

Interim 2011 Project Descriptions

Special Course Designations

First-Year
Foundations
Project

1Y

Service-
Learning
Project



Study-
Travel
Project



Accounting

AC 01

Senior Accounting Internship

Susan Cockrell and Randall Miedaner

Prerequisites: 3.0 Minimum GPA, Completion of All General Education Requirements and Consent
Open To: Seniors
Grading System: Letter
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

Advanced Studio Projects

Kevin Shook and Steve Cole

Prerequisites: at least 2 300-level studio courses
Open To: Art Majors
Grading System: Letter
Max. Enrollment: 20
Meeting Time: M-Th 9:30-2:30

In this course there will be an emphasis on current themes in contemporary art from selected articles. Themes will be selected as they relate to an individual and their portfolio. There will be a focus on developing and refining a cohesive portfolio in preparation for the BFA exhibition. 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 writing assignments and a final portfolio.

ARH 03
The Real Thing
Kathleen Spies

Prerequisites: None
Open To: All Students
Grading System: Letter
Max. 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.



ARH 04
A Tale of Two Cities: The Museums and Monuments of London and Paris
Tim Smith and Jim Neel

Prerequisites: None
Open To: All Students
Grading System: S/U
Max. Enrollment: 15
Meeting Time: DHAR

This Interim project provides students a chance to explore the major museums, collections, and architectural monuments of two of western Europe’s culturally-rich centers: London and Paris. After preparatory meetings in Birmingham, we will spend a full two weeks examining in person a wide range of art and architecture spanning prehistoric times through the current day. The London itinerary will include the British Museum, National Gallery, the Tate Modern, and Westminster Abbey. The Paris itinerary will include the Louvre, the Musée d’Orsay, the Pompidou Center, Notre Dame, and Sainte Chapelle.

NOTE: Estimated Cost: \$3500

Biology



BI 05

Coral Reef Ecology Andy Gannon

Prerequisites:	None
Open To:	All Students
Grading System:	Letter
Max. Enrollment:	24
Meeting Time:	On-Campus, M-F 9:00-4:00; Honduras, M-Sun 8:30-5:00

After 2 weeks at BSC learning about the ecological processes and organisms that form coral reefs, we will spend the next 14 days experiencing coral reefs first-hand at the Institute for Marine Sciences (IMS) in Roatan, Honduras. We will interact with dolphins and dive and snorkel on one of the most beautiful reefs in the world as we participate in ongoing IMS and BSC reef monitoring research projects. Seniors will conduct research projects of their own design, for which all students will help collect data. Students will be evaluated on their performance on practical and written exams, a natural history journal, a group oral report on coral conservation, and a reflective paper written about their experience with Honduran culture. There may be an optional side trip to explore a mainland tropical rainforest. This project will be limited to students that can swim. SCUBA certification is encouraged but not required.

NOTE: Estimated Fees: \$3100

BI 06

Field Ornithology Scot Duncan

Prerequisites:	None
Open To:	All Students
Grading System:	Letter
Max. Enrollment:	12
Meeting Time:	4 field trips/labs per week. All trips start at 730 am. 2 long field trips each week (end by 500pm), 2 short trips each week (end by 100 pm). Scheduling of trips within the week is dependent on weather conditions. One overnight field trip to Dauphin Island during the workweek (e.g., all day Thur and Fri).

Explore the forests, lakes, rivers, fields and coast of Alabama while tracking down and studying Alabama's birdlife. Much of the course will be spent outdoors finding, identifying, and studying different species of birds. No experience necessary - this course is designed for beginners! We will visit local birding hotspots, but also more distant locations such as Wheeler National Wildlife Refuge, Cahaba River National Wildlife Refuge, and Talladega National Forest. An overnight trip to Dauphin Island is planned to study coastal birds. Some indoor lab time will be spent learning about bird ecology, behavior, anatomy and physiology, and other bizarre attributes of birds. Field trips will 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: Estimated student fees are \$100.

BI 07

Man-Ape: The Story of *Our* Prehistoric Past

Jason Heaton

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

Over six million years ago, we diverged from our primate ancestors. However, much of what defines us are features shared with our closest living relatives, the apes. To understand our place in nature, students will be introduced to the captivating narrative of human evolution. We will investigate the fossil and archaeological records, consult studies of modern hunter-gatherers and examine primate behavior. There will be many hands-on exercises supplemented with discussions and movies. In addition, students will learn to flintknape (i.e. make stone tools). Interested students will be given the opportunity to work on microfaunal fossils (e.g. mice, birds, reptiles) from Swartkrans, a South African fossil hominid site. Grades will be determined by: (1) performance on quizzes, (2) a short dietary analysis, and (3) a final presentation on their analysis of data from Olduvai Gorge, an early (~2.0 million) east African hominid site.

Business

BA 08

Internship in Business

Stephen Craft

Prerequisites:	None
Open To:	Sophomores, Juniors, Seniors
Grading System:	S/U
Max. Enrollment:	15
Meeting Time:	M-F as arranged

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



BA 09

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

Bert Morrow

Prerequisites:	None
Open To:	All Students
Grading System:	S/U
Max. Enrollment:	12
Meeting Time:	DHAR

Students will visit the Czech Republic and Italy to study agri-business firms engaged in food production. Particular emphasis will be given to the issues of vertical integration and the extent to which technological innovations have been adopted in a firm's value chain. We will also explore how these firms acquire inputs, access distribution channels, and manage their labor and product markets. Students will be required to prepare an oral presentation of a substantial research project on a topic of their choosing that has been approved by the professor.

In the Czech Republic, we will be based in Prague, where we will visit local producers and processors and meet with local and national business and governmental leaders. While in Italy, we will be staying in Bologna. The area around Bologna (including Parma), provides a good base for visiting local growers and producers of olive oil, wine, pasta and the world famous Parmigiano Reggiano and Parma Ham. We will conclude our trip by spending a couple of days in the Italian city of Milan.

