Interim 1970 Project Descriptions

Wofford College. Committee on the Interim

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WOFFORD COLLEGE

INTERIM PROJECTS FOR JANUARY 1970

This catalogue contains the descriptions of INTERIM projects to be offered by Wofford College in January 1970. All students are encouraged to study the project offerings carefully (and to consult with the sponsoring professors about them, if necessary) between now and October 18 particularly, in order to establish their preferences prior to final INTERIM registration on that date. Many students are planning to initiate and pursue their own independent projects (for which they also will register on October 18, if approved) but most will choose their projects from those described in the catalogue.

The descriptions of projects offered by co-operating colleges and open to Wofford students will be contained in a supplement to be distributed at a later date.

In recognition of the fact that the State of South Carolina celebrates its three-hundredth year in 1970, a point for central emphasis in Wofford's 1970 INTERIM program will be the Tri-centennial, expressed here as "South Carolina: Yesterday, Today, and Tomorrow." You will note that a number of the projects described herein (particularly the ones marked with an asterisk *) lend themselves to that theme. In addition, plans are under way for other, non-project events of interest--speaker programs, seminars, discussions, etc., all dealing with the theme--which will be accessible to all the Wofford community.
Title and Description

1  A Biologist's View of Sex  H. D. Dobbs

Human sexuality is the subject of this project. Not only will the biological aspects of sex be considered but also psychological and sociological ramifications. Hence, it is the hope of the instructor that this project will attract students interested in participating in an interdisciplinary study of this important and most basic biological process.

Format: Lectures by the instructor, guest speakers, and participating students; student-led seminars and discussion sessions; and viewing movies and film strips. There will be daily group meetings, involving all participating students, small-group meetings to plan seminars, and a field trip to a hospital to observe natural childbirth and possibly a Caesarian operation.

Participating students will be expected to attend all project meetings, actively participate in seminars and discussions, submit a written report based on an individual, special study project, and submit a written evaluation of the group project.

Grades will be determined on the basis of (1) performance on three or four short written quizzes, (2) extent and meaningfulness of contributions to seminars and discussions and (3) quality of written report.

Prerequisites or limitations: None

Maximum additional cost to student: $10.00 - $12.00

2  Readings in Microbiology  W.B. Hubbard

A recent programmed text for microbiology will be used as the basic text of the project. Outside reading for fuller understanding will be provided for by a permanent book shelf of books from the professor's private collection and from the library. Each student will read and study independently. The group will meet only on the first two days of project and Friday of each week, with tests on specific sections of the text being given on Fridays. The Instructor will be available from 8:00 to 5:00 daily for consultation if needed. A shelf of reference helps will be available in the lab. Any technique in microbiology will be demonstrated by the instructor on request of one or more students. The entire group will be notified when such are being carried on. A paper concerning one topic in some depth will be required.

Prerequisite or limitations: None

Maximum additional cost to students: Approximately $6.00, for text.
Project No. 3

Medical Apprenticeship

The project will open with a week of reading and discussion on campus to gain a background and mind set for what is to be expected. There will be as many visiting speakers from areas related to medicine as can be arranged during the first week. At least one movie on the medical profession will be shown. The two middle weeks of the month will be spent by each participant in the offices of men in actual practice of medicine. The activities there vary with the physicians who are participating. The final week will be spent on campus in a period of evaluation. A written report of the experiences is required. An evaluation by one or more participating physician is requested.

Dr. Anthony White of Easley, a Wofford trustee, who developed the initial concept for this project, handled the assignments to physicians last year and is being asked to do so again for 1970.

Prerequisite or limitations: Should be a senior who has been accepted or is an active applicant to a medical school. Juniors with special situations will be considered if space is available.

Maximum additional cost to student: Transportation to doctors' offices and room and board if out-of-town.

Dental Apprenticeship

The opening week will consist of reading and discussion on campus to gain a background and a mind set for what is ahead. Included will be study of materials and viewing of movies furnished by the Dental Association. The two middle weeks of the month will be spent in visiting and observing in a variety of offices and labs. Last year's men visited ten different situations in as many days. Each man visited as an individual and many had personal discussions with the professionals involved. The final week will be spent on campus in a period of evaluation. A written report of the experiences is required. An evaluation by one or more participating dentists is requested.

Dr. Duren Johnson of Spartanburg, a former Wofford student, handled the assignments to the various dentists and dental labs last year, and is being asked to do so again this year. He will have a major part in developing the content of the experiences of the two middle weeks.

Prerequisites or limitations: Should be a senior who has been accepted or is an active applicant to a dental school. Juniors with special situations will be considered if space is available.

Maximum additional cost to student: Transportation to dentists' offices and any off-campus meals.
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<tr>
<th>Project No.</th>
<th>Title and Description</th>
<th>W.B. Hubbard</th>
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<tr>
<td>5</td>
<td>Institutional Medicine</td>
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<td></td>
<td>Dr. Loren Parmley, Director of Medical Education, Spartanburg General Hospital, outlined the plan below last year, and we expect that he will repeat the program for us this year. The students report to the hospital each day for the entire interim period. They are informed of any evening sessions for the other projects on campus so that they might attend if they desire. Dr. Parmley has thought out several &quot;stations&quot; in the hospital where each student spends two or three days. No two students are at the same &quot;station&quot; at the same time. Prior to reporting to each station, each student has a conference with Dr. Parmley about the experiences involved. He is given a reading reference which will aid in understanding the activities of this station. During his stay at each &quot;station&quot;, each student has contact with physicians and others in the profession. Additional suggested reading assignments are made by these persons. On completing each &quot;station&quot;, each student has an evaluation conference with Dr. Parmley for the previous station and receives instructions and reading assignments for the new &quot;station&quot;. In some instances the student is allowed to participate in the activities of the &quot;station&quot; in a limited manner. Prerequisites or limitations: Should be a senior who has been accepted or is an active applicant to a medical school. Juniors with special situations will be considered if space is available. Maximum additional cost to student: Any off-campus meals.</td>
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<td>6</td>
<td>Liberal Arts Education--What Is It? W. Ray Leonard</td>
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<td>In our catalog, under &quot;Aims of the College&quot;, we find the statement that &quot;the purpose of Hofford College to function as a liberal arts institution of superior quality.&quot; Much has been said, and is still being said, about the value of a liberal arts education. Yet there is a strange feeling among students, and some teachers, that we really don't know what a liberal arts education is—or should be. This interim project will attempt to gain some insight into this problem by investigating the history of the concept, evaluating current interpretations of the concept, and studying projections of its usefulness in the future. As a result to this examination, the group will devise a curriculum that best incorporates their understanding of a liberal arts education. Prerequisites or limitations: Prefer 3 students from each class Maximum additional cost to student: None other than reading materials.</td>
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Project No. 7

Title and Description

Geography of Life: South Carolina Regions

E. G. Patton

Seminar, approximately 5 overnight field trips, and individual investigations by each student. Seminar will describe present kinds and distribution of plant and animal life in the state, and examine hypothesis explaining distribution. Field trips will allow collecting of winter forms and examination of physical environment. Individual investigations will be of a chosen species, a type of plant-and-animal community, and a period of geological history.

Prerequisites or limitations: None

Maximum additional cost to student: $100 maximum
Calculations are necessary in all areas of life, but they need be neither mysterious nor difficult. Such calculations may imply problems for many, but the quite common hesitancy in working to solve these problems stems from three things, usually: first, the lack of a conceptually adequate understanding of the (usually) simple mathematics necessary for both the solution of the problem and the certainty that the "answer" is reasonably correct; secondly, from the lack of sufficient practice in the numerical (arithmetic) operations to be able to separate the purely arithmetic, routine operations from the really important theoretical considerations which are often the real aim of problem-solving; thirdly, and not least important, especially in college-work applications, is the pressure to "get an answer" and hand it in at the next class period.

