# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>MISSION STATEMENT</td>
<td>3</td>
</tr>
<tr>
<td>CENTRAL QUALITIES OF A CHOATE EDUCATION</td>
<td>5</td>
</tr>
<tr>
<td>THE ACADEMIC PROGRAM AND DIPLOMA REQUIREMENTS</td>
<td>7</td>
</tr>
<tr>
<td>Planning Your Program</td>
<td>7</td>
</tr>
<tr>
<td>Diploma/Certificate of Study Requirements</td>
<td>8</td>
</tr>
<tr>
<td>Overall Diploma Requirements</td>
<td>8</td>
</tr>
<tr>
<td>Diploma vs. Certificate of Study</td>
<td>8</td>
</tr>
<tr>
<td>Diploma Requirements by Department or Area</td>
<td>8</td>
</tr>
<tr>
<td>Co-Curricular Diploma Requirements</td>
<td>10</td>
</tr>
<tr>
<td>Course Load Requirements</td>
<td>11</td>
</tr>
<tr>
<td>Other Aspects of our Academic Program</td>
<td>11</td>
</tr>
<tr>
<td>Audit</td>
<td>11</td>
</tr>
<tr>
<td>Changing, Adding, and Dropping Classes</td>
<td>11</td>
</tr>
<tr>
<td>Grades, Reports, and Term-End Experiences</td>
<td>12</td>
</tr>
<tr>
<td>Pass/Fail</td>
<td>12</td>
</tr>
<tr>
<td>Cum Laude Society</td>
<td>12</td>
</tr>
<tr>
<td>SIGNATURE ACADEMIC PROGRAMS</td>
<td>13</td>
</tr>
<tr>
<td>Advanced Robotics Concentration</td>
<td>13</td>
</tr>
<tr>
<td>Arabic and Middle Eastern Studies</td>
<td>13</td>
</tr>
<tr>
<td>Arts Concentration</td>
<td>13</td>
</tr>
<tr>
<td>Capstone Program</td>
<td>14</td>
</tr>
<tr>
<td>Environmental Immersion Program at the Kohler Environmental Center</td>
<td>15</td>
</tr>
<tr>
<td>John F. Kennedy ’35 Program in Government and Public Service</td>
<td>16</td>
</tr>
<tr>
<td>Science Research Program</td>
<td>17</td>
</tr>
<tr>
<td>Term Abroad</td>
<td>17</td>
</tr>
<tr>
<td>ADDITIONAL CURRICULAR OPPORTUNITIES</td>
<td>18</td>
</tr>
<tr>
<td>Directed Study</td>
<td>18</td>
</tr>
<tr>
<td>Senior Projects</td>
<td>18</td>
</tr>
<tr>
<td>COURSE DESCRIPTIONS</td>
<td>19</td>
</tr>
<tr>
<td>Arts</td>
<td>19</td>
</tr>
<tr>
<td>English</td>
<td>30</td>
</tr>
<tr>
<td>Environmental Immersion Program</td>
<td>37</td>
</tr>
<tr>
<td>History, Philosophy, Religion, and Social Sciences</td>
<td>39</td>
</tr>
<tr>
<td>Languages</td>
<td>50</td>
</tr>
<tr>
<td>Mathematics and Computer Science</td>
<td>65</td>
</tr>
<tr>
<td>Multidisciplinary Courses</td>
<td>71</td>
</tr>
<tr>
<td>Science</td>
<td>73</td>
</tr>
<tr>
<td>Term Abroad</td>
<td>81</td>
</tr>
<tr>
<td>SUMMER ENRICHMENT</td>
<td>85</td>
</tr>
<tr>
<td>Summer Programs</td>
<td>85</td>
</tr>
<tr>
<td>Summer Abroad</td>
<td>88</td>
</tr>
<tr>
<td>Summer Enrichment Courses</td>
<td>88</td>
</tr>
<tr>
<td>ACADEMIC PLANNING RESOURCES</td>
<td>91</td>
</tr>
<tr>
<td>Standardized Testing</td>
<td>91</td>
</tr>
<tr>
<td>Diploma/Certificate of Study Requirements Summary</td>
<td>95</td>
</tr>
<tr>
<td>Signature Program Summary</td>
<td>97</td>
</tr>
<tr>
<td>Afternoon Activity Offerings</td>
<td>99</td>
</tr>
<tr>
<td>Four-Year Academic Plan</td>
<td>101</td>
</tr>
<tr>
<td>FACULTY LIST (2019–20 ACADEMIC YEAR)</td>
<td>103</td>
</tr>
</tbody>
</table>

*The information contained in this Course Catalogue is accurate as of February 12, 2020. For the latest version, which includes any changes and updates made after this date, please refer to the Course Catalogue on our website located at [www.choate.edu/academics/curriculum](http://www.choate.edu/academics/curriculum)*
MISSION STATEMENT

Two interwoven priorities define the Choate Rosemary Hall experience: a rigorous academic curriculum and an emphasis on the formation of character in a residential setting that allows for teachers and students to live with, and learn from, each other in important ways.

The curriculum inspires students to:

- think critically and to communicate clearly;
- understand various methods of intellectual inquiry and their connections to each other;
- recognize the interconnections of learning;
- work independently and in partnership with others;
- develop a global perspective on cultural, social, political, and environmental issues;
- appreciate the importance of beauty and grace in their lives; and
- achieve distinction in accordance with their individual interests and talents.

In these ways, students are prepared to seek knowledge for its own sake and to pursue further study at the finest colleges and universities.

The development of character is a responsibility that rests with every member of the community. In classrooms, on playing fields, in residential houses, students grow in confidence and self-esteem, and are instilled with such fundamental values as honesty, integrity, teamwork, generosity, and compassion toward others. Choate Rosemary Hall also fosters community involvement and service as it prepares students to assume leadership roles in an ever-changing world. As part of its commitment to character formation, the School offers regular community-wide reflections on moral and spiritual issues, as well as exposure to various religious traditions.

Choate Rosemary Hall attracts intellectually gifted and motivated students from diverse backgrounds whose commitment to serious study is enhanced in this personally supportive and academically challenging setting. On a campus that inspires a particular sensitivity to beauty, teachers—who share genuine respect and affection for young people—impart an enthusiasm for life and for learning.

Choate Rosemary Hall is confident that its graduates will go forth from a school that values each of them for their particular talents and enthusiasms; that affirms the importance of personal integrity and a sense of self-worth; that inspires and nourishes joy in learning and love of truth; and that provides the intellectual stimulation to generate independent thought, confident expression, and a commitment to improve the welfare of others.
CENTRAL QUALITIES OF A CHOATE EDUCATION

Dynamic balance characterizes the Choate Rosemary Hall experience. It is at the core of what we value and teach, both in and out of the classroom, preparing our students especially well for success in a world filled with challenges and opportunities. Those who seek to contribute in the global community must balance a wide range of interests and perspectives. Doing so requires understanding and adaptability along with a commitment to action, a desire to be a positive force in the world.

Choate’s Statement on Character identifies timeless qualities—integrity, respect and compassion—that are at the heart of what it is to be a good person. Working from this foundation, a Choate education strengthens in its students the capacity for productive learning and meaningful action. At Choate, as in life, constructive leaders demonstrate self-motivation, curiosity and creativity, and effective communication skills.

Choate students cultivate self-motivation and self-awareness. In a supportive and caring context, our students discover that their future success lies in effort, determination, and an understanding of how they learn. Intrinsic motivation combines with honest, reflective self-assessment to develop individuals who take responsibility for their actions, have the courage to stand up for their beliefs, and set goals for lifelong growth.

Choate students develop creativity and a willingness to explore. The School encourages students to formulate their own ideas with originality and inventiveness. Choate’s extensive resources inspire curiosity and allow the pursuit of interests in almost any direction. In this process of exploration, our students come to appreciate the value of taking intellectual chances and realize that learning is fun, often a source of joy. They identify interests and passions that form the intellectual playground where they will be active for the rest of their lives.

Choate students learn to express themselves effectively in a variety of media and languages. Because a true education cannot be forged in isolation, communication is an essential component of that process. In all areas, effective communication requires attentive listening, gathering and assessing relevant information, and the ability to formulate and express a meaningful statement or argument. Our digital age demands facility with changing technologies, while also reminding us of the continued importance of human connections. Communication is essential for growth and understanding and also as a catalyst for action.

While certain qualities are constant in providing a foundation for success, circumstances sometimes bring competing values into tension. Choate students are distinguished by their ability, enhanced through experience, to balance those tensions.

Perseverance and resilience are balanced with humor and joy. All in our community enjoy learning, but experience teaches that some challenges are not resolved quickly or easily. Often, extended engagement, repeated effort, and adaptability may be necessary to achieve a goal. Students come to appreciate that determination combined with a positive sense of humor offers a productive approach. They discover that the path to success often includes prudent risks that might lead to occasional failures. They come to know that neither success nor failure is an ending, but rather the beginning of the next step forward. Balance in this regard is key to lifelong physical and emotional wellbeing.

Mastery of established knowledge is balanced with the independent development of ideas. Choate students are trained to take full advantage of available information through research skills tailored for different disciplines. They have experience in the analysis of language and art, historical and social scientific evidence, and scientific and mathematical data. At the same time, they are given freedom to experiment with novel approaches through brainstorming, modeling, and trial and error. By studying how others have answered questions, our students consider a variety of ways to analyze, frame and synthesize information. They then adjust their approach to the specific circumstances of each challenge.

Individual effort is balanced with productive collaboration. It is essential for students to develop the capacity for sustained, intense individual effort. Such independent, reflective engagement teaches self-discipline while also building skills and confidence. At the same time, the ability to be a constructive member of a collaborative team is essential. This requires students to lead as well as partner in efforts to contribute meaningfully and responsibly within the group. Students practice the skills of trusting, listening, persuading, and compromising that are central to productive group work. By working together, students come to understand other perspectives in ways that prepare them to engage in a global community.

Self-advocacy is balanced with a commitment to serve others. While pursuit of personal goals and interests is desirable, empathy is essential in developing long-term, successful solutions to problems. Our students learn to understand their own perspective on an issue and also the perspectives of others. This includes understanding other languages and cultures, past and present, as well as learning to live
in a vibrant and diverse community. This experience nurtures in students both a sense of gratitude for the gifts they have and a sense of humility that comes from recognizing their individual limitations. Students recognize the importance of dedicated engagement in service to others, including but not limited to efforts toward social justice and environmental sustainability.

These skills and habits of mind carry relevance in all aspects of school life – academic, artistic, athletic and interpersonal – and beyond. In the context of the mission of the school, they provide the foundation for positive and productive leadership, contribution to society, and lifelong personal development.
Choate Rosemary Hall’s comprehensive curriculum fosters broad exposure in all disciplines, while also offering students an opportunity to discover and pursue special areas of interest. We expect students to avail themselves of the richness of our academic program, which means learning to make choices. As they make these choices, students are expected to enter fully into the educational process by making academic responsibilities their first commitment. Thus, as students plan their time at Choate, in consultation with their parents, adviser, form dean, and, at the appropriate time, college counselor, discussions must include considerations of balance and quality, as well as adventure. We encourage students to pursue their passions in a way that helps them to manage all of their commitments here in a successful, rewarding manner.

Each of our six academic departments offers traditional core courses, as well as a variety of electives. Most departments offer honors courses, and opportunities for Directed Study. In most cases, course level placements are determined on the basis of a student’s academic preparedness and demonstrated ability, not necessarily by age or grade level.

Note: Choate Rosemary Hall uses “form” in referring to grade level. Third form is grade 9; fourth form is grade 10; fifth form is grade 11; and sixth form is grade 12.

In addition to our rich course offerings, Choate offers notable programs and academic spaces that provide students with enhanced learning opportunities. These include:

- Eight Signature Academic Programs that allow for immersive engagement in a particular area of study (full program descriptions are on pp. 13–17 of this catalogue);
- a Senior Project Program in the spring term that allows sixth formers to work either on or off campus in various internships, to serve as research assistants, or to participate in academic study opportunities or creative projects in dance, music, theater, and visual arts;
- a Directed Studies Program that allows students to pursue advanced studies beyond our curricular offerings;
- a Lifelong Wellness Program that aims to equip students with knowledge and strategies for maintaining a healthy and balanced mind and body;
- the i.d.Lab, a mindset, maker-space, and resource for exploration and discovery, which fosters healthy risk-taking, creative thinking, invention, and collaboration;
- a wide variety of spaces for student performances including an 1170-seat performance space, a 755-seat dedicated theater space, a 140-seat dedicated theater space, a dedicated dance studio, and a “black box” experimental theater space;
- the Kohler Environmental Center dedicated to student research and studies related to environmental awareness and sustainable practices;
- an on-campus nursery school and day care program that serves Wallingford and surrounding communities and is a laboratory for our child development course; and
- the Teaching and Learning Center, which provides both students and faculty with resources designed to strengthen their learning and teaching.

PLANNING YOUR PROGRAM

Students work closely with their advisers and form deans to plan their academic program. To get an overview of what their entire career may look like, an overview that will obviously evolve as students’ interests change, students may find the four-year academic planning sheet located in the back of this catalogue helpful. Advisers and form deans assist students not only in selecting courses, but also in making decisions about participating in extracurricular activities, pursuing various summer opportunities (including those here at Choate), and considering one of our Signature Academic Programs. (See pp. 13–17.)

The department head, in consultation with the Registrar or the Director of Studies as appropriate, determines course placement for new students. These decisions are based on standardized test scores, teacher recommendations from the previous school, previous grades in the discipline, the submission of graded work, and in some cases (language and mathematics) a placement test.

Note: Although every effort is made to run the courses offered during the terms indicated in this Course Catalogue, there are times when low enrollment and/or available resources do not allow a course to run. In those instances, the student and form dean are notified as quickly as possible so that adjustments can be made to the student’s program.
DIPLOMA/CERTIFICATE OF STUDY REQUIREMENTS

Questions regarding diploma requirements may be directed to the Registrar, the student’s form dean, the department head, the Director of Studies, or the Dean of Faculty.

OVERALL DIPLOMA REQUIREMENTS

To receive a Choate Rosemary Hall diploma, a student must:

• satisfactorily complete the required courses listed on pp. 8-10;
• complete the course load requirement of five full-credit courses each term as explained below;
• receive passing term grades for all courses taken spring term of the sixth form year;
• fulfill the Athletic requirements;
• fulfill the Community Service requirements; and
• fulfill the Lifelong Wellness requirements.

Note 1: Questions involving a requirement waiver, a requirement substitution, or establishing a special program for a student with unusual interests or talents should be referred to the Director of Studies, who works closely with the Dean of Faculty. Only the Dean of Faculty has the authority to grant exceptions to diploma and course load requirements.

Note 2: Course level designations follow the course numbers.

• AD - Advanced
• HO - Honors

DIPLOMA VS. CERTIFICATE OF STUDY

DIPLoma

Diplomas are granted only to those students who have successfully fulfilled the diploma requirements and have completed their credits in their sixth form year. Students may participate in a Term Abroad Program during their sixth form year, but the practice is especially rare for one-year seniors, who usually remain on campus for three terms. One-year seniors are expected to fulfill all credit and course load requirements. As stated above, all sixth form students must receive a passing term grade for all courses taken in the spring term to graduate.

Note: If a student withdraws from school to avoid being expelled, the student loses the privilege of receiving a diploma.

CERTIFICATE OF STUDY

Postgraduate students are eligible for a Certificate of Study. The certificate states that they have completed an approved course of study at Choate Rosemary Hall. Such students are considered sixth formers and must meet all expectations of credits, course load, and program balance. Therefore, postgraduates enroll in five full-credit courses each term, including three terms of English, unless exempted in the spring by the department, one term of art, and three terms of an afternoon activity.

DIPLOMA REQUIREMENTS BY DEPARTMENT OR AREA

ARTS

Required: Three terms of arts (one in the third form, one in the fourth or fifth form, and one in the sixth form) from two areas: dance, music, theater, or visual arts. In addition to the many courses listed in the arts section of this catalogue, the following opportunities also fulfill the requirement.

• A student receives one credit for the following ensemble courses, if taken for the entire year (one year = one credit) – Dance Company, Festival Chorus, String Orchestra, Jazz Ensemble, and Wind Ensemble. A student in a Term Abroad Program who is enrolled in an ensemble for two of the three terms that year is granted the full credit. A student receives one credit per term in Chamber Chorus and Symphony Orchestra. Students who elect to fulfill their arts credits via ensemble courses must still satisfy the two-area requirement.

• A student who participates in a term-long Choate Term Abroad Program in France, Spain, or China earns one visual arts credit. A student who participates in the Choate Summer Program in France earns one visual arts credit.

• The English course, The Modern Spirit (EN480) earns no arts credit, but if a senior already has three arts credits, this year-long course may exempt this student from the sixth form arts requirement with the permission of the Director of the Arts. It does not exempt a student from the two-area requirement.

• The two-area requirement: A student who enters in the fifth form is exempted from taking arts classes in two areas; Arts Concentration students who enter the program in the fifth form may have a similar exemption, though they are encouraged to take classes in two areas if their overall program permits; and Arts Concentration students in theater fulfill the two-area requirement as part of their Arts Concentration program.
ENGLISH

Required: Four years of English (one course each term at Choate).

- A new fifth form international student for whom English is not the first language will sometimes be placed in Composition and Literature (EN200) for the fifth form year and sixth form English courses the following year.

- Sixth form spring exemption: Sixth form students (with the exception of those who have been away from campus for a term) maintaining an A- average through the first two terms of their sixth form year may be eligible for an exemption from English in the spring. Students who wish to take advantage of this waiver option should discuss those plans with their adviser, form dean, and college counselor during the course request process in the spring of the fifth form year and then make the appropriate course requests for the subsequent spring. In no case may a student initiate a request to waive spring English any later than the winter midterm of the sixth form year. All English waivers must receive the approval of the sixth form English teacher, the department head, and the student’s college counselor. Only students who will have completed 11 terms of English by the end of the senior winter may apply for a waiver, and the waiver will be revoked if the winter term grade falls below an A-.

- If a senior is enrolled in one of the year-long English courses, they will be ineligible to apply for the senior spring exemption.

- Students may be exempt from English only once in their career: when they participate in a Term Abroad Program or if they qualify for the senior spring exemption.

HISTORY, PHILOSOPHY, RELIGION, AND SOCIAL SCIENCES

Required: One year of World History, usually fulfilled in the fourth form year; one year of United States History, usually fulfilled in the fifth form year; and one term of philosophy or religion.

- A variety of religion courses fulfill the philosophy/religion requirement, including doctrinal courses taken at other high schools.

- A student who has taken a high school level World History or United States History course in elementary or middle school has not fulfilled the diploma requirement, even if the course was taken at a high school.

- A fourth former who has completed World History may take United States History with the permission of the department.

- A student who enters Choate in the fifth form is not required to take World History.

LANGUAGE

Required: Three years (through the 300 or 350 level) in a diploma language (Arabic, Chinese, French, Latin, or Spanish) or completion of the Arabic and Middle Eastern Studies Program.

- A student must have permission from the department head to take two language courses concurrently.

MATHEMATICS

Required: Algebra I, Geometry, Algebra II

- A new student’s diploma requirement in Algebra I, Geometry, and Algebra II is fulfilled on the basis of the math placement, unless stated otherwise by the department head.

SCIENCE

Required: One year of physical science (physics or chemistry) with an integrated lab experience, and one year of biology with an integrated lab experience.

- The science department recommends that students take physics, chemistry, and biology, in this order.

- Earth Science or Physical Science (common 9th grade science classes) taken at a previous school does not fulfill any part of the diploma requirement in science.

- Some school systems (including many in Asia, Europe, and Canada) follow an integrated science curriculum in which students study biology, chemistry, and physics concurrently each year. In these circumstances, the department head determines if a student has fulfilled the diploma requirement in physical science and/or biology.

- A student who has taken a high school level science course while in elementary or middle school has not fulfilled the diploma requirement, even if the course was taken at a high school. Instead, the student may be granted placement into a more advanced course in that discipline to complete the diploma requirement.

QUANTITATIVE

Required: 14 credits in secondary school courses that fulfill the quantitative requirement, otherwise known as the Q credit.

- The quantitative requirement includes the mathematics requirement. Q credits are fulfilled by the following courses: all mathematics and computer science courses (identified by MA and CS prefixes); Microeconomics, Honors (EC550HO); Electronics (AS460AD), Data Analysis and Visualization, Honors (AS450HO), Material Science, Honors (AS560HO); and all physics and chemistry courses (identified by PH and CH prefixes) except Astronomy (PH320 and PH330), Chemistry of Food (CH430AD), and
Advanced Organic Chemistry, Honors (CH652HO). One Q credit is also earned in the year-long Ecology, Honors course (ES437HO) that is part of the Environmental Immersion Program at the Kohler Environmental Center.

- When calculating Q credits, a year-long two-semester course at a previous school will equal three Q credits, not two, since we have trimesters, not semesters.
- A student cannot receive Q credit twice for the same course.
- A student who drops a year-long course that would have earned three Q credits will still earn one Q credit for each term of the course that was completed. For example, a student who drops CH300 after completing the fall term receives one course load credit, no chemistry credit, no physical science credit, and one Q credit.
- A student earns a Q credit even when a course is taken Pass/Fail.
- The Immersion Geometry course in Choate Summer Programs earns three Q credits.
- A new student who enters Choate and repeats 9th grade receives quantitative credit for courses taken in the 9th grade elsewhere.

**CONTEMPORARY GLOBAL STUDIES**

Required: One term of a course deemed to fulfill the requirement for three- and four-year students.

Current courses that fulfill this requirement are:

- Current Topics in Biology (BI410AD);
- Advanced Chinese Culture and Society, Honors (CN551HO; CN552HO; or CN553HO);
- International Economics, Honors (EC455HO);
- Development Economics, Honors (EC575HO);
- Arabic Literature in Translation (EN402);
- Contemporary World Literature (EN415);
- Postcolonial Literature (EN485);
- Global Scientific Issues (ES220);
- Environmental Science, Honors (ES550HO)
- French in a Global Context (FR404AD; FR405AD; or FR406AD);
- Literature in French, Honors (FR451HO; FR452HO; or FR453HO);
- The Francophone Press (FR514AD; FR515AD; or FR516AD);
- Advanced French Language and Culture, Honors (FR551HO; FR552HO; or FR553HO);
- Contemporary Issues (HI205);
- The Modern Middle East, Honors (HI459HO);
- Climate Change (MD370);
- International Relations, Honors (PS460HO);
- Latin American Studies (SP403AD);
- Advanced Spanish Language and Culture, Honors (SP551HO; SP552HO; or SP553HO).

In addition, Choate Rosemary Hall’s Term and Summer Abroad Programs and the Environmental Immersion Program at the Kohler Environmental Center (EIP) fulfill this requirement.

**NOTES ON OUR DIPLOMA REQUIREMENTS**

Note 1: A diploma requirement cannot be taken on a pass/fail basis.

Note 2: A diploma requirement is considered fulfilled – rather than actual credit awarded – for students who have taken courses while attending another secondary school when an official transcript has been received.

Note 3: Students who fail a term course that is a diploma requirement must repeat that course or an equivalent course. Students who fail one term of a multi-term or year-long course that is a diploma requirement but who nevertheless pass the course have fulfilled the diploma requirement.

Note 4: On rare occasions, students may propose accelerating their studies in a particular discipline by doing summer work. There are specific policies, procedures, and permissions governing such requests, but, in general, year-long diploma requirements cannot be completed over the course of a summer. A student should begin a discussion about acceleration with the department head as much in advance as possible of the proposed work.

**CO-CURRICULAR DIPLOMA REQUIREMENTS**

**ATHLETICS**

Required: Three terms of athletics each year.

- **Third, fourth and fifth form:** Students must take three terms of athletics or two terms of athletics and one term of an alternate activity.
- **Sixth form:** Students must be enrolled in an afternoon activity each term, at least one of which must be athletics.

*Note: The Afternoon Activity Offerings are listed on p. 99.*
COMMUNITY SERVICE
Required for students who matriculated in 2017 or before:
- entering third or fourth formers: 30 hours total;
- entering fifth formers: 20 hours total; and
- entering sixth formers or postgraduates: no requirement.
Required for students who matriculated in 2018 or after:
- entering third, fourth, and fifth formers: a minimum of 10 hours of community service each academic year; and
- entering sixth formers or postgraduates: no requirement.
Note: All projects and credit must be approved by the Director of Community Service. Please refer to the Community Service page on the Student Portal or the Student Handbook for more information.

LIFELONG WELLNESS
Required: Participation in Lifelong Wellness each year at Choate.
The format of this wellness education varies by form and may include:
- a facilitated seminar, which meets regularly throughout the year and has a pass/fail status;
- form-wide seminars; and
- other co-curricular opportunities for wellness education.

COURSE LOAD REQUIREMENTS
Choate operates on a trimester system. Courses are granted credit as follows:
- one-term courses receive one course credit;
- two-term courses receive two course credits;
- three-term courses receive three course credits.
Note: Usually, no more than two courses in any one department can be part of a normal course load.

To earn a diploma, a four-year student must have a total of 60 course credits (or 60 terms worth of trimester-length courses). Three-, two- and one-year students are to have equivalent course loads. When special circumstances arise, the School may decide to award a diploma to a student with as few as 58 or 59 course credits. The Director of Studies, in consultation with the Dean of Faculty, must approve the awarding of a diploma in these circumstances.
Students are expected to carry five courses each term, or 15 course credits a year. Any student who wishes to drop below five courses in a term must obtain permission from the Director of Studies. If a student should take only four course credits one term, the student would be expected to carry six course credits another term. Additionally, if a student drops down to four courses during a term, the student will automatically be placed on Academic Warning.

With permission from their form dean, students may carry six courses in one or more terms, except in the spring of the sixth form year when the Director of Studies must approve. A course load of six courses should never be taken lightly. Coursework at Choate is demanding, especially when a proposed six-course load carries more than two honors classes. Students interested in taking six courses should discuss their workload with their form dean, adviser, and college counselor (if applicable).

OTHER ASPECTS OF OUR ACADEMIC PROGRAM
AUDIT
Fifth and sixth form students may audit a course that is over and above the normal course load with the approval of the teacher, form dean, adviser, department head, college counselor (if applicable), and Director of Studies. The student must audit all terms of the course, attend all classes, participate actively in class discussions, and complete all homework assignments. The student has all the responsibilities of a regular course except for major assessments as determined by the teacher. Although the course appears on the student’s transcript, no credit is awarded for the course and no report is written. The deadline for applying for the audit option is the end of the first week of classes in a term course and no later than one week after the first midterm in a two-term or year-long course.

Auditing a course for no credit has limited advantage for most students, so such a request should be carefully considered. A student who is thinking about auditing a course should review the pass/fail option before making a final decision. (See p. 12)
Note: Any exception to the policy must be approved by the Director of Studies.

CHANGING, ADDING, AND DROPPING CLASSES
Students who wish to change, add, or drop a class should first discuss their concerns with their teacher. Next, they should see their form dean, as there are very specific policies that govern these procedures which vary depending on the term and on whether the course is a one-term, two-term, or year-long course.
The procedures include when and if such modifications to a student’s program can happen, who must approve them, what is recorded on the transcript, what credit is awarded (if any), and who is notified. Any student who drops down to four courses during a term is automatically placed on Academic Warning.
Note: The procedures that govern the changing, adding, and dropping of classes are in the Student Handbook.
GRADES, REPORTS, AND TERM-END EXPERIENCES

Grades are given on an A through F scale with (+) and (−) indicators. D− is the lowest passing grade. Grades and term reports written by teachers, advisers, and coaches are shared with families at the end of each academic term. These final grades and reports are accessible via the Parents Portal of the School’s website. Midterm grades, which are unofficial, are available there as well. Letters from the deans for students on Academic Warning are sent home at midterm.

Term-End Experience occurs at the end of most academic terms. Courses are assigned a time for their final meeting based on the block in which they meet. Students and families should pay close attention to the published schedule for these academic commitments, as they will not be rescheduled to accommodate travel plans or early departures from campus.

Note: Criteria for placement on Deans’ List and Academic Warning are included in the Student Handbook.

PASS/FAIL

Fourth, fifth, and sixth form students in good academic standing may, with the approval of the teacher, department head, form dean (in consultation with the adviser), college counselor (if applicable) and Director of Studies, take a course on a pass/fail basis. A student taking a course pass/fail assumes all the normal responsibilities of a class (attendance, assignments, assessments, etc.) but receives a grade of either pass (P) or fail (F). Taking a course pass/fail is based on the following criteria:

- No diploma requirement may be taken on a P/F basis; however, a course which counts towards fulfilling the quantitative requirement may be taken P/F.
- A student may take no more than one P/F course per term.
- A student taking a fifth course on a P/F basis is ineligible for Deans’ List; a student taking a sixth course on a P/F basis is eligible for Deans’ List.
- The deadline for applying for P/F is no later than one week after the midterm for a term course and no later than one week after the first midterm in a two-term or year-long course.
- A student who has a course designated P/F before the midterm may change the designation of that course back to non-P/F status up until the last meeting of the first term of the class in question. To do this, the form dean sends an email to everyone involved in the original decision stating that the student wishes to revert from P/F status to full grade status.

The pass/fail option is intended to encourage students to broaden their intellectual horizons into areas in which they lack either experience or confidence by removing any concern about jeopardizing their academic record. A change to P/F status is not intended nor should a student interpret it as approval to work less diligently in a class. A student considering P/F should understand that a P on a transcript is rarely optimal when it is one of five courses; thus, for a student to take a fifth class P/F, it truly needs to be a special case.

A conversation regarding the change to P/F status begins with the form dean, who discusses with the student the intent of the policy as well as the student’s reasons for considering changing status to P/F in a given course. If the dean determines this is a legitimate request, the dean contacts the teacher of the course in which P/F is being considered, the department head, the adviser, the college counselor (if applicable), and the Director of Studies, explaining the reason for the request and asking for input from all. The Director of Studies makes a decision once all pertinent information has been collected and reviewed, and the dean informs the student of that decision.

For a sixth form student who has not indicated P/F status on the Secondary School Report: After the Director of Studies approves the change in status to P/F, it is the student’s responsibility to share this information with the appropriate colleges. The student making the request should know that occasionally a college that has accepted a student does not support the change in status to P/F.

Note: Any exception to the pass/fail policy must be approved by the Director of Studies.

CUM LAUDE SOCIETY

Choate Rosemary Hall is a member of the Cum Laude Society, a national honor society. Per Cum Laude guidelines, our chapter is composed of a standing faculty membership consisting of “faculty members who have distinguished themselves in scholarship by earlier membership in the Cum Laude Society or Phi Beta Kappa, or in other ways that speak to the objectives of the Society.”

Membership in the Cum Laude Society is an honor, and selection of students is based on academic excellence in a well-balanced college preparatory program, together with clear evidence of a desire for knowledge, honorable conduct, and personal integrity on the part of each candidate. Any student who has been found to be in violation of a probation-level or greater offense at any time while at Choate is ineligible for membership. As many as 20 percent of the sixth form may be awarded membership, with up to roughly five percent of the class inducted during their fifth form year.

Note: First-year or one-year students are ineligible for membership. Elected students are inducted in the spring and receive recognition at Commencement.
In addition to combining courses described in the Course Catalogue, interested and capable students may individualize their academic experience at Choate by participating in one of the following Signature Academic Programs, which provide students a unique opportunity to advance in a particular area of study. Except for Term Abroad, which can be done in addition, a student may not participate in more than one signature program during their time at Choate. In part, this is because of the demands that each of these programs make on a student's time. In addition, we want to be sure we allow as many students as possible the opportunity to participate in these programs. The Director of Studies, in consultation with the Dean of Faculty, addresses requests for any exception to this policy on a case-by-case basis.

ADVANCED ROBOTICS CONCENTRATION (ARC)

The Advanced Robotics Concentration is a three-term honors program which provides interested and motivated students the opportunity to explore robotics at the advanced level. The sequence of courses (CS450HO, CS560HO, CS570HO) includes the design and fabrication of mechanical, electrical, and programmable systems as well as an in-depth autonomous programming course including use of sensor and management systems. The heart of the program is the intensive and collaborative process of preparing for and competing in the FIRST Robotics Competition (FRC), a premier international robotics competition. Team-building, project management, and reflection are integrated throughout the program. Students who complete the concentration during their fourth or fifth form years are encouraged to repeat the FRC component (winter term course and afternoon lab activity) in subsequent years. Full course descriptions are on pp. 69-70 of this catalogue.

ARC APPLICATION PROCESS

Students are accepted into the ARC based on a written application and an interview with the program directors. Interested third, fourth, and fifth formers apply during the winter term to enter the program the following year. Applicants should have taken (or plan to take) one of the prerequisite courses: Intro Robotics (CS300), Reverse Engineering (AS230), or Topics in Engineering (AS310), or have an approved equivalent background experience before beginning the program.

Note: Students who successfully complete Introduction to Robotics through Choate Summer Programs will have fulfilled their prerequisite course requirement. While courses taken in the summer do not appear on a student's official Choate Transcript, they are listed on the Summer Transcript which will become a part of the student's permanent academic record.

ARABIC AND MIDDLE EASTERN STUDIES (AMES)

This interdisciplinary program for fourth, fifth, and sixth formers marries intensive linguistic study of Modern Standard Arabic with courses on the literature and cultures of the Middle East. Fifth formers can begin this program in the fall and complete it in two years; all students who complete it are deemed to have fulfilled the Choate diploma requirement in language. The courses that comprise the program are Intensive Beginning Arabic (AR150HO), Second Year Arabic (AR250HO), Islamic Civilizations of the Middle East (MD458HO), The Modern Middle East (HI459HO) and Arabic Literature in Translation (EN402). Students who begin in their fifth form year should consider taking at least one of the history courses simultaneously with AR150HO.

Unlike the other Signature Programs, there is no application to AMES. However, students are expected to declare their intention to complete the AMES requirements by notifying the Registrar and the AMES program director when they request their sixth form courses in the winter term of their fifth form year.

Note: The third year Arabic course, AR350HO, is not a requirement of the AMES program.

ARTS CONCENTRATION

The Arts Concentration Program is intended for students who are passionate, disciplined, and able to demonstrate a sustained commitment to their own artistic development. Students who are accepted into the program are expected to explore their discipline in breadth and depth by completing a series of prescribed courses and by devoting a significant portion of each week to practice, rehearsal, or studio work. (Students may choose to participate in athletics or other afternoon activities one term per year, and a Term Abroad Program once during their Choate career.) By providing students with time, space, and support in the afternoons, the Arts Concentration Program allows students to develop as artists while completing the requirements of a Choate Rosemary Hall diploma. Though not every Arts Concentration student will go on to study at specialized conservatory or university programs, Arts Concentration students acquire the tools, techniques, and confidence necessary for continued study and artistic growth.

The Arts Department reviews each participant's process and progress at the end of each academic year to determine if the
student should remain in the program. Students are released from the Arts Concentration Program if obligations and expectations are not fully met or if the program has not been beneficial to their growth.

*Note: Students may choose to concentrate in Dance, Music, Theater, or Visual Arts.*

**Dance students** are required to take Dance History and Dance Composition. In order to develop a more comprehensive understanding of composition and other elements of dance from a varied artistic lens, students are also required to take a foundation-level course in two other areas, which could be Music Fundamentals, Acting I, and any of the foundational visual arts electives (pp. 25-26). Dance students are also required to participate in two terms of Dance Intensive (preferably fall and winter), as well as Dance Company. Although students are encouraged to dance all year, exceptions are made when a student has a clear interest in a sport or participating in the musical. Dance students are required to choreograph, either for Dance Company, SCS, Hip Hop Club, Choate Taps, or STEP Squad, and are expected to build their repertoire independently in preparation for their senior recital.

**Music students** are required to take the full-year Music Theory and Harmony course and two terms of music history electives, though they are encouraged to take more than two. Advanced Harmony/Counterpoint should be taken when possible. Students are also required to take weekly instrumental or voice lessons and to practice five afternoons a week in Colony Hall for two hours each day (unless they are participating in an afternoon sport or activity). Students are expected to be in an ensemble and to perform in at least one vocal or instrumental recital each term. Sixth form students perform a solo recital in the spring.

**Theater students** may select an emphasis in performance, playwriting, or production. Performance students are required to take Acting I and II, the first two terms of Acting III, and Directing as well as one term of technical theater each year. Playwriting students are required to take Acting I and II, Playwriting and Screenwriting, and Directing as well as one term of technical theater each year. Production students are required to take Acting I, Fundamentals of Theater Design, Stagecraft I and II, and Directing, as well as two terms of technical theater each year. All students are strongly encouraged to take the third term of Acting III in the spring of the senior year. Theater arts concentration students fulfill the two-area diploma requirement in the arts by participation in the program.

*Note: A theater concentration student is never guaranteed a role in a production.*

**Visual Arts students** are required to take at least one term of visual arts each year, which must include Drawing, Advanced Studio Art Portfolio, and the three-term Art History sequence. Students are also encouraged to take at least two additional upper level arts courses. Students work in the studio five afternoons a week each term. Under the guidance of the visual arts faculty, the afternoon program focuses on various areas of study for the development and literacy of a visual artist. Through project-based learning, monthly group critiques, regular meetings with their mentors, and opportunities to exhibit and speak about their work, students acquire the skills to articulate and realize their artistic goals.

**ARTS CONCENTRATION APPLICATION PROCESS**

To apply for the Arts Concentration program, interested third, fourth, or fifth formers must fill out the online application by the February due date and then be prepared to audition, or to share their portfolio, generally the first week after March break. It is important that students work with their Arts Concentration mentor, their adviser, their form dean, and the Registrar to make sure they are able to fit all Arts Concentration requirements into their schedules.

*Note: Although every effort is made to run the courses offered every term or year, there are times when low enrollment and/or available resources do not allow a course to run. In those instances, the Arts Department will suggest alternate courses and/or work with the student so that appropriate adjustments can be made to the student’s program.*

**CAPSTONE PROGRAM**

The Capstone Program is designed to provide an opportunity for talented students to explore a particular area of the curriculum in depth. While the program is open to any sixth former who is not already participating in another Signature Academic Program, it is especially intended for students who can work independently for a sustained time in a curricular area about which they feel passionate. Building on the existing curriculum, three features make the Capstone Program distinctive: 1) the concentrated program of study each student undertakes; 2) the final project the student builds toward and completes in the spring term; and 3) the selective nature of the process.

A student in the Capstone Program must be enrolled for credit in at least five courses that focus on a topic, theme, or area of curricular interest. Capstone proposals may be designed either by the department or by an individual student, though student-initiated programs are inevitably subject to the staffing capacity of the School and the course offerings of the academic departments. Interdisciplinary programs ranging across several departments may also be proposed. Each program is under the direct supervision of a teacher (the Capstone adviser), usually from the department most directly connected with the proposed area of concentration. All programs must culminate in a Capstone, i.e., a final project, presentation, portfolio, paper, or...
other appropriate final product. Capstones are evaluated by the department(s) involved and each department determines the way the individual Capstone projects are recognized. Students are also expected to document their achievements in websites or hard copy so that their work can serve as an example for future projects. Ultimately, artifacts of each student’s Capstone are shared with the Library for curation.

