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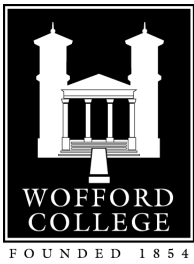
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Wofford College

Interim Descriptions

For Semester 201201

Tuesday, 25 October, 2011, 2:52 pm

PHED

1112	PHED 102 A	Fitness	Mark Line	0800 0920 MTWRF
			Enrollment: 23/30	

1113	PHED 102 B	Fitness	Jason Burke	1530 1650 MTWRF
			Enrollment: 30/30	

JAN

1093	JAN 201 A	Independent Project	J. Alvis	TBA
			Enrollment: 0/1	
			Instructor Permission Required	

1094	JAN 201 B	Independent Project	Stefanie Baker	TBA
			Enrollment: 1/1	
			Instructor Permission Required	

1095	JAN 201 C	Independent Project	Charles Bass	TBA
			Enrollment: 1/3	
			Instructor Permission Required	

1096	JAN 201 D	Independent Project	William DeMars	TBA
			Enrollment: 1/1	
			Instructor Permission Required	

1097	JAN 201 G	Independent Project	Jenny Johnson	TBA
			Enrollment: 1/1	
			Instructor Permission Required	

1098	JAN 201 J	Independent Project	Li Kinnison	TBA
			Enrollment: 0/2	
			Instructor Permission Required	

1099	JAN 201 K	Independent Project	Charlotte Knotts-Zides Enrollment: 1/1 Instructor Permission Required	TBA
1100	JAN 201 N	Independent Project	John Lane Enrollment: 1/1 Instructor Permission Required	TBA
1102	JAN 201 R	Independent Project	Ronald Robinson Enrollment: 0/1 Instructor Permission Required	TBA
1104	JAN 201 U	Independent Project	David Williamson Enrollment: 0/2 Instructor Permission Required	TBA
1106	JAN 201 F	Independent Project	Stacey Hettes Enrollment: 0/2 Instructor Permission Required	TBA
1107	JAN 201 H	Independent Project	Ryan Johnson Enrollment: 0/5 Instructor Permission Required	TBA
1108	JAN 201 M	Independent Project	David Kusher Enrollment: 1/1 Instructor Permission Required	TBA
1109	JAN 201 E	Independent Project	Ellen Goldey Enrollment: 2/3 Instructor Permission Required	TBA
1110	JAN 201 P	Independent Project	William McCraw Enrollment: 0/2 Instructor Permission Required	TBA
1111	JAN 201 T	Independent Project	Bryan Splawn Enrollment: 2/4 Instructor Permission Required	TBA

1012	JAN 301 A	Superheroes!	Alva Anderson Enrollment: 25/24	0900 1200 MTWRF	MAIN 204
<p>This interim will focus on several questions related to superheroes. A sampling of these questions includes the following. What precise characteristics make a given figure be considered a superhero? Why do we have and/or need superheroes as part of our cultural imagination? Is the function they play in our society at all similar to the role of the gods or great heroes of Roman and Greek society? Why do some superheroes (such as Batman and Spider-Man) become major figures in our culture, while others (for example, Silver Surfer and Black Canary) don't? We will address these questions through the consideration of various movies, television shows, comic books, and graphic novels, as well as through reading of Homer's The Odyssey and Ovid's Metamorphoses.</p>					
1013	JAN 302 A	Europe: A Virtual Tour	Aikaterini Andrews Enrollment: 20/20	0900 1200 MTWRF	
<p>Through a series of documentaries, world acclaimed films, and selected readings from Geert Mak's fascinating book "In Europe" we will travel in space and time to learn more about the cities and people of Europe. From Amsterdam, to Austria, Barcelona, Athens, Paris, London, Bone, Berlin, we will take a look at the people and events that shaped Europe in the 20th century. Through the lives of the people portrayed we will see hope amidst war, migration, cruelty, and regret.</p>					
1011	JAN 303 A	Caveman Chemistry: An Experimental Exploration of Important Chemical Discoveries	Caleb Arrington Enrollment: 20/20	0900 1200 MTWRF	RMSC 308
<p>Create fire, pharmaceuticals, glass, soap, paper, plastics, and gunpowder in a laboratory-based exploration of chemistry. By working in the lab on twelve chemistry projects, participants will learn how landmark chemical discoveries have brought dramatic changes to human civilization in both modern and ancient times. Create metal alloys in your own ceramic crucible. Discover if your gunpowder is good enough to launch a bottle rocket. Feel how hot the fire must be to form glass. Do all of the experiments that are not permitted during a traditional chemistry lab.</p>					
1014	JAN 304 A	The Mystery of Lyle & Louise: An Introduction to Forensic Science	Stefanie Baker Jameica Hill Enrollment: 25/25	TBA	RMSC 103
<p>A series of tragedies has occurred in the small town of Highland Park. First, a woman and two children were killed when their car went over the side of Backbone Mountain and burst into flames. Although the victims were burned beyond recognition, initial identifications were made: Louise Mondelo and her children, Jan and Wally. A while later, the decomposing corpses of a male and a female identified as Lyle and Louise Mondelo were found murdered in a cabin. This raises some questions: Which victim, if either, is really Louise Mondelo? Were the children in the car Jan and Wally Mondelo? We will use DNA analysis to determine the correct identities of the victims. The next obvious questions are when did the murders occur and who committed the murders? We will use various forensic science techniques such as analyses of blood spatter patterns, questioned documents, fingerprints, and foot prints to answer these questions.</p>					
1015	JAN 305 A	How a City Works	Kenneth Banks Enrollment: 20/20	0900 1200 MTWRF	MAIN 102
<p>Ever wonder how a fire station is staffed? Where sewage goes? How cities work to create personalities, or how and why parks are created? "How a City Works" examines the nuts and bolts of how a city functions, using Spartanburg as a case study. Roughly half the time periods will be devoted to tours/on the job experiences with specific municipal agencies, and the other half will include readings and films of issues from famous cities in history. Among differnt agencies, students will visit: Public safety (police/fire), Recreation, Public Works (roads/highways/the municipal airport, as well as sewage and sanitation), Business Promotion, Citizen Groups, Education, Urban Planning, Decision-making (the Mayor's office), and Elections. Students would spend 1-2 class periods in each area in order to gain a clear understanding of the challenges facing modern American cities.</p>					
1016	JAN 306 A	Board & Table Games: Their History, Culture & Evolution	Christine Dinkins Enrollment: 20/20	TBA	RMSC 121
<p>Games have historically served as a means of education and socialization. The games a society develops and plays can therefore teach us about that society's beliefs and ways of thinking. What does a game reveal about the culture and era out of which it grew? What makes for a successful game within a particular culture? With these questions in mind, we will study board games and table games from different eras and cultures, from Mancala games in ancient Africa, Mahjong and Xiangqi in China, Shogi in Japan, to the Viking game Hnefatafl, ending with classic and award-winning games of modern day Europe and the U.S. In addition, we will study theories on game design, considering factors such as cultural context, aesthetics, and player interaction. Students will research games from other cultures and then write about and teach each other these games. In the last week of class, students will work in groups to design their own games and present and teach them to the class.</p>					

