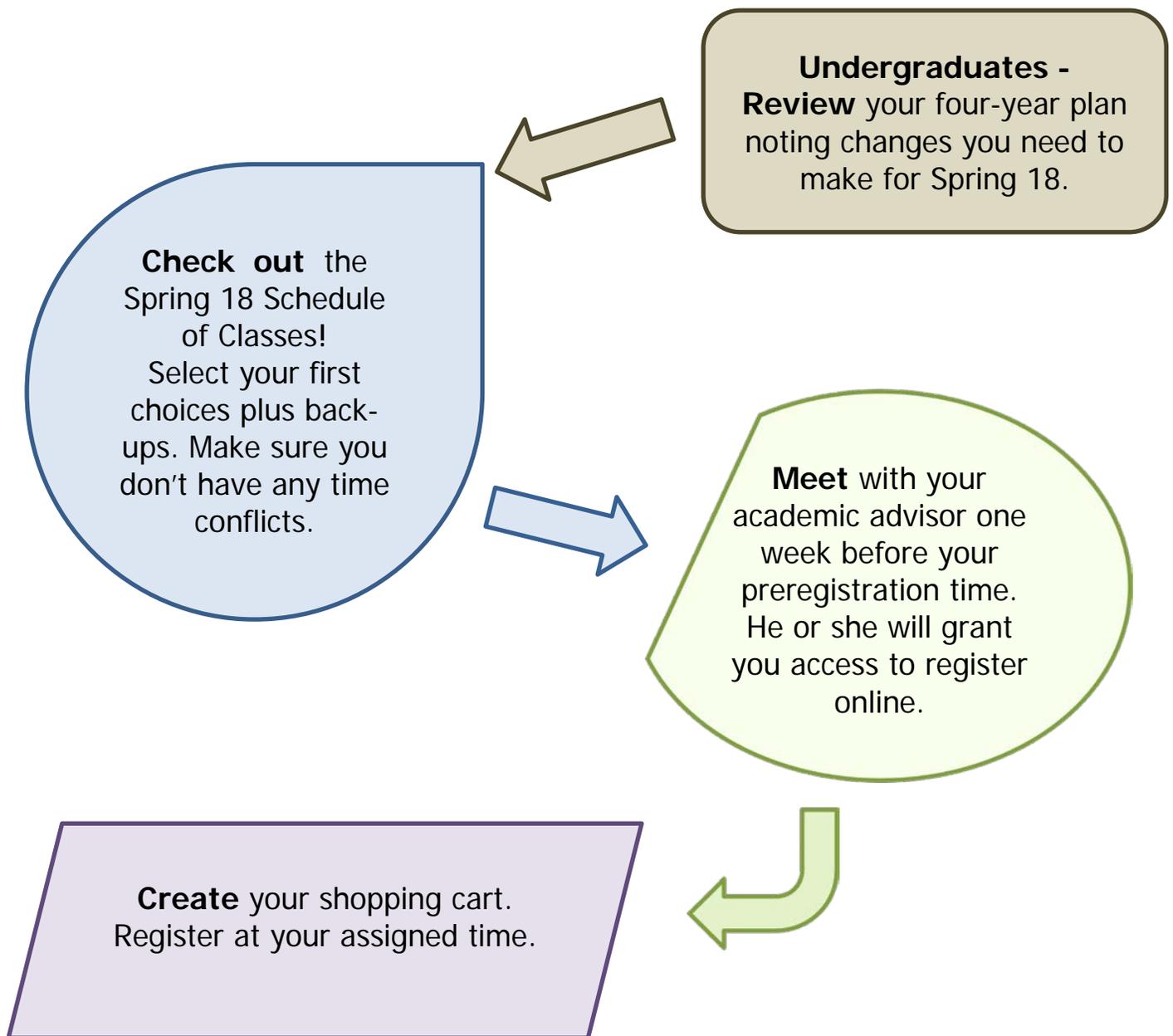


# ELON UNIVERSITY

## SPRING 2018

### SCHEDULE OF CLASSES

Undergraduate, IMedia, MBA, MSCM and M.Ed  
Preregistration begins November 9, 2017



Changes since publication are shaded.

## Important Registration Information

### Prerequisites and Corequisites:

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

### Pass/Fail Courses:

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

### Applied Music Courses:

For all applied lessons, music majors and minors should contact the instructor for the appropriate level and course number. All other students should contact the Chair of the Department of Music for registration information and instructor assignment. ***Special fees for applied music lessons - \$433 per credit hour. Contact the Bursar's Office for information on fees.*** The deadline for all refunds for Private Lessons is the end of the second week of the semester (Friday, 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:

Students not completing the withdrawal process by the deadline published in the Academic Calendar 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

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**Contact Information**

**For questions about your username and password** - contact the technology 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 102, ext. 6677.

