

## Studies in the Arts & Sciences: Society

All students must complete 8 semester hours in Society from at least two different Society academic departments. Review the list of classes to determine courses of interest for your first semester at Elon University. Courses with CBL in parentheses are also Community Based Learning courses and involve some time out in the local community. These will also count as one of your Experiential Learning Requirements.

The list of classes below are offered in the fall semester and will contribute toward completing the Society 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>Anthropology (ANT) 1120: Intro to Cultural Anthropology</b>	<b>4</b>
Cultural anthropology is the comparative exploration of diverse beliefs, practices and material culture of contemporary human societies throughout the world. Inherent to this study is consideration of the historical, political, economic and environmental contexts in which cultures operate. The variety of ways humans define their place in the universe, interact with their physical, social and spiritual environments, and endow their existence with meaning and order are at the core of cultural anthropological inquiry. In this course, students will learn the basic concepts, theories and methods used by anthropologists studying people and culture. Specific topics include cross-cultural patterns of subsistence, marriage and family, social organization, economics, politics, religion, globalization and culture change and the application of anthropology to contemporary social problems.	
<b>Anthropology (ANT) 1140: Intro to Archaeology</b>	<b>4</b>
Introduction to Archaeology presents the current state of archaeology by exploring its historical roots and covers basic archaeological theories, methods and practice. This includes techniques for investigation, recovery, reconstruction, interpretation and preservation, as well as ethical considerations.	
<b>Economics (ECO) 1000: Principles of Economics</b>	<b>4</b>
An introduction to the fundamentals of both microeconomics and macroeconomics, including supply and demand, the theory of the firm, consumer behavior, macroeconomic equilibrium, unemployment and inflation. The course also introduces students to economic methodology, including creating arguments, empirical verification and policy decision making.	

<b>Education (EDU) 2110: Education and Society (CBL)</b>	<b>4</b>
<p>The field of education is ripe with potential and fraught with controversy. This interdisciplinary course examines a variety of historical, socio-cultural, ethical, philosophical, and political issues that affect students, families, educators, schools, and communities. Example topics of study include social inequality, immigration, standards and accountability, race/ethnicity, school choice, and international comparisons. An integrated field experience enables students to analyze and interpret how some of the topics under study play out in our local community. Offered fall, winter and spring. Counts in society only for students not majoring in Early Childhood Education, Elementary Education, Middle Grades Education, or Special Education.</p>	
<b>Environmental Studies (ENS) 1100: Humans and Nature</b>	<b>4</b>
<p>This course introduces a multidisciplinary perspective on environmental issues, concentrating on such topics as the historical transformations of the human relation to nature; understandings of the roots of the current crisis from diverse philosophical and spiritual perspectives; sociology, politics and economics of environmental issues as they currently stand; and an exploration of our imaginative and expressive (artistic, literary, and poetic) resources for articulating the current crisis and seeing our way beyond it. Field trips and special readings introduce these questions in the context of North Carolina's Piedmont region.</p>	
<b>Geography (GEO) 1310: The World's Regions</b>	<b>4</b>
<p>This survey of the regions of the world emphasizes place names and environmental and human characteristics that provide both the common traits and the distinctive characteristics of different places. Students analyze change, problems, potentials and alternative futures and use traditional and electronic data sources, atlases and methods of data presentation.</p>	
<b>Geography (GEO) 2500: Introduction to Geographic Information Systems</b>	<b>4</b>
<p>In this course, students will be introduced to the concepts of visualizing, exploring and analyzing spatial data. Through hands-on lab exercises and research projects, students will gain broad experience with analysis and mapping using the latest ArcGIS software. Examples from environmental management, public administration, business and other disciplines are covered.</p>	
<b>Human Service Studies (HSS) 1110: The Art and Science of Human Service Studies (CBL)</b>	<b>4</b>
<p>This course explores the history, values and ethics of the human services profession. Students are introduced to the theoretical approaches to human services work, issues of social justice and the evidence used to guide interventions and policy designed to address human problems. A minimum of 40 hours of field work in an approved human services setting is required.</p>	

