

2007

## Interim Project Descriptions, 2007

Wofford College. Committee on the Interim

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## Interim2007Projectdescriptions

Number	instructor	instructor2	projectTitle	Description
Two week projects				
281	Cathey		Making Light of the Light of the World -- Religion and Humor	Religion is a very serious idea; disagreements over religion have caused the deaths of thousands of people. Looking at religion in a light-hearted way has also caused trouble: note the deaths caused by riots in early 2006 following the publication of cartoons depicting the prophet Muhammad. Religious beliefs are so intensely personal that poking fun at the beliefs can seem like an attack on the believer, but that same fervor makes religion a common target for humorists. This class will use books, movies, television shows, and internet resources to look at the funny side of religion. Given the subject matter of the course, it is important that each person who signs up comes in with an open mind; if you feel that you may be offended by these portrayals of religion, then this course may not be for you.
282	Hagglund		I've Got My Straight-Edge and Compass, can I....? No! Are you sure? Positive!	With the simple idea of a numbered coordinate system, Descartes touched off a symbiotic relationship between the mathematical fields of Algebra and Geometry. One of the great achievements of this symbiosis was to settle, once and for all, three great questions posed by the ancient Greeks concerning whether certain tasks in geometry could be accomplished by using only straight-edge and compass, the three most famous of which were trisecting an angle, duplicating a cube, and squaring a circle. Expanding on knowledge of high school algebra and trigonometry, this project will lead its participants to a resolution of these three problems. (And maybe more!)
283	Kay		Doctors at War	The tragedy of war has inspired humanity to both great and terrible things, and this holds true of medicine as much as any other endeavor. In this two-week project, we will survey the great achievements in surgery and healthcare that have been developed in wartime-- as well as some of the more terrible abuses performed in the name of research or national security.
284	Kennan		Personal Income Tax	Each Wofford College graduate can expect to pay several hundred thousand dollars in income taxes over his or her lifetime. This project will examine the basic rules of the income tax system, explore methods of reducing the individual's tax burden, and provide practice in preparing tax returns. This project is specifically designed for students who have no accounting background and is not open to Accounting majors.

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285	Richardson		The History of Rock and Roll	This project explores the development of Rock and Roll music from the 1950's to current expression, including music as a reflection of the social changes in each era. Students will trace the historical development of music styles as well as instrumentation and technology that facilitated those changes. Moreover, we will address the question of "did the music serve as a catalyst for change, or did it merely reflect the socio-political changes that were happening?"
Four week Projects				
301	Abercrombie	Fisher	World War II	In the midst of Wofford's Year of War, Professors Fisher and Abercrombie will consider the conflict that defined America for half a century: World War II. In many ways World War II was the worst thing that ever happened. Genocide, bombardment of civilians, weapons of mass destruction-- terrors previously glimpsed only in their infancy-- came to maturity during 1939-1945. And yet, while World War II realized the greatest horror our species has yet achieved, it was also something more. World War II was the conflict that our parents, grandparents, and great grandparents still know as The Great Crusade. We shall use documentaries, films, histories, fiction, poetry, and personal interviews to explore the ambiguities of the Great War of Mid-Century.

302	Anderson		Geronimo's Last Stand?: Hollywood Depictions of Native Americans	This course will focus on daily discussions regarding the nature and accuracy of cinematic portrayals of Native Americans in light of assigned readings in American Indian history. Through consideration of material dealing with tribes such as the Sioux, Navajo, Seminole, Cheyenne, Apache, and Cherokee, the class aims to help participants gain a thorough understanding and appreciation of the scope and variety of Native American history and experience. Particular attention will be paid to major figures such as Pocahontas, Cochise, Crazy Horse, and Geronimo.
303	Andrews	Hill	Practical Financial Life Skills	Some statistics indicate that young people are sorely lacking in practical life skills. This course is designed to introduce and/or review the skills deemed necessary to function in everyday life, as well as cover basic decision-making methodologies-providing structured practice in analyzing problems, identifying options, and making decisions. Student groups will manage a fictitious life, learning along the way all the information needed to make decisions and to adapt to various life events. This information includes budgeting, insurance, consumer privacy, mortgages, credit scores, etc. Students will learn that life-decisions come with consequences that often necessitate more decisions.
304	Barbas Rhoden		Where Does It Come From?	"Where Does It Come From?" is a project for everyone who's ever wondered about the origins of the food they eat and the drinks they drink. Where does your breakfast cereal come from? What about that apple? Or the meat in that wrap you ate for lunch? Through readings, films, field trips, taste tests, and group research, we will explore how the foods we eat live and grow and then get delivered to our tables.

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305	Bopp	Splawn	Is Cooking an Art or Science?	<p>In this course you will learn about cooking by hands-on experience as well as through the study of the science of cooking (aka Alton Brown's "Good Eats" from FoodTV). We will examine cooking in the context of the home and restaurant. The course will cover topics such as the history of food, the influence of culture, cooking safety, and nutrition. You will become an expert on one international cuisine and conduct a presentation for the class. You will gain experience in the kitchen through a variety of experiences, including lessons at FoxFire in Greenville. The course capstone will be an "Iron Chef" competition in which teams will prepare a cohesive meal to be judged by campus representatives.</p>
306	Castillo		Environmental Issues	<p>The health of plant and animal life is dependent on the condition of their environment. This project has been designed to address topics which should motivate interest in our environment and should stimulate those participating to search for solutions of our present and future problems. Some goals of the project are to become more informed relative to pollution, to reduce the effect of action based on fear, and to evaluate existing controls for pollution, plus other possibilities.</p>