The Preregistration guide and additional help are available online at  
<http://wiki.elon.edu/x/I49o>.

**NEW AND TOPICS COURSE DESCRIPTIONS – SPRING 2018**

**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.

**BIO 373 CELLULAR NEUROPHYSIOLOGY**

**4 S.H.**

This course is designed to provide a detailed working knowledge of how neurons work at the cellular level. We will consider neurons as electrochemically based information-processing cells, in isolation and as part of small simple neural circuits. The general principles of cellular neurophysiology common to all neurons will be addressed, with an emphasis put on non-human examples taken from all branches of animal (and even plant) life. Time permitting; we will delve into the neural systems underlying several model sensory systems of animals. This course will not touch on issues such as human cognition, sensation, emotional regulation, or the large-scale organization or physiology of brains (human or otherwise). A basic knowledge of cell biology (at the level of BIO 111 or BIO 264) is required, including the following topics: subcellular organelles, membrane structure and the fluid mosaic model, the central dogma, and protein structure. Prerequisite: BIO 111 or BIO 264 or permission of instructor.

**CHN 373 ADVANCED CHINESE II**

**4 S.H.**

This course is a continuation of CHN 321. It introduces topics in the Chinese history, society and culture. Supplementary materials, including articles and movies, help students gain a deeper understanding of the issue under discussion and develop their critical thinking skills. Students develop their ability to describe and analyze an issue with the introduced vocabulary and structures. A large amount of preparation is expected. Prerequisite: CHN 373/321 or placement at this level. Offered spring.

**CLA 170 WHAT IS BEAUTY?**

**1 S.H.**

This new course challenges students and faculty to meet at the intersection of past and present, and to bring their own disciplinary knowledge to bear on the evidence from different cultures and historical periods. We will examine a wide range of media from primary sources and scholarship in several fields to works of visual art, architecture, music, theatre, and dance. Creatively bringing together classics, neuroscience, and other fields, this course offers a space for students and faculty to think and learn about the past, particularly for the ways in which it is intimately connected to the present and to questions of timeless, ubiquitous relevance.

**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.

**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.*

**COM 378 BUSINESS NEWS REPORTING**

**4 S.H.**

The news media need to report and write stories about business and the economy in compelling and understandable ways. This course identifies the need for business coverage and provides opportunities for students to pursue important stories in the community and region, with their work published in partnership with the Burlington Times-News. Students will learn how to access the two main sources of information -- documents and people -- and discuss when and how to use data to build or enhance a story. Prerequisite: COM 110.

**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, F TRANSITION STRATEGIES: PERSONAL FINANCE 101**

**1 S.H.**

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

**COE 310 G 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.)

**COE 310 I TRANSITION STRATEGIES: PREPARING FOR SPORT MANAGEMENT INTERNSHIPS & CAREERS**

**1 S.H.**

This course helps Sport & Event Management majors prepare for the SEM 461 internship, as well as co-ops, summer jobs and permanent employment. Students will develop strategies to achieve career goals, investigate critical issues in the workplace, develop a resume and cover letter, learn how to network and interview effectively. This course is recommended for Sport & Event Management sophomores, juniors and seniors.

**COE 310 J 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.**

#### **COR 300 RACE, MEMORY AND THE "LOST CAUSE"**

**4 S.H.**

If the South lost the Civil War, why are there hundreds of Confederate monuments still standing over city squares, college campuses, and public parks? What can controversies over Confederate symbols tell us about how memory shapes American culture? This course seeks to understand the recent violence in Charlottesville as part of an ongoing conflict over the meaning of the Civil War. By examining a wide range of cultural artifacts, from literature and film to textbooks, political speeches, and architecture, we will trace how the Confederacy's loss was transformed into a romanticized myth of the "Lost Cause." Cultural myths are formed just as much by what is forgotten as what is remembered, and this course will explore how the Lost Cause's attempt to downplay slavery has not only influenced historical understandings of the Civil War, but has directly underpinned white supremacist ideology. ***This course is writing intensive. Open to students in the third or fourth year of study.***

#### **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.*

#### **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.

#### **DAN 320 A 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. Cross-listed with MTE 320 F.

#### **EDU 370 METHODS AND MATERIALS FOR TEACHING LANGUAGE LEARNERS**

**4 S.H.**

This course focuses on instructional approaches, methods and pedagogical strategies for working with multilingual learners in school settings. Participants will evaluate and design curriculum, consider criterion for selecting resources, and implement pedagogical strategies for use with multilingual learners. Includes a field experience.

