

<u>Undergraduate</u>					
Department or Program	Course Title	Course ID	Course Description	Offered	Designation
Art	Time Arts	ART 114 (1140)	Time Arts is a foundations art course that explores the “fourth dimension” in art: time and space. Using such media as video, sound, animation, installation art and photography, the course investigates the potential for art in unexpected spaces and explores processes that unfold over time. Examination of environmental problems and discussions around sustainability occur throughout the course in various ways and are incorporated into project themes.	Fall	Sustainability-Inclusive
Art	Eco Art	ART 339 (3390)	Eco-art addresses the environmental crisis in a number of creative ways, often involving activism, collaboration and ecofriendly practices and methodologies. To reflect the movement itself, the course is designed to be cross-disciplinary, combining art with environmental ethics and ecology. Creative projects will embrace the nature of art/science collaborations and will focus on weaving sustainability and social responsibility into making art about critical environmental issues that threaten our planet.	Fall/Spring	Sustainability-Focused
Biology	The Terror of the Deep ^	BIO 105 B (1050)	For millennia, humans have told stories about deep-sea monsters such as the kraken that terrorized Norwegian sailors or Scylla and Charybdis who attacked ancient Greek voyagers. The deep sea (depths below 1000 meters) is a vast, dark unexplored world of strange and marvelous creatures. A water depth exceeding 1000 m covers sixty three percent of the earth's surface. At present, we have explored only 1 % of this vast "inner space" of planet Earth. This course will consider humankind's efforts to explore, understand and exploit the environment and ecology of this last remaining wilderness. We will discuss current and future efforts to exploit the living and non-living resources of this unexplored world as well as the current and potential impacts of such resource extraction. We will explore the idea that the deep ocean has more to fear from humankind than the other way around.	Winter	Sustainability-Inclusive
Biology	Bringing Your Biology to Life ^	BIO 105 E (1050)	Designed for non-science majors, this on-line course focuses on reading, interpreting and evaluating facts behind biological issues and exploring the implications for science and human society. This course introduces key biological concepts and applies them to everyday life; from contemporary issues such as human diseases to climate change and the loss of biodiversity. Students conduct library research, develop and write reports, and discuss contemporary issues.	Winter	Sustainability-Inclusive

Biology	Biology: The Science of Life	BIO 106 (1064)	The goal of this course for the non-science major is to promote biological literacy and a working knowledge of biological concepts gained through laboratory work, group collaboration and class discussion. Laboratory experience will be integrated with concurrent lecture activities. Course topics will include the nature of science, biodiversity, genes and genetics, evolution and human impacts on the biosphere.	Fall/Spring	Sustainability-Inclusive
Biology	Introductory Population Biology	BIO 212 (2512)	Topics of study in this introduction to organization and function of biological systems at the population level including population genetics, patterns and mechanics of evolutionary change and basic concepts of ecology. Climate change is also covered.	Fall/Spring	Sustainability-Inclusive
Biology	Toxicology	BIO 324 (3650)	This course will survey the principles of toxicology pertaining to human health and risk assessment. Using case studies, current scientific literature, data analysis and discussion, we will examine the three main categories of descriptive, mechanistic and regulatory toxicology. Fundamental concepts - such as dose, route, site, duration and frequency of exposure; absorption; distribution; excretion; chemical interactions; metabolism; and dose response - will be introduced. Building on that foundation, students will investigate methods used to assess carcinogenesis, mutagenesis and teratogenesis. The course covers topics related to the human effects of physical and chemical contaminants. One assignment at the end of the semester asks students to develop a case study on a current topic of toxicological concern and then teach the class with that case study. They investigate the causes and problems associated, discuss public policy and alternatives or amelioration.	Varies	Sustainability-Inclusive
Biology	Field Biology *	BIO 335 (3642)	In this field-oriented course, restricted to selected natural taxa, environments or biological phenomena, in-depth field study may include identification, classification, life histories and relationships among organisms.	Winter	Sustainability-Inclusive

Biology	Biotechnology *	BIO 348 (3104)	Students explore how biological systems are utilized in scientific research. In collaboration with their peers, students will apply the techniques of molecular biology (restriction digestion, transformation, DNA hybridization, PCR, etc.) to investigate a research question. Emphasis will be placed on protocol design, solution preparation and critical analysis of research data. Additionally, the social context of biotechnology will be investigated as students explore the risks and rewards in this expanding field. The course includes plant biotechnology and how some plants are being genetically modified so they are better at carbon sequestration. The course also covers the past, present and future of bioremediation. Some topics such as biofuels production and bio-batteries are discussed as we discuss different ways that microbes can be used in new more sustainable ways. In addition, when the impact of aquatic and agricultural biotechnology are discussed, the course analyzes the different ways of producing food.	Varies	Sustainability-Inclusive
Chemistry	Culinary Transformations: The Science Behind What's Cooking	CHM 131 (1310)	This course introduces fundamental chemical concepts and their relationships to cooking, baking, and other culinary transformations. Topics may include different methods of food preparation such as toasting, microwaving, fermenting, and baking. The purpose of certain ingredients in recipes and the reasons why some of grandma's tricks in the kitchen really do make a difference will be discussed. When Dr. Dabrowski teaches it one of the learning outcomes of the course is to contextualize sustainability within chemistry and food. The course includes an assignment on green chemistry and its applications.	Varies	Sustainability-Inclusive
Chemistry	Environmental Chemistry	CHM 305 (3050)	This course provides a survey of chemical topics applying to selected pollutants in the air, water and soil. Topics include production and diffusion, photochemical processes, techniques for analysis, acid-base and redox chemistry, environmental and biological effects. The goal of the course is to deepen understanding of chemical processes that influence the environment. The course covers atmospheric chemistry and air pollution, climate change and energy, and water chemistry and water pollution. The course includes a project for which students explore one chemically based solution to an environmental problem or challenge.	Varies	Sustainability-Inclusive

Chemistry	Inorganic Chemistry *	CHM 341 (3410)	Inorganic Chemistry is the study of elements across the periodic chart and integrates the concepts of organic, physical, nuclear and solid state chemistry. This course will allow an in-depth understanding of atomic structure, the structure and energy of molecular and ionic compounds, the stoichiometry and energy of oxidation and reduction reactions, the fundamentals and applications of the chemistry of coordination compounds and their reaction mechanisms, and the use of literature in order to achieve student competency. The application of physical methods of structure determination of inorganic compounds by magnetic and spectral methods, including magnetic susceptibility, UV/VIS and IR spectroscopies and NMR spectrometry will be presented throughout the course. The course includes content and an assignment on green chemistry and its applications.	Fall of odd years	Sustainability-Inclusive
Cinema & Television Arts	The Documentary	CTA 355 (3550)	Students trace the origins of the documentary and analyze its status today, looking at a range of styles, techniques, and methods. Students apply these concepts to the production of short non-fiction works. The goal of the course is to explore the use of documentaries for social and cultural change, political and artistic expression, and professional advancement. One of the short film projects in the course is to document an issue, cause, organization, person, etc. that embodies or promotes social discourse that students feel strongly about and is important to them.	Varies	Sustainability-Inclusive
Cinema & Television Arts	The Push for Equity: Diversity and Inclusion in Hollywood ^	CTA 370	This course examines the work being done to build a more inclusive entertainment industry by tracing current trends in content creation, analyzing research data about representation and studying current initiatives to hire more diverse crew members. Topics of discussion include: gender, race and representation in film and television, stereotyping, unconscious bias, colorblind casting, diversity talent pipelines and industry hiring practices and current studio initiatives. Students will research issues of diversity, equity and inclusion, develop and pitch an original TV show idea and strategize ways to build a more inclusive campus and pipeline to industry. Please note: This course will be co-taught by a working Hollywood director who will be on set weekdays during much of January. Some class sessions and office hours will occur at unconventional times (e.g. -evenings and weekends). Students will be required to attend all class meetings as specified on the course syllabus.	Winter	Sustainability-Inclusive

Communication Design	Design of Visual Images	CDE 358 (3580)	Students apply principles of visual and graphic design in producing media content. Examples include publications, advertisements, logos and graphics. Students critique professional graphic design and solve visual problems involving typography, illustrations, photographs, and design for traditional and interactive media. In Ben Hannam's sections of the course, sustainability is incorporated into the course through projects and reading selections from the book Cradle to Cradle. The projects in the class are: Project 2: Students are asked to create a series of three posters which explored a sustainability / conservation theme and submit the posters to Typographika; Project 3: Students are asked to identify environmentally friendly techniques to design a menu (e.g. recycled materials, upcycling, environmentally friendly printing techniques, and so forth); Project 4: Students are asked to reduce the environmental impact of packaging while increasing the audience's perception of value for a product/object of their choosing.	Varies	Sustainability-Inclusive
Core Curriculum (Program)	The Future Now *	COR 307 (3070)	What does the future hold for humankind? This course explores the social, economic and political implications of the future now being projected by experts in all fields of study. Learn how to recognize, evaluate and work to adapt to expected future realities in an age in which nested networks influence everything (Facebook, the interstate highway system, sustainable resources, etc.) to a greater degree than ever before. Build new paradigms, engage in an intriguing quest for foresight and prepare yourself to work toward the best future possible as you synthesize a better understanding of the impact of accelerating change.	Varies	Sustainability-Inclusive
Core Curriculum (Program)	Plants and Civilization	COR 314 (3140)	This course will explore the diversity of plants and their relationships with people. The primary focus will pertain to the interconnections between botany and culture. This includes social, economic, political, medicinal, and historical aspects of plants and plant products in civilization. This course will provide a better understanding and appreciation of how plants are used by humans, including pharmaceutical, industrial, and nutritional products, as well as the role plants play in maintaining a healthy planet. The course includes sections on agriculture/GMOs (including Fairtrade and Rainforest Alliance), climate change and plant species loss, and plants and the environment (forests destruction, biodiversity, extinction).	Varies	Sustainability-Inclusive

Core Curriculum (Program)	Wilderness and Adventure Therapy	COR 331 (3310)	<p>This course will introduce students to the skills needed to successfully facilitate therapeutic wilderness and adventure experiences by exploring the concepts and practices underpinning these approaches. A broad spectrum of theory, research, and current applications for wilderness and adventure therapy will be discussed and investigated, including how outdoor experiences can reduce stress, restore attention, enhance self-concept, and promote personal meaning. The course will focus on the use of these therapies to restore, remediate, and/or rehabilitate individuals with various illnesses and/or disabilities. Students will be assigned a fictional case study, and will develop throughout the course a corresponding therapy plan incorporating studied techniques as the capstone project. The course includes an international multi day hike component and Leave No Trace training and certification, as well as a group project to discuss the course destination's sustainable practices (challenges and triumphs) and to construct a recycling project.</p>	Winter	Sustainability-Inclusive
Core Curriculum (Program)	Exploring Mathematical Thinking and Access ‡	COR 339 (3390)	<p>This course considers both the controversy and potential surrounding mathematics and access to mathematics learning. Numeracy is a critical life skill that benefits the individual and collective good. We will unpack social justice issues related to mathematics learning from a historical context and through the lens of people's mathematical thinking, including how people creatively think about problem-solving and how they confront the structure of formalized mathematics. This course will also expand your knowledge and application of qualitative research methodologies. We will interview people about their mathematical thinking then analyze interview data to reflect on what we learn from others. This course will help you think about the mathematics you know and have had access to, as well as help you think about how to use your various roles and talents to advocate for others to have access to mathematical opportunities that support deep understanding and greater societal access. This course considers the United Nations Sustainable Development Goals throughout the semester, especially Goal 4: Quality Education. Through assignments, fieldwork, and course discussions we consider, and reconsider, what quality mathematics education entails and what access to quality mathematics education can afford its learners.</p>	Varies	Sustainability-Inclusive

