ELON UNIVERSITY
SPRING 2019
SCHEDULE OF CLASSES
Undergraduate, IMedia, MBA, MSCM and M.Ed
Preregistration begins November 8, 2018

**Undergraduates** - Review your four-year plan noting changes you need to make for Spring 2019.

**Check out** the Spring 2019 Schedule of Classes! Select your first choices plus back-ups. Make sure you don’t have any time conflicts.

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

**Create** your shopping cart. Register at your assigned time.
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 - 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 15, 2019).

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

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 2019

ACT 320 A  CHEKHOV  4 S.H.
ACT 320 B  REACHING OUT: TAKING MUSIC, DANCE AND THEATRE TO A TITLE ONE SCHOOL IN OUR COMMUNITY  4 S.H.
A Title One School provides financial assistance to local educational agencies (LEAs) and schools with high numbers or high percentages of children from low-income families to help ensure that all children meet challenging state academic standards. This course will take Elon Performing Arts students to a Title One School in Burlington to work with their children (most from families living beneath the poverty level) showing them the possibilities that the performing arts can create in their lives. For part of the semester students will work with their professor at CFA learning about, discussing, and creating an outreach experience in the arts. Initially, a brief lecture/demonstration to take to the students will be created to introduce them to us. For the rest of the semester Elon students will workshop at the school with a group of 4th and 5th graders who will study about dance, singing, acting, and tech theatre with their Elon tutors. Their studies will culminate in a presentation for an assembly of Newlin’s students, faculty, and parents. The goal is to have Elon PA majors perform with the Newlin students to show how these skills can be developed over time. Some reading/research will be required early in the semester and writing will include the creation and
structured work, a final presentation, and personal reflections of the process and the outcome. Students from each discipline are welcome to register. All that is needed are some foundational skills you can share and an interest in working with children. Please email lsabo@elon.edu if you would like to register or have more questions about this course. For Music Theatre, Acting, and Dance majors, first-year through seniors, by permission of instructor in order to evenly distribute student disciplines. Cross-listed with DAN 320 E and MTE 320 H.

AMS 170 CRITICAL WHITENESS STUDY 4 S.H.
In this class, we will use the tools of Critical White Studies, an increasingly important field, to come to understand what it means to be white in America today. We will look at the history of whiteness, white privilege and white supremacy and how that history has shaped our contemporary world. We will ask about white ways of knowing and ignorance, white habits and power, and the relationship between whiteness and racism.

ANT 385 CULTURE AND BUSINESS 4 S.H.
The course is an in-depth, hands on exploration of the interplay between elements of culture, social institutions and business settings. The professor will guide students through an understanding of the concepts of culture and social institutions. Students will be required to investigate, through research as well as through reflection, how the culture and social institutions of a particular country or world region of their choosing is essential to various aspects of business such as product development, marketing, and preparation for an international business trip and/or meeting. Cross-listed with SOC 385 A.

ANT 387 LANGUAGE AND CULTURE 4 S.H.
Language is a powerful tool. We constantly manipulate language to express who we are and who we want other people to think we are, to express what we believe and to get what we want. Yet we often take language for granted and ignore how language not only reflects social identities and relationships but also produces them. In this course we will examine how language is used in daily life in our own lives and the lives of people around the world. We will ask questions such as: How do differences in language affect how we think and act? How does language provide a way to unite through the construction of social identities but also divide by institutionalizing inequality and discrimination? How is effective communication complicated by variations in region, age, gender, race, ethnicity and socioeconomic status? To do so, we will question long-held assumptions about slang, dialect, gestures, code-switching, "mansplaining," silence, naming practices, African American Vernacular English, "Spanglish," and political correctness. Students will have the opportunity to conduct a series of small, field-based studies to better understand the role of language in human life, examine their own linguistic beliefs and attitudes, and appreciate linguistic and cultural diversity locally and globally.