#### **EDU 371 TEACHING AND LEARNING TECHNOLOGIES**

**2 S.H.**

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

#### **EGR 172 INTRODUCTION TO MATLAB**

**2 S.H.**

An introduction to MATLAB and its utility, with a focus on engineering applications. Topics will include basic programming concepts, scripts, variables, 1- and 2-D arrays, data plotting and visualization, and basic numerical methods such as solving systems of equations. Corequisite: MTH 151.

#### **EGR 174 UNDERSTANDING GREAT STRUCTURES**

**4 S.H.**

We can mark civilization's evolution by observing the structures it creates, uses, and which it surrounds itself with: structures such as towers, domes, dams, bridges (old and excitingly new) and much more. This course will introduce students to the fundamental concepts used by engineers to create these structures. Simple principles will help explain "why do they not fall down." New materials and analytic techniques have enabled these creations to cross from purely functional to also now to be considered works of art. The studied structures themselves and the analytical logic used in their creation will expand our observational skills and introduce wonder. Understanding the design techniques, challenge, effort and accomplishment associated with these creations will be both stimulating and enriching.

#### **EGR 271 ENGINEERING DESIGN FOR SERVICE**

**4 S.H.**

Engineering professionals are committed to serving others and considering the well-being of those whom they serve. Students will work in small teams to apply the engineering design process and to design devices or systems to aid a client in the local community. The clients will be identified

through community partnerships with local non-profit organizations. The team project work is enhanced with lectures, readings and/or class discussions on formal engineering design techniques, human-centered design, teamwork, community engagement, ethical and social responsibility, and oral and written communication. Selected projects may be continued as undergraduate research. This course may count towards the fulfillment of the Experiential Learning Requirement. Prerequisite: EGR 103.

#### **EGR 371 BIOINSTRUMENTATION IMAGING**

**4 S.H.**

This course focuses on the physical principles underlying diagnostic medical systems. Concepts covered include the origin of biopotentials, circuit analysis, data acquisition, signal processing, and graphical user interfaces. These concepts will be incorporated into the study of electrode and amplifier design, electrocardiography, electromyography, electroencephalography, electroporation, functional electrical stimulation, blood flow measurements, and ultrasound imaging.

#### **ENG 255 A COUNTRY MUSIC CULTURES**

**4 S.H.**

Country music is often dismissed as uncultured trash: "music for people who have more children than teeth." Listen more closely, however, and the genre is 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, interpreting it as a uniquely American form of literature. We'll explore distinguishing features of the genre – among them, narrative structures, authenticity, nostalgia, regionalism, conservatism and whiteness – and explore their function in culture, art and politics. The course should prove useful to students interested in learning more about literary analysis, popular culture, or music criticism.

#### **ENG 255 B WAR AND WRITING**

**4 S.H.**

How do people write about war? This course tries to find the answer by examining short stories, plays, poems and novels, from past and present. From so-called "gritty realism," to epic, romance and chivalry, to gothic horror, to terrible comedy: there's a lot to look at. Tim O'Brien's *The Things They Carried*, Joseph Heller's *Catch-22*, and Emily Mann's *Testimonies* will be on our list.

#### **ENG 255 C DIFFICULT BOOKS**

**4 S.H.**

Desperate times call for difficult measures: We need to be reading difficult books, and this course will have us do just that. There's a keen pleasure in having to work for something, in a book that calls on its reader to do the complicated work required to appreciate a genuinely complicated set of characters. Sure, friends and fans of easy, we could let the hero get the girl (or guy) every time, but don't things get more interesting if we ask of our literature something a bit more convoluted than that? And here's the rub: True literature has always asked of us something convoluted, something tangled, something messy, something, well, difficult: It wants us to inhabit the lives of people who are themselves difficult, and whose motivations and actions may be (should be?) contradictory or unsettling. Difficult books, finally, address difficult questions. Whatever it is that other sorts of books do doesn't much matter, does it?

#### **ENG 255 D HAUNTING AMERICA: MEMORY, HISTORY, AND THE UNDEAD PAST IN AMERICAN FICTION**

**4 S.H.**

William Faulkner wrote in *Requiem for a Nun* that "The past is never dead. It is not even past." Haunted fiction asks us to respond to ethical, political, and cultural issues, and reminds us that we continue to live with the undead past. This course engages with the ways American writers - including Nathaniel Hawthorne, Toni Morrison, Sherman Alexie, and Tim O'Brien - have imagined the past's persistence in the present through motifs of haunting. We'll consider questions like: What kinds of traumatic events resurface as ghostly presences, and why? How does it feel to be haunted? How do ghosts pull the present out of joint? In particular, we will focus on how hauntings are used to represent painful, difficult, and often traumatic legacies of American history.

