

## Studies in the Arts & Sciences: Civilization

All students must complete 8 semester hours in Civilization. Within these 8 semester hours, students must classes from a minimum of two subjects. Students are permitted to double-count one World Language class for World Language Proficiency within the Civilization category. Review the list of classes to determine courses of interest for your first semester at Elon University.

The list of classes below are offered in the fall semester and will contribute toward completing the Civilization requirement. This list is subject to change. The most up to date list is available in OnTrack. For more information on how to navigate OnTrack, go to the Office of Academic Advising video tutorials playlist: [How to Use OnTrack](#).

Course Information	Semester Hours
<b>African &amp; African American Studies (AAA) 1701: Intro to African American Studies</b>	<b>4</b>
This course provides an interdisciplinary exploration of the historical, political, cultural, and artistic experiences of people of African descent in the United States. From the onset of the Transatlantic Slave Trade to the contemporary Black Lives Matter movement, students will critically engage with key moments, movements, and figures shaping African American history. A central focus of the course is the role of protest, resistance, and resilience in the ongoing struggle for justice and equity. Additionally, the course examines the profound influence of Black culture on popular culture, including music, fashion, film, sports, and social media. Through diverse readings, documentaries, and discussions, students will analyze how African American artistic and cultural contributions have shaped and transformed mainstream culture while serving as tools for activism and social change. This course encourages deep reflection, critical analysis, and an appreciation for the enduring impact of African American resistance, creativity, and cultural production on the broader American and global narrative.	
<b>American Studies (AMS) AMS 2100: Concepts in American Studies</b>	<b>4</b>
This course is an introduction to American Studies and surveys the movement's history and development. Students will be introduced to significant works and theoretical models and methodologies common to American Studies. Counts as partial fulfillment of the Elon Core Curriculum Civilization requirement.	
<b>Arabic (ARB) 1010: Elementary Arabic I</b>	<b>4</b>

An introduction to Modern Standard Arabic and Middle Eastern culture, this course assumes no prior knowledge. Arabic sounds and the alphabet and writing system are introduced as well as very basic vocabulary and grammar.

**Arabic (ARB) 1020: Elementary Arabic II**

**4**

This course is designed to reinforce the vocabulary and grammar covered in 1010 and 1020 through active use in simulated settings. The course builds on prior knowledge to teach advanced vocabulary and grammar necessary for various real life scenarios and communication contexts that are expected in an Arabic speaking environment. The course focuses on proper pronunciation and word selection to help students retrieve and utilize newly acquired knowledge with ease and proficiency. This course is suitable for students who plan to study abroad or visit Arabic speaking countries as well as students working on service projects that serve Arabic speaking individuals. The course also contains a cultural component that explains certain linguistic preferences, recommended word choices, and other speech-related etiquette.

**Arabic (ARB) 2010: Intermediate Arabic I**

**4**

This course is designed to reinforce the vocabulary and grammar covered in 1010 and 1020 through active use in simulated settings. The course builds on prior knowledge to teach advanced vocabulary and grammar necessary for various real life scenarios and communication contexts that are expected in an Arabic speaking environment. The course focuses on proper pronunciation and word selection to help students retrieve and utilize newly acquired knowledge with ease and proficiency. This course is suitable for students who plan to study abroad or visit Arabic speaking countries as well as students working on service projects that serve Arabic speaking individuals. The course also contains a cultural component that explains certain linguistic preferences, recommended word choices, and other speech-related etiquette.

**Arabic (ARB) 3110: Arabic Language Tutorial**

**4**

Language Tutorials offer students in Arabic an opportunity to pursue advanced levels of study when a catalog course at their level is not available. Students may register for Arabic 3110 by contacting the WLC department chair and crafting a plan of study with the appropriate professor. All proposals must be approved by the WLC department chair, the appropriate professor, and the Registrar before study may begin.

**Art History (ARH) 1703: Playing the Past: The Art History of Video Games**

**4**

This course examines the historical development, cultural impact, and technological evolution of video games. Over the course of the semester, we will explore how video games utilize narrative/world design, character creation, and visual storytelling

techniques, as well as the ways in which games represent and engage with the historical past. We'll investigate the relationship between video games and broader social and cultural movements, fostering a deeper understanding of this evolving art form and its place within art history.

