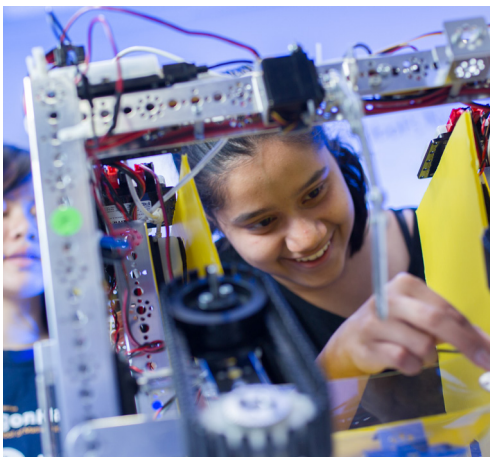


ASMS

Special Projects Week 2021



January 21, 2021

To: ASMS Students

Cc: ASMS Parents, Faculty and Staff

From: Dr. John Hoyle, President

Re: Special Projects Spring 2021-Virtual

Reminders:

- Special Projects start each day at **9:00 a.m. and end at 3:00 p.m.** beginning **Monday, February 22, 2021, through Friday, February 26, 2021**, unless otherwise specified by your sponsor.

Note: Special Projects are part of the ASMS Academic Program. The requirements for Special Projects are as follows:

“Each student must participate in and successfully complete with the grade of “P” for pass a Special Project during each year of residence at ASMS. Successful completion will earn 0.25 CU per year. Failure to pass the Special Project will result in a school-initiated withdrawal. No unexcused absences are permitted during the Special Project. The President must give direct permission for a student to not participate in Special Projects at the appointed time. If excused, a specific time frame must be set as when and how a student will make-up the special project. A Special Project brochure will be available to students before the end of the winter term. **The same ASMS rules of conduct, regulating students’ behavior while residing at the school, apply to behavior while participating in Special Projects.** All projects will produce some tangible product or service.” *Community Standards Handbook Page 23, “Special Projects.”*

The catalog for Special Projects can also be found online at the ASMS website (asms.net). If you have any questions, please call or email Ms. Godwin at (251) 441-2102 or cgodwin@asms.net.

*Students will sign up for Special Projects beginning **Wednesday, January 27, 2021 through Friday, January 29, 2021** using an online registration form. Mrs. Godwin will email the form with instructions to students early next week.*

The courses will be offered in a virtual setting for students accessed through Microsoft Teams, unless otherwise specified.

Dress Code

Students are reminded to follow the *Dress Code*, page 72, of the *Community Standards Handbook*:

Student Dress Code

Dress and grooming standards are established to ensure that the school climate reflects decency, safety, appropriateness, and a serious focus on learning. Fashions, styles, and trends evolve; therefore, the school reserves authority in matters which may arise and are not identified with this policy. ASMS staff reserves the right to request students to return to their residence hall to change if attire is deemed inappropriate or potentially disruptive to educational processes or social environments. Both faculty and staff shall enforce this policy and the final authority regarding dress and grooming shall be the ASMS Administration. Learning to wear appropriate attire is important to every student's social development and in many instances their future success. Although all ASMS staff and faculty can use discretion in deciding what clothing is not appropriate, the Office of Student Affairs will have final judgment over clothing. In short, ASMS will use common sense and reasonableness to determine appropriate attire. See page 72 for a list of standards.

Additional Information:

Students needing assistance during Special Projects week should first contact their course instructor. If you are experiencing technical issues, please email our Director of Information Technology, Mr. Keidrick Wooten at kwooten@asms.net.

Ms. Kathy Kilcrease, the school nurse will be in her office for any students that are sick.

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Alternative History: Changes in the Timeline

Instructors: Mr. Derek Barry and Mr. Kevin Dolbeare

Maximum: 16

Alternative History (AH) is a popular science fiction thought experiment: How would subsequent events change if a major occurrence had a different outcome? Students will learn and discuss different common AH tropes and develop several on their own. The students will then focus on one approved AH timeline and present it to the class with the events from the actual historically correct parallel timeline for discussion and evaluation. Requirements: Internet access and access to Teams for students off campus.

