

Exploration Term 2013





Exploration Term 2013

BSC

Birmingham-Southern College

WELCOME TO EXPLORATION TERM 2013

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 courses and projects offered during the Exploration 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 an Exploration Term course listed in the Exploration Term Bulletin. They may not contract individualized Exploration Term projects. Following the first year of study, students may contract individualized exploration projects. Contracted projects meet the same academic standards as courses 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 Terms. 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

Wednesday, September 12, 2012	Travel award applications due to the Office of Exploration Term and Contract Learning; Koinonia applications due to the Office of Exploration Term and Contract Learning
Thursday, October 4	First-years meet with advisors during Common Hour to receive instructions for completing Exploration Term preference forms
Monday, October 8	Last day for First-years to complete online Exploration Term preference forms
Tuesday, October 16– Thursday, October 18	Exploration Term Registration for Seniors, Juniors, and Sophomores
Friday, October 19	Exploration Term contracts due in the Office of Exploration Term and Contract Learning; Release forms for Exploration Term contracts due to the Office of Exploration Term and Contract Learning
Thursday, November 15	Exploration Term project orientation meetings for all projects during the Common Hour
Wednesday, January 2, 2013	Residence halls open at noon
Thursday, January 3	First day of Exploration Term; all Exploration Term projects meet at 1:00 p.m.
Monday, January 7	Last day to drop without a grade or to add an Exploration Term project
Monday, January 14	Last day to drop a project with a grade of "W"
Monday, January 21	Martin Luther King, Jr., Day (no classes)
Thursday, January 31	Last day of Exploration Term
Friday, February 1 – Sunday, February 3	Winter Break
Friday, February 8	Professors report Exploration Term grades
Tuesday, February 12	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 30 hours per week for the term.

FIRST-YEAR STUDENTS

First-Year students should fill out online preference forms listing their top five choices of Exploration Term projects. The Office of Exploration Term and Contract Learning will place students in their projects and register them.

1. See your advisor for Registration instructions on Thursday, October 4, 2012, during Common Hour.
2. Submit your Online Preference Form no later than midnight, Monday, October 8.
3. The Office of Exploration Term and Contract Learning will register you for the course in which you have been placed. You may change courses, subject to project capacity, at any time between the end of upper division registration and Monday, January 7, 2013.
4. All projects meet for Exploration Term orientation on Thursday, November 15, during Common Hour.
5. On Thursday, January 3, 2013, all projects meet at 1:00 p.m.

UPPER-DIVISION STUDENTS

Upper-Division registration for Exploration Term takes place on TheSIS.

1. Prior to Exploration Term Registration, see your advisor to discuss Exploration Term projects and spring courses.
2. Exploration Term Registration dates and instructions will be provided by Academic Records in the weeks prior to Registration.
3. All projects meet for Exploration Term orientation on Thursday, November 15, during Common Hour.
4. All projects meet the first day of Exploration Term, Thursday, January 3, 2013, at 1:00 p.m.

DROP AND ADD POLICY

All Exploration Term course changes must be made by the third day of Exploration Term, Monday, January 7, 2013. A student cannot drop a project without a grade of "W" after the third day of Exploration Term. If a student drops after Monday, January 14, a grade of "F" or "U" will automatically be assigned.

QUESTIONS ABOUT EXPLORATION TERM?

Contact the Office of Exploration Term and Contract Learning

Dr. Katy E. Leonard, Director

Norton 262

tel. 205-226-4647

kleonard@bsc.edu or oicl@bsc.edu

INDEPENDENT STUDY CONTRACTS

Sophomores, juniors, and seniors who wish to engage in independent study for ExplorationTerm 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 ExplorationTerm and Contract Learning. After contracts are reviewed, the ExplorationTerm and Contract Learning (ECL) 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 ExplorationTerm project published in the bulletin.

Independent study contracts should meet the academic standards of all ExplorationTerm projects. The student is expected to engage in 120 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 at OECL by Friday, October 19, 2012. The study contract form may be found online at <http://www.bsc.edu/academics/exp-con/contract.cfm>. All contracts that include activities off-campus require a release form as well. These may be obtained at the OECL (Norton 262) or at <http://www.bsc.edu/academics/exp-con/release.cfm>. Students engaged in contracts for ExplorationTerm 2013 will be registered automatically by the Office of ExplorationTerm and Contract Learning; students pursuing ExplorationTerm contracts do not register on TheSIS, nor do they need to attend an orientation meeting on November 15. Examples of completed individualized study contracts may be reviewed at the contract website given above.

Note: Students who wish to complete internships which fall under the purview of established faculty-directed projects [e.g. Internship in Collaborative Teaching, 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 ExplorationTerm 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 ExplorationTerm 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 ExplorationTerm, 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 ExplorationTerm/Contract Learning section of the BSC website, under "Release Forms" (<http://www.bsc.edu/academics/exp-con/release.cfm>).

Students participating in faculty-led study-travel projects should return the release form to the project sponsor by the date set by the faculty leader; payments will not be accepted unless accompanied by a signed release. Those contracting a course off-campus should submit the release form to the Office of ExplorationTerm and Contract Learning (Norton 262) no later than Friday, October 19, 2012.

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 \$15.00 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 will be canceled or postponed.

Travel Policy

Modern students have the ability and the freedom to modify their individual senses of the world and of themselves on the basis of new evidence. They are able, and must be willing, to change their own frames of reference in order to see things from the point of view of others. 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.

All students who wish to participate in study-travel, whether through a faculty-led project or through an independent study contract, must complete a "Statement of Interest in Travel" (SIT) form, and several forms they will receive after submitting the SIT. These forms are available from the faculty leaders of each trip or from the Office of Exploration Term and Contract Learning. These forms are a prerequisite for any study-travel project as well as for submitting a contract for independent study-travel.

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 information provided by the faculty leader 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 October 1, 2012. 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. submit a Statement of Interest in Travel form no later than the date required by the faculty leader.
2. be in good academic and social standing at the College.
3. submit the initial deposit, Financial Agreement, and release form no later than the date required by the faculty leader.

If accepted to participate, students must:

1. make deposit and payments according to the project's payment schedule.
2. submit the medical information forms, passport evidence, and any other required forms (check with faculty leader) no later than the deadline set for that project.
3. register for the study-travel project at registration, or submit an independent study contract.
4. sign the College's standard release form applicable to the travel under consideration.
5. obtain BSC's supplemental travel insurance as discussed below.

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.

Any student who wishes to study off-campus for Exploration Term 2013 must complete the Financial Agreement and the required release form, and submit these (along with a deposit, if a deposit has not already been made) to the study-travel faculty by the deadline set by the faculty member. Students traveling independently must complete the travel forms and submit the release form with the completed contract by October 19, 2012. Students studying outside the United States during Exploration Term must carry BSC's supplemental travel health insurance, which will be billed directly through student accounts. The cost is approximately \$15.00 per week of travel.

Exploration Term Travel Awards

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

Applications are available on the ExplorationTerm/Contract Learning page of the BSC website, under “ExplorationTerm Travel Awards”: <http://www.bsc.edu/academics/exp-con/awards.cfm>

Completed applications must be submitted to the Office of ExplorationTerm and Contract Learning by **Wednesday, September 12, 2012**. 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 by Wednesday, September 12, 2012, in the Office of ExplorationTerm and Contract learning; applications are available at <http://www.bsc.edu/academics/exp-con/awards.cfm>

EXPLORATION TERM PHOTOGRAPHY CONTEST

Take that camera and record your ExplorationTerm experiences on film—you could win a cash prize and a place on the cover of the 2014 ExplorationTerm Bulletin!

Here are the rules: Contestants must be students of Birmingham-Southern College and have taken the photographs themselves. The subject of the photographs must be the ExplorationTerm 2013 project in which the student is enrolled. **Photographs of both on- and off-campus projects are welcome!** Up to five photographs may be entered per student. Electronic submissions (via email) are preferred, but photographic prints are welcome. Entries must include the photograph’s title, location, Exploration Term project, student’s name, student ID, telephone number, and campus box number. Entries must be received in the Office of ExplorationTerm and Contract Learning (Norton 262 or Box 549001, or oiel@bsc.edu) by Friday, February 15, 2013. Entrants in the contest consent to allow their photographs to be reproduced in ExplorationTerm and Contract Learning promotional materials.

PHOTO CREDITS FOR THE 2013 BULLETIN

Front Cover:

Submitted by Shannon Thompson and Paterson Graham, “New Friends,” Galapagos Islands (Exploring the Galapagos Islands: Wildlife, Ecology, and Conservation)

Inside Front Cover (clockwise from upper right):

Abigail Dy, “To Teach is to Touch a Life Forever,” Bakpa-Avedo, Ghana (Service-Learning in Ghana)

Nikki Patel and Lucy Sprain, “Zeppelin’s Cooking Class,” Orvieto, Italy (Classical and Renaissance Italy: the Major Cities and Places in Between)

Savannah Simmons, “Hidden Location,” Galapagos Islands (Exploring the Galapagos Islands: Wildlife, Ecology, and Conservation)

Nic Palmer, “Natural Bridge,” Alabama (Reading, Writing, and Hiking the Land)

Mackenzie Hagen, “The Art of Oppression,” Berlin, Germany (Berlin and Prague: A Visual and Performing Art Experience)

Back Cover:

Taken by Lauren Fugit, “Sunset Over Praha,” Prague, Czech Republic (Berlin and Prague: A Visual and Performing Art Experience)

