

ELON UNIVERSITY
FALL 2019
SCHEDULE OF CLASSES
Undergraduate classes and
Graduate classes in the Schools of
Communications, Business and Education
Registration begins April 9, 2019

Undergraduates - Review your four-year plan noting changes you need to make for Fall 19.

Check out the Fall 19 Schedule of Classes!
Select your first choices plus back-ups. Make sure you don't have any time conflicts.

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

Create your shopping cart.
Register at your assigned time.

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

Monday, Wednesday, Friday

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

Tuesday, Thursday

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

Tuesday, Thursday

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

Important Registration Information

Prerequisites and Corequisites:

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

Pass/Fail Courses:

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

Applied Music Lessons:

Applied music lessons incur additional fees. ***Contact the Bursar's Office for information on fees.*** The deadline for all refunds for applied music lessons is the end of the second week of the semester (Friday, September 6, 2019).

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.

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:

Withdrawal deadlines are posted in the Academic Calendar:

<https://www.elon.edu/u/academic-calendar/2019-2020-calendar/>

Schedule Changes:

The University reserves the right to make changes to the schedule when necessary, including the instructor assigned to a section.

NEW COURSE DESCRIPTIONS – FALL 2019

- | | | |
|--|------------------------|--------|
| ACT 320 A | SINGING FOR THE ACTOR | 4 S.H. |
| This class will explore healthy singing techniques while developing cuts appropriate for use in musical theater auditions. Learning how to choose cuts, set up music, and working with an accompanist will be covered. We will explore classic and/or contemporary songs as appropriate for the level of each singer. The class will be interactive and may include private vocal coaching at the discretion of the professor. If taken while enrolled in voice lessons, permission from the private voice teacher must be given. Cross-listed with MTE 320 G. | | |
| ACT 320 B | SPECIAL TOPICS: IMPROV | 4 S.H. |
| ANT 381 | CITIZENSHIP IN CRISIS | 4 S.H. |
| An upper-level anthropology course exploring how and why questions of citizenship matter in times of social crisis. Topics covered will include the construction of national and biological citizenship, sovereign exceptionalism, modes of governmentality, and ways in which citizens' and governments' obligations to each other shape our understanding of moral personhood. <u>The course will include investigations into the role of citizenship in responses to the opioid crisis in Elon, NC.</u> | | |
| 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.

ANT 388 LOVE IN THE BUBBLE

4 S.H.

A lot of social science studies explore the romantic or sexual lives of modern college students. But we know very little about how specific college environments shape, inform, or transform differential student experiences with dating and relationships within these environments. How do Elon students compare to each other in terms of how they find romantic and sexual partners at Elon? What do individual social markers such as gender, ethnicity, or religion contribute to how successful or satisfied students are with their love lives on campus? And do dating and relationship patterns change from freshman to senior year? What factors, specific to Elon as the limiting environment, contribute to these differential outcomes? In this course students will conduct an ethnographic research study about Elon student dating experiences and compare the findings to cross-cultural, comparative anthropological perspectives on love, sexuality, dating, courtship, marriage, embodiment, and what is and is not sexually permissible in other cultures (norms, taboos, etc.)

BIO 372 ENDOCRINOLOGY

4 S.H.

The course focuses on the endocrine system. We will discuss synthesis, distribution and regulation of the endocrine system. In addition, contextual examples of these functions through endocrine disorders will also be explored. Besides discussing endocrine systems in mammals, we will use a comparative method and learn about endocrine functions in selected non-mammalian vertebrates. We will study topics such as gender differentiation, growth, reproduction, weight control, diabetes, the stress response, and environmental endocrine disruption. We will also examine steroid and peptide hormone action via paracrine, autocrine, and endocrine mechanisms; transmembrane and intracellular signal transduction; and regulation of nuclear gene transcription. The lectures will emphasize discussion and analysis of the scientific literature.

