

The Lawrenceville School

Course Catalog
School Year 2025-2026

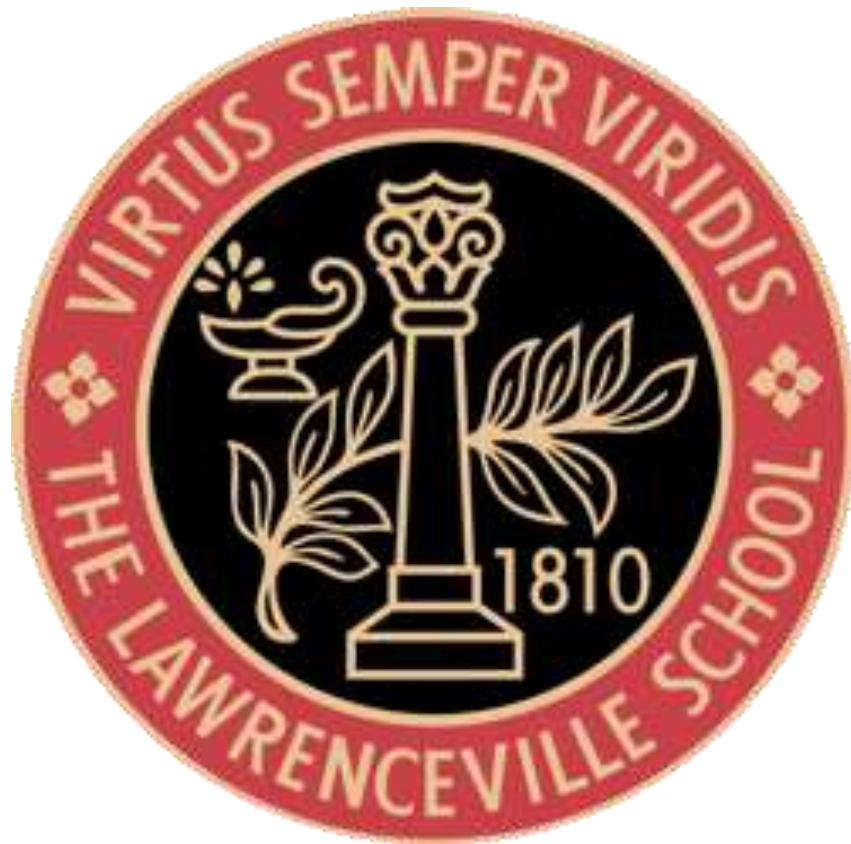


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Courses By Term

English

Fall	Winter	Spring
EN422 Advanced Poetry	EN421 The Novel	EN423 Essay Writing
EN501 Writing Seminar	EN502 Writing Seminar	EN516 Essays Of Reflection
EN506 Literary Journalism	EN510 Literature of the Beat Generation	EN522 Inventing Truth: The Art of Memoir
EN507 Literature Of National Pastime	EN511 Creative Writing: Techniques in Poetry and Short Fiction	EN528 Law as Literature
EN508 African American Literature	EN515 Radical Love in African American Literature	EN530 Remembrance in Literature: Legacy, Archival, and the Self
EN509 Advanced Literary Research	EN518 Literature as Philosophy	EN531 Chekhov
EN512 Radical Love in African American Literature	EN523 Hemingway	EN535 The Multigenre Writing Workshop
EN514 Award-Winning 21st-Century American Fiction	EN526 Flash Fiction	EN538 Science Fiction: Imagined Futures
EN517 Doing Philosophy with the Movies	EN532 Practicum in Poetic Forms (or Tennis with the Net)	EN541 Poetry of the Now: Contemporary American Poetry Seminar
EN519 The Antichrist: Re-Imagining the Devil as a Foundational Hero	EN534 Sociology as Literature: Theories of Society as Literary Texts	EN552 Children's Literature
EN520 From Freud To The Void	EN536 Creative Non-fiction	EN556 Modern English Plays
EN533 Moby Dick	EN543 Opinions and Events	EN561 Heart of Darkness in Fact, Fiction, and Film
EN537 From Dithyramb to Dr. Dre: Life through Lyricism	EN544 Shakespeare's Comedies: Masks We Wear	EN563 American Literature and the Free Market
EN543 Opinions and Events	EN547 The Screwball Comedy: From Shakespeare to Hollywood and Beyond	EN574 One Term, One Text: Reading the Greats
EN548 West Of Everything	EN549 Linguistics: Dr. Johnson to Dr. Chomsky	EN575 The Campus Novel: Examining Our Institutions in Comedies and Farces
EN558 Fairy Tales: Happy Endings or Grimm	EN554 The Art of Biblical Narrative	EN581 American Voices: Literary Movements (1865-Present)
EN559 The Graphic Novel Project	EN565 War Stories	
	EN567 Reading and Writing with Octavia Butler	IN503 Chaucer: Text and Context
IN504 Legal Practice And Procedures	EN578 Dystopian Literature and Social Protest	IN509 Moral of the Story: Ethics through Literature
IN505 Writings in International Policy and Strategy	IN502 American Indian Literatures	IN512 Heuristics
IN565 Playwriting (PA)	IN506 Case Studies in International Policy and Strategy (Winter-Spring)	IN506 Case Studies in International Policy and Strategy (Winter-Spring)
IN567 Shakespeare's Tragedies: Everyone Dies in Performance (PA)	IN516 Wizard of Oz in American History	IN574 Language of Leadership

Year long:

HU201 Humanities - English
EN301 English III

History

Fall	Winter	Spring
HI452 Intro to Economics	HI436 Discovering the Mayan World	HI432 Revolt, Dissent, & Protest: Revolution in the 19th Century Atlantic World
HI464 Introduction to Africana Studies	HI458 Learning to Ride Elephants: The Study of Behavioral Economics	HI462 Brandwashed: The Science of Marketing
	HI466 Political Science: Foundations and Controversies	
HI507 Advanced Civics Studies	HI528 Honors Lincoln in Text and Context	HI517 Advanced Topics in Social Science: Race and Computational Thinking
HI509 Honors Modern Latin America: Continuities and Change	HI529 Honors Global Renaissance(s)	HI534 Queering the Narrative: An LGBTQ+ History of the United States
HI515 Advanced Research Seminar	HI571 Honors Women & Gender in Early America (Origins-1920)	HI564 Honors History: Indigenous History of the Americas
HI525 Honors Race, Science, and Social Policy in American History		HI572 Honors Women & Gender in Modern America (1920-present)
HI559 Honors Historiography Seminar		HI574 Honors American Presidency
		HI581 Honors Reporting Vietnam
IN519 Honors Poverty in Global and U.S. Contexts: Causes, Consequences, and Solutions (Fall and Winter)	IN519 Honors Poverty in Global and U.S. Contexts: Causes, Consequences, and Solutions (Fall and Winter)	IN540 Honors Medieval Spanish History
IN536 Advanced Topics in Immigration Studies (Fall-Winter)	IN536 Advanced Topics in Immigration Studies (Fall-Winter)	
IN541 Honors Seminar on Social Justice	IN514 Mystery, Majesty and Modernity: The Gilded Age & The Chicago World's Fair	
IN573 Managing Technology & Strategic Innovation	IN543 Honors History: Martin Luther King, Jr. and Malcolm X	
	IN551 Honors Art of the African Diaspora	
	IN571 Honors History Middle East Studies: Historical Analysis of the Arab-Israeli Conflict	

Year Long:

HU204 Humanities - Cultural Studies
HI301 Forces That Shaped The Modern World
HI421, HI422, HI423 Themes in US History
HI511, HI512, HI513 Honors Government and Politics
HI544, HI545, HI546 Honors US History
HI566, HI567, HI568 Honors History of American Democracy in Cases
HI551, HI552, HI553 Honors Economics

Interdisciplinary

Each IN course is housed within a primary department as listed below. Graduation requirements of the primary department must be completed *before* a student may enroll in an IN course within that department. As such, IN courses receive only IN course credit. The only exception to this is within the English department where senior elective courses may concurrently fulfill both the English graduation requirement and receive IN credit.

Fall	Winter	Spring
	ENGLISH	
IN504 Legal Practice And Procedures	IN502 American Indian Literatures	IN503 Chaucer: Text and Context
IN505 Writings in International Policy and Strategy	IN506 Case Studies in International Policy and Strategy (Winter-Spring)	IN506 Case Studies in International Policy and Strategy (Winter-Spring)
IN565 Playwriting (PA)	IN516 Wizard of Oz in American History	IN509 Moral of the Story: Ethics through Literature
IN567 Shakespeare's Tragedies: Everyone Dies in Performance (PA)		IN512 Heuristics
		IN574 Language of Leadership
	HISTORY	
IN519 Honors Poverty in Global and U.S. Contexts: Causes, Consequences, and Solutions (Fall and Winter)	IN519 Honors Poverty in Global and U.S. Contexts: Causes, Consequences, and Solutions (Fall and Winter)	IN540 Honors Medieval Spanish History
IN536 Advanced Topics in Immigration Studies (Fall-Winter)	IN536 Advanced Topics in Immigration Studies (Fall-Winter)	
IN541 Honors Seminar on Social Justice	IN514 Mystery, Majesty and Modernity: The Gilded Age & The Chicago World's Fair	
IN573 Managing Technology & Strategic Innovation	IN543 Honors History: Martin Luther King, Jr. and Malcolm X	
	IN551 Honors Art of the African Diaspora	
	IN571 Honors History: The Israeli-Palestinian Conflict and the Modern Middle East	
	INTERDISCIPLINARY	
IN568 Design For Social Change		IN588 Capstone
	LANGUAGE	
IN552 Honors French: Questions of Our Times: Through the Lens of Documentary Film	IN528 Honors Spanish: Politics & Poetry	IN525 Honors French: French Cinema

IN553 Honors French: French Autobiography	IN569 Honors Chinese: Journalism II	IN555 Honors Spanish: Through the Lens of Social Justice
IN527 Honors Spanish: The Hispanic History of the U.S.		IN556 Honors Spanish: The Spanish Civil War: Language, History, and Cultural Perspectives
		IN557 Honors Latin: Ancient Rome & the Cinema
	PERFORMING ARTS	
	IN566 Dramaturgy: Illuminating the World of the Play	IN534 Jazz: An American Art Form
		IN535 Mythological Theatre: Gods, Heroes, and Monsters
	RELIGION	
IN563 Ancient Greco-Roman Philosophy	IN538 Varieties of Religious Experience	IN546 Religion And Ecology
	IN542 The Karma Of Words	IN558 Bioethics
	IN545 Religion, Spirituality, & Music: Harmony of Humanity	
	IN550 Makers Modern Mind	
	SCIENCE	
		IN533 Botany & Boat Building
		IN562 Food Studies
	VISUAL ARTS	
IN576 Art History		

Language

Fall	Winter	Spring
LA504 Advanced Chinese I	LA505 Advanced Chinese II	LA506 Advanced Chinese III
LA521 Honors Chinese: Topics in Modern China I	LA522 Honors Chinese: Topics in Modern China II	LA523 Honors Chinese: Topics in Modern China III
LA527 Honors Chinese: Journalism I	IN569 Honors Chinese: Journalism II	LA529 Honors Chinese: Journalism III
LA507 Advanced French I	LA508 Advanced French II	LA509 Advanced French III
IN552 Honors French: Questions of Our Times: Through the Lens of Documentary Film	LA562 Honors French: French Impressionism	IN525 Honors French: French Cinema
IN553 Honors French: French Autobiography	LA568 Honors French: Lettres Scandaleuses - Peering into Private Lives in 18th Century France	
LA501 Advanced Latin I	LA502 Advanced Latin II	LA503 Advanced Latin III
LA545 Honors Latin: Roman Historiography	IN556 Honors Latin: Roman Theater	LA544 Honors Latin: Ovid in Augustan Rome
LA510 Advanced Spanish I	LA511 Advanced Spanish II	LA512 Advanced Spanish III
LA593 Honors Spanish: Muralists of Mexico	LA595 Honors Spanish: Fiction And Reality	LA594 Honors Spanish: Improvisaciones
IN527 Honors Spanish: The Hispanic History of the U.S.	IN528 Honors Spanish: Politics & Poetry	IN554 Honors Spanish: The Spanish Civil War: Language, History, and Cultural Perspectives
		IN555 Honors Spanish: Through the Lens of Social Justice

Year long:

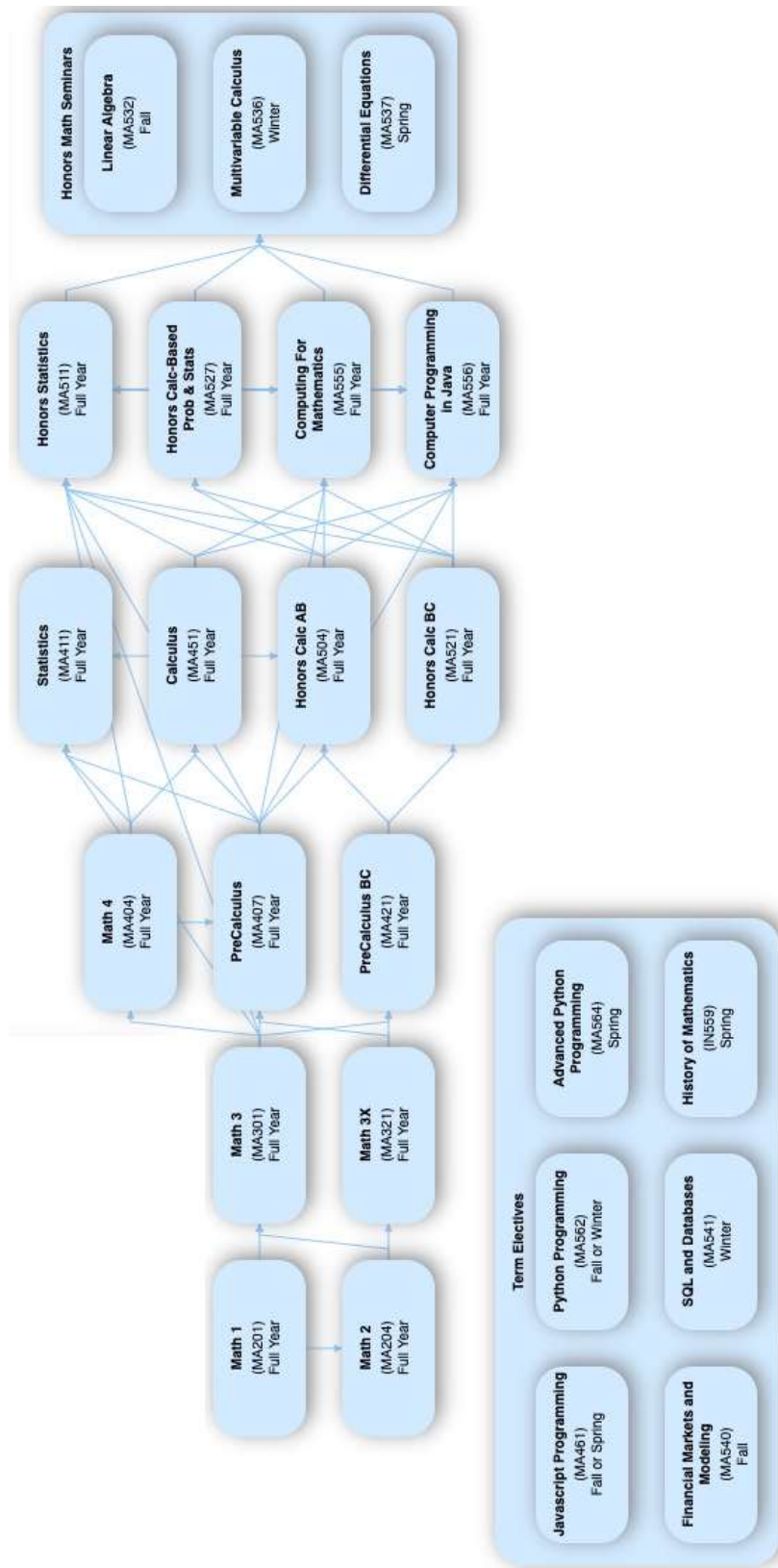
LA221 Chinese 1
LA321 Chinese 2
LA421, LA422, LA423 Chinese 3
LA201 French 1
LA301 French 2
LA401, LA402, LA403 French 3
LA241 Latin 1
LA341 Latin 2
LA441, LA442, LA443 Latin 3
LA211 Spanish 1
LA311 Spanish 2
LA411, LA412, LA413 Spanish 3
LA515 Introduction to Ancient Greek

Math

Fall	Winter	Spring
MA461 Javascript Programming		MA461 Javascript Programming
MA540 Financial Markets and Modeling	MA541 SQL and Databases	
MA562 Python Programming	MA562 Python Programming	MA564 Advanced Python
		IN559 History of Mathematics

Year long:

MA201 Mathematics 1
MA204 Mathematics 2
MA301 Mathematics 3
MA321 Mathematics 3X
MA404 Mathematics 4
MA407 Precalculus
MA411 Statistics
MA421 Precalculus BC
MA451 Calculus
MA504 Honors Calculus AB
MA511 Honors Statistics
MA521 Honors Calculus BC
MA527 Honors Calculus-Based Probability And Statistics
MA539 Honors Math Seminar: Introduction to Linear Algebra and Multivariable Calculus
MA556 Computer Programming in Java
MA558 Computing For Mathematics



Math Flow Chart: View interactive chart here https://sentinel.lawrenceville.org/_flowchart/

Religion and Philosophy

Fall	Winter	Spring
RP302 Intro to Religious Studies	RP302 Intro to Religious Studies	RP302 Intro to Religious Studies
RP405 Asian Philosophy	RP402 Social Ethics And Genocide	RP407 Studies In Christian Origins
RP408 Hebrew Bible: Studies & Methodologies	RP412 Islamic Studies	RP409 Judaism
RP410 Three Forms Of Buddhism	RP413 Ethics	RP411 Hinduism: Belief and Practice
RP414 Philosophy	RP425 Religions of the African Diaspora	RP413 Ethics
		RP420 Buddhism Studies: Zen in the Arts
RP510 Buechner Scholars Seminar	RP528 Race, Religion, and Social Justice	
RP515 Jerusalem	RP534 Feminist and Womanist Religious Voices	
RP521 Topics in Religion: Religion and Film	RP532 Queer Theology	
RP530 Applied Ethics: Advanced Studies in Moral Philosophy		
RP536 Feminist Ethics		
RP538 Black Liberation Theology		
IN563 Ancient Greco-Roman Philosophy	IN538 Varieties of Religious Experience	IN518 Apocalypse Now
	IN545 Religion, Spirituality, & Music: Harmony of Humanity	IN546 Religion And Ecology
	IN542 The Karma Of Words	IN558 Bioethics
	IN550 Makers Modern Mind	

Science

Fall	Winter	Spring
SC418 Psychology	SC413 Evolution Of Reproduction	SC414 Human Disease
		SC415 Human Anatomy and Physiology
SC421 Forensic Science: Crime Scene Investigation & Evidence Analysis	SC423 Applications of Forensic Chemistry	SC425 Applications of Forensic Biology
SC511 Honors Ecology	SC590 Learning And Memory	SC577 Musculoskeletal Physiology
SC515 Nutrition: Biochemistry of Food and Relationship to Diet		SC578 Honors Parasitology
SC560 Intro to Mechanical and Structural Engineering	SC561 Intro to Electrical Engineering	SC563 Projects in Engineering
SC574 Research in Molecular Genetics (Fall and Winter)	SC574 Research in Molecular Genetics (Fall and Winter)	SC575 Projects in Molecular Genetics
IN561 Sustainability Seminar		IN533 Botany & Boat Building
		IN562 Food Studies

Year long:

SC205 Inquiries in Biological and Environmental Sciences
SC325 Inquiries in Chemical and Physical Sciences
SC441, SC442, SC443 Chemistry
SC451, SC452, SC453 Biology
SC461, SC462, SC463 Environmental Science
SC516, SC517, SC518 Honors Biology
SC522, SC523, SC524 Honors Chemistry
SC584, SC585, SC586 Honors Environmental Science
SC434, SC435, SC436 Physics
SC534, SC535, SC536 Honors Physics
SC541, SC542, SC543 Honors Physics / Mechanics
SC551, SC552, SC553 Honors Physics / Mechanics and Theory

Please note: A student may not take a year-long 400 level course and then take the same honors course the following year. For example: a student may not take 400 Biology and then Honors Biology the following year.

Performing Arts

Fall	Winter	Spring
Performing Arts: Music Curriculum		
	PA201 Foundations of Music (Winter and Spring)	PA201 Foundations of Music (Winter and Spring)
PA310 Explorations of Music <i>(Fall and Winter -- New III form only)</i>	PA310 Explorations of Music <i>(Fall and Winter -- New III form only)</i>	
		PA315 Popular Music in America <i>(Returning III form only & Changing Arts Only from Theatre or VA)***</i>
PA330 Shapes and Styles of Music		
PA515 Jazz Improvisation	PA510 Honors Music Theory	PA508 Digital Music Composition
Performing Arts: Theatre & Dance Curriculum		
	PA221 Foundations of Theatre (Winter and Spring)	PA221 Foundations of Theatre (Winter and Spring)
PA326 Acting I <i>(New and Returning III Form Only)**</i>	PA328 Theatrical Design: Lighting Design	PA326 Acting I <i>(Returning III form & Changing art forms Only)</i>
PA327 Theatrical Design: Costume Design	PA421 Fundamentals of Theatre	PA329 Theatrical Design: Scenic Design
PA422 Directing I	PA424 Acting II	PA535 Advanced Theatre Studio: Musical Theatre in Performance
PA531 Advanced Theatre Studio: Theatrical Design & Drafting	PA533 Advanced Theatre Studio: Acting and Directing	
Performing Arts: Interdisciplinary Offerings		
	IN566 Dramaturgy: Illuminating the World of the Play	IN534 Jazz: An American Art Form
		IN535 Mythological Theatre: Gods, Heroes, and Monsters

Year long:

PA304/PA474 The Lawrentians

PA304 = Sophomores Only

PA474 = for Juniors/Seniors

*For Performing Arts, all II formers **must** take two consecutive terms of *either*: Foundations of Music, both T2 and T3, or Foundations of Theatre, T2 and T3, respectively.

New III formers entering into Theatre **must take PA326: Acting I (T1) and PA424: Acting II (T2). With department approval, students **may** choose PA328: Theatrical Design: Lighting Design (T2), *or* PA329: Theatrical Design: Scenic Design (T3). New III formers entering into Music **must** take PA310: Explorations of Music (T1 & T2).

***Returning students who elect to change from Theatre or Visual Arts to Music **must** take PA315: Popular Music in America

Visual Arts

Fall	Winter	Spring
VA201 Foundations Of Drawing (Fall and Winter)	VA201 Foundations Of Drawing (Fall and Winter)	
	VA202 Foundations Of Design (Winter and Spring)	VA202 Foundations Of Design (Winter and Spring)
	VA205 Foundations Of Filmmaking (Winter and Spring)	VA205 Foundations Of Filmmaking (Winter and Spring)
	VA206 Foundations Of Technical Design and Fabrication (Winter and Spring)	VA206 Foundations Of Technical Design and Fabrication (Winter and Spring)
	VA310 Explorations in Drawing	VA311 Explorations in Drawing II
		VA310 Explorations in Drawing
VA312 Explorations in Design	VA313 Explorations in Design II	
VA318 Explorations in Filmmaking	VA319 Explorations in Filmmaking II	
VA320 Explorations in Studio Art	VA321 Explorations in Studio Art II	VA320 Explorations in Studio Art
	VA335 Painting	VA330 Advanced Drawing
VA332 Advanced Design		VA332 Advanced Design
VA336 Advanced Technical Design and Fabrication		
VA338 Advanced Filmmaking		
		VA401 Painting
VA408 Advanced Design		VA411 Sculpture
VA410 Architecture		VA407 Advanced Drawing
VA416 Advanced Technical Design & Fabrication		VA408 Advanced Design
VA412 Ceramics I	VA412 Ceramics I	VA412 Ceramics I
		VA422 Ceramics II
		VA431 Filmmaking: The Art of Visual Storytelling
IN576 Art History		

Year long:

VA501 Advanced Studio

English

HU201 - Humanities - English

This yearlong English class stresses the development of students' skills in writing and grammar, close reading, and discussion, while introducing them to some of the works in the literary canon. The course begins with an intensive writing period, refreshing skills in description and narration while focusing on the students' place at Lawrenceville and in the greater community. We then use modern and ancient stories to spur our thinking and discussion. While much of the writing students do in this course focuses on forming an argument and using a text to support the steps of that argument, students also write for a variety of purposes, including to express themselves, to explore and come to understand complicated ideas, and to imitate stylistic and formal features of the authors they study. Humanities English builds a foundation of skills and knowledge for the beginning student of the humanities.

Grants: NCAA:ENG; Terms: All; Forms: II

EN301 - English III

This year-long English class stresses the development of students' reading, writing, discussion, and analysis skills through the study of short fiction, poetry, and drama. Readings include works by a variety of nineteenth, twentieth, and twenty-first century writers, including James Baldwin, Emily Dickinson, F. Scott Fitzgerald, Lorraine Hansberry, Langston Hughes, Mohja Kahf, and Flannery O'Connor. Students will also read Shakespeare's *Macbeth*. Writing assignments ask students to read a piece of literature closely and to derive and support an argument that reflects their observations about the text as a whole. Students learn to craft text-based essays and practice analysis in class discussions with particular awareness of audience. Grammar lessons review the basic parts of speech and sentences, then move through the study of major usage guidelines.

Grants: NCAA:ENG; Terms: All; Forms: III

EN421 - The Novel

This course is devoted to the study of long-form fiction. The reading materials include novels by a diverse range of authors from the nineteenth and twentieth centuries. Analytical writing continues to play a central role in the curriculum, with students composing analytical papers each of three novels. Discussion-based inquiry around the Harkness table encourages careful deliberation and constructive debate.

Grants: NCAA:ENG; Terms: T2; Forms: IV

EN422 - Advanced Poetry

In this course, IV Formers apply their skills in close reading and literary analysis to the genre of poetry. The first five weeks are devoted to the analysis of poems written in English by diverse authors. Analytical writing continues to play a central role in the curriculum, but there may be time for students to write some poetry of their own as well. Discussion-based inquiry around the Harkness table encourages careful deliberation and shared construction of nuanced understanding. During the second five weeks of the term, students engage in an intensive study of William Shakespeare's *Hamlet*. We cultivate skills in reading and public speaking through opportunities for poetry recitation, dramatic recitation, and student-led discussion.

Grants: NCAA:ENG; Terms: T1; Forms: IV

EN423 - Essay Writing

In this course, students read three or four exemplary essays per week from The Norton Reader Anthology of Nonfiction and other sources, becoming familiar with a variety of rhetorical techniques to use in their own writing. For the first half of the term approximately every week-and-a-half, students write a short essay, often modeled on the published essays that make up the reading portion of the

course. Class time includes a workshop component for students to help each writer to understand and realize his or her goals for the essay. The second half of the term emphasizes revision, and the final assignment takes the form of a capstone essay, which students will expand, condense, and revise over the course of several weeks.

Grants: NCAA:ENG; Terms: T3; Forms: IV

500 Level English Classes

To foster independence of mind and inspire life-long learning, the English Department offers the Vth Form an array of term-long electives. In each class, students undertake intensive work in a specific domain of the discipline, ranging from studies of seminal writers to explorations of major literary movements and genres, as well as writing-intensive courses. Similar to college-level tutorials, electives ask students to practice significant independence of scholarship and demonstrate greater sophistication of thought than in the lower Forms. Through peer collaboration at the Harkness table, self-directed close reading, and the crafting of analytical arguments and/or creative works, students exercise critical thinking skills and advanced means of expression. Each 500-level English course requires substantial nightly reading and a minimum of 15 pages of polished writing, analytical and/or creative.

EN501 - Writing Seminar

Writing Seminar students will engage in structured practice building both receptive and expressive literacy skills, necessary to make a successful transition into other 500-level English electives, which require a high level of independence in accessing complex texts and producing scholarly analytical writing. Students will collaborate to develop strong habits and processes for drafting and revising written work to produce at the level expected for Vth Formers. Students will read short stories, a novel, and poems to build skills in responding to a variety of literary genres. Returning students who want to develop specific literacy skills and new Vth Form or post-graduate students are able to enroll in this course.

Grants: Honors, NCAA:ENG; Terms: T1; Forms: V

EN502 - Writing Seminar

Writing Seminar will offer an extension of the work accomplished in Writing Seminar, continuing to build students' ability to identify key evidence and draw significant conclusions about texts and turn those ideas into well organized, well supported analytical arguments. Engaging students in readings based on areas of interest and prior knowledge, the course will support their development of their individual voice and style in writing. Students who were enrolled in English Seminar I may continue to be enrolled in English Seminar II. Alternatively, students who enrolled in another English elective in Term 1 may enroll.

Grants: Honors, NCAA:ENG; Terms: T2; Forms: V

EN506 - Literary Journalism

Literary Journalists adhere to the ethics and methods of journalism but follow the timeline of non-fiction writers, creating rich non-fiction stories with hard-hitting facts and emotional weight. Examine this art form by reading the best writers of genre: John McPhee, Norman Simms, Adrian LeBlanc.

As we analyze the techniques employed by these writers and their colleagues, students will craft their own series of vignettes that adhere to the tenets of literary journalism. As a final project, students will create a newsworthy article on a subject of their choice. Students will have the option to submit the piece for publication.