While the educational focus of this trip will be on vertical integration and the application of technology in the European agricultural industry, there will also be opportunities to visit other types of businesses that will offer us a little change of pace. For example we will have the opportunity to compare and contrast the Skoda automobile (manufactured in the Czech Republic) with the Lamborghini (manufactured in Italy).

There will also be opportunities to explore and discover some of Italy's hidden art treasures. For example, did you know that three small statues by the great artist Michelangelo are on display in Bologna? In fact, *Saint Petronio*, *Saint Procolo* and *Angel Holding a Candelabra* are the first free standing works sculpted by Michelangelo. While in Milan, we will visit Teatro alla Scala, the famous Italian opera house, and the Convent of Santa Maria delle Grazie, home of Leonardo Da Vinci's *The Last Supper*.

NOTE: Estimated cost: \$4750

BA 10

Senior Capstone in Business Administration

Chris Cain, Byron Chew, and Sara Robicheaux

Prerequisites: consent of faculty coordinator, Robicheaux
Open To: Senior Majors upon approval of instructors
Grading System: Letter
Max. 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 \$200

Chemistry

CH 11

Molecules and Medicine: Mechanisms and Biosynthesis of Select Antibiotics

William Kittleman

Prerequisites: CH 408
Open To: Juniors and Seniors
Grading System: Letter
Max. Enrollment: 8
Meeting Time: M W F 9:00-11:00

This project will review the biosynthesis and molecular mechanisms of a select group of modern day antibiotics. Antibiotics will be selected based on importance and mechanism of action including the inhibition of bacterial cell wall biosynthesis, protein synthesis, and DNA replication. Students, and the instructor, will read and discuss key research articles. The objectives of the project are for students to become familiar with reading the primary literature and to become familiar with the experimental techniques and interpretation of results used to solve important biochemical and biomedical problems. Students will be given two exams, the first during mid-interim, the second at the end of interim. Exam 1 will cover antibiotic biosynthesis. Exam 2 will cover antibiotic mechanisms.

Computer Science

CS 12

Adventures in 3D Digital Worlds

Marietta Cameron

Prerequisites: CS 170 (or above) or MA 124 (or above)
Open To: All Students
Grading System: Letter
Max. Enrollment: 26
Meeting Time: M-F 9:00-12:00

Would you like to learn how to create 3D environments similar to those found in popular games such as Soul Caliber IV, Crysis, "Call of Duty", and Halo? Or do you have your own imaginary place that you would like to bring to life? Then sign up for this month long experience in using the Cinema 4D to visualize virtual worlds. Each participant will design, model, light, and animate a 3D environment that portrays a certain "theme." This "theme" will be determined by the interim group during the November orientation meeting. 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 project; 3.) Weekly "show and tell" demonstrating the project progress; 4.) Final animation that offers a 30 second tour of the digital world.

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

CS 13

C++ Programming

Lewis Patterson

Prerequisites: CS 250
Open To: All Students
Grading System: S/U
Max. Enrollment: 15
Meeting Time: M W F 10:00-12:00

This interim will explore the world of C++ programming. You will discover that Java is not the only object oriented language. C++ combines the speed of C with the enhanced software engineering provided by objects. You will learn the language by using it to solve a wide variety of problems. You will improve and extend your software engineering skills. Be prepared to devote the time required to learn a complex programming language.

CS 14

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 15

Performance Preparation: Experience with Guest Choreographers Jacqueline Lockhart, Jenna McKerrow Wilson

Prerequisites:	Permission
Open To:	Upper-level dance students
Grading System:	Letter
Max. Enrollment:	35
Meeting Time:	M-F 9:00-6:00

This project is offered as preparation for the Spring Dance Concert to be held in March 2011. The purpose is to broaden the students' knowledge and understanding of other technical and biological aspects that relate to dance. The project will consist of morning dance technique classes followed by studies of Anatomy and Injury Prevention, theatrical lighting and time dedicated to research. The afternoon sessions will involve rehearsals with guest choreographers. The class schedule will vary from week to week. Rehearsals may be held on some weekends. Evaluation is based on attendance, test scores, a daily journal, special projects, research papers and the final product of the performance in March. The Senior Project component will consist of projects approved by the faculty with a direct relationship to the Interim content of guest choreographers and their work methods.

NOTE: Students enrolled in this project must register for DA 310 in the spring term.

Education

ED 16

Exploring Teaching in Elementary Schools Louanne Jacobs and Kelly Russell

Prerequisites:	None
Open To:	First-years - Juniors
Grading System:	Letter
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 17

Exploratory Teaching in Secondary Schools Genell Lewis-Ferrell

Prerequisites:	None
Open To:	First-years - Juniors
Grading System:	Option
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 18

Internship in Collaborative Teaching

Amelia Spencer

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

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 19

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.

1Y

EH 20

The 1960s in Fiction, Film, and Song Tynes Cowan

Prerequisites:	None
Open To:	First-years
Grading System:	Letter
Max. Enrollment:	16
Meeting Time:	M-Th 10:00-12:00, and film screenings T Th 1:00-4:00

Students will explore the enormous shift in American culture in the 1960s through “classic” texts that are strongly linked to the era: novels such as Kurt Vonnegut’s *Cat’s Cradle* and Tom Wolfe’s *The Electric Kool-Aid Acid Test*; films such as *Dr. Strangelove* and *The Graduate*; and innumerable songs from the Beatles on *Ed Sullivan* to Woodstock, from the folk-revival to Motown. While using pop texts to contextualize literary texts, we will consider the distinctions between “high” and “low” art forms and the extent to which those distinctions became blurred or disappeared entirely during the ‘60s. Students will read one novel and view two films each week. This 1-Y course will emphasize writing, group work, peer teaching, and class discussion. Grades will be based on essays, quizzes, presentations, participation, and a final project.