<b>Human Service Studies (HSS) 1150: American Sign Language I</b>	<b>4</b>
<p>This course is designed to introduce the basics of American Sign Language (ASL) and to facilitate an essential understanding of Deaf culture. Though perceived by some as simply a disabled population, members of Deaf community celebrate their shared history, traditions, values, and beliefs. This course introduces students to the unique language that unites this community and explores the sense of identity that is based on much more than hearing loss. Class activities will focus on the manual alphabet, concept sign vocabulary, introductory grammatical features of ASL, receptive and expressive skills, and common usage practices. Emphasis will be placed on the appropriate use of signs and finger-spelling as they occur within the local Deaf community, providing the means by which the students can come to better know and appreciate this diverse group of people.</p> <p>This course does not contribute towards the World Language Proficiency requirement.</p>	
<b>Human Service Studies (HSS) 2140: Mental Health Assessment</b>	<b>2</b>
<p>Mental health concerns are ubiquitous across multiple populations and societies. As such, social workers in all concentration areas need to be prepared for practicing with individuals, families, organizations, and communities affected by barriers to mental health. Further, trends in the profession of social work and mental health field involve transformations about those diagnosed with mental illness including that individuals can and do recover, and that the path to recovery is fostered through personal strengths and resiliencies. Many of these changes are apparent in the community as agencies often refer to the field as behavioral health. These trends are included in the course emphasis on mental/behavioral health assessment.</p> <p>Please note that this is a 2 semester hour class that meets for the full semester.</p>	
<b>Interdisciplinary Studies (IDS) 2220: The Black Man in America</b>	<b>4</b>
<p>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.</p>	

<b>Leadership Studies (LED) 2100: Foundations of Leadership Studies (CBL)</b>	<b>4</b>
<p>This course is designed as an introduction to Leadership Studies, which is based on the intersection of many disciplines: psychology, political science, philosophy, history, sociology and management, among others. The class will explore the basic principles and various definitions and theories of leadership and will analyze examples of leadership in action. Students will examine leadership concepts within the context of their own lives and begin to define a personal leadership style. Some sections of this course may include Community Based Learning opportunities.</p>	
<b>Public Health Studies (PHS) 2010: Introduction to Public Health Studies</b>	<b>4</b>
<p>This course is an introductory survey of public health issues and opportunities. Students will gain a thorough understanding of public health, its influence on the health of the world, environmental and behavioral influences on the health of the public in the United States, and the broad scope of career options for professionals in the field of public health. This course includes a historical context for a discussion of current trends, emerging health issues and global practices.</p>	
<b>Political Science (POL) 1110: American Politics</b>	<b>4</b>
<p>This course provides students with a comprehensive introduction to the actors, institutions, and processes of American government. Students will critically examine the U.S. Constitution and the values that underlie the document. Questions of who participates and shapes U.S. politics and how power is organized in the U.S. political system will also be addressed. Attention will also be given to the institutions that comprise the American political system. This course teaches students how to be informed and engaged citizens in a democracy.</p>	
<b>Political Science (POL) 1120: Model Legislative Debate</b>	<b>1</b>
<p>This class introduces students to the legislative process through simulation-based instruction. Students will develop leadership and communication skills as they propose laws, debate, and ultimately vote on issues that are submitted. Students will gain an understanding of our civic structure and the process by which change is instituted through legislation. Participation in North Carolina Student Legislature intercollegiate competitions is available but not required.</p>	
<b>Political Science (POL) 1140: Model United Nations</b>	<b>1</b>
<p>This class provides an academic learning experience through simulation of the structures, processes, and issues of the member nations of the United Nations Organization. The class offers students a unique opportunity to learn about international relations and the political perspectives of different nationalities on contemporary world issues while role-playing United Nations</p>	

delegates. Students will develop leadership and communication skills as they propose resolutions, debate, and ultimately vote on issues that are submitted. Participation in Model UN intercollegiate competitions is available but not required.

**Political Science (POL) 1200: Political Theory**

**4**

What is justice? Who should wield authority-and why? What is the ideal form of government? What are the obligations of citizenship? Must one always obey the law? And how is power organized outside the law? This reading, writing, and discussion intensive course introduces students to the study and history of political theory, the field of politics aimed at answering ethical and theoretical questions such as these. Key topics in political theory include the nature of justice, truth, virtue, happiness and the good life, individual and common good, the foundations of political society, legitimacy, the origins and implications of inequality, freedom and security, subjectivity, citizenship, civil disobedience, resistance, and revolution. This course covers both canonical texts and critical perspectives by political thinkers such as Plato, Machiavelli, Hobbes, Locke, Rousseau, Marx, Wollstonecraft, Du Bois, Martin Luther King Jr., and Nancy Fraser, spanning the ancient, modern, and contemporary eras.

