

exploration

TERM 2017



BSC Birmingham-Southern College

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Front Cover: Hannah Hudson “Touch the Sky,” Salar de Uyuni, Bolivia (Independent Contract: Beyond Borders: Exploring Bolivia through Medical Volunteer Work and Cultural Immersion)

More student photos / photo credits are printed on the inside back cover.

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BSC

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Welcome to Exploration Term 2017

Exploration Term refers to a period of four weeks during January that provides an opportunity for innovation and experimentation for both students and faculty. The projects offered during the term may vary in content and technique, but they all share the goal of providing an opportunity for exploration not possible during the regular term, including opportunities for study-travel or focused creative production. In addition to faculty-led projects, sophomore, junior, and senior students are encouraged to use initiative and imagination to develop their own contracted projects through the Office of Exploration Term and Contract Learning.

All first-year students must enroll in a project listed in the Exploration Term Bulletin. They may not contract individualized Exploration Term projects. Following the first year of study, students may contract individualized projects. Contracted projects meet the same academic standards as projects listed in the Exploration Term Bulletin and must be supervised by faculty members from Birmingham-Southern College. Each contracted project must be approved by the project sponsor, the student's faculty advisor, the appropriate department chair, and the Exploration Term and Contract Learning Committee.

Students under the Explorations curriculum must complete at least two Exploration Term projects. Each project counts as a full unit. All projects, whether graded with a letter or "S"/"U," count toward the requirement of two Exploration Term units. For those majors where the Exploration Term is used for the senior project, the senior project must receive a letter grade. A transfer student who meets only the minimum residency requirements for a degree must complete two Exploration Term projects.

All Exploration Term projects are recorded on permanent records and class schedules according to discipline abbreviations (including "GEN" for those projects outside of the disciplines offered at the College). If required for the major, senior Exploration Term projects will be recorded as 499.

Exploration Term projects do not count toward academic area requirements under the Explorations curriculum. Exploration Term projects used to fulfill Explorations Curriculum Learning Outcomes must receive a letter grade.

Important Dates

Thursday, September 15, 2016	January 2017 travel award and Koinonia scholarship applications due to the Office of Exploration Term and Contract Learning
Thursday, September 29, 2016	First-year students meet with advisors during Common Hour to receive instructions for completing Exploration Term preference forms
Friday, September 30, 2016	First payment installment due for Exploration Term travel projects
Tuesday, October 4, 2016	Last day for first-year students to complete online Exploration Term preference forms
Tuesday, October 18, 2016 - Thursday, October 20, 2016	Exploration Term Registration for seniors, juniors, and sophomores
Friday, October 21, 2016	Exploration Term contracts due in the Office of Exploration Term and Contract Learning
Tuesday, November 1, 2016	Second and final payment installment due for Exploration Term travel projects
Thursday, November 17, 2016	Exploration Term project orientation meetings for all projects during Common Hour
Monday, January 2, 2017	Residence halls open at 10:00am
Tuesday, January 3, 2017	First day of Exploration Term; all Exploration Term projects meet at 1:00pm
Thursday, January 5, 2017	Last day to drop without a grade or to add an Exploration Term project
Friday, January 13, 2017	Last day to drop a project with a grade of "W"
Monday, January 16, 2017	Martin Luther King Jr. Day (no classes)
Tuesday, January 31, 2017	Last day of Exploration Term
Wednesday, February 1, 2017 - Monday, February 6, 2017	Winter Break
Wednesday, February 8, 2017	Professors report Exploration Term grades
Friday, February 10, 2017	Grades available on TheSIS

How to Register for Exploration Term

Students are expected to register for only one Exploration Term project during the month of January and to be involved with that project for at least 150 clock hours for the term.

- All projects meet for Exploration Term orientation on Thursday, November 17, 2016, during Common Hour.
- On Tuesday, January 3, 2017, all projects meet at 1:00pm.

First-Year Students

First-year students should complete online preference forms listing their top five choices of Exploration Term projects. Students will be placed in their projects and registered by the Office of Exploration Term and Contract Learning.

1. See your advisor for registration instructions on Thursday, September 29, 2016, during Common Hour.
2. Submit your online preference form no later than midnight, Tuesday, October 4, 2016.
3. The Office of Exploration Term and Contract Learning will register you for the project in which you have been placed. You may change projects, subject to project capacity, at any time between the end of upper-division registration and Wednesday, January 5, 2017.

Upper-Division Students

Upper-division registration for Exploration Term takes place October 18-21, 2016, on TheSIS.

1. Prior to Exploration Term registration, see your advisor to discuss Exploration Term projects and Spring Term projects.
2. Exploration Term registration times and instructions will be provided by Academic Records in the weeks prior to registration.

Drop and Add Policy

All Exploration Term project changes must be made by the third day of Exploration Term, Wednesday, January 5, 2017. A student cannot drop a project without a grade of "W" after the third day of Exploration Term. If a student drops after Friday, January 13, 2017, a grade of "F" or "U" will automatically be assigned.

Questions about Exploration Term?

Contact the Office of Exploration Term and Contract Learning

Katie Kauffman

Norton 262

Tel. 205-226-4647

kskauffm@bsc.edu

Independent Study Contracts

Sophomores, juniors, and seniors who wish to engage in independent study for Exploration Term may do so through an independent study contract. Any student wishing to pursue independent study should formulate a contract, working in close consultation with a faculty sponsor. Once the contract is approved by the project sponsor, the student's advisor, and the department chair, the student submits the contract to the Office of Exploration Term and Contract Learning. After contracts are reviewed, the Exploration Term and Contract Learning Committee notifies the student of any changes required for the contract to receive approval and be registered. If the contract is not approved, the student should register for an Exploration Term project published in the Bulletin.

Independent study contracts should meet the academic standards of all Exploration Term projects. The student is expected to engage in 150 clock hours of focused academic activity and to meet the terms of the study contract: follow the project's methodology as stated in the study contract, attend all required meetings with the faculty sponsor, and submit the final academic product as indicated in the contract.

Contracts for independent study and internships are due to Office of Exploration Term and Contract Learning by Friday, October 21, 2016.

The contract form may be found online at <http://www.bsc.edu/academics/krulak/exp-con/contract.cfm>. All contracts that include activities off-campus require a release form as well. These may be obtained at the Office of Exploration Term and Contract Learning (Norton 262) or at <http://www.bsc.edu/academics/krulak/exp-con/release.cfm>. Students engaged in contracts for Exploration Term 2017 will be registered automatically by the Office of Exploration Term and Contract Learning; students pursuing Exploration Term contracts do not register on TheSIS, nor do they need to attend an orientation meeting on November 17. Examples of completed individualized study contracts may be reviewed at the above contract website.

Note: Students who wish to complete internships which fall under the purview of established faculty-directed projects (e.g. Student Teaching Internship, Pre-Health, or Pre-Law) simply register for the project and do not complete an independent study contract.

Senior Exploration Term Projects

Many academic disciplines require students to complete a Senior Exploration Term Project in their major. This project is usually carried out in the senior year, but occasionally students are given permission to complete the senior project in their junior year. To fulfill this requirement, a student may either register for an Exploration Term senior project offered in her or his major or contract an independent project with a faculty member in that major.

Requirements for Off-Campus Study and Travel

Any student traveling off-campus during Exploration Term, whether for a BSC study-travel project, an independent study project, or an internship, must complete and sign a release form. For students under 19 years of age, a parent or guardian must sign the release. Release forms are located on the Exploration Term/Contract Learning section of the BSC website, under "Release Forms" (<http://www.bsc.edu/academics/exp-con/release.cfm>).

Students traveling internationally will be required to read the State Department's Consular Information Sheets and Travel Advisories at <http://travel.state.gov/>. Students are required to purchase BSC's travel health insurance plan (approximately \$18 per week of travel), which will be automatically billed to each student. Students should be aware that, given the international safety and health concerns, there is always the possibility that certain study-travel projects may be modified, canceled, or postponed.

Travel Policy

As our world becomes increasingly interconnected, study-travel is an important mode of experiential learning, providing broad and diverse contexts for intellectual and personal growth. As such, Birmingham-Southern encourages students to integrate a study-travel experience into their academic career by providing the opportunity to study off-campus either independently or through a study-travel project led by a faculty member.

Since study-travel is in effect an extension of the physical campus, students studying off-campus are required to conform to BSC's academic and social regulations and policies just as if they were in the classroom or on the campus. Students who wish to participate in an Exploration Term study-travel project should be in good academic and social standing. BSC requires all students to conform to both US and local laws of the host country when traveling abroad, including those pertaining to the use of alcohol, controlled substances, prescription medication, and public behavior.

Students are expected to follow the directions of the faculty. Faculty leading study-travel projects may establish additional policies of academic and social conduct to which students consent when they register for the project. Failure to comply with either BSC's general policies or the policies established by the faculty leading the project can result in disciplinary action and/or a failing grade for the project. In extreme circumstances—should the student endanger him or herself or others, or threaten the integrity of the project—and at the discretion of the project's faculty leader, the student may be sent home at his or her own expense.

Deposits and fees must be paid in a timely manner. Study-travel projects led by faculty require a deposit early in Fall Term. Check with your faculty leader for the deposit amount and deadline. Refer to the financial agreement for information on when the first and final payments for each study-travel project are due. If an insufficient number of students express interest in any study-travel project, the College will cancel it before September 26, 2016. Students who elect to withdraw from a study-travel project are not guaranteed a refund of any monies submitted toward the project.

In order to participate in study-travel, students must:

1. Be in good academic and social standing at the College.
2. Submit a deposit and Commitment to Travel form to the Office of Exploration Term and Contract Learning (Norton 262) by September 26, 2016 or an earlier date set by the project's faculty leader.
3. Submit a signed financial agreement, release form, and proof of passport no later than September 30.

Failure to comply with these requirements will result in a student being rejected for or removed from the project, regardless of whether he or she has paid a deposit or registered for the project.

Exploration Term Travel Awards

Through the Student Government Association, funds are available for Exploration Term travel awards for sophomores, juniors, and seniors who will be engaged in domestic or international study-travel. Preference is given to applicants with financial need and to those applicants whose Exploration Term plans exhibit a strong academic component. The Exploration Term and Contract Learning Committee and SGA representatives determine the recipients of the travel awards.

Applications are available on the Exploration Term/Contract Learning page of the BSC website, under “Exploration Term Travel Awards”: <http://www.bsc.edu/academics/krulak/exp-con/awards.cfm>. Completed applications must be submitted to the Office of Exploration Term and Contract Learning on or before Thursday, September 15, 2016. Students requesting funds for independent projects must submit a completed contract approved by the pertinent faculty.

In addition, the Koinonia Scholarship provides financial support for a student or group of students to contract an Exploration Term project concentrating on service issues in the global community. Applications are due on or before Thursday, September 15, 2016; applications are available at <http://www.bsc.edu/academics/krulak/exp-con/awards.cfm>.

Exploration Term Photography Contest

Take that camera and record your Exploration Term experiences on film—you could win a cash prize and a place on the cover of the 2018 Exploration Term Bulletin!

Contest Rules: Contestants must be students of Birmingham-Southern College and have taken the photographs themselves. The subject of the photographs must be an Exploration Term 2017 project. Photographs of both on- and off-campus projects are welcome! E-mail submissions to kskauffm@bsc.edu. The best quality images are preferred, meaning (ideally) a minimum image size of 5 x 5 inches, and a minimum resolution of 300 dpi. JPEG and TIFF files provide best results. Setting your camera to its highest-quality setting should result in a print-quality image. Entries must include the photograph's title, location, Exploration Term project, student's name, student ID, and campus box number. Entries must be received in the Office of Exploration Term and Contract Learning by Friday, February 10, 2017. Entrants in the contest consent to allow their photographs to be reproduced in Exploration Term and Contract Learning promotional materials.