Core Curriculum (Program)	The Moral Limits of Markets ^	COR 354 (3540)	<p>What makes a good society? To answer the question, you must bring in ideas from religion, the fine arts, history, and science. In other words, you must put together what you learned during the Elon Core experience and use it to add your own arguments about what makes a good society. In this course, you will tackle a specific contested issue that we face in market economies --- whether limits should be placed on the use of certain settings where people buy and sell things. On the one hand, some argue that markets create the wealth and prosperity needed for a good society. From such a view, you might be wary of placing any limits on the use of markets. On the other hand, you might be concerned that buying and selling certain things harms society. This view demands limits on what can be bought and sold. The debate about the role and reach of markets continues today and some civic commentators insist that we need you to start new conversations. Let's begin the journey.</p>	Winter (every odd year)	Sustainability-Inclusive
Core Curriculum (Program)	Economics and Ecology in a Globalized World ^	COR 361	<p>This course will follow the parallel, complementary, and interdependent development of economics and ecological theory. We will use the growth of the British Empire to understand the myriad impacts that human demand for natural resources has on the environment and human society. As an example of this, we will follow British demand for three historical raw material commodities: tea, sugar and cotton, to understand how they influenced national economies, brought about a strong British middle class, and led to greater access to education including scientific fields. However, our examination of the history of these commodities also forces us to question Britain's manipulation of world politics, the use of military force to protect private investment, the changes in human demographics from the enslavement of various peoples, the use of child labor for much of its economic growth, and how these issues changed our attitudes towards social and civil rights. This historical review will also help us consider the challenges we will face in the future as the human population continues to grow and to demand resources that fuel economic growth while recognizing that healthy ecosystems are essential for our own well-being.</p>	Spring	Sustainability-Inclusive

Core Curriculum (Program)	Ordinary People in the Struggle for Change *	COR 393 (3930)	Focusing on biographies and autobiographies of organizers and participants in labor movements we will examine the social, economic, and political conditions that led to the movements and the strategies and tactics they employ. We will look at the importance of leaders, activists, organizers, intellectuals, and others in the movements. Who were they and what were their personal motivations? We will apply this study to current labor conditions in the United States and especially in North Carolina. We will ask ourselves such questions as is it time for collective action? What can we do? Are we ready to act?	Varies	Sustainability-Inclusive
Core Curriculum (Program)	Africans and African Development *	COR 404 (4040)	This course explores Africans and African development opportunities and challenges to thriving modern African economies. Potential course topics include: approaches to unlearning misconceptions about the continent and its people that are perpetuated in the mass media; ways to better understand African peoples and cultural underpinnings; the often overlooked contributions of Africa and Africans to the development of other countries of the world; the challenges and promise of Africa's transition from largely rural agricultural and pastoral societies to a majority urban-based, business-oriented, entrepreneurial and cell-phone wielding populous; and theories of development and effective aid (including Africans' self-help initiatives and investments back home from overseas and the importance of programs that target women and girls for assistance). This course is intended for upper-level students from a wide range of disciplines interested in Africa and international development.	Varies	Sustainability-Inclusive
Core Curriculum (Program)	Prison Nation: Deconstructing the Prison Industrial Complex	COR 405 (4050)	In a land that claims to be the greatest advocate of democracy and civil rights in the world, why are more prisons than schools being built? Why does America lead Western nations in the number of persons incarcerated? What factors account for the disproportionate number of minorities and the poor represented in America's criminal justice system? Why do women represent the fastest growing segment of the population going to jail? Is prison an actual deterrent to crime? Who are the people actually being incarcerated, the most serious offenders or those who have committed less serious offenses? Why has prison become a "resort" for some offenders? The course will utilize texts from various disciplinary perspectives to provide great springboards through which students might explore some of the complexities of criminal justice in the United States the criminalization of various segments of American society and the ways in which the nation and private corporations benefit from crime.	Varies	Sustainability-Inclusive

Core Curriculum (Program)	Wealth and Poverty	COR 416 (4160)	This course will focus on the profound disparity between people who live in wealth and people who live in poverty at the beginning of the 21st century. Particular attention will be paid to moral responsibility and accountability of people in the First World to the problems of global inequality.	Varies	Sustainability-Inclusive
Core Curriculum (Program)	Nature Awareness	COR 424 (4240)	This course is designed to disrupt what Richard Louv has called nature deficit disorder. Although it is not a medically recognized diagnosis, he uses this phrase to describe the decreasing amount time people spend outside and the accompanying negative consequences. Students in this course will have the opportunity to investigate topics like anthropocentrism, rewilding, and mindfulness; to explore and deepen their relationship with the environment; and to interrogate the roles technology plays in society and in their own lives. Assignments include watching sunrises and sunsets, identifying trees and plants, and hiking parts of the Mountains to Sea Trail. The final project involves developing an ecological map that reveals the multiple and complex systems within a community that humans depend upon for survival. This course will be taught entirely outside in the forest classroom at Loy Farm, so students should be prepared to dress appropriately for all types of weather. Students read research on the benefits of nature on human health, and they are required to build more sustainable and healthy habits through participating in outdoor activities.	Varies	Sustainability-Inclusive
Core Curriculum (Program)	Permaculture: Food, Culture and Sustainability *	COR 429 (4290)	It is projected that our world will face increasing pressures on its capacity to maintain itself and ourselves as well. Central to this discussion is man's need for food, fiber, energy and shelter. This question is not only physical, but social as well. What choices will we need to make? What skills will we need to develop? Will our own personal and world views need to change to give the best probability of success? Permaculture offers design principles that provide for our needs through consciously designed landscapes, which mimic patterns and relationships found in nature. Permaculture also includes people, their buildings and the ways they organize themselves. Lessons from the first 10,000 years of agriculture, combined with permaculture principles and self and local community values will be explored and applied to a design for a sustainable future.	Varies	Sustainability-Focused

Core Curriculum (Program)	Food and the Environment *	COR 430 (4300)	This seminar will study the environmental, social, and global dimensions of modern food production, focusing on major issues of American food culture, including industrial vs. sustainable food production, food safety, obesity and other health issues, fast foods, organic foods, meat vs. vegetarian diet, and the Slow Food Movement. Does America have a distinctive national cuisine? How has the American diet changed? What would a seasonal and regional cuisine be like? How has food production been globalized? What are the environmental implications of industrial food production? What is the future of food?	Varies	Sustainability-Focused
Core Curriculum (Program)	To Boldly Belong: Space Exploration and Environmentalism as Sustainable Quests	COR 432 (4320)	What do tree-huggers and rocket boys have in common? Space exploration and environmentalism are both sustainability quests dedicated to protecting or seeking out life and securing a future for life in general and for humanity in particular. This course combines philosophy with the sciences to examine how the quest for sustainable life on an imperiled Earth and the quest for sustainable exploration of space have much to say to each other, even as their advocates champion very different paradigms for global priorities and funding.	Varies	Sustainability-Focused
Core Curriculum (Program)	Science and Humanity- War, Peace, and Prosperity *	COR 441 (4410)	This interdisciplinary seminar will explore ways in which humans have manipulated the world around them through chemistry, and will examine, specifically, the historical and societal impacts those interactions have had throughout time, and continue to have in present day. Major topics of this course include: warfare, food and agriculture, energy usage and sustainability, medicine, and leisure and entertainment. For each topic we will consider various time periods and various cultures to better understand the current status of our planet and its people. Ultimately, we will use this understanding to envision how each topic might play out in the near and distant future.	Varies	Sustainability-Inclusive

Core Curriculum (Program)	Poverty and Social Justice	COR 443 (4430)	<p>As an interdisciplinary capstone seminar for the Elon Core Curriculum, this course is designed to examine the topics of poverty and social justice from a variety of disciplinary perspectives while prompting students to consider their own relationship to the causes and solutions to poverty both domestically and internationally. This course also serves as the capstone experience for the Poverty and Social Justice program. In this capacity, the course helps students integrate their learning about poverty over the course of their program and helps deepen student's knowledge of the scholarly treatments of poverty by examining and discussing poverty research from a variety of disciplinary perspectives including economics, legal studies, philosophy, politics, and policy analysis. Student work will focus on examining how poverty alleviation can be engaged from multiple disciplinary approaches and will include particular attention to practical strategies for pursuing poverty alleviation. The goal of the capstone course for both General Studies students and PSJ minors is to help students think in creative and critical ways about how their career pathways and civic engagement opportunities after graduation might contribute to poverty alleviation.</p>	Varies	Sustainability-Focused
Core Curriculum (Program)	Global Partnership through Service	COR 445 (4450)	<p>This course serves as a capstone experience for Scholars in the Periclean Scholars program. In this course, Scholars will continue to learn about the politics, culture, history, language, social issues, and international relations of the country of focus. Scholars will also continue to develop partnerships related to the Class mission and goals. Scholars will be required to demonstrate a broad command of the theoretical and methodological tool sets that they have learned from prior Periclean courses, classes in the Core Curriculum, and from work their own discipline(s) of study. Scholars will be expected to communicate these perspectives to other Scholars in their cohort, and to effectively use these acquired skills to meaningfully contribute to the various class projects and goals. Scholars will also explore issues related to grant writing, humanitarian aid, and sustainable program development.</p>	Winter	Sustainability-Inclusive

Core Curriculum (Program)	Diversity and Social Justice: Building Cultural Competency	COR 454 (4540)	Through exploring central issues in diversity and social justice, this course aims to present the importance of critical self-reflection, cultural competency and personal responsibility in helping college students become cultural brokers. Social justice theory will be examined, as well as various aspects of diversity, in order to help students interact, communicate, work, and serve in a diverse world. Special attention will be given to the role of power, culture, privilege and oppression, in helping students become culturally competent. Students will have the opportunity to explore how diversity and social justice affect personal, academic, and professional goals. This course is writing intensive.	Varies	Sustainability-Inclusive
Core Curriculum (Program)	Sustainable Development: Social, Economic, and Environmental Challenges and Opportunities	COR 455 (4550)	This course explores the challenges and opportunities ahead in creating an environmentally safe and socially just space for humanity, which fosters inclusive and sustainable economic development. The course focuses on the development and management of sustainable enterprises as the means for addressing these challenges and opportunities, including, public and private for-profit businesses, governmental, non-governmental, and non-profit organizations. Students will further their knowledge and understanding in preparation for their roles and contributions as global citizens. They will create a community of collaborative learning about developing and managing sustainable enterprises which addresses and integrates their majors and topics of interest within the three areas of sustainability: social well-being, economic well-being, and environmental well-being, within the means of the earth's limited natural resources and the critical thresholds which sustain ecosystems and human life.	Varies	Sustainability-Focused
Core Curriculum (Program)	So you Think you Can Save the Planet? *	COR 456 (4560)	In this writing-intensive, interdisciplinary capstone course we grapple with some of the biggest issues ever to face humanity, such as the benefits and costs of industrialization and economic growth, how free markets create both solutions and dilemmas, and what to do about large-scale environmental problems such as species extinctions and climate change. Understanding and navigating these complicated issues requires students to develop basic competence in diverse disciplines including economics, environmental science, history, and numerical literacy. No discipline will be privileged, and all commonly held viewpoints will be subjected to rigorous criticism using empirical evidence. We will consider the tradeoffs that inevitably occur at the interface of the economy, the environment, and society, and we will examine how human societies might thrive in the future.	Varies	Sustainability-Focused