**Political Science (POL) 1410: International Relations**

**4**

This course provides students with a comprehensive introduction to the complex and dynamic interactions between nation-states, inter-governmental organizations, and non-state actors in the international system. By examining key International Relations theories alongside historical events and contemporary global issues, students will consider various challenges to the post-World War II international order and will gain insights into: whether and how states engage in war and conflict; the conduct of foreign policy; the ambitions and limits of international law; the causes of global poverty and inequality; and the significance of non-governmental organizations, multinational corporations, and transnational social movements in an interconnected world. Students will learn how to analyze and critically assess some of the world's most pressing challenges, such as insecurity and protracted conflict, chronic underdevelopment, economic instability and crisis, and the compounding impacts of climate change.

**Political Science (POL) 1610: Comparative Politics**

**4**

This course provides students with a comprehensive introduction to the variety of ways that politics is organized and experienced in countries around the world. Through use of the comparative method, which explores patterns of similarity and difference across nation-states, comparative political analysis broadens our collective understanding of political conditions and outcomes within various countries. Students will learn about the distinct historical, institutional, economic, social, and cultural conditions that constitute politics in different political communities. This course focuses on the differences between and among

democratic and authoritarian regimes; the role of political identity, ideology, interest groups, and collective action in national politics; the varied relationships that exist between states and markets; the causes and forms of political violence; and the growing political and economic divide between "developed" democracies and the poorest countries in the world.

**Philosophy, Politics and Economics (PPE) 1100: Wealth, Power, and the Public Good**

**4**

This course introduces students to some of the central ideas, arguments, and approaches that ground inquiry in the interdisciplinary field of Philosophy, Politics, and Economics (PPE) - a program of study that offers an integrated approach to understanding historical and contemporary dynamics of wealth and power in relation to moral reflection. At the center of PPE is the examination of value and values (economic, political, and moral) and the ways that different systems of valuing are contested and enacted. The PPE approach brings together intersecting and overlapping concerns relative to wealth, power, and the public purpose, and examines them as both practical and moral questions. As an interdisciplinary field, PPE is uniquely situated to ask normative questions in relation to political and economic practices, to consider the moral and political dimensions of economic activity, and to draw connections between issues that are of collective concern - locally, nationally, and globally. This introductory course draws from classic and contemporary texts in Philosophy, Political Science, and Economics. We will examine a range of perspectives on key concepts, institutions, and values that are fundamental to political and economic life, including: power, order, and the authority of the state; democracy and collective action; private property and the operation of markets; individual motivations and behavior in relation to commercial and social exchange; and the relation of values like freedom, equality, and justice to contested understandings of the public good.

**Poverty and Social Justice (PSJ) 1100: Intro to Poverty Studies**

**4**

This broad-based multi-disciplinary course is the foundation course for the Poverty and Social Justice minor. It provides an introduction to the current state of global and domestic poverty as well as focusing on how poverty is both measured and theorized. We will examine foundational theories present in poverty discussions (e.g. theories of justice, foundational economic theories and concepts, relevant cultural theories) that students will encounter and use throughout the PSJ program. This material will provide the foundation for understanding, navigating, and assessing the elective work in the minor and it will also provide an essential base level of knowledge for student's internship experiences.

**Psychology (PSY) 1000: Introduction to Psychology**

**4**

This course surveys central topics in the field, including research methodology, learning and memory processes, social psychology, psychological disorders and personality, and considers cultural issues as appropriate in each of these domains.