This project will attempt to remove the mystery and difficulty too often associated with simple problems and calculations; the approach will be conceptual, with adequate drill work to gain thorough familiarity with the basic concepts involved. The benefits from this work will lie not only in its scientific application, but in its application in all areas of daily living in our time.

Participants in the project will have individual programs, or, if there are those with similar backgrounds and interests, there will be small-group programs, designed for specific needs. The entire group will meet for one-to-two hours daily in classroom discussion periods Monday through Friday, with considerable additional practice in problem-solving each day; individual students and the small groups will hold conferences with the instructor when desirable and necessary.

Prerequisites or limitations: High school chemistry or physics. Mathematics background needed will be no more than that already gained in high school by any Wofford student.

Maximum additional cost to student: Purchase of a slide rule (minimum $1.00) and one or two paperback books.

This project will involve complete immersion in an independent study or research project in Physical Chemistry, chemical instrumentation, or at the level of general or intermediate chemistry. Work will be specifically designed in consultation with the interested student.

These studies may run the gamut from research "approach" projects for freshmen to "real" research in the physico-chemical field, which should yield important data, possibly publishable. Assembly or building of modern instrumentation for chemical use is another possibility.
**Project No.**

**Title and Description**

Not less than average of six hours a day in the laboratory will be required, with regular, daily conferences and unscheduled conferences when necessary.

**Prerequisites or limitations:** Depending entirely on the background of the student and his interests, a mutually agreed upon choice of problem will be selected. Chemistry 23 as a minimum requirement.

**Maximum additional cost to student:** Only what he may break or damage during his work.

**The Computer in Chemistry**

L. E. Moore

In this project students will learn to program in one or more problem-oriented languages and, using this knowledge, will undertake to write suitable programs to solve chemical problems or simulate chemical phenomena.

During the first two weeks, the project will meet jointly with Professor Olds' project in computer concepts and uses for programming instruction. The two projects will also share outside speakers on computer applications and make a field trip (local).

After fundamental knowledge in programming languages and techniques has been gained, individual programming projects of chemical interest will be undertaken during the last two weeks along with a study of applications of the computer in chemistry.

Students with an interest in the fields to be dealt with in this project, but who may not have had Chemistry 23, need not feel they are excluded. Check with Professor Moore for his advice.

**Prerequisites or limitations:** Chem. 23 or interest in computer applications to chemistry, or permission of instructor.

**Maximum additional cost to student:** Introductory programming manuals and texts, not to exceed $25.

**Nonaqueous Solvents in Analytical Chemistry**

B. G. Stephens

Propylene carbonate has proved to be a useful and versatile solvent in analytical chemistry. The odorless, nontoxic solvent can be used to extract several metal complexes from aqueous solution prior to quantification by colorimetric and other techniques. It is likely that propylene carbonate can be used to extract water and aromatic organic compounds from aliphatic hydrocarbons (this possibility will be investigated in collaboration with Dr. Loftin). Also propylene carbonate may be a desirable solvent for acid-base, oxidation-reduction, and complex-forming reactions.
Within the overall research effort, students may choose to conduct one of the following investigations:

1. Propylene carbonate as an extractant for certain metal complexes.
2. Propylene carbonate as an extractant for water (from gasoline, for example).
3. Propylene carbonate as an extractant for acid-base reactions.
4. Propylene carbonate as an extractant for oxidation-reduction reactions.
5. Propylene carbonate as an extractant for complex-forming reactions.
6. The determination of sulfur dioxide in Spartanburg aid using a method incorporating propylene carbonate.

The primary objective of the project will be for the students to become immersed in the techniques, the problems, the frustrations, and awards of scientific research. A secondary objective of the project will be to produce original research results of publishable quality.

Student members of the research team will work in groups of two or three under the direction of the faculty member. A 2-3 day general orientation period will be conducted by the instructor at the beginning of the interim. On the average, at least six hours will be devoted to laboratory work each day.

Reading assignments will consist mainly of background literature searches.

Prerequisites or limitations: Chemistry 51 or permission of instructor.

Maximum additional cost to student: Only that involved in covering laboratory breakage.

For a description of the project to be offered by Professor Cavin, refer to listings under the catalogue section on INTERDISCIPLINARY projects.
ECONOMICS

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<th>Project No.</th>
<th>Title and Description</th>
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<tr>
<td>12</td>
<td>An Introduction to Business</td>
<td>H. W. Groon</td>
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<td>This project will be a survey of the environmental factors of business, the application of the behavioral sciences by management, management's use of quantitative measures used in decision making, occupation found in various industries, legal forms of business, the major types of industries, and the relevance of the free enterprise system. This shall be accomplished through individual research, readings, group discussions, and speakers from the local business community.</td>
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<td>Prerequisites or limitations: Open to all non-economics majors</td>
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<td></td>
<td>Maximum additional cost to student: $15.00</td>
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<tr>
<td>13</td>
<td>Banking Operations and Bank Management</td>
<td>J. G. Fulmer</td>
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<td>Students will examine and study the internal and managerial aspects of commercial banking operations. The student will read extensively from a basic text and from a prepared list of current readings. The student will be expected to write an in-depth report on a single phase of bank operations (the subject to be of his own choosing). Classes will meet regularly on campus in seminar style.</td>
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<td>Teams of students will visit the commercial banks in the Spartanburg area and will be briefed by an officer of the bank on each phase of the bank's many diversified operations and services.</td>
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<td>In addition, students may have the opportunity to visit the Federal Reserve Bank in Atlanta, and the branch bank of the Federal Reserve in Charlotte. While in Charlotte the student will also be briefed on the operations of the Wachovia banking operations in North Carolina.</td>
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<td>Prerequisites or limitations: Economics 101</td>
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<td>Maximum additional cost to student: $30, estimated</td>
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For a description of the project to be offered by Professor Arthur, refer to listings under the catalogue section on INTERDISCIPLINARY projects.
The student is assigned to a supervising teacher in the schools. After a period of observing the teacher at work, the student becomes the teacher and carries on the duties of the regular classroom teacher.

This involves developing daily lesson plans; preparation of reading lists, study questions, outlines, etc., for use by the class; planning and preparing materials and techniques of teaching in consultation with the college supervisor and supervising teacher; attending all meetings required of the regular classroom teacher (Departmental, faculty, P.T.A., etc.).

The college supervisor visits the school, observes the student teacher at work and confers with the supervising teacher about the progress of the student teacher.

Prerequisites or limitations: Seniors completing teacher education program

Maximum additional cost to student: None
Project  
No.  

Title and Description

15* South Carolina Literature  
L. H. Chewning, Jr.

Students in this project will seek to learn what significant literature has been written by South Carolinians and to make independent studies of some aspects of that literature.

Among the writers to receive attention will be William Gilmore Simms, Paul Hamilton Hayne, Henry Timrod, DuBois Heyward, and Julia Peterkin.

The group will attempt to lay the groundwork for developing a history and anthology of South Carolina literature.

It is expected that the students will take several trips to the University of South Carolina library and possibly to other parts of the state that are related to their study.

Prerequisites or limitations: None

Maximum additional cost to student: Expense of two or three trips to Columbia and possibly to a few other places in the state.

16 The Theatre Arts in England  
J. R. Gross

Three weeks in London with side trips to Oxford and Cambridge. Students will be required to attend at least one theatrical event per day, i.e., stage plays (dramas, musicals, etc.), movies, the ballet and the opera, including events at the National Theatre (formerly the Old Vic), the Aldwych Theatre (London home of the Royal Shakespeare Company), the Royal Court (home of the English Stage Company), the Royal Opera House and Ballet, Covent Garden, and the Sadler's Wells Theatre. Daily discussions of events attended will be conducted by the instructor, at which time students are expected to participate. A paper covering in some depth an aspect of the experience will be required of each participant at the end of the month. Subject and type of paper will be determined in consultation with the instructor during the month of January.

