Create your shopping cart.
Register at your assigned time.

Check out the Spring 20 Schedule of Classes!
Select your first choices plus back-ups. Make sure you don’t have any time conflicts.

Undergraduates - Review your four-year plan noting changes you need to make for Spring 2020.

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

ELON UNIVERSITY
SPRING 2020
SCHEDULE OF CLASSES
Undergraduate classes and Graduate classes in the Schools of Communications, Business and Education
Registration begins November 7, 2019
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.

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 AND TOPICS COURSE DESCRIPTIONS – SPRING 2020

ABL 179  INTRO TO ADVENTURE BASED COUNSELING
This class will focus on the use of adventure-based activities in counseling with individuals, groups and families. Students will be introduced to adventure through readings, discussions and outdoor experiences. This introductory course is designed to provide the student with a theoretical, philosophical and experiential understanding of adventure and experiential learning and its application to counseling. Course content includes the theoretical and philosophical foundations of adventure based learning, a discourse on the safe and appropriate use of adventure activities with various populations, facilitation of adventure based activities, and use of these activities in assessment and intervention.

ACT 320 A  SPEC TOP: CHEKOV

ACT 320 B  SPEC TOP: SHAKESPEARE

ACT 320 C  SPEC TOP: COMBAT

AMS 270  AMERICAN GANGSTERS
Few figures, if any, succeed in unveiling the interplay of modernity and America in the 20th century as well as the gangster does. The two match up so well and so often that the gangster has become coterminous of our culture. The gangster is everywhere: movies (Public Enemy, Bonnie & Clyde, The Godfather, Goodfellas, American Gangster, Black Mass), literature (The Great Gatsby, Billy Bathgate, Gentleman Jigger, Stiletto and Steel), newspaper stories, TV shows (The Sopranos, Boardwalk Empire), memoirs (The Valachi Papers) and popular music, including rap songs ("The Ledge"). Its presence is essential to understand some fundamental aspects of our material culture (clothes, fashion); technology (fire weapons, automobiles) as well as racial, sexual, ethnic and class relationships. and the so-called culture industry. Indeed, the century long continuing success of the gangster indicates how pervasive this identification is in the American psyche. Why is that and how did it all happen?

ANT 382  ARCHAEOLOGY OF DEATH

ANT 385  CULTURE AND BUSINESS
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.

ARH 371  SUPERNATURAL IN BYZANTINE ART
The Byzantine universe was full of supernatural forces—from a jealous demoness who caused miscarriages to the saints that appeared before the faithful and intervened in their lives. The Byzantines used an array of objects and images that could appeal for aid, defend them against evil, or even help them appear more beautiful. This course investigates how ancient views and objects regarding supernatural forces were adapted to either fit into or run counter to a Christian theological and material cultural framework. It will introduce students to beliefs and practices from the Ancient Greco-Roman tradition through the Post-Byzantine era. Students will be exposed to a wide variety of objects and images, from an inkwell guarded by the head of Medusa to large wall paintings of the Last Judgment, that harnessed the powers of the supernatural world.

ARH 372  CULTURES OF DISPLAY: DESIGN HISTORY
This course explores global design history from the sixteenth century to the twenty-first century. The course pays special attention to the themes of technological change, social and political contexts, and cultural exchange—and the historical relationship of these themes to design. Students will consider how to approach design studies through exploring theories of material culture, visual theory, and informational design, and in doing so, will probe various definitions of design. Students will complete digital projects to aid in their exploration of design history. The
objective of the course is to analyze the relationship between design and society, craft, communication through modes of representation, materials, display, and viewership.

**ARH 375 L.A.’S URBAN MOSAIC: ARCHITECTURE, PUBLIC ART, AND THE BUILT ENVIRONMENT**

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 contextual 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 foil 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.