Artistic Expression through Renewable Energy: A Creative Way to Combat Climate Change

Instructor: Dr. Jessica Alexander

Maximum: 15

The implementation of renewable energy, such as wind and solar energy, is one of the best ways that society can combat climate change. However, not only can these technologies be used to help fight climate change, but they can also be a canvas for artistic expression. As these resources have become more ubiquitous in society, many scientists and engineers have been working with artists to create solar cells or wind turbines that are both practical and visually appealing. In this class, students will learn about how solar cells and wind turbines work, their importance in fighting climate change, and how these devices are created. Students will also study many examples of creative designs for these technologies, such as paintings created from solar materials or sculptures made out of solar panels with the goal of creating their own artistic design of a solar cell or wind turbine. At the end of the week, each student will deliver a short presentation on his or her own creative design for a functional, yet aesthetically pleasing, solar cell or wind turbine. Students will need access to the Internet and Microsoft Teams as this special project will be held entirely online.

Change in Language and Culture

Instructors: Ms. Muriel Hoequist and Dr. Keith Lindley

Maximum: 12

This project is centered around the topic of 'change' with respect to language and culture. You can choose to research the words that are synonymous and associated with the word for 'change' in the language of your choice (German, Spanish or French). You can then select one of the words and analyze it more closely for the remaining time. Or you can pick a topic in which change plays a major role (e.g., 'climate change') and explore how this topic is lived out and discussed in a country and culture in which your target language is spoken (e.g., 'climate change in New Caledonia'). This class will be held in a joint Teams session, and will branch out as needed, depending on enrollment and distribution of topics and/or languages. Dr. Lindley will address Spanish and French, and Ms. Hoequist will address French and German. The week culminates in some sort of presentation summing up your explorative path and findings.

Covid's Impact on Education

Instructor: Ms. Meoshe Id-Deen

Maximum: 14

Covid-19 has changed the way things are done in a variety of ways. The world of education has changed from in-person to virtual learning to a combination of both. In this special project we will explore some of the effects of Covid-19 on education. We will research how students and schools in different areas have been impacted by the pandemic. We hope to hear from school leaders, parents, students (elementary thru college), and teachers/professors on the changes they have seen and how they have personally been affected. Our final product will focus on changes that have taken place in education since the start of the pandemic and some possible strategies that can be implemented to help minimize negative effects of Covid-19 on education

Climate Change: Past Trends, Future Possibilities

Instructors: Dr. Karen Palazzini and Dr. Elisa Rambo

Maximum: 15

Students who participate in this project will research the geological record pertaining to key data such as CO2 levels, temperature fluctuations and other data necessary to the group's interests in an attempt to place the current climate situation in perspective. Students will also research past uses and future innovations in the fuel and agricultural industries to provide further insight towards reducing the impact of energy production while protecting food resources.

Cyber as an Instrument of Power

Instructor: Ms. Deborah Gray

Maximum: 14

Students reflect on cyber as an instrument of power: is it benevolent, benign, or malevolent? Students examine the role of evolving technologies in the US and China such as AI and 5G as they pertain to power in political cyberspace. They study how AI is being used today, what computing innovations led to this change, and future trends. Students select a topic for research and after reviewing data related to change, trends, and ethics in their interest area, they create a digital artifact to visualize the change and present their findings. (Online data visualization tools and applications to help students create an artifact, such as an infographic, will be discussed.) In addition, guest lecturers are planned.

Diversity in Pakistani Culture and in Languages

Instructor: Mr. Nasrullah Aziz

Maximum: 12

The Pakistani Culture is unique in the world and the diversity in its culture and languages is amazing. With one National Language and more than 60 local languages, every 45-minute drive from any spot to another will provide a different spoken accent and a distinctive cultural experience. In this project the students will explore the rich culture of the Country and the changes happened during the past few decades over there. The meetings will be in class and could be converted into online if needed.