In addition to the concentration on the theatre and the required attendance at certain events, the itinerary includes visits to Buckingham Palace, Tower of London, Houses of Parliament, Westminster Abbey, St. Paul's Cathedral, British Museum, University of London, Victoria and Albert Museum, National Gallery, Tate Gallery, and British Theatre Museum.

Student performance will be evaluated on the bases of discussions of theatrical performances attended and the paper. The discussions should
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<td>provoke thoughtful participation in the experience; the paper should provide a participant the opportunity to develop in a sustained written effort some aspect of the experience.</td>
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<td>Prerequisites or limitations: Approval of the instructor</td>
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<td>Maximum additional cost to student: $500-$600. Check with Professor Gross for final definite figure.</td>
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### Recent Nobel Literature Laureates in Translation

**L. H. Wilkinson**

Because of the valid, traditional demands of our present literature curriculum, students are likely to have less exposure to the most recent literary efforts. This is particularly true of literature published in languages other than English. This project will examine some of the work of Nobel Prize winners in the last two decades. English, American, and prominent European (e.g. Camus, Sartre, Pasternak) recipients of the prize will be deliberately excluded to encourage a wider acquaintance with lesser known foreign writers. Representative selections from such diverse talents as Kawabata, Asturias, Agnon, Sholokhov, Seferis, Andric, Quasimodo, Jimenez and Lagerkvist will be read by the participants.

The approach will be general and non-critical in the technical sense, and will attempt to view the individual writers in terms of their own culture. Regular group discussions with the presentation of oral and written reports will be the format followed by the project.

**Prerequisites or limitations:** None

**Maximum additional cost to student:** Purchase of 10-12 paperbacks as assigned by instructor. Total costs of these books will not exceed $15.

### Black Humor: An Attempt at Definition

**Dennis H. Dooley**

The project will involve an attempt to define the origin and nature of one of the most significant literary sub-genres of the post-war period. Black humor ('black' is not an ethnic reference) may be described initially as a tragi-comic form set in a semi-absurd universe in which traditional heroism is no longer possible.

The students will read and discuss two pre-war satirists, Cary and West, and three post-war black humorists, Donleavy, Heller and Pynchon. Hopefully, we will also be able to obtain two films for evaluation. The method will be primarily new criticism and secondarily literary and social history. The final end of the project will be to come to a definition of black humor. As such, the project attempts to answer two questions:
(1) what is the nature of black humor and its relation to traditional satire? and (2) why is black humor a phenomenon of the fifties and sixties?

Students will be required to read five, possibly six, novels and view two films. In addition, the project will meet twice a week for seminar style discussions. Finally, each student will be required to submit a brief essay at the end of the project on some aspect of black humor. The primary emphasis in the project will be on reading, thinking and discussing.

Prerequisites or limitations: Open to all interested students

Maximum additional cost to student: About $6 for books

Science and the Modern World

This project is designed to make use of our new library to explore the possibilities of a different kind of education: one in which students bypass textbooks and lectures and undertake their own personal and direct investigation of the major contributors to human knowledge and culture.

Specifically, the project is designed for students immersed in the sciences who might like to investigate the modern cultural revolution that threatens to destroy the clear, logical, intelligent, reasonable, and scientific western world which heroes in their area have done so much to construct and maintain.

Readings will be drawn from several disciplines (anthropology, psychology, literature, philosophy, etc.) but the concern will be with what they share and have to contribute to a science student's liberal education. The traditional approach in the humanities areas assumes that the professor, armed with textbook, needs to give a student "the basics." The approach of this project would assume that the purpose of a liberal arts course is to begin an individual student on an individual, life-long exploration for which he alone must learn to assume responsibility, and as soon as possible.

Prerequisites or limitations: If there is sufficient interest the sponsoring professor would like to restrict the project to science majors, and preferably to juniors and seniors.

Maximum additional cost to student: $20 for books

For a description of the project to be offered by Professor Hogan, refer to listings under the catalogue section on NON-DEPARTMENTAL projects.

For a description of a second project to be offered by Professor Chevning, refer to listings under the catalogue section on INTERDISCIPLINARY projects.

For a description of the project to be offered by Professor Secondi, refer to listings under the catalogue section on FOREIGN LANGUAGES projects.
FOREIGN LANGUAGES

20  Project of Russian Language for Interim Period, 1970  Mme. M. Gagarine

A new system of learning a foreign language through vision and sound. Projected pictures of Russia's landscape, inhabitants, historical events, occurrences, explained in Russian and English. Regular grammar course; continuous conversations in Russian; readings and discussions of books recently published on USSR and in Russia (Mme. Gagarine's collection).

Prerequisites or limitations: Not specified
Maximum additional cost to student: Unestimated

21  Project of French Language for Interim Period, 1970  Mme. M. Gagarine

Drills in good French pronunciation. French plays, directed by M. Gagarine staged in the College auditorium or school stages.

Prerequisites or limitations: Not specified
Maximum additional cost to student: Unestimated

22  Advanced German Studies  Mrs. Susan Gilbert

Project will be limited to ten students who must be either advanced German or second year A students.

The emphasis will be upon German culture, geography, and a basic historical summary. All work will be conducted in German and students will use the library, tapes, slides, the language lab, and special books in the instructor's collection.

Prerequisites or limitations: Advanced German or second year A students
Maximum additional cost to student: Minimal

23  Elementary Course of Accelerated Learning of Italian  J. Secondi

Italian is not part of the Foreign Language Department's regular semester offerings, and the project therefore seems most adapted to Interim offering. Of equal, if not greater importance, with respect to the Interim scheduling of the offering, is the fact that the presentation of the course will involve a departure in method of language instruction.

Although the emphasis will be on conversational presentation, the substance of the course will not be restricted to the materials of discourse only, that is, to words and phrases. We will strive for the building of
Project Title and Description

foundations on which progressive development of skills and competence in the language may be anticipated.

The primary feature of the work will be a word list of around 650 words of most frequent use in discourse and general communication. The frequency of use of the words selected was determined by an elaborate scientific survey made by Helen S. Eaton, with the blessing of E. L. Thorndike.

The words of the word list will be used in class, as vividly and illustratively as possible. Students will learn rather than memorize the words' meanings, from the illustrative use of them. The students will only hear the words in their first encounter with them; they will not "see" them until that class meeting will have terminated. There will be very full responsive conversation.

The class will meet one hour and fifty minutes each day, five days each week. There will be a ten minute "break" at the midway point of each meeting.

Prerequisites or limitations: None

Maximum additional cost to student: $3.50

Modern Man as Seen Through a Study of the Dramas of Jean Anouilh Geo. C. S. Adams

This project will attempt to provide a view of the human condition as envisioned in the dramas of Jean Anouilh. Representative plays of this author--often cited as the most successful French playwright of the second third of the twentieth century--will be studied with an emphasis on his dramatic techniques and ideas. Several short papers and a longer comprehensive paper at the end of the term will be required of the students.

Students will meet in class session for about two hours per day five days per week beginning at 9:00 A.M. The sessions will permit the employing of a flexible arrangement made up generally of short lectures by the instructor followed by appropriate reports on reading by individual students (both texts and critical material).

Prerequisites or limitations: No limitations; reading to be done in English except for limited readings in French in special cases.

Maximum additional cost to student: About $12 for textbooks
Title and Description

Basic Readings in French Literature

H. H. Hentz

This project is designed for those who wish to begin or to reinforce their ability to read basic French through the use of graded materials. This will be done by the building of a basic vocabulary of French words and idioms, and through study of a variety of French writers.

The values of this reading project are four:
1. To enjoy reading of not-too-difficult but mature materials,
2. To reinforce one's ability to read the materials used in the regular French classes,
3. To begin practice toward meeting the French reading requirements for advanced degrees in graduate and professional schools, colleges, and universities,
4. To become acquainted with several French authors.

The project group will meet daily for its work, which will also involve some exposure to the art and music of the French.

Prerequisites or limitations: One semester of college French

Maximum additional cost to student: $10 for books

Concentrated Intermediate Spanish Language Instruction

J. F. DeVelasco
R. J. Remirez

The project will be divided into three parts:

1st. - Written language and structure clinic. (In this part of the course grammar will be emphasized in order that the student get a good knowledge of it.)