The recommended sequence of study is two courses in the fall, two courses in the winter, and the Capstone project – the equivalent of a course – in the spring, but other patterns may be proposed. Participation in the Capstone Program may involve extra work after the regular class day, which may be done as an “approved project” or an “alternate activity” for a term. Capstone participants are expected to be in residence at Choate for the entire year, but students participating in a Term Abroad Program may still apply if the program has some connection to the final Capstone project.

A student’s Capstone project may be ended if it is not going well in the judgment of the Capstone adviser, the coordinator of the Capstone Program, or the student. Therefore, there will be checkpoints throughout the year, and a “parachute” is available for the student who cannot complete the project. Care is taken at the start to ensure the number of courses/credits that participants have, in case they cannot complete their proposed program.

**CAPSTONE APPLICATION PROCESS**

Students interested in participating in the Capstone Program should begin thinking about a possible course of study early in the fifth form year. They should initiate preliminary discussions of their proposal with the teacher they hope to work with to ensure the feasibility of the proposal and the willingness of the teacher to work with the student as the Capstone adviser. They should also consult the appropriate department head to make sure the courses they would like to take are being offered the following year and to confirm the availability of the Capstone adviser.

Capstone applications must be officially submitted by the end of the winter term. The application forms are available on the Choate portal in the Academic Resources area. Students interested in the program should complete the form, then meet with their adviser, form dean, college counselor (if applicable), possible faculty adviser for the project, and the department head most directly involved with the proposed area of study. The form is then submitted to the Coordinator of the Capstone Program who will consult with the Director of Studies, Registrar, and appropriate dean and department head to evaluate the feasibility of the project.

**CAPSTONE AND THE COLLEGE PROCESS**

A written description of the Capstone Program is included in a participating student’s college application materials, and the college counselor typically refers to the Capstone in the letter of recommendation. In addition, the College Counseling Office communicates the value of the Capstone Program to our external constituencies. All Capstone courses are identified as such on the transcript, and if a student fails to complete the proposed Capstone project, a letter is sent to the colleges indicating this change.

**ENVIRONMENTAL IMMERSION PROGRAM (EIP) AT THE KOHLER ENVIRONMENTAL CENTER**

The Environmental Immersion Program (EIP) is a three-term, honors, multidisciplinary academic and residential program at the Kohler Environmental Center (KEC). Fundamental aspects of the program include an emphasis on environmental literacy; multidisciplinary education; purpose-driven, authentic research; community responsibility; and learning experiences outside the traditional classroom. The surrounding ecosystems and the green building in which the students live, drive the exploration and understanding of the interrelationship between environmental science, ethics, economics, public policy, literature, and art. Complex environmental issues are addressed concurrently in multiple classes. Students conduct a year-long research project in natural science, social science, or the humanities, in which they immerse themselves in primary literature, formulate hypotheses, test their predictions, and present their findings. Experts-in-residence, field trips, and invited speakers broaden the learning experience beyond the classroom setting.

The residential program at the KEC fully integrates the EIP into the students’ lives. As participants in this program, students and faculty alike strive to live sustainably by cultivating habits that help them to preserve our natural resources. To this end, students and faculty work together to build an intentional community that makes decisions based upon the goals of being a net-zero energy facility, minimizing the impact that food choices and other consumption habits have on the environment, and being responsible stewards of the surrounding land and the building itself.

Courses required in the EIP are Ecology, Honors (ES437HO); Multidisciplinary Research Methods, Honors (MD438HO); Environmental Research Project, Honors (MD439HO); Environmental Ethics, Honors (PL465HO); Environmental Economics, Honors (EC465HO); Environmental Policy, Honors (PS465HO); Literature and the Landscape (EN360); Nature Photography, Honors (VA293HO); and Biology, Honors (BI420HO) for students who have not yet taken biology. Students may take
one main campus math or language elective per term (two for those who have previously completed Biology).

Students in this program fulfill diploma requirements in English (one year), biology (one year, if they have not taken biology previously), philosophy/religion (one credit), contemporary global studies (one credit, satisfied by participation in the program), and visual arts (one credit). In addition, one quantitative credit is earned. Students in the program are required to take all of the courses listed unless they have completed biology previously, in which case they may not take biology. Required EIP courses are described on pp. 37-38.

EIP students are encouraged to participate in the full array of Choate sports, clubs, and other extracurricular activities as well as program-specific offerings, which include hiking and kayaking as well as land stewardship. Shuttle service is provided to facilitate transportation to and from main campus.

The Kohler Environmental Center is a unique teaching, research, and residential facility. Located east of Choate’s main campus, the Center occupies 266 acres of mixed forest, wetlands, and fields. Students, faculty, and visiting scientists conduct ecological research in these varied habitats. The 31,325-square foot facility includes laboratory spaces, classrooms, a research greenhouse, student dormitory rooms, faculty apartments, and a studio apartment for experts-in-residence. Notable advanced environmental design features of this LEED Platinum certified building include a photovoltaic array that produces the building’s electricity, geothermal heating and cooling, solar evacuated tubes to heat water, passive solar design, and an earth duct that preconditions air circulated through the building. The facility is designed so one can flow easily from the building to the land and back again, making the surrounding acres a living laboratory that is integral to the Environmental Immersion Program.

**EIP APPLICATION PROCESS**

Students are accepted to the EIP based on their written application, an interview with EIP faculty, input from current teachers, adviser, form dean, and college counselor (if applicable), and a review of the student’s overall program. Admission to the program is based on maturity, motivation, strength of overall record, interest in studying the environment, and ability to live and work with others. Students apply either in the winter of their fourth form year for admission to the program in their fifth form year or in the winter of their fifth form year for admission in their sixth form year.

**JOHN F. KENNEDY ’35 PROGRAM IN GOVERNMENT AND PUBLIC SERVICE (JFK)**

This program is designed for students who possess a strong interest in government, politics, philosophy, economics, and public service. It provides an opportunity to combine several related courses, participate in an off-campus public service experience, and engage in an intensive tutorial with a small group of students in the program. The program begins in the fifth form year and extends through the winter of the sixth form year.

The program includes the following elements:

- Four required courses: U.S. Government and Politics I, Honors (PS550HO); Political Ideologies, Honors (PS430HO); Macroeconomics (EC400 or EC450HO); and JFK Tutorial, Honors (PS600HO);
- Two additional courses chosen from the following: U.S. Government and Politics II, Honors (PS555HO); Constitutional Law, Honors (HI411HO); American Diplomacy (HI413AD); International Relations, Honors (PS460HO); Philosophy, Honors (PL450HO); Social Psychology, Honors (PY435HO); Democracy, Media & Politics (PS433AD); any economics course beyond macroeconomics; or an approved Directed Study;
- Summer reading before the fifth form year about John F. Kennedy ’35;
- The JFK Tutorial, Honors (PS600HO) is a tutorial (3-4 students with one teacher) taken in the winter term of a student’s sixth form year. The tutorial meets once a week, centered on several essential questions that students explore through rigorous essays as well as discussion and critique of those essays;
- An off-campus experience related to each student’s area of interest (e.g., government, politics, economic policy, social service). Students keep a journal of the experience and connect it to their academic work in the first paper for the tutorial. This experience can take place the summer after the fifth form year or during winter or spring break of the fifth form year; and
- A culminating “TED Talk” on their work in the program, produced by the end of winter term and shared with the community in the spring of their sixth form year.

**Note:** Students who successfully complete The John F. Kennedy ’35 Institute in Government through Choate Summer Programs will have fulfilled the requirement for Political Ideologies, Honors (PS430HO). While courses taken in the summer do not appear on a student’s
official Choate Transcript, they are listed on the Summer Transcript which will become a part of the student’s permanent academic record.

JFK PROGRAM APPLICATION PROCESS

Students apply to the program in the winter of the fourth form year. The process includes an application (including an essay) and an interview with the program director or other faculty involved in the program. Admission to the program is based on demonstrated interest in government and public service, strong communication and analytical skills, and overall maturity and motivation. There will be an additional application window mid-fall of the fifth form year if there is room in the program.

SCIENCE RESEARCH PROGRAM (SRP)

The Science Research Program (SRP) offers motivated and independent students the opportunity to practice true laboratory science. The limitations of time, expertise, equipment, and/or space in a typical high school science program do not allow for the level of scientific inquiry and experimentation that is the hallmark of science research done at the university level. SRP fills these gaps by providing training in scientific methods and by linking each student with a professional scientist in whose lab the student will participate in ongoing research and experimentation.

This honors program consists of three linked segments:

- three terms of training in the basics of scientific inquiry and experimentation taken in the fifth form year;
- a summer of research in a university (or similar) laboratory; and
- a final term during the fall of the sixth form year focused on presenting the results of their summer work. This includes a written manuscript meeting the standards of professional publication, a poster one would see at an academic conference, and a 15-minute seminar talk presented to the Choate community.

The four courses and the required summer component that make up the SRP are described on pp. 79-80.

SRP APPLICATION PROCESS

Students are accepted to SRP based on their written application and an interview with the program coordinators. Admission to the program is based on demonstrated interest in government and public service, strong communication and analytical skills, and overall maturity and motivation. There will be an additional application window mid-fall of the fifth form year if there is room in the program.

TERM ABROAD

Choate Rosemary Hall has operated a variety of established international programs for over 40 years. With Term Abroad Programs in Europe, Asia, and the Middle East, motivated students can find a Term Abroad experience best suited to their needs and interests.

The School offers opportunities for a full academic term of language immersion study in China, France, and Spain, as well as cultural immersion study at St. Stephen’s School in Rome, Italy, and at King’s Academy in Madaba, Jordan. Courses offered in each of these programs can be found on pp. 81-84.

TERM ABROAD APPLICATION PROCESS

All students interested in spending an academic Term Abroad should consider this opportunity ahead of time, carefully selecting their courses for the fourth, fifth, and sixth form years, so that the Term Abroad enhances their academic profile. Students are eligible for a Term Abroad Program after they have successfully completed their second year of language study (second year honors level language students may attend in the spring term). Students are accepted into our Term Abroad Programs based on their written application; background in foreign language study; input from current teachers, adviser, form dean, and College Counseling Office; and a review of the applicant’s overall program. Admission to the program is based on maturity, motivation, foreign language performance and interest, and strength of overall record. Students apply in the winter of their third, fourth, or fifth form year for attendance in the appropriate term program the following academic year.
ADDITIONAL CURRICULAR OPPORTUNITIES

DIRECTED STUDY
The Directed Study Program is available to advanced students who have completed the courses offered in the regular curriculum and who have demonstrated talent in a particular area. The student (usually working with a faculty adviser) is responsible for establishing academic objectives, designing a program that includes 8–10 hours of academic work each week, and initiating a discussion with the department head, who then determines the feasibility of the program, the availability of resources, and evaluation procedures. The faculty adviser assumes responsibility for guiding the student throughout the entire program. All Directed Study proposals should be equivalent in educational value to the normal coursework they replace. Grades are recorded for a Directed Study and students receive academic credit.

Directed Study guidelines:
- A Directed Study (DS) can be approved as a fifth or sixth course. This is determined by the Directed Study Committee and is based on the particular student’s course load, the DS being proposed, and historical precedent;
- A DS can carry the same designation as any other course: regular, advanced, or honors. The designation of a particular DS is determined by the department head in consultation with the Registrar, Director of Studies, and Dean of Faculty;
- A DS is to be of an academic or creative nature, closely related to the regular course of studies. Proposals involving work experience or extracurricular activities do not meet this definition; no DS is approved that covers the same or similar content as a course offered that same term, and only rarely is one approved that covers the same or similar content as a course offered another term during the same academic year;
- Until a DS has been approved, the student must be enrolled in and attending five courses; and
- DS application forms are due no later than one week after the previous term’s midterm, even for a fall term DS.

At the end of the Directed Study, the student is expected to complete a self-assessment indicating the work that was done and if there was any divergence from the original plan. In addition, the final syllabus along with copies of all major course artifacts must be provided to the Library for curation.

Directed Study application forms are available on the Choate portal in the Academic Resources area. The faculty adviser, form dean, department head, and the Directed Study Committee must give signed approval.

SENIOR PROJECTS
The Senior Project Program provides an opportunity for an independent learning experience for sixth form students during their spring term. Participation is a privilege that permits dedicated students to investigate an area in which they can demonstrate aptitude or interest. Projects are initiated and designed by individual students with the help of faculty advisers. Projects may be in lieu of some of the student’s normal academic load and may be based on or off campus. The Director of Studies, after consultation with the student’s form dean, Registrar, and Dean of Faculty, must approve all projects. Approval depends upon the educational goals to be achieved as well as the suitability of the project for a particular student.

Senior Project guidelines:
- The student must be in good academic and social standing;
- The student must take at least three regular Choate Rosemary Hall courses, and the project must be equivalent to the remainder of a five-course load;
- A copy of each Senior Project will be curated by the Library;
- The student must have completed 10 course credits as well as their athletic requirements before undertaking a project;
- The student who is subject to major discipline after winter midterm may not undertake a project; and
- Senior Project applications for the 2020-2021 school year must be submitted to the Director of Studies by November 1, 2020.

All Senior Projects must result in a culminating project, as indicated on the application form. Examples of culminating projects include recitals, presentations, papers, books, portfolios, and the like. These projects are to be submitted to the Director of Studies no later than 3:00 p.m. on Thursday during the last week of classes in the spring term. While grades for Senior Projects appear on student transcripts, they are not factored into the GPA.

Senior Project application forms are available on the Choate portal in the Academic Resources area. The faculty adviser, form dean, department head, and college counselor must give signed approval.
ARTS

The Arts Department mission is to inspire, nurture, and support every student in recognizing their inherent artistic potential. We promote courageous exploration, self-awareness, and cultural fluency through a collaborative approach that allows each student to discover their unique creative voice.

Serving as a bridge to the world, the arts offer a way to make sense of what is going on, a way to peek back in time, and a way to anticipate what is yet to come. With the power to serve as a transformative tool for social, environmental, economic, and cultural justice, the arts celebrate beauty and reveal relevance while reflecting a range of fragility and strength in both nature and humanity. Engagement in the arts offers the opportunity to become more dimensionally human as the intellect, heart, and body are awakened. All students participate in the process and practice of making art and learning how to see, hear, and talk about art. Whether as developing artists, or appreciative audiences, we hope to instill a lifelong understanding of the intrinsic value of the arts.

The arts department offers foundation level classes in dance, music, theater, and visual arts. The Arts Concentration program and upper level courses within the curriculum serve students who wish to delve more deeply and potentially achieve a higher level of distinction in a particular discipline. Many opportunities to perform exist for anyone interested. Student work is exhibited in the Arts Center and across campus. In short, art is seen and celebrated here at Choate.

– Kalya Yannatos, Director of the Arts and Department Head

DANCE

The Dance Program welcomes all, regardless of level of experience, into a supportive environment that empowers everyone to discover a sense of wholeness through movement. Building physical awareness, alignment, fluid strength, and flexibility, afternoon technique classes grant students the opportunity to expand and refine their movement vocabulary, range of motion, and creative responsiveness. During the academic day, Dance History (DA220) provides perspective and relevance to our studio-based courses, and Dance Composition (DA300) offers a choreographic tool kit for anyone interested in experiencing the creative process through movement.

Performing opportunities exist for students involved in the Dance Company, Hip Hop Club, STEP Squad, Choate Taps, and through the Student Choreographers Showcase and Arts Concentration Senior recitals.

DANCE HISTORY
Winter term; 1 course credit DA220

Starting with the Ballets Russes’ explosive, multimedia Rite of Spring (1913), this course examines the development of contemporary dance in the 20th and earlier 21st centuries by investigating ten seminal dance works: creations that exemplify a turning point in the art form. Each work will be analyzed in detail on its own—its formal and narrative elements, its influences—and situated within its larger socio-cultural context to appreciate why the work still resonates today. Open to all students.

DANCE COMPOSITION
Fall term; 1 course credit DA300

This course introduces students to the practice of making dances. Students work cooperatively as both choreographer and dancer to experiment with diverse compositional practices, from traditional to contemporary, narrative to conceptual. Choreographic prompts stimulate action and require a large measure of initiative and independent decision making. Each class consists of experimentation, individual and group studio research, presentation, and discussion. Analyzing the work of contemporary choreographers and their methods through video, reading, and writing complements daily creation activities. Student Choreographers Showcase serves as a venue to share final choreographic projects. Open to all students.

Note: This course is strongly encouraged for students who may be interested in serving as choreographers for Dance Company, SCS, or any of Choate’s dance clubs.

DANCE COMPANY
Year; 1 course credit DA910

Dancers must commit to three or more scheduled weekly rehearsals in order to engage in Dance Company for academic credit. They have the chance to work with faculty during weekly repertory rehearsal blocks, and as choreographers, dancers, and rehearsal assistants during Sunday rehearsals that focus on student work. The highly collaborative process involves developing choreographic repertoire, making choices that pertain to music, costumes, lighting design, and all other aspects of production. Student leaders work intensely (with faculty
support), learning elements of company management, scheduling, and other aspects of what it takes to support the weekly demands of company rehearsals. Constructive opportunities for feedback, reflection, and dialogue are facilitated throughout the creative process. A dedicated commitment through all scheduled performances is expected of all dancers. Performances include the main stage Spring Dance Concert, along with other opportunities to dance at various venues both at school and within the local community. Dancers interested in choreographing are encouraged to take both Dance History (DA220) and Dance Composition (DA300). In order to further refine their technique and expand their artistry, company members are strongly encouraged to participate in Dance (ATDANCE) or Dance Intensive (ATDANCEIN) at least one term per year.

Note: A student who wishes to participate in less than three rehearsal periods a week may do so as a club extracurricular, but they are still expected to commit to the entire process through all scheduled performances.

DANCE
All terms; athletic credit
ATDANCE

In a supportive, multi-level (and/or upper level) environment, Dance participants commit to three weekly dance classes of their choice. Classes focus on creating a deeper understanding of movement, through the variety of dance forms offered: contemporary ballet, modern, West African, hip hop, and jazz. Dancers build a strong physical foundation from which to move, while also exploring their own sense of artistic expression.

DANCE INTENSIVE
All terms; athletic credit
ATDANCEIN

Dance Intensive students participate in five weekly dance classes of their choice. Students can further expand their movement vocabulary, refine their technique, and develop artistry through a variety of dance forms including contemporary ballet, modern, West African, hip hop, jazz, and improvisation. Two levels of ballet and contemporary/modern are offered. Beyond regular weekly work with the dance faculty, special master classes enhance the student experience.

MUSIC

The music program offers a wide range of courses in history, theory, composition, and performance for students at all levels of experience. Beginning students have the opportunity to become fluent musicians during their time at Choate, and advanced students can build a solid foundation for entrance to a conservatory or college music program.

MUSIC FUNDAMENTALS
Fall, Winter terms; 1 course credit
MU125

Designed for the beginning musician, this course explores the basic structure and notation of music through the study of harmony, voice leading, rhythmic dictation, the harmonic series, and chordal structures. This course covers all basic music theory concepts necessary for composition and preparation for Music Theory and Harmony, Honors (MU351HO). Rhythms and rhythmic notation are explored through movement and percussive improvisation. This course will also explore primary piano skills and development of basic keyboard literacy. No previous musical experience is necessary. Open to all students.

RENAISSANCE AND BAROQUE ERAS
Fall term; 1 course credit
MU210

The Renaissance and Baroque eras witnessed world exploration, the rise of Humanism, the invention of the printing press, Shakespeare, Cervantes, and Benjamin Franklin. The history of Western music and the musical genius of Monteverdi, Lully, Vivaldi, Handel, Bach, and others is discussed and analyzed within the context of this historical and cultural milieu. Open to all students.

THE AGE OF ENLIGHTENMENT
Winter term; 1 course credit
MU260

Against the backdrop of freedom, equal rights, universal education, social reform, and humanitarian ideals, three musical giants emerged – Haydn, Mozart, and Beethoven. The music of the Classical era is studied through the lens of its time, while also looking forward to the 19th century. Open to all students.

THE ROMANTIC ERA
Spring term; 1 course credit
MU270

The 19th century produced some of the world’s most popular composers, including Schubert, Brahms, Mendelssohn, Verdi, Chopin, Wagner, and Strauss. This course examines the time between the music of these classical Romantics and the beginning of the 20th century, including the eruption of world wars, economic depression, and an explosion of radical artistic expression. Students are exposed to the music of Mahler, Debussy, Orff, Bartók, Copland, Cage, and Gershwin. Open to all students.

MUSIC OF THE 20TH & 21ST CENTURIES
Spring term; 1 course credit
MU280

Beginning in “La Belle Epoque Parisienne” and the masterworks of Debussy, we trace the evolution of music to the 21st century in the innovative and often controversial masterworks of Stravinsky
and Schoenberg, the first Victor Talking Machine recordings, the symphonic masterworks of Mahler and Ives, the jazz-inspired masterworks of Gershwin, the minimalist works of Reich, the new electronic music of Varese and Stockhausen, the virtuosic jazz vistas of Parker, Davis and Coltrane, The Beatles’ revolutionary studio recordings, the aleatory music of Eno, electro techno synth pop of Herbie Hancock, sym pop rock of Emerson, Lake and Palmer, the mystical minimalist composers Pärt and Tavener, the sound landscapes of Cage, the thrash metal band Ancient, Deep Forest, rap, hip hop, Klezmer, and the synth vocal wizardry of Bobby McFerrin. Open to all students.

HISTORY OF JAZZ
Winter term; 1 course credit
MU300
This course examines jazz from its origins to the present. Special attention is given to pivotal figures in the history of jazz such as Louis Armstrong, Bix Beiderbecke, Duke Ellington, Count Basie, Coleman Hawkins, Lester Young, Charlie Parker, Miles Davis, Thelonious Monk, John Coltrane, Charles Mingus, and Ornette Coleman. Students listen, watch, analyze, and discuss a wide variety of recorded jazz performances and jazz films. Through an extensive examination of the musical characteristics from each major jazz period, students will gain an understanding of the major innovations that contributed to this uniquely American art form. Open to all students.

MUSIC OF THE 1960S
Spring term; 1 course credit
MU310
This course surveys some of the diverse music created in the 1960s. We examine many styles that originated during this decade, including folk-rock, soul music, psychedelic rock, and other broad styles such as rock, R&B, and country and blues as they evolved during the 1960s. We also discuss the broader social movements that accompanied the shifts in music during this time (though the primary focus is on the music itself), examining the traits of important artists and styles and learning how to deconstruct the elements of the songs we explore through audio recordings and videos. Open to all students.

MUSIC PRODUCTION
Fall term; 1 course credit
MU320
Students are introduced to the fundamentals in theory and practice of contemporary music production, with emphasis on modern recording studio practices. The primary goal of the course is to teach students how to listen and think like a producer, and to simultaneously provide them with a working knowledge of the history of technology in music, music-related technologies in today’s society and culture, and issues of evolving technologies in the music business of tomorrow. Some topics include basic recording techniques, acoustics, musical instruments, microphones, studio design, MIDI, digital audio (editing and mixing), and the many careers in the music industry, all with an emphasis on digital recording. During the second half of the term, weekly evening studio sessions are required, and qualified students participate in the recording and production of selected music program ensembles. The course is designed to give each student an appreciation of all major concepts in the recording process and basic knowledge of the many avenues in the evolving modern-day music business.

Prerequisite: Prior experience (basic music reading and keyboard skills), MU125, or permission of the department. Priority is given to fifth and sixth formers.

MUSIC THEORY AND HARMONY, HONORS
Three terms; 1 course credit (each term)
MU351HO (Fall), MU352HO (Winter), MU353HO (Spring)
This course explores Western diatonic classical harmony and voice leading. Topics include four-part harmony, voice leading, harmonic progression, figuration, and rhythmic analysis. Through score analysis and original compositions, students explore melodic construction and development. Through two large-scale composition projects, each theoretical concept is applied to heighten mastery and help formulate each student’s creative process.

Prerequisite: MU125 or permission of the department.

Note: Students are strongly encouraged to take these courses as a year-long sequence. However, they may be taken individually as term electives, as long as they are taken in sequential order.

ADVANCED HARMONY/COUNTERPOINT, HONORS
Spring term; 1 course credit
MU450HO
This course builds on material presented in Music Theory and Harmony (MU351HO-MU353HO) and offers an introduction to contrapuntal writing.

Prerequisite: MU351HO-MU353HO or permission of the department.

MUSIC ENSEMBLES
Ensemble course participation is by audition, with the exception of Festival Chorus. A full-year commitment is required. Symphony Orchestra and Chamber Chorus earn one arts credit per term, and grades are factored into a student’s GPA. All other ensemble courses receive one-third credit per term, earning one arts credit for the year. While grades for these ensembles appear on student transcripts, they are not factored into the GPA.
CHAMBER CHORUS  
Year; 3 course credits  
MU420

Students study and perform advanced choral literature. This course explores a variety of genres emphasizing the appropriate musical and vocal flexibility necessary for authentic performance practices. Students study repertoire and diction in several languages each year. In the context of the repertoire, students study music literacy, sight-singing, basic music theory, and structural analysis. Students cultivate deep listening and focus through ear-training exercises, silent meditation, improvisation, and the rehearsal of challenging repertoire. Students also develop musical independence and leadership, as well as ensemble sensitivity, artistic interpretation, and creative risk-taking. Students in Chamber Chorus must also participate as leaders within the Festival Chorus or an equivalent music ensemble. In addition to many performances on campus, Chamber Chorus members have the opportunity to go on tour. Past tour highlights have included performing at the Vatican, Carnegie Hall, and on the Great Wall of China. Chamber Chorus rehearses three times per week.

Note: Private music lessons are required for the fulfillment of this course.

SYMPHONY ORCHESTRA  
Year; 3 course credits  
MU480

The Symphony Orchestra performs symphonic masterworks from the Classic, Romantic, 20th, and 21st centuries. The Orchestra performs concerts every term in Choate’s Colony Hall, and when possible, on tour. Past tours have taken the orchestra to 12 European countries, Asia, Carnegie Hall, Avery Fisher Hall at Lincoln Center in New York City, Yale University, and The White House. A chamber component of the Symphony Orchestra performs music drawn from the standard chamber orchestra repertoire and accompanies the Festival Chorus and Chamber Chorus in choral masterworks. The Orchestra rehearses three times per week.

Note: Private music lessons are required for the fulfillment of this course.

FESTIVAL CHORUS  
Year; 1 course credit  
MU910

All students are welcome to participate in Festival Chorus, without audition.

Festival Chorus is Choate’s largest vocal ensemble, which specializes in the performance of major works for combined choir and instrumental ensembles. Festival Chorus covers Baroque, Classical, Romantic, and 20th century repertoire, including selections from non-Western and popular genres.

Students sing in diverse languages and styles. Repertoire is approached with an emphasis on music literacy, ear training, and aural cognition. Students practice writing about music in response to occasional listening assignments. The Festival Chorus performs several times a year on campus, often in collaboration with the school’s Symphony Orchestra, as well as with local professional musicians. Festival Chorus rehearses two times per week.

Note: Staff, faculty, and faculty children ages 8 and up are welcome to sing in Festival Chorus.

STRING ORCHESTRA  
Year; 1 course credit  
MU925

The String Orchestra performs music from the string repertoire of the Baroque, Classic, and Romantic eras with an emphasis on the development of string technique and ensemble skill. Occasionally, the String Orchestra joins the Symphony Orchestra for a performance of a masterwork. Rehearsals are twice per week.

WIND ENSEMBLE  
Year; 1 course credit  
MU960

The Wind Ensemble is dedicated to performing high quality, challenging, and musically stimulating work. The ensemble performs regularly throughout the academic year, including several performances on campus. Rehearsals are twice per week.

JAZZ ENSEMBLE  
Year; 1 course credit  
MU970

The Jazz Ensemble is an 18-piece big band consisting of saxophones, trombones, trumpets, and a rhythm section. The jazz charts are drawn from the books of Thad Jones, Buddy Rich, Count Basie, Duke Ellington, Stan Kenton, Woody Herman, Bill Holman, Miles Davis, Gordon Goodwin, and graduates of the Jazz Ensemble. Rehearsals are twice per week.

INSTRUMENTAL AND VOCAL INSTRUCTION

Lessons are offered in piano, organ, harpsichord, voice, North Indian vocal and rhythm technique, bagpipes, steel pan, strings, woodwinds, brass, percussion, guitar, banjo, harp, composition, and jazz improvisation. Arrangements may be made for lessons in other instruments upon request. Individual lessons are scheduled with a member of the music faculty or with a visiting teacher during a student’s free academic period. Our music lesson faculty consists of professional musicians/educators from the surrounding community, including Yale, Wesleyan, and the Hartt School of Music. Students interested in studying music composition – classical, jazz, pop, and songwriting – may also study privately as a special project. Some music students elect to...
continue their studies on the weekend at Juilliard, Manhattan School of Music, Mannes College of Music, or the New England Conservatory. There is an additional charge for music lessons. Scholarship funds are available on a tiered basis for students who demonstrate financial need. The music lesson contract can be found on the Parent Portal under the Academic Resource tab. Students may be required to purchase instructional material and/or sheet music. Students are responsible for obtaining an instrument for their lessons, with the exception of piano, organ, harpsichord, and drums. Please contact the Music Lesson Program Coordinator if you need information regarding rental instruments. (Choate Rosemary Hall does not rent musical instruments. We will be happy to put you in touch with local companies; contracts signed with those companies are the sole responsibility of the parent and student.) Auditions are not required for instrumental and vocal instruction.

THEATER

A number of courses are offered in different areas of theater arts at the foundation level so that any student may select a special area of interest. Advanced level courses are offered in all areas. Productions are used as a basis for class analysis and discussion.

Note: Students interested in behind-the-scenes work can participate in Tech Theater Crews in Costume and Props or Sets and Lights, as alternate athletic activities.

ACTING I
All terms; 1 course credit
TA100
This course explores the choices an actor makes in preparing a role and the skills helpful in presenting a variety of characters to audiences. Theater games, improvisations, monologues, and scenes are the core of individual and class exercises. Open to all students.

ACTING II
Winter, Spring terms; 1 course credit
TA200
Students put into practice the skills acquired in Acting I. Building a character, carrying out text analysis, and working as an ensemble are the objectives of Acting II. A focal point of class work is a play chosen especially for the students enrolled in the class. The actors are taken through the homework and rehearsal process as they delve into discovering objective, subtext, arc, and physicality of character and script. Improvisation, imagery exercises, and the Hagen, Chekhov, and Stanislavski techniques are explored.

Prerequisite: TA100

ACTING III: THEATER INTENSIVE, HONORS
Fall term; 1 course credit
TA351HO
Mastering the Stanislavski system and the Michael Chekhov technique are the focus of the fall term of the Acting III sequence. Students are taken step-by-step through the audition process as they prepare two contrasting monologues, design resumes, discuss headshots, practice interviewing, and learn to approach auditions and cold readings. Clowns, a performance style that has been used since the dawn of theater, is simultaneously explored. Students learn to trust their intuition, live in the moment, and embrace the ensemble while they produce imaginative and physically connected characters.

Prerequisite: TA200 and permission of the department

ACTING III: THEATER INTENSIVE, HONORS
Winter term; 1 course credit
TA352HO
Winter term focuses on the One-Person Show. Designed to put into practice everything that the students have mastered in TA100, TA200 and TA351HO, the One-Person Show is written and performed by the actor. Shows can be fictional, autobiographical, or illuminate a historical figure or event. They can be of any genre, performed in any style, and focused on any theme that is important to the student. Students are encouraged to evaluate what they do well and what still intimidates them as performers and to build a show that will both illustrate their strengths and enable them to continue to grow. The 20-minute One-Person Show is performed for the community at the end of the term.

Prerequisite: TA351HO

ACTING III: THEATER INTENSIVE, HONORS
Spring term; 1 course credit
TA353HO
Rehearsal and performance are the keystones of TA353HO. Each year a different play is investigated and produced. Students utilize the techniques they have studied, including improvisation, imagery exercises, Laban, Chekhov, and Stanislavski. All aspects of production, including lights, sound, costumes, and sets are designed and constructed by the ensemble members.

Prerequisite: TA352HO

DIRECTING, HONORS
Fall and Winter terms; 2 course credits
TA450HO
This two-term course explores character and textual analysis, set design, casting, technical considerations, and other aspects of production, which provides a basis for the student’s development of production concepts. A complete production book and a scene directed for public presentation are required.

Prerequisite: TA100
IMPROVISATION  
Spring term; 1 course credit  
TA240  
Offered in alternate years; available in 2020-2021  
This course in improvisational theater explores a variety of techniques through which the actor can create and develop character and performance material. The improvisational performer is at once the actor and the playwright. The study and practice of other methods developed by British, Canadian, and American improvisational companies conclude with a final performance project. Open to all students.

PLAYWRITING AND SCREENWRITING  
Spring term; 1 course credit  
TA270  
Students in this course learn how to write a story and transform it into a camera-ready script. Analyzing a range of produced screenplays, from The City of God to Crash, students investigate strategies for effective exposition, characterization, pacing, dialogue, and visual storytelling. Through writing exercises and workshops of each other’s materials in class, students expand their screenwriting techniques and develop their individual voices as writers. In seminar, students discuss the screenwriting process – from the outline and treatment, through the draft and the pitch. As a final project, each student writes a 15-minute screenplay of professional standard and pitches it to the class. Open to fourth, fifth, and sixth form students.

Note: A primary purpose of this course is to prepare students who wish to participate in the annual Choate Fringe Festival; therefore, fourth and fifth formers have priority over sixth formers for enrollment in the class. With the permission of the English department, sixth formers may receive English credit for this course. This course, however, may not be used to fulfill the sixth form arts requirement and the spring term English requirement simultaneously.

INTRODUCTION TO THEATER HISTORY  
Spring term; 1 course credit  
TA320  
Through this class, students explore the history of the theater from the ancient to the modern world. Through an analysis of significant productions – from The Bacchae at the Theater of Dionysus in 405 B.C. Athens, to the Noh theater in the shogun court of 14th century Japan, to Show Boat on Broadway in 1927 – the course introduces students to key moments and movements in theater history. Students investigate developments in stage architecture, the shifting “place” of the stage within culture, and the changing styles and methods of production. Students examine materials ranging from set designs and costume sketches, to historical diaries, photographs, newspaper reviews, and dramatic texts. Students are required to write a series of reaction pieces, design a theater-of-the-future independent project, and produce a significant independent project pursuing advanced exploration of a single figure, production, or moment in theater history. Open to all students.

FUNDAMENTALS OF THEATER DESIGN  
Spring term; 1 course credit  
TA108  
Offered in alternate years; available 2020-2021  
This course is an introduction to the theory, history, and practice of stage set and costume design. Students learn the basic techniques of script analysis, period research, style, and color. Basic theatrical terminology and techniques of drawing, drafting, and model-making are introduced. Each student develops a fully conceptualized design of a play as a final project. When possible, students may be offered the opportunity to design portions of the current or upcoming theater production. Open to all students.

STAGECRAFT I  
Fall, Winter terms; 1 course credit  
TA110  
In this course, students learn about technical theater and the skills necessary for successful backstage work in a hands-on environment. Students learn the history of technical theater, the different types of physical spaces, building/structural theory, and how to read and draft theater architectural plans. Students are expected to become adept at theater-specific construction and safe equipment operation, and learn the fundamentals of rigging systems, scenic lighting, and scenic painting. Open to all students.

STAGECRAFT II  
Spring term; 1 course credit  
TA220  
Offered in alternate years; available in 2021-2022  
This continuing study of technical theater consists of advanced work in more specific technical areas that include specialty property building, special effects, fine carpentry, scenery engineering, and mechanized scenery.

Prerequisite: TA110

TECH THEATER CREW: COSTUME & PROPS  
All terms; athletic credit  
ATTECHCP  
For those interested in the backstage workings of a theater production, the opportunity to work in the costume/prop shop is offered. Students are introduced to fundamental aspects of prop and costume design, including acquiring historical period research and understanding the aesthetic and practical needs of the production. They are also exposed to the integral skills required of construction, including hand and machine sewing; commercial and handcrafted patterning and building; painting, dyeing, distressing and crafting of fabrics and materials; measuring, altering and fitting costumes; and running props and
wardrobe during performances. No prior sewing or crafting experience is required. Tech Theater meets after the academic day several afternoons a week.

TECH THEATER CREW: SCENERY, LIGHTS, & SOUND
All terms; athletic credit
ATTECHSL
Students are heavily involved in all aspects of backstage work for the theater department productions as well as work that relates to the day-to-day running of the theater. While working both in the shop and on the stage, they gain hands-on experience with set construction, scenic painting, and lighting. Students are required to assist backstage as run crew during one of the student productions. It is expected that students be present at all weekend technical rehearsals and evening dress rehearsals the week before the show and at all performances. Tech Theater meets after the academic day several afternoons a week.

PRODUCTIONS
All terms; athletic credit
ATPROD
Each term, various opportunities for students to perform are offered, including main stage productions, Choate's Fringe Festival, and productions in other venues on campus. Auditions are announced and cast lists are posted on the theater call board by the entrance to the black box theater (the Chase-Bear Experimental Theater). Beyond offering students the chance to perform, students contribute to the life of a production in other ways, including serving as stage managers and assistant stage managers. Rehearsals occur after the academic day and count as an alternate athletic activity.

VISUAL ARTS
The visual arts program offers all students the opportunity to explore the creative process and expand their visual literacy. Students who discover a passion for a specific medium have the opportunity for more dedicated in-depth study. As an extension of the academic day, studio art courses may require regular attendance at studio labs in the evening.

FOUNDATION COURSES
Students are welcomed into the visual arts program through the following courses, which are designed to introduce students to the formal elements of visual art. Students may choose the course in which they are most interested, assured that common essential elements learned can be applied to further study across various art media. There are no prerequisites for any of these courses and no prior experience is necessary. Foundation courses are open to all students.

DRAWING
All terms; 1 course credit
VA210
This course introduces students to the basic elements of drawing from direct observation – line, value, texture, perspective, composition, and space – and promotes the investigation of drafting materials through the practice of various drawing techniques. Students will become comfortable using foundational black and white media including pencil and charcoal. These basic drawing elements, materials, and techniques will work in dynamic combination with each student's emerging concepts of self-expression.

VISUAL STUDIES: MIXED MEDIA
All terms; 1 course credit
VA215
This course addresses the fundamentals of making art from conceptual development to technical skill development. Students explore a variety of 2-D and 3-D media gaining project-based technical skills to strengthen their visual literacy. In addition to projects using traditional media, students may also experiment spatially with installation and performance art.

METALS/JEWELRY I
Spring term; 1 course credit
VA240
This hands-on course is an introduction to jewelry and metal working skills. The course covers the basic hand skills required to manipulate metal with confidence and success. Methods of manipulation include removal processes such as sawing, drilling, and filing, as well as forming and methods of combining through cold and hot joining techniques. The history of jewelry and the significant role it plays in personal expression is included in studio discussions as personal designs are developed. Original pieces of finished jewelry are created from raw materials such as copper, brass, and silver.