1017	JAN 307 A	Drawing on Experience: The Artist's Eye	David Efurd Enrollment: 15/15	0900 1200 MTWRF	DUPS ART STUDIO
<p>Everyone can draw, but few learn how to do so. Drawing what we see—the act of representing the world in pencil, ink, and charcoal—refines our visual acuity, sharpens our powers of observation, and forces us to find ways to express visual relationships found in our world that would otherwise go unnoticed. This course is an examination of how artists see the world and represent it through drawings. It will acquaint students to the media of drawing through a highly intensive hands-on studio experience, with attention given especially to the nude and semi-clothed human figure, as well as still-life, portraiture, drapery, landscape (weather permitting), and periodic group critiques of work. Central to this course will be the close analysis of drawings by master artists and the pictorial solutions proffered by artists throughout history. Preference given to students who have no prior drawing experience. This course is not open to students who have taken a college-level studio course in drawing or painting.</p>					
1019	JAN 309 A	Pulp Theatre Presents!	Colleen Ballance Mark Ferguson Enrollment: 0/35 Instructor Permission Required	0900 1200 MTWRF	CLB TWT
<p>Love acting, singing and dancing but can't fit it into your busy college schedule? If so, you should audition (or sign up) for Pulp Theater's next production: here is your chance to shine on the Wofford stage during the month of January! If you liked The Rocky Horror Show, Reefer Madness, and Urinetown, you're sure to love [whatever the heck Pulp Theatre is doing]! With a cast of thousands, dancing bears and an actual ring of FIRE [whatever the heck Pulp Theatre is doing] is sure to be the best Pulp Theater production yet! There are a plethora of positions to be filled (including a nine piece orchestra!), we are looking for both cast- and crew-members, so don't let any sort of stage-fright stop you from signing up. Anyone auditioning for a stage role should have prepared at least 16 bars of a song to sing at the auditions--bring your music; we'll provide an accompanist. We look forward to seeing you there!</p>					
1020	JAN 310 A	I Ride My Own: Women & Motorcycles	Shawn Forbes Jane Forbes Enrollment: 13/15	0900 1200 MTWRF	
<p>This project is about women and motorcycles. Half the time the project will be about women and motorcycles; from researching the history of women motorcyclists, to reading the accounts of long-distance motorcycle adventures by modern women, to the current culture of women riders. The rest of the time the project will cover the evolution of motorcycle technology, the different types of motorcycle engines and their characteristics, motorcycle systems, motorcycle manufacturers and their models, riding gear and safety. It includes taking a 2-day, no-experience-required Basic Rider Course (motorcycle and helmet provided) in Charleston, SC. Students must be at least 18 years of age, able to ride a bicycle and must have a driver's license.</p>					
1021	JAN 311 A	Functional Beauty: The Art & Craft of Pottery	Stacey Hettes Enrollment: 18/18	0900 1200 MTWRF	RMSC 212
<p>Through hands on experience we will explore the craft of hand building and wheel throwing pottery with emphasis on the creative process that transforms functional pieces into works of art. We will investigate the cultural significance of pottery making in local and global communities through, videos, visits with artists, and trips to the North Carolina Pottery Center and several pottery studios in Seagrove, NC and Asheville, NC.</p>					
1022	JAN 312 A	Next of Kin, Monkeys, Apes, and Humans	Tracie Ivy Enrollment: 20/20	0900 1200 MTWRF	RMSC 225
<p>Did you know that wild chimps use medicinal plants to treat illness and injury? That macaques appear to mourn their dead? That Diana monkeys have their own language? This interim will focus on the diversity, behavior, and conservation of primates. We will also investigate the cognitive abilities of non-human primates and explore the psychological and ethical boundaries between humans and our closest animal relatives. Student understanding will be furthered by films, readings, presentations, and guest speakers. We will conduct virtual fieldwork on a population of olive baboons, learning how scientists study behavior in the wild and will visit the Atlanta Zoo to study monkey and ape behavior up close and personal.</p>					
1023	JAN 313 A	Courtship & Marriage	Robert Jeffrey Enrollment: 24/25	1300 1600 MTWRF	DB 203
<p>A liberal arts study of our sexual nature, through readings in literature, philosophy, religion and political science. We will inquire into the greatest practical and theoretical considerations about human life and the human being. We begin by understanding ourselves as lovers, and seek what lovers most need: wisdom about our love.</p>					

1024	JAN 314 A	Urban Legends: (Mostly) True Stories Verified by a Friend of a Friend	Ryan Johnson Jenny Johnson Enrollment: 30/30	0900 1200 MTWRF	OLIN 213
<p>Did you know that U.S. Bureau of Reclamation divers once encountered catfish the size of Volkswagen Beetles when working near the base of a dam on the Colorado River? Is your hometown plagued by gang members who flash car headlights at passing motorists, and then attack the drivers who flash their headlights back? If so, we are here to help! In this course we will explore all types of urban legends, also known as contemporary legends. The Internet has been instrumental in the evolution of the urban legend phenomenon, both as a dissemination and verification tool. Ironically, we are bombarded with a constant stream of information, but have little time in which to verify what we read and hear. The result is a hodgepodge of pseudo-facts, half-truths, and alleged eyewitnesses. However, urban legends are more than rumor and innuendo: they reveal our individual values, prejudices, hopes, and fears. Students will research and present on various topics, as well as compose an original urban legend to be incorporated in a class anthology. We will take day trips to Jonesborough, TN, to the International Storytelling Center, and Charleston, SC for a "ghost tour" and firsthand examination of other low country legends.</p>					
1025	JAN 315 A	Sex (& Gender) and the City: Depictions of Women on Television Since 1970	Katherine Jones Enrollment: 20/20	1300 1600 MTWRF	
<p>From Sex and the City's Carrie Bradshaw to The Mary Tyler Moore Show's Mary Richards, certain iconic TV characters seem to hit a cultural nerve. Why these characters, and why these shows? What can they tell us about the tensions and contradictions that characterized American life in the decades the shows were on television? Which types of women are represented and which are not? We will study four Emmy-winning television series, each representing (roughly) a different decade: The Mary Tyler Moore Show (1970-1977), Thirtysomething (1987-1991), Ally McBeal (1997-2002), and Sex and the City (1998-2004). We will look at the ways each show portrays certain cultural narratives, especially as they pertain to women's lives. The main questions we will ask are these: how does each series portray women's lives vis-à-vis issues of work/life/family balance? Who are the "heroines" in these stories, and who are the "villains"? We will also consider the ways in which we can read elements of the material culture displayed on the shows (clothing, shoes, food, etc.) as a sort of text that makes claims about who the characters are within the context of their culture.</p>					
1026	JAN 316 A	Science, Religion & the Law: The Famous Cases from Galileo to Kitzmiller	Charles Kay Enrollment: 20/20	0900 1200 MTWRF	DB 218
<p>Conflicts between science and religion are often resolved by reasoned debate. They may also end up in court. While law may not have the authority to determine what is true in science, it does often have the power to determine what may be taught in the science classroom, especially in the public school classroom. School districts throughout the country grapple with such issues every year. We will examine major cases in this confrontation, starting with Galileo but focusing on American events since the Scopes trial. Close attention will be paid to the testimony in the cases and legal decisions themselves: What are the legal and Constitutional issues? What sorts of tactics used by different sides? What are the fundamental values and issues at stake? And where do we go from here?</p>					
1027	JAN 317 A	Family History and Digital Scrapbooking	Charlotte Knotts-Zides Enrollment: 20/20	1300 1600 MTWRF	
<p>Would you enjoy learning about your family history and documenting it with photos and journal writing? In this project, we will use family photos to create digital scrapbooks of your family history; you will interview your parents and other family relatives in order to uncover the stories that make up your personal heritage and will add interest to your scrapbooks through journaling. No prior knowledge of digital scrapbooking is required; we will begin by learning to convert printed pictures into digital files and to edit images using the free software program GIMP.</p>					
1028	JAN 318 A	Knit One Purl Two	Kirsten Krick-Aigner Anne Rodrick Enrollment: 25/25	0900 1200 MTWRF	OLIN 118
<p>Students will not only learn to knit and create their own projects, but will also develop an appreciation for the social history of knitting and its economic and cultural importance. Classes will include knitting instructions as well as guest presentations by professional knitters. Students will create a project to donate to the local homeless shelter. Students also will present an oral report on some aspect of the history of knitting. Suggestions: knitting and war, history of knitting, knitting as "women's work," knitting and health, knitting for a cause, urban knitting, knitting as an enterprise, knitting and men, and knitting patterns and local identity.</p>					

