

BSC

Birmingham-Southern College



exploration

TERM 2020

Photo Credits for the 2020 Bulletin

Front Cover: : Amelia Collins, "Liberia Aqua Alta, Venice," from the E-Term 2019 trip Classical and Renaissance Italy: The Major Cities and the Places in Between led by Dr. McInturff and Dr. Cottrill.

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

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Welcome to Exploration Term 2020

Exploration Term refers to a period of four weeks during January that provides an opportunity for innovation and experimentation for both students and faculty. Exploration Term, formerly known as interim, has been a part of BSC's curriculum since 1968. The projects offered during Exploration Term may vary in content and technique, but they all share the goal of providing an opportunity for exploration not possible during the regular term, including opportunities for study-travel and focused creative production. In addition to faculty-led projects, sophomore, junior, and senior students are encouraged to use initiative and imagination to develop their own contracted projects through the Office of Exploration Term and Contract Learning.

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

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

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

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

Important Dates

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|-------------------------------------|--|
| Friday, September 13, 2019 | January 2020 travel award applications for faculty-led travel* due to the Office of Exploration Term and Contract Learning. Students who have paid deposits towards their trips will receive an invitation to apply. <i>*Students doing independently contracted service-learning travel may apply for the Koinonia award by October 29 via the E-Term/Contract Learning Engage portal.</i> |
| Thursday, September 26, 2019 | First-year students meet with advisors during Common Hour to receive instructions for completing Exploration Term preference forms |
| Tuesday, October 1, 2019 | Last day for first-year students to complete online Exploration Term preference forms |
| October 22, 24, and 29, 2019 | Exploration Term Registration begins for seniors, juniors, and sophomores |
| Tuesday, October 29, 2019 | Exploration Term contracts due in the Office of Exploration Term and Contract Learning |
| Tuesday, October 29, 2019 | Koinonia travel award applications for students engaged in independently contracted travel study are due |
| Thursday, November 14, 2019 | Exploration Term project orientation meetings for all projects during Common Hour |
| Thursday, January 2, 2020 | Residence halls open at 10:00 am |
| Friday, January 3, 2020 | First day of Exploration Term |
| Tuesday, January 7, 2020 | Last day to drop without a grade or to add an Exploration Term project |
| Wednesday, January 15, 2020 | Last day to drop a project with a grade of "W" |
| Monday, January 20, 2020 | Martin Luther King Jr. Day (no classes) |
| Thursday, January 30, 2020 | Last day of Exploration Term |

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|--|---|
| Friday, January 31 – Sunday, February 2, 2020 | Winter Break |
| Friday, February 7, 2020 | Professors report Exploration Term grades |
| Monday, February 10, 2020 | E-Term photo contest entries due |
| Tuesday, February 11, 2020 | Grades available on Self-Service |

How to Register for Exploration Term

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

All projects have a required Exploration Term orientation on Thursday, November 14, 2019, during Common Hour.

First-Year Students

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

1. See your advisor for registration instructions on Thursday, September 26, 2019, during Common Hour.
2. Submit your online preference form no later than midnight, Tuesday, October 1, 2019.
3. The Office of Exploration Term and Contract Learning will register you for the project in which you have been placed. *Note that your placement may not be your first, second, third, or fourth choice, but it will be one of your five selections.* You may change projects, subject to project capacity, at any time between the end of upper-division registration and Tuesday, January 7, 2020.

Upper-Division Students

Upper-division registration for Exploration Term for seniors, juniors, and sophomores begins October 22, 24, and 29, 2019, on Self Service.

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

Drop and Add Policy

All Exploration Term project changes must be made by the third day of Exploration Term, Tuesday, January 7, 2020. A student cannot drop a project without a grade of “W” after the third day of Exploration Term. If a student drops after Wednesday, January 15, 2020, a grade of “F” or “U” will automatically be assigned.

QUESTIONS ABOUT EXPLORATION TERM?

Contact the Office of Exploration Term and Contract Learning
 Katie Kauffman
 Norton 262
 tel. (205) 226-4647
 kskauffm@bsc.edu

Independent Study Contracts

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

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

Contracts for independent study and internships are due to the Office of Exploration Term and Contract Learning by Tuesday, October 29, 2019.

The contract form may be found online at www.bit.ly/Kruform/. All contracts that include activities off campus also require a release form. Additionally, all contracted internships require a signed Internship Agreement form. These may be obtained at the Office of Exploration Term and Contract Learning (Norton 262) or at <https://www.bsc.edu/academics/krulak/Forms.html>. Students engaged in contracts for Exploration Term 2020 will be registered automatically by the Office of Exploration Term and Contract Learning; students pursuing Exploration Term contracts do not register on TheSIS, nor do they need to attend an orientation meeting on November 14. Examples of completed individualized study contracts may be reviewed at the above contract website.

Note: Students who wish to complete internships which fall under the purview of established faculty-directed projects (i.e. Accounting, Business, Chemistry, Community & Social Change, Pre-Health, Pre-Law, Public History, and Student Teaching) simply register for the project and do not complete an independent study contract.

Internships

Students interested in pursuing an internship for Exploration Term, whether through a course or through a contract, should start planning early and are encouraged to meet with Katy Smith, Assistant Director of Internships (kesmith@bsc.edu), for assistance and guidance. Students should begin by logging into Handshake (bsc.joinhandshake.com) to book a planning appointment, review résumé resources, and search for opportunities.

Senior Exploration Term Projects

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

Requirements for Off-Campus Study and Travel

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

Students traveling internationally will be required to read the State Department's Consular Information Sheets and Travel Advisories at <http://travel.state.gov/>. Students are required to purchase BSC's travel health insurance plan (approximately \$25 per week of travel), which will be automatically billed to each student's account. Note that international travel health insurance is not covered in the course fee, but will rather show up as a separate charge to the student's account. Students should be aware that, given the international safety and health concerns, there is always the possibility that certain study-travel projects may be modified, canceled, or postponed.

Travel Policy

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

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

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

Deposits and fees must be paid in a timely manner. Study-travel projects led by faculty require a deposit early in fall term. Check with your faculty leader for the deposit amount and deadline. Refer to the financial agreement for information on when the first and final payments for each study-travel project are due. If an insufficient number of students express interest in any study-travel project, the College will cancel it before Tuesday, October 1, 2019. Students who elect to withdraw from a study-travel project are not guaranteed a refund of any monies submitted toward the project.

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

1. Be in good academic and social standing at the College.
2. Submit a deposit and Commitment to Travel form to the Office of Exploration Term and Contract Learning (Norton 262) by Tuesday, October 1 (or Friday, September 13 to be travel award eligible), or an earlier date set by the project's faculty leader.
3. Submit a signed financial agreement, release form, and proof of passport before the last day of fall classes to the Office of Exploration Term and Contract Learning.

NOTE: It is possible that some trips may still have available spots after Tuesday, October 1, however, the student runs the risk of the trip being canceled or full if they wait until then to commit.

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

Exploration Term Travel Awards

Through the Student Government Association, funds are available for Exploration Term travel awards for sophomores, juniors, and seniors who will be engaged in domestic or international study-travel. Preference will be based on financial need, student seniority, demonstrated financial commitment (i.e., for students who have made a deposit prior to applying for a travel award), and not having previously traveled for E-Term. The Exploration Term and Contract Learning Committee and SGA representatives determine the recipients of the travel awards.

Applications for travel awards for faculty-led travel* are available on the E-Term/Contract Learning Engage page: <https://bsc.campuslabs.com/engage/organization/e-term-contract-learning>. Note that you must be signed in to Engage with your campus log-in in order to view the application.

Completed applications must be submitted to the Office of Exploration Term and Contract Learning on or before Friday, September 13, 2019. Students requesting funds for independent projects must submit a completed contract approved using the contract requirements listed above.

*For independent student contracts, the Koinonia Scholarship provides financial support for a student or group of students to contract an Exploration Term project concentrating on service issues in the global community. Applications for the Koinonia, as well as for other travel awards for independently-contracted E-Term travel, are due on or before Tuesday, October 29, 2019; applications will be made available on the E-Term/Contract Learning Engage portal.

Exploration Term Photography Contest

Be sure you're photographing your E-Term experiences! You could win a cash prize and a place on the cover of the 2021 Exploration Term bulletin!

Contest Rules: Contestants must be students of Birmingham-Southern College and have taken the photographs themselves. The subject of the photographs must be an Exploration Term 2020 project. Photographs of both on- and off-campus projects are welcome! High quality images are preferred, meaning (ideally) a minimum image size of 5 x 5 inches and a minimum resolution of 300 dpi. JPEG and TIFF files provide best results. Setting your camera to its highest-quality setting should result in a print-quality image. Entries must include the photograph's title, location, Exploration Term project title, student's name, student ID, and student's campus box number. Entries must be received by the Office of Exploration Term and Contract Learning by Monday, February 10, 2020. Entrants in the contest consent to allow their photographs to be reproduced in Exploration Term and Contract Learning promotional materials.

Project List

| Project Number | Project Title | Faculty | Prerequisites and Notes |
|----------------|--|--------------------------------------|--|
| AC*499*01 | Senior Project in Accounting | Klersey | Rise ³ , Junior and Senior Accounting Majors who have taken AC 322, AC 324, AC 421 |
| CAC*299*02 | Analyzing Kinesiology: Utilizing Computing and Sensors to Analyze Athletic Movement | Wagner | |
| ARB*299*03 | Couscous, Baklava, and Empire: Anthropology of Middle Eastern Food and Table Etiquette | Benyoussef | GWS, HRC, Leadership Studies, PVS |
| AR*299*04 | Independent Studio Projects | Neel | Art Majors and Minors with at least two previous 300-level studio art courses or consent |
| AR*499*05 | Independent Studio Projects | Neel | For Senior BFA Majors with at least two previous 300-level studio art courses or consent |
| AR*299*06 | The View Camera: Large Format Photography from Parts to Prints | Venz | |
| BI*299*07 | Better than Fiction: Acclaimed Popular Reading in Biology | Gibbons | |
| BI*299*08 | Cancer Biology Journal Club: Demystifying and Deconstructing Scientific Articles | Hurt | |
| BI*499*09 | Capstone Seminar in Biology | Duncan | Senior Biology Majors, Completion of a Research-Intensive Course or rise ³ Independent Research Experience TRAVEL, Instructor Consent |
| BI*299*10 | Exploring the Galápagos Islands: Wildlife, Ecology, and Conservation | Domcekova, Gibbons | |
| BI*299*11 | A Global Perspective on Infectious Disease | Rigdon | |
| BA*299*12 | Business Internships | Cleveland | Rise ³ , Sophomores, Juniors, and Seniors in Any Major, Internship placement prior to registration and instructor consent |
| BA*299*13 | Moving Up the Food Chain: Vertical Integration in European Agribusiness Firms | Morrow, Robicheaux | TRAVEL, Instructor Consent |
| BA*499*14 | Moving Up the Food Chain: Vertical Integration in European Agribusiness Firms | Morrow, Robicheaux | TRAVEL, Senior Business Majors, Instructor Consent |
| BA*499*15 | Senior Capstone in Business | Connolly, Harrison, Shoreibah, Smith | Senior Business Majors who have taken BA 400 |
| CH*299*16 | Internships in Chemistry | Dorman | Rise ³ , Sophomores, Juniors, and Seniors in Any Major; Completion of CH 211 or consent of instructor |
| EC*299*17 | Economics of Eating Out and In | Cragun | |
| ED*299*18 | Exploring Teaching in Primary Schools | Russell | |
| ED*299*19 | Exploring Teaching in Secondary Schools | Jacobs | |
| ED*499*20 | Internship I | Barnes | Senior Education Majors Approved for Student Teaching Internship |
| ED*499*21 | Service Learning: Teaching in Uganda | Harper, A. Spencer | TRAVEL, Instructor Consent, Senior Education Majors who have taken ED 489, rise ³ , Service-Learning |
| EH*299*22 | The Art of Stand-up Comedy | Johnson | |
| EH*299*23 | Eat. Write. E-Term. | Thompson | EH 102, EH 208, or permission from instructor |
| EH*299*24 | Family History: Research and Writing | Cowan | |
| EH*299*25 | Four Russian Fictionists | Stitt | |
| EH*299*26 | Medieval Sex Ed: Desire, Sexuality, and Power | Hines | EH 102 or 208 (or instructor permission), rise ³ , Service-Learning, GWS |
| EH*299*27 | A Month in Yoknapatawpha: Faulkner's Fiction in Oxford, Mississippi | Ashe | |
| GEN*299*28 | The ABCs of European Capitals: Art, Business, and Culture of 5 European Cities | R. Lester, T. Lester | TRAVEL, Instructor Consent, Leadership Studies |
| GEN*299*29 | The Art and Science of Birth | Cashio | Public Health |