Project List

Project Number	Project Title	Faculty	Prerequisites and Notes
AC*E499*01	Senior Project in Accounting	Klersey	Senior Accounting Majors
AR*E499*02	Advanced Studio Projects - Senior Project	Venz	Senior Studio Art Majors
AR*E299*03	Creating and Designing Toys and Games	Cole	
AR*E299*04	Terracotta: Portraiture and Figurative Sculpture	Neel	AR 112 or Consent
ARH*E299*05	A Tale of Two Cities: The Museums and Monuments of London and Paris	Smith, Spies	TRAVEL, Enrollment Full
AN*E299*06	Martial Arts Cinema: Philosophy, Literature, and Art	Coyle	
AN*E499*07	Martial Arts Cinema: Philosophy, Literature, and Art	Coyle	
BI*E299*08	Better than Fiction: Acclaimed Popular Reading in Biology	Gibbons	
BI*E299*09	Science (pod)class	Van Zandt	
BA*E299*10	Business Internships	Cleveland	rise ³ , Instructor Consent
BA*E299*11	The Fringe Benefits of Failure	Spencer	
BA*E299*12	Moving up the Food Chain: Vertical Integration in European Agribusiness Firms	Lester, Morrow	TRAVEL, Instructor Consent, Junior Business Majors
BA*E499*13	Moving up the Food Chain: Vertical Integration in European Agribusiness Firms	Lester, Morrow	TRAVEL, BA 400; either BA 474 or 475; Senior Business Majors; and Instructor Consent
BA*E499*14	Senior Capstone in Business	Garrity, Harrison, Smith	BA 400; either BA 474 or 475; Senior Business Majors
CL*E299*15	<i>Aretē</i> : Sex, Sports, and Law in the Ancient World	Hendren	
CL*E299*16	Classical and Renaissance Italy: The Major Cities and the Places in Between	Cottrill, McInturff	TRAVEL, Instructor Consent
EC*E299*17	The Tyranny of Experts: Economists, Dictators, and the Forgotten Rights of the Poor	Tiruneh	Leadership Studies
ED*E299*18	Exploring Teaching in Elementary Schools	Barnes	First-Years, Sophomores, Juniors
ED*E299*19	Exploring Teaching in Secondary Schools	Ingram	First-Years, Sophomores, Juniors
ED*E499*20	Service-Learning: Education in Uganda	Spencer	TRAVEL, rise ³ , Service-Learning, Senior Education Majors
EH*E299*21	Classical and Renaissance Italy: The Major Cities and the Places in Between	Cottrill, McInturff	TRAVEL, Instructor Consent
EH*E299*22	Composing a Video Essay	Johnson	
EH*E299*23	A Month of Sundays: Intensive Research in Literature	Ullrich	Juniors, Seniors, Instructor Consent, serious interest in research
EH*E299*24	Novels Right Now: Commodities or Future Masterpieces	Archer	
EH*E299*25	Pride and Prejudice and Zombies	Tatter	EH 102 or 208 or permission of instructor
EH*E299*26	Southern Cooking and Culture: We Are What We Eat	Thompson	EH 102, 208, or the like
EH*E299*27	Sports Journalism	Burgess	
GEN*E299*28	Anti-Modern Moderns in America	Stitt	EH 102 or 208
GEN*E299*29	Arabic Poetry of Resistance: From Abbasid Syria to the Arab Spring	Benyoussef	Leadership Studies
GEN*E299*30	Beginning Sign Language	Mathison	
GEN*E299*31	Digital Detox: Mindfulness Meditation in the Modern World	Chandler	
GEN*E299*32	Environmental Careers	Parker	
GEN*E299*33	European Culture and Global Media	Davis, Spencer	TRAVEL, Enrollment Full
GEN*E299*34	Explorations of Qi (ch'i, 'life energy')	Huang	
GEN*E299*35	Exposure to Computer Programming	Patterson	
GEN*E299*36	Fermenting Revolution	Hanson, Hayden	
GEN*E299*37	The History of Jazz and Blues	Grall	
GEN*E299*38	Latin American Cultures	Stadnik	Leadership Studies
GEN*E299*39	Like a Rolling Stone: Bob Dylan in America	Schantz	
GEN*E299*40	Martial Arts: Philosophy and Practice	Gannon	Students must be in good physical shape
GEN*E299*41	May I Take Your Order? The Forces that Shape our Food Choices	Valenti	
GEN*E299*42	Microelectronics	Stanton	Sophomores, Juniors, Seniors

Project Number	Project Title	Faculty	Prerequisites and Notes
GEN*E299*43	Poverty in America	Black, Rossmann	Service-Learning
GEN*E299*44	Pre-Health Internship	Buckingham	Sophomores, Juniors, Seniors, Pre-Health track, minimum 3.0 GPA, proof of current vaccinations
GEN*E299*45	Science and Culture of the Ancient Maya	Dorman	TRAVEL
GEN*E299*46	Service-Learning in Cuba	Gawronski, Holly	TRAVEL, rise ³ , Service-Learning, Enrollment Full
GEN*E299*47	Service-Learning in San Francisco	Behr, Pincham King, Thornton	TRAVEL, rise ³ , Service-Learning
GEN*E299*48	Service-Learning: Education in Uganda	Harper, Spencer	TRAVEL, rise ³ , Service-Learning
GEN*E299*49	Star Wars: You've Never Heard of the Millennium Falcon?	Shook, Wilson	
GEN*E299*50	The U.S. National Security System: A Historical and Contemporary Overview	Rowe	Leadership Studies
GEN*E299*51	Where Underpants Come From	Qu	
GEN*E299*52	Women from Venus? An Introduction to Gender and Women's Studies	Ott	
HI*E299*53	A General Education Curriculum for Global or World History: From the Big Bang to the Present	Levey	
HI*E299*54	Internships for Historians	Hustwit	Sophomores, Juniors, Seniors, 1+ HI course
HI*E299*55	"A night to remember": the RMS Titanic as an icon of Edwardian Britain	Lester	
HRC*E299*56	Black, Green, and Between: Human Rights Study in Alabama and Ireland	Brown, Sprayberry	TRAVEL, Enrollment Full
MA*E299*57	Cryptography	Zelinsky	Precalculus
MA*E499*58	Senior Project in Mathematics	Riley	Juniors, Seniors, MA 470
MFS*E299*59	Hollywood Revolution: 1965-1980	Champion	
MFS*E299*60	Movie Making	Corna	
MU*E299*61	Beginning Piano	Couch, Moore, Tingle	No Piano Experience
MU*E299*62	Class Voice	Kensmoe	The ability to match pitch and no music majors with voice as their primary instrument
MU*E299*63	Great Symphonies	Seigel	
MU*E499*64	Senior Project in Music	Music Faculty	Senior Music Majors
MED*E499*79	Senior Project in Music Education	STAFF	Senior Music Education Majors
PH*E299*65	Cooking and Food Preservation	Dart	
PH*E299*66	Travels in Spacetime	Rupright	Algebra Proficiency
PS*E299*67	Pre-Law Internship	Ashe	Sophomores, Juniors, Seniors, rise ³ , Instructor Consent before Oct 1
PY*E299*68	Planning your Career in Psychology and Related Fields	Allen	
PY*E299*69	Research on an Advanced Topic in Psychology	Trench	PY 304 and psychology major
PY*E299*70	Sport and Exercise Psychology	Rector	
RE*E299*71	Islam and Hip-Hop	Sutton	
SO*E299*72	Sociology of Therapy and Service Animals	Mills	rise ³ , Service-Learning
SN*E299*73	Conversemos!	Lewis, Kim	SN 201 or 220
SN*E299*74	E-term in Ecuador	Domcekova, Stultz	TRAVEL
THA*E299*75	Audition!	Flowers	
THA*E299*76	Theatre Performance Ensemble: <i>Noises Off</i>	Litsey, Mielke	
THA*E499*77	Theatre Performance Ensemble: <i>Noises Off</i>	Litsey, Mielke	Senior Theatre Majors
UES*E299*78	Back to the Land: The BSC Community Garden Redevelopment	Holt	Service-Learning

Exploration Term 2017 Project Descriptions

Special Project Designations

Leadership
Studies
Project



Service-
Learning
Project



Study-
Travel
Project



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Project

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ACCOUNTING

AC*E499*01

Senior Project in Accounting George Klersey

Prerequisites: AC 322, 324, and 422; Instructor Consent
Open To: Senior AC Majors
Grading System: Letter
Max. Enrollment: 30
Meeting Times: M Tu W Th F 8:00am-5:00pm

The Senior Project in Accounting is an experience designed to solidify and enhance students' knowledge in the accounting field. The experience may include a ten-week internship or an in-class project. Topics may include recent accounting developments, extensions of accounting concepts, and exploring basic business systems. Those students electing to pursue an internship for their senior project should consult with the disciplinary faculty about the variety of internship options.

ART

AR*E499*02

Advanced Studio Projects – Senior Project Pamela Venz

Prerequisites: AR 471 and Instructor Consent
Open To: Senior Studio Art Majors
Grading System: Letter
Max. Enrollment: 10
Meeting Times: M Tu W Th F 9:00am-4:00pm

An independent studio project for art studio majors and minors, the project will focus on developing and refining a cohesive portfolio relative to the individual's concepts and techniques. The final portfolio themes, materials, and production expectations will be determined by consultation. Senior candidates for a Bachelor of Fine Arts degree will produce work in preparation for the BFA Exhibition. There will be an emphasis on current themes in contemporary art from selected articles, discussions, and scheduled individual and class critiques. Students are required to work outside of class to fulfill a 40-hour-per-week schedule. Grade will be based on work ethic and the final portfolio.

Estimated Student Fees: Will vary upon media.

AR*E299*03

Creating and Designing Toys and Games Steve Cole

Prerequisites: None
Open To: All Students
Grading System: Option
Max. Enrollment: 12
Meeting Times: M Tu W Th F 9:00am-4:00pm

This project will involve creative problem solving toward inventing and construction of a toy or game. It will necessitate research into historical, cultural, educational, and contemporary toys and games as well as selecting a particular "target group." This project will also explore a wide range of materials and construction possibilities as they relate to the individual project. Student projects will be evaluated on the idea, craftsmanship, effort, and time invested. This project will meet daily from 9:00-4:00. Additional out-of-class work will be necessary for a minimum of 40 hours per week.

Estimated Student Fees: approximately \$40

AR*E299* 04

Terracotta: Portraiture and Figurative Sculpture Jim Neel

Prerequisites: AR 112 or Consent
Open To: All Students
Grading System: Option
Max. Enrollment: 6
Meeting Times: M Tu W Th 9:00am-3:00pm

Terracotta is the stuff of antiquity as well as modernity. There are Paleolithic clay bison in the 15,000 year old Tuc d'Audoubert Cave; terracotta is the material of the Qin Warriors of China and the preliminary sketches of Michelangelo, and often the first plastic substance to which we are introduced as children. In this studio class, students will create a number of artworks using traditional ceramic techniques. Focusing on the human form, we will create figurative sculpture and self-portraiture using hand-building, ram and slip-molding techniques. The class will include trips to area museums and visits to artists' studios.

Estimated Student Fees: \$250

ART HISTORY

ARH*E299*05

A Tale of Two Cities: The Museums and Monuments of London and Paris
Tim Smith and Kathleen Spies

Prerequisites: Instructor Consent
Open To: All Students
Grading System: S/U
Max. Enrollment: 20 (FULL)
Meeting Times: On-campus meetings at 1:00pm on Jan 3, 4, and 24,
Travel dates Jan 6-20



This travel project provides students a chance to explore the major museums, collections, and architectural monuments of two of Europe's culturally-rich centers: London and Paris. After preparatory meetings in Birmingham, we will spend a full two weeks examining in person a wide range of art and architecture spanning prehistoric times through the current day, focusing on a single period, movement, or theme at each stop (for example, ancient sculpture at the British Museum or Impressionist and Post-Impressionist painting at the Musée d'Orsay). The London itinerary will include the British Museum, National Gallery, and the Tate Modern as well as Westminster Abbey and the Houses of Parliament. The Paris itinerary will include the Louvre, the Musée d'Orsay, and the Pompidou Center as well as Notre Dame and Sainte-Chapelle.