**Art History (ARH) ARH 2100: Art History of the Ancient World**

**4**

This course introduces the student to the history of world art and architecture from the Paleolithic Period through the 4th century. We will explore the contexts in which these works were created, considering a variety of factors that influenced their production, style, meaning, authorship, patronage, and continued importance. We will pay particular attention to issues such as power, gender, and death as well as the reception of the period's art both then and now. We will learn to think and speak analytically about visual and textual material from cave paintings to the Roman temple. No prerequisite.

**Art History (ARH) ARH 2110: Art History of the Medieval & Premodern World**

**4**

This course introduces the student to the history of world art and architecture from the 5th century through the 16th century. We will explore the contexts in which these works were created, considering a variety of factors that influenced their production, style, meaning, authorship, patronage, and continued importance. We will pay particular attention to global cultural exchange and exploitation that occurs through travel, exploration, and conquest as well as the emphasis placed on art's function in society religiously, culturally, and politically. You will learn to think and speak analytically about visual and textual material from the illuminated manuscript to the Maya ballcourt.

**Art History (ARH) ARH 2120: Art History of the Modern World**

**4**

This course introduces the student to the history of world art and architecture from the 17th century to the present. We will explore the contexts in which these works were created, considering a variety of factors that influenced their production, style, meaning, authorship, patronage, and continued importance. We will pay particular attention to historical moments of revolution and reform as well as the increasing emphasis placed on art's critical function in society both culturally and politically. You will learn to think and speak analytically about visual and textual material from Baroque architecture to contemporary Japanese performance art. No prerequisite.

**Chinese (CHN) CHN 1010: Elementary Chinese I**

**4**

This course is designed for students who have never studied Chinese before or who have had very little exposure to the language. Students learn the Chinese sound system, approximately 150 basic Chinese characters, as well as vocabulary and grammar with which they can fulfill basic conversational needs. Listening and speaking are emphasized through in-class

interaction, and cultural knowledge as related to the language is also integrated into the course. Proficiency goal on the ACTFL scale: Novice Mid.

**Chinese (CHN) 2010: Intermediate Chinese I**

**4**

This intermediate course completes the introduction of the basic grammatical structures and places an increased emphasis on recognizing and writing characters in Chinese. In addition, it continues to develop students' listening and speaking skills so that students may communicate more effectively on a broader range of topics about their daily lives, both in spoken and in written Chinese. Proficiency goal on the ACTFL scale: Intermediate Low.

**Chinese (CHN) CHN 3210: Advanced Chinese I**

**4**

This course introduces more complex linguistic structures in Chinese while placing an increased focus on intercultural awareness. Intermediate to advanced reading, writing and speaking skills continue to develop through increasingly sophisticated topics. Strong emphasis is placed on oral communication through small group activities and projects in which students express themselves using connected discourse. Proficiency goal on the ACTFL scale: Intermediate High/Advanced Low.

**Classical Studies (CLA) 1100: Classical Mythology**

**4**

From Percy Jackson to O Brother Where Art Thou?, from Harry Potter to Clash of the Titans, the world of classical mythology continues to shape our cultural landscape. In this course we will seek, first, to understand the belief systems of ancient Mediterranean societies and, second, to consider how and why ancient stories – stories of gods and mortals, monsters and heroes, quests and voyages – have captured the minds and fascinated the imaginations of others for over two millennia.

**Classical Studies (CLA) 3701: Cities of the Ancient World (half semester course)**

**2**

We stand in the shadows of former great empires. What we are left with today are the ruins of monumental architecture and remnants of once sprawling cities. How did they come to be? How did the human race emerge from prehistoric hunter-gather bands and pastoral societies to create these grandiose, urban environments? How were the first cities organized? What was it like to live and walk around in ancient Jericho, Babylon, Greece, or Rome? We will answer these questions and more as we begin with the earliest known settlements in the Near East and trace urbanization as far as imperial Rome. Throughout the class we will examine the characteristics of ancient cities and the archaeological evidence for settlement structure, urbanization, and state-formation in a variety of cultures of the ancient Mediterranean world.