#### **ENG 355 NOVELS: BRITISH WOMEN WRITERS**

**4 S.H.**

What factors contributed to the rise of the novel in eighteenth-century Britain, and what role did women writers play in the development of the novel as a form? What lasting contributions have they made to the genre as a whole? These questions will animate our explorations in this course, which will focus on British women novelists writing from the eighteenth century to the present day. From Eliza Haywood's *Love in Excess* to Jeannette Winterson's *Written on the Body*, we will study the contributions of British women writers to the creation of the novel form. We will trace the development of the genre through its various incarnations: from its epistolary roots in the eighteenth century (when novels were written in the form of letters); to its Victorian sub-genres (when intricate plotting resulted in "loose baggy monsters" otherwise known as triple-deckers); to its postmodern permutations (when the conventions of narrative, form, and style have become open to experimentation and change).

#### **ENG 365 QUEER FEELINGS**

**4 s.h.**

LGBTQ identity has long been understood through feelings: every queer lifespan moves from feelings of shame to feelings of pride. That same shift from "bad feelings" to "good feelings" characterizes queer history, politics and literature. This course pays attention to how emotions – such as shame, sadness, anger, loneliness, pride, joy and love – construct queer identity. Through the course, students will gain an enhanced understanding of LGBTQ people; a complex vocabulary for discussing culture, including literature, pop music, cinema, television and video games; and an understanding of how feelings have changed over time (e.g., how does seventeenth-century "melancholia" differ from modern-day "depression"? Why are emotions like "anxiety" or "boredom" associated with the present day?).

#### **ENS 170 ENVIRONMENTAL ISSUES OF OCEANIC OCEANS**

**4 S.H.**

Almost three-quarters of the Earth's surface is covered by water and as the planet's climate has changed so has the ocean. These oceanic changes are occurring at an unprecedented rate when compared to the previous billion years. As scientists are documenting the many changes occurring in the oceanic environment many coastal residents are having to deal with impacts of these changes. This course will investigate the causes of oceanic change and look at the present and potential impacts on the coastal environment. For example, we will try to answer the question, "How will a warmer, more acidic ocean impact marine life, coastline configuration and human activities?"

#### **FRE 370 CULTURAL SHIFTS IN FRANCE THROUGH MUSIC**

**4 S.H.**

In this course, students will explore a specific topic related to France and the Francophone World via musical, literary, historical, cultural and socio-political texts as well as film and media clips. Their study will culminate in the group composition and public performance of original music with lyrics in French. Students will hone skills in language, textual analysis, and cultural commentary. Enrolled students are expected to take an active role in the final production, either as musicians, composers, technical support, or by taking on other necessary duties. No prior musical or production experience is required. Prerequisite: FRE 222.

#### **GEO 373 GLOBAL MIGRATION**

**4 S.H.**

Human migration is one of the defining issues of the 21st century. More people are on the move now than ever before. This includes unprecedented numbers of transnational migrants and refugees seeking economic and physical security. In addition, there are untold numbers of rural to urban migrants seeking opportunities in cities and internally displaced people fleeing conflicts and climate-related disasters. This course seeks to situate contemporary global migration within a historical and geographic context. To do so, this course analyzes the driving factors behind historic patterns and contemporary trends in global migration. Taking a human geographic perspective, this course seeks an examination of migration at multiple scales, from the aggregate demographic level to the individual human experience. The overall aim of this course is to equip students with the contextual knowledge and the analytical skills to engage the topic of migration from a variety of angles. Topics covered in the course may include forced migration, refugees and asylum seekers, humanitarian aid, border controls and security, economic migration, human trafficking, as well as debates around citizenship and multiculturalism. In exploring these topics, special attention is paid to the importance of "race," ethnicity, and gender to experiences of and debates about migration.

**GER 170 BEGINNING BUSINESS GERMAN**

**4 S.H.**

This course teaches basic professional usage of German, providing a foundation for students preparing for internships, business trips, or entry-level positions with German companies in the USA or Europe. While teaching the fundamentals of introductory German, the course also focuses on spoken and written professional communication. Like all German courses at Elon, this course develops students' abilities in reading, writing, listening, speaking, cultural competence, and critical thinking via authentic texts, videos, and group work. Does not satisfy World Language Proficiency requirement.

**HEB 271 ADVANCED HEBREW**

**4 S.H.**

This class is for students that have completed the 121-122 level and are looking to continue the study of Hebrew. Students will come together as a class for conversation and discussions pertaining to Israeli culture and societal issues in conjunction with the advancement of Hebrew skills.

**HEB 371 ADVANCED HEBREW**

**4 S.H.**

This class is for students that have completed the 121-122 level and are looking to continue the study of Hebrew. Students will come together as a class for conversation and discussions pertaining to Israeli culture and societal issues in conjunction with the advancement of Hebrew skills.

