

A photograph of a woman with long brown hair, wearing a green jacket, sitting on a massive, weathered piece of driftwood on a black pebble beach. She is smiling at the camera. In the background, the ocean waves break onto the shore under a cloudy sky. A forested hillside is visible across the water.

interim 2010

BSC Birmingham-Southern College



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Birmingham-Southern College

Welcome to Interim 2010

Interim, the middle of Birmingham-Southern's 4-1-4 academic calendar, offers a wide range of unique learning opportunities and invites students to become more involved in the learning process. Students develop their potential for creative activity and independent study by exploring one topic or interest. The focus of the term is experiential learning, with the intention of enhancing the liberal arts education through hands-on, practical experience and in-depth, personal knowledge. Students may choose from on-campus projects, independent study or research, study-travel experiences, and challenging internships.

One Interim project is required for each academic year, and there are no additional tuition charges for full-time students. Extracurricular activities such as speakers, field trips, films, and discussion groups are available. First-year students may travel during January, but they must choose from an established project listed in the Interim Bulletin. Sophomores, juniors, and seniors may choose from the following options or design their own project under the guidance of a BSC faculty sponsor.

Make the most of your educational experience by taking advantage of the opportunities available during the Interim term—create, explore, experiment, research, perform, inquire, and more.

Important Information for 2010

Internships. BSC now posts information about available internships to www.collegecentral.com/bsc. All students and faculty may log on to search the internship opportunities.

Study Travel Procedures. Several forms and procedures are required for study travel:

All students interested in study travel must complete and sign a Statement of Interest in Travel (SIT) form. The SIT form lets the Office of Interim and Contract Learning (OICL) know that you plan to travel during Interim, and allows the OICL to confirm your eligibility to travel. For faculty-led travel, this form will be available from the trip leader. For independent travel using a Contract, the form is available from the OICL (Munger 102). **The SIT form must be signed and returned to the trip leader before a student can be placed on a departure list.**

After the OICL receives the SIT form, the student will receive a **Financial Agreement** document that gives the cost and payment schedule for the trip. This document must be completed and returned to the faculty trip leader by the deadline set by the trip leader (usually early in the Fall term). Once the student has completed this financial agreement and made the appropriate deposit to the trip leader, he or she will be considered a participant in that trip, understanding that **the balance on the trip must be paid in full by the date set by the faculty leader.**

- ***In order to register for Interim study-travel, you MUST have a valid passport or have applied for an expedited passport by October 9, 2009!***
- **Release forms** for faculty-led study-travel are due **on the date set by the faculty leader but may be submitted earlier**; for independent contracts the due date is October 20. A signed release form is required before any student may make main payments for study-travel or be placed on a departure list.
- **BSC Travel Policy.** All students interested in study travel are expected to read and conform to the travel policy statement on pages 4-5. This applies to students traveling on faculty-led projects as well as those traveling independently.

Important Dates. See page 6 for a calendar of significant dates related to the Interim term.

How to Register for Interim

First-Year Students

First-year students should fill out **online preference forms** listing their top four choices of Interim projects. They will be placed in their projects and registered by the Office of Interim and Contract Learning.

- I. See your advisor for a Bulletin and instructions for completing the preference form on Thursday, October 1, 2009 at the Common Hour.
- II. Submit your Online Preference Form no later than Tuesday, October 6.
- III. See your advisor about your Interim placement on Thursday, October 29, at the Common Hour.
- IV. The Office of Interim 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 before Wednesday, January 6, 2010. A signed Drop/Add Form submitted to the Office of Interim and Contract Learning is required to change Interim projects.
- V. All projects meet for Interim orientation on Thursday, November 19, during Common Hour.
- VI. On Monday, January 4, 2010, all projects meet at 1:00 p.m.

Upper-Division Students

Students are expected to register for only one Interim project during the month of January and to be involved with that project for at least thirty hours per week for the term.

- I. Prior to Interim Registration, see your advisor to discuss Interim projects and spring courses.
- II. Between Monday and Wednesday October 19-21, all upper-level students (except those contracting a class for Interim) should register online for an Interim project. More details regarding online registration will be posted as soon as they are available.
- III. All projects meet for Interim orientation on Thursday, November 19, during Common Hour.
- IV. All projects meet the first day of Interim, Monday, January 4, 2010, at 1:00 p.m.

Drop and Add Policy

All Interim course changes must be made by the third day of Interim, Wednesday, January 6, 2010. A student cannot drop a project without a grade of "W" after the third day of Interim. If a student drops after Wednesday, January 13, a grade of "F" or "U" will automatically be assigned. The Office of Interim and Contract Learning handles all registration changes for the Interim term.

4-1-4 Exchange Program

Many colleges with 4-1-4 calendars take part in a BSC exchange program for the January term. Participating schools include Berea College in Kentucky, Eckerd College in Florida, DePauw University in Indiana, and many more. BSC students wishing to take an Interim course at an affiliated 4-1-4 college may do so without paying additional tuition. Likewise, students from affiliated schools may be eligible to attend BSC with a tuition waiver; the normal charges for room and board apply. The 4-1-4 colleges affiliated with Birmingham-Southern are the following:

Augsburg College	Coe College	Graceland University	Manchester College
Augustana College	DePauw University	Gustavus Adolphus College	Midland Lutheran College
Austin College	Eckerd College	Hastings College	Salem College
Berea College	Elmhurst College	Hollins University	St. Olaf College
Bethany College	Elon University	LaGrange College	Whitworth College
Carthage College	Erskine College	Luther College	Wofford College

Students may examine course listings from these 4-1-4 colleges, linked on the Office of Interim and Contract Learning's web page: www.bsc.edu/academics/int-con/4-1-4.htm.

Independent Study Contracts

Sophomores, juniors and seniors who wish to engage in independent study for Interim Term may do so through an independent study contract. Any student wishing to pursue independent study should formulate a contract, working in close consultation with a faculty sponsor. Once the contract is approved by the project sponsor, the student's advisor and the division chair, the student submits the contract to the Office of Interim and Contract Learning. After contracts are reviewed, the ICL 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 Interim project published in the bulletin.

Independent study contracts should meet the academic standards of all Interim 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 OICL by Tuesday, October

20, 2009. The study contract form may be found online at www.bsc.edu/academics/int-con/contract.htm.

All contracts that include activities off-campus require a release form as well. These may be obtained at the OICL (102 Munger) or at www.bsc.edu/academics/int-con/release.htm. Students engaged in contracts for Interim 2010 will be registered automatically by The Office of Interim and Contract Learning; students pursuing Interim contracts do not register between October 19-21 nor do they need to attend an orientation meeting on November 19. 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 (ED 20), Pre-Health (GEN 57), or Pre-Engineering (GEN 56)] simply register for the project and are not engaged in independent study.

Senior Interim Projects

Many academic disciplines require students to complete a Senior Interim 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 Interim project offered in her/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 Interim, 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 Interim/Contract Learning section of the BSC website, under "Release Forms" (www.bsc.edu/academics/int-con/release.htm).

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 Interim and Contract Learning (Munger 102) no later than Tuesday, October 20, 2009.

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 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 Interim 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 himself 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 Interim 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 Interim and Contract Learning. These forms are a prerequisite for any study-travel program 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 semester (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 31, 2009. 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 to the faculty leader no later than September 15 (or earlier, if 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 October 9, 2009.
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 Interim 2010 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 20, 2009. Students studying outside the United States during Interim term must carry BSC's supplemental travel insurance, which will be billed directly through student accounts. The cost is approximately \$15.00 per week of travel.

Interim Travel Awards

Through the Student Government Association, funds are available for Interim 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 Interim plans exhibit a strong academic component. The Interim and Contract Learning Committee and SGA representatives determine the recipients of the travel awards.

Applications are available on the Interim/Contract Learning page of the BSC website, under "Interim Travel Awards": http://www.bsc.edu/academics/int-con/forms/trav_application.pdf.

Completed applications must be delivered to the Office of Interim and Contract Learning, Munger 102, by Monday, September 21, 2009. 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 interim project concentrating on service issues in the global community. Applications are due by Monday, September 21, 2009 in the Office of Interim and Contract learning; they will be available from the SGA office and at <http://www.bsc.edu/academics/int-con/forms/Koinonia%20Application.pdf>.

Important Dates

Tuesday, September 15	Last day for Statement of Interest in Travel form to faculty leader
Monday, September 21	Travel award applications due to the Office of Interim and Contract Learning Koinonia applications due to the Office of Interim and Contract Learning
Thursday, October 1	First-years meet with advisors during Common Hour to receive instructions for the online preference form
Tuesday, October 6	Last day for First-years to complete online Interim preference forms
Friday, October 9	Study-Travel Projects only: passport evidence due; medical information and emergency contact form due
Tuesday, October 20	Interim contracts due in the Office of Interim and Contract Learning Release forms for Interim contracts due to the Office of Interim and Contract Learning
Monday–Wednesday October 19-21	Online Interim Registration for upper-division students
Thursday, October 29	First-years meet with advisors during Common Hour to receive assigned Interim project
Thursday, November 19	Interim project orientation meetings during the Common Hour
Sunday, January 3	Residence halls open at noon
Monday, January 4	First day of Interim term; all Interim projects meet at 1:00 p.m.
Wednesday, January 6	Last day to drop without a grade or to add an Interim project
Wednesday, January 13	Last day to drop a project with a grade of "W"
Monday, January 18	Martin Luther King, Jr., Day (no classes)
Friday, January 29	Last day of Interim
January 30–February 1	Winter Break (Saturday through Monday)
Friday, February 5	Professors report Interim grades
Wednesday, February 10	Grades available on TheSIS

Interim Photography Contest

Take that camera and record your Interim experiences on film—
you could win a cash prize and a place on the cover of the 2011 Interim 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 Interim 2010 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, Interim project, student's name, student ID, telephone number, and campus box number. Entries must be received in the Office of Interim and Contract Learning (Munger 102 or Box 549001, or ocil@bsc.edu) by Friday, February 19, 2010. Entrants in the contest consent to allow their photographs to be reproduced in the 2011 Interim Bulletin.

Photo Credits for the 2010 Bulletin

Front Cover:

Laura Chaires & Wynne Channell, Driftwood, Rialto Beach, Olympic Peninsula (Discovering the Pacific Northwest)

Inside Front Cover (clockwise from upper left):

Galen Boehme, Happy Post-Meridian, Harvey Gamage (Interim at Sea)

Karoline Briggs, photo 187, Fort Payne, AL (Alabama: the Good, the Bad, and the Ugly)

Ruth Hanks, The Great Escape, Patch Reef, Roatán (Coral Reef Ecology and Dolphin Behavior)

Brittany Kelly, Splatter Sink, Mr. Dolatabadi's classroom, Gardendale High School (Exploring Teaching)

Meredith Little, 4, Mozambique (Service Learning in Mozambique)

Dustin Massey, A Reflection is Worth a Thousand Notes, BSC Piano Practice Rooms (Introduction to Photojournalism)

Inside Back Cover (clockwise from upper left):

Alex Masterson, Good Friends, Dominica (Interim at Sea)

Ryan Melvin, Flag and rigging, Harvey Gamage (Interim at Sea)

John Morris, Temple Retreat, Yaxchilan, Chiapas, Mexico (Archaeoastronomy and the Maya Ruins of Mexico & Guatemala)

Jennifer Pagliara, Trail Ride, Calafate, Argentina (Buenos Aires: A Latin American City that Foreshadows All Others)

Hannah Scott, Into the Sky, Vietnam (Southeast Asia)

Back cover (clockwise from top):

Morgan Sanders, Awestruck at Perito Moreno, Perito Moreno Glacier (Buenos Aires: A Latin American City that Foreshadows All Others)

Questions About Interim?

Contact the Office of Interim and Contract Learning

Katy E. Leonard, Director

Munger 102

tel. 205-226-4647

kleonard@bsc.edu or ocil@bsc.edu

Interim 2010 Projects

Course #	Faculty	Project Title	Category	Open To	Consent
AC 01	Sudderth	Senior Accounting Internship		Seniors	Y
AR 02	Spivey, Neel	A Cultural Experience in the City of Angels: Galleries, Travel Museums, Artist Studios and Performance Art in Los Angeles		All	Y
AR 03	Shook	Artist Books		All	
AR 04 (PY 89)	Cole, Goodrick	Creating and Designing Toys and Games		All	
ARH 05	Spies	The Real Thing		All	
BI 06	Gibbons, Van Zandt	Exploring the Galapagos Islands: Wildlife, Ecology, and Conservation	Travel	All	Y
BI 07	Duncan	Field Ornithology		All	
BA 08	Craft	Internship in Business		Soph-Srs	Y
BA 09	Cain, Morrow, Robicheaux	Senior Capstone in Business Administration		Srs	Y
CH 10	Arnold-Stanton	Chemistry and Art		All	
CH 11	Schedler	Research in Chemistry		Sr CH majors	Y
CL 12 (EH 24)	McInturff, Pezzillo	Classical and Renaissance Italy: the Major Cities and Places in Between	Travel	All	Y
CS 13	Cameron	Adventures in Digital Worlds: The Restoration of the McCoy Center Sanctuary		All	
CS 14	Patterson	An Interim with Erlang, Haskell, and Functional Programming			
CS 15	R. Turner	Senior Experience in Computer Science			
DA 16	Henry, Popovich	The Aspects of Dance			
ED 17	Lewis-Ferrell	Exploring Teaching in Elementary Schools			
ED 18	M.J. Turner	Exploring Teaching in Secondary Schools			
ED 19 (EH 25)	Cowan, Jacobs	Graphic Novels			
ED 20	Spencer	Internship in Collaborative Teaching			
ED 21	Bruess	Senior Project in Educational Services			
EH 22	Cowan	BSC Folklore: Collecting and Interpreting Campus Tales and Traditions		All	Y
EH 23	Clevenger	Charmed: Witches and Witchcraft in American Literature and Culture	1-Y	First-years	
EH 24(CL 12)	McInturff, Pezzillo	Classical and Renaissance Italy: the Major Cities and Places in Between	Travel	All	Y
EH 25 (ED 19)	Cowan, Jacobs	Graphic Novels		All	
EH 27 (GEN 53) (MFL: FR 70)	Donahue, Thomas	Paris: A Flâneur's Feast	Travel	All	Y
EH 28	Ullrich	The World of William Blake		All	
GEN 29	Andersen, Doughton	Advocacy and Service in DC: Bridging the Gap between Promise and Reality	Travel, SL	Selected students	Y
GEN 30	D. Smith, Sprayberry	After Apartheid: South Africa	Travel, LS	All	Y
GEN 31	Ziad	American and Arab Images in Media		All	
GEN 32 (MA 67)	Barton	Baseball Statistics		All	
GEN 33	King	Basic Italian for Romance Language Addicts		All	
GEN 34	Pezzementi	Bob Dylan: A Complete Unknown?		All	
GEN 35	Clifford	The Buddha in the West		All	
GEN 36	Baldwin	Christian Perspectives on Controversial Social Issues of our Time		All	
GEN 37	Taylor	Criminal Law: An Overview		All	
GEN 38	Russell	Critical Theory and American Cinema	1-Y	First-years	
GEN 39	Levey, Franklin	Discovering Taiwan	Travel	All	Y
GEN 40	Richardson, Eberhardt	Experiments in Christian Community Life		All	
GEN 41	Delaplane	Exploring Deaf Culture		All	
GEN 42 (RE 94)	Morgan, Sisson, Cockrell	The Footsteps of John Wesley	Travel	All	Y
GEN 43	Tatter, Weaver	From Garden to Table: Examining Local Food Systems		All	
GEN 44 (MA 68)	R. Davis	Guerrilla Marketing and Statistics		All	
GEN 45	Huang	How Language Works		All	
GEN 46	Pontius, Mozer	Interim at Sea	Travel	All	
GEN 47	Ford, Trench	The Joy of Reading		All	
GEN 48	Robinson	Living the Yogic Life: Exploring Mind, Body & Spirit		All	