Estimated Student Fees: \$4100

ASIAN STUDIES

AN*E299*06

AN*E499*07

Martial Arts Cinema: Philosophy, Literature, and Art
Daniel Coyle

Prerequisites: None
Open To: All Students
Grading System: Option
Max. Enrollment: 14
Meeting Times: M Tu W Th 12:30pm-3:30pm and one evening

This project will explore the emergence and globalization of East Asian martial arts film. Students examine the philosophical roots, classical literature, film art, reception, and global influence of one of the oldest genres in Chinese cinema. We begin by reading selections from primary texts of martial philosophy and early "popular martial fiction" (*wuxia xiaoshuo* 武俠小說), then trace *wuxia* film adaptations from the early 20th century into the transnational kung-fu films (*gongfu pian* 功夫片) of recent decades. Emphasis will be placed on distinguishing the early feminine tradition in Chinese cinema, the inadvertent masculinization that accompanied the rise of realistic Hong Kong kung-fu films in the '60s and '70s, and the gender-bending transpositioning from the '90s forward. We will screen, discuss, and write about works by Zhang Che, King Hu, Bruce Lee, and Tsui Hark, Wang Kar-wai, Chen Kaijé, and Zhang Yimou. We will have preparatory reading and screening assignments during Christmas Break. Once the term begins in January, students will spend at least 35 hours per week reading, screening, and researching. Evaluations will be based on attendance, participation, quizzes, presentations, and either a 10-page formal research paper or a documented 20-minute oral PowerPoint presentation.

BIOLOGY

BI*E299*08

Better Than Fiction: Acclaimed Popular Reading in Biology
Megan Gibbons

Prerequisites: None
Open To: All Students
Grading System: Letter
Max. Enrollment: 18
Meeting Times: M Tu W Th 9:00am-12:00pm

Some of the greatest nonfiction books about biology read like novels. They borrow tropes and narrative tricks from science fiction, fantasy, horror, and more – turning great discoveries into great adventures. In this project, we will read and discuss four of the best current biology books available (chosen by students!). Students will complete all readings, participate in online and in-class discussions, choose a topic from the readings to research and present (in 15-20 min.) to the class, and write four 5-page reflection papers (one for each book). Depending on the books chosen, we may invite guest speakers to engage with the class during some of the class periods.

BI*E299*09

Science (Pod)class

Pete VanZandt

Prerequisites: None
Open To: All Students
Grading System: Letter
Max. Enrollment: 16
Meeting Times: M Tu W Th 1:00pm-4:00pm, with some additional arranged times

Podcasts are digital audio files made for widespread distribution. There are thousands of high-quality podcasts available for free on virtually any topic imaginable, and the best ones are great entertainment and also excellent ways to learn. For this project, we will listen to a wide variety of science-themed podcasts, then discuss them with each other in the class and online (both via blogs of our own creation and on the websites of the podcasts themselves). Students will also produce their own podcast episodes on topics of their own choosing. The class may take field trips to different locations to help students gather material for their podcasts. Students will be evaluated on participation in discussions both in-class and online, and on their final podcast project.

BUSINESS

BA*E299*10

Business Internships

Paul Cleveland

Prerequisites: Instructor Consent
Open To: Sophomores, Juniors, Seniors
Grading System: S/U
Max. Enrollment: 30
Meeting Times: TBA

Students will identify and secure an internship with a business or organization (for-profit or non-profit). Students are expected to devote 150 hours to the completion of the project. Students will keep and turn in a journal of

rise³

their experiences and make weekly reports to the instructor. In addition, students will arrange for their supervisors to provide an evaluation of their performance to the instructor. Students are encouraged to arrange an internship well before registering for Exploration Term and to have it approved by the instructor.

BA*E299*11

The Fringe Benefits of Failure (In Both Entrepreneurship and Life)

Brad Spencer

Prerequisites: None
Open To: All Students
Grading System: Option
Max. Enrollment: 20
Meeting Times: M W F 11:00am -1:00pm

The “play not to lose” mentality has never yielded great results. “Playing to win” requires informed risk-taking that will, despite the best analysis, lead to the occasional failure. Yes, failure WILL happen to you. It might be of your own making, or it might be visited upon you. How will you respond?

The instructor has experienced both unlikely successes and gut-wrenching failures. Learn from both his wins and losses. The materials for the class will address both personal and entrepreneurial risk-taking. We will use Peter Thiel's *Zero to One*, Whiney Johnson's *Disrupt Yourself*, and Megan McArdle's *The Upside of Down*. TED Talks and YouTube videos are liberally sprinkled throughout the project.

Entrepreneur, in native French, literally means “bearer of risk.” You will meet several. During class we will have visiting speakers who share their stories ... from a successful entrepreneur who founded and is growing a multi-state franchised business to an inspirational businessman who battles an addictive personality and is working to win every day. With each speaker the student is offered a transparent view into a real life and the analysis that the speaker has undergone to get to where he/she is.

Previous students have described the class as “the best class I've had in college” and “I want other students to share this experience.”

BA*E299*12

Moving Up the Food Chain: Vertical Integration in European Agribusiness Firms

Bert Morrow and Rick Lester

Prerequisites: Instructor Consent
Open To: Junior Business Majors
Grading System: S/U
Max. Enrollment: 5
Meeting Times: On-campus meetings Jan 3-5, Travel Jan 6-20



Students will visit the Czech Republic and Italy to study agribusiness firms engaged in food production. Particular emphasis will be given to the issues of vertical integration and the extent to which technological innovations have been adopted in a firm's value chain. We will also explore how these firms acquire inputs, access distribution channels, and manage their labor and product markets. All students will be required to provide a written paper of their experiences in Europe.

Estimated Student Fees: \$4950

BA*E499*13

Moving Up the Food Chain: Vertical Integration in European Agribusiness Firms – Senior Project

Bert Morrow and Rick Lester

Prerequisites: BA 400; either BA 474 or 475; and Instructor Consent
Open To: Senior Business Majors
Grading System: Letter
Max. Enrollment: 15
Meeting Times: On-campus meetings Jan 3-5, Travel Jan 6-20



Students will visit the Czech Republic and Italy to study agribusiness firms engaged in food production. Particular emphasis will be given to the issues of vertical integration and the extent to which technological innovations have been adopted in a firm's value chain. We will also explore how these firms acquire inputs, access distribution channels, and manage their labor and product markets. BA 499 is intended to be a challenging and exciting Capstone project for undergraduate business students. Students taking this course for BA 499 credit will be required to prepare an oral presentation of a substantial research project on a topic of their choosing that has been approved by the professor. All students will be required to provide a written paper of their experiences in Europe.

Estimated Student Fees: \$4950

BA*E499*14

Senior Capstone in Business

Carolyn Garrity, Mary Harrison, and Tracy Smith

Prerequisites: BA 400; either BA 474 or 475
Open To: Senior Business Majors
Grading System: Letter
Max. Enrollment: 60
Meeting Times: M Tu W Th F 8:30am-4:30pm

This project is designed for students to develop entrepreneurial thinking. The project will emphasize the entrepreneurial process, which includes evaluating entrepreneurial opportunities, launching the new venture, and managing the new business. The goal of this project is to familiarize the student with the entire entrepreneurial process and in so doing boost the student's confidence in his or her ability to actually develop and open a new venture. Emphasis will be placed on identifying available resources and then matching those resources with environmental opportunities. The goals of this project will be accomplished by pitching a new business idea, writing a business plan, running the business for two weeks, and then presenting the plan and experience to a group of faculty and executives. Each student group will receive seed money after the successful completion of their business proposal.

Estimated Student Fees: \$275

CLASSICS

CL *E299*15

Aretē: Sex, Sports, and Law in the Ancient World George Hendren

Prerequisites: None
Open To: All Students
Grading System: Letter
Max. Enrollment: 20
Meeting Times: M Tu W Th 1:00pm-3:00pm

We will consider three major institutions of the ancient Mediterranean as a lens through which we can better understand the hopelessly foreign and yet strikingly familiar world of antiquity. First, we will study ancient legal systems in Greece and Rome and their correspondence with contemporary law. Next, we will dive into ancient sport, and discuss how sport in antiquity provides a foundation for more than just the modern Olympics. Finally, we will analyze ancient conceptions of sexuality and how our (mis)understandings continue to affect current discourse. Work outside of class will consist of primary and secondary readings—approximately one hundred pages each week—with reading notes posted to Moodle or submitted to the professor. Student performance will be assessed through their daily reading notes, ability to lead weekly class discussion based on secondary scholarship, three 30-minute presentations, and four 30-minute essay quizzes.

CL *E299*16

Classical and Renaissance Italy: The Major Cities and the Places in Between Michael McInturff and Amy Cottrill

Prerequisites: Instructor Consent
Open To: All Students
Grading System: S/U
Max. Enrollment: 26
Meeting Times: On-campus dates Jan 3-4, Travel dates Jan 5-24



After a series of orientation sessions early in the month, this three-week travel-study experience will visit major cultural and historical sites in Italy. We will examine the world of the ancient Romans and Etruscans. We will explore the foundations of modern Europe in medieval and Renaissance Italy. We will focus in particular on how art, architecture, and urban life express cultural and intellectual history. We will be based in Rome, Florence, and Venice. We will visit Pompeii, Orvieto, Pisa, Pienza, and other areas. Students will research and present/lead three docent topics each. Topics will be selected in consultation with the faculty leader.

Estimated Student Fees: \$5000

ECONOMICS

EC*E299*17

The Tyranny of Experts: Economists, Dictators, and the Forgotten Rights of the Poor Esubalew Tiruneh

Prerequisites: None
Open To: All Students
Grading System: Letter
Max. Enrollment: 25
Meeting Times: M W Th 9:00am-12:00pm



Thomas Jefferson wrote in the Declaration of Independence: “We hold these truths to be self-evident, that all men are created equal, that they are endowed by their creator with certain unalienable Rights, that among these are Life, Liberty, and the pursuit of Happiness. That to secure these rights, government is instituted among men, deriving their just powers from the consent of the governed.” In writing this, Jefferson informed in a way that bottom-up leadership, individual freedom, and empowerment are essential for prosperity and development. In this project we explore William Easterly’s interesting new book *The Tyranny of Experts: Economists, Dictators, and the Forgotten Rights of the Poor*. Students will learn the story of how expert-oriented development interventions have failed in developing countries and how such stories might be reversed using individuals’ freedom and representation of the poor as an approach to inclusive development. The class will be hands-on and engaging involving role playing, and exploring real-life scenarios. In the first half of the term, students will be required to read, discuss, and present chapters in groups. In the second half, learning tools such as the river code, the secret in the box, take a step, the boat is sinking, and 65-year-old couple, will be used to help to students develop skills that will enable them to be efficient development experts and leaders. Evaluation of students’ understanding of the course material will be based on written reflections, presentations, role plays, class discussions and critiques on the assigned readings. Students should be prepared to spend approximately \$18 on textbooks.

EDUCATION

ED*E299*18

Exploring Teaching in Elementary Schools Gay Barnes

Prerequisites: None
Open To: First-years, Sophomores, Juniors
Grading System: Letter
Max. Enrollment: 30
Meeting Times: M Tu W Th F 7:30am-3:15pm

Exploring Teaching is a field-based Exploration Term project that requires observation in classrooms at the elementary level. The field experience for this project will take place in two elementary educational environments in order to give students a varied view of classrooms. The field placement time is approximately 35 hours per week. In addition, there will on-campus seminars focusing on current issues in education. Evaluation will be based on attendance, observational reflections, project readings, and participation in on-campus seminar.