BUS 170 THE MINDFUL ENVIRONMENT OF BUSINESS

2 S.H.

This introductory mindfulness course examines the skills, benefits and application of mindfulness tools to reduce anxiety, increase focus, regulate emotions and develop self-awareness leading to more efficient and effective decision making that enhances our personal life experience and the operation of business entities. The course focuses on intra and inter personal skills that commonly affect managerial action and the ethical implications of business policies. Contemporary mindset and moral issues are emphasized. Topics covered include attention; intention; perseverance; identification of thoughts, feelings and emotions; paradigm shifting; catastrophizing; obstacles such as anxiety, anger and fear as well as their antidotal thinking; the cultivation of compassion, kindness, gratitude, forgiveness and tolerance for discomfort.

BUS 371 THE ART OF NEGOTIATION

4 S.H.

The ability to negotiate successfully is fundamental to success in business – and in life. People negotiate on a daily basis; whether with children, coworkers, salespeople, employers or landlords, people rely on their negotiating skills to achieve desired outcomes. In this course, students will explore communication strategies that will allow them to effectively navigate difficult conversations and achieve their goals in a strategic and non-confrontational way. Students will gain an understanding of the theory, technique, art, and psychology of negotiations, and will develop new skills and a tactical approach to dispute resolution. Learning objectives include utilizing negotiations as a tool in sales and acquisitions. Focus will also be given to the art of using other-centered discussions to guide and manage team projects, to navigate disputes with colleagues and supervisors, and to deal with difficult personnel issues such making and receiving internal complaints, managing substandard performance, and handling formal reprimands. This course will build cumulatively from simple negotiation exercises to the more complex. Students will learn tactical skills and strategies for working one-on-one, in groups and at a distance where negotiations are executed in written exchanges. Simulations will cover a breadth of topics and situations, offer

opportunities for individualized feedback and personal growth - ultimately leading students to an understanding of what processes best fit their personality and approach. *This course fulfills an elective requirement in the following programs: (1) the Project Management Career Track of the Management major; (2) for catalog years after 2016, the Human Resource Management Career Track of the Management major; (3) the 300-level breadth requirement of the Entrepreneurship major; and (4) the Marketing minor in Professional Sales.*

CHM 271 CHEMISTRY SOPHOMORE SEMINAR 4 S.H.

This course introduces students to skills critical for success in any STEM discipline with a focus on chemistry and biochemistry. Three major areas are covered, 1) Data Management & Presentation using spreadsheets 2) Scientific literature skills, and 3) Scientific Communication skills (Written and Oral). Enrollment in this course requires approval of the chair of the Chemistry Department.

CHN 170 INTRO TO CHINESE LANGUAGE AND CULTURE 2 S.H.

This 2-credit course is for students with little to no background in Chinese language. It includes an introduction to the Chinese Pinyin system, basic Chinese characters and sentence structures, as well as cultural content related to current topics. Great emphasis is placed on listening and speaking so that students may obtain basic conversational skills and intercultural awareness.

CHN 374 CHINESE CULTURE AND SOCIETY 4 S.H.

This course, taught in Chinese, introduces students to important issues and current developments in Chinese culture and society. Students develop their ability to present their opinions in Chinese and provide support with concrete examples. Students also increase their critical analysis skills and intercultural competence. Proficiency goal on the ACTFL scale: Intermediate high/Advanced low. Requirement in level: Complete CHN 322/372 or permission by the instructor.

COE 310 A 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 B TRANSITION STRATEGIES FOR COMPUTER SCIENCE MAJORS 1 S.H.

This course will focus on preparing students for internships, research, graduate school and careers. The course will guide students in developing a resume and cover letter, networking, interviewing, research, and applications for graduate school. The course is recommended for sophomores and juniors majoring in CSC or ISC.

COE 310 C PREPARING FOR SPORT MANAGEMENT INTERNSHIPS & CAREERS 1 S.H.

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. ***Please note: this class may include embedded travel to the Baseball Winter Meetings in early December in conjunction with the PBEO Job Fair. Students enrolled in this course will be financially responsible for their own costs involved in with any class related travel. More details will be provided during the summer.***

COM 170 MAROON SPORTS BROADCASTING 2 S.H.