Course #	Faculty	Project Title	Category	Open To	Consent
GEN 49	Linchet	Mad Hot Ballroom		All	
GEN 50	Venz	Marilyn Monroe: From Image, to Icon, to Myth; A Look at Post WWII American Culture		All	
GEN 51	Borges	More than Samba: Brazilian Culture Up Close		All	
GEN 52	G. Smith	Nothin' but a Hound Dog? Exploring the Canine World		First-years	
GEN 53 (EH 27)		1-Y			
(MFL:FR 70)	Donahue, Thomas	Paris: A Flâneur's Feast	Travel	All	Y
GEN 54	Cleveland, Stunda	Personal Finance		All	
GEN 55	Black	Poverty in America: An Examination of Policies and Attitudes toward Low-Income Families in America		All	
GEN 56	Riley	Pre-Engineering Internship		Soph - Srs	Y
GEN 57	Runquist	Pre-Health Career Internship		Soph - Srs	
GEN 58	Whaley	Quantitative Analysis in Options Trading		All	
GEN 59	Dorman, Spieler	Science and Culture of the Ancient Maya	Travel	All	Y
GEN 60	Rupright	Science, Pseudoscience, and Skepticism		All	
GEN 61	Bruess	Sexuality Education Issues		All	
GEN 62	Slagter	Southeast Asia: History, Culture, Politics and Development	Travel, LS	All	Y
GEN 63	Rowe	The U.S. National Security System: A Historical and Contemporary Overview		All	
GEN 64	Stanton	Videography: A Basic Course in Digital Video Filming and Editing		All	
GEN 65	Meggers, Ott	Women from Venus? An Introduction to Women's Studies	LS	All	
HON 66	Hagen	Buffyverse Morality		All	
MA 67 (GEN 32)	Barton	Baseball Statistics		Harrison Sch.	Y
MA 68				All	
(GEN 44)	R. Davis	Guerrilla Marketing and Statistics		All	
MA 69	Mullins	Senior Project in Mathematics		Juniors - Srs	Y
MFL:FR 70					
EH 27 (GEN 53)	Donahue, Thomas	Paris: A Flâneur's Feast	Travel	All	Y
MFL:FR 71	Norrell	Performance en François of scenes from French plays		All	
MFL: FR 93	Linchet, Norrell	Senior Project in French		Seniors	Y
MFL: SN 72	Gonzalez	Breaking Stereotypes: Analysis of the Spanish Modern Culture through Movies		All	
MFL: SN 73	Domcekova, Spencer	Senior Project in Spanish		Srs	Y
MFL: SN 74	Spencer	Spanish for Health Care Professionals		All	
MFL:SN 100	Lewis	Spanish Study Abroad		Soph-Srs	Y
MFL: SN 75	Lewis	¡Y Ahora a Hablar!		All	
MU 76	Hooten	Beginning Band		All	
MU 77	DeVan, DeSa	Beginning Piano		All	Y
MU78	Cook	Music and Science Fiction	1-Y	First-years	
MU 79	Leonard	Music in Everyday Life		All	
MU 80	Hindman	Music Notation with Finale		All	
MU 81	DeVan, DeSa	Performance Practicum in Piano		All	Y
MU 82	Leary-Warsaw	Performance Practicum in Voice		All	Y
MU 83	Leary-Warsaw	Singing Beyond the Shower		All	Y
PL 84	Hendley	Imagine No Religion		All	
PL 85	Coyle	Philosophies of Film		All	
PH 86	Dart	Practical Science		All	
PS 87	Gawronski	Human Rights, Development, and Democratization in El Salvador	Travel	All	Y
PS 88	Lizotte	Are Housewives Desperate? Gender and the Media		All	
PY 89 (AR 04)	Cole, Goodrick	Creating and Designing Toys and Games		All	
PY 90	Witte	Internship in Psychology		Soph - Srs	Y
PY 91	McCallum	The Social Psychology of Personal Relationships		All	
PY 92	Rector	Sport Psychology		All	
RE 94 (GEN 42)	Morgan, Sisson, Cockrell	The Footsteps of John Wesley	Travel	All	Y
RE 95	Cottrill	Race and the Bible	1-Y	First-years	
SO 96	Clark	The Private Eye and the Sociological Gaze: Exploring Sociology through Crime Fiction		All	
SO 99	Weaver, Dalto	Senior Project in Sociology		Seniors	Y
THA 97	Flowers, Litsey, Mielke	Theatre Performance Ensemble: Shakespeare's Hamlet		All	Y
UES 98	Jackson, Brands	Costa Rica: Are Sustainability & Ecotourism Compatible	Travel	All	Y

Special Course Designations

First-Year
Foundations
Project



Service-
Learning
Project



Study-
Travel
Project



Leadership
Studies
Course



Project Descriptions

Accounting

AC 01

Senior Accounting Internship

Tara Sudderth

Prerequisites:	3.0 Minimum GPA, Completion of All General Education Requirements, and Consent
Open To:	Seniors
Grading System:	Letter Grade
Max. Enrollment:	Open
Meeting Time:	DHAR

This project provides the student with an opportunity to obtain work experience in professional settings through an internship in the student's area of interest. The student may select one of two internship options: (1) full-time during the Interim term and part-time during the first half of the spring semester, or (2) full-time both during the Interim term and the first half of the spring semester. All students will be required to submit a reflective journal of their daily work activities, weekly reports, a reflective paper, and make an oral presentation. In addition, students will read and summarize five professional journal articles pertaining to the internship experience. The reflective paper should document lessons learned about the workplace, which in addition to discipline knowledge, include professional responsibility, ethical issues, teamwork, decision making, career opportunities, and the economic issues facing the organization.

NOTE: Interested students must see the internship coordinator AT LEAST ONE MONTH BEFORE INTERIM REGISTRATION in October. Students may not intern in organizations owned by a relative nor in positions where they have been previously, or currently, employed.

Art

AR 02

A Cultural Experience in the City of Angels:
Galleries, Museums, Artist Studios and
Performance Art in Los Angeles
Bud Spivey and Jim Neel

Prerequisites:	None
Open to:	All Students
Grading System:	S/U
Max. Enrollment:	18
Meeting Time:	DHAR



Students will be guided through the major galleries, museums, artist studios, and performance art in one of the major art centers in the world. Several practicing artists will open their studios for visitations and art dialogue. This travel project can be taken for S/U or if a Senior Project for a letter grade. Evaluation will be based on a presentation or twelve page paper on an approved topic.

NOTE: Estimated Student Fees are \$2500-2800

AR 03

Artist Books
Kevin Shook

Prerequisites:	Any AR 100 level studio (AR 111 or AR 150)
Open to:	All Students
Grading system:	Letter
Maximum enrollment:	12
Meeting time:	M-Th 9:30-12:30

The participants will explore the creative possibilities of Artist Books. The class will utilize various techniques in bookbinding and artistic expressions through drawing, printmaking and digital processes. Through the assigned projects and processes there will be an emphasis in developing individual competency both conceptually and technically. Developing the students' awareness of his/her creative potential and explore the relationship between technical and aesthetic consideration in artist books. Students are required to work outside of class to fulfill a 40 hours a week schedule. Class time will be utilized to demonstrate new techniques, group critiques and individual technical instruction. Grade will be based on a final portfolio of books.

NOTE: Estimated Student Fees are \$80

AR 04 (PY 89)

Creating and Designing Toys and Games

Steve Cole and Terry Goodrick

Prerequisites:	None
Open To:	All Students
Grading System:	Option
Max. Enrollment:	15
Meeting Time:	M-F 9:30-12:00

This project will examine the psychological research on creating problem solving toward the invention and construction of a toy or game. Along with considering psychological research on the functions of play in all age groups, the project will necessitate research into historical, cultural, educational, and contemporary toys and games as well as selecting a particular "target group." This project will explore a wide range of materials, construction possibilities, and creative strategies as they relate to the execution of the individual final project. Student projects will be evaluated on the idea, craftsmanship, application of psychological research, effort, and time invested. This class will meet daily each morning from 9:30-12:00. Additional out of class work will be necessary for a minimum of 30 hours per week.

ARH 05

The Real Thing

Kathleen Spies

Prerequisites:	None
Open to:	All Students
Grading System:	Letter
Maximum Enrollment:	15
Meeting Time:	M-Th 10:00-12:00

This interim 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 basic art historical considerations, 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.

NOTE: Estimated student fees include the cost of gas plus museum entry fees.

Biology

BI 06

Exploring the Galapagos Islands:
Wildlife, Ecology, and Conservation
Megan Gibbons and Peter Van Zandt

Prerequisites:	None
Open To:	All Students
Grading System:	S/U
Maximum Enrollment:	18
Meeting Time:	M-F 9:00-12:00



This project will focus on the study of the ecology, wildlife, and conservation of the Galapagos Islands in Ecuador. We will spend the first 10 days on campus (meeting daily from 9-12, and some days until 2:30 pm) studying the history and ecology of the Islands, while introducing students to numerous species that are endemic to the Galapagos (i.e., exist nowhere else in the world). On-campus activities may include lectures, movies, guest speakers, and discussion sessions. We will then fly to Ecuador, where we will spend the next 10 days seeing Ecuadorian sites (Quito, Otavalo, Guayaquil) and touring the Galapagos Islands on a private yacht. Grades will be based on a) completion of reading assignments and worksheets, b) one written exam, c) a natural history journal, and d) a personal journal maintained during the trip. Spanish proficiency is helpful, but not required.

NOTE: The estimated cost of this travel project is \$5800

BI 07

Field Ornithology
Scot Duncan

Prerequisites:	None
Open To:	All Students
Grading System:	Letter
Maximum Enrollment:	15
Meeting Time:	M W 7:30am-5:00pm - long distance trips. Tu Th 8:00am-2:00pm – short distance trips. 2 Saturdays: Each of the Saturday trips will replace a Monday field trip. One overnight weekend field trip to Dauphin Island (all day Friday and Saturday). One Saturday field trip will coincide with a Birmingham Audubon Society field trip.

Explore the forests, lakes, rivers, fields and coast of Alabama while tracking down and studying Alabama's birdlife. Much of the course will be spent outdoors finding, identifying, and studying different species of birds. No experience necessary – this course 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 occasionally 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.

NOTE: A course fee of approximately \$100 will be charged to the student's BSC account.

Business

BA 08

Internship in Business Stephen Craft

Prerequisites:	None
Open To:	Sophomores, Juniors, Seniors (Any students with at least 8 units of credit)
Grading System:	S/U
Maximum Enrollment:	20
Meeting Time:	M-F as arranged

Internship experience in Business. Students will work with faculty to identify a sponsoring organization where the student can observe the daily management of the organization as an intern. Students work with the sponsoring organization to arrange a schedule of no less than 30 hours per week. Any type of organization may be a sponsoring organization including any business, non-profit, or civic organization. Students wishing to enroll should have sought faculty approval of the sponsoring organization well in advance. Students will be evaluated based upon a directed journal and a review completed by the sponsoring organization.

BA 09

Senior Capstone in Business Administration Chris Cain, Bert Morrow, and Sara Robicheaux

Prerequisites:	BA 400, EC 201, AC 222 and either BA 474 or BA 475
Open To:	Seniors (28 units by the end of Fall 2009)
Grading System:	Letter
Maximum Enrollment:	Open
Meeting Time:	Daily

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, case analyses, outside speakers, and field trips are used to illustrate various types of business risk and components of financial and managerial relationships. Students will learn to develop effective arguments related to business scenarios so that their recommendations will be clear and persuasive. The project will meet throughout the term. The class schedule showing meeting times will be distributed

at the mandatory orientation meeting in the fall. The professors involved in this project will at times address the class individually, but generally the class will be team-taught.

NOTE: Estimated Student Fees are \$250

Chemistry

CH 10

Chemistry and Art Regina Arnold-Stanton

Prerequisites:	None
Open To:	All Students
Grading System:	Letter
Max. Enrollment:	12
Meeting Time:	M-Th 10:00-11:30 Lab: T/Th 1:00-4:00

In this course students will look at art through the eyes of a chemist and gain an appreciation of how the two disciplines are intertwined. We will learn about the chemical composition and properties of artists' materials such as paints, dyes, alloys, and ceramics. We will explore the chemistry behind certain art techniques, for example fresco painting. We will look at how chemistry is involved in art restoration and how it can be used to detect forgeries of artworks. Some background in chemistry is helpful but not required. Laboratory time is a major component of this course. We will be working on art-related experiments and projects. Evaluation will be based on class/lab participation, graded homework assignments and laboratory notes, and a final project.

NOTE: Estimated student fees are \$40.

All the world is a laboratory to the inquiring mind.