ED*E299*19**Exploring Teaching in Secondary School
Shelia Ingram**

Prerequisites: None
 Open To: First-years, Sophomores, Juniors
 Grading System: Letter
 Max. Enrollment: 15
 Meeting Times: M Tu W Th F 7:30am-3:15pm

Exploring Teaching is a field-based Exploration Term project that requires observation in classrooms at the middle and secondary levels. The field experience for this project will take place in two educational environments in order to give students a varied view of classrooms. The field placement time is approximately 35 hours per week. In addition, there will on-campus seminars focusing on current issues in education. Evaluation will be based on attendance, observational reflections, project readings, and participation in on-campus seminar.

ED *E499*20**Service Learning in Uganda
Amelia Spencer and Kristin Harper**

Prerequisites: None
 Open To: Seniors
 Grading System: Letter
 Max. Enrollment: 12
 Meeting Times: On-campus meetings Jan 4-6, Travel Jan 7-29



Project participants will travel to Mukono, Uganda, to work with the primary purpose of teaching English at the Buiga Sunrise School. Students will experience cultural immersion through service. Participants will also experience the culture and natural resources of Uganda, visiting Murchison Falls National Park and the source of the Nile River. Participation in this project is a major commitment by the student—both prior to and during Exploration Term—requiring self-motivation and self-discipline. Requirements include fall preparation meetings, lesson planning, active participation on site in January and in discussions during class meetings, reading assigned literature, a reflective journal, and a final reflective essay. Evaluation will be based on the quality of the student's work on each of the above requirements.

Note: Participants will be selected through an application process.

Estimated Student Fees: \$5000

ENGLISH**EH*E299*21****Classical and Renaissance Italy: The Major Cities and the Places in Between
Michael McInturff and Amy Cottrill**

Prerequisites: Instructor Consent
 Open To: All Students
 Grading System: S/U
 Max. Enrollment: 20
 Meeting Times: On-campus dates Jan 3-4, Travel dates Jan 5-24



See description under Classics.

EH*E299*22**Composing a Video Essay
Lucas Johnson**

Prerequisites: None
 Open To: All Students
 Grading System: S/U
 Max. Enrollment: 14
 Meeting Times: M W F 10:00am-12:00pm

Have you ever wanted to create videos for your own YouTube channel? Do you want to become the next Tyler Oakley, Hank & John Greene, John Bresland, or Kid President? In this E-Term experience, you will learn how to design, prepare, and compose your own video essay. Students will begin by becoming acquainted with the essay as genre through reading several essays and a short writing assignment. Then we familiarize ourselves with that emergent form known as the video essay by watching a diverse selection of popular (and un-popular) video essays. Next students will go about the business of imagining, researching, and designing their own video essay, which will include photographs, music, sound effects, voice recording, motion graphics, animations, recorded interviews, etc. Finally, students will bring all this work together as a complete, 5-8-minute video essay of their own. The class will conclude with a viewing party, and all essays will become a permanent part of the Birmingham-Southern Video Essay YouTube channel. Students will gain knowledge of video design and sound editing, along with adding to their knowledge about the composing process and the art of persuasion (rhetoric). Whether students are already making their own video essays, or whether students have no prior knowledge, this E-Term experience is for you!

EH*E299*23**A Month of Sundays: Intensive Research in Literature
David Ulrich**

Prerequisites: Serious Interest in Research, Instructor Consent
 Open To: Juniors, Seniors
 Grading System: Letter
 Max. Enrollment: 5
 Meeting Times: Tu Th 10:00am-2:00pm

In consultation with the instructor, the student will research a specific issue in literature. The research perspectives will be a mixture of close readings of texts and cultural studies. For example, the student will read a selection of Kate Chopin's fiction and her most important biographies. In conjunction with this work, the student will find and analyze 50 or more photographs of the interior of passenger trains and train stations from 1890-1900 in order to analyze how many women travelled alone during this period. The topics will be interesting, but will be assigned by the instructor, in consultation with the student. The class will meet as a group on assigned days as well as individual conferences. The student will write a 15-page paper due near the end of the term. Evaluation will be based on attendance (10%), participation and esprit de corps (20%), quality of research completed (20%), and the research paper itself (50%). The entire Exploration Term project—class time, consultations, time-intensive (individualized) research, the writing and revision of research paper, and more—will meet or exceed the 150-hour requirement. No incompletes are allowed.

Estimated Student Fees: \$100

EH*E299*24**Novels Right Now: Commodities or Future Masterpieces**

Jane Archer

Prerequisites: None
 Open To: All Students
 Grading System: Option
 Max. Enrollment: 20+
 Meeting Times: M Tu Th 1:00pm-3:30pm

In this project, we will read four very recent novels that have appeared on the best-seller lists and have also achieved at least some literary acclaim. In class meetings, we will discuss the novels, but we will also consider what makes books popular and what makes them “literature.” We will explore best-seller lists from the past, as well as past winners of literary awards. We will consider questions such as these:

Are contemporaries able to recognize a “masterpiece”?
 How often does literary fiction achieve best-seller status?
 What distinguishes literary fiction from commodity fiction?

We will meet three afternoons a week, and students will write four short (2-5-page) papers, one about each of the four novels we will read and discuss. In addition, each student will select a related topic to research and present to the class. For instance, one student might look up what was on the best-seller lists when a novel that has entered the literary canon of “great works” was first published. Another student might seek out reviews of best-selling novels from another decade or another century to see if any were proclaimed important works of literature and whether we agree with that judgment now. Students will need to purchase four hard-cover best-sellers for this project.

EH*E299*25**Pride and Prejudice and Zombies**

John Tatter

Prerequisites: EH 102 or 208 or permission of instructor
 Open To: All Students
 Grading System: Letter
 Max. Enrollment: 12
 Meeting Times: Tu W Th F 9:00am-12:00pm

The novels of Jane Austen have continued to be popular two centuries after she wrote them and in a world she would hardly recognize. Part of their attraction is the love story, of course. But part is the way in which her characters and their situations seem to transcend time, space, and culture. The films based on these novels are the best indication of how adaptable Austen can be, for they reflect their own time as much as they reflect hers. We will look at *Northanger Abbey* and *Pride and Prejudice* together in depth, and subgroups will work individually on other novels and films: *Sense and Sensibility*, *Emma*, and *Persuasion*. Evaluation by letter grade will be based on group presentations, class participation, a short paper, and a final examination.

EH*E299*26**Southern Cooking and Culture: We Are What We Eat**

Melinda Rainey Thompson

Prerequisites: EH 102, 208, or the like
 Open To: All Students
 Grading System: S/U
 Max. Enrollment: 10
 Meeting Times: M W 10:00am-2:00pm

Join us for a month-long cooking, eating, and writing experience! Students will be taught to prepare iconic Southern recipes under the tutelage of a traditional Southern cook and writer. We will meet off-campus two days a week in the home of the professor to prepare a variety of authentic recipes. At the end of each class, we will enjoy eating the meal we have prepared together. Students will be assigned weekly readings featuring Southern foods and recipes and will be required to participate in group discussions delving into the history, culture, and traditions associated with representational foods, as presented by well-known chefs, food critics, and writers. Students will write seven 3-5-page essays about Southern foods. They will also be required to maintain a food journal chronicling their Southern food experiences during the term. Evaluation will be based on: essays, reading discussion, journals, active participation, and attendance.

Estimated Student Fees: \$175**EH*E299*27****Sports Journalism**

Jeremy Burgess

Prerequisites: None
 Open To: All Students
 Grading System: Letter
 Max. Enrollment: 16
 Meeting Times: M Tu W Th 6:00pm-9:00pm

Sports journalists are more than just sports fans with word processors; they are responsible for enhancing the spectator experience through in-depth coverage of any and every sporting event. This project will teach students a basic approach to the world of sports journalism through the instruction and practice of four styles of writing: field coverage, interviews, features, and opinion pieces. The class will be enhanced by a host of engaging outside readings from popular sports writers, a number of guest lecturers (in particular, seasoned sports journalists and anchors in the Birmingham area), and interactive homework assignments (such as covering Birmingham-Southern sporting events and experiencing a simulated press conference). The goal of this project is to help students improve their writing and reporting skills in order to accomplish the main goal of any respectable sports journalist: providing insight that cannot be gleaned simply by watching a sporting event. Evaluation will be based on 1-page response papers to outside readings and guest lecturers as well as a 4-page feature, a 3-page interview, a 2-page opinion piece, and a 2-page event report.

GENERAL STUDIES

GEN*E299*28

Anti-Modern Moderns in America Joseph Stitt

Prerequisites: EH 102 or 208
Open To: All Students
Grading System: Letter
Max. Enrollment: 16
Meeting Times: M Tu Th 9:00am-12:00pm

The project will examine various negative reactions—some hostile, some skeptical, some merely anxious—to late nineteenth-century and early twentieth-century modernity. Taking Jackson Lears's *No Place of Grace* as a touchstone, we will investigate thinkers, artists, and cultural phenomena as diverse as Henry Adams, T. S. Eliot, Grant Wood, William James, Robert Frost, George Santayana, F. Scott Fitzgerald, E. E. Cummings, the Arts and Crafts movement, and neo-Thomism to discover the different ways people objected to modernity as it manifested itself in capitalism, liberalism, bureaucracy, statism, atomized individualism, positivism, relativism, and technological progress. Comprising skills from multiple disciplines, our investigation will entail examining philosophical concepts, analyzing images and literary texts, and asking relevant questions about historical causality. A substantial amount of reading will be required. Evaluation will be based on quizzes, a short essay (4-6 pages), a research paper (12+ pages), and a comprehensive final exam.

GEN*E299*29

Arabic Poetry of Resistance Lamia Benyoussef

Prerequisites: None
Open To: All Students
Grading System: S/U or Letter
Max. Enrollment: 15
Meeting Times: M Tu Th 9:00am-12:00pm



In Western countries, the Arabic word "Islam" is often translated as "submission," or at best, "peace." Arabic poetry originating from the Muslim world, however, displays a long history of non-submission to religious orthodoxy, secular and theocratic dictatorships, Western imperialism, and Eastern and Western patriarchy. This project covers the history of Arabic poetry of resistance from the medieval Syrian poet Abu Alaa al Ma'arri (974-1057) to the Tunisian poet Sghaier Ouled Ahmed (1955-2016), the muse of the Arab Spring. A special focus will be given on the performativity of these poems in relation to music, politics, and memorialization. Class format: Book discussion, videos, documentaries, and cyber culture. Evaluation will be based on students' participation and discussion; a mid-term essay-style exam; an interview about Arabic poetry with a native Arabic speaker; one final 8-10-page research paper, and the oral presentation of the final research project.

GEN*E299*30

Beginning Sign Language Amy Mathison

Prerequisites: None
Open To: All Students
Grading System: Letter
Max. Enrollment: 20
Meeting Times: M Tu W Th 10:00am-2:00pm

The purpose of the project is to enable students to begin to acquire proficiency in American Sign Language through a linguistic, communicative, and cultural approach. Emphasis will be placed on the development of receptive and expressive signing skills and on the acquisition of the fundamentals of applied grammar. ASL will include basic grammar, vocabulary, fingerspelling, numbers, and cultural information related to the deaf and hard of hearing. An exposure to the deaf and hard of hearing culture will be presented, and students are expected to participate in deaf classrooms and deaf community groups via field trips. ASL is a visual language, and therefore regular attendance and participation are mandatory to adequately acquire the understanding of the language.