| Project Number | Project Title | Faculty | Prerequisites and Notes |
|------------------|---|------------------------|--|
| GEN*299*30 | Beginning Duplicate Bridge | Riley | |
| GEN*299*31 | Beginning Sign Language | Mathison | |
| GEN*299*32 | Broadcasting and Announcing | Bloom | |
| GEN*299*33 | Chemistry: An Historical Perspective | Schedler | |
| GEN*299*34 | Chinese Popular Culture | Xie | |
| GEN*299*35 | Crafting a Community | Allen, Hayden | Rise ³ , Service-Learning, students will have to participate in an on-site orientation and pass a background check conducted by our community partners |
| GEN*299*36 | Criminal Law: An Overview | Taylor | |
| GEN*299*37 | Culture Club: The History and Practice of Fermentation | Drace | |
| GEN*299*38 | Disconnect and Unplug: The Lost Art of Solitude & Mindfulness | Rhoades | |
| GEN*299*39 | Environmental Careers | Parker | |
| GEN*299*40 | Internships in Community and Social Change | Sutton | Rise ³ , PVS, Leadership Studies, Students can choose internships from a list of options, or find their own by Thanksgiving No prior experience with 3D printing |
| GEN*299*41 | Introduction to 3D Printing | Stanton | |
| GEN*299*42 | Introduction to Mosaic | Tarrasch | |
| GEN*299*43 | Like a Rolling Stone: Bob Dylan in America, or Why Bob Dylan Matters | Schantz | |
| GEN*299*44 | Martial Arts: Philosophy and Practice | Gannon | Students must be in good physical shape |
| GEN*299*45 | Music Boot Camp | Phy | Minimum 2—3 recent years of singing or instrumental experience |
| GEN*299*46 | Pre-Health Internship | Buckingham | Sophomores, Juniors, and Seniors on the Pre-Health track, 3.0 GPA, proof of current vaccinations, and health insurance. Pharm Tech license required for pharmacy shadowing. |
| GEN*299*47 | Quilting Gee's Bend | Sprayberry | Rise ³ , HRC, overnight travel, Instructor Consent |
| GEN*299*48 | The Science of Cooking | Pontius | |
| GEN*299*49 | Service Learning: Teaching in Uganda | Harper, A. Spencer | TRAVEL, Instructor Consent, rise ³ , Service-Learning |
| GEN*299*50 | Typesetting Science and Mathematics | Rupright | MA 231 |
| GEN*299*51 | Tyrants, Dictators, and Authoritarians | Gawronski | HRC, Leadership Studies |
| GEN*299*52 | The U.S. National Security System: A Historical and Contemporary Overview | Rowe | Leadership Studies |
| GEN*299*53 | Volunteer in Imponderable Peru: Land of the Inca | Gawronski, Maye | TRAVEL, Instructor Consent, rise ³ , Service-Learning |
| GEN*299*54 | Walking Birmingham: History and Habitat | Rossmann | |
| GEN*299*55 | Water Wisdom | South | Rise ³ , Service-Learning |
| GEN*299*56 | Weird Movies with Weird Music | Grall | |
| GEN*299*57 | Where Underpants Come From | Qu | |
| GRS*299*58 | Ancient Magic | Gilbert | GWS |
| GRS*299*59 | Classical and Renaissance Italy: The Major Cities and the Places in between | McInturff, Cottrill | TRAVEL, Instructor Consent |
| HS*499*60 | Investigations into Human Biology and Health | Gibbs | Senior Standing or Consent of Instructor; Seniors or Juniors majoring in Health Sciences |
| HS*299*61 the | Rise ³ Pre-Health Internship | Buckingham | Rise ³ , Sophomores, Juniors, and Seniors on Pre-health track, 3.0 GPA, proof of current vaccinations, and health insurance. Pharm Tech license required for pharmacy shadowing. |
| HI*299*62 | Public History Internships | Law | Rise ³ , Sophomores, Juniors, and Seniors in Any Major, at least one history course (preferably HI 300) |
| HI*299*63 | World War II Films the World Over | Levey | |
| MA*499*64 | Senior Project in Mathematics | Ray, Stiefel | Junior and Senior Math Majors; MA 470 |

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| MFS*299*65 | Italian Cinema | Corna | |
| MFS*299*66 | Sundance Film Festival and the Independent Film Market | Champion, Corna | TRAVEL; Instructor Consent |
| MFS*299*67 | The Southern Movie Database | Champion | None |
| MU*299*68 | Children's Opera | Kensmoe | Instructor Consent |
| PL*299*69 | Imagine No Religion | Hendley | |
| PL*299*70 | Philosophy and Film | Myers | First-Years and Sophomores |
| PS*299*71 | Music, Politics, and Society | Jenkins | |
| PS*299*72 | Pre-Law Internship | Ashe | Rise ³ , 3.3 GPA or consent; Juniors (or Seniors by Consent) |
| PY*299*73 | Changing Habits with Behavior Modification | Trench | |
| PY*299*74 | Psychology of Games | Kraemer | |
| PY*299*75 | Sport and Exercise Psychology | Rector | |
| PHS*499*76 | Public Health Studies Capstone | Mills | Rise ³ , PH, PHS/SO 213; Junior and Senior students completing a Distinction in Public Health Studies who meet the prerequisite requirement and have advanced approval from Instructor. |
| SO*299*77 | Community-Based Research in Tanzania | Hansard, Holly | TRAVEL, Instructor Consent, Students aged 18 years and up, rise ³ , Service-Learning |
| THA*299*78 | Audition! | Flowers | THA 120 Beginning Acting |
| THA*299*79 | Theatre Performance Ensemble: A Collaboration with The Farm Project (producing a new play) | Litsey, Glenn | Audition/Interview, Instructor Consent |
| THA*499*80 | Theatre Performance Ensemble: A Collaboration with The Farm Project (producing a new play) | Litsey, Glenn | Senior Theatre Majors, Audition/Interview, Instructor Consent |

Exploration Term 2020 Project Descriptions

Special Project Designations



Leadership Studies Project



Service-Learning Project



Study-Travel Project



rise³ Project



Poverty Studies Project



Public Health Project



Gender & Women Studies Project



Human Rights & Conflict Studies Project

ACCOUNTING

AC*499*01

Senior Project in Accounting

George Klersey

Prerequisites: AC 322, AC 324, AC 421

Open To: Junior and Senior Accounting Majors

Grading System: Letter

Max Enrollment: 16

Meeting Times: M Tu W Th F January 1 - March 9, 2020

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

Estimated Student Fees: \$250



APPLIED COMPUTING

CAC*299*02

Analyzing Kinesiology: Utilizing Computing and Sensors to Analyze Athletic Movement

Amber Wagner

Prerequisites: None

Open To: All Students

Grading System: Letter

Max Enrollment: 12

Meeting Times: M W F 9:30 am - 11:30 am, 12:00 pm - 2:00 pm

Have you ever wondered about the force that your body exerts when pedaling uphill, tackling a receiver, or doing a pirouette? In this project, students will learn about kinesiology—the science of body movement—and apply that knowledge with hands-on experiences such as developing wearable sensors to measure forces. Combining this knowledge with the data collected, students will have the ability to biomechanically describe various facets of body movements. Students will be expected to learn the necessary programming and architecture skills to build and program the sensors and to learn the underlying kinesiology of various movements.

The project will culminate with students selecting three clustered movements in a given activity (e.g., three movements required in a particular sport or three common movements a student makes such as walking, sitting at a desk, carrying a backpack) and presenting a detailed analysis of those movements. In addition to class time and readings, students are expected to work an additional 15 hours outside of class each week writing code and testing sensors. Grades are determined by class participation, kinesiology quizzes, programming assignments, and a final group project, which will include a three-page paper.

Estimated Student Fees: \$0

ARABIC

ARB*299*03

Couscous, Baklava, and Empire: Anthropology of Middle Eastern Food and Table Etiquette

Lamia Benyoussef

Prerequisites: None
 Open To: All Students
 Grading System: Option
 Max Enrollment: 12
 Meeting Times: M W 10:00 am - 2:00 pm



So much of Middle Eastern culture revolves around food, sharing, and storytelling, from the holy feasts in the Code of King Hammurabi (1792-1750 B.C.), through the rise of the three Abrahamic religions, until the modern battles over the origins of baklava (between Turkey and Greece), couscous (Morocco and Algeria), or hummus (between Palestinians and Israelis). Using historical archives, folktales, movies, music, and artwork, this project examines the production of food in the Middle East and beyond from Babylonian times to the present with a focus on gender, race, ethnicity, social class, table etiquette, empire, revolutions, genocide, immigration, commodification, and cultural appropriation. Besides reading assignments and in-class presentations, students are required to give a cooking demonstration as well as a presentation about the history of the dish they are presenting. Both modern and ancient recipes from medieval cookbooks are welcome. Class will meet in instructor's house.

Estimated Student Fees: \$100

ART

AR*299*04

Independent Studio Projects

Jim Neel

Prerequisites: Two previous 300-level studio art courses or consent
 Open To: Art Majors and Minors
 Grading System: Letter
 Max Enrollment: 12
 Meeting Times: M Tu W Th 9:00 am - 4:30 pm

An Independent Studio Art Project for the Art Studio major or minor. The project will focus on developing and refining a portfolio of serially produced works in the area of the individual student's discipline concentration. Themes, materials, and production expectations will be determined by consultation. The project will include readings, writing, seminar discussions, and scheduled individual and class critiques. Students are required to work outside of class time to complete a 40-hour work week. Grades are based on work ethic, writing assignments, and the final portfolio.