ENVIRONMENTAL ART
Spring term; 1 course credit
VA245
Not offered in 2020-2021

This multimedia studio art course uses the theme of our surrounding environment to visually explore our connection to place. Students will work on both individual and collaborative projects that use the environment as content, context, and material. Students will also keep ongoing nature journals for exploratory source inspiration. Beyond the hands-on studio work, students will gain a historical, cultural, and interdisciplinary understanding of environmental art through digital media presentations, readings and discussions.
WEAVING I  
Fall, Winter terms; 1 course credit  
VA260  
Not offered in 2020-2021  
A study of on-loom weaving techniques is presented in this course, which includes a series of exercises in craft and technique, as well as the opportunity to complete individual projects such as scarves, blankets, tapestry pillows, and rugs. The finest weaving materials from linen warp to hand-spun wool and silk are provided.

CERAMICS: WHEEL THROWING I  
All terms; 1 course credit  
VA280  
This course introduces students to the potter’s wheel and functional ceramics. Students explore a variety of forms including mugs, bowls, platters, pitchers, and plates. Instruction is focused on the potter’s wheel as the primary tool for creating functional tableware. Students explore all facets of designing, creating, firing, decorating, and glazing pottery. This course is an introduction to contemporary crafts, as well as a hands-on studio course.

CERAMICS: SCULPTURE I  
All terms; 1 course credit  
VA285  
This course is an introduction to contemporary ceramics sculpture. Students create a variety of artwork and the course culminates with the creation of a large-scale piece. Instruction is focused on teaching the skills necessary for students to recognize their ideas visually. Students explore all facets of designing, decorating, firing, and glazing ceramic sculpture. This course is an introduction to contemporary crafts, as well as a hands-on studio course.

DIGITAL PHOTOGRAPHY I  
All terms; 1 course credit  
VA295  
This course is designed for students to develop an artistic voice with the camera. Students learn the fundamentals of controlling a DSLR camera and editing photographs in Adobe Photoshop. The focus of this class is Documentary Photography, which emphasizes capturing our lived experiences – our realities – in new ways. Students will each have a chance to propose their own photography series and to execute their creative visions. Exploring history-changing photographs and photobooks, students hone their ability to analyze images and determine what makes a great photograph. At the end of the course, students will bring together their photography skills, with their storytelling abilities, to publish their own photobooks. Loaner DSLR cameras are available.

DIGITAL FILMMAKING I  
All terms; 1 course credit  
VA310  
The ability to effectively communicate using images and sound is a vital skill in contemporary media, and understanding their effects and influences on society is equally important. This class takes students through the pre-production, production, and post-production steps in the creation of video projects. Students plan, script, and storyboard their ideas in pre-production and learn how to use a digital video camera to effectively collect images that communicate a story to an audience. Camera techniques and controls, balanced with good composition, are combined with sound capture and reproduction. During post-production editing, rough video footage is captured and then edited using non-linear editing software. Student projects begin by isolating elements of production and design, and progress to shorter, but complete group video projects. At the end of the term, projects are presented to the community at an informal screening.

ARCHITECTURAL DESIGN  
Fall term; 1 course credit  
VA340  
Not offered in 2020-2021  
This is an introductory, architectural design studio course in which computer-generated 3-D modeling techniques are taught through the preparation of individual student projects. Historical, ecological, creative, and technical aspects of architecture are studied to enhance the design process. Visiting architects are invited to review student work and a field trip is part of the course. Attendance at one evening presentation session is required.

DIGITAL MEDIA DESIGN I  
All terms; 1 course credit  
VA370  
In this course, students explore the world of designing and creating graphic and animated digital media content. Students create original content using different technologies as expressive tools, including but not limited to Adobe Photoshop, Illustrator, and After Effects. The media content created in the course is used in various campus publications, posters, and events. The course also examines visual design in print, advertising, app design, and online media while focusing on color, composition, and style. Students work to develop an artistic vision and learn how to use digital design to bring their ideas to life.
UPPER LEVEL VISUAL ARTS COURSES

The following courses allow students the opportunity to study a medium in depth. They are designed to build on foundational understanding, increase technical facility, and foster individual creative expression.

METALS/JEWELRY II
Spring term; 1 course credit
VA350

With the permission of the arts department and after successful completion of Metals/Jewelry I, students may enroll in Metals/Jewelry II for continued and more independent study. While the foundation-level course focuses on technical skills, Metals/Jewelry II allows students to further apply these skills to their own modes of creative expression.

Prerequisite: VA240

CERAMICS: WHEEL THROWING II
All terms; 1 course credit
VA380

With the permission of the arts department and after successful completion of either foundation-level Ceramics course, students may enroll in Ceramics: Wheel Throwing II for continued and more independent study. While the foundation-level courses focus on technical skills, this course focuses on traditional pottery forms including teapots, sets, and alternate approaches to the wheel. This class provides in depth instruction in making and firing functional ceramics.

Prerequisite: VA280 or VA285

CERAMICS: SCULPTURE II
All terms; 1 course credit
VA385

With the permission of the arts department and after successful completion of either foundation-level Ceramics course, students may enroll in Ceramics: Sculpture II for continued and more independent study. While the foundation-level courses focus on technical skills, this course allows students to apply these skills to their own models of creative expression in clay. Students are given instruction in developing their visual literacy with the goal of finding their own unique voice as an artist.

Prerequisite: VA280 or VA285

OIL PAINTING I
Spring term; 1 course credit
VA320

This course introduces students to the foundational techniques of oil painting. Students explore the key elements of observational painting through still life, portraiture, and/or landscape (when the weather permits). Students are taught how to see and how to mix color, modulate values, and develop form. Assignments are based on traditional and contemporary painting techniques and are designed to develop technical facility while fostering each student’s concepts of creative expression.

Prerequisite: VA200, VA210, or permission of the department

DIGITAL MEDIA DESIGN II
Winter term; 1 course credit
VA470

Building on skills learned in Digital Media Design I, students will continue to use technology as their primary tool for creating artwork. Advanced instruction is given in Adobe Illustrator, Photoshop, and a host of other software options. Students continue to build visual literacy with the goal of developing a personal voice through design. Students have opportunities for long-term, self-directed projects that utilize both the i.d.Lab and the full resources of the visual arts department.

Prerequisite: VA370

DIGITAL PHOTOGRAPHY II
Spring term; 1 course credit
VA395

Students take an advanced look at the technical and aesthetic aspects of photography. Projects, demonstrations, field trips, critiques, and an exploration of photo history provide the basis for an ongoing exploration of photographic techniques in both the traditional black and white film processes, and/or digital imagery using a DSLR camera and computer editing software. The focus of this class is the development of a cohesive body of photographic work that represents the personality of the photographer.

Prerequisite: VA295 or permission of the department

DIGITAL FILMMAKING II
Spring term; 1 course credit
VA410

This class builds on skills learned in Filmmaking I. Students are combined into small production teams in which they assume the roles of members of a video production crew. During the term, they participate in a variety of job responsibilities in order to build skills in all areas of video production. Some specific skills that are studied include the effective use of the camera, combined with complex editing techniques and transitions. In addition, students study a variety of genres from which they ultimately select one or more to use as they complete individual creative projects. At the end of the term, these projects are presented to the community at an informal screening.

Prerequisite: VA310
OIL PAINTING II
Spring term; 1 course credit
VA420
With the permission of the arts department and after successful completion of Oil Painting I, students may enroll in Oil Painting II for continued and more independent study. While Oil Painting I focuses on technical skills, Oil Painting II allows students to apply these skills to their own modes of creative expression in paint.
Prerequisite: VA320

LIFE DRAWING, HONORS
Winter term; 1 course credit
VA450HO
Life Drawing engages students in a serious class environment to further develop the student’s ability to draw from observation and accurately and expressively render the human form onto a two-dimensional surface, using a variety of materials. Through drawing sessions from the nude and clothed model, demonstrations, discussions, slide lectures, and critiques, students gain a better understanding of the basic anatomical structure and form of the human body. We focus on different ways to approach figure drawing using various perceptual drawing methods that work in concert to promote each student’s artistic voice.
Prerequisite: VA200, VA210, or permission of the department

ADVANCED STUDIO ART PORTFOLIO
Fall term; 1 course credit
VA460AD
This course provides students with the opportunity to further develop and organize a body of original work that can be submitted as physical or digital portfolios to art schools and colleges. Assignments are individualized and based on each student’s portfolio, interests, and goals at the beginning of the course. It is strongly recommended that students preparing a portfolio identify themselves to the visual arts faculty as early as possible in the fifth form year. Open to fifth and sixth formers.
Prerequisite: Permission of the department

ART HISTORY
Some ideas can be best communicated verbally, while others are best through forms that appeal directly to the eye or ear. The purpose of great art is to communicate, in an immediate and visual way, some of society’s most urgent ideas. Students learn to identify the issues embodied in a work of painting, sculpture, or architecture and to discuss them confidently and fluently. Activities include discussions, papers, tests, student presentations, videos, and museum trips. These courses may be taken as a year-long sequence or individually as term electives. Though not required, students are encouraged to take them in sequential order.

ART HISTORY: ANCIENT WORLD, HONORS
Fall term; 1 course credit
VA551HO
This course offers an overview of humankind’s achievements in the visual arts from pre-history to the Medieval period. Students explore the image-making, monumental sculpture, and architecture of these eras and learn something of the magic, religion, and politics behind them in both Western and non-Western traditions. Our studies range across space as well as time to include the art of ancient Egypt, Greece, Rome, Byzantium, early Europe, Asia, and the Middle East. Open to fifth and sixth formers.

ART HISTORY: SACRED AND SECULAR, HONORS
Winter term; 1 course credit
VA552HO
This course introduces students to the art of the world between the 15th and 18th centuries. Students study the art and architecture from the Age of Faith to the later Ages of Renaissance Humanism, Reason, and early Romanticism. They study some of the greatest figures in the history of world painting (Titian and Dong Qichang), sculpture (Donatello and Bernini), and architecture (Michelangelo and Wren). The course follows a succession of breathtaking accomplishments that marked the artists’ increasing technical mastery as they communicated the religious and political values of their times. The arts of the early Americas are also explored with the subject of ever-expanding colonialism and the spread of influences on a global scale. Open to fifth and sixth formers.

ART HISTORY: MAKING THE MODERN WORLD, HONORS
Spring term; 1 course credit
VA553HO
This term begins with an exploration of the developments associated with Romanticism and Realism in Europe and the U.S. in the 19th century. The continuing contributions made by China and Japan to world art is a returning theme from previous terms. The collapse of traditional values in the West around 1900 ushers in the radical, experimental revolution called Modernism. Students study pioneers like Picasso, Matisse, and Mondrian, as well as late Modernists like Pollock, Warhol, Beuys, and Basquiat in their search for an art that honestly reflects our realities. Students also explore the art of Oceania and Africa, both for its own sake and for the ways in which modern artists have appropriated it for their own purposes. The term concludes with an investigation into the new globalization of contemporary themes in art. Open to fifth and sixth formers.

SEMINAR IN ART HISTORY, HONORS
Spring term; 1 course credit
MD625HO
This seminar considers the architecture of Choate Rosemary Hall and its historical antecedents from Italy, England, and America.
Considerable study is devoted to Ralph Adams Cram’s Seymour St. John Chapel and Archbold Hall, I.M. Pei’s Paul Mellon Arts Center, Pelli Clarke Pelli’s Lanphier Center, Bowie Gridley’s St. John Hall, and Robert A.M. Stern’s Colony Hall. Students acquire an understanding of the principles of these buildings, their place in the history of architecture, and their impact on teaching and learning at our school. From examining the architectural components of a structure, to appreciating the structure’s physical and emotional impact on its surroundings, students learn how to analyze a building critically. Students are expected to play an active role in seminar discussions, to read scholarly material, to complete a creative assignment, and to lead class discussions from time to time. While no prior knowledge of art history is required, students should have a strong interest in the subject and excellent analytical skills. Open to sixth formers, and fifth formers with the permission of the instructor. This course earns one visual arts credit.
ENGLISH

The curriculum of the English Department emphasizes the development of skills in reading, writing, speaking, and thinking. Small classes – on average, 12 students – provide an environment for lively discussions in which students learn to analyze challenging literature as well as to articulate their thoughts, reactions, and interpretations. A broad range of literature exposes students to ideas and perspectives from around the world. Frequent and varied writing assignments foster a strong foundation in writing process, composition, and style. Writing assignments train students to express themselves clearly, cogently, and confidently, while engaging in thoughtful investigation, reflection, and analysis.

– Ellen Devine, Department Head

THE SEQUENCE

In the third, fourth, and fifth forms, a student takes English 100, 200, and 300 respectively. In the sixth form, students may choose from a variety of electives. The English Department also offers one interdepartmental course during a student’s fifth form year: American Studies (EN375 and HI375HO), a full-year, double-period interdisciplinary survey of American culture, which earns three course credits in both English and history. American Studies fulfills the American literature and United States history diploma requirements.

THIRD FORM ENGLISH

INTRODUCTION TO LITERATURE
Year; 3 course credits
EN100

Introduction to Literature introduces students to the critical reading of short stories, novels, poems, and plays. This course strives to expose students to a variety of genres, perspectives, and voices and to familiarize them with some foundational texts. The required texts for this course include The Odyssey and selections from the Bible (primarily Genesis). Examples of the other works that may be studied are Romeo and Juliet, A Midsummer Night’s Dream, Their Eyes Were Watching God, Jane Eyre, Purple Hibiscus, and selected poems and short stories. Students develop their writing skills by composing paragraphs and essays on various topics and through their study of vocabulary and grammar.

Note: Refer to p. 35–36 for the writing workshop electives in English open to third formers.

FOURTH FORM ENGLISH

COMPOSITION AND LITERATURE
Year; 3 course credits
EN200

Composition and Literature teaches students to write correctly and to read analytically. While training students to write both descriptively and critically, teachers emphasize grammar, usage, punctuation, sentence construction, and paragraph organization. The literature includes short stories, plays, novels, and poems. Required texts include one of Shakespeare’s plays.

Note 1: Refer to pp. 35–36 for the writing workshop electives in English open to fourth formers.

Note 2: In rare cases, fourth formers who have demonstrated enthusiasm for and talent in creative writing, and who have completed the writing workshops available to third and fourth formers, may request departmental approval to enroll in the sixth form single-term electives Reading and Writing Poetry (EN408) or Reading and Writing Short Fiction (EN441) in the spring term of their fourth form year. These electives will not fulfill the English requirement for the sixth form year.

FIFTH FORM ENGLISH

AMERICAN LITERATURE AND COMPOSITION
Year; 3 course credits
EN300

American Literature and Composition introduces students to the rich and varied multicultural heritage of American literature. Students read a broad range of works that gives voice to diverse perspectives on being American. The balance of contemporary and traditional readings enhances students’ knowledge of literary techniques and movements. The course also emphasizes the development of close reading and critical writing skills.

AMERICAN STUDIES
Year; 3 course credits
EN375 (must be taken with HI375HO)

This interdepartmental course for fifth form students presents a detailed study of American history, literature, and culture and fulfills the American literature and United States history diploma requirements. These courses earn three credits in both English and history.

Note: Fifth formers are eligible to take single-term electives concurrently with their fifth form English course with the permission of the department. Single-term electives taken in the fifth form year will not fulfill the English requirement for the sixth form year.
SIXTH FORM ENGLISH

In the sixth form year, students choose from a wide range of electives. Students may complete their three credits of English in several ways: by taking one year-long elective, or one two-term elective and one single-term elective, or three single-term electives (one of which must be EN400).

The year-long electives offer students an opportunity to engage in a prolonged study of material that is thematically cohesive and multidisciplinary in approach. Students who wish to take a year-long course must complete all three terms of the course in order to earn English credit in the sixth form year.

The two-term elective, Advanced Creative Writing, requires the creation of a substantial body of original work that has undergone significant workshopping and revision. By nature, this process requires significant time both for writing and revising, which is why the course is two terms long. Students who take Advanced Creative Writing may not take Reading and Writing Poetry (EN408), Reading and Writing Short Fiction (EN441), or Playwriting and Screenwriting (TA270) as their single-term elective in the spring.

The single-term electives provide students variety in their study of literature throughout the year. All students who choose to take single-term electives are required to take EN400 in either the fall or the winter term as one of their three electives. Students may not repeat a single-term elective within their sixth form year.

Note 1: Though every effort is made to accommodate requests for English electives, it is not always possible to schedule sixth formers into their first-choice English courses along with their other requests. Therefore, students must indicate at least two different choices per term (e.g., two different year-long electives or a total of six different single-term electives) when requesting English electives, in order to ensure appropriate scheduling of all courses and students.

Note 2: A student who has maintained a minimum average grade of A- during the first two terms of the sixth form year may be allowed to waive the spring term if the student has the approval of the current teacher, the department head, and the college counselor.

Note 3: A student who has been away from campus for a term is not eligible for a waiver.

Note 4: Students who wish to consider this waiver option should discuss those plans during the course selection process during the fifth form spring; see p. 9 for details.

YEAR-LONG ELECTIVES

The year-long courses offer students the opportunity to engage in a sustained and multidisciplinary study of a thematically cohesive topic. Students who are English enthusiasts are welcomed to concurrently enroll in single-term electives while taking a year-long course, but a single-term elective may not replace one of the terms of the year-long course.

THE CLASSICAL TRADITION

Year; 3 course credits
EN405

In this year-long course, students explore the influence of classical Greece and Rome as the foundation of Western civilization, and how the surviving works of antiquity have shaped and informed culture from the Renaissance to contemporary times. Through the study primarily of literature, but also of historical, philosophical, and artistic works, students are introduced to some of the most influential writings of Western civilization. Special attention is paid to the following themes: What does it mean to be human? To be male or female? How should we live – what are the ideals of human conduct (ethics/morality) and why should we observe them? Why is attaining self-knowledge necessary and arguably the goal of a meaningful life? How much of our lives are determined by powers beyond our control? Does free will exist, or is it merely a necessary illusion? If the gods exist, what should our relationship with them be? Is there cosmic justice? If not, how important is human justice? How is human consciousness both a gift but also an ordeal? If to be civilized means to repress our animal instincts, what are the costs/consequences of this repression for us? Though the pacing and focus of each term may differ somewhat between sections, the course proceeds chronologically; therefore, the course investigates classical Greek and Roman works throughout the fall and much of the winter, and then moves to the revival of the classical world in the Renaissance and beyond by exploring works of art that directly or indirectly echo the themes of the classical period. Texts studied throughout the year may include: The Iliad (excerpts), Herodotus’ Histories (excerpts), Thucydides’ History of The Peloponnesian War (excerpts), Agamemnon, Antigone, Medea, Oedipus Rex, The Bacchae, Lysistrata, The Aeneid (excerpts), selected poems of Ovid and Horace, Dante’s Inferno, Shakespeare’s King Lear, Shaffer’s Equus, Zimmerman’s Metamorphoses, and Barker’s Silence of the Girls.


Year; 3 course credits
EN480

Beginning with the Romantic revolt against the Enlightenment in the late 18th to mid-19th centuries, continuing with the advent of realism and Modernism’s “shock of the new” in the late 19th and early 20th centuries, and ending with the “Age of Anxiety” of the post-World War II era, this year-long humanities course investigates the great cultural revolutions of the past 200 plus years. Each term, students will explore the zeitgeist—the spirit of
en 32

GOETHE'S THE IMMORALIST AND SARTRE'S HOUSE

Romantic and Modernist periods; plays such as Ibsen's A Doll's House and Sartre's No Exit; films such as Battleship Potemkin, The Cabinet of Dr. Caligari, Modern Times, The Triumph of the Will, and Dr. Strangelove; musical works from composers such as Beethoven, Chopin, Debussy, Stravinsky, Miles Davis, Joni Mitchell, and Bob Dylan; philosophical works from such thinkers as Nietzsche and Freud; and art from such movements as Romanticism, Impressionism, Cubism, Expressionism, Post Expressionism, and Pop Art. While students who have knowledge of or are involved in the arts are encouraged to sign up for this course, all students who have an interest in the multidisciplinary approach of a humanities course are welcomed.

THE EMPIRE WRITES BACK: POSTCOLONIAL LITERATURE

Year; 3 course credits

EN485

There are clashes in Gaza. Statues across public spaces are dismantled in South Africa and in the American South. An Indian writer won England's most prestigious literary prize, the Booker of Bookers. Retribution, reconciliation, violence, and ghosts haunt both the postcolonial world and its literature. After centuries of foreign rule, those who come from places that were part of a European empire have written back to their own people and their former masters. Their literature is rich, and their use of the old master language is astounding. Their texts hold the most significant development in world letters since the mid-20th century when, throughout Africa, Asia, and the Americas, countries that had existed under colonial rule rebelled and the majority gained independence. In this course, students study the vast and diverse topics associated with the creation and eventual disintegration of the colonial projects of Europe. Multidisciplinary in approach, students examine literature, history, film, philosophy, theory, oral history, and art. This course explores the inspiration, justification, and manifestation of colonization as well as the resistance to this project. Students will examine works produced by both the colonizing and colonized cultures. Students develop familiarity with theoretical terms and concepts and employ them to understand the tension reflected in the works studied, and to gain insight into the lasting effects for the contemporary global landscape. Writers studied may include Jamaica Kincaid (Antigua), Amié Césaire (Martinique), Salman Rushdie (India), Nadine Gordimer (South Africa), and Toni Morrison (U.S.), among others. This course fulfills the requirement in contemporary global studies.

JOURNALISM AND NONFICTION STORYTELLING

Year; 3 course credits

EN486

Nonfiction storytelling, whether it is daily journalism, long-form magazine writing, personal essays, opinion pieces, radio broadcasts, or another variety, is invariably based in fact. The creator is circumscribed by what actually happened, and yet these works can be as gripping and nuanced as any work of fiction. Unlike a novelist, a nonfiction storyteller cannot invent a character or fabricate a cliff-hanging plot twist. Like a novelist, a nonfiction storyteller is free to experiment with form, detail, diction, syntax, metaphor, and the like. Understanding this dynamic is key to the work of this course. Students study the foundational elements of a fact-based story. What makes such a story compelling, provocative, or simply, fun? How does one go about uncovering and relaying such a narrative? How can elements like rhetoric, structure, and data enhance a story? How can stories change the world? Students analyze short and long nonfiction, both contemporary and canonical, and work individually and collaboratively on storytelling projects that address current issues. They engage in a diversity of narrative forms—the written word, as well as infographics, podcasts, photojournalism, and video—and study a group of writers that likely includes James Baldwin, Joan Didion, Ian Frazier, Janet Malcolm, John McPhee, Dorothy Parker, David Foster Wallace, Tom Wolfe, and others. Students also practice accepted data-gathering techniques, employing statistics to strengthen the stories they tell. Students share their work with their classmates regularly, providing and receiving appropriate feedback.

TWO-TERM ELECTIVES

ADVANCED CREATIVE WRITING: LITERATURE, PROCESS, AND CRAFT

Fall and Winter terms; 2 course credits

EN490

This course offers students who have experience with creative writing the opportunity to craft a substantial body of writing while gaining experience in the demands and rewards of the writing process. The course begins with the exploration of and experimentation with genre, as students identify, explore, and present specific types of writing they would like to share with their peers. Genres may include but are not limited to slam/spoken word poetry, stream of consciousness, flash fiction, rhymed and metered poetry, dramatic monologues, short dramatic scenes, and personal essays. The workshop is the heart of the class: students are regularly required to read their work aloud and have their work critiqued in a structured, formal, and productive fashion. Students not only periodically lead workshops on their peers' manuscripts, but are also expected to edit, comment upon, and offer suggestions for improvement in every session. Students devote the last weeks of the fall and all...
of the winter term to composing and revising their final project. Students devise, plan, and work steadily on completing a portfolio of revised and polished writing that has incorporated the feedback received in the workshop. The portfolio may include short stories, a chapbook of poems, a novella, a play, or a combination of multiple genres. Students consult the instructor regarding their individual plans, but the final choice of what will be included in the portfolio is theirs. Throughout the course, students are encouraged to submit their work to publications, both on campus and beyond. The course culminates in a public reading in which students share portions of their work. This course is intended for sixth form students, but exceptional fifth form candidates will be considered on a case-by-case basis.

Prerequisite: Open to students who have successfully completed EN501, TA270, EN408, EN441, or who have earned departmental approval by submitting a sample of original creative work to the English department head.

SINGLE-TERM ELECTIVES

Students who wish to take single-term electives must enroll in a minimum of one elective per term. Students must enroll in EN400 in either the fall or winter term. Students who are English enthusiasts are welcomed to enroll in more than one elective in any given term, but they may not use the additional course to fulfill the minimum requirement for a different term.

THE ART OF THE ESSAY

Fall, Winter terms; 1 course credit
EN400

Intentionally broad in scope, The Art of the Essay offers students the opportunity to approach writing as a process of inquiry, expression, and conversation. The course explores complex and sophisticated works both as stimulation for students’ ideas and as models for their own writing. Process-driven assignments, including personal essays, reading responses, opinion pieces, and cultural critiques not only allow for the study and practice of elements of composition (e.g., argumentation, style, audience awareness, and narrative storytelling), but also for the development of each student’s understanding of what it means to write. Specifically, students will develop a deeper awareness of the importance of revision through revising their writing, as well as revising their reading and thinking practices. The course culminates in the composition of a substantial research essay that brings together skills and elements presented throughout the term.

Note: All students who choose to take single-term electives to complete the sixth form English requirement must take this course in either the fall or winter term.

ARABIC LITERATURE IN TRANSLATION

Spring term; 1 course credit
EN402

What do paganism, the Qur’an, and contemporary Arabic music have in common? What facts still pervading Arab culture should Westerners know if they want to understand the Arab world? What remarkable things happened when Jews, Christians, and Muslims met in medieval Spain? What do the emerging voices of Arab women say about their world? How have colonialism and the global war on terror affected and influenced literature in the Middle East and in the diaspora? To answer these questions, students will read literature with themes such as: women’s writing, Black Islam and hip hop, borders/walls/prison cells, and the everydayness of war. This survey course of Arabic literature in English examines works ranging from the pagan pre-Islamic world, the Qur’an and the cultured courts of Islamic Spain to contemporary writings by Lebanese novelists, stateless poets from Palestine and Kuwait, and American Muslims from Brooklyn and Detroit. This course fulfills the requirement in contemporary global studies.

Note: This course is required for students in the Arabic and Middle Eastern Studies Program. Students may complete this course for the sixth form English credit in the spring of their sixth form year, though AMES candidates will have priority in scheduling.

READING AND WRITING POETRY

All terms; 1 course credit
EN408

This course is for those who know they enjoy reading and writing poetry as well as those who are new to this literary form. Students will study, discuss, and write about various works of poetry as well as compose original work. Students will experiment with writing in strict poetic forms such as the sonnet, villanelle, and sestina, as well as in some of the free forms of contemporary poetry.

SHAKESPEARE: ALL THE WORLD’S A STAGE

All terms; 1 course credit
EN411

Did Shakespeare really die in 1616? Biographies say he did, but in many ways, he is very much healthy and alive today. Our language is full of words ("bandit," "bedazzled," "dwindle") and phrases ("wild-goose chase," “my mind’s eye”) that he coined. There are new novels based on his plays and new television shows based on his life. There are new films and poems inspired by Shakespeare, and there are, above all, always new productions of his plays. Audiences, actors, and readers never tire of Shakespeare’s works. This course will examine several of his plays in depth and visit films, plays, novels, and television shows based on Shakespeare. What keeps Shakespeare’s works so fresh, relevant, and entertaining after four centuries? What is it about
his language, his characters, and his thinking that intrigues us? How is it that Shakespeare continues to speak to our hearts and our minds? As Ben Jonson wrote, “He was not of an age but for all time!”

**CONTEMPORARY WORLD LITERATURE**
All terms; 1 course credit
EN415
This course explores recent literature published around the world. Students consider how the specifics of geography, ethnicity, language, gender, economics, and other factors combine to create compelling stories. What is distinctive about the experiences of these fictional characters from faraway places? What is universal? The course pays special attention to the real-world backdrop of each text studied and asks students to examine how their own cultural perspectives inform both their understanding of the world the literature depicts and the world in which they live. Though the works studied may vary by section, examples of authors previously featured in this course include: Adichie, Adiga, Murakami, and Roy. *This course fulfills the requirement in contemporary global studies.*

**NIGHTMARE NOVELS: MODERN DYSTOPIAN FICTION**
All terms; 1 course credit
EN420
One of the most popular literary genres at the present time are dystopias: stories that depict worlds that are catastrophic and nightmarish in their presentation of flawed morality and social values. In the words of Tobias Carroll, “right now, plenty of people have dystopia on the brain. It’s also a logical response to what appears to be an increase in authoritarian governments and totalitarian practices across the globe.” In this course, students will read, discuss, and analyze some of the significant dystopian works of the modern era. Though the works studied may vary by section, examples of authors previously featured include: Atwood, Bradbury, Burgess, Butler, Kasey, LeGuin, and Orwell. The course will consider the historical context of these works, as well as relevant works in other media, such as film, art, music, and television.

**STAGED REALITIES: MODERN DRAMA TO VIRTUAL REALITY**
All terms; 1 course credit
EN436
“We don’t see things as they are; we see them as we are,” wrote Anaïs Nin, voicing a widely shared and very modern perception of reality. From Freud and Nietzsche to Einstein and Sartre, modern thinkers have grappled with these essential questions: What is reality, and how can be sure that the world we perceive as reality is not merely an illusion, a dream, or a construction of our own imaginations? While these questions have been at the heart of theater since antiquity, modern dramatists and filmmakers have pushed this further, asking: How do we perceive reality? How can theater and film best simulate reality, and does it need to? And, perhaps most important, whose version of reality gets to be staged or filmed? From the realists (mirroring life on stage) through the futurists, expressionists, epic theater artists, and absurdist (shattering that mirror), each wave of artists advanced its own vision of the world. Modernist work is irreverent, frightening, and often funny, as it explores the visible and invisible systems that drive our desires and behaviors, both as individuals and as societies. With the rise of virtual reality, a new set of worlds is being created and a new set of questions asked: How can and should VR be used in live stage performances? Can we, as avatar-actors, enter the drama and drive the plot? What is the difference between a communal theatrical experience and a performance designed for an audience of one? Is our world so different from the dystopian future in *Ready Player One*, where humans spend their lives escaping into a simulated reality? This course explores modernist reflections of reality through theater and film, and in the end, virtual reality. Core plays and films may include: Ibsen’s *A Doll’s House*, O’Neill’s *The Hairy Ape*, Lang’s *Metropolis*, Eisenstein’s *The Battleship Potemkin*, Brecht’s *The Threepenny Opera*, Chaplin’s *Modern Times*, Disney’s *Fantasia*, Beckett’s *Waiting for Gudot*, Wilson’s *Fences*, Kushner’s *Angels in America*, Ruhl’s *Eurydice*, Nottage’s *Sweat*, Baker’s *The Flick*, and Cline and Spielberg’s *Ready Player One*.

**READING AND WRITING SHORT FICTION**
All terms; 1 course credit
EN441
This course is designed for students who have an interest in the reading and writing of short fiction. Students will study, discuss, and write about various works of fiction as well as compose their own original work. Students will study theories of writing, read examples of various types of short fiction by published authors, and offer their own writing for examination and discussion by the class. Students will be encouraged to experiment with different styles while also working on strengthening their own creative voices. This class is intended primarily for students who are new to creative writing, though experienced creative writers are welcomed.

**POWER, NARRATIVE, AND THE SELF: LITERATURE AND AMERICAN IDENTITY**
All terms; 1 course credit
EN476
This course provides students the opportunity to consider and explore the varied notions of American identity through the diverse contemporary literary landscape. Students read a range of authors whose works investigate the relationship between literature, culture, and American identities. The course considers the historical, political, and cultural influences that have shaped how America is depicted, as well as the role of the narrative in the construction and representation of national, group, and personal identities. This course grapples with such questions as: What are the differences and similarities expressed in these
identities? What do those similarities and differences indicate about the authors, their experiences, and America as a whole? Authors studied may include Alvarez, Bechdel, Coates, Diaz, Eugenides, Franzen, Hong Kingston, Lahiri, Morrison, and others based on the interests of both the students and teacher.

SATIRE: LITERATURE OF PROTEST AND CHANGE
All terms; 1 course credit
EN4 77

Disruptive, uncomfortable, and often funny, satire provides keen commentary on the social, political and cultural context from which it originates. This course exposes students to a variety of satires from different historical and cultural contexts and questions whether satire can effect change. In addition, students investigate the modes and tools of satirical texts—understatement, hyperbole, irony, metaphor, etc.—in order to gain a deeper sense of how satires are successfully created and executed. The course studies satire in a variety of forms and media such as novels, plays, television shows, movies, websites, and blogs.

PANDORA’S BOX: HUMANS AND MACHINES
All terms; 1 course credit
EN4 78

Human beings have always been interested in the impact of technology on human life. Even the Ancient Greeks imagined robots that would serve humans and free them from the drudgery of daily life. But they also imagined machines possessing consciousness, one of the defining traits of what makes us human. Thus, anxiety about the boundaries between humans and machines has a long history, though it has taken on a new urgency today, as we constantly rely on and interact with machines. Examining fiction, nonfiction, and films, we will explore what it means to be human by asking two major questions: First, are humans just biological machines (or “neural computers”) with a complex engineering designed by evolution and ultimately with mechanical explanations of our mental lives? In other words, can human emotions be explained in terms of evolutionary selection as Steven Pinker argues? Or are we more than that because of consciousness and subjectivity? Second, as we see artificially designed and programmed machines that do more and more of what we do, what is the relationship between biological machines like us and the artificially built, non-biological machines that we create? Are we in danger of losing our humanity as technology takes over our lives, as genuine human interactions diminish, and we lose contact with nature? Will we become the tools of our tools as Thoreau once feared? Can powerful Artificial Intelligence systems be aligned with human values? Will AI evolve eventually into creatures who come back to haunt their creators? Are we on the cusp of an enhancement revolution where new technologies will soon allow people to control and fundamentally change their bodies and minds? Will the “Singularity,” predicted by futurist/inventor Ray Kurzweil, finally happen, where humans and machines merge into a new species some time in this century? What will be the impact of AI on the workplace, warfare, human relationships? These are all critical questions that will be addressed in the 21st century and explored in this course. Core texts may include: Mary Shelley’s Frankenstein, Steven Pinker’s How the Mind Works, E. M. Forster’s The Machine Stops, Isaac Asimov’s I, Robot, and Philip K. Dick’s Do Androids Dream of Electric Sheep. The course may also include some of the following films: Her, Ex Machina, 2001: A Space Odyssey, and The Matrix.

WRITING WORKSHOP COURSES

Writing workshops focus on the creation of original writing by each student and the regular exchange of feedback regarding that work among the participants in the class. While these classes may study short stories, novels, and poems by a variety of authors as examples and ideals of craft, the original writing created by each of the students serves as the primary text studied and discussed in class.

Note: Unless otherwise indicated, the writing workshop courses do not fulfill the English department diploma requirements.

INTRODUCTION TO CREATIVE WRITING
Spring term; 1 course credit
ENS01

This term elective, for third and fourth formers, explores a variety of genres and introduces students to the craft of writing imaginative prose and poetry. Students are asked to examine the literature from the writer’s perspective and to compose their own original poems, scenes, and stories, incorporating the ideas and themes inspired by the texts. The class is frequently run as a workshop with students sharing and critiquing each other’s work. The exact nature of this course and the texts studied in any given term, will be shaped by the interests and inclinations of the students and instructor. Open to third and fourth formers.

PLAYWRITING AND SCREENWRITING
Spring term; 1 course credit
TA270

Students in this course learn how to write a story and transform it into a camera-ready script. Analyzing a range of produced screenplays, from The City of God to Crash, students investigate strategies for effective exposition, characterization, pacing, dialogue, and visual storytelling. Through writing exercises and workshops of each other’s materials in class, students expand their screenwriting techniques and develop their individual voices as writers. In seminar, students discuss the screenwriting process—from the outline and treatment through the draft and
the pitch. As a final project, each student writes a 15-minute screenplay of professional standard and pitches it to the class. Open to fourth, fifth, and sixth formers.

Note: A primary purpose of this course is to prepare students who wish to participate in the annual Choate Fringe Festival; therefore, fourth and fifth formers have priority over sixth formers for enrollment in the class. With the permission of the department, sixth formers may receive English credit for this course. This course, however, may not be used to fulfill the sixth form arts requirement and the spring term English requirement simultaneously.
ENVIRONMENTAL IMMERSION PROGRAM

The Environmental Immersion Program (EIP) at the Kohler Environmental Center (KEC) provides an intensive academic and residential experience focused on the environment. Through advanced multidisciplinary coursework, purpose-driven research, outdoor experiences, and a unique residential community, the program teaches the value of scholarly inquiry in environmental stewardship, the importance of social responsibility to community and the environment, and an appreciation for the natural world.

Note 1: Students in this program fulfill diploma requirements in English (one year), biology (one year, if they have not taken biology previously), philosophy/religion (one credit), contemporary global studies (one credit, satisfied by participation in the program), and visual arts (one credit). In addition, one quantitative credit is earned. Students in the program are required to take all of the courses listed unless they have completed biology previously, in which case they may not take biology.

Note 2: Students interested in the EIP with questions about how program requirements dovetail with other academic requirements should speak with the program director.

LITERATURE AND THE ENVIRONMENT
Year; 3 course credits
EN360

Literature and the Environment engages students in the study of rich and diverse texts that illuminate the connections between humans and the environment. The course explores how literary and cultural forms shape the ways that people relate to nature and to the landscapes where they live, work, travel, and form their identities. The course balances historic and classic texts with more contemporary readings to give students a foundation in environmental writing from the past four centuries. Moreover, the course emphasizes texts from the American tradition, while also touching on important texts from other parts of the world. By reading texts that represent a range of author perspectives, historical contexts, localities, and genres (including fiction, nonfiction, and poetry), students gain a broad understanding of the interplay between the environment and human activity. Students also examine changing attitudes about nature and the environment over time. The course emphasizes close reading and critical writing skills. Students write frequently, keeping journals and working on expository writing throughout the year. Open to both fifth and sixth formers enrolled in the EIP.

BIOLOGY, HONORS
Fall and Winter terms; 2 course credits
BI420HO

This introductory course explores fundamental topics of biology, including basic biochemistry, cell structure and function, genetics, organ systems, and evolution. The course uses key concepts from ecology and evolution as unifying themes for the topics that are covered. Emphasis is placed on tracing the flow of energy through biological systems as well as the ability of organisms to respond to their environment. Students conduct inquiry-based labs and greenhouse experiments while learning scientific approaches to studying the biological world. When taken concurrently with Ecology, this course fulfills the full-year diploma requirement in Biology.

ECOLOGY: PRINCIPLES, MODELING, STATISTICS, AND APPLICATIONS, HONORS
Year; 3 course credits
ES437HO

Interactions of individual organisms, populations, and communities with their environment are examined in this course. Students study the natural history of the organisms in the ecosystem surrounding the Kohler Environmental Center. Ecological principles are explored by conducting experiments on the land and in the research greenhouse, as well as by studying and developing mathematical models. Students test hypotheses by using statistical techniques to analyze data collected from individual experiments and long-term studies. Articles from professional publications in ecology are explored in order to introduce students to current research questions and methods. Students are given the opportunity to apply their knowledge by helping to shape land management decisions.