1029	JAN 319 A	Guitar, Anyone? Eun-Sun Lee Enrollment: 20/20	TBA	DB 107
<p>This course is a hands-on experience course designed to explore and learn to play the guitar. We will explore classical, pop, and jazz acoustic guitar playing. It is open to all level of students who wish to spend the month immersed in practicing/playing the guitar. For those students who already play the guitar, they will be able to improve their skills during the month. The course will NOT require prior knowledge of music, and no textbook is required. An off-campus guitar instructor will work with students two days per week. The other days will be spent under Dr. Lee's supervision, practicing and collaborating with other students, learning from each other and discussing practice techniques. Emphasis will be placed on the importance of focused attention, discipline, time organization, etc...all of which are important life skills that will be enhanced through daily practice of music.</p>				
1030	JAN 320 A	Advertising Rickey Madden Enrollment: 20/20	1300 1600 MTWRF	OLIN 114
<p>Do you like to watch ads? Have you ever wondered what has to be done to create great ads? In this class we will look at the mechanics of how ads are made. We'll also examine what makes some ads great. We'll see how companies build the boom factor into ads.</p>				
1031	JAN 321 A	The Circus Interim Dan Mathewson Amy Sweitzer Enrollment: 23/25	0900 1200 MTWRF	RMSC 326
<p>This interim will examine the rich and exciting tradition of the American circus. We will study the history of the circus in America; attend circus performances; consider the ways in which circuses present versions of gender, exoticism, nature/culture, and human identity; critique the depictions of circuses in popular culture; acquire some of the basic skills of the circus arts; develop individual clown personae; develop and present a circus on campus as a final project. No formal performance experience is necessary.</p>				
1032	JAN 322 A	Income Inequality John McArthur Enrollment: 20/20	0900 1200 MTWRF	MAIN 304
<p>Income inequality in the United States of America is the extent to which income most commonly measured by household or individual, is distributed in an uneven manner. While there seems to be consensus among social scientists that some degree of income inequality is needed, the extent of income inequality and its implications on society continue to be a subject of great debate, as they have been for over a century. Many social scientists believe that income inequality currently poses a problem for American society with Alan Greenspan stating it to be a "very disturbing trend." During the three decades after World War II, for example, incomes in the United States rose rapidly and at about the same rate — almost 3 percent a year — for people at all income levels. By contrast, during the last three decades the economy has grown much more slowly. All significant income growth has been concentrated at the top of the scale. The share of total income going to the top 1 percent of earners, which stood at 8.9 percent in 1976, rose to 23.5 percent by 2007. During the same period, the average inflation-adjusted hourly wage declined by more than 7 percent.</p>				
1033	JAN 323 A	Thinking Inside the Box: The New York Times Crossword Puzzle Byron McCane Enrollment: 29/30	0900 1200 MTWRF	MAIN 202
<p>The NYTimes crossword puzzle is the gold standard for crossword puzzles in the English-speaking world. It has been described as "a daily conversation about what kinds of knowledge matters" (Michael Sharp). In this interim students will enter into the conversation by engaging with the NYT crossword puzzle each day.</p>				
1034	JAN 324 A	Gladiators & Chariot Races in Ancient Rome Michael Merriman Enrollment: 20/20	0900 1200 MTWRF	OLIN 220
<p>This course will explore the myths and realities of ancient Rome's Colosseum (home of the gladiators) and Circus Maximus (home of the chariot races), as well as of those that that competed there. The course will be a mixture of discussion, film, lecture, and student presentations. The focus of the course will be to explore and understand: why the arenas were created; what it was like to be a gladiator or chariot driver, including the training and personal lives of the gladiators and chariot drivers; who and what were the victims or other combatants in the Colosseum, along with what were the various reasons they ended up as such; and how the activities in these arenas reflected the culture and make-up of ancient Romans. Additionally, the course will examine the other public spectacles that were held in these facilities, such as mock sea battles, animal hunts, executions, re-enactments of famous battles, dramas based on Classical mythology, public games, and festivals. Finally, we will review the uses of the facilities during subsequent times and their current status.</p>				

1035	JAN 325 A	American Popular Music	Stephen Michelman Enrollment: 20/20	1300 1600 MTWRF	OLIN 220
<p>Where did the blues originate? Who was America's first country star? Who was the "king of swing"? What's so dirty about rock & roll? In this class we study the origins and development of several genres of American popular music: blues, swing, rhythm and blues, rock & roll, country, soul, funk, and hip-hop. By listening to representative performances of each genre, we attempt to determine continuities between genres as well as stylistic distinctiveness. Students will benefit from in-class performances and demonstrations of musical instruments.</p>					
1036	JAN 326 A	Self-Taught Artists at Work	Kristofer Neely Enrollment: 19/25	TBA	
<p>Introduces students to a wide variety of self-taught artists, and facilitates student exploration in developing a self-taught studio process. Classroom discussions about academic readings and documentary film segments will focus students on critical issues surrounding the role and significance of the self-taught artist from disparate critical perspectives. We will create a workspace for students to experiment and explore the creation their own self-taught artistic work. (A self-described project management model will be used to allow students to conceptualize, structure, implement, and document their own studio practice. This model is aimed at accomplishing a true self-taught experience in their art creation, transcending the traditional academic studio framework.) Students will also be expected to research, interview, contextualize, and document the work of a living self-taught artist. Finally, students will produce a unified exhibition of self-taught art placing their own work beside their research and documentation of self-taught artists.</p>					
1037	JAN 327 A	Nihon Goshin Aikido: The Art of Self Defense	James Neighbors Enrollment: 22/22	0900 1200 MTWRF	MAIN 224
<p>Nihon Goshin Aikido integrates techniques from Aikido, Jiu-Jitsu, Judo and Karate. Sensei John Wyndham, Yon-Dan (4th degree black belt) and chief instructor at the Spartanburg dojo, will teach us a series of self-defense techniques that include throws, strikes, joint-locks and grappling, along with traditional forms of Aikido. In addition to training at the dojo, we will learn the history and philosophy of Aikido in its various styles. All are welcome -- no experience with martial arts is necessary -- Aikido is practiced by people of every background, shape and size. That said, interested students should be able to perform strenuous physical exercise. For more information about Aikido Academy of Spartanburg, see www.aikidoacademy.com</p>					
1038	JAN 328 A	Developing Your Culinary Palate	Cecile Nowatka Joseph Sloan Enrollment: 20/20	0900 1200 MTWRF	OLIN 201
<p>The perception of food is determined not just by its basic tastes and aromas, but by its texture, its temperature, its appearance, the sounds it makes when eaten, the environment in which it is eaten, and the taster's physical and emotional state. This project examines how these factors interact and shape our perceptions of food, how we can better describe what we perceive, and how we can put this knowledge to use both to better understand our relationship with food and to prepare more enjoyable foods. A key component of this project is a large number of comparative taste tests where we will strive to both distinguish tastes and describe these differences. To better develop communications skills, participants will maintain tasting journals. In addition to a wide range of ingredients, to help develop a frame of reference, we will have daily taste tests with both chocolate and cheese. Students will take turns doing cooking demonstrations (with appropriate coaching), and we will have four longer (off-campus) cooking sessions with group meals. Additionally, each student will make a presentation on some aspect of taste.</p>					
1039	JAN 329 A	Latin Dance: Exploring Latin America & the Caribbean through Music	Patricia Nuriel Judith Villanueva Enrollment: 13/26 Instructor Permission Required	0900 1200 MTWRF 1300 1600 MTWRF	MAIN 124
<p>Students of this Interim will enjoy the opportunity to learn several music and dancing styles from Latin America and the Caribbean. Popular music has been the vehicle through which a country's people tell their own story. Through an understanding of popular music and dancing, students will learn about the richness of Latin American and Caribbean cultures. The variety of resources used for this class will include a selection of music (salsa, cumbia, merengue, tango, and others), readings and films. Dancing lessons will focus on salsa, but will also include other genres. At the end of Interim the students will give a performance that will be open to the campus community.</p>					