<b>Classical Studies (CLA) 3702: The Archaeology of the Mediterranean (half semester course)</b>	<b>2</b>
<p>Scorching deserts, towering mountains, sprawling forests, underground caverns, and endless plains. These landscapes have traditionally been treated by archaeologists as a background to the study of ancient cities and other monumental architecture. Yet, these rural environments reflect and create ideas about ourselves, our societies, ideologies, and worldviews. At the same time, they can order and constrain us. In this class, students will gain a strong foundation in current landscape theory by investigating a variety of topics and landscapes of the ancient Mediterranean including the Near East, Egypt, Greece, Rome and the Roman provinces. We will also push our definition of landscapes to examine variations of this idea such as seascapes, nightscapes, and soundscapes.</p>	
<b>Classical Studies (CLA) 2726: The World of Ancient Greeks</b>	<b>4</b>
<p>Who were the Ancient Greeks? What did it mean to be "Greek"? This course takes an interdisciplinary approach to answering these questions by both examining the Ancient Greek city-states and contextualizing them in their broader Mediterranean cultural contexts. We'll learn about culture, history, society, politics, religion, and more from evidence ranging from the archaeological to the literary.</p>	
<b>French (FRE) 1010: Elementary French 1</b>	<b>4</b>
<p>This is the beginning course of our introductory sequence themed “French Today.” The course is designed for students who have never studied French before or who have had very little exposure to the language. Students learn to speak and write in the present and past tenses while learning about French and Francophone cultures through music, film, television clips, news articles, blogs, podcasts and other authentic materials. Students practice vocabulary and grammatical structures in small group and pair work activities.</p>	
<b>French (FRE) 1020: Elementary French II</b>	<b>4</b>
<p>This course continues the development of elementary French skills for students who have already had a solid introduction to French. Emphasis continues to be placed on oral and written communication in the present, past and future tenses as well as on intercultural competency via the study of authentic materials such as music, film, television clips, news articles, blogs and podcasts. Students practice vocabulary and grammatical structures in small group and pair work activities. Communicative activities lead students from structured practice to free expression.</p>	
<b>French (FRE) 2010: Intermediate French I</b>	<b>4</b>

This course provides an intensive review of the grammatical structures taught in FRE 1010 and FRE 1020 and introduces more complex linguistic structures, while placing increased focus on intercultural awareness in French. Increased emphasis is given to reading strategies and composition, including creative writing. Students read and comment on authentic texts treating various cultural topics, and they continue to develop speaking and listening skills through in-class pair and group work, music, film, and other media.

**French (FRE) 2020: Intermediate French II**

**4**

This course completes the introductory sequence on “French Today” and consolidates skills attained in FRE 1010, FRE 1020 and FRE 2010 or the equivalent. Advanced reading, writing and speaking skills are developed through study of increasingly sophisticated cultural and literary topics related to the contemporary Francophone world. Students evaluate and analyze French literary and journalistic texts and complete simple research projects in French. This course is the transition course to 3000-level coursework.

**French (FRE) 3011: Voices of ID in French Phonetics**

**4**

This course is designed to help students improve and perfect pronunciation of Modern Standard French and to detect and analyze different accents from the Francophone world in order to better understand French identity. Students will learn features of speech production and methods to correct and enhance their oral French. They will learn the linguistic terminology of French phonetics and the International Phonetic Alphabet in order to gain and hone the ability to transcribe correctly spoken French from various parts of the Francophone world. Exposure to regional and global native speakers will promote critical thinking, intercultural competence, and global citizenship.

**French (FRE) 3060: Perspectives of French Civilization**

**4**

This course is designed to help student gain transhistorical perspectives on the diversity of French culture and civilization. Students examine key moments, stories, groups, and individuals to inform their understanding of France's complex history. Topics include colonization, immigration, and the subsequent birth of la francophonie; France's struggle with defining its national identity; and France's role in significant world events. Taught in French. Offered: Offered every other year.