ENVIRONMENTAL ETHICS, HONORS
Fall term; 1 course credit
PL465HO

This course examines the nature of environmental ethics and focuses on the human relationship to and responsibility for nature and the future of the environment. A full range of approaches to environmental ethics is examined; this includes human-centered approaches that focus on the impact of environmental degradation on humans, biocentric approaches that are based on the moral value of all life forms or ecosystems, the concept of environmental justice, and the perspectives of several of the major world religions on the value and care of the natural world. Students write both personal reflections and analytical essays in order to produce creative explorations of the concepts covered and to apply ethical frameworks to specific cases. Students work in small groups to research a topic of their choice throughout the term, ending the course with a class presentation of their work. This course satisfies the requirement in philosophy and religion.
ENVIRONMENTAL ECONOMICS, HONORS
Winter term; 1 course credit
EC465HO

Economic theory provides powerful tools to analyze and address environmental issues. This course exposes students to economic models and concepts to study environmental improvement. Key topics covered include scarcity, opportunity cost, production possibilities curves, supply and demand, market efficiency, cost-benefit analysis, market failures (externalities, common resources, imperfect competition, public goods, and asymmetric information), and environmental policies (decentralized, command and control, and incentive-based solutions). After learning about economic models and theories that enable them to discuss issues of environmental and resource economics, students work independently to investigate a topic of their choice. The term culminates with student groups applying the material they have learned to the analysis of environmental policy. While completing their research and preparing to make presentations, students continue to learn about economic issues related to environmental quality, sustainability, water, population growth, climate change, and resource management.

Note: This course is not open to students who have taken Environmental Economics (EC585HO).

ENVIRONMENTAL POLICY, HONORS
Spring term; 1 course credit
PS465HO

Environmental policy allows people to work collectively to address environmental problems that are beyond the reach of individual actors. This course challenges students to develop an understanding of the political forces that drive the environmental policy process. Toward this end, students consider the importance of science in the policy process, as well as the role of economic forces, the influence of political climate, the role of political leadership, and other factors. Students analyze the policy process through the lens of public policy models (institutional models, interest group models, process models, rational choice models, and systems models). Students then apply these models to specific environmental cases (climate change, marine resource management, forest conservation, pollution reduction, waste management, and others). The goal of the course is to provide students with a conceptual framework that will help them interact with the environmental policy process.

MULTIDISCIPLINARY RESEARCH METHODS, HONORS
Fall term; 1 course credit
MD438HO

In this team-taught multidisciplinary course on research methodology, students learn how to structure environmental research questions within the traditions of the natural sciences, social sciences, and humanities. The fall term culminates with students defending the individual research proposals that they plan to execute as faculty-directed environmental research projects in the winter and spring terms.

ENVIRONMENTAL RESEARCH PROJECT, HONORS
Winter and Spring terms; 2 course credits
MD439HO

In the winter and spring terms, students work with their faculty advisers to complete original environmental research projects. Students may pursue projects in the natural sciences, social sciences, humanities, or of a multidisciplinary nature. Students regularly meet with their advisers and in small groups to discuss the progress of their research. Students present the results of their research in a symposium held at the end of the spring term.

NATURE PHOTOGRAPHY, HONORS
Spring term; 1 course credit
VA293HO

This course focuses on the integration of the art, technique, and science of nature photography, as well as contributions of nature photography to cultural concepts of the environment. Foundational skills in digital photography are taught, including: exposure, shutter speed, aperture, focal length of the lens, and depth of field, as well as the esthetics of composition. Adobe’s Photoshop and Bridge are taught as tools to help organize, manage, and adjust photographs. Attention is paid to the ethics of photography, especially as it relates to the use of photography for documentary purposes. Techniques that are specific to working in the field are covered, including use of various lenses for specific observational purposes. In an integrated manner, these skills assist students in their environmental research projects. Additionally, the history of photography as it relates to the study of the natural sciences, the environment, environmental politics, policies, and social change is examined.
HISTORY, PHILOSOPHY, RELIGION, AND SOCIAL SCIENCES

The programs in this department span the breadth of human experience past and present, reflecting the call of our age for cross-cultural, interdisciplinary, and humanistic approaches to individual self-awareness, personal development, and an understanding of the world. Global citizenship and increasing interdependence demand that students become familiar with both their own and other cultures, have knowledge of the past, develop critical thinking, appreciate philosophical and religious ideas, and have an understanding of political and economic institutions.

All students are required to take a one-term course in philosophy or religion and a year-long course in United States History; three- and four-year students are required to take a year-long course in World History. The contemporary global studies requirement can be fulfilled with a range of courses (see p. 10) including five courses in this department: Contemporary Issues (HI205), The Modern Middle East, Honors (HI459HO), International Relations, Honors (PS460HO), International Economics, Honors (EC455HO), and Development Economics, Honors (EC575HO). Students are encouraged to fulfill these requirements as early in their careers as possible. In addition to these requirements, students are encouraged to pursue other departmental courses that interest them, potentially combining related courses to form a Capstone Program during the senior year. Students with a special interest in government and public service should consider applying for the John F. Kennedy '35 Program in Government and Public Service, a multidisciplinary Signature Program that includes public service experience and a tutorial component.

Students are placed in honors sections of courses according to criteria listed in the course descriptions below. The department head, in consultation with the Registrar and the Director of Studies as appropriate, determines the suitability of honors placement for each new student who requests it.

— Amy Foster, Department Head

HISTORY

THIRD AND FOURTH FORM HISTORY ELECTIVE
CONTEMPORARY ISSUES
All terms; 1 course credit
HI205
This term elective introduces third and fourth form students to major contemporary issues facing the U.S. and the world, as it helps students develop fundamental research, writing, and public speaking skills. The course normally focuses on three major issues per term, utilizing a range of materials and providing historical context and a variety of perspectives on each issue. Sample topics include: nuclear proliferation, the Israel-Palestine conflict, modern Cuba, the Syrian refugee crisis, and climate change. This course fulfills the requirement in contemporary global studies.

FOURTH FORM HISTORY

World History is a required course for three- and four-year students, usually taken in a student's fourth form year. Both HI210 and HI255HO use a chronological framework within which to examine important themes and narratives in the study of world history. Both courses use primary and secondary sources and emphasize critical reading and writing, with the assistance of technological tools. Entry into World History, Honors (HI255HO) is contingent upon completion of at least one term of a third form History, Philosophy, Religion, or Social Science course with a grade of A- or higher and the permission of the department.* A recommendation for placement in honors is highly dependent on a student having demonstrated strong critical writing skills, the capacity for reading and interpreting challenging texts, and active engagement in class discussion. (*Returning students who have not taken an HPRSS course in the third form year, but who seek an honors placement, must have the permission of the department head.)

Note: Fourth form students who participate in a Term Abroad Program are not required to make up the missed term of World History. The history they study while abroad replaces the missed term of that course.

WORLD HISTORY
Year; 3 course credits
HI210
This project-based world history course explores the time period from the 15th to the 21st century. It is driven by historical questions, designed to provide students with the opportunity to understand and appreciate the modern world in a way that will inform their views on current global issues. In this course, students learn the work of the historian: evaluation of primary source material, use of historiography, the skill of historical thinking, the existence and analysis of multiple historical narratives, and use of evidence to complete effective research and craft arguments. Students apply these historical skills in various individual and collaborative group projects that stress independent learning and help promote writing, research, speaking, and critical thinking skills.

WORLD HISTORY, HONORS
Year; 3 course credits
HI255HO
This course is a rigorous examination of world history beginning with the Classical Period and moving through the central themes and concepts of the post-Classical, Early Modern and Modern
periods, into the 20th century. Students explore peoples, states, and empires of the major cultures of Asia, the Middle East, Europe, Africa, and the Americas, focusing on their evolving expressions and means of interaction. Cognizance of historical periodization is stressed as are associated themes: the origins of salvation religions, the forces of empire, the era of exploration, the rise of global markets, the connections between imperialism and colonization, and the development and impact of industrialization. Various individual and collaborative projects are undertaken to examine particular areas of history in greater depth, using primary and secondary sources and emphasizing critical reading, writing, research, and oral presentation skills.

FIFTH FORM HISTORY

United States History is a required course, usually taken in a student’s fifth form year. However, fourth form students who have demonstrated a particular interest and ability in the study of history may request permission from the Director of Studies and department head to take United States History. In some circumstances, students may want to take U.S. History in their sixth form year; those students should discuss this option with their adviser and form dean. Students who wish to take the honors course or American Studies should have demonstrated in previous history courses that they possess strong critical writing skills, the capacity for reading and interpreting challenging texts, and active engagement in class discussion.

Note 1: Students who participate in a Term Abroad Program during the fifth form academic year must fulfill the United States History requirement the following year by enrolling in: 1) the term of U.S. History (HI310 or HI355HO) that was missed; or 2) if fall term was missed, enrolling in U.S. Government and Politics I, Honors (PS550HO); if winter term was missed, enrolling in The American West (HI456AD); if spring term was missed, enrolling in From Megaphone to iPhone (HI402AD), Constitutional Law, Honors (HI411HO), or American Diplomacy (HI413AD).

Note 2: Fifth form students may not take American Studies (HI375HO and EN375) and participate in a Term Abroad Program during the fall or winter of their fifth form year.

UNITED STATES HISTORY

Year: 3 course credits
HI310

This course is a chronological survey attentive to the political, economic, cultural, social, and constitutional developments by which the United States achieved independence, became a nation, and grew into a world power. In this course, students learn how to: read past documents and contemporary interpretations; take notes on both reading and class discussion; make reasoned interpretations about the causes and consequences of historic events; research using both primary and secondary sources; and communicate analytically and persuasively. While all teachers follow a core curriculum that covers the essential topics of American political, social, economic, intellectual, and diplomatic history, a variety of methods is employed in the many sections of the course.

UNITED STATES HISTORY, HONORS

Year: 3 course credits
HI355HO

This course is a faster paced version of HI310, covering a broader range of topics and using more challenging, in-depth readings. Students who enroll in this course are expected to possess strong research and analytical writing skills, as well as the ability to manage demanding reading and writing assignments.

AMERICAN STUDIES (UNITED STATES HISTORY, HONORS)

Year: 3 course credits
HI375HO (must be taken with EN375)

This interdepartmental course is an alternative to U.S. History, Honors and American Literature and Composition and is for fifth form students who wish to pursue a detailed study of United States history, literature, art, and culture. Students who choose this course are expected to possess strong research and analytical writing skills, as well as the ability to manage demanding reading and writing assignments. This interdepartmental course fulfills the American literature and the United States history diploma requirements. These courses earn three course credits in both English and history.

UPPER FORM ELECTIVES

The following courses are advanced both in topic and in the level of reading and writing required. Therefore, they are open to fifth and sixth formers who meet the stated prerequisite. Fourth formers interested in these courses must obtain permission from the department head before they will be enrolled in the desired course.

FROM MEGAPHONE TO IPHONE: AMERICAN SOCIAL HISTORY IN THE 20TH CENTURY

Winter term; 1 course credit
HI402AD

What were the major events and trends that helped shape American society throughout the 20th century? How have Hollywood and television highlighted (and sometimes even helped create) social values? How have technological innovations affected life in America? Relying almost exclusively on 20th century primary sources, such as letters, film clips, TV clips, advertisements (both print and TV), music, and radio shows, this course looks at these issues, as well as changing concepts of race and gender, advertising as a major social force, the impact of immigration, and the role of popular music as it examines and chronicles American society from the dawn of the 20th century to 1999. Open to fifth and sixth formers, and fourth formers with the permission of the department.
CONSTITUTIONAL LAW, HONORS
Spring term; 1 course credit
HI411HO

This course explores the evolution of the United States Supreme Court and its influence on the American people. For the first third of the term, students read a history of the High Court and write several short papers on topics in constitutional history. In the latter portion of the course, the class resolves itself into a “Mock Court” program, in which students argue landmark cases decided by the real Court in the 20th century and later. When presenting cases as a lawyer, students research the legal background, prepare a one-page argumentative brief, and engage in oral argument before the rest of the class. The remaining students serve as the Court’s justices who deliberate on each of the several dozen cases handled over the course of the term. Open to fifth and sixth formers, and fourth formers with the permission of the department.

AMERICAN DIPLOMACY
Fall, Spring terms; 1 course credit
HI413AD

American Diplomacy explores and evaluates the past, present, and future of the United States’ foreign policies, examining both traditional and revisionist interpretations of America’s role in world affairs. The course covers U.S. foreign policy from the Spanish American War to the present, including such topics as the Open-Door policy, U.S. involvement in World Wars I and II and the Cold War, the Cuban Missile Crisis, the Korean and Indochina Wars, and the current “War on Terror.” In studying these events, students examine policies on national security, economic aid, human rights, and the spread of democracy. They then discuss what future policies the U.S. should adopt toward current problems such as threats posed by terrorism and cyberwarfare, the potential spread of weapons of mass destruction, and possible threats emanating from various regions of the world. The course concludes with an exercise in which students examine the complexities currently facing American policymakers. Open to fifth and sixth formers, and fourth formers with the permission of the department.

UNDERSTANDING CONTEMPORARY AFRICA, HONORS
Winter term; 1 course credit
HI416HO

This course introduces students to the diversity of contemporary Africa and the forces that have shaped it. The richness and dynamism of the continent are explored through student-led discussions of its culture, social organization, history, economy, politics, and other aspects of its development. The core questions that guide the course are: Why are some state structures weaker in Africa than elsewhere? Why do some African countries suffer from high levels of political violence while others are spared? What has been the impact of colonialism on Africa? Using case studies of African countries from different regions, students encounter the enormous variation within Africa in the strength of its states, the levels of economic growth, and the amount of discord. The course is structured in three parts: an examination of the pre-colonial structures of the African states, a study of the European colonial system in Africa, and an exploration of the social, political, and cultural forces that now shape contemporary African societies. Open to fifth and sixth formers.

COLONIAL LATIN AMERICA
Fall term; 1 course credit
HI422AD

Offered in alternate years; available in 2021-2022

This course introduces students to the history of colonial Latin America and historical trends shared by the modern nations today. It focuses on three central themes: Iberia before the age of exploration, the conquest period itself, and post-cultural encounter. Through these topics, students delve into major historical developments of the 20th century and gain an understanding of Latin American culture, social movements, political trends, race relations, and even demographic changes taking place here in the United States. The course utilizes historical projects driven by historical questions, group work, presentations, and documentaries. Students draw from a diverse range of academic disciplines and methodologies in order to form a well-rounded understanding of the region and its inhabitants. Open to fifth and sixth formers, and fourth formers with the permission of the department.

THE UNITED STATES IN VIETNAM, 1961-1995
Spring term; 1 course credit
HI423AD

The Vietnam War and its legacy remain compelling not only in the United States, but in nations impacted by this pivotal historical event. Using primary sources, fiction, historical film archives, Ken Burns’ documentary on the Vietnam War, and distinguished visiting lecturers, this course examines the prosecution of the war and its residual impact from multiple perspectives: Cold Warriors versus the New Left in the U.S.; global anti-Imperialist movements; the experiences of veterans from combatant nations; and peoples still coming to terms with losses wrought by this conflict. On the U.S. front, attention is given to the Cold War’s influence in the escalation to war, racial and class divisions produced by the war, the music of war protestors, wartime media coverage, and the emergence of the “credibility gap.” The course concludes with an examination of post-war recovery in the Socialist Republic of Vietnam and the path to normalization of U.S.-Vietnam relations. Open to fifth and sixth formers, and fourth formers with the permission of the department.
LATINX IN THE UNITED STATES, HONORS
Fall term; 1 course credit
HI424HO

Offered in alternate years; available in 2020–2021

This course provides students with an overview and understanding of the diverse Latinx population in the United States. The goal is to examine the Latinx community by exploring the history of conquest and immigration and the construction of the pan-ethnic Latinx identity category. It explores topics on the theoretical and methodological issues of Latinx research, comparative histories to uncover the shared experiences of the Latinx group, social demography, social boundaries and inequalities, and patterns of resistance. Course assignments and discussions help students develop a critical understanding of the primary issues related to the experiences of the Latinx population in the United States. Open to fifth and sixth formers, and fourth formers with the permission of the department.

MODERN JAPAN: FROM SAMURAI TO SONY
Fall term; 1 course credit
HI432AD

Offered in alternate years; available in 2020–2021

This course explores Japan’s transformation from feudal state to Asian military power from 1800 to 1945 and then its rise from bitter defeat in World War II to become an economic superpower. Students consider how traditional Japanese culture has shaped the nation’s business and industrial successes and failures in the post-war era. Other focal points of the course include the changing status of women, race, and racism in the Pacific War, and Japan’s relationship with the United States. While its primary focus is historical, the course explores many facets of Japanese life, including religious, artistic, and literary elements. Open to fifth and sixth formers, and fourth formers with the permission of the department.

BLACK STUDIES
Spring term; 1 course credit
HI433AD

This course introduces students to the field of Black Studies, with a particular focus placed on the Black experience in the United States from the 17th to the 21st centuries. It offers students a wide range of topics in Black Studies focused in black history, while celebrating black culture and social movements, and exploring convergences among Black-American history, politics, literature, music, arts, and current events. This course expects deep engagement and self-reflection as it affords rich possibilities to pursue research interests. Students are required to write short papers, complete creative projects, and drive both discourse and debate. Open to fifth and sixth formers, and fourth formers with the permission of the department.

THE RISE OF MODERN CHINA, HONORS
Winter term; 1 course credit
HI436HO

Offered in alternate years; available in 2021–2022

This course examines the two distinct periods of China’s post-World War II history: Mao Zedong’s era of Communist Party control which featured populist socialism, and the period of post-1976 to the present which explores how China opened up to the global community and implemented a pragmatic market-based economy initiated by Mao’s successor, Deng Xiaoping. Using literature, documentaries, and feature films, critical attention is given to such prominent events as the Great Leap Forward, the Cultural Revolution, and the Tiananmen “crackdown,” with the goal of understanding how China has emerged as a distinct and influential power on the world stage. Student research is also devoted to a range of current issues facing China, such as environmental challenges, perspectives on China’s human rights record, and its membership in the World Trade Organization. Open to fifth and sixth formers, and fourth formers with the permission of the department.

THE HOLOCAUST
Winter term; 1 course credit
HI445AD

This course explores the emergence, evolution, varieties, underlying causes, and means of confronting and coming to terms with genocide and other crimes against humanity in the modern world. Particular attention is given to the roots of European anti-Semitism and the Nazi attempt to exterminate all of European Jewry in the mid–20th century. From this historical “case study,” we examine definitions, causes, consequences, and the ways by which people explain their experiences of oppression and genocide. The course takes a multidisciplinary approach to the study of the Holocaust by examining the concept of genocide through various lenses such as the psychology and ethics of evil, the history of the Nazi rise to power, and religious responses to the Holocaust. Students also explore other examples of genocide, past and present. Case studies could include the mass murder of Armenians in the Ottoman Empire, the genocide in Rwanda, and the violent treatment of the Rohingya Muslim population in Myanmar. While a background in modern European history is helpful, it is not required. Open to fifth and sixth formers, and fourth formers with the permission of the department.

THE USE AND ABUSE OF POWER
Fall, Winter terms; 1 course credit
HI446AD

This course explores the dynamics of power in society through several lenses: historical, psychological, sociological, and political. Students learn about different types of power and consider questions such as: Is power everywhere? Do
relationships of power exist everywhere? Does power have a central place in the society from which it radiates? How do people wield different types of power? These questions are discussed in the context of topics such as public education, gender politics, race, the media, nonviolent movements, cultural and economic dynamics, and public/private partnerships. Open to fifth and sixth formers, and fourth formers with the permission of the department.

THE AMERICAN WEST
Winter term; 1 course credit
HI456AD
The lure and promise of “the West” have been important forces in shaping American history and culture. Drawing on several primary and secondary sources, this course examines the development of the trans-Mississippi West from the 1840s to the present. We look at a number of aspects of the American West, including such topics as the Gold Rush, Native American Wars, cowboys and “cowtowns,” contributions from and clashes between various cultures in the West, changing gender roles, exploitation and/or conservation of natural resources, and the role of railroads. The course also examines the modern West by looking at such issues as immigration, tourism, and “green” energy. The course concludes by looking at how and why the images and myths of the West have become such a pervasive part of American culture in such places as art, film, literature, television, and advertising. Open to fifth and sixth formers, and fourth formers with the permission of the department.

ISLAMIC CIVILIZATIONS OF THE MIDDLE EAST, HONORS
Spring term; 1 course credit
MD458HO
This course helps students understand and appreciate the beauty and complexity of the Islamic civilizations of the Middle East. Starting with the rise of Islam in the Arabian Peninsula and concluding with the fall of the Ottoman empire at the end of World War I, students read a college-level text, study primary sources, and explore visual materials, to discover the history of Islamic thought and socio-political institutions as well as Islam’s many forms of art, literature, and architecture. The course culminates in a student project on the art and architecture of an Islamic dynasty or city such as Mecca, Damascus, Baghdad, Istanbul, and Isfahan. On occasion, however, students have chosen to pursue topics as diverse as Palestinian hip hop, calligraphy, Umayyad rock crystal, and Central Asian textiles. Open to fifth and sixth formers, and fourth formers with the permission of the department.

Note: This course is required for students in the Arabic and Middle Eastern Studies Program.

THE MODERN MIDDLE EAST, HONORS
Fall, Winter terms; 1 course credit
HI459HO
This course is an introduction to the modern Middle East and its relations with the West from World War I to the present. Students explore the causes of the current crescendo of Arab/Islamic hostility towards the West, the development of the Israeli/Palestinian stand-off, the oil issue, the Iranian Revolution, the spread of radical Islam, and the forces that triggered the wars in Afghanistan and Iraq. Readings, videos, presentations, research and expository exercises, discussions, and seminars give students a chance to understand the history of the region and its connection with these issues. Open to fifth and sixth formers, and fourth formers with the permission of the department. This course fulfills the requirement in contemporary global studies.

Note: This course is required for students in the Arabic and Middle Eastern Studies Program.

WOMEN’S STUDIES IN A GLOBAL PERSPECTIVE, HONORS
Winter, Spring terms; 1 course credit
HI460HO
This dynamic course engages students in an examination of historical conditions, cultural norms, and social and economic institutions that define women’s status and identity. By first looking at the history of patriarchy and feminist movements, students gain an understanding of the historical forces that shape the experience of women today. With a focus on the diverse and intersectional nature of women’s experiences, we seek to broaden our definition of feminism and the female experience through an exploration of topics such as gender identity, masculinity, rape culture, and female empowerment. The course culminates with an examination of how women’s experiences reflect larger social issues, the ways in which activism seeks to address the obstacles women face, and how feminist movements strive to empower women. Open to fifth and sixth formers.

THE GREENING OF AMERICA: THE ENVIRONMENTAL MOVEMENT, HONORS
Fall term; 1 course credit
MD521HO
The environmental movement in the United States has been motivated by a wide range of factors, including the natural beauty of the country, the destruction of some of that beauty, the work of naturalists, ethicists, theologians, historians, and authors, catastrophic events that have captured the public’s attention, and activists schooled and fueled by the sweeping changes in the 1960s. This multidisciplinary course weaves together these perspectives as it traces the development of the environmental movement in the United States and the impact of key people and events on this movement and on the
environment itself. The course draws from many disciplines as it examines historical, political, ethical, religious, economic, and cultural aspects of the environmental movement. This course includes an experiential component that involves contact with the natural world on our campus and potentially beyond. Open to fifth and sixth formers, and fourth formers with the permission of the department.

RENAISSANCE, REFORMATION, AND ENLIGHTENMENT: EARLY MODERN EUROPE (1300-1789), HONORS
Fall term; 1 course credit
HI551HO
This course begins with Europe’s emergence from the late Middle Ages into the period known as the Italian and North European Renaissance. Students explore the religious conflicts and the social changes unleashed by Luther’s and Calvin’s Reformation. Further course topics include: the wars of the 17th century; absolute monarchy; the emergence of constitutionalism; and the philosophical, scientific, and political changes of the Enlightenment. Open to fifth and sixth formers, and fourth formers with the permission of the department.

THE AGE OF REVOLUTION AND EMPIRE: MODERN EUROPE (1789-1914), HONORS
Winter term; 1 course credit
HI552HO
This course begins with the French Revolutions and the era of Napoleon. Students examine the aftermath of the Napoleonic Era, which created the political issues that spawned the revolutions of 1848 and 1871. Other topics include social change during the Industrial Revolution; the rise of liberalism and nationalism; the unification of Germany and Italy; the era of romanticism; the rise of global capitalism; and the New Imperialism of the 19th century. Open to fifth and sixth formers, and fourth formers with the permission of the department.

THE AGE OF VIOLENT EXTREMES: CREATING CONTEMPORARY EUROPE (1914-2000), HONORS
Spring term; 1 course credit
HI553HO
This course begins with Europe’s failure to resolve the divisive issues of nationalism vs. internationalism, democracy vs. statism, and capitalism vs. socialism. These conflicts resulted in the two greatest wars in history, leaving Europe impotent and straddled by the new global powers: the U.S. and the U.S.S.R. Students follow these disasters and the recovery of Europe through the period of the Cold War until the turn of the 21st century. Other topics include: the Bolshevik Revolution, the Great Depression, Modernism, totalitarian regimes, decolonization, the formation of the European Union, and some of the myriad ways in which Europe’s history is becoming inseparable from world history. Open to fifth and sixth formers, and fourth formers with the permission of the department.

PHILOSOPHY AND RELIGION
The following courses satisfy the diploma requirement in philosophy and religion.

WORLD RELIGIONS
All terms; 1 course credit
RL200
This course introduces students to the beliefs, practices, ethics, and histories of five major world religions: Judaism, Christianity, Islam, Hinduism, and Buddhism. Students study each of the religions in order to gain an understanding of its meaning to individual believers and its impact on human history and contemporary life. The course utilizes various types of print and visual resources and exposes students to foundational skills in research, writing, and public speaking. Open to third and fourth formers.

PEACE AND JUSTICE
All terms; 1 course credit
RL210
This course explores the view of various religious traditions and key religious leaders on the important themes of peace and justice. Drawing on some of the central components of religious thought – compassion, neighborly love, repairing the world – the course examines contemporary topics such as poverty, human rights, racial justice, gender equity, peace and non-violence, and environmental sustainability and justice. Utilizing a variety of religious perspectives, students learn basic doctrines from each of the religions to aid in understanding, assessing, and developing solutions for the issues studied. Open to third and fourth formers.

THE RELIGIONS OF ASIA
Winter term; 1 course credit
RL407AD
This course explores the basic philosophy and practices of some of the influential religions of Asia, including Hinduism, Buddhism, Confucianism, Shinto, and Taoism. Students examine the historical development, ethics, and basic worldview of each tradition, enabling them to develop an understanding of the impact of each system both on individual lives and society. Open to fifth and sixth formers, and fourth formers with the permission of the department.

SPIRITUAL JOURNEYS
Spring term; 1 course credit
RL408AD
Humans have continually sought meaning in their lives and a connection with the divine, asking the questions: “Why am I here?” and “Where am I going?” This course examines the quest for spiritual meaning and understanding through the study of biography, memoir, scripture, and film. The course covers a wide variety of religious and spiritual traditions and provides a range
of perspectives within those traditions. Students are exposed to the reflections of noted religious figures, as well as everyday seekers, and are encouraged to be tolerant of various perspectives and to reflect on their own spiritual questions. This course culminates in a final project. Open to fifth and sixth formers, and fourth formers with the permission of the department.

MORAL REASONING
Fall, Winter terms; 1 course credit
PL411AD

This introductory ethics course examines the process of moral reasoning. A range of classical and contemporary ethical theories serves as a basis for the discussion of personal and social issues. Topics such as capital punishment, stem cell research, and environmental ethics are presented in a way that helps students understand and appreciate various points of view, as well as formulate and express their own values. Open to fifth and sixth formers.

PHILOSOPHY, HONORS
Fall, Spring terms; 1 course credit
PL450HO

Philosophy is an attempt to ask and answer in an imaginative and disciplined way some of the important questions of life. This course uses classical and contemporary theories to investigate what it means to be human, the fundamental nature of God and reality, the sources and limits of our knowledge, and the concept of what is right and good in our lives. Content and process are given equal emphasis in this demanding course, and both historical ideas and personal reflection are stressed to help students examine these topics constructively. Open to fifth and sixth formers.

SOCIAL SCIENCES: ECONOMICS

MACROECONOMICS
MACROECONOMICS, HONORS
All terms; 1 course credit
EC400 (fall only); EC450HO

These courses examine basic economic concepts and macroeconomic theory and serve as the department's introduction to the field of economics. Students begin by studying the fundamental concepts of scarcity, opportunity cost, production possibilities curves, and supply and demand. They then focus on the U.S. national economy and its links to the global economy using a variety of measures of economic performance and by examining economic fluctuations and economic growth. After learning the Aggregate Demand and Supply model, students analyze the impacts of fiscal and monetary policies, as well as other macroeconomic policies on the nation's economy. EC450HO covers these concepts in much more depth; the workload is more demanding, and the pace of instruction is faster. Open to fifth and sixth formers each term, and to fourth formers in the winter and spring with the permission of the department.

BEHAVIORAL ECONOMICS, HONORS
Spring term; 1 course credit
EC480HO

Economic theory has largely been developed based on the assumption that people make rational decisions. Psychological theory, however, recognizes that in many circumstances people do not make rational decisions. Behavioral Economics attempts to integrate the insights of psychology into the study of economics. This course examines this integration of psychology into economics by studying several prominent examples of different types of decisions for which economists have found that people's choices do not reflect rational decision making: heuristics, loss aversion, framing, and prospect theory. After examining these examples, students design experiments in which they test the different theories of decision making and analyze the results of these experiments in light of the theories. Open to fifth and sixth formers.

Note: Background in economics and/or psychology is helpful but not required.

MICROECONOMICS, HONORS
Winter, Spring term; 1 course credit
EC550HO

Students study consumer decision making, the theory of the firm, and different types of markets for products and factors of production. They also examine situations in which markets are inefficient, and possible government policies to rectify these market failures. As a case study for much of the theory studied, students participate in a term-long simulation in which they manage their own firm in a competitive market and prepare an annual report for their firm at the end of the term. Open to fifth and sixth formers, and fourth formers with the permission of the department.

Prerequisite: Macroeconomics

ADVANCED TOPICS IN ECONOMIC POLICY, HONORS
Spring term; 1 course credit
EC560HO

Students in this course build upon the theory learned in Macroeconomics and Microeconomics by examining a variety of current issues. In addition to analyzing the selected topics using economic concepts and models, students consider the political context of government policies to address these issues. Possible issues to be studied include fiscal and monetary policy, income and wealth inequality, big business and antitrust regulation, and climate change. After exploring a variety of issues in the first
section of this course, students focus on a particular issue in depth in a final research project.

Prerequisite: Macroeconomics and Microeconomics, Honors

**ENTREPRENEURSHIP**
Spring term; 1 course credit
EC570AD

In this course students learn about starting and managing a small business by studying the basics of business management through readings, discussion, and homework exercises. The course provides opportunities for students to see these principles applied in the real world. By the end of the term, students develop their own ideas for a business and write a business plan. Open to fifth and sixth formers, and fourth formers with the permission of the department.

Prerequisite: Macroeconomics; Microeconomics, Honors is helpful, but not required.

**INTERNATIONAL ECONOMICS, HONORS**
Fall term; 1 course credit
EC455HO

Almost no country in the world exists in isolation; all are linked by trade, migration, and investment flows. Students in this course study the reasons for trade, models of trade relationships, and government policies that promote or restrict trade. The course examines how the use of different currencies impacts trade, the factors that influence the exchange rate between currencies, and the different types of exchange rate regimes that countries have used. Students also study economic systems and the role of economic institutions. To analyze the effects of these theories and policies and their international ramifications, students research economic conditions and policies in a particular country as a case study. Open to fifth and sixth formers.

This course fulfills the contemporary global studies requirement.

Prerequisite: Macroeconomics

**DEVELOPMENT ECONOMICS, HONORS**
Winter term; 1 course credit
EC575HO

Nearly 25% of the world’s population, an estimated 1.4 billion people, live in developing countries on less than $1.25 USD a day. What can be done to help these countries? Do richer countries have an obligation to help developing countries? This course examines the variety of internal (e.g., geography, population, institutions) and external (e.g., foreign aid, trade, capital flows) factors that influence the economic development of countries. Students are introduced to the international organizations created to help countries with their economic development. In addition, students learn the variety of theories that have been suggested to explain variations in development among countries and the policies that have been proposed to support their development. As a case study, students analyze the experience of a developing country and recommend appropriate policies to improve its development. This course is organized in a seminar format, with the students responsible for presenting the theories and their country examples to the class. Open to fifth and sixth formers. This course fulfills the requirement in contemporary global studies.

Prerequisite: Macroeconomics

**ENVIRONMENTAL ECONOMICS, HONORS**
Fall term; 1 course credit
EC585HO

Economic theory provides powerful tools to analyze and address environmental issues. This course builds upon the concepts introduced in Macroeconomics and exposes students to microeconomic models and concepts to study environmental improvement. Starting with a quick recap of supply and demand, the course closely examines market efficiency, cost-benefit analysis, market failures (externalities, non-exclusion, free-riders, and asymmetric information), and environmental policies (decentralized, command and control, and incentive-based solutions) before moving on to topics such as renewable vs. non-renewable resource management, sustainability and economic growth, and profits vs. environmental protection. Cases of both ill-considered policies that have accelerated environmental degradation, and well-designed policies that have resulted in more sustainable resource use are considered. Throughout the term students become experts in a particular aspect of environmental economics through a research project that culminates with a presentation. Open to fifth and sixth formers, and fourth formers with the permission of the department.

This course fulfills the requirement in contemporary global studies.

Prerequisite: Macroeconomics

Note: This course is not open to students who have taken Environmental Economics during their time at the Kohler Environmental Center nor should students who plan to study at the KEC take this course.

**MONETARY THEORY, HONORS**
Winter term; 1 course credit
EC650HO

This course examines the theory of monetary policy, as well as how the Federal Reserve determines monetary policy for the United States. Students analyze current economic data, and political and international issues that impact the economy and monetary policy. Building on the theory learned in Macroeconomics, students use resources available from the Federal Reserve System, the federal government, statistical
sources, the media, and academic journals. Practice in public speaking is a significant part of this course.

Prerequisite: Macroeconomics, Honors; Microeconomics, Honors; and the permission of the department. Enrollment is very limited.

SOCIAL SCIENCES: POLITICAL SCIENCE

POLITICAL IDEOLOGIES, HONORS
Winter, Spring terms; 1 course credit
PS430HO
This course presents a comparative analysis of four major political ideologies: democracy, communism, fascism, and Islamism. Students examine theory and structure, as well as the historical development and contemporary forms of each ideology. Primary sources are used extensively as the students are asked to explore the ideas of such major political thinkers as Locke, Rousseau, Jefferson, Mill, Marx, Lenin, Sorel, and Nietzsche. Open to fifth and sixth formers, and fourth formers with the permission of the department.

DEMOCRACY, MEDIA, AND POLITICS
Spring term; 1 course credit
PS433AD
The life of the Republic has been shaped by the interplay between democracy, media, and politics. This course examines the evolution of political media and its influence on the American form of democracy. The course first explores a variety of seminal moments in the history of the political press before turning to the situation today, where print media, radio, television, the Internet, social media, and more infuse our culture and have transformed the presentation of issues, candidates, and the daily practice of politics. The final portion of the course involves student-directed inquiries into the current state, and possible future shape, of the relationship between democracy, media, and politics. Substantial independent research, rigorous analysis, and creative thinking are expected during the preparation of the final project. Open to fifth and sixth formers, and fourth formers with the permission of the department.

INTERNATIONAL RELATIONS, HONORS
Fall term; 1 course credit
PS460HO
This course introduces students to the theories and debates within the discipline of international relations, providing them tools to examine global politics through a variety of lenses. The first third of the term considers the classical underpinnings of international relations and the historical evolution of state sovereignty. In the latter part of the term, through theoretical readings as well as historical and contemporary case studies, students explore the fundamental questions and applications of contemporary international relations: What is “right” or “just” in international politics? What is the cause of conflict between and among states? Do democratic states promote peace more readily than states with other forms of government? What role do international organizations play in maintaining a stable world order? Students read both Western and non-Western political theorists, and through both collaborative and independent work they study watershed events in international relations over the past century. Open to fifth and sixth formers. This course fulfills the requirement in contemporary global studies.

U.S. GOVERNMENT AND POLITICS I, HONORS
Fall term; 1 course credit
PS550HO
Grounded in a close reading of the founding documents and shaped by the political events of the current day, students consider the organization, operation and interaction of the most important American political institutions, notably the three branches of the federal government. In addition to a field trip to Hartford, the state capital, and a set of mock Supreme Court cases, a key component of the course is a student-directed Model Congress, with students drafting legislation and shepherding it through committee and floor sessions, all governed by parliamentary procedure. Open to fifth and sixth formers, and fourth formers with the permission of the department.

Prerequisite: U.S. Government and Politics I, Honors or with the permission of the department.

JFK TUTORIAL, HONORS
Winter term; 1 course credit
PS600HO
Students in the JFK Signature Program meet weekly in groups of 3-4 with a teacher in a tutorial setting, which entails discussion based on papers prepared for class from a list of “anchor
questions” that guide the work of the term. The tutorial requires significant independent research, reading, and writing on a rotating basis. Students are expected to offer thoughtful critiques of their peers’ work in the weeks they are not presenting their own papers. In the closing weeks of the term, the focus shifts to preparation for the public presentation in the spring, which may be based, at least in part, on work done in the tutorial. Open to students who are in the John F. Kennedy ’35 Program in Government and Public Service.

SOCIAL SCIENCES: PSYCHOLOGY

INTRODUCTION TO PSYCHOLOGY
All terms; 1 course credit
PY400
This course provides an overview of the major components that comprise the scientific study of psychology. Students examine a variety of theoretical perspectives (biological, cognitive, behavioral, and psychoanalytic) as they work to develop an understanding of human thought and behavior. Among topics studied are nature vs. nurture/nature via nurture, research methodology, brain structure and function, types of learning, emotions and motivation, cognition, identity development, and social behavior. In the process, students not only master the basics of current psychological theory and vocabulary, but also gain a better understanding of themselves and others. Open to fourth, fifth, and sixth formers.

SOCIAL PSYCHOLOGY, HONORS
Fall term; 1 course credit
PY435HO
Social Psychology is a scientific field that seeks to understand the nature and causes of how individuals think about, influence, and relate to one another in social situations. This course examines how we view ourselves and others, the social forces that influence us, and how we relate to one another, by exploring social concepts such as attitudes, roles, attributions, types of group influence, persuasion, cult indoctrination, prejudice, aggression, and altruism. Students apply this information to examine the development of interpersonal and intrapersonal skills. Open to fifth and sixth formers.

Prerequisite: Introduction to Psychology

ABNORMAL PSYCHOLOGY, HONORS
Winter term; 1 course credit
PY440HO
In this course, students delve into the study of major psychological disorders, becoming familiar with the multiple causes of these disorders as well as how they are viewed from different theoretical perspectives. Use of the Diagnostic and Statistical Manual of Psychiatric Disorders facilitates an understanding of how disorders are diagnosed, as well as provides a means to discuss intervention and prevention. Open to fifth and sixth formers.

