SO
CIAL SCIENCE

The Social Science department reflects Loomis Chaffee’s longstanding commitment to giving its students meaningful opportunities to understand how society works — why people make the decisions they do, along with the consequences of those decisions — on an individual level and in groups. Human development and behavior, social and governmental structure, cultural patterns and economic systems are all examined to give students deeper understanding of themselves and the world around them. Classes will expand student viewpoints, teach multiple perspectives, and prepare them to engage and think critically about themselves and the economic, political, and social institutions that influence their lives.

This department offers a number of electives that will meet the Philosophy, Psychology, and Religious Studies diploma requirement; all students must take two term courses in any of these three disciplines, at least one of which must be taken during the junior or senior year. Philosophy and Religious Studies courses are listed under the History, Philosophy, and Religious Studies Department.

For information on courses designated GESC, please refer to pages 5–6.

Economics

Economics Elective for Sophomores

**Economics: Contemporary Economic Perspectives**

term course/sophomores

This term course will expose students to current issues as viewed through the economic perspective. By taking a theme-based approach to relevant global topics, students will critically analyze the world around them, seeking to understand the underlying economic problems. The subject matter will purposefully vary from year to year to incorporate contemporary issues; likely topics include: social policies and policy-making, international trade and development, and business and finance (including the stock market). Regardless of the specific issues, the course will intentionally examine, discuss, and debate multiple perspectives to help students learn and understand the complexities of real-world decision-making. Prerequisite/Co-requisite: World History

Economics Electives for Juniors and Seniors

**Economics: Introduction to Economics**

fall term/juniors and seniors

All citizens face an essential problem: There are not enough resources to satisfy all our wants and needs. Such scarcity requires difficult choices in the United States and the world, and this course examines the mechanisms for making these choices and their consequences. After an introduction to personal finance and the basic principles of economic thinking, the course examines real and complex problems in the United States and throughout the world. In looking at the characteristics of the market system, supply and demand, successes and failures of markets, and the role of government in the marketplace, students will learn how to analyze, think critically about, and debate these issues from an economic perspective in order to better understand current economic decisions. Of special interest to those interested in history, politics, and public affairs, this course emphasizes discussion and debate, and welcomes students of all mathematical abilities. Prerequisite/Co-requisite: United States History or CL United States History

**Economics: Microeconomics**

winter term/juniors and seniors

Citizens, businesses, and government all face choices of how to distribute scarce resources among competing demands. This term course will extend the analysis of the introductory course to study the decision-making process of households and firms at the individual market level. Expanding on the basic principles of demand and supply, this course will study a variety of market models from competitive to monopolistic. It will also look at topics such as market equilibrium, consumer behavior, production costs, resource demand, wage determination, and income inequality. This course is taught with the use of real case studies and places emphasis on critical thinking, discussion, debate, and welcomes students of all mathematical abilities. Prerequisite: Introduction to Economics; and Prerequisite/Co-requisite: United States History or CL United States History

July 24, 2019
Economics: Macroeconomics (GESC)

spring term/juniors and seniors
This term course will extend the analysis of the introductory course to look at economic growth in the long run as well as the major macroeconomic problems of inflation and unemployment in the short-run. In asking questions about the powers and limits of government, students will be introduced to both fiscal and monetary policy to analyze current economic struggles and events. The macroeconomics of both the developed and developing countries will be highlighted, and real data will be used throughout the term to enhance understanding. This course is taught with the use of real case studies and places emphasis on critical thinking, discussion, debate, and welcomes students of all mathematical abilities. Students end the term by taking on the role of a company’s country manager and presenting a macroeconomic analysis of that country. Prerequisite: Introduction to Economics; and Prerequisite/Co-requisite: United States History or CL United States History

Applied Economics: Business and Finance (GESC)

term course/juniors and seniors
In this class, students will utilize the economic way of thinking and apply it to problems in the business and financial world. As a central feature of the course, students will take on the role of a stock portfolio manager, participating in the stock market game to learn about financial analysis and decision-making. Students will strive to answer and solve real world challenges through application-based activities under the guiding lens of finance and economics. Other projects will evolve based on timely economic and financial issues, as well as the interest of students. This course places great emphasis on discussion, debate, critical thinking, and decision-making, and welcomes students of all mathematical abilities. Prior economics experience is not required. Prerequisite/Co-requisite: United States History or CL United States History