**BIO 105 SCI-FI BIOLOGY: MUTANTS**

This course will investigate biology in the context of science fiction and the outstanding descriptions and characteristics of mutants. We will analyze and explore the human and artistic dimensions of popular movies such as X-Men, Rise of the Planet of the Apes and Jurassic World. Several scientific topics will be examined and discussed to evaluate fictitious biological phenomena including the basics of genetic information and mutations, the biology behind viruses and how they work, as well as genetic engineering.

**BIO 373 CELLULAR NEUROLOGY**

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

**BUS 170 MINDFUL ENVIRONMENT OF BUSINESS**

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 272 ASPIRED TO BE HIRED**

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.

**BUS 376 THE APP ECONOMY**

**CAS 271 ARTS AND SCIENCES AND YOUR COLLEGE JOURNEY**

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**

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.

**CHN 170 INTRODUCTION TO CHINESE LANGUAGE**

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 372 ADVANCED CHINESE**

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.

**CLA 370 RACE AND ETHNICITY IN THE ANCIENT MEDITERRANEAN**

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.

COE 310 A 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 personal 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 B TRANSITION STRATEGIES: PREPARING FOR SPORT MANAGEMENT INTERNSHIPS AND 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.

CSC 171 INTRODUCTION TO COMPUTER PROGRAMMING IN PYTHON
This course introduces computer programming using the Python language. The course emphasizes applications to data science and analytics.

DAN 320 A WEST AFRICAN DANCE
West African dance forms or styles are strong, virile and vital with the feeling of dynamic thrust and resistance. They are exceeding controlled, having the power to project the gentle wind or the raging storm. Ranging from the walk and all variations, the techniques of the West African dance embrace the leap, the hop, the skip, the jumps, falls of all descriptions and turns which balance the dancer at the most precarious angles with the ground. But more than any combination of steps, West African dance movements have urgency. The dancer has direction and purpose. The purpose is to communicate. This is why he can assume the proportion of an ant or giant. For the dancer and his people, celebrating the life of the community more than that of the individuals or couples, the dance is life! The course will analyze how many genres hybridized when crossing geographical, social and cultural boundaries within the context of West African dance forms/styles. What is gained and lost learning West African Dance style? How do people from their ethnicity interpret music and dance they perform that are not ethnically their own? How are these dances used in constructing West African/Diaspora identities?

DAN 320 B, C PILATES
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
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 320F.

DAN 320 E SPEC TOP: PILATES EQUIPMENT
An advanced movement technique class based on the Pilates Method of Body Conditioning. This class will focus on the philosophy, theory, and technique of four pieces of specialized Pilates Equipment: Wunda Chair; Trapeze Table; Reformer; and Ladder Barrel. 4 sh. TTH 12:25-2:05. Professor Lauren Kearns, Prerequisite: DAN 202 or Permission of the Instructor.

EDU 372 GARDEN BASED LEARNING
In this course students will be introduced to the philosophy and practices of garden-based learning. Topics include project-based learning, interdisciplinary curriculum development, inquiry-based instructional methods, restorative justice, mindfulness, and environmental literacy. Students will assist with the maintenance of a local school garden, plan and implement learning activities in an afterschool garden club for 3rd-5th graders, and collaborate with teachers who are integrating garden-based learning into their teaching.

EGR 173 WORLD OF LIGHT
This course will introduce students to the fundamentals of light and its importance in a variety of fields. The role of light in nature, art, industry, medicine, and science will be explored, as well as its societal impacts. In addition to lecture activities, the course will include laboratory exercises designed to engage students in connecting ideas from optics, the study of light, to real-world applications. Upon completion of the course, students will understand the basic science of light, have an appreciation for how this knowledge has shaped our society, and realize the likely implications of new light technologies on our future. Laboratory included.