Grants: Honors, NCAA:ENG; Terms: T1; Forms: V

EN507 - Literature Of National Pastime

Baseball, with its encyclopedia of metaphoric language and freedom from the mechanical rigidity of the clock, has throughout its storied history captivated the literary imagination in a manner unique in the American sporting landscape. An “immigrant’s game” with a segregated past, a relic of a bygone era that evolves and reinvents itself with the times, baseball’s contradictions reflect those inherent in American democracy. Its season, beginning with the eternal optimism of spring, developing over a long summer, and concluding in autumnal decay, unfolds within a set narrative structure that nevertheless invites infinite variations and possibilities. Readings may include Bernard Malamud’s novel *The Natural*; Don DeLillo’s novella *Pafko at the Wall*, which reimagines the scene of the 1951 “shot heard ‘round the world” at New York’s famed Polo Grounds; and Michael Lewis’ *Moneyball*, which helped popularize the now-dominant data-driven approach to the game. Shorter form readings will explore the history of the Negro Leagues, the growth of the game in Japan and Latin America, recent inroads by women coaches and executives, and the stories of some of the sport’s mythical twentieth century figures. Course requirements include close reading, active Harkness participation, three critical essays and a final exam paper.

Grants: Honors, NCAA:ENG; Terms: T1; Forms: V

EN508 - African American Literature

This course focuses on the work of American writers after the Harlem Renaissance of the 1920s, with a primary emphasis on fiction and poetry. The central concern of this course will be the efforts of Black writers to explore artistically the conflicting claims of their identities as both African and American, their experience as both apart from and a part of the American cultural scene. We will pay special attention to the role of Black vernacular culture, the irreverent, exuberant oral tradition created in slavery that has given the world the spirituals, the blues, gospel and hip-hop. Readings will draw on the short stories of Richard Wright, novels by Ralph Ellison (*Invisible Man*) and Toni Morrison (*Song of Solomon*), essays by James Baldwin, and the poetry of Robert Hayden, former poet laureate Rita Dove, and the Pulitzer Prize-winning hip-hop artist Kendrick Lamar. Writing requirements include two short essays, a midterm, and a longer final paper.

Grants: Honors, NCAA:ENG; Terms: T1; Form

EN509 - Advanced Literary Research

The Merrill Scholar program is a literary research experience for rising V formers that have demonstrated a keen interest and ability in their study of literature. In the summer the students will be introduced to literary research and in the following fall the students will be enrolled in an advanced research seminar class. The intent of the fall course is to give the Scholars the opportunity to expand their summer research into an individual senior thesis while being introduced to the conventions and the discipline of literary scholarship.

Grants: Honors; Terms: T1; Forms: V; Prereqs: Participation in Merrill Scholars Summer Program

EN510 - Literature of the Beat Generation: “On the Road” to Rebellion

In the midst of the tense, Cold War-obsessed 1950s, a group of writers emerged from obscurity, entering into mainstream literary and social circles. Promoting values of freedom and non-conformity in their unusual, yet innovative approach to writing, Jack Kerouac and Allen Ginsberg solidified the movement paving the way for other writers to find their voices through literature. This course examines the Beats and their literary and social influence on American culture; focusing primarily on the birth and height of the Beat movement in the 1940s and 50s, the course will also explore the Beats' impact on literature, music, and social issues of the 1960s and 70s, such as the anti-war, civil rights, gay rights, and women’s movements. Various analytical and creative writing assignments, group work, and daily preparation and participation in class discussion will factor into the overall grade.

Grants: Honors, NCAA:ENG; Terms: T2; Forms: V

EN511 - Creative Writing: Techniques in Poetry and Short Fiction

This class has three major elements: 1) We will read and discuss very contemporary (often published in the last 5-10 years) poetry and short stories. Our aim here will be both to see where the conversation in American literature is right now, and to look for what those stories and poems can teach us about how to write our own stories and poems. 2) You will write short stories and poetry of your own, jumping off from a number of possible prompts each time, but with generally a lot of freedom. 3) We will spend a large percentage of class time workshopping your creative writing (your poems and short stories), which means you should expect to have your classmates read what you write in this class and expect to do a lot of talking around the Harkness table as a workshop participant. At the end of the term, you'll have a small collection of your own creative writing to be proud of!

Grants: Honors; Terms: T2 or T3; Forms: V

EN512 - Radical Love in African American Literature: Reading and Writing Nonfiction and Poetry

Radical Love in African American Literature: Reading and Writing Nonfiction and Poetry

What is it to love radically? In this course, students will be asked to remember and re-envision love through reading works by queer Black authors of the 20th and 21st centuries. Beginning with bell hooks' *All About Love* as a foundation, students will continue on to read works by Audre Lorde, Saeed Jones, Danez Smith, and Alice Walker. Through actively engaging with these works, students will be asked to discuss queer and heteroromantic love, familial love, love between friends, and, most importantly, they will determine how to develop what bell hooks calls a "love ethic" within communities. Through discussions and critical essays, students will inquire about and discover the power that love has to create social change. In addition to the analytical work they will write throughout the course, students will leave with a portfolio of poetry, "chapters" of a memoir, a podcast episode, and/or a short documentary influenced by and infused with the readings.

Grants: Honors, NCAA:ENG; Terms: T1; Forms: V

EN514 - Award-Winning 21st-Century American Fiction

Our mission at Lawrenceville is "to seek the best for all." Our world often makes this mission hard to pursue. This course uses award-winning contemporary literature to dive deep into issues challenging our society—and into the crucial work of figuring out how to respond. With so many people in the US and around the globe experiencing marginalization deriving from racialized identity, next fall the course will feature texts focusing on this problem. We will study some combination of the following: National Book Award winner Jesmyn Ward's *Sing, Unburied, Sing*; Pulitzer Prize and National Book Award winner Colson Whitehead's *The Underground Railroad* and/or *The Nickel Boys*; National Book Award and Pulitzer Prize nominee Laila Lalami's *The Other Americans*. Course requirements include close reading, active co-leadership of class discussions, three major essays, and a final paper.

Grants: Honors, NCAA:ENG; Terms: T1; Forms: V

EN515 - Radical Love in African American Literature

Building on bell hooks' *All About Love*, James Baldwin's *A Fire Next Time*, and selected essays from Audre Lorde's *Sister Outsider*, this term of Rad Love will focus on the connections between ancestry and social justice, culminating with a turn towards the present-day. The primary texts for this second term will be Audre Lorde's memoir *Zami*, Ta-Nehisi Coates' *Between the World and Me*, Julie Dash's "Daughters of the Dust," Beyoncé's "Lemonade," and other texts that focus on social justice. Through discussions and critical essays, students will inquire about and discover the power that love has to create social change. Finally, similar to the fall term, this course will end with a final project that takes the form of a podcast, a mini-documentary, a series of poetry, and/or "chapters" from a memoir. These

projects will, hopefully, be shared with the wider school community. For students who did not take the fall Rad Love course, some pre-reading may be required, please speak to the instructor.

Grants: Honors; Terms: T2; Forms: V

EN516 - Essays Of Reflection

“Experience,” said Aldous Huxley, “is not what happens to a man; it is what a man does with what happens to him.” This course will help you to transform key moments in your life to into instructive experience. To that end, we will write (and write and write—an essay each week), recollecting significant things that have happened to you in order to turn them from ephemeral occurrences into recognizable passages in a more carefully examined life. If you have not yet sifted through crazy family rituals or what happened in your Humanities classes during Second Form or on Outward Bound, here you get a chance to consider and to communicate what that part of your life was (and now is) about. However you have spent the past few years, this course intends, through rigorous writing, to help you to enunciate who, what and where you’ve been; who, what and where you are; to what and where you might be going. Course requirements include one essay per week and a final essay.

Grants: Honors, NCAA:ENG; Terms: T3; Forms: V

EN517 - Doing Philosophy with the Movies: Other Minds, Acting, Being and Perception

The goal of this class is to learn to “read” films through various philosophical lenses. The philosophy we read can be dense, at times, but the Harkness table is here for us to help each other make meaning together. We will spend some time learning how to “close-read” movies on screen the way you are, by now, used to close-reading literature. Then, we will start pairing philosophical readings with films, to “do philosophy.” We will be driven by questions about acting, lying, counterfeiting, pretending, performance, truth-telling, audiences, witnesses, surveillance, authenticity, consciousness, ethics, etc. In other words, we will be generally interested in how we make sense of other people and perform versions of ourselves for them. We will also have some occasion to talk about what we see as the purpose(s) of art, and what film seems to have to say about itself as a medium. Expect to read some primary source philosophers (G. E. M. Anscombe, J. L. Austin, Wittgenstein, Cavell...) and to watch (and write about) several films (Hitchcock, especially) through a philosophical lens.

Grants: Honors; Terms: T1; Forms: V

EN518 - Literature as Philosophy

Fundamental questions about value, knowledge, reason, and the mind drive great works of literature as much as they drive philosophy. This course will investigate some ways philosophers have used literature to present new ideas and how writers have mixed philosophy into their fiction. We will explore dramatic, literary, and poetic formulations, and the reading list will include Plato’s Five Dialogues, Jean-Dominique Bauby’s *The Diving Bell and the Butterfly*, short stories from Ted Chiang’s *Exhalation*, and other short works. Students will write a major paper on each of the main works.

Grants: Honors, NCAA:ENG; Terms: T2; Forms: V

EN519 - The Antichrist: Re-Imagining the Devil as a Foundational Hero

One of the oldest villains in western literature, the Devil, often gets a bad rap. Whether in cinema, television, or works of great literature, audiences consistently feel a gravitational pull towards the best villains fiction has to offer. This course aims to examine the Devil as exactly that: one of the best villains fiction has to offer. Through his irrefutable understanding of human nature, his mission to (in some cases) corrupt it, and his unlikely compassion for the human condition, this course aims to critically examine three classic texts that have invoked this monolithic character and produced substantial and meaningful conversations of morality and theology along the way.

Grants: Honors; Terms: T1; Forms V

EN520 - From Freud To The Void

First off, we ground ourselves carefully in the rudiments of Sigmund Freud's scandalous psychoanalytic theory (The Rat Man and Civilization and its Discontents). Then we pick up the trail of the good doctor as it surfaces in the America Dream of the early 1950s. We pursue it, psychoanalytically, through the post-war mannerists of repression like John Cheever and J.D. Salinger, who explored some possible modes of behavior in response to the Freudian predicament. We then turn to the libidinous Beats (Jack Kerouac, Allen Ginsberg, Gregory Corso, and William Burroughs) who reshaped the project into the apocalyptic postures that were politicized in the 60s, commercialized and/or pastoralized in the 70s, romanticized in the 80s, then detoxed and archived on t-shirts for our own new century. Last stop: Hunter S. Thompson. Course work includes three essays and a final paper.

Grants: Honors, NCAA:ENG; Terms: T1; Forms: V

EN522 - Inventing Truth: The Art of Memoir

We all have a story to tell. Our experiences shape who we are, influencing our values and identities in lasting ways. This course explores the memoir – a personal narrative that illuminates poignant and formative moments from one's past. In recent years, young writers have increasingly turned to this genre, some crafting powerful and resonant works. This course highlights successful 21st-century memoirists who navigate themes of cultural, racial, and sexual identity through storytelling. In the first half of the term, students will read, analyze, and write critically about these texts, honing their ability to engage with memoirs through close reading and discussion. In the second half, students will shift their focus to creative writing, applying the techniques and methodologies studied to craft their own personal narratives. Beyond writing, students will be assessed on their daily preparation and active participation in class discussions.

Grants: Honors, NCAA:ENG; Terms: T3; Forms: V

EN523 - Hemingway

The reading in this course will include The Nick Adams Stories, A Farewell to Arms, The Sun Also Rises, and For Whom the Bell Tolls. Because Hemingway the man is as fascinating as Hemingway the writer, we will pay close attention to selected readings from the various biographies of Hemingway. Writing assignments will be varied and will include the opportunity to write in the style of Hemingway.

Grants: Honors, NCAA:ENG; Terms: T2; Forms: V

EN526 - Flash Fiction

How short can a story be and still be a story? The flash fiction answer: less than 750 words. This course explores — from both the reading and the writing perspective — the art of the short short story. Students read a wide variety of flash fiction pieces in order to appreciate different authors' mastery of the craft, and then use these samples as models for creating their own flash fiction. The course includes a weekly workshop component for offering feedback on student work, deep dives into identifying narrative strategies, and frequent writing exercises that culminate in a final portfolio of students' best work over the course of the term.

Grants: Honors, NCAA:ENG; Terms: T2; Forms: V

EN528 - Law As Literature

This course will look at the law as literature in two ways. First, many important works of literature focus on legal issues: legal proceedings, executions of law, battles to change the law, and failures of the rule of law. We will read some of those works and try to understand the role of law in them. And second, the law itself—e.g., legislative statutes, judicial opinions, and even the Constitution—can be read as a literary text. We will read the law as such, and see what it teaches us about the core texts of the course. Interviews with prosecutors, public defenders, and judges are also planned, and students should expect

to spend a day witnessing a trial. Works of literature may include novels like Harry Mulisch's *The Assault* and Albert Camus' *The Fall*, dramas like Saul Levitt's *The Andersonville Trial* and Jerome Lawrence and Robert Lee's *Inherit the Wind*, and works of nonfiction like Truman Capote's *In Cold Blood*. Students will write a major paper on each of the main works, as well as frequent paragraph length essays on LSAT questions and Supreme Court opinions.

Grants: Honors, NCAA:ENG; Terms: T3; Forms: V

EN530 - Remembrance in Literature: Legacy, Archival, and the Self

In this multi-genre course, students will examine works related to memory, time, & space and inquire how each of these elements contribute to the composition of the self. Students will begin and end the course with analytical essay writing, but there will be opportunities to write poetry and/or short stories. Texts may include, but will not be limited to, Ocean Vuong's *Time is a Mother*, Daniel Kwan and Daniel Scheinert's *Everything, Everywhere, All at Once*, Virginia Woolf's *The Waves*, and others.

Grants: Honors; Terms: T3; Forms: V

EN531 - Chekhov

Aside from Shakespeare's, very few playwrights' works grace New York and London stages as much as those of Russian writer Anton Chekhov, whose four major plays, hostile to traditional definitions of comedy and tragedy, exerted a profound influence on twentieth century drama. With memorable country characters who, like many a boarding school senior, firmly believe that "real life" is happening elsewhere (in this case Moscow, not college), Chekhov explores artistic ambition, family dynamics, and the inescapable legacy of history, among other universal topics. After a brief study of Ibsen's *The Wild Duck*, which inspired him, we will read the four major plays—*The Seagull*, *Uncle Vanya*, *Three Sisters*, and *The Cherry Orchard*. Chekhov's life and work as a practicing physician, as well his influential short fiction, will inform our study. Students should expect three comparative essays and a collaborative final assignment that will allow them to perform and analyze a favorite scene. Student-driven discussions will be enriched by excerpts from film and stage adaptations of each work.

Grants: Honors, NCAA:ENG; Terms: T3; Forms: V

EN532 - Practicum in Poetic Forms

This course takes students through a series of classic categories of poetic form. These might include: 1) Haiku, Tanka, & Cinquain, 2) the Sonnet, 3) Limerick & Clerihew, 4) Villanelle & Paradelle, 5) Sestina, 6) the Ghazal, 7) Blues lyric & the Sea Shanty, 8) Double Dactyl, 9) the Ballad, 10) Blank Verse. The process calls for an initial study of the characteristics and constraints of each form, then a critical reading and discussion of exemplary titles in each form, and finally, students will take several shots at composing and presenting poems within the constraints (strict or loose) of each poetic form. A thorough review of meter, rhyme, and several other important poetic devices will probably be needed. A final grade would be based on the combination of the student's relative success at critical analysis (in prose) and his or her creative work (in poems).

Grants: Honors; Terms: T2; Forms: V

EN533 - Moby Dick

This course is devoted to an intensive reading of Herman Melville's *Moby Dick* (1851). Although it made Melville almost no money, selling fewer than 10,000 copies world-wide during the forty years between its publication and Melville's death in 1891, *Moby Dick* is now thought by many critics to be the most influential, if not the greatest, of American novels. Some of Melville's analogues and sources will be examined, and emphasis will be given to the historical and cultural issues informing the novel. Students will be required to keep a log, or journal, of their experiences and reactions as the Pequod sails round

the world in search of the White Whale, and they will write two short essays and a longer final paper. As time permits, we will also consider Melville's writing career after *Moby Dick* by reading *Bartleby the Scrivener* and *Billy Budd*.

Grants: Honors, NCAA:ENG; Terms: T1; Forms: V

EN534 - Sociology as Literature: Theories of Society as Literary Texts

In today's political climate, terms like "Marxist" and "Communist" and "Capitalist" get thrown around with impunity and ignorance. Equally true is the reality that the texts that give birth to these coinages are works of literature themselves. In an effort to both, narrow the gaps in contemporary students' knowledge of key sociological paradigms, and also re-appreciate these works as pieces of literature, these course charts a pathway from the Father of Sociology all the way to contemporary sociologist Neil Postman, who, over thirty years ago, foreshadowed the issues that plague our political systems today.

Grants: Honors; Terms: T2 Forms: V

EN535 - The Multigenre Writing Workshop

Often as students of literature, we neglect to exercise that muscle that is so crucial to lifelong readership: enjoyment. What makes a work successful? Why and how do stories, essays, poems grip us? move us? This workshop will emphasize student writing: producing, studying, critiquing, and revising short stories, poems, and essays. Arranged thematically, model texts will provide direct examples of successful writing across the host of topics students will pursue through their own work. Along with reading and discussing work of high caliber, students will write in two genres each week (a poem and either a short story or essay). Half of class time will be devoted to workshopping peer writing. Growth mindset required.

Grants: Honors, NCAA:ENG; Terms: T3; Forms: V

EN536 - Creative Non-Fiction

Through an exploration of model compositions and their own writing, students will grapple with questions that plague the creative nonfiction genre: Where do you draw the line between fiction and non-fiction? Is memory a fair primary source? Is the line between fiction and non-fiction as distinct as we characterize it to be? Students will produce their own forms of the genre - from fact-based essays, to memoirs, to researched-based creative non-fiction essays and will be asked to reflect on their own distinctions between fiction and non-fiction by explaining and defending their choices. This course will primarily focus on shorter form contemporary examples with works by Zadie Smith, John Jeremiah Sullivan, David Sedaris, Aimee Nezhukumatathil, Robin Wall Kimmerer, and many more.

Grants: Honors, NCAA:ENG; Terms: T2; Forms: V

EN537 - From Dithyramb to Dr. Dre: Life through Lyricism

In ancient Greece, crowds of men, some dressed as hybrid human satyrs, bellowed and sang the dithyramb—an ancient Greek Hymn—with ecstasy and passion. In 2022, in movie theaters across the U.S., teens dressed in suits, worshipping Yeat's song "Rich Minions", serving as a symbolic anthem for the new cinematic release *The Rise of Gru*. In this course, students will explore social, emotional, and political landscapes, and accompanying music traditions, as portrayed through song lyrics and lyricism. Students will engage both ancient songs and more contemporary counterparts spanning across a wide range of modern genres to construct a living history of lyricism and this complex art's influence on respective and collective identity formation. Primarily, students will engage with song lyrics through free online resources while accompanying texts such as, *The Theory of the Lyric* by Jonathan Culler, *The Hip Hop Wars* by Tricia Rose, *Blackbird Singing* by Paul McCartney, among many others, will provide students with theoretical and critical lenses to examine lyricism. Students will complete multiple formal

song analyses, creative projects centered around specific songs of their choosing, an oral presentation, and a half analytical and half creative final assessment.

Grants: Honors, NCAA:ENG; Terms: T1; Forms: V

EN538 - Science Fiction: Imagined Futures

Have you ever wondered what the political and intellectual impact would be on our world if we collected all human knowledge into an “Encyclopedia Galactica”, or if all technology was irreversibly eliminated from our world? Do you ponder what the inside of a 1,000 foot-long giant sand worm’s mouth looks like or what lies beyond the ceiling of the universe? This course is devoted to addressing the complex and curious questions around unknown futures, foreign prophecies, advanced technologies, and more that arise when immersing oneself in other worlds distant but deeply related to our own. Together, we will read both *Stories of Your Life and Others* by Ted Chiang and *The Unreal and the Real: Selected Short Stories* by Ursula K. Le Guin. Additionally, we will read other stories by Octavia Butler, Philip K. Dick, and more. We will examine specific scenes of cinematic works from movies like *Arrival* (2016) and *Dune* (2021) to specific episodes of *The Twilight Zone* and *Night Gallery*. Students will complete frequent, short analytical essays and two larger creative projects over the course of the term as well as a written final. There will be robust nightly reading, graded Harkness leader activities, and debates.

Grants: Honors, NCAA:ENG; Terms: T3; Forms: V

EN541 - Poetry of the Now: Contemporary American Poetry Seminar

This class is half about writing your own original poetry and half about reading and discussing contemporary poetry (though of course one can’t be a writer of poetry without also being a reader of poetry). We will look at work by living poets writing today for inspiration and analysis. Half our written work will be creative poetry of our own, half will be analytical in nature, responding to work by the living poets we read in order to dive into how poems work. We will read collections and individual poems by various contemporary poets, with a focus on the current golden age of poetry built from the rich and various works by today’s poets of historically marginalized communities (LGBTQ+ poets, BIPOC poets, etc). We will also read a book by our Merrill Visiting Poet, before having the opportunity to spend time learning directly from them during their visit to campus. Our class will have occasion to talk about different “schools” of poets writing today, how poets respond to current events, how poet-contemporaries and poet-friends influence each other, and how today’s poets are influenced by poetry movements of the 20th century. The final project will be a combination creative-analytical assignment, made up of a collection of your own original poems plus an analytical component addressing some of the poems and poets who influenced your creative work.

Grants: Honors, NCAA:ENG; Terms: T3; Forms: V

EN543 - Opinions and Events

What does it mean to be informed in today’s society? With a 24 hour news cycle and social media at our fingertips, how do you make an educated opinion? Without the ability to comprehend and analyze all the information that consumes us are we fully literate? This course is designed to help students increase their knowledge concerning cultural, social and political events. We will examine *The New York Times*, *The Wall Street Journal*, *The New Yorker* and *The Atlantic* as well as various other print and social media outlets. Students will learn media literacy skills, including reading laterally, fact-checking, and identifying bias. Students will discuss and analyze the reporting/coverage of current events and will synthesize their finds into bi-weekly opinion pieces.

Grants: Honors, NCAA:ENG; Terms: T1 or T2; Forms: V

EN544 - Shakespeare's Comedies: Masks We Wear

This elective looks closely at three very different comedies (*Twelfth Night*, *The Merchant of Venice*, and *Much Ado About Nothing*) focusing on the motifs of disguise and deceit in each as well as the question of what constitutes a comedy. All of the plays involve both physical and figurative masks, and each raises questions about the morality of hiding one's true identity behind a false front. Video versions of each of the plays supplement the texts, and if we have an opportunity to see a live show in the area, we will take advantage of that. In addition, a little time at the very start of the term will be dedicated to writing personal essays to give seniors the opportunity to do some work on their college applications. Students will write two personal essays and three analytical essays over the course of the term.

Grants: Honors, NCAA:ENG; Terms: T2; Forms: V

EN547 - The Screwball Comedy: From Shakespeare to Hollywood and Beyond

This elective will look closely at the genre that has come to be called "screwball comedy": comedies that see a romance through mischance and difficulty before ending in "felicity," as Jane Austen might say. We'll start with Shakespeare, looking closely at *Much Ado About Nothing* before turning our attention to Classic Hollywood's versions of the genre from the 1930s and 40s, and eventually a contemporary novel (which Eugenides quite explicitly titles *The Marriage Plot*). In order to give us both a critical eye for detail and social context along the way, we'll dig into some of the informative criticism that has sprung up in the wake of the genre. Our framing questions will include the following: "What defines the genre of screwball/romantic comedy?" "What social and philosophical concerns do these stories reveal?" "Why does comedy often waver so close to being tragedy?" "What do these stories have to teach us about happiness?"

Grants: Honors, NCAA:ENG; Terms: T2; Forms: V

EN548 - West Of Everything

This course studies the West of the American Imagination as it played out over the course of the 20th Century in Western novels, in film, and on television. The course will include recent novels like Ron Hansen's *Desperadoes*, Cormac McCarthy's *All the Pretty Horses* and *Blood Meridian*, and Michael Ondaatje's *The Collected Works of Billy the Kid*; short stories by Stephen Crane, Richard Ford, and Lee Abbott; and classic Western novels like Louis L'Amour's *Hondo*, Jack Schaefer's *Shane*, and Larry McMurtry's *Lonesome Dove*. We will also see numbers of films, ranging from John Ford's *Stagecoach* and *The Searchers*, to Clint Eastwood's *Unforgiven* and Bradley Cooper's *Hostiles*. By exploring frontier politics, however, the course coincidentally encounters several, intense moments of male violence, raising questions surrounding the justifications of their actions. Students are forewarned that the recent films are graphic in their portrayals of frontier violence. Students should expect to write a major paper on each novel and brief essays on the films.

Grants: Honors, NCAA:ENG; Terms: T1; Forms: V

EN549 - Linguistics: Dr. Johnson To Dr. Chomsky

We investigate the astonishing properties of language. Students lead the analysis of subjects that may include lexicography, theories of the origins of language, syntax and semantics, etymology, phonetic transcription, universal grammar, slang and dialect, neurolinguistics, and artificial intelligence. We begin with an examination of Samuel Johnson's production of the 1755 *Dictionary of the English Language*. We then read selected chapters from a standard linguistics textbook followed by a careful examination of classic essays by language theorists like Ferdinand de Saussure and Charles Sanders Peirce, then modern investigators such as Noam Chomsky, John Searle, Gerald Edelman, Derek Bickerton, Terrance W. Deacon, Oliver Sacks, and Steven Pinker. Students write three papers and conduct a term-end linguistic research project of their own devising.

Grants: Honors, NCAA:ENG; Terms: T2; Forms: V

EN552 - Children's Literature

Why does it matter what we read, and have read to us, as children? How do early stories and memories shape who we become and how we see ourselves and others? How does literature teach us who we want to and can become from a young age? In Children's Literature, we'll explore these questions and more, revisiting and reanalyzing early picture books to first chapter books and exploring new, diverse stories to discuss the role these earliest experiences with literature play in our lives. We'll balance our nostalgic reunions with authors like Dr. Seuss with discussions of how racism hides between the pages of childhood favorites, pushing ourselves to hold dual realities with these complex, and deeply important, texts. We'll analyze existing stories and create our own and, most excitingly, balance our reading and discussions with work with faculty children right here on campus.

Grants: Honors, NCAA:ENG; Terms: T3; Forms: V

EN554 - The Art of Biblical Narrative

The Bible is arguably the most influential book in the history of Western culture, and it is impossible to become well versed in literature in English without some knowledge of Scripture. Who wrote the Bible? When? Why is humanity created twice in the Book of Genesis? Why is the God addressed by two different names? If there is only one God, why does He say in the Tower of Babel story, "Come, let *us* go down to confuse their language"? Why doesn't God have a wife? Answers to these and many other fascinating questions can be found in this introduction to the Bible as literature. This course is expressly designed for students who have little or no experience reading the Bible. The reading will be taken from Robert Alter's monumental new translation of the Hebrew Bible—formerly called the Old Testament by Christians, now called the First Testament—and the Revised Standard Version of the Second Testament, which Christians used to call the New Testament. While our focus will be on the first five books of the Bible traditionally said to have been written by Moses, we will also read from Psalms, the Book of Job, Isaiah, the Gospel of Matthew and, time permitting, selected Epistles of St. Paul. Assessments will include in-class essays, a midterm examination, and out-of-class essays.

Grants: Honors; Terms: T2; Forms: V

EN556 - Modern English Plays

It has been said that the world has never seen a greater period of change than the 20th century, and the modern stage has artfully reflected the confusion and excitement of that time. In the first half of the century, England was involved in two World Wars, the sobering effects of which can be clearly seen on the British stage. The snobbery and waste of the upper classes that was once a great source for comedy was now a more appropriate theme for tragedy, and humor found itself rooted in the existentialist idea of absurdity itself. This elective will look closely at this change in the theater. We will read at least six plays over the term and do a little research into each of the authors. The class itself will be text and discussion based, but it will also include films and our own oral interpretations of the plays around the Harkness table. Texts may include Wilde's *The Importance of Being Ernest* and *An Ideal Husband*, J.B. Priestly's *An Inspector Calls* and *Time and the Conways*, and Tom Stoppard's *Rosencrantz and Guildenstern are Dead* and *The Real Inspector Hound*.

Grants: Honors, NCAA:ENG; Terms: T3; Forms: V

EN558 - Fairy Tales-Happy Endings or Grimm

Once upon a time, a girl allowed her tongue to be chopped off for a transformative potion that felt like a sword plunging through her body. Though the potion worked, every step felt like walking on broken glass and the girl had to watch from the sidelines as her true love married someone else. After all that suffering, there was no Happily Ever After – the girl dissolved into seafoam on the shore. She's far from Disney's singing heroine, but the girl is the Little Mermaid. What is a fairy tale, and why do we love these stories full of dreams come true, but also heartbreak and bloodshed? What do the tales' similarities

across place and time teach us about what it means to be human? How can we love something like an antiquated fairy tale and acknowledge that it's problematic and seek to fix it? What does a 21st century fairy tale look like? In *Fairy Tales*, we'll explore these questions and more, using literary critique and theory to see characters like the Little Mermaid as everything from boundary-breaking adventure seekers to passive damsels in distress.