1040	JAN 330 A	Fallacies & Paradoxes	Wesley Pech Enrollment: 25/25	0900 1200 MTWRF	
<p>The goal of this project is to investigate, through the use of experiments, simulations, and class discussions, the most famous paradoxes documented both in Philosophy and Science. These paradoxes will range from logic and probability to physics and science fiction. Additionally, this course will also provide an introduction to the most common fallacies of reasoning that humans are prone to make (Base Rate Fallacy, the Gambler's Fallacy, etc.). These two major themes will focus on the counterintuitive aspects of human knowledge, and they will demonstrate the advantages and disadvantages of the cognitive limitations that we all have. In recent years, many books on fallacies and paradoxes addressed to the general reader have appeared. A selection of these books will be used during the course, and they will be complemented by student participation in experiments and simulations both inside and outside the classroom. The reading list for this project will include: Julian Havil's "Impossible?: Surprising Solutions to Counterintuitive Conundrums", William Poundstone's "Labyrinths of Reason: Paradoxes, Puzzles, and the Frailty of Knowledge", and R.M. Sainsbury's "Paradoxes."</p>					
1041	JAN 331 A	Creativity at Play	James Proctor Enrollment: 15/15 Graded Interim (A-F)	0900 1200 MTWRF	OLIN 114
<p>Many students need to rekindle the creative flames they had as children. That will be the purpose of this Interim project, Cre@tivity @ Play. To find the lost sparks we will focus on two creative activities: drawing realistically and forming origami pieces. These two complementary activities can be engaged in by a novice, the child within us, or an accomplished artist. We will venture into them with the objectives of learning to do those magical things, and of gaining confidence in learning other art forms or skills that may have seemed beyond our reach. In addition, we will interact with creative guests, and view selected movies and videos. Students will also produce self-defined creative projects and display their art work in the final exhibit.</p>					
1042	JAN 332 A	Certified Management Accountant Exam, Part II	William Richardson Enrollment: 4/20	0900 1200 MTWRF	
<p>Students who have completed Accounting 211 and Finance 321 will review topics, and learn new subject areas, that will enable them to pass part 2 of the CMA (Certified Management Accountant) exam offered by the Institute for Management Accountants. Having successfully completed one-half of this professional certification exam will be a distinct advantage for graduates in business related fields entering the job market.</p> <p>Students must have completed ACC 211 Accounting Principles and FIN 321 Business Finance with a grade of C or higher in order to enroll in this project.</p>					
1043	JAN 333 A	A Stitch in Time Saves Nine: From Sewing a Button to Creating Your Own Piece	Catherine Schmitz Enrollment: 15/15	0900 1200 MTWRF	
<p>In the last decades, sewing has been on the decline both at home and in the textile industry. Indeed, a lot of textile companies have had to close their doors to compete with the global market. As more and more of our clothes are made in developing countries, this traditional domestic art passed from one generation to another is disappearing. In this class, students can learn essential sewing basic skills or will refresh their "rusty skills" while exploring the historical, social and economic importance of sewing and related topics. Classes will include sewing instructions as well as guest presentations by professional seamstresses and tailors, clothing designers and others.</p>					
1044	JAN 334 A	Living Webs: Modeling Biological Networks	George Shiflet Angela Shiflet Enrollment: 9/20	TBA	
<p>Life on this planet may be described as a web of living systems. To understand better the complexities of these systems and their interactions, we may construct computational models of these biological networks. Whether we are focusing on the atomic forces involved in protein shape/function or the relations of organisms with components of an ecosystem, network models give us powerful ways to represent and study the multitude of interacting processes of life. In this course, we will explore various biological networks (e.g., gene-regulatory, signal-transduction, neural, food webs, social networks) and develop models that simulate them.</p>					
1045	JAN 335 A	Ignorance is Bliss?	Bryan Splawn Enrollment: 20/20	0900 1200 MTWRF	RMSC 330
<p>Are you aware of the corporate and governmental injustices in America, the novel advances in science, the cultural diversities of people, and the historical mysteries of mankind? If not, your unawareness could negatively impact your political, intellectual, and social development and curiosity. In this course, we will debate civilly over prominent documentary films that investigate issues, such as the bank bailout of 2008, the future of the electric car, the idea if can we live forever, the struggle for freedom in Tibet, the case for a creator, and the lost book of Nostradamus, just to name a few. Concluding this course, we will be more informed about the world around us and understand that ignorance is "not" bliss. Thus, we must learn from the past and present and respect our differences to enhance the future.</p>					

1092	JAN 336 A	Faces of Women in Africa Caroline Cunningham Enrollment: 2/20	0930 1230 MTWRF	
<p>What are the faces of women as portrayed in African literature and film? How do women see themselves, and how are they seen by others? How does globalization affect women in particular on the African continent? In this project we will explore African women's roles as wives and mothers, entrepreneurs and leaders. Films and readings will come from Northern Africa, French-speaking western Africa and some English-speaking African countries. Students will do multimedia projects the last week of Interim; a selection of these will be offered to the Wofford community during Women's History Month. In order to encourage lively debate of the issues, men and women of diverse backgrounds are encouraged to participate in this project.</p>				
1047	JAN 337 A	Introduction to App Development David Sykes Enrollment: 21/20	0900 1200 MTWRF	OLIN 212
<p>Most people are quite adept at using technology effectively, but few know how apps that run on portable devices actually work. This situation is analogous to being able to read, but not to write. In this project, we will explore app development for iPhone devices and Android devices. We will spend the first part of the project exploring Google App Inventor (http://appinventor.googlelabs.com) and GameSalad (http://gamesalad.com). We will send the rest of the project developing apps.</p>				
1048	JAN 338 A	Scat, Tracks, Song & Sign Gerald Thurmond Enrollment: 15/15	0900 1200 MTWRF	MAIN 007
<p>In this class students will discover how to identify birds by their calls and song, and mammals by their tracks, scat and other signs. They will also learn how to identify mammals by setting up scent stations, and by doing live trapping of small mammals. Through these methods, and in daily hikes, they will find that there is far more going on in the Carolina woods in winter than they ever imagined.</p>				
1049	JAN 339 A	The Music, the Message: American Punk, Hardcore & Emo Carey Voeller Enrollment: 18/20	0900 1200 MTWRF	MAIN 126
<p>This class will examine the American punk and hardcore scene from the late '70s to late '90s, and how this lifestyle and music defined itself against the values of mainstream culture. Our primary focus will be on punk / hardcore music and lyrics. We will discuss such topics as DIY, religion, Ronald Reagan, capitalism, gender issues, riot grrrl, addiction, the police, vegetarianism, sexuality, emo, environmental sustainability, a drug and alcohol-free life, queercore, anarchism, and conservatism. We'll also create our own class fanzine out of materials that we'll produce and collect ourselves. Finally, we'll read academic articles, watch films, and see footage of bands perform through YouTube. The class fanzine will serve as the project; however, each student will also turn in a paper on a band and their songs. Students should understand that this class will be intensive, and will involve a great deal of work both in and outside the classroom. There will be no prerequisites or special conditions for joining the course—all are welcome.</p>				
1050	JAN 340 A	Living with Dogs Richard Wallace Enrollment: 14/16 Instructor Permission Required	0900 1200 MTWRF	MAIN 302
<p>The purpose of this project is to encourage responsible and effective animal custodianship with a focus on dogs. We will learn about dog evolution, behavior, training, and relationships to humans. The lessons will be applied in volunteer service at the Spartanburg Humane Society. This project will involve morning class sessions and afternoons spent on volunteer work. Enrollment is by permission of instructor. Please e-mail instructor before registration with a statement that you understand the time commitments involved.</p>				
1051	JAN 341 A	Outdoors in the Upstate John Ware Enrollment: 15/12	1300 1600 MTWRF	
<p>In Outdoors in the Upstate, students will learn the basic skills of a variety of outdoor activities: camping, mountain biking, and kayaking. The course begins with fundamentals: appropriate clothing, diet, meal preparation, shelter, and sanitation. We'll follow these with two days of intensive first-aid training through a Wilderness First Aid course taught by SOLO Southeast and hosted by the Glendale Outdoor Leadership School. The first-aid course combines classroom study and hands-on simulations to teach students how to diagnose and treat the injuries and illnesses that most often occur on outdoor excursions. Week two involves three days of mountain biking that will blend instruction by the Glendale Outdoor Leadership School, local rides, and a trip to Pisgah National Forest. Week four involves four days of kayaking. We'll have two Saturday pool sessions in order to learn kayak safety and practice strokes before our four-day trip. We'll end the course by composing multimedia journals that reflect student experiences and group presentations that highlight group experiences.</p>				