ENG 255 A OUTLAWS AND OUTSIDERS IN FILM AND LITERATURE
The isolated and beleaguered outsider as rebel, as punk, as misfit intellectual, as criminal, as marginalized minority, as artist, as anti-hero, as villain, and conscientious dissenter has a fascinating history of representation in both film and fiction. Pairing a global sampling of fiction and films with philosophical investigations of outsiders and theories of criminality this course will examine the effects of portrayals of outlaw and outsider figures, with particular emphasis on issues of justice, on the subversive potential of art, and the ways identity is often constructed around social and legal notions of a divide between insiders and outsiders. Additionally, we will develop approaches and skills for reading both film and fiction that lead to sophisticated analysis and interpretation of the artistic works and the ways they inform and direct our feelings, actions, behaviors, and institutional frameworks. This course will appeal to those especially interested in film and fiction that explores matters of identity and justice. Notable genres, authors, and works might include: film noir, Japanese samurai cinema, French New Wave, Friedrich Nietzsche, Raymond Williams, Stuart Hall, Albert Camus, Umberto Eco, Graham Greene, Ralph Waldo Emerson, Zadie Smith, Heart of Darkness, Frankenstein, The Shining, Edward Scissorhands, Spring Breakers.

ENG 255 B MENTAL ILLNESS IN LITERATURE
Does creativity arise from emotional instability? How has the treatment of mental illness at times hindered artistic vision? Can an emotionally ill person ever fully describe what they are experiencing? Are emotional illnesses stereotyped or portrayed accurately in contemporary literature? Through reading literature by and about the mentally ill (poetry by Christopher Smart, Sylvia Plath, and Anne Sexton; drama such as The Persecution and Assassination of Jean-Paul Marat as Performed by the Inmates of the Asylum of Charenton Under the Direction of the Marquis
ENG 255 C THE ART OF HORROR
"The Art of Horror" will provide you with an introduction to the genre of horror, through the lens of aesthetic theory. We will look at literature and film in multiple global contexts and with a special focus on English- and German-language works. By looking across countries and time periods, we will search out commonalities and divergences in works of horror uniquely focused on aesthetics and art. For example, why do so many horror movies use black and white instead of color film? Why is the image of the house an especially potent symbol for horror? While our focus will be the fictional works themselves, we will also spend time on theoretical concepts and historical context. Throughout, we will return to the question: What about the art of horror is unique, and why does the genre continue to fascinate us? Possible authors/directors include Edgar Allan Poe, Alfred Hitchcock, Charlotte Perkins Gilman, Guillermo del Toro, Michael Haneke, and Shirley Jackson.

ENG 255 D LITERATURE OF THE ABSURD
This course will examine 19th and 20th century prose, drama, and essays that are representative of Absurdist and Existential thought. Through our study we will understand that despite the erroneous labels of Absurdism as "minimalist nonsense," or Existentialism as a "bleak and nihilistic world view," these movements are an imaginative and life-affirming comment on the nature of Humanity. Overall, we will consider and analyze the comments these texts make on suffering, despair, guilt, and responsibility. This course fulfills the Core Curriculum requirement for Expression and counts as a literature course.

ENG 255 E HEAR SPOT SPEAK: ANIMAL NARRATIVES IN A POSTHUMAN AGE
This course will look at a variety of texts centered around animals and animal experiences. Rather than simply analyzing the symbolic or cultural significance of these animals, however, this class seeks to challenge our perceptions by centering the animal itself, a task that raises several important questions about the relationship between language, subjectivity, and representation. How do we accurately represent/talk about nonhuman animals when our language itself is a human construction? Can we ever perceive the animal from a perspective that is not anthropocentric or anthropomorphic (and should we even attempt such a view)? Given our current state of ecological dismay, these questions have larger ramifications that shed light on how humans can better relate to the nonhuman world around us.

ENG 255 F ART AT THE END OF THE WORLD
How do we respond—as citizens, siblings, significant others, students—to apocalypse? How do we define apocalypse? Is it climatological? Political? What if it's personal? As the world seems to burn down around us, whether literally or symbolically, this course will seek to engage with larger questions, no matter the era. (On that note, fair warning: we may well read Moby-Dick. All of it. Seems we've long been alarmed about how nigh the end might be.)