ARH 370 CULTURE COLONIAL LATIN AMERICA 4 S.H.
ARH 375 L.A.'S URBAN MOSAIC: ARCHITECTURE, PUBLIC ART, AND THE BUILT ENVIRONMENT 4 S.H.
With its eclectic, original, and diverse architecture and public art, the experimental development and evolution of Los Angeles has informed, inspired, and challenged artists and other creative people for the last century. Through a series of selected readings and discussions, visual presentations, and guided site visits, the course will seek to find the duende (spirit) of the City of Angels by offering a critical analysis of chosen architectural interventions and a circumstantial understanding of iconic public art works— all within a social, political and historical backdrop.
The course will also present an overview of the patchwork of diverse neighborhoods that frame the L.A. experience— an important component in understanding the conflict and resolution that is both spirit and foible of the city. Throughout the course, students will be asked to consider the interrelationships between and among the built environment, public art, architecture, and the body politic.

BUS 272 ASPIRED TO BE HIRED 1 S.H.
Does the internship application process overwhelm you? Are you still confused about how to find the job you want post-graduation? This new course is designed to provide an immersive experience that will allow students to engage in a simulated application process, practicing interviewing strategies and develop their long-term career plan. The course will be fast paced and interactive with the potential to meet with employer representatives. Open to declared business majors who are in their sophomore or junior year.

CAS 271 ARTS AND SCIENCES AND YOUR COLLEGE JOURNEY 2 S.H.
Building on the sense-making work that began in CAS 171, this course will help students examine progress on personal goals and explore the possibilities for future professional roles. Students will read and apply scholarship related to competency modeling, grit, and resilience to answer questions such as: How do I translate course learning outcomes into professional competencies? How do I define and achieve success? How do I overcome failure? In addition, students will focus on crafting the narrative of their liberal arts journey in ways that are meaningful for multiple audiences, such as future employers and colleagues. This course is intended for students who are participating in one of the communities of professional practice (nonprofit, pre-health, pre-law) or actively designing their own plan of study in order to reach professional goals. Recommended for juniors and seniors. Prerequisite: CAS 171.

CAS 371 APPLYING TO GRADUATE SCHOOL IN THE ARTS AND SCIENCES 1 S.H.
For many students, attaining a bachelor's degree is merely the first step toward achieving their professional goals. In some fields, such as medicine and law, advanced studies are required, while in others, an advanced degree is not required, but will enhance knowledge, expand opportunities, and lead to higher earning potential. Between 20 and 25% of Elon graduates go straight into graduate school each year, with students in the Arts and Sciences representing a significant majority of this number. This course will help students in all disciplines of Arts and Sciences explore, plan for, and navigate the graduate school application process. Students will learn how to search for and evaluate different programs, how to develop and create a CV, how to write a personal statement and, perhaps most important, how to tackle the graduate school application process in the least stressful way. Recommended for juniors and seniors from all majors.

CHN 372 ADVANCED CHINESE 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 321 or placement at this level. Offered spring.

CHN 375 CHINESE CULTURE AND SOCIETY II 4 S.H.
The course introduces students to the important issues and recent changes of Chinese culture and society in Chinese. Students develop their ability to present their opinions and provide support with concrete examples. Students also increase their critical analysis skills and intercultural
CLA 270 FROM ALEXANDER TO THE MACCABEES: THE MATERIAL WORLD OF ANCIENT PALESTINE 4 S.H.
Ancient and modern Israel is a location of strife: political, religious, and ethnic. In this course, we will be focusing on the key literature and material remains from half a millennia (ca. 500 BCE-70 CE) that help us understand the lives and identities of the people living there: from Alexander the Great to Herod the Great and Jesus. We will also examine the role this region played in the larger narrative of the Late Hellenistic and Early Roman periods in the eastern Mediterranean. We will study the major sites that archaeologists have uncovered, the written accounts, and how this collection of evidence helps us understand life in the ancient world. Counts toward the Classical Studies minor.

CLA 370 RACE AND ETHNICITY IN THE ANCIENT MEDITERRANEAN 4 S.H.
How did the inhabitants of the Greco-Roman world think about ethnic identity, and how did its diverse peoples interact with one other? These questions form the starting point of this course, which examines ethnicity and multiculturalism in antiquity from the heroic age of Homer through the twilight of the Roman Empire. Studying literature and material culture alongside modern theory, we encounter ancient parallels to contemporary social concerns—citizenship, immigration, linguistic and religious diversity—and cautionary examples of racism and imperialism. Our exploration carries us across the ancient world, from the mythical lands visited by Odysseus, to the furthest frontiers of Alexander the Great's empire, to the cosmopolitan capitals of Rome and Alexandria. This course sheds light on people, places, and themes often neglected in traditional histories, and contextualizes our own thinking about race and ethnicity today. Counts toward the Classical Studies minor.