1052	JAN 342 A	Robo Sapiens	Daniel Welch Joseph Lejeune Enrollment: 24/25	0900 1200 MTWRF	RMSC 121
<p>Robots, artificial intelligence, androids. At some point "Are you a robot?" becomes a serious question. In this Project we will examine the state of robotics and tinker a bit with robots and "intelligence" of our own design. Along the way we will give thought to questions raised in print and film about human motivation to build robots, possible results of their presence among us, and examine the basis of claims of "spiritual" machines. We will also explore how artificial intelligence couples with virtual reality to produce a new robot form that raises the ante in this game of "Find the non-human among us."</p>					
1053	JAN 343 A	The Sixties: If You Remember Them, You Weren't There	David Whisnant Clayton Whisnant Enrollment: 25/25	0900 1600 MTWRF	OLIN 210
<p>The Sixties are remembered, fondly or otherwise, as an extremely influential period in this country: politically, culturally and socially. Beginning with the election of John F. Kennedy, the founding of Motown Records, and our first forays in Vietnam, and ending with the inauguration of Richard Nixon, the Stonewall riots, and the first man on the moon, the Sixties were years of turmoil and societal change. In this project we will study some of the changes that took place in this decade in the United States and Europe. We will examine international events such as the Cuban Missile Crisis, the Algerian Revolution, the Vietnam War, Prague Spring, and the transformation of the Cold War; furthermore, we will look at important domestic political events such as the rise of the New Left, the organization of student protests, and advances in the Civil Rights, feminist, environmental, and gay and lesbian movements. Simultaneously, students will explore broader socio-cultural changes involving sexual norms, the lives of women, religious attitudes, consumerism, and notions of social class. Finally, the class will consider how these various changes are intertwined with important moments in popular culture such as developments in Rock music, New Wave cinema, and Pop Art.</p>					
1054	JAN 344 A	Viva La Vegan: An Introduction to Veganism	Nancy Williams Enrollment: 20/20	1300 1600 MTWRF	
<p>In this course we will learn about the ethical and nutritional reasons for why some people choose veganism. Regular readings, individual and group projects, class presentations, videos and possible guest speakers make up the class activities. The course also involves some day trips where we will learn how to cook vegan dishes, visit restaurants, and take tours of local animal farms.</p>					
1055	JAN 345 A	China Today	Yongfang Zhang Enrollment: 7/22	0900 1200 MTWRF	
<p>In this interim we will focus on the diverse aspects of China today. The primary purpose of this course is to cultivate knowledge about China and to develop practical skills. The course will be organized under four themes and each theme has four sub topics. One theme will cover a week. The themes and the sub topics include tour of China through digital technologies (four sub topics include Chinese holidays, tourist places, national and regional customs, and folklore), China society (four sub topics include family, education, rural and urban areas, and environment), food and entertainment in China (Chinese food, tea, games and Karaoke, and Taiji), and cross-cultural communication for Americans in China (greeting, gift giving/receiving, banquet, and taboo). The classes will feature films and media, guest master of Taiji sword, discussions, mock performance, hands-on training, first-hand experience, and students' project and presentation. Additionally, the course involves service learning and community involvement. Students will present their projects to the community and organize China-related activities for local K-12 schools. Since Chinese New Year for 2012 is January 23, 2012, the class will celebrate Chinese New Year as well as helping local schools to celebrate.</p>					
1056	JAN 346 A	Stand-Up Comedy	Steven Zides Timothy Brown Enrollment: 20/20	0900 1200 MTWRF	RMSC 328
<p>Whether you consider it an art or a science, "Stand-Up Comedy" is one of the most beloved forms of live entertainment, performed in almost every non-totalitarian state. In this interim, students will immerse themselves in all aspects of this complex art form, through both academic study and live performance. The class will start with the historical development of comedy, quickly moving from its ancient roots to more modern conceptions of humor. With this knowledge under their belts, students will then turn their attention to the analysis of the styles/routines of several legendary comedians and engage in numerous improvisational exercises. Now, being fully versed in the form, students will travel to Charleston, SC. to spend four days at the annual comedy festival. Upon their return, having reached their maximal comedic potential (often referred to as "Com-adhi"), students will write and then perform stand-up routines during evening events, open to the entire Wofford community. It is our hope that students, who participate in this interim, will improve their ability to gauge and react to an audience, enhance their emotional intelligence, polish their public speaking skills, develop improvisational thinking and improve their overall personal self-esteem.</p>					

1058	JAN 347 A	Become Certified as an Emergency Medical Technician	Ellen Goldey Enrollment: 21/20	0900 1600 MTWRF	
<p>During this interim, you will receive approximately 140 hours of formal training required to become certified as an Emergency Medical Technician (EMT). This training will take you far beyond basic first aid and CPR training, as you learn to identify and respond quickly and appropriately to medical emergencies ranging from a sprained ankle to severe trauma. This course will be taught by certified instructors and will require the students' dedicated and disciplined attendance and participation in all lecture and "hands-on" training exercises. You will take several practical and written exams throughout the month. You will also have the opportunity to gain field experience as you ride with Paramedics and EMTs as they respond to actual emergencies. To cover the required hours of training within the interim, the class will meet, on average, seven hours/day, five days/week (normally it takes many months of evening classes to receive this training). At the end of this training, you may elect to take the state exam to become certified.</p>					
1089	JAN 348 A	Classic Read	Sally Hitchmough Enrollment: 21/20	TBA	
<p>Winter is the perfect time to curl up with a good book -- or a great one. Students will choose from a limited list of classic fiction (Austen, Dickens, Eliot, Tolstoy et al) and read. Reading will be interspersed with group discussion, presentations and watching movie dramatizations of the fiction.</p>					
1090	JAN 349 A	The Beatles	James Bednar Enrollment: 28/25	0900 1200 MTWRF	
<p>The Beatles were arguably the most influential and innovative rock band of all time, and their music forever changed popular music. This course will analyze the Beatles' history and music against the backdrop of the great social upheavals of the 1960's, an era of revolution that is reflected in the band's transformation from lovable pop mop-tops to long-haired, eastern-influenced, acid-dropping political activists. Intense listening and analysis of music will comprise much of the course, along with the viewing of Beatles documentaries and the Beatles' own films.</p>					
1114	JAN 350 A	Climbing ROCKS!	Kimberly Rostan Enrollment: 20/20	0900 1200 MTWRF	MAIN 222
<p>This interim will explore the world vertically, encouraging students to discover themselves (and some new muscles!) between rocks and hard places. Students will begin by learning about rock climbing gear, safety, climbing knots and belaying procedures in the Climb Upstate indoor climbing gym in Spartanburg. The class will also take 3-4 day trips to climbing sites in the Upstate. When the class isn't climbing walls, bouldering, or rappelling, we will consider the broader history of human attraction to climbing, the contemporary art of climbing in urban spaces ("Parkour" and "Buildering"), and the different philosophies of people who climb. H/P/U</p>					
1115	JAN 351 A	What If? The Challenge of Self-Realization	John Akers Enrollment: 20/20	0900 1200 MTWRF	
<p>What If? The Challenge of Self-Realization explores practices (Qigong and Tibetan Buddhism), literature, film and creative writing that take us on new paths of understanding who we are. The goal is to increase our potential to make enlightened personal choices in life and thereby, ultimately, to be of greater service to others.</p>					
1057	JAN 381 A	An Introduction to Dental Medicine	Charles Bass Enrollment: 6/8 Instructor Permission Required	0900 1600 MTWRF	
<p>Designed for students seriously considering careers in dental medicine, this project provides an opportunity to serve a number of apprenticeships with practicing dental professionals. Each student will work with a General Dentist, an Orthodontist, a Periodontist, and an Endodontist (and an Oral Surgeon if possible) during three weeks of the interim. The remaining week of the interim will be spent at the Medical University of South Carolina attending classes, doing clinical rotations, and meeting with admissions counselors. Grades on this project will be based on daily updates via e-mail, a presentation, a daily journal, and the participation of the student in each dental professional's practice as evaluated by that professional. See http://webs.wofford.edu/basscg/interim/an_introduction_to_dental_medici.htm for more information.</p>					

1059 **JAN 382 A** **Pre-Law Interim** **0900 1200 MTWRF**

J. Alvis
John Fort
Enrollment: 4/30
Instructor Permission Required

The Pre-Law interim project will assist the student in deciding if a career in the legal community is appropriate. The first week we will discuss the admissions process and what you can do while at Wofford to increase your chances of acceptance into law school. This week will be primarily in the classroom with a few trips to visit local court houses. Students will also start on their personal statements for their law school application. The second and third weeks, the students will work in a law office with a mentor. The student will "shadow" the lawyer and gain knowledge of the daily routines of a lawyer. The final week we will visit the South Carolina Supreme Court, the University of South Carolina Law School and the Charleston School of law. The students will write a short paper concerning the interim experience and how it relates to their decision to pursue a legal career. The final week students will finalize their personal statements and take a practice LSAT.

1060 **JAN 383 A** **Capitol Hill Internship Program** **TBA**

Amy Lancaster
Ana Wiseman
Enrollment: 5/16
Instructor Permission Required
Graded Interim (A-F)

CHIP students seek internships in Washington, DC. These placements can include government agencies, nonprofit organizations, associations, lobbying firms, and private corporations, in addition to the Capitol and its House and Senate offices. Students will stay in premium housing in the immediate vicinity of Capitol Hill. Note: this program does not place the students in internships. It is the student's responsibility to find his/her own placement.

1061 **JAN 384 A** **Involve Me and I Will Understand, Accounting Internships** **0900 1600 MTWRF**

Jenny Johnson
Enrollment: 2/20
Instructor Permission Required

There are many reasons for using the internship experience as a first step in pursuing a career in accounting. First, the work experience you gain during an internship, along with the contacts you make and the skills you develop, may give you an advantage in the search for a first job. In addition to enhancing your background and resume, the experiences you gain during an internship help you to mature as an accounting professional. But ultimately, the value of internships is perhaps best summarized by the Chinese proverb:

Tell me, and I will forget.
Show me, and I may remember.
Involve me, and I will understand.