EH 21

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

Prerequisites:	None
Open To:	All Students
Grading System:	S/U
Max. Enrollment:	25
Meeting Time:	DHAR

The participants in this three week travel study program will visit major cultural and historical sites in Italy to explore the interplay of culture and history in Italy. We will explore the foundations of modern Europe in medieval and Renaissance Italy, focusing particularly on the intellectual and artistic products of urban and courtly culture. We will read key works, visit museums, churches, public places, and historical sites. We will be guided in part by the works of writers and artists and thinkers who have studied the ancient and more recent past of Italy. We will encounter a wide range of responses to places, works of art, and other monuments. The Romantics saw a different Rome from that seen in the work of modernist visitors. Thus we will learn to see those celebrated, and obscure, works from many perspectives. Much of our time will be spent in practical daily activities- exploring side streets and byways, climbing over and into ruins, and taking a cooking class in Orvieto. There will be time for students to explore their own agenda and topics. We will be based in Rome, Orvieto, Florence, and Venice. We will visit Pompeii, Pienza, Padua, and Pisa- and some cities that begin with a different letter.

NOTE: Students will be evaluated on individual docent topics and the on-site presentation of the topics. We will have a series of meetings during Fall term and in January prior to departure.
Estimated Cost: \$4750

EH 22

Exploring the World of F. Scott Fitzgerald's *This Side of Paradise*

David Ullrich

Prerequisites:	EH 102 or placement
Open To:	All Students
Grading System:	Letter
Max. Enrollment:	15
Meeting Time:	T Th 10:00-2:00

Too broke to travel to paradise? Stay at home and explore *This Side of Paradise*. *This Side of Paradise* chronicles F. Scott Fitzgerald's tempestuous years as an undergraduate at Princeton from 1913 to 1917. The novel examines issues still relevant to today's student, such as discovering one's identity, developing a "philosophy of life," and struggling with various forces such as family expectations, peer pressure, and binge drinking. The class spends the first two weeks close-reading the novel. In Weeks 3 and 4, the student writes and revises a research paper on either a formal or a thematic topic generated from class discussion and reflection. These topics are selected by the individual student in consultation with the instructor. Requirements: (1) read the novel before coming to the first class, (2) complete all of the daily individual assignments, and (3) complete the research paper within the Interim timeframe, and (4) attend every class. Students who miss more than two class periods for any reason will fail the course.



EH 24

Literary and Literal Ireland

Sandra Sprayberry

Prerequisites:	None
Open To:	All Students
Grading System:	S/U
Max. Enrollment:	26
Meeting Time:	DHAR

Because literature is produced within literal contexts, the study of literature is enriched by visiting the places about which a writer writes. After intensive class study of Irish literature, history, and culture, we will spend approximately two weeks in Ireland retracing the steps of our reading and beyond. We will read about and experience, among other sites, James Joyce's Dublin (in his short story collection *Dubliners*), J. M. Synge's Aran Islands (in his journal *The Aran Islands*), and W. B. Yeats's Sligo and Gort (in his poems, from the collections *The Rose* and *The Tower*). There will also be activities and visits to sites of historical and cultural significance, including a tour of the megalithic passage tombs at Newgrange, a play at the historic Abbey Theater, sessions on traditional Irish music and dance, a private audience with an Irish storyteller and/or poet, hikes around Inis Meáin and to Knocknarea, and more. We will have several intensive full class days devoted to discussion of the readings before departure as well as literary discussions on site in Ireland. While in-country, you will be expected to participate fully in all scheduled activities. Evaluation will be based on participation and journal writing. For more information:

<http://faculty.bsc.edu/sspraybe/INTERIM/index.html>

NOTE: \$4,400 estimated cost, virtually all-inclusive

EH 25

Novels Right Now: Commodities or Future Masterpieces?

Jane Archer

Prerequisites: None
Open To: All Students
Grading System: Option
Max. Enrollment: 15
Meeting Time: M T Th 1:00-3:00

In this project, we will read four very recent novels that have appeared on the best-seller lists within the past year and have also achieved at least some literary acclaim. In class meetings, we will discuss the novels, but we will also consider what makes books popular and what makes them 'literature'. We will explore best-seller lists from the past, as well as past winners of literary awards. We will consider whether contemporaries are able to recognize a 'masterpiece', how often literary fiction achieves best-seller status, and what distinguishes literary fiction from commodity fiction?

We will meet three afternoons a week, and students will write 4 short (2-5 page) papers, one about each of the four novels we will read and discuss.

In addition, each student will select a related topic to research and present to the class.

EH 26

Voices of Homelessness

Fred Ashe

Prerequisites: EH 102, 208 or consent
Open To: All Students
Grading System: S/U
Max. Enrollment: 16
Meeting Time: M T Th 9:30-11:45, some afternoons and evenings

This course explores the ways that the stories of homeless Americans get told, and the ways we ourselves might tell those stories. For three mornings a week, we will discuss readings that attempt to represent homelessness. In the afternoons and evenings, then, we will each spend some time with residents of one or more area shelters, ultimately interviewing them and telling one of their stories. We will workshop these stories as a class. We will also keep a journal of our reading and of our experiences in volunteering, interviewing, and writing. After the semester we will desktop publish a compilation of class stories. Students will be evaluated based on their journals and on the stories they eventually produce.