Students learn the preparation, structure, strategies, techniques and coverage of sports broadcasting of a live sporting event. Content and styles of television sportscasting are examined along with broadcast

coverage of athletic events and subsequent critique of camera operation, writing, graphics, and performance. (By permission of instructor)

COM 270 SPORTS PRODUCING AND DIRECTING 2 S.H.
Students learn the structure and strategies of how to lead a sports broadcast as a producer and director and how these roles influence the entire crew and flow of a broadcast. Students will experience the differences between live-events and scripted studio-produced shows, produce a half-hour sports-themed show, and direct and/or produce athletic events and subsequent techniques. Prerequisite COM 210/220.

COM 372 BRANDED CONTENT PRODUCTION 4 S.H.
Businesses often use video, photography and social media tools to communicate with internal and external publics. This course emphasizes pitching, producing and competing for clients in any market. Students learn to use research, budgeting, planning and writing to produce studio and remote visual and audio projects for a client. Prerequisite: COM 110 AND COM 210/220.

COM 373 INTERNATIONAL WAR REPORTING 4 S.H.
The job of a war correspondent is to cover stories first-hand from war and conflict zones. War reporting has been called the most dangerous form of journalism. The course will examine building relationships with sources, ethical standards of war reporting, and safety in hostile environments. The course explores the impact of globalization and cultural clashes on the methods used by a war correspondent.

COR 371 UTOPIAS AND DYSTOPIAS 4 S.H.
What would a perfect society look like? Why is American so fascinated with post-apocalyptic entertainment? What roles do imagined futures play in our current social and political decision making? Such questions will orient this class where we wrestle with the cultural mirrors of utopia and dystopia, exploring representations found in novels, films, and other forms. This course emphasizes integration across disciplines and frameworks of thought, requiring students to think critically and imaginatively. No one perspective can fully make sense of these topics, and as such we will fully embrace trespassing disciplinary boundaries. This will necessitate an engagement with sociology, religion, psychology, history, art, technology and environmental studies among others. This multifaceted approach will help us harness the power of multiple ways of thinking, as well as leverage the various expertise students bring with them from their diverse academic homes. Students will construct a core capstone project that will integrate and apply their experiences at Elon, providing an opportunity to reflect on the larger Elon Core Curriculum mission of personal responsibility, ethical reasoning, and global citizenship.

CSC 271 GAME DESIGN 4 S.H.
In this course students will be introduced to ludology, the study of games, including the history of games and their impact on society. In addition, students will learn to design and analyze various aspects of game play: rule systems, goals, storylines, characters, and strategies. Students will learn brainstorming techniques and use them to create novel game ideas, then playtest and refine the ideas using the principles of good game design.

CSC 371 INTERNET OF THINGS 4 S.H.
The "Internet of Things" is the concept of a network of physical objects ("things") embedded with electronics in order to share data, interact with users, or otherwise leverage connectivity to provide a service. In this course, students will learn how to design and develop "things" that provide a service using a network. The class will also discuss the current use of smart objects and the societal implications of this technology. Students in the course will complete a project in which they design, prototype, and fabricate a networked system to solve a problem. Prerequisite: CSC 230.

DAN 320 A SPEC TOP: CONTEMPORARY DANCE REPERTORY 2 S.H.

This course is designed for dance students at an intermediate-advanced level. The focus is on developing technique and artistry as a professional dancer. Attention will be placed on increasing technical skills, working with a choreographer to mount a contemporary dance work, and developing a practice of performance. The class will conclude with a final project/performance that will be presented in the Fall Dance Concert. Readings, observations, written assignments, and attendance at specified dance concerts is required.

ECO 170 ECONOMICS OF HUMAN TRAFFICKING 2 S.H.

Despite being recognized as crime by nearly 200 countries and territories, human trafficking is among the fastest growing types of criminal activity and, in the next ten years, is predicted to surpass both drug and arms trafficking to become the largest form of organized crime in its incidence. The course explores this multi-faceted crime from an economic market perspective; the factors that drive demand, supply, and those that facilitate the transactions. Students will learn and apply some fundamental economics knowledge to explore this market in addition to considering the challenges and failures of government-implemented solutions. The course lectures and class discussions will build from a series of selected readings and documentary films.

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

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

ENG 171 SECRETS, SPIES, & SURVEILLANCE IN YOUNG ADULT LITERATURE 4 S.H.