2nd. - Practice in oral expression. (In this part the oral approach will be stressed by means of repetition and laboratory practice in order that the student may achieve fluency in the spoken language.)

3rd. - Reading comprehension. (In this part the reading of several different kinds of topics will be practiced in order that the student will be able to understand what he reads by means of questions in the same language that he reads without needing to translate.)

The project will meet for three hours each day, using both the language laboratory and classroom discussion to pursue an intensive study.

Prerequisites or limitations: One year of college Spanish or two years of high school Spanish or equivalent

Maximum additional cost to student: No cost beyond text books
For a description of the project to be offered by Professor Forbes, refer to listings under the catalogue section on NON-DEPARTMENTAL projects.
GEOLOGY

Project No. 27

Title and Description

Field Work in Archaeology

In the past Interims, we have made a good deal of progress in defining the presence and use of rock shelters and local soapstone outcrops by Indians in the Archaic period (earlier than about 1,500 BC). The results of last year's work were published, and we can anticipate similar results this year. Each student team would be assigned a project and be expected to do the field work (digging and mapping) on it.

The rock shelter teams simply lay out the digs, and with trowel and patient procedure open the past.

The soapstone team would be responsible for making an outcrop map as an overlay to the Spartanburg County Block Map Base. Each of the significant worked areas must be located on the overlay. With sufficient time we hope to dig around some of the worked boulders and locate the broken tools. There is still some mystery in the carving techniques which might be solved if tools and all construction stages could be known. We would be very fortunate to find fire pits from which carbon samples might be taken for dating.

This is a project for teams of three students each, ideally with four such teams. The students will be placed on their work sites, and will work there every day; the instructor will spend a good deal of time in the field with the teams, but they will also need to employ much initiative of their own. Each team would need to have the use of a field car for transportation to their areas daily.

Prerequisites or limitations: None

Maximum additional cost to student: Transportation costs estimated to be about $15; lunches about $25

28

The Long Profile of the Chattahoochee

The Chattahoochee River flows from the mountains of northern Georgia to the Gulf of Mexico in a long sweeping profile charmingly described by Sidney Lanier a century ago. Unknown to Lanier, the ancestral river flowed out of South Carolina with the present upland source as a northern or northwestern fork. When the continent of North America drifted westward and was separated from North Africa in mid-Mesozoic time, new drainage developed on our eastern seaboard. These new rivers were able to pirate the original Chattahoochee source, turning the flow to the Atlantic.

The Interim project consists of making a photographic essay of the river as described by Lanier from the mountains to the Gulf. In addition, the essay must include the story of the old river and its piracy. Parts of the old river exist today as the headwaters of the Chatoogo and Chauga Rivers flowing on the Dahlonega Plateau before turning abruptly to the
Title and Description

southeast and the Atlantic Ocean.

Students would be directed to the task and their initiative allowed to have full play. Naturally the geology would have to be seen and understood before the photographic work would have much meaning. Students and instructor would start together, separate while the students travel the route, and meet again for the assembly of the essay.

Prerequisites or limitations: Photographic ability, a car for a week or so of field work, and the eye and heart of an artist. This is a team project for a group of three or four students.

Maximum additional cost to student: Probably about $100 for the team

For a description of a third project to be offered by Professor Harrington, refer to listings under the catalogue section on INTERDISCIPLINARY projects.
GOVERNMENT

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**American Political Thought**

This project will be of the seminar variety with the students participating in the discussions. The discussions will revolve around reading assignments in primary source materials in the field of American political thought. The readings will begin with the colonial period and go through the nineteenth century. Emphasis will be placed on those theorists whose writings have played a major role in shaping American political institutions as they exist at the present time.

Prerequisites or limitations: Open only to juniors and seniors who have had two or more American government or history courses.

Maximum additional cost to student: $10 for books.

**Methodology of Political Science**

This is a course-type project designed to present the student with a broad introduction to the newest approaches to the study of government and politics. Attention will be focused on the methodology of modern political analysis as distinguished from the traditional way of theoretical speculation on normative judgment. Students will be exposed to the literature of such interdisciplinary methodological assumptions as functionalism, behaviorism, and formalism postulated in sociology, psychology, economics, etc. Special emphasis will be placed on the theory and methods most relevant to political science which include the systems theory, the theory of games, information theory and cybernetics, models and simulation, and computer use in, mathematical application to, the analysis of political phenomena. Discussion meetings will be held as often as is necessary during the interim. Each student will be expected to submit a paper toward the end of the period.

Prerequisites or limitations: None.

Maximum additional cost to student: Moderate fee for textbooks.
An exploration into bits and pieces of the history of the world during your lifetime - past, present, and future. The project will be a joint effort on the part of the students and instructors using the seminar method. The topics to be discussed will be the major problems of mankind. The seminar will attempt to define these problems, collect data, and formulate ideas on both their scope and possible solutions to these problems. While the historical approach will be used, it is not anticipated that a chronological approach will be used. Participants will select topics to be considered during the interim. No paper will be required, but meetings will be regular during the month. The majority of information will come from reading and research. Hopefully there will be some speakers and a few films used to supplement the discussions.

Each participant will be required to attend all sessions. They will be attending, therefore, between four and five meetings per week, each of which will be approximately three hours in length.

Each participant will be expected to make himself completely familiar with one of the selected topics to be used during the month, and lead a discussion concerning that topic. While it will not take the form of a written paper, nevertheless, he will be expected to provide an extensive bibliography of consulted materials, as well as leading the discussion. It is difficult to determine just how much time this will involve.

Participants will also be required to read extensively in selected periodicals in the library in order to understand how news is reported.

Prerequisites or limitations: None

Maximum additional cost to student: $10.00

A Study of English Society in the late 17th Century

T.V. Thoroughman

Campus-located project consisting of lectures, discussions, and individual research projects. The project is intended to tie in with the South Carolina Tricentennial by offering a study of English society in the 17th century which was so closely connected with the settlement of South Carolina. Students will be given some general background in English history, culture, and social structure during the century but the main emphasis will be on independent projects. This would allow those with a major interest in science, art, government, religion, philosophy, music, economics, etc., to concentrate on developments in their respective fields in the 17th century. Field trips would be scheduled to take in vestiges of the 17th century in South Carolina: Tricentennial exhibits, colonial homes and
plantsations, museums, art galleries, etc. Thus an attempt would be made to trace English influences on life in colonial South Carolina.

Prerequisites or limitations: None - History 1 is recommended

Maximum additional cost to students: $12.00 (to cover travel and speaker expenses)

33 World War 2: Military and Diplomatic

L. P. Jones

An examination in some depth of the coming of the war, the outbreak in 1939, the strategy in the various theaters, the shifting alliances, and the concluding campaigns. This is not "American history" nor "European history" but rather an effort to achieve a general overview of the whole conflict. The diplomatic story will be centered in the 1939 maneuvering, the changing position of Russia, the formation and disintegration of the "grand alliance" and its connection with the early developments of the Cold War.

Students will be expected to read extensively in all of these areas and to participate in discussions of the conflict with their contributions being a reflection of this reading. In addition, each student will write a paper on one phase or event of the war, preferably on a topic of his own choosing; such papers could be research papers in the usual sense of the word, or a summation and synopsis or synthesis of several books that have treated a single topic.

The instructor will give general lectures to provide continuation of the narrative. Class would meet either four or five times a week. Both Monday and Friday would be included. Length of session would perhaps be determined by the progress being made.

Prerequisites or limitations: None; aimed at non-history majors

Maximum additional cost to student: None

34 The Origins of the American Revolution

Philip N. Racine

The interim will take the form of a seminar which will meet three times a week for two hours. The reading will represent the major schools of historical interpretation of the origins of the American Revolution, among them the economic, constitutional, imperial, and internal points of view. There will be some emphasis placed on the historiographical aspects of the problem, but the main focus of the seminar will be on the development by each student of his own conception of the coming of the Revolution. There may be one or two lectures, but the bulk of our time will be spent in discussion.