General

GEN 27

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=U8IRHWP4934&feature=fvsr> 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 28

The Buddha in the West

Clare Emily Clifford

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

*"When the iron bird flies, and horses run on wheels... the Dharma will be carried west."
 —8th Century Buddhist Master, Padmasambhava (Guru Rinpoche)*

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: Joseph Goldstein's *One Dharma: The Emerging Western Buddhism*, Dzongsar Jamyang Khyentse's *What Makes You Not A Buddhist*, and Lama Surya Das' *Awakening the Buddha Within: Tibetan Wisdom for the Western World*, along with readings from the Dalai Lama including his book *Ethics and the New Millenium*. 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.



GEN 29

Cathedrals, Castles, and Country Manors: Religion and Culture in England

Larry Brasher and Amy Cottrill

Prerequisites: None
 Open To: All Students
 Grading System: S/U
 Max. Enrollment: 15
 Meeting Time: DHAR

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

In London, we will tour Westminster Abbey, St. Paul's Cathedral, Parliament, Buckingham Palace, Hampton Court Palace, the British Museum and the Tate Gallery, the Tower of London, and perhaps attend a play or jazz night at St. Martin's in the Fields, or peruse the Beatles collection at the British Museum.

We will visit important southern and central cultural sites including the fields of Hastings, the cliffs of Dover, Canterbury Cathedral, the newly opened portions of Windsor Castle, Winchester Cathedral, Stonehenge, the spas of Bath, Gloucester Cathedral, the Worcester porcelain shops, Jane Austen's house, and Salisbury Cathedral.

We will explore Shakespeare's Stratford-upon-Avon, Oxford College, Cambridge University, and Coventry. We will travel in the edge of Wales to Tintern Abbey, Cardiff Castle, and the Roman ruins near Cardiff.

This trip will view the English foundations of modern western culture and will appeal to students of religion, art, architecture, literature, and history.

NOTE: Estimated Cost: \$3500

GEN 30

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 31

Fermenting Revolution

Pamela Hanson and David Schedler

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

Society has been using microbial fermentation for thousands of years to create bread, beer and wine. Some have argued that the "invention" of fermentation played a pivotal role in establishing human civilization as we know it. In this course we will focus on the cultural impact of fermented foods and beverages. Topics for discussion will include fermentation of grains in Mesopotamia and ancient Egypt, the impact of distilled beverages on trade, the role of alcohol in the American Revolution, and contemporary movements to return to local, sustainable (as opposed to industrial) fermentation techniques. We will meet four mornings each week for student presentations; each student will give two 20 minute presentations during the term. Afternoon meetings will be scheduled as needed to accommodate field trips. Students will also conduct extensive library research on fermentation and report their findings in an 8-10 page paper at the end of the month.

NOTE: Estimated student fees are \$50

GEN 32

The “Holocaust” in European Cinema

Matthew Levey

Prerequisites:	None
Open To:	All Students
Grading System:	Letter
Max. Enrollment:	20
Meeting Time:	Weeks 1 and 2: Monday-Thursday; week 3: one group session on progress of research; week 4: one group session on progress of research and one or two sessions (depending on enrollment) for in-class presentations. I plan to have the sessions meet in the late morning, 10-12 noon. Some might go longer as some of the films are longer than 2 hours.

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

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

For students wishing to take this course as a senior interim, the paper must be at least 25 pages; for French and German majors, the senior interim project must be written in French or German as appropriate. Final grades for the course will be determined on the basis of the quality of the research paper, classroom participation, and the oral presentation.



GEN 33

Interim at Sea

Duane Pontius

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://faculty.bsc.edu/dpontius/interim.html>.

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

GEN 34

Learning through Rock Climbing: Cliff Ecology and Conservation

Peter Van Zandt

Prerequisites: Permission of instructor
Open To: All Students
Grading System: Letter
Max. Enrollment: 10
Meeting Time: M Tu (on campus), 10:00-1:00; Th F (off campus) 9:00-4:00 (local), 8:00-6:00 (far trips)

The goal of this class is to gain an appreciation for rock ecosystems. Cliffs are striking features of many parts of the world, and they offer exciting recreational opportunities. They also are refuges for more biodiversity than you think. We will explore the ecology of cliff ecosystems, as well as some of their roles in human affairs. We will do this through directed readings (required text - "Cliff Ecology: Pattern and Process in Cliff Ecosystems"), and by exploring cliff communities by rock climbing. Background experience in ecology or rock climbing is not necessary, but interest in learning more about both topics is. The instructor has over 15 years experience in rock climbing and has led this interim twice. There will be 1-2 overnight field trips. Students will keep a journal, lead group discussions, and give a presentation during the final class. Students will be evaluated based on participation and assignments.

NOTE: Estimated student fees \$200

GEN 35

Personal Finance

Ron Stunda and Paul Cleveland

Prerequisites: None
Open To: All students
Grading System: S/U
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 36

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 37

Pre-Engineering Internship

Doug Riley

Prerequisites: Sophomore standing
Open To: Sophomores, Juniors
Grading System: S/U
Max. Enrollment: 12
Meeting Time: M-F 8:00 - 5:00

An internship experience with an engineering firm, this project gives students a glimpse of the profession from a working perspective. Depending on placement, a student will either work within one department having an in-depth experience, or move between many departments seeing a wide variety of tasks within the profession and related fields. Students are expected to work the normal working hours, typically Monday through Friday, 8:00 a.m. to 5:00 p.m. and will keep a daily journal of their work experiences. Upon completion of the project, students will write a three to five page essay reflecting upon their experiences and meet with Dr. Riley to discuss the internship. Also participants may meet as a group during the month and are expected to provide their own transportation.

NOTE: Interested students should attend the fall orientation meeting with the Pre-Engineering Committee of the Norton Board. Also students should contact Dr. Riley via e-mail as soon as possible to facilitate placement.