Estimated Student Fees: None

AR*499*05

Independent Studio Projects

Jim Neel

Prerequisites: Two previous 300-level studio art courses or consent
 Open To: Required of BFA Seniors
 Grading System: Letter
 Max Enrollment: 12
 Meeting Times: M Tu W Th 9:00 am - 4:30 pm

An Independent Studio Art Project for BFA Seniors. The project will focus on developing and refining a portfolio of serially produced works in the area of the individual student's senior thesis. Themes, materials, and production expectations will be determined by consultation. The project will include readings, writing, seminar discussions, and scheduled individual and class critiques. Students are required to work outside of class time to complete a 40-hour work week. Grades are based on work ethic, writing assignments and the final portfolio.

Estimated Student Fees: None

AR*299*06

The View Camera: Large Format Photography from Parts to Prints

Pam Venz

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

This project will investigate the opportunities and challenges posed by the large format view camera. Despite the cultural shift towards digital photography, the image quality attained by the large format view camera has yet to be surpassed. In a variety of fields that rely on photographic imagery, the large format negative is the format of choice including high-end commercial photography, fine art photography, and architecture documentation for historical preservation. Beginning with in-depth reading on the history of the view camera and the technical aspects of its use, students will learn the function of the camera through the construction of one, create large format negatives with the camera, and learn the process of both analog darkroom printing as well as digital scanning and ink-jet printing processes.

Estimated Student Fees: Out-of-pocket student expense

BIOLOGY

BI*299*07

Better than Fiction: Acclaimed Popular Reading in Biology

Megan Gibbons

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

Some of the greatest nonfiction books about biology read like novels. They borrow tropes and narrative tricks from science fiction, fantasy, horror, and more—turning great discoveries into great adventures. In this project, we will read and discuss four of the best current biology books available (chosen by the students!). Students will complete all readings, participate in online and in-class discussions, choose a topic from the readings to research and present (in 15-20 minutes) to the

class, and write four 5-page reflection papers (one for each book). Depending on the books chosen, we may invite guest speakers to engage with the class during some of the class periods.

Estimated Student Fees: \$0

BI*299*08

Cancer Biology Journal Club: Demystifying and Deconstructing Scientific Articles

Centdrika Hurt

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

Cancer! One of the most dreaded words in the world we live in today. How can we make it less dreadful? One way could be seeking a better understanding of the work being done to rid our societies of this beast. The goal of this project is to explore the diverse aspects of cancer biology and to practice deciphering and presenting research articles to the scientific community and lay people. Students will be taught how to navigate platforms used to find scientific literature. Students will select recent papers that stimulate their interest and present the findings to their peers. Cancer researchers will be invited to share insights about their career paths and current research. There may also be an opportunity for us to tour the cancer research facility at UAB. We will participate in a weekly community-outreach project which will enable the students to practice disseminating information about cancer to the general public. Each student will be evaluated on the following: attendance, preparing for presentations by reading the article selected by their peer and the invited speakers in advance, participating in general group discussions, weekly group presentations at the Lovelady center, and submission of weekly reflections on the topics presented that week.

Estimated Student Fees: None

BI*499*09

Capstone Seminar in Biology

Scot Duncan

Prerequisites: Completion of a Research-Intensive Course or rise³ Independent Research Experience
Open To: Senior Biology Majors
Grading System: Letter
Max Enrollment: 16
Meeting Times: M Tu W Th 9:00 am - 12:00 pm

This culminating seminar for the biology major serves as the second half of the capstone experience and focuses on current research topics and literature in biology. All students will lead an hour-long discussion on a scientific article relevant to their senior research project. Students will also develop and present a polished 15-minute seminar focused on their previously conducted capstone research project. To demonstrate mastery of the core concepts of biology, students will complete the senior biology exam.

Estimated Student Fees: None

BI*299*10

Exploring the Galápagos Islands: Wildlife, Ecology, and Conservation

Barbara Domcekova and Megan Gibbons

Prerequisites: None
Open To: All Students
Grading System: Letter
Max Enrollment: 20
Meeting Times: January 2 - 9 (predeparture), January 27 - 30 (wrap-up sessions)
Travel Dates: January 10 - 18



This project will focus on the study of the ecology, wildlife, and conservation of the Galápagos Islands in Ecuador. We will spend the first portion of the project on campus (meeting daily from 9:00 am - 12:00 pm, and some days until 2:30 pm) studying the history and ecology of the islands while introducing students to numerous species that are endemic to the Galápagos (i.e., species that exist nowhere else in the world). On-campus activities may include lectures, movies, guest speakers, and discussion sessions. We will then fly to the Galápagos Islands via Guayaquil, Ecuador. We will stay at Hotel Bamboo for two nights and Hotel Fernandina for the following four nights as we visit several of the islands. Grades will be based on a) completion of reading assignments and worksheets, b) one written exam, c) a natural history journal, and d) a personal journal maintained during the trip. Spanish proficiency is helpful, but not required.

Estimated Student Fees: \$5,550

BI*299*11

Kenda Rigdon

A Global Perspective on Infectious Disease

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

Interested in understanding the origins and spread of human pandemics such as AIDS, Ebola, the 1918 Spanish Flu, Lyme disease, and more? Then join us as we journey through the nonfiction book, *Spillover*, by award-winning National Geographic writer, David Quammen. This author will open your eyes and connect dots as he travels the world to various outbreaks to interview the medical professionals in the "hot zone" that worked with "patient zero." After reading this book, you will be able to connect things like the importance of a heavy rainy season, abundance of acorns, and human disease. In this project, students will be evaluated based on attendance, out-of-class reading, participation in book discussions, quizzes, and an in-class, comprehensive small-group presentation on an infectious disease of choice. A considerable amount of out-of-class research will be expected to complete the final presentation. If you are interested in a medical or health-related profession, this project is not to be missed!

Estimated Student Fees: Out-of-pocket expense for textbook (under \$20, new)

BUSINESS

BA*299*12

Business Internships

Paul Cleveland

Prerequisites: Internship placement prior to registration and instructor consent

Open To: Sophomores, Juniors, and Seniors

Grading System: S/U

Max Enrollment: 16

Meeting Times: TBD by Employer

Students will identify and secure an internship with a business or organization (for-profit or non-profit). Students are expected to devote 150 hours to the completion of the project. Students will keep a journal of their experiences answering basic questions daily, relating their working experience to their academic learning. The student will read relevant articles and books related to their work and write a critical-reflection paper to be turned in at the end of the experience. In addition, students will arrange for their supervisors to provide an evaluation of their performance to the instructor. Students are encouraged to arrange an internship well before registering for Exploration Term and to have it available for the instructor when they seek consent to register for the course.

Estimated Student Fees: None

BA*299*13

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

Bert Morrow and Sara Robicheaux

Prerequisites: Instructor Consent

Open To: All Students

Grading System: Option

Max Enrollment: 20

On Campus Meeting Dates: January 3 - 13

Travel Dates: January 14 - 30

Students will visit the Czech Republic and Italy to study agribusiness firms engaged in food production. Particular emphasis will be given to the issues of vertical integration and the extent to which technological innovations have been adopted in a firm's value chain. We will also explore how these firms acquire inputs, access distribution channels, and manage their labor and product markets. All students must write a reflection paper of at least 12 pages but not more than 20 pages.

Estimated Student Fees: \$4,950

BA*499*14

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

Bert Morrow and Sara Robicheaux

Prerequisites: Instructor Consent

Open To: Senior Business Majors

Grading System: Letter

Max Enrollment: 20

On Campus Meeting Dates: January 3 - 13

Travel Dates: January 14 - 30

Students will visit the Czech Republic and Italy to study agribusiness firms engaged in food production. Particular emphasis will be given to the issues of vertical integration and the extent to which technological innovations have been adopted in a firm's value chain. We will also explore how these

rise³



firms acquire inputs, access distribution channels, and manage their labor and product markets. Students who plan to receive course credit for BA 499 must present the results of a substantial research project on a topic that has been approved by the faculty leaders. All students must write a reflection paper of at least 12 pages but not more than 20 pages.

Estimated Student Fees: \$4,950 + \$275 BA 499 fee

BA*499*15

Senior Capstone in Business

Michael Connolly, Mary Harrison, Ream Shoreibah, Tracy Smith

Prerequisites: BA 400

Open To: Senior Business Majors

Grading System: Letter

Max Enrollment: 40

Meeting Times: M Tu W Th F 8:30 am - 4:30 pm

This project is designed for students to develop entrepreneurial thinking. The project will emphasize the entrepreneurial process, which includes evaluating entrepreneurial opportunities, launching the new venture, and managing the new business.

Estimated Student Fees: \$275

CHEMISTRY

CH*299*16

Internships in Chemistry

Scott Dorman

Prerequisites: Completion of CH 211 or consent of instructor

Open To: Sophomores, Juniors, and Seniors in Any Major

Grading System: Letter

Max Enrollment: 8

Meeting Times: M Tu W Th F 9:00 am - 3:00 pm, or as scheduled

This project will involve active engagement in an internship with a chemistry- or biology-related technology company. There is also a mandatory online component that will guide students through application of the scientific method within an industry-related working environment. The online portion of the project is designed to provide a venue of critical reflection, discussion, and co-mentorship with the industry-related authentic research project. Example companies include the Alabama Department of Forensic Science, BioCryst Corporation, and Southern Research Corporation.

Estimated Student Fees: None

ECONOMICS

EC*299*17

Economics of Eating Out and In

Randy Cragun

Prerequisites: None

Open To: All Students

Grading System: S/U

Max Enrollment: 16

Meeting Times: W Th F Sat Sun, Fri-Sun 12:00 pm - 4:00 pm,

Wed-Th 5:00 pm - 7:00 pm

If a restaurant has a long menu, what does that tell you about the food quality? Why should you order the scariest thing on the menu? Why might strip malls have better food than tourist areas? Why do barbecue places close in the afternoon? How does tipping work?

rise³

What kinds of meals will be higher quality in the US, and what kinds will be higher quality in Mexico? Let's work together to give you the best possible experience when eating out and illustrate the power of economic ideas. This project will focus on how to use economic reasoning to get great meals at low prices while eating out and traveling. Economists would expect systematic analysis of data to back up the kinds of claims we will make, but instead you will gain an appreciation for the intuition behind economics through application to food and will test hypotheses we generate informally by eating out together and visiting grocery stores around Birmingham.

Estimated Student Fees: \$200

EDUCATION

ED*299*18

Exploring Teaching in Primary Schools

Kelly Russell

Prerequisites: None
 Open To: All Students
 Grading System: Letter
 Max Enrollment: 30
 Meeting Times: M Tu W Th F 7:30 am - 3:00 pm

This project is a field-based Exploration Term project that requires 75 hours of observation and participation in classrooms at the elementary school level. Students will analyze assigned readings, observe in schools, and articulate their experiences in the classroom in a reflection paper.

Estimated Student Fees: Some out-of-pocket expenses

ED*299*19

Exploring Teaching in Secondary Schools

Louanne Jacobs

Prerequisites: None
 Open To: All Students
 Grading System: Letter
 Max Enrollment: 30
 Meeting Times: M Tu W Th F 7:30 am - 3:00 pm

This project is a field-based Exploration Term project that requires 75 hours of observation and participation in classrooms. The observations take place at the middle school and high school level. Students will analyze assigned readings, observe in schools, and articulate their experiences in the classroom in a reflection paper.