Prerequisite: Introduction to Psychology

CHILD DEVELOPMENT, HONORS
Spring term; 1 course credit
PY470HO
In this course, students examine the physical, emotional, social, and intellectual development of children from infancy through age 12 from a variety of psychological perspectives. In addition to classroom instruction, students work with preschoolers at the on-campus YMCA Learning Community one class block per week as part of the course requirement. Open to fifth and sixth formers.

Prerequisite: Introduction to Psychology

ADVANCED TOPICS IN PSYCHOLOGY

The following courses (PY552HO and PY553HO) are intended to work together as a follow-up to the introductory course to provide a comprehensive survey of all major components of the discipline of psychology, including research methods. These courses may be taken as a two-term sequence or individually as term electives. They are not required to be taken in sequential order.

ADVANCED TOPICS IN PSYCHOLOGY I, HONORS
Fall, Winter terms; 1 course credit
PY552HO
This course utilizes a range of approaches to explore how the mind works, which is the goal of cognitive psychology. Fields including neuroscience, experimental psychology, evolution, philosophy, and linguistics inform the study of mental processes such as sensation and perception, consciousness, memory, language, intelligence, morality, and decision making. Students are introduced to psychological research methods and develop data analysis skills through class activities. Open to fifth and sixth formers.

Prerequisite: Introduction to Psychology

ADVANCED TOPICS IN PSYCHOLOGY II, HONORS
Winter, Spring terms; 1 course credit
PY553HO
This course examines the related topics of lifespan development, personality, and individual and social learning. Students also explore abnormal psychology and are exposed to subfields and careers in psychology. This course provides students the opportunity to design and implement an independent research project, allowing them to put into practice what they learn about psychological research methodology and data analysis. Open to fifth and sixth formers.

Prerequisite: Introduction to Psychology
COGNITIVE NEUROSCIENCE, HONORS
Winter, Spring terms; 1 course credit
MD330HO

One of the fastest growing research areas in science is neuroscience. Cognitive and behavioral studies have attracted considerable popular and scientific attention in recent years and new techniques have opened novel avenues for exploration. This course introduces the cellular and molecular mechanisms of neuronal function and examines how cognitive processes can be explained by the structure and function of the brain. Beyond foundational knowledge and empirical methodology in neuroscience, this class also explores data from current studies in neurobiology and cognitive sciences. Open to fifth and sixth formers.

Prerequisite: Anatomy and Physiology or Introduction to Psychology

BEHAVIORAL ECONOMICS, HONORS
Spring term; 1 course credit
EC480HO

Economic theory has largely been developed based on the assumption that people make rational decisions. Psychological theory, however, recognizes that in many circumstances people do not make rational decisions. Behavioral Economics attempts to integrate the insights of psychology into the study of economics. This course examines this integration of psychology into economics by studying several prominent examples of different types of decisions for which economists have found that people’s choices do not reflect rational decision making: heuristics, loss aversion, framing, and prospect theory. After examining these examples, students design experiments in which they test the different theories of decision making and analyze the results of these experiments in light of the theories. Open to fifth and sixth formers.

Note: Background in economics and/or psychology is helpful but not required.

SOCIAL SCIENCES: SOCIOLOGY

INTRODUCTION TO SOCIOLOGY, HONORS
Winter term; 1 course credit
SO450HO

This course introduces students to the field of sociology, the scientific study of society, using team-based and service-learning approaches. The course explores the interaction of the individual and society, the recognition and explanation of social patterns, the causes and effects of social inequality, and social change. Students work in teams, in class and in local community organizations, to apply the theories and methodologies they learn, and use their field experience to develop a culminating term project. Major topics in the course include: social stratification and social inequality; deviance; gender and sexuality; race and ethnicity; and social institutions. Open to fifth and sixth formers.
LANGUAGES

Knowing a language other than English is an important skill for a 21st century citizen of any country. Beyond being a tool of communication, a language is a window into the history, culture, and literature of other places and peoples. Indeed, the study of language in adolescence can, by exposing students to different cultural practices and points of view, help shape their personality. Studying another language broadens a young person’s possibilities for self-definition and reduces the “foreignness” of others. It also builds and sharpens cognitive skills that will buoy a person throughout life.

The Language Department aims to bring its students to a level of proficiency that will permit them to communicate effectively in a second language and to discover and appreciate another culture, either modern or ancient. Increased self-confidence, the enjoyment of another culture, and a greater potential for empathy, appreciation, and acceptance of all backgrounds are among the benefits we believe our students gain from language study.

In the study of modern languages, full immersion in the target language is emphasized from the beginning; reading, writing, listening, and speaking are all important components of our curriculum, as is culture. Though English is the primary language of instruction for students of Latin, emphasis is increasingly placed on the active use of Latin in oral and written production in the first year. As students in second- and third-year courses progress, they encounter readings and audio materials of varying length. Fourth- and fifth-year courses in all languages are opportunities to use the language to learn about literature, history, civilization, contemporary issues, and culture, though in some cases linguistic proficiency is still the main goal. Although some of the languages taught at Choate may be reputed to be more challenging to learn, we tailor our curriculum so that a more difficult language does not make for a more difficult language course. By the same token, an easier language does not necessarily make for an easier language course.

Our courses aim to teach students:

- a sense of linguistic and cultural curiosity;
- the value of taking academic risks and making mistakes;
- patience, persistence, and humility in pursuing a difficult endeavor that takes time;
- to recognize and assimilate patterns in language;
- to discover that accuracy and detail are essential to good communication;
- to know the value of consistent, methodical, and self-directed preparation;
- to know and exercise the power of rhetoric in speaking and writing;
- to understand that language is infused with cultural information;
- to appreciate the English language as seen through the lens of another language;
- to recognize the untranslatable in each language; and
- empathy for, and understanding of, difference.

To earn a Choate Rosemary Hall diploma, students must complete a course of study through the third year (300 or 350 level) in Arabic, Chinese, French, Latin, or Spanish, or complete Choate’s Arabic and Middle Eastern Studies Program. The requirement in contemporary global studies can be fulfilled with a range of courses (see p. 10) and all of the Term and Summer Abroad Programs listed below.

A number of Term Abroad Program opportunities are available:

- an academic term in China, France, or Spain;
- an academic term at St. Stephen’s School in Italy, open to all students with preference given to those with a particular interest in classical studies;
- an academic term at King’s Academy in Jordan; and
- summer opportunities include study and travel programs in France, Jordan, and Spain. Please see pp. 87-88 for more details.

– Georges Chahwan, Department Head

Note 1: New students are placed in the appropriate language course by the department based on an assessment of some or all of the following: the student’s placement test, test scores, previous grades, stated language experience and teacher questionnaire.

Note 2: All students must meet department standards to qualify for and retain honors placement. Students in regular or advanced sections must have a course grade of A- or above and the recommendation of the department to qualify for an honors course; students in honors courses must have a minimum B+ course grade and the recommendation of the department to retain placement in an honors course.
ARABIC

INTENSIVE BEGINNING ARABIC, HONORS
Year; 3 course credits
AR150HO
This course introduces students to Modern Standard Arabic, the written and formal spoken language of almost 200 million people from Morocco to Iraq, with an equal emphasis on reading, writing, speaking, and listening. By the end of this course, students are expected to read and comprehend short authentic Arabic texts, initiate and maintain conversations about everyday life, and write essays on academic topics. This is a student-centered immersion class where students have an opportunity to enhance their learning by taking an active role in the classroom. Our aim is to raise students' interest and motivation, and to challenge them with the use of activities that harness their creativity and intelligence. Moreover, students are exposed to elements of the Arabic culture such as short stories, poetry, music, and culinary art. This honors course moves at a fast pace using Alif Baa: Introduction to Arabic Letters and Sounds as well as part of Al-Kitaab fii Ta'allum al-'Arabiyya, Part One, 3rd edition (chapters 1-6). Open to fourth, fifth, and sixth formers with no previous background in Arabic, with the permission of the department.

SECOND YEAR ARABIC, HONORS
Year; 3 course credits
AR250HO
This course is designed for students who have completed AR150HO or its equivalent, as determined by the department. Students learn extensive vocabulary and encounter more advanced grammar and complex sentence structure. This course aims to develop students' reading, writing, listening, and comprehension skills by using authentic Arabic materials. Emphasis is placed on pronunciation and communication skills to encourage students to communicate meaningfully in the target language. By the end of this course, students reach an intermediate level of linguistic proficiency and are expected to give oral presentations and to craft lengthy essays. Also, students in this course are exposed to Levantine colloquial Arabic, which facilitates practice of the language for everyday life, e.g., personal introductions, shopping, etc. This course uses Al-Kitaab fii Ta'allum al-'Arabiyya: Part Two, 3rd edition (chapters 7-13) and is supplemented by extra materials as needed. Open to students who have completed AR250HO or its equivalent.

THIRD YEAR ARABIC, HONORS
Year; 3 course credits
AR350HO
In this course, students are expected to manage extensive readings in Modern Standard Arabic, and to comprehend lengthy authentic listening materials and follow-up discussions on a variety of social, cultural, and political topics by using argumentative discourse, and to give extended oral presentations with facility. Emphasis is also placed on developing the stylistic aspects of their writing. By the end of this course, students acquire a broader range of vocabulary and more fluency in speaking and reach a high intermediate level of proficiency in Arabic. Students in this course continue their exposure to Levantine colloquial Arabic, which allows them to communicate domestic needs and to participate in daily social interactions. This course uses Al-Kitaab fii Ta'allum al-'Arabiyya: Part Two, 3rd edition (chapters 1-3) and is supplemented by extra materials as needed. Open to students who have completed AR250HO or its equivalent.

Note: AR350HO is not a requirement for the AMES program.

CHINESE

BEGINNING CHINESE
Year; 3 course credits
CN100
In this introductory course, students learn Mandarin Chinese sound and writing systems, while acquiring basic skills in listening, speaking, reading, and writing. Exploration into Chinese history and culture are theme-based and complement the language portion of the course throughout the year. Students develop the ability to engage in dialogues, as well as to read and write short paragraphs on related themes. Open to students with no previous background in Chinese.

ELEMENTARY CHINESE
Year; 3 course credits
CN125
This course is for students with some prior exposure to Chinese. Its curriculum and methodology are similar to that of CN100; however, the development of basic skills is at a considerably more accelerated pace, and cultural topics are studied in greater depth. Open to students with the permission of the department.

SECOND YEAR CHINESE
Year; 3 course credits
CN200
In this year-long course, students expand their inventory of Chinese words and phrases relevant to daily life. Students also acquire a deeper understanding of fundamental grammar concepts, allowing them to read and write short passages on familiar and personal topics. Units on Chinese history and
culture help students develop a broader insight into the region and an appreciation for their study of the language. Open to students who have completed the 100 level or its equivalent.

SECOND YEAR CHINESE, HONORS
Year; 3 course credits
CN250HO
This course moves at a fast pace and students are expected to prepare thoroughly and review independently outside of class. By continuing to work on Chinese grammar and vocabulary, students build oral and written proficiency in topics related to daily life. Units on Chinese culture, as well as supplementary audio and video materials, help students develop a broader insight into the region and an appreciation for their study of the language. Open to students who have distinguished themselves at the 100 level or its equivalent and have the permission of the department.

THIRD YEAR CHINESE
Year; 3 course credits
CN300
While students continue practicing the three modes of communication – interpretive, interpersonal, and presentational – the emphasis of this course is on developing their proficiency in communicating orally and in writing. Using the backdrop of real-life situations, students demonstrate their understanding of advanced grammatical structures, which they use to create increasingly more complex sentences. The themes of home, school, and communities underpin this language course. Open to students who have completed the 200 level or its equivalent.

THIRD YEAR CHINESE, HONORS
Year; 3 course credits
CN350HO
Students continue to develop and refine their proficiency in the three modes of communication – interpretive, interpersonal, and presentational – with an emphasis on developing greater fluency in speaking and in writing. Students learn to apply more complex language structures to a variety of topics and develop the ability to move from concrete to abstract concepts. At this level, students comprehend the main ideas of authentic materials that they read and hear, while also identifying salient details. Students gain a deeper understanding of the world around them, using social issues to further their Chinese studies. Open to students who have distinguished themselves at the 200 level or its equivalent and have the permission of the department.

FOURTH YEAR CHINESE
In this advanced sequence, students continue to develop their interpersonal, interpretive, and presentational language skills through frequent interaction with authentic materials in various styles and genres, as well as through meaningful application of the target language. Students cultivate their critical thinking skills and problem-solving skills as they advance their ability to communicate about topics involving historical, geographic, and cultural knowledge. These courses may be taken as a year-long sequence or individually as term electives. They are not required to be taken in sequential order.

CHINESE FESTIVALS AND TOURISM
Fall term; 1 course credit
CN401AD
In this course, students explore Chinese festivals such as the Spring and Moon Festivals, and legends behind them. They also learn about the diverse geography of China and Chinese-speaking countries and regions, before considering the way it impacts tourism. While students expand their knowledge about China geographically and culturally, they further improve their competency interacting in the target language. Open to students who have completed the 300 level or its equivalent.

INFLUENTIAL PEOPLE AND THE IMPACT OF TECHNOLOGY
Winter term; 1 course credit
CN402AD
In this course, students delve into the lives of influential Chinese people from various backgrounds and their contributions to the world, before writing their own imagined life story. The focus of the course then shifts to examine the impact that the internet has brought to life in China and beyond, as well as the benefits of the most recent technological inventions. Open to students who have completed the 300 level or its equivalent.

ENVIRONMENTAL ISSUES FACING CHINA TODAY
Spring term; 1 course credit
CN403AD
In this course, students examine China’s environmental issues in a variety of contexts, focusing on the challenges and opportunities that China faces in protecting endangered animals and improving the living environment. Students discuss these topics through the lens of the United Nations Sustainable Development Goals. Open to students who have completed the 300 level or its equivalent.

FOURTH YEAR CHINESE, HONORS
In this honors level sequence, students explore three major themes: Chinese history, geography, and economic, social, and environmental development. Authentic materials such as stories, movies, poems, documentaries, TV series, and songs are used to help students expand their vocabulary and develop language skills in the three different modes of communication (interpretive, interpersonal, and presentation). Students continue to improve their language proficiency while enhancing their understanding of China today. Intensive reading, online research, class discussion, personal essays, and collaborative projects are
frequently used to assess student' learning and progress. These courses may be taken as a year-long sequence or individually as term electives. They are not required to be taken in sequential order.

THE LEGEND AND THE HISTORY, HONORS
Fall term; 1 course credit
CN451HO
In this course, students learn about and discuss Chinese legends and festivals, important dynasties, historical events, and the impact of ancient Chinese inventions and inventors in the world. Open to students who have distinguished themselves at the 300 level or its equivalent and have the permission of the department.

VOYAGE IN AND BEYOND CHINA, HONORS
Winter term; 1 course credit
CN452HO
In this course, students explore China's geographic features, different ethnic groups and their cultures, Chinese speaking countries and religions in the world, and the life and contributions of overseas Chinese. Open to students who have distinguished themselves at the 300 level or its equivalent and have the permission of the department.

CHALLENGES OF THE 21ST CENTURY IN CHINA AND THE WORLD, HONORS
Spring term; 1 course credit
CN453HO
This course discusses the characteristics of China's new economy, influential Chinese entrepreneurs, and China's efforts to address environmental issues and challenges. Open to students who have distinguished themselves at the 300 level or its equivalent and have the permission of the department.

CHINESE LANGUAGE AND SOCIETY
The following sequence of courses emphasizes oral communication by means of presentations, debates, and discussions. Written essays and projects also contribute to the development of a wider vocabulary and an ability to communicate with greater precision in Chinese. These courses may be taken as a year-long sequence or individually as term electives. They are not required to be taken in sequential order.

CHINESE NEWS MEDIA
Fall term; 1 course credit
CN511AD
This course is designed to familiarize students with the language of print and broadcast media with a focus on news media. Students learn strategies and tactics applicable to newspaper reading, acquire skills essential for understanding news broadcasting, and discuss current events in the Chinese-speaking world. Open to students who have completed the 400 level or its equivalent.

CHINA: A CHANGING SOCIETY
Winter term; 1 course credit
CN512AD
The objective of this course is to advance students' language proficiency with intensive reading and writing. The course is also designed to enhance students' understanding of the social and cultural transformation in contemporary China that resulted from the Economic Reform of 1978. Open to students who have completed the 400 level or its equivalent.

CHINESE CINEMA: ART AND SOCIETY
Spring term; 1 course credit
CN513AD
This course discusses influential Chinese films as artwork and as reflections of China's cultural, social, economic, and political changes. Open to students who have completed the 400 level or its equivalent.

ADVANCED CHINESE CULTURE AND SOCIETY, HONORS
This sequence of courses is an in-depth study of Chinese culture and current social issues in contemporary China. Each course is taught exclusively in Chinese, providing students with daily opportunities to develop proficiency in all communicative modes, via maximum exposure to authentic culture and language. These courses may be taken as a year-long sequence or individually as term electives. They are not required to be taken in sequential order.

IMPACT OF GLOBALIZATION IN A CHANGING CHINA, HONORS
Fall term; 1 course credit
CN551HO
This course explores the impact of globalization on changing family structures, courtship patterns, gender relations and population policies in China. Open to students who have completed the CN451HO-CN453HO sequence or the CN511AD-CN513AD sequence and have the permission of the department. This course fulfills the requirement in contemporary global studies.

CHINA'S ECONOMY AND URBANIZATION, HONORS
Winter term; 1 course credit
CN552HO
This course focuses on the major economic and social issues that have resulted from China's post-1978 reform and rapid economic growth, such as: worker migration, housing, urbanization, and environmental awareness. Open to students who have completed the CN451HO-CN453HO sequence or the CN511AD-CN513AD sequence and have the permission of the department. This course fulfills the requirement in contemporary global studies.
CHINA’S ART AND THE DIGITAL WORLD, HONORS
Spring term; 1 course credit
CN553HO
This course examines China’s social media landscape, the film industry and new trends in arts. Open to students who have completed the CN451HO-CN453HO sequence or the CN511AD-CN513AD sequence and have the permission of the department. This course fulfills the requirement in contemporary global studies.

SPECIAL TOPICS IN CHINESE
Beyond our fifth-year courses, this sequence of honors courses allows students to discuss contemporary issues faced in China. Students are immersed in a Chinese-language environment and should be prepared to discuss these issues in Chinese. Written assignments, oral discussions, debates, and projects are frequent and are important components. These courses may be taken as a year-long sequence or individually as term electives. They are not required to be taken in sequential order.

CONTEMPORARY ISSUES IN CHINA, HONORS
Fall term; 1 course credit
CN651HO
This course focuses on current affairs and social issues in contemporary China using multimedia materials ranging from the internet, television, and films. Students explore issues that include China’s economy, rural and urban development, innovation, sustainability, gender equality, and education. Open to students who have completed the CN551HO–CN553HO sequence and have the permission of the department.

CHINESE IN THE CYBER AGE, HONORS
Winter term; 1 course credit
CN652HO
This course is a guided exploration of cultural products accessible online as instruments of Chinese language learning, from blogs, forums, advertisements, and commercials to television, movies, and video clips. Students transcribe, annotate, analyze, and present materials both assigned and self-compiled to rediscover and reconstruct China’s socio-cultural realities in the cyber age. Open to students who have completed the CN551HO–CN553HO sequence and have the permission of the department.

CONTEMPORARY CHINESE FICTION: MIRROR OF SOCIAL CHANGE (1949-PRESENT), HONORS
Spring term; 1 course credit
CN653HO
Contemporary Chinese literary texts created after 1949 up to the present mirror a series of political, social, cultural, and ideological dilemmas of China. The class discusses fundamental issues of ideology, politics, morality, and new literary developments resulting from the drastic social transformation during this period. Open to students who have completed the CN551HO–CN553HO sequence and have the permission of the department.

FRENCH
BEGINNING FRENCH
Year; 3 course credits
FR100
This introductory course explores the French language with an emphasis on the many cultures in which French plays an important role today. Classes are taught primarily in the target language, using contextual cues, cognates, and interpersonal communication to foster comprehension of formal and simple idiomatic French. Interpretive, interpersonal, and presentational skills are developed using short stories, poetry, dialogues, presentations on autobiographical and cultural topics, expository texts pertaining to the Francophone experience, and audiovisual sources created by native speakers from around the world. Students use the text and online resources of Entre Cultures 1 to learn authentic, practical, and easily accessible structures and vocabulary. In the spring term, students read a short French novel designed for their level. Open to students with no previous background in French.

ELEMENTARY FRENCH
Year; 3 course credits
FR125
This course is designed to help students with some previous experience in French improve their comprehension and application of the language. Though Beginning French and Elementary French (FR100 and FR125) follow the same base curriculum and methodology, speaking, listening, reading, and writing may be covered in greater depth in this accelerated course. Open to students with the permission of the department.

SECOND YEAR FRENCH
Year; 3 course credits
FR200
Exploration of cultural and historical differences within the French-speaking world continues, along with development and reinforcement of interpersonal, interpretive, and presentational proficiency, with emphasis on expanding vocabulary, verb tenses, and use of pronouns. Simple compositions, presentations, dialogues, independent research, poetry, film clips, music videos, and creative projects reinforce the material and enhance students’ idiomatic fluency. Francophone cultures are integrated into the course using the Entre Cultures 2 text and online learning system, complete with interactive video and audio materials stressing modern communication that is both accurate and colloquial. Open to students who have completed the 100 level or its equivalent.
SECOND YEAR FRENCH, HONORS
Year; 3 course credits
FR250HO

This is an honors course in grammar, reading, composition, and conversation whose base curriculum covers what is achieved in FR200 but in greater depth and at a brisker pace. Because of the rigor expected in the course, student progress is monitored closely in the fall term to assess appropriate placement. Open to students who have distinguished themselves at the 100 level or its equivalent and have the permission of the department.

THIRD YEAR FRENCH
Year; 3 course credits
FR300

Language skills and cultural appreciation acquired in the first two years are reinforced and extended through review, conversation, presentations, expository and analytical writing, films, music, and readings of short texts, poetry, and at least one full-length work. Students use the Entre Cultures 3 text and online learning system to anchor learning in a cultural context, with a focus on interpersonal, interpretive, and presentational proficiency and real-world application. The curriculum in FR300 is designed to provide students with solid cultural knowledge and communicative skills to facilitate the transition to upper level courses and Term and Summer Abroad opportunities. Open to students who have completed the 200 level or its equivalent.

THIRD YEAR FRENCH, HONORS
Year; 3 course credits
FR350HO

Extensive grammar review, consideration of unabridged literary works with accompanying films, expository and analytical writing, and in-class discussions constitute the core of this honors course, whose base curriculum covers at least what is achieved in FR300, but in greater depth and at a brisker pace. Because of the rigor expected in the course and the level of discourse encountered in the material, student progress is monitored closely in the fall term to assess appropriate placement. Open to students who have distinguished themselves at the 200 level or its equivalent and have the permission of the department.

FRENCH IN A GLOBAL CONTEXT

In addition to intensive grammar review, this sequence explores the literature, art, history, politics, film, and culture of several countries in the French-speaking world. The sequence is aimed at teaching a globally informed perspective of French roles in current world realities. It allows for a greater understanding of concepts of identity, empathy, and cultural diplomacy, while reviewing grammar and improving the sophistication of the students’ understanding and expression. These courses may be taken as a year-long sequence or individually as term electives. They are not required to be taken in sequential order.

FRANCOPHONE IDENTITIES IN CANADA AND THE US
Fall term; 1 course credit
FR404AD

This course is dedicated primarily to the study of Francophone identities in Canada, and the US, focusing on Quebec, in particular. Students explore the use of French in Louisiana, the Yukon, and several other places where efforts are being made to preserve French right here in North America. Students delve into the themes of childhood, including topics such as the (sometimes challenging) lessons learned as children and how these shape adolescent and adult identities. Students juxtapose lessons learned by the young protagonists in the stories and films used in this term with lessons. The course culminates with a class project, which enables them to make a real and tangible contribution to the preservation and/or spread of the French language. Open to students who have completed the 300 level or its equivalent. This course fulfills the requirement in contemporary global studies.

FRENCH COLONIALISM: FEATURES AND IMPACT
Winter term; 1 course credit
FR405AD

In the winter term, students explore the features and impact of French colonialism in a variety of contexts, focusing primarily on the North African countries of Le Maghreb and the 1940s Indochina. Through the exploration of films and texts, students consider the intersection of identities for families influenced by both French culture and language, and their own indigenous cultures. Projects give students the chance to showcase their understanding of these complexities, and the role their own identities play in their interpretation of the situations studied. Open to students who have completed the 300 level or its equivalent. This course fulfills the requirement in contemporary global studies.

WEST AFRICAN AND CARIBBEAN LITERATURE
Spring term; 1 course credit
FR406AD

In the spring term, the class focuses on West African and Caribbean literature and film to guide the study of ideas and philosophies of the Negritude movement, an important intellectual and political movement that helped give rise to independence struggles in Africa and the Caribbean, and even the American Civil Rights movement. Students get to write poetry and short stories to demonstrate their increased capabilities in the language and to showcase their creativity and application of lesson material to their personal work. Open to students who have completed the 300 level or its equivalent. This course fulfills the requirement in contemporary global studies.
LITERATURE IN FRENCH, HONORS
This sequence of honors courses introduces students to various genres of literature (poetry, prose, theater, and essays) organized by theme. Students develop active vocabulary through intensive reading, while continuing the exploration of the Francophone world through the critical examination of its evolving literature (who writes what, when, and why?). Excerpts from significant texts across the centuries are explored. Within a given term, the chronology of works is respected, and historical events influencing a given work are discussed, but discussion of themes across the ages pushes students to consider the value of literature and its role in any society, including their own, at any time in history. Personal essays, class discussions, collaborative projects and textual analysis allow students to consider contemporary issues in Francophone countries and their own, and help students develop their interpersonal, interpretive, and presentational skills. Each term features a major project and, if time permits, the study of a movie (or excerpts thereof) corresponding to the term’s theme. Art and music, as well as cultural realia related to the studied theme, complement students’ inquiry. These courses may be taken as a year-long sequence or individually as term electives. They are not required to be taken in sequential order.

IDENTITY, FAMILY, AND COMMUNITY, HONORS
Fall term; 1 course credit
FR451HO

In the fall, students study works focusing on identity, tolerance, the rights of man, and a critical look at one’s place in society. Authors studied may include: Montesquieu, de Duras, Sand, Zola, Césaire, Senghor, de Rochefort, Cardinal, Chedid, Begag, Miano, and Diome. Films studied may include: La Tête en Friche (Becker), Belle (Asante), Deux jours, une nuit (Dardenne), Swagger (Babinet), Visages Villages (Varda). Open to students who have distinguished themselves at the 300 level or its equivalent and have the permission of the department. This course fulfills the requirement in contemporary global studies.

VOYAGES OF DISCOVERY, HONORS
Winter term; 1 course credit
FR452HO

In the winter, students discuss literal and metaphorical journeys as they compare and contrast the societies reflected in works by Francophone authors. Authors studied may include: du Bellay, Marivaux, Voltaire, Verne, Le Clézio, Nothomb, Thúy, and de la Chenelière. Films studied may include: Indochine (Wami), Ridicule (Leconte), Le Gone du Chaâba (Ruggia), Monsieur Lazhar (Falardeau), and La Vache (Hamidi). Open to students who have distinguished themselves at the 300 level or its equivalent and have the permission of the department. This course fulfills the requirement in contemporary global studies.

WAR AND PEACE, HONORS
Spring term; 1 course credit
FR453HO

In the spring, students discuss new themes of language, religion, nationalism, and patriarchy as elements of personal and national identity during times of war and peace. Authors studied may include: Voltaire, Giraudoux, Vercors, Eluard, and Faye. Films studied may include: Joyeux Noël (Carion) and Le Tout Nouveau Testament (Van Dormael). Open to students who have distinguished themselves at the 300 level or its equivalent and have the permission of the department. This course fulfills the requirement in contemporary global studies.

THE FRANCOPHONE PRESS: MODERN JOURNALISM, AUDIOVISUAL MEDIA, AND THE POWER OF SOCIAL MEDIA
Three terms; 1 course credit (each term)
FR514AD (Fall); FR515AD (Winter); FR516AD (Spring)

This sequence, students examine current events and explore the ways in which they are relayed to various audiences in the printed press, audiovisual media, and electronic media. Students explore international and local French-language news stories, documentaries from various sources, and events that have been instigated or influenced by social media. The goal of this course is to foster critical thought in the production and analysis of news stories regarding political and social change. The culminating project of this course is the creation of a journalistic pathway (e.g., blog, documentary, talk show, social media site), in which students demonstrate their newly acquired journalistic lexicon and skills to relate news, craft a story, and influence opinion via social media. These courses may be taken as a year-long sequence or individually as term electives. They are not required to be taken in sequential order. Open to students who have completed the 400 level or its equivalent. Each course fulfills the requirement in contemporary global studies.

ADVANCED FRENCH LANGUAGE AND CULTURE, HONORS
This sequence of courses prepares students with a strong background in French to extend their skills beyond the classroom and into real world contexts. Each course focuses on two primary themes. Authentic materials (nonfiction, fiction, print, audio, audio-visual, and social media) help students decipher semantic registers and nuance while building a strong linguistic skill set. Focusing on three modes of communication – interpersonal, interpretive, and presentational – the courses accentuate cultural competency through comparison of practices, products, and perspectives. Linguistic accuracy, topical vocabulary, and personal creativity are honed as students tackle themes through individual and collaborative research, presentation, conversation, debate, creative writing (dialogue,
correspondence, prose, news articles, etc.), and analytical compositions. These courses may be taken as a year-long sequence or individually as term electives. They are not required to be taken in sequential order.

**FAMILY AND COMMUNITY, HONORS**

Fall term; 1 course credit  
FR551HO

This course focuses on two major themes: families and communities and contemporary life. Students compare family and community systems, values, and dynamics across the Francophone world, focusing on education, adolescent issues, relationships, and social structures. Contemporary life issues include rites of passage, cultural trends, marketing, popular sports, and leisure activities. Authors may include Françoise Dolto, Amadou Hampâté Bâ, Philippe Labro, and Françoise Sagan. Students identify challenges in various communities, devising and promoting social movements in response. The course seeks to promote a better understanding of education, privilege, value systems, and social responsibility. Open to students who have distinguished themselves at the 400 level and have the permission of the department. This course fulfills the requirement in contemporary global studies.

**THE SELF AND THE OTHER, HONORS**

Winter term; 1 course credit  
FR552HO

This course examines questions of personal and public identity and global contemporary issues. Students explore dynamics of linguistic, cultural, and national identities around the Francophone world, striving to deepen their understanding of the self and the other. The course delves into the history of human rights, questions of conflict and resolution, and tolerance of differences. From the Ancien Régime to the United Nations and the Hague, students develop an understanding of evolving rights and protections, as well as systems promoting inequality and social tensions. Students examine armed conflict in recent history and cultivate a deeper appreciation for diversity in identity. Open to students who have distinguished themselves at the 400 level and have the permission of the department. This course fulfills the requirement in contemporary global studies.

**SCIENCE, TECHNOLOGY, AND ESTHETICS, HONORS**

Spring term; 1 course credit  
FR553HO

This course explores science, technology, and questions of esthetics in the French-speaking world. Students research impactful discoveries and inventions, making informed predictions on future technological developments and examining moral dilemmas implicit in progress. Esthetics of visual arts, music, literature, and architecture are examined, building lexicon and a sense of historical factors playing into modern tastes. Students may create original short films, music videos, short stories, and paintings or drawings to illustrate understanding of evolving standards and esthetics. Open to students who have distinguished themselves at the 400 level and have the permission of the department. This course fulfills the requirement in contemporary global studies.

**SPECIAL TOPICS IN FRENCH**

Beyond our fifth-year courses, we offer a unique opportunity for students and teachers to collaborate in one of several realms—cultural, literary, political, or linguistic. These courses address special topics from the French and Francophone worlds using a variety of genres (from websites to films to books) and, in so doing, aim to further refine students’ oral and written expression and thinking in French. Close readings in the tradition of the explication de texte, along with analyses of critical essays and oral exposés, are expected of each student. These courses may be taken as a year-long sequence or individually as term electives. They are not required to be taken in sequential order.

**VOICES OF FRANCE’S YOUTH, HONORS**

Fall term; 1 course credit  
FR651HO

Offered in alternate years; available 2020–2021

Historically in France, young people have had a powerful influence in art and politics. This course examines works in the French language by cultural influences younger than 30 years of age. Blogs, books written in text message format, graphic novels, current slang terms, video clips, poems, websites, songs, short stories, and film are studied as students explore the following questions: What are the current preoccupations of France’s youth? What rhetorical strategies do young French writers use to convey their message? How do young French thinkers view themselves in relation to older, more established voices? Is the expression of France’s youth more powerful than that of young people in the U.S.? Why or why not? How do French youth view Americans? After exploring these questions, students devise their own research question to explore through Skype interviews and correspondence with French youth. Findings are shared in presentations and/or short films created by students. Open to students who have completed the 500 level courses and have the permission of the department.

**FRENCH THEATER AND ACTING, HONORS**

Winter term; 1 course credit  
FR652HO

Offered in alternate years; available 2020–2021

Theater reflects society’s passions, fears, and aspirations; it is a living creation, alternately embracing and abandoning the written word in an insatiable quest to capture fleeting realities and define the human spirit. This course explores theatrical works and critical texts from the 17th century to the present.
questioning evolving artistic and cultural values, dramaturgy, production aesthetics, and acting techniques, to culminate in student written, directed, and acted scenes reflecting modern society through the aesthetic confines of the neoclassical, romanticist, existentialist, and absurdist genres. Works include: Rynagert’s Introduction à l’analyse du théâtre, Naugrette’s L’esthétique théâtrale, and Hérel’s Entraînement théâtral pour les adolescents: A partir de quinze ans, as well as the theatrical writings of Corneille, Molière, Racine, Marivaux, Beaumarchais, de Musset, Hugo, Stendhal, Zola, Guity, Genêt, Sartre, Artaud, Beckett, Ionesco, and Serrault. Open to students who have completed the 500 level courses and have the permission of the department.

FRENCH FOOD: FROM THE TABLE TO THE PAGE, HONORS
Spring term; 1 course credit
FR657HO
Offered in alternate years; available 2020-2021
This course investigates the origins of gastronomy, the restaurant, and food culture in 19th century France. Through the critical consideration of novels, newspaper articles, film, and artwork, students trace articulations of “French cuisine” from the table to the page, exploring various themes inherent to French gastronomy and food culture (markets, restaurants, and terroir). Students discuss the philosophical implications of eating and discover the social, political, and aesthetic questions raised through literary representations of food in realist and naturalist fiction. Moreover, this course is designed to give students an experiential approach to understanding food culture: the foodways of our own region are explored to discover the resonances and divergences with early food writers. The culminating project for this course is a hands-on creative project (accompanied by a critical reflection) in which students explore the themes considered in the course through music, painting, photography, etc. Open to students who have completed the 500 level courses and have the permission of the department.

POÉSIE DE LANGUE FRANÇAISE, HONORS
Fall term; 1 course credit
FR654HO
Offered in alternate years; available in 2021-2022
In this course, students read and study poetry from the 15th century through the present day with a nod to poetic origins found in the chansons de geste of the French Middle Ages. Students study the different genres of poetry, poetic forms, and versification. Poems range from the sonnets pétrarquistes of the French 15th and 16th centuries and La Fontaine’s fables of the 17th century, through Apollinaire’s calligrammes of the early 20th century, to poetry of the Francophone world. The selected poetry represents most of the major literary movements (classicism, romanticism, realism, and surrealism), as well as defining historical events in France (poetry of the French Revolution and of the French Resistance). Excerpts of classical plays (by Corneille and Molière) may also be examined for their poetic elements. Most importantly this course initiates college-bound students of French in the preparation of explications de texte (oral and written) about a work of literature. Other coursework includes reading poems (and essays related to poetry), tests and quizzes about versification and poetic figures, and occasional memorized recitations of poetry. Open to students who have completed the 500 level courses and have the permission of the department.

STATISTIQUE ET NUMÉRIQUE: WHAT COMPUTATIONAL TOOLS CAN TELL US ABOUT WHAT WE READ, HONORS
Winter term; 1 course credit
FR658HO
Offered in alternate years; available in 2021-2022
This course introduces students (who need no prior experience in computer programming) to the world of digital humanities, which involves the application of computational tools to the interpretation of literature. Approximately 25% of the course will focus on programming and 75% on literary interpretation and writing. Student written work is done in French, which is the language of class discussion as well. In addition to working with Google N-grams, students are introduced to at least one coding language and read at least two thematically linked short novels in French. As they read, they seek to pose questions that only digital technologies can easily answer, questions like: “What are a given novel’s most commonly-used words and what does such a list reveal about the text?” What can a mapping of paragraph lengths in a novel tell us about an author’s narrative and rhetorical strategies? What do authors’ favorite punctuation marks say about their writing and how do these generate different effects on the reader?” Together students generate additional questions and attempt to use digital technologies to answer them. In addition, students apply digital tools to their own writing to analyze their own habits of thinking and expression in a new light. Finally, they employ numerical tools to create visual representations of texts, preparing a public exhibit of unique, digitally-generated representations of literature at the end of the term. Texts studied may include works by Albert Camus, Jean-Paul Sartre, Kamel Daoud, and Malika Wagner, among others. Open to students who have completed the 500 level courses and have the permission of the department.

FRENCH CINEMA, HONORS
Spring term; 1 course credit
FR656HO
Offered in alternate years; available in 2021-2022
From the Lumière brothers’ invention of the cinématographe in 1895 to the New Wave movement and beyond, the French continue to leave an indelible mark on the cinematic medium. In this course, students study films by such influential cineastes as...
Abel Gance, Georges Méliès, Jean Renoir, Henri-Georges Cluzot, François Truffaut, Jean-Luc Godard, Agnès Varda, Jacques Demy and Jean-Pierre Jeunet. Students will analyze the technical aspects of filmmaking, as well as the historical and cultural contexts of each work, and strive to develop their own critical voice as they increase their knowledge of the building blocks of cinema. The course will culminate in an original final project, for which students will create a scenario, prepare the shot-by-shot cinematography, cast, film, and edit a short film, incorporating influences from the works studied throughout the term. Open to students who have completed the 500 level courses and have the permission of the department.

GREEK

INTENSIVE BEGINNING GREEK, HONORS
Year; 3 course credits
GR150HO
This course is for highly motivated language students who wish to learn Classical Greek. Students rapidly learn the alphabet and phonology of the language while developing reading skills using ancient texts. Students must be willing to memorize a large quantity of vocabulary and morphology, and knowledge of advanced grammar in another language is essential. By the end of the course, students can read and appreciate authentic excerpts from Plato, Sophocles, Homer, Menander and others. Open to fifth and sixth formers who have a distinguished themselves in another language at the 300 level or beyond and have the permission of the department.