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 though shapes, characters, and effects. Students will learn about 3D modeling, animation and rendering. Prerequisite COM 220 and 210.

COE 310 A TRANSITION STRATEGIES: STRATEGIES FOR CAREERS IN MASS COMMUNICATIONS
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 B TRANSITION STRATEGIES: CAREERS IN PSYCHOLOGY
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 without going to graduate school).

COE 310 C TRANSITION STRATEGIES: PREPARING FOR SPORT MANAGEMENT INTERNSHIPS & CAREERS
This course helps Sport Management majors prepare for the SPT 381 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 Management sophomores, juniors and seniors.

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, ce

DAN 320 B, C PILATES 2 S.H.
The purpose of this course is to enable students to learn the Pilates Method of Body Conditioning and its application to dance training. The course will focus on experiential anatomy, the philosophy behind Joseph Pilates system of exercise and the purpose of each exercise. Readings, observations and written work included.

DAN 320 D 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.

DAN 320 E REACHING OUT: TAKING MUSIC, DANCE AND THEATRE TO A TITLE ONE SCHOOL IN OUR COMMUNITY 4 S.H.
Cross-listed with ACT 320 B and MTE 320 H. See ACT 320 B for description.

DTS 320 THEATRE AND SOCIAL CHANGE 4 S.H.
EGR 176 ENGINEERING IN THE VILLAGE 2 S.H.
Students enrolled in this course will explore engineering design in the context of global storybook characters. Students will have the unique opportunity to use their new knowledge and skills related to engineering design to teach elementary students in Alamance County about engineering. This approach reinforces Elon student understanding, nurtures a commitment to serve others, and encourages young people to consider STEM educational and professional pathways.

ENG 255 A LOVE ITALIAN STYLE 4 S.H.
Italy is stereotypically a patriarchal culture with a notorious attention to love and lovers (think Casanova). From Petrarch's love sonnets to Laura, to Dante Alighieri's La Vita Nuova inspired by his love for Beatrice, to the bawdy stories of Boccaccio, we will develop a picture of love and courtship in Renaissance Italy. We will compare those visions of love to depictions of love in contemporary Italian literature (e.g., Dario Fo's The Open Couple, Leonardo Sciascia's The Wine-Dark Sea, and the Neapolitan novels of the now-popular Elena Ferrante) and film (e.g., La Dolce Vita, Pani e Tulipani, Io Sono L'amore).

ENG 255 B WRITING A LIFE 4 S.H.
We will study examples of US memoirs and autobiographies that illustrate core themes of the human experience, including developing personal identity; understanding the complexities of memory, identity, and narrative; navigating complex interpersonal relationships; coping with trauma and suffering; and finding one's place in a community and in the world. Fundamental to this study will be questions about how authors and texts remember, represent, and make sense of life events through writing, and how we as humans construct meaning and purpose in our lives through the stories told (or not told) about our experiences and ourselves. We will analyze the ways in which authors reveal the complex interactions between narrative and self-identity, including the ways in which autobiographical writing both reveals and creates a self, as we discuss such topics as authenticity, truth, resilience and the ethics of reading and writing a life.

ENG 320 LITERARY PERIODS AND MOVEMENTS: MODERNISM 4 S.H.
This interdisciplinary study of Modernism as a dominant intellectual movement of the 20th century explores topics such as alienation, the artist's role, the primitive, consciousness and the unconscious, and human rights through the works of Beckett, Faulkner, Joyce, Kafka, Sartre, Strindberg, Woolf, and more. The literature is supplemented by art, music and philosophical texts.

ENG 346 JANE AUSTEN 4 S.H.
Jane Austen famously wrote that "Three or four families in a country village is the very thing to work on." Her novels explore microcosms of society in late eighteenth- and early nineteenth-century England, with attention to themes of love, marriage, money, and politics. Beginning with her iconic novel, Pride and Prejudice, this course will trace the development of Austen's literary career, from her early experiments with genre and mode in Northanger Abbey and Sense and Sensibility, to the novels written during her mature period, Mansfield Park, Emma, and Persuasion. We will study the six novels in relation to the literary, historical, and biographical contexts that shaped Austen's life and professional career, with attention to what makes her major themes, her unique plotting, and her characteristic narrative style so enduring.