Grants: Honors, NCAA:ENG; Terms: T1; Forms: V

EN559 - The Graphic Novel Project

In 1954, Dr. Fredric Werthman wrote a book in which he argued that comic books cause juvenile delinquency; because Dr. Werthman worked with juvenile delinquents and noticed that they enjoyed comics books, he incorrectly viewed those comics as the cause of their misbehavior. What he failed to realize is that graphic novels draw in all readers in new and exciting ways, and fortunately, decades later, educators continue to debunk his flawed theory to introduce graphic novels into their classrooms. In *Graphic Novels*, we'll explore what makes Dr. Werthman so misguided, examining not just the written text or the images, but instead, how the two work together to create an entirely unique genre that requires multiple levels of thinking and analysis. As we develop and apply a new vocabulary of graphic novel terms, we'll also create our own new graphic novels, adopting the approach of the Stanford Graphic Novel Project to co-create a single graphic novel to be published as a class. Possible novels may include: *Watchmen*, *V for Vendetta*, *Persepolis: The Story of a Childhood*, *March*, *Black Panther: A Nation Under Our Feet*, *Arca*, and/or one or more of the graphic novels from the Stanford Graphic Novel Project.

Grants: Honors; Terms: T1; Forms: V

EN561 - Heart of Darkness in Fact, Fiction, and Film

Students in this course will examine issues raised by King Leopold II's imperial conquest of the Congo Free State and America's involvement in Vietnam through several sources: *King Leopold's Ghost* (1999), Adam Hochschild's historical narrative that was a finalist for the National Book Critics Circle Award; *Heart of Darkness* (1899), Joseph Conrad's early modernist masterpiece of literary impressionism; *The Origins of the Vietnam War* (2001) by Pulitzer Prize-winning historian Fredrik Logevall; and *Apocalypse Now* (1979), Francis Ford Coppola's epic Palme d'Or winning adaptation of Conrad's novel set amidst the circumstances of America's war in Vietnam. Through discussions of all four texts, students will explore the ruthless hypocrisy of imperialism, the ambiguous nature of morality, and the nature of modernist storytelling. As expected of students in a 500-level elective, students will write extensively in both informal and formal circumstances, will explore both the titles named above and secondary sources of literary and film criticism to deepen their understanding of interpretive lenses that can help them uncover meaning in complex texts. Students will primarily produce written work as part of an extended study of an issue of significance and interest to them in *Heart of Darkness*.

Grants: Honors; Terms: T3; Forms: V

EN563 - American Literature and the Free Market

In the recent decade, the human cost of the free market has been more often in the news, from the "99%ers" marching on public squares across America to the rise and fall and rise and fall of the stock market. In this course, we will take a look at the way literature offers a human view of the American marketplace. From a how-to-succeed story in *Sister Carrie* by Dreiser, to Saul Bellow's tale of the day-in-the-life of a man who loses everything in stocks, this course will look at how the American free-market economy shapes the lives of characters in literature. Critical essays after every major text and some in-class essays are required.

Grants: Honors, NCAA:ENG; Terms: T3; Forms: V

EN565 - War Stories

Like marriage, war is not something to be “entered into unadvisedly or lightly,” either for a soldier or for a society; hence the importance of gaining critical perspective through literature. Recent course texts: Pat Barker’s *Regeneration* (Booker Prize finalist, 1991), which carries one into the trenches of World War I and then into a hospital treating soldiers for “shell shock”; Kevin Powers’s *The Yellow Birds* (National Book Award finalist, 2011), which carries one into Iraq in 2004-2005, then back to the US with an Army vet wrestling with lingering combat trauma; Phil Klay’s *Redeployment* (National Book Award, 2014), whose stories explore not only combat and its repercussions but what it’s like to be a young service vet now enrolled at a NESCAC college, what it’s like to try to participate in civilian relationships after a combat deployment, etc. Course requirements include close reading, active co-leadership of class discussions, three major essays, and a final paper.

Grants: Honors, NCAA:ENG; Terms: T2; Forms: V

EN567 - Reading and Writing with Octavia Butler

What can sci-fi reveal about our society that other genres cannot? And, how exactly does Afro-futurism provide us with hope? Since her death in 2006, Octavia Butler’s short stories and novels have appeared on the New York Times Best Seller list and many are being made into films, graphic novels, and television series. Her sci-fi, Afro-futuristic stories include themes of time travel, slavery, biotechnology, ecology, and dystopia, and each of her works engage with the notion of liberation: What is it, and how can we get there? Throughout this course, we will read many works by Octavia Butler, including *Parable of the Sower*, *Patternmaster*, and “Bloodchild,” supplementing her voice with the voices of activist and writer adrienne maree brown, poet and scholar Anais Duplan, musician and poet Sun Ra, and others. Students will continue building their close-reading and analytical writing skills, lead Harkness discussions focusing on the course’s essential questions regarding freedom and justice, and will write creatively, completing two short stories in which they conjure a world akin to those of Octavia Butler.

Grants: Honors, NCAA:ENG; Terms: T2; Forms: V

EN574 - One Term, One Text: Reading the Greats

When was the last time you got lost in a good book? What about a **great** one? In this course, we will spend the term reading one great novel in depth. As we immerse ourselves in the world of the text, we will also engage with the biography of the author and the novel’s historical context. Together we will explore the ways in which this literary work has resonated through different periods in our cultural history as we try to better understand what makes a great work of art and how art influences other artists. The novel for Spring 2026 will be Charles Dickens’ *Great Expectations*. As one of the first authors to write for a newly literate mass readership during the Victorian period, Dickens’ works examined the social performance of identity while also creating iconic characters who radically reshaped his society’s sense of empathy. Assignments will include reader’s responses, analytical essays, creative writing, and a multi-genre final project. Supplementary texts may include: Shyam Selvadurai’s *Funny Boy*, Virginia Woolf’s *Mrs. Dalloway on Bond Street*, and poetry by Ocean Vuong.

Grants: Honors, NCAA:ENG; Terms: T3; Forms: V

EN575 - The Campus Novel: Examining Our Institutions in Comedies and Farces

Baldwin once said “the paradox of education is precisely this - that as one begins to become conscious one begins to examine the society in which he is being educated.” One, also, ought to become conscious and examine the educational institution in which they are being educated. The Campus Novel is just the start. By charting a course through campus novels that capture the beauty of educational havens, and also piercing through to their most trenchant squabbles, this course aims to give students a chance to critically examine themselves in the institutions within which they are enmeshed.

Grants: Honors; Terms: T3; Forms: V

EN578 - Dystopian Literature and Social Protest

Even though we expect social institutions to bring cohesion and structure to our communities, who really has access to the power amassed by those institutions, and who gets silenced or excluded? In this course, we will examine fictional and historical accounts of seemingly progressive societies that repress narratives of internal social oppression. Can the voices of the marginalized play a vital role within a functioning society? Texts may include, Sir Thomas More's *Utopia*, Margaret Atwood's *The Handmaid's Tale*, and Claudia Rankine's *Citizen*. Assignments will include reader responses, analytical essays, and a final project.

Grants: Honors, NCAA:ENG; Terms: T2; Forms: V

EN581 - American Voices: Literary Movements (1865-present)

This survey of American Literature, beginning with the aftermath of the Civil War through present day, is concerned with significant works and authors from those time periods, as well as genres, forms and major literary movements – extending from Realism to Modernism and ending with Contemporary era literature. The material studied ranges across multiple centuries, and includes a wide variety of racial, ethnic, and gendered perspectives. This class will build your literary vocabulary with hands-on, engaging assignments designed to give you practice analyzing and discussing literature in academic contexts.

Grants: Honors, NCAA:ENG; Terms: T3; Forms: V

IN502 - American Indian Literatures: Sovereign Nations, Authentic Narratives

This course will focus a number of issues that are fundamental to American Indian literature, including major themes and motifs, the relevance of tribal histories and cultural background, and the importance of sovereignty. This course will focus on fiction and poetry by modern and contemporary American Indian writers from various parts and tribes of North America. Our readings will be diverse, but we will pay close attention to themes of place, community, and self-governance. We will ultimately discuss the possibility and appropriateness of defining an authentic American Indian aesthetic.

Grants: Honors, Interdisciplinary, NCAA:ENG; 1IN/1EN Cr.; Terms: T2; Forms: V

IN503 - Chaucer: Text and Context

Focusing on the work of Geoffrey Chaucer, this course explores both a rich and extraordinary text and the culture of the late medieval world. Using chapters from Barbara Tuchman's *A Distant Mirror* to understand the contradictions of what she calls the "calamitous 14th Century," we will see how Chaucer's *Canterbury Tales* often depict an individual struggling against self-contradictory social forces. The various pilgrims give us chances to examine issues of gender and class in conjunction with ideas about justice and exclusion. Though many of the readings in this course are in Middle English, no previous experience with the dialect is required. We will read slowly at the beginning of the course, paying close attention to the language as our translation skills develop.

Grants: Honors, Interdisciplinary, NCAA:ENG; 1IN/1EN Cr.; Terms: T3; Forms: V

IN504 - Legal Practice And Procedures

This course is intended as the main conduit to the Lawrenceville Mock Trial Team and, as such, has as its practical goal the preparation of students to participate in those competitions. On a more broad front the course seeks to educate students on both the principles of the American legal system and the ways those principles are expressed during the course of an actual litigation. The course will take up differences between civil and criminal litigation; the rules of direct vs. cross-examination; and the definitions of various rules of evidence like hearsay. What, for instance, is its definition, and what might be considered exceptions to that rule? Students should expect to read extensively and closely the details of an individual case and to write a number of openings, closings, and witness statements. They will also be expected to master the rules of courtroom procedure and to engage in extensive role-playing.

Grants: Honors, Interdisciplinary, NCAA:SS** 1IN/1EN Cr.; Terms: T1; Forms: V; Prereqs: EN401
**IMPORTANT: This is NCAA approved as a Social Science and cannot be counted towards the English requirement for NCAA

IN505 - Writings in International Strategy

In Writings in International Policy and Strategy, Students will read historic and contemporary texts regarding the origins, evolution, and execution of strategy. These key concepts will provide the foundation for analysis of Great Power politics and irregular conflicts. We will then shift our studies to the use of strategy in war and coercion. These two areas of Strategic Studies impact the behavior of state actors by determining how to best bridge policymakers and military personnel to achieve the state's interest. Lastly, students will use the analysis model and targeting model to identify states' and non-state actors' interests, behaviors, and strategies. These models will be the framework for the students to analyze their assigned contemporary challenges. Experts in contemporary conflicts and strategy will meet with the students to review the materials in-depth. Students are encouraged to take the case studies courses following this foundational course.

Grants: Honors, Interdisciplinary, NCAA:ENG; 1IN/1EN Cr.; Terms: T1; Forms: V

IN506 - Case Studies in International Strategy

In Case Studies in International Policy and Strategy, students will work on real problems facing the U.S. Department of Defense (DoD) and how those problems relate to the issues in strategy we have examined in the first course. Students will study the structures and processes of the various national security agencies and how those agencies approach the problems with which they are confronted. For most defense institutions this is a combined problem of technology, policy, and law. The course culminates with student presentations to their teachers, Batten School professionals, and DoD stakeholders either in Washington, DC or via virtual technology. Students are encouraged to take all three courses in this series.

Grants: Honors, Interdisciplinary, NCAA:ENG; 2IN/2EN Cr.; Terms: T2 and T3; Forms: V; Prereqs: IN505 or instructor permission

IN509 - Moral of the Story: Ethics through Literature

Some of the most important works in literature tug at our moral convictions. Characters face ethical dilemmas, make difficult choices, and represent different ideals. This course will look at some works in which ethical questions are particularly salient. We will begin by establishing a basic understanding of key ethical theories, allowing students to critically evaluate the implications of these theories in literature. We will read short stories, novels, plays, and primary and secondary philosophical essays to improve our understanding of ethics in both literature and our own world. Novels may include work by Kazuo Ishiguro, Aldous Huxley, Octavia Butler, Alison Bechdel, Arthur Miller, and more. Students will write both analytical and creative essays that require synthesis between literature and ethical theory.

Grants: Honors, Interdisciplinary, NCAA:ENG; 1IN/1EN Cr.; Terms: T3; Forms: V

IN512 - Heuristics

Each week is a separate unit organized around a concept which becomes our heuristic -- our path to discovery. The concept might be Freud's theory of the unconscious mind, Heisenberg's Uncertainty Principle, Chomsky's theory of Universal Grammar, Natural Law as envisioned by Thomas Aquinas, Coleridge's notion of the "willing suspension of disbelief," Jack Kerouac's vision of a global felahim, degeneration as understood in immunology, or homeostasis as defined by Claude Bernard. All of these constitute powerful gears of thought within their own discipline or context. But can they be usefully applied to problems beyond their native boundaries? We select and define a new heuristics at the start

of each week, explore its uses and implications mid-week, and close the week by attempting individually to discover, and write up, a novel application for the concept beyond the confines of its home court.
Grants: Honors, Interdisciplinary, NCAA:ENG; 1IN/1EN Cr.; Terms: T3; Forms: V

IN516 - Wizard of Oz in American History

In *How to Read Literature Like a Professor*, Thomas Foster argues that we must not “read only from [our] fixed position in the Year of Our Lord two thousand and some. Instead [we must] try to find a reading perspective that allows for sympathy with the historical moment of the story, that understands the text as having been written against its own social, historical, cultural, and personal background” (234). We can look to the various iterations of L. Frank Baum's classic 1900 novel *The Wizard of Oz* to put Foster's claim to the test. Some theorize that the original novel is a critique of the Gold Standard, the 1939 MGM film emerged as color movies became possible and WWII prompted a desire to escape to fantastical lands like Oz, *The Wiz* in 1978 emerged on the heels of the Civil Rights Movement and amid voting rights acts, its 2015 live remake came out two years after the beginning of the Black Lives Matter Movement, and renewed enthusiasm for *Wicked* coincided with modern concerns about authoritarian rule and environmental protections--choose any moment in American history of the last two centuries, and there's probably a version of Oz to reflect its core issues. In *The Wizard of Oz in American History*, we'll explore different versions of Oz and primary/secondary sources from the important moments in American history, asking: How and why does each version of Oz emerge from its time and place? How is it a product of its time?

Grants: Honors, Interdisciplinary; 1IN/1EN Cr.; Terms: T2; Forms: V

IN565 - Playwriting

This course is designed to explore the art and craft of dramatic playwriting with a particular focus on process and literature. Students will synthesize dramatic structure through play readings and original works, exploring storytelling through techniques of self-assessment and the major elements inherent in dramatic form. Participation in daily writing exercises, group peer-evaluations, and improvisational exercises are designed to spur creativity at the 500 level. We will incorporate constraints inherent within the theatre, such as the realities of staging and production, and actively read peer work, engaging in new works through criticism and performance. Readings will include a broad variety of plays and critiques as models by contemporary playwrights, including Suzan-Lori Parks, David Henry Hwang, Caryl Churchill, and others. By the end of the term, students will have activated their inner playwright, having written a stand-alone monologue, one 10-minute play, and one one-act play between 30 and 40 minutes in length. Final projects will include a staged reading of selected works performed before a live audience.

Grants: Interdisciplinary, NCAA:ENG; 1IN/1EN Cr.: Honors; Terms: T1; Forms: V Prereqs: Completion of 400-level EN and any 300-level PA class

IN567 - Shakespeare's Tragedies: Everyone Dies in Performance

What defines tragedy? How is physical conflict, particularly fighting and combat, made believable and choreographed for the stage? This course looks closely at the dramatic structure of three different Shakespearian tragedies through the dual lens of theatrical performance and dramaturgical analysis. Students will write analytical essays examining plot, character, language, and theme, while learning performative techniques essential to understanding Shakespearian text. Each play will be tackled on our feet as a company and involve ensemble work, fight choreography, and the shaping of conflict and relationship for the stage. Students will complete this course having gained a greater knowledge of Shakespeare's plays, their structure, influence, and why they are considered timeless.

Grants: Honors, Interdisciplinary; 1IN/1EN Cr.; Terms: T1; Forms IV or V; Prereqs: Completion of any 300 level art class

IN574 - Language of Leadership

In this interdisciplinary course, students will gain an understanding of the “history” of leadership – how the concept of leadership has evolved over time and whether or not it’s viewed as an art or a skill – something innate or learned. Through an exploration of literature as well as informational texts, articles in periodicals such as the Harvard Business Review, and current research studies, students will develop their own “definition” of leadership. Part of their exploration will include an introduction to related theories of adult development (learning and psychology) and ethics. Students’ progress will be assessed via a variety of assignments, including case study analyses, an essay of definition, and a related project of their choice (students will select an aspect of leadership/leadership development of personal interest and will “pitch” a project design).

Grants: Honors, Interdisciplinary; 1IN/1EN Cr.; Terms: T3; Forms: V

EN599 - Ind. Study: English

Students with special interests they wish to explore outside the regular program of courses may apply to drop one course for one term and use the time for independent study. This may involve research or creative work; normally it will culminate in a paper, exhibit, or performance of some kind. Work in such projects is treated exactly like work in regular courses: a final grade is given; students must meet regularly (at least once a week) with their advisor; they must have tangible progress to report at each meeting.

Grants: Honors, Interdisciplinary, NCAA:ENG; 1IN/1EN Cr.; Terms: T1; Forms: V; Prereqs: Department Approval

History

HU204 - Humanities - Cultural Studies

Cultural Studies is a humanistic introduction to the ways in which diverse, ancient societies formed, flourished, interacted, and ultimately fell. As we examine history from the emergence of civilizations up through the beginnings of modernity, we will explore the myriad ways that humans have expressed themselves through various cultural, artistic, and political products and institutions. In surveying these sources as artifacts of their historical contexts, we learn more about the human story. Through deep dives into particular societies and comparative work across contemporary groups, we gain a deeper understanding about the peoples whose cultures and traditions continue to influence us today. Moreover, we can reflect on why we have chosen to maintain some of these traditions, while other institutions we have torn down. This helps us better understand our modern world and values. Students learn to read primary and secondary texts strategically and critically; ask great questions; research honestly and effectively; and analyze, construct and present compelling arguments on paper and at the Harkness table.

Grants: NCAA:SS; Terms: All; Forms: II

HI301 - Forces That Shaped The Modern World

This course examines economic developments, ideas and cultural patterns that have contributed to the shaping of the modern world since 1400. Using the disciplinary skills and modes of inquiry of historians the course asks central questions. “How did the economic world order change from 1400 to 1700? What roles did Asia, Europe, Africa, and the Americas play in this transformation?” “How did Europe come to a position of global economic dominance by the 19th century?” “What were the global consequences of this dominance?” “What forces challenged and changed this dominance in the 20th century?” The goal of this course is to understand the advent and consequences of the “European moment” in world history, within a non-Eurocentric narrative.

Grants: NCAA:SS; Terms: All; Forms: III

If you found the workload in Forces (300 level) manageable and are ready to take on **significantly** more independent reading, writing, and analysis, the 500 level courses are for you. If you prefer a structured approach that reinforces historical thinking and reasoning without the big increase in independent work, Themes (400 level) is a great next step. If Forces homework takes too long or you need extensions, choose Themes

THEMES 400 LEVEL	US HISTORY 500 LEVEL	CASES 500 LEVEL
<p>This is the next course after Forces. This course builds on the skills and knowledge from Forces, providing a structured yet engaging look at US history through thematic exploration. If you enjoy connecting historical events across different time periods and developing strong writing skills, Themes offers an excellent opportunity to deepen your understanding. The pace is a bit slower than the 500 level.</p>	<p>A comprehensive look at US history, building on skills introduced in Forces. Expect more independent reading and analytical writing, with a focus on making connections between events. If you like working with historical sources and diving deeper into specific historical thinking skills, this course is a great fit. While it does not prepare students for the AP exam, it provides a broad and rigorous study of US history.</p>	<p>This course focuses on political history through a case study approach, analyzing key moments that shaped democracy. If you enjoy discussion, debate, and applying historical reasoning to contemporary issues, this class will challenge you to think critically about governance and decision-making. The workload is designed for students who enjoy engaging with complex texts and ideas in a highly interactive Harkness-style setting.</p>

HI421, HI422, HI423 - Themes in U.S. History

This United States History course traces the development of the nation from the earliest days when European settlers and Africans arrived on the shores of North America and interacted with Native Americans. The course takes a thematic view of topics in US political, cultural, economic and social history from the 17th century to the current day. Each year the teaching team develops a central theme and each unit revolves around that theme, often focusing on ideas of liberty, justice and equality. You must sign up for HI422 and HI423 for Winter and Spring.
Grants: NCAA:SS; Terms: All; Forms: IV Prereqs: HI301

HI566, HI567, HI568 - Honors History of American Democracy in Cases

Today we often hear that American democracy is broken—but what does a healthy democracy look like? How has American democratic governance functioned in the past, and how has it changed over time? This course approaches American history with these questions in mind. Based on the Harvard case method, readings will introduce students to a different critical episode in the development of American democracy. The discussion-based classes will encourage students to challenge each other’s assumptions about democratic values and practices, and draw their own conclusions about what “democracy” means in America. This course is ideal for anyone interested in deepening his or her practical and historical understanding of US history and the American political process and for those interested in gaining experience with the case method of instruction frequently used in business and law schools. The course content surveys key episodes in the development of democratic institutions and practices in the United

States from the late 18th century to today. Cases are presented chronologically but are designed to address a set of unifying topics: (1) the intellectual foundations of American democracy, (2) the evolving definition of “the people” in the political process, (3) the designs and functions of political institutions, both public and private, (4) the elements of democratic culture in the United States, (5) the intersection of democratic and market forces, and (6) the tension between state coercion and individual liberty. You must sign up for HI567 and HI568 for Winter and Spring.

Grants: Honors, NCAA:SS; Terms: All; Forms: IV and V; Prereqs: HI301

HI544, HI545, HI546 - Honors U.S. History

Survey course traces the development of American political, social, economic, and cultural history from the Colonial period to contemporary times. The course introduces students to the main issues that are necessary for understanding, interpreting, and analyzing modern society. You must sign up for HI542 and HI543 for Winter and Spring.

Grants: Honors, NCAA:SS; Terms: All; Forms: IV or V; Prereqs: HI301

HI432 - Revolt, Dissent, & Protest: Revolution in the 19th Century Atlantic World

This course examines the political and economic foundations of our modern world. What are the roots of our political concept of individual rights? How does that concept develop during repeated revolutions during the early to mid-19th century? At the same time, how does the Industrial Revolution transform our world irrevocably? Most importantly, this course will investigate how that economic revolution interacts with the political one, creating successive crises and controversies that we still deal with today. Overlaid on that theme will be a study of romanticism and how it connects with the political and economic revolutions.

Grants: NCAA:SS; Terms: T3; Forms: IV or V; Prereqs: HI301

HI436 - Discovering the Mayan World

This is a course of modern exploration and discovery, a course that will take students into the jungles and landscapes of Central America to uncover the mysteries of the Ancient Maya. Students will learn about the role of Mayan civilization within other Mesoamerican civilizations along with the unique contributions offered such as America's first official writing system. Students will engage in the history that led to the rise of competing city states and kingdoms such as Tikal in Guatemala, Copan in Honduras, or Yaxichlan in the Mexican Chiappa Highlands. In learning about this history, students will engage the arts and different disciplines which have come together to help uncover and analyze the artifacts as well as translate an ancient written language. Within our study students will explore the questions surrounding the collapse of many of the Mayan city states and kingdoms during the late classic period and ultimately debate whether a "collapse" actually occurred. To engage student interest and to pursue these questions and interests at a personal level, the final project will culminate in the creation of a tomb artifact from one of the Mayan city states researched and studied.

Terms: T2; Forms: IV or V; Prereqs: HI301

HI452 - Intro to Economics

Designed to help students gain an understanding of economic terms on a conceptual level, this course covers a number of basic macroeconomic and microeconomic issues, as well as some basic business concepts. Technical skills are developed in this class, especially graphing and application, but all course material is enveloped within real world concepts and current events. Students will be expected to understand each chapter of the primary text, as well as review current economic publications, prepare a 4-5 page term paper, and participate in class projects.

Grants: NCAA:SS; Terms: T1; Forms: IV or V; Prereqs: HI301

HI458 - Learning to Ride Elephants: The Study of Behavioral Economics

Behavioral economics have become increasingly popular too in explaining consumer behavior. To create solutions that achieve their intended impact, we have to understand how people actually behave. By blending insights from psychology, cognitive science, and traditional economics, behavioral economics gives us a more complex and nuanced view into how we make decisions, and how we can help ourselves and others make better ones.

Grants: NCAA:SS; Terms: T2; Forms: IV or V

HI462 - Brandwashed: The Science of Marketing

In this introduction to marketing, you will learn the basics of the topic. Course topics include marketing research, buyer behavior, target market selection, competitive positioning, product and service planning and management, pricing, distribution, and integrated communications, including advertising, public relations, Internet marketing, social media and sales promotions.

Grants: NCAA:SS; Terms: T3; Forms: IV or V

HI464 - Introduction to Africana Studies

This course explores the experiences of African and African descended people that will transform how students understand history, culture, and human resilience. Students will engage with incredible stories of survival, creativity, and resistance that have shaped our contemporary world.

Students will travel through time and across continents, examining the rich tapestry of Black life from West Africa to the Americas. We'll explore how Black communities maintained their humanity, dignity, and cultural identity in the face of unimaginable challenges, from the traumatic dispersal of the Trans-Atlantic Slave Trade to the fierce resistance against Jim Crow and colonization.

Throughout the course, you'll investigate:

- The vibrant cultural traditions that sustained Black communities
- Powerful expressions of resistance through art, philosophy, and political organizing
- The complex concepts of diaspora, Blackness, and cultural retentions
- The ways Black people across the diaspora connected, supported, and inspired each other

By the end of this course, you'll gain a profound understanding of Black history that goes far beyond standard textbook narratives—seeing a story of extraordinary strength, creativity, and collective resilience.

Perfect for students passionate about understanding global history, social justice, and the incredible power of cultural identity.

Grants: NCAA:SS; Terms: T1; IV or IV term; prereq HI301

HI466 - Political Science: Foundations and Controversies

This course explores the evolution of political thought by way of influential figures such as Hobbes, Locke, Rawls, and Nozick. Through an examination of foundational texts, students will come to understand the social contract and theories of justice. Building upon this foundation, the course will analyze contemporary American political issues, investigating the historical context and present-day debate around topics such as abortion, gun control, healthcare, climate change, and more. Through research, discussion, and writing, students will cultivate skills in political analysis, preparing them to engage thoughtfully in civic discourse throughout their lives.

Grants: NCAA:SS; Terms: T2; Forms IV or V; Prereqs: HI301

HI507 - Advanced Civics Studies

Students in Advanced Civics Studies will take their education outside of the classroom through hands-on, experiential learning that prepares them for informed and engaged citizenship. The course will be

based in a term-long civic action project through which students will explore the meaning of authentic democratic participation to understand how meaningful change can be made at a community, state, or national level. Through public policy analysis, discussion of political theory, and study of landmark moments in American political history, students will gain an in-depth understanding of the critical relationship between the citizens and the American government. Students will have the opportunity to study topics of immigration, voting rights, gender and sexuality, and environmental concerns through the lenses of civic engagement and public policy, helping them to develop the skills necessary to have a long-lasting, positive impact on their world. ****Students in this course cannot take Honors Government and Politics concurrently****

Grants: Honors; Terms: T1; Forms: V; Prereqs: HI423, HI538 or HI543

HI509 - Honors Modern Latin America: Continuities and Change

This course offers an in-depth examination of the pivotal themes shaping Latin American history following the era of independence. It critically analyzes the persistent dichotomy between development and underdevelopment, exploring how economic structures and policies have perpetuated disparities across the region. The course delves into the intricacies of race, colorism, and ethnicity, unpacking the formation of Latinx/e identities and the sociocultural dynamics influencing these processes. A significant focus is placed on the role of indigeneity within Latinx/e cultures, assessing the historical and contemporary status of indigenous peoples and their enduring contributions to Latin American societies. Furthermore, it engages with the concept of coloniality and its impact on the construction of Hispanicity in Latin America. Students will critically assess the ongoing intellectual and cultural movements aimed at decolonizing Latin American epistemologies of Latinidad, highlighting the tensions and dialogues between traditional and contemporary perspectives. Through a combination of historical analysis, theoretical inquiry, and case studies, this course seeks to provide students with a comprehensive understanding of the complex and multifaceted narratives that have defined Latin America's post-independence trajectory.