Economics	Gender and Development *	ECO 317 (3410)	This course is designed to help students investigate the economic status of women in the labor market, how that role has changed over time and the differences between labor market outcomes for both men and women. It involves a comparison of women and men with respect to labor supply (market and nonmarket work), wage rates, occupational choices, unemployment levels, and the changing role of work and family. Topics include discrimination, pay inequity, occupational segregation, traditional and nontraditional work, resource ownership, poverty, race, the global economic status of women and public policy issues, such as comparable worth and family-friendly policies designed to bridge the gap between women and men.	Varies	Sustainability-Inclusive
Economics	Markets and Environmental Justice ‡	ECO 3231	This is an applied microeconomics course that introduces undergraduate students to a contested area of environmental economics: environmental justice. It is designed to broaden the views and undergraduate research interests of all students. Students will consider important case studies and evidence that shows unequal pollution exposure for marginalized communities. Students will also critique existing explanations for environmental injustice, especially when those explanations intersect with the work by economists. Environmental justice is an interdisciplinary field; to get a more complete picture, students will also develop a plan to consider Elon courses that address the topic from other disciplinary perspectives.	Fall (every odd year)	Sustainability-Focused
Economics	Environmental Economics	ECO 335 (3230)	This course explores the interaction of economic forces and policies with environmental issues. What are the costs of pollution and what are we buying for those costs? Who bears the burden of environmental damage? How might we reduce environmental impact and how do we decide how much damage is appropriate?	Spring	Sustainability-Focused

Economics	Economics of Microfinance ^	ECO 372	<p>Over the past two decades, microcredit, and microfinance in general, has been hailed by the development community for its ability to lift millions out of the grip of extreme poverty. More recently, many (including academic economists) have begun to question whether the microfinance lives up to its hype. This course will address (1) whether there is scientific evidence that these programs accomplish what policy-makers intend and (2) if the evidence suggests better ways to design these programs. The course will address the economic challenges facing families in poverty and the role that access to credit, savings, and insurance plays in their daily lives. In the Economics of Microfinance, we study programs designed to further economic development and empower impoverished people around the world. Much of microfinance builds upon self-help strategies that promote sustainable economic development by minimizing the amount of outside financial support required to operate the programs. These programs typically seek to improve lives and livelihoods of participants by increasing health and nutrition, child education and women's empowerment.</p>	Winter	Sustainability-Inclusive
Education & Wellness	Environmental Education	EDU 431 (4310)	<p>Students in this interdisciplinary course will learn about the foundational principles, emerging trends, and best practices in environmental education. Topics of study include place-based education, environmental justice, ecological citizenship, school gardens, nature pedagogy, forest schools, learning theories, curriculum design, and management and assessment techniques. A field experience with a community partner will allow students to acquire and apply knowledge and skills in a local context.</p>	Fall	Sustainability-Inclusive
Education & Wellness, Adventure Based Learning	Garden-Based Learning ^	ABL 372	<p>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 after school garden club for 3rd-5th graders, and collaborate with teachers who are integrating garden-based learning into their teaching. Through an experiential, justice-oriented, and co-created learning community, we will explore topics like food insecurity, place-based education, and environmental education. We will use the natural world as both a classroom and laboratory to explore and challenge ideas around nature-based education. Course content will be explored and applied through service-learning and interactions with the local community.</p>	Spring	Sustainability-Inclusive

Education & Wellness, Wellness and Health Education	Perspectives in Health Promotion: Foundations to Function	WHE 230 (2300)	Through interactive lectures, discussions, research and case studies, this course will explore the theoretical, historical, and philosophical foundations of health behavior and health promotion strategies. Health promotion theories, research methods and principles will be used to investigate health challenges faced by individuals locally and globally. Students will apply this knowledge to a specific health issue of interest, providing a synthesized theoretical perspective on the topic, and demonstrating a greater understanding of the interrelationships between the multiple factors that shape the initiation, maintenance and promotion of health behaviors. This course is an introductory health promotion course designed to explore and answer the question "How do we enable people to maintain and improve their health?"	Fall/Spring	Sustainability-Inclusive
Education & Wellness, Wellness and Health Education	Perspectives in Personal and Global Health	WHE 285 (2850)	This course is designed to explore basic concepts relating to optimal health and well-being from a holistic perspective - the state of health based on the interrelated aspects of mind, body and spirit on individual and global levels. Emphasis is placed on current health issues that affect the emotional, physical, social, intellectual, spiritual and environmental aspects of one's life. This course will explore personal health issues from multiple cultural and global perspectives. Topics related to health, including stress, alcohol and other drugs, physical fitness, nutrition, weight control, disease prevention, sexuality and mental health. This course is designed to cultivate life-long health and well-being through acquisition of knowledge and skills as well as an understanding of individual, community and global responsibility. Students will gain an understanding of the complexity of factors influencing health behavior in order to begin envisioning ways to impact health.	Varies	Sustainability-Inclusive

Elon College Fellows (Program)	Elon College Fellows Sophomore Seminar	ECF 212	This course exposes students to the disciplines that comprise each branch of the arts and sciences. Through theme-based or team-taught seminars, students become familiar with the questions that each discipline addresses, the tools, resources and paradigms used by each field and consider integration across disciplines. The seminar facilitates finding a mentor in preparation for developing the Elon College Fellows research project. Fellows enroll in the section that most closely matches the student's academic major. In Dr. Duvall's Fall 2020 course, the class learned about the process of doing research by completing research projects on the topic of climate change. The class learned about the topic, and discussed how the various sciences can approach the problem. The students formed teams and propose, plan, and complete projects that relate global problems to Elon and the NC area. Two projects were completed: calculating the albedo of Elon's campus, and studying ways to determine how recyclable various materials are based on physical properties.	Fall	Sustainability-Inclusive
English	Disability & Illness in Literature ^	ENG 255 A	This intensive Winter Term section of English 255: Topics in Literature will focus on how non-conforming-"unruly"-bodies and minds are represented in literature and how this helps us understand disability and nonconformity in contemporary society. Texts will range from drama to poetry, personal essays to short stories, and documentaries to television series. Authors include Junot Diaz, William Shakespeare, Lucy Grealy, and Audre Lorde. Students will have the opportunity to meet representatives from disability and healthcare organizations in the community.	Winter	Sustainability-Inclusive
English	Reading & Writing About Race ^	ENG 255 B	How we understand racial inequality in the U.S. impacts how we respond meaningfully to it. In this course, we will engage a variety of texts to help us put today's racial moments in context. Then we will explore ways of effectively communicating what we think and feel to a larger audience. Students will create final projects to influence public discourse. Readings include Kendi's How to Be an Antiracist, Taylor's From #Black Lives Matters to Black Liberation, McMillan Cottom's Thick, and Baldwin's The Fire Next Time. Expect to confront texts that challenge your current ways of seeing the world, participate in difficult discussions, and share ideas that you want others to engage.	Winter	Sustainability-Inclusive

English	Humans in Crisis ^	ENG 255 I	Feeling anxious about the future? Glaciers are melting, oceans are heating, and Greta Thunberg is looking at you. This course tackles the issue of cultural anxiety brought on by climate change and ecological destruction. We will explore works ranging from science fiction to literary travelogue, from plays to film, with a special focus on the work of Leslie Marmon Silko, Barry Lopez, Caryl Churchill, Cormac McCarthy, and Jeff VanderMeer. This course will also include instruction in nature meditation, sensory awareness, and other ways of learning to be comfortable with uncertainty.	Winter	Sustainability-Focused
English	Coal Mining Literature of Appalachia ^	ENG 255 M	Coal mining has long been big business for corporations and an occupation for generations of mountaineers of Southern Appalachia, has also been a source of heartbreak, poverty, disaster, and environmental devastation. Explore the story of coal mining through the words of the people who live, write, sing, protest, and film it. Course content will include poetry, fiction, nonfiction, songs, and film about coal mining in Southern Appalachia and the themes it creates.	Winter	Sustainability-Inclusive
English	American Environmental Writers	ENG 339 (3330)	A study of the major American environmental and natural history writers with close attention to issues of environmental ethics, aesthetics of nature and cultural attitudes towards the environment. The authors studied are Thoreau, Muir, Leopold, Carson, Abbey, Lopez, Wilson and Snyder. The course will emphasize the growing ethical and aesthetic appreciation of nature in American culture and how the insights of environmental writers can be used to address the environmental crisis.	Spring	Sustainability-Inclusive
Environmental Studies	Current Issues in Environmental Science	ENS 101 (1010)	Designed for non-science majors, this course focuses on reading, interpreting and evaluating facts behind environmental issues and exploring the implications for science and human society. Topics will focus on understanding environmental processes such as energy flow and matter within ecosystems and human relationships with these environmental and ecological systems. Themes of sustainability will be woven throughout the course.	Fall/Spring	Sustainability-Focused

Environmental Studies	Journey to Sustainability *	ENS 102 (1020)	<p>This course examines the concept of sustainability including its history, current meanings and applications. The class looks for evidence of the emerging sustainability revolution in socio-economic sectors and uses Elon University as a case study for understanding the complexity, challenges and successes of an institution's journey to become more sustainable. Elon University's Sustainability Master Plan was adopted in 2007. An ambitious plan that involves all stakeholders and elements of campus life, the primary goal is to become a carbon neutral campus within the next 30 years. Numerous initiatives seek to engage students outside of the classroom in learning to live more sustainably. Students in this winter term class work in research teams to pose questions about energy use on campus. Research projects involve development of a focused question, data retrieval and analysis, interpretation of the results in an economic and social context through interviews with various campus administrators and proposals to advance the goal of becoming carbon neutral. Students present their findings and recommendations to the university's Sustainability Coordinator. Satisfies the non-lab science requirement of the Elon Core Curriculum program.</p>	Winter	Sustainability-Focused
Environmental Studies	Animal Social Behavior in a Changing World	ENS 103 (1030)	<p>Throughout history, knowledge of animal behavior was critical for survival of the human race. Technological advances have seemingly removed us from the natural world, but with these advances come an even greater need to understand how our activities affect ecosystems. The goals of this course are to examine many aspects of behavioral ecology including sexual selection, mate choice, aggression, territoriality, cooperation, and altruism in animals from insects to mammals. It will also examine whether human impact and environmental changes have altered these behaviors, and, if so, what this means for the future of these species.</p>	Winter	Sustainability-Inclusive