The literature in the area under consideration is very rich, and the quality of the writing exceptional. Through this study and discussion,
Title and Description

each student ought to gain an improved understanding of the problem of causation in history.

Prerequisites or limitations: None

Maximum additional cost to student: $12.50

For a description of the project to be offered by Professor Killian, refer to listings under the catalogue section on MILITARY SCIENCE projects,
Title and Description

35 An Introduction to the Spirit of Mathematics for Non-mathematicians
Richard Robinson

In this project the student will investigate the spirit of mathematics and the impact of mathematics on other academic areas. He will learn something of the spirit of mathematics by actually doing mathematics, and he will come to appreciate the significance of mathematics by reading about its applications.

In daily morning sessions the student will experiment to find a solution to a specific problem. For example, "How many different colors are required for a map of South Carolina if no two counties with a common boundary are colored the same?" He will then conjecture a generalization, translate his conjecture into mathematical terms, and try to prove or disprove it. For example, after some experience in map-coloring the student may conclude that four colors will always suffice to color a map so that regions with common boundaries are colored different colors. Such a conjecture will be translated into mathematical terms and a proof attempted.

In addition to doing mathematics the student will read selected articles designed to reveal to the intelligent non-mathematician something of the philosophy, method, and applications of mathematics. Finally each student will select, with the instructor's assistance, some topic in mathematics about which he will do extensive reading and on which he will prepare a paper.

Prerequisites or limitations: Specially designed for but not limited to students who would not otherwise take college mathematics

Maximum additional cost to student: $10

36 Learning to Reason Logically
C. P. Bell

It is the aim of this project to enable the students in it to learn better how to reason logically, through working toward the proof of theorems in mathematics. Many students have difficulty with mathematics and logical reasoning because they have been taught to memorize procedures, rather than to reason and think for themselves.

Therefore, the students in this project will be given training initially in logic. Then, working with a number of axioms, definitions, and theorems, and with the aid of the instructor, the students will learn to proceed through the logical steps required to arrive at a mathematical proof, and will be made more aware of the close relationship between logic and mathematical thought.
The student need not have had an extensive background in mathematics to participate in this project. It is open to all interested students.

Prerequisites or limitations: None

Maximum additional cost to students: $5.00

For a description of the project to be offered by Professor Hill, refer to listings under the catalogue section on INTERDISCIPLINARY projects.

For a description of the project to be offered by Professor Pegram, refer to listings under the catalogue section on MUSIC AND ART projects.
MILITARY SCIENCE

Title and Description

A Study to Develop a New Military Science Curriculum at Wofford College

Col. H. G. Stover

Joseph H. Killian, Jr.

The project will be an on-campus group study with the objective of developing a proposed New ROTC Curriculum which will mutually benefit Wofford College, the ROTC Student and the US Army. The project will consist of three interrelated phases. During the first phase the student, under the guidance of the instructor, will review our present ROTC curriculum, explore Army Regulations, directives, college catalogues, curriculum development publications, and the ROTC curriculum presently in effect at other colleges and universities. Here also the group will develop and outline the broad areas for inclusion in the curriculum.

During the second phase the students will be grouped into subcommittees. Each subcommittee will further develop a given area of the curriculum outline. This will require a constant exchange of ideas and intergroup consultation to prevent overlap and duplication of effort. The results of subcommittee action will be presented to the entire interim group for discussion, critique and general recommendations.

The final phase will be devoted to the refinement of the subcommittee recommendations and final assembly of material into a proposed New ROTC Curriculum for Wofford College.

Prerequisites or limitations: Advanced ROTC or ROTC Scholarship Cadets

Maximum additional cost to student: None expected

Leadership Development in the US Army

Col. H. G. Stover

Students will conduct a detailed study of methods employed in teaching, developing and refining leadership in the US Army. The program will be conducted as follows:

a. The period from 4-10 January, 1970 will be conducted in a classroom situation at Wofford studying the principles and traits of leadership with emphasis on how these traits and principles have been applied by great leaders of the past and present. Each student will select a subject (approved by the instructor) in the area of leadership for special study.

b. On 11 January 1970 the students will travel by private automobile to Fort Benning, Georgia. During the period 12-24 January 1970 they will continue their leadership studies through the use of the Infantry School library and observation and actual participation in the leadership training program of the following US Army activities: (1) Officer Candidate School, (2) Basic Infantry Officer Course, (3) Non-Commissioned Officer Candidate School, (4) Airborne School, and (5) The Ranger School.

c. On 24 January 1970 the students will return to Wofford where each will prepare a written report on his area of special study. The report, containing from 2,000 to 3,000 words will be due on 30 January 1970.

Prerequisites or limitations: Enrolled in Advanced ROTC or ROTC Scholarship

Maximum additional cost to student: Approximately $50.00
Title and Description

Enjoying Culture Through Opera

There will be regular meetings, varying in length to suit the material at the time. The history of opera will be considered briefly, particularly to learn how this medium originated and evolved. Emphasis will be given to a study of the stories of some of the best-known works, the personalities of librettists and composers as an influence upon their products, and coordination of scores with librettists and action. Particular attention will be given to the use of music to set a mood, develop characterization, and to familiarize the student with a number of the best known arias and ensembles. Probably about half of the official meeting time will be given to discussing what is heard.

The instructor has available in his library for use in conducting this project complete recordings of twelve operas, as well as a number of excerpts, overtures, etc. He also has a few books and better than 150 issues of the Metropolitan Opera Guild's magazine, Opera News, which contain a wealth of supplementary material about composers, singers, opera sidelights, and famous opera houses. Books and magazines will be available to the student.

In addition to attending regular meetings for listening and discussion, the student will do outside reading and some writing, and will be urged to listen to the Saturday broadcasts by the Metropolitan Opera. If registered in time, he will be advised to subscribe to Opera News (trial subscription for four or five issues has been one dollar in the past).

The instructor will be available at times for individual conferences.

Prerequisites or limitations: None, but desirable that the student confer with the instructor before registering, and freshman should be in a minority

Maximum additional cost to student: Possible cost of one book for parallel or reference, possibly NONE

"Go For Baroque"

"Pop" singers and musicians are looking back to the Baroque for inspiration more than ever and it is quite easy for a trained musician to recognize the influence of Baroque music on the works performed by modern "combos", etc.

The minimum number of students needed will be
Title and Description

2 Trumpeters
2 French Horn Players
2 Trombonists
1 Baritone or Euphonium Player
1 Tuba Player
2 Clarinetists
2 Bassoonists
2 Oboists
2 Flutists

The project can be conducted with one or both groups of players. A wider range of material could be covered with both.

Each group of eight (8) players would spend about three (3) hours per day in ensemble and private reading of Baroque wind and brass music of which a considerable amount is extant - much more than was ever dreamed to be in existence fifteen (15) years ago. Two schools will be emphasized: The Italian, which will include the works of Toralli, Vivaldi, Manfredini and Albinoni, and the German, with attention given to the works of Telemann, Biber, Fasch, Stoolzel, Bach, and Hartel.

Classes should meet for practice and study five days a week for at least three hours. In addition to that, students will be expected to listen to assigned recordings to assist them in acquiring a taste for music of this exciting period.

At the end of the Interim period a public performance of some of the works studied will be given. Although, evaluation will be taking place all during the month by both instructor and student, the understanding and performance of the works to which the student has been exposed will be the true evaluation of his work to the student and to the instructor. Public performance, of course, is the only true test of a musician.

Prerequisites or limitations: Musical ability on the instruments indicated

Maximum additional cost to student: $10 for music and materials

Art Studio Course

An outstanding southeastern artist will teach drawing and painting during the Interim period. He will be present in the studio two full afternoons a week and students will be expected to draw and paint not only on those days but during the other three afternoons, when the faculty sponsor will provide or arrange for instruction and supervision. Charcoal and acrylic will be used unless the student has particular reason for using some other medium.