**German (GER) 1010: Intro to German Language and Culture I**

**4**

German courses at the 1000 level introduce students to German culture as a way of achieving basic proficiency in German, both listening/speaking and reading/writing. Topics of cultural study may include: stereotypes about the Germans; daily life, leisure,



and travel; shopping and commerce; likes and dislikes; geography and cities; housing and modes of living. The course consistently connects German study to students' academic and career goals.

**German (GER) 1020: Intro to German Language and Culture II**

**4**

This course expands the introduction to German culture and the linguistic skills developed in GER 121. It includes a continued focus on listening/speaking and reading/writing, and a consistent link between German study and students' academic and career goals.

**German (GER) 2010: Experiencing the German Speaking World I**

**4**

German courses at the 2000 level familiarize students with contemporary life in Germany as a means of achieving greater cultural understanding and developing intermediate abilities in listening/speaking and reading/writing. Topics of cultural study at the 2000-level may include: recent German history; famous sites and symbols; recent film and short stories; cities; human relationships; foreigners and immigrants in Germany; current topics in the news. In the 2000-level courses we focus on connecting students' German study to their academic and career goals.

**German (GER) 2020: Experiencing the German Speaking World II**

**4**

This course continues the in-depth study of contemporary life begun in GER 221. Topics and projects in the 200-level courses are listed in the description for GER 2010. GER 2020 is the minimum requirement for semester/year study abroad in Heidelberg, and the minimum requirement for the Business Du-al-Degree program at the European School of Business. Prerequisite: GER 2010 or placement at this level.

**German (GER) 3040: Germany in New Millennium**

**4**

This course examines Germany's changing identity, politics, and values in the new millennium. An in-depth look at current events shaping Germany is grounded in a study how key figures and moments in German history-from the medieval era to the 20th century-continue to influence the people, politics, and institutions of Germany today. Topics of study may include: questions of Heimat; issues of migration and identity (immigrants, Turkish-Germans, religion, multiculturalism); medievalism; genius and inspiration (Nietzsche, Wagner, Beethoven, the Gesamtkunstwerk); the role of Germany in the European Union and the world. The course makes use of news broadcasts and news websites, contemporary film, short fiction, and other cultural products. GER 3040 is offered every other spring, in rotation with GER 3020. Prerequisite: GER 2020 or placement at this level.

<b>Hebrew (HEB) 1010: Modern Elementary Hebrew I</b>	<b>4</b>
This course is designed for students with no prior experience in the language. Special emphasis is placed on active communication to develop oral and comprehension skills.	
<b>History (HST) 1110: Making of the West to 1500</b>	<b>4</b>
This survey of major developments in the Mediterranean world begins with the ancient Mesopotamian and Egyptian civilizations, continues through Greece and Rome and concludes with the Middle Ages. The course will cover the rise and decline of civilizations, the transitions of great empires, change versus continuity in economic, political, social and cultural institutions over time, and interactions and mutual influences among different people.	
<b>History (HST) 1120: Search for Order in Modern Europe</b>	<b>4</b>
A survey of major developments in European history from 1500 to the present, this course covers the rise of the major European powers and their relations with one another and other world regions. Broad topics include transformations in cultural attitudes and practices, social relations and political organization; the devastating processes and effects of large-scale wars; and the emergence of modern economic processes and political institutions.	
<b>History (HST) 1210: Unruly Origins: US to 1865</b>	<b>4</b>
This course surveys major developments in early U.S. history from prior to European contact through the end of the Civil War, with an emphasis on the contested and contingent nature of the American experience. It also explores the implications of these formative struggles for Americans after 1865.	
<b>History (HST) 1220: Contested Democracy: United States From 1865</b>	<b>4</b>
This course traces some of the major political, social, economic and intellectual developments in the United States from the Civil War to the present. The title indicates both the contingent nature of these developments, as well as the interpretive nature of the discipline.	
<b>History (HST) 1370: Sexuality in the US</b>	<b>4</b>
This course examines the history of the United States from 1940s to the present day through the lens of sexuality, and the experiences of sexual minorities, including: lesbian, gay, bisexual, transgender, and queer (LGBTQ) people. With a focus on	



the intersections of gender, race and class alongside sexuality, students will examine the ways that sexual subjects have been created, codified and constrained within structures of homophobia and capitalism. Students will also appraise the extent to which sexual minorities challenged these structures over the last century. This course introduces students to major issues in the history of sexuality through close engagement with primary and secondary sources.