**HST 131 SIX EVENTS THAT UNEXPECTEDLY TRANSFORMED AMERICA**

**4 S.H.**

How do events shape and reshape American history in ways that go far beyond their immediate impact? The Battle of the Little Bighorn, for example, was about much more than Custer or the Indian Wars, and it continues, quite literally, to be refought; Elvis Presley's music was big, but his long-term impact on race relations was equally stunning. This course will consider how half a dozen historically events from the 19th and 20th centuries – some of which are now barely remembered -- (and including several to be chosen by the class) triggered pivotal shifts in America's history in ways that continue to shape the nation.

**HST 135 BLACK BRITISH HISTORY**

**4 S.H.**

This course explores the lived experiences of black British citizens during the century since World War I, as well as their cultural, social and political impact on larger British society. In response to claims that "there ain't no black in the Union Jack", black Britons looked to challenge anti-black racism, confront racist customs and institutions, and celebrate their heritage. In the process, they helped to shape modern British social and cultural history.

**HST 374 GERMANY AFTER 1945**

**4 S.H.**

Germany's post-1945 history has been a history of dramatic change from post-war reconstruction to the transitions following the fall of the Berlin wall. This course explores the history of the two republics that emerged from the defeated Nazi Reich, the Federal Republic of Germany and the German Democratic Republic, and the challenges faced by the two countries, comparing their responses directly whenever possible. Topics include the questions of rebuilding, re-education, and restitution; the efforts of denazification and democratization; the development of diverging societies and independent policies during the Cold War; Jewish life in postwar Germany; migration, immigration, and guest worker programs; popular culture and "Americanization"; as well as the virtual explosion of memory since 1978, the unification in 1989/90, and the emergence of a new and independent national identity to the present.

**HST 375 NATIVE AMERICAN RELIGION**

**4 S.H.**

This course explores a wide variety of historic and contemporary religious systems in Native American communities. Emphasis is placed on understanding how those communities construct and use these belief systems to bring meaning to their worlds.

**HST 379 INDIGENOUS RESISTANCE IN THE ANDES**

**4 S.H.**

This course will examine the culture and history of the Andes from the pre-colonial era through modern day Bolivia and Peru. Emphasis will be placed on the lives and experiences of the indigenous populations with a focus on their strength, resistance, and resilience. Evaluating, analyzing, and understanding indigenous reactions and responses to the impositions of the colonial and imperial rule of the Spanish to the more current policies of the mestizo elite, serve as the basis of this course.

**HST 461 SENIOR SEMINAR: COMPARATIVE IMPERIALISM**

**4 S.H.**

This seminar will introduce students to the main problems, issues, trends, etc. that historically shaped nineteenth- and twentieth-century imperialism as well as engage the major debates on the topic that have developed among scholars from different academic fields. This course examines the changing interconnection between imperialism, industrialization, and capitalism from the eighteenth- to the twenty-first-century. The course stresses how imperialism began a process of rapidly changing social, cultural, economic, political, and environmental structures over time – not only in the colonial world but in the nations of the colonizers as well. In this regard, the course asks students to think about the diverse ways that colonized peoples and the colonizers influenced and shaped one another's worlds, both in the past and today. By emphasizing how imperialism spurred a series of global processes that shape and continue to shape the world today, the course encourages students to analyze their own lives as the product of ongoing and dynamic processes of social, cultural, political, and economic change.

**HNR 131 POLITICS OF ERASING HISTORY: HOW POWER AND INFORMATION SHAPE OUR VIEW OF THE WORLD**

**4 S.H.**

Political actors through the ages have attempted to erase people, groups, and events for political purposes. Whether we look back to damnatio memoriae in Rome when the senate erased the name of a targeted person from records and ordered their face chiseled from sculpture, or we study Soviet erasure of specific people from photographs, or we look to how politicians attempt to erase events from textbooks or records, our

work in this course will help us identify how, when, and why political actors use erasure. In addition, we will focus attention on what role technology plays in these processes, taking us from the chiseling of stone to the 1's and 0's of the internet. Finally, embedded in the course will be the voices of those who attempt to resist erasure. This class will ask you to think about how power, communication, and memory are intertwined, and what that means for your understanding of politics and history. SOCIETY

### **HNR 133 VISION AND DIFFERENCE: ART, HISTORY, AND IDENTITY**

**4 S.H.**

How can studying the ways that visual objects construct, perform, and deconstruct identity help us think differently about our own contexts and identities? Or the way people have framed and defined those objects, their makers, and their periods? What relationships do seeing and being seen have to our identities, our histories, and the way we understand and learn? This course will explore the intersections of art objects and makers, their historical contexts, and categories of personal and group identity, particularly gender, sexuality, and race. Artists and the art historians who write about them both work within and also challenge, through subtle subversions or direct attacks, the normative identity constructs of their historical contexts. We will look at several case studies across a variety of contexts and analyze the strategies taken by these artists and historians. Much is being made of our own current context as one of heightened individual visibility in a landscape itself increasingly visually oriented; what is at stake in this supposed change, and how can art history's focus on these very issues be deployed to understand it? CIVILIZATION