ENG 349 ZORA NEALE HURSTON & NELLA LARSON 4 S.H.
Zora Neale Hurston and Nella Larsen were two of the most iconic figures of the Harlem Renaissance, and their social and intellectual odyssey through this golden period of African American writing was marked by ground-breaking conflicts, conflicts over the representation of African American literature and culture, and both open and subtle rebellion against commonplaces of gender, race, sexuality, class and literary convention. This course will examine the major writings of these two remarkable women, marking their contributions to American writing and the African American experience, including American modernism. Rather than study them in the shadow of men writing in the period and ignoring their unique cultural and intellectual backgrounds, we will explore how they uniquely managed and explored the complex and shifting American landscape of the early 20th century.

ENS 171 ENVIRONMENTAL ISSUES OF COASTAL ECOSYSTEMS 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?"

ENS 175 PERMACULTURE – SUSTAINABLE FOODS 4 S.H.
Permaculture is a way to grow food using design principles that provide for our needs through consciously designed landscapes, mimicking patterns and relationships found in nature. Permaculture also includes people, their values and way of life. Lessons from the first 10,000 years of agriculture, combined with permaculture principles and self and local community values will be explored and applied to a design for a sustainable future. Counts for non-lab science in the Core Curriculum.

ESS 273 EXERCISE ASSESSMENT FOR PERSONAL FITNESS 2 S.H.
This course will examine how the body adapts to a variety of training modalities that contribute to fitness. Students will gain applied knowledge in laboratory and field fitness assessments to track personal adaptations. Topics include the following: aerobic endurance, muscular strength and endurance, flexibility, body composition, power, speed, balance, and agility. Pre-req ESS 101 or permission of instructor.

ESS 374 ERGOGENIC AIDS FOR HEALTH AND PERFORMANCE 4 S.H.
This course examines the mechanisms, applications and ethical implications of ergogenic aids in professional and recreational athletes as well as in special populations. An ergogenic aid is any substance, process, or procedure that may, or is perceived to, enhance performance through improved strength, speed, response time, or the endurance of an individual. Ergogenic aids can be classified as nutritional (e.g., protein, vitamins, creatine), pharmacological (e.g., steroids, caffeine), physiological (e.g. blood doping) and mechanical (e.g. shoes, aerodynamic bikes and swimsuits). Mechanisms responsible for the efficacy of these ergogenic aids to improve health and performance will be studied. Pre-req ESS 101 or permission of instructor.

GEO 270 GIS AND ENVIRONMENTAL HEALTH 4 S.H.
This applied-service learning course uses spatial analysis to address applied environmental health problems in our local community. Grounded in theory from urban planning, environmental justice, and public health, students will work together on group projects in collaboration with officials
from local agencies and non-profit organizations. Example projects may include mapping health risks, analyzing greenspace accessibility, and mapping food deserts. Geographic Information Systems will be used as the organizing technology. Students will develop or expand skills in geospatial data development, spatial analysis, and map-based communication of results. Final projects will include technical reports submitted to stakeholders. No prerequisites. This course counts towards the Society Core Curriculum category, GEO and GIS minors, and as an elective towards the PHS major and minors. For students pursuing a BS in Environmental Studies, it counts as Policy, Planning, and Management; and for the BS in Environmental and Ecological Science, it counts as Social Science and Humanities.

**GEO 374 THE MIDDLE EAST: PEOPLE AND PLACES**

This course introduces students to the environmental, cultural, economic and geopolitical factors that have given the Middle East (Southwest Asia and North Africa) its distinct geographic sense of place. The overall aim of this course is to enable students to participate in debates about contemporary geopolitical issues that are currently (re)shaping the region. Using an inquiry-based learning approach, students will engage topics including the role of religion in the region, the legacy of colonialism, the relationship between petro-politics and authoritarianism, the causes and consequences of the Arab Spring, the historical roots and future direction of the Israeli/Palestinian conflict, as well as the human and environmental factors driving or exacerbating conflict and migration. Through the lens of critical geopolitics, this course will examine these issues through a variety of scales and perspectives, from global-scale patterns and processes to national politics, urban spaces and embodied experiences.