GEN*E299*31

Digital Detox: Mindfulness Meditation in the Modern World Joseph F. Chandler

Prerequisites: None
Open To: All Students
Grading System: S/U
Max. Enrollment: 10
Meeting Times: M Tu W Th 9:30am-12:30pm

This class will explore the theory and application of practical contemplative meditation in the modern world. Students will study the neuroscience underlying self-control, digital addiction, and the myth of multi-tasking from primary, peer-reviewed sources. Students will simultaneously apply these concepts through the development of a personal contemplative practice, including digital blackout periods, mindful eating, mindful studying, mindful hiking, and other accessible disciplines that take meditation out of the mystical and into everyday life. Long-term physical, social, and emotional outcomes of mindfulness will be discussed. Class meetings will center on practical, participatory demonstrations of meditative techniques, discussion of primary source material, and depictions of meditation in modern culture. At least two local field trips are planned for the term: one to the botanical gardens in Birmingham for meditation on beauty, and one to Ruffner Mountain for a contemplative hike. Students will complete daily reading, writing, and application exercises outside of class as well, averaging 3 to 4 hours of individual work per class meeting. These will be graded on a weekly basis. The entire class will be framed by the unique challenges faced by the wired generation when seeking a sense of personal peace in the digital world.

Estimated Student Expenses: In addition to the cost of books, there may be marginal travel costs associated with field trips, such as gas costs driving to contemplative hikes at Ruffner Mountain Nature Center and the Birmingham Botanical Gardens.

GEN*E299*32**Environmental Careers****Rebekah P. Parker**

Prerequisites: None
 Open To: All Students
 Grading System: S/U
 Max. Enrollment: 10
 Meeting Times: M Tu W Th 9:00am-12:00pm

Jobs in the environmental field can range from water sampling and field surveys for an environmental consulting company to using GIS to map natural resources to lobbying for increased regulations for pollutants. In this project, students will be able to sample a variety of jobs through a rotation of shadowing different environmental professionals for a total of 150 hours. A limited number of established internships are available, or students may set up their own internships if approved by Rebekah Parker. Students will also have the opportunity to attend a networking event.

Students will be responsible for a number of readings about current issues facing environmental professionals and reflect on their readings and experience through a 4-5-page paper and presentation to their peers. A satisfactory essay and a satisfactory evaluation from the student's on-site supervisor are required for credit. A mandatory meeting is held during Fall Term (TBD).

GEN*E299*33**European Culture and Global Media****Natalie Davis and Janie Spencer**

Prerequisites: None
 Open To: All Students
 Grading System: S/U
 Max. Enrollment: 30 (FULL)
 Meeting Times: On campus meetings Jan 3-5, Travel Jan 6-27



Our goal is to appreciate, investigate, and better understand both the most traditional venues of expression in Europe as well as how the newest forms of communication intersect with the old. How do global media inform our understanding of world events? To that end we will travel to five European cities. The students who made deposits by June 1, 2016 will get to choose at least one of the cities. For 2017, we will visit London, Barcelona, Berlin, Budapest, and Rome. We will visit some of the most important and exquisite museums of the world. In addition, we will contrast the old with the new by exploring the world of global media—from local television to online access to social media— in these important world capitals. We will start with what we know here in Birmingham, where students will give reports on aspects of our itinerary. Then we travel for 21 days. Students will keep a journal and write a final paper of 8-10 pages where they will summarize their own perspectives on comparative elements of the trip.

Estimated Student Fees: \$5300**GEN*E299*34****Explorations of Qi (ch'i, 'life energy')****Yahui Anita Huang**

Prerequisites: None
 Open To: All Students
 Grading System: Letter
 Max. Enrollment: 12
 Meeting Times: Tu W Th 10:00am-12:00pm and 1:00pm-4:00pm

This project will explore *qi* (*ch'i*, 'life-energy')—the fundamental concept in Chinese medicine, culture, and philosophy. In Chinese culture *qi* is also the vital source of longevity, natural phenomena, and physical and spiritual power. In this class, we will examine the role *qi* plays in various aspects of Chinese life through film, food, tea culture, calligraphy, and literary works. Students will gain a basic understanding of Feng Shui, acupuncture, reflexology, basic calligraphy brush techniques, and the key concepts of *yin-yang* and *wuxing*, which are needed to understand the *Yijing*, or *Book of Changes*. Students will explore the concept of *qi* by engaging themselves in exercises that are believed to help one achieve physical and emotional balance including Qigong (Ch'i-Kung) and Taiji (Tai-Chi). Grades will be based on attendance, participation, a personal journal, a written exam, and one in-class presentation. Knowledge of the Chinese language is a plus but not required.

Estimated Student Fee: \$80**GEN*E299*35****Exposure to Computer Programming****Lewis Patterson**

Prerequisites: None
 Open To: All Students
 Grading System: S/U
 Max. Enrollment: 15
 Meeting Times: M Tu W Th F 1:00pm-2:00pm

The project will offer a student the opportunity to learn the fundamentals of computer programming using a modern programming language (or languages). Programming assignments will be made for each class. At the end of each week, an in-class test which covers the previous week's material will be required. A comprehensive, three-hour exam will occur on the last day of class. Web-based applications will be created using the GO language on the server side and Javascript on the client side.

GEN*E299*36**Fermenting Revolution****Pamela Hanson and Kate Hayden**

Prerequisites: None
 Open To: All Students
 Grading System: Letter
 Max. Enrollment: 20
 Meeting Times: M Tu W Th 10:00am-12:00pm
 (additional times in the afternoons may be scheduled to accommodate field trips)

Society has been using microbial fermentation reactions for thousands of years to create bread, beer, and wine. Some have argued that the "invention" of fermentation played a pivotal role in establishing human civilization as we know it. In this project we will focus on the cultural impact

of fermented foods and beverages. Topics for discussion will include fermentation of grains in Mesopotamia and ancient Egypt, the impact of distilled beverages on trade, the role of alcohol in the American Revolution, and contemporary movements to return to local, sustainable (as opposed to industrial) fermentation techniques. We will meet four mornings each week for student presentations; each student will prepare and give four 20-minute presentations during the term.

Estimated Student Fees: \$50

GEN*E299*37

The History of Jazz and Blues

Jeremy Grall

Prerequisites: None
 Open To: All Students
 Grading System: Letter
 Max. Enrollment: 20
 Meeting Times: M Tu W 9:00am-11:00am and TBA

In this project students will study the origins of jazz and blues through the 1960s. Emphasis will be placed on how these genres of music have helped to shape American music, the American South, the Civil Rights Movement, and various facets of the American identity. This project will be taught in a lecture/discussion format, will require project readings, and will culminate in a final research paper (15 pages), a final presentation, and a final exam. The final presentation will be based on your research.

Estimated Student Fees: Up to \$50 to cover travel to local and/or regional jazz/blues/Civil Rights sites.

GEN*E299*38

Latin American Cultures

Maria Stadnik

Prerequisites: None
 Open To: All Students
 Grading System: Letter
 Max. Enrollment: 16
 Meeting Times: Tu W Th 10:00am-12:00pm and 1:00pm-3:00pm



This project will expose students to several aspects of Latin American culture, including entertainment, food, and influential people, places, or ideas. Students will focus on a region of Latin America and present on a topic of their choosing each class day. Students will spend time outside of class researching the topic and analyzing its effects on American and/or Latin American culture. Morning classes will be reserved for student presentations, and afternoon classes will be a mixture of lecture and class discussion. Of course, cuisine will be further explored by preparing and eating the food discussed. A final project will be on a cultural topic not yet discussed in class and will have an oral component and a 3-5-page research paper. Assessment will be based active daily participation in the morning and afternoon sessions (20%), daily presentations (60%), and the final project (20%).

Estimated Student Fees: \$20

GEN*E299*39

Like a Rolling Stone: Bob Dylan in America

Mark S. Schantz

Prerequisites: None
 Open To: All Students
 Grading System: Letter
 Max. Enrollment: 25
 Meeting Times: M Tu W Th 9:00am-12:00pm



This project is an exploration of Bob Dylan and his music. We will pay particularly close attention to the context of Dylan's music in the history of his time(s) and also pay attention to the ways in which his music has riffed on important (and various) musical forms and styles in American history. In addition to various reviews, articles, and interviews, we will read Sean Wilentz's book *Bob Dylan in America* and Bob Dylan's autobiography, *Chronicles, Volume I*. We will do lots of listening and reading and also view documentary films about Dylan including Martin Scorsese's *No Direction Home* and D. A. Pennebacker's classic *Dont Look Back [sic]*. Based upon our reading, listening, and viewing, students will write a series of daily response papers and construct and present a group project on a particular Dylan album of their choice. If you happen to play the guitar, harmonica, piano, bass, or drums that could be a real plus for the class. Group sing-alongs may be required. And, if the newly acquired Bob Dylan Archives in Tulsa, Oklahoma, are opened to scholars in January, 2017 (possible, but not likely), we could schedule a trip to visit there.

Estimated Student Expenses: \$60 for books; additional optional fee to subscribe to Spotify for the duration of project

GEN*E299*40

Martial Arts: Philosophy and Practice

Andy Gannon

Prerequisites: None
 Open To: All Students
 Grading System: S/U
 Max. Enrollment: 18
 Meeting Times: M Tu W Th F 9:00am-3:30pm

Asian martial arts interweave the philosophies of Taoism and Zen Buddhism with the physical experience. In this project students will read and discuss two ancient Asian philosophies as they physically practice and learn about a variety of martial arts. We will work primarily in a modern, holistic, eclectic martial art, Cuong Nhu, that combines the best principles of Tai Chi, Wing Chun Kung Fu, Shotokan Karate, Judo, Aikido, Vovinam, and Western boxing. We will also experience other martial arts through guest "speakers" and field trips. Students must be in good physical shape and be prepared for physical activity every day. This project will increase their flexibility, fitness, strength, muscle tone, and basic self-defense skills. We will meet every morning and most afternoons for physical work with readings, viewing of martial arts films, and discussions interspersed. Required textbooks include: *The Tao Te Ching*; *Zen Flesh*, *Zen Bones*; and the *Cuong Nhu Beginners Training Manual*. There will be two written and two physical skills exams and short papers on martial arts history and philosophy.

Estimated Student Fees: \$35

GEN*E299*41**May I Take Your Order? The Forces That Shape Our Food Choices**
Greta Valenti

Prerequisites: None
 Open To: All Students
 Grading System: Letter
 Max. Enrollment: 18
 Meeting Times: M W F 9:30am-12:30pm

This interdisciplinary project explores the forces that influence food choices. We'll discover the roles that politics, economics, and social class play in determining food availability. We'll discuss food- and agriculture-related social movements (e.g., buying organic, buying local), and diets (e.g., Paleo, veganism, Mediterranean). We'll learn what research reveals regarding our moment-to-moment decisions about how much food to serve ourselves and when to stop eating. (Please note that this project is not a project in health and nutrition.) By the project's end, students will better understand the multitude of influences on food-related decisions, and how what one eats influences much more than personal health. This discussion-based project will involve student-led online and in-class discussions on readings, written assignments, local field trips and/or guest speakers, and a final assignment involving proposing and implementing a temporary change to one's eating habits. Attendance and participation are heavy components of final grades for this project.

Estimate Student Fees: \$100

GEN*E299*42**Microelectronics**
Clyde Stanton

Prerequisites: PH 122
 Open To: Sophomores, Juniors, Seniors
 Grading System: Letter
 Max. Enrollment: 10
 Meeting Times: M Tu W Th 10:00am-12:00pm, 1:30pm-3:30pm

This project will introduce students to the theory and operation of modern microelectronics. The project will consist mostly of hands-on laboratory work supplemented with assigned readings and homework assignments. The basis of the project is an introduction to analog and digital circuits developed from the basic components of electronics, including power sources, resistors, capacitors, transistors, and integrated circuit (IC) chips. The daily schedule will include two hours of structured lecture and laboratory in the morning plus two hours of structured and unstructured laboratory work in the afternoons. Students will be graded on homework assignments, structured laboratory exercises, and an independent laboratory project. Enrollment is limited to a maximum of two students per laboratory equipment setup.