<b>Professional Writing and Rhetoric (PWR) 2100: Professional Writing and Technology Studio</b>	<b>4</b>
<p>This workshop-style course provides intensive practice in rhetorical strategies, audience assessment, writing technologies and media, information and visual design, and project management. This course will introduce students to a variety of writing software packages that are commonly used in the professional world and the multiple ways in which professional writers use them. We will both critique the strengths and limitations of these tools, as well as gain facility with their use through hands-on writing, publishing, digital portfolio, and multimedia projects.</p> <p>Start earning your AI Professional Writing: Skills for the Future digital badge with this course. For more information, check out the <a href="#">Elon University Digital Badge website</a>.</p>	
<b>Professional Writing and Rhetoric (PWR) 2110: Professional Writing Rhetoric</b>	<b>4</b>
<p>This course is designed to introduce students to the study and practice of professional writing from the perspective of rhetoric, one of the oldest liberal arts. Students will learn about the wide range of possibilities connected to the broad term "professional writing;" understand what assuming a rhetorical perspective on writing means; gain a broad sense of the issues, topics and practices that mark the field of professional writing and rhetoric; become part of the ongoing conversations that make up the field; understand professional writing and rhetoric as a socially situated art and practice; gain some practical hands-on experience through a variety of professional writing projects and integrate scholastic research into reflective professional practice.</p>	
<b>Professional Writing and Rhetoric (PWR) 2170: Writing as Inquiry</b>	<b>4</b>
<p>This course is designed to introduce students to research methods employed by practicing writers and to emphasize that writing as a rhetorical practice always involves active inquiry. In addition to surveying writerly research methods, students will gain hands-on experience with a variety of methods. In the context of specific assignments and projects, students will learn how to choose, sequence and adapt forms of inquiry to specific rhetorical situations, enhancing their artfulness as writers and professional rhetors. This course is designed to introduce students to research methods employed by practicing writers and to emphasize that writing as a rhetorical practice always involves active inquiry. In addition to surveying writerly research methods, students will gain hands-on experience with a variety of methods. In the context of specific assignments and projects, students will learn how to choose, sequence and adapt forms of inquiry to specific rhetorical situations, enhancing their artfulness as writers and professional rhetors.</p>	

<b>Sociology (SOC 1110): Introductory Sociology</b>	<b>4</b>
<p>This course provides an introduction to basic theoretical principles and research methods of modern sociology, including such issues as the relationship between culture, personality and society; the fundamental forms of social structure; social institutions such as religion and the family; and social processes such as deviance and social change. As part of the course, students will be introduced to the ways in which sociology is used to gain a deeper understanding of both current and time-worn social issues as well as helping students to understand the ways in which their lives and identities have been Influenced and shaped by social and cultural factors, and also gives consideration to issues pertaining to social responsibility. The course provides a strong foundation, both in terms of practical learning skills and content, for upper level Elon Core Curriculum, as well as upper level sociology courses.</p>	
<b>Sociology (SOC) 2430: Sociology of Education (CBL)</b>	<b>4</b>
<p>Throughout the world, education has become a vast and complex social institution that prepares citizens for the roles demanded by other social institutions, such as the family, government and the economy. Through the different theoretical perspectives, education is analyzed as a key social institution that influences and is influenced by the larger society. This course is designed for students to explore topics such as learning and social class, teacher and parental expectations, learning and gender, ethnicity, the role of education in the acculturation and assimilation process, and the relation between learning and family rearing practices. Therefore, the sociological and cultural aspects relating to public schools will be emphasized. In addition, students will experience firsthand some of the materials covered in class through a required field experience.</p>	
<b>Wellness and Health Education (WHE) 2300: Foundations of Health / Wellness Coaching</b>	<b>4</b>
<p>If you have ever tried to change unhealthy habits and found the road to sustained success difficult, you are not alone. Identifying behaviors we should change is not difficult, but changing them and maintaining that change is challenging. Being able to effectively plan and enact change is more complex than adopting a "just do it" attitude. Inserting a health and wellness coach in the process can help bridge the gap between knowing what we should do and implementing lasting lifestyle changes. Health and wellness coaching, a form of health promotion and education, facilitates a partnership to empower clients with the knowledge, skills, and self-efficacy for adopting and maintaining health-enhancing behaviors. In this course, students will be introduced to the health and wellness profession and examine the science, models, and theories used to understand and promote behavior change.</p>	
<b>Wellness and Health Education (WHE) 2850: Integrated Personal Health and Wellness</b>	<b>4</b>



In this course, health and wellness will be explored from holistic and social-ecological perspectives. Holistic health is an approach that considers the interrelatedness of the mind, body, and spirit. Holistic well-being does not develop in isolation but is impacted by individual aspects and the lived environment, which is shaped by factors such as systems, policies, and social norms that result in health inequities. Effective exploration of self and others' health, and identification of strategies to improve health, cannot occur without applying social-ecological context and recognizing the impact of health disparities. This course is designed for students aspiring to deepen their knowledge of content and enhance their skills for cultivating lifelong health and well-being. Students will be challenged to examine their current health and well-being; reflect on the determinants of their health and others' through a social-ecological lens; identify effective interventions for healthful living within the environments in which they reside; describe how the chosen interventions present different challenges for others; and recognize their own potential to enact change.

<b>Women's, Gender, Sexualities Studies (WGS) 1100: Sex and Gender</b>	<b>4</b>
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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.