Prerequisites or limitations: No talent necessary

Maximum additional cost to student: Minimal
A very limited number of students can be accepted for independent study and special research projects. These will be preferably in one of the following museums: Boston Museum of Fine Arts; Metropolitan Museum, New York; National Gallery, Washington; and Nelson Gallery, Kansas City.

Students will be given special access to art works and archives. Acceptance will be conditional upon approval of the topic selected by the student. He will be expected to do voluminous research. The field of art history is one in which the student can expect to evolve and defend original ideas. The program will be judged on the basis of a paper.

Prerequisites or limitations: It is not recommended that students apply for independent study without a background of at least one Art History course.

Maximum additional cost to student: No estimate available

See also Religious Folks Songs of the Nineteenth Century, J. M. Bullard, listed under the catalogue section on RELIGION projects.
The Contemporary Crisis of Authority

A study of the nature and role of authority with particular emphasis upon the contemporary "crisis of authority." Among themes considered will be contemporary manifestations of a problem of authority and the genesis of this, the sanctions for authority, changes in the structure of authority, and responses to and affects of the crisis of authority.

Readings will be drawn for the most part from the recent literature of philosophy, psychology, anthropology and sociology. Note will be taken of the manifestation of the crisis in various art forms. This will be in part through the use of audio-visual aids.

Along with keeping up with the reading material to be read by all members of the class, each student will be expected to prepare a paper, on a topic to be worked out with the instructor, which will involve him in library research.

Students working upon related themes for their papers will be grouped and provided an opportunity to conduct discussions of the results of their work before the class. Depending upon enrollment, some students may present individual reports or chair discussions related to the theme to which they have chosen to give special attention.

Plans will be worked out to have faculty representatives of disciplines other than philosophy contribute to the course at strategic points.

Prerequisites or limitations: None, Open to all interested students

Maximum additional cost to student: $5.00, or the cost of a couple of paperbacks.

Emerson, Wm. James, and Sartre: Spokesmen for Today's Renaissance

We will read from Emerson, James, Sartre and related philosophers to try to appreciate how they addressed themselves to such current concerns as "authenticity and alienation," "individuality and conformity," and "creative self-expression versus establishment." These themes will be discussed, both informally and in regularly scheduled meetings, in an effort to rediscover the issues and concepts of America's classic past and to see them in contemporary expression.

Each student will be expected to attend both regular and informal meetings faithfully, to keep up with his share of assigned readings, and to carry his load in group discussion. Each student should be alert for side reading which would enrich his insights and help him give new vitality to the spiritual kinship between some past period of American thought and the present.
Title and Description

For written work, each student will be asked to keep a daily logbook of his impressions, problems, hopes, disappointments, and discoveries throughout the course. By the end of the term he will submit this to the instructor, along with a paper along some topic of American thought which has relevance to present concerns. The nature and direction of the paper should be developed in consultation with the instructor.

There is the possibility that a study mission to Southern Illinois University can be arranged for a week or so toward the end of the Interim to attend classes, seminars and colloquium presentations there. If this develops there will be added costs, but if that factor would discourage otherwise interested students, the idea of the visit is open for negotiation.

Prerequisites or limitations: One course in philosophy, special interest in the history of American thought, or consent of instructor

Maximum additional cost to student: Undetermined
This project is designed and intended for students who have had virtually no experience or facility in physical education, and for those who have physical handicaps or other problems which might be helped or overcome through application of physical education practices. For instance, the student who is overweight, or who has difficulty in sleeping or relaxing, or who has not developed good physical co-ordination are some of those for whom this project will be helpful.

Each student entering the project will be asked to specify the basis of his interest or to identify the difficulty with which he needs some corrective help (a physical examination by a physician will be required), and the professor expects to be challenged by each of these; but if the student works conscientiously and with interest in the program prepared for him, he can expect positive results. Individual work will be the essence of the project, with some group discussion and physical participation in the first few days, so that all may benefit from general principles of the theory and practice of physical education. The professor will also present several lectures and expect completion of assigned reading during this time and at various intervals through the month.

The cumulative result of the project will be that the student will not only achieve immediate results, but will also learn how to deal with various physical education problems thereafter.

Each student will be expected to keep a daily journal of his progress and development throughout the project. In most cases, the student's progress will be quite clear in a project of this sort, but the degree of his progress will not necessarily be the basis for evaluating his work. The professor will observe individual performance, offer practical skill tests, follow the interest with which each student applies himself, hold several individual conferences with each student, and be interested in the level of participation and contribution throughout the month.

Prerequisites or limitations: See description above

Maximum additional cost to student: $15
Title and Description

Computer Concepts and Uses

This is an on-campus project, whose most important feature will be considerable programming practice and laboratory experience with our computer terminal. Emphasis will be placed on participation and completion of both group and individual projects. Subject material includes computer operation levels of programming, some "Computer languages" and programming techniques, and investigation of current and future computer applications. Participants will undertake major individual computer-use projects and the work of the group will contribute to development of a bibliography of computer uses in education.

There will also be several visiting speakers and some local trips to observe computer centers in operation.

Up to 25 students will be accepted into the project; students with previous experience with this material, however, will be excluded.

Prerequisites or limitations: None

Maximum additional cost to student: $15.00 estimate for books

For a description of the project to be offered by Professor Parker, refer to listings under the catalogue section on NON-DEPARTMENTAL projects.
### Project No.

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<td>What Psychologists Do</td>
<td>D. M. Scott, J. W. Pilley</td>
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This project will involve travel to visit hospitals and research laboratories where professional psychologists work and where graduate degree programs are offered. The purpose is to obtain a realistic assessment of what psychologists really do in their training and in their professional lives. The sites to be visited are those of which Wofford faculty have personal knowledge and contacts, and at which our graduates are now in graduate school.

This Interim project will involve two parts—preparation and travel. The preparation will consist of research into the site to be visited. For example, before visiting a research laboratory, the students will familiarize themselves with the published research which has come from that lab. Likewise, a hospital should be understood in terms of its organization, procedures, patient population, prognosis and fate of various categories of patients, and duties of the individual staff members.

The travel portion is expected to be via chartered bus, with two three-day trips occurring during the second and fourth weeks. One trip would go to the Research Triangle of North Carolina and Walter Reed and St. Elizabeth's Hospitals in Washington, D.C., and hopefully the U.S. Narcotics Hospital in Lexington, Kentucky. Certain other stops en route may be arranged also. A second trip would include the South Carolina state institutions in Columbia and Pineland, the Veterans Hospital in Augusta, Georgia, Florida State University, University of Alabama, Georgia State and Memphis State Universities. These two trips together will adequately represent the various areas of professional psychology and will also emphasize the nature of professional activity in the South.

**Prerequisites or limitations:** None

**Maximum additional cost to student:** $100 (estimated)

| 48 J. E. Seegars |

### Highway Safety and Traffic Analysis

South Carolina consistently ranks last in traffic safety and highest in traffic fatalities per highway miles driven. Consequently, it appears that a completely new approach in studying conditions which precipitate traffic accidents is in order. A logical new beginning involves the incorporation of laws of learning and reinforcement schedules with driving habits.

Consequently, a traffic analysis in certain selected areas will be conducted and a report with recommendations prepared to be submitted to the South Carolina Safety Council.
Title and Description

Prerequisites or limitations: Creativity, community-orientation or perseverance

Maximum additional cost to student: Negligible

A Look at the Work of a Graduate Student in Psychology

J. W. Pilley

The purpose of the project is to provide experience and exposure to life as a graduate student in psychology. Students will participate in the following four aspects of graduate training at Memphis State University, Memphis, Tennessee.

(1) Academic involvement will entail attendance in selected classes across various areas of psychology, including social, clinical, and experimental.

(2) Experimental involvement will be implemented through the assignment of students as assistants to individual professors in behavioral analysis laboratories.