309	DeMars		<p>Journeys through Middle Earth: Tolkien's "Lord of the Rings" in Story, Film and Criticism</p>	<p>J.R.R. Tolkien certainly started something. . . He published <i>The Hobbit</i> in 1937 with no thought of a sequel, but wrote six more related books (published as a "trilogy" in 1955) known collectively as <i>The Lord of the Rings</i> (LOTR). For Tolkien, these stories were merely part of a larger "legendarium" of invented languages, prehistory, indeed a whole cosmos (found largely in Tolkien's <i>Silmarilion</i>). Since their publication, Tolkien's creations have been taken by others in many different directions. LOTR became part of the 1960s counterculture in English speaking countries ("pipeweed"). As the reception and readership of Tolkien's singular "anglo-saxon mythology" matured, interpretations plumbed the stories more deeply, but also moved in different directions. LOTR has been viewed as postmodern, fascist, Catholic, and a reflection of Tolkien's personal history in rural England through the First and Second World Wars. The LOTR film trilogy by Peter Jackson released in 2001, 2002, and 2003 inevitably generated more interest in the books. The films also merged with the mass popular culture represented by MacDonald's Happy Meal toys. They were absorbed into political culture as well, because the release of the first film happened to coincide with the year of the September 11 attacks. This purpose of this interim is to take several journeys through Middle Earth, guided first of all by Tolkien, but also by various critics and commentators on the stories and the cosmos of Middle Earth, as well as by Peter Jackson and his film-making team. This exercise is based on the premise that Tolkien's LOTR is a classic piece of literary culture that is not exhausted by multiple readings and interpretations. The trade-off of taking this multi-perspective approach is that we will not have time to read carefully and together the entire LOTR trilogy. Therefore, I will expect every student who enrolls to have already read the entire LOTR trilogy (and ideally, <i>The Hobbit</i> as well) BEFORE THE INTERIM BEGINS. The first week we will read together (and quite intensely) large selections from the LOTR trilogy. We will read carefully and discuss intensively. I will select those passages that</p>
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310	Dinkins		Battles of Wits: Games of War and Peace	<p>In many nations and in many times, games have developed in association with war. Games which mimicked current military strategy were often popular with a nation's people during war time. Other games were developed for the purpose of honing the strategic skills of military officers. Still other games were created by military personnel to pass the time while on a mission. Even in times of peace, many of the most successful games feature mock one-on-one battles or all-out wars, either modeled after a historical battle or set in a fantasy or science-fiction setting. In this course, we will study board, dice and card games from different eras and cultures. For each game, we will study the historical origins, the cultural context, and the rules and strategies for the game. Many games will be studied and played by the class as a whole, and students will individually research additional games and then write about and teach each other these games. Games will include: Go, Xiang Qi (Chinese Chess), Mahjong, Kriegspiel, Cosmic Encounter, and Magic: The Gathering. In addition to studying these and other games, we will analyze what makes for a successful game, considering factors such as cultural context, aesthetics, and player interaction. Throughout the course, each student will work on designing his or her own game, and in the last week of class, students will present and teach their original games to the class. The design of each game will reflect what we have learned in the class, and students' games may range from mimicking a historical war to playing out fantastic or futuristic battles.</p>
309	Dooley		The Art of Irish Cinema	<p>While the Irish were leaders in the literary arts in the 20th Century, until about 20 years ago they had not made much of a contribution to that quintessential form of 20th Century telling, the film. Then, with the advent of director Neil Jordan, came an outburst of Irish films. This project will explore many of those films and how they differ from Hollywood films, the themes they explore and how the films reflect Irish culture and history.</p>

312	MFerguson/McCraw	Sellars/Ballance	Interim Musical	<p>Join members of the Wofford arts faculty to participate in mounting a full-scale musical theatre production on a Broadway timeline! This is a collaborative project involving the following four professors: Jack Ballance (Set Design and Technical Direction), Mark Ferguson (Direction), Gary McCraw (Musical Co-Director and Orchestra Conductor), and Christi Sellars (Musical Co-Director, Vocal Coach, Rehearsal Accompanist). It breaks down as follows: the show will be cast by late October, possibly a few read-throughs in November, then four weeks of intensive rehearsal in January to prepare for an opening in early February. This is a chance to be part of something amazing: the Wofford Theatre's last musical sold out every show. Positions are available as props master/mistress, costumers, dressers, light and sound board operators, stage management, build crew, and in the onstage cast or the pit orchestra. Its four weeks of hard work and an amazing amount of fun with forty-nine of your closest new friends.</p>
311	Ginocchio		<p>The War on Drugs: America's Longest and Perhaps Most Futile War</p>	<p>Since President Nixon officially declared war on drugs well over thirty years ago, in the midst of a heroin epidemic in America as well as among our troops serving in Vietnam, our government has been fighting and losing this longest war. Thousands have died; millions have been incarcerated; lives of individuals and families have been disrupted; tons of various drugs have been seized and destroyed; hundreds of billions of dollars have been spent at federal, state, and local levels; and yet we fight on with no apparent end in sight. This project will explore the obvious question -- obvious, that is, to everyone but our benighted politicians -- isn't it about time we consider a significant change in tactics, if not drop the whole notion that we can solve this serious social problem by declaring war against it?</p>

312	González		Profit Without Honor	<p>Fraud is a deception intended to cause a person to give up property or a lawful right. These schemes can wreak havoc on society and destroy human lives. White-collar crimes come in many different forms, including money laundering, credit card fraud, computer crimes, and identity theft. The growth of the information age and the globalization of Internet communication and commerce have significantly impacted the manner in which economic crimes are committed, their frequency, and the difficulty in apprehending the perpetrators. Is ours becoming what author David Callahan calls a “cheating culture?” This interim will provide students with information on white-collar crime offenses that challenge street crimes as the most serious crime problem in the United States. Our studies will include the following: new fraud trends, business fraud, identity theft, fraud and deceit on the Internet, whistleblowing and the costs of fraud. Through readings, case studies, and videos students will not only discover the facts behind these schemes, but will encounter the criminal mind at work.</p>
313	Grinnell	Sweitzer	Grinnell and Sweitzer's Excellent Adventure: Living the Past	<p>In this interim project students will have the chance to experience medieval and renaissance Europe through role-playing. Each week you will be randomly assigned a gender, rank and occupation. You will write a short (300-word) description of yourself and your life based on contextual readings and personal creativity. Each day, the professors--in the role of God--will introduce a sequence of events (war, famine, religious dissent) and you, in the voice of your character, will respond with a journal entry which will be read aloud to the class. Students will be permitted and even encouraged to work together (or in competition), forming alliances, seeking vengeance or even wreaking general havoc, provided such actions are historically plausible and suitable to your characters' position and abilities.</p>

314	Hettes		Functional Beauty: The Art and Craft of Pottery	Through hands on experience we will explore the craft of 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 in local and global communities through videos and invited guest artists. In addition we will make two day trips- one to the North Carolina Pottery Center and studios in Seagrove, NC and one to studios and galleries in Asheville, NC.
322	Jeffrey	Welch	God, Nature, and the Human Being in Aristotle	The core texts for this course will be Aristotle's Physics and Metaphysics. In these books are found the core of Aristotle's approach to natural science on the one hand, and to what a later age might have called natural theology, an account of the highest things, or the divine things, as known by reason, on the other. Dr. Welch, our physicist, will compare Aristotle's account of physics to the principles of modern natural science. Dr. Jeffrey, our student of political philosophy and of the Great Books generally, will show how Aristotle's teleological natural science and metaphysics parallels, or is fundamentally consistent with, his account of man and politics. This is in contrast to modernity, where a non-teleological natural science tends to weaken and deligitimize any teleological view of the human being and of politics. Thus we will read at least some portions of other classical and modern texts. We can imagine ourselves discovering and reading these texts as of for the first time, just as the early medieval scholars did in Spain when Aristotle's books re-entered the stream of western civilization. Except that now, we may also wonder as we read them why Aristotle was so hated by the founders of modern politics and modern natural science. Students will also be required to read Aristotle's Children, by Richard Rubenstein, an account of the rediscovery of Aristotle in the Middle Ages and how the adoption of classical reason in its fullness by western Christendom led to the synthesis of faith and reason that was one peak of western civilization. The book will be read as a preliminary to the course over Christmas break.