ESS 278 EXERCISE AND INTERVENTION
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. Prerequisite ESS 101.

GBL 173 FINDING YOUR GLOBAL HOME
This course is designed to deepen intercultural student learning away from campus in a Study Abroad or Study USA location by learning how to more thoroughly engage in critical reflection of American culture and their own cultural preconceptions prior to departure, applying those sharpened skills while abroad to acquire a new and deeper intercultural lens through immersion in a theme highlighting cultural elements of their away location, and to enable students upon their return to use their theme to actively exercise and integrate these new skills into a richer intellectual life at Elon, a deeper comparative understanding of the Elon and Alamance County communities, and of the larger cultures within the United States. Petition required.

GEO 171 HUMAN GEOGRAPHY
This course explores the patterns and processes that shape and connect places around the world using human geography's various thematic lenses, including cultural, political, economic urban and environmental geography. Under these conceptual headings we will explore issues such as the demographics of migration, the challenges of international development, the cultural landscapes of globalization, the geopolitics of nationalism and conflict, the patterns of planetary urbanism, and environmental debates about the Anthropocene. In considering these interwoven topics, we will analyze and interpret visual, demographic, and geographic data with an emphasis on space, place, scale, and the environment. By the end of the semester, you will have a solid familiarity with the subfields of human geography and the different perspectives they can offer on pressing issues of global import. Moreover, you will be equipped with the tools to investigate how global events and processes—from international trade, to climate change, and urban development—affect everyday places such as your neighborhood coffee shop.

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 138 ROCK MUSIC IN AMERICAN CULTURE
In August 2019, 45,000 fans flocked to Memphis, Tennessee’s “Elvis Week,” forty-two years after his death in 1977. Why? Because rock and roll has always been about more than the music. Between the mid-1950s, when Elvis Presley, Little Richard and the rest of the first generation of American rockers came onto the scene, and the 1969 Woodstock Festival, rock music framed complex and often disruptive conversations about a wide variety of American social and cultural ideas and institutions including race, gender, youth culture, class, protest, politics, Cold War America, Vietnam, and the music industry. We’ll examine how and why the first generation of rock and roll proved to be such an incredibly influential cultural form from the moment it was born.
HST 372 RELIGION AND SOCIETY IN LATIN AMERICA
This course explores religion in Latin America from the pre-Columbian era to modern day. We investigate numerous religions practiced within these societies and changes over time. With European contact, Catholic ideologies were brought to the Americas resulting in the dramatic change of the religious landscape. These changes were not immediate nor uni-directional, and cannot be reduced to assimilated or hybrid forms of Christianity. Rather, a complex matrix of religious beliefs and practices were integrated into the lives of people of all classes and castes in complicated ways. This course tracks the religious milieu of Mexico, Peru, Brazil, and the Caribbean, paying particular attention to Indigenous and African influences on religion giving insight to cultural beliefs and the powerful influence of religion on society at large.

HST 468 RACE AND RELIGION IN EARLY US HISTORY
Americans believe the place that “All men are created equal” at the heart of their national identity. However, from the beginning, people in power have also tried to define belonging in racial and religious terms. This course explores the resulting tension between the universal idea of human equality and white and Christian identities in US History. Since it fulfills the senior seminar requirement for history majors, students will also work to develop stronger research and writing skills. Building on the lessons of Research Methods, students will write a research paper characterized by organizational clarity, argumentative rigor, historiographical awareness, and deft use of primary sources. While common readings will focus on the 17th through 19th centuries, students will be free to write about any time period.