EXPLORATION TERM 2013 PROJECTS

Dept.	Course Number	Project Title	Faculty Name	Prerequisites & Notes
AR	*E299*01	Can You See Me Now? The Phone Camera as Art Device	Venz	
AR	*E299*02	Independent Studio Projects	Neel	AR majors/minors; at least two 300 level AR courses or consent
AR	*E499*03	Independent Studio Projects – Senior Project	Neel	Senior AR majors/minors; at least two 300 level AR courses or consent
ARH	*E299*04	The Real Thing	Spies	
BI	*E299*05	Cold Buggers: Winter Entomology and the Appreciation of Insects	Van Zandt	
BI	*E299*06	Coral Reef Ecology and Dolphin Behavior	Gannon	TRAVEL
BI	*E499*07	Directed Research	Hanson	BI 470; Senior BI majors; Consent
BI	*E299*08	Evo-Devo: Understanding the Beauty behind Biological Form	Heaton	
BI	*E299*09	Field Ornithology	Duncan	
BI	*E299*10	Panic Now Before it's Too Late: Analysis of Biological Data for Senior Research Projects	Gibbons	BI 470; BI/UES majors
BI	*E299*11	Tough Choices: Ethical Dilemmas in Science and Medicine	Styers	
BA	*E299*12	Business Internships	Robicheaux	Sophomore standing
BA	*E299*13	Failure and Creativity: An In-depth Look at Creativity and Starting Something New	Cooper, Spencer	
BA	*E299*14	Moving Up the Food Chain: Vertical Integration in European Agri-Business Firms	Morrow	TRAVEL
BA	*E499*15	Moving Up the Food Chain: Vertical Integration in European Agri-Business Firms – Senior Project	Morrow	TRAVEL; Senior BA majors
BA	*E499*16	Senior Capstone in Business	Garrity, Harrison, Lester	Consent; Senior BA majors
CH	*E299*17	Introduction to Chemical Research	Stultz	CH 120 or CH 149; First-years, Sophomores, Juniors
CH	*E299*18	Paint, Glaze, Ink: The Chemistry of Art Materials	Dorman	
CH	*E499*19	Special Topics in Spectroscopy	Kittleman	CH 211 and PH 122
CL	*E299*20	Exploring Classical and Renaissance Italy: the Major Cities and Places in Between	McInturff	TRAVEL
DA	*E299*22	Performance Preparation	Lockhart	
DA	*E499*23	Performance Preparation – Senior Project	Lockhart	Senior DA majors
ED	*E299*24	Exploring Teaching in Elementary Schools	Jacobs, Russell	
ED	*E299*25	Exploring Teaching in Secondary Schools	Jacobs	
ED	*E499*26	Internship in Collaborative Teaching	Russell, Spencer	Senior Collaborative ED majors
ED	*E299*27	Ocean Camp: Ocean Wildlife & Water Conservation Teaching	Lewis-Ferrell	Service-Learning
ED	*E499*28	Ocean Camp: Ocean Wildlife & Water Conservation Teaching Through Service-Learning – Senior Project	Lewis-Ferrell	Senior Collaborative ED majors; Service-Learning
ED	*E499*29	Senior Project in Educational Services	Spencer	Senior ED Services majors
EH	*E299*30	The End and After: Apocalypse and Post-Apocalypse in Literature, Film, Religion, and Politics	Stitt	
EH	*E299*31	Faulkner's <u>Town</u> : Oxford as the Setting for the Snopes Tales	Ashe	
EH	*E299*32	The Grimm Reader Keeps Märchen On: Exploring the World of Fairy Tales	Ullrich	EH 102
EH	*E299*33	Novels Right Now: Commodities or Future Best Sellers	Archer	
EH	*E299*34	Sci-Fi Sixties: From Camelot to the Final Frontier	Cowan	
GEN	*E299*35	Anthropology of Hip Hop	Leonard	
GEN	*E299*36	The Art of Advertising	Cloud	
GEN	*E299*37	Bob Dylan: A Complete Unknown?	Pezementi	
GEN	*E299*38	Cathedrals, Castles, and Country Manors: Religion and Culture in England and Wales	Brasher, Cottrill	TRAVEL
GEN	*E299*39	Cosmopolitan Alexandria: Evoking an Egyptian City through Different Eyes	El-Halawani	
GEN	*E299*40	Darwinian Medicine: The Role of Evolution in Human Health and Disease	Simmons	
GEN	*E299*41	Engaging the Culture: Performing Arts & Society	Leary-Warsaw	
GEN	*E299*42	Exploration of Qi (ch'i, 'life-energy)	Huang	
GEN	*E299*43	Gender and War: Critiquing Men's & Women's Roles in Combat and on the Homefront	Lizotte	
GEN	*E299*44	Ocean Classroom Explorations	Pontius, Yust	TRAVEL
GEN	*E299*45	Poverty in America	Black	
GEN	*E299*46	Pre-Health Internship	Shew	Sophomore standing or consent
GEN	*E299*47	Service-Learning in Bylakuppe, India: The Tibetan Community in Exile	McClish, Walker	TRAVEL; Service-Learning

Dept.	Course Number	Project Title	Faculty Name	Prerequisites & Notes
GEN	*E299*48	Service-Learning in San Francisco	Tatter, Harper Walsh	TRAVEL; Service-Learning
GEN	*E299*49	Smoke Signals: BBQ as a Portal for the Exploration of Southern Culinary Heritage		
GEN	*E299*50	Sports Journalism	Burgess	
GEN	*E299*51	Sticks, String, and Spindles: The Art of Knitting, Spinning Yarn, and Fiber Preparation	Clifford	
GEN	*E299*52	The U.S. National Security System: A Historical and Contemporary Overview	Rowe	Leadership Studies
GEN	*E299*54	Where Underpants Come From	Qu	
GEN	*E299*55	Women from Venus? An Introduction to Women's Studies	Ott	
HI	*E299*56	The "Holocaust" in European Cinema	Levey	
HI	*E299*57	Russian Revolutionary Terrorism	Law	
MA	*E299*58	Fractals: Where Math Meets Art	Stadnik	
MA	*E499*59	Senior Project in Mathematics	Mullins	MA 470; Junior/Senior MA majors
MFS	*E299*60	European Culture and Global Media: London, Berlin, Venice, Istanbul, and St. Petersburg	Spencer, J. Davis, N.	TRAVEL
MFS	*E299*61	Sundance: Independent Cinema and the Film Festival	Resha	TRAVEL
MU	*E299*62	Great Symphonies	Smith, D.	
MU	*E299*63	Opera Preparation	Kensmoe, Seigel	Audition
MU	*E499*64	Opera Preparation – Senior Project	Kensmoe, Seigel	Audition; senior MU majors
MU	*E499*65	Senior Project in Music	All MU Faculty	Consent; Senior MU majors
MED	*E499*66	Senior Project in Music Education	Posey	
PL	*E299*67	Imagine No Religion	Hendley	
PL	*E299*68	Philosophy and Film	Myers	First-years and Sophomores
PL	*E299*69	Twilight of the Idols: Led Zeppelin and Philosophy	Coyle	
PH	*E299*70	Travels in Spacetime	Rupright	
PS	*E299*71	Internship in Politics and Government	All PS Faculty	Sophomore standing
PS	*E299*72	Pre-Law Internship	Davis	Sophomore standing
PS	*E299*73	Southeast Asia: History, Culture, Politics and Development	Slagter, Meggers	TRAVEL
PS	*E299*74	Volunteer in Lima, Peru	Gawronski	TRAVEL
PY	*E299*75	Research on an Advanced Topic in Psychology	Trench	PY 304; PY majors
PY	*E299*76	Sport Psychology	Rector	
RE	*E299*77	Parables of Jesus	Morgan	
SO	*E299*78	The Death Penalty in America	Dalto	
SO	*E499*79	Senior Project in Sociology	Dalto	SO, SOPY, SOPS majors
SN	*E299*80	Y Ahora a Hablar!	Lewis, K.	SN 201 or SN 220
SN	*E299*81	Buenos Aires: A Latin American City That Foreshadows All Others	Domcekova, Ford	TRAVEL
SN	*E499*82	Senior Project in Spanish	Domcekova, Spencer, J.	Junior/Senior SN majors
SN	*E299*83	Spanish Study Abroad	Lewis, K.	
THA	*E299*84	Introduction to Playwriting	Litsey	
THA	*E299*85	Theatre Performance Ensemble: The Who's Tommy	Flowers	Audition
THA	*E499*86	Theatre Performance Ensemble: The Who's Tommy – Senior Project	Flowers	Audition; Senior THA major
UES	*E299*87	Do You Know What it Means to Rebuild New Orleans?: Environmental Social Justice on the Gulf Coast	Holt	Leadership Studies

EXPLORATION TERM 2013 PROJECT DESCRIPTIONS

Special Project Designations

Leadership
Studies
Project



Service-
Learning
Project



Study-
Travel
Project



Art

AR*E299*01

Can You See Me Now? The Phone Camera as Art Device Pamela Venz

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

In the span of less than 180 years photography has evolved from image novelty, to democratic art form, to total command of our image landscape. With the technological marriage to cell phones and digital transmission, photographs are no longer solely object-oriented and in this digital age instant imagery is globally accessible. This project will investigate the opportunities and challenges posed by the phone camera both aesthetically and culturally. Beginning with an interdisciplinary panel discussion of the implications regarding privacy, ethics, popular media and art, students will progress through a series of written and visual assignments. Each visual assignment will be posted to a page on the college website along with written critical evaluations. Grades will be based on the strength of final portfolio, written evaluations, one 5-7 page research paper and class participation.

AR*E299*02

Independent Studio Projects Jim Neel, Pam Venz

Prerequisites: at least two 300 level studio art courses or consent
Open To: Art Majors and Minors
Grading System: Letter
Max. Enrollment: 20
Meeting Time: M Tu W Th 9:00am-4:30pm

An Independent Studio class for the Art Studio major. The class will focus on developing and refining a portfolio of serially produced works in the area of the individual student's discipline concentration. Themes, materials and production expectations will be determined by consultation.

The class will include readings, writing, seminar discussions and scheduled individual and class critiques.

Students are required to work outside of class time to complete a 40 hour work week.

Grades are based on work ethic, writing assignments and the final portfolio.

AR*E499*03

Independent Studio Projects – Senior Project Jim Neel, Pam Venz

Prerequisites: at least two 300 level studio art courses or consent
Open To: Senior Art Majors
Grading System: Letter
Max. Enrollment: 20
Meeting Time: M Tu W Th 9:00am-4:30pm

An Independent Studio class for the Art Studio major. The class will focus on developing and refining a portfolio of serially produced works in the area of the individual student's discipline concentration. Themes, materials and production expectations will be determined by consultation.

The class will include readings, writing, seminar discussions and scheduled individual and class critiques.

Students are required to work outside of class time to complete a 40 hour work week.

Grades are based on work ethic, writing assignments and the final portfolio.

Art History

ARH*E299*04

The Real Thing Kathleen Spies

Prerequisites: None
Open To: All Students
Grading System: Option
Max. Enrollment: 15
Meeting Time: M Tu W Th 10:00am-12:00pm
(Longer for non-Birmingham field trips)

This Exploration Term will look at art history through an examination of "the real thing," that is, actual paintings, buildings and sculptures rather than reproductions. Most class periods will be held at area museums and galleries, including the Birmingham Museum of Art and the High

Museum in Atlanta. Movements and periods discussed will be of a wide range. In addition to surveying various art historical periods, we will take a critical look at the aura historically attached to the real object versus the reproduction. We will explore traditional and current museum exhibition practices, how these practices affect the meaning of art, and how scholars and artists recently have been deconstructing them. Class meetings will be a mixture of lecture, discussion, and student presentations.

Estimated Student Fees: price of gas plus museum entry fees

Biology

BI*E299*05

Cold Buggers: Winter Entomology and the Appreciation of Insects

Peter Van Zandt

Prerequisites: None
 Open To: All Students
 Grading System: S/U
 Max. Enrollment: 15
 Meeting Time: M W F 9:30am-12:00pm

While humans think they dominate the planet, the truly successful group is the insects. They occupy every niche imaginable, and many that are unimaginable or nightmarish. The project will serve as an introduction to the cultural and economic impacts of insects, as well as their diversity, ecology, and adaptations. There will be several field collecting trips, visits to entomological museums, discussions of text books (see below) and papers, and viewings and critique of insect-related films. Students will be evaluated based on leading and participating in class discussions, several written commentaries on insect-related topics, a final 10-page paper, and a curated collection of winter insects.

Textbooks: *The Earwig's Tail: A Modern Bestiary of Multi-legged Legends*, May R. Berenbaum (2009), *Life on a Little Known Planet*, Howard Ensign Evans (1993)

Estimated Student Fees: \$150 for books and transportation

BI*E299*06

Coral Reef Ecology and Dolphin Behavior

Andy Gannon

Prerequisites: Instructor Consent
 Open To: All Students
 Grading System: S/U
 Max. Enrollment: 16
 Meeting Time: DHAR



After two weeks at BSC learning about the ecological processes and organisms that form coral reefs, we will spend the next 14 days experiencing coral reefs first-hand

at the Institute for Marine Sciences (IMS), in Roatan, Honduras. We will interact with dolphins and dive and snorkel on one of the most beautiful reefs in the world as we participate in ongoing IMS and BSC reef monitoring research projects. Seniors will conduct research projects of their own design, for which all students will help collect data. Students will be evaluated on their performance on practical and written exams, a natural history journal, a group oral report on coral conservation, and a reflective paper written about their experience with Honduran culture. There may be an optional side trip to explore a mainland tropical rainforest. This project will be limited to students who can swim. SCUBA certification is encouraged but not required.

Students must have their own mask, fins and snorkel. Certified students may rent SCUBA gear from IMS for a fee. Students will also be required to purchase *A Field Guide to Caribbean Coral Reefs*. A passport will be necessary for travel to Honduras.