Grants: Honors, NCAA:SS; Terms: T1; Forms: IV or V; Prereqs: HI423, HI538 or HI543

HI511, HI512, HI513 - Honors Government and Politics

This yearlong course delves into American democracy, focusing on political ideology and interactions between branches of American government. This course begins with the founding of the US government and how American political ideology has evolved at practical and theoretical levels. Students also read and watch a wide variety of sources to discuss current political events and issues. Course topics include: philosophical foundations of American government, constitutional structure, government institutions, civil liberties and civil rights, political ideologies and beliefs, and political participation. The course includes a unit of study on landmark Supreme Court cases. Depending on student interest, additional units comparing America's system of government to alternative political models that exist in other nations can be explored. Through research, discussion, and writing, students will develop advanced skills of political analysis and civil discourse. You must sign up for HI512 and HI513 for Winter and Spring. ****Students in this course cannot take Advanced Civics Studies concurrently****

Grants: Honors, NCAA:SS; Terms: All; Forms: V; Prereqs: HI423, HI538 or HI543

HI515 - Advanced Research Seminar

The Heely Scholar program is an archival research for rising V formers that have demonstrated a keen interest and ability in their study of American History. In the summer the students will be introduced to primary research with the school's collection of archives and in the following fall the students will be enrolled in an advanced research seminar class. The intent of the fall course is to give the Scholars the opportunity to expand their summer research into an individual senior thesis while being introduced to the conventions and the discipline of historical writing.

Grants: Honors; Terms: T1; Forms: V; Prereqs: Participation in Heely Scholars Summer Program

HI517 - Advanced Topics in Social Science: Race and Computational Thinking

Race and Computational Thinking combines computer and social sciences by using computational thinking (abstraction, decomposition, pattern-recognition, and algorithm-design) and data science and inserting critical race theory in the model-building phases. Computational thinking is a series of steps that all computer scientists use. Data science is the core of artificial intelligence including machine learning, and therefore predicts human behavior. But it does not currently employ any social science theories to confirm or adapt the training data and models. By doing so, machine learning reinforces racist tropes rather than fulfilling its potential of creating a less biased world. Among theories, critical race theory is more systematized, meaning it provides a uniform method of evaluating the impact of race in our daily lives. Students will first learn some components of critical theory (as one may encounter in law school) and the tenets of critical race theory, specifically racial formation and the normalizing of race. Students will have the opportunity to engage with data sets that include the above tenets (e.g. college admissions, WHO and IMF trends). Students will also build models as part of a portfolio.

Grants: Honors, NCAA:SS; Terms: T3; Forms IV or V; Prereqs: MA301 and HI423, HI538 or HI543

HI525 - Honors Race, Science, and Social Policy in American History: A Project Based Exploration of Eugenics

At the turn of the 20th century, the American eugenics movement emerged as a powerful force, shaping the most basic decisions that individuals and societies make: Who may marry? Who may have children? Who will be educated? Who can be a citizen? Framed as science, eugenics was used to justify racial and social hierarchies, influencing not only U.S. law but serving as a foundation for policies adopted by oppressive political regimes, such as Nazi Germany.

This honors course offers a project-based examination of the rise of eugenics, its impact on American society, and its global consequences. Students will analyze primary sources, debate ethical implications, and explore historical memory through monument design and policy research. Key topics include the role of American institutions in promoting eugenics, its connection to Nazi ideology, and its lasting legacy in contemporary debates on genetics, race, and social justice.

Through hands-on projects and discussions, students will grapple with questions of historical responsibility, social justice, and ethical decision-making in the face of scientific and social challenges. Students will critically assess the power of ideas in shaping history and their own responsibilities as citizens in a pluralistic democracy.

Grants: Honors; Terms: T1; Forms: IV or V; Prereqs: HI423, HI538 or HI543

HI528 - Honors Lincoln in Text and Context

Abraham Lincoln, 16th President of the United States, challenges us. Many historians have plunged confidently into his world and misread it entirely. Lincoln himself left behind little in the way of biographies or journals to guide us, so any good detective must be patient and persistent in the quest to understand someone who was essentially private. If Lincoln's mind is a mystery, it is because he wanted it that way. In this course, we use Lincoln's own letters, speeches and reflections to separate the man from the myths that have encrusted him. The way we make sense of these texts is by putting each in its context, uncovering the circumstances that surround Lincoln's words and the events that affected him. Without the context, it is too easy to misinterpret Lincoln and his meaning. With this context, we begin to appreciate how difficult the search for the past really is.

Grants: Honors; Terms: T2; Forms: V; Prereqs: HI423, HI538 or HI543

HI529 - Honors Global Renaissance(s)

Was the Italian Renaissance a unique event in human history? To what extent was it a 'global' phenomenon, affected by the movement of ideas and people in and out of Italy and Europe? Did comparable 'renaissances' take place outside of Europe and how do they compare to what occurred in Europe? This course will focus on the cultural and political history of Renaissance in Europe while simultaneously paying close attention to the cross-cultural exchanges that occurred in the 15th and 16th centuries, between Europe, Asia, and Africa. Over the course of one term, students will examine the increasing economic and cultural integration across Afroeurasia and around the world in the early modern period and determine whether or not the Renaissance itself was a consequence of these interconnections.

Grants: Honors, NCAA:SS; Terms: T2; Forms: IV or V; Prereqs: HI301

HI534 - Queering the Narrative: An LGBTQ+ History of the United States

Queering the Narrative is an exploration of LGBTQ+ identities, relationships, and politics in America from the 18th century to the present day. In tracing this important history, we will focus primarily on the acts of resistance and revolution in the 20th century that contributed to political, social, and economic justice for LGBTQ+ communities in the United States. As we navigate narratives of oppression and liberation, students in this course can expect to engage with a variety of perspectives and experiences as we study the rich history of gender and sexuality in the United States.

Grants: Terms: T3, Forms IV or V

HI551, HI552, HI553 - Honors Economics

This course is limited to students with a strong academic record, particularly in mathematics. Candidates must have successfully completed calculus, or be taking it in their senior year, and must have demonstrated a degree of academic commitment consistent with honors-level demands. The course takes the students through a rigorous survey of microeconomics and macroeconomics. Consistent with an accelerated college-level approach to economics, the course relies on mathematical tools to explain theory. Students who complete this course will be prepared to take the AP® exams in both macroeconomics and microeconomics. You must sign up for HI552 and HI553 for Winter and Spring.

Grants: Honors, NCAA:SS; Terms: All; Forms: V; Prereqs: HI421, HI536, HI541, HI544 or HI566 completed or concurrent

HI559 - Honors Historiography Seminar

To study history is to study memory, and how one remembers something determines everything about how one understands and values it. This course will examine the process of memory from a psychological and historical perspective, as well as how people have remembered events of the 20th and 21st centuries in contradictory and often oppositional ways. We will study events from U.S. and world history, including the U.S. Civil War, the Holocaust, Hiroshima and Nagasaki, the quest for Irish independence, the AIDS epidemic, and the Covid-19 pandemic. Harkness discussions, short analytical essays, and a capstone project of an event of each student's choosing comprise our assessments.

Grants: Honors; Terms: T1; Forms IV or V; Prereqs: HI301

HI564 - Honors History: Indigenous History of the Americas

Introduces the complex study of Indigenous history in the Americas with the aim of understanding the survival and sovereignty of Native peoples into the twenty-first century. The course explores pre-European contact in the Americas, the determinative nature of Spanish colonization, and connections between Indigenous history and U.S. history. Through primary and secondary source readings, case studies, and lively discussions, students will actively engage with concepts of how to approach

Indigenous history and “prehistory”, intercultural encounters between and with-in Indigenous groups, non-English colonization, and the process of dispossession, assimilation, and sovereignty.

Grants: Honors; Terms: T3; Forms: V; prereqs: HI423, HI538 or HI543

HI571 - Honors Women & Gender in Early America (Origins-1920)

This course is an introduction to the study of women as historical subjects and to the changing notions of gender through historical periods in American History. Through primary sources, scholarly articles, monographs, podcasts, documentaries, films and discussion-based learning, this course challenges students to reframe American history through an intersectional lens. Students will examine how race, class, ethnicity and region shaped women's experiences across four key periods:

1. **Early America:** Analyzes Indigenous, European, and African gender dynamics during colonization, cultural clashes, and key events like the Salem Witch Trials.
2. **Revolutionary Era:** Explores women's roles in the American Revolution and the concept of Republican Motherhood
3. **Antebellum and Civil War:** Examines the concept of “True Womanhood”. Investigates women's involvement in reform movements, abolition, and the Civil War.
4. **Suffrage Movement:** Traces the long struggle for women's voting rights, culminating in the 19th Amendment.

Designed for students passionate about reframing American history through gender, class and race, this course emphasizes how women's lived experiences shaped—and were shaped by—broader political, economic, and cultural transformations in early America and how that connects to gender in the United States today.

Grants: Honors; Terms: T2; Forms: IV or V; Prereqs: HI423, HI538 or HI543

HI572 - Honors Women & Gender in Modern America (1920-present)

This advanced course examines the evolving roles of women and the construction of gender in the United States from the ratification of the 19th Amendment in 1920 to contemporary debates over identity, equality, and representation. Through an intersectional lens, students will critically analyze how race, class, sexuality, and citizenship have shaped women's experiences in political, economic, and cultural spheres. The course utilizes Project Based Learning and emphasizes primary sources, scholarly debates, and multimedia resources. A capstone project for this course involves the class producing a podcast on a topic of their choosing. Key Themes & Units of study could include:

- **Legacy of Suffrage & the Interwar period:** Post-1920 political mobilization, the Harlem Renaissance, and challenges to the “New Woman” ideal.
- **World War II and Its Aftermath:** Gender roles in wartime, the rise of suburban domesticity, and the roots of second-wave feminism.
- **Civil Rights and Intersectional Feminism:** The role of Black women in activism, the National Organization for Women (NOW), and critiques of mainstream feminism.
- **Reproductive Rights and Bodily Autonomy:** Roe v. Wade, activism for healthcare access, and ongoing legal battles.
- **Queer Liberation & Third-Wave Activism (1990–2010):** Stonewall, AIDS activism, and the fight for marriage equality.
- **Digital Age Solidarities and Fourth-Wave Challenges (2010–Present)** #MeToo, transgender rights, economic inequality, Trad Wives movement, Reproductive Rights post Dobbs and digital activism.

Designed for students passionate about reframing American history through gender, class and race, this course emphasizes how women's lived experiences shaped—and were shaped by—broader political, economic, and cultural transformations and how that connects to gender in the United States today. Grants: Honors; Terms: T3; Forms: IV or V; Prereqs: HI423, HI538 or HI543

HI574 - Honors American Presidency

This course examines the modern history of the U.S. presidency, focusing on the leadership, policies, and political dynamics from John F. Kennedy to Donald Trump. Through a combination of readings, podcasts, and discussions, students will analyze the challenges faced by these presidents, the ways in which they shaped American politics, and how their actions responded to unique national and international challenges such as the Cold War, civil rights movements, economic upheavals, and international crises. Students will analyze political, social and economic factors that shaped key presidencies and how these have evolved in the modern era. Students will also explore the role of the presidency within the broader framework of American government, including its relationship with Congress, the judiciary, the media, and the American public. Harkness discussions, focused reflections, presentations and a short student choice paper comprise course assessments. By the end of this discussion-based course, students will have a nuanced understanding of each president's legacy, as well as a deeper appreciation for the complexities of presidential leadership, how the presidency has evolved, and its long-lasting impacts on both the United States and the world.

Grants: Honors, NCAA:SS; Terms: T3; Forms: V; Prereqs: HI423, HI538 or HI543

HI581 - Honors Reporting Vietnam

Journalists often claim that their work is the first rough draft of history. In Vietnam, their work both in print and on television was controversial and influential. Students in this course will study that work during the early years of the war in order to ask questions such as these: Was the press merely an observer, or did it become part of the drama? Did the reporters capture history's first rough draft, or did they leave behind a tainted record? Did the correspondents do what was right, and if so, right for whom? Were they professionals, or were they subversives? If their work was not the first rough draft of history, then what was it? Did the press "lose" Vietnam? Did the rise of television turn the role of the reporter into that of performer? What was the impact of photography? Students will study original source material. Their work will be judged by their participation in class discussions, their skill in taking comprehensive notes (as any reporter should), and the depth of their analysis in several in-class essays.

Grants: Honors, NCAA:SS; Terms: T3; Forms: V; Prereqs: HI423, HI538 or HI543

IN514 – Honors Mystery, Majesty and Modernity: The Gilded Age & The Chicago World's Fair

Step into the dazzling world of the 1893 Chicago World's Fair, where innovation collided with darkness in a spectacle that shaped the modern era. "Examining the Devil in the White City" invites you to unravel the captivating story of this pivotal moment in history, where groundbreaking achievements (the Ferris wheel!) stood alongside sinister secrets – a lurking serial killer – gasp!!). This interdisciplinary course weaves together history, visual arts, and science to unravel the complex tapestry of the Gilded Age's grandest spectacle.

This course will force you to take initiative and be an active learner. Engage with primary sources, debate historical perspectives, and apply your knowledge through innovative projects! Analyze blueprints, curate virtual exhibits, and even redesign cultural displays through a 21st-century lens! Discover the connection between Lawrenceville and the fair's primary architect!

By the course's end, you'll gain a nuanced understanding of how this significant national (and international) event – one of the first major global gatherings hosted in the U.S. – reflected and

influenced the aspirations, anxieties, and innovations of its time. Moreover, you'll draw parallels to our current era, critically examining how we define progress and modernity in 2025. Students will uncover the brilliance and shadows of the White City, where the marvels of human achievement coexisted with the darker aspects of society – a microcosm of the modern world itself.

Grants: Honors, Interdisciplinary; 1IN Cr.; Terms: T2; Forms: V; Prereqs: HI423, HI538 or HI543

IN519 - Honors Poverty in Global and U.S. Contexts: Causes, Consequences, and Solutions

This is a unique course combining the study of poverty in the classroom with community service. This two-trimester course examines the historic, economic, and cultural roots as well as the impact of poverty in the world and in the United States. In particular we will try to understand the cyclical nature of poverty and the interaction between causes and effects. We will then study many of the different approaches taken to alleviating poverty—from big aid programs to microfinance, social entrepreneurship and more, looking at the strengths and weaknesses of each and the lessons we can learn along the way about how to effectively alleviate poverty. As we turn to the US, we will explore how domestic issues are similar or different from those studied in the developing world. In addition, we look at the evolution of the safety net and policy debates over programs. Students write letters to US Senators and mayors, advocating on policies on issues such as housing, education, incarceration, healthcare, jobs, and more. Integral to the course is our service learning work with Home Front and other Mercer County organizations. We learn about all the aspects of these organizations in their efforts to provide full-service assistance to families in Mercer County. In addition, we will do various tasks at their sites— from childcare and arts and crafts to programming, organizing supplies, moving furniture, and whatever they need us to do. In turn, this service will inform our understanding of poverty and the poor communities throughout the world. Independent and group research are central components of the course, so students need to be able to research independently.

Grants: Honors, Interdisciplinary; 2IN Cr.; Terms: T1 and T2; Forms: IV or V; Prereqs: HI423, HI538 or HI543

IN536 - Advanced Topics in Immigration Studies

“There is a limit to our powers of assimilation, and when it is exceeded, the country suffers from something very much like indigestion,” bemoaned a The New York Times editorial in 1880, in response to the greatest wave of immigration our country had ever seen. Since then, the United States has become the refuge, the workplace and the home to millions more immigrants, legal and not, from countries near and far. What explains this massive influx of people? And what are its implications - both for the immigrants who leave home, family and history behind to reinvent themselves in America - and for America itself? Can this nation of immigrants continue to absorb, economically and socially, wave upon wave of newcomers? Can we afford not to? And how will the current administration’s immigration policies affect our nation, our national identity, and our position in the world? In this two-term interdisciplinary course, students will explore these questions through the lenses of history, politics, economics, memoir and literature.

Grants: Honors, Interdisciplinary; 2IN Cr.; Terms: T1 and T2; Forms: V; Prereqs: HI423, HI538 or HI543

IN540 – Honors Medieval Spanish History

This class focuses on the role of Judaism, Christianity, and Islam in Spanish history, from the end of Antiquity to early Modern Spain. Discussions will focus on the role of each religious tradition in Medieval Spain, in conversation with demographic shifts, social hierarchies, gender, and the establishment of power structures and places of worship for the various religions across the country. Special attention will also be paid to the establishment of each tradition on the Iberian Peninsula and the various ways in which they came into contact (whether through peaceful coexistence or warfare).

Grants: Honors, Interdisciplinary; 1IN Cr.; Terms: T3; Forms: V; Prereqs: HI423, HI538 or HI543

IN541 - Honors Seminar on Social Justice

This fall term interdisciplinary course builds upon the theoretical and experiential learning of the two-week summer component of the Hutchins Scholars in Social Justice program. The program offers students an opportunity to immerse themselves in the multi-disciplinary examination of social justice as a subject of study, as a method of inquiry, and as a set of ethical practices for community engagement. Scholars draw on their summer work and expand their conceptual and methodological toolkit for engaging and analyzing discourses around justice, social change, and narrative design. The course culminates with the scholars designing, developing, directing, and assessing a social justice campaign around an issue of their choosing.

Grants: Honors, Interdisciplinary, NCAA:SS; 1IN Cr.; Terms: T1; Forms: V; Prereqs: Participation in Social Justice Scholars Summer Program

IN543 - Honors History: Martin Luther King, Jr. and Malcolm X

Born four years apart, but to very different circumstances, Martin Luther King, Jr. and Malcolm X represent two sometimes competing, sometimes overlapping, and sometimes complementary trajectories of the Black freedom struggle in the 20th century United States. Its title notwithstanding, this course seeks to challenge any singular or binary framing of Black people's struggle for social justice. Through close reading and/or listening/viewing of primary texts, speeches, and letters, as well as excerpts by leading biographers, students will examine the lives of both King and X within the broader context of the social forces, communities, ideologies, belief systems, and philosophies that shaped their lives and advocacy. In doing so, we will explore the different strategies, tactics, and objectives of Black activists seeking justice in the 20th century, and the ways they changed over time. We will pay special attention to the roles of Black Christian and Black Muslim theologies, ritual practices, and community formations as keys to understanding both men's visions of, and commitment to, justice. Finally, we will also consider how biographical studies that illuminate lives that are both exceptional and unique, might (or might not) be exemplary and representative of whole communities.

Grants: Honors, Interdisciplinary, NCAA:SS; 1IN Cr.; Terms: T2; Forms: V Prereqs: HI423, HI538 or HI543

IN551 - Honors Art of the African Diaspora

In this course, students will explore a wide range of visual texts to examine the complex history of how Blackness has been portrayed across the diaspora. Through this exploration, students will identify common themes in the othering of the Black figure in Western Art. Additionally, students will wrestle with the ways that Black artists have resisted and pushed back against these images. At the end of the course, the class will have the opportunity to identify the contemporary harmful imagery and stereotypes and will develop their own creative ways to challenge stereotypes and fight against the marginalization of the Black body in popular culture.

Grants: Honors, Interdisciplinary; 1IN Cr.; Terms: T2; Forms: V Prereqs: HI423, HI538 or HI543

IN571 - Honors History Middle East Studies: Historical Analysis of the Arab-Israeli Conflict

This term of the Middle East course will examine the Arab-Israeli and Israeli-Palestinian conflict from its historical origins through present-day developments. Students will engage with diverse historical sources, including academic texts, primary sources, documentary films, articles, and podcasts, to understand and critically examine multiple perspectives on these complex events. The course provides balanced historical analysis of the different viewpoints while encouraging critical thinking. Students will analyze how these regional developments influence broader geopolitical dynamics across the Middle East and their implications in international relations. Through Harkness discussions, document analysis, and essay writing, students will develop skills in thoughtful discourse on complex historical topics, learning to engage with challenging subject matter through evidence-based analysis and respectful dialogue.

Grants: Honors, Interdisciplinary; 1IN Cr.; Terms: T2; Forms: IV or V; Prereqs: HI423, HI538 or HI543

IN573 - Managing Technology & Strategic Innovation

Startups and innovation emerge in nearly every field of endeavor, and knowing how to track and work with technological innovation is part of defining your future work as an innovator. In this course, students will be introduced to business techniques in managing technology and strategic innovation. Additionally, students will develop and analyze frameworks that startup companies experience when creating a new product or service. Topics covered throughout the course include, but are not limited to: technology innovation, business marketing, blue ocean strategy, organizational behavior, financial management, negotiations, and executive leadership. At course completion, students will have a good understanding of how executive leadership shapes business strategy and decision making used to create long-term technology and strategic innovation.

Grants: Honors, Interdisciplinary, NCAA:SS; 1IN Cr.; Terms: T1; Forms: IV or V; Prereqs: HI421, HI536, HI541, HI544 or HI566 completed or concurrent

HI599 - Ind. Study: History

Students with special interests they wish to explore outside the regular program of courses may apply for an independent study. This may involve research or creative work; normally it will culminate in a paper, exhibit, or performance of some kind. Work in such projects is treated exactly like work in regular courses: a final grade is given; students must meet regularly (at least once a week) with their advisor; they must have tangible progress to report at each meeting.

Grants: Honors; Terms: T1 or T2 or T3; Forms: All Prereqs: HI423, HI538 or HI543 and Department Approval

Interdisciplinary

IN568 - Design For Social Change

Design-thinking is a user-oriented process that utilizes concepts found in both art and engineering to develop solutions that have the potential to impact individuals, communities, and societies. In Design for Social Change, students take on the role of design-thinkers, identifying and solving problems through a discrete process that includes deep observation, imagination, creativity, prototyping, and iteration. Focused on the intersection of art and engineering, we examine the foundational concepts of both fields and consider design-thinking as the domain where these two disciplines overlap. As students learn how to solve problems through design and work on projects relevant to our community, they engage in discourse on the potential of solving real-world problems with an interdisciplinary approach. In the past, projects have ranged from improving campus dining services, redesigning and repurposing what we recycle in our community, creating new learning environments in our classrooms, strengthening student involvement and participation in school events and traditions, and implementing lasting programs that impact all areas of student life, including social life, arts, athletics, academics and the house system. Additionally, students read and discuss *Change by Design* by Tim Brown, a leader in the design-thinking movement. Projects range from collaborative enterprises designed by small student groups, as well as individual inventions and interactive presentations, whose goals are to implement designed solutions to make a short or long-term impact on our community. Students are eligible if they have completed their graduation requirement for the arts in any of the three arts disciplines.

Grants: Honors, Interdisciplinary; 1IN Cr.; Terms: T1; Forms: IV or V; Prereqs: Completion of arts requirement.

IN588 - Interdisciplinary: Capstone Art and Justice

The Spring 2026 Senior Capstone Course will explore the relationship between art and justice. Art has always been an important medium through which artists and audiences alike reflect thoughtfully,

converse critically, advocate passionately, and mobilize collectively. Taking as its primary scope the last 100 years of United States-based literary, visual, and performing arts, this course will examine the role of art in movements for social change. How does art both reflect and shape the historical, political, and social contexts in which it is created and experienced? What specifically can we learn from artistic practices that not only inspire us, but also require us to expand our imagination of what is possible? And finally, what is the role and responsibility of the audience in the critical engagement with and social response to a work of art for justice? To answer these questions and more, we will encounter the work of artist practitioners and cultural critics through a weekly lecture series; engage in class-based discussions of readings, viewings, and listenings; and attend performances, exhibitions, and other experiential learning opportunities.

Grants: Honors, Interdisciplinary; 1IN Cr.; Terms: T3; Forms: V

Language

LA201 - French 1

This yearlong course introduces basic vocabulary and sentence structure, fundamental verb structures, and the beginning pronunciation and oral structures of French, which will enable students to follow future courses using the target language only. Students develop elementary reading, writing and conversation skills while working with the present and past tense. Students also begin to develop their cultural understanding and fluency through presentational projects that introduce them to the French-speaking world.

Grants: NCAA:WLCRP; Terms: All; Forms: All

LA301 - French 2

This yearlong intermediate level course builds upon a mastery of the basic syntax, lexicon, and communicative skills of French 1. Students develop more nuanced expression for describing the past, as well as the future in both written and spoken forms. In addition to continuing to emphasize aural-oral skills, students develop the ability to describe and narrate in paragraphs. Students broaden their cultural understanding and fluency through a series of short stories from the French-speaking world that provide a scaffold and framework for longer, more sophisticated oral and written work.

Grants: NCAA:WLCRP; Terms: All; Forms: All Prereqs: LA201

LA401, LA402, LA403 - French 3

This yearlong upper-intermediate course provides students the opportunity to hone their speaking, listening, reading, writing, and cultural competencies through a selection of textual and audio-visual materials. This course allows students to interact with materials that include, but are not limited to, stories from francophone literature, radio and television broadcasts, and film. These authentic materials provide students opportunities to review and expand the grammar, syntax, and vocabulary of the language. In addition, students will begin to develop their Harkness discussion skills in French.

Assessment focuses on their ability to transfer those linguistic skills to meaningful cultural contexts through written and oral work. You must sign up for LA402 and LA403 for Winter and Spring.

Grants: NCAA:WLCRP; Terms: All; Forms: All Prereqs: LA301

LA507 - Advanced French I

This advanced level course provides students an opportunity to hone their speaking, listening, reading, writing, and cultural competencies through Francophone texts and films. Targeted intensive grammar review and vocabulary development allow students to become more sophisticated users of the language. To that end, the development of written and oral competencies, including Harkness discussion skills, are essential aspects of this course. Assessment focuses on the student's ability to transfer those

linguistic skills to meaningful cultural contexts through written and oral work. Practice with the format and content of the SAT II exam is included when appropriate.

Grants: Honors, NCAA:WLCRP; Terms: T1; Forms: All Prereqs: LA401

LA508 - Advanced French II

This advanced level course provides students an opportunity to hone their speaking, listening, reading, writing, and cultural competencies through Francophone texts and films. Targeted intensive grammar review and vocabulary development allow students to become more sophisticated users of the language. To that end, the development of written and oral competencies, including Harkness discussion skills, are essential aspects of this course. Assessment focuses on the student's ability to transfer those linguistic skills to meaningful cultural contexts through written and oral work. Practice with the format and content of the SAT II exam is included when appropriate.

Grants: Honors, NCAA:WLCRP; Terms: T2; Forms: All Prereqs: LA507

LA509 - Advanced French III

This advanced level course provides students an opportunity to hone their speaking, listening, reading, writing, and cultural competencies through Francophone texts and films. Targeted intensive grammar review and vocabulary development allow students to become more sophisticated users of the language. To that end, the development of written and oral competencies, including Harkness discussion skills, are essential aspects of this course. Assessment focuses on the student's ability to transfer those linguistic skills to meaningful cultural contexts through written and oral work. Practice with the format and content of the SAT II exam is included when appropriate.

Grants: Honors, NCAA:WLCRP; Terms: T3; Forms: All Prereqs: LA508

LA562 - Honors French: French Impressionism

This course will focus on Impressionism, its artists and the landscape of French art and culture towards the end of the 19th century. It was a time of revolution. A group of artists and their artistic style pushed back against realism. There are famous names, such as Monet, Cézanne and Van Gogh, yet others more obscure, like the American women Morisot and Cassatt. All had a role to play in this artistic upheaval. In addition to this upheaval, French society also experienced significant changes. Industrialism, the devastation of the Franco-Prussian War, and the rebuilding of Paris through the 3rd Republic and all had a major impact. Students will have the opportunity to learn about this historical perspective, but most importantly, they will study impressionism in depth and why it became one of the most famous artistic movements in modern history.

Grants: Honors, NCAA:WLCRP; Terms: T2; Forms: All Prereqs: LA509, LA564, LA566, IN525 or IN553

LA568 - Honors French: Lettres Scandaleuses - Peering into Private Lives in 18th Century France

After the classical constraints on art and culture of the preceding century, 18th century epistolary literature, both authentic and fictional, fed a societal fascination with private life behind the public façade. After a brief introductory survey of various examples of published letters, including excerpts from authors such as Mme. de Sévigné, Françoise de Graffigny, and Jean-Jacques Rousseau, we will make our way through Laclos' somewhat licentious *Les Liaisons Dangereuses*, focusing on selected letters. The final stage of the course will be to view and compare two famous and rather different film adaptations by Roger Vadim (1959) and Stephen Frears (1988). We will consider themes such as the education of women, the notion of public and private life, and the implications of a narrative structure that lacks a narrator. In addition to short, written reflections, the final assignment will be a creative writing project.

Grants: Honors NCAA:WLCRP; Terms: T2; Forms: All; Prereqs: LA561, LA564, LA566 or IN526

IN525 - Honors French: French Cinema

From the very beginnings of cinema, France has produced internationally recognized films, and many historians consider France as the birthplace of cinema. From the advent of the “cinématographe” by the Frères Lumière in the 1890’s, France has also been responsible for many early, significant contributions to film and for the creation of important cinematic movements. This course will follow the development of French cinema from the late 1800’s to the present. Students will study films from each decade from a historical, cultural, and artistic lens while becoming familiar with the appropriate cinema terminology. Grants: Honors, NCAA:WLCRP; 1IN Cr.; Terms: T3; Forms: All; Prereqs: LA561, LA564, LA566 or IN526

IN552 - Honors French: Questions of Our Times: Through the Lens of Documentary Film

Students will explore and engage with current personal, social, educational, political and environmental questions in the francophone world through the study of documentary film. Ranging from cinéma vérité to social issues including first person accounts, biopics, observational and interview films, non-fiction cinema boasts the power of being “real,” historic, purposeful and ultimately, educational. This course will use documentaries in French as a means to explore significant personal and social questions that resonate on a universal level.

Each documentary will serve as a springboard for introducing unique topics of current interest, accompanied by classroom discussion and related readings. The films slated for study in any given year may change to adapt and respond to local needs and interest.

