic, cultural, and religious history. We will investigate all aspects of food production – growing, processing, cooking, and eating. In this course, we will study Jewish biblical dietary laws, rabbinic regulations, and modern kosher cookbooks to investigate the formation and flexibility of Jewish foodways.

REL 279 SEXUALITY AND SALVATION IN CHRISTIAN AND MUSLIM WORLDS 4 S.H.
People often imagine an impassable gulf between religious doctrines and secular culture, but there are many religious adherents who see no conflict. This course explores theories of gender, sexuality, and race in contemporary Christianity and Islam. We will focus on the complex questions, resources, and strategies of holding many identities together that often, from the outside, seem conflicting.

SOC 375 GENDER AND CRIME 4 S.H.
This course examines how gender shapes patterns in crime, victimization, and criminal justice, with an emphasis on the U.S. context. The course adopts an intersectional approach that recognizes the importance of sexuality, social class, and race/ethnicity for understanding men’s and women’s experiences with crime and justice. Topics include
sexual violence; street harassment; feminization of poverty and the gender gap; masculinities and crime; and gender, sexuality, and bias crime. The role of gender in criminological theory will be explored in depth.