Students in this project will gain on-the-job accounting experience with a public accounting firm or in a business accounting department. Tasks to be performed will be those ordinarily assigned to new accounting employees. These will vary depending on the needs of the sponsor during January.

1062 **JAN 385 A** **Clinical Internships in Medicine** **0900 1600 MTWRF**

Ellen Goldey
Natalie Spivey
Enrollment: 27/25
Instructor Permission Required

Students will get an intensive, "hands on" introduction to medicine. Each student will work one-on-one with approximately six health care professionals, in a number of different settings, including hospitals, clinics, and private practice, to name a few. In addition to physicians in nearly every field of medicine, students may work with physical therapists, occupational therapists, physician's assistants, genetic counselors, and nurses. This is truly the best way of solidifying your decision to pursue a career in health care. Each student will work five full days a week at the assigned locations. Hours may vary. A day in surgery may run 7 a.m. to noon, while a day in obstetrics may run 7 a.m. to 7 p.m. Therefore, students must be flexible.

Throughout the internship, students will keep a daily journal. In addition, students will work on and turn in personal essays, which are required for their medical school applications. On the last day of interim, there will be a seminar at Wofford, where each student will give a 10-15 minute presentation on some aspect of his/her experience, such as a particularly interesting case or treatment. Lunch will be provided. Permission of Instructor is required. Students with permission should register in late September during the Interim Abroad registration period.

1063	JAN 387 A	Learning Work: Internships in Business, Non-Profit Organizations & Government Agencies	Jennifer Dillenger Linda Powers Enrollment: 42/44 Instructor Permission Required	0900 1200 MTWRF	
<p>For this project, students will find, secure, and complete internships with businesses, government agencies, or non-profit organizations to learn about the world of work in general and about the specific career in which they intern. Students will work at their locations 5 days a week (40 hours a week total). Students will begin work on Thursday, January 5 and conclude their internship on Wednesday, February 1. By the end of the semester, students should complete four work weeks. Students will be expected to participate full in the internship work required; provide documentation that such work was successful from their supervisors; meet (or skype) regularly with instructors; fulfill reading and writing responsibilities; keep a journal, and submit a final executive summary of their work experiences.</p>					
1064	JAN 391 A	A Community of Service: Interim Projects in Service & Civic Engagement	Camille Bethea Enrollment: 7/25 Instructor Permission Required	0900 1200 MTWRF	OLIN 116
<p>This Interim creates a community of students involved in intensive civic engagement and service. Students will individually pursue service projects they have designed in consultation with project leaders in communities here in the US or abroad. On campus before and after their service, students will find common cause in our community – mutual support, thoughtful reflection, and meaningful contextualization of their work locally, nationally, and internationally. Each person or team will work closely with their faculty mentor to build individualized reading and film lists to inform their service. We will gather on campus for pre-service meetings in early January, and then students will head off into their civic engagement experiences. During the last week of Interim, we'll come together again to share experiences, polish presentations, and challenge one another to take the next steps in service and learning.</p>					
1065	JAN 392 A	Introduction to Community Development	Jessalyn Story Ramon Galinanes Enrollment: 7/15 Instructor Permission Required	1300 1600 MTWRF	
<p>Why and how do communities change, especially when they change for the better? What impacts (intended and otherwise) do those changes have on everyday people? In what ways do institutions participate in community change? In what ways do ordinary citizens participate? Is community change fair and equitable for all people involved? What is the role of the student in community change? Students participating in this Interim project will address these questions through examining and participating in various strategies for community development. A week spent in Washington, DC will connect students to internationally and nationally renowned organizations who use a variety of strategies--from political advocacy to grassroots community organizing--to solve problems ranging from homelessness to air pollution. The majority of the project's duration will be in Spartanburg, where the group will learn how elected and appointed officials, neighborhood organizations, economic development agencies, and everyday citizens work together in Spartanburg County. The student group will draw from its experiences in Washington, DC and the communities of Spartanburg County to develop a final project in partnership with one or more local community groups.</p>					
1066	JAN 393 A	US Army Airborne School	John Fawcett Robert Bowman Enrollment: 0/5 Instructor Permission Required	TBA	
<p>The US Army Airborne School consists of three very intense weeks of physical, mental, and educational training by the Army's elite paratroopers. Week One (Ground Week) consists of intense physical fitness training and testing on campus. Week Two is titled Tower Week and consists of rigorous physical fitness training, parachute operation, landing techniques, and culminates with simulated parachute jumps from towers. Week Three is Jump Week where the airborne student makes five jumps from US Air Force aircraft. Week Four consists of post-school activities that will be completed at the Military Science Department.</p>					
1067	JAN 394 A	US Army Air Assault School	John Fawcett Robert Bowman Enrollment: 0/5 Instructor Permission Required	TBA	
<p>The US Army Air Assault School consists of two very intense weeks of physical, mental, and educational training by the Army's elite Air Assault infantrymen. Week One, conducted on campus, consists of intense physical fitness training/testing, equipment inventory, medical records check, and a qualification 12-mile road march with full military gear on campus/surrounding area. Week Two consists of physical fitness testing, an obstacle course, pathfinder operations, and helicopter operations. Week Three consists of sling load planning and operations and rappelling. The course concludes with day and night rappels from US Army helicopters and a 12-mile timed forced road march with full combat load of equipment. Week Four consists of post-school activities that will be completed at the Military Science Department.</p>					

1068	JAN 395 A	Independent Scientific Research Projects	Kara Bopp Enrollment: 12/12 Instructor Permission Required	TBA
<p>This Interim is designed to provide supervision and oversight for all students wishing to conduct independent, scientific, research projects. Any student interested in proposing their own scientific investigation during the Interim period, should contact Dr. Kara Bopp as soon as possible to receive guidance in planning a proposal, the logistics of conducting the experiment, and identifying a faculty research mentor. Proposals of independent research are due to Dr. Bopp 2 weeks prior to the independent Interim due date. Students may work with professor at another institute or on-campus. Interim will culminate with a showcase of the student research.</p>				
1069	JAN 396 A	Independent Research in the Humanities	Tracy Revels Enrollment: 4/12 Instructor Permission Required	0900 1200 MTWRF
<p>This interim is designed to provide direction, oversight and support to students doing independent research projects in the humanities. Students wishing to undertake independent research projects should consult with Professor Tracy J. Revels as soon as possible in order to begin writing a viable proposal. Proposals are due two weeks before the Independent Interim deadline. Those students whose proposals are accepted will conduct independent research and writing work during the Interim, and while Professor Revels will serve as the primary research advisor, students may also be required to work with a faculty member in the field of research. In addition to individual meetings with Professor Revels, students will also keep a daily blog about their research and meet as a group with other students doing research in the sciences and social sciences, to discuss progress and issues in research. Any students doing research off-campus will be asked to participate in an online community. The interim will conclude with a symposium of student research.</p>				
1070	JAN 401 A	Culture & Creativity in Northern New Mexico: The Ghost Ranch Experience	Kristofer Neely Enrollment: 2/20 Instructor Permission Required Graded Interim (A-F)	0900 1200 MTWRF
<p>During the three-and-a half week stay at Ghost Ranch, New Mexico, students will combine the general study of cultural traditions of northern New Mexico (Native American, Hispanic, Anglo) with one of the following courses offered at Ghost Ranch: Photography, Drawing and Painting, Silversmithing, Pottery, Writing, Outdoor Adventures, Self-Discovery, Spiritual Traditions of Northern New Mexico, Restorative Justice, and more. Field trips from the Ranch will include Bandelier National Monument, Taos, Santa Fe, and one or more of the Native American pueblos along the Rio Grande.</p>				
1071	JAN 402 A	From Wofford, With Love: The History & Culture of Espionage	Matthew Cathey Joseph Spivey Enrollment: 19/20 Instructor Permission Required	0900 1200 MTWRF
<p>This project will explore how spies have shaped society, both historically (by affecting the outcomes of wars, both cold and hot) and culturally (by providing an archetypical anti-hero). Students will not only gain insight into the world of espionage through readings and film screenings, but also by participating in a three-week-long spy game on campus. The term will culminate with a trip to Washington, D.C. to the International Spy Museum and the National Cryptologic Museum.</p>				
1072	JAN 403 A	Desert, Mountain, and Garden: Backpacking in the Southwestern United States	Kaye Savage Peter Schmunk Enrollment: 9/14 Instructor Permission Required	0900 1200 MTWRF
<p>Perhaps no part of the American landscape is more different from South Carolina than the southwestern states of New Mexico, Arizona, and southern California, where vast, open spaces and arid conditions are the norm. And yet, once one's perspective adapts to the visual subtleties of the desert environment and the wider distribution of living things, the landscapes of the Southwest are rich and beautiful in their own way. With generally sunny weather and winter temperatures commonly ranging between 40-65 degrees (although winter weather is admittedly unpredictable), January is an excellent time to explore remote wild places such as Death Valley, Joshua Tree, and Saguaro National Parks. Following a week on campus devoted to the study of desert environments and the preparation and trial of equipment, participants in this interim will spend two weeks backpacking at several locations within the southwestern U.S. We will travel between Los Angeles and Phoenix or Tucson, with a few days spent in each of the cities and a number of backpacking excursions of varying length into wilderness areas of the Mojave and Sonoran deserts.</p>				