Estimated Student Fees: Some out-of-pocket expenses

ED*499*20

Internship I

Gay Barnes

Prerequisites: Approval for Student Teaching Internship
 Open To: Senior Education Majors
 Grading System: Letter
 Max Enrollment: 15
 Meeting Times: M Tu W Th F 7:30 am - 3:00 pm

ED 499 is the capstone experience in clinical practice that involves full-time assignment to a collaborative classroom or resource room for four weeks under the joint supervision of a certified teacher and a college supervisor. Students will design, plan, and implement coordinated learning experiences for special-needs children, attend

regular seminars, engage in independent conferences, and participate in the development of Individualized Education Programs for special-needs students.

Estimated Student Fees: Some out-of-pocket expenses

ED*499*21

Service Learning: Teaching in Uganda

Amelia Spencer and Kristin Harper

Prerequisites: Instructor Consent; ED 489
 Open To: Senior Education Majors
 Grading System: Letter
 Max Enrollment: 16
 Meeting Times: We will meet on campus 2-3 days prior to departure
 Travel Dates: January 5-26 (tentative)



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

Note: Participants will be selected through an application process. All Senior Education majors must also take the Teaching Experience in Education (ED 489) course during a semester prior to January.

Estimated Student Fees: \$5,500

ENGLISH

EH*299*22

The Art of Stand-up Comedy

Lucas Johnson

Prerequisites: None
 Open To: All Students
 Grading System: S/U
 Max Enrollment: 12
 Meeting Times: M Tu Th F 10:00 am - 1:00 pm

In this E-Term experience, students will become acquainted with a brief history of stand-up comedy in the United States. Stand-up has been central to American culture and entertainment, and in this project, we will understand both how and why. We will spend much of class time watching comedy routines from comics past and present, analyzing the form of the routines, the genre, the storytelling, the profanity (or lack thereof), and the cultural packaging of humor. Students will create their own 10-minute comedy routine and perform with their peers at BSC Comedy Night, which will take place on the last Friday night of E-Term. (Do note that much of the content in this course will address adult issues and will contain elements of profanity.)

Estimated Student Fees: \$0

EH*299*23

Eat. Write. E-Term.

Melinda Thompson

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

Join us for MRT's Writing Salon—a month-long writing, discussing, and EATING experience. Yes, EATING! Students will spend one month exploring the genre of short-form creative writing in a relaxed, no-pressure, off-campus workshop setting which will include a delicious luncheon and lively conversation. Each menu will reinforce thematically the writing goals and assignments for the day. We will meet two days a week in the home of the professor. Participants will be assigned readings and will be required to participate in group discussions delving into the art and craft of writing. We will write for class and in class. In addition, students will maintain a writing journal recording their writing progress during the term. Evaluation will be based on: writing projects, reading discussion, journal, active participation, and attendance.

Estimated Student Fees: \$175

EH*299*24

Family History: Research and Writing

Tynes Cowan

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

A 2014 Time magazine article promised to explore “How Genealogy Became Almost as Popular as Porn.” Its author, Gregory Rodriguez, explained that “genealogy is the second most popular hobby in the U.S., after gardening . . . and the second most visited category of websites, after pornography.” We’ve all seen the advertisements for ancestry.com and other companies that promise to get you in touch with your roots. There’s no denying the satisfaction one might take from discovering Thomas Jefferson in the family tree, but surely such an end goal is not the primary motivation for these hobbyists. Rather the discovery process keeps them paying Ancestry twenty bucks a month. This project recognizes a correlation between the skills needed to trace family history and to write a good academic research paper. During January, we will hone those skills and hopefully make connections with our ancestors.

Estimated Student Fees: None

EH*299*25

Four Russian Fictionists

Joseph Stitt

Prerequisites: None
Open To: All Students
Grading System: Letter
Max Enrollment: 16
Meeting Times: M Tu Th 9:00 am - 12:00 pm

The writers the project will explore are Nikolai Gogol, Fyodor Dostoevsky, Leo Tolstoy, and Anton Chekhov. The Gogol will include “The Nose” and “The Overcoat” as well as other short works. After Gogol, we will tackle Dostoevsky’s *The Double* and *Notes from the Underground*, then

Tolstoy’s *The Death of Ivan Ilych*, then a selection of Chekhov stories, among them “The Lady with the Little Dog,” “A Boring Story,” “Misery,” “The Grasshopper,” and “The Black Monk.” Topics investigated will include ethics, theism, liberalism, radicalism and reaction, nihilism, authenticity, prophecy, postmodernism, modernity and its critics, family, absurdity, pain, despair, love, and death. Historical and intellectual context will play a significant role in our analysis and appreciation of the works. Class meetings will center on lecture and discussion. Evaluation will consist of reading quizzes, one short paper (~5 pages), one research paper (12-18 pages), and a comprehensive final exam.

Estimated Student Fees: \$0

EH*299*26

Medieval Sex Ed: Desire, Sexuality, and Power

Jessica Hines

Prerequisites: EH 102 or 208 (or instructor permission)
Open To: All Students
Grading System: Letter
Max Enrollment: 14
Meeting Times: M W Th 1:00 pm - 3:30 pm

This project examines the ways sex, sexuality, and gender were theorized in the Middle Ages, as well as their representation in literature. It explores how medieval authors understood sex and sexuality, as well as their construction of behavioral and sexual norms. Reading assignments include wide-ranging selections from European and Middle Eastern prose (medical treatises, philosophy, and history) and poetry (drama, lyric, and romances). Subjects addressed include gender stereotypes and ideals, power relations related to gender, queer identity, and the social conditions of women. We will also be working with a local organization to consider the long and continuing history of social and economic powers shaping sex and sexual education.

Estimated Student Fees: \$0

EH*299*27

A Month in Yoknapatawpha: Faulkner's Fiction in Oxford, Mississippi

Fred Ashe

Prerequisites: None
Open To: All Students
Grading System: Letter
Max Enrollment: 16
Meeting Times: M Tu Th 9:30 am - 12:00 pm

William Faulkner is considered by many to be the greatest American novelist of all time, and he lived and wrote just a few hours from here. Thirty-five years of fiction is set in his meticulously developed fictional Yoknapatawpha County, Mississippi. Much of that fiction is based in the fictional county seat of Jefferson, based on Oxford (in Lafayette County), Faulkner’s home for most of his life. We will read a selection of short stories and two classic Faulkner novels (probably *The Sound and the Fury* and *Light in August*) for their contributions to American literature and their insights into humanity. We will then spend three days in Oxford visiting Faulkner’s house, hearing from major Faulkner scholars who work at Ole Miss, and touring specific sites from the fiction we have read. Students will be evaluated on reading quizzes, class discussion, a group biography report, one response paper, and one analysis paper.

Estimated Student Fees: approximately \$230 in out-of-pocket expense for food, gas, and two nights in a hotel

rise³



GWS

GENERAL STUDIES

GEN*299*28

The ABCs of European Capitals: Art, Business, and Culture of 5 European Cities

Rick Lester and Treva Lester

Prerequisites: None
Open To: All Students
Grading System: S/U
Max Enrollment: 20
Meeting Times:
Travel Dates: On or about January 5 - 26



Is there a geography-based understanding of world events? Does culture impact the world view? What role do commerce and culture play in national identity? To examine these questions, we will travel to five European cities. In previous trips, students have visited London, Madrid, Rome, St. Petersburg, Istanbul, Athens, Prague, Paris, Barcelona, Berlin, and Venice. For 2020, we plan to visit Lisbon, Prague, Budapest, Berlin, and Paris. We will visit some of the most important and exquisite museums of the world. In addition, we will contrast the old with the new by exploring the world of global commerce and media of these important world capitals. We will start with what we know here in Birmingham, where students will give reports on aspects of our itinerary. Then we travel for 21 days. Students will keep a journal and write a final paper of 8-10-pages where they will summarize their own perspectives on comparative elements of the trip.

Estimated Student Fees: \$5,300

GEN*299*29

The Art and Science of Birth

Catherine Cashio

Prerequisites: None
Open To: All Students
Grading System: Letter
Max Enrollment: 16
Meeting Times: M Tu W Th F 9:30 am - 12:30 pm



All Americans have experienced birth, and yet with the advent of hospitals, communal knowledge of birth has dissipated. This project will explore the evolution of assisted birth and its intersections with human rights, psychology, art, and economics. We will discuss current events such as cross-border surrogacy, licensing of direct entry midwives, local birth-related lawsuits, and maternal health disparities, focusing on normal physiological labor. Guest speakers include health professionals and artists, and students will lead and participate in class discussions and field trips. Students will then design and present a project suited to their individual interests with regards to one of the many complex issues surrounding birth. Evaluation will encompass class involvement, daily journal reflections, and the final academic or creative project.

Estimated Student Fees: Some out-of-pocket expenses for transportation to weekly local excursions including the art museum and hospitals

GEN*299*30

Beginning Duplicate Bridge

Doug Riley

Prerequisites: None
Open To: All Students
Grading System: Letter
Max Enrollment: 16
Meeting Times: M Tu W Th F 9:30 am - 12:00 pm every day,
1:00 pm - 3:30 pm all days except Friday

Bill Gates has called bridge the “king of all card games.” Warren Buffett has described bridge as “the best intellectual exercise out there.” Come see what these two businessmen find fascinating about bridge. Learn the rules of the game and explore some of the standard systems of communicating with your partner. Make your own bidding system and then test it against your peers. Go play bridge at the Birmingham Duplicate Bridge Club and compete against experts of the game. Take a month to play cards. The morning hours will be spent discussing the rules of play, conventions, and assessing your understanding of those rules. The afternoons will be spent playing bridge. Grades will be based on a presentation, papers and quizzes covering rules of the game, bidding systems, declarer play, and defensive play. Additional credit will be available for playing at the Birmingham Duplicate Bridge Club.

Estimated Student Fees: \$30 in out-of-pocket expense

GEN*299*31

Beginning Sign Language

Amy Mathison

Prerequisites: None
Open To: All Students
Grading System: Letter
Max Enrollment: 16
Meeting Times: M Tu W Th F 10:00 am - 1:00 pm, as well as two off-site meals to be scheduled outside of regular class meeting times

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

Estimated Student Fees: out-of-pocket expense for a book and the cost of two meals to be ordered via sign language at a restaurant

GEN*299*32**Broadcasting and Announcing****Curt Bloom**

Prerequisites: None
 Open To: All Students
 Grading System: Letter
 Max Enrollment: 16
 Meeting Times: M Tu W 10:00 am – 1:00 pm

This project provides training to students on all aspects of broadcasting and announcing. Aspects of voice and diction relevant to on-air microphone usage are included. Students will also learn how to read programming logs and radio logs, and learn television and radio terminology. Through the instructor's contacts in the area, students will visit at least two radio stations and at least one television set and be exposed to media personalities in the market. We will also have many guest speakers in our field. The most unique aspect of the course is allowing students to sit in on the instructor's college basketball games that are televised on ESPN Plus. The students will be given a quiz, mid-term, and final exam as well as record on-air material for use in future employment prospects. One former student had his commercial air during all broadcasts of Barons games. The student's final grade will be determined by in-class participation, progress on reading a 30-second commercial, the quiz, the mid-term, and the final projects. The mid-term and final projects are audio reads.