ITALIAN

INTENSIVE BEGINNING ITALIAN, HONORS
Year; 3 course credits
IT150HO
This is an introductory honors course for highly motivated and enthusiastic language learners interested in Italian language and Italian-speaking cultures. Through language immersion in a range of communicative activities and materials, students acquire the pronunciation, vocabulary, grammar, and cultural knowledge essential for successful interpretive, interpersonal, and presentational communication (including reading and listening comprehension, speaking and writing) on familiar topics in simple idiomatic Italian. Open to sixth formers who are enrolled in another language at the 350HO level or higher or who have completed their language requirement with a minimum grade of B in the previous language course.

LATIN

BEGINNING LATIN
Year; 3 course credits
LA100
This course concentrates on bringing students quickly to the stage of reading and understanding Latin through Lingua Latina per sé illustrātā. Emphasis is on active use via speaking and listening as well as recognition of linguistic patterns and vocabulary in context through reading and writing. Readings highlight and provide students with insight into Roman geography, culture, and historical events from the Founding of Rome to the middle Republican era. Among the grammar topics studied are: the active and passive verb systems, three of the five noun declensions, relative clauses, and accusative and infinitive constructions. Etymological discussions and practice with derivatives enable students to improve skills in English vocabulary and grammar. Open to students with little or no previous background in Latin.

SECOND YEAR LATIN
Year; 3 course credits
LA200
Using Lingua Latina per sē illustrātā as the core text and supplemented with other readers, students continue the study of grammatical constructions and further develop the skills of listening and reading comprehension. Study focuses on reinforcement of first-year material combined with the ongoing study of new grammar concepts and vocabulary through active use. Over the course of the year, students will encounter selections from Martial and Catullus. Open to students who have completed the 100 level or its equivalent.

SECOND YEAR LATIN, HONORS
Year, 3 course credits
LA250HO
Using Lingua Latina per sē illustrātā as the core text but moving at a significantly accelerated pace, students encounter more complex grammatical constructions and vocabulary and practice through active use. Students will continue to develop the four skills – speaking, listening, reading, and writing – through projects and presentations on Roman history and culture. Over the course of the year, students will encounter selections of Martial, Catullus, Ovid, and Cicero. Open to students who have distinguished themselves at the 100 level or its equivalent and have the permission of the department.

THIRD YEAR LATIN
Year; 3 course credits
LA300
In the fall term, students complete their study of advanced Latin grammar and usage, while delving into short readings from a variety of Roman authors. In the winter and spring terms
students focus on longer, more complex works. Examples include letters by Pliny and Cicero and tales from Ovid’s *Metamorphoses*. The historical and cultural contexts of these texts are explored through independent projects and presentations. Open to students who have completed the 200 level or its equivalent.

**THIRD YEAR LATIN, HONORS**

*Year; 3 course credits*

LA350HO

Students with highly developed Latin skills may be recommended for this honors course that focuses on reading classical prose and poetry while examining the historical context of the readings. Authors include Cicero, Ovid, Sallust, and Horace. Students are expected to draw from supplementary readings and participate in discussions about the elements of style involved in oratory and poetry, ultimately being challenged to improve their skills in literary criticism. Open to students who have distinguished themselves at the 200 level or its equivalent and have the permission of the department.

**FOURTH YEAR LATIN: LITERATURE SURVEY**

*Students turn themselves to the dedicated and concentrated study of individual authors and specific works of literature, one text per term. Students are expected to read academic journal articles detailing context, style, and interpretation of the texts and respond to arguments, utilizing skills in analysis and argumentative writing. Class discussion aims to move past the discussion of simple translation and into the realm of interpretation. These courses may be taken as a year-long sequence or individually as term electives. They are not required to be taken in sequential order.*

**TENER POETA ET FAMILIARES**

*Fall term; 1 course credit*

LA401AD

Students read the lyric poetry of Catullus, whose writings on his friendships, family, and his tumultuous love affair provide a feast of analytic opportunity. Students hone their translation skills while engaging in daily discussions, often drawing comparisons between Catullus’ verse and other works that his poetry has influenced. Open to students who have completed the 300 level or its equivalent.

**ARS RHETORICA ET PHILOSOPHIA**

*Winter term; 1 course credit*

LA402AD

Cicero was an ardent prosecutor and defense attorney, whose socio-political circle overlapped with that of Catullus. This course first examines one Cicero’s more notorious defense speeches, the *Pro Caelio*, and then selections from his philosophical letters including *De Amicitia* and *Tusculanae Disputationes*. Contrasting the writing of this republican writer will be the Stoic philosophy of the late empire, the *Epistulae Morales* of Seneca, written during the reign of terror under the emperor Nero. Open to students who have completed the 300 level or its equivalent.

**EPIC POETRY – WHERE SCIENCE AND ART INTERSECT**

*Spring term; 1 course credit*

LA403AD

*De Rerum Natura* is a six-book poem attempting to explain the origins of the universe and atomic theory, while exploring seminal questions such as: What is the soul? What happens to the soul after we die? Virgil’s *Aeneid* not only recounts the founding of Rome by refugees from Troy, but also puts forth a depiction of the afterlife. Both texts are examples of highly wrought and deeply moving poetry, segments of which students will read and analyze, in discussion and critical writing. Open to students who have completed the 300 level or its equivalent.

**LATIN LITERATURE, HONORS**

*In this honors sequence, students examine the founding myth of Rome and the birth of the Roman Empire and expand on a variety of themes: what it means to be Roman, the view of “the other”, the relationship between humans and gods, the implications of war, and the development of empire. These courses may be taken as a year-long sequence or individually as term electives. They are not required to be taken in sequential order.*

**THE BIRTH OF THE EMPIRE, HONORS**

*Fall term; 1 course credit*

LA556HO

In this honors course, students examine the birth of the Roman Empire by reading extensive selections from Caesar’s *Dē Bellō Gallicō* . This course addresses the historical background leading to Caesar’s rise to power through academic articles and podcasts. While reading Caesar’s work, students interpret the text through a variety of themes: genre, Roman values in contract to those of ‘the other’, and the implications and costs of war. Students will also encounter the works of Catullus and Suetonius to compare with Caesar’s view of himself as a leader and a historian. Open to students who have distinguished themselves at the 300 level or its equivalent and have the permission of the department.

**THE MYTH OF EMPIRE, HONORS**

*Winter term; 1 course credit*

LA557HO

In this honors course, students examine the mythology of the Roman Empire by reading extensive selections of Vergil’s *Aeneid*. In their encounter with epic poetry, students address the role and impact of this text, both culturally and politically, in the time of Augustus. Themes discussed will include: the intersection between mythology and propaganda, the interplay between gods and men, and the image of Rome. Open to students who have distinguished themselves at the 300 level or its equivalent and have the permission of the department.
THE CONSEQUENCE OF EMPIRE, HONORS
Spring term; 1 course credit
LA558HO
In this honors course, students discuss the challenges of expanding an empire, maintaining its borders, and ensuring the hereditary claim to the Principate. Students explore the genre of biography through reading extensive selections of Suetonius and Historia Augusta. Attention will be given to the importance of image through sculptural and architectural programs and to the effects of Romanization in the Empire. Open to students who have distinguished themselves at the 300 level or its equivalent and have the permission of the department.

SPECIAL TOPICS IN LATIN
These courses may be taken as a year-long sequence or individually as term electives. They are not required to be taken in sequential order.

TOPICS IN ANCIENT ROMAN LITERATURE, HONORS
Three terms; 1 course credit (each term)
LA651HO (Fall); LA652HO (Winter); LA653HO (Spring)
This sequence of intensive reading courses presents three distinct elements of Ancient Roman literature in a seminar-style class; one topic each term is selected by the instructor. Examples of possible topics include: Lyric Poets and Poetry, Hellenistic Philosophy in Rome, Theater and Early Comedy, The History of the Roman Republic, and Latin Composition. The sequence focuses on reading ancient sources while analyzing them through the lens of modern critics. Authors read and/or emulated include but are not limited to: Catullus, Horace, Lucretius, Seneca, Plautus, Terence, Livy, Sallust, Cicero, Ovid, and Propertius. Advanced reading and translation skills are necessary. Open to students who have distinguished themselves at the 500 level or its equivalent and have the permission of the department.

SPANISH
BEGINNING SPANISH
Year; 3 course credits
SP100
Students are introduced to the basic elements of the language and to the cultures of the Spanish-speaking world. Emphasis is on developing an integrated approach to the four language skills: speaking, listening, reading, and writing. The ability to communicate in simple written and spoken Spanish is promoted through the use of a multimedia-based immersion program. Open to students with no previous background in Spanish.

ELEMENTARY SPANISH
Year; 3 course credits
SP125
Intended for students with some previous experience in Spanish, this course presents an accelerated introduction to the basic elements of the language and a study of the cultures of the Spanish-speaking world. The four language skills (speaking, listening, reading, and writing) are stressed in an integrated approach. As in SP100, a multimedia-based immersion program facilitates the acquisition of basic fluency and accurate pronunciation. Open to students with the permission of the department.

SECOND YEAR SPANISH
Year; 3 course credits
SP200
Students continue to study grammar and vocabulary, and emphasis is placed on written and oral expression using correct sentence structure. Through a continuation of the multimedia-based immersion program started in the first year, students study Hispanic culture while building the four language skills. Open to students who have completed the 100 level or its equivalent.

SECOND YEAR SPANISH, HONORS
Year; 3 course credits
SP250HO
Students pursue an accelerated study of intermediate and advanced grammar through a continuation of the multimedia-based immersion program started in the first year. Longer readings are introduced in preparation for the beginning of the study of literature in third year Spanish. Open to students who have distinguished themselves at the 100 level or its equivalent and have the permission of the department.

THIRD YEAR SPANISH
Year; 3 course credits
SP300
The four language skills and cultural appreciation acquired in the first two years are reinforced and extended through a full grammar review, compositions, conversation, oral presentations, film, music, literature and readings that explore historic and contemporary topics from the Spanish-speaking world. This course is designed to provide students with the necessary communicative skills and cultural knowledge to facilitate the transition to upper level courses. Open to students who have completed the 200 level or its equivalent.

THIRD YEAR SPANISH, HONORS
Year; 3 course credits
SP350HO
This honors level course stresses reading comprehension, oral-aural skills, and focuses on enhancing composition style.
Students complete a full grammar review, engage in various types of writing, deliver oral presentations, and work on collaborative projects. Students read a variety of literary texts (poetry, short stories, essays, and plays) from the Spanish-speaking world. Spanish-language multimedia resources including short films and music are integral part of the course. Open to students who have distinguished themselves at the 200 level and have the permission of the department.

**LATIN AMERICAN STUDIES**

This sequence explores the cultures and history of the Spanish-conquered regions of Latin America from pre-Columbian times to the present, providing students with the background necessary to understand the roots of modern-day culture and issues in the region. Language skills acquired in the first three years continue to be reinforced and extended through history-based readings in a textbook of civilization and culture, compositions, in-class discussion, and oral presentations, as well as authentic target-language materials. Spanish grammar is reviewed, but it is not the focus of the course. These courses may be taken as a year-long sequence or individually as term electives. They are not required to be taken in sequential order.

**LATIN AMERICAN CIVILIZATIONS AND THEIR CONQUEST**

Fall term; 1 course credit
**SP401AD**

This course includes an overview of Spanish-speaking countries in the Americas and questions what “Latin America” is and means by examining the diversity (e.g., demographics, race, geography, culture) of the current makeup of the region. Students will explore the Mesoamerican and the pre-Columbian Andean regions to gain an appreciation for the cultures which inhabited present day Central America (i.e., Olmecs, Mayans, Toltecs, Aztecs) and the Pacific coast of South America (e.g., Incan Empire) and the advancements in each region. After focusing on cultures and civilizations within the American continent, students will examine the reasons behind the sea exploration in Europe during the 15th and 16th centuries, culminating with the conquest of the Latin American region by the Spanish Conquistadores in the early part of the 16th century. With a focus on the old and new worlds, students will culminate the term reflecting on ways in which this encounter and conquest resonates in their current gastronomical lives through the Columbian Exchange. Open to students who have completed the 300 level or its equivalent.

**FROM SPANISH COLONIES TO LATIN AMERICAN NATIONS**

Winter term; 1 course credit
**SP402AD**

This course focuses on the Spanish colonial period of Latin America (16th to early 19th century), investigating the economic, governmental, and social/racial structures set by the Spanish Crown. After developing an understanding of these systems, students will then look to make connections to the reasons behind the independence movements in the region, as well as placing them within the context of the historical geo-political landscape. The exploration of these systems will also inform an understanding of the socio-historical elements that impact current issues such as access to water and natural resources in the Andean region, and current struggles of indigenous groups such as the Mayans in Guatemala and the Mapuche people in northern Argentina/Chile. The course will culminate by examining the involvement of the United States in Latin American and their shared history. Open to students who have completed the 300 level or its equivalent.

**LATIN AMERICA AND LATIN AMERICANS/LATINX IN THE US**

Spring term; 1 course credit
**SP403AD**

This course takes a thematic approach and focuses on events within the last two centuries in preparation for student-led research into the experience of Latin Americans in the United States. In order to successfully develop an understanding of the significance of these events, the course will explore the current histories of three major Latin American/Latinx groups in the US; Puerto Rican, Cuban, and Mexican. Within this study, students will examine the current and historical US relations with Puerto Rico, Cuba, and Mexico, focusing on specific events which have created the push-pull factors for the immigration of nationals from these countries to the United States. Additionally, the course will explore Mexican muralism, “Latin” music, and other forms of artistic expression that have made their way into the everyday lives of people in the United States. This course may include field research in Latinx communities within Connecticut (Hartford, New Haven) and New York City (El Barrio/Spanish Harlem). Open to students who have completed the 300 level or its equivalent. This course fulfills the requirement in contemporary global studies.

**SPANISH WORLD LITERATURE, HONORS**

Three terms; 1 course credit (each term)
**SP451HO** (Fall); **SP452HO** (Winter); **SP453HO** (Spring)

These courses are designed to expose students with a strong background in the Spanish language to contemporary literature from the Spanish-speaking world. While focusing on literature, students discuss the social and historical contexts of the pieces studied. Equal emphasis is placed on refining the students’ written expression by practice with higher-level grammatical structures and newly-acquired vocabulary. The literature studied in this sequence prepares students who wish to pursue Spanish literature courses in the future. These courses may be taken as a year-long sequence or individually as term electives. They are not required to be taken in sequential order. Open to students who have distinguished themselves at the 300 level and have the permission of the department.
SPANISH CINEMA: A REFLECTION OF HISTORY AND CULTURE

Each term of the Spanish Cinema sequence has a specific focus – dissident films of the 50s and 60s in Spain; contemporary Argentinian cinema; and contemporary Spanish films from different Latin American countries. Students complete preparatory readings, view the films, work with related vocabulary and expressions from the movie scripts (when possible), and discuss specific themes of the films. Assessment is based on class participation as well as quizzes, short in-class writings, tests, and digital presentations. These courses may be taken as a year-long sequence or individually as term electives. They are not required to be taken in sequential order.

CINEMA OF DISSENT IN SPAIN
Fall term; 1 course credit
SP511AD

After a brief introduction to the implications of Francisco Franco’s 36-year-long dictatorship, which followed the Spanish Civil War (1936-1939), this course focuses on the cinema of dissent of the post-war era. In contrast to films sponsored by the Franquist government, the films of directors such as Berlanga, Bardem, Saura and Erice presented a much more critical look at the social problems of Spain in the 1950s, 1960s, and early 1970s, despite censorship by the Franco government. Open to students who have completed the 400 level or its equivalent.

CONTEMPORARY CINEMA OF ARGENTINA
Winter term; 1 course credit
SP512AD

Argentina is a fascinating country that has experienced much economic and social upheaval in the last few decades. The country was profoundly affected by the “dirty war” in the late 1970s and early 1980s, when thousands of people “disappeared” or were tortured by the military junta. After a brief introduction to this, and other important events in 20th century Argentina, the class views and discusses five to six films, dealing with topics such as the “dirty war” as well as the country’s ongoing economic, social, and political troubles. Open to students who have completed the 400 level or its equivalent.

CONTEMPORARY SPANISH LANGUAGE FILM
Spring term; 1 course credit
SP513AD

This course is designed to promote greater understanding about selected cultural topics concerning the Spanish-speaking world as they relate to specific cultural and historical frameworks. Films are used to enhance listening comprehension, provide opportunities for writing and conversation practice, and promote cultural understanding in a historical context. The films have been selected from different parts of the Spanish-speaking world. Open to students who have completed the 400 level or its equivalent.

ADVANCED SPANISH LANGUAGE AND CULTURE, HONORS

This sequence is designed to challenge students, with a strong background in the Spanish language, to develop their Spanish-language proficiency and cross-cultural competency. Students expand their knowledge of products, practices, and perspectives that represent a variety of Hispanic cultures through the study of authentic materials (print, audio, audio-visual, nonfiction, and fiction), learning experiences in the community, and the development of independent projects. Students engage in daily discussions exclusively in the target language and produce written as well as spoken communication on a variety of topics in the form of structured oral presentations, informal conversation, persuasive essays, and formal correspondence with sophisticated vocabulary and grammatical structures. These courses may be taken as a year-long sequence or individually as term electives. They are not required to be taken in sequential order.

IDENTITY & COMMUNITY IN THE SPANISH-SPEAKING WORLD, HONORS
Fall term; 1 course credit
SP551HO

How are different aspects of identity expressed in different situations? What are the different roles that communities and families fulfill? In this course, students will explore topics such as trust and self-esteem, race and ethnic roots, linguistic identity, family structure, educational systems, and social networks. Sample materials include poems, sociological studies, movie clips, self-help videos, and blogs. Open to students who have distinguished themselves at the 400 level and have the permission of the department. This course fulfills the requirement in contemporary global studies.

GLOBAL CHALLENGES AND CONTEMPORARY LIFE IN THE SPANISH-SPEAKING WORLD, HONORS
Winter term; 1 course credit
SP552HO

What are the origins of and possible solutions for social, political, and environmental challenges? How is quality of life defined in the context of contemporary life? Students will explore topics such as globalization, social consciousness and well-being, the management of natural resources and cultural heritage, religious identity, migration, access to education, civic responsibility, and leisure. Sample materials include open letters, government and non-profit reports, newscasts, documentary clips, and music videos. Open to students who have distinguished themselves at the 400 level and have the permission of the department. This course fulfills the requirement in contemporary global studies.
TECHNOLOGY AND THE ARTS IN THE SPANISH-SPEAKING WORLD, HONORS
Spring term; 1 course credit
SP553HO
What factors drive development and innovation in science and technology and what is their impact on our lives? How do the arts challenge and reflect cultural perspectives? Students will explore topics such as innovation, ethics, healthcare, artistic and architectural traditions, the appreciation of language and visual arts, and the representation of social movements. Sample materials include short stories, films, international studies, podcasts, music, and paintings. Open to students who have distinguished themselves at the 400 level and have the permission of the department. This course fulfills the requirement in contemporary global studies.

SPECIAL TOPICS IN SPANISH LITERATURE
These courses may be taken as a year-long sequence or individually as term electives. They are not required to be taken in sequential order.

POWER PLAYS IN SPANISH THEATER, HONORS
Fall term; 1 course credit
SP655HO
From the comedia del Siglo de Oro to the theater of the absurd, this course explores representations of power dynamics in a variety of Peninsular Spanish and Spanish-American dramas. Possible playwrights include Lope de Vega, Buero Vallejo, Valle-Inclán, Lorca, Gambaro, and Dragún and Escabias. The course includes a creative writing component in which students craft a short play of their own. Open to students who have completed the 500 level courses or have distinguished themselves in the SP451HO-SP453HO sequence and have the permission of the department.

MACHISMO TO FEMINISMO AND BEYOND, HONORS
Winter term; 1 course credit
SP656HO
The “macho man,” the Latin lover, the Don Juan ... this course will investigate the literary sources of these stereotypes and archetypes of masculinity and how they have evolved over time. Furthermore, students will study many feminine voices in literature and explore the construction of gender and changing perceptions of masculinity, femininity and non-binary identities. Authors include Tirso de Molina, Sor Juana, Pardo Bazán, Lorca, Storni, de Burgos, and Ulibarrí. Open to students who have completed the 500 level courses or have distinguished themselves in the SP451HO-SP453HO sequence and have the permission of the department.

ALTERNATE REALITIES, HONORS
Spring term; 1 course credit
SP657HO
This course will explore the power of the imagination to shape experience and how some authors and artists have developed styles and techniques to represent alternate realities. Works studied include selections from the Baroque masterpiece the El ingenioso hidalgo don Quijote de la Mancha, the surrealist films of Luis Buñuel and art of Salvador Dalí, to short stories in the genre of magical realism. Students will investigate perceptions of reality and the creative process itself. Open to students who have completed the 500 level courses or have distinguished themselves in the SP451HO-SP453HO sequence and have the permission of the department.
MATHEMATICS AND COMPUTER SCIENCE

The quantitative nature of our world makes it imperative for students to achieve literacy and proficiency with mathematical concepts, methods, and problem-solving strategies. Mathematics as a system of thought is considered a core part of the human cultural experience. Our mission is to help students appreciate this discipline in its pure and applied forms.

The department focuses on the development of logical, analytical, and critical thinking skills. To this end, teachers expect clear, cogent arguments in students’ written work and increasingly emphasize the ability to read and discuss mathematics as students mature. Through a mixture of standard and novel problem types, students also develop self-confidence and creativity, thus enabling them to reach the highest level in our curriculum that their ability and discipline will allow.

The mathematics requirement consists of Algebra I, Geometry, and Algebra II. Most students continue beyond the required courses. The honors sequence puts a relatively greater emphasis on formal mathematical theory and rigor. For new students, math placement is based on the student’s previous mathematics history and standardized test scores, a questionnaire completed by a former mathematics teacher, and a diagnostic assessment test. For returning students, placement is made by teacher recommendation and the approval of the department head.

Extensive course offerings enable students to master traditional topics as well as to gain an awareness of current developments in pure and applied mathematics. Incorporating advances in technology, our courses allow students to use computing to solve problems and examine data. Computer Science courses emphasize structured programs and techniques and develop organizational and problem-solving skills. Students may compete in regional and national mathematics, robotics, and computer science contests, and participate in the peer tutoring program.

Given the many options available in the mathematics curriculum, students may consult with their teacher, adviser, form dean, or the department head to help plan their mathematics programs.

— Matthew K. Bardoe, Department Head

Note: The use of a graphing calculator is required from Algebra II through calculus. The department supports the use of the TI-84 series calculators.

ALGEBRA I, ACCELERATED
Year; 3 course credits
MA125
This algebra course focuses on the development of precise and accurate habits of mathematical expression and the application of the tools of algebra to problem solving. Students explore linear relationships in depth, as they graph and solve linear equations and inequalities, and solve systems of linear equations both graphically and analytically. Students also begin to learn the language and notation of functions. Other topics include properties of exponents, radicals, informal geometry, probability, data analysis, matrices, and the introduction of quadratic relationships. Students are also challenged to become more independent learners and to make connections between different mathematical concepts. Open to students by the recommendation of the department.

GEOMETRY
Year; 3 course credits
MA200
In this course, students are given a thorough introduction to Euclidean geometry. In addition to learning to write deductive arguments, they are involved in discovering and exploring concepts that relate geometry to the real world and to other disciplines. Students also review and strengthen algebra skills and develop greater facility solving numerical problems. Open to students who have completed Algebra I.

GEOMETRY, HONORS
Year; 3 course credits
MA250HO
This course offers a formal deductive approach to the study of Euclidean geometry in two and three dimensions. From the outset, students focus on writing rigorous geometric arguments using a variety of techniques. In addition, coordinate geometry, transformations, and elementary geometric probability are studied informally throughout the course. Students also continue to review algebraic techniques and strengthen their ability to solve numerical problems. Open to students who have completed Algebra I and have the permission of the department.

ALGEBRA II
Three terms; 1 course credit (each term)
MA301 (Fall); MA302 (Winter); MA303 (Spring)
This second-year algebra sequence begins with a review of basic algebra skills followed by a more in-depth study of linear and quadratic equations and inequalities, including an introduction to complex numbers. Matrices are also studied, from basic operations and determinants to inverses and matrix equations. Higher order polynomials and rational expressions are examined, and a discussion of exponents leads to the study of radical expressions, equations, and functions. Exponential and
logarithmic equations and functions are also introduced. Throughout the course function notation, mathematical models, and graphing techniques are emphasized. The graphing calculator is used to both enhance understanding of these topics and increase knowledge of its use. Open to students who have completed Algebra I and Geometry.

**ALGEBRA II, ACCELERATED**
Three terms; 1 course credit (each term)
MA331 (Fall); MA332 (Winter); MA333 (Spring)

This second-year algebra sequence covers all of the topics in the MA301—MA303 sequence, but at a faster pace and in more detail. The course also includes a study of sequences and series. Emphasis is placed on developing sound analytical and problem-solving techniques. Open to students who have completed Algebra I, Geometry, and have the permission of the department.

**ALGEBRA II, HONORS**
Three terms; 1 course credit (each term)
MA351HO (Fall); MA352HO (Winter); MA353HO (Spring)

A brief review of algebraic expressions, inequalities, absolute value and elementary probability is followed by a study of linear equations, functions, and systems. Matrix algebra is introduced, including applications. A thorough study of quadratic functions is undertaken followed by polynomial functions and associated theorems, including the Binomial Theorem. Other topics include permutations, combinations, radical functions, rational exponents, and inverses. The course continues with an in-depth study of exponential and logarithmic functions. Students analyze the conic sections, and the course concludes with a study of sequences and series. Students are encouraged throughout to think independently and are expected to be able to expand their knowledge by applying the basic concepts in new and productive ways. The graphing calculator is required and is used regularly to analyze data and to discover new concepts by identifying patterns and by making and testing conjectures. Open to students who have completed Algebra I, Geometry, and have the permission of the department.

**ELECTIVE COURSES**

**FUNDAMENTALS OF PRECALCULUS**
Three terms; 1 course credit (each term)
MA421 (Fall); MA422 (Winter); MA423 (Spring)

This three-term course is designed for the student who wants to continue beyond math department diploma requirements, but for whom the precalculus or honors precalculus courses are not appropriate. Functions are studied extensively, including polynomial, trigonometric, exponential, and logarithmic functions. Additional topics include statistics and data analysis, probability, and sequences and series. Students may receive course credit for the first one or two terms without completing the sequence, but they must begin in the fall term. Open to students who have completed Algebra II.

*Note: Students who complete MA423 must have the permission of the department to enroll in MA436AD.*

**DATA SCIENCE**
Three terms; 1 course credit (each term)
MA441 (Fall); MA442 (Winter); MA443 (Spring)

This three-term course is designed to offer background and preparation for college statistics courses required for many majors. The course focuses on gathering, organizing, simplifying, analyzing, and interpreting data. Topics include descriptive statistics and exploratory data analysis, design of experiments, sampling distributions and estimation, inference and decision making, and fitting models to data. A thorough introduction to probability is also included. Randomness, independence and conditional probability, discrete and continuous probability models, and counting methods are covered. Measuring the probability of an event, interpreting probability, and using probability in decision making are central themes of this course. Applications to games of chance, business, medicine, the natural and social sciences, policy making, and sports are introduced and explored. Students may receive course credit for the first one or two terms without completing the sequence but must begin in the fall term. Open to students who have completed Algebra II.

**PRECALCULUS**
Three terms; 1 course credit (each term)
MA436AD (Fall); MA437AD (Winter); MA438AD (Spring)

This course focuses on the study of functions. Topics include polynomial, rational, exponential, and logarithmic functions with emphasis on their graphs and applications. Students engage in an in-depth study of trigonometric functions, including the laws of sines and cosines, trigonometric identities, inverse trigonometric functions, and techniques for solving trigonometric equations. Sequences and series, while introduced in Algebra II, are studied in a formal manner during this course. An introduction to displays of data, measures of variance, and the Normal distribution give students a basic background in statistics. The course finishes with an introduction to limits and the derivative. This course is designed to prepare students for either MA507AD, MA531HO, MA521HO, or CS550HO. Open to students who have completed Algebra II and have the permission of the department.

**PRECALCULUS, HONORS**
Two terms; 1 course credit (each term)
MA450HO (Fall); MA460HO (Winter)

The topics of MA436AD and MA437AD are studied in greater depth, including a more intensive study of graphs of combinations of functions, the inverse trigonometric functions, identities, and trigonometric equations. In addition, students are regularly expected to solve more challenging and complex
problems. Polar coordinates, polar graphs, and the polar form of complex numbers are studied. Other topics include DeMoivre’s Theorem, sequences and series, limits of sequences, limits of functions of a real variable, vectors, and parametric equations in the plane. A review of conic sections is included, as needed. This course is designed to prepare students for the Calculus BC, Honors sequence (MA561HO—MA564HO). Open to students who have completed Algebra II, Honors and have the permission of the department.

CALCULUS
Three terms; 1 course credit (each term)  
MA507AD (Fall); MA508AD (Winter); MA509AD (Spring)

This three-term sequence covers several of the topics included in an introductory college-level calculus course but without the rigorous emphasis on theory or symbolic manipulation. The sequence incorporates more practical applications than Calculus AB, Honors. Use of a graphing calculator is essential, both in class and on assignments. Open to students who have completed Precalculus and have the permission of the department.

Note: Students who have received credit for a parallel term of honors calculus may elect this sequence, but they may not enter MA508AD without successfully completing MA507AD or MA531HO and may not enter MA509AD without successfully completing MA508AD or MA532HO.

CALCULUS AB, HONORS
Three terms; 1 course credit (each term)  
MA531HO (Fall); MA532HO (Winter); MA533HO (Spring)

An initial study of functions, limits, and analytical geometry leads to the study of the derivative and differentiation techniques. Functions are explored symbolically, graphically, and numerically, and the relationship between a function and its derivative is carefully developed. Applications of the derivative include related rates of change, a formal analysis of local and absolute extreme values, and optimization problems. The concepts of the antiderivative and slope fields are introduced. Students learn to use a Riemann Sums to approximate the area under a curve, after which the concept of the integral is formally defined. Elementary techniques of integration are studied, including integration by substitution and by parts. The integral is studied as an area accumulator, and the Fundamental Theorem of Calculus is explored and applied, as are applications of definite integrals, including finding volumes, arc lengths, and average values of functions. Differential equations are studied. Solutions are considered graphically with slope fields and analytically with separable differential equations. Exponential growth and decay problems are revisited in the context of modeling with differential equations, and the logistic curve is explored. Open to students who have completed Precalculus and have the permission of the department.

CALCULUS BC, HONORS
Four terms; 1 course credit (each term)  
MA561HO (Spring); MA562HO (Fall); MA563HO (Winter); MA564HO (Spring)

This four-term sequence introduces students to differential and integral calculus. This course includes the basic topics covered in MA531HO—MA533HO, as well as techniques of integration using trigonometric substitutions and partial fractions, improper integrals, and Euler’s Method. This course includes a study of infinite sequences and series, Taylor polynomials with the Lagrange form of the remainder, and various techniques of operating on power series. The study of parametrically defined vector functions and polar functions, with applications, are also included. Open to students who have completed Precalculus, Honors and have the permission of the department.

Note: Students who have taken Calculus AB, Honors and have the permission of the department may take this course, beginning with either MA562HO or MA563HO.

STATISTICS, HONORS
Three terms; 1 course credit (each term)  
MA521HO (Fall); MA522HO (Winter); MA523HO (Spring)

This sequence encompasses the material covered in a first-year college-level statistics course that is required for many majors. Using case studies from a variety of disciplines, students explore in detail the background, concepts, and tools for studying data and its variability. The focus of the course is on problem solving (defining the problem, collecting and analyzing the data, interpreting and then drawing conclusions from the results and taking action), and statistical reasoning (understanding that randomness is not haphazard, utilizing distributions to explain uncertainty, selecting models to increase precision and to reduce bias, and recognizing that correlation is necessary but not sufficient to demonstrate causality). Modern technology, especially the graphing calculator, is used extensively to manipulate, simulate, and visually display the data. Students may receive course credit for the first one or two terms without completing the sequence, but they must begin in the fall term. Open to students who have completed Precalculus and have the permission of the department.

GAME THEORY, HONORS
All terms; 1 course credit  
MA575HO

This honors elective is an introduction to game theory and strategic thinking. The course covers mathematics – logic, probability and statistics – with an emphasis on application. Beginning with representations and basic assumptions, including the extensive form, strategies and the normal form, beliefs, mixed strategies, and expected payoffs, and general assumptions and methodology, the course moves on to analyzing behavior in static settings. Dominance and best response, rationalizability
and iterated dominance, location and partnership, and Nash equilibrium are covered. Game theory concepts are highly applicable in fields such as economics and business, political science, biology, computer science, and philosophy. Open to students who have completed Precalculus and have the permission of the department.

**LINEAR ALGEBRA, HONORS**  
Fall term; 1 course credit  
MA650HO

This course introduces students to the study of vector spaces over the real numbers, linear mappings between vector spaces, and their matrix representations. Topics include an investigation of ways to represent and analyze lines and planes in space, with frequent use of the scalar product and cross product, the study of subspaces, bases and dimension, the kernel and image of a linear mapping, and determinants. Students are also exposed to examples of more general vector spaces. The theory is applied to the solution of systems of linear equations; other applications (e.g., eigenvalue problems, difference equations, Markov chains) may be considered as time permits. Open to students who have completed at least Calculus AB, Honors and have the permission of the department.

**MULTIVARIABLE CALCULUS, HONORS**  
Winter and Spring terms; 2 course credits  
MA670HO

This two-term course builds on the foundation laid in the single-variable calculus and linear algebra courses. Students study the calculus of vector functions, with emphasis on functions defining curves in the plane, as well as curves and surfaces in space. The course treats explicit, parametric, and implicit representations of curves and surfaces, along with their tangent lines and planes. The uses of partial derivatives, directional derivatives, and the gradient are explored. The study of integration includes iterated integrals and multiple integrals, with Fubini's Theorem tying them together, along with line and surface integrals, culminating with the important theorems of Green and Stokes. Applications include extrema problems (with Lagrange multipliers), volume and surface area, and physical interpretations of the vector field theory. Open to students who have completed at least Calculus AB, Honors and have the permission of the department.

**SEMINARS IN MODERN MATHEMATICS**

These term courses are designed to provide highly advanced students with an introduction to mathematics beyond the typical secondary curriculum. Students develop an appreciation of formal methods and improve their skill at understanding and constructing proofs. Each seminar includes an investigation of relevant problems and theorems, with some introduction to the mathematicians who posited or proved them. Students may take the first one or two terms without completing the sequence, but they must begin in the fall term.

**FOUNDATIONS OF MODERN MATHEMATICS, HONORS**  
Fall term; 1 course credit  
MA681HO

This seminar introduces the development of set theory, including the influence of Dedekind, Cantor, Hilbert, Russell, Gödel, Zermelo, Skolem, and von Neumann. The foundations of the axiomatic structure of mathematics are examined. The power and the fundamental and inescapable faults of this system are also explored, as well as the issue of the connection between reality and mathematics. Topics covered include first-order languages, orderings, cardinality, models, the axiom of choice, and constructing the real number system. Open to students who have completed MA670HO or are currently enrolled in MA650HO and have the permission of the department.

**TOPICS IN MODERN MATHEMATICS, HONORS**  
Winter term; 1 course credit  
MA682HO

This seminar provides a survey of mathematical structures and systems focused on those areas that have given rise to the greatest leaps in understanding in mathematics in the last 100 years. The main concepts of abstract algebra, topology, combinatorics, and dynamical systems are introduced. Students investigate mathematical structures and properties such as groups, rings, metric space, neighborhood, compactness, open sets, generating functions, recursive functions, and Markov Chains. Open to students who have completed MA681HO and have the permission of the department.

**RESEARCH TOPICS IN MODERN MATHEMATICS, HONORS**  
Spring term; 1 course credit  
MA683HO

In this seminar students work collaboratively toward a solution to an outstanding research problem in mathematics, specifically in the area of combinatorics. Several easy-to-comprehend research topics are introduced from which students select a problem that most interests them. Working with other students and faculty, they generate ideas to pursue toward the solution of that problem. The computer software Sage is used to help students make and test hypotheses. Throughout the term students read current research papers in mathematics relevant to their problem and make presentations on these papers in class to their peers. Each student creates a final report on the status of their research, which may be used by future students as a starting point for solving the problem. Open to students who have completed MA682HO and have the permission of the department.
COMPUTER SCIENCE

Computer Science encourages students to see the world through the lens of algorithms and abstraction. These courses offer students the opportunity to learn the tools that allow them to create relevant and powerful programs. These offerings are designed for students who have a strong interest in exploring how computers work internally and how to write programs that are efficient and effective.

PROGRAMMING

INTRODUCTION TO PROGRAMMING
All terms; 1 course credit
CS200

This course is meant for students who have little to no experience in programming computers. Students learn the basics of algorithmic thinking, and design programs to solve simple problems. A number of different programming environments are used from highly structured programming environments such as Alice and Scratch. Students eventually gain familiarity with at least one high level programming language such as Python. Students learn the basics of variables, loops, conditional statements, and standard data structures such as arrays and dictionaries. Students will also gain familiarity with how computers work and their architecture. Ultimately, the goal will be for students to use their computers to create and manipulate data sets and to automate tasks. Open to all students.

COMPUTER SCIENCE, HONORS
Fall and Winter terms; Winter and Spring terms; 2 course credits
CS550HO; CS551HO

This two-term course introduces students to the principles of computer science, particularly algorithm and program design. Using the Python language, students work in an object-oriented paradigm as they study such traditional topics as conditional statements, loop structures, methods, arrays, recursion, and introductory graphics. Efficient, elegant design is emphasized throughout. Additionally, students learn to use inheritance, interfaces, and polymorphism as they design more complex programs. Following an examination of basic sorts, searches, and data structures, the course concludes with each student designing and completing a major programming project. Open to students who have completed CS200 or CS300 and are at least concurrently enrolled in Precalculus, or who have the permission of the department.

APPLICATION DEVELOPMENT, HONORS
Spring term; 1 course credit
CS555HO

For students with extensive programming experience, this course introduces the basics of mobile-platform application development. The programming language Objective-C is used as a basis for programming applications for iOS devices such as iPhones and iPads. Students complete both individual and group projects, which vary depending on student interests. Open to students who have completed CS550HO or who have the permission of the department.

ROBOTICS

INTRODUCTION TO ROBOTICS
Fall, Spring terms; 1 course credit
CS300

This course introduces students to the fundamentals of robotics using the VEX platform. Students learn to design and build robots, to program autonomous behaviors, and to use sensors to improve their robots’ abilities to interact with their environment. This course serves as an introduction to aspects of computer programming and covers such fundamental topics as program design and control, looping, and Boolean logic. Prior programming experience is not necessary. Open to all students.

ROBOTICS II
Spring term; 1 course credit
CS310

This course in robotics builds on the fundamentals introduced in CS300, but students are expected to complete more advanced projects with greater autonomy. The design development process is further explored, and students learn to use more complex programming structures. In addition to the VEX platform, students may also be introduced to other robotics systems. Open to students who have completed CS300 or who have the permission of the department.