-Martin H. Fischer

CH 11

Research in Chemistry David Schedler

Prerequisites:	CH 122 or CH 149
Open To:	Senior CH Majors or By Consent
Grading System:	Letter
Max. Enrollment:	Open
Meeting Time:	M-F 9:00-5:00

In this project, students will have an intensive research experience in the area of analytical, inorganic, organic, or physical chemistry. Research projects are available in the areas of ruthenium anti-cancer drugs, carbohydrate-based enzyme inhibitors, novel anthocyanin dyes, spectroscopic and molecular modeling of inorganic and biological systems. Students will receive training in various synthetic techniques and will also gain experience using a variety of the departmental instruments, including the nuclear magnetic resonance (NMR) spectrometer, UV-visible spectrometer, infrared spectrometer, electrochemistry, and molecular modeling. Students will spend 40 hours per week in the laboratory and will meet weekly as a group to present

results and discuss the chemical literature. Students will maintain a laboratory notebook and report their results in a paper of eight to ten pages, written in the format of a scientific journal article. For senior project credit, students will give an oral presentation of their research to the college community.

Classics

CL 12 (EH 24)

Classical and Renaissance Italy:
the Major Cities and Places in Between
Michael McInturff and Samuel Pezzillo



See Listing Under English

Computer Science

CS 13

Adventures in Digital Worlds:
The Restoration of the McCoy Center Sanctuary
Marietta Cameron

Prerequisites: CS 170 or CS 171
Open To: All Students
Grading System: Letter
Max. Enrollment: 26
Meeting Time: M-F 9:00-12:00

The former McCoy United Methodist Church facility is the proposed site of The Alabama Gospel Music Cultural Arts Center, a center which, according to its founder, BSC's Constance Moore, is "dedicated to preserving, promoting, and presenting Alabama gospel music." This project offers the participants an opportunity to explore their visualization and modeling skills to help revitalize the architectural glory of McCoy. The participants will tour the building in its current state, meet with the architect firm to receive two dimensional renderings of the proposed renovations, and design and implement the three-dimensional vision. Grading is based on the participant's completion of the following requirements: 1) Commitment to a thirty-two hour work week (15 hours in class, 17 hours outside class); 2) Mastery of Cinema4D features applicable to his/her task; 3.) Weekly "show and tell" sessions, demonstrating the progress made in completing the task; 4.) The incorporation of the participant's task into the final product.

NOTE: Students who do not attend the November orientation meeting will be dropped from the roster of this interim.

CS 14

An Interim with Erlang, Haskell,
and Functional Programming
Lewis Patterson

Prerequisites: CS 290
Open To: Sophomores and Juniors
Grading System: S/U
Max. Enrollment: 10

Meeting Time: M W F 10:00-12:00

This interim will explore the world of functional programming. You will discover that the typical *imperative* form of programming as found in such languages as Java and C is not the only form. You will use **very** different mechanisms for implementing algorithms. One of the languages used will be Haskell which is a modern functional language that employs single-assignment, strong static typing, and type inference. Erlang is also a modern functional language with single-assignment but with dynamic typing and intrinsic support for message passing. Evaluation will be based on programming projects which will increase in complexity as your knowledge of a language grows. Be prepared to devote the time required to learn how to write programs using a very different paradigm.

You don't understand anything until you learn it more than one way.

-Marvin Minsky

CS 15

Senior Experience in Computer Science
Rick Turner

Prerequisites: None
Open To: Senior CS or CS/MA Majors
Grading System: Letter
Max. Enrollment: 15
Meeting Time: M W F

For this senior experience in computer science, students will reexamine all of the major areas of the field with the goal of integrating the various topics and becoming more knowledgeable in one of them. Students will give presentations to the group. The topics to be covered include software engineering, computer architecture, operating systems, automata, data communications, artificial intelligence, database systems, computer graphics, and programming languages. Students will be expected to select one of these sub-disciplines and do research as preparation for the senior conference. The presentations will serve as review for the senior exam to be taken during the spring term.

Dance

DA 16

The Aspects of Dance
Ruth Henry and Mira Popovich

Prerequisites: Permission
Open To: Upper-level dance students
Grading System: Letter
Max. Enrollment: 30
Meeting Time: 5 days per week, 1 weekend, 9:00-4:00 variable

This project if offered to broaden the horizons of dance students and their understanding of aspects of dance as a performing arts form. Students meet Monday through

Friday from 9:00 a.m. to 4:00 p.m. with the daily schedule varying week to week, studying ballet, nutrition, pilates, yoga, acting, character dance, music for dance, anatomy and injury prevention, and rehearsals. Participation one weekend in the Alabama Dance Festival is required. Evaluation will be based on attendance, test scores, a daily journal, a research paper, and a final comprehensive overview of the material presented. The Senior Project component will consist of coordination and /or choreography for the Student Choreography Workshop and May Dance, which will continue into the spring semester.

NOTE: Students enrolled in this project must register for DA 210 and DA 211 in the spring term. The estimated student cost for this project is \$25-\$100.

Education

ED 17

Exploring Teaching in Elementary Schools Genell Lewis-Ferrell

Prerequisites:	None
Open To:	First-years-Juniors
Grading System:	S/U
Max. Enrollment:	Open
Meeting Time:	M-F 8:00-3:00 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 Interim in order to be prepared for the in-school assignment.

ED 18

Exploring Teaching in Secondary Schools Mary Jane Turner

Prerequisites:	None
Open To:	First-years-Juniors
Grading System:	S/U
Max. Enrollment:	20
Meeting Time:	M-F 8:00-3:00 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 Interim for orientation and assignments.

ED 19(EH 25)

Graphic Novels

Tynes Cowan and Louanne Jacobs

See Listing Under English

ED 20

Internship in Collaborative Teaching

Amelia Spencer

Prerequisites:	Admission to TEP
Open To:	Seniors admitted to Internship
Grading System:	Letter
Max. Enrollment:	Open
Meeting Time:	DHAR

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 21

Senior Project in Educational Services

Clint E. Bruess

Prerequisites:	Ed. Services Major
Open To:	Senior Ed. Services Majors
Grading System:	Letter
Max. Enrollment:	10
Meeting Time:	M 1:00-3:00 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 interim 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 22

BSC Folklore: Collecting and Interpreting Campus Tales and Traditions

Tynes Cowan

Prerequisites:	Permission of Instructor
Open To:	All Students
Grading System:	S/U
Max. Enrollment:	3
Meeting Time:	TBA

"Folklore" is a generic term used to describe a variety of expressive acts passed from one generation to another within a coherent group. Folklore can take verbal form, such as stories, songs, jokes, or nicknames (of professors). It can be customary, such as superstitions or "pinning" rituals. Or folklore can be material—the objects or places that have significance to a folk group. A college campus is an interesting site for collecting folklore since one could say that each freshman class represents a new "generation," and the transmission beyond the originating generation distinguishes folklore from rumor and gossip. It is through such lore that group identity is expressed, group boundaries are established, and group values are passed on.

Project participants will collect Birmingham-Southern folklore and contribute their findings to the BSC Folklore website (www.bsc.edu/folklore). Interested students should see the instructor for more information.

EH 23

Charmed: Witches and Witchcraft in American Literature and Culture

Rachel Clevenger

Prerequisites:	None
Open To:	1-Y
Grading System:	Letter
Max. Enrollment:	18
Meeting Time:	M W 10:00-2:00

1Y

This project explores depictions of witches and witchcraft in historical documents and literature. Beginning with an in-depth study of the Salem trials in Puritan New England, we explore the legacy of these trials in Nathaniel Hawthorne's short stories, Arthur Miller's *The Crucible*, and Maryse Condé's *I, Tituba, Black Witch of Salem*. The class will meet two days a week from 10:00-2:00. Students should expect to spend approximately 25 hours each week completing course readings and assignments. In addition to the readings, students will prepare an individual project on a topic approved by the instructor and present their work to the class. Evaluation will be based on presentations, written assignments, and daily work.

EH 24 (CL 12)

Classical and Renaissance Italy:
the Major Cities and Places in Between
Michael McInturff and Samuel Pezzillo

Prerequisites:	None
Open To:	All Students
Grading System:	S/U
Max. Enrollment:	35
Meeting Time:	DHAR



Three week travel-study experience will visit major cultural and historical sites in Italy. We examine the world of the ancient Romans and Etruscans. We explore the foundations of modern Europe in medieval and Renaissance Italy. We focus in particular on how urban civilization is manifested in intellectual and artistic products – works of literature and art; public spaces and architecture; the church and the kitchen. We will be based in Rome, Florence, and Venice with visits to Pompeii, Orvieto, Padua, Pienza, Pisa and other areas. Evaluation: Students prepare academic docent topics for group presentation. For seniors in English and Classics, a substantial paper presentation is required.

NOTE: The estimated cost of this travel project is \$5000.

EH 25 (ED 19)

Graphic Novels

Tynes Cowan and Louanne Jacobs

Prerequisites:	None
Open To:	All Students
Grading System:	Letter
Max. Enrollment:	18
Meeting Time:	M-Th 10:00-12:00

Whether called Graphic Novels or Visual Narratives, the storytelling medium once called "comics" is challenging our notions of what counts as literature. In the late 1980s, works such as Art Spiegelman's *Maus* and Alan Moore's *Watchmen* redefined the comic book as a genre and made it respectable. No longer a prime example of disposable culture, the comic book (as graphic novel) is now found on many a college syllabus. We will approach the genre in three ways: first, by focusing on the ways we read such works; second, by examining them as responses to their historical and cultural contexts; third, by considering them in terms of the literary traditions from which they spring and in which they operate. Students will be challenged to employ contemporary theoretical approaches to popular culture in order to articulate reasons why the graphic novel should be taken seriously in an academic setting. Students will keep a daily reading log, deliver a number of research presentations, and write a ten-page final paper.

You learn something every day if you pay attention.

-Ray LeBlond

EH 27

(MFL: FR 70, GEN 53)

Paris: A Flâneur's Feast

Peter Donahue and Kim Thomas

Prerequisites: None

Open To: All Students

Grading System: S/U

Max. Enrollment: 15

Meeting Time: DHAR



This project will focus on the works of the writers and artists who lived in Paris during the remarkably creative period from 1900 to about 1930. We will begin the course with a study and orientation period on campus, during which we will examine works by American writers in Paris such as Gertrude Stein, Ernest Hemingway, Djuna Barnes, and F. Scott Fitzgerald, focusing on what made Paris so powerful a lure to these expatriate authors. We will also consider the important innovations made in art, music, film, and photography during this period in Paris. In addition, students will be made acquainted with the history, architecture, and contemporary workings of Paris. Following this on-campus period, we will travel to France to explore Paris for two weeks, our model for this exploration being the *flâneur*, the Parisian ambler who observes and absorbs the city's multitude and splendor. While in Paris, we will stay on the Left Bank, the city's literary and artistic center. In addition to becoming familiar with the city's major monuments and museums—Eiffel Tower, Notre Dame Cathedral, the Louvre, and so on—students will immerse themselves in the daily life of Paris in order to better understand why the city figures so prominently in modern literature and art. While tracking down literary and artistic sites associated with our readings, students will also experience Paris on their own terms, keeping a detailed journal of their impressions as they become present-day *flâneurs*. This undertaking will entail a good amount of walking (but also café sitting). We also take two excursions outside of the city to the Chartres Cathedral and to the Chateau de Versailles. The Paris Interim will appeal to anyone interested in French culture, American literature, or Modernist art and music, as well as to anyone with a general fascination with Paris, one of the world's great cities.

NOTE: The estimated cost of this travel project is \$3800. For more information, contact either Peter Donahue (7841) or Kim Thomas (7827).

EH 28

The World of William Blake

David Ullrich

Prerequisites: One 200-level Literature course or consent

Open To: All Students

Grading System: Letter

Max. Enrollment: 15

Meeting Time: T Th 10:00-2:00

This Interim, why not hallucinate without taking drugs, travel to London for free, and "converse daily" with the dead. This course explores one of our most visionary, controversial, and enigmatic poets: William Blake (1757-1827). The class will read from a selection of Blake's prose and poetry, including *Songs of Innocence*, *Songs of Experience*, "There Is No Natural Religion," *The Book of Thel*, *The Marriage of Heaven and Hell*, *The Book of Urizen*, and other works. In addition, Blake's considerable work in the visual arts will be examined in conjunction with his poetry. Cultural issues associated with London circa 1800—such as water and air pollution, over population, and infectious diseases—will also be examined, as these contextualize Blake's poetry. The course promises to be interesting, but demanding. The class will be modeled on the seminar format, so preparation and discussion are essential. Student-lead presentations and short (2-3 page) papers are required each week. The educational outcomes of this course are to "Hold infinity in the palm of your hand/ And eternity in an hour."

NOTE: Estimated Student Fees are \$75.00

General

GEN 29

Advocacy and Service in DC: Bridging the Gap between Promise and Reality

Kent Andersen

and Sara Doughton



Prerequisites: Application

Open To: Selected students have been notified

Grading System: S/U

Max Enrollment: 15

Meeting Time: 24/7 for 3 weeks during January; additional meetings in Fall for preparation, fundraising, and team building

A service-learning immersion project in Washington, DC, that examines homelessness, poverty, and community response-ability. As a team, students and faculty will work in outreach and support agencies in Washington, and attend presentations from non-profits that address public policy on working families and the poor. The team will process their observations and experiences in group reflection. This project includes pre-departure meetings in the fall term in which we develop skills in effective communication and group reflection, and research and discuss topics relevant to our January work. Participation in this project is a major commitment—both prior to and during January. Evaluation is based on participation throughout the fall and January terms and the completion of reflective essays and a reflective journal. Students apply for participation in this project in spring 2009. One-third of the cost of this project can be covered through fundraising during the fall term.

NOTE: The estimated cost of this travel project is \$2300.

GEN 30

After Apartheid: South Africa

David Smith and Sandra Sprayberry

Prerequisites:

None

Open To:

All Students

Grading System:

S/U

Max Enrollment:

24

Meeting Time:

One week on

campus;

Minimum of

two weeks on-site



What better place to study human rights issues than in South Africa? Traveling to Cape Town and Johannesburg and their townships, we will study what Nelson Mandela called the "long walk to freedom" from apartheid, and, in particular, the reconciliation efforts afterwards and the current state of affairs in South Africa. Our focus will be on this very serious topic, with an excursion to Robben Island, where Mandela was imprisoned, and with a few days in Johannesburg, where the Apartheid Museum is located, and in the Jo'burg township of Soweto. We will also view, via safari, the wildlife in Kruger National Park. During the first week of interim term, students will be expected to attend and fully participate in instructional meetings here at BSC, but the bulk of study will be during a minimum of two weeks on-site and will consist of traditional and experiential modes of learning. While in the Cape Town area, students will attend university lectures on South African history, politics, and culture, will tour historical sites, will stay overnight with local people in their homes, and will participate in service projects in the townships. Cape Town will be the site of the June 2010 World Cup, and we will explore this interesting multicultural city before it becomes overrun with tourists. Interested students should contact Drs. Smith and Sprayberry as soon as possible.