Estimated Student Fees: \$0**GEN*299*33****Chemistry: An Historical Perspective****David Schedler**

Prerequisites: None
 Open To: All Students
 Grading System: Letter
 Max Enrollment: 15
 Meeting Times: M Tu W Th 10:00 am – 12:00 pm

This E-Term project will likely be very different than any other science course you've taken at BSC. In this E-Term project, we will be examining the incredibly important role chemistry (and science in general) has had in the progress of human history. The focus will be on the historical perspective: how political, social, and cultural context has influenced the rise of new chemical concepts and practices. A typical high school science background is all that is necessary for the content of this projects. The project will largely be discussion in nature, so it's critically important that students have read the assigned material prior to coming to lecture (this reading may be tested with a short quiz at the start of the lecture) and make every effort to participate in the discussion. The grade will consist of class participation, quiz scores, and a final 10-12-page research paper.

Estimated Student Fees: \$0**GEN*299*34****Chinese Popular Culture****Feng Xie**

Prerequisites: None
 Open To: All Students
 Grading System: Option
 Max Enrollment: 16
 Meeting Times: Tu W Th 9:30 am – 12:30 pm

This project will explore major themes and trends of modern Chinese popular culture. We will analyze various cultural forms, including

popular music, TV shows, fiction, cinema, and internet language, and examine how these forms are shaped by the constantly changing sociopolitical atmosphere in China over the past few decades. We will explore how the concept "popular" is defined differently as China sheds its fetish with revolutions and movements in the socialist past and shifts towards the active pursuit of and involvement in commercialization and globalization in the present.

Estimated Student Fees: None**GEN*299*35****Crafting a Community****Jessica Allen and Kate Hayden**

Prerequisites: To volunteer with our community partners, students will have to participate in an on-site orientation and pass a background check conducted by our partners.

Open To: All Students
 Grading System: Letter
 Max Enrollment: 14
 Meeting Times: M Tu W Th 10:00 am – 12:00 pm, additional hours on-site volunteering with service sites



In modern society, we participate in our favorite craft as a leisure activity that may provide avenues for reflection, stress release, and creative exploration. However, most of our current hobbies and crafts started out of necessity to either provide clothing and warmth (knitting, sewing, quilting), shelter (carpentry and woodworking), or trade (painting, ceramics). In this project, we will explore why we have a desire to create with our hands and how teaching our craft to others and working in groups can promote greater creativity, stronger relationships, healthy conversations, and overall well-being. Students will volunteer with local nursing homes around the Birmingham area to teach and work with patients on their favorite craft. Throughout this experience, we will also explore the primary literature to assess and reflect on the potential health and cognitive benefits of crafting for nursing home patients.

Estimated Student Fees: Out-of-pocket expense related to personal transportation to service sites and crafting supplies.**GEN*299*36****Criminal Law: An Overview****Jack Taylor**

Prerequisites: None
 Open To: All Students
 Grading System: Letter
 Max Enrollment: 16
 Meeting Times: Tu W Th 9:00 am – 12:00 pm

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 two additional texts 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 class participation, outside assignments, and exams.

Estimated Student Fees: \$0

GEN*299*37**Culture Club: The History and Practice of Fermentation****Kevin Drace**

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

Fermentation is an ancient and significant technology that allowed for the preservation of food long before we knew what actually caused food spoilage. As such, most cultures have a rich history of fermented foods. This course will explore that history and the process of fermentation through class discussions, student-initiated fermentation projects, and regional field trips to farms, dairies, and breweries/distilleries that put these ancient practices to use for the modern palate. We will also explore the possible health benefits of fermented foods. Students will be required to produce and eat a fermented food accompanied by an oral presentation on the history and development of their recipe.

Estimated Student Fees: \$75**GEN*299*38****Disconnect and Unplug: The Lost Art of Solitude & Mindfulness****Matthew Rhoades**

Prerequisites: None
 Open To: All Students
 Grading System: Letter
 Max Enrollment: 16
 Meeting Times: M Tu W Th F 10:00 am – 12:30 pm

Most of us find it difficult to disengage or disconnect and reflect. Modern communication wizardry has its place, but we can end up being servants to it. As the world spins faster and faster, we need a variety of ways to cope with the resulting pressures. Mindfulness is one of these ways, and mindful meditation has shown in numerous psychological studies to decrease anxiety, depression, and irritability while improving memory, reaction times, and mental and physical stamina. Students in this E-Term project will investigate mindfulness-based cognitive therapy (MBCT), practice mindfulness meditation, and study texts such as the Tao Te Ching. We will also view films featuring dependence on technology and track personal screen time. Student evaluation will be based on daily journal entries, four research papers, and reading quizzes.

Estimated Student Fees: \$0**GEN*299*39****Environmental Careers****Rebekah Parker**

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

Jobs in the environmental field can range from water sampling and field surveys for a consulting firm to using GIS (Geographic Information System) to map natural resources to lobbying for increased regulations for pollutants. In this project, students will be able to sample a variety of jobs through class speakers, shadowing

different professions, and field tours for a total of 150 hours. Students will have the opportunity to attend a networking event and explore graduate school opportunities. A primary goal of this project is for students to identify jobs that interest them and develop a plan for future course work, graduate school, or other professional development needed to succeed in the field. Students will be responsible for a number of readings about current issues regarding the environmental job market and reflect on their readings and experiences through a 4-5-page paper and discussion with their peers. In addition, students will research and develop mock applications for jobs they are interested in. Active participation with our hosts' organizations and guests, a satisfactory essay, and job application materials are required for credit.

Estimated Student Fees: \$0**GEN*299*40****Internships in Community and Social Change****Keely Sutton**

Prerequisites: Working with the Assistant Director of Internships, students will identify an internship by Thanksgiving.
 Open To: Sophomores, Juniors, and Seniors in Any Major
 Grading System: S/U
 Max Enrollment: 15
 Meeting Times: DHAR



Want to get out of the classroom and make a difference? Take advantage of this local internship opportunity that develops cultural competence, ethical leadership, and thoughtful community engagement. Students interested in exploring career paths and professional opportunities in community development, non-profit, educational, religious, interfaith, or other activist organizations should consider signing up for this project. Past organizations have included Birmingham Bahá'í Center, Birmingham Islamic Center, Church of the Reconciler, Greater Birmingham Ministries, Planned Parenthood, Urban Ministry, and others! Students may also propose their own internship placements. Each organization will identify a project for the student to complete during the E-Term. Grade will be based on a 5-7-page critical reflection paper, weekly participation in an online discussion forum, and the assessment of the sponsoring organization.

Estimated Student Fees: \$0**GEN*299*41****Introduction to 3D Printing****Clyde Stanton**

Prerequisites: No prior experience with 3D printing
 Open To: All Students
 Grading System: S/U
 Max Enrollment: 8
 Meeting Times: M Tu W Th 10:00 am – 12:00 pm, 1:30 pm – 3:30 pm, and DHAR as needed

The project will provide an introduction to 3D printing for students. Only students with no prior experience in 3D printing should take this course. The course will cover operation of 3D printers, availability of downloadable 3D object files, identity and use of freeware software for creating 3D figures, and output file formats recognizable by 3D printers. Student teams will construct 3D printers from a DIY kit. Individual students will then use all of the above to design and create their own 3D objects. Students will be required to submit a 5-page reflection paper on the process of 3D printing from concept to final product.

Estimated Student Fees: \$80

GEN*299*42**Introduction to Mosaic****Jürgen Tarrasch**

Prerequisites: None
 Open To: All Students
 Grading System: Letter
 Max Enrollment: 14
 Meeting Times: Tu W Th 10:00 am – 2:00 pm

The project will introduce students to the art of creating a mosaic. Students will learn about the materials needed and the various steps involved in the creation of a mosaic. Students will use industrially produced tiles and will learn to create custom tiles using glass panels and genuine gold leaf.

Estimated Student Fees: \$100**GEN*299*43****Like a Rolling Stone: Bob Dylan in America, or Why Bob Dylan Matters****Mark Schantz**

Prerequisites: None
 Open To: All Students
 Grading System: Letter
 Max Enrollment: 15
 Meeting Times: M Tu W Th 10:00 am – 1:00 pm

Bob Dylan is the oceanic (and by far the coolest) American songwriter and musician of our time. After winning the Nobel Prize for Literature in 2016, Dylan's place in the history of American music and letters seems secure. Our project explores the life and work of Bob Dylan—and what it says about him and about us. By the end of the month, I hope you'll be almost as big a fan of his music as I am—but it's alright ma, if you're not. During this project we will listen to lots of Dylan's music (approximately 25 albums' worth), listen to at least 12 podcasts from the new series by Michael Hacker, read three books and a handful of articles and reviews, and screen two documentaries and a feature film that attempts to explore Dylan's personalities. Students will write 10 response papers of 1-2 double-spaced typed pages each that engage with the assignments for the day and will also engage in a group-work project in which they make their best case for Dylan's "best album." The class is conducted in a freewheelin' seminar style. We will also sing at least one Bob Dylan song in class every day. If you play the guitar, piano, harmonica, bass, drums, percussion, violin, trumpet, or anything else, we will make it work. If you don't play an instrument or don't like to sing, you should still take the project if you're at all interested in Dylan's music or think you might like to find out what all the fuss is about.

Estimated Student Fees: out-of-pocket expense for books (approximately \$65)**GEN*299*44****Martial Arts: Philosophy and Practice****Andy Gannon**

Prerequisites: Students must be in good physical shape
 Open To: All Students
 Grading System: S/U
 Max Enrollment: 16
 Meeting Times: M Tu W Th F 9:00 am – 3:30 pm

Asian martial arts interweave the philosophies of Taoism and Zen Buddhism with the physical experience. In this project we read and

discuss these ancient Asian philosophies as we physically practice and learn about a variety of martial arts. We will work primarily in a modern, holistic, eclectic martial art, Cuong Nhu, that combines the best principles of Tai Chi, Wing Chun Kung Fu, Shotokan Karate, Judo, Aikido, Vovinam, and boxing, but will also experience other martial arts through field trips. Students must be in good physical shape and be prepared for physical activity every day. This project will increase their flexibility, fitness, strength, and basic self-defense skills. We will meet every morning and most afternoons for physical work with readings, viewing of classical martial arts films (Enter the Dragon, 7 Samurai), and discussions interspersed. Required textbooks include the Tao Te Ching; Zen Flesh, Zen Bones; and the Cuong Nhu Training Manual. There will be two written and two physical skills tests and about ten short (one-page) papers on martial arts history and philosophy.