Children and young adults are one of the most deeply surveilled populations in the United States. Nanny cams keep an eye on the nursery, schools collect data on internet use, and insurance agencies track a new driver's road speeds. Literature showcases this phenomenon too from the picture book *Runaway Bunny* to young adult novels like *Twilight* and *Little Brother*. Students in this first-year seminar course will analyze the ways different forms of surveillance are both overtly and covertly presented in a wide variety of books for young adult readers. Drawing on the techniques of literary analysis as well as the critical theories of surveillance studies, students will investigate how this literature serves to generate a sense of agency or to enforce an expectation of submission to surveillance technologies. Most importantly, students will consider what it means in relation to personal independence, civic life, and economic opportunity to live in a surveillance society. Open to new students only.

ENG 255 A LGBTQ LITERATURE AND CULTURE 4 S.H.

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

ENG 255 B 4 S.H.

ENG 255 C 4 S.H.

ENG 255 D 4 S.H.

ENG 255 F

4 S.H.

ENG 358 STUDIES IN DRAMA: STOPPARD, PINTER, CHURCHILL

4 S.H.

A shape-shifting fairy terrorizes two teen mothers in contemporary London. A philosophy professor struggles with the meaning of life while trapeze artists perform feats of daring high above his office. A story of adulterous lovers is related in reverse so that it ends happily—at the beginning. What connects these scenarios, besides their inherent “theatricality,” is that each describes the central action of a major 20th century British play. This course will look at the works of three prominent playwrights—Harold Pinter, Tom Stoppard, and Caryl Churchill—and consider how these contemporaries redefined the possibilities of theatre in the modern world.

ENG 365 TOPICS CULTURAL STUDIES: CIVIL WAR IN AMERICAN IMAGINATION 4 S.H.

A shape-shifting fairy terrorizes two teen mothers in contemporary London. A philosophy professor struggles with the meaning of life while trapeze artists perform feats of daring high above his office. A story of adulterous lovers is related in reverse so that it ends happily—at the beginning. What connects these scenarios, besides their inherent “theatricality,” is that each describes the central action of a major 20th century British play. This course will look at the works of three prominent playwrights—Harold Pinter, Tom Stoppard, and Caryl Churchill—and consider how these contemporaries redefined the possibilities of theatre in the modern world.

ENS 172 MAMMALS AND MAN: A HAIRY RELATIONSHIP

2 S.H.

Why have the mammals become the most diverse and successful group of animals on Earth today? They live in every environment, have specializations for a variety of lifestyles, and have complex physiology and behaviors. Why are we fascinated by them? Throughout history humans have used them for many purposes, and human progress has often been at expense of our fellow mammals. This non-majors course will explore the wide variety of mammals that we share our world with, examining their classification, adaptations, behavior, the impact humans are having on these species, and their conservation. Counts for non-lab science credit in the Core Curriculum, if taken with the spring class ENS 173A World of Mammals: Practical Study

ENS 178 INTRODUCTION TO GEOLOGY

4 S.H.

This geology course includes a study of the nature and origin of rocks and minerals, evolution of the landscape, plate tectonics, coastal dynamics and geologic time. Laboratory included. Counts as laboratory science in the Core Curriculum. Cannot be taken if PHY 103 has been taken

ENS 373 BIOGEOGRAPHY AND CONSERVATION

4 S.H.

Humans are living in a period that is commonly thought of as a 6th mass extinction. Biodiversity is declining at the fastest rate in recorded human history, and the consequences of this loss will be profound, both for the planet and for the people who live here. It is impossible to understand, and correct, biodiversity loss without understanding the spatial context in which declines and extinctions occur. This course will focus on conservation through a spatial lens. Understanding the relationship between geographic place and biodiversity will be the major theme throughout this course. This class counts as Non-Lab Science in the Core Curriculum.

ESS 278 EXERCISE AND INTERVENTION

2 S.H.

This course examines the science behind exercise as ‘medicine’ and offers students an opportunity to apply acquired skills through participation in at least 20 hours of service learning with clients from community partners. Students will: develop skills in analyzing and interpreting clients’ health status before, during, and after exercise; design and critique exercise interventions with a focus on progression; and cultivate cultural competence and professional communication skills. Pre-requisite ESS 101.