<b>History (HST) 1390: Fascism and Propaganda</b>	<b>4</b>
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This course focuses on the theory and practice of propaganda during the 12 years of the Third Reich. It combines the study of the ideological roots of National Socialism, the radical and peculiarly German form of Fascism, with a close analysis of the techniques, organization, and effectiveness of the Nazi regime's propaganda. Challenging the idea of the total power of propaganda, it looks for the limits of persuasion and possible other reasons for which Germans might have decided to follow Hitler.

The course is divided into two main parts, which address (1) the historical developments in Nazi Germany until the outbreak of the War, 1933–1939; and (2) the Second World War and the destruction of European Jewry, 1939–1945.

<b>History (HST) 1420 Global Health in Africa</b>	<b>4</b>
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This course explores global health initiatives in Africa starting from the second half of the nineteenth century. By learning about health interventions in Africa, students will be introduced to colonial rule in Africa and to subsequent events in the contemporary period, relating to the physical environment, socio-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. There are no prerequisites for the course. Prior knowledge about Africa and global health is not required.

<b>History (HST) 1790: Ancient Egypt</b>	<b>4</b>
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Long before the worldwide sensation about the discovery of Tutankhamun's tomb, westerners had been obsessed with Egypt's antiquities, from medical remedies made of ground mummies sold in London's apothecary shops to mummy-unwrapping parties. This topics course explores Egyptian preparations for rebirth, their use of magic in daily life and death events, Egyptian medicine, gender roles and women's legal and economic position, famous pharaohs, and Egypt's interactions with foreigners. What did Egypt's elaborate funeral rituals and offerings, from heart scarabs to soul houses, tell us about the thoughts and beliefs

of the living? What were the results of their political, economic and cultural exchanges with their neighbors? While other ancient societies considered growth deficiency a disability, why did the Egyptians cherish dwarfs? We will investigate what has made Ancient Egypt so fascinating. This course will be composed of a combination of lectures and discussions. The lectures will explain the ancient historical background and the context of the sources that we will be reading, and we will use discussions to review and analyze the contents of readings and images, such as temple reliefs and tomb paintings.

<b>History (HST) 2210: The World in the 20th Century</b>	<b>4</b>
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This survey of contemporary history examines critical events, ideologies and movements that have shaped our world. Students gain an understanding of the historical context of current global issues by examining developments in Africa, Asia, Europe, Latin America and the Middle East.

<b>Interdisciplinary Studies (IDS) 2220: The Black Man in America</b>	<b>4</b>
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Blacks in the US continue to grapple with the deleterious effects of racial discrimination and inequality in the areas of housing, incarceration, education, employment, law enforcement and justice. This course investigates the lives of Black men in these areas to better understand how racial inequality, discrimination and oppression have (and continue to) adversely affect them and the wider population of blacks in the US. This course introduces students to some core readings in Black Studies and Critical Race Theory. It also exposes them to some empirical and analytical studies of contemporary racial injustice and discrimination of the Black male in the US. The course starts off by examining the historical context in which Black oppression and inequality began in America. Counts toward Society or Civilization requirement.

<b>Italian (ITL) 1010: Elementary Italian I</b>	<b>4</b>
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This course is designed for students with little or no prior experience in the language. Special emphasis is placed on active communication to develop oral and comprehension skills. Students will learn to converse and write about daily routines, likes and dislikes in the present, and commence usage of past tenses. Factual information about the nature of daily life and routines in Italian culture will also be acquired. Proficiency goal on the ACTFL scale: Novice high. No prerequisite.