Estimated Student Fees: \$3100

BI*E499*07

Directed Research

Pamela Hanson

Prerequisites: BI 470 and instructor consent
 Open To: Senior BI Majors
 Grading System: Letter
 Max. Enrollment: 15
 Meeting Time: M Tu W Th F 9:00am-5:00pm

An advanced exploration of the practices and techniques of biological research focusing on the design, execution, and presentation of experiments, data analysis, and information retrieval. This course may serve as the second of a minimum of two terms of research required for all biology majors. Students are expected to complete 30-40 hours per week on this project as they carry out the scientific aims crafted during BI 470. This research will culminate in (1) a 15-20 page thesis written in the format of a scientific article and (2) an oral presentation at the Science and Mathematics Senior Conference in the Spring semester.

BI*E299*08

Evo-Devo: Understanding the Beauty behind Biological Form

Jason L. Heaton

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

Have you ever wondered, "Why do humans possess four limbs and five digits on ends of those limbs? And, why we

do look in many ways very similar to some animals, but much less so, to others?" The new science of evolutionary developmental biology, or evo-devo, is bringing us closer to understanding the answers to those questions. In this course, we will combine evidence from evolutionary theory, genetics and developmental biology with an aim to understand the origins of biological form. The course will center around three books, *The Making of the Fittest*, *Endless Forms Most Beautiful* and *Your Inner Fish*. Grades will be determined by: (1) active class participation, (2) performance on quizzes, (3) a 20 min group presentation, and (4) a final exam. The class will meet Monday through Thursday, 9:00am-12:00pm; however, students should expect to spend at least 30 hours per week on reading, assignments and exercises.

BI*E299*09
Field Ornithology
Scot Duncan

Prerequisites: None
 Open To: All Students
 Grading System: Letter
 Max. Enrollment: 12
 Meeting Time: 4 field trips/labs per week. All trips start at 7:30 am.
 2 long field trips each week (end by 5:00pm),
 2 short trips each week (end by 1:00 pm).
 Scheduling of trips within the week is dependent on weather conditions. One overnight field trip to Dauphin Island during the workweek (e.g., all day Thur. and Fri.).

Explore the forests, lakes, rivers, fields and coast of Alabama while tracking down and studying Alabama's bird life. Much of the course will be spent outdoors finding, identifying, and studying different species of birds. No experience necessary – this course is designed for beginners! We will visit local birding hotspots, but also more distant locations such as Wheeler National Wildlife Refuge, Cahaba River National Wildlife Refuge, and Talladega National Forest. An overnight trip to Dauphin Island is planned to study coastal birds. Some indoor lab time will be spent learning about bird ecology, behavior, anatomy and physiology, and other bizarre attributes of birds. Field trips will involve hiking in rough terrain and being outdoors in cold weather. Grades are based on attendance, participation, field notebooks, and exams. Students are encouraged to provide their own binoculars, but binoculars will be available for check-out.

Estimated Student Fees: \$100

BI*E299*10
Panic Now Before it's Too Late: Analysis of Biological Data for Senior Research Projects
Megan Gibbons

Prerequisites: BI 470
 Open To: BI & UES Majors
 Grading System: Letter
 Max. Enrollment: 10
 Meeting Time: M W F 9:30am-12:00pm

Imagine this scenario: it's one week before your senior conference presentation and you're still collecting data. You don't even know how to enter it into Excel, let alone analyze it. The goal of this class is to prepare Biology research students for organizing and analyzing their senior project data. Because most students won't have collected any or all of their data by this class, we will cover several of the most common statistical procedures for analyzing biological data. Class meetings will involve lectures, discussions of statistical methodology in published papers, and guided computer analysis. Students will work with real and mock data sets using Excel and SPSS, and will work problems from the course text, *The Analysis of Biological Data* (Whitlock & Schluter, 2008). Efforts will be made to identify the appropriate statistical analysis for each student's senior project data, and to prepare each student for analyzing and graphing their data. Students will be evaluated based on class participation, a class presentation, and on one take-home final exam.

Estimated Student Fees: \$90 for text

BI*E299*11
Tough Choices: Ethical Dilemmas in Science and Medicine
Melanie Styers

Prerequisites: None
 Open To: All Students
 Grading System: Option
 Max. Enrollment: 16
 Meeting Time: M Tu W Th 9:00am-12:00pm

As our technological capabilities have increased, so, too, have the moral and ethical dilemmas that arise as a result of these advances. In this course, students will explore the scientific basis for controversial issues currently faced by scientists and medical professionals. Students will then analyze the ethical, moral, and legal implications for society. Topics will include issues related to medical ethics, such as genetic testing and personalized medicine, end-of-life decisions, and informed consent. Other hotly-debated scientific issues, such as the genetics of gender in sports, corporate responsibility and regulation of hazardous substances, stem cell-based therapies, and genetically modified organisms will also be analyzed. The course will

include a combination of lecture, reading, class discussion, and case studies. Final grades for the course will be determined based on classroom participation, weekly reflection papers, and a final 5-10 page research paper and 20 minute presentation focused on a scientific issue of the student's choice.

Estimated Student Fees: \$80 for books

Business Administration

BA*E299*12

Business Internships

Sara Robicheaux

Prerequisites: None
 Open To: Sophomores, Juniors, Seniors
 Grading System: S/U
 Max. Enrollment: 30
 Meeting Time: DHAR

Students will identify and secure an internship with a business (profit or non-profit). Students are expected to devote approximately 120 hours to the internship over Exploration Term. Students will complete a guided journal outlining his or her internship experiences. Students are encouraged to see the instructor well in advance of registration to identify internship opportunities. All internship placements must be approved in advance by the instructor.

BA*E299*13

Failure and Creativity: An In-depth Look at Creativity and Starting Something New

Lloyd Cooper, Brad Spencer

Prerequisites: None
 Open To: All Students
 Grading System: Letter
 Max. Enrollment: 15
 Meeting Time: TBD

To start anything new, one needs creativity, enthusiasm, and courage. It helps to have failed before, but it's not mandatory. This class will teach the principles of planning, starting, and delivering a successful initiative. We will address recovering from nonfatal failure. The instructors are local entrepreneurs who have done the start-try-fail-succeed dance before. The emphasis in this class is not "maximizing profit." That might be a particular student's goal, but this class will be more broadly focused. Do you think that Alabama's students should have access to charter schools, and you want to change the state's laws so that they can access this option? Great. How to begin? The class will be interactive and will require classroom meetings, discussions, and in-state trips to meet with successful for-profit and nonprofit entrepreneurs. Each student will complete an individual research project and will present it to the class. Grades will be based on relative engagement and application of the content to the project. Life is about relationships; let's build them.

Estimated Student Fees: \$100 for transportation and food

BA*E299*14

Moving Up the Food Chain: Vertical Integration in European Agri-Business Firms

Bert Morrow

Prerequisites: Instructor Consent
 Open To: All Students
 Grading System: Letter
 Max. Enrollment: 12
 Meeting Time: DHAR



Students will visit the Czech Republic and Italy to study agri-business 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*E499*15

Moving Up the Food Chain: Vertical Integration in European Agri-Business Firms—Senior Project

Bert Morrow

Prerequisites: Instructor Consent
 Open To: Senior BA Majors
 Grading System: Letter
 Max. Enrollment: 12
 Meeting Time: DHAR



Students will visit the Czech Republic and Italy to study agri-business 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*E499*16

Senior Capstone in Business

Carolyn Garrity, Mary Harrison, Rick Lester

Prerequisites: Instructor Consent
 completion of 28 regular term units,
 BA 400, and either BA 474 or BA 475
 Open To: Senior BA Majors
 Grading System: Letter
 Max. Enrollment: 60
 Meeting Time: DHAR

The Senior Capstone project is designed for graduating seniors majoring in business. The course will integrate the functional areas of business while stressing the formation and implementation of business strategies. The project design is intended to enhance the students' ability to recognize information patterns, which will make them more effective financial consultants, accountants, and organizational leaders. In particular, readings and case

analyses are used to illustrate various types of business risk and components of financial and managerial relationships. Students will develop effective arguments related to business scenarios so that their recommendations will be clear and persuasive. The project will also develop students' entrepreneurial skills.

The project will meet throughout the term. The professors involved in this project will, at times, address the class individually, but generally the class will be team-taught. Prerequisites: senior standing and a business administration major, including completion of 28 regular term units, BA 400 and either BA 474 or BA 475.

NOTE: There will be a \$250 fee to cover the cost of supplies and other course-related expenses.

Chemistry

CH*E299*17

Introduction to Chemical Research

Laura Stultz

Prerequisites: CH 120 or CH 149
Open To: First-Years, Sophomores, Juniors
Grading System: Letter
Max. Enrollment: 8
Meeting Time: M Tu W Th 9:30-11:00am,
1:00-4:00pm

This course is designed to give students hands-on experience in chemical research early in their college career. At the beginning of the term, students will meet as a class in the mornings to discuss topics including the ethics of research, searching the chemical literature, and experimental design. In the afternoons, students will learn how to use the various instruments in the department. For the second half of the term, students will conduct an independent research project. In class meetings, students will give daily progress reports on their research. Final grades will be based on the laboratory notebook, class participation, and a final laboratory report (10-15 pages) written in the style of a scientific journal article.

Estimated Student Fees: \$50

CH*E299*18

Paint, Glaze, Ink: The Chemistry of Art Materials

Scott Dorman

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

Artists experiment constantly with their materials in order to achieve a desired image or shape. Often, these experiments are applications of general chemical principles. This course will examine the molecular interactions

involved in typical procedures performed by artists such as applying a paint or pigment to paper and canvas. Scientific descriptions of color and light will be introduced in context of their use in paintings, ceramics, and prints. The atomic structure of metals, glasses, and clays will be compared in order to understand the physical properties desired by artists when using these materials. Mixtures such as inks and dyes will be examined in order to understand the role between colorant and solvent. The use of chemical technology for detecting art forgeries will also be discussed. Example laboratory sessions include dye and pigment synthesis, preparation of paints, crayons, pastels, and inks, and experiments with glass, glazes, and ceramics. Lecture sessions will include classroom discussion of assigned readings. Evaluation will consist of one formal test, a final term paper, daily written assignments, and graded laboratory sessions. Required Materials: *Bright Earth: Art and the Invention of Color* by Philip Ball

CH*E499*19

Special Topics in Spectroscopy

William Kittleman

Prerequisites: CH 211 and PH 122
Open To: Juniors and Seniors
Grading System: Letter
Max. Enrollment: 8
Meeting Time: M Tu W Th 11:00am-12:00pm,
1:30-4:30pm

Chemical spectroscopy may be broadly defined as the instrumentation, laboratory methods and data analysis which allows chemists to interpret the results of experiments. CH499 is designed to introduce students to the fundamental theories and instrument operating principles underlying chemical spectroscopy techniques. This will be done through a combination of lectures on the principles governing the interaction of matter and radiation, and hands-on laboratory techniques designed to illustrate these principles. Students will gain experience in measuring electronic signals and will carry out a series of experiments utilizing different laboratory instrumentation. The experiments will require sample preparation and data collection and analysis. Grading will be based on results of four quizzes, laboratory work and a final project. Reference texts will be provided.

Classics

CL*E299*20

Exploring Classical and Renaissance Italy: The Major Cities and Places in Between
Michael McInturff

Prerequisites: Instructor Consent
Open To: All Students
Grading System: S/U
Max. Enrollment: 16
Meeting Time: DHAR



After a series of orientation sessions early in January, 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, Renaissance, and Baroque Italy. We will focus in particular on how art, architecture, literature and urban life express cultural and intellectual history. We will be based in Rome, Orvieto, Florence, and Venice. We will visit Pompeii, Pienza, Pisa, Padua, and other areas. Evaluation: Students will prepare three written docent topics for group presentation at appropriate times. For minors in Classics, a substantial paper and presentation will be required.