Estimated Student Fees: \$30**GEN*299*45****Music Boot Camp****David Phy**

Prerequisites: Minimum 2-3 recent years of singing or instrumental experience
 Open To: All Students
 Grading System: Letter
 Max Enrollment: 16
 Meeting Times: M W F 10:00 am – 12 pm plus a minimum of 3 hr/week attending a music performance

Instrumentalists and vocalists, do you ever wonder where your music ability would be if you could devote hours a week to practicing as you'd love to? Music Boot Camp class will allow you to make that commitment. The professor suggests a minimum of 2-3 recent years of experience on instruments/vocals. Students may register for this project as soloists or as groups no larger than four. Students will learn about deliberate practice techniques in music, and we will discuss the study done by Anders Ericsson, "The Role of Deliberate Practice in the Acquisition of Expert Performance." Each class will be spent discussing good and bad learning techniques, and then students will work alone or in groups on music. This is a performance class. You will be in front of an audience at least twice during the term. As a final class project, we will organize a showcase performance of what everyone has been working on at the end of the term, location TBD.

Estimated Student Fees: \$40 – \$80 in music books**GEN*299*46****Pre-Health Internship****Sue Buckingham**

Prerequisites: Sophomores, Juniors, and Seniors on the Pre-health track, 3.0 GPA, proof of current vaccinations, and health insurance. Pharm Tech license required for pharmacy shadowing.
 Open To: Sophomores-Seniors (priority given to first timers)
 Grading System: S/U
 Max Enrollment: No Limit
 Meeting Times: M Tu W Th F TBD by Preceptor

NOTE: The rise³ listing for this internship can be found under Health Sciences (HS). This project allows students planning a career in health care to shadow physicians, dentists, or other health professionals through a 120 contact-hour internship. This internship is designed for students who are sophomores or above. A limited number of established internships are available at Birmingham-area healthcare

facilities, or students may set up their own internship with a private healthcare professional if approved by Dr. Buckingham. Students will read two books about medicine and health care, reflect on their readings and experiences, and write a 5-7-page essay. A satisfactory essay AND a satisfactory evaluation from the student's on-site supervisor are required for credit. A mandatory meeting is held during Fall Term (TBD). Current immunization records must be submitted by early November 2019 to Dr. Buckingham. Estimated book cost is \$25. This project may be repeated for credit, but it must be with a different person than the previous internship.

Estimated Student Fees: Students may require a lab coat and scrubs; must provide own transportation; hospital placements require daily parking fees

GEN*299*47
Quilting Gee's Bend
Sandra Sprayberry



Prerequisites: Instructor Consent
 Open To: All Students
 Grading System: S/U
 Max Enrollment: 8
 Meeting Times: M Tu W Th 10:00 am – 12:00 pm (in classroom); other days in conferences and independent study; multiday long weekend field trip, dates TBD

Perhaps studied nationally in more depth than locally, the geographic region of Gee's Bend, Alabama, is an almost water-locked area where slaves and their subsequent generations of African American descendants have expressed their creativity through song, quilting, and storytelling. This project will begin with the African roots of Gee's Bend, then will focus on the region's stories and creative processes and products, and then will culminate in Gee's-Bend-inspired student creative writing. After learning about this community, we will engage with it. Because the story of Gee's Bend includes African visual art (particularly Ghanaian textiles), the formation of an arts cooperative, voting rights protests, economic exploitation, and triumph, this project will encourage students to appreciate this community's creative expressions as we also engage in our own creative writing and creative process studies.

Estimated Student Fees: \$350 per person estimated for community engagement field trip and activities

GEN*299*48
The Science of Cooking
Duane Pontius

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

Why is bacon so delicious? How does that fresh baked loaf of bread have the perfect combination of crunchiness and chewiness? The secret is often the science used to cook them. In this project, students will learn the science behind basic cooking techniques, and then use those techniques to cook a variety of delicious dishes. Cooking topics will include the Maillard reaction, crystal formation, acid base chemistry, mechanisms of heat transfer, and the science of cleaning up. Food preservation techniques will include water bath canning, pressure canning, and food dehydration. We will also screen food-

related movies and documentaries to explore the social and cultural impact that food has on our lives. Students will be graded on weekly quizzes from textbook readings and class work as well as a final student-led cooking presentation. Lunch will be served most days.

Estimated Student Fees: \$200

GEN*299*49
Service Learning: Teaching in Uganda
Kristin Harper and Amelia Spencer



Prerequisites: Instructor Consent
 Open To: All Students
 Grading System: S/U
 Max Enrollment: 16
 Meeting Times: We will meet on campus 2-3 days prior to departure
 Travel Dates: January 5-26 (tentative)

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

Estimated Student Fees: \$5,500

GEN*299*50
Typesetting Science and Mathematics
Mark Rupright

Prerequisites: MA 231
 Open To: Sophomore, Junior, and Senior STEM Majors
 Grading System: S/U
 Max Enrollment: 16
 Meeting Times: M Tu W Th F 1:00 pm – 4:00 pm

"I do not think of type as something that should be readable. It should be beautiful." – Ed Benguiat
 Strong typesetting skills are especially important when producing documents in STEM fields. In this project you will learn how to use tools for producing mathematical equations and graphics for reports, research papers, and slide presentations. Starting with equation editors and word processors, we will quickly progress to the use of free professional tools, such as LaTeX, which mathematicians and scientists use to produce publications of the highest quality. This course is for STEM majors who want to develop skills necessary to produce outstanding reports, papers, and presentations in preparation for future research projects, including Senior Conference.

Estimated Student Fees: \$0

GEN*299*51**Tyrants, Dictators, and Authoritarians****Vincent T. Gawronski**

Prerequisites: None
 Open To: All Students
 Grading System: Letter
 Max Enrollment: 16
 Meeting Times: M Tu W Th F 12:30 pm – 4:30 pm



This project is an interdisciplinary analysis of tyrants, dictators, and authoritarians—how they come to power, how they stay in power, how they eventually meet their demise, and how they are portrayed in films, documentaries, literature, and biographies. What conditions are necessary to make these types of anti-democratic leaders appealing to certain sectors of society? Why is an examination of tyrants, dictators, and authoritarians so necessary in the 21st century? What are their common personality traits and strengths and weaknesses? An emphasis is placed on the tyrants, dictators, and authoritarians who came to power since the early 20th century, but comparisons are made with some of history's most classic less-than democratic leaders.

Estimated Student Fees: \$0**GEN*299*52****The U.S. National Security System: An Historical and Contemporary Overview****Ed Rowe**

Prerequisites: None
 Open To: All Students
 Grading System: Letter
 Max Enrollment: 16
 Meeting Times: M Tu W Th 10:00 am – 12:30 pm



The U.S. National Security System is a conglomeration of structures, processes, persons, and organizations that assist the President in formulating, implementing, and overseeing national security policies and actions. The system was designed for a world environment that no longer exists. The system must now quickly and effectively address threats that are now diffuse and ambiguous, and that express themselves in a multitude of forms—we no longer have the luxury of a singular, well-defined threat as in World War II and the Cold War. The project includes: the study of government organization and strategic, policy, legal, and doctrinal documents; analysis of case studies of select crises; examination of current threats; and the crisis-management decision process. Methods used: lectures, guest speakers, required and supplemental readings, and class discussions. Evaluation will be based on attendance, participation in discussions, one individual oral presentation, written analysis of select case studies, and two research papers (5-6 pages each).

Estimated Student Fees: \$0**GEN*299*53****Volunteer in Imponderable Cuzco, Peru****Vincent T. Gawronski and Dasha Maye**

Prerequisites: None
 Open To: All Students
 Grading System: S/U
 Max Enrollment: 20
 On Campus Meeting Times: DHAR
 Travel Dates: January 3-26



Assigned readings, films, and lectures will prepare students for their three-week cultural immersion and volunteer experience in Cuzco, Peru, the former capital of the Inca Empire. Students will experience Peru's rich cultural heritage and traditions as well as historical and archaeological sites, including the Fortress of Sacsayhuamán, the Sacred Valley and Ollantaytambo, and Machu Picchu. Students will contribute to the day-to-day education of children through activities, instruction, and individual support in schools, or they will participate in various public-health projects or clinics in underserved communities. Other possible volunteer projects include reforestation border regions of the Amazon jungle, working with animals on an Andean family farm, or providing companionship to the elderly. Lectures and cultural perspectives programs, including Spanish language classes, will be available. For students intent upon perfecting their Spanish (or learning a little Quechua), homestays with local families can be arranged. However, Spanish is not required. A variety of adventure excursions are available for an additional in-country cost. E-Term participants will become immersed into the complexities of Peru, one of South America's most culturally diverse countries, so that they may learn to empathize with the Peruvian peoples and their struggles and come to value ethical travel and volunteering.

Estimated Student Fees: \$5,000**GEN*299*54****Walking Birmingham: History and Habitat****Kathleen Rossmann**

Prerequisites: Students must be prepared to walk several miles a day
 Open To: All Students
 Grading System: Letter
 Max Enrollment: 16
 Meeting Times: M Tu W Th F 10:00 am – 3:00 pm

We will walk the Birmingham area environment to discover its history and habitat and to benefit from lots of healthy walking. We will explore central Birmingham and Central Alabama habitats such as Oak Mountain State Park, Ruffner Mountain, Tannehill State Park, Red Mountain, Moss Rock, Turkey Creek, the Cahaba River National Wildlife Refuge, and Vulcan Trail. We will also hike popular attractions in downtown Birmingham such as the Civil Rights Trail, local area cemeteries, the African Village, Railroad Park, and Sloss Furnace. Students will be required to keep a daily journal that reflects upon these experiences and to serve as a "guide" for 2 destinations (preparing for and researching the site or trail ahead of time for the group). Readings will include handouts, historical and nature guides, and reading on specific treks we undertake. Grades will be based upon participation, the daily journal, preparation for and effectiveness as a "guide," and a culminating ten-page reflective essay. Time

spent hiking, writing, and reading will be at least 40 hours each week and therefore at least 160 hours of clock time. Students will need to be prepared to walk several miles each day and therefore should have sturdy, close-toed walking shoes, appropriate clothing (layered for the winter weather and including hats and gloves), rain gear, a water bottle, and a day pack.

Estimated Student Fees: \$150

GEN*299*55

**Water Wisdom
Antoinette South**

Prerequisites: None
Open To: All Students
Grading System: S/U
Max Enrollment: 16
Meeting Times: M Tu W Th 9:00 am - 12:00 pm



Did you know that in the United States most of our indoor drinkable water is used to flush the toilet? We need water to survive, but the majority of us take it for granted and have no idea what is involved in ensuring its availability. In this project, students will answer the question “Where does our water come from and go?” and construct an outreach deliverable (such as a video or informational booklet) designed to inform our community. We will work collaboratively with local organizations—such as the Black Warrior Riverkeeper and the Southern Environmental Center—to become involved and learn more about current Birmingham-area water issues. Students will also engage in a student-led project, such as water testing, purification, conservation, or urban surface runoff reduction. Class meetings will consist of discussions, learning activities, a project, and service work. Grading will be based on participation, an outreach product, and a project report.

