January Term 2012

Course Descriptions and Registration Information

1772

SALEM COLLEGE

JANUARY TERM CALENDAR 2012

September 27	January Registration Forms available in Registrar's Office	
October 3-6	**January Term Registration**	
October 3	First-Years	9:00 AM – 12:00 noon & 1:00 PM to 4:00 PM
October 4	Seniors	9:00 AM – 12:00 noon & 1:00 PM to 4:00 PM
October 5	Juniors	9:00 AM – 12:00 noon & 1:00 PM to 4:00 PM
October 6	Sophomores	9:00 AM – 12:00 noon & 1:00 PM to 4:00 PM
	Basic Set Fees, if applicable, must be paid at time of registration.	
	A $35 late registration fee applies to all traditional age students who register for January term after October 14.	
	***** Notice: traditional students must register in October for January Term in order to be eligible to register for spring term courses in November. Late registration incurs a fee.***	
November 21	**DEADLINE DAY!**	
	All Final Forms Due (completed) by 5:00 PM	
	Departmental/Experimental Independent Study Forms	
	Departmental/Experimental Internship Final Approval Forms	
	Honors Forms	
	Parent/Guardian and Student Release Forms	
January 3	January Term begins; all on-campus January courses meet at scheduled times. ALL ON-CAMPUS COURSES WILL MEET ON FRIDAY, (JANUARY 6) DURING THE FIRST WEEK, REGARDLESS OF THE COURSE'S NORMAL SCHEDULE. For example, a course that normally meets Monday through Thursday will meet on Friday, January 6 as well.	
January 6	Last day to drop Jan Term course with refund (Fleer Students & Graduate Students) or add a Jan term course	
January 16	**MARTIN LUTHER KING, JR., HOLIDAY: NO CLASSES**	
January 25	**Last Day of January Term classes**	
February 3	Independent study and internship materials due to faculty sponsor by 5:00 PM (unless an earlier deadline is specified by faculty sponsor)	
February 6	January Term grades available via the web starting this week.	
February 17	**Meal rebate applications due in Business Office by 5:00 PM**	

REGISTRATION PROCEDURE

1. Pick up January Registration Form from the Registrar's Office. (First year students will receive cards from their advisers.)

2. Consult with your faculty adviser. Choose three courses (a first, second, and third choice) or an internship, independent study, or other program. Have the card signed by your faculty adviser. (Due to uncertainties about course enrollments, it is essential that each student list three course choices). **NOTE: When registering for internships and independent studies, the student must complete the Preliminary Application section of the Registration Form.**

3. Submit the completed form to the Registrar's Office during the registration period.

4. A student may change her registration any time prior to the end of the fall term (December 12) by completing a drop/add card, having it signed by her faculty adviser, and returning it to the Registrar's Office.

5. In keeping with the philosophy of the January Term, a student may enroll in only one January Program at a time and receive only one January Term credit per January, and students may not repeat a January Program course.

Independent Study and Internship Registration

It often takes much longer than expected to work out an internship or independent study program and acquire the necessary signatures. To avoid any problems, students should begin this process immediately after they register in October. **All students must register during the January Term Registration period; this includes any student seeking to undertake an internship or independent study.** Students registering for independent studies should obtain the appropriate forms to complete from the Office of the Registrar. Instructions for internship forms can be found under the Career Development page on the Salem website (www.salem.edu).

Students and their faculty sponsors should be sure to determine whether the internship/independent study is to be Experimental (Pass/No Credit) or Departmental (Graded) prior to registration.

All final internship forms and independent study forms are due **November 21**. Internship forms should be returned to the Office of Career Development and Internships; independent studies forms should be returned to the Registrar's Office.

JANUARY TERM POLICIES

Class Scheduling

All on-campus, daytime January courses will meet for the first time on January 3 or 4 at the regularly scheduled time. Classroom assignments and meeting times will be viewable on SIS

before classes start and on the schedule link www.salem.edu/schedule (choose January 2012 from dropdown menu.)

Course Fees

Although there is no additional tuition charged to a full-time traditional Salem student, many on-campus courses carry charges for field trips, films, speakers, or supplies. Off-campus courses will require additional charges for housing, meals, and transportation. These costs are indicated in the January Term course descriptions. The fees are subject to change; therefore, the student is advised to check with the instructor in regard to these costs **before** registration. **BASIC SET FEES MUST BE PAID AT THE TIME OF REGISTRATION.** Again, please note that students will not qualify for participation in a January Term trip if they have an overdue balance from a prior term, if their current balance is overdue, or if they are on a monthly payment plan and their payments are not current. **Deposits for January Term travel courses are not refundable.**

Fee Payment Schedule

1. For all programs involving a Basic Set Fee (except Travel Programs) the total amount **must** be paid to the Business Office at the time of Registration. Students will receive receipts from the Business Office and present them to the Registrar's office.

2. Students planning to participate in Salem's Travel Programs will need to see the faculty sponsor. For each program, significant deposits are required at the time of registration (or earlier--check with the faculty sponsor and the course descriptions). Travel arrangements vary from program to program. All payments for travel programs will be made to the Business Office.