HNR 134 FORGING CULTURE: BOOKS, POLITICS, CHILDHOOD
This course will examine children’s and young adult literature as a fulcrum of cultural, political, and historical identity in the United States. Members of the class will look at how children’s literature helps give us shared values and allusions that provide us with a cultural identity and sense of community. Simultaneously, we will also look at the many conflicts raised by the introduction of complicated or contentious ideas in books for children and young adults. We will look at book culture for children in terms of entertainment, education, and socialization. Ultimately, the goal of this course is to challenge members of the class to think more deeply about their ideas of childhood, story, books, and U.S. culture and how all of these things are produced.

HNR 135 POLITICS OF ERASING HISTORY
Political actors through the ages have attempted to erase people, groups, and events for political purposes. Whether we look back to damnatio memoriae in Rome when the senate erased the name of a targeted person from records and ordered their face chiseled from sculpture, or we study Soviet erasure of specific people from photographs, or we look to how politicians attempt to erase events from textbooks or records, our work in this course will help us identify how, when, and why political actors use erasure. In addition, we will focus attention on what role technology plays in these processes, taking us from the chiseling of stone to the 1’s and 0’s of the internet. Finally, embedded in the course will be the voices of those who attempt to resist erasure. This class will ask you to think about how power, communication, and memory are intertwined, and what that means for your understanding of politics and history. SOCIETY

HNR 235 THE CULTURE OF FOOD
At first glance, the meaning of “food” seems self-apparent. “Food” is a monosyllable, something we’re familiar with from birth; even a baby knows what food is. Look more carefully, however, and the definition becomes more complex: what is the dividing line between a food and a medicine? Are genetically modified or highly-processed substances – say, “imitation cheese product” or Go-Gurt – still foods? How might one culture’s food be another’s taboo? This course spans human expression – including literature, the visual arts, the history of science and the history of ideas – to explore and evaluate the meaning of food. In turn, students will examine and articulate their own relationships with food, through both individual research projects and in-class tastings and activities. How might thoughtful engagement with food – and learning to taste critically – make us better eaters, thinkers and global citizens?

HNR 234 ADAPTING TO THE ANTHROPOCENE
Humans have radically altered nearly every aspect of life on Earth. From the composition of the atmosphere, to the extinction of thousands of species, it is impossible to escape the consequences of human society. Although we typically think of these environmental issues as modern phenomena, people have altered the environment around them in ways that are vastly different from other species for 50,000 years. Today, many geologists consider the impact of humanity so great as to warrant the naming of a new geological Age – The Anthropocene. In this class, we will begin by looking at the profound ways that humans have impacted the Earth, drawing from geology, atmospheric science, biology, chemistry, and oceanography. We also consider the socio-economic aspects of human society that contribute to these widespread global changes. Although this may seem bleak, there are simultaneously some incredible adaptations that people are making to living and thriving in this new, modern world. In the second half of the semester, we will focus on the current adaptations that individuals and communities are making to adjust to our current environment and explore future visions in sustainability that may shape the future of humanity in the Anthropocene.

HNR 246 PRESS AND POLITICS DURING THE COLD WAR
Fears of Communism and the nuclear bomb, questions about America’s role as the free world’s lone superpower, and concerns about changing social mores were shaped and filtered during the Cold War by an increasingly omnipresent mass media. The advent of television brought about unprecedented opportunities to inform an increasingly uneasy public, but also proved to be an effective vehicle for manipulation by savvy politicians and media consultants through news events and campaign advertising. At the same time, new media voices appeared in the alternative press that emboldened citizens to question the status quo. This course will explore the interrelationship among the press, the political system, and public opinion during the Cold War era and seek to understand how each influenced the others. Civilization or Society. Applies either to Civilization or Society.

HSS 174 HUMAN TRAFFICKING
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 it 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.

HSS 273 OPIOIDS AND ADDITIONS: INDIVIDUALS, FAMILIES AND COMMUNITIES
This course explores the human pathway to addiction with an emphasis on opioids. Students will critically examine the devastating impact across diverse populations and what propelled opioids to national prominence. Topics include defining the devastation, the path to abuse and addiction, who is responsible, and evidence based strategies to guide constructive interventions by human service professionals.