316	Keller		Movies and the Meaning of Life: Philosophers Take on Hollywood	<p>"The meaning of life is the most urgent of questions," said the existentialist philosopher, Albert Camus. And no less a philosopher than Woody Allen has wondered: "How is it possible to find meaning in a finite world, given my waist and shirt size" This interim project takes an in-depth look at some of the most popular, controversial, and resonant films of recent years, extracting their relevance to profound meaning-of-life questions. In it students will view the movies and read articles by philosophers commenting on the movies and on issues raised by them. Students will keep journals on the movies and readings, discuss them, and give a report on at least one of the movies.</p>
317	Kinnison		Chinese Calligraphy and Chinese Writing	<p>Chinese calligraphy, the art of writing Chinese characters, started as early as 206 B.C as part of the Confucian ideology of service in government, as some scholars claimed. A piece of Chinese calligraphy can suggest an expressionist or abstract work as it evokes a complex beauty by the simplest of means: black ink on a piece of white paper. The objective of this interim project is to give students a chance to appreciate the abstract shaping of the writing and the artistic mode of expression. During this interim, the students will learn, through discussion on reading and videos and examination of some masters' works, how Chinese characters were evolved, how they are formed, and some basic structures and major types of Chinese calligraphy, so that they will learn how to appreciate works of masters of Chinese or Japanese calligraphers.</p>

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318	Knotts-Zides	Zides	Effortless Effort: Yoga and Indian Philosophy	<p>In this interim we will focus on the ideas of classic Indian philosophy and medicine and the relationship between the mind and the body in promoting health. During the mornings under the guidance of a master instructor, students will experience first-hand the benefits of yoga. The afternoon classes will feature films, guest speakers, and discussions. Additionally, through readings and daily directed journals, students will explore the roots of Indian philosophy and its connection to a healthy state of being. Students need to be aware of the physical nature of any form of exercise, including yoga. While students of all levels of physical fitness are encouraged to participate in yoga, if there are any questions regarding whether yoga is an appropriate exercise for you, we encourage you to consult your doctor before enrolling in this interim. [Students who have previously completed this interim may not enroll again.]</p>
319	Krick-Aigner		Buon Appetito!: The Culinary Culture of Italy	<p>This course is designed to immerse students in the exciting culinary traditions of Italy: its cuisine and how it relates to its arts, culture and history. Each week students will participate in a food tasting, accompanied by research on the food's history, production process and use in Italian cuisine . Each week students will research for, plan for, shop for, and cook one Italian meal, which will be prepared, served and eaten together at a local cooking school. Regular readings, class discussions, film viewings will be included in this class. Requirements include a research presentation, weekly written responses to readings and films, and the active participation in all aspects of the course.</p>

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320	Lee		"Guitar, Anyone?"	<p>This course is an immersion experience designed to explore and learn to play the guitar. It will be a group learning experience for all, including the instructor, a non-guitarist. We will explore all styles of guitar music, including folk music, pop music, classical "acoustic" guitar music, and is open to all level of students who will teach and share with each other their particular expertise and styles with the class. In addition, there will be several guest guitarists who will demonstrate their styles and share their knowledge with the class throughout the course. Although the ability to read music and some background in music will be helpful, this course does NOT require prior knowledge of music, and this course does NOT require any traditional textbook reading. Instead, we will study and review the "Solo Guitar Playing" textbook together in class and have designated time each day for individual as well as ensemble practicing. While learning to play the guitar, we will incorporate and discuss the importance of physical fitness, coordination, mental training (including the ability to focus and concentrate) as well as aesthetic appreciation. Each student is expected to expand his/her playing at whatever their level of ability, and to have learned new repertoire each week, as assigned. At the end of the 4 weeks, all students will participate in a Concert Performance which will be open to the Wofford Community.</p>
321	McAninch	Rodrick	Knit One Purl Two	<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 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 is good for your health," knitting as an enterprise, machine knitting, knitting and men, knitting patterns and local identity.</p>

322	McArthur		The Economics of Contract Law	<p>Contract law provides the legal means by which people enforce promises to one another. Promises come in all varieties, including promises to provide a good or service in exchange for money, promises of marriage, promises to quit drinking or smoking, and campaign promises by political candidates. But people who make promises often wish to break them. The basic question underlying contract law is what sorts of promises should be legally enforceable. This course seeks to answer this question. It should be obvious that economic theory has a lot to say about this question. After all, most promises involve some kind of exchange, and exchange is fundamentally an economic activity. Indeed, much of microeconomic theory is concerned with finding ways to promote efficient exchange. The economic theory of contract law examines the role of the legal system in achieving this goal.</p>
323	Michelman		Jazz History	<p>This class examines the origins and development of America's great musical art form, jazz, from the honky tonks and brothels of New Orleans to the classical modern forms of the 1950s and 1960s. Students will learn to identify basic jazz idioms including New Orleans or "dixieland", 12-bar blues, boogie-woogie, swing, bebop, cool jazz, and free jazz. Musicians highlighted include Louie Armstrong, Billie Holiday, Count Basie, Duke Ellington, Thelonius Monk, and Miles Davis. Aspects of American history influential to the history of jazz, such as Jim Crow, World War I, the Great Migration, the Depression, World War II, and the Civil Rights era, will be discussed.</p>