### **HNR 230 GROWING UP OUTSIDE: CHILDREN AND THE NATURAL WORLD**

**4 S.H.**

This course will explore how the psychosocial, cognitive, and motor development of children is influenced by varying interactions with the natural world. Students will critically analyze ecological and sociocultural theoretical frameworks to facilitate their understanding of how children's interactions in complex environmental ecologies can influence development and learning. We will use evidence from recent theory and research to evaluate claims about why spending time in nature matters for child development across multiple domains and holistic well-being. In addition, we will consider how diversity and barriers to access (e.g., disability or economic resources) can impact childhood experiences. Specific topics include: forest schools; gender and play in outdoor environments; risky play; children's environmental stewardship; children's acceptance and inclusion of differences. SOCIETY OR NON-LAB SCIENCE

### **HNR 231 AUTHENTICITY: TRUE SELF**

**4 S.H.**

For centuries, philosophers have debated the existence of a 'true' self- a self that transcends context and circumstances. The main question that will be addressed in this course is: Is there a true self? The question of a true self has been considered in varying ways over time and place. In the last century, Western society has been marked by a more conscious self-awareness. However, the concept of the self has changed over time and self-awareness may be considered as a distinctly modern topic. Sub-questions that will be explored in conjunction with this larger question include (1) How has thinking about the self changed over time? (2) How does religious thought shape and intersect with thinking about the self? (3) How has technology (over time from the printing press to transportation to the computer) shaped self-presentation and notions of a true self?, and (4) Is there an ethical imperative to present a true self, and what is at stake in presenting a fraudulent self to the world or in presenting a genuine self to the world? SOCIETY

### **HNR 232 PROFILING POLITICAL LEADERS**

**4 S.H.**

This course builds upon leadership studies in political science and psychology, exploring the psychological dimensions of political leaders' decision-making in milestone events in the Middle East. First, it surveys historical and contemporary approaches to studying political leaders, and places an emphasis on the relationship between leaders' personalities, leadership styles, beliefs, psychological disorders on the one hand and decision making (in particular, in foreign policy) on the other. Students will analyze case studies of political leaders from around the region, including Egyptian and Iranian presidents, Israeli and Turkish prime ministers. SOCIETY

### **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 372 ADVANCED LATIN II**

**4 S.H.**

Students in this course read the works of ancient authors as well as sharpen their critical and analytical skills through their study of related scholarship. Featuring rotating content, the course offers students the opportunity to work in depth in prose or poetry, e.g. in history or in epic, and to develop their own individual research projects about the ancient Mediterranean world. *Prerequisite: Latin 221 or 222, placement at this level, or permission of the instructor.*

### **LED 372 LEADERSHIP IN 'MAJOR' CONTEXTS**

**1 S.H.**

Leadership, briefly defined as guiding and working with others to accomplish an organizational objective, is a complex and multifaceted phenomenon with potential applications in every aspect of life. As students prepare to be engaged Global Citizens, it is important that they understand not only what leadership is but also how they begin to view themselves as leaders and recognize ways in which they can serve as such. Designed to satisfy the 300/400-level elective requirement for the Leadership Studies minor, this course requires that a student brings leadership directly into their major or minor field of study. While foundational courses in the minor explore the general theories of leadership and its related topics, this course will require students to apply these learnings to their specific academic fields of interest in a real-time basis. The course will be a seminar format where students will use a course that they are currently taking in their major or other minor as a focal point for applying leadership topics such as leader effectiveness, innovation, and organizational culture and change in the context of their academic fields of study. Simultaneous enrollment in any such 300 or 400 level major or minor course is permitted, and when taken in conjunction with this course will count as 5 elective credit hours at the 300 or 400 level towards the Leadership Studies minor. Prerequisites: Leadership minor plus one course from PSY 368 or MGT 412. Corequisite: Enrollment in a four (4) semester hour class at the 300 or 400 level in the student's major, minor or career-related program of study.

#### **MKT 473 A TOPICS IN CONTEMPORARY B2C MARKETING**

**4 S.H.**

Marketing to consumers today is more than just retail. Marketing across channels is necessary for successful consumer companies to compete today. This course will engage students in substantive questions and issues extant in today's consumer marketing, addressing consumer orientation, aspects of the marketing mix, consumer behavior, marketing research, competitive marketing strategy, and international consumer markets. Counts as a Marketing Major elective in the Marketing Major and Professional Sales Minor. Prerequisite: MKT 311.