All January Term Fees are non-refundable and non-transferable at the end of the drop/add period. No student will be allowed to participate in a January program until all payments have been made. Deposits on January Term travel courses are not refundable.

Meal Rebates

Meal rebates will be made to boarding students whose January Program requires that they be away from campus for a period of at least two consecutive weeks. Only days spent off campus during the official January term will be considered. Rebates will be made at the rate of $5.00 per day and will be credited against the room reservation fee unless the student requesting reimbursement is a graduating senior. In that case reimbursement will be made directly to the senior's parents.

Rebate applications will be available in the Registrar's Office on January 27. These applications must be signed by the student's January faculty sponsor and returned to the Business Office by **5:00 PM on February 17. No extension of the deadline will be allowed.**

Grading
Departmental courses, departmental internships, and departmental independent studies will be given letter grades and included in the student's grade-point average.

Experimental courses, internships and independent studies will be graded on a pass/no credit basis. A pass (P) grade earns the student a course credit towards the degree but does not affect the grade point average

If for justifiable reasons (e.g., illness, accident, death in the family) a grade of Incomplete is given, the work must be made up by midterm of the spring term. If a student does not receive credit for a course during January, she must petition the January Program Committee to allow a summer school course or an Internship or Independent Study during the regular term to substitute for the failed January term course.

Attendance
Because of the intensity of the January experience, it is the expectation of the January Program Committee that students will attend all classes, except in the case of illness or emergency, or subject to the discretion of the individual faculty member.

A student who is unable to take a January Program due to illness or unusual circumstances must make arrangements for either appropriate summer school work or some other plan recommended by a department and approved by the January Program Committee.

Insurance Coverage
All students going off campus on trips sponsored by Salem College during the January Term are required to have accident and health insurance coverage; if they are traveling abroad, they must have coverage for travel outside the US. Students must complete travel forms and return them to the dean of undergraduate studies prior to departure.

Release Agreements
All students participating in any off-campus program (travel, internship, independent study) are required to submit a release agreement to the appropriate office (travel to dean of undergraduate studies, internships to career development and internships, independent study forms to the registrar's office). This agreement will attest that the parent/guardian has knowledge of the proposed absence from campus and that parents and the student hold the College free of liability for injury or damage incurred while the student is off campus. Release agreement forms may be picked up from the Office of Career Development or downloaded from the Office of the Registrar website (http://www.salem.edu/registrar, then choose Forms). **Forms are to be returned by November 21.**

Snow Policy
Students participating in internships should adjust their schedules to that of the sponsoring institution. In the case of more than two snow days, the faculty sponsor may suggest an alternative project.

In the event Salem College cancels all classes because of snow or ice, local radio and TV stations will be requested to make the announcement, and the information will appear on the website. In some instances bad weather may prevent individual professors from coming to class even though the college is not closed. If you are concerned about this possibility, call the College switchboard between 8:30 and 10:00 AM (336-721-2600).

Fleer Center Students

Fleer Center students are encouraged to register for January Term courses during the registration period. Contact advisers in the Fleer Center. For Fleer students who choose to enroll in a January term course, the credit attempted during January term is combined with the course credit attempted spring term, for purposes of financial aid calculations. This would mean that a Fleer student registering for one course in January term and two courses in spring term would be considered a full-time student. Students paying out of pocket for a January term course will be expected to pay the course fee of $1208 to the business office by December 8.

Auditors

With permission of the instructor, Salem College alumnae and others connected with the College may enroll in an on-campus course at the auditor's fee of $560 (reduced one-half for alumnae) plus any additional costs. Auditors receive no college credit.

Visiting Student Information

Information is available from Dr. Gary Ljungquist, Dean of Undergraduate Studies, Main Hall, (336) 721-2619.

January courses for sophomores, juniors, seniors

200. Experimental Independent Study: Faculty-Directed **One course**

Experimental Independent Studies are academic exploration opportunities for students seeking in-depth investigation in an area of special interest not regularly offered at Salem. These studies require approval of the January Program Committee. In faculty-directed study, the faculty member discusses the project with the student at least weekly and the student is assessed based on the criteria outlined on the proposal form. Graded on a pass/no credit basis.

201. Experimental Independent Study: Self-Directed **One course**

Experimental Independent Studies are academic exploration opportunities for students seeking in-depth investigation in an area of special interest not regularly offered at Salem. These studies require approval of the January Program Committee. A self-directed study has no regular faculty supervision during January; students are assessed by their faculty sponsor based on the criteria outlined on the proposal form. Self-directed independent studies are available to junior and senior students only. Graded on a pass/no credit basis.

270. Experimental Internship **One course**

Internships provide opportunities for students to gain practical experience in a variety of professions. These may include internships in education, government, non-profit organizations, business and industry, hospitals and medical research facilities. The student examines her interests and abilities in the work setting while gaining valuable work experience. Experimental Internships may be particularly suitable for students who have not yet decided on a specific career. Students must have a G.P.A. of 2.0 or higher and must receive approval of the January Program Committee to participate in an experimental internship. Students must go through an internship workshop at Salem College prior to their first internship in order to receive approval. Both the student and the on-site supervisor complete evaluations outlined in the proposal form. The student also is assessed based on criteria outlined in the proposal form. Graded on a pass/no credit basis.