324	Monroe		The American West: History and Myth	In this project we will study the history of the American West with special attention paid to the cowboy era. We will read Western history and write about it. We will also read related fiction. We will view documentaries, and we will watch a Western movie daily. We will study people such as cowboys, peace officers, pioneers, and Native Americans. We will study individuals such as Wyatt Earp, Billy the Kid, Sitting Bull, General Custer, and Red Cloud. We will study events such as the Gunfight at the OK Corral, Wounded Knee, Custer's Last Stand, and the Battle of the Alamo. We will sort through the myth and reality known as the Old West, and we will learn about the impact that it has had on our nation.
329	Neighbors		Screenplays R Us	Ever wanted to write a screenplay for TV or movies? Here's your chance -- we'll work with an accomplished screenwriter who will show us the ropes, review our masterpieces and tell us how to sell them to the stars. In addition to consulting with our expert writer, we'll spend part of our time developing our ideas by reading screenplays and watching select sitcoms and movies, and pouring through a few of the most helpful screenplay writing guidebooks; then we'll crank out original screenplays, format them to industry standards, and send them off to our best prospects. We may take a few field trips to screen films in independent movie houses in Asheville.
330	Perry		Business Lessons from Movies and TV Specials	Many business lessons can be learned from insightful viewing of movies and TV specials. This project uses four full-length movies and sixteen TV specials to explore eight business topics as follows: Internet beginnings, Failed mergers, Entrepreneurship, International/global business, Corporate raiders, "Big box" retailing, Internal control, and Leadership/diversity. The project will also introduce and utilize the case method of studying business topics.

327	Powers		"Mamma Mia, I Can Speak Italian!" - Italian Language, Literature and Culture	In this project, students will learn to speak Italian, read Dante's "Inferno," study a Puccini opera and explore Italian culture. The major focus will be on learning to speak Italian using the Pimsleur "challenge and response" method which involves listening and speaking, but no writing or reading. A secondary focus will be on the study of the "Inferno" and the Puccini opera. In addition, each student will round out his or her experience by studying a particular aspect of Italian culture. Note: This project will fulfill the one semester requirement of Italian for IES study abroad in Siena, Italy.
328	Racine		Abraham Lincoln: A Quest for Understanding	By the standards of his day, most of his speeches were almost embarrassingly short. Yet so profound was his mind and so skillful his prose that in those short pieces he re-defined America and demonstrated the extraordinary nature of his leadership, his empathy, and his mercy. President during America's most dangerous crisis, he rose to the challenge as no ordinary person could have. Vilified in his own day, he has been mythologized ever since. Lincoln--as he was--is there in his letters, in his photographs, in his actions, and in his speeches. We will study him in all these manifestations, and in that way we will learn much about ourselves.

329	Revels		Shop Till You Drop: The Past, Present, and Future of Shopping	<p>Shopping can be many things: a chore, a hobby, a form of recreation, a social activity, or even an addiction. Searching for goods has evolved from a daily necessity to a cultural force. We take for granted how much consumerism has shaped our modern culture. This interim asks students to take a look at the meaning behind a 'Wal-Mart run' or 'killing an afternoon in the mall.' We will consider the history of shopping, from the Roman forum to Amazon.com. We will trace the trends in retail, from mom and pop stores to discount chains, outlets, and online. We will dissect how messages about goods filter into our consciousness through various forms of media. We will ask when shopping is destructive to an individual's health and bank account. Special attention will be paid to the way restailers reach out to young people through brands and promotions. Students who take this interim will not only look at an old habit in a new way, but hopefully will become better informed consumers , who can make smarter decisions about their spending as they ente the 'real world' outside of Wofford. This interim will be heavily geared towards reading---at least three books a week--including WHY WE BUY, SPREE:A CULTURAL HISTORY OF SHOPPING, ON TARGET, BRANDING: THE BUYING ANS SELLING OF THE AMERICAN TEENAGER, and others, as well as field work and off-camous visits to different shopping locales.</p>
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333	CSchmitz		"A Stitch in Time Saves Nine": From Sewing a Button to Making Your Own Creation.	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 in the face of global competition. 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 will learn basic, essential sewing skills or 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.
330	TSchmitz	Chalmers	En Garde: Sabre Fencing in Practice and the Role of the Sword in Society and Culture	This month-long interim course is designed to introduce students to the art of saber fencing. We will spend three mornings per week practicing in Andrews Fieldhouse. Students will be expected to practice for one hour in the afternoons three times per week as well. During our morning sessions in Andrews will receive instruction from a USFA-licensed instructor. The course will conclude with a class tournament. On Tuesdays and Thursdays, we will meet in the morning to examine the role of the sword in history, culture, and film. We will study the development of sport fencing and will screen several films that consider swordfighting and fencing. N.B.: Currently, the course does not have a "war" theme, but it may acquire one as the instructors further develop it.

331	AShiflet		The "Perl-ee" Gates	The Perl scripting computer language is popular for programming on the World Wide Web. Because a Perl script can be imbedded in a web page, the class will also study development of web pages. With its superior pattern matching, Perl is the "language of choice" for bioinformatics, which the class will consider. Moreover, Perl has a large number of modules that extend the language and make writing programs easier. For example, Perl has a module to create graphical objects, such as buttons. Perl is free, so a student can install and use it on his or her own computer.
332	Thurmond		Drawing from Nature, Writing the Landscape	Students in this project will explore the natural world by hiking, by making sketches of what they see, and by reading and writing nature essays. Helen Correll, a well-known local artist, will teach the class how to draw. Wofford faculty member Gerald Thurmond will lead the class on hikes and in discussions of the readings. At the end of the interim each student will create an illustrated collection of essays describing the natural beauties of a Carolina winter.