**HEB 370 FALAFEL NATION**

Focusing on the period between the 1905 immigration wave and the present, the course will explore the cultural, social, and economic practices relating to the production and consumption of food in Palestine and later Israel. The course will also analyze how the change in relationship between Israelis and their food mirrors the search for a definition of modern Jewish nationalism. It will examine the role of women, ethnic groups, and different generations in the food narrative of the country, and also highlight some of the issues associated with this narrative.

**HST 134 GENDER AND SEXUALITY IN LATIN AMERICA**

This first-year topics course will examine notions of gender and sexuality in Latin America from the pre-colonial era (before 1492) through modern times. We will pay particular attention to the differing ideologies of gender and sexuality found in the Americas before the Age of Discovery and arrival of the Europeans, and the subsequent ways in which Europeans imposed their notions of patriarchalism and paternalism onto the indigenous, African, and mestizo populations.

**HST 135 VIETNAM WAR: POWER AND PROTEST**

In this course, students will explore the origins of US involvement in Vietnam in the 1940 and the Cold War context of escalation to military action. We will also consider how anti-war protests and the legacy of the Vietnam War has shaped modern America.

**HST 376 RISE AND FALL OF U.S. WELFARE**

Students will explore the federal response to poverty in the twentieth century, including FDR's New Deal, LBJ's Great Society and Reagan's War on Welfare. We will discuss the relationship between race, ideology and welfare and trace the development of the US welfare state in a transnational context.

**HST 466 SENIOR SEMINAR: THE PROGRESSIVE ERA IN THE U.S.**

This class is an exploration of the major figures, events, and concepts that guided the United States during the Progressive Era, roughly 1890-1920. The United States began expanding geographically, economically and population-wise from the end of the Civil War in 1865 to the end of the 19th century. However, this attendant growth brought about many new and unforeseen problems to the country. The Progressive Era then became a somewhat successful attempt, brought about by many wildly varying persons, groups and ideologies, to regulate, ameliorate and control this new "Colossus" of American evolution.

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

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?

**HNR 136 COSMOPOLITAN LATIN AMERICA**

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

**HNR 137 INTELLECTUAL HISTORY**

This course is designed to provide students opportunities to critically understand the historical nature of our own important ideas by examining the ways in which ideas have evolved through the last 300 years of European history. In order to understand the major, modern intellectual movements—Enlightenment, Romanticism, Developmentalism, Fin de Siecle, Modernism, Existentialism, and Deconstruction—we will read classic works ranging from philosophy to history and literature from the major figures who have asked and/or responded to the very deepest questions that have captivated modern, Western civilization. Threading many of the movements will be the enduring themes of freedom, critique, historical consciousness, the "death" of God, and the inescapable disappearance of certainties. Writers include: Kant, Rousseau, Wollstonecraft, Mary
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 244 SEXUAL ETHICS 4 S.H.
This course will explore several of the most persistent controversies in the field of sexual ethics. As we analyze social phenomena such as sex work, reproductive autonomy, and polyamory, we will pay particular attention to the theoretical frameworks that underlie ethical analyses of sexual practices. To that end, we will ask the following kinds of questions: how does Western mind/body dualism frame dominant sexual ethics? How do different ethical frameworks (such as deontology and virtue ethics) analyze problems regarding sexual ethics differently? How do theoretical approaches (such as feminist or queer theory) that focus on intersecting axes of oppression illuminate new challenges in sexual ethics? Class discussions will be informed by a wide scope of disciplines, including sociology, anthropology, biology, psychology, and economics.

HNR 251 SUPERSTITION IN THE WEST 4 S.H.
This course asks how belief in supernatural causes shapes societies, relates to religion and idolatry and changes depending on the context. Studying what constitutes superstition from Apuleius to the Virgin of Guadalupe, from Inquisitorial Spain to the Salem Witch Trials, can expose the complexities of a particular society and how racial, gender, class and territorial conflicts can be disguised as manifestation of a spell. Students will develop a critical understanding of the malleability of the concept, focusing in its role in Early Modern Spain the newly discovered Americas and the contemporary world. Course assignments, focused reaction papers, a poster session and a semester-long project are designed to prepare students to meet the complex questions of the term in the most engaging way.