CL Economics (GESC)

year course/juniors and seniors
CL Economics explores topics in greater depth and with significantly greater rigor than the economics term series. After establishing an understanding of fundamental economic concepts, this course will start with a study of macroeconomics. The emphasis will be on economic performance measures, growth, policy decisions, price and output determination, and international economics. The study of microeconomics occurs in the second half of the year. This section explores individual decision making within a larger economic system. Significant emphasis will be placed on the nature and functions of product markets, but will also include the study of factor markets, market failures, and the role of the government in the economy. Graphical models are stressed throughout the course and data interpretation is woven in. Therefore, although no previous economics knowledge is required, students must have a strong mathematics background and the desire to actively engage in critical thinking and problem solving. Note: this course will prepare students to take the AP Macroeconomics Exam and will mostly prepare students to take the AP Microeconomics Exam, but some additional preparation on the part of the student will be necessary. Prerequisites/Co-requisites: United States History or CL United States History; Calculus AB or permission of the department

International Relations (GESC)

term course/juniors and seniors
While providing a background on global issues and diplomacy, this course puts students in the seats of public policy leaders and other non-profit, corporate, and social movement decision-makers. Students learn many different international issues and perspectives in order to be effective negotiators and debaters. The students are introduced to economics, sociology, and political science. The course develops valuable critical thinking, writing, and debating skills by asking nuanced questions about complex global problems, such as trade, healthcare, energy, or food. Prerequisite/Co-requisite: United States History or CL United States History

CL Social Science Seminar: Globalization (GESC)

term course/juniors and seniors
After the fall of the Berlin Wall in 1989 and the collapse of the Soviet Union and its iron curtain in the early 1990s, migration and global trade have skyrocketed. Globalization, the growing interconnectedness of peoples, cultures, and economies, has brought a dramatic increase in both opportunity and competition. It has become the principal system shaping international relations, economic systems, culture, and the environment. Mixing history with current events, students will study and debate fundamental questions of globalization and its consequences. Prerequisites/Co-requisites: United States History or CL United States History; permission of the department

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Psychology

Any of the following may be taken toward fulfilling the two-course Philosophy, Psychology, and Religious Studies diploma requirement. At least one course must be taken in the junior or senior year.

Psychology Electives for Juniors and Seniors

**Developmental Psychology (GESC)**
*term course/juniors and seniors*
This course will introduce students to psychological theories of human development from infancy through childhood, adolescence, and early adulthood. Students will learn about the physical, cognitive, social, emotional, sexual, and moral dimensions in which development takes place, as well as the multiple environmental and cultural forces that shape individuals. The foundational developmental theorists will be examined critically as well as more modern research in the field. Throughout the course, students will explore real-world applications of developmental principles to better understand those whose ages, cultures, and developmental concerns differ from their own.

**Neuropsychology**
*term course/juniors and seniors*
How is it possible that the human brain, a three-pound physical organ in our body, can be responsible for all our behavior and cognition? While the question has been explored and studied for many years, only recently have we begun to make some headway into the workings and functional processes of the brain, and yet still so much remains an enigma—most prominently, the problem of consciousness. In this course, we will explore the field of neuropsychology by focusing on the major influences of the relationship between the brain, cognition, and behavior. At the foundational core, we will highlight the structure and function of the brain as they relate to the psychological processes of learning, remembering, communicating, temperament, emotions, and relationships. We will also delve into the principles of brain organization while underscoring an appreciation of individual differences. Emphasis will be on discussions of case examples and commonly used assessment tools to illustrate variations in neuropsychological development.

**Psychology of Loss**
*term course/juniors and seniors*
This course provides students with a better understanding not only of death and dying, but also of life and living. Some of the topics considered are the feelings of the terminally ill, grief, cultural attitudes concerning mortality, funeral customs, euthanasia, suicide, and near-death experiences. Through readings, films, field trips, and class discussions, students examine both the intellectual and emotional aspects of death and dying and their effect on the meaning of life. Readings include works by Kubler-Ross, Gilbert, Bonanno, and Byock and supplementary articles.

**Social Psychology (GESC)**
*term course/juniors and seniors*
The social settings we find ourselves in can influence our behavior, perceptions, and beliefs in surprising ways. This course will introduce students to scientific discoveries made about the predictable ways that human behavior can be influenced. Students will become familiar with some of the central terms, studies, and findings in the discipline and will learn about basic research methods, classic experimental results, and some of the practical applications for this branch of social science. Students will consider the applicability of foundational theories to cultural and global realities of the 21st century by examining current research in this area.

**Independent Studies in Social Science**
*term course/seniors*
Students who have fulfilled both their history and philosophy, psychology and religious studies diploma requirements may undertake an Independent Study Project. The student must arrange for a project advisor from within the department, submit a written proposal, and obtain approval from the academic advisor, project advisor, department head, and dean of faculty.