ITL 374 ITALIAN CUISINE AND LITERATURE
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 372 ADVANCED LATIN II
Students in this course will deepen their knowledge of the Latin language and of Roman culture through the study of Latin poetry. The specific genre or period covered will vary by semester but can include drama, epic, elegiac, epigram, pastoral, and philosophy written by authors such as Vergil, Ovid, Propertius, Martial, Catullus, Horace, Lucretius, and many others. In addition to refining their mastery of Latin grammar and syntax, students will learn how to interpret ancient texts and cultures from a variety of theoretical perspectives. Repeatable for credit.

LED 373 LEADERSHIP FOR SOCIAL CHANGE
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 and change theories. Identifying authentic challenges in our community provides the context for studying and applying relational and learning centered leadership to the human-centered problem solving processes. Students will develop and begin implementing innovative approaches for social or behavior change. Prerequisite: LED 210.

MGT 371 EMPLOYEE RELATIONS II
This course is the second in a two part course focused on human resource compliance with employment laws and regulations, as well as practical skills for managing the employee relations function. Topics will include recruitment, interviewing and selection, talent cultivation, planning and staffing, discrimination law and an overview of employee and labor relations. 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.

MKT 472 MARKETING ANALYTICS
The new age of marketing requires a theoretical and empirical understanding of data. Marketing Analytics helps marketers to make data-driven decisions. Students will learn the benefits of taking an analytics-based approach to decision making and how marketing analytics is practiced in organizations. The class will offer the theoretical understanding of data technologies including marketing data collection, analysis, and visualization. A variety of relevant topics will be discussed including data management, social listening and sentiment analysis, cluster analysis, experiments and A/B testing in the digital environments, artificial intelligence and machine learning and data visualization. The class will give students the right tools to stay relevant. At the end of the course, students will be equipped with the knowledge to adapt to the many changes in marketing and the skills to perform vital daily function. The course will use a combination of cases, lectures, and hands-on projects. Counts as a Marketing Major elective in the Marketing Major and Professional Sales Minor. Prerequisite: MKT 311.

MKT 473 TOPICS IN CONTEMPORARY B2C MARKETING
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
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.

MUS 170 BEGINNING STRINGS
A course for beginners (appropriate even for those with no musical background) in playing bowed strings.

MUS 270 MUSIC AND SOCIETY
Music and Society examines music in contexts of peace and protest, suffering and healing, past and present, at home and abroad. Through observing case studies of diverse populations, students will be made aware of a variety of social, political, ideological, cultural and philosophical issues as they are reflected in music making as everyday practice. Class readings, auditory and media presentations will be drawn from multiple disciplines and origins.

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 472 MUSIC FOR THEATRE

MTE 170 MUSIC THEATRE THEORY
This course provides activities and training relative to developing basic musicianship skills for Music Theatre majors such as music reading, recognition of key signatures, aural skills and basic music theory. Additional subject areas include fundamental vocal technique, voice classification and vocal health and maintenance.

**MTE 270 GRAND NIGHT**
Students accepted into this course will create and perform in Grand Night. This unique class is open to all BFA Music Theatre majors. In this class students will be able to apply their sight singing and theory skills from previous courses directly with music from the music theatre repertoire. Students may repeat this course.

**MTE 320 A THE MUSICAL THEATRE AUDITION**
This course is an engaged, practice-based class that concentrates on musical theatre performance and auditioning. The primary focus will be the preparation and execution of audition material appropriate for the professional musical theatre arena. All aspects of the audition will be touched upon, including singing, acting and dance audition techniques. Students are expected to have previously assembled vocal audition materials to be utilized throughout the course. For acting and dance majors, it is suggested that you have taken Singing for the Actor and/or Singing for the Dancer.