Estimated Student Fees: \$0

GEN*299*56

**Weird Movies with Weird Music
Jeremy Grall**

Prerequisites: None
Open To: All Students
Grading System: S/U
Max Enrollment: 16
Meeting Times: Tu W Th 9:00 am - 1:00 pm

This project is an exploration of “weird” art house, odd-ball, and mainstream films in which the intersection of music and sound are integral to understanding the often complex narrative and/or abstract imagery. While the films presented and discussed in this course are often not familiar to most viewers, they have been influential to the most mainstream Oscar winning films, such as those by Steven Soderberg, Wes Anderson, J.J. Abrahams, and Alejandro G. Iñárritu. Films by directors such as Stanley Kubrick, George Lucas, David Lynch, Hal Ashby, Jean-Pierre Jeunet, Andrei Tarkovsky, Terrance Malick, Akira Kurosawa, Panos Cosmatos, Wes Anderson, and Alejandro G. Iñárritu are just a few examples of the types of films that will be explored. The first one or two hours of the class will be a discussion of the textbook material and the journal article readings, while the final hours of the course will be a film viewing. Students should plan to dedicate a significant amount of time to the daily readings and reflections. This project will culminate in a film analysis paper.

Estimated Student Fees: \$20 - \$40 in out-of-pocket expense

GEN*299*57

**Where Underpants Come From
Guangjun Qu**

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

Have you even thought about where and how your underpants are made? Do you believe that an exploration of the underwear industry can help you better understand the rising manufacturing power of China, the bilateral relation between the U.S. and China, and even the effects of globalization upon people’s lives? In this project, we will join Joe Bennet, the author of *Where Underpants Come From*, to embark on an odyssey to the other end of the Pacific and seek the answers to the above questions in his book. We will also discuss Peter Hessler’s award-winning, bestselling trilogy on the human side of economic reforms in China. Every day during the term students are expected to read four chapters (approximately 60 pages) of the books mentioned above and maintain a journal of the questions and comments they have from the reading, and make a reasonable contribution to our class discussion. In addition, each student will select a topic to research, make a 10-15-minute presentation, and finally produce a 10-15-page essay. The research should be closely related to the books we read and take an economic, political, historical, or cultural approach to look at the effects of globalization.

Estimated Student Fees: None

GREEK AND ROMAN STUDIES

GRS*299*58

**Ancient Magic
Mary Hamil Gilbert**

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



This project is an investigation into the magic, miracles, daemonology, divination, astrology, and alchemy of the ancient Greeks and Romans. We examine actual practices of ancient witches, sorcerers, magi, and astrologers as evidenced by archeological finds (e.g. curse tablets, spells on papyrus, protective amulets), as well as depictions of magic in writers like Horace, Pliny, Vergil, and Apuleius. We also trace the development of supernatural topoi (e.g. haunted houses, voodoo dolls, ghosts, and mind-altering dtugs in occult practices). Students will write weekly quizzes, contribute to the Moodle forum, lead a class discussion, and write a short essay.

Estimated Student Fees: None

GRS*299*59**Classical and Renaissance Italy: The Major Cities and the Places in Between****Michael McInturff and Amy Cottrill**

Prerequisites: None
 Open To: All Students
 Grading System: S/U
 Max Enrollment: 20
 Meeting Times: January 3 or 4 through January 7
 Travel Dates: January 8 - 27



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

Estimated Student Fees: \$5,250**HEALTH SCIENCES****HS*499*60****Investigations into Human Biology and Health****Katie Gibbs**

Prerequisites: Senior Standing or Consent of Instructor
 Open To: Seniors or Juniors majoring in Health Sciences
 Grading System: Letter
 Max Enrollment: 16
 Meeting Times: M Tu W Th 9:00 am - 12:00 pm

Investigations into Human Biology and Health is the capstone experience for Health Science majors. This capstone will reinforce, at an advanced level, the concepts and skills presented in lower-level courses by way of investigating a contemporary research problem in human biology and/or health care. Students will develop individual research projects conducting a systematic review of the primary literature to investigate questions of their interest related to human health. HS 499 will be an interdisciplinary experience, drawing from both natural and social science disciplines. Students will be evaluated on project development (in-depth annotations of primary scientific literature, hypothesis development, and research strategy), research progress (data collection and analysis), research paper reporting findings (formal scientific paper format; approximately 10-15 pages in length), and a 15-min oral presentation in preparation for senior conference. Overall, this E-Term project will emphasize interdisciplinary thinking, problem solving, analytical skills, and communication skills.

Estimated Student Fees: \$0**HS*299*61****Rise³ Pre-Health Internship****Sue Buckingham**

Prerequisites: Sophomores, Juniors, and Seniors on the Pre-health track, 3.0 GPA, proof of current vaccinations, and health insurance. Pharm Tech license required for pharmacy shadowing
 Open To: Sophomores-Seniors (priority given to first timers)
 Grading System: S/U
 Max Enrollment: No Limit
 Meeting Times: M Tu W Th F TBD by Preceptor

NOTE: The non-rise3 listing for this internship can be found under General Studies (GEN). This project allows students planning a career in health care to shadow physicians, dentists, or other health professionals through a 120 contact-hour internship. This internship is designed specifically for students who are planning on majoring in Health Sciences, sophomores or above, but is open to all sophomore and above students who want a rise3 experience. A limited number of established internships are available at Birmingham-area healthcare facilities, or students may set up their own internship with a private healthcare professional if approved by Dr. Buckingham.

Estimated Student Fees: Out-of-pocket expense: May require a lab coat and scrubs; must provide own transportation; hospital placements require daily parking fees**HISTORY****HI*299*62****Public History Internships**
Randy Law

Prerequisites: At least one history course (preferably HI 300)
 Open To: Sophomores, Juniors, and Seniors in Any Major
 Grading System: S/U
 Max Enrollment: 10
 Meeting Times: DHAR

Students will learn about the field of public history as they serve as interns for 35 hours per week in libraries, archives, museums, living-history sites, and other facilities, all in the Birmingham area. In recent years, students have had internships at the archive of the Birmingham Public Library, Vulcan Park and Museum, the Iron and Steel Museum of Alabama, the Southern Museum of Flight, and the Birmingham Civil Rights Institute. Students will be individually placed based on their skills and interests—but all will have the opportunity to apply the tools and knowledge they've gained as historians at BSC, and all will get the chance to explore career possibilities for those who want to work with the public and engage with history outside of the classroom. S/U grade will be based on intern mentor's evaluation, weekly communication with the instructor, and a five-page reflective essay.

Estimated Student Fees: \$0

HI*299*63

World War II Films the World Over

Matt Levey

Prerequisites: None
Open To: All Students
Grading System: Letter
Max Enrollment: 16
Meeting Times: Weeks one/two: first six days of the term 2x/day (one to view a film and the other to discuss the film)
Weeks two-four: meet on Wednesdays to review and discuss progress on research project
Week Four: presentations on last day/2 days of the term (depends)
Weeks one/two 10:00 am – 12:00 pm; 1:00 pm – 2:00 pm

In this project, we will view, discuss, and write about selected films from France, Germany (pre-Unified FRG and GDR and unified FRG), the former Soviet Union and post-Soviet Russia, Japan, China, and the United States, which deal with what is called either “World War II” (in the West) or “The Anti-Fascist War” in the former Communist-bloc nations. We will explore some of the many issues related to self-representation and national memory as related to the competing depictions of the war against German “fascism” (as depicted in the former Communist bloc) or “totalitarianism” (as depicted in the West) and against Japanese “militarism” and “imperialism” (as depicted in China—both the Republic and People’s Republic—and in Japan).

The class will meet regularly during the first week, to view and discuss one film from each of the nations named above (for a total of five or six); students will spend the remainder of the term researching and writing a paper of 15 pages in length, analyzing a selected number of films in depth, from one of the countries. At the end of the term, all students will make a short presentation about their work.

Final grades for the course will be determined on the basis of the quality of the research paper, classroom participation, and the oral presentation.

Estimated Student Fees: None

MATHEMATICS

MA*499*64

Senior Project in Mathematics

Allie Ray and Brett Stiefel

Prerequisites: MA 470
Open To: Junior and Senior Math Majors
Grading System: Letter
Max Enrollment: 24
Meeting Times: M Tu W Th F

Students will focus on special topics in mathematics beyond the scope of the regularly offered courses. Each student will choose a research project and submit a research proposal in writing prior to the end of the fall semester for approval by the instructor. Team projects are permitted. The bulk of your time for this course will be independent work on your research project. Any approved research project will take a significant time commitment, so you should be prepared to devote at least 40 hours per week to your research. Additionally, each team will meet with the instructor (M, T, Th, F at times to be arranged) and the class will meet together once per week (Wednesdays 12:30 pm – 3:30 pm). Grades will be based on progress reported in team meetings

(15%); oral progress reports in class (20%); final oral presentation at a mathematics conference (15%); draft research paper (5%); and final research paper (45%).

Estimated Student Fees: \$0

MEDIA AND FILM STUDIES

MFS*299*65

Italian Cinema

Robert Corna

Prerequisites: None
Open To: All Students
Grading System: S/U
Max Enrollment: 16
Meeting Times: Tu W Th 11:00 am – 2:00 pm

An in-depth analysis of Italian Cinema: its periods and developments; its extra-cinematic determinants (major historical events, economic situations, societal issues, and other popular leisure activities); cinematic determinants (business, technology, censorship, generic patterns and other pre-existent/coexistent determinants); production methods; techniques; themes; and its significance to popular culture. Students’ work will be evaluated on weekly quizzes based on readings and screenings, as well as a final research paper analyzing an Italian film in a way that reflects a clear understanding of Italian Cinematic style and form.

Estimated Student Fees: None

MFS*299*66

The Southern Movie Database

Teddy Champion

Prerequisites: None
Open To: All Students
Grading System: S/U
Max Enrollment: 16
Meeting Times: Tu W Th F 9:30 am – 12:30 pm

Students in this project will have two main goals: to explore how Hollywood and mainstream entertainment media have used and depicted southern culture, and to build an updated database to log hundreds of southern-themed movies and TV shows. We will survey the progression from movies dating back to *Uncle Tom’s Cabin* (1903) and *The Birth of a Nation* (1915) to contemporary classics like *Forrest Gump* (1994) and *Talladega Nights* (2006). We will also examine the recent trend of reality shows (*Duck Dynasty*, *Here Comes Honey Boo Boo*) and even the presence of strong southern contestants in *American Idol* and *The Bachelor*. Our database will be published and made available to the public for scholarly and entertainment purposes.

Estimated Student Fees: \$0

MFS*299*67**Sundance Film Festival and the Independent Film Market
Teddy Champion and Robert Corna**

Prerequisites: None
 Open To: All Students
 Grading System: Option
 Max Enrollment: 15
 Meeting Times: January 2 - 21
 Travel Dates: January 22 - 31

This Exploration Term project will examine the intimate relationship between independent cinema and film festivals, with a focus on the Sundance Film Festival in Park City, Utah. Film festivals have been central to international and independent cinema since the 1930s. Sundance is the largest independent film festival in the United States and has launched the careers of filmmakers like Paul Thomas Anderson, Kevin Smith, and Quentin Tarantino. During this project, students will study the history of film festivals and the ways in which they have influenced the landscape of contemporary cinema. The class will then travel to the Sundance Film Festival for the last week of the term to attend film screenings, panels, and workshops and to interact with film producers and distributors.