HSS 174 HUMAN TRAFFICKING 4 S.H.
The course will provide an overview of human trafficking at home and abroad. It will explore the history of human slavery and how human trafficking became modern slavery. Using multiple perspectives, the course will examine the economics, sociology, and psychology related to human trafficking in the U.S., and its impact on families, communities, nations and the global society. Adopting a multidisciplinary approach, the course will consider the collaboration of law enforcement, human service providers, and other social actors in assisting the victims and survivors of this global concern.

ITAL 273 ITALIAN CINEMA 4 S.H.
This course will develop and expand students’ knowledge of Italian language and culture through analysis of historical, social, and political issues as in classic and contemporary Italian cinema. Students will read works of literature treating these issues and study how literature is translated and transformed into film. Taught in Italian. Co-requisite: ITL 221 or permission of instructor.

ITAL 373 ITALIAN CINEMA 4 S.H.
This course will develop and expand students’ knowledge of Italian language and culture through analysis of historical, social, and political issues as in classic and contemporary Italian cinema. Students will read works of literature treating these issues and study how literature is translated and transformed into film. Taught in Italian.

LAT 372 ADVANCED LATIN II 4 S.H.
This course uses the works of ancient Roman authors to build students' comfort with and enjoyment of reading Latin as it refines their mastery of Latin grammar and syntax. Our work may be focused on one author or on a genre, or on a theme that crosses the styles of both prose and poetry; it will be concerned with topics and questions of a cultural, historical and literary nature. Counts toward the Classical Studies minor.

LED 373 LEADERSHIP FOR CHANGE 4 S.H.
Focusing on leadership as a relational and ethical process of working with others to create positive change, this course is centered on the intersection of leadership theory and person-centered problem solving processes. In this context, leaders (all participants in the class) identify authentic challenges or concerns in our community; study and apply relational and learning centered leadership concepts to develop positive, substantive, innovative, and sustainable change; and reflect critically on their role in this interdependent process.

MKT 473 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 474 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.

MSC 172 FOUNDATIONS OF AGILE AND ADAPTIVE LEADERSHIP 1 S.H.
Army ROTC. Introduces Cadets to the personal challenges and competencies that are critical for effective leadership. Cadets learn how the personal development of life skills such as critical thinking, time management, goal setting, and communication. Cadets learn the basics of the
communications process and the importance for leader’s to develop the essential skills to effectively communicate in the Army. Cadets will begin learning the basics of squad level tactics that will be reinforced during a weekly lab facilitated by MSL III Cadets and supervised by Cadre. All classes take place at North Carolina A&T University in Greensboro. Student is responsible for their own transportation.

**MSC 174 LEADERSHIP LAB**

Army ROTC. All classes take place at North Carolina A&T University in Greensboro. Student is responsible for their own transportation.

**MSC 272 ARMY DOCTRINE AND TEAM DEVELOPMENT**

Army ROTC. Focuses on Army doctrine and team development. The course begins the journey to understand and demonstrate competencies as they relate to Army doctrine. Army Values, Teamwork, and Warrior Ethos and their relationship to the Law of Land Warfare and philosophy of military service are also stressed. The ability to lead and follow is also covered through Team Building exercises at squad level. Students are then required to apply their knowledge outside the classroom in a hands-on performance-oriented environment during a weekly lab facilitated by MSL III Cadets and supervised by cadre. All classes take place at North Carolina A&T University in Greensboro. Student is responsible for their own transportation.

**MSC 274 LEADERSHIP LAB**

Army ROTC. All classes take place at North Carolina A&T University in Greensboro. Student is responsible for their own transportation.

**MSC 372 APPLIE LEADERSHIP IN SMALL UNIT OPERATIONS**

Army ROTC. Focuses on applied leadership in small unit operations. It is an academically challenging course where you will study, practice, and apply the fundamentals of direct level leadership and small unit tactics at the platoon level. At the conclusion of this course, you will be capable of planning, coordinating, navigating, motivating and leading a platoon in the execution of a mission. Includes a lab per week using peer facilitation overseen by MSL IVs, supervised by ROTC Cadre. Successful completion of this course will help prepare you for the Cadet Summer Training Advance Camp, which you will attend in the summer at Fort Knox, KY. All classes take place at North Carolina A&T University in Greensboro. Student is responsible for their own transportation.