(3) Clinical experience will require students to serve as attendants on wards in a variety of clinical settings, such as Tennessee Psychiatric Institute, Memphis Child Development Center, and Memphis Mental Retardation Home.

(4) Informal discussion will be provided through both day and evening meetings with professors and graduate students.

Students in the independent project will prepare by reading, particularly in articles published by MSU professors in psychology, and will then spend most of January living in Memphis and studying at the University. Assignments there will be based on individual interests.

Prerequisites or limitations: Project designed as independent work for one or two students who are junior or senior majors in psychology

Maximum additional cost to student: Approximately $100, plus food costs
Religion, Reason, and Revolution

In the past, proponents of revolution have on occasion claimed to be inspired and motivated by views of reality which could well be described as religious. Other revolutions have been proposed and promoted out of anti-religious fervor. This project would be designed to investigate the religious and philosophical aspects of several historic revolutions, including the American and the French, and to examine the religious and philosophical dimensions of contemporary revolutionary ideologies and programs.

The format of this project would be a research seminar emphasizing student participation and periodic student reports on in-depth reading.

At least three meetings of all participants would be held weekly. Attendance would be required at each of these. Research reports will be required of all participants and possibly a major paper, presenting and documenting results of research. Students will be graded on research reports and class participation.

The minimum number of students for the project would be five; the maximum number, twenty.

Prerequisites or limitations: None

Maximum additional cost to student: $15.00

Religious Folk Songs of the Nineteenth Century

A study of the rich collection of "gospel" songs and revivallistic musical materials contained in the Wofford College Library. A theological analysis of the texts and a literary, historical, and musical appraisal of the material.

The project is not a course of any sort, but will be a useful introduction to American Protestant practice of the last century (and longer) and will show students at first hand how singing aided in the revival movement which won the American frontier for the church. Secondly, it will help us and the Library realize whether this Collection will yield historically valuable material.

Prerequisites or limitations: Some knowledge of music and American Protestantism

Maximum additional cost to students: Possibly $10.00 for books
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As the topic suggests this is an independent study project which will provide students with the opportunity for directed research on a variety of subjects with emphasis on issues which particularly concern the individual. Topics may range from the conventional to the far-out. Students are encouraged to propose their own topics but should clear them with the instructor before signing up for the project. Possible topics might include some of the following: "Is the Institutional Church Dead?" "Science and Religion: Friends or Foes?" "The Playboy Philosophy vis a vis Current View of Christian Ethics," "Distinctive Christian Views of Sex," "The God Is Dead Controversy." Or, students might focus attention on the basic thought of distinctive Christian leaders, e.g., Martin Luther, John Calvin, John Wesley, or others.

Depending on the topic chosen, the research could take place in various life situations as well as in the library.

Prerequisites or Limitations: None

Maximum additional cost to students: Probably none

For a description of a second project to be offered by Professor Bullard, refer to listings under the catalogue section on INTERDISCIPLINARY projects.
Sociology

Project No. Title and Description

52 Occupations

Fred T. Adams

The major purpose of this project is to make participants more cognizant of occupations and their place and meaning in urbanized America.

In working to achieve this purpose: All students will read a book which deals with the sociology of occupations, meet with representatives of different occupations, and tour one or more industries in the Spartanburg area. Each participant will prepare a monograph on a specific occupation or on a theme which pertains to a number of occupations (e.g., occupational mobility, occupational controls of work behavior, etc.).

Participants will meet regularly for the first week or ten days. Such meetings will be devoted primarily to discussions—with the instructor and with representatives of different occupations—and in touring at least one local industry. When not in class, participants will be asked to read assigned materials and to work up a bibliography pertinent to the monograph, along with a research plan (i.e., how and where he will collect his data).

Toward the end of the Interim, participants will return to the classroom to discuss and evaluate their findings. Completed monographs will be kept on file for use by interested members of the Wofford community (preferably in the library).

Prerequisites or limitations: None

Maximum additional cost to student: $10, for text and possibly typing of monograph

53 Mental Health Travel-Study Seminar

D. R. Bailey

This project is designed to: Give students an alternative to the medical model of psychiatric illness; investigate the effect of the social model of deviance on new types of treatment of the mentally ill; and offer students the opportunity to visit (or work as apprentices in) agencies, organizations and institutions which are affected by new trends in treatment.

During one week of orientation on campus, students will investigate social and cultural factors in the development of mental illness, factors involved in commitment to the hospital, and social factors in the treatment process. Social problems not directly related to the patient's illness will be investigated. At the conclusion of the orientation period, those working as apprentices will be assigned to work full-time under the direction of mental health professionals in a facility of the student's choice (so far as possible). Students who participate in the travel-study portion of the project will not be traveling for the remainder of the Interim, but will have the travel interspersed with on-campus discussions of what was learned from each visit to a mental health teaching or treatment facility.
Project Title and Description

Travel will be to various types of institutions, agencies and organizations in Atlanta, Millbridge (Georgia), Columbia, and Charleston. Students will participate in seminars conducted by psychiatrists, gynecologists, psychologists, psychiatric social workers, sociologists, occupational therapists and others. Also, students will visit mental hospital wards (patients will conduct one portion of the visit, describing new types of therapy personally beneficial to them), community-based facilities (substitutes for hospitalization) and mental retardation facilities (most primitive to most modern).

Each student will do a research paper dealing with the general nature of the project and will be encouraged to develop a sub-topic and become expert in that specific area.

Prerequisites or limitations: Sociology 60 or permission of instructor

Maximum additional cost to student: $50 to $85 depending on individual accommodations

Social Criticism: An Investigation of the Nature, Types, and Results of Radical Dissent

The freedom to symbolically challenge majority opinion is one of the chief advantages of life in a democratic society. The recent advent of black militancy and campus unrest has caused many Americans to question the need for this freedom of expression. The purpose of this project is to explore the existing and desirable limits of dissent or, indeed, if there should be any limits at all. Major attention will be given to the much considered but yet unresolved problem: What is the best form of social organization to insure the greatest freedom for individuals and how does radical dissent encourage or threaten this freedom?

The project will be divided into three time segments. The first will be devoted to reading, lecturing, and group discussion in order to fully define the problem under study; the second segment devoted to independent investigation by the students working alone or in teams on some aspect of the project topic (e.g., contemporary protest movements will be suggested: Black Militants, Student Rebels, Dissenting Intellectuals, Nude Theatre, Utopians, etc.) with the instructor serving as a resource tutor; the third segment devoted to seminar discussions of the independent studies to insure integration and evaluation.

This project will be open to all students and the only expense will be for books (less than $10.00). Advance copies of the suggested bibliography will be available from the instructor. An enrollment of seven to fifteen is desired. Students will be evaluated on the basis of their contribution to group discussions and a written description of their independent study.

Prerequisites or limitations: None

Maximum additional cost to student: $8.00 (Books)
Project No. Title and Description

55 An Experience in Analysis of Social Data Dan D. Naultsby

The purpose of this project is to provide personal experience in the process of social-psychological research. The participant will be expected, after reviewing available data, to formulate an answerable problem, build a logical argument based on his knowledge and review of the literature, analyze the relevant data, and write a research report. The report should be of the quality of a senior thesis required in many liberal arts colleges.

IBM cards are available which include information on social class; sex; race; aspirations and perceptions of opportunity for educational, material, and occupational goals. These data also include information on acceptence of violations of moral standards. Data are also available dealing with various aspects of family structure, communication patterns within the family, fertility, and family planning. The participant may choose from these the area in which he is most interested. If he is interested in an area not covered by these data, arrangements can be made (prior to the Interim) to obtain data relevant to his interests.

Class sessions will be conducted to familiarize the participants with the card punching and sorting equipment. Mandatory classes the first week are intended to give an overview of the research process. At least one week will be spent in library research on the problem, approximately one week on data analysis, and the final week on writing the report and on presenting, discussing, and defending the study. Participants will be required to meet with the instructor at least twice a week to give progress reports and to obtain assistance with special difficulties, to learn simple statistical procedures appropriate for their problems, and for general guidance.