Environmental Studies	Issues in Animal Conservation *	ENS 104 (1040)	Across the globe, wildlife populations are being lost at an alarming rate. Climate change, habitat loss, and emerging diseases are just a few threats faced by wildlife. Thus, wildlife ecologists and managers face an enormous challenge and an important responsibility to understand wild populations as a first step in projecting them. In addition, conservation action requires not just an understanding of basic biology, but also recognition of human need, political will, economic constraints, and the complicated laws that govern wild resources. In this class, we will focus on the basic biology, distribution, and interaction between wild populations within the framework of real-world conservation issues. We will apply basic ecological principles to studying wild populations at multiple levels: 1) the individuals, 2) the population, and 3) the community. Wildlife ecology has traditionally encompassed amphibians, reptiles, birds, and mammals, and we will primarily focus on these group.	Winter	Sustainability-Inclusive
Environmental Studies	Humans and Nature	ENS 110 (1100)	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; the 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.	Fall/Spring	Sustainability-Focused
Environmental Studies	Introduction to Environmental Science w/ Lab	ENS 111/113 (1110/1130)	111-This course explores the fundamental principles of the biological and physical sciences behind natural ecosystems. The central focus is the study of ecosystem function, human impact and techniques of environmental assessments. Students consider different worldviews and the development of solutions. 113-Students will be introduced to techniques for environmental assessment. The focus is on field research as applied to environmental management.	Fall/Spring	Sustainability-Focused
Environmental Studies	Community Agriculture: Fall Harvest	ENS 120 (1200)	This half-semester course will examine community and local food systems through the lens of scientific inquiry. An emphasis is placed on critical thinking skills, as students evaluate impact of food production and consumption decisions on their personal, local and global environments. Students will also conduct hands-on projects that introduce the science behind food production.	Fall	Sustainability-Inclusive

Environmental Studies	Community Agriculture: Spring Planting	ENS 121 (1210)	This half-semester course will examine community and local food systems through the lens of scientific inquiry. An emphasis is placed on critical thinking skills, as students evaluate impact of food production and consumption decisions on their personal, local and global environments. Students will conduct hands-on projects that introduce the science behind food and fiber production, including soil quality, environmental costs and benefits of different production approaches, and plant propagation.	Spring	Sustainability-Inclusive
Environmental Studies	The Art of Sustainable Architecture	ENS 160 (1600)	This course introduces students to sustainable design within a societal context framed by underlying historical and philosophical paradigms. With the premise that the built environment is real—it is dwelled in, created, used and sits in time and space—the relationship between the material manifestation of design and its philosophical interpretation and meaning will be emphasized throughout the semester. The course is formatted as a series of thematic modules during which students familiarize themselves with applicable theories, analyze relevant work and create a physical artifact. Each module will culminate in a critique of the class' production.	Fall	Sustainability-Inclusive
Environmental Studies	Climate Change - Communication ^	ENS 172	Climate change represents the most serious long-term threat to the environment and society that humans have ever faced. Fortunately, scientists and governments have identified a range of policies and behaviors that could help us mitigate and adapt to climate change. However, the current situation is limited by the fact that many people – particularly elected officials – continue to deny that climate change is a serious problem. Innovative and proactive communication will be necessary to change the beliefs and attitudes that limit willingness and ability to act on climate change. During this class, students will review the social science research on climate change attitude and behavior. From this research review, student teams will develop strategic communication plans and programs to help motivate action to address climate change.	Winter	Sustainability-Focused

Environmental Studies	Renewable Energy Future ^	ENS 173 A	Renewable energy technologies are becoming more accessible, worldwide, due to improved materials, lower costs, and increased experience among researchers, developers, installers and users. This course will address biofuels, solar thermal and photovoltaic systems, wind and hydro turbines, with an emphasis on small-scale energy production. Field trips and demonstrations will focus on local and practical development of renewable energy generation technologies. Students will explore matching these renewable energy technologies to specific geographical settings. This course may be used for non-lab science credit.	Winter	Sustainability-Inclusive
Environmental Studies	Environmental Science in Movies ^	ENS 173 B	This course examines and critiques the environmental science content of some popular movies. While many movies utilize science concepts to develop the plot, students will consider the validity and representation of environmental science concepts and then look deeper at those principles as they apply to the world around us. Students will also consider how they use their understanding of environmental science in their lives, and how they evaluate the validity of what they see in the popular media.	Winter	Sustainability-Inclusive
Environmental Studies	Introduction to Geology	ENS 178	This geology course includes a study of the nature and origin of rocks and minerals, evolution of the landscape, plate tectonics, coastal dynamics and geologic time. This course includes content on natural disasters and climate change.	Varies	Sustainability-Inclusive
Environmental Studies	Garden Studio: Fall and Winter Gardening	ENS 220 (2200)	This semester-long course is designed for students who want hands-on learning about home-scale gardening and food production taught through the lens of the humanities. Emphasis will be on the interrelationships among humans, food, and local culture within the context of cold weather crops and season-extending techniques. This class will have a strong writing and reading component that complements activities connected to the Elon Community Garden, the Elon greenhouse and the Loy Farm. From poetry, memoirs, to technical resources, students will read about gardening history and design, soils, and plant cultivation from environmental and humanistic perspective. Students will keep a gardening journal, create their own garden, develop an heirloom seed collection, and assist with a fall harvest festival.	Fall	Sustainability-Inclusive

Environmental Studies	Garden Studio: Spring and Summer Gardening	ENS 221 (2210)	This semester-long course is designed for students who want hands-on learning about home-scale gardening and food production taught through the lens of the humanities. Emphasis will be on the interrelationships among humans, food and local culture within the context warm weather crops used in North Carolina. This class will have a strong writing and reading component that complements activities connected to the Elon Community Garden, the Elon greenhouse and the Loy Farm. From poetry, memoirs, to technical resources, students will read about gardening history and design, soils, and plant cultivation from environmental and humanistic prospective. Students will keep a gardening journal, create their own garden, and conduct a local heirloom plant sale.	Spring	Sustainability-Inclusive
Environmental Studies	Solar Greenhouse and Fourth Season Harvest *	ENS 232 (2320)	A sustainable local food system is dependent on a year-round supply of diverse, fresh and nutritious foods. What are our winter options in regions of cold and reduced light? The main focus of the course will be on winter-long production of food in a solar greenhouse heated without fossil fuel. Greenhouse topics will include pest, fertility, and crop management and surrounding issues of sustainability. A variety of additional storage and preservation options will be discussed. This will be a hands-on course with greenhouse gardening skills complimenting traditional academic engagement.	Fall	Sustainability-Inclusive
Environmental Studies	Environmental Land Use Management	ENS 242 (2420)	This course focuses on a wide range of issues relating to land use management, ownership and natural resource decision making. Learning opportunities will focus on land use, impacts to planning, the basis and history of property rights, what land ownership means and how natural resource planning decisions are made. Upon completion of this course, students will be able to: 1) understand and define concepts of land and land use; 2) land classification; 3) land ownership; 4) summarize and describe natural resource management as it impacts land use decisions; 5) evaluate ongoing land use decisions and apply learned information to postulated land use scenarios to promote land conservation.	Spring	Sustainability-Inclusive

Environmental Studies	Natural Resources Management and Sustainability *	ENS 244 (2440)	This course will examine interactions between natural resource use and environmental sustainability. We live in a world with ever increasing human population, food production and natural resource demands that impact the sustainability of our world. This course will consider policy related to human activity in our world. Environmental issues will be presented from multiple perspectives, including those of environmental managers, policy makers, a variety of land users and the community at large. Primary focus will include policies, economics, and social-connections associated with sustainable lifestyles and food production.	Fall	Sustainability-Focused
Environmental Studies	Environmental Issues in Southeast Asia *	ENS 310 (3100)/COR 399 (3990)	This course focuses on the environmental issues facing the island nations and the mainland countries of Southeast Asia. The major environmental problems in this region of the world include deforestation, soil erosion, habitat destruction, habitat fragmentation, water pollution from mineral extraction and industry, unsustainable harvesting practices and rising rates of disease. Emphasis will be placed on the demographic, cultural, political, religious, economic and ecological reasons for the current state of the environment of Southeast Asia. Practical solutions to reduce environmental degradation and promote sustainable development will be examined.	Spring of alternate years	Sustainability-Focused
Environmental Studies	Sustainable Food Production	ENS 311 (3110)	Food production issues of organic and conventional food production will be discussed. Topics will include: soil and resource management, closed loop fertility, personal diet design, compost, pest management and planning and planting of crop cycles. Biointensive food production will be emphasized. Biointensive is a millennial old technique used by various civilizations that has been developed to address sustainable food production. It is widely promoted by many development NGOs including the Peace Corps.	Varies	Sustainability-Focused
Environmental Studies	Agroecology	ENS 314 (3140)	This course covers the science and practice of agricultural food production and its impact upon surrounding landscapes. Currently, 38% of the land surface (including mountains, urban centers, tundra, and set asides) are used in food production. Additionally there will be more mouths to feed and more calories per person needed. These factors contribute to a growing impact on our natural world to provide for us and to maintain natural system services. Farming for both our food, energy and fiber needs and for the support of natural system services will be critical for the overall wellbeing of ourselves and for future generations. This class includes a required co-requisite lab component.	Fall of odd-numbered years	Sustainability-Inclusive

Environmental Studies	Restoration Ecology	ENS 320 (3200)	The restoration of ecosystems involves the intentional activities by humans that initiate or accelerate the recovery of an ecosystem with respect to its health, integrity and sustainability. Students will learn to assess the health, function and value of ecosystems, with a goal of establishing restoration targets and objectives. They will explore varied restoration approaches and techniques for evaluation of success through specific case studies, field labs and field trips to restoration projects in North Carolina that will be held outside of scheduled classroom times.	Varies	Sustainability-Inclusive
Environmental Studies	Urban Ecology *	ENS 321 (3210)	Worldwide, the majority of people live in cities, and that number continues to grow. Urban systems have an impact on the water balance, climate, coexistence of species, air, food systems and resources, profoundly altering ecological processes and structure. These changes also alter the ecological services that support human life. In this course, we will take an applied scientific approach to learn how environmental management can mitigate these effects, thus improving human ecological support systems in urban and developing environments. The primary goal is to understand ecological processes, biological communities, and ecosystem services as they are affected by urbanization. Emphasis will be placed on building an understanding of how these effects could be managed through planning with a goal of fostering sustainable ecological systems in urban settings.	Winter	Sustainability-Inclusive
Environmental Studies	Biogeography and Conservation	ENS 331 (3310)	Humans are living in a period that is commonly thought of as a 6th mass extinction. Biodiversity is declining at the fastest rate in recorded human history, and the consequences of this loss will be profound, both for the planet and for the people who live here. It is impossible to understand, and correct, biodiversity loss without understanding the spatial context in which declines and extinctions occur. This course will focus on conservation through a spatial lens. Understanding the relationship between geographic place and biodiversity will be the major theme throughout this course.	Fall	Sustainability-Inclusive
Environmental Studies or History & Geography	Water Resources Management *	ENS/GEO 340 (3400)	This course focuses on the role that water plays in human and environmental systems by examining the cycling and spatio-temporal distribution of water, exploring the importance of water to biological processes and human use of the land, and evaluating water policies, laws and economics. Using case studies, field visits, and applied exercises, students will gain a broad exposure to the challenges of natural resource management in the 21st century.	Varies	Sustainability-Inclusive