GEN 38

Pre-Health Career Internship

Jeannette Runquist

Prerequisites: Sophomore standing
Open To: Freshmen (with consent), Sophomores, Juniors, Seniors
Grading System: S/U
Max. Enrollment: 85
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 19, 2010. 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 84
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 39
Science and Culture of the Ancient Maya in Honduras and Guatemala
Scott Dorman

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 40

Service-Learning in San Francisco

Kristin Harper and Kent Andersen

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

Students will spend approximately three weeks in San Francisco working with the Glide Foundation. The project is dually focused on poverty and education. Students will learn through service by examining the culture, politics, and economics of poverty and poverty's effect on education. Participation in the project is a major commitment by the student, requiring self-motivation and self-discipline. A three to four day reflection time at the end of the work period will allow for students to weave together the separate strands of their experiences.

Requirements include a fall break retreat, participation in January service work and group discussions, readings, a researched presentation, and reflective writings. Evaluation will be based on the quality of the student's work on each of the above requirements. Students interested in this experience as a part of their senior research project must contract for individualized study with a faculty member in their major.

NOTE: Estimated cost: \$2500



GEN 41

Service-Learning in Woodlawn, AL

Lynne Trench and Sara Doughton

Prerequisites:	None
Open To:	All Students
Grading System:	S/U
Max. Enrollment:	20
Meeting Time:	M-F varies

In this service-learning project, participants will explore issues of service and urban change through a study of and work in the Woodlawn community of east-central Birmingham. Over its history, Woodlawn has gone from a thriving, racially segregated business community to a diverse area suffering many of the problems currently associated with America's inner cities. At our opening retreat in Woodlawn students will meet with community leaders to learn about the neighborhood and receive an introduction to area schools, churches and non-profits. Following the retreat, team members will participate in individual and group service-learning projects, and in team reflections. Requirements include a fall break retreat, participation in January service work and group discussions, readings, a researched presentation, and reflective writings. Evaluation will be based on the quality of the student's work on each of the above requirements. Students interested in this experience as part of their senior project must contract for individualized study with a faculty member in their major.

NOTE: Estimated cost \$350

GEN 42
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 43
Southeast Asia: History, Culture, Politics and Development
Bob 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. This proposed itinerary is subject to modification prior to departure as well as during the trip to accommodate security and safety concerns. In the event travel to any of the planned countries is not feasible the itinerary will be changed to include other destinations such as Laos or Malaysia. Prior to departure students will demonstrate completion of assigned readings and during the trip will write an analytic journal to be submitted for evaluation. The itinerary may be customized to accommodate individual student projects including those for senior credit. The trip will take almost all of Interim term and much travel will be in areas considered underdeveloped. Such travel is demanding. Students enrolled in the project should be physically fit, cooperative, punctual, able and willing to endure discomfort in pursuit of learning adventures, personally resourceful and committed to developing an understanding of Southeast Asia.

NOTE: The estimated cost of this travel project is \$4900.

GEN 45

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-Th 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, and one major project.

GEN 47

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:	T W Th 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.

History

HI 48

Democracy in America

Guy Hubbs

Prerequisites:	None
Open To:	Sophomores to Seniors (First-years only with approval)
Grading System:	Option
Max. Enrollment:	15
Meeting Time:	M W F 10:00-12:00

Alexis de Tocqueville's *Democracy in America* (1835, 1840) is the single most significant study of American character, society, and political values. Here only nine months in 1831, this Frenchman nonetheless became America's most perceptive visitor. In the two volumes that he published during the following decade, he introduced such terms as “individualism” and the “tyranny of the majority”; and his analysis of voluntary associations is fundamental. Our goal will be to understand Tocqueville's work and to see how it applies to his world and to ours.

This Interim project will be conducted as a seminar, carefully reading and then discussing *Democracy in America* alongside a short companion volume that introduces his life and ideas. Evaluation will be based on participation and short essays.

1Y

HI 49

Great Leaders in Modern Western History

V. Markham Lester

Prerequisites:	None
Open To:	First-years
Grading System:	Letter
Max. Enrollment:	20
Meeting Time:	M-Th 9:30-11:30

An examination of the leadership of three important figures in modern western history: Martin Luther (1483-1546), Elizabeth I (1533-1603), and Winston Churchill (1874-1965). Also, students will be part of a group that will research and report on the life of another leader of their choice. Students will also be introduced to modern theories of leadership and will be challenged to apply these theories to the leaders studied. Class will usually meet for 2-3 hours four times a week. Evaluation will be based on examinations, group project, and participation.

HON 51

Science, Pseudoscience, and Skepticism

Mark Rupright

Prerequisites:	Honors Program or Permission of Instructor
Open To:	All Students
Grading System:	Letter
Max. Enrollment:	18
Meeting Time:	M-F 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.

Mathematics

MA 52

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 53

The Best Bet: Casino Math

Anne Yust

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

The house always wins; but, we will try as hard as we can to beat it. In this project students will learn to mathematically calculate the best bet to make in many situations, while discovering the hard truth that the optimal strategy can still lose due to the probabilistic nature of the games. We will explore a variety of games commonly found in casinos, such as Slots, Craps, Sports betting, Blackjack, and Texas hold 'em. Students will understand the mathematics behind optimal betting strategies, and then make observations of the outcomes through simulation. We will also have the opportunity to play many of the games in order to apply and internalize the mathematical theory.

MA 54

Mathematical Reasoning for Classroom Teachers

Bernadette Mullins

Prerequisites: ED 199 or consent
Open To: All students
Grading System: Letter
Max. Enrollment: 16
Meeting Time: M-Th 9:30-12:00 and 1:00-3:30

This mathematics course is an inquiry-based class in which students focus on numerical and geometrical topics. Working in small groups and individually, students will investigate models and properties of number and shape. By understanding a variety of models, participants gain a portfolio of methods to help K-12 students understand key mathematical concepts. As an inquiry based course, student participation, reasoning and work take a central role with the emphasis on conceptual understanding while retaining procedural fluency. The course is designed primarily for future elementary and secondary teachers, and covers many of the topics required for certification, but is open to other students with consent. Grades will be determined by: participation (10%), homework (15%), three exams (20% each), and a portfolio (15%).