<b>Italian (ITL) 1050: Italy Today</b>	<b>4</b>
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This course offers an examination of contemporary Italy through current events. Students will read daily Italian newspapers and world newspapers that report on Italy. Students will lead in-class discussion daily and on a rotating basis: summarizing their articles; analyzing article quality and biases; and reflecting on surface and deep cultural implications. The course aims to develop intercultural competence and critical thinking skills. The course will be taught in English, and articles will typically be

in English. Students who have previously studied Italian may choose to read articles in Italian. No pre-requisites. Repeatable for credit. Does NOT count toward world language proficiency requirement.

**Italian (ITL) 2010: Intermediate Italian I**

**4**

This course provides intensive development of all language skills. Increased emphasis is given to reading strategies and composition. Students will be able to describe, analyze, hypothesize and express opinions on a widening range of cultural topics.

**Latin (LAT) 1010: Elementary Latin I**

**4**

This course provides an introduction to elementary Latin grammar and syntax while giving some practice in reading and writing Latin. During the study of the language, students will be introduced to the culture of the Romans through the study of their language.

**Latin (LAT) 1020: Elementary Latin II**

**4**

This course is the continuation of LAT 1010 and completes the study of Latin grammar and syntax while providing more in-depth practice in the reading of ancient authors.

**Latin (LAT) 2010: Intermediate Latin I**

**4**

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

**Religious Studies (REL) 1000: Religion in a Global Context**

**4**

This course introduces students to the study of religion in its cultural and historical contexts and aims to familiarize students with the multi-faceted role of religion in the world including examination of social, economic, historical, political and ethical factors.

**Religious Studies (REL) 1200: Magic**

**4**

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?

**Religious Studies (REL) 1240: Death and the Afterlife**

**4**

This course explores how selected religious traditions conceptualize the experience of death and the possibility of an afterlife. It considers culturally located ideas about "good" and "bad" deaths and beliefs about the care and treatment of the dead, such as burial and cremation. Together we will examine how diverse funerary and remembrance rituals may position the soul for distinct post-mortem paths, including reincarnation, liberation, salvation, and immortality. We will also ask what role ritual, grief, and mourning practices play in ongoing relationships between the living and the dead in these traditions.

**Religious Studies (REL) 1750: Bible, Race and Religion**

**4**

Arguably one of the most influential books (or set of books) ever written, the Christian Bible has played an enormous role in how people think about and experience race. This course examines this role while introducing students to the academic study of the Bible and religion. We begin with the biblical writings in their historical context, but much of the class focuses on how people in the United States interpret and use the Bible and, more specifically, Jesus in racialized ways. We will look at examples of how the Bible has been used to oppress and empower. This course does not require previous knowledge of the Bible or the Christian religion.

**Religious Studies (REL) 1755: Religion and Psychology**

**4**

This course explores the intersection of religion and psychology, with special attention paid to mindfulness as a therapeutic tool. We look at major theorists of religion and psychology and consider how "religious" and "secular" approaches impacted each thinker. We also examine classical Buddhist discourses of the mind and critically investigate the ways in which these mental disciplines have been adopted and adapted into modern therapeutic contexts. Topics include mindfulness (sati), Zen, and mandala visualizations, Mindfulness-based Stress Reduction (MBSR), Dialectical Behavioral Therapy (DBT), Acceptance and Commitment Therapy (ACT), Art Therapy, and more.