#### **MKT 473 B SERVICES MARKETING**

**4 S.H.**

The service industry in the United States accounts for more than 80% of the GDP and has been the primary driver of job and GDP growth. This course examines the nature and features that distinguish marketing of services from the marketing of physical goods. Emphasis is placed on a highly applied approach to adapting the marketing mix to retain customers and build loyalty. Models of services marketing, including the service profit chain and the service quality gap model, are introduced. Counts as a Marketing Major elective in the Marketing Major and Professional Sales Minor. Prerequisite: MKT 311.

#### **MTH 171**

#### **MTH 371 MATHEMATICS OF DISEASE**

**4 S.H.**

This course will introduce students to mathematical and statistical techniques related to diseases. Modeling and predictions of how diseases spread will be discussed, as well as how mathematics and statistics can be used to fight epidemics and influence public health decisions. Topics may include epidemiology, biostatistics, public health, and population modeling. Students will be expected to use mathematical and statistical technology, but prior knowledge of software is not required. Prerequisite: MTH 151 or STS 212. Cross-listed with STS 371 A.

#### **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.

#### **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 ADVANCED BALLET****1 S.H.****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. Cross-listed with DAN 320 B.

**MTE 320 G, H THE MUSICAL THEATRE AUDITION****1 S.H.**

This course is an engaged, practice-based class that concentrates on musical theatre performance and auditioning. The primary focus will be the preparation and execution of audition material appropriate for the professional musical theatre arena. All aspects of the audition will be touched upon, including singing, acting and dance audition techniques. Students are expected to have previously assembled vocal audition materials to be utilized throughout the course. For acting and dance majors, it is suggested that you have taken Singing for the Actor and/or Singing for the Dancer.

**MTE 371 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.

**PHL 374 MILLENNIAL IMAGINATIONS****4 S.H.**

This course is a look at *creative futures* – an exploration of what might actually be possible for our society and world, right now, without anything fancy technologically but with a lot more imagination. First we spend some time awakening our own social creativity. We then survey some “out of the box” possibilities across a wide range of areas, such as alternative schools (and alternatives to school); different ways to organize (or dis-organize) work; alternative architectures and arts; new kinds of global political order; more celebratory ways to relate to nature; and the question of space exploration. There will be a lot of reading, but then again, how can you resist titles like *Massive Change* (Bruce Mau) or *Beyond Civilization* (Daniel Quinn) or *How to Re-Imagine the World?*

**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 174 PLANETARY SCIENCE****4 S.H.**

Astronomy is the observation of the objects seen in the night sky; geology is the study of the Earth we live on. Planetary science is the intersection of those two fields. It involves comparing and contrasting surface features of the Earth (for example, its volcanoes, tectonic plates, and impact craters) with those seen on other planets. It also includes studies of the planets' atmospheres and magnetospheres. This class focuses on our understanding of the Earth as a planet and our exploration of the solar system. Special emphasis is placed on our search for life on other worlds. This class fulfills the Elon Core Curriculum laboratory science requirement.

**PHY 271 FIRST YEAR SEMINAR: ROCKET SCIENCE****2 S.H.**

Students will build and launch a variety of model rockets while developing physical models to predict their behavior. Emphasis will be on applied physics for a real-world application, including developing skills in experimental design, skills in coding and simulation, and understanding, assessing and addressing real-world experimental variation.

**PST 372 HEALTH POLICY****4 S.H.**

This course provides students with an overview of the U.S. health care system. The first part of the course will examine the U.S. policy making and legal system. There will be a focus on various health policy components, including health care financing, access, and quality. Students will gain an understanding of the role of health insurance, including private insurers and federal/state financing programs (Medicare/Medicaid). Special attention will be given to current issues in health policy, in particular the status of health reform and the Affordable Care Act. Finally, public health policy and social determinants of health will be considered.

**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.

**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 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.

**PSY 354 NEUROSCIENCE OF AGING****4 S.H.**

This course is focused on age-related changes in the structure and function of the brain, as well as cognitive differences between younger and older adults. Both healthy and pathological aging will be examined. The course will be based on research from various methodologies and approaches used in the study of the aging brain, such as cellular neuroscience, neuroimaging, neuropsychological testing, computational modeling, and epidemiological studies. Topics such as adult neurogenesis, cognitive reserve, age-associated memory impairment, and dementia will be covered. Pre-requisite: PSY 243 or BIO 264

**REL 272 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 372 BIBLICAL SEX AND VIOLENCE****4 S.H.**

In the dark underside of the Bible hide numerous instances of gender-based violence. Once recognized, how do we interpret such texts? Should we simply forget their existence? In this course, we confront these texts through a critical inquiry of the intersection of gender, sexuality, and violence in the bible. We will develop a vocabulary with which to study these stories and consider their meaning in both their original context and today. Moving beyond the bible, we will consider how these stories can inform how we understand instances of gendered violence today, which will, in turn, influence our reading of the biblical text. Through this constant interplay, we can cultivate a deeper understanding of gendered violence, past and present.