333	Tiller		An Introduction to the Practice of Medicine Through Literature	<p>In this project you can sit in a small clinic in the mountains of Haiti with an energetic young physician who is starting an intravenous infusion on an emaciated, dehydrated child. Or, you can experience the sheer joy of the physician who is getting reports that his radical new plan of preventing infections is working. All of this of course is through your reading of the assigned works for this Interim project, but it is important to know that these works of literature have changed the lives of many physicians and patients alike. So, be prepared not only for having privileged insights into some remarkable physician-patient encounters in this course, but be aware also that your yourself can be influenced by these essays and books. Each work is chosen not only for its remarkable contents, but also for readability and other important qualities of good literature. Yes, the course will be demanding, but not overwhelming with three morning class sessions per week (Monday, Wednesday and Friday), the outside intensive readings and two or three paper assignments related to the works. In each class, participation in discussions and response to pointed questions about the work will be part of the basis for grading. Yes, we did have "passing with honors" among the group last year! In last year's classes we read from superb classic short stories by Tolstoy and the physician Chekov, immensely readable novellas by the contemporary surgeon Richard Selzer, M. D., and an insightful autobiography by Albert Schweitzer. This was followed by a powerful novel based on the life and works of Ignaz Semmelweis, a young physician in Vienna whose revolutionary approach to the care of women in childbirth has saved untold hundreds of thousand of lives. These readings were in addition to the lead-off biography of Dr. Paul Farmer, entitled "Mountains Beyond Mountains". This book has been a recent best seller, by the Pulitzer Prize winning author, Traci Kidder. (cont. below) You might ask: " Is this a practical course to take if I plan to go to medical school?". The answer might come from a paraphrase of a patient's comment: "If I had a choice of a physician, I would wish to have one</p>
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340	Thurmond		Appalachia on My Mind: The Southern Mountains in History, Literature, Music and Film	<p>From colonial times to the present outsiders have viewed the southern mountains and their residents as different and strange. At the turn of the 20th century local-colors writers solidified our view of the mountaineers into two contrasting and enduring stereotypes. One is the comically ignorant or savage hillbilly, most famously portrayed in the film Deliverance. The second is the stalwart mountaineer, presented with great popular success in the TV series the Waltons. In this interim we will compare the history of Appalachia, as presented in Williams' Appalachia A History, with our popular image of the southern mountains and its people as portrayed in novels such as Charles Frazier's Cold Mountain and Sharyn McCrumb's The Ballad of Frankie Silver, in traditional mountain songs and ballads and in films such as Deliverance, Nell and Maitwan. At the end of the class we will try to decide whether it is possible to separate mountain myth from mountain reality.</p>
334	Trakas	Lane	Cornbread and Sushi on the Road	<p>This interim will be a follow-up to the fall course "Cornbread and Sushi: Exploring the Real and Imagined Rural South." Students who take the fall semester course will have priority in enrollment. The course will have the spirit of a rolling seminar, with fifteen students and two faculty members traveling around the South in vans. After a week of orientation and preparation, we will hit the road to visit rural Southern writers in their home territories. These visits will be structured around reading the writers' works, visiting their homes, exploring their communities, eating their food, petting their dogs, picking their greens, and discussing with them vital issues concerning the changing nature of the rural South.</p>

335	DWhisnant		The Digital Darkroom	<p>Digital cameras and modern image-processing software have revolutionized photography. It now is cheap and easy to take pictures with digital cameras and almost as easy to creatively modify the images later using a computer. This project will concentrate on both the "picture-taking" and "picture-making" aspects of digital photography. We will discuss how digital cameras work and how they can be used effectively, paying particular attention to techniques that photographers use to take good pictures in the studio or in the field. Students also will learn how to enhance and manipulate digital images using Adobe Photoshop Elements. We will begin with basic modifications, such as the correction of problems with lighting, contrast, color, sharpness, and unwanted items in the image, and then move on to more advanced techniques - changing specific parts of photos, creating and managing layers, combining images, shooting panoramas, using images to create graphics, and restoring old photographs. Students will work on lessons designed to help them learn to use the software and on assigned projects that will require them to use the techniques they have learned. As part of these projects, they will learn to print their own photographs and will print several display-quality pictures suitable for framing. Participants in the project will need a digital camera with a zoom lens (preferably 3 Mpixel or more), access to a personal computer, and the ability to transfer images from the camera to that computer.</p>
350	Wilson		Changing Courses: a project for students new to Wofford	<p>Whether they involve taking on new responsibilities, starting new relationships, or moving to a new place, the transition times of life are exciting times of personal growth and evaluation. They can also be times of uncertainty and anxiety. This Interim is specifically designed for students who are enrolling in Wofford College in January 2005. In this project, students will undertake reading, writing, and speaking assignments that will help introduce them to the college. In addition, they will participate in service and cultural activities that will also ease their transition into this new phase of their lives.</p>

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381	Bass		An Introduction to Dental Medicine	<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 councilors. 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. Eligibility: Open to all students with instructor's consent - preference is given to juniors and seniors. Anticipated cost: Cost of travel to dental offices (Greenville) and to Charleston along with housing in Charleston which is the responsibility of the student. Maximum Enrollment: 8</p>
382	Robinson		Wofford-Princeton Youth Ministry Project	<p>This project is a collaborative effort between Wofford College and Princeton Theological Seminary and is designed for students who have a serious concern about developing strategies for ministry with adolescents. Participants will interact with some of the nation's leading youth ministers, participate in the Princeton Youth Ministry Institute, and carry out a reasearch project in youth ministry. They will be exposed to some of the finest scholarship in the field and will experience practical application of that scholarship.</p>

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383	AWiseman		Capitol Hill Internship Program	<p>There is exciting opportunity in Washington, DC for almost every set of interests. Because this city houses our national legislative and judicial branches, one can find an endless array of government agencies, nonprofit organizations, associations, lobbying firms, and private corporations, in addition to the Capitol and its House and Senate offices. The Capitol Hill Internship Program synthesizes first-rate academic study with an unmatched opportunity for internships. Students participate in their internships four days per week and attend class one day a week. Students have access to diverse social and cultural events. The program will offer students a unique opportunity to live in premiere housing in the immediate vicinity of the Capitol. Interns will enjoy a fully furnished living space, twin beds, dressers, leisure seating, televisions, telephones, computer access, paid utilities and basic cable.</p>
384	Pace		Exploring Community Through Service	<p>The purpose of this interim is to explore the practice of shaping community, particularly through service learning. We will do this in four ways: - By studying together intentional communities that have existed in American history - By examining together how communities take shape and then looking at why they either flourish or fail - By working with local communities and then travelling together to visit and work with two communities, Koinonia Partners in Americus, GA and the Open Door Community in Atlanta, GA - By assessing together our own transformation, as a group and as individuals, as we move forward through the interim experience and beyond</p>
385	Keenan		Accounting Internships	<p>Students in this project will gain on-the-job accounting experience with a public accounting firm or in a corporate 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. Permission of instructor required for enrollment.</p>