Estimated Student Fees: \$60

GEN*E299*43**Poverty in America**
Stephen Black and Kathleen Greer Rossmann

Prerequisites: None
 Open To: All Students
 Grading System: Letter
 Max. Enrollment: 25
 Meeting Times: M Tu W Th Students will meet on campus 2-3 times per week and volunteer in the community 2-3 days per week



The project examines policies and attitudes toward low-income families through readings, class discussions, lectures, and work in the community. Particular focus will be given to perceptions and misperceptions about those living in poverty, and students will participate in two related community programs that address specific needs faced by low-income families: SaveFirst and FocusFirst. SaveFirst trains students to provide free tax preparation services and financial literacy information for low-income individuals. Training will consist of both explanatory sessions and interactive exercises after which students must take an IRS certification test before serving at tax preparation sites. Students will work with FocusFirst to provide vision screenings for children ages six months to five years in Head Start and lower-income daycare programs. Students will read numerous materials provided in a course reader. Evaluation will be based on attendance, active participation in class discussions and in the community service programs, reading responses, and a reflective 5-7-page paper.

Estimated Student Fees: \$25

GEN*E299*44**Pre-Health Internship**
Susan Buckingham

Prerequisites: Pre-health track, 3.0 GPA, proof of current vaccinations and health insurance
 Open To: Sophomores, Juniors, Seniors with priority given to first-timers
 Grading System: S/U
 Max. Enrollment: No Max
 Meeting Times: M Tu W Th F TBD by preceptor

This project allows students planning a career in health care to shadow physicians, dentists, or other health professionals through a 130 contact-hour internship. This internship is designed for students who are sophomores or above. A limited number of established internships are available at Birmingham area healthcare facilities, or students may set up their own internship with a private health care professional if approved by Dr. Buckingham.

Students will read two books about medicine and health care, reflect on their readings and experiences, and write a 5-7-page essay. A satisfactory essay AND a satisfactory evaluation from the student's on-site supervisor are required for credit. A mandatory meeting is held during Fall Term (TBD). Current immunization records must be submitted by November 4, 2016, to Dr. Buckingham. This project may be repeated for credit, but it must be with a different person than the previous internship.

Estimated Student Fees: \$25

GEN*E299*45**Science and Culture of the Ancient Maya****Scott Dorman**

Prerequisites: None
 Open To: All Students
 Grading System: S/U
 Max. Enrollment: 12
 Meeting Times: On campus meetings Jan 3-8 and 24-31, Travel Jan 9-23



It has long been known that the ancient Maya of Mexico and Central America were highly skilled astronomers and mathematicians. This travel project will investigate the observation methods developed by the Maya and what science may have meant to them as a people. The group will fly into Guatemala City where they will spend their first two nights and attend introductory lectures on Ancient Maya Civilization and the infamous “end of days” prediction in 2012. Day trips in Guatemala City will visit the National Anthropology Museum and what remains of Kaminaljuyu, the massive ancient Maya city underneath the foundations of modern Guatemala City. We will then fly to the Peten region of Guatemala to explore Tikal, the largest city ever built by the ancient Maya. In Tikal, participants will learn how to read the calendar dates on its monuments and about how the city timed its battles to key risings and settings of Venus. After seeing the ancient observatory at Uaxactun, the group will travel up the Passion River to the collapsed city of Seibal, deep into the jungle of Guatemala. A visit to Copan, an ancient Maya ruin in the mountains of western Honduras, will be the next travel destination. Copan has an abundance of archaeoastronomical evidence, both in elaborate architectural forms and hieroglyphic texts. In the ruins of Quirigua, we will measure some of the largest carved monuments ever produced by the Maya (some stand in excess of ten meters in height!). Returning to Guatemala, the project will travel to Antigua, the beautiful volcano-ringed capital city of the Spanish conquest for all of Central America. We finish at the shores of Lake Atitlan, where we’ll have the opportunity to compare modern Maya shamanic rituals to the ancient rituals depicted in inscriptions throughout the ruins we’ve visited.

Estimated Student Fees: \$3850**GEN*E299*46****Service-Learning in Cuba****Vince Gawronski and Julie Holly**

Prerequisites: None
 Open To: Sophomores, Juniors, Seniors
 Grading System: S/U
 Max. Enrollment: 9 (FULL)
 Meeting Times: On-campus meetings Jan 4-6 and one meeting upon return, Travel Jan 9-21

Travel to Cuba during this historical transitional period to explore the culture and to better understand the people while serving in partnership with United Methodist churches in Cuba. We will participate in worship services, help with light construction, and build an outdoor pavilion for community gathering space. Experience life in Cuba as we visit the small town of Guaimaro as well as the cities of Camaguey and Havana. Prior to travel, readings and films will be assigned during the fall semester and Christmas break. At least three group meetings will be held during the fall semester as well as four Exploration Term on-campus meetings days prior to and after trip.

Estimated Student Fees: \$2400-2800**GEN*E299*47****Service-Learning in San Francisco: Poverty in Urban America****Michelle Behr, Jessica Pincham King, and Emily Thornton**

rise³



Prerequisites: None
 Open To: All Students
 Grading System: S/U
 Max. Enrollment: 10
 Meeting Times: On campus meetings Jan 4-6, Travel Jan 7-25

Students will travel to San Francisco to work with the outreach programs of the Glide Foundation. This project focuses on cultural immersion through service, allowing students to examine and reflect on urban poverty, homelessness, social service, and programs that work to eradicate poverty. Participation in this project is a major commitment, requiring that students be self-motivated and self-disciplined. Requirements include careful examination of readings, full participation on site, willingness to be engaged in team work, a reflective journal, and a final reflective essay. Evaluation will be based on the quality of the student’s work on each of the requirements listed above. To apply, contact Dr. Behr, Dr. Pincham King, or Emily Thornton in the Bunting Center.

Estimated Student Fees: \$2500**GEN *E299*48****Service-Learning in Uganda****Amelia Spencer and Kristin Harper**

rise³



Prerequisites: None
 Open To: Sophomores, Juniors, Seniors
 Grading System: S/U
 Max. Enrollment: 12
 Meeting Times: On-campus meetings Jan 4-6, Travel Jan 7-29

Project participants will travel to Mukono, Uganda, to work with the primary purpose of teaching English at the Buiga Sunrise School. Students will experience cultural immersion through service. Participants will also experience the culture and natural resources of Uganda, visiting Murchison Falls National Park and the source of the Nile River. Participation in this project is a major commitment by the student—both prior to and during Exploration Term—requiring self-motivation and self-discipline. Requirements include fall preparation meetings, lesson planning, active participation on site in January and in discussions during class meetings, reading assigned literature, a reflective journal, and a final reflective essay. Evaluation will be based on the quality of the student’s work on each of the above requirements. Note: Participants will be selected through an application process.

Estimated Student Fees: \$5000

GEN*E299*49**Star Wars: You've never heard of the Millennium Falcon?
Kevin Shook and John Lytle Wilson**

Prerequisites: None
 Open To: All Students
 Grading System: Letter
 Max. Enrollment: 20
 Meeting Times: M Tu W Th 9:00am-12:00pm, 1:00pm-4:00pm

Explore the mythology and cultural impact of *Star Wars*, you will. Students will explore films, design, and narrative sources that influenced Lucas' vision as well as the cultural and commercial impact of the films. The philosophical and mythological basis of the films will be explored through the Joseph Campbell interviews in *The Power of Myth*. A local businessman will reveal the economic and marketing effects of *Star Wars* merchandise through multiple generations. The project will include screenings of the films, readings of articles, short weekly writings, and a final project. Students' participation in class discussions, group work, and individual research will be evaluated daily. A final project proposal will be submitted for approval. Finals are based on an individual's interest and may include research presentation, visual portfolio, replica costumes and props, or other research.

Estimated Student Fees: \$50

GEN*E299*50**The U.S. National Security System: A Historical and Contemporary Overview
Ed Rowe**

Prerequisites: None
 Open To: All Students
 Grading System: Letter
 Max. Enrollment: 16
 Meeting Times: Tu 2:00pm-4:00pm, W Th F 10:00am-12:30pm (meeting time may vary on availability of guest speakers)



The U.S. National Security System is a conglomeration of structures, processes, persons, and organizations that assist the president in formulating, deciding, implementing, and overseeing national security policies and actions. The system was designed for a world environment that no longer exists and cannot now effectively and quickly address current threats. Threats today are diffuse and ambiguous and express themselves in a multitude of forms – we no longer have the luxury of a singular, unambiguous threat as in World War II and the Cold War. Project will include: the study of government strategy, policy, legal, and doctrine documents; analysis of case studies; examination of select current threats; examination of the approach to the War on Terrorism; and the decision process utilized in the National Security Council. Methods used: lectures, guest speakers, extensive source readings, and discussions. Evaluation will be based on attendance, daily participation, team presentations, summaries of select reading assignments, and two papers (3-5 pages each).

GEN*E299*51**Where Underpants Come From
Guangjun Qu**

Prerequisites: None
 Open To: All Students
 Grading System: S/U
 Max. Enrollment: 15
 Meeting Times: Tu W Th 10:00am-12:00pm

Have you even thought about where and how your underpants are made? Do you believe that an exploration of the underwear industry can help you better understand the rising manufacturing power of China, the bilateral relation between the U.S. and China, and even the effects of globalization upon people's lives? In this project, we will join Joe Bennet, author of *Where Underpants Come From*, to embark on an odyssey to the other end of the Pacific and seek the answers to the above questions in his book. We will also discuss Peter Hessler's award-winning, best-selling trilogy on the human side of economic reforms in China. Students are required to read assigned book chapters before class, maintain a journal of the comments they have during their reading, and make a reasonable contribution to our class discussion. In addition, each student will select a topic to research and make a 10-15-minute presentation to the class. The research should be closely related to the books we read and take an economic, political, historical, or cultural approach to look at the effects of globalization.

Estimated Student Fees: \$50 (field trip and food expenses)

GEN*E299*52**Women from Venus? An Introduction to Gender and Women's Studies
Victoria Ott**

Prerequisites: None
 Open To: All Students
 Grading System: Letter
 Max. Enrollment: 20
 Meeting Times: Tu W Th 10:00am-12:30pm

The phrase "men are from Mars, women are from Venus" is one that most people living in American society today have heard, and one that they often believe. It is based on the assumption that men and women are vastly different creatures (so different, they hail from different planets!), and comes from a long-standing tradition of viewing women as separate from, and alien to, men. These assumptions have historically led to women leading separate, and unequal, lives from men. This project will introduce students to the study of gender and women through time by exploring topics such as feminist philosophy, gender roles and stereotypes, gender development, sexuality and relationships, workplace issues, legal challenges, women in media, violence against women, and global feminism. This project will feature discussion, films, and guest speakers. Assessment is based on participation, a series of short reaction papers, and outside class assignments. This project will also count toward fulfilling the introductory requirement for the GWS minor.

HISTORY

HI*E299*53

A General Education Curriculum for Global or World History: From the Big Bang to the Present **Matt Levey**

Prerequisites: None
Open To: All Students
Grading System: Letter
Max. Enrollment: 15
Meeting Times: M Tu W 11:00am-12:30pm

In this project we will explore Global or World History, from the Big Bang to the emergence of European imperialism in the late 15th and early 16th centuries. The project will be comprehensive in terms of time (from the Big Bang to approximately 1500) and space (all over the world), and will proceed in four phases: (1) an overview of *cosmological* or *universal history*—the story of the Big Bang and the ever-expanding universe it created, because without it, there would have been no possibility of life as we know it on earth; (2) *geological history*—the story of earth and how it helped shape the processes of the evolution of all plants and animals in general; (3) the *evolutionary history* of mankind—the evolution of hominids to the emergence of humankind (the species *homo sapien*); and, finally, (4) the *history of civilization*—beginning with the pre-civilized condition, the transition from that to civilization, and the history of all civilizations up to 1500.