Estimated Student Fees: \$5000

Dance

DA*E299*22

Performance Preparation
Jacqueline Lockhart

Prerequisites: Consent of Instructors
Open To: Upper-Level Dance Students
Grading System: Letter
Max. Enrollment: 20
Meeting Time: M Tu W Th F 9:00am-6:00pm

Description TBD

DA*E499*23

Performance Preparation - Senior Project
Jacqueline Lockhart

Prerequisites: Consent of Instructors
Open To: Senior Dance Majors
Grading System: Letter
Max. Enrollment: 20
Meeting Time: M Tu W Th F 9:00am-6:00pm

Description TBD

Education

ED*E299*24

Exploring Teaching in Elementary Schools
Louanne Jacobs and Kelly Russell

Prerequisites: None
Open To: First-Years, Sophomores, Juniors
Grading System: Letter
Max. Enrollment: Open
Meeting Time: M Tu W Th F 8:00am-3:00pm
in local schools

The field experience for this project will take place in two educational environments: a public school classroom and a special education setting in the greater Birmingham metro area. As the student works as a teacher's aide, he or she will closely observe and interact with the teachers and children in the learning environment. Total field placement time required is approximately 35 hours per week. In addition, there will be a weekly seminar focusing on classroom management and other aspects of teaching. Evaluation will be based on the cooperating teacher's assessment of the teacher candidate's performance in an educational setting, attendance, observation reflections and other journal assignments, selected readings, and participation in weekly seminars. Students must attend the scheduled orientation meeting in November and the meeting on the first day of Exploration Term in order to be prepared for the in-school assignment.

ED*E299*25

Exploratory Teaching in Secondary Schools
Louanne Jacobs

Prerequisites: None
Open To: First-Years, Sophomores, Juniors
Grading System: Option
Max. Enrollment: 20
Meeting Time: M Tu W Th F 8:00am-3:00pm
in local schools

This project is designed for students who wish to explore their interest and skills in teaching high school or middle school. The project will meet daily in a public school classroom where students will observe and assist the classroom teacher in appropriate ways. Evaluation will be based on the cooperating teacher's assessment of performance, weekly assignments, attendance, selected readings and participation in seminars. Total time required in 35 hours per week.

NOTE: Students must attend two scheduled meetings before Exploration Term for orientation and assignments.

ED*E499*26**Internship in Collaborative Teaching
Kelly Russell and Amelia Spencer**

Prerequisites: Admission to TEP
 Open To: Seniors admitted to Internship
 Grading System: Letter
 Max. Enrollment: Open
 Meeting Time: M Tu W Th F 8:00am-3:00pm

The senior project in collaborative education involves full-time assignment to a resource classroom for four weeks, under the joint supervision of a certified teacher and a college supervisor. Interns design, plan, and implement coordinated learning experiences for children with special needs. They attend weekly seminars, engage in independent conferences, and participate in the development of individualized education programs. Students will keep a daily reflective journal blog and prepare a notebook that includes observations and school-related information. Evaluation will be based on successful completion of these components.

ED*E299*27**Ocean Camp: Ocean Wildlife and Water Conservation
Teaching through Service-Learning
Genell D. Lewis-Ferrell**

Prerequisites: None
 Open To: All Students
 Grading System: Option
 Max. Enrollment: 12
 Meeting Time: weeks 1, 2, 4: M Tu W Th
 10:00am-2:00pm plus field trips;
 week 3: DHAR



Students will research, prepare, and teach curriculum about ocean wildlife and water conservation in order to teach one week at Ocean Camp in Gulf Shores, Alabama for children ranging in ages from seven to sixteen. Through this course, students will gain a knowledge of the natural resources in southern Alabama, understand and participate in the processes of service-learning, and develop an understanding of pedagogy and curriculum that promotes children learning. The culminating project that recounts experiences will utilize classroom technology used in current public schools. Students participating in this experience will be responsible for transportation and off-campus expenses such as a research trip to the Georgia Aquarium, the Ocean Camp dormitory fees, gas, and food; estimated at approximately \$500 for the four week term. Students from all majors and disciplines interested in ocean wildlife and water conservation, service-learning, and working with children are encouraged to participate.

Estimated Student Fees: \$500

ED*E499*28**Ocean Camp: Ocean Wildlife and Water Conservation
Teaching through Service-Learning – Senior Project
Genell D. Lewis-Ferrell**

Prerequisites: None
 Open To: Senior Collaborative Education Majors
 Grading System: Letter
 Max. Enrollment: 12
 Meeting Time: weeks 1, 2, 4: M Tu W
 Th 10:00am-2:00pm
 plus field trips; week 3:
 DHAR



Students will research, prepare, and teach curriculum about ocean wildlife and water conservation in order to teach one week at Ocean Camp in Gulf Shores, Alabama for children ranging in ages from seven to sixteen. Through this course, students will gain a knowledge of the natural resources in southern Alabama, understand and participate in the processes of service-learning, and develop an understanding of pedagogy and curriculum that promotes children learning. The culminating project that recounts experiences will utilize classroom technology used in current public schools. Students participating in this experience will be responsible for transportation and off-campus expenses such as a research trip to the Georgia Aquarium, the Ocean Camp dormitory fees, gas, and food; estimated at approximately \$500 for the four-week term. Students from all majors and disciplines interested in ocean wildlife and water conservation, service learning, and working with children are encouraged to participate. Students receiving credit for the senior project in Collaborative Education must receive IRB approval for their project and complete a research paper and presentation.

Estimated Student Fees: \$500

ED*E499*29**Senior Project in Educational Services
Genell Lewis-Ferrell and Kelly Russell**

Prerequisites: Ed. Services Major
 Open To: Senior Ed. Services Majors
 Grading System: Letter
 Max. Enrollment: 10
 Meeting Time: M 1:00pm-3:00pm plus 30 hours
 of research weekly

In this project, each student will choose a research project, focusing on a special topic related to education activities in a variety of possible settings. Students are encouraged to seek topics on their own, but to discuss them with the instructor as soon as possible—well before the beginning of the Exploration Term. The bulk of time spent in the course will be devoted to independent work on the research project. The project will include the traditional chapters of a research study (introduction; review of literature; research methodology; presentation and analysis of data; and summary, discussion, implications, and

recommendations). The project will be submitted in writing. It will also be presented orally to meet BSC requirements for the Senior Conference.

English

EH*E299*30

The End and After: Apocalypse and Post-Apocalypse in Literature, Film, Religion, and Politics

Joseph Stitt

Prerequisites: EH 102 or equivalent
Open To: All Students
Grading System: S/U
Max. Enrollment: 16
Meeting Time: M Tu W 9:00am-12:00pm

The course will explore artistic and social representations of world-ending and catastrophically transformative events. Though the primary focus will be on film and literature, students will also examine myths, religious texts, social phenomena (the survivalist movement, for example), and various ideological viewpoints that frame historical narrative in eschatological terms. From John of Patmos to Jared Diamond, Cormac McCarthy to *Dr. Strangelove*, the Midgard Serpent to Al Gore, "The Second Coming" to *The Walking Dead*, Spengler to Atwood, Breughel to Michelangelo, heat death to the Big Crunch, representations of world's end will be interpreted to discover what they have to say about how we think about the present, about our anxieties and conflicting values, about purpose and ethics and ultimate ends. Evaluation will be based on essays and a presentation.

EH*E299*31

Faulkner's Town: Oxford as the Setting for the Snopes Tales

Fred Ashe

Prerequisites: None
Open To: All Students
Grading System: Letter
Max. Enrollment: 20
Meeting Time: Tu W F 9:45-11:30am

Although Faulkner is best known for transforming literature with novels like The Sound and the Fury and stories like "A Rose for Emily," he spent 35 years developing the history and life of his fictional Yoknapatawpha County and its county seat, Jefferson. Based on Oxford, Mississippi, this setting is especially clear in Faulkner's tales of the poor-white Snopes family. We will read the middle novel in "the Snopes Trilogy"—The Town (1957)—along with selections from other Snopes stories and from Faulkner's biography. We will also spend three days in Oxford, Mississippi (the model for Jefferson), visiting Faulkner's house, hearing from experts, and seeing some of the specific sites he was writing about. Students will

be evaluated on reading quizzes, class discussion, and a series of short response papers.

Estimated Student Fees: \$200 for two nights hotel, gas, food

EH*E299*32

The Grimm Reader Keeps Märchen On: Exploring the World of Fairy Tales

Dave Ullrich

Prerequisites: EH 102
Open To: All Students
Grading System: Letter
Max. Enrollment: 15
Meeting Time: Tu Th 6:30-9:30pm

This course explores the world of the fairy tales (or Märchen) collected and edited by Jacob and Wilhelm Grimm. The course begins with an intellectual orientation explaining the complexity of the tales by readings from Jack Zipes ("Two Brothers Named Grimm") and Vladimir Propp (Morphology of the Folktale). We then proceed to examine and discuss the more popular fairy tales, including "Snow White," "Cinderella," "Rapunzel," and many more. Contrary to a sentimental or popular understanding, these fairy tales are complicated works of fiction, often politically charged, sexually provocative, violent in nature, and, well, grim. For each class the student is assigned a specific question to be answered in conjunction with a particular fairy tale. These questions serve as the basis of our analysis of the fairy tale generated through class discussion. A 10-15 page paper analyzing a fairy tale not covered in class is due at the conclusion of the course. Evaluation/grade is based on attendance, quality of assigned questions on fairy tales, and the final paper analyzing the selected fairy tale.

Estimated Student Fees: \$75

EH*E299*33

Novels Right Now: Commodities or Future Best Sellers

Jane Archer

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

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.

Note: Students will be required to purchase four newly published novels for this project.

EH*E299*34

Sci-Fi Sixties: From Camelot to the Final Frontier Tynes Cowan

Prerequisites: EH 102 or EH 208
 Open To: All Students
 Grading System: Letter
 Max. Enrollment: 20
 Meeting Time: M Tu W Th 10:00am-12:00pm
 Tu Th 1:00-4:00pm

Novelist Ursula K. Le Guin once wrote, "Prediction is the business of prophets, clairvoyants, and futurologists. It is not the business of novelists. A novelist's business is lying." The point of science fiction is not to predict the future but to interrogate the present . . . imaginatively. In this project, we will consider how science fiction writers made sense of humanity in the middle of one of the most turbulent decades in American history. The works of writers such as Kurt Vonnegut and Philip K. Dick form the heart of the project, but the decade was filled with wonderful (and often wonderfully bad) sci-fi films and television shows, many of which we will sample and enjoy. Besides the authors already mentioned, we may read Clarke, Heinlein, or others, totaling six to eight novels, plus historical materials. Students will be graded on attendance, reading quizzes, presentations, and a research paper.

General

GEN*E299*35

Anthropology of Hip Hop Katy E. Leonard

Prerequisites: None
 Open To: All Students
 Grading System: Letter
 Max. Enrollment: 15
 Meeting Time: M Tu W Th 10:00am-12:30pm

This project will take a deeper look at the social patterns, history, and practices of hip hop culture, with an emphasis on rap and deejaying. We will interrogate issues of race, ethnicity, sexuality, class, gender, and nationality as they relate to hip hop. Daily meetings will include a combination of lecture, discussion, student presentations, music listening, and film viewing. Out of class work will include substantial listening and reading, primarily in the form of articles and selected book chapters. Readings will include selections from *That's the Joint: A Hip Hop Studies Reader* (Murray Forman and Mark Anthony Neal, Eds.), *Can't Stop Won't Stop: A History of the Hip Hop Generation* (Jeff Chang), and *The Hip Hop Wars: What We Talk About When We Talk About Hip Hop, and Why it Matters* (Tricia Rose). Students will also undertake their own research projects on related topics of their choosing. Evaluation will be based on students' participation in engaged, thoughtful discussion, daily writing, short quizzes, an eight-page paper, and a class presentation. Students will be expected to do 30 hours of work each week related to the course.