<b>Religious Studies (REL) 1820: Hindu Traditions – Yoga, Karma, Dharma</b>	<b>4</b>
<p>Hinduism is the world's oldest religious tradition, yet in today's globalizing, technology-rich environment, it continues to reinvent itself. Ancient practices like yoga and astrology have today become global commodities and pop culture mainstays. Karma and reincarnation, concepts with complex histories, are appropriated throughout the western world. The course focuses both on India, where Hindu practices incubated for centuries, and the new global homes of a diverse and cosmopolitan Hinduism. Various forms of traditional and contemporary Hindu expression, from myths to movies and rituals to politics, bring Hindu worlds to life.</p>	
<b>Religious Studies (REL) 1850: Jewish Traditions</b>	<b>4</b>
<p>This course traces the history of the Jewish community from its origins in ancient Israel to the present day, considering the evolution of its major ideas and practices as well as the diversity of Jewish cultures throughout the world. A range of classical and contemporary Jewish approaches to theology, ethics, ritual, gender, peoplehood, spirituality, authority and relations with other communities will be explored.</p>	
<b>Religious Studies (REL) 2745: Faith, Ethics, and Healing</b>	<b>4</b>
<p>This course explores the relationship between religion, spirituality, and healthcare, examining how faith traditions shape understandings of illness, healing, and medical ethics. Students will explore diverse religious perspectives on suffering, death, and bioethics while critically analyzing the role of spirituality in patient care and health outcomes. Students will consider historical, theological, and contemporary issues at the intersection of faith and medicine, including how religious worldviews influence medical decision-making, patient care, and institutional policies. By the end of the course, students will be equipped to integrate a nuanced understanding of religious diversity into healthcare settings, fostering more inclusive, ethical, and compassionate care.</p>	
<b>Spanish (SPN) 1010: Elementary Spanish I</b>	<b>4</b>
<p>This course is for true beginners with no prior experience in the language. Special emphasis is placed on active communication, to develop oral and comprehension skills. Students will learn to converse and write about daily routines, likes and dislikes in the present. Factual information about the nature of daily life and routines in Hispanic cultures and simple literary selections will also be introduced.</p>	
<b>Spanish (SPN) 1015: Intensive Elementary Spanish I and II</b>	<b>4</b>

This intensive language course is designed for students with prior knowledge of Spanish. It covers the same content as Elementary Spanish I and II and so fulfills Elon's language proficiency requirement in only one semester. This course builds student literacy in the four skills in Spanish (listening, speaking, writing, and reading), emphasizing active communication and developing students' oral and comprehension skills as they converse and write about daily routines and other topics of a personal nature in present, past and future. Factual information about daily routines and practices in Hispanic cultures will be discussed, and simple literary selections will be introduced. Proficiency goal on the ACTFL scale: Novice high to Intermediate low. Taught in Spanish.

**Spanish (SPN) 2010: Intermediate Spanish I – Mysteries of the Spanish Speaking World**

**4**

This course, for students who have completed SPN 1015, SPN 1020, or tested into this level, provides focused development of speaking, reading, listening, and writing in Spanish through the study of mysteries of the Spanish-speaking world. Students will increase their intercultural competency by completing a series of task-based assignments to practice describing, narrating, analyzing and expressing opinions through interactions with authentic cultural materials and native speakers. This course's proficiency goal on the ACTFL scale is Intermediate-Low to Intermediate-Mid.

**Spanish (SPN) 2020: Intermediate Spanish II – Growing up in the Spanish Speaking World**

**4**

This final course in the basic language sequence, for students who have completed SPN 2010 or tested into this level, further develops skills attained in previous levels through the study of narratives about growing up in the Spanish-speaking world. Students complete a series of task-based assignments to practice analyzing and critiquing a widening range of authentic cultural materials. The course reviews grammar from previous levels, introduces more complex grammatical structures, develops oral skills in Spanish through conversations with native speakers and prepares students for the transition to the 3000 level. This course's proficiency goal on the ACTFL scale is Intermediate-Mid.

**Spanish (SPN) 2700: Medical Spanish**

**4**

This is an intermediate-level course designed for students seeking to enhance their Spanish language skills and cultural competency within the context of healthcare. This course combines language instruction, cultural discussions, and healthcare-specific material to prepare students for effective communication with Spanish-speaking patients and their families. The course has a strong emphasis on oral communication and discussion surrounding Latinos in the United States, diet and the digestive system, healthcare in the United States, mental health, etc. Combined with these discussions, students will also build on previous Spanish skills and learn the verbal tools to conduct basic medical interview and physical examinations in Spanish. Satisfies World Language Proficiency requirement.