January Courses for all students

220. Experimental January Term Course **One course**

Particular courses and topics for a given term are announced in advance of pre-registration for January Term. Courses offer focused study of a topic outside of traditional disciplinary confines, and may incorporate global, international or multicultural perspectives. Coursework may include group projects, field trips, films, speakers, etc.; oral and/or written coursework generally required. Some sections may include a Basic Set Fee to cover costs of additional materials necessary for the course. Any Basic Set Fee will be indicated in the course description; such fees must be paid before a student may register for the session. Graded on a pass/no credit basis.

300. January Term Travel Experience **One course**

Each year, travel courses are sponsored by Salem faculty, incorporating classroom work, written assignments and experiential learning in an environment outside the Salem College campus. Destinations and topics vary from year to year, but emphasize global, international or multicultural perspectives. Travel courses maintain the academic rigor of the regular-term course. Faculty may require attendance at pre-travel lectures, as well as written and other work assigned before, during or after the travel period. NOTE: travel deposits may involve significant extra expense; specific costs are detailed prior to pre-registration. Deposits made for January Term travel courses are NOT refundable. Also note that students will not qualify for participation in a JANX 300 travel experience if they have an overdue balance from prior term, if their current balance is overdue or if they are on a monthly payment plan and their payments are not current. Graded on a pass/no credit basis.

See experimental, departmental, and travel course descriptions below.

JANX220: Experimental January Term Course
Section A: Accounting for Non-Accountants
Ron Cardwell

Accounting for Non-Accountants will provide an overview of the basic topics for financial and managerial accounting, without emphasizing the use of debits and credits. Intended for students who have no prior knowledge of accounting and who do not expect to be business majors. The course will emphasize how accounting reports are used by managers, investors, and other business stakeholders. This course cannot be substituted for ACCT 120 for business majors. Upon completion of the course, students will be have:

An understanding of the process of transaction analysis and how that becomes financial statements.

An appreciation of the role of reliable financial statements in business environments.

The ability to critically analyze the content of financial statements from the perspective of an manager, investor or lender.

This course will introduce students from all of the liberal arts programs to the concepts of accounting and empower them understand basic financial statements which will provide them with the skills to understand the financial systems in their respective careers. This course will help Salem's liberal arts students become empowered leaders in their careers and community activities by providing them with the accounting education necessary to understand and contribute to the financial management of their organizations.

M, T, W, TH 1:00 – 4:00 pm
Books: $200.
(To lower textbook cost (see Amazon.com and Cengage.com), consider used @$125+/-, e-book @$114, rental @ $81, e-chapters @ $12.99/chapter or book-sharing with classmates; paperback lemonade book @ $15.00+/-)

Section B: Green Design: A Brighter Future?
Nita A. Eskew

Technological advances since the industrial revolution have changed the way we live our lives on a daily basis. Some of these "advances" have also had a significant negative impact on the environment on a global scale. Green design is the design of products with consideration of all resources (materials and energy) used and the life cycle of these products.

Some new technologies that will significantly change the way we live our lives will be presented. Some of these include green chemistry, alternative fuels, green architecture, books without paper, green food choices, and plastics without petroleum. Also this course will explore the way things are currently done and how they may change in the future.

This class will consist of field trips, laboratory experiments, guest lectures, films, team debates and guided discussions.

M. T, W, TH 9:00 – noon
Books: $25
Materials/Supplies: $5
Misc. expenses (lunches) for field trips: $50.
Total Expenses: $80

Section C: Manga Manga Anima
Instructor: Prof. Penny Griffin
Students in this class will be introduced to manga and anime, Japanese pop art forms that have gone viral around the world. This Postmodern visual literature and film sets the stage for society in a Posthuman Era. The breadth and scope of the subject matter is limitless, as every possibility exists in the storylines of the genre. If the human mind can think of it, it is possible. Manga and anime form an alliance to empower the imagination and spin a future for humans in the 21st century and beyond. Human consciousness is not always limited by a vulnerable human body, but joins with new technology that intersects the human, the machine and science. Radical and not-yet-known technology can transform the human condition and expand human capabilities for good and for evil. These are not your granny's comics! The dream like settings place manga/anime in a unique position of being fictional and real at the same time. They offer insight to the Japanese mind and culture. In the 1950s, the artistic genius Osamu Tezuka presented the world with "manga," a new visual literature that has become a global industry. In turn, manga launched the anime phenomenon with a little help from the Disney Animation Studios. The Japanese uniqueness gives American fans a new perspective for viewing the world. Students will learn skills to read and visually analyze classic manga and anime. They will identify and explore powerful themes typically found in the genre like karma unfolding across time and space (Tezuka's Phoenix), the human condition as expanded by the machine (Arakawa's Full Metal Alchemist), or what it means to be human in a world where consciousness resides in a cyborg (Masamune's Ghost in the Shell) **.**
Schedule: Monday through Thursday 10-12 Monday 1-3 Friday Films TBA

Estimated cost of books $250-300

Section D: Watercolor and Beyond
Sharon Hardin
Watercolor painting will give the student experience with basic watercolor techniques, exposure to artists working in the medium, and experimental applications. Class time will include lecture and demonstration with an emphasis on studio exploration of the media. No prerequisite, but drawing experience is very helpful.
Students are encouraged to explore an individual voice through use of a visual medium. Inspiration from community sources of artistic expression are included.