Estimated Student Fees: \$40 for guest speakers

GEN*E299*36

The Art of Advertising Jaime Cloud

Prerequisites: None
 Open To: All Students
 Grading System: Option
 Max. Enrollment: 15
 Meeting Time: M W F 12:00-3:00pm

The 2012 September issue of *Vogue* boasts an all-time record for ad sales—fully 658 of the 916 pages (72%) are devoted to advertisements. Competition among ads for your attention is fierce—what differentiates ads that catch your eye from those you casually flip past? In this course, we will analyze how well print advertisements embody classic advertising principles to better understand what makes some ads more effective than others. Special emphasis will be placed on topics such as ad copy, illustration, and luxury branding. Assessment will be based on class discussion, presentations (formulated as sales pitches), and weekly assignments in which students must design their own print advertisements.

GEN*E299*37**Bob Dylan: A Complete Unknown?****Leo Pezzementi**

Prerequisites:	None
Open To:	All Students
Grading System:	Option
Max. Enrollment:	16
Meeting Time:	M Tu W Th 9:00am-12:00pm

We shall consider the life, times, music, and poetry of Bob Dylan, focusing on the time between his arrival in Greenwich Village and his "motorcycle accident." Texts will include the albums *Bob Dylan*, *The Freewheelin' Bob Dylan*, *The Times They Are A-Changin'*, *Another Side of Bob Dylan*, *Bringing It All Back Home*, *Highway 61 Revisited*, *Blonde on Blonde*, *John Wesley Harding* and *The Basement Tapes*; the autobiography *Chronicles: Volume One*; the biography *Bob Dylan: Behind the Shades, Revisited* by Clinton Heylin; case studies of Dylan's songs of this era in *Don't Think Twice, It's All Right – Bob Dylan*, *The Early Years*, by Andy Gill; the documentary movies *Don't Look Back* and *'65 Revisited*, by D.A. Pennebaker, *No Direction Home*, by Martin Scorsese; *The Other Side of the Mirror*, by Murray Lerner, and *Eat the Document* by Dylan; and the fictional movie account of Dylan, *I'm Not There*, by Todd Haynes. Requirements: You are required to attend and participate in all classes; complete all listening, reading, and viewing assignments and daily quizzes; and either (1) write and read a 10-page, documented research paper; or (2) make a documented 20-minute oral power point presentation on some aspect of Bob Dylan's life, time, music, or poetry; or (3) present a 20-minute performance, including documented critical analysis, of Bob Dylan's music. The class will meet Monday-Thursday from 9 a.m.-12 Noon Students are expected to spend 30 hours per week on work in and outside class.

GEN*E299*38**Cathedrals, Castles, and Country Manors: Religion and Culture in England and Wales****Lawrence Brasher and Amy Cottrill**

Prerequisites:	Instructor Consent
Open To:	All Students
Grading System:	S/U
Max. Enrollment:	20
Meeting Time:	DHAR



While most people in the U.S. today have no English ancestors, they have assimilated a culture that was created by British colonists. After orientation sessions at the beginning of January, we will spend two weeks exploring major religious, cultural, and historical sites in England and Wales. We will stay in small, local hotels, tour with an amazing native English guide, Heather Davies, and enjoy the fare of authentic regional pubs and eateries. In addition to a heady schedule of tours, there will be time

to ramble and explore on our own. In London, we will tour Westminster Abbey, St. Paul's Cathedral, Parliament, Buckingham Palace, Hampton Court Palace, the British Museum and the Tate Gallery, the Tower of London, and attend plays, musicals, and jazz nights at St. Martin's in the Fields. We will visit important southern and central cultural sites including Dover Castle, Canterbury Cathedral, the newly opened portions of Windsor Castle, Stonehenge, the spas of Bath, and Salisbury Cathedral.

In Wales, we will see Cardiff Castle and tour Big Pit coal mine with the miners. We will stay at Brecon Beacons Castle in Brecon Beacons National Park in the rugged Welsh countryside (hiking, horse-riding, climbing). We will explore Shakespeare's Stratford-upon-Avon and then travel by way of Coventry to the ancient walled city of York to see York Minster and ramble in the Shambles, the medieval commercial district. This trip will view the English foundations of modern western culture and will appeal to students of religion, art, architecture, literature, and history.

Estimated Student Fees: \$4158

GEN*E299*39**Cosmopolitan Alexandria: Evoking an Egyptian City through Different Eyes****Amina El Halawani**

Prerequisites:	None
Open To:	All Students
Grading System:	Option
Max. Enrollment:	20
Meeting Time:	M Tu W Th 9:30am-12:00pm

At a time when the world was at strife, a city by the Mediterranean was a safe haven where people from all over the world could live together. The magical city of Alexandria and its rich cosmopolitanism will be the focus of this Exploration course, which will cover historical and cultural aspects of life in this part of the world in the first half of the 20th century. The course will provide students with a historical as well as cultural background linking it to images and pictures of Alexandria then and now. The course will also include literary works which are set in the city written by authors of different nationalities; British, Egyptian and Greek, showing how each of them portrays life in Alexandria with its various communities. Although the cosmopolitanism of the city resulted in some kind of shared "Alexandrian" identity, the city still meant different things to different people. Not only was there a difference between the Egyptian depiction of the city and its people and its view in the eyes of members of its foreign communities, but also each of the communities had a unique picture of the city. Lawrence Durrell's *Justine*, for example, presents an Alexandria that is quite different from the one presented by Harry Tzalas in his collection of short stories *Farewell to Alexandria*, although they may be both considered part of the foreign communities in the city. For this course, students will write a 12-15 page paper on one of the topics touched upon in class. The grade will be based on student presentations, quizzes, and the written paper.

GEN*E299*40**Darwinian Medicine: The Role of Evolution in Human Health and Disease****Zachary Simmons**

Prerequisites: None
 Open To: All Students
 Grading System: S/U
 Max. Enrollment: 16
 Meeting Time: Tu W Th 12:00-3:00pm

Go to the doctor with the flu and one of the first things you will be prescribed is aspirin. The reason? You are likely to be running a fever, and aspirin blocks the chemical signals produced by your body to elevate its temperature. This may seem like a job well done – the fever is reduced, and you *feel* better. But what many physicians don't consider is that your fever might have been a key part of your body's defense against the pathogens replicating inside you. In essence, they have compromised your ability to fight off illness in exchange for an increased sense of comfort. Such hidden tradeoffs are common in modern medicine, but only become apparent when one takes an evolutionary perspective on human health. This course will explore topics such as aging, disease and mental health from such an evolutionary perspective. Assessment will be based on participation in classroom discussion, reaction papers to selected books/empirical articles, and a final paper in which a topic in health psychology is examined from an evolutionary framework. The course is heavily reading based (expect 10-15 hours of reading/week), with the remainder of out-of-class time spent on papers. Class time will be reserved for group discussions.

Estimated Student Fees: \$70 for books

GEN*E299*41**Engaging the Culture: Performing Arts and Society****Jacqueline Leary-Warsaw**

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

Performing arts are a mirror of the culture and the culture mirrors performing arts. In this project, students will examine art forms that use performance as their vehicle for full creative realization. We will look at traditional and non-traditional thought relating to the performing arts, giving attention to artistic objectiveness, aesthetic consideration, and critical evaluation of elements that define "interpretation." Topics for discussion will include: performing arts among the many paradoxes of our modern world; the role of performing arts as an often unnoticed backdrop to human activity; commonalities of the various genres (music, dance, theater, film, etc.); the relationship and interaction between artist, artwork, and audience; and mass distribution and its growing diversity of choices for

consumers. This course will feature discussions, films, videos, guest speakers, and one performance attendance. Assessment is based on participation and a series of short reaction papers. Required readings will include David Davies' *Philosophy of the Performing Arts*.

GEN*E299*42**Explorations of Qi (ch'i, 'life-energy')****Yahui Anita Huang**

Prerequisites: None
 Open To: All Students
 Grading System: S/U
 Max. Enrollment: 15
 Meeting Time: Tu W Th 9:30am-12:30pm

This course will explore *qi* (*ch'i*, 'life-energy')--the fundamental concept in Chinese medicine, culture, and philosophy. *Qi* is also the vital source of longevity, natural phenomena, 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, and literary works. Students will gain a basic understanding of Feng Shui, acupuncture, reflexology, and the key concepts of *yin-yang* and *wuxing*, which are needed to understand the *Yijing The 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 Fees: \$20

GEN*E299*43**Gender and War: Critiquing Men's and Women's Roles in Combat and on the Homefront****Mary-Kate Lizotte**

Prerequisites: None
 Open To: All Students
 Grading System: Option
 Max. Enrollment: 15
 Meeting Time: Tu W Th 10:00am-1:30pm

We will explore the differing roles of men and women during wartime on the homefront and on the battlefield. Our exploration will involve reading and discussing academic articles as well as works of fiction that investigate the various roles men and women embody during wartime. For example, we will read academic articles about the gender gap in support for war, which investigate why women are less supportive of military intervention in comparison to men. We will read *Lysistrata*, Aristophanes' classical Greek comedy about the Peloponnesian War as well as other works of fiction. In addition to the readings, we will view and discuss a few documentaries and movies related to

the topic such as *Lioness* and *Sisters in Arms*. In addition to being graded on participation in class discussions of assigned materials, students will write two short papers: one on combat and the other on the homefront. Lastly, students will complete a final project on a related topic of their choice.

GEN*E299*44

Ocean Classroom Exploration Duane Pontius, Anne Yust

Prerequisites: Instructor Consent
Open To: All Students
Grading System: S/U
Max. Enrollment: 25
Meeting Time: DHAR



Students will spend three weeks aboard a two-masted schooner sailing along the Lesser Antilles in the Caribbean. Along with learning to hand, reef, and steer - the skills of classic tall ship sailing - students will study colonialism and pre-columbian cultures, hike through rainforests, snorkel on coral reefs, and learn celestial navigation. This is an arduous project, requiring personal commitment, physical stamina, and willingness to endure some degree of privation. Those truly interested in the experience of a lifetime should not be discouraged, but should realize that this project is not a comfortable, stress-free cruise.

Spend three weeks sail training in the Caribbean aboard a classic two-masted schooner.

Participants will:

- Learn how to work and sail a wooden tall ship
- Hold assigned responsibilities, including standing watches at all hours
- Obey orders from the professional crew
- Participate actively in cleaning and maintaining the vessel
- Learn about Caribbean culture
- Keep a personal journal

Additional tentative activities include studying colonialism, hiking through rainforests, viewing Montserrat's active volcano, snorkeling on coral reefs, and observational astronomy.

We will be on a working ship, and everyone works. Those truly interested in the experience of a lifetime should not be discouraged, but everyone should realize what they're signing on for. For more information:

<http://faculty.bsc.edu/dpontius/eterm.html>

Estimated Student Fees: \$4700

GEN*E299*45

Poverty in America Stephen Black

Prerequisites: None
Open To: All Students
Grading System: S/U
Max. Enrollment: 15
Meeting Time: TBD - Students will meet in on campus 2-3 times per week for a few hours and volunteer in the community for 2-3 days per week.

The course 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. In addition, 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 and coordinating appropriate examination, diagnosis, and treatment for children with impaired vision.

Evaluation will be based on attendance, active participation in class discussions and in the community service programs, and a reflective 5-7 page paper.

GEN*E299*46

Pre-Health Internship Wayne Shew

Prerequisites: Sophomore Standing or Consent
Open To: Sophomores, Juniors, Seniors
Grading System: S/U
Max. Enrollment: 90
Meeting Time: DHAR

This project allows students to experience one of the health professions fields (medicine, dentistry, physical therapy, etc) through a 120 contact hour internship supervised by a health care professional. Students planning a career in health care should participate in this project during their sophomore or junior year. A limited number of established internships are available at hospitals, clinics, and other healthcare facilities in the Birmingham area. In addition, anyone planning to intern with a private health care professional whom he or she has contacted should register for this project. Students will read two books concerning medicine and health care, reflect on their readings and experiences during the internship, and write

an essay of five to seven pages. Students are also required to maintain a daily journal. A satisfactory essay AND a satisfactory evaluation from the student's on-site supervisor are required for successful completion of the project.