1073	JAN 411 A	Yoga & Natural Healing in Costa Rica	Anne Catlla Julie Sexeny Enrollment: 18/20 Instructor Permission Required	0900 1200 MTWRF
<p>Join us as we explore yoga, meditation, and natural healing in South Carolina and Costa Rica. Through daily yoga classes, meditation, and discussions, students will experience yoga as a healing practice. Yoga instructors and natural healers in South Carolina will guide students in yoga and meditation and demonstrate their use of local herbs and remedies. Likewise, Costa Rican practitioners will lead yoga classes and instruct them in the application of native medicinal plants. As students learn about breath work, meditation, use of herbs, mind/body integration and aromatherapy, they will develop new strategies for managing stress, insomnia, and anxiety, among other common college concerns.</p>				
1074	JAN 412 A	Nature & Culture in Bali	Cynthia Fowler John Miles Enrollment: 14/20 Instructor Permission Required	0900 1200 MTWRF
<p>Bali's distinct society and remarkable landscape make it an ideal location to study interactions between people and the environment in the 21st century. "Nature and Culture in Bali" explores the extraordinary beliefs and practices of a predominantly Hindu society living in a biodiversity hotspot. Agama Tirtha (Holy Water Religion, Balinese Hinduism) and its articulation with tropical ecosystems will be examined in the context of a rapidly developing political economy in the midst of a postcolonial nation that is emerging as an internationally powerful democracy. Bali is the subject of some of the most significant ethnographic texts written by several of the most highly regarded anthropologists, including Margaret Mead, Gregory Bateson, Fredrik Barth, Stephen Lansing, and many more, because of its intriguing culture. Bali also offers an excellent site to study the intersections of spirituality and practice via Yoga. Bali is an attractive Interim destination for the same reasons that draw intense interest from people around the globe: Balinese perform colorful everyday rituals; innumerable Hindu temples are lively religious sites; local and expat artists produce volumes of paintings, sculptures, jewelry, clothing, and other art forms; farmers sculpt the landscape into idyllic rice terraces. Bali's ecosystems are intellectually stimulating with highly diverse yet heavily utilized coral reefs, mangroves, tropical forests, volcanoes, and freshwater sources.</p>				
1075	JAN 413 A	Vietnam & Cambodia: Culture, History & the Modern World	Andrew Green Maria Begona Caballero Garcia Enrollment: 14/20 Instructor Permission Required	0900 1200 MTWRF
<p>This project introduces students to the culture, history and geographical wonders of Vietnam and Cambodia. Our visit ranges from the major cities of Hanoi and Ho Chi Minh City (formerly Saigon) to four UNESCO World Heritage Sites to rivers winding through the Mekong Delta. The trip takes us to the three primary regions of Vietnam: the North dominated by the capital of Hanoi; Central Vietnam and the quaint town of Hoi An; and the South characterized by the modern Ho Chi Minh City and the Mekong Delta. Highlights include an overnight cruise in a wooden junk sailing through Halong Bay among beautiful geological formations. We tour the Chu Chi tunnels used by the Vietcong during the Vietnam War and enjoy boating through the floating markets of the Mekong Delta. We will ride bikes through rice patties and meet local university students. The trip concludes with an excursion to Cambodia visiting the city of Siem Reap and Angkor, the ancient capital of the Khmer Empire and one of the most magnificent archaeological wonders of the world.</p>				
1076	JAN 414 A	Tradition & Transformation: A Literary & Cultural Tour of Ireland	Natalie Grinnell Lee Hagglund Enrollment: 19/20 Instructor Permission Required	0900 1200 MTWRF
<p>Ireland is one of the oldest nations of northern Europe and one of the most vibrant members of the European Union. Thus, its culture is at once very traditional and intensely contemporary. This project is an exploration of that culture with particular emphasis on the literature and history of two contrasting periods: Ireland pre-1700 and twentieth-century Ireland.</p>				

1077	JAN 415 A	SCUBA Dive Bonaire, the Fish Capital of the Caribbean	David Kusher Enrollment: 21/20 Instructor Permission Required	0900 1200 MTWRF
<p>Bonaire, a Dutch island located 50 miles north of Venezuela is consistently ranked by international divers as the finest SCUBA destination in the Caribbean. The island is renowned for the shore diving (we drive up to one of eighty dive sites, put on our SCUBA gear, enter the turquoise water and swim onto the reef). The brilliantly colored reef is a spectacular haven for a diversity of marine organisms, including sea turtles, luxurious corals and sponges and almost 500 species of fish. Buddy Dive Resort maximizes the tropical diving experience with a drive thru dive shop, fantastic boat support, excellent restaurants and clean comfortable grounds (www.buddydive.com). The township of Kralendijk offers dining, groceries, shopping and night activities. The project consists of three weeks of SCUBA diving and marine biology classes, and an eight day dive trip to Bonaire. In Spartanburg, students will complete a PADI open water SCUBA course and participate in class presentations on coral reef ecology. The SCUBA classes will be taught by Mike Atkins (PADI certified SCUBA instructor and owner of The SCUBA Shop in Spartanburg). Marine biology class work will prepare students to enjoy the beauty of the coral reef and enable them to critically observe and understand the complex nature of the ecosystem. At sunset we gather on the sand to discuss the day's diving and the reef community. Students will describe what they have experienced on each dive and explain how the organisms interact with each other and with the divers.</p>				
1078	JAN 416 A	Turkey: At the Crossroads	John Lefebvre Alliston Reid Enrollment: 13/20 Instructor Permission Required	0900 1200 MTWRF
<p>Turkey is both literally and figuratively at the crossroads. Turkey is at the crossroads of both east and west. Geographically, it is the connecting point for Western Europe, the Balkans, Central Asia, and the Middle East. The traders of the Silk Road, Roman armies, and Mongol hordes crossed this land. Turkey is at the crossroads between ancient and modern. The country counts more Roman and Greek ruins than are found in Italy and Greece. Yet it is also a modern country with a thriving economy that has weathered the recent economic crisis better than some of its immediate neighbors. Turkey is at the crossroads of power and leadership. From Byzantium, to Constantinople, to Istanbul, this has been the center of power of an empire that once stretched from Budapest to Baghdad. Turkey has now emerged as a stable democracy in an area that has been increasingly under pressure with pro-democracy movements. It has also started to exert a greater international influence through its foreign affairs, something that will only continue to grow. Finally, Turkey is at a crossroads of two major religions. Turkey has been witness to the travels of St. Paul and the founding of some of the earliest churches in Ephesus and Galatia. Some of the major structures in Istanbul were once magnificent Christian basilicas. It is now a country that is predominantly Muslim. And yet, the secular nature of its government is monitored and protected by the military. The goal of this interim is to expose students to Turkey by walking along all of these roads. The interim will spend time in Istanbul, the ancient capital of the Roman Empire, Byzantine, and Ottoman empires. The interim will also travel to Ankara and Cappadocia. Finally, we will travel to the Aegean coast and travel from Izmir back to Istanbul stopping at Roman ruins in Ephesus, Pergamum (birthplace of medicine), and Troy. We will also meet with local students, government officials, and visit the modern economy of Turkey.</p>				
1079	JAN 417 A	My Brothers & Sisters in Africa	John Moeller George Davis Enrollment: 12/12 Instructor Permission Required	0900 1200 MTWRF
<p>Would you like to join several seasoned wildlife biologists and a National Geographic photographer to study the behaviors of African reptiles, amphibians, and mammals? Are you interested in learning about health care and education systems as you engage in service-learning at an orphanage in a Zimbabwean village? Would you like to collaborate with a sociologist to record the stories of the men, women, and children who live and work on a large farm in rural Zimbabwe? Want to learn about the impact of colonialism and the roles Westerners have played in the history and development of Africa? Would you like to see with your own eyes the impact of human activity on the wildlife in Zimbabwe, a country recovering from economic collapse, and then in Kenya where lions, elephants, giraffes, wildebeasts and other animals roam in carefully managed game preserves? If you would like to team with 1-3 Wofford students on one of these intensive service-learning projects based at Africa University in Zimbabwe followed by eight days on safari in Kenya, then you should seek more details from Dr. John Moeller and Dr. G.R. Davis who can help you design a meaningful experience for yourself and your African brothers and sisters.</p>				
1081	JAN 419 A	Belize: An Ecotour	George Salley Charles Smith Enrollment: 15/15 Instructor Permission Required	0900 1200 MTWRF
<p>Belize boasts many natural attractions such as the world's 2nd largest barrier reef, over 400 islands, beautiful rivers, and tropical rain forests. With over 1/3 of the overall land under official protected status, Belize is a prime destination for the ecotourist. In this interim we will travel to Belize for 13 days with private guides from the Nantahala Outdoor Center (NOC) to understand how ecotours function and how they affect the local environment and people. The trip is split into two parts with the first involving the more mainstream destinations and activities for ecotourists including; Mayan ruins, jungle tours, jaguar preserve, and caving tours. The second half of the trip is designed as a contrast to the 'normal' tours in Belize. We will travel via sailboat 20 miles offshore to small remote islands where we will spend four nights. During this time there will be opportunities for activities such as sea kayaking, paddle boarding, fly-fishing, trolling, hand-line fishing, and snorkeling. The adventure to these remote islands we will immerse our group in a part of Belize, and Central America, that few people experience.</p>				