Exploring Stress (Mental Health) in a Changing World

Instructors: Coach Angel Jackson and Coach Bill Brouillet

Maximum: 14

Our world is changing rapidly; these changes are causing stress, exhaustion, fear, anxiety, depression and more in our population. This project will explore the definition of stress and a variety of techniques to manage it.

Guest speakers will lecture on topics such as: how stress relates to physical and mental health; stress management techniques/strategies; healthy lifestyle and mental health; where and how to find professional mental health advice; and more. At the end of the week, each student will share a technique that resonates with them by delivering a short and creative presentation using PowerPoint.

From “One Day My Prince Will Come” to “Let it Go”: Disney and Female Identity
Instructors: Dr. Diane Gerard and Ms. Martha Mozer
Maximum: 12

How the changing ideas about women in America affect the depiction of the Disney Princess. Beginning in 1937 with Snow White and the Seven Dwarfs the Disney Company has created a series of female characters now marketed as the “Disney Princesses”. In this class students will analyze the characteristics and qualities that define these characters, how they have evolved over the decades, what caused the changes and how the songs they sing help develop their personalities. Students will research critiques and scholarly papers that both praise and vilify Disney’s portrayal of young women. The class will then convene a production meeting to discuss the creation of a new Disney Princess movie and how to meet the expectations of today’s society. For the final assignment students will return to the production meeting and present their vision of the new Princess and her story.

Game Theory and Applications in a Changing World

Instructor: Ms. Natalya Prokhorova
Maximum: 16

Game theory is the study of mathematical models of strategic interaction among rational decision-makers. It has applications in all fields of social science, as well as in logic, biology, and computer science. Originally, it addressed zero-sum games, in which each participant's gains or losses are exactly balanced by those of the other participants. In the 21st century, game theory applies to a wide range of behavioral relations and is now an umbrella term for the science of logical decision making in humans, animals, and computers. In this class students will be introduced to basic concepts of Game Theory such as cooperative and non-cooperative games, symmetric and asymmetric games, zero-sum and non-zero-sum games, simultaneous and sequential games, perfect information, and imperfect information games. Students will select some classic Game Theory games, such as “Rock, paper, scissors”, “Chicken”, “Prisoner's dilemma”, “Battle of the sexes”, to explore a number of pure strategy Nash equilibria and their applications to economics and business, project management, political science, biology, computer science, and philosophy.

Gender: Past, Present, and Future

Instructors: Mr. Daniel Commander and Dr. Karen Smith

Maximum: 18

Our social, cultural, and even scientific understanding of gender difference has changed dramatically in the 21st century. While Gender Studies may therefore seem like a new academic field, reflecting very recent developments, its roots reach centuries deep in our culture, with changing ideas about men's and women's roles emerging as early as the 18th century, and with an academic focus on gender flourishing in the form of Women's Studies since the early 1970s. In this Special Projects course, we will examine how past ideas about gender influence today's representations and point us toward future changes. On Day One, we will read and discuss influential writings on gender, while also learning about historical representations of masculinity and femininity. On Day Two, we will consider current developments and debates that concern gender identity, and discuss examples of poetry, fiction, and creative nonfiction that reflect changing ideas. On Day Three, as we begin to focus on our presentation ideas, we will consider different speculations about the future of gender. Day Four will be a workshop day for individual creative and/or research presentations, and on the last day we will have the opportunity to share individual work

Hamlet Over Time: Evolutions in the Interpretation of a Classic Text

Instructor: Dr. Mitch Frye

Maximum: 16

William Shakespeare's *Hamlet* is an important text within the Western canon. It has been interpreted in drastically different ways by audiences as the societies reading and viewing it have changed. Factors influencing these evolving interpretations include understanding of mental illness, appreciation of gender identity, recognition of class conflict, and awareness of historical contexts. Students in this class will start by reading and screening *Hamlet*. Then, they will read scholarship to study the many ways *Hamlet* has been interpreted from the 1600s until today. Guest speakers from other departments will lecture on diverse topics such as mental health, philosophy, processes of royal succession, and critical theory to provide students the background they need for understanding these interpretations. Finally, students will roleplay as critics from various perspectives to invent their own creative takes on the play. At the end of the week, each student will deliver a short presentation on their interpretation.