Because this involves a wide range of academic disciplines, the final project will be for each student to design a liberal arts general education curriculum that (1) integrates academic disciplines from the three areas of the Humanities, the Social Sciences, and Mathematics and the Natural Sciences; (2) has global reach, which is to say, is not confined to one or two civilizations.

HI*E299*54

Internships for Historians **Will Hustwit**

Prerequisites: At Least One History Course
Open To: Sophomores, Juniors, Seniors
Grading System: S/U
Max. Enrollment: 10
Meeting Times: Tu W Th 10:00am-12:30pm

“Except for teaching, what’s a history major good for?” Sign up for this project and find out! Students will learn about the field of public history as they serve as interns in libraries, archives, museums, living history sites, and other facilities, all in the Birmingham area. Students will be individually placed according to talent, interest, and availability – but all will have the opportunity to apply the skills and knowledge they’ve learned as historians at BSC, and all will get the chance to explore career possibilities for those who want to engage with history outside of the classroom. S/U grade will be based on intern mentor’s evaluation and a five-page reflective essay.

HI*E299*55

“A Night to Remember”: The RMS *Titanic* as an Icon of Edwardian Britain **V. Markham Lester**

Prerequisites: None
Open To: All Students
Grading System: Letter
Max. Enrollment: 15
Meeting Times: M W 9:30am-11:30am, Tu Th 2:00pm-4:00pm

In April 1912 the RMS *Titanic* sank with the loss of over 1,500 passengers and crew. It was the deadliest commercial peacetime maritime disaster in modern history. This project examines the *Titanic* as an icon of Edwardian society and culture. What insights can the ship provide about mental attitudes, class structure, and technology of the period? Attention will be given to the ship’s construction, crew, passengers, sinking, and cultural legacy. There will be out-of-class reading and film viewing, and evaluation will be based on class participation, projects, and short essays.

HUMAN RIGHTS

HRC*E299*56

Black, Green, and Between: Human Rights Study in Alabama and Ireland **Sandra Sprayberry and Erica Brown**

Prerequisites: None
Open To: All Students
Grading System: Letter
Max. Enrollment: 10 (FULL)
Meeting Times: On campus meetings Jan 3-4 and at pre-arranged times throughout Fall semester, Travel Jan 5-17



Fifty years after the Birmingham and Derry civil rights movements, scholars are drawing substantive historical connections between the two movements in Alabama and Ireland. Writers, artists, and musicians at the time of each movement (and still today) called and responded. This project is a cultural immersion in some of these commonalities. In this interdisciplinary and international human rights project, students will study the historical foundations of both movements and will experience—through study-travel in some of the border counties of the Republic of Ireland and Northern Ireland—contemporary efforts towards peace and reconciliation.

Students will research the 1950s-60s movement in Birmingham and the 1960s-70s movement in Derry. Students will then travel to Dublin, Donegal, and Sligo, Republic of Ireland, and to Derry, Northern Ireland. While there, students will travel to important cultural heritage sites and will meet with community activists. A focal part of the experience will be Drew University’s fourth annual Transatlantic Connections conference; the 2017 theme is “Equality Emerging.” BSC students will present and attend panels and workshops that bring together BSC and Ulster University (Magee campus) students. The conference theme promises to attract international scholars and leaders to discuss human rights from a variety of interdisciplinary approaches.

Estimated Student Fee: \$3500

MATH

MA*E299*57

Joshua Zelinsky
Cryptography

Prerequisites: Precalculus
Open To: All Students
Grading System: Letter
Max. Enrollment: 16
Meeting Times: Tu W Th 9:45am-11:45am, 12:45pm-2:45pm

Cryptography and cryptanalysis are major parts of our day-to-day lives. We use complicated codes to securely send credit card numbers over the internet and for many other tasks. This course will examine the history of code-making from the ancient Romans up to the modern period. Topics will include substitution ciphers and polyalphabetic ciphers as well as modern systems such as Diffie-Hellman and RSA. We will also examine the historical impact that cryptography has had, as well as the social, political, and philosophical issues that cryptography poses in the modern age. Assessment will be based on active participation in the morning and afternoon sessions (25%), homework (40%), and a group project (35%) with an oral and written component of 5-10 pages.

MA*E499*58

Senior Project in Mathematics
Douglas Riley

Prerequisites: MA 470
Open To: Juniors, Seniors
Grading System: Letter
Max. Enrollment: 22
Meeting Times: M Tu W Th F TBD

Students will focus on special topics in mathematics beyond the scope of the regularly offered courses. Each student will choose a research project and submit a research proposal in writing prior to the end of the Fall Term for approval by the instructor. Team projects are permitted. The bulk of your time for this project will be independent work on your research project. Any approved research project will take a significant time commitment, so you should be prepared to devote at least 40 hours per week to your research. Additionally, each team will meet with the instructor (M/Th or T/F at times to be arranged), and the class will meet together once per week (Wednesdays 1:00-3:30). Grades will be based on: progress reported in team meetings (15%); oral progress reports (20%); final oral presentation at a mathematics conference (15%); draft research paper (5%); and final research paper (45%).

MEDIA AND FILM STUDIES

MFS*E299*59

Hollywood Revolution: 1965-1980
Teddy Champion

Prerequisites: None
Open To: All Students
Grading System: Letter
Max. Enrollment: 20
Meeting Times: M Tu W Th 10:00am-2:00pm

This course explores the period of transition for Hollywood studios in the 1960s and 1970s. By looking at significant films of the period in the context of social and economic factors, students will gain an appreciation of the relationship between Hollywood and society. Specifically, the rise of young filmmakers such as Francis Coppola, Martin Scorsese, Robert Altman, Sam Peckinpah, Peter Bogdanovich, and George Lucas, along with actors like Warren Beatty, Jack Nicholson, Ellen Burstyn, Robert De Niro, Faye Dunaway, Dustin Hoffman, Peter Fonda, and Dennis Hopper, signified a major shift in content, audience, and control over studio production. Students will write daily film reviews and an 8-10-page paper that analyzes either a creative or industrial process that had a lasting effect on media and society.

MFS*E299*60

Movie Making
Robert Corna

Prerequisites: None
Open To: All Students
Grading System: Letter
Max. Enrollment: 15
Meeting Times: M 12:00pm-3:00pm, Tu 10:00am-3:00pm, W 10:00am-3:00pm, plus Saturday and Sunday for filming (exact times TBD)

Have you ever wondered what it would be like to make a movie? This is your chance to be a part of a real movie crew as we make a film as a team. You will learn how to be a true professional on a movie set as you work comfortably with video cameras, audio equipment, grip equipment, and editing software. Every student will have an individual job that contributes to the work of the whole. They will envision and execute pre-production, production, and post-production for an ambitious video project. There will also be weekly group critiques and production meetings. No books are required. Students will dive into the movie-making process day one, and will be on set within the first week. Elements to be evaluated are work ethic, professionalism, and teamwork. Students will spend a significant amount of time outside of class (especially on weekends) scouting, casting, filming, and editing the class film project. No previous film experience required.

MUSIC

MU*E299*61

Beginning Piano

Lester Couch, Constance Moore, Jodean Tingle

Prerequisites: No Piano Experience
Open To: All Students
Grading System: Letter
Max. Enrollment: 24
Meeting Times: M W F TBD

This project is designed for students who have no previous experience at the piano. It will involve the study of compositions written for beginning students. There will be three weekly group lessons with the instructor plus one weekly observation of another group's lesson. Students will have practice requirements as well as concert attendance requirements. Each student will perform assigned compositions from memory. Evaluation is based on progress at the piano, grades from the examinations, concert attendance, and consistent preparation for all lessons.

Estimated Student Fees: \$50

MU*E299*62

Class Voice

Jeff Kensmoe

Prerequisites: The Ability to Match Pitch
Open To: All Students (no music majors with voice as their primary instrument)
Grading System: Letter
Max. Enrollment: 12
Meeting Times: M Tu W Thu: Full class 9:30am-12:00pm, individual sessions 1:00pm-3:00pm

This project is designed for the student who has had a minimal amount of vocal training or has always wanted to take voice lessons, but has never had the opportunity. Students will discover how the human voice "works" as well as the physiology of the vocal mechanism. Students will be immersed in daily vocalization, and have multiple opportunities to perform for each other. There will be both group lessons and individual lessons - very much in the manner of the Old Italian voice studio. Grading will be based on vocal progress, written exams and performances, daily assignments, participation, and a final recital open to the BSC Community.

Estimated Student Fees: \$150 (music accompanist fee)

MU*E299*63

Great Symphonies

Lester Seigel

Prerequisites: None
Open To: All Students
Grading System: Letter
Max. Enrollment: 15
Meeting Times: M Tu W Th F 9:00am-12:00pm

The symphony is the genre of music that continues to be the mainstay of orchestral classical music performances since it was invented in the early 1700s. Since that time, a handful of outstanding masterpieces by a variety of composers have become famous touchstones of classical music: Beethoven's

Fifth and Ninth Symphonies are but two examples. In this project we will explore in depth twelve of these great symphonies, through careful listening, analysis, and discussion, which will only require a very basic understanding of music fundamentals. Evaluation will be by weekly tests each Friday, plus participation in discussion. Students are expected to spend two hours' study time out of class for each class hour to master the material.

MU*E499*64

Senior Project in Music

Drs. Leary-Warsaw, Grall, Couch, Seigel and Kensmoe

Prerequisites: Senior Standing
Open To: Senior Music Majors
Grading System: Letter
Max. Enrollment: 10
Meeting Times: DHAR

This is an independent project for music majors preparing for their capstone presentation. It may take the form of an extensive paper, composition(s), recital, or lecture recital. The student will focus on developing and refining ideas, technique, program notes, and the final presentation. Final grades will be based on consistency of progress, quality of research, and daily preparation. A minimum of 38 hours of work per week is expected; this is to include both in-class participation and out-of-class preparation and study.

PHYSICS

PH*E299*65

Cooking and Food Preservation

Tyler Dart

Prerequisites: None
Open To: All Students
Grading System: Letter
Max. Enrollment: 8
Meeting Times: M Tu W Th 9:00am-3:00pm

BACON, why is it so delicious, or how does that fresh baked loaf of bread have the perfect combination of crunchiness and chewiness? The secret is often the science used to cook them. In this project, students will learn the science behind basic cooking techniques, and then use those techniques to cook a variety of delicious dishes. Cooking topics will include the Maillard reaction, crystal formation, acid base chemistry, mechanisms of heat transfer, and the science of cleaning up. Food preservation techniques will include water bath canning, pressure canning, and food dehydration. We will also screen food-related documentaries such as *Vegucated*, *Food Inc.*, and *Food Chains* in order to explore the social and cultural impact that food has on our lives. Students will be graded on weekly quizzes from textbook readings and class work as well as a final student-led cooking presentation. Lunch will be served most days.

Estimated Student Fees: \$200

PH*E299*66**Travels in Spacetime****Mark Rupright**

Prerequisites: Algebra Proficiency
 Open To: All Students
 Grading System: Letter
 Max. Enrollment: 15
 Meeting Times: M Tu W Th F 1:00pm-4:00pm

“Einstein, as you may have heard, was a pretty clever guy.”
 — James W. York, Jr.

You have probably heard about Einstein’s theories of relativity and wondered what they’re all about. You may have heard that they have something to do with moving at really fast speeds, falling into black holes, designing nuclear weapons, and really cool effects in science fiction. What you probably don’t know is that understanding many of the amazing consequences of Einstein’s theory requires only a proficiency in algebra and geometry! Starting from the realization that space and time are not absolute, but rather aspects of a four-dimensional “spacetime,” we will investigate the consequences of motion at very high speeds and the apparent paradoxes that result. We will also discuss gravity and the curvature of spacetime, black holes, and beyond. Grading will be based on attendance and active participation, daily homework assignments, and weekly quizzes.