M, W, F 1:00 – 5:00
Supplies: $50 or more

Section E:
Landscape Drawing
John Hutton
Landscape drawing is a subject that has been commonly treated by artists east and west for many hundreds of years. Landscapes are, simply put, views of the world around you, of nature. They may seem to represent the whole world at once, or just a small corner of your backyard; depict exotic scenery from distant lands, or something you see everyday.

In order to get started, we will briefly look at the history of landscape painting and drawing, and then go on to discuss ways of making our own landscapes in the medium of drawing. Basic topics to be covered include: use of materials (pencil, pen and ink); basic approaches to drawing objects in light and shadow; how to draw landscape details (trees, buildings, people); how to create good landscape compositions and believable spaces. We will work from nature (on site)- weather permitting- or from window views, from photos, etc.

Our study will include working from Old Masters- as a source of inspiration, and guide to producing our own works in class. We will work both from reproductions and from original paintings in the Reynolda House Museum of American Art here in Winston-Salem.

M, T, W, TH, F 10:00 – 12:50
Materials/Supplies $20 – 30

Section F: Politics in Film
David Foley
This course will survey the utilization of the medium of cinema in order to portray the art of politics. We will analyze films depicting Domestic political dynamics such as policy making and elections, issues in International politics such as economic policy, security policy and issues of colonialism. Students will be responsible to watch, analyze and place in a written summary context the intent, impact and influence these films attempt to portray to the audience, and what target audience is the focus of these works of art/propaganda/protest.
M, T, W, TH 9:30 am – 12:30 pm

Section G: Consumer Behavior
Eve Rapp

Buyer Behavior is the study of the processes involved when individuals or groups select, purchase, use, or dispose of products, services, ideas, or experiences to satisfy needs and desires. Consumerism takes many forms, from downloading music to an iPod, to shopping for a pair of jeans, a cup of coffee, or a piece of art, to deciding whether to visit a museum or see a movie on a Saturday afternoon. This course seeks to understand the influences, factors, decision processes, etc., involved as consumers make these decisions. We will engage in a number of activities during this course, including the use of lectures, class discussions, observations, activities, and presentations. Certain classes throughout the semester will be spent on in-class and out-of-class activities, which will then be discussed in class.
As discussed below, in the in-class activities section, Rosa Otero and I will combine several of our class lectures, in-class activities, and field trips so that the students in these two disciplines will benefit, e.g., students in the consumer behavior class will better understand the interaction between the design elements involved with atmospherics and consumer response and vice versa.

Students from the two classes will also work together on the project, in order to synergistically combine what each group has learned from their respective classes. This project will take what they have learned through observations, lectures, speakers, activities, etc. to design a retail concept and marketing strategies to which different segments of consumers will respond.

M, T, W, TH 9:00 am – 1:00 pm

Section H: Dying & Death in America: Values We Can't Die With
Jack LoCicero

The study of death centers on questions that are rooted in the cross-cultural interpretation of human experience. Students will expand their knowledge of dying, death and bereavement and will embark on an exploration that is both an intellectual journey and a journey of personal self-discovery. This course provides a basic background on historical and contemporary perspectives on dying, death and bereavement. Attention is also given to the psychological and behavioral aspects of end of life care. This course includes lectures, open discussions, media aids, and field trips. Students will be exposed to both current and historical facts and values related to death and dying.

This course will help students clarify their understanding of how different cultures view death and experience bereavement. Students will have the opportunity to begin clarifying their own perspectives
related to this aspect of the human condition.

Speakers who have experienced the death of a loved one will share their personal experience with grief
Loss History Graph
Hollywood movie with end-of-life theme
Local speakers from various cultures to share their end of life practices.
Local religious leaders will be invited to discuss the different religious responses to dying and death

Field trip to a local funeral home and hospice care center.

M, W, F 10:00 am – noon AND T, TH 1:00 – 4:00 pm

Section I: Freeing the Body, Calming the Mind
George McKnight

This course will introduce you to some techniques that may help you to improve and maintain your physical, mental, emotional and spiritual well-being. Hopefully you will be able to establish a daily routine suited to your needs that will enable you to live a life relatively free of physical discomfort, emotional anguish, mental fatigue and spiritual loneliness i.e. a life of relative peace and happiness.
Although the physical aspects of the course are not demanding they do require that you be consistent in practicing them if they are to benefit you. If you have chronic knee or back

problems that would prevent you from participating fully, it might be best to look for a less concentrated introduction to the techniques.