NOTES:

- A recommended/required reading list will be distributed prior to January and will consist of books like Leonard Thompson's *A History of South Africa*, autobiographical writings by **Nobel Peace Laureates** Nelson Mandela and Bishop Desmond Tutu, and **fiction by Nobel Literature Laureates** Nadine Gordimer and J. M. Coetzee.
- Evaluation will be based on attendance at and active participation in on-campus instructional meetings and on-site lectures and events. The estimated cost of the trip is \$4,950 for transportation, lodging, some meals, and entrance fees to sites.
- A \$350 deposit (non-refundable after 8 Sept. 2009) is required to reserve a place.

One-time Designated Leadership Studies Course with Professor Consent

GEN 31

American and Arab Images in Media

Nawal Ziad

Prerequisites:

None

Open To:

All Students

Grading System:

S/U

Max. Enrollment:

16

Meeting Time:

M W F 9:00-12:30

In *Their Eyes Were Watching God*, Zora Neale Hurston writes that "you have to go there to know there." This project is an opportunity for students to examine how Westerners (Americans and Europeans) are perceived by Arabs and, conversely, how Arabs are perceived by Westerners. In our exploration of Western and Arab cultures, we will seek to understand the phenomenon of stereotyping – how stereotypes have been invented, the mechanisms behind their construction, and the prints they might leave on people's perception of the "other." The way we perceive the "other" and the way we are perceived by the "other" are two big questions that participants in this project will attempt to answer. Classes will be held in a communicative, task-based environment in which students will actively participate in the learning process. We will view television programs and films from both America and the Middle East and (including sketches by the American-based comedy troupe "Axis of Evil"), engage in readings on stereotypes and American and Arab culture (including history and religion), and discuss our viewings and readings as a class. Evaluation will be based on assigned reports, interviews, group presentations, and a final documentary film that the students will make.

GEN 32 (MA 67)

Baseball Statistics

Jeff Barton

See Listing Under Mathematics

GEN 33

Basic Italian for Romance Language Addicts

Margaret King

Prerequisites:

None

Open To:

All Students

Grading System:

Letter

Max. Enrollment:

22

Meeting Time:

M-Th 10:00-12:30

plus 3 hours/week lab time

In this class, students learn basic Italian, taught in an interactive, accessible way that encourages fluency. We will begin with an overview of the philosophy of language, and a description of the origins of the Italian language. Students will use a workbook which contains basic vocabulary, verb conjugations, interactive dialogues and exercises to facilitate speaking the Italian language, and will spend 3-5 hours per week in the language lab. Students are assigned thematic power point presentations in pairs,

and each student is required to give an autobiographical oral presentation at the end of the course. Quizzes are given almost biweekly and a final exam is given at the end of the interim. Additional topics include practical logistics of traveling abroad, and possible field trips to exhibits or events that feature Italian language and culture. Even students who are shy or wary of foreign languages end this class with confidence in their ability to study and speak in a foreign language.

NOTE: The estimated student cost is \$25 for a cultural event.

I accept chaos. I'm not sure whether it accepts me.

-Bob Dylan

GEN 34

Bob Dylan: A Complete Unknown?

Leo Pezzementi

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

In this course, we will consider the life, times, music, and poetry of Bob Dylan, focusing on the time between his arrival in Greenwich Village and his "motorcycle crash," approximately. 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 *Dylan* by Bob Spitz; the 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 critical analysis of Dylan's poetry, *Dylan's Visions of Sin*, by Christopher Ricks; the documentary movies *Don't Look Back* and *'65 Revisited*, by D.A. Pennebaker, *No Direction Home*, by Martin Scorsese, and *The Other Side of the Mirror*, by Murray Lerner; and the fictional movie account of Dylan, *I'm Not There*, by Todd Haynes. Various other audio and video clips and internet resources will be used. If you are thinking of taking this course go to <http://www.youtube.com/watch?v=xO0gSJGJ7Fs> and watch Dylan sing *Like a Rolling Stone*. 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 ten 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 30 minute performance, including documented critical analysis, of Bob Dylan's music. The class will meet Monday-Thursday from 9-12 A.M. Students are expected to spend 30 hours per week on work in and outside class.

NOTE: Estimated Student Fees are \$80.

GEN 35

The Buddha in the West

Clare Emily Clifford

Prerequisites: None
Open To: All Students
Grading System: Letter
Max. Enrollment: 14
Meeting Time: T W Th 1:00-4:00; class and film screenings

After a brief but intense immersion the first week of class in reviewing the fundamentals of Buddhist philosophy, this course examines the teachings of the Buddha—the Dharma—as they have been adopted by and adapted to cultures traditionally considered "Western." We will primarily consider the evolution of American Buddhism, which has flourished in the latter half of the 20th Century. Lastly, we will study the global, western, and particularly American attraction to His Holiness the 14th Dalai Lama (his role as Buddhist teacher, peace and nonviolence advocate, bestselling author, and pop-culture icon). Course texts will likely include: Charles Prebish's *Westward Dharma*, Rick Fields' *How the Swans Came to the Lake*, and the Dalai Lama's *Ethics and the New Millennium*, along with excerpts from Noah Levine's *Dharma Punx*, and Perry Garfinkel's *Buddha or Bust!* We will also screen Martin Scorsese's film *Kundun* (1997) and Jenny Phillips' documentary *The Dhamma Brothers* (2001) set in a maximum security prison outside of Birmingham, Alabama. Course projects include reading journals, a final essay of 8-10 pages and a presentation.

"When the iron bird flies, and horses run on wheels... the Dharma will be carried west."

—8th Century Buddhist Master, Padmasambhava (Guru Rinpoche)

GEN 36

Christian Perspectives on Controversial Social Issues of our Time

Robert Baldwin

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

"The greatest derangement of the human mind is believing something because you wish it to be so" (Louis Pasteur). Ever thought about why you feel what you do about the death penalty? About abortion? We find many of today's youth, Christians and others, versed in the Bible and many with beliefs drawn from within scripture, but unable to understand or find contemporary or practical applications for the ethic it teaches. They "believe" but spend little time in contemplation or study as to why they believe what they do, and to quote Socrates, 'The unexamined life is not worth living.' Youth are left looking for the significance

and the hermeneutics of the Bible, for something they can hang onto that makes life more understandable, more meaningful, and guided by a paradigm that lead to deeper meaning, purpose, and a more profound spiritual existence. They look for a paradigm that is good, understandable, and practical. Using the text "Confronting the Controversies: Biblical Perspectives on Tough Issues," by Adam Hamilton, the course will cover the death penalty, homosexuality, abortion, and evolution. It will rely heavily on classroom discussion and debate, selective readings from other sources, and writing as well as a hands-on experience in a prison, abortion clinic, and pro-life counseling center. A one-page mini-paper will be required for each issue covered and an five-page term paper at the end. The goal is for students to learn a deeper understanding of these important social issues, the Christian perspective and ethic regarding them, and having begun to "connect their faith and their knowledge to their daily lives."

GEN 37

Criminal Law: An Overview

Jack Taylor

Prerequisites:	None
Open To:	All Students
Grading System:	Letter
Max. Enrollment:	18
Meeting Time:	T W Th 9:00-12:00

This project provides an overview of criminal law. We will examine the sources of laws and the various types of crimes such as murder, robbery, and burglary. We will also explore the elements of crimes, their defenses, and their punishment. The U.S. Constitution, the Alabama Criminal Code, and an additional text will be the primary resource material for the course, we will examine the U.S. Constitution as it applies to the court system, crimes, the rights of the accused, and criminal punishment. Guest speakers will be invited to discuss various topics. We will meet three days per week for three to four hours per day. Evaluation and grading will be based on exams, outside projects and a final exam involving translation. Students will be expected to spend a minimum of 30 hours per week in class and on outside work.

GEN 38

Critical Theory and the American Cinema

Kelly Russell

Prerequisites:	None
Open To:	First-years
Grading System:	Letter
Max. Enrollment:	20
Meeting Time:	T W Th 9:00-1:00

1Y

Critical Theory is a social theory that seeks not just to understand society but to critique it, and ultimately to create a more equitable world. Modern scholars in the field, such as Peter McLaren and Henry Giroux, find their roots in Marxist theories. In this Interim project, students will examine the basic tenets of Critical Theory and the vocabulary that is unique to this field. They will examine

current events through the lens of Critical Theory and will discuss how certain societal institutions contribute to the problems of social injustice, as well as how those same institutions can be agents of change. As a vehicle for opening these discussions, participants in the class will view films and discuss how these films reflect the ideas of Critical Theory. The films will include documentaries *The Day the Levees Broke* and biography *Motorcycle Diaries*, as well as mainstream box-office favorites *Mona Lisa Smile*. Students will respond to these films during class discussions, and the culminating assessment of this class will be a written critique of a film not viewed together in class. Students will also be challenged to be agents of change through the implementation of a project that will be negotiated among the group.

GEN 39

Discovering Taiwan

Matt Levey and Grace Franklin



Prerequisites:	None
Open To:	All Students
Grading System:	S/U
Max Enrollment:	10
Meeting Time:	one week pre-departure orientation Nov/Dec; January 7-28 in Taiwan

Students will have the opportunity to experience first hand one of the most diverse destinations in Asia as they embark on a journey of cultural discovery! The first westerners said to lay eyes on the island in 1544 dubbed it Ilha Formosa, which means 'island beautiful'. More recently, as a result of its rapid modernization, Taiwan has been dubbed as one of Asia's four little dragons. Thus the 2 week itinerary will not only include beautiful hikes, but also seeing the sights from Taipei 101 (currently the world's tallest building) as students explore Taiwan—yesterday and today. Pre-departure readings will prepare students to visit sights of cultural and historical significance. Students are expected to participate in group discussions, be attentive to guest speakers, keep a travel journal, and share a power point presentation upon their return. (Chinese language ability not required).

NOTE: The estimated cost of this travel project is \$4000.

GEN 40

Experiments in Christian Community Life

John Richardson and David Eberhardt

Prerequisites:	None
Open To:	All Students
Grading Systems:	Letter
Max Enrollment:	10
Meeting Time:	M-F 9:30-11:00
<i>In addition, students will travel to participate in community life in a number of settings including overnight trips (approximately 33% of the course).</i>	

After many years of decline, intentional Christian communities are on the rise. Why? The course examines diverse, contemporary communities through readings, class discussions, religious practices, and site visits. In particular,

students will study and visit four examples:

1. Sacred Heart Monastery, Cullman
2. Open Door Community (Catholic Worker House), Atlanta
3. Koinonia Farms, Americus, GA
4. L'Arche, Mobile

On campus we will read primary and secondary materials related to each community and prepare for experiencing them first-hand. On the site visits we will stay with the communities themselves or in very simple, nearby accommodation in order to take part in the daily life and rhythms of our hosts. Evaluation will be based on attendance, active participation in class discussions and site visits, a journal, short reflection papers on each site visit, and a final 10-15 page paper.

GEN 41 Exploring Deaf Culture Loni Delaplane

Prerequisites:	None
Open To:	All Students
Grading Systems:	S/U
Max Enrollment:	16
Meeting Time:	M-Th 10:00-12:00

Clearly the Deaf community has its own language, but many are surprised to learn that there is also a "Deaf culture" with its own social customs, nuances, and values which often differ from those of most hearing Americans. This course will introduce students to this unique culture through classroom discussions, multimedia presentations, and direct interactions with the Deaf community during a series of off-campus activities. Topics for discussion will include social interactions in the Deaf community, daily life, accommodations in the classroom and workplace, causes and diagnosis of deafness, the Deaf community's views on assimilation and cochlear implants, and laws affecting the deaf and hard of hearing. Students will also study the grammatical structure of American Sign Language and learn basic signs. Evaluation will be based on active participation in both on and off-campus class meetings, quizzes, and in-class presentations.

GEN 42 (RE 94) The Footsteps of John Wesley Bishop Robert C. Morgan, Laura Sisson, and Susan Cockrell



See Listing Under Religion

GEN 43

From Garden to Table: Examining Local Food Systems John Tatter and Alicia Weaver

Prerequisites:	None
Open To:	All Students
Grading System:	Option
Max. Enrollment:	20
Meeting Time:	Daily at various times

Have you wondered how far your food traveled before it arrived on your dinner plate? Have you pondered the numerous culinary choices that you face every day? Is your food industrially produced? Organic? Locally grown? What are the environmental, socioeconomic, psychological, moral, and political consequences of your food choices? In this project we will assess the impact and future of small-scale food production as a viable alternative to large-scale, industrial, nationally and globally-based food production. We will emphasize the sustainability of local food systems – encompassing production, distribution, and consumption. In campus meetings we will critically review scholarly work on this topic and hear from guest speakers. There will also be substantial field-trip and service components. We will learn about food-related community initiatives through field trips to local farms, urban gardens, farmers markets, organic food co-ops, food distribution centers, and horticulture research stations. Student groups will gain hands-on experience with small-scale food production through service projects with several of these groups and organizations. Evaluation will be based on active participation in service projects and on- and off-campus class meetings, oral presentation of service project work, careful examination of course readings and discussion leadership, and a reflective journal.

NOTE: In addition to the cost of books, there will be marginal travel costs associated with field trips and a possible meal at a restaurant specializing in locally grown foods. The estimated cost is \$75.00.

GEN 44 (MA 68) Guerrilla Marketing and Statistics Ryan Davis

Prerequisites:	MA 115
Open To:	All Students
Grading System:	S/U
Max. Enrollment:	16
Meeting Time:	M-Th 9:00-12:00

In this project, students will examine successful, low-budget small business marketing strategies. Students will be expected to invest energy and creativity in an effort to implement their own "guerilla marketing" campaign to increase attendance and revenue at Panther Men's home basketball games in January. Emphasis will be placed on collecting and analyzing data recorded (ticket sales, revenue, demographics) at all four January home games (6th, 12th, 22nd, 24th). Attendance at these games is required for successful completion of this course! While not a stats course directly, descriptive statistics will be covered in

great detail. Dialog between the student and appropriate Birmingham Southern College staff will be vital to the project. Students will be expected to submit a collaborative report on their findings to the course instructor and athletic department. Evaluation will be based on participation and attendance, two tests, collaborative final report, and successful implementation of marketing campaign.