1082	JAN 420 A	Tibet & China: Their History & Culture	Thomas Waidner Li Kinnison Enrollment: 14/20 Instructor Permission Required	1300 1600 MTWRF	OLIN 118
<p>The student will be introduced to the culture and history of China with emphasis on Tibet in the Himalaya Mountains. We begin our adventure in Chengdu located in the Sichuan province. Chengdu has a history dating back to approximately 400 B.C. We will visit the Panda Breeding and Research center as well as the largest stone Buddha that is carved into the side of a mountain. Caution: the preferred food in the Sichuan region is quite spicy! The next part of the trip is to Lhasa, the capital of Tibet. The elevation of Lhasa is 12,000 feet and it is located in the Himalaya Mountains. After the Tibet experience we will travel to Xi'an which has over 3100 years of history including the famous Terra Cotta Warriors. It is the home to the City Wall that is the most intact Ming Dynasty castle in China. In fact, over 13 dynasties (not just 13 rulers) made Xi'an their capital. The trip will conclude in Beijing. The city includes historical sites such as the Great Wall and the Forbidden City. Beijing has been the capital for over 800 years and offers a view of "Old Beijing" with ancient architecture and history.</p>					
1083	JAN 421 A	Invasive Species in Australia & New Zealand	Timothy Terrell Frank Machovec Enrollment: 23/24 Instructor Permission Required	TBA	
<p>Through 16 hours of on-campus classroom discussion, based on extensive pre-Interim reading, we will examine the problems of invasive species in the relatively isolated ecosystems of Australia and New Zealand. Our pre-trip investigations will be complemented by three presentations overseas: at a university in Sydney; at a Maori cultural exhibition in Queenstown (to learn how intimidative Maori "greetings" deterred occupation until 1800); and finally at the National Marine Research Laboratory (to examine on-going threats to the oceanic ecosystem surrounding New Zealand). We will also become familiar, through several hands-on activities, with New Zealand's natural wonders, including a tour of the pristine fjord at Milford Sound, into which flows three of the world's highest (80-story) waterfalls; and a visit to the penguin colony at a conservation preserve. Our stop on Stewart Island will allow us to view some species that have been largely eliminated from the New Zealand main islands. Our 17-day itinerary will be comprised of stays in Sydney, Queenstown, Te Anau, Stewart Island, Dunedin, Christchurch, and Kaikoura.</p>					
1084	JAN 424 A	Intensive Language & Culture Through Study Abroad	Amy Lancaster Sara Milani Enrollment: 25/20 Instructor Permission Required Graded Interim (A-F)	TBA	
<p>This project offers an opportunity for students who would like to explore study abroad on a smaller scale or for those who cannot spend a semester abroad because of academic or time constraints. There are several different options through which students can study intensive language or content courses at foreign universities through Wofford's study abroad partners (CIEE (language intensive/service-learning in Guanajuato, Mexico), API (language intensive program in Grenoble, France), CET and BMI (language intensive programs in Beijing) and the Goethe Institut (language intensive program in Germany)). Completion of 102 or the equivalent in the language is required for intensive language programs. There will be onsite supervision and support throughout the term. Students will be housed in appropriate student housing facilities such as homestays, student residences or in family style hotels and there will be a program of cultural events and excursions. Usually language and/or content classes are taught in the morning and early afternoon leaving plenty of time and opportunity for local "exploring". All students must go through a rigorous application process and must meet eligibility requirements as stated by the study abroad program. This project abroad is graded A-F. Students must complete a full application to the program. Acceptance by the program and permission of the Wofford coordinator is required for enrollment. A firm commitment and non-refundable deposit required according to the Interim Calendar. Valid travel documents are required.</p>					
1085	JAN 425 A	Health Studies in Santiago, Chile	Sara Milani Ellen Goldey Enrollment: 7/20 Instructor Permission Required Graded Interim (A-F)	TBA	
<p>In this program, students will acquire practical experience in Chile's community-centered public health care system. Offered in partnership with IES Abroad, this project offers students a global vision of the Chilean health system, health policies and healthcare delivery to the community. The classroom seminar is structured as academic support and to provide context to complement the students' clinical observation, which develops awareness and respect for medical practices based on cultural and social aspects of Chile. Students will also analyze themes such as efficiency, equity and the quality of service delivery to patients. This program is ideal for advanced Spanish students in pre-med studies, nursing, pharmacy, public health, hospital management, sociology, and other health-related professions. There will be onsite supervision and support throughout the term. Students will be housed in homestays and there will be a program of cultural events and excursions in addition to the internship and seminar components. This project is graded A-F.</p>					

1086	JAN 426 A	The Advent of Christianity in Rome - IES	
		Sara Milani Amy Lancaster Enrollment: 5/20 Instructor Permission Required Graded Interim (A-F)	0900 1200 MTWRF
<p>Offered in partnership with IES Abroad, this project offers students the chance to study early Christianity in the setting of Rome. More than 2,500 years of history have formed the city's unique character, and walking in Rome is a constant voyage of discovery. While the past is inescapable in Rome, the contemporary city is a vibrant, bustling metropolis of 3 million people. Home to the Vatican, Rome provides the perfect setting to study the early Christian church. The main course- From Pontius Pilate to Theodosius: The Advent of Christianity- examines the early Christian church from the role Pontius Pilate played in the crucifixion of Jesus Christ, to the inception and adoption of Nicene Christianity throughout the Roman Empire in the fourth century. The course is taught in English and incorporates extensive local field study to places in and around Rome. There will be onsite supervision and support throughout the term. Students will be housed in apartments in the city and there will be a program of cultural events and excursions in addition to the course seminar. This project is graded A-F.</p>			
1087	JAN 427 A	Theatre in Dublin	
		Sara Milani Amy Lancaster Enrollment: 7/20 Instructor Permission Required Graded Interim (A-F)	TBA
<p>Offered in partnership with IES Abroad and the National Theatre School of Ireland, this project offers students the chance to study theater and acting from all aspects. The aim of the course is to increase students' understanding, appreciation, and critical perception of theatre through performance. Students explore both improvisational techniques and textual analysis, with emphasis on the realization of the play as script and theatre as a craft. All students will act and take part in the direction/production process. There will be onsite supervision and support throughout the term. Students will be housed in apartments in the city and there will be a program of cultural events and excursions in addition to the course seminar. This project is graded A-F.</p>			
1091	JAN 450 A	Religious Diversity of Israel	
		Amy Lancaster Enrollment: 1/1	TBA

EDUC

1088	EDUC 430 A	Senior Seminar and Practicum	
		Dewey Welchel Enrollment: 0/20 Instructor Permission Required Graded Interim (A-F)	0900 1200 MTWRF
<p>A required 100-hour practicum with seminars for teacher candidates to reinforce theoretical content and allow for some supervised practice of teaching skills. Candidates enroll in the component related to their academic teaching majors. Public school seminars led by certified subject area teachers are a required component. Prerequisites: Education 200, 220, 320, 330, 340, and 420. Offered as the candidates' senior Interim project.</p>			