**MTE 470 SHOWCASE**
This course is dedicated to exposing Music Theatre seniors to industry professionals. In addition to the showcase auditions, events include workshops, panel discussions with professionals and discussions with alumni.

**PHL 371 ZOMBIES, ROBOTS, AND BRAINS!**
4 S.H.
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 377 HEALTH AND SOCIAL JUSTICE: DISABILITY, RACE, AND GENDER IN MEDICINE**
This course acquaints students with ethical issues in medicine, health care, and research with attention to issues of disability, race, and gender, and to questions of bodily difference. We will reflect on the guiding values of scientific progress, on frequently taken-for-granted norms of health and ability, and on questions of justice with regard to accessible medical care.

**PED 119 INTRODUCTION TO TROUT FISHING AND JIG TYPING**
An introduction to marabou fly fishing includes a brief history of the sport, beautiful places in North Carolina and Northern Georgia which to enjoy it, ways in which to preserve fish habitat, casting mechanics and fishing technique practice (fly fishing and marabou jig fishing). Students' introduction to the sport will include: knowledge of equipment, fish identification, knot-tying, marabou jig tying, casting mechanics, fishing techniques, reading still and moving water, the use of invisible sewing thread as fishing line, entomology, and environmental preservation and restoration projects. The course will include an option for an overnight weekend fishing/camping adventure. Special course fee: $50.00; Students may incur additional costs for weekend camping adventure. Offered spring semester.

**POL 271 ANALYZING POLITICAL INQUIRY**

**POL 370 FEMINISM IN COALITION: CONTEMPORARY THEORIES OF FEMINIST ACTIVISM**
This seminar examines a number of important concepts in contemporary feminist political theory. In particular, we will focus on the theme of coalition politics, examining the theories on which feminist coalitional activism have been built, the notions of political subjectivity and consciousness that are necessary for successful coalescing, the possibilities and challenges of feminist coalition politics across race, class, sexuality, gender, and other divides, and the way in which feminist commitments to coalitional activism have shaped approaches to feminist scholarship. Additionally, students will take part in a coalitional conversation about social justice and feminist activism, in which they will put into practice the coalitional theories introduced to them across the semester. This exercise will enable students to “workshop” cutting edge ideas coming out of contemporary feminist theory on educating for coalition and building coalitional consciousness, and to attempt to integrate disciplinary approaches across philosophy, political science, women's studies, and sociology.

**POL 378 TERRORISM AND THE INTERNATIONAL ORDER**
Empirically terrorism causes extremely low levels of causalities yet states dedicate trillions of dollars and thousands of soldiers in combating terrorism. This course will try to explain this disconnect and help students understand how the “War on Terror” has dramatically altered the international order over the course of the last 20 years.

**PSY 370 NEUROBIOLOGY OF LEARNING AND MEMORY**
This course will examine the neural mechanisms of learning and memory, including an in-depth characterization of these processes from both psychological and biological perspectives. Topics will include habituation/sensitization, classical/operant conditioning, comparative cognition, neuroplasticity, long-term potentiation, and protein synthesis.

**PSY 377 INTRO TO CLINICAL PSYCHOLOGY**
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 120 MAGIC**
Wizards and Wicca, angels and demons, entertainers and con-artists -- the words and the worlds of magic beckon to us from television sets and new-age stores, speak in the language of children's books and church sermons. But what is magic? And, more importantly, whose traditions and practices get called “magic”? This course examines the debates over magic in historic and contemporary contexts, examining traditions from Vodou to Islam. As we pay particular attention to the lines between the rational and the irrational, the authentic and the fake, and between commitment and entertainment our investigations will ultimately lead us to ask: what is religion?
REL 174  RELIGION AND POWER
This course challenges students to think about “religion” as something extending beyond the walls of churches, mosques, synagogues, and temples. Instead, this course asks how religion and social power can overlap, blend into, and alter one another. Can religion prompt violence, political movements, and racism? Can social and political circumstances alter religion? This course focuses especially on colonialism, both in its earliest stages as well as contemporary variations on it. Students will also investigate how religious ideas have influenced racial, sexual, and cultural regulation.