POLITICAL SCIENCE**PS*E299*67****Pre-Law Internship****Fred Ashe**

Prerequisites: 3.3 GPA or Consent
 Open To: Sophomores, Juniors, Seniors
 Grading System: S/U
 Max. Enrollment: 8
 Meeting Times: M Tu W Th F 9:00am-5:00pm

The law office internship provides the pre-law student with the opportunity to observe and participate in the work of a law firm in the Birmingham area. It is intended for students who have minimal prior experience working in a law firm and want to learn more about the practice of law before making a decision to attend law school. In addition to working in a law firm, students are required to write multiple papers and keep a journal of their experiences. A minimum of 30 hours per week is expected of the student’s time. Evaluation will be based on papers, a journal, and assessment of the sponsoring law firm.

Note: Interested students must contact and meet with Dr. Ashe, the BSC pre-law advisor, before October 10th in order to be eligible for these internships. The meeting will discuss the expectations of the student and is necessary for the purposes of placing the student in an appropriate law firm.

**PSYCHOLOGY****PY*E299*68****Planning Your Career in Psychology and Related Fields****Jessica Allen**

Prerequisites: PY 101
 Open To: All Students
 Grading System: Letter
 Max. Enrollment: 20
 Meeting Times: Tu W Th 9:30am-12:30pm

This project orients students interested in psychology and related fields to career opportunities at the bachelor’s and graduate level. The importance of professional skills-building will be emphasized, and students will have the opportunity to do experiential learning activities throughout the semester. Class time will consist of some lecture, videos, and guest speakers, but will focus heavily on leading and participating in class discussions and activities. A range of topics will be covered, including job searching, interviewing and networking skills, and creating a professional development plan. Collaborations with the BSC Career Services are an important component of this project; both in and out of class time may include visits to Career Services and similar venues off-campus. Outside of class, students will create a “professional portfolio” which will include drafts for graduate school and/or job application materials. Students will be graded on written and oral discussions of assigned readings and professional portfolio materials.

Estimated Student Fees: \$20 for StrengthsQuest (StrengthsFinder) tool

PY*E299*69**Research on an Advanced Topic in Psychology****Lynne Trench**

Prerequisites: PY 304 and Psychology Major
 Open To: Psychology Majors Who Have Taken PY304
 Grading System: Letter
 Max. Enrollment: 15
 Meeting Times: Tu Th 9:30am-12:00pm

In this class students will explore an advanced topic in psychology. Possible topics include: effects of herbal supplements on behavior in rats, effects of alcohol on behavior of college students, change blindness in humans. Throughout the project students will learn how to (1) choose an appropriate topic to review, (2) read journal articles effectively, (3) conduct a review of literature in a specific area, and (4) write a paper that demonstrates a mastery of this topic. The final product of this project will be a presentation and a paper that reviews the research related to a specific topic. The project grade will reflect the quality of this paper as well as attendance and participation at class meetings. It is required that psychology majors who have taken PY 304 and who plan to take PY 472 in the spring term take this E-Term project. The general purpose of this project is to learn how to research and review a specific, advanced topic in psychology. The specific objectives of this project are to learn how to read a psychology journal article effectively, choose a specific area of psychology to be reviewed, conduct a review of literature in that specific area of Psychology, and write that information up into an APA style paper. Listed meeting times are just for interaction with the instructor and other students, but a substantial amount of time will be spent conducting research and writing outside of class. Additional meetings with the instructor will most likely be necessary as well.

PY*E299*70**Sport and Exercise Psychology****Richard Rector**

Prerequisites: None
 Open To: All Students
 Grading System: Letter
 Max. Enrollment: 20
 Meeting Times: Tu W Th 10:00am-1:00pm

This project is designed to introduce the field of sport and exercise psychology by providing a broad overview of the major themes in the area. We will explore such topics as personality, competition and cooperation, exercise and fitness, children's development through sport, peak performance, burnout and overtraining, group dynamics, and leadership. Students will participate in relaxation techniques, visual imagery practices, and discussions about health and well-being. Students will be required to complete readings and view related media in and out of class. Evaluation will be based on participation, a 5-page autobiography of how sports participation/exercise has affected one's life, a 5-page summary discussing the psychology of sport and how it relates to an approved movie, a daily log chronicling progress towards reaching specific exercise and sports-related goals, and a group project.

RELIGION**RE*E299*71****Islam and Hip-hop****Keely Sutton**

Prerequisites: None
 Open To: All Students
 Grading System: Letter
 Max. Enrollment: 15
 Meeting Times: M W F 11:00am-2:00pm

This project examines the intersections between Islam and hip-hop music. Well-known artists like Rakim, Public Enemy, A Tribe Called Quest, The Roots, and Jay Electronica have all been influenced by Islam, either by practicing Islam or by finding meaning in formulations of Islam such as the Nation of Islam, the Five Percent Nation, and others. In this project we will explore the elements of Islam present in a variety of artists' music and lyrics and the ways in which these artists have shaped Muslim identity through their music. Students will create and present a final project as well as complete written assignments, read a variety of books and articles, and analyze music and lyrics outside of class.

SOCIOLOGY**S0*E299*72****Sociology of Therapy and Service Animals****Meghan L. Mills**

Prerequisites: None
 Open To: All Students
 Grading System: Letter
 Max. Enrollment: 12
 Meeting Times: Tu W Th 12:30pm-3:30pm and approximately 20 hours of fieldwork outside the classroom



The project is an exploration of emotional support, therapy, and service animals (collectively referred to as support animals) in U.S. society as viewed from a sociological perspective. Emphasis will be placed on understanding the role of non-human animals in society, disability identity, disability-based discrimination and stigma, support animal laws, and service dog culture. In partnership with Hand in Paw, a local non-profit organization aimed to improve the health and well-being of children and adults through animal-assisted therapy teams, the project will emphasize a social science research component. Students are required to complete approximately 20 hours of fieldwork outside the classroom.

Estimated Student Fees: \$120**SPANISH****SN*E299*73****¡Conversemos!****Kim Lewis**

Prerequisites: SN 201 or SN220
 Open To: All Students
 Grading System: S/U
 Max. Enrollment: 15
 Meeting Times: M Tu W Th 9:00am-12:00pm and some afternoons for field trips and service activities

Working around the theme of *Los Hispanos en los Estados Unidos*, the objective of this project is to provide a transition for students who have taken Spanish 201 or 220 but are insecure about their abilities to use the language to converse. Conducted entirely in Spanish, this class provides regular opportunities to practice their conversational skills in a low-stress setting, as well as interact with native Spanish-speakers through field trips and service. Students must be prepared to thoughtfully discuss materials assigned and write weekly reflection temas in Spanish. Planned field trips include HICA, Mi Pueblo Supermercado, and BBVA Compass Bank (Spanish language services). Evaluation is based on degree/quality of participation (in and out of class), quizzes, writing assignments, and presentations.

Estimated Student Fees: \$30-\$40 depending on enrollment

SN*E299*74**Exploration Term in Ecuador****Barbara Domcekova and Laura Stultz**

Prerequisites: None
 Open To: All Students
 Grading System: S/U
 Max. Enrollment: 20
 Meeting Times: On campus meetings Jan 3-6, Travel Jan 7-26



This project is a three-week immersion in Spanish language and Ecuadorian culture, based in Cuenca, Ecuador. It is open to all students. Participants in the project will engage in the intensive study of Spanish at the CEDEI Foundation. Upon arrival, students will be placed in class according to their language proficiency, from beginner's level to advanced, and will spend four hours each morning in Spanish classes taught by Ecuadorian professors. Afternoons and evenings will be dedicated to a series of cultural activities, such as a city tour, cooking classes, and museum and monument visits. Students will be staying with Ecuadorian families to further explore the local way of life. This E-Term will also include weekend excursions such as visiting Saraguro (an indigenous village), Parque Nacional El Cajas, and Ingapirca Inca ruins. At the end of the program there will be an excursion to Quito, including a visit to the Mitad del Mundo park at the equator.

Estimated Student Fees: \$4500**THEATRE****THA*E299*75****Audition!****Michael Flowers**

Prerequisites: THA 120
 Open To: All Students
 Grading System: Letter
 Max. Enrollment: 15
 Meeting Times: M Tu W Th 1:00pm-4:00pm

Audition! is intended to give serious acting students the opportunity to add to or supplement their "book" of audition monologues and songs while studying Joanna Merlin's book *Auditioning: An Actor-Friendly Guide*. Class work will consist of discussions of the text, presentation of monologues and songs, response from the class, the instructor, and guest respondents, and cold readings of audition material. The goal for each student will be to find her/his "type" and how that type can be enhanced through appropriate material selection. Students will work with the instructor to select monologues and songs. Outside of class, students will be expected to spend at least 120 hours learning their material and rehearsing it in such a way that in-class work is not about memorization and the most basic preparation. Students are expected to be familiar with the GOTE method of acting taught in THA 120, Beginning Acting. The end of the term will culminate in a presentation of some of the work from the month. Evaluation will be based on attendance, out-of-class preparation, in-class presentations, and individual growth.

THA*E299*76**THA*E499*77****Theatre Performance Ensemble: Noises Off****Alan Litsey, Matthew Mielke**

Prerequisites: None
 Open To: All Students
 Grading System: Letter
 Max. Enrollment: 28
 Meeting Times: M Tu W Th F Sat 9:30am-5:30pm, and as required, 40+ days/hours/week and additional December meetings

This project is designed to provide an ensemble of students the opportunity to produce the comedy *Noises Off!* The company will include approximately 28 students, serving as actors and production staff. Cast members, who will also do technical work, are admitted by audition/interviews. Production staff members are also admitted by permission of the instructors through audition/interviews. Production opportunities include stage management, costume construction, properties, lighting, and set construction. December 2016 Commitments: one meeting for the entire company and additional meetings for the cast. The company members will need to work at least 40 hours per week during January 2017 AND AS NEEDED. Public performances of *Noises Off!* will take place January 26-29. Evaluation will be based on attendance and promptness to all calls and meetings, attitude, work ethic and demeanor, outside preparation, and performance quality. For senior credit, students will be assigned significant production responsibilities and will produce a substantial paper evaluating the experience.

URBAN ENVIRONMENTAL STUDIES**UES*E299*78****Back to the Land: The BSC Community Garden Redevelopment****William Holt**

Prerequisites: None
 Open To: All Students
 Grading System: S/U
 Max. Enrollment: 15
 Meeting Times: Tu W Th 10:00am-1:00pm



Community gardens provide many environmental and social benefits. This class will develop a master plan for the BSC Community Garden. The process includes visits with local gardens and experts. Working in teams, students will create a sustainable plan for garden redevelopment, management, and maintenance as their project. Students are responsible for developing a written master plan with a presentation to the campus community at term's end.

Photo Credits

Inside back cover:

Left to right from top left

Bridget Adams, "Italy," (Classical and Renaissance Italy - The Major Cities and the Places in Between)

Emma Moore, "Galapagos," (Exploring the Galapagos Islands - Wildlife, Ecology, and Conservation)

Hannah Fawal, "Iceland," (Focus on Iceland - A Photographic and Writing Challenge on the Cusp of the Arctic Circle)

Kayla Smith, "Ghana," (Service-Learning - Supporting Educational Opportunities for Girls in Rural Ghana)

Amelia Spencer, "Uganda," (Service-Learning - Education in Uganda)

Outside back cover:

Left to right from top

Hannah Fawal, "Iceland," (Focus on Iceland - A Photographic and Writing Challenge on the Cusp of the Arctic Circle)

Cody Rule, "Galapagos," (Exploring the Galapagos Islands - Wildlife, Ecology, and Conservation)

Elizabeth Dressel, "Galapagos," (Exploring the Galapagos Islands - Wildlife, Ecology, and Conservation)

Emma Moore, "Galapagos," (Exploring the Galapagos Islands - Wildlife, Ecology, and Conservation)





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