Environmental Studies	Environmental Visions *	ENS 350 (3500)	This course explores emerging alternative, long-term, "green" visions of the future far beyond the familiar responses to the ecological emergency of our times. What might fully realized eco-visionary social and technological systems look like? Might our relations with other-than-human beings be completely transformed? Might environmentalism itself evolve as we move beyond the Earth itself? Students end by developing an environmental vision of their own.	Varies	Sustainability-Inclusive
Environmental Studies	Green Design: Envisioning a Sustainable Future *	ENS 360 (3600)	This course introduces students to a broad range of green design solutions to sustainability issues facing our culture. The goal of this course is to explore a broad range of architectural, technological and sustainable energy design choices in terms of their practicality, efficiency, cost effectiveness and environmental impact. Students will be encouraged to look beyond conventional building designs, urban and land-use planning, automotive transportation systems, fossil-fuel energy sources, industrial food production to invent green and sustainable alternatives.	Varies	Sustainability-Focused
Environmental Studies	Sustainable Design Technologies *	ENS 366 (3660)	This course explores the overlapping design process concepts of representation and fabrication through the multiple morphing lenses of sustainability. Students will be introduced to the major phases—and to the complex relationships between these phases—that constitute the development of a sustainably built environment. The course will encourage students to map and evaluate sustainable materials, structures, systems, strategies and processes. Students will have the opportunity to experiment with current—as well as emerging—sustainability-oriented design, prototyping and fabrication techniques. Tools including Building Information Modeling [BIM], 3D prototyping and Computer-Aided Manufacturing [CAM] which can accelerate a project's sustainability potential by allowing the designer to optimize the deployment of actual materials.	Spring	Sustainability-Focused
Environmental Studies	Senior Seminar: Environmental Assessment and Project Development	ENS 461 (4970)	Students work as a design and management team on a semester-long local or regional environmental project. Students must be able to analyze data, conduct field research and critically analyze studies and other materials associated with environmental issues. They must also recognize the value of community partnerships in their work, and to work effectively with these partners and stakeholders. The goal of this course is for students to improve and demonstrate these cross-disciplinary skills.	Fall	Sustainability-Inclusive

Finance	Advanced Managerial Finance	FIN 413 (4130)	<p>The in-depth study of financial management from the perspective of valuate theory involves discussions of topics such as security evaluation and capital budgeting within the framework of the Capital Asset Pricing Model. Study relates cost of capital, capital structure and leverage to valuation concepts. Examination of long-term financing includes studies of leasing as well as warrants, convertibles and options. Valuation impacts of mergers and reorganizations are also covered. Course includes discussion of the purpose of the firm and differences between welfare maximization and profit. Different sections also include related recent cases, research, articles and podcasts on topics ranging from poverty and quality education to innovation and sustainable investing.</p>	Fall/Spring	Sustainability-Inclusive
Finance	Advanced Investments ^	FIN 473	<p>What are the current discussions and controversies going on in asset management? What issues will you face if you work at a wealth management firm? How about if you are assisting hedge funds with their Bloomberg or Factset software? Or working with clients at an investment management firm, like Blackrock or Vanguard? Does it matter that Wall Street Bets (WSB) has discovered small-value investing and Gamma squeezes? In this two-credit, half-semester course, we are going to think about these issues. A week of the course is spent discussing ESG investing. A case study on JUST capital is used to think about how investors might rate firm-level ESG and the difficulties that arise.</p>	Spring	Sustainability-Inclusive

Global Education (Program)	Miami, Florida: Ecology, Conservation and Sustainability *	GBL 203 (2030)	<p>Modern American life demands significant resources and creates tremendous amounts of waste. And yet, the preservation of healthy ecosystems and the services they provide are also crucial to a healthy and productive human existence. This Winter Term Study USA course examines 1) where resources come from, 2) how waste is processed, and 3) how local, state, and national parks maintain ecological integrity in a world dominated by humans. We will use the operation of the City of Miami, Florida to understand behind-the-scenes logistics, and the natural resources of South Florida to learn about sustainable land management practices. More specifically, topics covered will include modern forestry methods, water treatment, floodwater management, solid waste disposal, recycling, state and national park management practices, ecosystem services, invasive species, ecological research, the role of zoos and aquaria in conservation, and conservation practices on public and private lands. This course will include service projects in Everglades NP, Biscayne Bay NP, and/or Big Cypress National Preserve. As a city surrounded on three sides by ecologically sensitive areas, Miami is an ideal location to study the balance between modern human life and the maintenance of healthy ecosystems.</p>	Winter	Sustainability-Focused
Global Education (Program)	The Call of South Africa *	GBL 230 (2300)	<p>The Call of South Africa is an interdisciplinary course with an exciting and rigorous itinerary that allows students to think about the role of literature and the arts in a democracy as they study comparatively the anti-apartheid struggles of South Africa and the United States. Students will come to know intimately the contradictions of a land that is a cultural, spiritual, and political symbol of hope and freedom for people everywhere. The Call of South Africa is a service-learning program that provides interaction with community partners guided by the expertise of professors and community-based practitioners, working together with students to address community needs. Students will prepare for their exciting experiences by studying some of the issues the community faces, participate in service activities that are reciprocally beneficial to the communities and the students, and engage in projects devoted to the public good.</p>	Winter	Sustainability-Inclusive

Global Education (Program)	Peru: The Living Heritage of the Andes *	GBL 231 (2310)	<p>This interdisciplinary course combines study of the language, history, culture, politics and environment of this storied country. No prior knowledge of Spanish is required for enrollment, but students will develop conversational skills in classes at a language academy and through informal contact with Peruvians. The course will also feature group discussions focusing on the richness of Peru's cultural and environmental heritage in a global context. Peru remains a fascinating mixture of old and new; of cosmopolitan centers such as Lima, Arequipa and Cuzco; and tiny, remote villages; of beautiful coastlines, fascinating deserts, high mountains, and dense jungles. However, Peru's spectacular environment is under pressure from influences such as increasing population, globalization, pollution, geopolitical issues and natural phenomena.</p>	Winter	Sustainability-Inclusive
Global Education (Program)	Barbados: Culture, Politics and Society *	GBL 245 (2450)	<p>This interdisciplinary course examines the culture, society and people of present day Barbados. Course content focuses on Barbados' politics, its post-colonial history, education, tourism and its economy. Please note that this course requires extensive use of public transportation in the completion of required course activities. Such activities include frequent walking and hiking in a tropical climate. Sustainability topics are incorporated into the course using the 'three pillars' framework by exploring the economic, environmental, and social aspects of sustainability initiatives in Barbados. This includes examining the country's recycling program, production and use of solar power, food supply, fresh water reserves, and the effects a tourism-based economy has on sustainable practices. The Sustainability Student Learning Outcomes are: 1) Explain how sustainability relates to Bajan life, values, and actions; 2) Explain how Barbados' natural, economic, and social systems interact to foster or prevent sustainability; 3) Apply knowledge of sustainability to daily habits and consumer mentality; 4) Analyze sustainability practices in Barbados using a multidisciplinary approach; 5) Apply concepts of sustainability to study abroad by engaging in the challenges and solutions of sustainability.</p>	Winter	Sustainability-Focused

			The course is an interdisciplinary study combining language, culture, society, and the environment. Course objectives include improving conversational Spanish ability, basic understanding of Costa Rica's development and current issues. Elon students will live with Costa Rican families in a suburban neighborhood and will use public buses and taxis to get around the city. Eight nights will be spent outside of the San José area near national parks. Unlike other Central American countries which experienced political turmoil in the 1980's, Costa Rica has a long-standing democratic tradition which makes it the most peaceful nation in the region. Over 60 years ago, Costa Rica abolished its army and devoted its resources to education, health care and economic development. It has since become a popular destination for ecotourism. Elon's program is based in the capital city of San José, a metropolitan area with a population of 600,000 whose inhabitants enjoy a mild climate which requires neither heating nor air conditioning.		
Global Education (Program)	Costa Rica: Language, Culture, and Ecotourism *	GBL 252 (2520)		Winter	Sustainability-Inclusive
			The goals of this course seek to expand the participant's awareness and appreciation of ecotourism as a means of exploring cultural diversity and contributing to international exchange as well as to study the environmental issues facing Australia. Participants in this course will learn to understand the differences between ecotourism and traditional commercial tourism. Additionally, students will compare and contrast principles of ecotourism as seen from participating in a number of outdoor activities such as hiking, surfing, canyoning, and snorkeling with various outfitters. Lectures and study will focus on environmental issues in Australia and the importance of ecotourism as a means of protecting natural resources, maintaining the cultural integrity of indigenous communities and supplying a sustainable income to the economy.		
Global Education (Program)	Australia: Ecotourism in Australia *	GBL 253 (2530)		Winter	Sustainability-Inclusive
			This is a hybrid course that includes an introduction in the second half of the spring semester at Elon, then begins online at the beginning of summer term (June 2) and ends on-location in Alaska. This course combines experiences in Alaska with the study of its people and its natural environment through the work of well-known environmental, historical, and literary writers. Students will explore the ways different native and non-native peoples have perceived Alaska and examine how their own perceptions of Alaska have been constructed. Students will have the opportunity to complete a 2 credit hour internship at one of numerous businesses, non-profits, and governmental agencies located on the Kenai Peninsula.		
Global Education (Program)	Elon in Alaska *	GBL 255 (2550)		Spring - Summer	Sustainability-Inclusive

Global Education (Program)	Critically Engaged Eco-Tourism in New Zealand *	GBL 266 (2660)	This interdisciplinary course is designed to introduce the student to the culture of the Maori people, topics of stewardship of natural resources, environmental sustainability and positive action for change. A major emphasis in this specific course is the growing worldwide emphasis on green tourism and the expansion of adventure based learning. Students will learn of various methods for conserving natural resources; we will walk on glaciers, hike on a growing mountain range, boat in geologically unique fjords, trek through pristine rainforests, discover stunning waterfalls, study two greatly variant coastlines, compare man-made and natural lakes and a variety of rivers along the way. All these activities will be done with a focus on understanding the special niche each has in the overall environment, Maori's Papa, the Earth Mother.	Winter	Sustainability-Inclusive
Global Education (Program)	Costa Rica Unplugged: Sustainable Ecotourism *	GBL 268 (2680)	This Winter Term service-learning course immerses students in Costa Rica's commitment to sustainability, reflectively engaging with concepts, people, and the natural world. Service projects include: volunteering with a conservation group, supporting sustainability projects, and experiencing mutual mentoring with Costa Rican students about environmental sustainability. Goals include: improving environmental and ecological understanding (specifically rainforest ecosystems), building knowledge of sustainability and ecotourism, developing a personal stance toward the commons (nature, community and culture), and increasing intercultural competencies through near-peer mutual mentoring. The goals are met through course readings and assignments, first-hand experiences, and notably an immersion in living unplugged and off the grid - which includes extended periods with limited cell service and/or internet access as well as solar powered electricity and no hot water.	Winter	Sustainability-Focused
History & Geography	Global Physical Environments	GEO 121 (1210)	Students will examine the processes that control the spatial distribution of climate, vegetation, soils and landforms. Topics include earth-sun geometry, global energy balance, hydrology, tectonics, weathering and mass wasting, climatic classification and climatographs, arid land and coastal and fluvial geomorphology. Focus will be on the Earth as the home of humans and the impact of humans on their environments.	Fall	Sustainability-Inclusive