MA 55

Senior Project in Mathematics

Barry Spieler

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 Thursdays 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 56

Apprendre le français avec plaisir

Renee Norrell

Prerequisites: FR 101 proficiency or higher
Open To: All Students
Grading System: Option
Max. Enrollment: 15
Meeting Time: T W Th 1:00-3:00

This project will allow students to choose their own material to study French. Possible concentrations would be grammar, literature, comics, news articles, readings in academic area of interest, movies, songs and song texts, performing a play. Students will spend 30 hours a week, including class time, on their study, and will keep a detailed log of their activities as well as a journal written in French. Class time will be used for conversation, help with the project, watching and discussing movies, and one lunch outing. For a letter grade students will also be required to write a paper in French, its length depending on the level of French completed(101: 3 pages; 102-220: 5 pages; 270-280: 7 pages; 300-400: 10 pages).

MFL: FR 57

Senior Project in French

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. Norrell.

MFL: SN 58

¡Y Ahora a Hablar!

Kim Lewis

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

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. In addition, students will write weekly reflection temas in Spanish on the material discussed in class. Each student will also make several short, thematic presentations in Spanish during the course of the term. We will enjoy presentations by native speakers and field trips around Birmingham to explore the resources available to the growing Spanish-speaking population, as well as places of interest to those studying Spanish. 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, Tuesday and Wednesday (9:00 a.m. to 12:00 noon). Evaluation will be based on class participation, temas and a final oral presentation.

NOTE: A course fee of \$30 will be charged to the student’s BSC account to cover shopping expenses for the meal and speakers. Also, possible purchase of one textbook for the course.

Estimated Student Fees: \$30



MFL: SN 59

Buenos Aires: A Latin American City That Foreshadows All Others

Barbara Domcekova and Charlotte Ford

Prerequisites: None
Open To: All Students
Grading System: S/U
Max. Enrollment: 20
Meeting Time: daily 9:00-12:00 (on campus), all day when traveling

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

NOTE: Estimated cost: \$4700

MFL: SN 60

Senior Project in Spanish

Barbara Domcekova, Janie Spencer

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

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

MFL: SN 61
Spanish for Health Care Professionals
Janie Spencer

Prerequisites: SN 270 or above
Open To: All Students
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 62
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.

Media and Film Studies

MFS 63
Are Housewives Desperate?: Gender and the Media
Mary-Kate Lizotte and Alicia Weaver

Prerequisites: None
Open To: All Students
Grading System: S/U
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 in 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.

MFS 64

Screenwriting Workshop

David Resha

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

Using screenwriting manuals, screenplays, and films, the Screenwriting Workshop will examine the components of classical narrative structure and, in particular, storytelling elements like goals, conflicts, development, and resolution. The students will write two screenplays: one 2-3 page scene and one 10-12 page script. The class will be organized as a workshop, where the students will read and critique each other's work. The students' grades will be based on their ability to use proper screenplay format and employ the classical narrative structure in a creative, engaging manner.

Music

MU 65

Banjos, Blues, and Bayous: American Roots Music

Katy Leonard

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

Students enrolled in this project will learn about a variety of music considered "roots" music, focusing particularly on blues, bluegrass, and Cajun and zydeco music. Daily meetings will include a combination of lecture, discussion, student presentations, music listening, and film viewing. Out of class work will include substantial listening and reading, primarily in the form of articles and selected book chapters. Readings may include selections from Tilton's *Down Home Blues*, Miller's *Traveling Home*, and Cantwell's *Bluegrass Breakdown*. Students will also have the opportunity to research and teach the class about a roots-related music culture of their choice. Evaluation will be based on students' participation in engaged, thoughtful discussion, daily writing, short quizzes, an 8 page paper, and a class presentation. No previous music knowledge or training is required.

MU 66

Beginning Piano

William DeVan and Lucy DeSa

Prerequisites: Permission of instructor
Open To: All Students
Grading System: Letter
Max. Enrollment: 24
Meeting Time: MWF, 9:00-12:00

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. Estimated Student Fees: \$50

MU 68

Opera Preparation

Lester Seigel, Jeff Kensmoe

Prerequisites: Permission of instructor
Open To: All Students with Principal Roles
Grading System: Letter
Max. Enrollment: 15
Meeting Time: M-Th 1:00-4:30

This project is open to all students cast in principal roles in the spring 2011 BSC operas, works by W. A. Mozart, Douglas Moore and Bohuslav Martinu. Each presents an opportunity to explore contrasting examples of one-act opera. The project's two primary goals are to prepare each opera musically, in order to be ready for staging in the spring term, and to explore related historical and stylistic facets of each of these works. Students meet for daily coaching and rehearsal. Weekly, all meet in a round table discussion on a scheduled topic, with required readings. Seniors opting for Senior Project credit will be responsible for preparing and leading one discussion each, and will turn in written documentation of their preparation.

MU 69

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: 6
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.

NOTE: Estimated student fees: \$50

MU 70

Performance Practicum in Voice

Jacqueline Leary-Warsaw

Prerequisites:	Permission of Instructor
Open To:	All Students
Grading System:	Letter
Max. Enrollment:	4
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, 2011.

Philosophy

PL 71

Imagine No Religion

Steve Hendley

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

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.