Three movement therapies will be studied Yoga, Qi Gong and Feledenkrais Work. A Hatha yoga sequence consists of a number of asanas (positions) that are assumed and held for varying lengths of time. Each asana stretches a certain muscle group and when done consistently increases muscle flexibility and range of movement. Qi Gong, an ancient Chinese movement system, takes the individual through a series of movements, each repeated 20-30 times, that exercise certain joints increasing flexibility and fostering grace of movement. Feldenkrais Work involves laying on the floor and repeating a series of 8-10 movements 20-30 times. A given Awareness-Through-Movement set (ATM) concentrates on a specific region of the body. The repetitive movements are designed to provide the neuromuscular system with a variety of choices allowing it to find the most efficient and least stressful way to execute a given movement.

We will spend a significant amount of time learning breathing techniques that increase the ability of your lungs to take in oxygen or allow you to calm your mind when it becomes agitated. Learning to breathe properly is the single most important thing you can do to improve your physical, mental and emotional well-being. Walking 30-40 minutes each day is the second most important thing you can do to stay healthy. Hence, we will walk every day.

Finally, you will be introduced to the Buddhist approach to living a peaceful and happy life. This approach is not religious and is perfectly compatible with your present religious beliefs. You will learn to meditate on your breathe as a way of learning how to watch your mind rather than being drawn into its fantasies. Buddhists believe that an undisciplined mine is the greatest source of suffering in one's life.

To gain benefit from these activities dedication is essential. You are expected to be in class everyday for the whole class. If you tend to get sick easily I suggest that you not take this class. If you miss class for any reason you must do some reading on one of the techniques we are using and write a two -page essay on what you discovered. If you miss four (4) or more classes for any reason you cannot pass the course. In addition you will keep a daily learning journal in which you will record what you are learning about yourself. This will include checking in with yourself four times each day to assess you mental and emotional state.

M, T, W, TH, F 9:30 am – 12:30 pm

Books	$10-15
Materials & Supplies	$15 (eye pillow)
Entrance Fees	
Miscellaneous Expenses (Describe)	$10 (yoga instructor)
Total	$50

Section J: World of Biology/Biology of the World
Steve Nohlgren

This course will explore the many and diverse subdisciplines of the study of life – in terms friendly to non-scientists. At the same time we shall examine the living world as seen through

the lenses of these different modalities of biological inquiry. The main goal is to give students of the liberal arts, humanities and social sciences an appreciation of what biology is, what biologists do, and what have been the contributions of this science to our understanding of the world. The only prerequisite is an interest in the topic.

T, W, TH 5:30 – 9:30 pm

Section K: Design[Un]Awareness
Rosa Otero

This course provides students of all majors with the opportunity to explore how design impacts people's lives. Consciously or unconsciously, most of us make decisions based not only on functionality but also on aesthetics. With emphasis on interior design, architecture and graphics this course intends to look at some of the elements of design such as form, texture, light, color and material in order to discuss some of the reasons why a project (either a space, a building, a billboard or an object) influence people a certain way. Students will begin their exploration by reading two major books on the subject of design and space in order to establish a point of reference from which to develop a definition of design. The course will lead students to focus on a particular building program, the coffeehouse. In groups of four students, they will identify a local case study in order to point out the elements of design that make that particular space unique and attractive to a group. We will begin our series of case studies with our own Cellar and then will visit various locations in our area. This course will intersect with Dr. Eve Rapp's course, Consumer Behavior.

Course objectives:
Awareness and appreciation of design
Exposure to the fields of interior design, architecture and graphic design
To gain experience with team building and collaborative skills
To gain basic digital graphic design skills such as scanning, large format plotting, desktop publishing and image manipulation

Aiming to attract students from majors other than interior design, this course intends to expand the student' perspective to other fields of study while promoting an interdisciplinary approach.

Not to be limited to team projects, guest speakers, films, working on individual hands-on projects such as making a collage and creating posters. Some of our classes will be combined with Eve Rapp's consumer behavior class so that the students in each of these classes benefit from the expertise from the other discipline

<u>Basic Set Fee</u>: $ 40
What will the Basic Set Fee cover?
Large format plotter paper and common supplies not to be limited to: foam boards, matt board, adhesive, double sided tape, markers, label maker cartridges; coffee

<u>Other Estimated Expenses</u>
Books 80.00

Materials & Supplies	20.00	
Miscellaneous Expenses	30.00	(e.g., lunch money on field trips)
Total	130.00	

Section L: Jane Austen on Page and Screen
Janet Zehr
Examining the works of Austen both as written and as adapted for the movies, the course will be devoted to learning about the writers and their worlds and comparing written and movie versions of the same stories. Students will read and write extensively and also create group experiences simulating those of the writers' eras. Novels will include *Pride and Prejudice, Sense and Sensibility, Emma,* and *Persuasion.*

Course objectives:
To increase knowledge of Jane Austen's writings.
To examine the themes of love and marriage, power, money, upper-class society, manners, wit, and women's choices in a restrictive society.
To consider how the themes and values of these authors relate to OUR lives.
To understand the historical context in which these authors wrote.
To compare film and literary versions of the works.