ROBOTICS DESIGN AND FABRICATION, HONORS
Fall term; 1 course credit
CS450HO

This course teaches students how to manage and design mechanical, electrical and programmable systems. Rather than working in predefined robotic environments (such as VEX), students use a variety of materials and systems to create their own robots. Programmable microcontrollers provide a flexible environment that can be applied to many robotics projects and will be the main source of control logic. Students are expected to design and fabricate custom components. Important skills practiced in this class include: soldering, testing circuitry, CAD design, wiring, electrical prototyping with a breadboard, fabrication with power tools, and programming with appropriate languages. Open to students who are in ARC or, as space is available, to students who have completed CS310, or who have the permission of the department.
COMPETITION ROBOTICS, HONORS
Winter term; 1 course credit
CS560HO

This course prepares ARC students to compete in the FIRST Robotics Competition (FRC). Initially, students familiarize themselves with the typical components of a competition robot, while exploring how to best organize themselves into an effectively functioning team. Once the FRC game is revealed in January, the intensive build period begins. Students strategize how to approach the game and rapidly begin to prototype mechanisms for specific tasks. Testing and refining their designs, as well as adding and debugging appropriate programming, are continuously done until the end of the build period. Throughout the term, students, as a group, fully document their build and design process and, individually, record their progress and reflections in their personal journals. Students practice communicating their ideas, in words, drawings, or orally, throughout their work in the lab and at competitions. Open to students who are in ARC.

Note 1: Students in CS560HO are usually required to be concurrently enrolled in the accompanying afternoon lab activity as their winter term afternoon activity.

Note 2: Although the FRC build season occurs entirely during the winter term, the actual competition events that the students attend will typically occur during the spring term. Students would be expected to attend at least one event in the spring.

Note 3: Students in ARC may repeat CS560HO for another course credit in subsequent years that they are in the program.

AUTONOMOUS ROBOTICS, HONORS
Spring term; 1 course credit
CS570HO

This course builds upon the work completed in CS450HO. Students use a robot explore autonomous tasks, including navigating, mapping, and solving mazes. Students design automatic control and management systems which analyze and interpret feedback and provide programmed responses in robot behavior. A focus is placed on using organized and clear structure in programming as well as careful debugging of work. Open to students who are in ARC or, as space is available, to students who have completed CS450HO, CS550HO, or have the permission of the department.

MACHINE LEARNING, HONORS
Spring term; 1 course credit
CS580HO

Machine learning (ML) is the process by which computers train themselves to make predictions and ultimately, decisions based upon data. In this course, students will use powerful software libraries to construct adaptive and predictive models. While recent developments in hardware have made possible, incredible increases of computational power, simultaneous advances in approaches to the software development of machine learning have also provided powerful new ways for us to make sense of the immense data generated by today’s connected devices. Students learn the basic concepts, tools, and techniques of adaptive computation and machine learning; for example, building datasets, training neural networks, using matrix multiplication, calculating error functions, error propagation, gradient descent, and supervised and unsupervised learning.

With a hands-on introduction to the necessary mathematics, this course proceeds through a series of increasingly complex projects, culminating in a project where students program and train their own intelligent systems. Students also gain important experience working directly with programming environments that support ongoing artificial intelligence and ML development. Open to students who have completed CS550HO, CS570HO, or have the permission of the department.
MULTIDISCIPLINARY COURSES

At some level, all courses offered at Choate are multidisciplinary. Bringing in concepts and skills from one area of study to another adds value to the learning process and helps students to understand that real problem solving involves multiple competencies. From the outset, the following courses were specifically designed with a multidisciplinary approach at their core. Where there is overlap in course content, themes and/or skills, that course is also cross-listed in the department-specific sections of this catalogue.

COGNITIVE NEUROSCIENCE, HONORS
Winter, Spring terms; 1 course credit
MD330HO

One of the fastest growing research areas in science is neuroscience. Cognitive and behavioral studies have attracted considerable popular and scientific attention in recent years and new techniques have opened novel avenues for exploration. This course introduces the cellular and molecular mechanisms of neuronal function and examines how cognitive processes can be explained by the structure and function of the brain. Beyond foundational knowledge and empirical methodology in neuroscience, this class explores data from current studies in neurobiology and cognitive sciences. Open to fifth and sixth formers.

Prerequisite: Anatomy and Physiology (BI570HO) or Introduction to Psychology (PY400).

START-UP DESIGN LAB AND INNOVATION STUDIO
All terms; 1 course credit
MD340

There are many ways to bring an idea from imagination to reality, and this course lets students try these out by rigorously applying design processes toward solving problems in the real world. We start by considering techniques for effective ideation, collaborating in teams, and developing an understanding of the design process itself. Coursework includes an introduction to 21st-century digital fabrication tools and technologies, as we learn to work with diverse materials and computer-generated designs. We also use traditional hands-on arts and crafts methods that encourage students to bring their ideas to life quickly. The goals of the class include developing the practice of quick sketching and modeling, making an action plan that results in a final product, finding resources and communities online that can be helpful with design and production tips, and fostering the patience to fail as part of an iterative process where ideas grow and improve through multiple versions. We also focus on storytelling and narrating what we do, documenting projects and generating a shared dialogue of what is observed and learned along the way. In short, the class is a maker’s studio: it provides students a platform for self-directed learning, a laboratory for hands-on experimentation, and is the starting point for developing foundational life-long habits as a maker. Course meetings consist of a combination of roundtable discussions, reflective writing, group “critiques,” 5-minute presentations, design thinking exercises, and focused topic-and-tool-specific workshops. Open to fifth and sixth formers, and fourth formers with the permission of the instructor.

CLIMATE CHANGE: FROM KNOWLEDGE TO ACTION
Winter term; 1 course credit
MD370

Climate change is a defining global problem of the 21st century, touching all aspects of human and nonhuman life. In this course, we grapple with the challenges posed by climate change by exploring its social dimensions. What are the impacts of climate change on communities, both locally and around the world? What are the psychological and ideological drivers of climate denial? What are the ethical dimensions of climate change and what is “climate justice”? Most importantly, what can we, as individuals and as members of communities, do to address climate change? In answering these and other questions, we look at journalism, religious documents, documentary film, performance art, philosophical essays, and literature (including fiction and poetry) about climate change. And while we begin with a basic overview of climate science, the bulk of the course draws on ideas, approaches, and sources from many humanities and social science disciplines, including history, philosophy, sociology, psychology, geography, the arts, and English. In so doing, we discover new ways to think and talk about climate change. The dominant modes of discussing climate change are often unsatisfying, veering between doomsday ecological scenarios and depressing descriptions of our current society with its rampant apathy, skepticism, and denial. Environmental journalist Carrie Saxifrage evocatively describes this as “a relentless combination of terrifying data and the lack of political will to address it, with some small bright spots along the way.” In response to the despair, fear, apathy, and other demotivating emotions that arise when learning about climate change, this course explores how writers, artists, activists, academics, scientists, and students are responding creatively to the challenges of climate change. There are people around the world working with their local communities—using, for example, documentary film and persuasive writing, digital storytelling and time-lapse photography, theater and dance, new media and creative tactics of climate activism—to bring about a better world. In this course, we join this growing group of engaged citizens and contribute to the project of imagining a world that is resilient, sustainable, and just. Open to fifth and sixth formers, and fourth formers with the permission of the instructor. This course fulfills the requirement in contemporary global studies.
**PUBLIC SPEAKING**
All terms; 1 course credit
MD400

Effective oral expression is the first pillar of communication. In this course, students work toward expressing themselves with skill and purpose in all basic modes of public speaking: extemporaneous speaking, from notes, and from a formal text. The basics of good public speaking are discussed, and models from excellent addresses are observed. Students also evaluate speakers on campus throughout the term. However, the majority of the class is spent speaking before one's peers. Students are responsible not only for planning and delivering as many as eight or nine speeches of different types, but also for both providing and profiting from the suggestions of one another. This experiential and analytic approach is the heart of the course. The iPad is used to further support the effort to help students “see” and imagine themselves as public speakers. Mixed among their more formal presentations, extemporaneous speaking is designed as both a fun and challenging change of pace. Open to all students.

**INTRODUCTION TO LOGIC**
Spring term; 1 course credit
MD406

Virtually every human activity involves reasoning and argumentation. We use reasoning and argumentation whenever we solve problems, make decisions, unravel mysteries, or interpret works of art. Logic seeks to clarify reasoning, to separate good reasoning from bad, and to analyze and appraise arguments. In this course, students approach logic from both formal and informal perspectives. Students study the principles of correct reasoning, construct proofs, and develop the skills that are required to apply these principles in everyday life. During the term, students work to solve many “brain teaser” type problems and answer practice questions from the Law School Admission Test. Issues of proof, meaning, and semantics that are found in introductory college-level philosophy and logic courses are also considered. Open to fifth and sixth formers, and fourth formers with the permission of the instructor.

**ISLAMIC CIVILIZATIONS OF THE MIDDLE EAST, HONORS**
Spring term; 1 course credit
MD458HO

This course helps students understand and appreciate the beauty and complexity of the Islamic civilizations of the Middle East. Starting with the rise of Islam in the Arabian Peninsula and concluding with the fall of the Ottoman empire at the end of World War I, students read a college-level text, study primary sources, and explore visual materials, to discover the history of Islamic thought and socio-political institutions as well as Islam’s many forms of art, literature, and architecture. The course culminates in a student project on the art and architecture of a particular Islamic dynasty or city such as Mecca, Damascus, Baghdad, Istanbul, and Isfahan. On occasion, however, students have chosen to pursue topics as diverse as Palestinian hip hop, calligraphy, Umayyad rock crystal, and Central Asian textiles. Open to fifth and sixth formers, and fourth formers with the permission of the HPRSS department.

*Note: This course is required for students in the Arabic and Middle Eastern Studies Program.*

**THE GREENING OF AMERICA: THE ENVIRONMENTAL MOVEMENT, HONORS**
Fall term; 1 course credit
MD521HO

The environmental movement in the United States has been motivated by a wide range of factors, including the natural beauty of the country, the destruction of some of that beauty, the work of naturalists, ethicists, theologians, historians and authors, catastrophic events that have captured the public’s attention, and activists schooled and fueled by the sweeping changes in the 1960s. This multidisciplinary course weaves together all of these perspectives as it traces the development of the environmental movement in the United States and the impact of key people and events on this movement and on the environment itself. The course draws from many disciplines as it examines historical, political, ethical, religious, economic and cultural aspects of the environmental movement. This course includes an experiential component that involves contact with the natural world at Choate and potentially beyond. Open to fifth and sixth formers, and fourth formers with the permission of the HPRSS department.

**SEMINAR IN ART HISTORY, HONORS**
Spring term; 1 course credit
MD625HO

This seminar considers the architecture of Choate Rosemary Hall and its historical antecedents from Italy, England, and America. Considerable study is devoted to Ralph Adams Cram’s Seymour St. John Chapel and Archbold Hall, I.M. Pei’s Paul Mellon Arts Center, Pelli Clarke Pelli’s Lanphier Center, Bowie Gridley’s St. John Hall, and Robert A.M. Stern’s Colony Hall. Students acquire an understanding of the principles of these buildings, their place in the history of architecture, and their impact on teaching and learning at our school. From examining the architectural components of a structure, to appreciating the structure’s physical and emotional impact on its surroundings, students learn how to analyze a building critically. Students are expected to play an active role in seminar discussions, to read scholarly material, to complete a creative assignment, and to lead class discussions from time to time. While no prior knowledge of art history is required, students should have a strong interest in the subject and excellent analytical skills. Open to sixth formers, and fifth formers with the permission of the instructor. *This course earns one visual arts credit.*
SCIENCE

Our objective in the Science Department is to give students a better understanding of, and a deeper appreciation for, the natural world. We are confident that the insights they gain through their study of science will contribute to their lives in a variety of important ways: it will improve their skills in critical thinking and problem solving; it will inform their decision making about scientific issues; it will give them confidence and resources to tackle an array of global problems related to resources and technology; and ideally, it will enhance their enjoyment of nature’s marvels and encourage them to pursue further study in those areas of science which most interest them. Through our varied curriculum we train students to think critically and communicate clearly about scientific topics, we encourage curiosity and experimentation, and we teach techniques and technologies that are most useful in scientific research.

The study of physical sciences (physics and chemistry) acquaints students with the laws governing the inanimate universe and promotes quantitative scientific thinking and problem-solving skills. The study of biology introduces students to principles that connect all life on our planet and gives an important perspective on our human species. Because we view both areas of learning as critical for students at the secondary school level, we require that all students take a full year of a physical science (either physics or chemistry) and a full year of biology. These courses include a rich laboratory program, as direct, hands-on experience with measurement and data analysis helps students become fully aware of the challenges, limitations, and the excitement of doing scientific research.

Although only two years of science are required, we strongly recommend that students take all three core science courses – physics, chemistry, and biology – in that order. This sequence puts the most fundamental topics first, so that later courses can build upon central concepts taught in earlier ones. We work with students who enter Choate Rosemary Hall in the fourth, fifth, or sixth form year to place them appropriately into our science sequence.

Introductory (first-year) courses are offered at regular and honors levels in physics, chemistry, and biology, and laboratory work is an integral part of each of these courses. Honors courses are designed for students with particularly strong aptitude and interest, and entrance into these courses requires permission of the department. Elective courses are offered in each of these three scientific disciplines as well as in geology, environmental science, and applied science. Our elective courses cover a wide variety of specific topics and run the gamut from year-long college-level courses to one-term introductory courses at regular, advanced, and honors levels. For sixth formers who wish to pursue intensive coursework in one particular area and then devote themselves to a project of their choosing, the Capstone Program is available by application. For rising fifth formers who wish to involve themselves in serious, original scientific investigation, the Science Research Program and the Environmental Immersion Program provide rich and challenging experiences. Viewed as a whole, the courses and opportunities available in the Science Department enable students to design programs with the balance, rigor, and depth appropriate for all levels of ability and interest.

— Jan Cook, Department Head

THE PHYSICAL SCIENCES: PHYSICS

PHYSICS: MECHANICS TO WAVES
Year: 3 course credits
PH200

This introductory course introduces students to the fundamental principles that describe the physical universe. Mathematical equations are used to further students’ understanding of relationships and physical laws. Regular lab exercises emphasize data collection, analysis, and hands-on experimentation. Topics include motion, forces, energy, waves, light, electricity, magnetism, and atomic physics. Emphasis is placed on developing a conceptual foundation, as well as on problem solving ability. Due to a difference in the sequence of topics, changes between PH200 and PH203 are not allowed after the second week of the fall term. Open to third and fourth form students who have completed Algebra I and have the permission of the department.

PHYSICS: WAVES TO MECHANICS
Year: 3 course credits
PH203

A parallel course to PH200, this introductory course is designed specifically for students who are not as far along in their algebra studies or who are not confident in their algebra skills. PH203 uses the same textbook and covers essentially the same topics as PH200, but in a different order. The fall and winter terms focus on the more conceptual topics of waves, light, electricity, magnetism, and atomic physics. The more quantitative topics of motion, forces, momentum, and energy are covered in the spring term, when students are further along in their mathematical study. Regular lab exercises emphasize hands-on experimentation and application. Due to a difference in the sequence of topics, changes between PH200 and PH203 are not allowed after the second week of the fall term. Both PH200 and PH203 prepare students to move on to CH300. Open to third and fourth form students who are enrolled in Algebra I or at the recommendation of the department.
PHYSICS, HONORS
Year; 3 course credits
PH250HO
This first-year course in physics is designed specifically for students with a keen interest in science and strong mathematical ability. The major areas of physics, such as motion, forces, energy, waves, light, electricity, magnetism, and atomic models are explored. Regular lab exercises focus on data collection and analysis, experimentation, and real-world applications. Open to third and fourth form students who have completed Algebra I and have the permission of the department.

PHYSICS
Three terms; 1 course credit (each term)
PH401 (Fall); PH402 (Winter); PH403 (Spring)
This first-year course, taught as three consecutive term courses, is designed for students who enter Choate in their fifth or sixth form year. Taken sequentially, these courses cover a full-year of introductory physics. The emphasis of this sequence of courses is an investigation into the fundamental principles of physics and how they relate to the students’ own real-world experiences. Topics include motion, forces, energy, waves, light, electricity, magnetism, and nuclear physics. Open to fifth and sixth form students who have completed Algebra I and who have not previously taken physics at a high school level.

Note 1: Students are strongly encouraged to take these courses as a year-long sequence. However, they may be taken individually as term electives, as long as they are taken in sequential order.

Note 2: Students who have completed PH200, PH203, or PH250HO are ineligible for PH401, PH402, and PH403.

ASTRONOMY: THE SOLAR SYSTEM
Fall, Winter term; 1 course credit
PH320
This course is a descriptive study of the historical and modern developments in astronomy with an emphasis on the solar system. Topics studied emphasize the historical growth of modern astronomy, the observed characteristics of the planets (also the minor members of the solar system), and the theories that account for them. Students can view the night sky with the School’s telescopes. This course does not satisfy the physical science requirement. Open to all students.

ASTRONOMY: STARS AND GALAXIES
Winter, Spring term; 1 course credit
PH330
This course is a descriptive study of historical and modern developments in astronomy with an emphasis on stellar and galactic astronomy. The observed characteristics of stars and galaxies, the basic types and functions of telescopes, and the theories and physical laws of stellar evolution and stellar groupings are investigated. Students can view the night sky with the School’s telescopes. This course does not satisfy the physical science requirement. Open to all students.

ASTROPHYSICS, HONORS
Spring term; 1 course credit
PH480HO
The interrelation of the fundamental laws of physics and the behavior of the universe is examined in this laboratory course. Students investigate gravity, electromagnetism, nuclear reactions, light, and quantum mechanics and their relationship to such phenomena as orbits, stellar spectra, stellar energy generation, stellar evolution, galactic dynamics, the “Big Bang,” and the evolution of the universe. Open to students who have completed one year of physics.

ADVANCED PHYSICS (TRIGONOMETRY), HONORS
Year; 3 course credits
PH550HO
This second-year course builds on the conceptual understanding attained in a first-year physics course and provides a rigorous, trigonometry-based study of fundamental principles and natural laws. Emphasis is placed on problem solving and experimentation. Topics include: motion and Newton’s laws, (including angular and rotational topics), gravitation, momentum and energy, mechanical waves and sound, electromagnetic waves, and some electricity and magnetism topics. This course is designed for students who had a good experience with first-year physics but who are not yet ready for a calculus-based study. Open to students who have completed one year of physics and Algebra II and are at least concurrently enrolled in Precalculus.

ADVANCED PHYSICS (CALCULUS), HONORS
Year; 3 course credits
PH650HO
This advanced laboratory course provides a thorough, college-level, calculus-based study of introductory classical mechanics, electricity, and magnetism. Open to students who have completed one year of physics, have completed or are currently enrolled in Calculus BC (MA561HO—MA564HO), and have the permission of the department.

THE PHYSICAL SCIENCES: CHEMISTRY
A note for students participating in a Term Abroad Program who wish to take chemistry: Students who plan to study abroad and are interested in taking chemistry should speak with the Science department head.

CHEMISTRY
Year; 3 course credits
CH300
This introductory course in inorganic chemistry explores fundamental principles of the discipline, including atomic
theory, periodic law, chemical bonding, acid-base behavior, chemical equilibrium and electrochemistry. Laboratory experiments reinforce what students learn in the classroom and demonstrate principles of the scientific method and laboratory experimentation. Contemporary techniques for gathering and analyzing data are stressed as a means of obtaining evidence and verifying its reliability. By searching for regularities and patterns observed in the laboratory, students explore the behavior of many substances common to everyday life. Open to fourth, fifth, and sixth formers who have completed Algebra I.

**CHEMISTRY, HONORS**
Year; 3 course credits
CH350HO

For students with a keen interest in science and with strong quantitative ability, this first-year course explores the principles of inorganic chemistry, including atomic theory, periodic law, stoichiometry, thermochemistry, chemical bonding, kinetics, reaction equilibria, acid-base behavior, and electrochemistry. Students are also involved in an intensive laboratory curriculum. Through experiments and lab-based projects students acquire extensive experience with collecting and analyzing experimental data. Students also learn to present their findings in written lab reports and hone their scientific writing skills. Open to fourth, fifth, and sixth formers who have completed one year of physics and have the permission of the department.

**CHEMISTRY OF FOOD**
Winter, Spring terms; 1 course credit
CH430AD

Have you ever wondered why chili peppers burn your tongue or what the difference is between saturated and unsaturated fats? What happens when bread rises, when eggs cook, or when a banana ripens? All of these involve structural chemical changes or chemical reactions. Students who enjoyed chemistry the first time around will benefit from the chance to explore these real applications of chemistry that are centrally important to our daily lives. In this course students study the components of food, explore commercial and home processing of food, and learn how food is transformed by various cooking techniques. Readings, tastings, field trips, and lab activities will be used to enhance student understanding of this vitally important part of life. Open to students who have completed one year of chemistry.

**ADVANCED CHEMISTRY, HONORS**
Year; 3 course credits
CH550HO

This year-long rigorous study of chemistry digs deeper into topics covered in a first-year chemistry course including: atomic theory, bonding, reactions, stoichiometry, equilibrium, thermodynamics, and kinetics. Many applications of chemistry are explored, with a goal of deepening understanding of core ideas in general chemistry. Extensive lab work is required, including several inquiry-based exercises. Students develop the ability to work collaboratively in the lab by designing and conducting several project-length experiments. Open to students who have completed one year of chemistry (CH300/CH350HO or its equivalent), have completed Algebra II, and have the permission of the department.

**ADVANCED TOPICS IN CHEMISTRY**

**ADVANCED INORGANIC CHEMISTRY, HONORS**
Fall term; 1 course credit
CH651HO

This laboratory-intensive course provides a thorough study of advanced stoichiometry and equilibrium systems. Students spend several weeks synthesizing and analyzing a coordination compound. Topics, including solubility and complex ion equilibria, redox chemistry, electronic structure, and thermodynamics, are studied within the context of transition metal chemistry. Open to students who have completed one year of chemistry (CH300/CH350HO or equivalent), have completed Algebra II, have strong analytical skills (quantitative and reasoning), and have the permission of the department.

**ADVANCED ORGANIC CHEMISTRY, HONORS**
Winter term; 1 course credit
CH652HO

A study of the molecular structure and behavior of carbon compounds, this laboratory course explores the basic molecular patterns of the large organic molecules which are critical to life on earth. Molecular bonding and structure are examined with an eye towards understanding the physical and chemical properties of organic molecules. Kinetics and synthetic pathways of elementary organic reactions are examined in and out of the laboratory. Extensive experimental work is an integral part of the course. Projects include the isolation of orange oil and the synthesis of a soap from nutmeg. This course is the second term of the two-term Advanced Topics in Chemistry sequence; however, it may also be taken by an interested student as a stand-alone course. Open to students who have completed one year of chemistry (CH300/CH350HO or equivalent), have completed Algebra II, have strong analytical skills (quantitative and reasoning), and have the permission of the department.

**THE BIOLOGICAL SCIENCES**

A note for students participating in a Term Abroad Program who wish to take biology: Students who wish to study abroad for a term generally are not able to sustain their study of biology during their term away from campus. To support these students and their variety of different interests, the Science Department has developed
options which allow students to go abroad and complete the diploma requirement in biology when they return to campus.

Fall term away

A fifth form student who studies abroad during the fall term has two options:

1. The student can enroll in the BI401/BI402 sequence upon returning to Choate. With the permission of the department, a strong student in BI401 may fulfill the final term of the requirement by taking Cell and Molecular Biology, Honors (BI581HO) or Genetics, Honors (BI590HO) in the sixth form year. There is no honors-level equivalent to BI401 or BI402.
   
   Note: Depending on enrollment, the BI401/BI402 sequence does not always run.

2. A student who has the permission of the department and who does some independent work before winter term (under the guidance of the teacher) can join BI450HO for the winter and spring terms. This option must be planned well in advance of the student’s term abroad. The student must complete the biology requirement with a one- or two-term elective in either biology or environmental science in the sixth form year.

Winter term away

A fifth form student who studies abroad during the winter term may take BI401 upon returning in the spring and BI402 in the fall of the sixth form year or could take the winter and spring terms of BI400 in the sixth form year.

Spring term away

A fifth form student who studies abroad during the spring term can take BI400 or BI450HO in the fall and winter before going away. The student fulfills the third term of the biology requirement in one of the following ways:

1. A BI400 student takes BI402 the following fall term or, with the permission of the department, may take either Cell and Molecular Biology, Honors (BI581HO) or Genetics, Honors (BI590HO).

2. A BI450HO student must complete the requirement the following year with any one- or two-term elective in biology or environmental science.

BIOLOGY

Year; 3 course credits
BI400

This introductory course explores fundamental topics of biology, ranging from cellular biochemistry to the study of ecosystems. An understanding is developed by investigating the flow of energy through biological systems, studying changes within populations due to evolution, reproduction and genetics, and by examining the ability of organisms to respond to their environment. Open to fifth and sixth formers who have completed physics and/or chemistry; open to fourth formers who have completed physics and/or chemistry with the permission of the department.

BIOLOGY

Three terms; 1 course credit each term
BI401 (Winter, Spring terms); BI402 (Fall term)

This two-term sequence, designed for fifth formers who go abroad for one term, is similar in content to BI400 but begins in the winter and is staggered behind BI400 by one term. Those who participate in Term Abroad Program during the fall can begin the sequence in the winter; those who are abroad in the winter return to BI401 in the spring, and those who are abroad in the spring finish the sequence with BI402 in the fall of their sixth form year. Open to fifth and sixth formers who have completed physics and/or chemistry.

Note: The series is strictly for students who are off-campus for one term during a Term Abroad Program.

CURRENT TOPICS IN BIOLOGY

Winter term; 1 course credit
BI410AD

Newspapers, news reports, weekly magazines, best-selling books, and hit movies increasingly address current issues in biology: the ethics of genetics research; advances in reproductive technology; the controversy surrounding global warming; increasing bacterial resistance to antibiotics; the many uses and manipulations of DNA; HIV and AIDS incidence and research; the emergence of new diseases; and human impact on the environment, to name a few. This course draws on the current literature to study some of these important and interesting topics. The course stresses both individual and group work, with each student responsible for two significant projects during the term. Open to fifth and sixth formers who have completed or are currently enrolled in biology. This course fulfills the requirement in contemporary global studies.

BIOLOGY, HONORS

Year; 3 course credits
BI450HO

Designed for students with demonstrated interest and ability in science, this first-year course presents topics of basic biochemistry, cell structure and function, comparative anatomy and physiology, genetics, and ecology. The subject matter is presented within the context of modern evolutionary theory and human interaction with the environment. Students consider the foundations of biology and related current applications of the science. Open to fifth and sixth formers who have completed physics, chemistry, and have the permission of the department.

Note: BI450HO is not open to students who have completed a year of high school biology at another school.
VERTEBRATE EVOLUTION
Spring term; 1 course credit
BI465AD

This course explores the biology of the major groups of vertebrates – fishes, amphibians, reptiles, birds, and mammals – through an evolutionary lens. Topics to be studied include vertebrate anatomy, physiology, and development, as well as natural selection and adaptation, phylogenetics, and ecology. Laboratory work focuses on anatomical studies of specimens, and a field component introduces students to the vertebrates on campus through observation of animals in the wild. Open to students who have completed or are currently enrolled in biology.

HUMAN ANATOMY AND PHYSIOLOGY, HONORS
Fall and Winter terms; 2 course credits
BI570HO

This two-term course begins with a microscopic study of tissues and then explores the structure and function of several of the major systems of the human body. Laboratory work includes a dissection of a cat, plus a study of other specimens. Readings and discussion of current scientific literature, especially in the areas of health and disease, are an integral part of the course. This course continues with an optional third term in the spring (BI575HO). Open to students who have completed one year of biology.

ADVANCED TOPICS IN ANATOMY AND PHYSIOLOGY, HONORS
Spring term; 1 course credit
BI575HO

This one-term course is a continuation of the study of human anatomy and physiology begun in BI570HO. Students move into more complex topics such as immunity and the body's defensive systems, human reproduction, embryology, growth, and development. In addition to a body systems study, students will look further into diseases and modern treatments. Open to students who have completed Anatomy and Physiology or who have the permission of the department.

CELL AND MOLECULAR BIOLOGY, HONORS
Winter and Spring terms; 2 course credits
BI581HO

The bedrock of disciplines ranging from medicine to bioengineering, modern molecular biology is the study of how genes in a cell guide the production of biomolecules needed for life. In this intensive course, students explore how molecular biology can be harnessed to understand the nature of disease, produce targeted therapies, and engineer new biotechnologies. Students gain hands on experience in modern experimental techniques including DNA and protein analysis. They also apply their knowledge of molecular biology to reading primary scientific literature. Open to fifth and sixth formers who have completed one year of biology.

GENETICS, HONORS
Spring term; 1 course credit
BI590HO

The discovery that DNA is the blueprint for life was one of the great scientific advancements of the 20th century. Since then, improvements in DNA sequencing and analysis have revolutionized the field of genetics and opened the door to advances in both science and medicine. This course explores advances in genomic research, as well as the personal and societal risks that come with whole genome sequencing and genetic engineering. Additionally, students explore the interplay of genes and environment through non-Mendelian modes of inheritance. This course uses laboratory, seminar, and project-based methods. Open to fifth and sixth formers who have completed one year of biology.

THE ENVIRONMENTAL SCIENCES

GLOBAL SCIENTIFIC ISSUES: SEARCHING FOR SOLUTIONS
Winter, Spring term; 1 course credit
ES220

This course examines various scientific problems confronting the human species on our fragile planet and looks at ideas for combating these problems. What sources of energy will best serve humankind in the future, while doing the least harm? How can we best employ water, for personal use and irrigation, without leading to health problems and soil degradation? What are the causes and effects of global warming, and how can the earth's temperatures be stabilized? What measures have proven effective, and what innovations may be employed in the future, in controlling AIDS, malaria and possible pandemics? How will the growing populations of the world obtain adequate nutrition and shelter? These questions call upon students to consider various viewpoints as they seek ways to achieve sustainability for the human species. The course includes oral presentations or debates as well as writing and assessments. Open to third and fourth formers. This course fulfills the contemporary global studies requirement.

THE GEOLOGY SEQUENCE

The Geology sequence introduce students to the dynamic processes and materials that are involved in the formation and ongoing remodeling of our planet. These courses may be taken as a year-long sequence or individually as term electives. They are not required to be taken in sequential order.

THE DYNAMIC EARTH
Fall term; 1 course credit
ES310

This course examines the structures of the Earth and the mechanisms by which our planet evolves. Plate tectonics and the heat engine that is the earth's core are explored. Students also
study earthquakes and volcanoes to understand these processes and their effects on our planet and on the human population. Open to all students.

THE EARTH’S MATERIALS
Winter term; 1 course credit
ES320

Minerals, rock types (igneous, sedimentary, metamorphic), and the rock cycle are studied in this course. Students examine the valuable geologic resources (fossil fuels, gems, precious metals) required by humans and look at the global impact of the exploitation of those resources. Open to all students.

THE EARTH’S LANDSCAPES
Spring term; 1 course credit
ES330

Students explore the geologic processes that have given rise to the physical geography of the planet’s surface, answering the question—why does the Earth look as it does? Mountain belts, the ocean floor, and glaciers are studied as dynamic processes at work on the Earth’s surface. Open to all students.

MARINE SCIENCE
All terms; 1 course credit
ES460AD

Combining a study of the biological, physical, and chemical aspects of the marine environment, this course stresses interrelationships and therefore focuses on specific ecosystems, including coastlines, estuaries, marshes, coral reefs, and the open ocean. Research methods and scientific writing are emphasized, and a field trip provides opportunity to learn analytical techniques and to study the distribution of organisms. Open to fifth and sixth formers who have completed at least one year of a laboratory science.

ENVIRONMENTAL SCIENCE, HONORS
Fall and Winter terms; 2 course credits
ES550HO

This two-term course introduces the scientific principles underlying environmental processes, and students develop the analytical skills required to evaluate various forms of evidence in environmental study. Because appreciating environmental issues requires synthesizing scientific and social perspectives, this course provides a background in Earth’s biological, geological and chemical systems and explores major environmental issues from historical, political, economic, and ethical viewpoints. Major course topics include population biology, biomes, energy flow and geochemical cycles, climate, pollution, biodiversity and resource use. Open to fifth and sixth formers who have completed (or are currently enrolled in) one year of chemistry and one year of biology, or who have the permission of the department. This course fulfills the contemporary global studies requirement.

ADVANCED TOPICS IN ENVIRONMENTAL SCIENCE, HONORS
Spring term; 1 course credit
ES555HO

This course allows students to delve deeply into the study of select major environmental issues begun in ES550HO. Topics may include global warming, recycling of materials, air pollution, drinking water, and various environmental toxins. Supplementing classwork are field studies and laboratory experiments that emphasize a hands-on, interdisciplinary approach to environmental assessment. Experiencing and understanding the plant and animal life common to New England fields and forests, students spend much of the spring also studying the re-emergence of life near Choate’s campus. Open to students who have completed ES550HO or have the permission of the department.

THE APPLIED SCIENCES

REVERSE ENGINEERING: HOW THINGS WORK
Spring term; 1 course credit
AS230

This course introduces students to general principles of product design and function and examines some of the engineered items all around us. Students learn to take apart various mechanical and electrical devices and examine how component parts work together. Engineering skills such as sketching, 3-D modeling, prototyping, testing, and clear communication are emphasized. An introduction to microcontrollers and programming is included and students build several devices of their own design. Hands-on experimentation is emphasized, and students learn to use some 3-D modeling software (Google SketchUp), 3-D printers, and Arduino microcontrollers. Third and fourth formers have priority enrollment for this course; fifth and sixth formers may only enroll with the permission of the department.

TOPICS IN ENGINEERING
Winter, Spring terms; 1 course credit
AS310

This introductory course is designed to provide students with an overview of some of the major engineering principles and applications, as well as an opportunity to implement those principles through experimentation, design-based projects, and presentations. Topics to be covered include graphical communication and drafting, basic material science, beam mechanics and deformation, and micro-engineering. The course will provide an interdisciplinary outlet for the mathematical skills and general scientific knowledge students have already acquired and introduce new mathematical concepts to improve their understanding of how real-world systems are designed, modeled, and fabricated. Open to students who have completed one year of physics and Algebra II.
ELECTRONICS
Winter term; 1 course credit
AS440AD
This laboratory course introduces students to both the principles and the techniques of electronics. Resistors, capacitors, inductors, diodes, transistors, and other electronic devices are investigated in the classroom and in the laboratory. Students develop their experimental skills with multimeters, breadboards, oscilloscopes, and soldering irons, and practice building and analyzing circuits. Each student finishes the course with an electronics project of their own choosing. Open to students who have completed one year of physics, or who are currently enrolled in physics and have the permission of the department.

COGNITIVE NEUROSCIENCE, HONORS
Winter, Spring terms; 1 course credit
MD330HO
One of the fastest growing research areas in science is neuroscience. Cognitive and behavioral studies have attracted considerable popular and scientific attention in recent years and new techniques have opened novel avenues for exploration. This course introduces the cellular and molecular mechanisms of neuronal function and examines how cognitive processes can be explained by the structure and function of the brain. Beyond foundational knowledge and empirical methodology in neuroscience, this class explores data from current studies in neurobiology and cognitive sciences. Open to fifth and sixth formers who have completed Anatomy and Physiology or Introduction to Psychology.

DATA ANALYSIS AND VISUALIZATION, HONORS
Spring term; 1 course credit
AS450HO
The ability to analyze, manipulate, and visualize large datasets has become an increasingly important skill in all areas of advanced science. Data guide decision making and allow scientists to discover patterns in fields as diverse as environmental science, microbiology, and astronomy. In this course, students learn to find and filter large public data sets, to analyze and visualize data, and to develop and interpret mathematical and conceptual models in order to answer scientific questions. Students also collect their own data from sources such as energy and weather-monitoring systems at the Kohler Environmental Center. They will learn to use software and languages such as R, Tableau, and ArcGIS, and will ultimately complete independent and group projects with data sets of their choosing. No previous coding experience or familiarity with a particular software program is necessary. Open to students who have completed Algebra II, or who are currently enrolled in Algebra II and have the permission of the department.

MATERIAL SCIENCE, HONORS
Spring term; 1 course credit
AS560HO
The world is filled with stuff! Yet, incredibly, the materials that make up that stuff fall into only a few basic categories. The alloys, ceramics, polymers, and composites that are used to make cars, computer chips, high performance fabrics, and carbon-fiber skateboard decks all gain their special properties based on their molecular structure. In this course, students examine materials from the nanoscale to the macroscopic as they learn about crystal lattice bonding, manufacturing techniques, and real-world applications. Students complete a variety of laboratory experiences and projects of their own design. An understanding of material properties is crucial to engineering and recommended for students going into STEM fields. Open to students who have completed one year of chemistry.

THE SCIENCE RESEARCH PROGRAM
The purpose of this program is to teach students the techniques and approaches used by professional scientific researchers as they carry out scientific investigations in the laboratory and in the field. The program consists of four consecutive term courses, beginning in the fall of the fifth form year and extending through the fall of the sixth form year, and includes a required summer component (between fifth form and sixth form years) during which students work as an intern and participate in supervised laboratory research. There are two sections of this program, one with a more biological focus and a second with a focus in the physical sciences. Students who wish to be considered for the program must apply in the winter of their fourth form year. Each section consists of eight students, who are selected based on their academic abilities and their potential to contribute successfully to the program.

THE COURSES
The goal of the on-campus coursework is to teach students about various aspects of scientific investigation including research, experimental design, data collection, and data analysis, and to prepare them for their work in a research lab over the summer. Entry into the fifth form fall course is by application to the program only. All other courses have as a prerequisite the preceding course in the sequence.

EXPERIMENTAL DESIGN, HONORS
Fall term; 1 course credit
SR510HO
The focus of this course is developing experimental methods. In the biological science-focused section, students gain hands-on experience with modern experimental techniques including DNA and protein analysis, as well as genetic engineering. In the
physical science-focused section, students expand their knowledge of sensor technology, indirect measurement techniques, quantitative analysis, and data presentation through a series of intensive research projects and labs. In both sections, formal literature searches are carried out to support each experiment or project. Thus, significant time is spent mastering the use of database/search engines as well as reading through professional literature. Students also work on developing their presentation skills and begin the process of finding a summer mentor. Open to fifth formers by application in the winter of the fourth form year.

**RESEARCH SEMINAR I, HONORS**
Winter term; 1 course credit
SR520HO
The focus of this course is reading professional literature and formally presenting the work of professional scientists. The underlying goal is for students to learn how to critically read complex scientific literature, make scientific presentations, and assess others’ presentations. Students learn how to use PowerPoint effectively and hone their presentation skills. The process of absorbing the literature and giving presentations also guides students towards the winter goal of securing summer positions in scientific laboratories. By developing a solid understanding of the current research in a particular area, students put themselves in a strong position to discuss the possibility of summer work with scientists investigating that topic. By the end of the term, students ideally should have secured a summer laboratory position. Open to fifth formers who have completed SR510HO.

**PROTOCOL DEVELOPMENT, HONORS**
Spring term; 1 course credit
SR530HO
The focus of the spring is preparing for the upcoming summer research. Securing a mentor at the beginning of the term is critical. Students then run a journal club based on an article written by their summer mentor and write a review article of the work done by their mentor and others in their field of research. The review article is a significant document that should not only prepare the student for the work they will complete in the summer, but also allow them to polish their scientific writing skills. Open to fifth formers who have completed SR520HO.