1Y

PL 72

Philosophy and Film

Bill Myers

Prerequisites: None
Open To: First-years
Grading System: Letter
Max. Enrollment: 15
Meeting Time: 3 or 4 mornings, 1-2 afternoons

In this project, we are going to explore the medium of film as a tool for philosophical exploration. Some potential films we might see include *Bladerunner*, *Being There*, *Goodfellas*, *Crimes and Misdemeanors* and *Do The Right Thing*. In order to give ourselves the necessary philosophical background, we will read a limited number of relevant philosophical texts on issues such as personal identity, personhood, ethics and existentialism. Everyone will write an 8-10 page paper that analyzes the philosophical issues in one film or takes one philosophical issue and explores its treatment over a number of films. Grades will be based on the paper, class participation, and short response papers. Class meeting times will vary, depending on the time required for weekly viewing. Generally, discussion time will be Monday-Thursday 10-12 and viewing times Monday and/or Wednesday 1-4.

Political Science

PS 73

Internship in Politics and Government

Natalie Davis, Vince Gawronski, Mary Kate Lizotte, Robert Slagter

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

This project is designed for students who wish to work in political or governmental or non-governmental settings at the national, state or local level during the Interim Term. Students must meet with a sponsoring professor to discuss their internship plans and establish the specific requirements for successful completion of their particular project. Students must be aware that no one is guaranteed an internship position. Internship positions are limited and students are primarily responsible for finding a position. Satisfactory completion of the internship includes these requirements: 1) meeting with the faculty sponsor(s) as necessary during fall term; 2) contacting the faculty sponsor or her/his designee once a week during Interim to discuss details of the experience; 3) writing a report on a relevant book, chosen in consultation with the faculty sponsor; 4) keeping a daily journal of activities, observations, and reflections during the internship; 5) adequately completing the duties assigned by the on-site supervisor; and 6) obtaining a letter from the on-site supervisor, detailing tasks completed and overall performance.

PS 74
Pre-Law Internship
Natalie Davis

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

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



PS 75
Volunteer in Lima, Peru
Vincent Gawronski

Prerequisites: None
Open To: All Students
Grading System: S/U
Max. Enrollment: 12
Meeting Time: DHAR

One week of assigned readings, films, and class discussions will prepare students for their three-week cultural immersion in Lima, Peru. Working with Cross-Cultural Solutions in Lima, students will be placed in a variety of possible volunteer assignments: assisting teachers in schools for the poor, working with severely disabled children, providing companionship to the elderly, or working in a soup kitchen for the homeless. Pre-med and pre-health students will have the opportunity to shadow a doctor, give physical exams, or help deliver babies. Guest lectures and cultural perspectives programs, including Spanish language classes, will be available. There will also be time to visit archaeological sites, trek in the jungle, visit a nature preserve, etc. Spanish is not required. Interim participants will experience first-hand the complexities of one of South America's most culturally diverse countries.

NOTE: Estimated cost: \$4,000: All inclusive, except for optional weekend trips, and depending on number of students and itinerary choices. (The programming portion of the fee is tax deductible! And Cross-Cultural Solutions has recommendations for raising funds: www.crossculturalsolutions.org/).

Psychology

PY 86

Exploring Issues in Forensic Psychology

Tricia Witte

Prerequisites:	None (must not have taken PY 205)
Open To:	All Students
Grading System:	Letter
Max. Enrollment:	30
Meeting Time:	T W Th 9:30-12:30

Forensic psychology is broadly defined as the application of psychological principles to legal matters. This course explores certain topics in the field, including the following: the role of a psychologist in the legal system, the psychology behind criminal behavior and victimization, jury decision making, forensic assessment (e.g., insanity, competency, child custody), and criminal investigation procedures (eyewitness accuracy, lie detection). Each class will include lecture, class discussion, guest lectures, films, and/or class activities. Grades will be determined by attendance, quizzes, various assignments, and the final project. For the final project, students will work in groups to reenact a psychology experiment relevant to the field.

PY 76

Psychology in Cinema

Shane Pitts

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

Feature-length films and documentaries will serve as catalysts for our tour of select phenomena within the study of mind and brain. Topics may include memory and amnesia, perception, prejudice, social cognition and influence, psychological disorders, consciousness, and more. *Memento*, *Schindler's List*, *Blade Runner*, *American Beauty*, *Crash*, and *A Clockwork Orange*, among others, are films we may view. We will read selections of psychological research and theory to facilitate our understanding of the phenomena depicted in the films. The course focus is psychology *in* film, not the psychology *of* film. Evaluation will be based on reading quizzes, attendance, active and thoughtful daily participation, and an 8-10 page paper or other projects.

PY 77

The Psychology of Social Media

Bradley Okdie

Prerequisites:	PY 101
Open To:	All Students
Grading System:	Option
Max. Enrollment:	15
Meeting Time:	T W Th 9:00-11:30

Technology is becoming an integral part of how we communicate with others. Communication using new technologies is fundamentally different than face-to-face communication. This raises the question: How does communicating through technology change the ways in which we interact and perceive our encounters with others? This project will introduce the psychological study of interactions taking place through electronic devices. During this project we will explore social psychological phenomena as they relate to online social media discussing such topics as relationship formation, online dating, first impressions, and social networking sites. Classic and contemporary writings will provide the background for discussion. Students will spend a significant amount of time reading outside scheduled class times. This project will feature a mixture of discussion and lecture. Assessment will be based on class participation, short quizzes,

and a 10-page research paper. We will meet three days a week. If S/U grading is selected, an S will require that at least 80% of the course points will be earned.