Estimated Student Fees: \$2,400

MUSIC**MU*299*68****Children's Opera****Jeff Kensmoe**

Prerequisites: Instructor Consent
 Open To: All Students
 Grading System: S/U
 Max Enrollment: 16
 Meeting Times: M Tu W Th F 1:00 pm - 5:00 pm

Students will learn, topically analyze, memorize, stage and perform 2 to 3 operas and perform them for the youth in our community: *Little Red Riding Hood* (Seymour Barab), *A Game of Chance* (Seymour Barab), and/or *The Medium* (Gian Carlo Menotti). The project will travel throughout the Birmingham metropolitan area and perform for students of varying socioeconomic backgrounds and ages. Students will rehearse during the first three weeks of class (minimum of 4 hours of rehearsal per day), and during the final week of the term, the class will perform in local schools and at BSC. Birmingham-Southern College's Music Department will introduce opera and art to the youth of our community who may never have had the opportunity to experience such a life-enhancing event.

Estimated Student Fees: None

PHILOSOPHY**PL*299*69****Imagine No Religion****Steven Hendley**

Prerequisites: None
 Open To: All Students
 Grading System: Option
 Max Enrollment: 15
 Meeting Times: Tu W Th 11:00 am - 12:30 pm, 1:30 - 3:00 pm

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 project, 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 some theistic responses to Dawkins' arguments, in particular, and to atheism generally. 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. Students will be assessed via pop quizzes on readings, oral presentations of readings, and three 5-page papers reflecting on readings.

Estimated Student Fees: None

PL*299*70**Philosophy and Film****Bill Myers**

Prerequisites: None
 Open To: First-Years and Sophomores
 Grading System: Letter
 Max Enrollment: 16
 Meeting Times: M Tu W Th F 10:00 am - 12:00 pm; 1:00 pm - 4:00 pm on selected days

In this project, we will explore the medium of film as a tool for philosophical exploration. Some potential films we might watch include *Blade Runner*, *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. Students will be evaluated on two short (3 pages) reflection papers, one substantial final research paper (8-10 pages), and several short reading summaries.

Estimated Student Fees: None

POLITICAL SCIENCE

PS*299*71

Music, Politics, and Society

Clinton Jenkins

Prerequisites: None
Open To: All Students
Grading System: S/U
Max Enrollment: 16
Meeting Times: Tu W Th 9:00 am - 12:00 pm

This project explores the intertwined relationship between music, politics, broader society, and individuals' identities. This project focuses on this relationship mostly in the context of America, although some attention will also be given to these relationships in a comparative context. In addition to serious class discussion during seminar meeting times, students will listen to music and read about associated political and social phenomena outside of class. Course evaluations will be based on four 3-5-page response papers, completion of a listening journal, as well as your participation and preparedness for discussion each day. Meeting schedule will be modified during the week of January 6, to meet Monday and Tuesday for 4 hours each. It will meet Tuesday, Wednesday, and Thursday the rest of E-Term.

Estimated Student Fees: None

PS*299*72

Pre-Law Internship

Fred Ashe

Prerequisites: 3.3 GPA or Instructor Consent
Open To: Juniors (or Seniors by Consent)
Grading System: S/U
Max Enrollment: 10
Meeting Times: M Tu W Th F 9:00 am - 5:00 pm

The law office internship provides the pre-law student with the opportunity to observe and participate in the work of a law firm in the Birmingham area. It is intended for students who have minimal prior experience working in a law firm and want to learn more about the practice of law before making a decision to attend law school. In addition to working in a law firm, students are required to do extra readings and to write a series of reflection papers. Students will spend a minimum of 30 hours per week with their law firms and will meet three times during the month with the class and Dr. Ashe. Evaluation will be based on papers, participation, and the assessment of the sponsoring law firm.

NOTE: Interested students must contact Dr. Ashe, the BSC pre-law advisor, before Friday, October 11th in order to be eligible for these internships. Students chosen will need to provide Dr. Ashe with a résumé and other specified information by this date.

Estimated Student Fees: None

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PSYCHOLOGY

PY*299*73

Changing Habits with Behavior Modification

Lynne Trench

Prerequisites: None
Open To: All Students
Grading System: Option
Max Enrollment: 16
Meeting Times: Tu W Th 9:30 am - 12:30 pm

Do you want to change your own behavior? For instance, do you want to spend less time on social media and exercise more? In this project, students will learn the basics of classical and operant conditioning so they can work on getting rid of a bad habit and starting a new, good habit. Possibilities include: smoking less, drinking more water, improving study habits, and many more—only limited by your imagination. We will read about and take quizzes on principles of Behavior Modification so we can devise the best way to change our own behaviors. We will take a field trip to the Birmingham Zoo to learn about animal training (which is also very relevant to training ourselves). We will observe certain behaviors of our own for a week without trying to change them. Then we will work on increasing a desired behavior and decreasing an undesired behavior. At the end of the project, students will present evidence of behavior change to the class in an oral presentation, and write a paper on the experience.

Estimated Student Fees: Out-of-pocket expense for trip to the zoo (approximately \$15)

PY*299*74

Psychology of Games

Kyle Kraemer

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

This project explores how psychologists understand games, including the needs and motivations that relate to game-playing. We will look at current psychological answers to questions such as “Why do people play games?” and “What makes games fun?” and “Are games good or bad for us?” The project focuses on how games keep us involved and entertained through a variety of psychological phenomena including self-efficacy, flow, and the needs for competence, autonomy, and relatedness. Students will participate in a variety of games (video, board, etc.) under different motivational circumstances, and reflect on these experiences through discussions and class assignments. Students will be required to complete readings and view media outside of class. Evaluation will be based on attendance, participation in discussions, written assignments, quizzes, and the completion and presentation of a final project, which will involve students implementing changes to a non-game task to make it more game-like and increase participant motivation.

Estimated Student Fees: \$0

PY*299*75

Sport and Exercise Psychology

Richard Rector

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

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

Estimated Student Fees: \$0

PUBLIC HEALTH

PHS*499*76

Public Health Studies Capstone

Meghan Mills

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|-----------------|--|
| Prerequisites: | PHS/SO 213 |
| Open To: | Junior and Senior students completing a Distinction in Public Health Studies who meet the prerequisite requirement and who have advanced approval from Instructor. |
| Grading System: | Letter |
| Max Enrollment: | 16 |
| Meeting Times: | M Tu W Th F TBD by preceptor |



In this capstone project for the Distinction in Public Health Studies (PHS), students are required to engage in an approved collaborative experiential rise3 project (research, service learning, study-travel, or internship) related to public health, and to publicly present their experiences. Before registering for this project, students are required to meet with Dr. Meghan Mills to discuss their proposed experience and independently make arrangements for community or faculty/staff partnership. Students are required to find and read at least five appropriate scholarly articles or books related to their experience, reflect on their readings and experiences, write three short critical reflection essays, and present their final experiences in a public presentation. Project grade will be based on student performance on the three critical reflection essays, performance review as accessed by community or faculty/staff partner, and public presentation.

Estimated Student Fees: \$0

SOCIOLOGY

SO*299*77

Community-Based Research in Tanzania

Stephanie Hansard and Julie Holly

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|-----------------|-------------------------------|
| Prerequisites: | Instructor Consent |
| Open To: | Students aged 18 years and up |
| Grading System: | S/U |
| Max Enrollment: | 22 |
| Meeting Times: | January 2-3, 6-10 |
| Travel Dates: | January 11-29 |



How are community organizations in Tanzania combatting social problems? How do Tanzanian people understand the challenges and opportunities facing their communities? What resources do they need to reach their goals for themselves? Can U.S. research partners support these community efforts? Through this project, we will address these questions and more. We will learn how to conduct culturally appropriate research in partnership with local community organizations in Tanzania. In Birmingham, we will learn the basics of social science research methods and ethics. We will also study Tanzanian culture to gain an understanding of the communities with whom we will partner. We will then travel to Tanzania, where we will partner with community organizations to conduct research. We will help with activities like assets/needs assessments and collecting narratives of project effectiveness from community members. We will also take a safari excursion in nearby Serengeti National Park in order to appreciate the natural beauty of Tanzania. Throughout this process, we will critically reflect upon our position as U.S. researchers in a Tanzanian cultural context. Join us on this exciting group project to gain hands-on experience with social science research, forge crosscultural relationships, and explore the beauty of Tanzanian culture.

Estimated Student Fees: \$4,000

THEATRE

THA*299*78

Audition!

Michael Flowers

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|-----------------|-----------------------------|
| Prerequisites: | THA 120 Beginning Acting |
| Open To: | All Students |
| Grading System: | Letter |
| Max Enrollment: | 16 |
| Meeting Times: | M Tu W Th 1:00 pm - 4:00 pm |

Audition! is intended to give students the opportunity to put together a "book" of audition monologues and songs, while studying Joanna Merlin's book Auditioning: An Actor-Friendly Guide. Classwork will consist of discussions of the text; presentation of monologues and songs; and responses from the class, the instructor, and guest respondents. The goal for students will be to find their "type" and how that type can be enhanced through appropriate material selection. Students will work with the instructor to select monologues and songs. Outside of class, students will be expected to learn their material and rehearse it in such a way that in-class work is not about memorization and the most basic preparation. Students are expected to be familiar with GOTE method of acting taught in THA 120: Beginning Acting. The end of the term will culminate in a presentation of some of the work from the month. Evaluation will be based on attendance, out-of-class preparation, in-class presentation, and individual growth.

Estimated Student Fees: \$0

Photo Credits

Inside back cover:

Left to right from top left

Anne Freeman, "A Day on the Canal," from the E-Term 2019 trip Classical and Renaissance Italy: The Major Cities and the Places in Between led by Dr. McInturff and Dr. Cottrill.

Ariana Bean, "Hiking the Andes Mountains," from the E-Term 2019 trip E-Term in Ecuador led by Dr. Domcekova and Dr. Stultz.

Robert Corna, "BSC Sports Center – 3," from the E-Term 2019 class Sports Media led by Dr. Champion and Robert Corna.

Emma Palmer, "Church of the Reconciler: Interns and the community (homeless of Birmingham)," from the E-Term 2019 Internship in Religion, Community, and Social Change led by Dr. Sutton.

Savannah Barnett, "Elephant in Savannah," from the E-Term 2019 trip Service-Learning: Education in Uganda led by Dr. Spencer and Kristin Harper.

Ariana Bean, "The Swing at the End of the World," from the E-Term 2019 trip E-Term in Ecuador led by Dr. Domcekova and Dr. Stultz.

Mckenzie Driskell, "On the Edge," from the E-Term 2019 trip Black, Green, and Between: Human Rights in Alabama and Ireland led by Dr. Sprayberry and Gina Armstrong.

Outside back cover:

Left to right from top

Richard Rein, "Friends at the Falls," from the E-Term 2019 class Walking Birmingham: History and Habitat led by Dr. Rossmann.

Caroline Baucum, "Blue and Yellow Macaw," from the E-Term 2019 trip E-Term in Ecuador led by Dr. Domcekova and Dr. Stultz.

Amelia Collins, "A little 'pizza' Italy," from the E-Term 2019 trip Classical and Renaissance Italy: The Major Cities and the Places in Between led by Dr. McInturff and Dr. Cottrill.

Matt Lovell, "Behind the Boboli Gardens," from the E-Term 2019 trip Moving up the Food Chain: Vertical Integration in European Agribusiness Firms led by Dr. Morrow and Dr. Robicheaux.





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