GEN 45

How Language Works

Yahui Anita Huang

Prerequisites:	None
Open To:	All Students
Grading System:	Letter
Max. Enrollment:	18
Meeting Time:	Tu-F 10:00-12:00

Language is closely linked to everyday life. We use language to communicate, to think, and to get others to do things without giving it too much thought. This class provides students with new ways to think about language and introduces students to linguistics, the scientific study of language. Major areas of linguistics include syntax (the structure of phrases and sentences), semantics (the meaning of words, phrases, and sentences), morphology (the grammatical structure of words), phonology (the sound system of language), and phonetics (the properties of speech sounds). We will address many interesting questions about the nature of human language. How are human languages structured? Do humans have an innate capacity for language? What do we "know" when we know a language? How do children learn language? How is adult language learning different? In what ways do languages differ and in what ways are they alike? Is there a universal grammar? How do languages change over time? What principles govern our understanding of *conversation*? Linguistics intersects with a wide range of disciplines such as philosophy, psychology, cognitive science, sociology, anthropology, computer science, language pedagogy (both ancient and modern), and literary analysis. The analytic skills that students will develop through the study of language will be useful in almost every academic field.

"Twenty years from now you will be more disappointed by the things that you didn't do than by the ones you did do. So throw off the bowlines. Sail away from the safe harbor. Catch the trade winds in your sails. Explore. Dream. Discover."

- Mark Twain

GEN 46

Interim at Sea

Duane Pontius and Robin Lee Mozer

Prerequisites:	Ability to swim
Open To:	All Students
Grading System:	S/U
Max. Enrollment:	20
Meeting Time:	24/7



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

- 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 observing astronomy.

This is an arduous project, requiring personal commitment, physical stamina, and willingness to endure some degree of privation. Do not expect a comfortable, stress-free cruise. 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://panther.bsc.edu/~dpontius/interim.html>

NOTE: The estimated cost of this travel project is \$4450.

GEN 47

The Joy of Reading

Charlotte Ford and Lynne Trench

Prerequisites:	None
Open To:	All Students
Grading System:	Option
Max. Enrollment:	18
Meeting Time:	TTh 10:00-12:30

Many people read for pleasure, to bring joy, fun, and stress-relief to their lives. In this interim class we will practice and investigate recreational reading. We will read fiction from several different genres as a class. Students will pick a genre for further independent reading and study; they will write a paper and do a class presentation on the results of their research. Readings and discussion will address questions such as: How do we define "pleasure reading"? What is the value of reading popular fiction? How does the experience of reading a book differ from seeing a movie on the same topic? What environments and/or routines are conducive to reading? Class activities may include: meeting with an author, visiting the public library, interviewing librarians who select recreational materials, interviewing members of a book club, visiting a used book store. Students are expected to read extensively when class is not in session, and to actively participate in class

discussion. If S/U grading is selected, an S grade will require that at least 75% of class points are earned.

GEN 48

Living the Yogic Life: Exploring Mind, Body & Spirit Lyndsey Robinson

Prerequisites:	Some yoga experience; willingness & commitment
Open To:	All Students
Grading System:	S/U
Max. Enrollment:	12
Meeting Time:	T Th 9:00am-11:00am & 1:30pm – 4:30pm

Explore the ancient practice of yoga and how you can apply it to your life. Through the study of ancient texts, including Patanjali's Yoga Sutras & the Bhagavad Gita, and practice of various types of yoga, including hatha (physical), karma (service) & bhakti (devotion), participants will gain a deeper understanding and personal experience of living yoga. During this interim, students will have the opportunity to observe, learn, & participate in various yoga practices along with developing a personal sadhana (practice) that fits their needs whether they be physical, emotional, mental, or spiritual. Class will consist of reading assignments, class discussions, yoga class, meditation sessions, journaling, and a final reflection paper on what they learned, experienced, cultivated, and/or let go of during the course along with their personal sadhana outline. Letter grades will require additional participation in outside activities and short weekly reports on practice & readings.

NOTE: Optional student cost is \$50 for a mat/cushion.

GEN 49

Mad Hot Ballroom Dominique Linchet

Prerequisites:	None
Open To:	All Students
Grading System:	Option
Max. Enrollment:	20
Meeting Time:	T W Th 9:00-12:00

The desire to dance is instinctive to all peoples in all cultures. Ballroom dance enjoys a rich history and is, without a doubt, the most versatile form of dance. The capacity to dance is in us all and with a little bit of study and practice, the transformation from dance floor observer to active participant happens easily. In this class, we will study and practice some major ballroom dances. These may include smooth dances such as the Waltz, the Foxtrot or the Tango, as well as "spicier" dances like the Swing, the Rumba or the Cha-Cha. Although a large portion of the class will be spent dancing, students will also be invited to explore the cultural roots and influences of each dance through reading, films and research. Students will be evaluated based on attendance and participation, class presentations, and two short research papers.

NOTE: The estimated student cost is \$100.

GEN 50

Marilyn Monroe: From Image, to Icon, to Myth; A Look at Post WWII American Culture Pamela Venz

Prerequisites:	None
Open To:	All Students
Grading System:	Letter
Max. Enrollment:	20
Meeting Time:	M-F 9:00-12:00

Using the life and times of Marilyn Monroe as a catalyst, this project will explore the visual, social and cultural context that defined America from the 1940's to the 1960's. Classroom discussions will be structured as a combination of lecture, film viewing, and panel presentations. Discussions topics will include the cultural image of women pre-WWII through post WWII America, Monroe's self-definition within the context of the Hollywood studio system, the role of photography, Pop Art, and popular culture in the creation of cultural icons, and Monroe as myth and commercial "pot of gold". Students will be divided into teams to prepare and organize class panel presentations on various aspects of the above topics. A 10-15 page paper based on the information from these presentations will be due at the end of the term. Preparation for the class presentations and paper will require outside research and individual critical analysis on the part of each student. Class will meet Monday through Friday from 9:00 a.m. to 12:00 noon.

GEN 51

More than Samba: Brazilian Culture Up Close Larissa Borges

Prerequisites:	None
Open To:	All Students
Grading System:	S/U
Max. Enrollment:	16
Meeting Time:	M W F 9:00 – 12:00

In this course, students will learn about cultural aspects of the North and Northeast regions of Brazil in an interactive way. The course activities will involve typical Brazilian music, dances, movies, food, family life, popular celebrations and social issues. The course will provide many opportunities for students to experience the Brazilian culture and build relationships between Brazilian and their native culture. Students will be assigned research-based group presentations, and will be required to organize a Cultural Fair, presenting previously selected themes about Brazil at the end of the course. The class will meet three days a week from 9:00-12:30. Additional tasks to be completed out of class such as researching, watching movies and reading texts about Brazilian history, culture, values and identity will be necessary for a minimum of 20 hours per week. Evaluation will be based on attendance, active participation, and fulfillment of assigned tasks such as oral presentations.

GEN 52

Nothin' but a Hound Dog?

Exploring the Canine World

Gail Smith

Prerequisites:	Love of dogs
Open To:	First-years
Grading System:	Letter
Max. Enrollment:	15
Meeting Time:	M-Th 1:00-3:30

1Y

We'll explore a range of interdisciplinary questions about the canine world by reading about dogs, watching film about them, learning from those who work with them, and interacting with them ourselves. We'll read some dog-centered novels, memoirs, and behavioral studies, and view some documentaries and feature films. Two to three field trips to dog-related places of work and play in the Birmingham area are planned. Students will design projects exploring a question in the area of their greatest interest, and will showcase their research results in (a) a polished 10-minute presentation and (b) a 15-page documented research paper, or equivalent creative project.

NOTE: Our first meeting in January will be a full-length class discussing an assigned book we will read over winter break. Field trips may require altered and/or extended hours. Days and times of these will be announced before Interim begins so students can plan ahead.

GEN 53

(EH 27, MFL:FR 70)

Paris: A Flâneur's Feast

Peter Donahue and Kim Thomas



See Listing Under EH

GEN 54

Personal Finance

Paul Cleveland and Ron Stunda

Prerequisites:	None
Open To:	All students
Grading System:	Letter
Max. Enrollment:	30
Meeting Time:	M-Th 9:30-12:00

Students in personal finance will learn the basic tools of personal financial planning and put together their own initial plan. During class times the tools of personal finance will be developed through lectures and by way of a variety of visiting experts who will speak to the class on a variety of topics ranging from banking and insurance to automotive and real estate purchases. Students will supplement this by completing exercises in the context of interactive software and through assigned readings and writing exercises. Finally, students will complete the research necessary to craft their own financial plans. The grade will be determined by regular class attendance and the successful completion of all assignments.

GEN 55

Poverty in America

Stephen Black

Prerequisites:	None
Open To:	All Students
Grading System:	S/U
Max. Enrollment:	20
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 56

Pre-Engineering Internship

Douglas Riley

Prerequisites:	MA 231 or Higher
Open To:	Sophomores, Juniors, Seniors
Grading System:	S/U
Max. Enrollment:	12
Meeting Time:	M-F 8:00-5:00

This project provides an opportunity for pre-engineering students to work full-time with a practicing engineer and to gain experience in one branch of the engineering profession. Students will submit a detailed journal account of their daily activities, a summary report at the end of term, and a copy of a letter of thanks to their internship mentor. Students will also meet individually with Professor Riley in the spring term to discuss the internship.

By October 15, interested students should submit to Professor Riley a written request for placement in a specified engineering area of interest. Students should also plan to attend the fall meeting of the pre-engineering committee of the Norton Board to facilitate placement. Students are expected to provide their own transportation during interim and to work full days, M-F.

GEN 57

Pre-Health Career Internship

Jeannette Runquist

Prerequisites:	Sophomore standing
Open To:	Sophomores, Juniors, Seniors
Grading System:	S/U
Max. Enrollment:	75
Meeting Time:	DHAR

This project allows students to experience one of the health professions fields (medicine, dentistry, physical therapy, etc) through a 120 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 November 20, 2009. 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. The interim may be repeated but the location cannot be the same as the previous internship and additional work is required.

GEN 58

Quantitative Analysis in Options Trading

Christopher Whaley

Prerequisites:	None
Open To:	All Students
Grading System:	Option
Max. Enrollment:	15
Meeting Time:	M-Th 9:15-12:00

With over two billion contracts traded last year, option markets have established themselves as a major component of a sophisticated investor's portfolio. Stock options allow individuals to hedge risk and gain large returns with relatively small amounts of capital. This interim will focus on options trading using quantitative and technical methodology. Students will gain an understanding of stock options and how they relate to technical methods such as charting, moving averages, and price-volume indicators. Class will consist of lectures and exercises dealing with historical and real-time market data. Students will also have the chance to engage in "hands on" learning

by trading real derivative positions in major U.S. markets. Students are expected to research and evaluate equities traded on the NASDAQ or New York Stock Exchange and then prepare an in-class presentation stating their strategy.

GEN 59

Science and Culture of the Ancient Maya

Scott Dorman and Barry Spieler

Prerequisites:	None
Open To:	All Students
Grading System:	S/U
Max. Enrollment:	10
Meeting Time:	24/7



It has long been known that the ancient Maya of Mexico and Central America were highly skilled astronomers. This travel interim will investigate the observation methods developed by the Maya and what astronomy may have meant to them as a people. Beginning in Villahermosa with an introduction to the Olmec civilization, participants will travel to the ruins of Palenque, Bonampak, Yaxchilan, and Tonina. At most of these sites, we will conduct measurement experiments on recently excavated temples to see if they align with important stations of the sun or with visible planets such as Jupiter and Venus. The group will then cross into Guatemala and travel to the island of Flores, in beautiful Lake Peten. While on the island, participants will learn about the Itza Maya, the last group of holdouts against the Spanish conquest. Venturing out from Flores, we will explore Tikal, the largest city ever built by the ancient Maya. In Tikal, participants will learn how to read the calendar dates on its monuments and about how the city timed its battles to key risings and settings of Venus. Finally, on our return to Villahermosa, we will stop to visit the unexcavated Lacanja ruins and hike through the Lacandan rain forest to examine typical plants used by the ancient Maya. Please note that this course will involve strenuous hiking and climbing through poorly maintained ruins and dense jungle trails.

NOTE: The estimated cost of this travel project is \$3500.

GEN 60

Science, Pseudoscience, and Skepticism

Mark Rupright

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

In our modern scientific era, should we be surprised that many people still embrace pseudoscientific beliefs? How can we distinguish between science and non-science? Isn't skepticism just a form of denialism? We will explore many issues relating to these questions, exploring logical and scientific reasoning, evidence vs. anecdote, the prevalence of pseudoscientific beliefs in our society, and the role of skepticism in scientific inquiry. Topics will include creation science, homeopathy and pseudomedicine, investigations

of paranormal claims, and many more. This course will have daily reading and research assignments. Evaluation will be based on presentations, written assignments, daily work, and active participation.

GEN 61 Sexuality Education Issues Clint E. Bruess

Prerequisites:	None
Open To:	All Students
Grading System:	Option
Max. Enrollment:	18
Meeting Time:	M-Th 8:30-11:30

The project deals with many contemporary issues related to sexuality education in all settings. Issues include how sexuality education should be handled by parents, teachers, and community leaders; the controversy surrounding sexuality education, pros and cons of abstinence only, comprehensive, and other forms of sexuality education; the importance of understanding your own sexuality; sexuality education policies and procedures; what content is appropriate at various age levels and in various settings; the evaluation of the results of sexuality education; research concerning the effects of sexuality education; the need for sexuality education throughout life; legal and moral issues related to sexuality education; and others. Evaluation of students is based on performance contracts, through which students contract for the grade they plan to achieve. Requirements may include evaluations, oral presentations, panel discussions, literature reviews, and final projects.

GEN 62 Southeast Asia: History, Culture, Politics and Development Robert Slagter

Prerequisites:	None
Open To:	All Students
Grading System:	S/U
Max. Enrollment:	15
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. 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 Interim term and much travel will be in areas considered underdeveloped. Such travel is demanding. Students enrolled in this project should be physically fit, cooperative, punctual, able and willing to endure discomfort in pursuit of learning adventures, tolerant and sensitive regarding cultural differences, personally resourceful and committed

to developing an understanding of Southeast Asia.

NOTE: The estimated cost of this travel project is \$4700.