Prerequisites or limitations: Upper level sociology background and should have some knowledge of the research process. Ample instruction will be provided in specific skills required.

Maximum additional cost to student: $8.00
This is an interdepartmental project involving a study of the development of industry in West Germany since the Second World War. Special emphasis will be given to the interrelationships of German and American industry, especially in South Carolina.

This project relates to one of the themes of the 1970 Interim: "South Carolina--Yesterday, Today, and Tomorrow." In recent years a number of West German firms have built new plants and made capital investments in this state. There are over 100 German-speaking families in the Spartanburg community alone and many others throughout the state.

The project will consist of three distinct phases:

**PHASE I** (January 5-9, 1970)

The first week will be devoted to study on campus and at nearby German-based industrial plants. There will be a brief introduction to the culture and customs of the German people, German history, geography, governmental structure and foreign policy. Particular emphasis will be given to the history of the development of German chemical industry prior to World War II, the merger of the major German chemical companies to form the I. G. Farbenindustries AG, the dissolution of I. G. Farbenindustrie following the war, and the rebuilding of German industry during the 1950's and 1960's.

There will be briefings on campus by representatives of the West German Embassy or the German American Chamber of Commerce, and German-based industries in S. C., and by German citizens of the Spartanburg community. Visits will be made to several industrial plants in the area. Plant trips here will be 'matched' with those in Germany as far as possible: Farbworke Hoechst in Frankfurt and Bobingen in Munich with Hytron in Spartanburg; Gersthofen in Munich with Hercules in Spartanburg; BASF in Ludwigshaven with Dow-Badische in Anderson.

**PHASE II** (January 10-26, 1970)

A seventeen-day trip to West Germany to visit chemical industries there, to interview and be briefed by representatives of these industries on both the chemical and economic aspects. Topics to be covered will include: chemical processes involved, history and development of these processes, raw materials used and their sources, research, cost of operation, market for the finished product, etc. Industries to be visited in addition to those listed above will include Degussa, Inc, and the Caltex Refinery near Frankfurt, and the Schering plant in Berlin.

Opportunity will be provided on the three weekends to visit points of cultural and historic interest, including a full day excursion to the Zugspitze, the highest peak in the Bavarian Alps, and a visit to East Berlin.
PHASE III (January 27-30, 1970)

A wrap-up and critique to be held on the Wofford campus and the preparation of a report on the project.

This project should appeal to students interested in ECONOMICS, SCIENCE, HISTORY, or the GERMAN LANGUAGE and GERMAN CULTURE.

Prerequisites or limitations: Permission of instructors. Priority will be given to upperclassmen with an interest in economics or science, although open to all students.

Maximum additional cost to student: $650, including air fare, hotels, meals, bus travel and tours, passport, required books, etc. (Note: The basic cost of the trip is $580.)

The Bible in English Literature

J. M. Mullard
L. M. Chewning, Jr.

Students enrolled in this interdisciplinary project will investigate the extent to which English writers of poetry, drama, and fiction have used material from the Bible. A major topic of inquiry will be the various ways in which these writers have used biblical material. Each student will read extensively and make reports during the class sessions, which will be held several times each week.

These sessions will be held regularly, in seminar fashion, and each student will also be working on special study projects involving different authors, analyzing their works for evidences of biblical influence. The project is thus research-oriented with the results being regularly pooled in class exchanges.

The project will help to bring home the fact of the enormous influence the English Bible has exerted on Western civilization, especially as reflected in English literature.

Prerequisites or limitations: None

Maximum additional cost to student: Minimal (students will need a Bible)

Tectonics

J. H. Harrington
John Q. HIll

In the Blue Ridge and Smoky Mountains there are landscape features which disclose the amount of step-by-step uplift that has taken place over the last few tens of millions of years. Students will be expected to obtain measurements on some of these features and then, returning to the campus,
**Title and Description**

Work out a general theory of uplift that expresses quantitatively something of the threshold strength of the Earth under conditions of unloading and unbalance.

After several days of briefing, researching, reading here on the campus, the field work will begin. When the students have been oriented to the field by the professors, the field data will be collected by students while living at the Lambeth Inn at Junaluska for a week or so. Back on campus students and professors will work as a thinking team. Hopefully the theory will be worked out and will furnish a basis for a major contribution to tectonic thought.

The work of developing the theory will involve analyzing and interpreting the data gathered, correlating the conclusions of similar previous studies, using general supportive data from the geophysical literature, and a good deal of concentrated thinking in the field and in conference.

**Prerequisites or limitations:** A quantitative interest and scientific aptitude

**Maximum additional cost to student:** Between $50 and $100

See also Project 43, *The Contemporary Crisis of Authority*, offered by Professor Christensen, listed under the catalogue section on PHILOSOPHY projects.

Science majors particularly, see also Project 19, *Science and the Modern World*, offered by Professor Miller, listed under the catalogue section on ENGLISH projects.
Title and Description

59* Printing for Pleasure F. J. Anderson

A seminar-workshop in the history and practice of printing. The following topics may be covered in library research and seminar/discussion: Early printers and their books, history of printing in South Carolina, type design, printing, technology, and the private press movement. Field trips to several local printing establishments will be arranged. Students will learn to set type by hand and print on the equipment in the Wofford Library Press. A book, concerning some aspect of South Carolina History, will be produced as a joint effort of the students involved. Students will be expected to attend the scheduled sessions and trips. A brief paper based on readings, and a notebook are required.

Prerequisites or limitations: Limited to five students

Maximum additional cost to student: $25.00

60* Photography for Beginners W. A. Parker

Classroom-laboratory project. The classroom part of the project will consist of informal group discussions of various aspects of photography. The laboratory will consist of developing, printing, and enlarging in the darkroom.

Students will be expected to meet daily for group discussions of the various phases of photography. The darkroom work will be scheduled individually or in pairs. A limited number of paperback texts will be used and use of library material will be stressed. Time will be allotted for taking photographs, not only in and around Spartanburg, but also at other points of interest in South Carolina. This project can fit in with the "South Carolina--Yesterday, Today, and Tomorrow" theme, in that, special assignments can be made for photographing historical sites, modern industrial plants, educational institutions and the life.

Prerequisites or limitations: Each student should have a camera for his own use

Maximum additional cost to student: $25 - $50 (books, developing and printing supplies)

61 Pre-Law Internships Dan B. Neaultsby

This is an independent study project in which the student will be assigned to a law office in the Spartanburg area and will be directed and supervised by the attorneys in that office. He will be expected to perform routine work for the attorneys and will be expected to act completely under their supervision. These attorneys have been instructed to allow time for research in the law library on some case or some project which they will help you select. You will, in addition, become acquainted with
the system of courts, and the general practice of law. Students will be screened carefully before assignment to this project.

Prerequisites or limitations: For seniors planning to attend law school only; permission of instructor

Maximum additional cost to student: None

62 Film Workshop

This will be a workshop project, in which techniques of film documentation and film animation will be learned by the actual production of short films. Depending on the number of students, there will be two or three separate units, one dealing with animation and the other one or two dealing with documentation.

All of the groups will meet together occasionally, either to see films illustrative of the various techniques or to discuss the general problems and aims of filmmaking. Most of the work, however, will be within the separate units. Those in the documentary unit or units will work together on the script and then the shooting and editing of a 16mm documentary film. The animation unit will work in a set-aside classroom the whole month, writing their own material, building what equipment they need besides cameras, doing their own animation sequences, and aiming at producing two or three short animated films.

Cameras to be used belong to the school; the materials will be bought in bulk. There may be opportunity to observe a documentary crew in action at the ETV studios in Columbia.

Toward the end of the Interim month, there will be a public showing, a "film festival" of the film works produced by the group.

Prerequisites or limitations: None

Maximum additional cost to student: About $25.