Discussion, film viewing, presentation of group experiential projects and creative projects. Journal entries, papers, preparation of group experiential projects, preparation of creative projects.

M, T, W, TH 10:00 am – noon AND T, TH 1:00 – 3:00 pm

Books $50.00

Section M: Adventures in Photography at Sawtooth
Coordinator: Steve Acesta
This course is a basic introduction to black and white photography. It is designed as a Jan-term course with no prerequisites. Students will learn how to see the world through the camera and to develop a language of photography as an image-making medium. This course will focus on basic darkroom procedures for developing and printing black and white film, and investigating new technologies utilizing digital imaging and the computer. In particular, students will learn about light, the pin-hole cameras, different types of 35mm cameras (SLR and Point and Shoot), film technology, wet and dry printing techniques, special effects, the basics of Photoshop and the history of photography. Working in the darkroom and on the computer is an important component of this course. Students are expected to have access to a 35mm film and a digital camera.

Prerequisite: None
Schedule: Monday through Thursday 1:00 PM – 4:00 PM at Sawtooth
Basic Set Fee: $350
Estimated Expenses: $50
(Eight students minimum enrollment and twelve student maximum)

Section N: Introduction to Ceramics at Sawtooth
Coordinator: Warren Moyer
Students will explore the creative options for working in clay while becoming familiar with the procedures involved in the ceramic process. This class will provide instruction in the basic construction techniques used in ceramics including various handbuilding techniques and throwing on the potter's wheel. Emphasis will be placed not only on developing technical knowledge and skill but also exploring individual creative expression.

Prerequisite: None
Schedule: Monday, Tuesday, Wednesday, Thursday 2:00 PM – 5:00 PM at Sawtooth
Fee: $400 (includes supply fee for clay, glazes and firing)
(Eight students minimum enrollment and eighteen student maximum)

Section P: Stained Glass Creation at Sawtooth
Coordinator: Sara Stine
Welcome to the beautiful world of stained glass. Students will learn the basic techniques of stained glass creation including glass cutting and grinding, copper foil application, and soldering. Students will explore what makes a successful stained glass design, and put that knowledge into practice to create a small stained glass panel from start to finish. Supply list will be available at the beginning of class, but the studio is equipped with tools to share.
Prerequisite: None
Schedule: Monday through Thursday 1:00 PM – 4:00 PM at Sawtooth
Basic Set Fee: $330
Estimated Expenses: $50
(Eight students minimum enrollment and twelve students maximum)

Section Q: Introduction to Weaving at Sawtooth
Instructor: Melisse Hopping
In this fun creative class you will create a one of a kind textile of your very own. Students will learn how to use a four shaft floor loom by weaving a sampler, and then planning and weaving a textile of their own design. You will be learning structure and weave variations while you work on your technique. You can choose from a variety of raw materials to weave into your design.

Schedule: Monday through Thursday 1:00 - 4:00 at Sawtooth
Basic set fee: $360
Supply fee: $15

Total due $375
(Five students minimum / 10 students maximum)

Departmental Courses

ACCT 130. Principles of Managerial Accounting
Mike Cummings
The analysis of financial data for managerial decision making; the interpretation of accounting data for planning and controlling business activities. Emphasis will be given to the role of financial data in decisions regarding the structure of economic institutions and the mix of goods and services produced by a society. Prerequisite: ACCT 120 or permission of instructor.

CRWR 220. Special Topics in Creative Writing
Amy Knox Brown
Special Topics will focus on contemporary magical realism. Students will be required to read published examples of the form, write their own stories, and be active participants in classroom discussions and activities. The pre-req for this course is CRWR212.
M, T, W, TH 1:00 – 4:00 pm
Books : $50.
Materials/Supplies: $25
Total Expenses : $75.

EDUC 122. Learners in Context
Susan Gebhard
This course introduces diversity issues and potential implications for 21st century teaching and learning. After an exploration of their personal cultural context, students will explore diversity issues of race/ethnicity, language, gender, socio-economic status, age and development, exceptionalities, religions and family/community structures. Field experiences will connect culturally-responsive teaching practices with various aspects of diversity. Students will also be introduced to School Improvement Profiles (SIP) and the interdependency of context and SIP relevance.