One-time Designated Leadership Studies Course with Professor Consent

GEN 63 The U.S. National Security System: A Historical and Contemporary Overview Ed Rowe

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

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); 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, lecture, and discussion. Evaluation will be based on response papers, class participation, and the final simulation/exercise.

GEN 64 Videography: A Basic Course in Digital Video Filming and Editing Clyde Stanton

Prerequisites:	None
Open To:	All Students
Grading System:	Letter
Max. Enrollment:	8
Meeting Time:	M-F 9:30-12:00, 1:30-4:30

This course is designed to introduce beginners to the basics of digital video photography and editing. The course will cover: (i) operation of digital video cameras, (ii) framing shots, (iii) audio techniques, (iv) use of computer hardware and software to capture and edit digital video, (v) final production. Students are not required to have a digital video camera but will be expected to purchase course textbooks and video tape. The course may include several field trips to local production studios. Grading will be based on weekly assignments; class participation, group work; four mini-projects; one major project.

GEN 65

Women from Venus?

An Introduction to Women's Studies

Heather Meggers and Victoria Ott

Prerequisites: None

Open To: All Students

Grading System: Letter

Max. Enrollment: 20

Meeting Time: TWTH 9:00-12:00



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.

One-time Designated Leadership Studies Course with Professor Consent

Honors

HON 66

Buffyverse Morality

Susan K. Hagen

Prerequisites: EH 102, Honors Student, or consent

Open To: Harrison Scholars

Grading System: Letter

Max. Enrollment: 15

Meeting Time: M-Th 9:00-12:00

Expect a serious academic study of the contemporary ethics and moral system developed over the seven seasons of *Buffy the Vampire Slayer*. While focusing on the issues of educational philosophy and college-life morality presented in season 4, the seminar will sample episodes and issues from throughout the show's seven-year run. We will also look closely at the ways in which language works in the scripts and the ways in which the scripts are structured. Meeting four days a week for about three hours a day, students will watch six to eight episodes of the TV show a week, read extensively in several required academic studies on the BtVS series, maintain a reader's journal and a research log, and complete a seminar project, the nature of which will be determined by each student in consultation with the instructor. Attendance and seminar participation are essential.

Mathematics

MA 67 (GEN 32)

Baseball Statistics

Jeff Barton

Prerequisites: MA 207, EC 204, PS 204, SO 204, or PY 204

Open To: All Students

Grading System: S/U

Max. Enrollment: 16

Meeting Time: M-Th 10:00-12:00

In this project we will use statistical methods to examine many interesting and important questions in baseball. What is the best measure of hitting performance? When is bunting an effective strategy? Should a manager pinch hit for a left-handed batter when a left-handed reliever is brought in? A careful, data-based statistical analysis of these questions reveals many answers that run counter to conventional baseball wisdom, and baseball in general has been slow to accept them. Nevertheless, some of these results have been used with remarkable success by major league teams (most notably the Oakland A's, whose story we will read in the national bestseller, *Moneyball*). We will carry out the analysis of real and simulated data with the statistical software package Minitab. Students need not be baseball fans, but some interest in baseball and basic familiarity with its rules is a must. Evaluation will be based on participation, daily readings, frequent homework and a major project.

MA 68 (GEN 44)

Guerrilla Marketing and Statistics

Ryan Davis

See Listing Under General

MA 69

Senior Project in Mathematics

Bernadette Mullins

Prerequisites: Any 300-level MA course and consent

Open To: Juniors and Seniors

Grading System: Letter

Max. Enrollment: 20

Meeting Time: Small group meetings with instructor one hour per day (M-Th) at times to be arranged and two hour whole class meetings on Fridays 10:00-12:00

This is a challenging and time-consuming project the purpose of which is for mathematics majors to engage in research. Objectives include learning about a topic in mathematics beyond the scope of regularly offered courses and improving skills in mathematics related to problem solving, research, independence, perseverance, oral and written communication, and collaboration. Each pair of (or

group of three) students must select a research project and submit a written research proposal on or before November 30. Any approved research project will take a significant time commitment so you should be prepared to devote at least 40 hours per week to your research. In addition, each team will meet with the instructor four times per week (M-Th at times to be arranged) and the class will meet together once per week (F 10-12). Grades will be based on: oral presentation of research proposal 5%; four oral progress reports 5% each; draft oral presentation 5%; final oral presentation 20%; draft research paper 5%; and final research paper 45%.

Modern Foreign Languages

MFL:FR 70

(GEN 53, EH 27)

Paris: A Flâneur's Feast

Peter Donahue and Kim Thomas



See Listing Under EH

MFL: FR 71

Performance en Français of Scenes from French Plays

Renee Norrell

Prerequisites: None

Open To: All Students

Grading System: Option

Max. Enrollment: 15

Meeting Time: M-Th 1:00-3:00

This course will give students an opportunity to enact excerpts from French plays in French. Such practice will allow students not only to improve pronunciation, but the memorization will also enhance active knowledge of French. In addition, students will study the plays with reference to the time periods in which they were written. Excerpts will be chosen based on enrollment and level of competency. Rehearsals will be Mondays through Thursdays from 1:00-3:00 PM. A performance will be scheduled for February. Evaluation will be based on preparation and participation.

MFL: FR 93

Senior Project in French

Dominique Linchet and Renee Norrell

Prerequisites: French Major

Open To: Seniors

Grading System: Letter

Max. Enrollment: Open

Meeting Time: DHAR

In this project, students will focus on a special topic in French 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 French, and they will share the final product of their research in a public presentation. Students will meet by arrangement regularly with Dr. Linchet and Dr. Norrell.

MFL: SN 72

Breaking Stereotypes: Analysis of the Spanish Modern Culture through Movies

María Elva González

Prerequisites: None

Open To: All Students

Grading System: Letter

Max. Enrollment: 15

Meeting Time: T W Th 2:00-5:00 plus movie screenings

Cinema is a great opportunity to learn about different people, cultures and backgrounds. Cultural learning can also provide an exceptional possibility to endorse an integral common education in order to avoid misunderstandings among the world. In this project, students will watch a selection of Spanish movies – Volver, Vicky Cristina Barcelona, etc related to social and cultural issues such as gender roles, traditions, and Spanish lifestyle. Every film will be previously contextualized in order to establish a critical debate afterwards. Class will meet three days per week to analyze the movies and debate. Students will be responsible for related readings and must watch two films per week on their own. Students must be well-prepared to share their opinions with the group in class and with the professor in weekly personal meetings. The whole class will be taught in English and no previous knowledge of Spanish is required. Evaluation will be based on attendance, participation, weekly compositions and a 6-8 page final paper.

MFL: SN 73

Senior Project in Spanish

Barbara Domcekova and 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.

MFL: SN 74

Spanish for Health Care Professionals

Janie Spencer

Prerequisites:	SN 270 or above
Open To:	All
Grading System:	S/U
Max. Enrollment:	8
Meeting Time:	M-F 10:00-1:00

This course is intended for students planning to pursue a career as a health care professional. It will consist of two parts: a two week on-campus class dedicated to study of medical terminology and Spanish review, and a two week placement (60 hours) in local health care facilities where students will observe first-hand the work of interpreters. Based on their level of proficiency and the policies of the placement facility, students will engage in translation and interpretation activities. This course will include guest speakers from the Hispanic population in Birmingham and those who work with them in the field of health care. Students must be able to provide their own transportation to off-campus placement duties.

MFL: SN 100

Spanish Study Abroad

Kim Lewis

Prerequisites:	SN 201 or Above
Open To:	Sophomores, Juniors, and Seniors
Grading System:	S/U (Senior Project, Letter Grade)
Max. Enrollment:	Open
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. For senior project credit, students will write a paper of 20 to 25 pages in Spanish on some aspect of their time abroad.

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.

MFL: SN 75

¡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-F 10:00-12:00

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. It is not appropriate for students who have already taken SN 270 or higher.

In this course, we will use movies, music, newspapers, Internet research and other *realia* from the Spanish-speaking world, as a point of departure for conversation, and students will keep a journal in Spanish. Students will also be required to prepare several presentations in Spanish during the course of the term. We will also 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. Activities in the past have included: a folk music presentation by a Colombian guitarist; shopping in a Mexican "tienda"; a visit with individuals who work with the Hispanic community in the area; lunch at an authentic "taqueria," and preparing an authentic Mexican meal. Class will meet Monday through Friday (10:00 a.m. to 12:00 noon), with Fridays being dedicated to cultural activities, such as a meal in a Hispanic restaurant, the evaluation will be based on class participation, journal and a final oral presentation.

NOTE: A course fee of \$25 will be charged to the student's BSC account to cover shopping expenses for the meal and speakers. Also, there is a possible textbook purchase for this course.

Music

MU 76

Beginning Band

Ron Hooten

Prerequisites:	None
Open To:	All Students
Grading System:	Option
Max. Enrollment:	15
Meeting Time:	M-F 10:00-12:00

This project is designed for students who have no previous experience on wind instruments (Trumpet, Trombone, Flute, Clarinet, Saxophone) but wish they did. It will cover performance techniques, acoustical properties of the instruments and reading musical notation. Class will meet daily for two hours and the students will be expected

to practice individually outside of class. Evaluation will be based on progress on the instrument as well as demonstrated knowledge.

MU 77 Beginning Piano William DeVan and Lucy DeSa

Prerequisites:	None
Open To:	All Students
Grading System:	Letter
Max. Enrollment:	24
Meeting Time:	Three one-hour lessons a week, M W F

This project is designed for students who have no previous experience at the piano. It will involve the study of compositions written for beginning students. There will be three lessons weekly with the instructor plus three weekly observations of another group's lessons. Students will also have concert attendance requirements. There will be reading assignments (about the piano and piano performers and composers) with a test on the assigned material each week. The final examination will include participation in a short beginner's recital which will be attended by all members of the Interim project but not open to the public. Evaluation will be based on progress at the piano, grades from the examinations, attitude, concert attendance and consistent preparation for all lessons.

NOTE: Students will be chosen after a short interview. Please speak with Professor DeVan or Professor DeSa prior to registering to obtain a place in this project. The estimated student cost is \$65.

MU 78 Music and Science Fiction James Cook

Prerequisites:	None
Open To:	First-years
Grading System:	Letter
Max. Enrollment:	10
Meeting Time:	M-F 10:30–noon and M-Th 2:00–3:30

This project is an intensive study of the role of musical references in the structure and content of SF stories and novels. Students will read approximately 30 short stories and one novel, and will discuss them during the morning meetings both from the literary standpoint and from the standpoint of their musical references. Afternoon meetings will be devoted to acquiring and applying listening skills to the music described or referenced in the assigned readings. Daily assignments will include both reading and listening assignments that will, in combination with class times, fully occupy the student for a minimum of 30 enjoyable hours each week. A short written assignment will be required daily; some will be analytical and reaction essays, others will be reports on the listening assignments. A final paper (10-12 pages in length) will also be required. Evaluation

1Y

will be based equally on class participation and written work. Participants will not be expected to have any prior musical training.

"Music is your own experience, your thoughts, your wisdom. If you don't live it, it won't come out of your horn."
-Charlie Parker

MU 79 Music in Everyday Life Katy E. Leonard

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

Music surrounds us in our daily lives – in shopping malls, grocery stores, parties, restaurants, athletic events, films and television shows, video games, and in our rooms and cars. Is music a commodity, an art form, a means to an end? Why do we like or dislike certain types of music and/or certain songs? How do our own experiences play out in our musical choices? In this project we will examine the role(s) music plays in our own daily lives while centering our individual musical experiences in the larger world of musical anthropology. We will listen to music, read books, blogs, and articles, such as Hornby's *Songbook*, *Rolling Stone*, Crafts' *My Music*, and Miller's "Jacking the Dial," and view films, including *High Fidelity*. Evaluation will be based on students' participation in engaged, thoughtful discussion, regular blogging, a 5 page final paper, and annotated playlist of their own everyday music. Students should expect to commit 30 hours per week of in class and out of class work for the project. No previous musical knowledge/training is needed.

MU 80 Music Notation with Finale Dorothy Hindman

Prerequisites:	Elementary Theory-MU 151 or higher is strongly suggested, or the demonstrated ability to read music
Open To:	All Students
Grading System:	Letter
Max. Enrollment:	10 (only 5 computers)
Meeting Time:	M W F, 2 ½ hours per class

Students will learn basic music notation and will become familiar with the latest available version of *Finale*, an industry standard desktop computer music notation program. The project will meet three times per week for two and a half hours, and significant computer lab time outside the class will be required. Coursework will include daily quizzes, tutorials, reading, and written assignments using both traditional manuscript and computer music notation. The final project will be the completion of two scores (vocal and instrumental) using *Finale*. Scores may be original compositions, or may be chosen

from music in the library. Due to the intensive specialized nature of this project, this course is not recommended for students who do not already read music to some degree.

NOTE: Gardner Read's *Music Notation* is a required text.

MU 81

Performance Practicum in Piano

William DeVan and Lucy DeSa

Prerequisites:	Permission of Instructor
Open To:	Piano Majors and students who have studied a minimum of six years
Grading System:	Letter
Max. Enrollment:	4
Meeting Time:	DHAR; Three one-hour lessons M W Th and 30 hours practice weekly

In this project students will prepare a major work or a well-defined body of literature for piano. Evaluation will be based on progress made during the term and grades made on examinations covering reading assignments and listening assignments. Students will meet with the instructor three times a week and be required to practice 30 hours each week. There will be concert attendance, reading and listening assignments. To receive Senior Project Credit, the student must prepare a senior recital during interim and prepare program notes for the recital.

MU 82

Performance Practicum in Voice

Jacqueline Leary-Warsaw

Prerequisites:	Permission of Instructor
Open To:	All Students
Grading System:	Letter
Max. Enrollment:	3
Meeting Time:	DHAR; Three one-hour lessons and 30 hours practice weekly

In this project, students will prepare a major work or a well-defined body of literature for the voice. This may include an opera role, a song cycle, or a collection of repertoire that represents common musical, historical, and/or textual elements. Evaluation will be based on progress made during the term. Students will meet with the instructor three times each week, and be required to practice a minimum of 30 hours each week outside of lesson times.

NOTE: To receive Senior Project Credit, the student must prepare a senior recital, write corresponding program notes and foreign-language translations, and perform the recital prior to March 31, 2010.

Students interested in a Performance Practicum in an Orchestral Instrument, Guitar, or Organ should complete an academic contract with the Office of Interim and Contract Learning.