History & Geography	The World's Regions	GEO 131 (1310)	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. Topics covered in the course include sustainable development, Anthropocene and environmental change/global warming.	Fall/Spring	Sustainability-Inclusive
History & Geography	Human Geography ^	GEO 171	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.	Fall	Sustainability-Inclusive
History & Geography	Development and the Environment in Latin America, Africa, and Asia *	GEO 310 (3100)	This course is concerned with environmental issues primarily in developing countries. This course will provide a forum for discussing and analyzing the geopolitics of international environmental conservation programs often devised in wealthier countries but applied in the "third world", as well as the social and environmental consequences of large-scale and small-scale development projects.	Varies	Sustainability-Focused

History & Geography	Global Environmental Change	GEO 345 (3450)	This course explores the physical and human geographical aspects of global environmental change, focusing on the effects of past climatic changes upon present landscapes, historic short-term fluctuations in temperature and precipitation, possible explanations for climatic change over time, the impact of human action on the Earth and its environmental systems, and the projection of future environmental changes. This course provides students with an understanding of the latest scientific investigations and technology in environmental studies.	Varies	Sustainability-Focused
History & Geography	Natural Disasters	GEO 346 (3460)	Natural disasters, such as hurricanes, tsunamis, earthquakes, volcanoes and floods can occur almost anywhere and reoccur in the same area, making it important to learn how to prepare for them. This course provides an introduction to the types of natural disasters people face. It explores the types, frequency, geographic distribution, physical processes that cause those hazards, their effects on human society and how humans evaluate and respond to minimize losses from natural disasters.	Summer	Sustainability-Inclusive
Human Service Studies	Social Policy and Inequality	HSS 311 (3110)	Social policies affect both the quality of life of the people who make up our society and the guidelines that determine how human services professionals are able to help them. Students in this course will study the history of inequality and social welfare in the United States, contemporary social policy, and the political, economic and social structures that influence how resources are distributed in U.S. society. Topics may include policies affecting individuals, families and children, such as health care, education, housing and employment.	Fall/Spring	Sustainability-Inclusive
Human Service Studies	International Human Services	HSS 350 (3500)	This course examines roles and strategies adopted by human service professionals to address issues affecting the well-being of people throughout the world. Particular attention will be paid to working with immigrants and refugees, global violence against women and HIV/AIDS. Students will gain familiarity with the multi-level determinants underlying these issues, program models utilized to address these problems, as well as the international organizations involved in these fields.	Varies	Sustainability-Inclusive

Human Service Studies	Practicum Away: Theory and Practice of Human Service Studies *	HSS 382 (3981)	This course introduces students to the biopsychosocial model of understanding human systems in a cross-cultural environment. Three weeks of direct practice and observation in a human services organization in an international or domestic setting away from campus allows students to apply and conceptualize various aspects of human service delivery, particularly cross-cultural practice, using this approach. Student learning will be guided and enhanced through course readings, weekly seminars, written assignments and faculty site visits. The practicum provides students with hands on opportunities to work with agencies providing human services that address an aspect of sustainability and one or more of the SDGs (e.g. good health and well-being, decent work and economic growth, reduced inequalities).	Winter	Sustainability-Inclusive
Interdisciplinary Studies (Program)	Service Learning and Communities *	IDS 164 (1640)	This course focuses on the interconnectivity of rural and urban communities, how community issues such as indigenous culture, hunger, food sourcing, homelessness and environmental stewardship are identified, and how organizations responding to needs like these work with local and international volunteers to aid the community. Students will travel across the United States performing service projects along the way.	Fall	Sustainability-Inclusive
Interdisciplinary Studies (Program)	Disarming Justice: Nonviolence and the Civil Rights Movement	IDS 224 (2240)	In this course, we will examine how civil rights leaders and activists used the theories and tactics of nonviolence to challenge the institutions of segregation in the American South. The course will culminate in travel to sites important to the movement in Atlanta, Montgomery, Birmingham, and Selma.	Winter	Sustainability-Inclusive
Interdisciplinary Studies (Program)	Periclean Scholars	IDS 225 (2250)	In this foundational course students develop a mission statement for the class and research in depth the issues and topics related to that mission. Emphasis is placed on becoming deeply familiar with the multiplicity of factors that surround the group's chosen issue and developing individual and group goals (short and long term). They examine the process of and begin to understand how to be effective agents of social change. The Periclean Scholars program is part of Project Pericles, a national multi-institution initiative dedicated to increasing civic engagement and social responsibility. Periclean Scholars promote awareness of global issues and provide culturally sensitive and sustainable approaches to these issues. Each student cohort researches a country of focus and chooses an issue to address in that country.	Fall	Sustainability-Inclusive

Management & Entrepreneurship	Creativity and the Doer/Maker Mindset	ENT 250 (2500)	<p>This course is an introduction to entrepreneurship with emphasis on critical thinking, creativity, opportunity recognition, and the ability to take action. Students will develop an understanding of the entrepreneurial thought process and characteristics of entrepreneurs as they explore the feasibility of novel ideas given environmental factors, market and competitive forces, and the needs of their social or commercial audience. In addition to learning about opportunity recognition, entrepreneurial traits, and developing a business plan, students are assigned weekly TED talks that they watch, summarize, and extend upon in both written and presentation form. Each week 8 students present their talks exposing students to over 60 talks by the end of the semester. Greater than 50% of these focus on issues related to environmental sustainability or other sustainable development goals. After each presentation the entire class engages in a discussion of what should be done with the information presented—which often leads to discussions on strategies to reduce consumption and ideas seeking to alleviate poverty, increase access to healthcare and education, and how to best utilize technology in communities across the globe.</p>	Fall/Spring	Sustainability-Inclusive
Management & Entrepreneurship	Entrepreneurial Finance	ENT 340 (3400)	<p>This course focuses on managing and funding entrepreneurial ventures. Specific focus includes understanding business models, different types of organizations, and the means by which ventures can be financed. Exercises involve identifying appropriate sources of funding, reviewing potential risks and rewards, determining venture valuations, analyzing funding requirements, and preparing pro-forma financial analyses. Sustainability is incorporated into the course through student selected class projects, most of which are valuation pitches. Two of the valuation pitches are explicitly non-profit categories and often address social and/or environmental challenges. The other valuation pitches are typically triple-bottom line projects.</p>	Fall/Winter/Spring	Sustainability-Inclusive

Management & Entrepreneurship	Entrepreneurship for the Greater Good	ENT 355 (3550)	This course provides students an inside view of how entrepreneurial thinking can be applied in many environments including sustainability, social ventures, nonprofits, corporate intrapreneurship, investment firms such as venture capital firms and hedge funds, and the founding of new ventures. Students are assessed in three major categories of work: 1) quizzes that evaluate their mastery of information related to social and environmentally oriented business models and entrepreneurs, 2) 2 papers leveraging Sen's Capabilities Framework from development studies to analyze the systems of endowments and capabilities necessary for someone to successfully achieve specific indicators of well-being; and 3) group projects supporting local entrepreneurs who are currently running businesses with social or environmental commitments in Alamance County by conducting research and design projects to help these business thrive.	Fall/Spring	Sustainability-Focused
Management & Entrepreneurship	Bringing the Venture to Life	ENT 460 (4600)	This course focuses on developing business plans for new ventures and on the entrepreneurial process of new venture creation. Topics include idea conception, developing research resources, competition analysis, risk management, funding strategies, pro-forma financial projections, consideration of milestones, exit strategies and social responsibility. Students create their own new venture business plan and most of these are connected to sustainability.	Fall/Spring	Sustainability-Inclusive
Management & Entrepreneurship	Design Thinking for Action *	ENT 490 (4900)	This course is designed for students ready to act on entrepreneurial ideas. Students in this class will use design thinking to implement previously developed plans, build product or service prototypes, launch websites or marketing campaigns, or otherwise take action on innovation-related activities. Periodic reviews with the course professor will be held to assess progress against agreed upon milestones and to identify issues and necessary adjustments. Students work together on a class project that is connected to sustainability (e.g., helping a local business prosper utilizing the triple bottom line approach).	Varies	Sustainability-Inclusive

Management & Entrepreneurship	Principles of Management and Organizational Behavior	MGT 323 (3230)	This course prepares students for the challenges of management and leadership in the dynamic new workplace of the 21st century. The course examines the central role of management in the efficient and effective production of goods and services. Students will learn how strategic and operational planning, job design, organizational structure, and human behavior affect operations in manufacturing and service industries. Organizational behavior topics include leadership and ethics, motivation and rewards, communication, and teams and teamwork. The global dimensions of management are also emphasized. Sustainability is addressed through the lens of ethics and social responsibility of businesses.	Fall/Winter/Spring/Summer	Sustainability-Inclusive
Management & Entrepreneurship	International Business Strategy *	MGT 424 (4240)	This course covers international strategic formulation and implementation for MNCs in the current global business environment. Students examine the overall nature of international business, the foreign environments that MNCs face, and the strategies associated with international competition. The major topics studied include strategies for international operation, cross-cultural negotiation and decision making strategies, leadership and motivation strategies in international business, and social responsibility and sustainability issues associated with strategies of MNCs.	Varies	Sustainability-Inclusive
Management & Entrepreneurship, Business	Legal and Ethical Environment of Business	BUS 221 (2210)	This course provides an introduction to the relationships among the firm, society, and the laws and regulations governing the conduct of business. Topics covered include, corporate social responsibility, sustainable business practices, the structure of the legal system, as well as key substantive areas of legal regulation such as, antitrust, intellectual property, torts, products liability, contracts, employment and more.	Fall/Spring	Sustainability-Inclusive

Management & Entrepreneurship, Business	Strategic Management	BUS 465 (4970)	Strategic Management involves taking the perspective of key decision-makers in developing a holistic, integrative approach for an organization to achieve sustainable competitive advantage. Through the analysis of current global trends, organizational strengths and challenges, and the competitive environment facing the organization, the course provides a framework and techniques for students to consider strategic organizational decisions. Equally important, the course focuses on how these decisions will be implemented throughout the functional areas (i.e., marketing, finance, supply chain, accounting, human resources, etc.) while considering the organizational and leadership implications of execution. The course actively engages students in a competitive business simulation requiring the application of all functional areas in the pursuit of a chosen strategy. Sustainability is included in this course through topics such as the stakeholder theory, corporate responsibility, triple bottom line and corporate governance.	Fall/Spring	Sustainability-Inclusive
Marketing & International Business	Introduction to International Business	INB 250 (2500)	This course is a broadly based introduction to the study of global business. Students examine the overall nature of international business, the foreign environments that international businesses face and the unique situations associated with doing business across international borders. International culture, economic and legal factors will be explored, as well as an introduction to marketing, finance and trade around the world. The course incorporates corporate social responsibility and corporate ethics.	Fall/Spring	Sustainability-Inclusive
Marketing & International Business	Global Marketing	MKT 416 (4160)	This course for the marketing and international business concentration explores the scope of global marketing. Examining the impact the global environment has upon marketing decisions and strategy formulations. Through analyses of different types of markets, students develop an understanding and appreciation of how the world is "shrinking" and the influence this has on U.S. businesses, individuals, households, and institutions. Students will monitor the global environment and report their findings on specific regions of the world to the class in order to make students more aware of the global environment. Course objectives include become familiarized with broader social and ethical concerns arising from global marketing activities, such as the need for environmental protection and sustainable development practices, corporate social responsibility, and human rights. A group project and case study focus on sustainability.	Fall/Spring	Sustainability-Inclusive