NOTE: Students must attend an orientation meeting during the Fall Term (date to be announced). Attendance is mandatory for all students planning to participate in the internship. Documentation concerning their general health and immunization records must be submitted by Friday, October 26, 2012. The estimated cost for reading materials is \$25. Additional cost may be involved if the preceptor requires a drug test and/or criminal background check. A lab coat may be required. This Exploration Term project may be repeated for credit, but the location cannot be the same as in the previous internship, and additional work is required.

GEN*E299*47

Service-Learning in Bylakuppe, India: The Tibetan Community in Exile Mark McClish, Jackie Walker

Prerequisites:	Instructor Consent
Open To:	All Students
Grading System:	S/U
Max. Enrollment:	16
Meeting Time:	DHAR



Students will travel to Bylakuppe, India to work with the Tibetan community in exile. This project focuses on cultural immersion through service, allowing students to examine and reflect on the history of the Tibetan exile and cultural assimilation in Indian communities. 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. McClish or staff in the Bunting Center.

NOTE: Students interested in this experience as part of their senior project must contract for individualized study with a faculty member in their major.

Estimated Student Fees: \$4500

GEN*E299*48

Service-Learning in San Francisco: Poverty in Urban America John Tatter, Kristin Harper

Prerequisites:	Instructor Consent
Open To:	All Students
Grading System:	S/U
Max. Enrollment:	16
Meeting Time:	DHAR



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. Tatter or staff in the Bunting Center.

NOTE: Students interested in this experience as part of their senior project must contract for individualized study with a faculty member in their major.

Estimated Student Fees: \$2500

GEN*E299*49

Smoke Signals: BBQ as a Portal for the Exploration of Southern Culinary Heritage William Walsh

Prerequisites:	None
Open To:	All Students
Grading System:	S/U
Max. Enrollment:	14
Meeting Time:	M Tu W Th F 9:00am-5:00pm (variable)

Students will meet with local culinary experts to learn the history, traditions, and techniques behind various methods of Southern BBQ. The experts will instruct the students on the preparation of beef (steak and brisket), pork (shoulder/ribs and chops), and fowl (smoked turkey and smoked chicken). The students will document these techniques via careful note-taking and video footage. Students will execute and eat these recipes as a group. Assessment will be based on attendance and participation as well as the production of a final document: a BSC BBQ Recipe Book. For the final project, students will undertake research on the history behind the various cuts of meat and methods used and present detailed instructions and documentation of the food preparation and consumption using text, video, and photographs. Daily meeting times will vary based on field trips and cooking time. Students will travel to local restaurants on Mondays and Wednesdays to meet with

local experts on-site. Cooks will take place on Tuesdays and Thursdays.

Estimated Student Fees \$300 for food and equipment

GEN*E299*50

Sports Journalism

Jeremy Burgess

Prerequisites: None
Open To: All Students
Grading System: Option
Max. Enrollment: 15
Meeting Time: M Tu W Th 6:00-9:00pm

Sports journalists are more than just sports fans with word processors; they're responsible for enhancing the spectator experience through in-depth coverage of any and every sporting event. This course 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 course 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 one-page response papers to outside readings and guest lecturers as well as a four-page feature, a three-page interview, a two-page opinion piece, and a two-page event report.

GEN*E299*51

Sticks, String, and Spindles: The Art of Knitting, Spinning Yarn, and Fiber Preparation

Clare Emily Clifford

Prerequisites: None
Open To: All Students
Grading System: Letter
Max. Enrollment: 12
Meeting Time: M W F 1:00-4:00pm

"Respect your inner compass. It points to yarn."
Stephanie Pearl-McPhee, *At Knit's End*

It's not just Julia Roberts and Russell Crowe who do it—knitting and making yarn are a global phenomenon, skills long practiced for centuries by men and women from cultures around the world (even the ancient Egyptians and Vikings did it!). This project is designed to introduce students to the basics of knitting, spinning yarn, and fiber

preparation. During the first week you'll learn how to knit, the second week you'll learn how to spin your own yarn using a handspindle and wool, and the third week we'll discuss the various types of fiber and fiber preparation for spinning and knitting—ranging from animal wools (like sheep, mohair, angora, alpaca, cashmere, etc) to plant and other fibers (like silk, cotton, flax, bamboo, etc). We'll do a bit of related reading, and assignments include a process and reflective journal, presentation, final project which demonstrates proficiency of knitting, spinning, and fiber preparation. No previous experience with yarn, needles, or handspindle necessary—but if you have mad knitting or spinning skills you are certainly encouraged to sign up!

Estimated Student Fees: \$75

GEN*E299*52

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 Time: M Tu W Th 10:00am-12:30pm



The current National Security System is a conglomeration of structures, processes, and persons that assist the President in formulating, deciding, implementing, overseeing, and assessing the national security policy of the United States. Today's system was designed for a world environment that no longer exists; while it has served us well in the past, it cannot effectively and quickly integrate and apply the elements of national power to address current challenges. The threats we face today are diffuse, ambiguous, and express themselves in a multitude of forms – we no longer have the luxury of a singular, unambiguous threat as in the Cold War. This course will examine how the international security environment has changed; how the current system evolved; how it is organized and currently operates; the role and functions of the main players; and what types of reforms are being considered. The course will include three case studies ("The Decision to Invade Iraq," "Intervention in Somalia," and "CORDS and the Vietnam Experience"); discussions on select ongoing crises: a study of the approach to the War on Terrorism; and a practical exercise/simulation of a National Security Council meeting. The project will include source readings, lectures, and discussion. Evaluation will be based on response papers and class participation.

GEN*E299*54**Where Underpants Come From
Guangjun Qu**

Prerequisites: None
 Open To: All Students
 Grading System: Letter
 Max. Enrollment: 15
 Meeting Time: M 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 relationship between the U.S. and China, and even the effects of globalization upon peoples' lives? In this course, we will join Joe Bennet, the 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, bestselling 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 related topic to research and present to the class.

Estimated Student Fees: \$50 for textbooks

GEN*E299*55**Women From Venus? An Introduction
to Women's Studies
Victoria Ott**

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

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's 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 women and their lives through time and will include 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 course will feature discussion, films, and guest speakers. Assessment is based on participation and a series of short reaction papers. This project will also count toward fulfilling the introductory requirement for the GWS minor.

Estimated Student Fees: \$70 for textbook

History**HI*E299*56****The "Holocaust" in European Cinema
Matthew Levey**

Prerequisites: None
 Open To: All Students
 Grading System: Letter
 Max. Enrollment: 20
 Meeting Time: Weeks 1 and 2: we will meet for the first six days of the term to view films (in the mornings) and discuss them (the afternoon they view a film); we will then shift to a student-research program, which will involve one formal class meeting during weeks 2-4 to allow students to present the state of their research to me and the rest of the class and in preparation for which students will be doing a variety of research-related assignments (I will also provide opportunities for students to meet with me individually to discuss and work on their projects); at the end of week 4 I will require students to present the results of their research in a formal "conference" setting.

In this course, we will view, discuss, and write about selected films concerning the Holocaust from France, Germany (East, West and reunified), Poland (Communist and post-Communist), and the Soviet Union and Post Soviet Russia. We will explore some of the many issues related to self-representation and national memory as related to the mass murder of Jews in these different countries. The purpose in terms of the content of the project is to compare and contrast the ways in which the mass murder of Jews has been portrayed in films from the Communist East and the non-Communist "West" and how, with the "fall of Communism," depictions of this have changed, both in the East and in the West. In terms of procedure, the purpose is to encourage the development of research, analytical and writing skills.

The class will meet regularly during the first two weeks, to view and discuss films and to begin their research projects; students will spend the remaining time researching and writing a 15-page paper, analyzing a selected number of films in depth, either from one of the countries listed above or a comparing films from at least two of them. Students will also be asked to make short presentations about their work in the final week of the term.

Estimated Student Fees: \$30 for book

HI*E299*57**Russian Revolutionary Terrorism****Randy Law**

Prerequisites: None
 Open To: All Students
 Grading System: Letter
 Max. Enrollment: 15
 Meeting Time: M W F 9:00-11:00am

In this project, students will explore the intellectual, social, political, and cultural roots of Russian revolutionary terrorism in the 18th and 19th centuries; the heroic terrorism and targeted assassination of the 1870s and '80s; the anarchic, mass-casualty events of the early 20th century; and the legacy of Russian revolutionary terrorism into the Soviet period and beyond. For sources, we will use memoirs, novels, poetry, films, and an array of secondary sources. The final grade will be based on discussion participation and two short papers.

Estimated Student Fees: \$75 for books

Math**MA*E299*58****Fractals: Where Math Meets Art****Maria Stadnik**

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

Did you ever wonder how they create those intricate, self-similar patterns known as fractals? Do you want to use your artistic creativity for credit in a mathematics class (instead of doodling in the margins of your notebook for no credit)? Then this course is for you! This course will be an introduction to the interesting world of fractals. We will study many of the classical examples of fractals and discuss fractals in art, nature, and computer graphics. In the afternoon sessions, we will learn how to generate fractals using computers. Students will utilize their creativity by generating their own fractals, so doodling throughout the term is encouraged! No prior computer knowledge is necessary. Computer savvy students will be given free rein to explore topics at their own pace. Homework will be a mix of math problem sets, readings, and creative activities. Assessment will be based upon active participation in both the morning and afternoon sessions (30%), homework (30%), and a final small-group project (40%) with both a written and oral component.

MA*E499*59**Senior Project in Mathematics****Bernadette Mullins**

Prerequisites: MA 470
 Open To: Juniors, Seniors
 Grading System: Letter
 Max. Enrollment: 24
 Meeting Time: M Tu W Th F Time TBA

This is a challenging and time-consuming project, the purpose of which is for mathematics majors to engage in research. Objectives include investigating a topic in mathematics beyond the scope of regularly offered courses and improving skills in mathematics related to research, problem solving, independence, perseverance, oral and written communication, and collaboration. Each pair of students must submit a research proposal by December 4. Any approved research project will require at least 40 hours of work per week. In addition, each team will meet with the instructor (M, T, W, F at times to be arranged) and the class will meet together once per week (Thursdays 9:30-12:30). Grades will be based on: oral presentation of research proposal (5%); research progress reported in team meetings (10%); four oral progress reports (5% each); final oral presentation at a mathematics conference (15%); draft research paper (5%); and final research paper (45%).

Media and Film Studies**MFS*E299*60****European Culture and Global Media: London, Berlin, Venice, Istanbul, and St. Petersburg****Natalie Davis, Janie Spencer**

Prerequisites: Instructor Consent
 Open To: All Students
 Grading System: S/U
 Max. Enrollment: 20
 Meeting Time: DHAR



This Exploration Term is truly a once-in-a-lifetime experience. Our goal is to appreciate, investigate, and understand better both the most traditional venues of expression in Europe and beyond--art, architecture, music-- as well as how the newest forms of communication intersect with the old. To that end we will travel to London, Berlin, Venice, Istanbul (close enough to Europe), and St. Petersburg (the Russian version). 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. The emphasis is on comparison and contrast. We will start with what we know here in Birmingham, with help from the Birmingham Museum of Art, local media outlets, and what you already know about social media. From this perspective, we travel for 22 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 project.

Estimated Student Fees: (based on value of Euro 2/2012): \$4985 from Birmingham— approximately 20 nights; includes all travel, transfers, hotels, and breakfast.