REL 179  IRRELIGIOUS AND SECULAR TRADITIONS
This course investigates traditions that—in many cases—would not identify themselves as “religion,” or which attempt to reject “religion” as a concept. Examples of such traditions include New Atheism, Satanism, the veneration of social and political systems, Scientology, and even some religions identified as “joke” religions, such as Discordianism or Pastafarianism. Students in this course will evaluate where the boundaries lie between “religion” and “not religion,” as well as consider how irreligious and secular traditions can offer meaning and value to their members.

REL 374  LOVE AND ECSTASY
A medieval Muslim poet wrote, “I profess the religion of love, wherever its caravan turns along the way / that is the way, the path I keep.” This course examines this “path of love,” a tradition that arose early in the history of Islam and came to influence Muslims around the world, in every period of history. The followers of this path focused — and continue to focus — on building a relationship with God based on love and sought a personal, experiential encounter with the “divine.” This course will examine the social, political, and poetic effects of love — on social protest, music, philosophy, gender, and sexuality, with a particular focus on the historical world of the Middle East and Asia.

REL 461  WAR AND JUDAISM, FROM THE BIBLE TO ZIONISM
From the commands to wage war in the Bible to the anti-war movements of the twentieth century, from revolts against Rome to revolts against the British Empire, from debates about the American Civil War to debates about the Israeli-Palestinian conflict, members of Jewish communities have had much to say about the morality of war. This course explores how Jews have thought about the morality of war in various historical contexts, giving particular attention to how traditional Jewish sources have been used in modern discussions about the use of force.

SOC 372  GLOBAL SOCIAL PROBLEMS
Social and environmental crises impact the lives of everyone on the planet, yet this impact is far more extreme for those impacted by critical social justice issues. Globally, there are now more people displaced from their homes than any time in history, and these numbers are likely to grow due to increasing climate change related disasters and a wide range of geopolitical conflicts. Using both macro and micro level sociological theoretical perspectives we will survey social problems around globe including the genocide in Myanmar, the civil war in Syria, and multiple additional conflicts in the Middle East, civil unrest in Venezuela, and climate-related natural disasters. Special emphasis will be placed on how the humanitarian aid and development sector is responding to crises.

SOC 375  PROTEST

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

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 FOUNDATIONS II: DRAFTING

WHE 175  INTRODUCTION TO PEER EDUCATION
This course is designed to give students the skills to be peer health educators in the University setting. Students will learn foundational skills in health promotion and health education. Specific skills include communication, group facilitation, presentation, and leadership, with a focus on ethics, confidentiality, and inclusivity. If students are employed as SPARKS peer educators, they will then choose a content area in which to focus: sexual health, substance education or mind-body connection.

WHE 275  MATERIALS AND METHODS IN HEALTH EDUCATION AND PROMOTION
This course examines the theory and practice of facilitating health promotion programs. Students will gain experience in designing health education activities for multiple audiences, creating engaging learning activities, and practicing facilitation skills. Choosing delivery methods appropriate for varied audiences and health promotion goals will be emphasized. This course will focus on strategies and techniques essential to the dissemination of health information. Strategies designed to teach the concepts, skill development, cognitive skills, behavior change and planning for health instruction will all be addressed. Prerequisite: WHE 230 Principles of Health Promotion: Foundations to Function

WHE 371  PREPARING FOR SEMESTER ABROAD
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.

WHE 372  MAKING THE MOST OF SEMESTER ABROAD
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 371.

**WLC 373 PROCESSING YOUR SEMESTER ABROAD**

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. Prerequisite: Completion of WLC 372 and a semester abroad in a country where the target language is spoken.