Grants: Honors, Interdisciplinary; Terms: T1; Forms: All Prereqs: LA509, LA564, LA566, IN525 or IN553

IN553 - Honors French: French Autobiography

This course refutes the notion that our lives are stories: rarely does life arrange itself into a satisfying arc with a beginning, middle, and end. Unforeseen events may disrupt what we thought was a hero’s journey; conversely, a happy life may not generate a compelling narrative. Yet from the college essay to the job interview, we are increasingly expected to present ourselves autobiographically, walking a tightrope to display self-awareness (not self-absorption), strategic self-disclosure (without oversharing), and skillful narrative control (without seeming inauthentic). In this course, students will read authors such as Montaigne, Rousseau, and Ernaux. Students will grapple with the theoretical issues of autobiography as they connect to ethics, philosophy, and narrative theory. As a final project, students will write either personal autobiography or a critical essay.

Grants: Honors, Interdisciplinary, NCAA:WLCRP; 1IN Cr. Terms: T1; Forms: All Prereqs: LA509, LA564, LA566 or IN525

LA211 - Spanish 1

In this introductory yearlong course, students are introduced to the basics of Spanish pronunciation and oral structures. Students are exposed to the aural-oral as well as the writing fundamentals which will enable them to follow future courses using the target language only. For written proficiency, students progressively develop writing skills from sentence to paragraph. In the winter term, students study fundamental verb structures and read and write at an elementary level. In the spring, the course develops basic language skills at the sentence level and introduces the past tense.

Grants: NCAA:WLCRP; Terms: All; Forms: All

LA311 - Spanish 2

In this year long course students learn intermediate language structures. Oral practice of a more advanced nature begins, as well as increased reading and writing practice, including narration and the compositions of paragraphs. In the winter term, the course focuses on narrating past events using preterite and imperfect tenses. In the spring term, the composition of more sophisticated essays begins. Short stories provide a scaffold and framework for longer and more sophisticated oral and written work.

Grants: NCAA:WLCRP; Terms: All; Forms: All Prereqs: LA211

LA411, LA412, LA413 - Spanish 3

This yearlong upper intermediate course continues to refine students' level of both written and spoken discourse. Fluidity and flexibility of expression is developed and the introduction of more complex sentence structures begins. Students continue reading short stories of Spanish and Latin American authors. This course will be the completion of their last mandatory year of Spanish instruction at Lawrenceville. You must sign up for LA412 and LA413 for Winter and Spring.

Grants: NCAA:WLCRP; Terms: All; Forms: All Prereqs: LA311

LA510 - Advanced Spanish I

In this course students develop and polish their expository and creative writing skills while strengthening their ability to closely read a text. Students learn how to sustain an extended conversation with multiple interlocutors in Spanish. In order to accomplish these goals, the course uses written texts, art and short films that cover a wide range of topics.

Grants: Honors, NCAA:WLCRP; Terms: T1; Forms: All Prereqs: LA411

LA511 - Advanced Spanish II

In this course students develop and polish their expository and creative writing skills while strengthening their ability to closely read a text. Students learn how to sustain an extended conversation with multiple interlocutors in Spanish. In order to accomplish these goals, the course uses written texts, art and short films that cover a wide range of topics.

Grants: Honors, NCAA:WLCRP; Terms: T2; Forms: All Prereqs: LA510

LA512 - Advanced Spanish III

In this course students develop and polish their expository and creative writing skills while strengthening their ability to closely read a text. Students learn how to sustain an extended conversation with multiple interlocutors in Spanish. In order to accomplish these goals, the course uses written texts, art and short films that cover a wide range of topics.

Grants: Honors, NCAA:WLCRP; Terms: T3; Forms: All Prereqs: LA511

LA593 - Honors Spanish: Muralists of Mexico

This course explores Latin American art, from murals to multimedia works. The primary focus will be on Latin American identity as reflected in art. Studying a range of artists from around Latin America, students will read relevant articles from Latin American magazines and journals. We will trace the influence and legacy of muralism in today's more contemporary art world. Students will participate in individual and group projects involving creating art to self-express their identity [without prior art experience needed].

Grants: Honors; Terms: T1; Forms: All Prereqs: LA511

LA594 - Honors Spanish: Improvisaciones

As with jazz, improvisation can happen once the basics of the discipline are mastered. This honors elective draws on students' foundational skills and invites them to stretch further by creating scenarios, characters, and conversational phrases they can incorporate into improvisational skits. (No prior acting experience needed!)

Grants: Honors; Terms: T3; Forms: All Prereqs: LA511

LA595 - Honors Spanish: Fiction And Reality

In this seminar the students will study the blurry line that separates fiction/fantasy from reality by reading stories from the "Boom group" like García Marquez, Julio Cortázar and more modern literature like Ruiz Zafón and films like "Como agua para chocolate" and "El laberinto del fauno." The final goal of

the class is to write a 1,800 word short story that will mirror the ideas, images and themes studied in the class.

Grants: Honors, NCAA:WLCRP; Terms: T2; Forms: All Prereqs: LA511

IN527 - Honors Spanish: The Hispanic History of the U.S.

Florida was initially claimed by the Spanish. About one-third of the current continental United States originally belonged to Mexico. While U.S. history books often focus on our English origins, Spanish-speaking countries and peoples significantly contributed to the development of our country. This course explores our Hispanic roots, beginning in the early 16th century during the age of exploration, and continues through the centuries, concluding with the study of prominent Latinx figures of the 20th century. Students read first-person accounts of the Spanish explorers, watch history documentaries and create a final project for the end of the trimester. This honors elective will be taught in Spanish.

Grants: Honors, Interdisciplinary, NCAA:WLCRP; 1IN Cr.; Terms: T1; Forms: IV or V; Prereqs: LA511

IN528 - Honors Spanish: Politics & Poetry

This interdisciplinary course explores Nicaragua and its unique link: politics and poetry. Covering a chronological view of historical events and poets, students will read primary documents, discuss and write about events and topics, and participate in several group and individual projects using Spanish. Some select, lengthy history readings may be done in English. Available to IVth and Vth Forms only.

Grants: Honors, Interdisciplinary; 1IN Cr.; Terms: T2; Forms: IV or V; Prereqs: HI301 and LA511

IN554 - Honors Spanish: The Spanish Civil War: Language, History, and Cultural Perspectives

Students immerse in the historical, linguistic, and cultural complexities of the Spanish Civil War. Through a combination of historical analysis, Spanish language development, and cultural exploration, students will engage with primary sources, analyze political ideologies, and debate key events—all while improving their Spanish reading, writing, and speaking skills.

Grants: Honors, Interdisciplinary; Terms: T3; Forms: IV or V; Prereqs: LA511

IN555 - Honors Spanish: Through the Lens of Social Justice

How are race, gender, class, justice, and other social issues represented in contemporary films from the Spanish-speaking world? How do films tell historical and fictional stories that spread a message about social issues? This course aims to answer those questions by analyzing inequality and social inclusion in Spanish-language cinema from historical, cultural, and aesthetic perspectives. Students will watch documentaries, feature films, and 'cortometrajes' that will be further explored individually and as a group. Readings will provide contextual information as well as focus on improving written self expression. Assignments and assessments will involve brief paragraphs as well as essays/critiques of films. Oral assessments will emphasize daily contributions, recorded reviews, and graded discussions.

Grants: Honors, Interdisciplinary, NCAA:WLCRP; Terms: T3; Forms: IV or V; Prereqs: LA511

LA221 - Chinese 1

This yearlong course introduces rudimentary pronunciation rules, character writing skills and simple sentence structures. Students learn the aural-oral fundamentals, which enables them to follow future courses using the target language only. The course develops basic reading, writing and conversational skills at the sentence level, while developing cultural awareness through common daily topics such as greeting, family, hobbies, and school life.

Grants: NCAA:WLCRP; Terms: All; Forms: All

LA321 - Chinese 2

This yearlong course provides students with opportunities to continue to develop fundamental aural-oral skills through exposing them to a variety of common daily topics such as shopping, transportation,

weather, dining, and visiting doctors. Students begin to develop paragraph-level writing proficiency and compound sentence structures are introduced. The target language is used as the language of instruction.

Grants: NCAA:WLCRP; Terms: All; Forms: All Prereqs: LA221

LA421, LA422, LA423 - Chinese 3

This yearlong course continues to build students' comprehensive skills in listening, speaking, and reading, as well as writing at the intermediate level. More complex sentence structures are introduced to support intermediate level writing. Concurrently, students learn to focus on subtleties with regard to the usage and meaning of words and sentences. Students begin to compose Chinese essays on familiar topics. Supplementary reading materials are introduced more frequently and students watch some media materials to enrich their knowledge of Chinese culture. You must sign up for LA422 and LA423 for Winter and Spring.

Grants: NCAA:WLCRP; Terms: All; Forms: All Prereqs: LA321

LA504 - Advanced Chinese I

The Advanced Chinese sequence addresses listening, speaking, reading and writing skills at an intermediate mid to high level. Texts at this level continue to introduce advanced structures and vocabulary words. Common phrases, as well as colloquial and idiomatic expressions, will be included. Content will make the transition from daily-life topics to more sophisticated topics like education or geography. Students will start to develop the skills of distinguishing between formal and informal language. Presentational skills and essay writing skills will be polished.

Grants: Honors, NCAA:WLCRP; Terms: T1; Forms: All Prereqs: LA421

LA505 - Advanced Chinese II

The Advanced Chinese sequence addresses listening, speaking, reading and writing skills at an intermediate mid to high level. Texts at this level continue to introduce advanced structures and vocabulary words. Common phrases, as well as colloquial and idiomatic expressions, will be included. Content will make the transition from daily-life topics to more sophisticated topics like education or geography. Students will start to develop the skills of distinguishing between formal and informal language. Presentational skills and essay writing skills will be polished.

Grants: Honors, NCAA:WLCRP; Terms: T2; Forms: All Prereqs: LA504

LA506 - Advanced Chinese III

The Advanced Chinese sequence addresses listening, speaking, reading and writing skills at an intermediate mid to high level. Texts at this level continue to introduce advanced structures and vocabulary words. Common phrases, as well as colloquial and idiomatic expressions, will be included. Content will make the transition from daily-life topics to more sophisticated topics like education or geography. Students will start to develop the skills of distinguishing between formal and informal language. Presentational skills and essay writing skills will be polished.

Grants: Honors, NCAA:WLCRP; Terms: T3; Forms: All Prereqs: LA505

LA521 - Honors Chinese: Topics in Modern China I

This yearlong course aims to first, sharpen students' Chinese language skills, and second, to encourage critical examinations of social events and issues in contemporary China. Topics cover the urban-rural education gap, family relationships, conflicts between tradition and modern values and so on. Students will watch carefully selected movies and scrutinize relevant reading materials. Through this course, students can deepen their understanding of Chinese modern society. Meanwhile, with regular essay assignments, they can hone their writing skills, and also enhance their oral skills by means of discussion, debates and presentations.

Grants: Honors, NCAA:WLCRP; Terms: T1; Forms: All; Prereqs: LA525

LA522 - Honors Chinese: Topics in Modern China II

This yearlong course aims to first, sharpen students' Chinese language skills, and second, to encourage critical examinations of social events and issues in contemporary China. Topics cover the urban-rural education gap, family relationships, conflicts between tradition and modern values and so on. Students will watch carefully selected movies and scrutinize relevant reading materials. Through this course, students can deepen their understanding of Chinese modern society. Meanwhile, with regular essay assignments, they can hone their writing skills, and also enhance their oral skills by means of discussion, debates and presentations.

Grants: Honors, NCAA:WLCRP; Terms: T2; Forms: All; Prereqs: LA521

LA523 - Honors Chinese: Topics in Modern China III

This yearlong course aims to first, sharpen students' Chinese language skills, and second, to encourage critical examinations of social events and issues in contemporary China. Topics cover the urban-rural education gap, family relationships, conflicts between tradition and modern values and so on. Students will watch carefully selected movies and scrutinize relevant reading materials. Through this course, students can deepen their understanding of Chinese modern society. Meanwhile, with regular essay assignments, they can hone their writing skills, and also enhance their oral skills by means of discussion, debates and presentations.

Grants: Honors, NCAA:WLCRP; Terms: T3; Forms: All; Prereqs: LA522

LA527 - Honors Chinese: Journalism I: Exploring Chinese Culture, Traditions, and Modern Life

This course offers an in-depth exploration of Chinese culture, traditions, and contemporary society, providing students with a comprehensive understanding of China's past and present. Through literature, film, television, art, and social media, students will examine key cultural traditions, historical influences, and modern developments shaping life in China today. Topics include family and social structures, festivals and customs, philosophy and religion, language and dialects, education and work culture, and the impact of globalization. Discussions, media analysis, and project-based learning will encourage students to engage critically with authentic cultural materials and reflect on the dynamic nature of Chinese society.

Grants: Honors; Terms: T1; Forms: All Prereqs: LA506

IN569 - Honors Chinese: Journalism II: The History of Trade Between China and the Western World

This interdisciplinary course offers an in-depth exploration of the intricate trade networks that connected China with the Western world, emphasizing the multifaceted exchange of commodities, cultural practices, and diplomatic engagements. By integrating historical and linguistic perspectives, students will critically examine primary sources in both Chinese and English to uncover the profound economic, social, and political implications of trade. Through rigorous analysis of case studies, interactive projects, and scholarly discussions, students will develop a nuanced understanding of how commerce shaped global interactions and influenced historical trajectories.

Grants: Honors, Interdisciplinary; Terms: T2; Forms: All Prereqs: LA527

LA529 - Honors Chinese: Journalism III: Current Events & Social Issues Through TV and Media

This course examines contemporary social issues and global events as represented across various television and media formats, including news programs, talk shows, documentaries, scripted TV series, reality shows, and digital content. Students will analyze how different media platforms present and influence public discourse on topics such as politics, social justice, environmental concerns, and cultural trends. Through media analysis, discussions, and research projects, students will develop critical media

literacy skills, evaluate bias, and explore the role of television and digital media in shaping public perception and policy.

Grants: Honors; Terms: T3; Forms: All Prereqs: IN569

LA241 - Latin 1

This course provides students with a thorough introduction to the Latin language and to the history and culture of the Romans and Ancient Greeks. Through regular short readings and written exercises, students in Latin 1 develop their knowledge of Latin grammar and usage, while building a foundational vocabulary of common Latin words, phrases, and idioms. They also begin to appreciate how much Latin has influenced both the English language and Western history over the course of the last two millennia.

Grants: NCAA:WLCRP; Terms: All; Forms: All

LA341 - Latin 2

This course builds on students' prior knowledge of Latin and of the ancient world. Through regular reading assignments and written exercises, students in Latin 2 strive to develop their knowledge of Latin syntax and grammar, while continuing to expand their vocabulary. They also explore Latin's influence on both the English language and on Western history, in general. The goal of this course is to prepare students for reading literature in Latin 3. Grants: NCAA:WLCRP; Terms: All; Forms: All Prereqs: LA241 or equivalent with permission of instructor

LA441, LA442, LA443 - Latin 3

In this yearlong course, students begin to explore the vast world of Latin literature. They study texts drawn from a variety of authors, in order to develop their ability to discuss, critique, and appreciate ancient literature. At the same time, students review some of the more challenging concepts of Latin grammar. The goal of this course is to prepare students for either Advanced Latin or Honors Latin.

Grants: NCAA:WLCRP; Terms: All; Forms: All Prereqs: LA341 or equivalent with permission of instructor

LA501 - Advanced Latin I

In this advanced reading course, students continue to explore the vast world of Latin literature by studying representative examples from many literary genres (including history, poetry, philosophy, and oratory). In addition to reading ancient texts, students also read select pieces of modern scholarship.

This course prepares students for Honors Latin. Grants: Honors Terms: T1; Forms: All Prereqs: LA441, LA452 or permission of the instructor

LA502 - Advanced Latin II

In this advanced reading course, students continue to explore the vast world of Latin literature by studying representative examples from many literary genres (including history, poetry, philosophy, and oratory). In addition to reading ancient texts, students also read select pieces of modern scholarship.

This course prepares students for Honors Latin. Grants: Honors Terms: T2; Forms: All Prereqs: LA501 or permission of the instructor

LA503 - Advanced Latin III

In this advanced reading course, students continue to explore the vast world of Latin literature by studying representative examples from many literary genres (including history, poetry, philosophy, and oratory). In addition to reading ancient texts, students also read select pieces of modern scholarship.

This course prepares students for Honors Latin. Grants: Honors Terms: T3; Forms: All Prereqs: LA502 or permission of the instructor

LA545 - Honors Latin: Roman Historiography

This course will focus on the ancient art of writing history and aims to introduce students to the pleasures of reading the works of the ancient historians. We will begin the term with excerpts from

Herodotus, Thucydides, other Greek authors in English translation, in order to appreciate how Roman historians later adopted and adapted the genre of history, and then we will move to the Latin texts themselves. Through the works of historians such as Livy, Tacitus, and Suetonius, students will encounter some of the most memorable characters from antiquity, including Julius Caesar, the emperor Augustus, and many others.

Grants: Honors, NCAA:WLCRP; Terms: T1; Forms: All Prereqs: LA443 or permission from instructor

LA544 - Honors Latin: Ovid in Augustan Rome

This course will focus on the middle and later years of the rule of Augustus, Rome's first emperor, as it became clear that the Republic was dead and the Empire was there to stay. Students will study the ways in which these radical political changes drastically altered the lives and experiences of Rome's citizens. By reading texts from contemporary authors such as Ovid, Livy, Propertius, and Tibullus, students will gain insight into how Roman citizens responded to such upheaval.

Grants: Honors; Terms: T3; Forms: All; Prereqs: LA443 or permission from instructor

IN556 - Honors Latin: Roman Theater

This interdisciplinary course aims to introduce students to Roman drama through comedic plays of Titus Maccius Plautus (Plautus) and the philosophical tragedies of Lucius Annaeus Seneca. Whether we read tragedy or comedy we will trace the development of the genres through to their modern equivalents by reading and watching adaptations in close comparison to the original texts, as well as undertake projects that bolster our understanding of ancient dramatic conventions and performance contexts.

Grants: Honors, Interdisciplinary, NCAA:WLCRP; Terms: T2; Forms: All Prereqs: LA443

LA515 - Introduction to Ancient Greek

This year-long course offers students an intensive introduction to the language and culture of Ancient Greece and prepares students to read works in their original language by some of the best-known Greek authors, including Plato and Homer.

Grants: Honors, NCAA:WLCRP; Terms: All; Forms: IV or V; Prereqs: Completion of Language graduation requirement and permission.

LA599 - Ind. Study: Language

Students with special interests they wish to explore outside the regular program of courses may apply for an independent study. This may involve research or creative work; normally it will culminate in a paper, exhibit, or performance of some kind. Work in such projects is treated exactly like work in regular courses: a final grade is given; students must meet regularly (at least once a week) with their advisor; they must have tangible progress to report at each meeting.

Grants: Honors; Terms: T1 or T2 or T3; Forms: All Prereqs: Department Approval

Mathematics

MA201 - Math 1

Math 1 is a full-year course designed to build a strong foundation in algebra and geometry, preparing students for success in higher-level mathematics. The course emphasizes solving equations and inequalities, linear and quadratic functions, and using and applying exponent rules. Integrated throughout are key geometry concepts, including coordinate geometry, transformations, congruence, similarity, and introductory proofs. Students develop problem-solving strategies, mathematical reasoning, and the ability to connect algebra and geometry in meaningful ways. This course is ideal for students new to high school algebra as well as those seeking to strengthen their foundational skills before advancing.

Grants: NCAA:MATH; Terms: All; Forms: II or III

MA204 - Math 2

Math 2 teaches students to make effective and convincing mathematical arguments. While our emphasis will be on the deductive reasoning of geometry, we will also explore the role of inductive reasoning in developing conjectures about the characteristics of geometric figures. Considerable attention will be given to applying geometric relationships to real-life situations. In addition, important skills from Algebra I are reviewed, emphasizing the reasoning. This course also initiates an exploration of geometric probability.

Grants: NCAA:MATH; Terms: All; Forms: II or III Prereqs: MA201

MA301 - Math 3

Math 3 is a yearlong course that introduces the language, notation, and methodology of mathematics necessary for the creation of algebraic models. We pay particular attention to the reasoning on which algebraic methods are based. Topics include working with algebraic expressions and equations; linear, quadratic, exponential, and power functions; logarithms; and basic triangle trigonometry. We will also explore the fundamentals of probability and statistics.

Grants: NCAA:MATH; Terms: All; Forms: II or III or IV Prereqs: MA201 and MA204

MA321 - Math 3X

Math 3X is a yearlong course that explores the language, notation and methodology of mathematics necessary for the creation of convincing mathematical arguments. We pay particular attention to the reasoning on which algebraic methods are based. Topics include working with algebraic expressions, equations and inequalities; linear, quadratic, absolute value, power, exponential and logarithmic functions; and the fundamentals of conic sections, combinatorics, probability and statistics.

Grants: NCAA:MATH; Terms: All; forms: II or III or IV; Prereqs: MA201 and MA204

MA404 - Math 4

This course is designed to strengthen students' algebraic fluency as they examine the important characteristics of linear, quadratic, exponential, polynomial, rational, and trigonometric functions. The connection between arithmetic and geometric sequences and linear and exponential functions will be explored. Students will use these families of functions to solve a variety of application problems. Strategic use of technology will be encouraged throughout the course.

Grants: NCAA:MATH; Terms: All; Forms: III or IV or V; Prereqs: MA301

MA407 - Precalculus

Precalculus involves the study of the elementary functions (linear, quadratic, polynomial, rational, power, exponential, logarithmic, trigonometric, inverse trigonometric), their multiple representations (words, formulas, graphs, and numerical tables), their salient characteristics, and ways of using them to model real-world phenomena.

Grants: NCAA:MATH; Terms: All; Forms: All Prereqs: MA301, MA321, or MA404

MA411 - Statistics

How do scientists establish truth? They produce data through observation and experiments. Individual measurements vary, even in seemingly identical conditions. Descriptive statistics provides graphical and numerical tools for modeling variation in data. In well-designed studies, inferential statistics allows researchers to draw conclusions about the world at large from the data at hand. Probability answers the critical question "what are the chances?" In this course, students will master the art and science of making decisions with data.

Grants: NCAA:MATH; Terms: All; Forms: IV or V; Prereqs: MA404 or MA407 or MA301 with department approval

MA421 - Precalculus BC

This course includes all of the topics covered in Precalculus, but examines them in greater depth and at an accelerated pace. During the winter and spring terms, students are exposed to additional content that prepares them to take Honors Calculus BC the following year, including a comprehensive introduction to limits, continuity, and derivatives.

Grants: NCAA:MATH; Terms: All; Forms: All Prereqs: MA301 or MA321

MA451 - Calculus

This course provides an introduction to the major ideas of calculus. Key topics include derivatives and their applications in curve sketching, optimization, and related rates, as well as integrals (antiderivatives) and their applications in solving differential equations, modeling accumulation, and determining areas and volumes. In this course, students will actively engage in exploratory projects and collaborative investigations to study calculus. The use of technology (graphing calculator, Desmos, and Geogebra) will be prioritized over traditional algebraic solving techniques to help visualize solution methods. Successful completion of this course will require an ability to communicate reasoning both verbally and on paper. Gaining an understanding of differential and integral calculus will equip students with confidence and a knowledge base to pursue further study of calculus.

Grants: NCAA:MATH; Terms: All; Forms: III or IV or V; Prereqs: MA404 or MA407

MA461 - Javascript Programming

In this course, students will learn the foundations of coding using the JavaScript programming language. Students will study a basic introduction to building web pages using HTML and CSS. To program these pages with functionality, students will learn JavaScript. Topics in programming include basic language syntax, data types, program organization, algorithm design, control structures (conditions and loops), and graphics. This introductory course will prepare students to take other single-term or full-year courses in computer programming.

Grants: Honors, NCAA:MATH; Terms: T1 or T3; Forms: III or IV or V; Prereqs: MA301

MA504 - Honors Calculus AB

The course is a thorough examination of change-instantaneous rates of change (differential calculus) and the ongoing accumulation of change (integral calculus). Students will discuss the meaning and interpretation of these concepts, explore methods for determining the derivatives and integrals of elementary functions, and develop skills with these methods in various contexts. Applications of the derivative and integral are emphasized from symbolic, graphical, numerical, and descriptive perspectives. This course prepares students for the AP[®] exam in May, and all students are required to take the exam.

Grants: Honors, NCAA:MATH; Terms: All; Forms: All Prereqs: MA407 or MA421

MA511 - Honors Statistics

Statistics is the art and science of drawing conclusions from data. In Honors Statistics, students will learn to: apply the principles and methods of data production, data analysis, probability models, and inference appropriately in a variety of settings; design and carry out a statistical study to answer a research question of interest; analyze and critique published statistical information; and communicate statistical reasoning effectively, both orally and in writing. This course prepares students for the AP[®] exam in May, and all students are required to take the exam.

Grants: Honors, NCAA:MATH; Terms: All; Forms: IV or V; Prereqs: MA407 or MA421; MA301/MA321/MA404 with department approval

MA521 - Honors Calculus BC

The course will cover all the topics described in MA504 Honors Calculus AB, with only a quick review of the ideas of limits, continuity, and derivatives that were part of Precalculus BC. Many additional topics will be covered including more sophisticated methods of integration, polar coordinates, and extensive work with infinite series and vector-valued functions. This course prepares students for the AP® exam in May, and all students are required to take the exam.

Grants: Honors, NCAA:MATH; Terms: All; Forms: All Prereqs: MA421

MA527 - Honors Calculus-Based Prob & Stats

Statistics is the art and science of drawing conclusions from data. Probability is the study of chance behavior, while calculus provides the methodological basis in both disciplines. This course blends probability theory and mathematical statistics with real-world applications. Students will: use R statistical software to visualize and synthesize data, as well as develop and apply models that describe real-world statistical phenomena; use calculus and other mathematical techniques to construct proofs of key results; draw appropriate conclusions using data analysis, probability, and inferential statistics. Students who wish to take the AP® exam in May will need to do some independent preparation outside of class.

Grants: Honors, NCAA:MATH; Terms: All; Forms: III or IV or V; Prereqs: MA504 or MA521

MA539 - Honors Math Seminar: Introduction to Linear Algebra and Multivariable Calculus

This year-long seminar introduces students to the essential ideas of linear algebra and multivariable calculus. The first half of the year is dedicated to vectors, matrices, linear systems of equations, determinants, eigenvectors, and eigenvalues. The applications of these concepts are both illuminating and elegant, and they will offer necessary resources for solving sophisticated and abstract mathematical problems. The second half of the year investigates how the notions of differentiation and integration studied in single-variable calculus extend to functions of several variables. It is a gentle qualitative introduction to the subject and is not meant to replace a college course. Topics studied include vectors and vector fields, differentiation, optimization, the definite integral, and applications.

Grants: Honors; Terms: All; Forms: III or IV or V; Prereqs: MA504 or MA521 and one of MA511, MA527, MA555, MA556 complete or concurrent

MA540 - Financial Markets and Modeling

The math department is uniquely positioned to offer a 500-level, 1 course elective to help students become more aware of financial decisions they can start making now and will have to make upon graduation. This will include identifying the core topics we believe a Lawrenceville graduate should have (e.g., understanding checkable deposits vs. savings deposits, loans and credit cards, how to read a 10-k, financial statements, etc.). In addition, we will develop creative application assignments that require students to learn and apply Excel modeling techniques (e.g., developing models to: understand mortgages, credit card payments, profits of a company, and returns on a diversified portfolio). This course will be open to students in the IV and V form with Math 3 (or equivalent) being the prerequisite.

Grants: Honors; Terms: T1; Forms: IV or V; Prereqs: MA301 and Department Approval

MA541 - SQL and Databases

This one-term course introduces students to the beginning and intermediate database concepts to prepare students to use databases as part of a data analysis workflow. Students will learn the structured query language, the design of data models, loading and normalizing data, how to query databases, and how to measure the performance of various ways of indexing and querying data.

Grants: Honors, NCAA:MATH; Terms: T2; Forms: IV or V; Prereqs: MA301 and Department Approval

MA556 - Computer Programming in Java

In this full-year course, students with a background in programming will learn how to program in the Java programming language. The course will begin with a brief review of variables and datatypes, conditions and loops, and functions so that students can see how these fundamentals apply in Java. Students will learn and practice coding in the Object-Oriented Paradigm, which the Java language supports by design. Topics will include recursion, inheritance, and polymorphism; in the spring term, these will extend to searching and sorting algorithms, as well as data structures like stacks and queues. Throughout the course, students will learn some best coding practices: using flowcharts and UML diagrams to design algorithms and classes, structuring and commenting code for readability, analyzing program output or performance, and strategically debugging. This course prepares students for the AP[®] Computer Science A exam in May. As this course assumes previous experience with coding, students must have passed any programming course (MA 555/561/562/563/564) or be granted department permission to enroll; in addition, the study of function notation and behavior requires that students have passed or be concurrently enrolled in Precalculus (MA 407) or above.

Grants: Honors, NCAA:MATH; Terms: All; Forms: IV or V; Prereqs: MA 407 (completed or concurrent), MA 555 / 561 / 562 / 563 / 564, and Department Approval

MA558 - Computing For Mathematics

This course is designed to exploit natural connections between mathematics and programming. Bringing mathematics to programming and programming to mathematics, we attempt to realize synergies between the two disciplines. The Mathematica platform allows us to build visual models of complex problems, and, in the process, gain some understanding of the underlying mathematics, like vectors and vector transformations. Pedagogically, as much as possible, class time is hands-on, and, as the course progresses, exercises become more independent, creative, and complex. Students who wish to take the AP[®] exam in May will need to do some independent preparation outside of class.