MFS*E299*61

The Sundance Film Festival: Independent Cinema and the Festival Circuit **David Resha**

Prerequisites: Instructor Consent
Open To: All Students
Grading System: S/U
Max. Enrollment: 12
Meeting Time: DHAR



This Exploration course will examine the intimate relationship between independent cinema and film festivals, with a focus on the Sundance Film Festival. Film festivals have been centrally important to international and independently produced cinema since the 1930s. Sundance is the largest independent film festival in the United States and has launched the careers of filmmakers like Paul Thomas Anderson, Quentin Tarantino, and Jim Jarmusch. In the first section of the class, we will meet for lecture M-Th to study the history of film festivals and the ways in which they have influenced the landscape of contemporary cinema. The class will then travel to the Sundance Film Festival to watch movies, attend panels and workshops, and examine the current relationship between film festivals and independent cinema. Students will be responsible for active, thoughtful participation (30% of final grade) and carefully considered response journals (70%) throughout the Exploration Term.

Estimated Student Fees: \$2300

Music

MU*E299*62

Great Symphonies **David Smith**

Prerequisites: None
Open To: All Students
Grading System: Letter
Max. Enrollment: 15
Meeting Time: M W F 9:00-11:00am

This project examines the musical thinking of four master composers and introduces students to symphonic literature. Through intensive and guided listening throughout the term, students will learn how to recognize and follow musical forms common to the symphonic genre. Each week the class will examine a specific symphony by a master composer (Haydn, Mozart, Beethoven, Brahms) and explore how the musical ideas are organized in each

of the four symphonic movements. These four symphonies will be the primary focus of the course and of the listening examinations at the end of each week. Additional symphonies will be introduced to contrast the primary symphonic work being studied. By the end of the term the class will have examined twelve different symphonies and gained an intimate knowledge of four of them.

The group will meet M-F the first week, then three times weekly thereafter. Students should be prepared to spend at least 30 hours each week on this project. Evaluation will be based on ability to identify portions of the major works studied and on the quality of reports on individual symphonies.

NOTE: The four primary symphonies studied will need to be purchased and are available as CDs or as digital files on the internet.

MU*E299*63

Opera Preparation **Jeff Kensmoe, Lester Seigel**

Prerequisites: Audition
Open To: All Students Cast in Principal Roles
Grading System: Letter
Max. Enrollment: 6
Meeting Time: M Tu W Th F 10:00am-4:00pm

An intensive project of musical preparation and character coaching for principals cast in *Die Fledermaus*, to be presented in the spring term by BSC Opera Workshop. Students will work daily on arias and ensembles and will be coached vocally and dramatically. Students must be available for the entire working schedule listed above, but actual daily call times will vary as needed. Each cast member is expected to devote a minimum of 15 hours per week outside the actual called rehearsal times in score study, individual practice, and memorization. At the end of the project, students will be able to sing fluently through the entire opera, as preparation for staging and final production details in the spring term.

MU*E499*64

Opera Preparation – Senior Project **Jeff Kensmoe, Lester Seigel**

Prerequisites: Audition
Open To: All Senior MU Majors Cast in Principal Roles
Grading System: Letter
Max. Enrollment: 6
Meeting Time: M Tu W Th F 10:00am-4:00pm

An intensive project of musical preparation and character coaching for principals cast in *Die Fledermaus*, to be presented in the spring term by BSC Opera Workshop. Students will work daily on arias and ensembles and will be coached vocally and dramatically. Students must be available for the entire working schedule listed above,

but actual daily call times will vary as needed. Each cast member is expected to devote a minimum of 15 hours per week outside the actual called rehearsal times in score study, individual practice, and memorization. At the end of the project, students will be able to sing fluently through the entire opera, as preparation for staging and final production details in the spring term. Students opting for Senior Project Credit will have additional reading and will produce a research paper on an approved related topic, to be co-developed and mentored by one of the faculty members.

MU*E499*65

Senior Project in Music

Lester Seigel, Jacqueline Leary-Warsaw, Jeff Kensmoe, David Smith

Prerequisites: Instructor Consent
 Open To: Senior Music Majors
 Grading System: Letter
 Max. Enrollment: 6
 Meeting Time: DHAR

An extensive paper, composition, or performance preparation.

Music Education

MED*E499*66

Senior Project in Music Education

Louanne Jacobs, Ben Posey, Lester Seigel

Prerequisites: Instructor Consent
 Open To: Senior Music Education Majors
 Grading System: Letter
 Max. Enrollment: 6
 Meeting Time: M Tu W Th F 8:00am-3:00pm

The senior project in music education involves full-time assignment to a music classroom for four weeks, under the joint supervision of a certified teacher and a college supervisor. Interns design, plan, and implement coordinated learning experiences for children. They attend weekly seminars, engage in independent conferences, and participate in the development of individualized education programs. Students will keep a daily reflective journal and prepare a notebook that includes observations and school-related information. Evaluation will be based on successful completion of these components.

Philosophy

PL*E299*67

Imagine No Religion

Steven Hendley

Prerequisites: None
 Open To: All Students
 Grading System: Option
 Max. Enrollment: 15
 Meeting Time: Tu W Th 10:00-11:30am, 12:30-2:00pm

According to a recent survey, atheists are Americans' least trusted minority, below Muslims, recent immigrants and homosexuals. And yet, since the 9/11 attacks, atheist concerns with the potential dangers of religious belief have received prominent public attention. Books such as Richard Dawkins' *The God Delusion*, have been bestsellers. We appear to be curious about this minority of which we are otherwise so wary. In this course, we will attempt to satisfy some of that curiosity through a reading of Dawkins' *The God Delusion* in which he argues that religious belief is both irrational and, as evidenced by recent religiously inspired forms of terror, dangerous. We will also examine a Christian response to Dawkins through a reading of Alister McGrath's *The Dawkins Delusion?*. Is religious belief really the irrational and dangerous thing Dawkins makes it out to be? Do atheists really merit the mistrust so many Americans feel toward them? The course will be devoted to raising and discussing these questions.

Three meetings per week (T,W,Th), 10-11:30 and 12:30-2, pop quizzes on readings, oral presentations of readings, 3 five page papers reflecting on readings.

PL*E299*68

Philosophy and Film

Bill Myers

Prerequisites: None
 Open To: First-years, Sophomores
 Grading System: Letter
 Max. Enrollment: 15
 Meeting Time: 3 or 4 mornings (10:00am-12:00pm), 1 or 2 afternoons (1:00-4:00pm) per week

In this project, we are going to explore the medium of film as a tool for philosophical exploration. Some potential films we might watch include *Bladerunner*, *Being There*, *Goodfellas*, *Crimes and Misdemeanors* and *Do The Right Thing*. In order to give ourselves the necessary philosophical background, we will read a limited number of relevant philosophical texts on issues such as personal identity, personhood, ethics and existentialism.

Everyone will write an 8-10 page paper that analyzes the philosophical issues in one film or takes one philosophical issue and explores its treatment over a number of films. Grades will be based on the paper, class participation,

and short response papers. Class meeting times will vary, depending on the time required for weekly viewing. Generally, discussion time will be Monday-Thursday 10-12 and viewing times Monday and/or Wednesday 1-4.

PL*E299*69

**Twilight of the Idols: Led Zeppelin and Philosophy
Daniel Coyle**



Prerequisites: None
 Open To: All Students
 Grading System: Option
 Max. Enrollment: 15
 Meeting Time: M Tu W Th 10:00am-12:30pm,
 one evening

"I haven't liked a single thing that [Led Zeppelin] have done. . . . I never, ever liked them."

– Pete Townshend

"I don't trust anybody who doesn't like Led Zeppelin."

– Jack White

Often called the last band of the Sixties and the first band of the Seventies, Led Zeppelin continues to evoke competing valuations. Philosopher Theodore Gracyk argues that Led Zeppelin demand a "distinctively musical understanding" that enhances the education of taste and listening practice, and, that a proper philosophy of (their) music must recognize musical intelligence, diversity, and instrumental virtuosity (*Arguing About Art*, 2007). This project will use "the Apollinian and Dionysian," both Plato and Nietzsche's perspectival metaphors of aesthetic interpretation, to explore the music, life, reception, and influence of Led Zeppelin. We will critically trace the roots and trajectory of the band, the light and shade, reason and emotion, intellect and sex of the music. Our goal is to gain a better understanding of the music, its reception, and the efficacy of select aesthetic theories. Students will spend at least 35 hours per week reading, listening, watching, and researching. Evaluations will be based on attendance, participation, quizzes and either: (1) a ten page research paper, or (2) a twenty minute oral presentation, or (3) a fifteen minute musical performance and analysis. Readings include selections from Plato's *Laws*, Nietzsche's *Birth of Tragedy* and *Twilight of the Idols*, Shadwick's *Led Zeppelin: 1968-1980*, Calef's *Led Zeppelin and Philosophy*.

Physics

PH*E299*70

**Travels in Spacetime
Mark Rupright**

Prerequisites: Algebra proficiency or MA 115
 Open To: All Students
 Grading System: Letter
 Max. Enrollment: 15
 Meeting Time: M Tu W Th 1:00-3:30pm

"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 active participation, daily homework assignments, and weekly quizzes.

Political Science

PS*E299*71

**Internship in Politics and Government
Bob Slagter, Natalie Davis, Vincent Gawronski,
Mary-Kate Lizotte**

Prerequisites: 2.5 Minimum GPA and Consent
 Open To: Sophomores, Juniors, and Seniors
 Grading System: S/U
 Max. Enrollment: 15
 Meeting Time: M Tu W Th F 9:00am-5:00pm

This project is designed for students who wish to work in political or governmental or non-governmental settings at the national, state or local level during the Exploration Term. Students must meet with a sponsoring professor to discuss their internship plans and establish the specific requirements for successful completion of their particular project. Students must be aware that no one is guaranteed an internship position. Internship positions are limited and students are primarily responsible for finding a position. Satisfactory completion of the internship includes these requirements:

- 1) meeting with the faculty sponsor(s) as necessary during fall term;
- 2) contacting the faculty sponsor or her/his

designee once a week during Exploration Term to discuss details of the experience; 3) writing a report on a relevant book, chosen in consultation with the faculty sponsor; 4) keeping a daily journal of activities, observations, and reflections during the internship; 5) adequately completing the duties assigned by the on-site supervisor; and 6) obtaining a letter from the on-site supervisor, detailing tasks completed and overall performance.

PS*E299*72
Pre-Law Internship
Natalie Davis

Prerequisites: Minimum 3.3 GPA or Consent
 Open To: Sophomores, Juniors, and Seniors
 Grading System: S/U
 Max. Enrollment: 6 (May be limited by availability of participating attorneys)
 Meeting Time: M Tu W Th F 9:00am-5:00pm

The law office internship will provide the pre-law student with an opportunity to observe and participate in the work of a law firm in the Birmingham area; under special circumstances, internships in areas other than Birmingham can be approved. It is intended for students who have had no more than 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 one essay on the practice of law and submit a journal of their experiences. A minimum of 30 hours per week is expected of the students' time. Evaluation will be based upon the essay, journal, and assessment by the instructor and members of the sponsoring law firm.

PS*E299*73
Southeast Asia: History, Culture, Politics and Development
Robert Slagter and Heather Meggers

Prerequisites: Instructor Consent
 Open To: All Students
 Grading System: S/U
 Max. Enrollment: 16
 Meeting Time: DHAR



Project participants will travel to Thailand, Vietnam and Cambodia to explore Southeast Asian history, culture, politics and economic development. Cities to be visited include Bangkok, Chiang Mai, Hanoi, Ho Chi Minh City, Phnom Penh and Angkor Wat. This proposed itinerary is subject to modification prior to departure as well as during the trip to accommodate security and safety concerns. In the event travel to any of the planned countries is not feasible the itinerary will be changed to include other destinations such as Laos or Malaysia. Prior to departure

students will demonstrate completion of assigned readings and during the trip will write an analytic journal to be submitted for evaluation. The itinerary may be customized to accommodate individual student projects including those for senior credit. The trip will take almost all of Exploration Term and much travel will be in areas considered underdeveloped. Such travel is demanding. Students enrolled in the project should be physically fit, cooperative, punctual, able and willing to endure discomfort in pursuit of learning adventures, personally resourceful and committed to developing an understanding of Southeast Asia.