PY 78
Sport Psychology
Richard Rector

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

This project is designed to introduce the field of sport and exercise psychology by providing a broad overview of the major themes in the area. We will explore such topics as personality, competition and cooperation, exercise and fitness, children's 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 79
Salvation and the Body: *Yoga, Tantra, and Qigong*
Mark McClish

Prerequisites: None
Open To: All Students
Grading System: Letter
Max. Enrollment: 15
Meeting Time: M-F 9:00-11:30

Religious traditions differ dramatically regarding the role of the human body in the pursuit of spiritual goals. While some traditions see the body as an obstacle to be overcome and some see it merely as an earthly vehicle for the soul, a number of traditions hold that the body is itself integral to spiritual advancement and/or salvation. This course will examine three such traditions from Asia in detail: Yoga, Tantric Buddhist meditation, and Qigong. We will begin with a comparative study of the body in religious traditions. The bulk of the course will be spent practicing the techniques of these three traditions while studying their respective theoretical underpinnings through the examination of scriptures relevant to each. Throughout both the practice and study of these traditions we will pay particular attention to the role of gender. *Please note that students will practice Yoga, Qigong, and meditation for 2 hours per day for most of the course. Yoga mat required.*

NOTE: Estimated student cost \$150

Sociology

SO 80

Incarceration in America Guy Dalto

Prerequisites:	No outstanding warrants
Open To:	Sophomores-Seniors
Grading System:	S/U
Max. Enrollment:	15
Meeting Time:	M-Th, DHAR

The project will explore imprisonment from a sociological point of view. Students will experience the nature of incarceration through readings, videos, and on site visits of courtrooms, juvenile detention centers, jails, and prisons in Alabama, subject to availability. Local, state, and federal prison visits are possible. One issue we will examine is capital punishment. One place we will try to visit is death row. Attendance and participation is a critical part of this interim experience. You will be expected to maintain a journal which highlights your impressions of our visits. Students taking this for their senior interim will be required to write a 15 page paper (plus bibliography and supporting material). Modest travel costs are involved.

SO 81

Senior Project in Sociology Guy Dalto and Alicia Weaver

Prerequisites:	None
Open To:	Majors in Sociology, Sociology-Psychology, or Political Science-Sociology
Grading System:	Letter
Max. Enrollment:	Consent
Meeting Time:	DHAR

The project is designed for seniors majoring in sociology, political science-sociology, or sociology- psychology. The student will complete a major research paper (15 pages plus supporting material) in consultation with the instructor. The student must submit a topic together with relevant bibliography prior to the interim term. The instructor must approve the research design. In addition, students must present their findings to the BSC community on Honors Day.

Theater Arts

THA 82

Theatre Performance Ensemble: William Gibson's Miracle Worker 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 and two December meetings M-F 9:30-5:30, Sat 1:00-5:00, and as required

This project is designed to provide an ensemble of students the opportunity to produce William Gibson's A MIRACLE WORKER. The company will include approximately 30 students, serving as actors and production staff. Cast members, who also do technical work, are admitted by audition/interview. Production staff members are also admitted by permission of the instructors through audition/interviews. Production opportunities include stage management, costume construction, properties, lighting and set construction. December 2010 commitments: two meetings for all company members. The company members will need to work 40 hours per week during January 2011 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.

SPECIAL NOTE: Senior and First-Year Theatre and Musical Theatre Majors (and non-majors) will register for this course and attend auditions/interviews. Juniors and Sophomores attend auditions/interviews but register **ONLY AFTER** auditions/interviews are completed and Company List is posted.

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 83

Mapping the Urban Environment Ed Brands

Prerequisites:	None
Open To:	All Students
Grading System:	S/U
Max. Enrollment:	10
Meeting Time:	M W Th 9:30-12:00

Proficiency in the use of electronic mapping software is often a valuable skill for research or illustration, or for gaining footholds in tight job markets. This course focuses on the use of such software to represent urban environments. Although students seeking to build upon previous skills gained in Geographic Information Systems (GIS) are encouraged to enroll, no previous GIS experience is necessary. In-class activities will include a combination of lectures, discussions, and mapping exercises. The course culminates in completion of a significant mapping project, which is required to receive a satisfactory grade in the course. The final project may focus on topics such as resource allocation, heat islands, or demographics. Books required for the course will be some combination of *GIS for the Urban Environment*, *Analyzing Urban Poverty: GIS for the Developing World*, or *Mapping Global Cities* (all of which are available via ESRI press).

2011 First-Year 1-Y Foundations Projects

EH 20	The 1960s in Fiction, Film, and Song (Cowan)
HI 49	Great Leaders in Modern Western History (Lester)
PL 72	Philosophy and Film (Myers)

2011 Study-Travel Projects

ARH 04	A Tale of Two Cities: The Museums and Monuments of London and Paris (T. Smith, Neel)
MFL: SN 59	Buenos Aires: A Latin American City that Foreshadows All Others (Domcekova, Ford)
GEN 29	Cathedrals, Castles, and Country Manors: Religion and Culture in England (Brasher, Cottrill)
EH 21	Classical and Renaissance Italy: The Major Cities and Places in Between (McInturff)
BI 05	Coral Reef Ecology and Dolphin Behavior (Gannon)
GEN 33	Interim at Sea (Pontius)
EH 24	Literary and Literal Ireland (Sprayberry)
BA 09	Moving up the Food Chain: Vertical Integration in European Agri-Business Firms (Morrow)
GEN 39	Science and Culture of the Ancient Maya in Honduras and Guatemala (Dorman)
GEN 40	Service Learning in San Francisco (Andersen, Harper)
GEN 43	Southeast Asia: History, Politics, Culture and Development (Slagter)
PS 75	Volunteer in Lima, Peru (Gawronski)

2011 Designated Inter-Cultural Courses

GEN 32	The "Holocaust" in European Cinema
GEN 43	Southeast Asia: History, Culture, Politics and Development
GEN 47	Women from Venus? An Introduction to Women's Studies
MFL: SN 59	Buenos Aires: A Latin American City that Foreshadows all Others

2011 Designated Service-Learning Projects

GEN 40	Service Learning in San Francisco (Andersen, Spencer, Harper)
GEN 41	Service Learning in Woodlawn, AL (Trench, Doughton)

Index of 2011 Designated Leadership Studies Courses

TBD

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 **Friday, October 22, 2010.**

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