**MSC 374 LEADERSHIP LAB**

Army ROTC. All classes take place at North Carolina A&T University in Greensboro. Student is responsible for their own transportation.

**MSC 472 COMPANY GRADE LEADERSHIP**

Army ROTC. An academically challenging course where you will develop knowledge, skills, and abilities required of junior officers pertaining to the Army in Unified Land Operations and Company Grade Officer roles and responsibilities. This course includes reading assignments, homework assignments, small group assignments, briefings, case studies, practical exercises, a mid-term exam, and an Oral Practicum as the final exam. The Oral Practicum explores your knowledge of how you will be prepared for the 20 Army Warfighting Challenges (AWFC) covered throughout the ROTC Advanced Course. Successful completion of this course will assist in preparing you for your BOLC B course and is a mandatory requirement for commissioning. Includes a lab per week overseeing MSL III lesson facilitation and supervised by ROTC Cadre. All classes take place at North Carolina A&T University in Greensboro. Student is responsible for their own transportation.

**MSC 474 LEADERSHIP LAB**

Army ROTC. All classes take place at North Carolina A&T University in Greensboro. Student is responsible for their own transportation.

**MTH 471 INTRODUCTION TO OPERATIONS RESEARCH AND STOCHASTIC PROCESSES**

In this class, students will be exposed to a variety of linear programming and stochastic processes problems and modeling techniques. In linear programming, students will be exposed to the simplex method, duality theory, transportation problems, and assignment problems. This class will also take an in-depth look at Markov chains, queueing theory, and other stochastic processes. Prerequisites: CSC 130; MTH 231; MTH 252; or permission of the instructor.

**MUS 170 BEGINNING STRINGS**

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

**MUS 271 COMMERCIAL VOCAL STYLES AND TECHNIQUES**

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 275 MUSIC FOR THE ELEMENTARY SCHOOL TEACHER**

This course is designed for the elementary education major and others who may have an interest in planning general music experiences for children K-5 (ages 5-11). Students will learn fundamentals of music and the necessary skills and materials to successfully plan, teach, and assess music lessons in the elementary classroom. Students are required to conduct field observations and to write about them.

**MUS 374 CAREER MANAGEMENT: BEYOND**

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

**MUS 375 ADVANCED VOCAL PEDAGOGY**

In this course students will build on vocal pedagogy techniques and concepts learned in MUS 367 (Vocal Pedagogy). Much research has been done in the last 10-15 years focusing on the athleticism of singing. This course will emphasize current pedagogical research as it pertains to the classical and non-classical singer. We will discuss vocal conditioning and motor learning principles as they apply to the voice and the value of cross-training the voice. We will have hands-on experience for students giving them the opportunity to teach each other in front of the class and asking them to devise strategies for developing and teaching healthy vocal technique in a variety of styles. Appropriate repertoire for different voice types for all styles will be discussed. We will also learn about vocal health and how to most efficiently care for the voice in order to prevent vocal disorders and pathologies. Pre-requisite: MUS 367.
PHL 372   ZOMBIES, ROBOTS, AND BRAINS!
We experience consciousness firsthand. But who else is conscious? What about animals? Robots and supercomputers? Alexa? How can we tell the difference between people and replicants, cylons or body snatchers? Can consciousness exist without brains or other underlying physical structures? Can brains exist without consciousness? (Are your classmates zombies? Are you sure?) How is it possible for neural networks to “generate” consciousness? In this philosophy of mind course, we’ll explore cognitive science, artificial intelligence, and science fiction to search for where consciousness can be found. We’ll look at the range of answers that have been offered, from “nowhere” to “everywhere,” and we’ll see if we can discover our own criteria for figuring out whether something or someone is conscious.

PHL 372   ART, EXPERIENCE, AND LANGUAGE
4 S.H.
The main project of this course will be broadening our aesthetic vocabulary. Many of us are accustomed to discussing aesthetic experiences in the context of art, nature, and beauty. However, our aesthetic experiences are more diverse than these categories admit. Students will gain a grounding in traditional/mainstream aesthetics, then consider what is available in other arenas: sports, laundry, human bodies, eating and preparing food, and so on. We will also consider aesthetic appreciation for artworks that do not seem interested in beauty, or other traditional aesthetic values. Students will conclude the course by offering a philosophical analysis of an under-explored aesthetic value or judgment, like “pretty,” “awesome,” or “gaudy.”