MU 83

Singing Beyond the Shower

Jacqueline Leary-Warsaw

Prerequisites:	Permission of Instructor
Open To:	All Students
Grading System:	Letter
Max. Enrollment:	12
Meeting Time:	M-Th 10:00-12:30

Designed to be a beginning-level study in voice, this course will introduce students to singing through a variety of song styles. From classical to jazz to Broadway to folk song, students will engage in an exploration of music written for the voice. Course content will include the study and application of various vocal styles, basic elements of vocal technique, diction, vocal health, music fundamentals, and sight-reading. Daily class meetings will be supplemented by private instruction with the teacher. The class will discuss and attend a live theatrical performance. Evaluation will be based on class participation, comprehension and application of musical/vocal elements, a daily journal, and a reflective oral presentation.

NOTE: The estimated cost is \$60.00.

Philosophy

PL 84

Imagine No Religion

Steven Hendley

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

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), 9 a.m. - 12 p.m., pop quizzes on readings, oral presentations of readings, 3 five page papers reflecting on readings.

PL 85

Philosophies of Film

Daniel Coyle

Prerequisites:	None
Open To:	All Students
Grading System:	Letter
Max. Enrollment:	15
Meeting Time:	T-Th 1:00-4:00 and Th evening after dinner

This course will explore the medium of film using the discipline of philosophy. Not only will we consider cinema as a subject for philosophical reflection, but we will carefully examine the film-philosophies of select directors such as Hitchcock, Welles, Bergman, Kubrick, Lynch, Ozu, and others, with the aim of discovering and articulating *cinematic wisdom*. Readings will include primary texts from both philosophers and film theorists. We will conduct this course as an undergraduate seminar, insofar as this is possible. The Interim will culminate with a research paper that philosophically analyzes and argues a thesis about a chosen film, director, or film school. This course will provide students with firm ground in the areas of aesthetics, ontology, depth psychology, and cognitive theory.

"Knowledge doesn't keep any better than fish"

-Alfred North Whitehead

Physics

PH 86

Practical Science

Tyler Dart

Prerequisites:	At least 1 Lab Science Course
Open To:	All Students
Grading System:	Letter
Max. Enrollment:	15
Meeting Time:	M-Th 12:00-3:00

This is the "how does it work" class for those with inquisitive minds. Students will explore how the laws of electrical circuits apply to fixing a broken lamp, what heat flow and gas laws have to do with air conditioners, what laws of physics allow an automobile to work, how the inner workings of an atom make it possible to watch a plasma TV, and other topics of interest. This class will also teach you to do basic maintenance and repairs to these items. Students will come to appreciate the surprisingly simple science that is behind the things that we cannot imagine living without. Also, this course will allow students to study and make a presentation on a topic of their choice. Assessments will be done with weekly quizzes, practical skills tests, and one presentation to be given at the end of the interim.

Political Science

PS 87

Human Rights, Development, and Democratization in El Salvador

Vince Gawronski



Prerequisites:	None
Open To:	All, Consent needed for First-Year Students
Grading System:	S/U
Max. Enrollment:	12
Meeting Time:	Three full days before departure, three weeks in-country 1:00-12:00, and 1:30-4:00 class time in Birmingham

This experiential travel interim will focus on human rights, socioeconomic development, and democratization in El Salvador. We will study extensively the historic March 2009 presidential elections, which brought to power Mauricio Funes of the FMLN, the Marxist revolutionary movement turned political party. We will also comprise a delegation organized by the Center for Exchange and Solidarity (CIS) to visit numerous communities and development projects. Students will be held to the values of the mission statement of the CIS, which reflect a commitment to nonviolence, honesty and openness, accountability, political independence, human rights, sustainable development, solidarity, and spirituality. Daily activities will involve working on small development projects and/or meeting with representatives from women's movements, cooperatives, political parties, labor organizations, youth groups, human rights groups, NGOs, churches, etc. Moreover, students will learn about the positive and negative effects of U.S. regional policies and development strategies. There will also be time to visit historical-cultural sites and engage in recreational activities.

NOTE: The estimated cost of this travel project is \$2,750-3,000 (airfare, in-country program fees, food, and lodging included).

PS 88

Are Housewives Desperate?

Gender and the Media

Mary-Kate Lizotte

Prerequisites:	None
Open To:	All Students
Grading System:	Letter
Max. Enrollment:	20
Meeting Time:	Tu-Th 10:00-1:30

The focus of this project will be on gender and the mass media. Gender refers to the socially constructed expectations of society with respect to appropriate roles and behaviors. We will discuss how portrayals of women and men in the mass media have changed over the years from *Leave it to Beaver* to *Sex and the City* in print media, television, and on YouTube. In addition, we will discuss how the media acts as a socializing agent influencing

expectations individual's have of men and women. We will read *Where the Girls Are: Growing up Female with the Mass Media* by Susan J. Douglas along with various academic articles on the portrayal of women in the media. Students will be engaged in the project 30-40 hours during the week reading assignments, viewing examples from the media, and keeping journals to record their reactions to the media viewed in and outside of class. In addition to the media reaction journals, projects will range from traditional research papers to writing an episode of a situation comedy or a children's book. Evaluations will be based on in class participation, journals, and final project.

Psychology

PY 89 (AR 04)

Creating and Designing Toys and Games
Steve Cole and Terry Goodrick

See Listing Under AR

PY 90

Internship in Psychology
Tricia Witte

Prerequisites: PY 101
Open To: Sophomores, Juniors, Seniors
Grading System: S/U
Max. Enrollment: 12
Meeting Time: M 9:30-12:30

This project allows students to gain supervised experience in applying psychological principles in a field or applied setting with a significant mental health focus. Examples of placements include hospitals, residential centers, outpatient mental health centers, shelters, and schools. Students will meet on a regular basis with the course instructor to discuss readings. Students will also maintain a daily journal documenting how course readings and discussions relate to their experiences. The major academic component is a presentation at the end of the course that integrates their experiences with current research (i.e., journal articles). Students should plan to meet with the course instructor during the Fall term prior to internship to find a placement. Students should expect to spend 20 - 25 hours per week at the placement, 3 hours per week in class, and several additional hours per week to prepare for class and work on the final presentation. Grades will be based on class attendance, the daily journal, class presentation, and the placement supervisor's evaluation.

PY 91

The Social Psychology of Personal Relationships
Richard McCallum

Prerequisites: None
Open To: All Students
Grading System: Option
Max. Enrollment: 18
Meeting Time: M-Th 10:00-12:00

The project will present three theoretical frameworks for exploring close, personal relationships such as those between friends, lovers, family members, and co-workers. Interdependence theory will be used as a model of the patterns of mutual influence, levels of satisfaction and dissatisfaction, attributions of personal dispositions, and responsiveness to partners' outcomes which characterize such relationships. Evolutionary psychology will offer perspectives on the adaptive functions of relationships, kin relations, parental investment, mate selection, and altruism. Attachment theory suggests individual differences in habitual ways of behaving in relationships and in forming emotional bonds with other people. The project will meet as a seminar during which students will present and discuss readings, view media, and participate in simulations and demonstrations of interpersonal processes. Evaluation will be based on presentation and participation as well as a research paper.

PY 92

Sport Psychology
Richard Rector

Prerequisites: None
Open To: All Students
Grading System: Letter
Max. Enrollment: 16
Meeting Time: T W Th 10:00-1:00

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 94 (GEN 42)

The Footsteps of John Wesley

Bishop Robert C. Morgan, Laura Sisson, and Susan Cockrell

Prerequisites: None

Open To: All Students

Grading System: S/U

Max. Enrollment: 40

Meeting Time: T Th (Jan 5, 7, 12, 14) 9:00-11:00

Early Methodism will come alive while traveling across England, visiting places where John Wesley lived and worked, where the Methodist Movement began and grew. You will walk in Wesley's footsteps at his birthplace, in Epworth's site of the Old Rectory where John was saved from a fire, and on Aldersgate Street where he "felt (his) heart strangely warmed." In Bristol, you will have a lecture in one of Wesley's early centers of ministry, the "New Room," and see Charles Wesley's home and places where several of his hymns were inspired. You will also visit John Wesley's home and grave, see places where Wesley preached to the masses, and have lectures at City Road Church and Bunhill Fields Cemetery where Susanna Wesley is buried. While the footsteps take us specifically to Wesley sites in London, Bristol, Bath, and Epworth, you will also visit major city sites in London, cathedrals and churches along the way, and hear lectures from Methodist clergy and laity in England.

NOTE: The estimated cost of this travel project is \$4000

RE 95

Race and the Bible

Amy Cottrill

Prerequisites: None

Open To: First-years

Grading System: Letter

Max. Enrollment: 15

Meeting Time: M-Th 9:00-11:00

1Y

There is abundant historical, literary, and musical evidence of the African American people's rich and sometimes difficult history with the Bible. For many African American people, the Bible has been a source of hope, strength, and support. It has been a book about the *possibility* of freedom and justice and God's desire for freedom and justice for God's children. The Bible is not unproblematic for many African American people, however. Because the Bible, and the entire Christian tradition, was introduced to African people in the context of European and American conquest of Africa and American slavery, the African-American Christian tradition has necessarily interpreted the Bible in distinctive ways that reflect the history of and experience with racism. Some of the results of the African American interaction with the Bible have been beautiful and honest music, challenging and uplifting preaching, revelatory literature, important biblical scholarship, and many, many changed lives. This course offers students a

brief introduction to the African American relationship with the Bible.

Sociology

SO 96

The Private Eye and the Sociological Gaze:
Exploring Sociology through Crime Fiction

Cullen Clark

Prerequisites: None

Open To: All Students

Grading System: Letter

Max. Enrollment: 15

Meeting Time: T W Th 1:00-4:30

This project uses contemporary crime fiction as a tool to illustrate and explore fundamental themes in sociology such as class, race, gender, crime, religion, and the role of structure and agency in shaping human behavior. It has two objectives. The first is to broaden each student's understanding of the way sociology addresses some fundamental aspects of the human experience. The second is to challenge them to think critically about the ways in which popular culture reflects – and shapes – our social world. Students read selected works of crime fiction and watch some classic detective movies. As a group, we discuss issues addressed by each work of crime fiction (or detective film) and the theories put forward by key social theorists to explain them. Concise, supplemental articles will highlight relevant concepts by social theorists such as Pierre Bourdieu, Emile Durkheim, Max Weber and W.E.B. Dubois. Upon completion of each work, students will write an essay in which they discuss a social issue from the reading or film, relating it to the theoretical concepts discussed and expressing their own reaction to those concepts. Crime readings include: *Murder Gets A Life* by Anne George, *Black Cherry Blues* by James Lee Burke, and at least one of the Easy Rawlins short stories by Walter Mosley; *Red Harvest* by Dashiell Hammett. Crime films include: *The Thin Man*, *No Country for Old Men* and *The Big Lebowski*.

SO 99

Senior Project in Sociology

Alicia Weaver and Guy Dalto

Prerequisites: Consent

Open To: Majors in Sociology, Psychology-Sociology; or Sociology-Political Science

Grading System: Letter

Max. Enrollment: Open

Meeting Time: DHAR

The project is designed for senior majors. The student will complete a major research paper (15 pages plus supporting material). The student will submit a topic together with relevant bibliography prior to start of the interim term. The instructor must approve the topic and research design. Students must submit a draft for review before the final product can be accepted.

Theater Arts

THA 97

Theatre Performance Ensemble:
Shakespeare's Hamlet
Michael Flowers, Alan Litsey,
and Matthew Mielke

Prerequisites:	Audition or Permission of Instructor
Open To:	All Students
Grading System:	Letter
Max. Enrollment:	As Cast
Meeting Time:	40+ hours/week 9:30-5:30, plus 2 December meetings

This project is designed to provide an ensemble of students the opportunity to produce Shakespeare's *Hamlet*. The company will include approximately 30 students, serving as actors and production staff. Cast members, who also do technical work, are admitted by audition. Production staff members are also admitted by permission of the instructors. Production opportunities include stage management, costume construction, properties, lighting and set construction. December 2009 commitments: two meetings for all company members. The company members will need to work 40 hours per week during January 2010 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>.

Environmental Studies

UES 98

Costa Rica:
Are Sustainability & Ecotourism Compatible?
Jeanne Jackson and Ed Brands

Prerequisites:	None
Open To:	All Students
Grading System:	S/U
Max. Enrollment:	12
Meeting Time:	<u>In Birmingham</u> : Jan 4, 5 (1-3pm) <u>In Costa Rica</u> : Jan 6-21 (24/7) <u>In Birmingham</u> : Jan 25, 26 (1-3pm)



Students in the course will develop an understanding of Costa Rica's approaches (e.g. ecotourism) to protecting biodiversity and natural resources. We will explore four distinct ecosystems in Costa Rica: the Monteverde Cloud Forest Preserve, a Pacific rainforest, a deciduous dry forest, and a coastal beach habitat. Owing to its geographic location and mountainous features, Costa Rica's biodiversity is immense, with over 800 species of birds identified in a

country the size of West Virginia. In the Monteverde area reserves alone there are more than 500 species of trees, 300 orchids, 600 butterflies, and 400 birds. Students can expect to experience spectacular sites such as volcanoes and tropical birds during the 15 days in Costa Rica; a firsthand exploration of the concept of ecotourism; strenuous hikes and a range of accommodation types; opportunities to learn about women's cooperatives and microfinance; and pre and post-trip studies and discussions in Birmingham.

NOTE: The estimated cost of this travel project is \$3200.

Advance Notice: Study-Travel Projects 2011

ATALE OF TWO CITIES: THE MUSEUMS AND MONUMENTS OF LONDON AND PARIS

Timothy Smith and Jim Neel

This travel opportunity involves visits to the major museum collections in London and Paris, including the National Gallery, British Museum, Victoria and Albert Museum, the Louvre, Musee d'Orsay, and the Pompidou Center.

BUENOS AIRES: A LATIN AMERICAN CITY THAT FORESHADOWS ALL OTHERS

Barbara Domcekova

This project is a three-week immersion in the language and culture of Argentina, with a particular focus on Buenos Aires. Participants will engage in the study of Spanish at the BAESP language school, according to language proficiency (beginner to advanced), and will take four hours of class daily. Afternoons and evenings will be dedicated to a series of cultural activities, from theatre performances, films, cafés, art exhibitions and museum visits, to tango lessons, cooking classes, city tours and out-of-town excursions.