Grants: Honors; Terms: All; Forms: IV or V; Prereqs: MA301

MA562 - Python Programming

In this course, students will study the foundations of coding using Python. Topics in Python programming include basic language syntax, data types, program organization, algorithm design, control structures (conditions and loops), data structures (lists and dictionaries) and graphics. This introductory course will prepare students to take the Intermediate Python Programming course or other single-term or full-year courses in computer programming.

Grants: Honors, NCAA:MATH; Terms: T1 or T2; Forms: III or IV or V; Prereqs: MA301

MA564 - Advanced Python

In this course, students will study more sophisticated programming applications using Python. Topics include data types, program organization, algorithm design, control structures (conditions and loops), data structures (lists and dictionaries), and classes. Students will also explore and use a variety of external libraries like PANDAS, matplotlib and a few AI libraries to develop AI applications designed to provide powerful functionality.

Grants: Honors, NCAA:MATH; Terms: T3; Forms: III or IV or V; Prereqs: MA562 or departmental approval (need to have Python fluency)

IN559 - History of Mathematics

The course traces the development of mathematical thought through history and aims to help students develop a deeper understanding of the mathematics they have already studied by seeing how it was developed over time and in various places. Students will explore the evolution of mathematical concepts, ideas, and techniques throughout history, examining key mathematicians, civilizations, and

pivotal discoveries that shaped the development of mathematics, often including topics like number systems, geometry, algebra, analysis, and the impact of mathematics on other fields like science and technology. There will be opportunities for students to explore in more depth topics that interest them. Students will use both mathematics and writing in this course.

Grants: Honors, Interdisciplinary; Terms: T3; Forms: All Prereqs: MA 404 or MA407 or MA421

MA599 - Ind. Study: Math

Students with special interests they wish to explore outside the regular program of courses may apply for an independent study. This may involve research or creative work; normally it will culminate in a paper, exhibit, or performance of some kind. Work in such projects is treated exactly like work in regular courses: a final grade is given; students must meet regularly (at least once a week) with their advisor; they must have tangible progress to report at each meeting.

Grants: Honors; Terms: All; Forms: IV or V; Prereqs: Department Approval

Performing Arts

PA201 - Foundations in Music

This course explores the basic components of musicianship, emphasizing creating and performing music. Learn how to compose an original piece of music and the fundamentals of music performance. Outcomes for the class include original composition projects based on common forms of folk music and/or the ABA-pop song. We will cover music fundamentals including pitch notation, scale forms, simple and compound meters, keys, intervals, and basic triads. The class includes study modules on music history, style, and major figures, as well as directed recording projects. Students also meet in a co-curricular rehearsal hour, when students engage in a music lab, applying skills and making music as members of an ensemble, either with the Lawrenceville Philharmonic or Collegium orchestras, a Jazz ensemble, or the Lawrenceville Singers. Prior music experience is valuable, but not essential to the course.

Terms: T2 and T3; Forms: II

PA221 - Foundations of Theatre

This course explores all things theatrical and encourages collaboration, self-awareness, and creative argument. Learn how to collaborate with peers creatively and effectively through acting, movement, and theatrical design. Through Spolin theatre game studies and Harkness discussions, students work as an ensemble and hone physical and vocal skills to argue creative choices that they will take into their everyday lives. We will ask, How do theatre artists collaborate to create engaging, effective theatre? What is needed to go from page to stage? Why do theatre artists create live performances and how are these made? We will build a common theatre vocabulary, discover the Aristotelian elements of theatre through scene and play studies, learn of types of theatrical spaces and guideposts for acting and directing, and explore the disciplines of technical theatre and theatrical design, developing a reliable process for creating and performing theatre for the stage. Prior theatre experience is valuable, but not essential to the course.

Terms: T2 and T3; Forms: II

PA304 - The Lawrentians – For III Formers Only

This year-long course is an intensive experience in choral singing for those students who wish to pursue a passion for music and deepen their skills as a singer. These include a greater command of music reading, tuning, breath control, diction, and ensemble performance. This select chamber choir gives regular performances each year; consequently students are carefully selected based upon commitment, singing experience, vocal development, and eagerness to collaborate through music. Prior participation in LW252 Lawrenceville Singers is encouraged.

Terms: All; Forms: III; Prereqs: Instructor Approval with Audition

PA474 - The Lawrentians

This yearlong class explores advanced levels of the choral art form through the study and performance of sophisticated literature. Singers work to develop fundamental choral skills: music reading, tuning, breath control, diction, and ensemble performance. This select chamber choir gives regular performances each year; consequently students are carefully selected based upon commitment, singing experience, vocal development, and eagerness to collaborate through music. Prior participation in LW252 Lawrenceville Singers is encouraged.

Terms: All; Forms: III; Prereqs: PA 304 or Instructor Approval with Audition

PA310 - Explorations of Music

For new 3rd formers only, this two-term class will fulfill their arts graduation requirement. See PA201 and PA330 for course description.

Terms: T1 and T2; Forms: III

PA315 - Popular Music in America

This course provides a variety of musical experiences, concepts and language necessary to speak and write about popular music in the United States, its history and performance practices, as well as relate it to a larger cultural context. We will examine the musical development of popular music in America from 1945 to 2000. Students will develop critical listening skills and draw associations and conclusions across influential musical and historical forces.

Terms: T3; Forms: III or IV; Prereqs: Returning Students only: 200-level Visual Arts or Theatre course (*Open to only Returning Students who elect to change from Theatre, specifically, or Visual Arts into Music or are New IVth formers (not for new sophomores): All new sophomores are placed in Explorations of Music.*)

PA326 - Acting I

This course focuses expressly on the creative process of acting for the theatre and is designed for students with a beginning or growing interest in theatre performance. Through exercises in movement and voice, students will build character profiles from the ground up via scene studies from contemporary plays. Through Harkness discussions and writing exercises, we will analyze the given circumstances of each play, realizing the fleshed-out world of the play and the objectives, tactics, obstacles, and environments within. Students will memorize and perform paired and small-group scene studies, scaffolded by the guideposts of acting and directing, and present their work in performance before an audience of their peers. This work will develop the essential skills required to direct or act in a fully realized play for performance in the Black Box Theatre.

Terms: T1 (New and Returning) or T3 (Returning and discipline changing ONLY); Forms: III; Prereqs: PA221

PA327 - Theatrical Design: Costume Design

This introductory course explores the fundamentals of theatrical costume design, costume construction, draping, and fabric/materials manipulation, as well as aspects of hair and make-up design for the stage. Students will learn the design process through hands-on experience, translating ideas taken from a play, developing these through research, pattern making, and materials, and the completion of finished costume pieces and hair/make-up designs. Students will learn how to draw strong ideas and arguments for costumes from script analysis and visual research, sew and stitch, and use the elements of theatrical design to create finished pieces that serve the character and play, with one class per week serving as a lab. Similarly, students will learn to plan and execute concepts in stage make-up, from feature enhancement to aging, prosthetics to wounds, with references to historical periods for hair design.

Students collaboratively learn visual communication skills through this medium while creating a conceptualized design in their chosen area of interest, and costumes, hair, and make-up created will have direct application on a staged production.

Terms: T1; Forms: III; Prereqs: PA221 or 200-level VA course

PA328 - Theatrical Design: Lighting Design

This introductory course explores the fundamentals of theatrical lighting design for the stage, with particular emphasis on how lighting tells a story. Students will learn the design process by translating ideas taken from a play into mood and theme, developing these through research, light plotting, and color theory. Through the use of the theatrical elements of design, students will learn how to draw strong ideas and arguments for lighting from script analysis and visual research, and manipulate color, direction, pattern, intensity, and movement to create composition that supports their creative argument. Students will gain hands-on experience in installing, focusing, and executing their ideas in our Black Box Theatre, while also exploring theatrical special effects, with one class per week serving as a lab. Students collaboratively learn visual communication skills through this medium while creating a conceptualized design in their chosen area of interest, and lighting and special effects created will have direct application on a staged production.

Terms: T2; Forms: III; Prereqs: PA221 or 200-level VA course

PA329 - Theatrical Design: Scenic Design

This introductory course explores the fundamentals of theatrical scenic design, stagecraft, set construction, and scenic art (painting), with an emphasis on how scenery communicates idea, mood, and theme. Students will learn the design process through hands-on experience, translating ideas taken from a play, developing these through research, groundplan creation, and scenic materials, and the completion of a finished scale model and scenic elevations, with one class per week serving as a lab. Students will learn how to draw strong ideas and arguments for scenery from script analysis and visual research, utilize the components for dynamic groundplans, construction and carpentry, scenic painting techniques, and use the elements of theatrical design to create finished pieces that serve the theme and creative realities of a play. Similarly, students will learn to plan and execute concepts in soft goods and properties, including furnishings, with references to historical periods and styles. Students collaboratively learn visual communication skills through this medium while creating a conceptualized design in their chosen area of interest, and scenery created will have direct application on a staged production.

Terms: T3; Forms: III; Prereqs: PA221 or 200-level VA course

PA330 - Shapes and Styles of Music

This class builds upon the musical practice explored and exercised in the PA201 and PA301 Foundations of Music classes. This course will advance basic musicianship through more detailed experience with compositional materials and practice as well as analysis of a broad spectrum of Western music from about 1750-1900. Students continue to develop their practical musicianship, meeting once a week in a co-curricular rehearsal hour, either with the Lawrenceville Philharmonic or Collegium orchestras, a Jazz ensemble, or the Lawrenceville Singers.

Terms: T1; Forms: III Prereqs: PA201 or PA301

PA421 – Fundamentals of Theatre

Through a series of imaginative theatre games, scene study and set design projects, we exercise our "creative-artistic brain" to develop skills and habits which enrich our lives and support our work in academic classes.

Terms: T2; Forms: NEW IV, V and PG ONLY

PA422 – Directing I

This course introduces methods to tackle how directors effectively shape action and tension for the stage and screen using theatrical elements to engage with an audience. Through independent exercises and analyses of play scripts and screenplays, students will employ staging techniques, practice casting tools, and devise how the director communicates their vision effectively to create dynamic work for performance using blocking composition, picturization, theme argument, rhythm, metaphor, and collaboration with actors and production designers. Students will also learn about stage and production management and essential managerial tools used to organize, collaborate, and communicate ideas and practices from rehearsal to performance. The culminating work of the term includes building a production prompt book that captures the director's vision for a play, including stage blocking and technical plots, tying the process of directing into the disciplines of production design.

Terms: T1; Forms: IV, V; Prereqs: Any 300-level PA class or Department Approval

PA424 - Acting II

This course builds on the acting process work explored in PA322 and is designed for students at an intermediate level in acting. Through Spolin game studies and simulations, students will learn about different historical traditions of acting, including Commedia dell' Arte, Elizabethan, and Restoration, as well as acting techniques such as Stanislavsky, Method, Meisner, and movement styles, such as Viewpoints. Students will memorize and perform solo and small-group scene studies, scaffolded by the guideposts of acting and directing, and present their work in performance before an audience of their peers. Students will also practice effective tools for public speaking and perform as part of the annual Shakespeare Competition as part of class. Additionally, students will be part of a cast in a staged performance, taking theory into practice through short and long-form play studies.

Terms: T2; Forms: III, IV, V; Prereqs: PA326: Acting I

PA508 – Digital Music Composition

Advanced Music Studio in Digital Music Composition explores music composition and sound as a creative, generative medium. Requiring students to use their established skills in music theory and compositional practice, students gain hands-on experience creating and shaping music through electronic sound engineering, practicing compositional process, and developing technique through recording, mixing, editing and effects. Students will compose and produce several individual and collaborative compositional projects for analysis and performance in short and long forms, while learning about frequencies, wave forms, timbre, filters, and the developing history of technology in music. Material for the class is drawn from conventional and non-conventional electronic music works, popular and experimental music, film and commercial scoring, musique concrète, sound art and original works. The culminating body of work will be featured in a live performance and presentation in the Academic Showcase at the conclusion of the term.

Grants: Honors; Terms: T3; Forms: IV or V Prereqs: PA304, PA310, PA330, PA474, PA510, or Department Approval

PA510 – Honors Music Theory

This course is for those students wishing to better understand musical structure and syntax. This deeper study of music theory builds on skills acquired in Foundations of Music. Students will refine their understanding of underlying harmony, formal patterns, and the musical grammar typical of the period from 1750-1950. Individual composition projects and ear training are covered as well.

Grants: Honors; Terms: T2; Forms III, IV, or V; Prereqs: PA330, or notable success in PA201 with Instructor Approval

PA515 - Jazz Improvisation

This course is for instrumentalists who are interested in furthering their improvisation skills in the jazz idiom. Topics included will be chord/scale relationships, common jazz forms (blues, Rhythm Changes, AABA), melody creation, jazz standards, Bebop styles, ii-V-I progression/patterns, modal playing, and others. Students will get a chance to improvise daily. Prerequisites: completion of Foundational arts requirement, performance ability on a melodic instrument. Drummers and vocalists are not eligible for this course at this time.

Grants: Honors; Terms: T1; Forms: III, IV or V; Prereqs: PA205 or Department Approval

PA531 - Advanced Theatre Studio: Theatrical Design & Drafting

Advanced Theatre Studio in Theatrical Design & Drafting ushers students through the process and disciplines of technical design for theatre at an advanced level. Students will extrapolate how design choices are made and dive into script analysis and production research of both film and stage. Utilizing the elements of theatrical design, they will hone their design skills and techniques through digital drafting tools, compiling a portfolio and body of work. Final projects will include a fully realized design of a play in one or more of the technical theatre disciplines: costumes (including hair and make-up), lighting, sound, and scenery. In addition to learning orthographic projection through drafting and CAD software, this class will chart dynamic creativity, conceptual problem solving, collaboration, and artistic exploration of theatre.

Grants: Honors; Terms: T1; Forms: IV or V; Prereqs: PA327, PA328, PA329, or Department Approval

PA533 - Advanced Theatre Studio: Acting & Directing

Advanced Theatre Studio in Acting & Direction offers students the opportunity to explore the process and application of acting and directing skills at an advanced level. Students will build on performance and directing skills acquired in previous classes and productions and immerse themselves in a rigorous creative process. Through intense practice in acting techniques including Stanislavsky, Method, and Meisner, and movement styles, such as Viewpoints, students will memorize and perform solo and small-group scene studies, enhancing practical skills of both director and actor and culminating as part of a cast in a staged performance. We will also engage in aspects of fight choreography, stage intimacy, and devised theatre. The term will culminate in a series of fully explored scenes or a full-length production.

Grants: Honors; Terms: T2; Forms: IV or V; Prereqs: PA322, PA323, PA422, PA424 or PA531 or Department Approval

PA535 - Advanced Theatre Studio: Musical Theatre in Performance

Advanced Theatre Studio in Musical Theatre focuses on the Broadway musical theatre cannon and the Great American Songbook. This performance-based class applies fundamental theatre studies, shaping conflict and relationship, with musical performance through the study of selections from American musical theatre. Students will delve into musical theatre as a genre, exploring popular productions of the artform from the Golden Era through contemporary works, and study select productions, learning solo, duet, and larger group numbers, both musically and in context of their larger work and influence. Performance studies will focus on singing technique, breath control, dynamics, projection, articulation, and singers' diction, while blocking and shaping dynamic scenes for the stage. In addition, students will build a performance resume, present a compiled production portfolio of musical theatre works, and collaborate in a culminating performance of scenes and songs in narrative form before an audience at the conclusion of the term.

Grants: Honors; Terms: T3; Forms: IV or V; Prereqs: Voice lessons or choral experience, and/or one term of PA304, PA310, PA326, PA330, PA474, PA533, or Department Approval

IN534 - Jazz: An American Art Form

This uniquely American art form is born out of the blues and thrived as a stand-alone genre starting in the early part of the 20th century. Martin Luther King once wrote that, "Jazz speaks for life. You will realize that they take the hardest realities of life and put them into music, only to come out with some new hope or sense of triumph." This course will serve as an introduction to this triumphant music. All major styles and many influential artists will be covered. Students will learn about the beginnings of this music, traditional New Orleans music, big band swing, bebop, cool jazz, hard bop, free jazz, fusion and jazz in the modern day. Names like Louis Armstrong, Duke Ellington, Billie Holiday, Charlie Parker Miles Davis and Wynton Marsalis are but a few of the musicians that will be discussed. This course will be taught using a musical timeline to best understand how each style influenced the next musically, socially and politically. Extensive listening and reflection will help shape a deeper understanding of the art form. Honors, Interdisciplinary 1IN Cr.; Terms: T3; Forms: IV or V; Prereqs: Any 300-level Arts course

IN535 - Mythological Theatre: Gods, Heroes, and Monsters

Every civilization has its myths; great stories of gods and mankind that have been passed down, enduring over time. Through theatre we can pass on these myths, capturing their purpose and significance in the present. In this interdisciplinary course we take a critical look at mythology, identifying what roles myths hold in different cultures, past and present, and their social importance. We will ask "What is myth?", "What purposes do myths serve?", and "How does performance help us to see or know these stories anew?" We will study Greek, Norse, Eastern, and Western mythology, identifying important cultural markers, patterns, roles and conflicts, and create our own stories from these findings. Students will collaborate on a new theatrical work, weaving classical myths with these modern interpretations, presented through live performance.

Grants: Honors, Interdisciplinary 1IN Cr.; Terms: T3; Forms: IV or V; Prereqs: Completion of any 300 level art class

IN566 - Dramaturgy: Illuminating the World of the Play

What makes a play good? How do plays draw in audiences and how is the world of the play brought to life? What historical contexts are present in these worlds and how do theatre artists employ them? This interdisciplinary course explores the art of dramaturgy, the theory and craft of dramatic composition. Dramaturgy is a multi-faceted field at the intersection of history and theatre and is steeped in detailed research of historical time periods, their influences, factors, and the anthropological data used to create the world of a given play. In this project-based class, students will learn about dramaturgy while performing the work of a dramaturg. We will analyze three diverse and contemporary plays and compile collective bodies of visual and literary research on the historical and literary context of each, focusing on three areas of dramaturgical practice: research and production dramaturgy, play structure and dramatic craft, and audience engagement. The culminating project will have students present a comprehensive portfolio of materials based on a driving dramaturgical prompt, requiring research of scholarly articles and performance archives, with supportive visual evidence. The course and culminating work is where history and anthropology collide with culture and theatrical craft, in and through research, illuminating the world of the play.

Grants: Honors, Interdisciplinary; 1IN Cr.; Terms: T2; Forms IV or V; Prereqs: Completion of any 300 level art class

PA599 - Ind. Study: Music or Theatre

Students with special interests they wish to explore outside the regular program of courses may apply to drop one course for one term and use the time for independent study. This may involve research or creative work tied to studies in theatre or music; normally it will culminate in a paper, exhibit, or performance of some kind. Work in such projects is treated exactly like work in regular courses where a

final grade is given and students must meet regularly (at least once a week) with their advisor; Students must have tangible progress to report at each meeting and meet the requirements laid out for this independent study at the end of the term.

Grants: Terms: All; Forms: All; Prereqs: Department Approval

Religion and Philosophy

RP302 - Introduction to Religious Studies

In this introduction to our department's approach toward religious and philosophical studies, students are exposed to a vital array of distinct dispositions and skills. Drawing on diverse methodological, religious and philosophical sources, they will learn to assess the many strands of human fabric where sacred shapers of meaning exert influence. Homework and assessments will conform to 300 level standards, and our trainees will emerge well-prepared for the next stage of their R&P journeys.

Grants NCAA:WLCRP; Terms: T1 or T2 or T3; Forms: III

RP402 - Social Ethics And Genocide

This course endeavors to study the Holocaust from a variety of angles and with the utilization of many methods. Through the use of texts (including the curriculum guide published by the NJ Commission on Holocaust Education), memoir, documents, film, interview and speakers, students will explore the nature of human behavior and experience, Holocaust literature and biography, history and religious response.

Grants: NCAA:SS; Terms: T2; Forms: III or IV or V; Prereqs: RP302

RP405 - Asian Philosophy

From the civilizational complexes of India and East Asia a rich mosaic of philosophy grew, often closely intermingled with religion in ways that birthed cultural patterns old and new. Representing traditions every bit as rich and varied as their western counterparts, this course will explore these thought systems' rules of logic, cosmic assumptions and underlying worldviews. Through a mix of classic and modern sources that reveal the philosophy's impact, students will acquire historical context and work in more personal modes meant to challenge their unexamined views. This course offers a strong preparation for further topics in Asian religious studies, and provides a very nice complement to our department's western philosophy class.

Grants NCAA:WLCRP; Terms: T1; Forms: IV or V; Prereqs: RP302

RP407 - Studies In Christian Origins

This course introduces students to the history and literature of the earliest followers of Jesus. Our focus will be the various documents now collected together in the New Testament, the second section of the Christian Bible. The course's approach is historical, not theological. We will not evaluate whether or not it was *true* that Jesus of Nazareth was the Son of God or was raised from the dead; instead, we will consider the empirical remains of his earliest followers, their social and political circumstances, and why they wrote what they did. We will contextualize the interests and commitments of these earliest followers of Jesus against the backdrop of contemporary Jewish and Greco-Roman beliefs and practices. By critically examining the texts of the New Testament, we will pursue a range of historical and methodological questions, e.g., how do scholars use the same sources yet produce radically different reconstructions of the historical Jesus? Why were some books included while others were not? What is the social and historical significance of recurrent apocalyptic sayings, such as "the current world is passing away"? Throughout this course, we will pay special attention to the diversity of voices and views contained in the New Testament as well as those preserved outside the New Testament.

Grants NCAA:WLCRP; Terms: T3; Forms: III or IV or V; Prereqs: RP302

RP408 - Hebrew Bible: Studies & Methodologies

This course provides an examination of the major themes and personalities of the Bible. Students are exposed in particular to cutting edge archeological findings and Biblical critical methodology. Selected readings provide the basis for a provocative discussion of religious issues in the past and present.
Grants NCAA:WLCRP; Terms: T1; Forms: III or IV or V; Prereqs: RP302

RP409 - Judaism

This course encompasses the history and origins of various denominations of Judaism. Students also study Jewish Holy days, traditions, and customs pertaining to the life-cycle of a Jewish person. To conclude the course we will study the Holocaust through the lives of two witnesses. We pay particular attention to the many interpretations of Jewish Law in our modern age. Class discussions, individual research, and film are the mediums through which we explore Judaism.
Grants NCAA:WLCRP; Terms: T3; Forms: III or IV or V; Prereqs: RP302

RP410 - Three Forms Of Buddhism

Starting with the life of the Buddha, this course traces the historical unfolding of Theravada, Mahayana and Zen Buddhism. To help students understand Buddhist religious callings, culture and insight, we will engage in intense analytic and personal encounters with the religion. In the effort to grasp the complexity of this worldview, students will explore philosophical, psychological, social and ethical dimensions of the tradition, in ways that enhance their understanding of religion, reality and themselves.
Terms: T1; Forms: III or IV or V; Prereqs: RP302

RP411 - Hinduism: Belief And Practice

This course will discuss the historical development of sanatana dharma, later called Hinduism by the British, engage in a critical reading of the Ramayana, and explore global Hinduism through a detailed study of Hindus in the American context. We will look at the Indian diaspora in the United States in particular and how that immigration is beginning to change core components of Hinduism.
Grants NCAA:WLCRP; Terms: T3; Forms: III or IV or V; Prereqs: RP302

RP412 - Islamic Studies

Islam is the religion of over one billion people and has adherents across the world from Mecca to Brooklyn. Through readings in history, scripture, theology, law, and spirituality, as well as more contemporary memoir and artistic works, this course introduces students to the diverse beliefs, practices, and cultures of people who identify as Muslims. Students will examine the history of the early Muslim community and the life of the Prophet Muhammad, how Muslims relate to and revere the Prophet, the process of revelation and the compilation of the Quran, as well as the role that it plays in the devotional life of Muslims, the development of Islamic law (shariah), theological arguments regarding the nature of God, and the ways that Islam is practiced in different cultures. Toward the end of the term, students will study a number of topics such as women and gender in Islam, jihad and warfare, political Islam (Islamism), and Islam in America including immigration, conversion, and the African American experiences of Islam.
Grants NCAA:WLCRP; Terms: T2; Forms: III or IV or V Prereqs: RP302

RP413 - Ethics

What constitutes "right" living, thinking, and acting? Ethical decision-making affects all levels of society from our family life to our global community. Students are exposed to basic ethical frameworks provided by global secular and religious systems. Students will be exposed to a multicultural approach to various universalist (Utilitarian, Rights Ethics, Virtue Ethics for example) and relativist theories and apply their reasoning skills in class discussions/debates.

Grants NCAA:WLCRP; Terms: T2 or T3; Forms: III or IV or V; Prereqs: RP302

RP414 - Philosophy

This course considers questions like: what if what you think is real is actually a virtual reality program? If the contents of your mind, including your memories, were switched with a friend's, who would you be? How is it that "wax" describes a substance that is hard, smooth, and cool, but is also one that is gooey, hot and liquid-like? The first topic lies within the area of metaphysics and epistemology, the second is personal identity and the third within the philosophy of language. Sources ranging from Plato to Neo ("The Matrix") will aid in our philosophical exploration. Students enrolling in this course and who are interested in philosophical inquiry and argumentation should also consider taking Makers of the Modern Mind in the Winter and Spring.

Grants NCAA:WLCRP; Terms: T1; Forms: IV or V; Prereqs: RP302

RP420 - Buddhist Studies: Zen in the Arts

Beginning with a study of historical and legendary accounts by which "dharma" was transmitted from India to China, we will proceed to explore Zen in its traditional monastic and many cultural guises. This will set the stage for a series of "Zen in the Art of..." studies, including classics like The Book of Tea, and Zen in the Art of Archery. Students should expect 400 level servings of reading and writing, along with certain hands-on activities, reflecting the Zen preference for "showing" over "telling."

Grants NCAA:WLCRP; Terms: T3; Forms: III or IV or V; Prereqs: RP302

RP425 - Religions of the African Diaspora

This course explores the rich history and cultural practices of African-derived and African-inspired religions in the African diaspora of the Americas. Particular emphasis will be placed on Candomblé in Brazil, Vodou in Haiti, Rastafarianism in Jamaica, and Santería in Cuba, as well as on communities practicing these and related religious traditions throughout the Western Hemisphere.

Grants NCAA:WLCRP; Terms: T2; Forms: III or IV or V; Prereqs: RP302

RP510 - Buechner Scholars Seminar

The Buechner program is a research seminar in the Philosophy and Religion Department for rising V formers. The course will provide a college level seminar on a rotating topic of interest. As part of this seminar, students will produce original scholarship that will be presented in a public, academic forum and later published. For fall 2025, the topic of the seminar will be "Heaven and Hell." As part of this seminar, students will explore a number of related questions: Are there only the two options, reward or punishment, waiting in the afterlife? Is such a rigid divide fair? How might alternative descriptions of the afterlife impact important moral notions such as right and wrong, justice, and responsibility? What do the imagined landscapes of heaven and hell reveal about the historical context and ideological commitments of the authors and artists who created them? This course will introduce and explore alternative representations of the afterlife that do not posit a binary between heaven and hell. We will examine debates across multiple traditions regarding theodicy and the fairness of post-mortem rewards and punishment. We will discuss why, ultimately, the radical dichotomy between heaven and hell has been so powerfully influential and successful. Throughout the course, we will also consider how constructions of the afterlife could help reinforce specific moral values and social structures. In the second third of the term, students will present to the class a text, piece of art, or film they choose for its compelling representation of paradise and/or punishment. Finally, students will have the option of writing a research paper or can select to compose their own vision of the afterlife that seeks to preserve fairness while also privileging the sorts of values that the students deem most important. This final project will be presented as part of a research colloquium in the

winter term, and students will revise and publish their work in a special edition of *Epinoia*.
Grants: Honors; Terms: T1; Forms: V; Prereqs: Instructor permission is required.

RP515 - Jerusalem

This 10 week course covers the history (pre-Biblical through today), geography, religions (Judaism, Christianity and Islam and their ties to the city, art and architecture) with support from archeology- some of which is ongoing. Special attention will be paid to lessons on religious and cultural conflicts in the city from within (Ch. of Holy Sepulchre, Haredi/Ultra Orthodox Judaism control over religious sites, and roles of women.) Our main text: Simon Sebag Montefiore's biography of the city entitled: 'Jerusalem' as well as the Hebrew Bible and New Testament, with support from a wide variety of articles and reports on archeological findings. Mini-units in things like Roman glass, antiquities, unique foods of the region, and the development of the four quarters of the city.

Grants: Honors, NCAA:WLCRP; Terms: T1; Forms: IV or V; Prereqs: Any 400 or 500 level Religion and Philosophy (RP) course.

RP521 - Topics in Religion: Religion and Film

This course is designed to offer seniors a course that looks at modern topics in the fields of religion and philosophy. Accordingly, many students have seen more movies than have read books. Film is a central part of global culture, whether that is in movies, YouTube clips, iPhone movies or any other wide selection of film formats. Persuasive arguments have been made that film acts as the new mythology of our time. In the full involvement of color, sound, dialogue, and image, movies tell a story. Often these stories transmit cultural values. Often those values are religious and ethical. The course will look at religious and ethical themes that often appear in modern films: the journey, conflict between good and evil, moral choice, sacrifice, and the power of giving to name just a few.