Estimated Student Fees: \$5,500

PS*E299*74
Volunteer in Peru
Vincent Gawronski

Prerequisites: Instructor Consent
 Open To: All Students
 Grading System: S/U
 Max. Enrollment: 16
 Meeting Time: DHAR



Four days of assigned readings, films, and class discussions will help prepare students for their three-week cultural immersion in Lima, Peru. Working with Cross-Cultural Solutions in Lima, students will be placed in a variety of possible volunteer assignments: assisting teachers in schools for the poor, working with severely disabled children, providing companionship to the elderly, or working in a soup kitchen for the homeless. Pre-med and pre-health students will have the opportunity to shadow a doctor, give physical exams, or work with an ob-gyn. Guest lectures and cultural perspectives programs, including Spanish language and cooking classes, will be available. There will also be time to visit museums, archaeological sites, trek in the jungle or desert, visit a nature preserve, etc. Spanish is not required. The final trip cost is dependent upon the number of students, roundtrip airfare, and participation in the optional weekend trip to Cuzco, the Sacred Valley, and Machu Picchu. Any unused funds will be refunded to the student, and the programming portion of the fee is tax deductible. Cross-Cultural Solutions has recommendations for raising funds:

www.crossculturalsolutions.org/

Estimated Student Fees: \$5000 high end estimated cost

Psychology

PY*E299*75

Research on an Advanced Topic in Psychology

Lynne Trench

Prerequisites: PY 304
Open To: Psychology Majors
Grading System: Letter
Max. Enrollment: 15
Meeting Time: Tu Th 10:00am-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 course 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 course will be a paper that reviews the research related to a specific topic. The course grade will reflect the quality of this paper as well as attendance and participation at class meetings. It is highly recommended that Psychology majors who have taken PY 304 and who plan to take PY 417 in the spring term take this E-term class. 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 course are to learn how to read a psychology journal article effectively, choose a specific area of psychology to review, conduct a review of literature in that specific area of psychology, and write that information up into a APA style paper.

PY*E299*76

Sport Psychology

Richard Rector

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

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 psychological development through sport, peak performance, burnout and overtraining, 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 a five page autobiography of how sports participation/exercise has affected their life, a two page summary discussing the psychology of sport

and how it relates to an approved movie, and a daily log chronicling their progress towards reaching specific exercise and sports related goals. There will also be oral presentations and quizzes.

Religion

RE*E299*77

Parables of Jesus

Robert C. Morgan

Prerequisites: None
Open To: All Students
Grading System: Letter
Max. Enrollment: 15
Meeting Time: M Tu W Th 9:30-11:00am
Three day retreat off campus
in Lake Junaluska, NC

Most biblical scholars agree that the parables in the Gospels of Mark, Matthew and Luke are among the most authentic words of Jesus. Some say that the heart of the gospel message can be found in them. These intriguing, memorable stories were a favorite method of communication for Jesus. When we understand them at their most profound levels, they can continue to startle, comfort, challenge, and change us. At the completion of the course, students will have developed a new appreciation for the depth of Jesus' parables, will have grown in their faith by comprehending them better, and will realize the ways in which these stories can continue to speak to our contemporary lives. Assessment will be based on completion of reading assignments, two papers, a daily quiz, and a final oral exam.

Sociology

SO*E299*78

The Death Penalty in America

Guy Dalto

Prerequisites: None
Open To: All Students
Grading System: Letter
Max. Enrollment: 10
Meeting Time: Tu W Th 9:00am-12:00pm

The course explores the nature of punishment in our criminal justice system. In particular the course deals with the history of capital punishment, the debate over the death penalty, and controversies in its application among capital punishment states in the U.S. The course will have reading materials (books and articles), videos, and a possible tour of a maximum security prison with death row. Attendance is required. Readings will come from Just Revenge by Mark Constanzo, Death Watch by Lane Nelson and Burk Foster,

and Death Work by Robert Johnson Wadsworth. Students will be given a letter grade based on a reaction paper to death row and a final exam based on the readings.

SO*E499*79
Senior Project in Sociology
Guy Dalto

Prerequisites: Consent
Open To: SO, SO-PY, SO-PS Majors
Grading System: Letter
Max. Enrollment: 20
Meeting Time: DHAR

The project is designed for Sociology majors and other interdisciplinary majors. Students will complete a major research paper (15 pages plus references and other supporting material) in consultation with the instructor. Each student will submit a topic together with relevant bibliography prior to the Exploration Term. The instructor must approve the research design. In addition, students must present their findings to the BSC community.

Spanish

SN*E299*80
¡Y Ahora a Hablar!
Kim Lewis

Prerequisites: SN 201 or SN 220
Open To: All Students
Grading System: S/U
Max. Enrollment: 15
Meeting Time: M Tu W Th 9:30am-12:00pm

Working around the theme of *Los Hispanos en los Estados Unidos*, the objective of this class 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 will provide the students with the opportunity to practice their conversational skills in a low-stress setting.

In this course, we will use movies, music, internet research and other *realia* from the Spanish-speaking world, as a point of departure for conversation. In addition, students will write weekly reflection *temas* in Spanish on the material discussed in class. Each student will also make several short, thematic presentations in Spanish during the course of the term. We will enjoy presentations by native speakers and field trips around Birmingham to explore the resources available to the growing Spanish-speaking population, as well as places of interest to those studying Spanish. On our final class meeting, we will prepare food reflecting the cultures we have studied. Class will meet Monday through Thursday (9:30 a.m. to 12:00 noon). Evaluation will be based on class participation, *temas* and a final oral presentation.

NOTE: A course fee of \$30 will be charged to the student's BSC account to cover shopping expenses for the meal and speakers.

SN*E299*81
Buenos Aires: A Latin American City
that Foreshadows All Others
Barbara Domcekova, Charlotte Ford

Prerequisites: Instructor Consent
Open To: All Students
Grading System: S/U
Max. Enrollment: 16
Meeting Time: DHAR



This project is a three-week immersion in the language and culture of Argentina, with a particular focus on Buenos Aires. It is open for all students. The participants in the project will engage in studying Spanish at the BAESP language school. Upon arrival, students will be placed to the class according to their language proficiency (from beginner's level to advanced) and will take four hours a day of class taught by an Argentine instructor. Afternoons and evenings will be dedicated to a series of cultural activities in Buenos Aires, from theatre performances, films, cafés, art exhibitions and museum visits to tango lessons, cooking classes and city tours following the footsteps of such historical figures as Evita Perón, Carlos Gardel, and Diego Maradona. Students will be staying with Argentine families to further explore the local way of life. This project will also include out-of town excursions, such as visiting the Iguazú waterfalls on the border with Brazil and Paraguay and trekking on the Perito Moreno Glacier in Patagonia.

Estimated Student Fees: \$5000

SN*E499*82
Senior Project in Spanish
Barbara Domcekova, Janie Spencer

Prerequisites: Spanish Major
Open To: Seniors
Grading System: Letter
Max. Enrollment: 5
Meeting Time: DHAR

In this project, students will focus on a special topic in Spanish/Latin American culture and/or literature beyond the scope of the regularly offered courses. They will expand on previous knowledge, research new material, and ultimately demonstrate significant intellectual maturity. Students will write a paper of at least 20 pages in Spanish, and they will share the final product of their research in a public presentation. Students will meet by arrangements regularly with Dr. Domcekova or Dr. Spencer.

SN*E299*83
Spanish Study Abroad
Kim Lewis

Prerequisites: SN 201 or above
Open To: Sophomores, Juniors, Seniors
Grading System: S/U
Max. Enrollment: 8
Meeting Time: DHAR



This project provides an immersion experience in Spanish. Students will live with a Hispanic family in Spain or Latin America and take daily classes in conversation, grammar, and culture. The experience offers excellent preparation for further study of Spanish. Students will be evaluated by the language instructors of the school where they choose to study.

NOTE: Because this is an independent study project, details must be arranged well in advance. Price varies depending on the program chosen. Previously, students have chosen programs in Costa Rica, Ecuador, Venezuela, and Argentina. See instructor for details.

Theatre Arts

THA*E299*84
Introduction to Playwriting
Alan Litsey

Prerequisites: None
Open To: All Students
Grading System: Letter
Max. Enrollment: 16
Meeting Time: M W F 10:00am-12:30pm

An introduction to the principles of playwriting, including: dramatic structure and form, as well as the creation of character and dialogue. The course culminates in the completion of a one act play. Throughout the term, students will hear their own work read, as well as read others' work. As students develop their creative voice, students will learn a language and process with which to respond to one another's work. Students will devote a minimum of 20 hours time per week outside of class on course exercises and projects.

THA*E299*85
Theatre Performance Ensemble: The Who's Tommy
Michael Flowers

Prerequisites: Audition
Open To: All Students
Grading System: Letter
Max. Enrollment: 40
Meeting Time: 40+ hours/week + 4 December meetings (see description)

This project is designed to provide an ensemble of students the opportunity to produce the musical *The Who's Tommy*. The company will include approximately 30 students, serving as actors and production staff. Cast members, who may do technical work, depending on their role, are admitted by audition/interview. 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 2012 commitments: one meeting for the entire company and four meetings for the cast. The company members will need to work at least 40 hours per week during January 2013 and as needed. Evaluation will be based on attendance and promptness to all calls and meetings, attitude, work ethic and demeanor, outside preparation, and performance quality.

NOTE: For more details on department policies, see the Theatre Handbook, located on the Theatre and Dance Department Homepage of the BSC website: <http://www.bsc.edu/academics/theatre-dance/index.htm>.

THA*E499*86
Theatre Performance Ensemble:
The Who's Tommy – Senior Project
Michael Flowers

Prerequisites: Audition
Open To: Senior THA Majors
Grading System: Letter
Max. Enrollment: 40
Meeting Time: 40+ hours/week + 4 December meetings (see description)

This project is designed to provide an ensemble of students the opportunity to produce the musical *The Who's Tommy*. The company will include approximately 30 students, serving as actors and production staff. Cast members, who may do technical work, depending on their role, are admitted by audition/interview. 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 2012 commitments: one meeting for the entire company and four meetings for the cast. The company members will need to work at least 40 hours per week during January 2013

and as needed. 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.

NOTE: For more details on department policies, see the Theatre Handbook, located on the Theatre and Dance Department Homepage of the BSC website: <http://www.bsc.edu/academics/theatre-dance/index.htm>.

Urban Environmental Studies

UES*E299*87

Do You Know What it Means to Rebuild New Orleans?: Environmental Social Justice on the Gulf Coast

William G. Holt

Prerequisites:	None
Open To:	All Students
Grading System:	Letter
Max. Enrollment:	15
Meeting Time:	M Tu W Th F 9:00am-12:00pm + three day overnight field trip



When Hurricane Katrina hit New Orleans on August 29, 2005, the category 3 storm's surge caused nearly every municipal levee to break, leaving 80% of the city flooded. In the aftermath of the storm, television images of stranded residents, drowned hospital patients, looted stores and chaos in designated shelters ignited an ethical debate over the role of race and class in modern America. Drawing on the rebuilding of New Orleans and the surrounding Gulf Coast region, this course offers students an introduction to the environmental justice movement by comparing American and international case studies. Through a field trip to Gulf Coast region including New Orleans, students will see first-hand ongoing rebuilding projects involving issues including housing, neighborhood development, historic preservation, long-range planning and sustainable development. Students will gain experience in environmental problem solving, public policy issues, and research design. The main text for this course will be: *Environmental Justice: Concepts, Evidence, and Politics*. (Walker, Gordon, 2012, New York: Routledge). Additional materials include case studies and journal articles on Moodle as well as class films and slides on the Gulf Coast region. Students will complete a 10-page research paper addressing an issue related to environmental justice as well as a class presentation on their topic.

Estimated Student Fees: \$200 for three day/two night field trip to Gulf Coast



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