<b>Spanish (SPN) 3130: Human Migrations</b>	<b>4</b>
In this course students will learn how Spanish and Spanish-Americans view and describe themselves, as well as other social, political and cultural spaces they encounter, when they leave their countries of origin. Throughout the course, students will read texts of varied genres, including poetry, diary, graphic novel, etc. to explore the difference between tourists, travelers and immigrants, as they perceive their own role, as well as are perceived by locals in the host countries.	
<b>Spanish (SPN) 3160: Advanced Practice – Spanish Through Film</b>	<b>4</b>
This course will develop and expand students' knowledge of Spanish while studying cultural, historic and socio-political issues of the Spanish-speaking world. Films will provide a context for Spanish speaking culture, history and language. All course content, including films, written assignments and class discussions, will be in Spanish. Taught in Spanish.	
<b>Spanish (SPN) 3300: Spanish Speaking World Through Media</b>	<b>4</b>
This course explores some of the current affairs and issues in the Spanish-speaking world. Students will research and report on issues of interest in such sources as newspapers, television broadcasts, literature, film, historical documents, testimony, Internet, blogs, radio, podcasts, etc. from Spain and Spanish-American countries, thus gaining a deeper knowledge of the modern day challenges impacting Hispanics. Taught in Spanish.	
<b>Spanish (SPN) 3350: Latinos in the US</b>	<b>4</b>
This course is an interdisciplinary study of the diversity of the culture, history, and social, economic and political situation of the Latino population in the United States. Course content will include literature, film and music, current articles from various disciplines and direct contact with the local Latino population. Taught in Spanish. Readings in Spanish and English.	
<b>Women's, Gender, Sexualities Studies (WGS) 1100: Sex and Gender</b>	<b>4</b>
This course addresses the following issues: the difference between sex and gender, how sex and gender are socially constructed, the relationship between sex, gender, and sexuality; and the various types of feminisms. Students will develop and demonstrate the ability to critically explore how these identities intersect with each other as well as with other identities such as race, class, physical ability, and so on, and consider how their own identities are constructed. This course can count as Civilization or Society but cannot count in both categories.	



<b>World Language and Cultures (WLC) 1710: Yesa:Sahj Language/Revitalization I</b>	<b>4</b>
<p>This is an introduction to the Yesa:sahi? language and its revitalization. This course assumes no prior knowledge of Yesa:sahi? or any other language Indigenous to the Americas. The course content focuses on the sounds and proper pronunciation of the language, the writing system, basic conversation and introductions, and discusses both historic and cultural use of the language. The course emphasizes the differences between learning endangered languages and those considered "safe" by standards established by the United Nations. Students will have opportunities to work on language with members of the language community (members of the Occaneechi Band of the Saponi Nation and other tribes) tied to the ancestral lands where Elon University is located.</p>	
<b>World Language and Cultures (WLC) 1711: Native American/Indigenous Studies</b>	<b>4</b>
<p>This course is an introduction to the frameworks, histories, ways of learning and knowing, governmental structures, and cultures of Indigenous peoples and their communities throughout the world. This course assumes no prior knowledge of Native American or other Indigenous cultures. The content focuses on local and increasingly global spheres of Indigeneity, from communities in the Southeastern United States to Indigenous peoples of North America, the Americas, Australia and nations of the Pacific, and across the globe. Taught in English. Does not fulfill world language requirement.</p>	
<b>World Language and Cultures (WLC) 1720: Yesa:Sahj Language/Revitalization II</b>	<b>4</b>
<p>In this language course, students will expand their knowledge, use, and cultural understanding of Yesa:sahi?, the language of the Occaneechi Band of the Saponi Nation, the Eno, Tutelo, Saponi, and Shakori Native peoples who are the ancestral stewards of the land where Elon University is situated. The course builds on Elementary Yesa:sahi? I by extending learners' level of immersive conversation and writing abilities, in addition to exploring the linguistic tools necessary to build and utilize the infrastructure of the language for communicative and cultural ends. Students will have opportunities to work with members of the language community on language revitalization efforts, engaging in the meaningful work of helping to restore an endangered language's vitality. Completion of this course fulfills Elon's basic world language requirement. Prerequisite: WLC 1710 Elementary Yesa:sahi? I.</p>	