386	Welchel		Education 333 Seminar and Practicum in Secondary Methods I	<p>This generic course is designed 1. to provide teacher education students a further view of teaching as a career, 2. to introduce students to general instructional strategies, methods, planning techniques, and teaching resources and technology for use in secondary classrooms, 3. to afford students an opportunity to further refine their philosophy of education, their understanding of the learning process, and their knowledge of how to assist their students in building self-esteem and confidence, and 4. to give students selected practical experience in working with students in middle or secondary school classrooms and in communicating with students, teachers, and parents. The course has three components: 1. on-campus class seminars in general teaching methods, 2. practicum experiences in public school classrooms of selected cooperating secondary teachers, and 3. on campus library and curriculum lab research assignments and product development activities related to the student's academic major.</p>
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389	Suárez		Education 430: Senior Seminar and Field Experience	<p>The primary component of this course is composed of a 100-hour field experience to be completed in the public schools of Spartanburg County, S.C. This course is designed to facilitate the transition of teacher candidates into the capstone experience of clinical practice. Teacher candidates will, with the assistance of the cooperating teacher, develop a long-range plan. They will observe students, teach a minimum of 7 specific lessons using a variety of techniques based on ADEPT and applied teaching methodology; observe and work with a special needs student, study an IEP and, if possible, follow an IEP in planning and teaching a lesson to the student as permitted. Teacher candidates will also plan for individual, small group and large group instruction; integrate the latest technology in teaching; construct, administer and evaluate an alternative assessment while using higher order thinking skills in the design and implementation of all instructional activities. Class seminars will also be conducted on-campus to complement and facilitate the work accomplished during the field experience component. The senior seminar also includes the study of pertinent legal issues regarding education.</p>
388	Fort		Pre-Law Interim	<p>The Pre-Law interim course will assist the student in deciding if a career in the legal community is appropriate. The first week we will listen to lawyers and judges explain why they were interested in the law and describe their careers. This week will be primarily in the classroom with a few trips to court houses. 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.</p>

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391	Shiflet		Clinical Internships in Health Care	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... hospitals, clinics, private practice, and hospice 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.
393	Pace	Deas	Service Learning: A Global Perspective	In this project students will explore the issues surrounding and related to global poverty. Students will confront the sources and effects of three topics related to global poverty - trade issues, refugees and asylum seekers, and public health - through readings, film, speakers, practical interactive experience, reflection and discussions. We hope to move from learning about the issue, to seeking creative ways to address the issues, and then to be active agents of positive change in our local and world community today.
410	Cunningham	Lefebvre	On Being French: Exploring Belgium, France and Switzerland	Europe stands at a crossroads. Membership in the European Union demands greater coherence and unity among its citizens, while the constituent nationalities try to protect and celebrate their own unique heritage and culture. The French-speaking peoples of Europe occupy a wide area in the Western part of the continent. They are joined not only by a common language, but also a shared history and culture as demonstrated by their art, architecture, literature, and cuisine. The purpose of this Interim project is to explore what the French-speaking cultures in Europe share in common, as well as the regional differences that make these cultures dynamic and ever-changing. The project will also look at the role several Francophone cities play on both the European and the international stages.

411	Goldey	McCane	Archaeology and Biological Diversity of the Yucatan Peninsula and Costa Rica	<p>We'll take the roads less traveled as we explore the natural and cultural heritage of the the Yucatan Peninsula and Costa Rica. The first half of our three-week journey will take us through the biosphere reserves and Maya ruins in the Mexican states of Quintana Roo and Campeche of the Yucatan. The important archeological sites that we'll explore include Tulum, Chicana, and the remote but spectacular Calakmul site located deep within the Calakmul Biosphere Reserve, where we'll see many of the estimated 300 species of birds and the nightly exodus of 5 million bats from their daytime cave. If we're lucky, we'll also see some of the secretive wild feline species that are abundant in the region. Our exploration of the biodiversity of the region will also take us through the Sian Ka'an, Mexico's greatest wetland area along the Maya Riviera. For the second half of our adventure we'll be in Costa Rica, where we'll explore an important archeological site and contrast the lives of the Maya with the ancient civilization that inhabited central Costa Rica. We'll travel up the side of a volcano on horseback, and we'll tour the forest canopy via suspended bridges, treetop platforms, and zip lines. We'll wake up to the bellow of howler monkeys, soak in lava-warmed hot springs, explore the Tortuguero National Park by boat and snorkel, and get a rush white-water rafting on the mighty Pacuare river. Throughout our trip we'll stay in eco-villages and learn about successful efforts to blend conservation and preservation with sustainable economic development. Please be aware that part of our time will be invested in an eco-farming and/or conservation service project, so if you're energetic, upbeat, intellectually curious, adaptable, and like to help others, we hope you'll come with us.</p>
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410	Reid	Pilley	Psychology and Adventure in the US Virgin Islands	<p>Students will learn about themselves and the environment through a two-week series of adventures on the tropical island of St. John in the U.S. Virgin Islands. The project is a psychology course that mixes studies of personality, behavior modification, and group dynamics with exotic tropical adventures on the island. We will stay in the Virgin Islands National Park in environmentally friendly tent-cottages on the side of the mountain overlooking Maho Bay. Academic sessions will be held most mornings and evenings, leaving lots of daylight for group activities such as snorkeling, scuba diving, hiking, kayaking, windsurfing, sailing, and exploring the island. Interested students may become certified in SCUBA through international PADI certification. The first and last weeks of the Interim will be spent on campus where students will be engaged in activities, sessions, and projects designed to provide insight into our own personalities and how we are viewed by others.</p>
412	Griswold	Rodrick	Making / Seeing Movies in Argentina	<p>During our stay in Buenos Aires, we will engage in a double film project: to study recent Argentine films and to make a documentary film about the Argentine capital. The working portion of our project is designed to take place in the Institute of European Studies Center in Buenos Aires. Thus, in our study of film, we will be assisted by a professor of Argentine film history in arranging for a few lectures and discussions with film and producers and directors. In our filmmaking adventure, we will have the assistance of an Argentine documentary filmmaker. Our filmmaking will, of course, provide us a close-up introduction to the city of Buenos Aires and the attitudes, lifestyles and current concerns of her residents, the "porteños."</p>