ESS 378 PSYCHOLOGY OF INJURY

4 S.H.

economic conditions, physical infrastructure, cultural conflicts, scapegoating, labor migrations, health systems, and politics. Students will consider these issues from multiple perspectives, including those of researchers, physicians, consultants, health educators, health workers, program developers (working independently or employed by governments), municipalities, private/public partnerships, philanthropists and directors of large multinational organizations.

HST 375 NATIVE RELIGIONS 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 460 SEMINAR: NAZI GERMANY AND THE HOLOCAUST 4 S.H.

This senior seminar provides history majors the opportunity to write a senior thesis on important issues and problems central to the rise of Hitler and the Nazi state and/or historical debates that continue to surround the origins, implementation, and aftermath of the Holocaust – the systematic, industrialized mass murder of an estimated six million European Jews, as well as homosexuals, communists, Roma and Sinti, handicapped, and other victims by Nazi Germany and its collaborators during WWII. Students may choose from a variety economic, political, social, cultural, diplomatic, scientific, or intellectual approaches to the study of Nazi Germany and the Holocaust in a substantial research paper that advances a significant argument and presents evidence from a variety of sources, both primary and secondary.

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 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

HNR 233 PREGNANCY AND CHILDBIRTH 4 S.H.

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

ITL 274 ITALIAN CUISINE AND LITERATURE 4 S.H.

This course analyzes literary representations of Italian cuisine from a variety of historical periods and genres. Students will read key excerpts from literary works, analyzing the social, political, religious, and historical roles of cuisine and food. Students will consider how works of literature utilize cuisine to provoke discussion about gender, political power, sin, sexuality, class, and identity. The course emphasizes critical textual analysis, close reading, and the creation of meaning through literary and linguistic form. Several cooking demonstrations will be scheduled as a part of the course around these thematic elements.

ITL 374 ITALIAN CUISINE AND LITERATURE 4 S.H.

This course analyzes literary representations of Italian cuisine from a variety of historical periods and genres. Students will read key excerpts from literary works, analyzing the social, political, religious, and historical roles of cuisine and food. Students will consider how works of literature utilize cuisine to provoke discussion about gender, political power, sin, sexuality, class, and identity. The course emphasizes critical textual analysis, close reading, and the creation of meaning through literary and linguistic form. Several cooking demonstrations will be scheduled as a part of the course around these thematic elements.

LAT 371 LATIN 4 S.H.

Students in this course will improve their abilities to read and translate the Latin language, more deeply understand ancient Roman culture, and critically engage in the scholarly study of ancient authors, texts, genres, and topics. Pre-requisite: LAT 221, 222, placement at the 300-level, or permission of the instructor.

LED 372 LEADERSHIP IN 'MAJOR' CONTEXT 2 S.H.

Leadership, briefly defined as guiding and working with others to accomplish a common 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 6 elective credit hours at the 300 or 400 level towards the Leadership Studies minor. Pre-requisite: PSY 368 or MGT 412. Co-requisite: Enrollment in a 4-credit hour, 300 or 400 level class in the student's major, minor, or career-related program of study.

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 human-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. Students in this class will: Identify passions and purpose for your leadership, authentically and objectively identify problems or opportunities for improvement, create an audacious vision for change, develop exciting opportunities to accomplish the change you desire, build a strong mentoring network, engage in habits of reflection and renewal, practices that support leadership throughout your life; and earn a Leadership ELR through the implementation of a common good initiative.