EDUC 332. Development and Cognication
Cecelia Marshall
The aim of the course is to prepare students to work with a wide range of individual student differences in skills, motivation, experience and affect. This course introduces candidates to research-based ideas about human physical development and learning domains – cognitive, affective and psychomotor. Concepts regarding human development learning theories will be linked to their implications for classroom management, differentiation, instructional design/delivery and assessment. *Admission to Teacher Education required.*

EDUC 333. Comparative Educational Studies
Susan Gebhard
This course encourages candidates to make basic comparisons of educational issues between education in the United States and internationally. By reflecting on their own educational experiences, students will think critically about core global issues in education and engage with current comparative research. Significant field experiences in diverse social and educational settings will be required. Study abroad possible. *Admission to Teacher Education required.*

EDUC 334. Introduction to Exceptionalities
Johnna Lyons
This course presents an historical and philosophical overview of education for exceptional learners including ways in which cultural, socio-economic and family dynamics of exceptional students impact educational planning and instructional delivery. Candidates will explore current legislation and court cases involving exceptionalities, school-based services, placements and methods for students with special needs, and collaborative strategies for families, school personnel and community agencies designed to accommodate students' needs. *Admission to Teacher Education required.*

ENVS 250. Geographic Information Systems
Dane Kuppinger

This course will introduce students to the basic concepts, tools, and applications of geographic information systems (GIS). Topics include geographic data acquisition, data management, cartography, and methods of geospatial analysis. Through hands-on exercises students will learn how to use GIS software and how these tools can be used to address questions in many fields. Prerequisite: ENVS 100 AND CINS 20, 30, or equivalent, OR permission of instructor

The objectives of this course are to introduce students to the basic concepts, tools, and applications of geographic information systems (GIS). Topics covered will include geographic data acquisition, data management, cartography, and methods of geospatial analysis. Students will learn how to use two popular brands of GIS software (ArcGIS and Manifold) and will use these tools to address questions in different fields of study.

This course will address the interests of students who wish to supplement their current programs of study with coursework that will teach them new tools that they can use within their chosen fields. GIS tools are useful to fields as diverse as ecology, city planning, and sociology (among others). They are increasingly used by professionals in these and other fields to assess spatial patterns of relevance to their discipline and by learning them our students will be more competitive in the workplace and better equipped to contribute to their chosen discipline.

GIS programs have a steep learning curve. As such all assignments will be started during the class period. Students will have to finish projects outside of the class meeting time. One project which students will complete outside of the class meeting time is to use hand-held GPS devices to create a GIS based map of particular features of the Salem campus.

M, T, W, TH 9:00 am – noon
Books $50

HIST 250. Special Topics in History: End of Empire
Tekla A. Johnson
The End of Empire is a macro level history course, which aspires to escape the bounds of nationalist historiography in effort to study history "horizontally" across space rather than "vertically" through time. This course provides an introduction to World System Theory. Students will study conceptual paradigms of the world system which emphasizes cultural and economic connections between societies and the idea that location and other factors

create relationships between civilizations based partially on their access to a shifting core. The class will consider both the wealth generating capacity of the system and the inequalities which are produced.
M, T, W, TH 9:00 a.m. - noon

Entrance Fees	$50	(Museum, Library, or archive, documentary)
Miscellaneous Expenses	$50	(a meal)

PSYC 010. Introduction to Psychology
Jeff Ersoff
Psychology as a science and a discipline. Survey of major subject areas such as biological bases of behavior, human growth and development, perception, learning, motivation, emotions, personality theory, social and abnormal psychology. Required for the major.
M, T, W, TH, F 1:00 – 4:00 pm
Books: $120.

PSYC 101. Statistics
Linda Dudley
Elementary descriptive statistics and inferential statistics, both parametric and nonparametric. Emphasis on those statistical concepts and techniques useful in analyzing empirical data in both the behavioral and biological sciences. Discussion of these techniques within the context of their application to concrete research situations. Required for the major. Prerequisite: PSYC 010 or permission of the instructor.
M, T, W, TH, F 11:00 a.m. – 2:00 p.m.
Estimated Book Expenses: $150.

RELI 205: Biblical Topics: Other Christian Scriptures
Richard Vinson
A survey of early Christian documents—gospels, acts, letters, and apocalypses—that were not canonized. By becoming familiar with this literature, students will learn more about the nature of early Christianity, especially in its more heterodox forms, and more about the issues against which canonical writers often argued.
Course objectives:
students in this course will…
Demonstrate the ability to read ancient Christian literature against its historical and cultural backgrounds, insofar as those may be reconstructed
Describe the social and theological boundaries and edges of early Christian communties
Use this literature to reconstruct some of the arguments that shaped early Christianity
Practice skills doing close readings of ancient texts of various genres

The course provides opportunities for developing skills in analysis and communication; see the course objectives above

M,T,W,TH 9:00 am – noon
Books $60

REST 220 / WMST 220: From Mammy to the White House: Black Women's Mobility
Krishauna Hines-Gaither
This course will examine prevalent images of Black women found in film and literature. The course will analyze the social construction of stereotypical images of Black women as juxtaposed with increasing numbers of Black professional women. The course will study intersectionality as it relates to identity construction. The course will investigate dominant matrices and society's reaction to the polarized images of Black women. This course will investigate how Black women of varying social class groups diverge as well as intersect. Finally, this course will explore the strategies used by Black women to transcend and manipulate ascribed identities.

This course satisfies the Salem Signature women's studies requirement and counts for major/minor in women's studies and the major in race and ethnicity studies.

M, T, W, TH 9:30 – 12:30
Books: $50 - $70

JANX300: Experimental Travel Course

Section A: Exploring the Arts in London and Paris
Heidi Echols and Thomas Swenson

This course will offer students an opportunity to experience the Arts in both London and Paris. We will spend time in the classroom exploring the significance and history of various art forms - visual arts, music, architecture, dance, and literature. Students will then experience these art forms in London for six days and Paris for six days.