**REL 378 RELIGION AND STORYTELLING****4 S.H.**

We love spinning tales, whether they be epic narratives about heroic quests, or a simple account of our daily experiences. And while our stories come from all aspects of life a number of our best known, most often retold stories are found within the context of religion. This class explores the intersection of storytelling and religion by looking at stories various religions tell and considering examples of religious stories that have been retold in nonreligious contexts. Why do religions tell stories? How does the act of storytelling shape religion? Why do religious stories get translated into popular, nonreligious, narratives? This class will cover material from a variety of religions, such as Judaism, Christianity, Islam, Buddhism, and Zoroastrianism and our sources will include popular literature, science fiction stories, graphic novels, television, music.

**REL 473 COMPARTIVE MYSTICISM****4 S.H.**

This course explores the remarkable phenomenon of mysticism: the direct experience of the sacred, however it may be defined. It will present major theoretical approaches to the study of mysticism before discussing the textual accounts and visual expressions of mystics throughout the world and throughout history. Primary emphasis will be given to Hindu-Buddhist and Christian sources, though other varieties of mystical experience will also be considered.

**SOC 371 BECOMING A GLOBAL CITIZEN****4 S.H.**

In this course we will survey a wide range of global social problems including the current Ebola outbreak, the threat of ISIS, child immigrants from Central America, sex trafficking in Nepal, Thailand and elsewhere, and issues related to global climate change, and other issues and news current during the time frame of our session. Using these crises as a backdrop we will examine and critique the global humanitarian responses to these events/phenomena including both emergency aid and development efforts. Students will read about and research these topics and will be responsible for presenting to the class on an issue of their choice. Students will be challenged to work together on a class project to actively address one or more issues. Work in the course will be geared toward deepening each student's understanding of what it means to be a globally aware and ethically responsible citizen.

**SPN 371 SPAIN IS DIFFERENT****4 S.H.**

Even though we talk about one Spain, the truth is that this country offers great variety; from its landscape to the vast number of languages spoken there. In this course we will study what makes Spain different and how its image has been changing in recent decades due to immigration and economic challenges that have been causing discontent and protests across this nation. We will use news articles, songs, films, documentaries, literary works, as well as TV and radio programs to explore the passionate contradictions that this popular country raises. Prerequisite: Two Spanish courses between 300-349.

**SPN 359 COLONIAL ENCOUNTERS****4 S.H.**

This course is designed to strengthen reading and discussion skills in Spanish, and to equip students to analyze texts using appropriate terminology and concepts and relevant contextual information. It also aims to familiarize the student with texts produced in America before and after the arrival of the Spaniards. The materials included vary from oral and written narrations to videos, movies and texts. Cross-listed with SPN 471 A.

**SPN 471 COLONIAL ENCOUNTERS**

Cross-listed with SPN 359 A. See SPN 359 A for course description.

**SPT 370 SPORT ANALYTICS AND TECHNOLOGY****4 S.H.**

This course focuses on the role that technology, data and analytics plays in the sport industry. While it will cover the historical impact of these forces, the bulk of the work will be on understanding the growth of analytics in the last 20 years and the increasingly influential effect that technology, "Moneyball", and the digital age will have on the future of sport. That study will include player performance and scouting, league and team operations (including marketing and ticketing), the evolving sport media landscape, and the changes in sport consumption.

**STS 371 MATHEMATICS OF DISEASE****4 S.H.**

Cross-listed with MTH 371 A. See MTH 371 for description.

**THE 320 SPECIAL TOPICS****2 S.H.****THE 440 A COSTUME DESIGN FOR DANCE****4 S.H.****WLC 371 PREPARING FOR SEMESTER ABROAD****1 S.H.**

With the guidance of a member of the Department of World Languages and Cultures, in this course, majors and minors in the department will prepare for their semester abroad by: a) establishing their personal academic, cultural awareness and personal growth goals for their semester abroad; b) considering the implications of longer-term options for study/residence abroad during or beyond college; c) analyzing representations of the target cultures that appear in various texts – written and visual; d) identifying potential cultural differences that they will encounter in verbal and nonverbal communication; e) analyzing examples of cultural conventions within a variety of contexts; and f) preparing academically, linguistically and personally for the semester abroad. This class meets once a week during the second half of the semester. Taught in English. Prerequisite: Acceptance into an Elon semester study abroad program for the following semester.

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

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

**WLC 373 PROCESSING YOUR SEMESTER ABROAD****2 S.H.**

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

**GRADUATE COURSE DESCRIPTIONS****ACC 472 FOUNDATIONS IN FINANCIAL ACCOUNTING****4 S.H.**

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

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

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