Periclean Scholars (Program)	Sophomore Periclean Scholars	PER 252 (2520)	<p>In the second class of the program, Scholars deepen the research of their chosen geographic location and issue(s) of focus as they begin to put aspects of their mission statements into action. At this time, Scholars will also begin to join forces and reach out to potential partners. As the class continues to learn how to work as a cohort, emphasis is placed on academic research, effective written and oral communication, and productive and sustainable partnering techniques. The Periclean Scholars program is part of Project Pericles, a national multi-institution initiative dedicated to increasing civic engagement and social responsibility. Periclean Scholars promote awareness of global issues and provide culturally sensitive and sustainable approaches to these issues. Each student cohort researches a country of focus and chooses an issue to address in that country. Examples: Class of 2018: Zambia, project area: partnership in community development; Class of 2019: SriLanka, project area: partnering for economic empowerment for women (working with Sarvodaya, the oldest and largest NGO in Sri Lanka); Class of 2020: Cuba, project area: "Sin Embargo: A Collection of Cuban Stories" documentary; Class of 2021: Lakota Sioux Nation, Pine Ridge Reservation, project area: child maltreatment and cultural restoration; Class of 2022: Ghana, project area: YOUDRIC, Leadership for Life Program, DownHome NC, Advocacy in Alamance County; Class of 2023: SriLanka, project area: TBD; Class of 2024: Morocco and Alamance County, project area: structural racism and racial inequality.</p>	Spring	Sustainability-Inclusive
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Periclean Scholars (Program)	Junior Periclean Scholars	PER 351 (3510)/352 (3520)	<p>In the junior year, the Periclean Scholars cohort will continue broadening and deepening their knowledge of the content area(s) in the group's chosen geographic location and issue(s). The mentor will guide and encourage the cohort to begin using the knowledge, conceptual and theoretical frameworks, and skill sets that they are learning in their majors as they engage in activities outlined in their chosen mission statement. The Periclean Scholars program is part of Project Pericles, a national multi-institution initiative dedicated to increasing civic engagement and social responsibility. Periclean Scholars promote awareness of global issues and provide culturally sensitive and sustainable approaches to these issues. Each student cohort researches a country of focus and chooses an issue to address in that country. Examples: Class of 2018: Zambia, project area: partnership in community development; Class of 2019: SriLanka, project area: partnering for economic empowerment for women (working with Sarvodaya, the oldest and largest NGO in Sri Lanka); Class of 2020: Cuba, project area: "Sin Embargo: A Collection of Cuban Stories" documentary; Class of 2021: Lakota Sioux Nation, Pine Ridge Reservation, project area: child maltreatment and cultural restoration; Class of 2022: Ghana, project area: YOUDRIC, Leadership for Life Program, DownHome NC, Advocacy in Alamance County; Class of 2023: SriLanka, project area: TBD; Class of 2024: Morocco and Alamance County, project area: structural racism and racial inequality.</p>	Fall/Spring	Sustainability-Inclusive
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Periclean Scholars (Program)	Senior Periclean Scholars	PER 451 (4510)/452 (4520)	These courses serve as a capstone to the program. The students will put to use all that they have learned in both their earlier Periclean classes and in their majors to move forward their projects and goals. The mentor will guide them in both reflecting on what they have accomplished and in planning for how they will begin their lifelong role as Periclean Scholar alumni, sustaining the initiatives they began as undergraduates. The Periclean Scholars program is part of Project Pericles, a national multi-institution initiative dedicated to increasing civic engagement and social responsibility. Periclean Scholars promote awareness of global issues and provide culturally sensitive and sustainable approaches to these issues. Each student cohort researches a country of focus and chooses an issue to address in that country. Examples: Class of 2018: Zambia, project area: partnership in community development; Class of 2019: SriLanka, project area: partnering for economic empowerment for women (working with Sarvodaya, the oldest and largest NGO in Sri Lanka); Class of 2020: Cuba, project area: "Sin Embargo: A Collection of Cuban Stories" documentary; Class of 2021: Lakota Sioux Nation, Pine Ridge Reservation, project area: child maltreatment and cultural restoration; Class of 2022: Ghana, project area: YOUDRIC, Leadership for Life Program, DownHome NC, Advocacy in Alamance County; Class of 2023: SriLanka, project area: TBD; Class of 2024: Morocco and Alamance County, project area: structural racism and racial inequality.	Fall/Spring	Sustainability-Inclusive
Philosophy or Religious Studies	Environmental Ethics	PHL/REL 348 (3480)	Students explore the bearing of philosophical and religious ethics upon practical problems regarding the natural environment. This course also considers the possible need for new ethical frameworks to address the environmental crisis we now face.	Varies	Sustainability-Inclusive
Physics & Engineering	Energy and the Environment	PHY 110 (1100)	This course provides an introduction to energy concepts and the basic modes of energy production and use, focusing on environmental problems that are a consequence of such activities.	Fall/Spring	Sustainability-Inclusive
Political Science & Policy Studies	International Human Rights	POL 348 (3480)	This course explores the philosophical background of human rights and the contemporary practice of promoting human rights across the globe. It examines international law and war crimes tribunals, looks at different institutions and NGOs that address human rights abuses, and assesses the criteria for judging humanitarian intervention. Case studies utilized may include poverty, global warming, torture, female mutilation and genocide.	Every other year	Sustainability-Inclusive

Political Science & Policy Studies	Contemporary Global Issues ^	POL 392 (3920)	This course examines the most pressing issues confronting the modern world. From economics to security to culture and sovereignty, this course looks at the challenges of today and tomorrow. Topics including terrorism, nuclear proliferation, and human rights are examined in detail. Drawing from readings in security studies, international political economy, international relations, and environmental literature, Contemporary Global Issues provides students with an understanding of the forces and issues that shape our world.	Winter	Sustainability-Inclusive
Political Science & Policy Studies	Food Policy *	PST 320 (3200)	Food is a defining issue of our time. This course focuses on the policies that shape food production, access and distribution of food within the United States. This course also considers the impact of US food policies on the sustainability of international food systems and global food access in other areas of the world.	Spring	Sustainability-Inclusive
Political Science & Policy Studies	Environmental Policy	PST 324 (3240)	This course focuses on the policy processes and institutional settings for environmental policy formation and governmental action. It deals with the role of the courts, Congress and federal agencies in the development, implementation and evaluation of environmental policy. This course is designed to provide an overview of environmental politics within the American political system. Students will be exposed to broad theoretical understandings of how social factors (politics and economics) shape environmental problems and the efforts to solve them. As such the course will cover topics in environmental public opinion, building political power to address environmental problems, how values and attitudes shape environmental behavior, and an overview of environmental policy alternatives, and environmental policymaking.	Varies	Sustainability-Focused
Political Science & Policy Studies	International Environmental Policy *	PST 344 (3440)	This course addresses environmental issues that cross national boundaries, such as climate change, natural resource scarcity, waste disposal and issues of international trade and the environment. It is intended for students in international and global studies, environmental studies, and political science in addition to policy studies.	Varies	Sustainability-Inclusive
Political Science & Policy Studies	Labor Policy ^	PST 373	This course provides students with an overview of labor policies in the United States, making some comparisons to peer countries. Topics covered in the course will include the history of labor, unemployment and job training programs, social safety net policies, unions, gender wage and employment gaps, discrimination in the workplace, technological change and globalization, low-wage work and the minimum wage, and the future of work.	Spring	Sustainability-Inclusive

Public Health Studies	Introduction to Public Health	PHS 201 (2010)	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.	Fall/Spring	Sustainability-Inclusive
Public Health Studies	Global Health	PHS 302 (3020)	The course will introduce students to key global health issues. Students will gain an understanding of contemporary global health problems, their determinants, distribution and prevention/response strategies. Particular attention will be paid to the links between global health and social and economic development. This course focuses on developing countries and on the health of the poor.	Fall/Spring	Sustainability-Inclusive
Public Health Studies	Disability and Public Health ^	PHS 372	This course will introduce students to the relationship between disability and public health programs and policies. Students will gain an understanding of international definitions of disability, disability theory, disability and health research, and the intersection of disability with other health issues. The class will also discuss accessibility and universal design, with a focus on creating public health programs and products that are accessible to people with disabilities. This course will include discussions of high and low income countries.	Spring	Sustainability-Inclusive
Religious Studies	Judaism and the Environment *	REL 239 (2390)	This course analyzes historical and contemporary teachings of the Jewish tradition regarding animals and the natural world. We will study the stories of creation in the Bible and in the Jewish imagination; the treatment of nature in Jewish law, philosophy and mysticism; traditional prohibitions on causing suffering to animals, wasting natural resources, and various forms of pollution; and responses to current environmental crises among contemporary American and Israeli Jews.	Winter	Sustainability-Inclusive
Science (Program)	Science without Borders	SCI 121 (1210)	This course will challenge every student to think critically about the biggest ideas produced by the natural sciences. Students will learn how to think like a scientist as they explore the development of, evidence supporting and applications for these ideas, which span atoms, the universe and everything in between. Also, student groups will use the scientific method to approach complex "real-world" problems that intersect with the natural sciences.	Varies	Sustainability-Inclusive

Science (Program)	Journey through Time	SCI 126 (1260)	We are one of several million species that all live on a relatively small rock in space, but how did we and everything else get here, and where are we going? Getting answers to these questions would shed light on just about every discipline and worldview. In this course, students will explore the origins of the universe, stars and planets, living organisms, humans, civilization, and more. Emphasis will be placed on empirical evidence and what inferences are justified from that evidence. Course goals are: explore the origins of our universe, solar system, planet, and life; explore major events and changes that occurred during our planet's evolutionary, paleogeographic, and climatic history; explore the origin of humans so that students better understand our place in the history of the Earth, and our role in shaping the future.	Varies	Sustainability-Inclusive
Sociology & Anthropology	Introduction to Cultural Anthropology	ANT 112 (1120)	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.	Fall/Spring	Sustainability-Inclusive
Sociology & Anthropology	Human Evolution and Adaptation	ANT 113 (1130)	This course provides a basic introduction to neo-Darwinian theory and natural selection, Mendelian and population genetics, mechanisms of human biological and cultural adaptation, and interpretation of the primate and hominid fossil record (drawing on both paleontology and molecular genetics). Special attention is paid to the interaction of social mechanisms with biological and environmental influences in human evolution. Human adaptations to the environment are discussed.	Varies	Sustainability-Inclusive