MGT 370	EMPLOYEE RELATIONS I	2 S.H.
<p>This course will emphasize human resource compliance with employment laws and regulations, as well as practical skills for managing the employee relations function. Topics will include discrimination law, complaint investigation, grievance and discipline, dispute resolution, employee assistance programs, harassment, workplace violence prevention, ethics and social responsibility. Employee Relations I and II, taken Fall and Spring for a total of 4 sh, may be applied to the elective requirement in the Human Resource Management Track of the Management major.</p>		
MUS 170	BEGINNING STRINGS	1 S.H.
<p>A course for beginners (appropriate even for those with no musical background) in playing bowed strings.</p>		
MUS 373	BEYOND TALENT: CAREER DEVELOPMENT	1 S.H.
<p>This course discusses how to create and manage your own career in the Arts through an entrepreneurial approach. Topics covered include marketing and promotional materials, resume writing, contracts, networking, interviewing, financial planning, taxes, grant writing, and more. Students are taught how to cultivate their ideas and create their own career work opportunities in a field where those who are motivated and forge their own path succeed.</p>		
MUS 471		1 S.H.
MTE 270 A	FALL MUSICAL	1 S.H.
MTE 270 B	COLLAGE	1 S.H.
<p>Students in this course will create and perform in Collage. This unique class is open to all BFA Music Theatre majors. In this class students will be able to apply their sight singing, theory, and choreography skills to repurpose numbers from previous performances and to create a show comprised of student directed music theatre repertoire. Students may repeat this course.</p>		
MTE 320 A	TOPICS	4 S.H.
PHL 370	PHILOSOPHY AND SOCIETY	4 S.H.
<p>Topics include the nature and possibility of social sciences, philosophy of technology and nature of community. Quite futures-oriented.</p>		
PED 170	BASKETBALL	1 S.H.
<p>Basketball is a course designed to enable the student to study the theory of basketball and to put the fundamentals of the game to practice during play. Additional fee: \$15</p>		
PED 171	SOFTBALL	1 S.H.
<p>Softball is a course designed to enable the student to study the theory of softball and to put the fundamentals of the game to practice during play. Additional fee: \$15</p>		
POL 270	CIVIC ENGAGEMENT FORUM	2 S.H.
<p>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.</p>		
PSY 171	THE BRAIN IN TODAY'S WORLD: LEARNING TO LEARN	4 S.H.

This seminar for first-year students is founded on cognitive science and will incorporate studies on attention, memory and learning processes, neuroplasticity, and metacognition that each student can apply in their own life. Students will participate in activities that highlight the relationship between brain function and various learning environments and technologies. This course places an emphasis on students building the capacity for self-directed learning and on the nature and importance of evidence-based thinking. Core pieces of the class are readings and reflections on research about learning. Open to new students only.

REL 173 EARLY CHRISTIAN LITERATURE 4 S.H.

This class focuses on the emergence of early Christian literature, including the writings of the New Testament, out of the diverse world of the ancient Mediterranean and especially within the context of first century Judaism. This course uses the tools of historical and rhetorical analysis to engage in close readings of these varied writings, which include gospels, epistles, and apocalyptic writings.

REL 174 RELIGION AND POWER 4 S.H.

This course challenges students to think about "religion" as more than just a set of beliefs and practices that are neatly confined to individual institutions. Rather, students will be asked to consider how religion and social power can be entangled, and the kinds of effects those entanglements can produce. This course focuses especially on colonialism, exploring religion's role in its development, as well as colonialism's reciprocal role in shaping religion.

REL 175 SEEING THE SACRED 4 S.H.

Why do religious sites and icons inspire as much violence and destruction as piety and devotion? How do different religious communities imagine and re-present their ideas of the sacred (however defined)? This course examines some of the world's greatest works of art that have literally shaped our ideas about the category we call "religion." Among other religious expressions, it considers Hindu gods and goddesses, Buddhist mandalas, modern Jewish performance art, Christian icons, Islamic calligraphy, and Spiritual But Not Religious (SBNR) artistic expressions in and through nature. It also considers the destruction and/or reconstruction of sites and images, especially when religious traditions have interacted with other religious communities throughout history.

REL 370 RELIGION & AMERICAN POPULAR CULTURE 4 S.H.

This course starts with the position that "religion" cannot be neatly confined to "beliefs," "institutions," or "worship," but rather that "religion" is an expansive concept that can be found in many unexpected places. One such place is the realm of popular culture. Students in this course will explore and analyze the ways that movies, television, sports, novels, and other types of popular culture can shape, cultivate, interact with, and even serve as religion. Among other things, students can expect to encounter Marvel movies, Oprah, bronies, and college football in the course content.

REL 462 CHRISTIANITY, CAPITALISM AND CRISIS 4 S.H.

In this course, we will focus on Christian theological critiques from around the world that examine the crises of poverty, inequality, and ecological devastation associated with late capitalism. Particular attention will focus on theological voices from Africa, Asia, Caribbean, Latin America, and the Pacific Islands.