CLASSICAL AND RENAISSANCE ITALY: THE MAJOR CITIES AND PLACES IN BETWEEN

Michael McInturff and Samuel Pezzillo

The participants in this three week travel-study experience will visit major cultural and historical sites in Italy to examine the world of the ancient Romans and Etruscans; see description in 2010 EH section.

CORAL REEF ECOLOGY AND DOLPHIN BEHAVIOR

Andy Gannon

After 2 weeks at BSC learning about the ecological processes and organisms that form coral reefs and the rudiments of dolphin behavior, students will spend the next 14 days experiencing coral reefs first-hand at the Institute for Marine Sciences (on the island of Roatan, off the coast of Honduras, in the Caribbean Sea), snorkeling and interacting with dolphins.

DISCOVERING THE PACIFIC NORTHWEST: A CITY/ NATURE EXPLORATION

Peter Donahue

This course focuses on the city/nature relationship so vital to the Pacific Northwest. After an on-campus orientation, students spend 14 days in Seattle participating in environmentally-oriented service projects and learning about the history and literature of the city, followed by travel to the Olympic Natural Resources Center, the Hoh Rain Forest, the Olympic Coast, and Whidbey Island on Puget Sound.

FOOTSTEPS OF JOHN WESLEY

Larry Brasher and Amy Cottrill

Early Methodism will come alive while traveling across England, visiting places where John Wesley lived and worked, where the Methodist Movement began and grew; see description in 2010 RE section.

FRIBOURG, SWITZERLAND: SURVEY OF INTERNATIONAL CULTURE

Natalie Davis and Dominique Linchet

We will study at the University of Fribourg, Switzerland, and examine the achievements and failures of some of the world's most important economic, political and humanitarian organizations, from an interdisciplinary perspective. The structure of the Study of International Organization revolves around regular coursework and relevant visits. Such visits will allow students to see the day-to-day operations and meet with senior representatives of major international organizations, such as the United Nations, the UN High Commissioner for Refugees, the International Labor Organization, the World Trade Organization, the World Health Organization, the World Intellectual Property Organization and the International Committee of the Red Cross (all based in Geneva), as well as the E.U. Parliament, the Council of Europe and the European Court for Human Rights in nearby Strasbourg, France.

INTERIM AT SEA 2011

Duane Pontius and Jacqueline Leary-Warsaw

Sail training aboard a classic tall ship in the Caribbean; see description in 2010 GEN section.

LITERARY AND LITERAL IRELAND

Sandra Sprayberry

Literary study is enriched by visiting the places about which a writer writes. After class study of Irish literature, history, and culture, we will spend at least two weeks retracing the steps of our reading and beyond – in Galway, the Aran Islands, Sligo, and Dublin. We will also visit sites of archaeological and historical significance, such as New Grange, and will participate in cultural activities, such as attending a theater play and sessions with traditional musicians and dancers.

MOVING UP THE FOOD CHAIN: VERTICAL INTEGRATION IN EUROPEAN AGRI-BUSINESS FIRMS

Bert Morrow

Students will visit Italy and the Czech Republic 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. While in the Czech Republic, we will be based in Prague, where we will meet with local and national business and governmental leaders. We will then stay in Bologna, Italy, whose geographical vicinity provides a base for visiting local growers and producers of olive oil, wine, pasta, Parmigiano Reggiano and Parma Ham. We will conclude our trip with a short visit to Milan where students will have an opportunity to view Da Vinci's The Last Supper.

SCIENCE AND CULTURE OF THE ANCIENT MAYA IN HONDURAS AND GUATEMALA

Scott Dorman

This travel Interim will investigate the methods developed by the Maya and what science may have meant to them as a people; see description in 2010 GEN section. We will visit Honduras rather than Mexico in 2011.

SOUTHEAST ASIA: HISTORY, POLITICS, CULTURE AND DEVELOPMENT

Robert Slagter

Project participants will travel to Thailand, Vietnam and Cambodia

to explore Southeast Asian history, culture, politics and economic development; see description in 2010 PS section.

TRAVEL TO CREATE: SEEKING THE WELLSPRING OF HUMAN CREATIVITY IN PRAGUE, VIENNA AND ROME

Dorothy Hindman and Charles Mason

This project will provide students a chance to explore their creativity, by creating a work in a creative genre that reflects intensive thought, planning and execution. Students will be assisted in their creative endeavors by reading several books on the creative process, sharing ideas and proposals as a group, and traveling through Central and Mediterranean Europe focusing on the vast cultural history and architectural beauty of Prague, Vienna and Rome as well as the contemporary cultural milieu of these great Western cities. The professors will conduct daily walking tours of important historical sites, museums, churches, cathedrals, and temples, and participants will attend concerts, operas, and other presentations. Students will complete their projects in areas that reflect their individual interests. Students will also turn in a journal documenting their experiences.

Advance Notice: On-Campus Projects 2011

BASIC ITALIAN FOR ROMANCE LANGUAGE ADDICTS

Margaret King

In this class, students learn basic Italian, taught in an interactive, accessible way that encourages fluency; see description in 2010 GEN section.

A BIRMINGHAM LOCAVORE HANDBOOK

John Tatter

Students will read material on the importance of choosing local, organic, and heirloom produce and free-range meats both at the market and at restaurants. They will interview local farmers, grocers, and chefs as well as directors of food co-ops in an effort to produce an online "Birmingham Locavore Handbook" that organizes and publishes what they have learned.

BOB DYLAN: A COMPLETE UNKNOWN?

Leo Pezzementi

In this course, we will consider the life, times, music, and poetry of Bob Dylan; see description in 2010 GEN section.

CHARMED: WITCHES AND WITCHCRAFT IN AMERICAN LITERATURE AND CULTURE

Rachel Clevenger

This project explores depictions of witches and witchcraft in historical documents and literature; see description in 2010 EH section.

CRIMINAL LAW

Jack Taylor

This project provides an overview of criminal law; see description in 2010 GEN section.

CRITICAL THEORY AND THE AMERICAN CINEMA

Kelly Russell

This course uses American movies as a way to open the discussion of Critical Theory; see description in 2010 GEN section.

EXPLORING TEACHING IN SECONDARY SCHOOLS

Mary Jane Turner

This project is designed for students who wish to explore their

interest and skills in teaching high school or middle school; see description in 2010 ED section.

GHOST HUNTERS

David Schedler

PERFORMANCE PRACTICUM IN PIANO

William DeVan and Lucy DeSa

In this project students will prepare a major work or a well-defined body of literature for piano; see description in 2010 MU section.

PERFORMANCE PREPARATION: EXPERIENCE WITH GUEST

CHOREOGRAPHERS

Ruth Henry and Mira Popovich

This project will be offered as preparation for the Spring Dance Concert in 2011 and to broaden the knowledge and understanding of other aspects relating to dance.

THE POLITICS OF IMMIGRATION

Vince Gawronski

This project will focus on the dilemmas and controversies associated with U.S. immigration policies. An emphasis will be placed on understanding migration push-pull factors.

PRE-ENGINEERING

Douglas Riley

This project provides an opportunity for pre-engineering students to work full-time with a practicing engineer and to gain experience in one branch of the engineering profession; see description in 2010 GEN section.

PRE-HEALTH CAREER INTERNSHIP

Jeannette Runquist

This project allows students to experience one of the health professions fields through a 120 hour internship supervised by a health care professional; see description in 2010 GEN section.

THE REEL CIVIL WAR

Victoria Ott

This course will explore the Civil War through the use of film, focusing the varying interpretations of the conflict, uses of historical events in contemporary society, and currency of historical films.

SCI-FI SIXTIES

Tynes Cowan

An examination of science fiction (novels, television, and films) of the 1960s with particular emphasis on the cultural dislocations they reflect and the social reconfigurations they inspire.

SENIOR EXPERIENCE IN COMPUTER SCIENCE

Rick Turner

For this senior experience in computer science, students will reexamine all of the major areas of the field with the goal of integrating the various topics and becoming more knowledgeable in one of them; see description in 2010 CS section.

SENIOR PROJECT IN EDUCATIONAL SERVICES

Clint E. Bruess

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; see description in 2010 ED section.

SENIOR PROJECT IN MATHEMATICS

Bernadette Mullins

Mathematics majors will undertake an independent research project and report on their findings though an oral presentation and research paper; see description in 2010 MA section.

SEXUALITY EDUCATION ISSUES

Clint E. Bruess

The project deals with many contemporary issues related to sexuality education in all settings; see description in 2010 GEN section.

THEATRE PERFORMANCE ENSEMBLE

Michael Flowers, Alan Litsey, and Matthew Mielke

This project is designed to provide an ensemble of students the opportunity to produce a play.

VIDEOGRAPHY: A BASIC COURSE IN DIGITAL VIDEO FILMING AND EDITING

Clyde Stanton

This course is designed to introduce beginners to the basics of digital video photography and editing; see description in 2010 GEN section.

Y AHORA A HABLAR!

Kim Lewis

Conducted entirely in Spanish, this class will provide the students with the opportunity to practice their conversational skills; see description in 2010 MFL: SN section.

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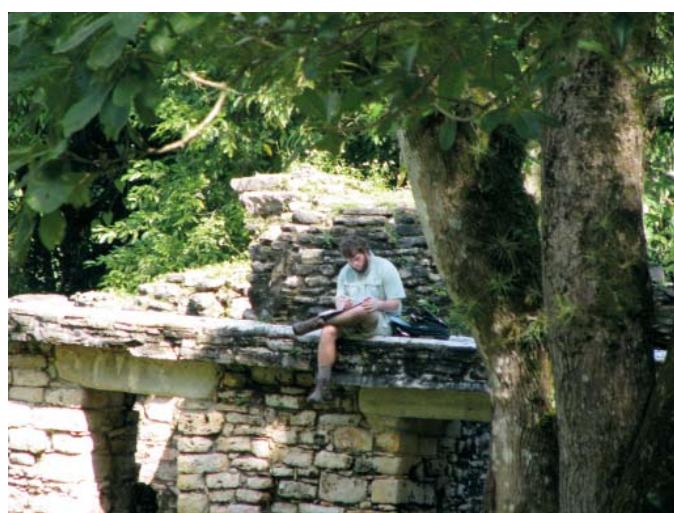
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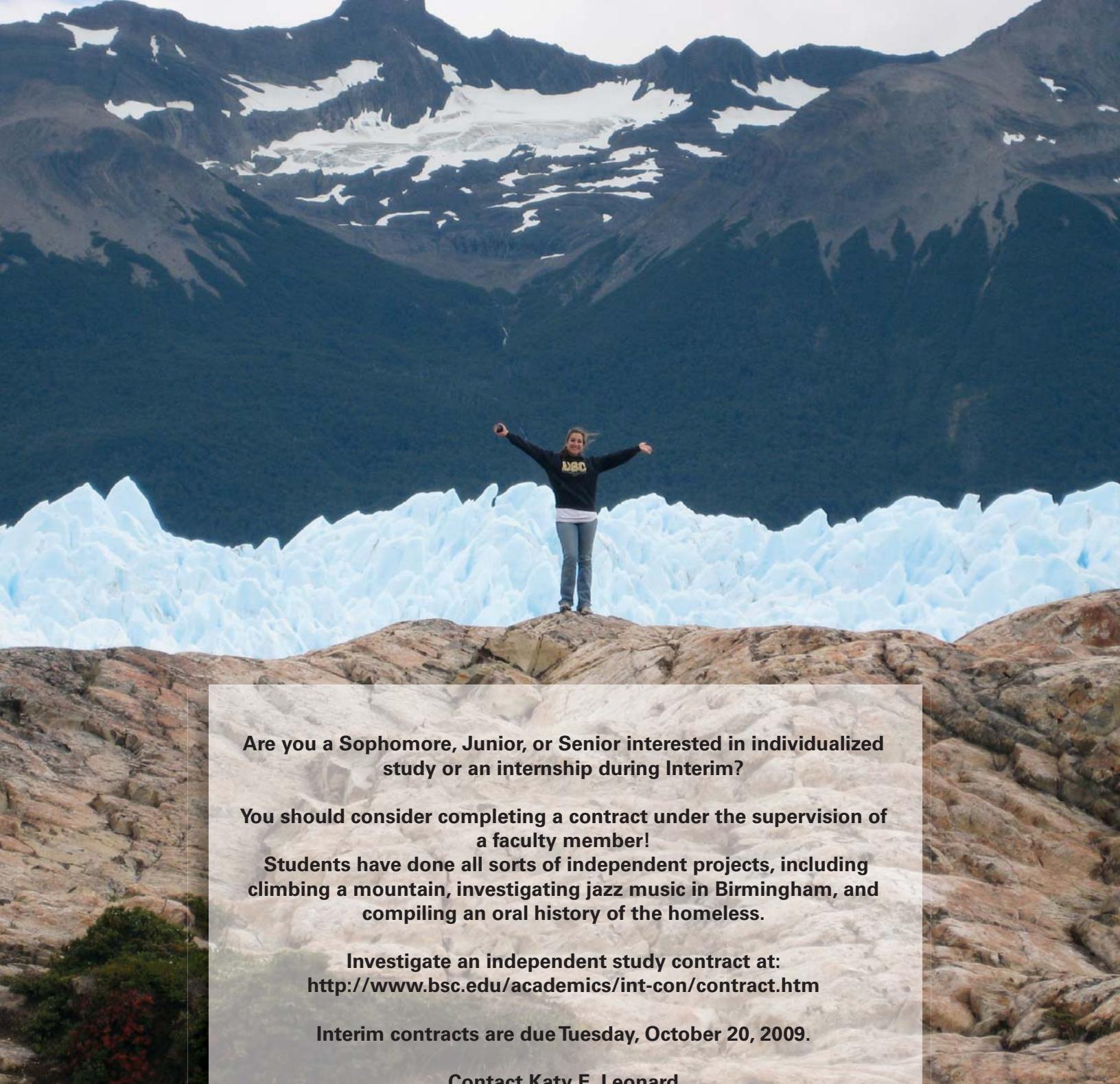
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Are you a Sophomore, Junior, or Senior interested in individualized study or an internship during Interim?

You should consider completing a contract under the supervision of a faculty member!

Students have done all sorts of independent projects, including climbing a mountain, investigating jazz music in Birmingham, and compiling an oral history of the homeless.

**Investigate an independent study contract at:
<http://www.bsc.edu/academics/int-con/contract.htm>**

Interim contracts are due Tuesday, October 20, 2009.

**Contact Katy E. Leonard
Director of Interim and Contract Learning
at kleonard@bsc.edu or 205-226-4647 for details.**



Birmingham-Southern College