**PHY 175  THE UNIVERSE AT A GLANCE**
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 471  ADVANCED ASTROPHYSICS**
4 S.H.
This course introduces astrophysical topics that rely upon advanced mathematics and physics. Students in this class will learn about stellar structure and evolution, the interstellar and intergalactic medium, and cosmology. Students will make the connection between these topics and the first principles learned in other upper level physics courses.

**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.

**PSY 377  INTRO TO CLINICAL PSYCHOLOGY**
4 S.H.
What does the role of a clinical psychologist look like in different settings? What types of psychotherapies are available and how do we know if they are safe and effective? How do clinical psychologists get to know their clients quickly and build good working relationships? This course is designed to be an upper-level overview of the field of clinical psychology, and addresses the major roles of a psychologist with a focus on evidence-based therapies and assessment techniques. The course focuses on understanding the strengths and limitations of psychosocial interventions as well as relevant considerations such as clinical ethics and treating clients from diverse populations. Prerequisites: PSY 111 and one of the following: PSY 240, 241, 242, or 243.

**REL 371  POLITICAL ISLAM**
4 S.H.
Throughout the human history, the relationship between religion and politics has been one of the most complex subjects that has shaped the world order. Since the creation of human being, people have tried to combine their religions with their political ideologies in order to give meanings to life. Religion has been used as a political tool for many centuries, to such an extent that religion and politics have become different parts of the same puzzle. Besides both religion and politics have been a crucial part of human history, they have shaped to the world and in the meantime both have been shaped by the world. In the contemporary world, religion is on the rise once again; particularly Islam has been visible both domestically/regionally (Hamas and Hezbollah) and internationally (Al-Qaeda, ISIS). Therefore, the course will focus on the emerging and developing time periods of political Islam. It will deal with the causes, consequences, differences, and similarities of the term in different geographical locations in the world. The goal of the course is to discuss and provoke insightful debates about what political Islam is or what it is not by giving historical development of it. Moreover, it will aim to show what kind dissimilarities or commonalities the use of Islam could have under different government types.

**REL 373  SATAN AND THE SUPERNATURAL**
4 S.H.
This course explores beliefs, traditions, and practices related to supernatural beings within the cultures of the Mediterranean world (e.g. ancient Judaism, Roman paganism, emerging Christianity, early Islam). Special attention will be given to the character of Satan, including how the character functions in communal contexts. This course primarily employs literary and historical approaches to the study of religion. While historical in focus, this course will give some attention will be given to contemporary constructions of the supernatural and/ or the satanic.

**REL 461  RELIGION AND AMERICAN IDENTITY**
4 S.H.
This course is guided by two questions. First, how have religious identities, ideals, and practices cultivated and shaped understandings of what it means to "be American"? Second, does America/Americanness function as its own kind of religion? (In other words, while belonging to a Presbyterian church or a Reform Jewish synagogue may be recognizable "religious," does the embrace of "being American" as a central identity do the same work, complete with its own moral codes, ritual practices, and beliefs?) While those two questions guide the course, students will also be asked to consider how race, secularism, pluralism, colonialism, and war have intersected with and augmented American identities.

**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.

**SOC 376 PROTEST: THE LEGACY OF THE 1960s**
An examination of social movements, with emphasis on movements of the 1960s in the United States. This course makes extensive use of documentaries and original source documents, alongside academic analyses, to fully immerse course participants in the era. Specific movements addressed include struggles for civil rights, the women’s liberation movement, and anti-war protests. These subjects form the backdrop for consideration of recent protest activity.

**SOC 385 CULTURE OF BUSINESS**
Cross-listed with ANT 385 A.

**SPN 476 TEXTS AND SOCIAL CHANGE**
Cross-listed with SPN 356 A. See SPN 356 A for course description.

**SPT 370 SPORT ANALYTICS AND TECHNOLOGY**
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.

**TDT 440 A SCRIPT ANALYSIS AND INTERPRETATION**
2 S.H.

**TDT 440 B SOUND DESIGN**
4 S.H.

**WLC 371 PREPARING FOR SEMESTER ABROAD**
1 S.H.

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

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

**COM 675 GAME DESIGN AND DEVELOPMENT**
3 S.H.