411	Bethea	Seitz	Brazil -- Land of Contrasts	<p>Brazil, best known perhaps for its Carnival celebration, the Amazon Rainforest and its beautiful beaches such as Copacabana and Ipanema, is one of the great countries of the world. Though it has more than 180 million inhabitants and the eighth largest economy in the world, it is still a country that Americans tend to know very little about. In this Interim students will learn that the fame of Rio de Janeiro, also known as A "Cidade Marvilhosa" (the "Marvelous City"), is justified when they visit, among other places, the famous Pão de Azucar (Sugarloaf Mountain) and the Christ the Redeemer statue, which offers panoramic views of the entire city. Students will not only be able to enjoy the natural beauty of Rio and swim its famous beaches, but they will also visit a favela, one of the huge slums located in the hills of the city. Students will also visit three other important areas. They will go to the Amazon region, where they will take a four-day river cruise in the rain forest. They will visit the Foz do Iguazu (Iguazu Falls), one of the largest groups of waterfalls in the world. Students will also get to experience Salvador, the former colonial capital of Brazil and a center of traditional Brazilian culture.</p>
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413	Monroe	Goldey	Southern African Nature and Culture	<p>diversity of South Africa and Swaziland. We will spend almost three weeks in country, including several days on safari in some of the world's top game preserves. During guided day and nighttime safari drives we will observe lions, elephants, hippos, giraffes and more in their natural habitats ("this ain't no trip to the zoo," says Dr. Monroe). We will also learn about the tumultuous history of South Africa and its amazing political transformation since the end of apartheid. We'll learn about the issues surrounding racial reconciliation, and we'll study the impact of HIV/AIDS on the country and on the continent of Africa . We'll spend two days building homes in Durban where Jimmy Carter started a Habitat for Humanities project a few years ago. As we explore in and around Cape Town, we will also take the opportunity to learn about the entrepreneurial culture that has emerged since the end of apartheid. Our more leisurely pursuits will include tours of the wineries of Stellenbosch and Paarl, a stroll through the glorious Kirstenbosch Botanical Gardens, and swimming and lazing with the penguins on the pristine beaches of the Cape. An experience of a lifetime!</p>
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413	Kusher		Little Cayman SCUBA Diving Adventure	<p>Little Cayman is the smallest and least developed of the three Cayman Islands. It lies 87 miles northeast of Grand Cayman, five miles west of Cayman Brac and 170 miles northwest of Jamaica. Little Cayman is one of the world's premier diving destinations and is recognized for the unspoiled natural beauty of its spectacular marine environment. The brilliantly colored reef is an astonishing haven for a diversity of marine organisms, including sea turtles, luxurious corals and sponges and over 500 species of fish. The Little Cayman Beach Resort is designed to maximize the tropical diving experience. They invite you to immerse yourself in lush tropical foliage, the crystal blue Caribbean water, swaying palms, amazing sunsets, superb diving and uncluttered beaches (<a href="http://www.littlecayman.com">www.littlecayman.com</a>). The dive operation is professional with fantastic boat support. There are 57 dive sites many of which are within protected Marine Park Zones, including the world renowned Bloody Bay Wall. The resort offers 500 feet of beautiful milky white sand beach with hammocks, swimming pool, Jacuzzi and hot tub overlooking the beach, tennis, bicycles, beach volleyball, kayaks, beachfront guest rooms, the taste of the tropics in The Bird of Paradise Restaurant (All Meals Are Included), night activities and much more. The project consists of three weeks of SCUBA diving and marine biology classes, and an eight day dive trip to Little Cayman. The students will enroll in a PADI SCUBA course and upon successful completion of all course requirements, they will become open water certified divers. Additionally, students will attend on campus 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) at "The SCUBA Shop" and YMCA in Spartanburg. Marine biology classes 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 to discuss the day's diving and the reef community. The students will describe what they have experienced on each dive and explain how the organisms</p>
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414	Mandlove	Fowler	Land and Peoples of Peru: Amazon and Andes	<p>Our 19 day exploration of the natural and cultural history of Peru will take us to the high Andes, the unique environment of Lake Titicaca on the border between Peru and Bolivia, and the low elevation rainforest of the upper Amazon. After a brief overnight in Lima, we fly to Iquitos and travel by boat several hours up the Amazon to a lodge at the edge of the Tamshiyacu-Tahuayo indigenous and ecological reserve. Our ten days in the Amazon will include canoeing, hiking, wildlife observation, visits to local villages, sessions with native shaman, canopy exploration via the Amazon's longest zipline, swimming with pink dolphins, piranha fishing, and optional camping and jungle survival training. From there we travel to Cusco, where we will explore the Spanish colonial city built in the 16th century on Inca foundations. From Cusco we go by train through the Sacred Valley of the Incas to Macchu Picchu, ruins of the Inca city located among spectacular Andean peaks. We travel on across the high altiplano to Puno at the edge of Lake Titicaca. Our tour of the islands in Lake Titicaca, where indigenous people still construct boats of reeds and live in the traditional manner of their Inca and Aymara ancestors, includes an overnight stay with native families.</p>
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415	Moss		Japan Then and Now: Japanese History, Government and Culture	<p>Can you really learn about a foreign culture from your classroom in Spartanburg? To really learn about a different culture, you have to experience it first hand. Even be “immersed” in it. We will study Japanese culture from a rather large classroom nearly half way around the world. Students will learn from, and live with, the Japanese people themselves. We will spend 3 weeks in Japan, studying Japan’s history, government and culture at a Japanese University. This educational program is being managed by IES, the Institute for the International Education of students. The course will be led by Japanese faculty, and will include at least 15 hours of introduction to Japanese Language, Culture and Government; a tour of Tokyo including Akihabara (“Electric Town), Harajuku (fashion town), Shibuya or Odaiba (new Tokyo water front), Sensoji Temple, a high school in Chiba or Tokyo to meet young Japanese students, Roppongi Hills or Omotesando Hills (known for modern, fashionable buildings). We’ll also participate in cultural activities such as tea ceremonies, a Sumo wrestling match [well, not quite ‘participate’ for that one], origami, kirigami, and more. During our stay in Tokyo, students will reside in “homestay”. There’s no better way to experience the culture than to live with a Japanese family! We will travel outside Tokyo for 6 days to Kyoto, Nara, Hiroshima, and Himeji, Sanjusangendo, Nijo Castle, Kikakuji, Nanazenji, Kasugataisha, Todaiji, Nara Park, Hiroshima Peace Park, Genbaku Dome, Itsukushima Shrine, Himeji Castle, and the temples and shrines of Kamakur. This project will be more than just a “tour”. The goal is to study and experience Japanese culture [and language] to the greatest extent possible. Consider it a “course” on Japanese culture with truly excellent “field trips”!</p>
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416	Reid	Bethea	Welcome to Oaxaca!	<p>The state of Oaxaca is one of the most beautiful and culturally rich regions of Mexico, located along the spectacular Pacific coast of southern Mexico. This diverse area contains beautiful warm beaches and cool mountains, pre-Columbian archeological sites, colonial architecture, centuries-old traditions often centered on the zocalo, friendly and welcoming people, and amazing foods. During this Interim students will explore four enchanting cities in the state of Oaxaca. Our goals will be to experience the environment and culture of Oaxaca, and to interact with Mexican residents in each city we visit through a capstone community project in each place.</p>
417	Swicegood	Robinson	Fly Fishing	<p>Imagine yourself knee-deep in a private stream in the Virginia mountains, casting to hungry rainbow trout. Now imagine yourself knee-deep in a turquoise Caribbean lagoon in the Bahamas, casting to a school of cruising bonefish. We'll do both of these. Whether you are new to fly-fishing or a seasoned angler, this interim will allow you to develop fly-fishing skills and knowledge, hone those skills in beautiful locales on numerous species of fish, and explore the rich literature of fly-fishing</p>