Length of trip and preliminary itinerary (including sites to be visited): Departing Greensboro on Wednesday, January 11th for London. Arriving in London Thursday, January 12th and taking a train to Paris. Staying in Paris from Thursday Jan 12th until Wednesday, January 18th. Departing for London Wednesday, January 18th and staying in London until Tuesday, January 24th.
Sites to be visited in London: West End Theatre, London Symphony Orchestra, Parliament, The London Eye, Tate Modern, Tower of London, National Gallery, Pre Olympic Games Festivals, and the French Festival
Sites to be visited in Paris: Paris Opera, Eiffel Tower, The Louvre, Arc de Triumph, Versailles, and Notre Dame.
Students will be able to analyze various art forms, explore the creative process, experience cultural relevance and significance of language. Global awareness, history, fine arts, language, sociology, and women's studies are also areas where students will explore and learn.
Students will spend time in the class room before the trip abroad studying the various histories and cultures of London and Paris. Students will also be working with tour guide books to create a personalized itinerary for their trip. In London, students will tour museums, explore politics, experience music, theatre and dance, and analyze architecture. In Paris, students will do the same.
Students will work with Heidi and Thomas in hotel conference rooms each morning while abroad. These sessions will be reflective and informative. Students will discuss their experiences from the previous day and prepare for the experiences of the day to come.
Estimated cost: $2500-$2800

Section B: China: Past, Present and Future
An Ancient Culture Emerges into The 21st Century
Dr. Wenzhi Sun, Ms. Deborah Harrell

Roughly twenty years after Deng Xiaoping's "reform and opening policy" allowed foreigners into China, the country still remains a mystery to many Westerners. It is clear to all, however, that China is playing an increasingly important role on the world stage. On this trip we will explore China's historic past and present, emphasizing its rich cultural heritage, as well as its future place as a major economic and political power in the world.

Each of the goals above are clearly addressed in the attached itinerary. Many of the activities involve visiting archaeological sites, villages, religious sites, provinces with large ethnic populations, as well as factories where the practice of ancient arts such as jade cutting and silk making take place. The course will begin on campus before we leave with meetings addressing

the history of what the students will be seeing as well as information on how to travel "intelligently" in a foreign land. The students will read and discuss articles about China, including articles about China's emergence as a super power and its efforts to become a big player on the world scene through such events as hosting the Olympics. We will also talk about the experiences of the Chinese in the history of the United States.
Before the travel period (in the time between the end of fall semester and the time we leave on the travel portion of the course) each student will be given a topic to research (e.g. a site we will visit) and will present to the class as a whole what they have found. Each student will be evaluated on her presentation. They will also be evaluated on participation in class discussions about assigned readings.

During the travel period the students will be required to keep a daily journal and reflections of their activities.

After the trip is over, students will have several days back on campus at which time they will write a short paper on their overall impressions of the trip. They will be asked specifically to reflect on what they have learned by having viewed a culture so different from their own.

The estimated expenses will be $3000***. We are working through a couple of Chinese Tour Agencies (see below) that are giving us a price which is all-inclusive (flights and travel within the country, admissions, lodging, at least one meal each day). We are arranging the international flight ourselves. Over and above the estimate the students will be responsible for their other meals (approximately $20 per day), spending money, visa and passport fees.

What payment amounts will be due and on what dates?

October 1: $600 Deposit (Non-refundable)
November 1: $1200 (Portion allotted to international flight non-refundable).
December 1: $1200

Other estimated expenses:

Books: $80
Visas/insurance/vaccinations: $200 (Visa Fee) +Passport+
Insurance Fee if not covered by guardians' insurance.

Departmental Travel Course
SPAN300: Immersion Program in Mexico
Ho Sang Yoon

Dr. Hosang Yoon Total Immersion Spanish program in Mexico

Total immersion Spanish program conducted at Universidad Autónoma de Yucatán in Mérida, Mexico. It is a three-week intensive program where students attend classes for four hours daily. Students are housed with local families selected by the university.

Three weeks. The program includes visits to local sites of interest such as the Museum of Anthropology of Merida, the Contemporary Art Museum, and the Olimpo Cultural Center, as well as activities and events. In addition, weekend excursions will be organized to major historical and cultural places such as: the Mayan trail, Chichen Itza, and Tulum.

What are the academic goals of this course?
To provide our students with the opportunity to experience a Hispanic culture where they can learn and practice their Spanish in a full immersion environment. Students can take this course as a beginner, intermediate or advanced Spanish credit to satisfy BDRs, or language or culture requirements for the Spanish minor or major or International Business.

As the Director of the Program I will be working closely with the instructors who teach our students at Universidad Autónoma de Yucatán.
I will organize information sessions and pre-travel lectures towards the end of the Fall term and the first week of January to prepare students for the experience abroad and to convey to them the academic goals and expectations.

TOTAL estimated cost: $2400