Hyperreality Immersion

Instructors: Dr. Elizabeth Jones and Mr. Orren Kickliter

Maximum: 14

Students will learn to see the blurred distinctions between reality and simulation that can occur in modern media. Introducing Semiotics, the study of signs and the creation of meaning, students will explore how beliefs, cultures, and social structures can be changed through mass media including product advertising, the corporate image, political rhetoric, etc.. Readings will include scholarship on semiotics and the evolution of media representation. Hyped-up on Postmodern theory, students will explore these concepts through making posters, books, digital imagery, blogs, street art, short videos, PowerPoints, or poetry.

Laws of Thermodynamics and Applications in Energy Production

Instructors: Dr. Victor Irby and Dr. John Petty

Maximum: 14

The physical laws of Thermodynamics play an important role in many areas in society, such as the development of more efficient automobile engines, electric power generation, heat generation, air conditioning, refrigeration, etc., and in our understanding of the Earth's climate. Thermodynamics is not taught in AP Physics classes. This Special Project is designed so students will have an opportunity to learn about thermodynamics, electrical power generation, and alternate sources of energy. Students in this class will be assigned a particular topic to research online: 4 Laws of Thermodynamic; History of the Zeroth Law; Kinetic Theory of Gases; Heat and First Law; Compression of Gases; Second Law; Heat engines; Refrigeration; The Carnot Cycle and Entropy.

Radiation Protection and Safety Measurement

Instructors: Mr. Grey Gaillard and Dr. Durga Paudel

Maximum: 20

During this special project, students will learn about various kinds of radiations emitted from a wide range of natural sources such as our everyday food to celestial objects & artificial sources such as very essential electronic gazettes to the nuclear power plants. They will investigate how radiations interact with various living tissue when they are exposed long & short term and their effect on our health. They will refer to the hazardous radiation data reported by the United States Environmental Protection (EPA), the International Commission on Radiological Protection (ICRP), the International Atomic Energy Agency (IAEA), the International Commission on Radiation Units and Measurements (ICRU) and the Center for Disease Control and Prevention (CDC). They will analyze their collected data from the various authorized agencies, do literature surveys, prepare review reports using data visualization skills learned, and finally present their outcome. The goal of this project is to introduce them to various radiations, radiation measurement procedures(dosimetry), Annual Intake Limits (ALI) of radiation and their safety precautions to keep them safe and healthy.

Sea Level Rise Coming to a Town Near You

Instructors: Dr. Rebecca Domangue, Ms. Alison Rellinger & Dr. Natalie Ortell

Maximum: 45

The quaint gulf towns of Mosquito Bayou and Waterside Village need your help. Sea level is rising and these towns need a plan! For this special project you'll help a town combat our changing climate by creating a sea level rise resiliency plan. You'll learn about the real life challenges towns face – how will you protect cultural heritage sites? What about critical infrastructure like your hospitals? How will you protect your residents and their homes? How will you make sure your plan is equitable to your entire community?

You'll work in teams to create a plan for your town. A good resilience plan in real life comes from a diverse team who brings creativity and a variety of expertise to the team. Love environmental science? Concerned about socio-economic justice for communities? Just really shook by the insanity of the 2020 hurricane season? Join our project and learn about how communities can come together to solve climate change related problems.

Zines for Change

Instructors: Ms. Sarah Brewer and Mr. Brian Sayler

Maximum: N/A

Students will research a topic related to social/racial/environmental justice and create an informative zine, either physical or digital, to bring awareness to the issue.