418	Machovec	Wallace	New Zealand: Case Study of the Principles of Property, Prosperity, and Aboriginal Claims for Justice	<p>Through eight hours of on-campus classroom discussion, based on 300 pages of pledged pre-Interim reading, we will analyze how the Western political principles governing property rights have been employed to grapple with challenges in New Zealand concerning, first, the ownership grievances of the country's indigenous people, the Maori (who comprise nearly 25% of the population), and second, environmental protection. Our pre-trip investigations will be complemented by four presentations by New Zealanders: first by Greenpeace in Auckland (on the French nuclear-testing threat to the South Pacific); next at the Maori Cultural Center in Rotorua (to learn how intimidative Maori 'greetings' deterred occupation until 1800); then at the South Island's Marine Research Laboratory (on the giant squid and its predator, New Zealand's sperm whales); and finally, at the University of Otago, by a Maori professor of Maori Studies who, in his role as an attorney with expertise in New Zealand's property law, represents his people in legal disputes over colonial-era land claims. We will also become familiar, through several hands-on activities, with New Zealand's natural wonders, including a jet-boat expedition up the Shotover River, which cuts through the steepest, most spectacular canyon in New Zealand; "black-water" caving in wetsuits (assisted by floating on innertubes); white-water rafting on the grade-5 Kaikuna River; an all-day expedition, including hiking and boating, in the Dart River Valley of Mount Aspiring National Park (where Lord of the Rings was filmed); whale-watching at Kaikoura; a tour of the pristine fjord at Milford Sound, into which flows three of the world's highest (80-story) waterfalls; and visits to wildlife colonies at two conservation preserves, one for the yellow-eyed penguin, the world's rarest, the other for albatross, whose eggs hatch in January. Our itinerary will be comprised of multi-night stays in Auckland, Rotorua, Queenstown, Dunedin, Kaikoura, and Christchurch. The highlight in Queenstown will be the monthly South Island Arts and Craft Fair, which attracts old-</p>
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416	Pittman	Lefebvre	Becoming a successful Caribbean nation: The culture, politics, and economy of post-colonial Jamaica.	<p>Jamaica has become a successful independent Caribbean nation, in part due to the success of its tourist industry. The journey from a colonial state to the present day was not without political, economic, and cultural struggles. In the first week, we will examine about the political and economic developments from the independence of Jamaica in 1962 to the present day. Then we will embark on a two-week exploration of modern Jamaica. In Montego Bay, we will learn about post-colonial plantations, the sugar and rum industry, and the Maroon villages. We will visit the Black River wetlands, Ye Falls, and the cockpit country in appreciation of the culture and ecology found in the Western portion of the island. In Kingston, we will examine the impact of Bob Marley on the politics and culture of Jamaica. In addition we will tour the Jamaica National Gallery and explore coffee plantations in the Blue Mountains. Finally from Ocho Rios, we will examine the interaction of tourism and ecology through trips to Dunn River Falls, the Rio Grande gorge, the Blue Lagoon, and the birthplace and mausoleum of Bob Marley. The course will conclude with student presentations analyzing a specific aspect of post-colonial Jamaica.</p>
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419	Rayner	Tillett	Adventures in Ecuador and the Galapagos	<p>Fearless and accessible animals are the main attraction of this series of volcanic islands 500-600 miles off the coast of Ecuador that are known simply as the Galapagos. We will snorkle with sea lions, walk among colonies of boobies, and observe at close range a host of birds and reptiles, including the finches, iguanas, and giant tortoises made famous as examples of adaptive radiation of species on island ecosystems. We will explore eight different islands, trek to a volcano, walk through lava tunnels, and visit the famous Charles Darwin Research Station. During our free time we will snorkel some of the finest coral reefs in the Americas. Getting to and from the Galapagos we will have time to explore some mainland ecosystems, including Cloud Forests. Following in the footsteps of Charles Darwin, we will see the evidence for evolution that he saw, in the plants, the animals and the geology, and we will draw our own conclusions. We also will see first hand how effective eco-tourism has been in fostering protection and stabilizing Galapagos species and ecosystems.</p>
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420	Schmunk	Davis	Temples, Churches, Monasteries and Mosques: Sacred Places in Greece and Turkey	<p>Inhabited since time immemorial, the convoluted coastlines and mountain peninsulas of the eastern Mediterranean have been home to three major religions: ancient Paganism, Christianity, and Islam. Each of these religious traditions has its own understanding of how and where god(s) may be encountered, its own customs of religious practice, its own ways of utilizing architecture to define sacred space, and its own notions of the appropriateness of decoration and visual imagery in a religious setting. The religious culture of these spiritual traditions will be the focus of this project, studied in a week of introductory class meetings on campus and eighteen days of travel in Greece and Turkey. Our travel itinerary will begin in Athens and wind through the Peloponnesus and the mountains of central Greece to Thessalonika and, finally, Istanbul. This pilgrimage journey to sacred places will include visits to the Parthenon and other temples on the Athenian Acropolis; to Olympia, site of the ancient Panhellenic games; to the oracular site of Apollo at Delphi; to the monasteries and hermitages on rock pinnacles in Meteora; and, in Istanbul, to the Christian churches of Hagia Sophia and the Holy Saviour in Chora, as well as the Süleymaniye and Blue Mosques. Visits to the harems of Topkapi Palace and the Grand Bazaar in Istanbul will shed further light, through comparison and contrast, on the particular character of sacred space. PLEASE NOTE: The instructors are preparing alternative plans to extend the itinerary in Greece and eliminate travel to Istanbul should the political conditions in Turkey deteriorate such that travel there would be unsafe. Please consult the course website for the most current information.</p>
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424	AWiseman		Study Abroad in Canada, Germany or Mexico	<p>This project offers an opportunity for students who would like to explore foreign study on a smaller scale or for those who cannot spend a semester abroad because of time constraints. Students in this project can spend Interim in Chicoutimi, Canada, in Hamburg, Germany, or in Cuernavaca, Mexico. Through language and civilization classes at the host universities the students may have an intensive educational and cultural experience at the language level for which they are prepared, from lower intermediate to advanced. Students will participate in short term study abroad programs and there will be supervision on site. Students will be housed in dorms, with families, in student residences and there will be cultural events and excursions. Usually language and culture classes are taught in the morning and early afternoon leaving plenty of time and opportunity for local "exploring". Students must complete a full application to the program by September. Acceptance by the program and permission of the Wofford coordinator is required for enrollment.</p>
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