Sociology & Anthropology	Introduction to Archaeology	ANT 114 (1140)	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. Ethics are explored from the perspective of preserving and conserving cultural resources for future generations, mirroring notions of preserving and conserving natural resources. Human adaptations to the environment are discussed.	Varies	Sustainability-Inclusive
Sociology & Anthropology	Latin American Social Movements ^	ANT 270	Protest movements in Latin America have contributed to Anthropology by enriching understandings on human rights, anti-imperialism, neo-extractivism, self-determination and autonomy. This class will cover three modules: 1) defining social movements through contemporary examples, 2) reviewing the history of social movements in Latin America, and 3) the theoretical contributions from activist anthropology. By tracing the diversity in forms of collective action against inequality and violence, we will consider the ways in which the collective struggles of the urban poor, indigenous people, women, and environmentalists, can redefine social experience, the state, individuals, and anthropology at large.	Winter	Sustainability-Inclusive
Sociology & Anthropology	Culture and Business	ANT 385 (3850)	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. The course includes readings on environmental anthropology and ecological anthropology, and on United Nations environmentally sustainable practices. Students are required to include corporate social responsibility, diversity, inclusion, and equity practices, and environmental sustainability practices, in their analysis. These assignments require students to think critically not only about making profit or minimizing financial expenses, but also to think about people and planet as they analyze businesses practices, both in the U.S. and in international contexts.	Varies	Sustainability-Inclusive

Sociology & Anthropology	Introductory Sociology	SOC 111 (1110)	<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. Content covered in the course includes the interconnections between the environment and society, such as environmental sociology, threats to the environment, socioeconomic status and the impact of inequality.</p>	Fall/Spring	Sustainability-Inclusive
Sociology & Anthropology	Social Issues and Problems in the Local Community	SOC 220 (2200)	<p>Students investigate social issues and problems in our local community (i.e., the Elon/Burlington area, Alamance County or North Carolina as a whole) and use an interdisciplinary framework, heavily grounded in sociological theory and analysis to discover the connections between local, national and global problems. Study focuses on causes, consequences and policies concerning such problems as poverty and racism and issues pertaining to institutions such as family, economy, government, medicine, religion and others.</p>	Varies	Sustainability-Inclusive

Sociology & Anthropology	Sociology of Families	SOC 311 (3110)	This course provides an investigation of the family as an institution in societies, focusing on the development and current patterns of the American family. Specific attention will be given to the intersection of gender, social class, and race/ethnicity, patterns in family formation and dissolution, sexuality and families, family problems and the future prospects for the family. Sociology of Families is the study of families—what they do, how and why they do it, the conditions under which they interact, and how families compare across time and place. The learning outcomes of the course include: demonstrate how race, class, gender, and sexuality influence family outcomes, condition social relationships, and reproduce different forms of social inequality and explain how family as an institution intersects with the other major institutions in American society including government, the economy, and education systems and how social structures shape and constrain choices and behaviors at the individual and collective level.	Varies	Sustainability-Inclusive
Sociology & Anthropology	Environmental Sociology	SOC 334 (3340)	This course examines how social systems interact with ecosystems. Within this examination, the course will explore how environmental sociologists describe and explain the patterns that emerge from this interaction; explore what has led to the social disruption of ecosystems; explore the consequences of environmental disruption; and examine ways society has responded to human-induced environmental disruption.	Varies	Sustainability-Focused
Sociology & Anthropology	Ethnic and Race Relations *	SOC 341 (3410)	Students examine the meaning of minority group status in terms of the general patterns and problems confronting all minorities as well as the specific issues facing individual minority groups such as African-Americans, Jews, European-Americans and Asian-Americans. Discussion emphasizes the nature of prejudice and discrimination, the structure of minority-majority relations and strategies toward social equality.	Varies	Sustainability-Inclusive
Sociology & Anthropology	Global Social Problems ^	SOC 372	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.	Spring	Sustainability-Inclusive

Sociology & Anthropology	Black Lives Matter: Addressing ^	SOC 375	Social movements change the social, political, and economic landscapes of our society. In this course students will consider the development and implications connected to Black Lives Matter. Students will use a sociological lens to explore and analyze social problems such as police violence, mass incarceration, differential educational outcomes, and economic injustice. We will use a dialogue-based approach to develop a critical analysis of the movement and its impact on broader society.	Spring	Sustainability-Inclusive
Sport Management	Facility and Venue Management	SPT 226 (2260)	Facilities and venues shape the experience of fans and participants. Students learn how to plan and manage successful facilities including operations, policy, financing, crowd control, risk management, customer service and budgeting. With new arenas, stadia, entertainment districts, and other multi-purpose facilities shaping the experience of fans and participants and various events from local to international scale held all over the nation, the sport facility management industry is burgeoning and opening numerous job opportunities. This course is designed to provide future sport facility managers with theoretical and practical knowledge in facility management including planning, construction, operation, maintenance, sustainability, inclusive compliance, safety and security management, and numerous issues confronting sport industry professionals and organizations today. Dr. Kim's course includes a group project about building a green sport facility.	Varies	Sustainability-Inclusive
Sport Management	Sport Marketing	SPT 351 (3510)	Effective marketing is necessary to communicate and promote facilities, programs and events. This course focuses on strategic sport marketing, consumer behavior, market segmentation and selection, the marketing mix, and the implementation and control of sport marketing activities. In Dr. Kim's course sustainability is incorporated through a course section on environmental sustainability in sport.	Varies	Sustainability-Inclusive
Strategic Communications, Communications	Environmental Communications	COM 331 (3310)	The environment is central to our future. Students develop an understanding of environmental issues and communication practices to promote public awareness, change behavior and influence public policy. The class analyzes media coverage of sustainability topics and methods for informing, educating and influencing important target audiences.	Varies	Sustainability-Inclusive
Graduate					

Higher Education (MHE)	Diversity and Social Justice	MHE 731 (7310)	Through exploring central issues in diversity and social justice, this course aims to present the importance of critical self-reflection, cultural competency, and personal responsibility in helping college students become cultural brokers. Social justice theory will be examined, as well as various aspects of diversity, in order to help higher education professionals interact, communicate, work, and serve in a diverse world. Special attention will be given to the role of power, culture, privilege, and oppression in helping college students become culturally competent. Students will have the opportunity to explore how diversity and social justice affect personal, academic, and professional goals.	Varies	Sustainability-Inclusive
Interactive Media (M.A.)	Interactive Project for the Public Good	IME 670 (6700)	Students work in a team environment to create an interactive media project for the public good. In teams, they travel for approximately a week to a site to gather content through interviews, photos, audio and video needed for the project. They then return to campus to organize this content into a project that will be accessible to the public at large. Students develop, design, and deploy original interactive projects in a deadline-driven setting. Course may include a domestic or international fly-in component. Goal: Apply skills and material learned thus far in the iMedia curriculum into practice and make a contribution to the betterment of society. In spring 2021 teams in the course worked with the following NC-based organizations: Terra Cotta Heritage Foundation, HeARToscope and African American Cultural Arts and History Center.	Winter/Spring	Sustainability-Inclusive
Law (J.D.)	Gender and the Law ‡	LAW	This course provides students with an understanding of the role that gender plays in the development of law. The course is organized around various theoretical frameworks found in case law or in the writing of feminists and womanists scholars, including various concepts of equality, difference theory, non-subordination, autonomy, essentialism, and critical race theory. Students also explore the critiques and limitations of these frameworks. Each framework will be explored in the context of concrete legal problems in various areas of law, e.g., employment, family law, sports, domestic violence, and pornography. The course provides students with the opportunity to continue improving their research and writing skills. (Note: Course number not available when Academic Catalog published.)	Varies	Sustainability-Inclusive

Law (J.D.)	Cause Lawyering ^	LAW 736	“Cause lawyering” refers to the use of law to advance social and political goals. In this course, students critically consider cause lawyering as a part of broader social movements, both in relation to supporting the political goals of a client and in relation to the advantages, limitations, and conflicts involved in using the law to try to create social change. Course materials prioritize learning from people directly involved in present and past social movements, and students engage in critical discussion and reflective writing about the relationship between lawyers, social movements, and the law. Additionally, students explore examples of lawyers using the media to advance social and political goals, and students play the role of lawyer in writing mock press releases and participating in mock interviews, as these skills are intertwined with effectively engaging in cause lawyering.	Varies	Sustainability-Inclusive
Law (J.D.)	Humanitarian Immigration Law Clinic	LAW 768	The Immigration Clinic provides students with practical experience in the areas of client interviewing, cloud-based case management software, and preparing an application for federal immigration benefits. Students will be given great autonomy to assist refugees and asylees in filing for family reunification, adjustment of status (green card), and naturalization (US citizenship). Students will also have the opportunity to conduct legal research and writing and represent clients in federal benefits hearings at USCIS Field Offices.	Varies	Sustainability-Inclusive
Law (J.D.)	Agricultural & Food: Law & Policy *	LAW 831	This course will examine major legal and policy issues surrounding the production, distribution, and consumption of food. The first part of the course will survey the regulation of agriculture and food at the federal, state, and local levels (e.g. the FDA and USDA, state agriculture regulation, zoning and other local ordinances). The second part of the course will consider “hot topics” in contemporary food policy, such as food labeling and consumer choice (e.g. organics, GMO products); hunger, nutrition, and obesity; working conditions in agriculture and food service industries; farmland preservation and rural economic development; and the globalization of the food chain.	Varies	Sustainability-Inclusive
Law (J.D.)	Environmental Law *	LAW 841	The study of state and federal environmental regulation. Relevant state and federal statutes, regulations and case decisions will be examined, with particular emphasis afforded federal statutes such as the National Environmental Policy Act (NEPA), the Clean Water Act (CWA), and the Comprehensive Environmental Response and Liability Act (CERCLA).	Varies	Sustainability-Inclusive

Physician Assistant Studies (M.S.)	Special Populations	PAS 540 (6400)	This course will allow the student to explore issues related to the compassionate, patient-centered care of special populations including geriatric, pediatric and a variety of underserved groups. Students will learn about childhood nutrition, growth and development, the functional assessment of the elderly and how to adapt their interview and physical examination techniques to the developmental, functional, educational and social level of individual patients. They will explore a variety of health needs and health systems issues that are important in the care of older adults. They will learn to identify vulnerable populations and to respond to the health disparities vulnerable groups often experience. Additionally they will learn about the preparation of patients for global travel, the primary social determinants of health, and the effects of emerging global health concerns on healthcare locally and globally.	Fall	Sustainability-Inclusive
* Indicates a course in the 20-21 Academic Catalog but not offered in the 20-21 academic year. These are <u>not</u> included in the STARS report.					
^ Indicates a course offered in the 20-21 academic year but not in the 20-21 Academic Catalog. These are included in the STARS report					
‡ Indicates a course not offered in the 20-21 academic year and not in the 20-21 Academic Catalog. These courses were offered in 21-22. These are <u>not</u> included in the STARS report.					
Note: Course ID numbers changed to four digit numbers for most courses in 21-22. When available, the four digit number is provided in parenthesis.					