Grants: Honors, NCAA:WLCRP; Terms: T1; Forms: V; Prereqs: Any 400 or 500 level Religion and Philosophy (RP) course.

RP528 - Race, Religion, and Social Justice

This course examines the intersection between race, religion and social justice movements in the United States through a combination of historical documents, speeches, memoir, fiction, poetry, and film. Over the course of the term students will come to a deeper understanding of the role played by religion in shaping worldviews and influencing movements for social change. From the Christianity of Dr. King to the evolving Islam of Malcolm X we will look at the ways in which various theologies and communities of practice shaped the civil rights era of the 1960s and 1970s as well as more contemporary movements such as the protest movements in Ferguson and Baltimore in the mid-2010s.

Grants: Honors, NCAA:WLCRP; Terms: T2; Forms: V;

RP530 - Applied Ethics: Advanced Studies in Moral Philosophy

In this course, we will examine the origins and functions of some of the most important concepts and terms that appear in contemporary ethical debates. As such, we will provide an overview of important and influential ethical schools, e.g., consequentialism, deontology, virtue ethics, etc. This course, however, will focus on practical or applied ethics. To add focus, we will ground our overview of significant moral dilemmas by returning to the notion of a "good person." To this end, we will seek to define what makes someone a person (i.e., a moral agent)? Can simulations or human-like robots be moral? Are they people? Can someone cease to be a person? To provide a foundation for some of these questions, we will begin the term with a brief unit on epistemology (the study of knowledge) and philosophy of language. Here we will investigate what it means to say we *know* something is *true*. What is useful about such claims and what are their limits? After this brief overview, we will consider a series of modern moral debates that preoccupy people today: capital punishment, torture and war,

euthanasia, abortion, and AI. During this portion of the course, students will be responsible for leading at least one discussion as the seminar leader. After each topic, students will write an argumentative piece taking a particular position on each dilemma. Our final essay will be a revised version of these shorter pieces.

Grants: Honors, NCAA:WLCRP; Terms: T1; Forms: V

RP532 - Queer Theology

In this class, we'll explore the intersection of LGBTQ+ history, Christianity, and religious studies in order to discover—and celebrate—the rich theological insights we can gain from queer theory. We'll discuss everything from medieval lesbian nuns and gender fluid gods to ancient homoerotic poetry and contemporary LGBTQ+ faith leaders. In the first third of this class, we will study gender and sexuality in ancient through contemporary history, with particular attention to how Christianity—first as a local resistance movement then later as a global colonizing force—has shaped and been shaped by cultural understandings of gender and sexuality. In the second third, we will investigate gender and sexuality as it appears in Jewish and Christian holy texts; we'll survey a range of possible interpretations and analyze how those interpretations influence American and international politics. In the final third, we will apply a queer lens to our own chapter of history and imagine what kind of world queer theology and queer theory can help us build.

Grants: Honors; Terms: T2; Forms: V

RP534 - Feminist and Womanist Religious Voices

In this course, we will explore the major figures in Feminist Theology and Womanist Theology, even placing them in conversation. Students will reflect upon some of the major themes of women and women's agency in religious spheres and their larger communities. The feminist voices will include leaders who have historically analyzed the women of the Bible. Not only will we examine the biblical figures of such women as Sarah, Rebecca, and Rachel; using Hagar's story as a framework, we will examine other biblical texts, prayers as well as excerpts from autobiographies, literature and poetry, which reflect Black women's experiences as an integral part of the African American experience. By the end of the course, students will be able to address the many ways women's voices and visibility begin to move from the margins to the center of religious discourse.

Grants: Honors; Terms: T2; Forms: V

RP536 - Feminist Ethics

What does it mean to live a good life? Ethical decision-making has been the subject of debate for as long as humans have been around to make decisions, but too often women's voices are left out of the conversation. In this class students will encounter practical ethical frameworks through a feminist lens and learn how to apply intersectional feminist principles to their everyday lives. Each reading assigned for homework is written by a woman or nonbinary thinker, and students will have the opportunity to showcase their learning in both academic essay and creative project formats.

Grants: Honors; Terms: T1; Forms: IV or V; Prereqs: Any 400 or 500 level Religion and Philosophy (RP) course

RP538 - Black Liberation Theology

This course will review the movement of liberation theology from Cesar Chavez to the historical roots of Black Liberation Theology and the significance of this in the development of other liberation theologies. It is designed to help students learn more about the unique contributions of Black theologians to religious discourse. Students will learn of the approaches to doing theology from the lens and experiences of this historically marginalized population from personal narratives, readings, and research.

As a course that explores the particular role of the Black church in a unique way, across denominational boundaries, participants will review the significant ways churches organized and educated the Black community. The particular contextual focus will highlight congregational life among African American Christians. Students will complete written assignments designed to advance their understanding of the church as a cultural hub for the civil rights era and in contemporary justice movements.

Grants: Honors; Terms: T1; Forms: IV or V; Prereqs: Any 400 or 500 level Religion and Philosophy (RP) course

IN518 - Apocalypse Now

Whether it be from fire or ice, poets, visionaries, and musicians have ceaselessly imagined and reimagined the end of the world. Thankfully, the world has not ended, and descriptions of the end of the world still belong to the theoretical domain of artistic expression. Yet, there are motifs that reappear time and time again. Where do these recurrent images come from and how do we explain their lasting potency?

This course investigates different ways – chosen from literature, art, film, and music – for describing the end of the world. At the core of this class will be the evocative and sensory-rich language of Revelation, the final book of the New Testament. John of Patmos, the author of Revelation, drew upon Jewish and Greco-Roman precedents to construct his highly influential vision of the end of the world. As we shall discover, this dialectic – drawing upon but also repurposing apocalyptic imagery – epitomizes the transmission and reuse of John’s own Apocalypse in the 2,000 years since it was written. In recognition of this, we shall consider the perennial interest in Revelation insofar as it has remained continually relevant to artists, writers, and film-makers despite Revelation belonging to a specific and distant time and place. As a result, this course will examine how these individuals have translated and transformed Revelation in order to address their own situated concerns and aims through a variety of media.

Grants: Honors, NCAA:SS, Interdisciplinary, 1IN Cr.; Terms: T3; Forms: IV or V; Prereqs: Any 400 or 500 level Religion and Philosophy (RP) course.

IN538 - Varieties of Religious Experience

This religion and literature course involves an exploration of the human search for meaning. Through fiction, memoir, essay, and film, students will explore what it means to be a human being and how to make sense of the human condition. Texts that we will be working with include *Siddhartha* by Herman Hesse, *If an Egyptian Cannot Speak English* by Noor Naga, *The Fire Next Time* by James Baldwin, and the film *Babette's Feast*. Students will engage in both analytic and creative writing and the term will culminate with students writing a spiritual autobiography in which they reflect on a significant incident or experience that has helped shape them and their journey through life.

Grants: Honors, NCAA:WLCRP, Interdisciplinary 1IN Cr.; Terms: T2; Forms: IV or V; Prereqs: Any 400 or 500 level Religion and Philosophy (RP) course.

IN542 - The Karma Of Words

The intention of this course is to bring religion and philosophy to bear on the study of poetry and literature, while using the authors and great works studied as windows into religion and philosophy. The Karma of Words will focus primarily on classic and modern literature of Japan. The Confucian, Taoist, Zen Buddhist traditions and aesthetic treatises of medieval Japanese poets and Samurai will provide the religious and philosophical materials. Students should expect a healthy dose of collaborative creative activities in the spirit of the Zen and East Asian penchant for “showing” instead of “telling.”

Grants: Honors, NCAA:WLCRP, Interdisciplinary 1IN Cr.; Terms: T2; Forms: IV or V; Prereqs: Any 400 or 500 level Religion and Philosophy (RP) course.

IN545 - Religion, Spirituality, & Music: Harmony of Humanity

There is a deep and nuanced connection between religion and music around the world. Both are widely diverse practices that evoke personal responses that deeply influence our everyday lives. Yet, what distinguishes sounds that are sacred from sounds that are secular? Why is music tied to nearly all religious practices, despite the differences between beliefs? How does music move people in religious practice and in cultural movements? In this interdisciplinary course we will go around the world exploring how religious traditions have shaped and formed the development of music, and how music has shaped and formed the development of religious traditions. We will launch in Italy at St. Mark's Cathedral, travel to Bali to encounter the gamelan and Kecak, dive into the Om in Japan and India, unify in ritual chant in Kenya and England, and explore Jazz in the United States, diving into the power of music and faith in the rise and work of the American Civil Rights Movement. Part of this exploration will be attending performances and discussions with invited guest speakers, and the term will conclude with an independent final project rooted in our studies. By experiencing and discovering the intersections between religion and music, we will tune our ears to listen to music with greater understanding and context, and think critically about the complex ideas they bring to culture. This class is optimal for any student with an interest in music and/or religion.

Grants: Honors, NCAA:WLCRP, Interdisciplinary 1IN Cr.; Terms: T2; Forms: IV or V; Prereqs: Any 400 or 500 level Religion and Philosophy (RP) course and completion of arts requirement or Department Approval

IN546 - Religion And Ecology

Our perception of the natural world and the environment, and man's responsibility toward the natural environment is shaped by many influences. Human-nature interactions are shaped by cultural constructions, cosmology, and ethics. Science can describe the relationships but it cannot prescribe meaning to these ecological verities. What makes a place sacred, and what is man's place in the natural world? In this course, we will explore how spirituality and world religions understand and value the natural world, and how geography, nature, and ecology itself influence the development of religious thought and practice. As the global environmental crisis grows, what is the potential role of religions in managing this crisis?

Grants: Honors, Interdisciplinary; 1IN Cr.; Terms: T3; Forms: IV or V; Prereqs: Any 400 or 500 level Religion and Philosophy (RP) course.

IN550 - Makers Modern Mind

A two-term offering, Makers of the Modern Mind will address itself to the history of ideas at the end of the 19th century and the beginning of the twentieth. The first part of the course will establish the elements of thought and practice that constitute "Modernism" through Kant, Darwin, Marx, and Kierkegaard. In the second part, while those thinkers will still come under discussion, the course will focus more on literature and language as we examine the deconstructive implications that emerge from the modern consciousness as represented by Dostoyevsky, Nietzsche, Flaubert and de Beauvoir. Students will write original philosophical papers and fiction as well as the standard critical papers. Accordingly, extensive reading and seminar papers are an integral part of this course.

Grants: Honors, NCAA:WLCRP, Interdisciplinary; 1IN Cr.; Terms: T2; Forms: IV or V; Prereqs: Any 400 or 500 level Religion and Philosophy (RP) course.

IN558 - Bioethics

Pick up a newspaper. Flick on Fox or MSNBC. What do you see? Bioethical dilemmas... everywhere. Should the government quarantine health workers returning home from fighting Ebola? Should we treat infected people with experimental drugs? Should parents vaccinate their children against measles and pertussis? Is it a problem if they decide to opt-out? Then, there are those perennial favorites:

Abortion. Death-with-Dignity. Human Enhancement. Even if you try to avoid the news, change your homepage to Facebook, and hide under a virtual rock... you won't escape bioethics. All you have to do is go to Abbott for lunch. Should you eat that juicy hamburger? Or spare the cow and make a hummus sandwich, instead? What is Right? How do you know? And what should you do about it? This two-term course challenges students to blend science and ethics to develop thoughtful positions on complex issues.

Grants: Honors, NCAA:N/PS, Interdisciplinary, 1IN Cr.; Terms: T3; Forms: IV or V; Prereqs: SC325 and any 400 or 500 level Religion and Philosophy (RP) course.

IN563 - Ancient Greco-Roman Philosophy

All of Western Philosophy is merely a footnote to Plato." While certainly hyperbolic, this oft-quoted claim underscores the importance that Plato and his near-contemporaries have had upon the subsequent two and half thousand years of philosophy in the West. In this course, we will explore this dynamic period of philosophical debate and discovery. Beginning with the enigmatic Pre-Socratics, we will survey pivotal thinkers such as Socrates, Plato, Aristotle, Epicurus, Seneca, Plotinus, Augustine, and Boethius. As part of this survey of who's who of ancient Greco-Roman philosophers, we will also learn about influential theories of metaphysics, ethics, politics, language, and religion. We will read from some of Plato's most famous dialogues (The Republic, Euthyphro, Crito, Phaedrus, and the Apology), sections of Aristotle's Nicomachean Ethics, excerpts from Hellenistic schools of philosophy (Stoics, Cynics, Epicureans, and Skeptics), and later Neo-Platonic thinkers (e.g., Plotinus and Augustine).

Grants: Honors, NCAA:WLCRP, Interdisciplinary, 1IN Cr.; Terms: T1; Forms: IV or V; Prereqs: Any 400 or 500 level Religion and Philosophy (RP) course.

RP599 - Ind Study: Religion / Philosophy

Students with special interests they wish to explore outside the regular program of courses may apply to drop one course for one term and use the time for independent study. This may involve research or creative work; normally it will culminate in a paper, exhibit, or performance of some kind. Work in such projects is treated exactly like work in regular courses: a final grade is given; students must meet regularly (at least twice a week) with their advisor; they must have tangible progress to report at each meeting.

Grants: Honors; Terms: T1 or T2 or T3; Forms: IV or V; Prereqs: Any 400 or 500 level Religion and Philosophy (RP) course and Department Approval.

Science

All entering second formers are enrolled in Inquiries in Biological and Environmental Sciences (IBES) and third formers are enrolled in Inquiries in Chemical and Physical Sciences (ICPS). If an entering third former already has completed chemistry and physics, they may elect to enroll in Inquiries in Biological and Environmental Sciences.

SC205 - Inquiries in Biological and Environmental Sciences

As important as asking "What do you know?" students in Inquiries in Biological and Environmental Science (IBES) at Lawrenceville ask "How do you know?" IBES explores the complexities of the inquiry process scientists employ to generate knowledge in the fields of ecology, evolution, physiology, and genetics, with primary emphasis placed on the foundational understandings of biology. Inquiries in Biological and Environmental Sciences is a required three-term course that forms the first year of our core science program. There is no honors or advanced track.

Grants: NCAA:N/PS; Terms: All; Forms: All

SC325 - Inquiries in Chemical and Physical Sciences

Inquiries in Chemical and Physical Sciences (ICPS) is a laboratory science course in which students investigate the relationship between motion, forces and energy as a foundation for learning about the composition of matter and the physical and chemical changes it undergoes. It is the second year of our core science program and prepares students for all higher level science courses. Students study gravitational and electrostatic forces as well as the fundamental structure of atoms, the way atoms combine to form compounds, and the interactions between matter and energy. This course focuses on quantitative measurement, dimensional units, and experimental variability. Students are expected to expand their capabilities to use a range of tools for tabulation, graphical representation, visualization, and statistical analysis.

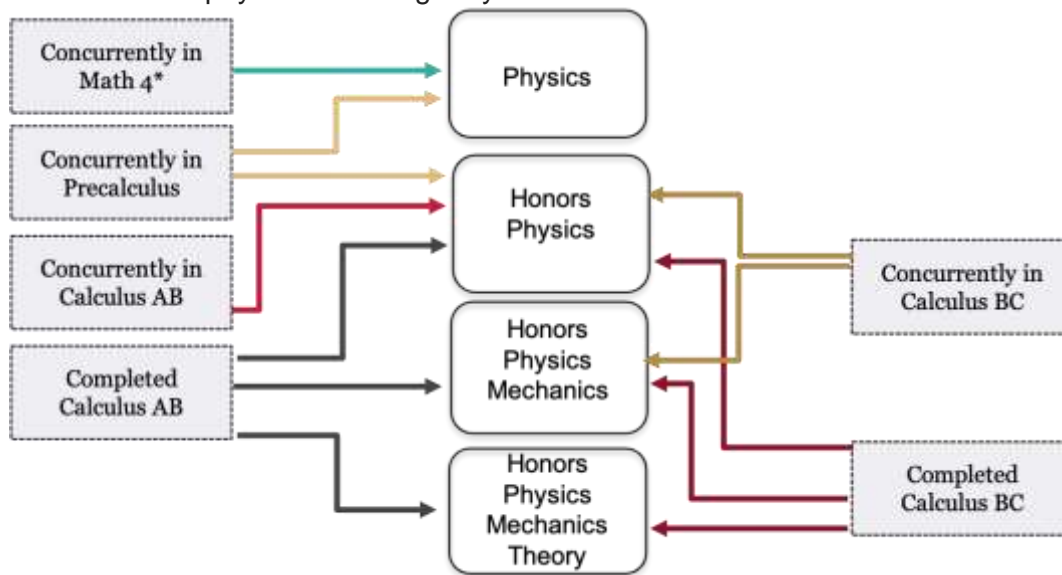
Grants: NCAA:N/PS; Terms: All; Forms: III Form and above; Prereqs: SC205

Beyond the core science program, we offer two levels of science courses, 400 level and 500 level. A 400 level course offers students additional guidance and a more moderate pace of instruction relative to 500 level courses. After the first two weeks of the fall term, it is not possible for students to move between 400 and 500 level science courses in the same subject area because they are not parallel tracks and therefore not designed for students to be able to move up or down a level once the year has started. Students are expected to remain in year-long courses, so please carefully review the distinction between 400 level and 500 level science courses.

Please note: A student may **not** take a year-long 400 level course and then take the same honors course the following year. For example: a student may **not** take 400 Biology and then Honors Biology the following year.

	400 Level Courses	500 Level Courses
Content	Activities, readings, and experiences are structured so that students are guided through the course, building towards independent learning as the course progresses.	Activities, readings, and experiences are structured so that students jump into the work with the expectation that they already have the habits for successful learning.
Pacing of the class	Tempered pace, stepping stone approach to college level work.	College-level in workload, coverage and expectations.
Discussions	Mixture of guided and student led Harkness discussions.	Student led Harkness discussions.
Readings	Guided readings, at times readings are reviewed in class the day after they are assigned.	Expectations that students can process and understand complex topics. Rather than reviewing readings in class, topics are discussed or built upon.
Analysis	Guidance on problem solving and data analysis. Guided practice for synthesis and application of ideas, as well as review of statistical analysis and how to use Excel.	Students are capable of independent quantitative reasoning in the form of algebraic manipulation and/or statistical analysis, using Excel. Emphasis on evaluation of data and claims.

A student's course placement in physics is dependent on their math level. Please see the flowchart below to determine the physics class eligibility.



* A student who was strong in Math 3 may petition the science department to be permitted to take Honors Physics.

SC413 - Evolution Of Reproduction

In nature, it's not enough to survive. A species must also reproduce to ensure passing some of its genetics to the next generation. This course uncovers the evolutionary influence on reproduction, both sexual and asexual, with emphasis on how natural selection has shaped human reproductive anatomy and physiology. Studies of comparative anatomy across species and the genetic basis of reproductive behaviors will illuminate the reproduction and survival of the human species.

Grants: NCAA:N/PS; Terms: T2; Forms: IV or V; Prereqs: SC325 or Department Approval

SC414 - Human Disease

This case-based approach to learning human physiology and anatomy examines the evolutionary basis of genetic diseases and their interactions with contagious diseases. Students will develop critical thinking skills as they use differential diagnosis to collect and analyze information about simulated patients afflicted with a variety of health problems.

Grants: NCAA:N/PS; Terms: T3; Forms: IV or V; Prereqs: SC325 or Department Approval

SC415 - Human Anatomy and Physiology

This hands-on course will develop a deep understanding of human anatomy and physiology. As a class, students will focus on how the musculoskeletal system, digestive system, and circulatory systems work together to maintain homeostasis. Students will use a combination of building scale models out of clay and dissections each week to understand the relevant anatomy. Students will have a capstone project on the system of their choice and connect this body system to a larger social justice issue.

Terms: T3; Forms: IV or V; Prereqs: SC325 or Department Approval

SC418 - Psychology

Why do people think and act the way they do? Understanding the human mind helps us to make sense of human behavior, which in turn gives us a lens through which we can analyze societal phenomena as wide-ranging as the effects of meditation to the existence of prejudice. In this introductory course, we will study basic psychological principles through a variety of case studies and activities. Topics may include: scientific research methods, how memory works, childhood and adolescent development, how groups impact our behaviors, and more. The course will involve reading, writing, discussion, and data analysis.

Grants NCAA:N/PS; Term: T1; Forms: IV or V; Prereqs: SC325 or Department Approval

SC421 - Forensic Science: Crime Scene Investigation & Evidence Analysis

This course introduces the world of forensic science, focusing on the critical skills of observation and meticulous investigation. Students will delve into key areas such as crime scene investigation techniques, including evidence collection and documentation procedures. They will explore the significance of trace evidence, such as hair, fiber, and fingerprint analysis in solving crimes. Through case studies, such as the O.J. Simpson, JonBenét Ramsey, and various serial killer cases such as Ted Bundy and Jeffrey Dahmer, students will analyze how forensic evidence and media coverage have shaped high-profile investigations and legal proceedings. This course will give students a foundational understanding of forensic science principles through critical thinking and research.

Grants NCAA:N/PS; Term: T1; Forms: IV or V; Prereqs: SC325 or Department Approval

SC423 - Applications of Forensic Chemistry

This course explores the application of chemical and physical principles in criminal investigations. Students will explore key topics such as drugs and toxicology, firearms and ballistics, forensic material analysis (investigating the composition of glass, paint, ink, and other materials found at a crime scene), and forgery detection (art forgery, ransom notes, etc). Through laboratory exercises, including gunshot residue identification, chromatography, qualitative analysis, and casting impressions, students will gain hands-on experience in analyzing chemical and physical evidence. Research, discussion, and case studies will further enhance understanding of how evidence is collected, analyzed, and interpreted to solve crimes.

Term: T2; Forms: IV or V; Prereqs: SC325 or Department Approval

SC425 - Applications of Forensic Biology

This course explores the critical role of biological sciences in criminal investigations. Students will explore key topics such as serology and blood analysis, DNA fingerprinting, forensic genealogy, and death and decomposition (including forensic anthropology). Through laboratory exercises including blood typing and blood spatter analysis, DNA extraction, physical or virtual non-human dissections (as an autopsy simulation), and skeletal reconstruction, students will gain hands-on experience in analyzing biological evidence. Research, discussion, and case studies will further enhance understanding of how biological evidence is collected, analyzed, and interpreted to solve crimes.

Term: T3; Forms: IV or V; Prereqs: SC325 or Department Approval

SC434, SC435, SC436 - Physics

The goal of this course is to provide the basic conceptual understanding of physics without requiring advanced levels of math. Topics to be covered include: basic science skills, Newton's laws, linear motion, momentum, work, electricity (circuits), energy and waves (light and sound). Students will work to answer questions by developing models and arguments to support their conclusions. Students will learn physical principles through hands-on investigations, including dropping objects from various stories, performing collisions, using air tracks and more.

Grants: NCAA:N/PS; Terms: All; Forms: IV or V; Prereqs: SC325 or Department Approval and MA301

SC441, SC442, SC443 - Chemistry

This course is a comprehensive study of chemistry that will dive deeper into the introductory chemistry concepts covered in ICPS while also providing an opportunity to explore new and exciting topics in the world of chemistry. This course will serve as a chemistry option “instead of” the 500 level Honors Chemistry course not “in preparation for” that course. This option will provide students who have a genuine interest in chemistry a year-long experience with the subject matter. A highly student driven course, we will focus on both deep learning and skills as the class moves through the curriculum. Laboratory experiences will constitute an important part of this course both to reinforce laboratory skills and enhance students' understanding of the material. Topics include, but are not limited to: measurement, atomic structure, the periodic table, chemical bonding, properties of matter, the mole, stoichiometry, chemical reactions, thermochemistry, reaction rates, equilibrium, and acids and bases. There will also be time for students to explore topics of their interest.

Grants: NCAA:N/PS; Terms: All; Forms: IV or V; Prereqs: SC325 or Department Approval

SC451, SC452, SC453 - Biology

This introductory, lab-based, Biology course revolves around three essential questions. In the fall term students will dive into understanding cellular processes through experimental design by asking “How does the process of scientific inquiry, including experimental design and questioning, help us understand the living world?” In the winter term, students will be guided by the question “How do our genes shape how we interact with and perceive the world?” We will focus on genetics, DNA, the immune system, and sensory perception. Lastly, in the spring term students will ask “How does urbanization affect nonhuman populations, and how can we minimize harmful effects?” The spring term concludes with a project-based learning experience in conjunction with The New Jersey State Museum and a local elementary school where students work with specimens from the New Jersey State Museum’s collection to research, design and present activities at a local elementary school.

Grants: NCAA:N/PS; Terms: All; Forms: IV or V; Prereqs: SC325 or Department Approval

SC461, SC462, SC463 - Environmental Science

This course provides students with the scientific principles and skills to understand interrelationships in the natural world, identify and analyze environmental problems, and examine solutions for resolving or preventing them. Laboratory and field experiences in ecology, geology, hydrology, and more serve as an important opportunity for students to test physical and ecological science concepts introduced in the classroom and explore problems in depth. Topics include: how the Earth is an interconnected system, matter cycling and energy conversions in underlying environmental processes, how humans alter natural systems, environmental problems that have a cultural and social context, and why human flourishing depends on practices that promote sustainable systems. This course is a year-long comprehensive study that serves as an environmental science option instead of the 500 level Honors Environmental Science course.

Grants: NCAA:N/PS; Terms: All; Forms: IV or V; Prereqs: SC325 or Department Approval

SC511 - Honors Ecology

Students will examine the structure and dynamics of local ecological systems, exploring how organisms interact with their environment. A large portion of class and lab time will be spent in campus forests, fields, farmland, and ponds, learning to identify and explain patterns in nature. Students will put their experimental design and data analysis skills to use frequently.

Grants: Honors, NCAA:N/PS; Terms: T1; Forms: IV or V; Prereqs: SC325 and Department Approval

SC515 - Nutrition: Biochemistry of Food and Relationship to Diet

What macronutrients does our food contain? What are the synergistic relationships amongst micronutrients and what happens when these are out of homeostatic balance? What does a 'healthy' diet look like and do we achieve it? These are just some of the questions covered in the course and remain open for further inquiry according to interest amongst the class participants. At the completion of the course, students will assess their own food intake and produce an ideal meal plan.

Grants: Honors; Terms: T1; Forms: IV or V; Prereqs: SC325 or Department Approval

SC516, SC517, SC518 - Honors Biology

This second-year course in biology will grow and mature students' ability to think as a biologist. Over the yearlong course of study, students will develop an understanding of how particular themes in the study of life are expressed within different levels of structural complexity from the subcellular to the biosphere. Terms will be based on important biological themes, such as how biological systems utilize free energy and molecular building blocks to grow, to reproduce and to maintain dynamic homeostasis. Understanding of these biological themes will be discussed and assessed in the context of authentic problems. Students will be able to apply and extend their understanding as a biologist, including the design and performance of experiments, when encountering both familiar and novel problems. If you are planning to take both Honors Chemistry and Honors Biology at Lawrenceville, we suggest that you take Honors Chemistry before Honors Biology, but it is not required.

Grants: Honors, NCAA:N/PS; Terms: All; Forms: IV or V, and Department Approval

SC522, SC523, SC524 - Honors Chemistry

This course is a comprehensive study of chemistry that includes topics such as the structure of the atom, bonding, molecular structure, thermodynamics, oxidation-reduction reactions, electrochemistry, kinetics, equilibrium, and acid-base chemistry. Laboratory experiences will constitute an important part of this course both to reinforce laboratory skills and enhance students' understanding of the material. If you are planning to take both Honors Chemistry and Honors Biology at Lawrenceville, we suggest that you take Honors Chemistry before Honors Biology but it is not required.

Grants: Honors, NCAA:N/PS; Terms: All; Forms: IV or V; Prereqs: SC325, completion of 300-level math course or above, and Department Approval; A summer review packet will be supplied to students and must be completed prior to the start of classes (approximately 10 hours).

SC534, SC535, SC536 - Honors Physics

In this yearlong introductory course, students uncover the basic principles of physics through the study of motion (kinematics, dynamics, and momentum), energy, electrostatics, and waves (sound and light). Topics may also include aspects of modern physics, magnetism, circuits, and optics. The development of quantitative analytical skills through mathematical problem-solving is emphasized. Students who have demonstrated strong algebra skills in Math 3 (MA301) or in Math 4 (MA404) may take Honors Physics with permission.

Grants: Honors, NCAA:N/PS; Terms: All; Forms: IV or V; Prereqs: MA407 or as described, and Department Approval

SC541, SC542, SC543 - Honors Physics / Mechanics

This yearlong introductory calculus-based physics course adopts a thematic approach to physics with an emphasis on conservation laws in mechanics. Fall and winter term topics will include kinematics, dynamics, energy, and momentum for linear and rotational motion. The spring term will focus on quantum mechanics and other content based on student interest - previous topics have included astronomy, nuclear physics, electrostatics, and special relativity. The course will require significant quantitative analytical skills which will be developed via labs and problem solving. Students may also be

introduced to coding and computational modeling. Calculus will be used throughout. Students need to have completed any 500-level calculus course previously or take 521 (Honors Calculus BC) concurrently with this course.