SOC 270 RE-THINKING RACE; INEQUALITY, COLORBLINDNESS, AND THE "POST-RACIAL" ERA 2 S.H.

In American society today, race is seemingly both nowhere and everywhere. It is nowhere, in the sense that the civil rights movement's victories of the 1960s eliminated legal race-based hierarchies, overt bigotry has declined, many people claim to "not see race," interracial marriage is no longer unusual, and an African American man occupied the White House for eight years. Yet it is everywhere, in that enormous racial gaps in life expectancy and health and wealth remain, cities are as segregated as ever,

and concerns about immigration and cultural identity have been at the forefront of a tumultuous election season. In this intensive, discussion-based course, we will consider how this seeming contradiction is possible, asking why race still means so much when so many of us believe we have moved beyond it. Topics examined in depth may include institutional versus individual racism, how race has shaped our own lives, the feasibility and desirability of colorblindness, current political events such as the Black Lives Matter movement and the 2016 election, unconscious and semi-conscious bias, and how growing Latino and Asian populations interface with the historic white/black binary. This course requires an application process

SOC 374 RACE BEYOND BLACK AND WHITE: ASIAN, HISPANIC-LATINX AND MULTIRACIAL AMERICA 2 S.H.

Asian American, Hispanic-Latinx, and multiracial populations are reshaping the United States. This half-semester, 2-credit course investigates the current issues, identities, histories, and prospects of these groups, along with the way these racial “others” are changing a race system previously defined by a rigid white/black binary. Topics addressed may include immigration; discrimination; xenophobia and nationalism; links between race, nativity, and cultural difference; popular culture; variation by national origin (e.g. Indian American vs. Chinese American experiences); the meaning of multiraciality; and debates around the idea of Asian American success. This course is open to all students, but having previously taken at least one course (in any field) with a significant component on race is highly recommended.

SPN 372 EARLY MODERN SPAIN THROUGH FILM 4 S.H.

The presence of early modern Spanish history in Spanish film has received only limited scholarly attention. This course reframes the mechanisms employed by current films in representing an essential part of Spanish past: early modernity. Through the analysis of these movies we will see that Spanish period films set in early modernity tell us as much about the time of their making and the shaping of the historical consciousness of Spain as they do about the era that they represent on screen. Prerequisites: Two courses at the [lower](#) 300 level (SPN 300 - SPN 349).

TDT 440 A ADVANCED MAKE-UP 2 S.H.

Students will use their knowledge of basic two and three dimensional stage make-up design to develop special effects and allow the actor to create make-up for all sorts of character roles. Students will explore the period styles of make-up and advanced applications which include casting and molding, latex appliances, special effects and working with crepe hair. A make-up kit is mandatory. A material fee will be required.

TDT 440 B STAGE MANAGEMENT 4 S.H.

Students will explore the role of the stage manager in theatrical production. Focus will be placed on working methods, processes, documentation, and duties of this important job.

TDT 440 C COSTUME DESIGN FOR DANCE 4 S.H.

This class is a studio design course in which students explore all aspects of costuming for dance including the history, the present and considerations of the future of dance costuming. Techniques to illustrate dance design so that student will be able to convey their ideas will be examined. Choreographed pieces will be reviewed for their existing designs, deconstruction of the design and exploration of other design options. We will look at the effectiveness and importance of costuming for dance within the choreographic process and discuss the collaborative process of artists in the field of dance. In addition to design work, students will look at techniques which are specific to producing dance costumes. We will look at the usage of fabric, texture, color, and line, as well as how costumes should be cut/draped/and sewn specifically to dance. This course will be geared to students who have an interest or background in dance and/or an interest or background in design. Students will be expected to explore outside of their comfort zones.

THE 440 D HISTORY OF DESIGN

4 S.H.

Students will explore aesthetics and terminology within selected historical period styles of Dress, Architecture, Decorative Arts and Theatre Design. Students will discuss the philosophical underpinnings of design choices and how those elements shaped and were shaped by culture. A great focus will be placed on the process of researching period styles to prepare for future work and presenting both written and visual research.

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.