Grants: Honors, NCAA:N/PS; Terms: All; Forms: IV or V; Prereqs: MA504 or MA521 concurrent, and Department Approval

SC551, SC552, SC553 - Honors Physics / Mechanics and Theory

An intensive three-term introductory physics course covering classical mechanics (translational and rotational kinematics and dynamics, energy, statics, harmonic motion, and gravitation); relativity; elementary Lagrangian dynamics. Spring term topics may include aspects of quantum theory, modern physics, and cosmology; and possibly a limited selection of fluid dynamics, thermal physics, nuclear decay and dosimetry, optics, or other topics based on time and student interest. The development of quantitative analytical skills through mathematical problem-solving is emphasized; proficiency with algebra, trigonometry, and calculus (MA504 or MA521) is a prerequisite.

Grants: Honors, NCAA:N/PS; Terms: All; Forms: IV or V; Prereqs: MA504 or MA521, and Department Approval

SC560 - Intro to Mechanical and Structural Engineering

In this experimental and project-oriented course we will explore different structures in engineering through a series of design challenges. Students will learn to use design software such as Autodesk Fusion to create and test three-dimensional models of their designs before utilizing the GCAD resources to manufacture, construct and test their designs. This will include topics such as adding articulated joints to models, assessing weaknesses in the design, and creating toolpaths that can be used by automated manufacturing equipment such as CNC routers. Each challenge will follow up with failure analysis and comparison to the stress assessment models completed before manufacture. After completing this course, students have the option to further their studies in course SC563.

Grants: Honors; Terms: T1; Forms: IV or V; Prereqs: SC325 and Department Approval

SC561 - Intro to Electrical Engineering

With many problems in modern society requiring solutions based on engineering, it is becoming increasingly important that responsible citizens understand its foundations. This project-based course introduces students to the principles of electrical engineering, including the basics of soldering, circuitry, and coding. Students will work collaboratively to program Arduino microcontrollers in projects involving robot car challenges and game design. After completing this course, students have the option to further their studies in course SC563.

Grants: Honors; Terms: T2; Forms: IV or V; Prereqs: SC325 and Department Approval

SC563 - Projects in Engineering

This course applies the principles learned in SC560 and SC561. Students will work in small groups to propose a term-long engineering project of their own design, and then spend the majority of the course working to accomplish their goals. The nature of this course focuses on group collaboration and requires self-motivation. Past projects include an EKG machine that vibrates when your pulse falls below a threshold value, an aeroponics system that adjusts its misting schedule based on the temperature in the air, a laser harp that plays different notes when a laser beam is blocked, and a tank that shoots a projectile whenever it sees a target of a certain color.

Grants: Honors; T3; Forms: IV or V; Prereqs: SC560 or SC561 and Department Approval

SC574 - Research in Molecular Genetics

This course, run in conjunction with the Seung Kim Laboratory at the Stanford School of Medicine, will allow students to use transposon biology to create transgenic fruit flies. These novel lines of flies can

potentially be used as tools in professional labs around the world that are interested in doing tissue specific genetic manipulation. In the fall term, students create the transgenic lines of flies, spending much of their time at the microscope working with flies. In the winter term, students will use a variety of molecular techniques to characterize their fly lines. Both fall and winter terms will place a heavy emphasis on reading and presenting primary literature. This is a two term course, with an optional third term extension. The third term optional extension will allow students to continue their projects in the lab, focusing on larval dissection and fluorescent microscopy.

Grants: Honors, NCAA:N/PS; Terms: T1 and T2; Forms: IV or V; Prerequisites: Departmental approval. Preference will go to rising fifth form students who have completed one year of a 500 level science course.

SC575 - Projects in Molecular Genetics

This course is the optional 3rd term extension of the Research in Molecular Genetics run in conjunction with the Seung Kim Laboratory at the Stanford University School of Medicine. It will allow students to continue their individual projects in a mainly lab-based setting. This includes fruit fly larval brain dissection and fluorescent microscopy to characterize the transgenic fly line created in SC574. To sign up for this course, the student must have taken the Research in Molecular Genetics course held in the fall and winter terms.

Grants: Honors, NCAA:N/PS; Terms: T3; Forms: IV or V; Prerequisites: SC574 and Departmental approval. Preference will go to rising fifth form students who have completed one year of a 500 level science course.

SC577 - Musculoskeletal Physiology

Our skeletal muscles are key to human performance. How do they allow us to do work, to be active, or to shape ourselves? This course will help you to answer these questions via the foundation work we do to understand skeletal muscle anatomy and physiology. We will explore the primary literature to gain an understanding of genetic contributions to hypertrophy, how nutrients can affect muscle structure and function, and the molecular interactions involved with muscle contractions. We will do lab activities to understand skeletal muscle structure, force generation, muscle fatigue, and muscle growth. Students will choose one of three tracks to explore topics such as hypertrophy for force generation, muscle control for stability and strength, and conditioning for performance. Class discussions will help to develop group understanding of muscle, as well as to enhance understandings essential to the track you pursue. Finally, you will develop a deep understanding within the field of skeletal muscle via an independent research project.

Grants: Honors, NCAA:N/PS; Terms: T3; Forms: IV or V, and Department Approval

SC578 - Honors Parasitology

Parasitism, a biological phenomenon that has emerged over 200 times in the last 500 million years, significantly influenced the evolution of life on Earth. Many of Earth's animal species are parasites, with certain representatives inflicting considerable pain and suffering on humans. This course serves as an introduction to the field of parasitology, covering topics such as the origins and diversification of parasites, parasite ecology, parasite life cycles, host pathology, and host defense mechanisms. The project and laboratory components will emphasize parasites of medical and veterinary significance.

Grants: Honors, NCAA:N/PS; Terms: T3; Forms: IV or V; Prereqs: SC325 and Department Approval

SC584, SC585, SC586 - Honors Environmental Science

This course increases student knowledge of the scientific concepts and skills that can be applied to today's environmental challenges by connecting a variety of disciplines, including biology, geology, chemistry, meteorology, and physics. During the fall term, students focus on the study of the biosphere

through units on population, community, and ecosystem dynamics and begin to consider how humans affect ecosystems. In the winter, students learn about Earth's physical systems, including the hydrosphere, atmosphere, and geosphere. In the spring, we connect this foundation in environmental science to the study of anthropogenic impacts on Earth systems, culminating in an independent research project.

Grants: Honors, NCAA:N/PS; Terms: All; Forms: IV or V Prereqs: SC325 and Department Approval

SC590 - Learning And Memory

How do you learn? Why do you remember your favorite song lyrics but struggle to remember important details for your upcoming test? To help you answer these questions and more, this course will help you to develop fundamental understandings of memory, attention, neuroscience, and cognitive psychology. In the pursuit of these understandings, you will read primary literature and conduct psychological lab activities. Furthermore, you will learn to apply these ideas to personal academic life and important considerations beyond the classroom.

Grants: Honors, NCAA:N/PS; Terms: T2; Forms: IV or V; Prereqs: SC325 and Department Approval

IN533 - Botany & Boat Building

This course introduces students to botany through a study of plant phylogeny and field identification of species within the genera most frequently used in the construction of canoes. The course also introduces students to a history of canoe construction techniques in a variety of cultural settings, including indigenous cultures from the Pacific Northwest and the Northeast. Finally, the course gives students the opportunity to participate in the construction of a wood-canvas canoe, learning essential construction skills, including steam-bending ribs, fitting and tacking planking, canvas stretching, and seat caning. Throughout each of the elements, a central emphasis is placed on the connections between geographic species distribution, material properties of different woods, and the purpose-driven demands of different canoes and their component parts.

Grants: Honors, Interdisciplinary; 1IN Cr.; Term: T3; Forms: V; Prereqs: SC325 and Department Approval,

*Note: Does not fulfill graduation requirement for science.

IN561 - Sustainability Seminar

This course is designed for participants in the Leopold Scholars, Big Red Farm, and Restoration Ecology summer programs. It uses an interdisciplinary framework to explore sustainability concepts through campus-centered case studies. Bridging the gap between readings and the complex reality of current issues, we aim to think creatively to solve real world problems that exist at Lawrenceville, the Greater Trenton area, and beyond such as water pollution, agriculture, energy use, and climate change. Students will work in teams to develop sustainability research projects as well as design poster presentations on summer research.

Grants: Honors, NCAA:N/PS, Interdisciplinary; 1IN Cr.; Terms: T1; Forms: V; Prereqs: SC325 and Department Approval, *Note: Does not fulfill graduation requirement for science

IN562 - Food Studies

In Food Studies, we address the questions "What is the significance and value of food to humans?" and "How do we know that?" All animals need food; humans, however, have elevated this basic biological requirement to a symbol of cultural significance and value. We'll seek answers from history, biology, geography, anthropology, environmental studies, visual art, literature, technology, politics, economics, ethics, and will remain open to other fields of inquiry and discovery.

Grants: Honors, Interdisciplinary; 1IN Cr.; Terms: T3; Forms: V; Prereqs: SC325 and Department Approval, *Note: Does not fulfill graduation requirement for science.

SC599 - Ind. Study: Science

Students interested in original laboratory research in science should submit a proposal and enlist the support of a science faculty member to apply for this course. All projects must be approved by the Department Chair and the Dean of Academics. Research can be completed on or off campus at a local university or in industry. Students will meet weekly with their faculty mentor and complete an advanced course load (10-12 hours/week). Final oral and poster presentation is required at the end of term poster session.

Grants: Honors; Terms: All; Forms: IV or V; Prereqs: Completion of three terms of a 500 level course and Department Approval

Visual Arts

VA201 - Foundations Of Drawing

This course will teach you how to see with greater depth and clarity. Using a variety of traditional media including graphite, charcoal, and ink, students will be introduced to observation-based techniques to generate creative, realistic drawings. Skills include contour drawing, measuring proportion, transferring angles, seeing and drawing negative space, using linear perspective and value to enhance the illusion of depth. Once these skills are established, we will apply them to individualized subject matter and personal style. By the end of the course students will have generated several portfolio quality drawings including still lifes and a master drawing study, and be prepared for more advanced work within the department. Drawing is a prerequisite for Painting at Lawrenceville and is a helpful skill for undertaking sculpture. A materials fee will be applied to cover course supplies.

Terms: T1 and T2; Forms: II

VA202 - Foundations Of Design

This class is an exploration into the principles of design and visual communication. The course will consist of technical workshops, creative exercises, and design challenges encompassing multiple components of graphic design and communications including branding, typography, illustration, printmaking, photography, layout, and more. Students will expand their knowledge of digital media, especially Adobe Illustrator and Photoshop, through projects including, but not limited to logo, poster, and packaging design. This course will further challenge students to refine their design thinking skills and creative process as they fulfill design prompts modeling freelance assignments and client-based projects. Research, collaboration, and feedback will factor significantly into the course as students engage fully with the design process. While Foundations of Design will focus on 2D graphic design, advanced work within the department will feature elements of 3D design and fabrication. A materials fee will be applied to cover course supplies.

Terms: T2 and T3; Forms: II

VA205 - Foundations Of Filmmaking

This course focuses on the art of visual storytelling. Students will be challenged with a series of engaging projects that will bring both novice filmmakers, along with those with prior skills, to an advanced level of proficiency. Using the professional grade editing software Adobe Premiere Pro, and learning through both independent and collaborative work, students will develop the skills required to breathe life into their own creative concepts. Term one will focus on the development of shooting and editing skills, and will include challenges such as the Encounter Project, which will rely on group work, along with the One Minute Project (with the best work featured in an online film festival). Term two will include a unit on Video Journalism (with best work featured on Lawrenceville's YouTube channel), along with the Dreamscapes Project, which will explore the translation of abstract concepts and emotions into visual

narratives in a project that really opens the door to creative expression and exploring film as art. At the end of this course students will have built a substantive portfolio of work showcasing their filmmaking skills.

Terms: T2 and T3; Forms: II

VA206 - Foundations Of Technical Design and Fabrication

This project-based course introduces students to design and building using traditional methods and digital fabrication technologies. Through a series of hands-on, design-based projects, students learn the process of taking an original design idea from concept to finished artifact. As students work with various materials, they learn to express their vision in three-dimensional form. Students learn to communicate graphically by studying computer-aided drafting and 3D computer modeling, which allows them to generate the data necessary to run digital fabrication equipment. Additional topics covered range from Design Thinking methodology to using CAD/CAM, 3D printing, laser cutting, soldering, and basic woodworking. A materials fee will be applied to cover course supplies.

Terms: T2 and T3; Forms: II

VA310 - Explorations in Drawing

This course will teach you how to see with greater depth and clarity. Using a variety of traditional media including graphite, charcoal, and ink, students will be introduced to observation-based techniques to generate creative, realistic drawings. Skills include contour drawing, measuring proportion, transferring angles, seeing and drawing negative space, using linear perspective and value to enhance the illusion of depth. Once these skills are established, we will apply them to individualized subject matter and personal style. By the end of the term students will have generated several portfolio quality drawings including still lifes and a master drawing study, and be prepared for more advanced work within the department. Though not a prerequisite, drawing is a helpful skill for undertaking both painting and sculpture. A materials fee will be applied to cover course supplies. Series will run T2/T3.

Terms: T2 (two-term series) or T3; Forms: III or IV or V

Open to new III form students as well as returning III form students who have completed their first two Arts credits in music, theatre, or a different Foundation discipline in the Visual Arts. The course is also open to first year IV & V form students.

VA311 - Explorations in Drawing II

Required second term for new III form students in this track. This course will build upon skills presented and refined in Explorations in Drawing while introducing new techniques to prepare students for more advanced work within the department. A materials fee will be applied to cover course supplies. Series will run T2/T3.

Terms: T3; Forms: III or IV or V; Prereqs: VA310

VA330 - Advanced Drawing

Advanced Drawing will introduce color in drawing and the use of unorthodox materials; in addition, we will study and experiment with techniques of noted contemporary artists from varied cultures and perspectives. The second half of the term will allow students to explore individually-chosen subject matter in depth as they build a thematic portfolio for presentation and critique at term's end. A materials fee will be applied to cover course supplies.

Terms: T3; Forms: III; Prereqs: VA201 or VA311, VA310 with instructor permission.

VA312 - Explorations in Design

Focusing on 2D graphic design, this course will consist of technical workshops, creative exercises, and design challenges. Students will gain a strong working knowledge of Adobe Illustrator and 2D design

tools and techniques to support digital design and illustration projects. Research, collaboration, and feedback will factor significantly into the course as students engage fully with the design process. A materials fee will be applied to cover course supplies. VA Explorations in Design Series will run T1/T2
Terms: T1; Forms: III or IV or V

Open to new III form students as well as returning III form students who have completed their first two Arts credits in music, theatre, or a different Foundation discipline in the Visual Arts. The course is also open to first year IV & V form students.

VA313 - Explorations in Design II

Explorations in Design II is the second term of a two-term design course. This course will expand upon the 2D graphic design skills and techniques refined during the first term to focus on the fabrication of digital designs in three dimensions. Adobe Illustrator will remain focused while students are introduced to the print lab to connect two-dimensional design processes to creating 3D works. Additional topics covered range from laser cutting, soldering, and woodworking. A materials fee will be applied to cover course supplies. VA Explorations in Design Series will run T1/T2
Terms: T2; Forms: III or IV or V; Prereqs: VA312

VA332 - Advanced Design

Advanced Design will allow students to dive deeper into art and design while introducing digital fabrication to the curriculum. Students will continue to build upon their knowledge of graphic design and Adobe Illustrator techniques to transform two-dimensional designs into three-dimensional works. Additional topics covered range from laser cutting, soldering, and basic woodworking. A materials fee will be applied to cover course supplies.

Terms: T1 or T3; Forms: III; Prereqs: VA202 or VA313, VA312 and instructor permission.

VA336 - Advanced Technical Design and Fabrication

Working more independently, students in this advanced class further develop their artistic and design skills by completing a project of their own choice. Students study in greater depth the various steps involved in the development of a design from conceptualization to completion. Using maquettes and prototypes to visualize their design and sculptural ideas, they expand their ability to develop and iterate their concepts. Experimentation with a variety of methods and materials (such as 3D-printing, water jet cutting, CNC machining, open-source electronics, woodworking, and welding) is encouraged in this class. Throughout the course, individual research and writing are used as cognitive tools to develop critical thinking skills to strengthen concepts. A materials fee will be applied to cover course supplies.

Terms: T1; Forms: III; Prereqs: VA204 and instructor permission.

VA318 - Explorations in Filmmaking

In this class students will be challenged with a series of engaging projects as we explore the art of visual storytelling. Using the professional grade editing software Adobe Premiere Pro, and learning through both independent and collaborative work, students will develop the skills required to breathe life into their own creative concepts. This term will focus on the development of shooting and editing skills, and will include challenges such as the Encounter Project, which will rely on group work, along with the One Minute Project (with the best work

featured in an online film festival). No previous filmmaking experience required. Series will run T1/T2.
Terms: T1; Forms: III, only.

Returning third form students looking to switch their Foundational track to Explorations in Filmmaking may be scheduled into this class, based on availability, after new third form students register. Returning third form students should select other electives as well.

VA319 - Explorations in Filmmaking II

Required second term for new III form students in this track. In this class students will continue their examination of the art of visual storytelling, further exploring the creative potential of filmmaking in both collaborative and independent work. There will be a unit on Video Journalism (with best work featured on Lawrenceville's YouTube channel), along with the Dreamscapes Project, which will explore the translation of abstract concepts and emotions into visual narratives in a project that really opens the door to exploring film as art. At the end of this term students will have built a substantive portfolio of work showcasing their filmmaking skills. Series will run T1/T2.

Terms: T2; Forms: III, only; Prereqs: VA318

VA338 - Advanced Filmmaking

Building upon the creative and technical skills developed in Foundations of Filmmaking, in Advanced Filmmaking students will lean further into the exploration of film as a means of effective communication and creative expression. Working with their teacher, students will map out their own unique course of study, which may include anything from the production of a mini-series to the pursuit of passion projects. As we delve ever deeper into the creative potential of filmmaking, students will refine their editing skills, develop a more nuanced sense of rhythm and pacing, and will have the option to specialize, exploring, for example, visual effects using the program Adobe After Effects. This class will provide ample opportunity for both individual and collaborative work

Terms: T1; Forms: III; Prereqs: VA205

IV or V form students interested in joining an Advanced Filmmaking course will require instructor permission with Prereqs: VA318, VA319, or previous Filmmaking or Video Journalism course at Lawrenceville.

VA320 - Explorations in Studio Art

Studio Art is an introductory course to multiple 2D and 3D, traditional and non-traditional art mediums. Emphasis will be placed on Elements of Art & Principles of Design while exploring a variety of mediums, including but not limited to drawing, painting, photography, sculpture, mixed media, and digital art. The coursework will be connected in a logical step-by-step manner, enabling students to understand the foundation of artistic ideas while focusing on individual creative thought. Students should anticipate in depth projects while becoming more adept through exposure of various media. A materials fee will be applied to cover course supplies. VA Explorations in Studio Art Series will run T1/T2.

Terms: T1 or T3; Forms: III

Open to new III form students as well as returning III form students who have completed their first two Arts credits in music, theatre, or a different Foundation discipline in the Visual Arts. The course is also open to first year IV & V form students.

VA321 - Explorations in Studio Art II

Students will continue to explore multiple 2D and 3D, traditional and non-traditional art mediums in the second term of this course through more advanced techniques and creative challenges. Emphasis will be placed on Elements of Art & Principles of Design while exploring a variety of mediums, including but not limited to drawing, painting, photography, sculpture, mixed media, and digital art. Students should anticipate in depth projects while becoming more adept through exposure of various media. A materials fee will be applied to cover course supplies. VA Explorations in Studio Art Series will run T1/T2.

Terms: T2; Forms: III; Prereqs: VA320

VA335 - Painting

This course will serve as an introduction to the fundamentals of painting. Students will learn how to implement their observations, experiences and creative ideas with a multitude of painting media in

various traditional and contemporary practices. A variety of media will include but not limited to watercolor, gouache, acrylic paint, tempera paint and ink. Students will learn basic color theory, color mixing techniques and how to successfully implement the Elements of Art and Principles of Design within each project. All projects will further advance an understanding of painting and also progressively develop conceptual possibilities within their artwork. This course will emphasize and encourage students to be curious and take aesthetic risks. The core skills that will be addressed and developed include painting from observation, still life painting, landscape, portraiture, process painting and degrees of abstraction. Students should anticipate in-depth projects while becoming more adept through exposure of various media. **Drawing is a prerequisite for Painting.** A materials fee will be applied to cover course supplies.

Terms: T2; Forms: III; Prereqs: VA201

VA401 - Painting

This course will serve as an introduction to the fundamentals of painting. Students will learn how to implement their observations, experiences and creative ideas with a multitude of painting media in various traditional and contemporary practices. A variety of media will include but not limited to watercolor, gouache, acrylic paint, tempera paint and ink. Students will learn basic color theory, color mixing techniques and how to successfully implement the Elements of Art and Principles of Design within each project. All projects will further advance an understanding of painting and also progressively develop conceptual possibilities within their artwork. This course will emphasize and encourage students to be curious and take aesthetic risks. The core skills that will be addressed and developed include painting from observation, still life painting, landscape, portraiture, process painting and degrees of abstraction. Students should anticipate in-depth projects while becoming more adept through exposure of various media. **Drawing is a prerequisite for Painting.** A materials fee will be applied to cover course supplies.

Terms: T3; Forms IV, V Prereqs: VA201, VA311 or 310 with instructor permission, VA320 or VA321 with instructor permission.

VA407 - Advanced Drawing

Advanced Drawing will introduce color in drawing and the use of unorthodox materials; in addition, we will study and experiment with techniques of noted contemporary artists from varied cultures and perspectives. The second half of the term will allow students to explore individually-chosen subject matter in depth as they build a thematic portfolio for presentation and critique at term's end. A materials fee will be applied to cover course supplies.

Terms: T3; Forms: IV or V; Prereqs: VA201 or VA311, VA310 with instructor permission.

VA408 - Advanced Design

Advanced Design will allow students to dive deeper into art and design while introducing digital fabrication to the curriculum. Students will continue to build upon their knowledge of graphic design and Adobe Illustrator techniques to transform two-dimensional designs into three-dimensional works. Additional topics covered range from laser cutting, soldering, and basic woodworking. A materials fee will be applied to cover course supplies.

Terms: T1 or T3; Forms: IV or V; Prereqs: VA202 or VA313, VA312 and instructor permission

VA410 - Architecture

An investigation of the way buildings are designed and built, with an emphasis on how buildings relate to their environmental surroundings and interact with their architectural milieu. This course combines the study of historically significant buildings and walking tours with practical studio work. We will

consider current campus architectural plans and projects, as well as design and build a model of a small residential dwelling. A materials fee will be applied to cover course supplies.

Terms: T1; Forms: IV or V; Prereqs: VA310 and/or VA311, VA312 and/or VA313, VA321 and/or VA320
New IV or V form students may also choose to enroll in this course.

VA411 - Sculpture

This course will serve as an introduction to the fundamentals of sculpture and 3-D art. Students will learn how to implement their observations, experiences and creative ideas with a multitude of 3-D media. A variety of media will include, but not be limited to paper, paper mache, cardboard, wire, wood, plastic, fabric and several other unconventional materials such as found objects and recycle-ables. Students will learn basic build techniques, how to manipulate 2-D materials to form 3-D art, how to create functional and nonfunctional sculpture and successfully implement the Elements of Art and Principles of Design within each project. All projects will further advance an understanding of 3-D art and also progressively develop conceptual possibilities within their artwork. This course will emphasize and encourage students to be curious and take aesthetic risks. The core skills that will be addressed, developed and necessary: understanding media and working materials, material manipulation, manual dexterity and strength, gross and fine motor skills, use of various tools and processes to create sculpture. Students should anticipate in depth projects while becoming more adept through exposure to various media. A materials fee will be applied to cover course supplies.

Terms: T3; Forms: IV or V; Prereqs: Completed VA requirements through 300-Level Courses.
New IV or V form students may also choose to enroll in this course.

VA412 - Ceramics I

Students are introduced to the basic techniques of wheel throwing necessary for the design and fabrication of functional pottery and ceramic art. The development of skills as well as a creative voice will be emphasized. Contemporary as well as historic examples of ceramic design will be studied in order to more fully understand the rich heritage of this storied medium. A materials fee will be applied to cover course supplies.

Terms: T1 or T2 or T3; Forms: IV or V; Prereqs: Completed VA requirements through 300-Level Courses.
New IV or V form students may also choose to enroll in this course.

VA416 - Advanced Technical Design and Fabrication

Working more independently, students in this advanced class further develop their artistic and design skills by completing a project of their own choice. Students study in greater depth the various steps involved in the development of a design from conceptualization to completion. Using maquettes and prototypes to visualize their design and sculptural ideas, they expand their ability to develop and iterate their concepts. Experimentation with a variety of methods and materials (such as 3D-printing, water jet cutting, CNC machining, open-source electronics, woodworking, and welding) is encouraged in this class. Throughout the course, individual research and writing are used as cognitive tools to develop critical thinking skills to strengthen concepts. A materials fee will be applied to cover course supplies.

Terms: T1; Forms: IV or V; Prereqs: VA204 or VA317, VA316 and instructor permission

VA422 - Ceramics II

This course builds on the technical instruction of Ceramics I. Having had the necessary ceramics foundation in the previous class students will continue to challenge themselves working on larger and more complex projects. The experiences in this visual arts course will allow the serious, dedicated ceramics student to develop an individual style on the wheel. A materials fee will be applied to cover course supplies.

Terms: T3; Forms: IV or V; Prereqs: VA412

VA431 - Filmmaking: The Art of Visual Storytelling

Designed specifically for those with substantial prior experience of filmmaking, this class is built for those seeking a full embrace of the art of visual storytelling. Students will develop their own projects, and work through every stage of the production process in an environment where creative expression takes center stage. Class will function much as a professional production studio does, with individual ideas pitched in class and refined in response to feedback, leading to the creation of storyboards and a shooting script. Students will then bring their concepts to life through meaningful collaboration, intentional shooting, and polished editing. *This is an advanced class and it is only open to students who have previously taken a minimum of two terms of filmmaking at Lawrenceville (either in Foundations of Filmmaking, or in Explorations of Filmmaking), or to those who can clearly establish meaningful prior experience of filmmaking to the instructor in advance of being accepted into this class.* **Knowledge of the editing software Adobe Premiere Pro is required.**

Terms: T3; Forms: IV or V; Prereqs: VA338, VA 319 with instructor permission.

VA501 - Advanced Studio

This course is for serious and self-motivated art students who have moved through our foundational and elective offerings and are interested in preparing an advanced placement portfolio for submission in May in Drawing or 2D Art & Design. Various two-dimensional media will be explored in the studio as students develop a concentrated series of original artworks across the year. All students will receive a sketchbook to collect and develop process-based work throughout the full year course. Research and critiques as well as opportunities to connect with The Hutchins Galleries on campus will also factor prominently into this class. Students must meet prerequisites and will be asked to share previous artwork to acquire departmental permission before summer to join this course in the fall. A materials fee will be applied to cover course supplies each term.

Grants: Honors; Terms: All; Forms: IV or V; Prereqs: Completed VA requirements through the 300-level in Drawing, Painting and/or Design. Department permission is also required.

IN576 - Art History

This course is designed for students with a deep interest in the history of art, but with a focus on blending art history and studio practice. Given the time frame of one term (10 weeks), we will take a selective approach, exploring key moments, movements, and works of art from Prehistory to Contemporary periods. The course will concentrate on pivotal works across various media including but not limited to—painting, sculpture, architecture, photography, performance, and film—that have shaped artistic traditions around the world. Students will engage in a combination of written assignments, discussions, critiques, and art-driven projects. These projects are designed to push students beyond just historical analysis, integrating studio art concepts and processes with an understanding of art’s historical and cultural context. Through these hands-on assignments, students will explore how art is both created and understood within specific cultural and historical frameworks. While the focus will be on understanding works of art in their context—looking at how factors like patronage, politics, religion, and identity influenced their creation—the course will also emphasize the role of the artist in shaping these narratives. Students will be expected to critically engage with visual media, not just as passive observers but as creators, connecting historical concepts to their own artistic practice. By course end, students will not only gain a focused understanding of global art history, but also develop the tools to analyze, critique, and create visual works with both historical and conceptual insight. A materials fee will be applied to cover course supplies.

Grants: Honors, Interdisciplinary; Terms: T1 Forms: IV or V; Prereqs: Completed VA and History graduation requirements

VA599 - Ind. Study: Visual Arts

Students with interests they wish to seriously explore that fall beyond program offerings may apply for an independent study in the Visual Arts. Advanced and independent study opportunities do not always accompany a one-term course reduction and may run concurrently with another one-term VA course offering, if approved. Students can anticipate that research, exploration, and creative work will factor prominently into their independent study experience culminating in physical work to present at the end-of-term Academic Showcase. All independent project work will be assessed as it would in a regular course: a final grade is given; students must meet regularly (at least once a week) with their advisor; they must have tangible progress to report at each meeting.

Grants: Honors; Terms: T1 or T2 or T3; Forms: All Prereqs: Department & Dean of Academics Approval

Additional Academic Programs**LW101 - Term Away Year Away**

In special circumstances, and with permission of the Dean of Academics, it is possible for a student to take a term or year away from school to pursue some project that is not offered on our campus. This option is open to members of Forms III, IV and V. Programs of this sort are not normally available to students who are spending only one year at Lawrenceville.

Terms: All; Forms: III, IV, V

LW599 - Senior Independent Study

By Dean of Academics Approval