**SUMMER RESEARCH**
Having prepared fully for the experience, during the summer the student works full time in a laboratory setting under the guidance of their mentor scientist. Students must remain in contact with their SRP director at Choate during this summer research experience. As dictated by school policy, students do not get academic credit for this summer research and it does not count as a course on their transcripts. However, because this research is a required component of SRP, it is acknowledged in their college paperwork.

**Note:** As with all summer study undertaken by Choate students, any incurred costs are not covered by academic year tuition and fees. However, need-based financial assistance may be available to students who otherwise could not fulfill this component of the SRP.

**RESEARCH SEMINAR II, HONORS: STUDENT-GENERATED TOPICS**
Fall term; 1 course credit
SR600HO
The focus of the final term and the culmination of the program are a paper, oral presentation, and professional poster. The paper is a manuscript in the format of a publishable scientific work. The presentation is made in late fall to a large audience of interested members of the greater Choate Rosemary Hall community. The poster is of the quality one would find at professional scientific meetings and will be placed on display in the Science Center. (The paper, presentation, and poster may help the student prepare for a local or nationwide competition, but the student would need to identify this goal early in the program, as the timeline of some competitions requires paperwork to be filed well in advance of actual research. Additionally, the mentor would have to support this goal and the research would have to be worthy of submission. This is not a required aspect of the program.) In this final term of the program, sixth formers are encouraged to mentor the new fifth form students in all aspects of SRP. Open to sixth formers who have completed SR530HO and approved summer research.
**TERM ABROAD**

Choate Rosemary Hall is home to adults and students from around the United States and the world who learn and grow together in a close-knit community. However, Choate is but one small player on a vast world stage occupied by an increasingly diverse yet interconnected set of actors who speak, conduct business, learn, think and play in ways that cannot all be replicated on Choate's 458-acre campus. We believe that it is a 21st century imperative for young people to learn to adapt to places and cultures that are foreign to them. The sooner adolescents learn to overcome the personal challenges inherent in moving outside the familiar and encountering new cultural practices and ways of thinking, the better their chances of acquiring the level of resourcefulness, flexibility, and personal versatility that thriving in today's world demands. Our Term Abroad Programs broaden students' geographical, historical, linguistic, and cultural knowledge while maintaining Choate's high academic standards and emphasis on character and skills development. In addition, rather than offering students the typical sightseeing experience, these programs extend a rare invitation for students to immerse themselves in the language, daily routines, and cultural habits of another country.

**Choate's Term Abroad Programs:**

- enable students to improve their foreign language skills;
- build independence and self-reliance by asking students to advocate for themselves using the in-country support systems offered to them;
- foster resourcefulness and adaptability by exposing students to new ways of living and thinking;
- encourage students to reflect on their own backgrounds through the lens of the culture and attitudes of the host country;
- offer carefully tailored experiential learning opportunities for preparation as a global citizen; and
- fulfill the contemporary global studies diploma requirement.

**PLANNING AHEAD**

Students can participate in a Term Abroad Program in either their fourth, fifth, or sixth form year. Sixth form students may only participate in the winter Term Abroad Program. New fifth formers may be eligible for a Term Abroad Program after the fall term of their first year. All students interested in Term Abroad should consider this opportunity ahead of time, carefully selecting their courses for the fourth, fifth, and sixth form years, so that the Term Abroad enhances their academic profile. Students are eligible for a Term Abroad Program after they have successfully completed their second year of language study (second year honors level language students may attend in the spring term). More detailed information is available from the Director of Global Programs or the individual program directors.

Students who wish to take Biology, Chemistry, and/or United States History in the same academic year they participate in a Term Abroad Program should consult the department course policies in this Course Catalogue. New students who would like to keep their options open for a Term Abroad Program should indicate this fact on the course request form provided by the Registrar's Office during New Student Registration.

Except for round-trip airfare, incidental personal expenses, and visa and passport fees where applicable, all costs of a Term Abroad are covered by the regular fees for tuition and board. Day students will need to pay the boarding supplement for their Term Abroad. Financial assistance, also applicable toward the transatlantic airfare and the boarding supplement for day students, is available to Choate students currently receiving financial aid.

— Ashley Sinclair, Director of Global Programs

*Note: Dates and program rotation are subject to change due to enrollment numbers and other logistical concerns.

**ACADEMIC TERM IN CHINA**

Spring 2021*

5 course credits

The Academic Term in Beijing, China immerses students in Chinese culture while dramatically improving proficiency in three modes of communication skills: interpersonal, interpretive, and presentational. Students live with host families for their entire stay in China. This homestay allows students to become part of a Chinese family and learn about Chinese culture first-hand. Travel while in China extends into the local region including field trips from Beijing to the Forbidden City, Great Wall, Summer Palace, and Temple of Heaven. Excursions to Shanghai, Xi’an, and Shangri-La in western China, allow students to compare and contrast rural and urban Chinese life.

— Carol Chen-Lin, Director

**COURSES IN CHINA**

**CHINESE LANGUAGE**

**CHINESE LANGUAGE, HONORS**

CNC46AD or CNC46HO

This course gives students the opportunity to expand their spoken and written knowledge of Chinese. There is a practicum class each week that takes advantage of the surrounding environment by teaching students to use Chinese in everyday life situations. Students are asked to complete such activities as...
buying train tickets, interviewing Chinese families, and/or making a video in Chinese. Tutorials are arranged for native speakers according to their individual needs.

**CHINESE LITERATURE**  
**ENC45**

The literary works of the period between 1978 and 1986 contain some of the richest and most poignant depictions of the political and social changes in post-revolution China. In this course, students study English translations of contemporary short stories and reportage. The focus is on discussion of content, style, social norms and historical background. Class discussion, oral presentation, and interpretive essays are emphasized in this course.

**CHINESE CULTURE AND SOCIETY**  
**CNC42AD**

This course is an introduction to Chinese culture. It provides students with an understanding of the cultural, social, ideological, educational, economic, and political environments in China. Students explore these topics through readings and videos and share their understanding through presentations and discussions. Students gain fundamental knowledge of the Chinese culture from a historical and global perspective.

**CONTEMPORARY CHINESE HISTORY**  
**HIC44AD**

This course examines modern Chinese society as it undergoes economic, political, and social transformation in the 20th and 21st centuries. Topics include the Xinhai Revolution, the Sino-Japanese War, the Civil War, the Great Leap Forward, the Cultural Revolution, Four Modernizations, and the Tiananmen Incident. Students read primary source documents in English translation and secondary studies. Field trips to different historic sites are part of this course.

**CHINESE ART**  
**VAC43AD**

This course introduces students to major artistic movements in China from the Zhou Dynasty to the present. Classes are complemented by field trips to museums and historic sites. Students are also introduced to hands-on experiences in painting and calligraphy and have opportunities to attend the Beijing Opera.

**MATHEMATICS**

Students continue in their sequential math courses while abroad. Tutorials, which meet once a week for one hour, are arranged to cover the essential topics of the term missed. The tutorials are designed to allow for students to transition back into their appropriate course upon returning to campus. While guided by a qualified math teacher, mathematics abroad requires independent work by each participating student.

**ACADEMIC TERM IN FRANCE**

Winter 2021*  
5 course credits

The Academic Term in Paris, France immerses students in the study of France’s history, art, language, literature, and culture. All classes are taught in French by native-French speakers. Students complement their academic immersion by living with host families, an experience that ensures exposure to French language and culture throughout their stay. In addition to their coursework, each student completes an independent research project. Visits to museums, cultural landmarks, and monuments (one per class day) enhance and reinforce classroom work as do excursions outside of Paris.

– Anne Armour and Deborah Palmer, Co-Directors

**COURSES IN FRANCE**

**SPEAKING AND WRITING**  
**SPEAKING AND WRITING, HONORS**  
**FRF46AD or FRF46HO**

Classes are devoted to the study of grammatical points and vocabulary acquisition, through articles, literary texts of various kinds, videos including news clips, and popular musical forms, all of which are examined, discussed, and at times, explored in journal entries. Students study current events and a wide variety of issues affecting modern France and Paris. The ability of the students to interpret these events and express themselves using idiomatic expressions learned in situ, builds a strong base for the understanding of the intrinsic relationship of language and culture featured at subsequent levels of the French curriculum on campus.

**FRENCH LITERATURE**  
**ENF45**

This course introduces students to the evolution of French literature, from the Renaissance to the present day, through a number of questions relating to the notions of literary genres, the materiality of texts, the importance of contexts, and concluding with the diversity which led to littérature-monde. Attentive reading is stressed to permit participation of students from different levels of French in class discussions as they learn to identify underlying themes. While writing about literature, students work on presenting both reactions to and analyses of the text in well-structured paragraphs and essays, with particular attention to precision of expression, a hallmark of the French “explication de texte.”

**FRANCE SINCE THE MIDDLE AGES**  
**HIF44AD**

This course covers major events and cultural realities in French history from the Middle Ages to the present, integrating France in the wider geographical and geopolitical European context (the
development of a European merchant network, France’s moves on the Renaissance chess board, social realities, scientific and intellectual developments under the Bourbon kings, the age of revolutions, with extended time spent on France in the world during the industrial era, and post-World War II. Teacher-guided visits to history museums and monuments such as the Musée Carnavalet, the Palace and Gardens of Versailles, the Hôpital et Musée des Invalides, and the Panthéon, bring to life classroom presentations and nightly readings. Students are taught to analyze a variety of historical documents and to develop knowledge of French institutions that can inform their study of the greater Francophone world, a focus of higher levels of the French curriculum on campus. The history and art history classes taught in-country enrich each other in the exchange of context and images.

**ART HISTORY THROUGH FRENCH MUSEUMS**

**VAF43AD**

This course introduces students to the major artistic and architectural movements in France and Europe, starting with the Renaissance and its links to Greco-Roman antiquity before going on to the European movements of the 17th and 18th centuries. Art produced between the Romantic schools of the early 19th century to the present will be studied in more depth. The final classes are used to explore the Parisian contemporary art field through exhibitions, street art, galleries, and sales when possible. Classes are complemented by teacher-guided visits to museums and monuments. Written work is completed in the museums themselves, to facilitate immediate referencing and comparisons with works of art. The “reading” of cultural documents other than written texts (paintings, drawings, sculpture and architecture, and mixed media) prepares students for similar analyses at the advanced language level on campus. Museums and sites visited include the national museums, the Musée du Louvre, Guimet, Quai Branly, the Musée d’Orsay, and the Centre Pompidou, among many others.

**INDEPENDENT PROJECT: FRANCE**

**FRF42AD**

With the help of a project adviser, students work from their arrival in Paris to choose, design, and develop an independent research project based on a topic beyond the classroom curriculum. Students meet regularly with the adviser to discuss ways to accomplish independent research and with guidance, are responsible for pursuing their project according to project-dictated deadlines. Students carry out interviews, use city resources such as the press, libraries, companies, museums, monuments, and the city itself as source material. Providing a framework for the development of interpretive and presentational skills, a project presentation and a research paper delivered at the end of the term complete this course.

**MATHEMATICS**

Students continue in their sequential math courses while abroad. Tutorials, which meet once a week for one hour, are arranged to cover the essential topics of the term missed. The tutorials are designed to allow for students to transition back into their appropriate course upon returning to campus. While guided by a qualified math teacher, mathematics abroad requires independent work by each participating student.

**ACADEMIC TERM IN ITALY**

Fall 2020*

5 or 6 course credits

Choate Rosemary Hall students have the opportunity to be boarding students for the fall term at St. Stephen’s School, a day and boarding international high school, located in the heart of Rome, Italy. St. Stephen’s offers a rigorous academic program taught in English, that prepares their students for both the International Baccalaureate and an American high school diploma.

Of particular interest to Choate Rosemary Hall students of the classical languages, this program offers students the chance to pursue their studies in one of the premier historical centers of Western civilization. The variety of course offerings at St. Stephen’s facilitates the fulfillment of diploma requirements and limits disruption of the Choate curriculum.

*Note: Non-Classics students interested in studying in Italy should have already fulfilled their diploma requirement for foreign language.*

— Mary Elizabeth Williamson, Program Coordinator

**COURSES IN ITALY**

Choate students can choose from a variety of courses when studying at St. Stephen’s such as, Modern European History, IB Classical Greek and Roman Studies, or Art History. In addition, students can continue with language, mathematics, and science courses, or select from other St. Stephen’s offerings.

**ACADEMIC TERM IN JORDAN**

Fall 2020*

5 or 6 course credits

Arabic language students, or students interested in taking the Arabic language, have the opportunity to study abroad for the fall term as a part of the Arabic Year program at King’s Academy in Madaba, Jordan. Founded in 2007, King’s Academy is a co-educational boarding school enrolling over 500 students and modeled after Deerfield Academy, King Abdullah II’s alma mater. The language of instruction at King’s Academy is English.

— Georges Chahwan, Program Coordinator
COURSES IN JORDAN
As a participant in the Arabic Year program, Choate students take Modern Standard Arabic, Jordanian Colloquial, Arabic Literature in a Global Context, and History of the Middle East. In addition, students can continue with mathematics and science courses, or select from other King’s Academy course offerings.

ACADEMIC TERM IN SPAIN
Spring 2021*
5 course credits
The Academic Term based in La Coruña, Spain exposes students to Spanish history, art, language, literature, and culture. In this language immersion program, students live with host families where they are able to put their language studies to immediate use. Classes, offered at both the honors and advanced levels, are taught in Spanish by native-Spanish speakers familiar with the challenges American students face when studying abroad.

Throughout the term, in addition to visits to the historical and cultural sites of La Coruña, there are day trips to Santiago de Compostela, Betanzos, and other points of interest in the region. The term concludes with an intensive 10-day trip consisting of visits to Sevilla, Salamanca, Córdoba, Granada, Toledo, Segovia and Madrid. This excursion provides students with the opportunity to see the artistic and historical marvels they have encountered in their classes.

– Nancy Burress and Louis Bao, Co-Directors

COURSES IN SPAIN
ADVANCED GRAMMAR TOPICS
ADVANCED GRAMMAR TOPICS, HONORS
SPS46AD or SPS46HO
This course encompasses a complete review of Spanish grammar, with special attention to the subjunctive and other problematic areas for American students of Spanish. Vocabulary building and the use of common idiomatic expressions are also important components of this course. Stronger groups work to develop techniques of persuasive composition with a focus on style and effective expression.

MAJOR SPANISH AUTHORS
ENS45
Students read complete works by playwrights such as Casona, novelists such as Delibes, and short storytellers such as Matute and Manuel Rivas. Other works read can include Lazarillo de Tormes and La Celestina, as well as poetry by Alberti and Lorca y Machado. The goals are the development of reading comprehension, the ability to analyze a plot, and essay writing skills, i.e., the necessary tools for success in the department’s advanced courses upon return to Choate. Students participate in class discussions about these works and deliver oral summaries in Spanish.

SPAIN: A CROSSROAD OF CULTURES
HIS44AD
This course gives an overview of the development of the Iberian Peninsula, from the initial appearance of the Celtiberians to Spain’s transition to a democracy in the late 1970s. Attention is drawn to the diversity of civilizations that have helped contribute to the Spain of today and to the interactions among them. Students learn of the series of invasions, conquests, and reconquests that both created a nation and left indelible marks on its architecture, language, and culture.

ART HISTORY: CONTRIBUTIONS OF SPAIN
VAS43AD
This course traces the development of architecture from the Romanic to Gothic to 20th century styles, while concurrently tracing the history of Spanish painting, first as simple religious expression and then as social and humanistic expression. The class focuses upon the contributions of major Spanish painters, such as Velazquez, El Greco, Goya, and Picasso. Students see many of the works firsthand when they visit the Prado Museum in Madrid during the “excursión final.”

SPAIN: CONNECTIONS FOR THE WORLD
SPS47AD
For ages, Spain has been an economic, intellectual, and cultural crossroads between north and south, and east and west. Its role in the contemporary world is no different. It is a member of the European Union, but also has linguistic, historical, economic, and cultural connections to Latin America, North Africa, West Africa, the Middle East, the Philippines, and Eastern Europe—both as former colonies and as places from which a high percentage of Spain’s immigrants come, whether Spanish-speaking or not. This phenomenon of connections is studied in three different aspects of Spain’s relation to other countries in the world: immigration and emigration, politics, and commerce. Students complete an independent project on a self-identified current issue as related to this course.

MATHEMATICS
Students continue in their sequential math courses while abroad. Tutorials, which meet once a week for one hour, are arranged to cover the essential topics of the term missed. The tutorials are designed to allow for students to transition back into their appropriate course upon returning to campus. While guided by a qualified math teacher, mathematics abroad requires independent work by each participating student.
SUMMER ENRICHMENT

SUMMER PROGRAMS

Recognizing the need to assist students and families in planning their high school career and preparing for college, the Choate Rosemary Hall Summer Programs offers courses for both Choate and non-Choate students during its five-week summer session.

Although a Summer Programs course does not appear on the student’s Choate Rosemary Hall transcript, and hence is not factored into a student’s grade point average, there are several advantages to taking a course during the summer:

- a high school course may satisfy a Choate diploma requirement, with the approval of the Choate Rosemary Hall department head and the Director of Studies;
- successful completion of a Summer Programs course may allow a student to accelerate within a department’s sequence of courses;
- participation in Choate Summer Programs can enable a student to exercise more flexibility with course selection during the academic year, and thus facilitates the possibility of pursuing additional courses of particular interest; and
- students who are weak in a discipline can gain exposure to course material that they might find difficult to master in the academic school year.

Note: Following the completion of Choate Summer Programs courses, the Summer Programs Office sends summer transcripts of matriculating and current Choate students to the Choate Registrar’s Office. While courses taken in the summer (including those which satisfy diploma requirements) do not appear on a student’s official Choate Transcript, they are listed on the Summer Transcript, which becomes a part of the student’s permanent academic record at Choate.

Upon successful completion of a course, Choate students may be placed into the next course in a sequence and may be eligible for placement in an honors course in that discipline. Placement is determined by the academic department.

To apply for Choate Summer Programs, students must complete the online Summer Programs application, in accordance with the application instructions for current and matriculating students. For current Choate students, acceptance is based on the recommendations of the current subject teacher, department head, and form dean, as applicable. For matriculating Choate students, acceptance is based on review of their Choate application materials and their Summer Programs application.

The School’s policy is that summer coursework supplements the academic program that a student undertakes during the school year and may not be used to obtain a reduction in the School’s minimum course load requirement of five courses per term.

Note: Please contact the Summer Programs Office for further information (choatesummer@choate.edu or (203) 697-2365) or visit the Summer Programs website at www.choate.edu/summer.

VISUAL ARTS

The following visual arts courses may fulfill part of Choate’s diploma requirement in the arts. Completion of the diploma requirement is contingent upon completion of a body of work or portfolio during the summer course and submission of that work for evaluation to the Director of the Arts during the first week of fall classes.

Note: Matriculating and current Choate students who wish to fulfill a diploma requirement in the arts with one of these courses must first obtain permission from the academic year Arts department head as part of the application process for Summer Programs and must then comply with all attendance and course expectations. The Arts department head will determine final eligibility for diploma credit based upon the student’s successful completion of the course.

CERAMICS
fa012

This course introduces students to the medium of low-fire clay. Students explore hand-building, wheel work, glazing, underglazing, and a variety of other finishing and sculptural methods. Students are encouraged to concentrate on developing a single technique and on finishing a project that expands their knowledge of the craft. Students produce multiple pieces during the course, which culminates in a show of student work in the Paul Mellon Arts Center gallery. Open to all students.

DRAWING
fa013

In this course, students explore concepts of line, form, and composition. A wide variety of materials and techniques are used to realize this objective. Students are taught to draw from observation and from their imaginations. Emphasis is placed on individual growth and development, and the course culminates with a show of student work in the Paul Mellon Arts Center gallery. Open to all students.
OIL PAINTING
fa014
This course introduces students to the basic techniques of oil painting through an exploration of the key elements of still life, portraiture, and landscape. Students are taught how to see and mix color, modulate values, and develop form. Assignments are based on traditional and contemporary painting techniques and are designed to stimulate the student's imagination and technical facility. At the end of the program, students display their works in the Paul Mellon Arts Center gallery. Open to all students.

DIGITAL MOVIE MAKING
fa015
This class takes students through the pre-production, production, and post-production steps in the creation of video projects. In pre-production, students plan, script, and storyboard their ideas. In production, students learn how to use a digital video camera to collect images that communicate a story to the audience. Camera technique and control, balanced with good composition, are mastered in conjunction with sound capture and reproduction so that ideas can be effectively expressed to an audience. In post-production editing, students need to be comfortable with basic computer operations as rough video footage is captured and then edited using non-linear editing software. Student projects begin with the isolation of elements of production and design and progress to more short but complete group video projects. At the end of the session, projects are presented to the community at an informal screening.

HISTORY AND SOCIAL SCIENCES

WORLD RELIGIONS
HS10
This course exposes students to the beliefs, practices, ethics, and histories of five major world religions: Judaism, Christianity, Islam, Hinduism, and Buddhism. Students study each of the religions in order to gain an understanding of its meaning to individual believers and its impact on human history. This course utilizes resources available through technology as well as a standard text.

WORLD ISSUES
HS11
A variety of media sources (newspapers, magazines, the Internet, video) serve as the source material for an in-depth study of the current state of affairs around the world. Careful reading and research skills are emphasized. Students write weekly essays on important topics covered in the course.

Note: Matriculating and current Choate students (incoming freshmen and rising sophomores only) who wish to take a course to fulfill the diploma requirement in either philosophy/religion (HS10) or contemporary global studies (HS11) must first obtain permission from the academic year History, Philosophy, Religion, and Social Sciences department head as part of the application process for Summer Programs and must then comply with all attendance and course expectations. The department head will determine final eligibility for diploma credit based upon the student's successful completion of the course.

MATHEMATICS

IMMERSION GEOMETRY
MA25
This intensive course covers the standard year-long geometry curriculum. At a brisk pace, students explore the fundamentals of Euclidean geometry as well as various applications of these concepts in the real world. At time permits, algebra is incorporated to help students review and strengthen their problem-solving skills. After gaining experience making conjectures and testing hypotheses, they progress to writing formal deductive proofs, using paragraphs as well as the two-column format. In order to complete this year-long course in the summer session, students attend class for the full academic day and may not enroll in additional courses. Enrollment carries a full five-week boarding or day tuition. This course is appropriate for highly motivated students who have completed Algebra I. A graphic calculator is required.

Note: Choate students who successfully complete this course may fulfill the diploma requirement in geometry. Returning and matriculating students entering the fourth form who have not yet completed a geometry course may choose this course for that purpose. Students entering the third form are generally not approved to take this course. In all cases, students must first obtain permission to take the course for credit from the academic year Mathematics and Computer Science department head, and then must comply with all attendance and course expectations. The Mathematics and Computer Science department head will determine final eligibility for diploma credit based upon the student's successful completion of the course. Students in Immersion Geometry receive a traditional letter grade which is included on the Summer Transcript.

SCIENCE

GLOBAL SCIENTIFIC ISSUES: SEARCHING FOR SOLUTIONS
SC15
This non-laboratory course takes up various scientific problems confronting the human species on our fragile planet and examines ideas for combating these problems. What sources of energy will best serve humankind in the future, while doing the least harm? How can we best employ water, for personal use and irrigation, without leading to health problems and soil
degradation? What are the causes and effects of global warming, and how can the Earth’s temperatures be stabilized? What measures have proven effective, and what innovations may be employed in the future, in controlling AIDS, malaria and possible pandemics? How will the growing populations of the world obtain adequate nutrition and shelter? These questions call upon students to consider various viewpoints as they seek ways to achieve sustainability for the human species. The course includes oral presentations and debates as well as writing and assessments.

Note: Matriculating and current Choate students who wish to fulfill the diploma requirement in contemporary global studies must first obtain permission from the academic year Science department head as part of the application process for Summer Programs and must then comply with all attendance and course expectations. The Science department head will determine final eligibility for diploma credit based upon the student’s successful completion of the course.

SERVICE AND SOCIETY
Recognizing the increasing importance of leadership and service in the lives of our students, Service and Society offers two weeks of collaborative seminars and hands-on service experience in Connecticut.

SERVICE AND SOCIETY
Service and Society gives students two weeks of an unforgettable experience doing, creating, and reflecting in an array of settings close to the Choate campus. Multiple hands-on opportunities in the local area equip students with the knowledge to become change-agents in their home communities. Recognizing the importance of service in the lives of youth, the program offers an academically reflective service-learning experience. Through daily excursions to nearby organizations, students learn about topics relating to socioeconomic inequities and the subsequent impact on communities and individuals, the experiences of refugees and displaced peoples, the importance of environmentalism, the importance of understanding and combating food insecurity, and ways to provide for special needs populations including eldercare. Three evenings a week, students view documentary films and hear personal stories from those affected by the topics addressed at the program’s service sites. Social issue documentaries and group discussions provide students with an expanded view of some of the persistent forces resulting in societal issues. Working together as an internationally diverse group of students and sharing reflections on the volunteer experience gives program participants the opportunity to learn about similarities and differences between the challenges faced in Connecticut and those faced in other parts of the world. Students leave with the tools and inspiration to contribute to positive change in their home environment.

Note: Matriculating and current Choate students who wish to fulfill the diploma requirement in community service must first obtain permission from the Community Service Director as part of the application process for Summer Programs and must then comply with all attendance and course expectations. The Community Service Director will determine final eligibility for service hour credit based upon the student’s successful completion of the program.

PREREQUISITES
The following courses may satisfy certain prerequisite requirements for Choate courses.

Note: Matriculating and current Choate students who wish to fulfill a prerequisite must first obtain permission from the appropriate department head as part of the application process for Summer Programs and must then comply with all attendance and course expectations. The department head will determine final eligibility for prerequisite credit based upon the student’s successful completion of the program.

INTRODUCTION TO PSYCHOLOGY HS25
Focusing on recent developments in psychology and self-understanding, this course covers several theories of personality, neuroscience, and human behavior. A developmental approach to various psychological theories (e.g., those of Freud, Horney, Skinner, Erikson, Rogers) creates a framework for the study of identity and self-image, gender, family and peer relationships, and conformity and prejudice.

Note: Students who successfully complete this course will have fulfilled the prerequisite for Choate’s upper-level psychology courses.

INTRODUCTION TO ROBOTICS MA35
This course introduces students to the fundamentals of robotics using the VEX platform. Students learn to design and build robots, to program autonomous behaviors, and to use sensors to improve a robot’s ability to interact with its environment. Robots will compete in challenges, including racing and navigating over and around a variety of obstacles. This course also serves as an introduction to some aspects of computer programming, including program design and control, looping, and Boolean logic. Prior programming experience is not necessary.

Note: Students who successfully complete this course will have fulfilled the prerequisite needed to apply for the Advanced Robotics Concentration.
SUMMER ABROAD

Choate Rosemary Hall offers the following Summer Abroad Programs. See pp. 82-84 for descriptions of the France and Spain Academic Term Abroad Programs which are similar in content even though the Summer Abroad Programs are of a shorter duration (4-5 weeks). Participants successfully completing a Summer Abroad Program will fulfill the contemporary global studies diploma requirement. Students successfully completing Choate’s Summer Abroad Program in France will also earn a visual arts credit. The application deadline for our programs in France, Jordan, and Spain is March 15.

- Summer in France
  - Anne Armour (Wallingford)
  - Deborah Palmer (Paris)

- Summer in Jordan
  - Georges Chahwan

- Summer in Spain
  - Nancy Burress (Wallingford)
  - Louis Bao (Spain)

SUMMER IN FRANCE

Our five-week program in France offers intermediate to advanced level high school French language students the opportunity to live in Parisian homes, take courses conducted exclusively in French, participate in cultural outings that use the city as an extension of the classroom, and travel to the Loire Valley. Through art history and French history, and during several museum visits per week as well as regular reading and writing, students improve their interpersonal, interpretative, and presentational skills. Daily immersion in French studies and in the routines of life in Paris enables participants not only to improve their knowledge of French language and culture, but also to gain self-confidence and a better understanding of themselves as global citizens.

SUMMER IN JORDAN

Our four-week program in Jordan is open to beginning through advanced level Arabic language students who are interested in deepening their knowledge of the Arabic language and exploring the rich culture of the Hashemite Kingdom of Jordan, a land of mesmerizing beauty and contrasts. During this month-long program, students live with host families in Amman, take Modern Standard Arabic and Levantine colloquial courses, engage in history and current issue workshops conducted in English, and participate in cultural activities. Immersion in the routines of daily Jordanian life enable participants to hone their language skills and also to gain self-confidence and a better understanding of themselves as citizens of the world. Excursions to Jerash, Wadi Rum (the desert), and Petra, among others, round out the experience.

SUMMER IN SPAIN

Our five-week program in Spain offers intermediate to advanced level high school Spanish language students the opportunity to live, study, and travel in Spain. Students reside with families in La Coruña, Spain (Galicia) and take courses taught exclusively in Spanish by our in-country faculty. Daily immersion in Spanish studies and in the routines of life in La Coruña enables participants to improve their knowledge of Spanish language and culture, and to gain self-confidence and a better understanding of themselves as global citizens. Visits to historical and cultural sites in and around La Coruña, including a trip to the capital city of Galicia, Santiago de Compostela, as well as trips to Salamanca, Segovia, Toledo, and Madrid complement the classroom experience.

SUMMER ENRICHMENT COURSES

In addition to the courses that are offered on campus, Choate offers the following online study opportunities to either new or returning students, as indicated in each description. These summer offerings are for enhancement and enrichment—they are optional, no fee is charged, and no grades are assigned. The goal of each is to provide students a greater familiarity and comfort level with material they will face once school starts in the fall, and in the case of the Physics Primer, an introduction to the Choate campus and academic culture.

ALGEBRA I

Algebra I is offered to incoming students whose math placement for their first year has been determined to be at the level of Algebra I. Algebra is the backbone for all we do in math at Choate and given that many students have already had some experience in algebra, this summer opportunity permits those who are interested to strengthen their knowledge of algebra and hone their quantitative skills under the guidance of a Choate teacher. All a student needs to participate is the desire to learn, a computer, and an Internet connection.

The course consists of up to 12 modules that are self-paced, with short assessments that can be taken multiple times to verify mastery of the material. These modules are hosted on Canvas (our online learning management system) and are accompanied by an online textbook and multimedia materials that together provide access to the content in several formats. The teacher is also available for support as are the other students who have elected to participate in this online learning.
community. An added benefit of the course is that, upon completion, students will know some of their future classmates (and at least one teacher) before arriving on campus in September.

Substantial progress in this online course could mean placement (determined by our math department head) into Geometry come fall, in which instance the Algebra I diploma requirement is deemed fulfilled.

*Note: Algebra I runs for four to five weeks, from early July to mid-August.*

**LANGUAGE MAINTENANCE PROGRAM**
The Language Maintenance Program or LMP is offered by departmental invitation to those returning students in Chinese, French, Latin, or Spanish who have had to step away from their language studies for a time due to study at the Kohler Environmental Center, for example, or an extended period spent away from campus and the language classroom. The LMP experience reintroduces students to study of the target language so they feel comfortable returning to its study after a significant time away. The LMP is also appropriate for students who have struggled for some reason in their language studies during the most recent academic year and need to brush up on their skills before continuing their studies in the fall.

The structure of the LMP varies depending on the language, student, and teacher, but key features of all LMPs include independent work using multimedia materials accessible online, self-tutorial exercises, and individual weekly sessions between teacher and student on Skype or another appropriate interface that enables practice with the target language. Throughout the program, all skill areas are reinforced: reading, writing, listening, and speaking.

*Note: The LMP runs for four to five weeks, usually from early July to early August, though some flexibility in this schedule is possible by mutual agreement between teacher and student.*

**PHYSICS PRIMER**
The Physics Primer is a four-week online primer that helps prepare incoming third and fourth formers for enrollment into our regular introductory physics courses. In addition to being exposed to some physics, during the course students learn how to use an iPad for academic classes and also get to know their instructor, as well as other new students who have elected to participate in the course. Throughout the course students are introduced to some of the technology used on campus, including Choate email, iPads, and Canvas (our online learning management system). The primer consists of four week-long units: Introductions and Graphing; Introduction to Motion; Introduction to Vectors and Forces; and Working with your Calculator, Relating Variables in Equations. The course runs asynchronously; however, students who enroll are expected to meet weekly deadlines and participate for the entire four weeks.

*Note 1: The Physics Primer runs generally from early July to early August and is offered by departmental invitation to new students placed into PH200 and PH203.*

*Note 2: The primer is not intended for students placed in PH250HO. Placement is determined by the science department head.*
STANDARDIZED TESTING

While standardized test scores are not the only nor the most important credential in a student's college application, they do provide colleges and universities with a data point that is used in the evaluation process. Many, but not all, colleges and universities require standardized testing as part of the admission application, and in most cases either the SAT or ACT may be used to satisfy this requirement.

Choate's broad and deep curriculum has historically prepared students well for standardized tests. Because each course of study at Choate is tailored to an individual's talents and interests, as well as to our diploma requirements, students should discuss with their teachers and/or their college counselors regarding the appropriate time to take specific standardized tests.

The Choate College Counseling Office (CCO) recommends that students sit for a total of one or two SAT and/or ACT exams by the end of the fifth form year, in order to obtain a baseline assessment of a student's standardized testing strengths and weaknesses. Students may use testing dates in the summer prior to or fall of the sixth form year to improve their standardized test scores, if necessary, as they develop and learn more through the Choate curriculum.

Students must register for the SAT and ACT online at www.sat.org and www.actstudent.org, respectively. The ACT, SAT, and Subject Tests are offered on various Saturday morning dates throughout the school year.

THE TESTS

PSAT/NMSQT

In October, all fourth and fifth form students take the PSAT, which assesses evidence-based reading and writing, and math skills. Students receive scores on a 160–760 scale for both the math section and the combined reading and writing section, which add together for the total score, reported on a 320–1520 point scale. PSAT scores are neither reported to, nor viewed by, colleges for purposes of admission. Students are automatically registered for the PSAT and billed by Choate.

In the fifth form year, the PSAT score is used as the National Merit Scholarship Qualifying Test. The NMSQT identifies students who performed exceptionally well on the test and who may later be invited to participate in the National Merit Scholarship Competition. A student who qualifies will be notified in September of the sixth form year and will be contacted by the college counselor to complete the NMSQT application.

SAT

Choate students wishing to use the SAT as their standardized test for college applications are encouraged to take their first SAT in either December or March of the fifth form year. Typically, fifth formers are advised to take the exam again in May or June, and once again, if appropriate, during the summer or fall of their sixth form year. The SAT consists of five sections (writing and language, reading, two math and an optional essay), scored on a 200–800 point scale for the writing, language and reading sections, and a 200–800 point scale for the math sections, combined for a possible score of 1600. The essay is scored separately on a 2–8 point scale for each of three areas: reading, analysis and writing. The CCO recommends that most Choate students take the exam with the optional essay section at least once. The exam is three hours and 50 minutes long, including the optional 50-minute essay. More information, including instructions on registering for tests, can be found at www.sat.org.

SUBJECT TESTS

Subject Tests are each one-hour in length and a student can elect to take up to three at any SAT administration date (except in March, when only the SAT is offered). While most colleges do not require Subject Test scores, some may recommend as many as three. The appropriate time to take an individual Subject Test will vary from student to student. Typically, a Subject Test is most advantageous just after completing a course related to the test subject. Students should check with the CCO and their teacher about the appropriate time to take such a test. Students should also consult individual college websites for the testing requirements of specific programs. Each Subject Test is scored on a 200–800 point scale.

- Language and Language with Listening Test: This test should not be taken before the third year of language study has been completed. If, however, a student has just completed a Term or Summer Abroad Program, the test should be taken as soon as possible afterward. For students with strong listening comprehension in the foreign language, the Language with Listening Test (administered in November only) may be a good addition to their testing portfolio. Students must provide their own personal CD player for the administration of a listening test.
Note: Students whose first language is not English may benefit from taking a Subject Test in their native language to demonstrate literacy in that language. Students should be aware that not all colleges that require or recommend the Subject Tests will allow students to use a Subject Test in their native language in lieu of another academic subject. Non-native speakers may be required to take the TOEFL or the Duolingo English Test (see below) to demonstrate fluency in English; requirements vary by college.

- Math Level 1: This test is recommended for students who have not taken Precalculus by the spring of the fifth form year. It may also be a good test for students who are strong in math but do not intend to pursue a STEM major in college.

- Math Level 2: This test is recommended for students who have taken Precalculus, Precalculus Honors or any more advanced math class. Math Level 2 is often recommended for students who want to study a STEM major in college.

- Physics, Chemistry and Biology E/M: These tests may be taken after completing the corresponding year-long introductory course or after a second-year course. Honors-level courses give good preparation for the tests, but students should expect to do additional studying to be fully prepared for all topics covered on these tests. Consultation with the instructor about what might be appropriate for a given student is strongly encouraged.

- U.S. History: This test should be taken after a student has successfully completed the year-long course.

- World History: Due to the chronology and content covered in this test, we do not recommend this test for our students (unless they intend to study for the test independently).

- Literature: This test is recommended for students who love to read and study literature and who have sensitivity to literary genre, form, style, and nuance. It should be taken no earlier than June of the fifth form or in the fall of the sixth form year.

ACT

The ACT is comprised of four subject area tests (English, Reading, Mathematics, and Science) and an optional essay (the ACT Plus Writing); the CCO recommends that most Choate students take the exam with the optional essay section at least once. Students who wish to take the ACT may do so at Choate in December or April of the fifth form year, and September, October or December of the sixth form year. The ACT is also offered in February, June, and July (though the test is not administered at Choate in these months).

The ACT provides four separate sub-scores (1 is the lowest, 36 is the highest), one for each subject area, as well as a composite score that is the rounded average of the four sub-scores. In addition, the optional essay is scored on a 2-12 point scale. More information, including instructions on registering for tests, can be found at www.actstudent.org.

PRACTICE ACT

Choate administers a practice ACT test, mirroring the content and structure of the ACT, in the spring of the fourth form year. The results of this practice test help students prepare for the ACT and can help determine if the ACT is an appropriate test for a student to take. Fourth form students are automatically signed up to take this test.

WHEN SHOULD STUDENTS TAKE THE SAT OR ACT?

By taking the PSAT in the fourth and fifth form years and the practice ACT in the spring of the fourth form year, students and families have an idea of their student’s predicted success on the tests, and if they have a preference for either one.

If the student prefers to concentrate on the SAT, a recommended pattern for taking the SAT is to sit for the SAT in December, March (not offered at Choate), and/or May of the fifth form year, reserving the June test date for Subject Tests. Students have the August (not offered at Choate), October, November, and December test dates in their sixth form year if they need more test dates for the SAT and/or Subject Tests. In most cases, the October test scores would be received by colleges in time to be considered for early decision/early action application deadlines. Some colleges will also consider November testing results for early decision/early action applications.

If the student prefers to concentrate on the ACT, a recommended pattern for taking the ACT is to sit for the exam in December, February (not offered at Choate), April, June, and/or July of the fifth form year, and in September, October, and/or December of their sixth form year. Please keep in mind that the June and July ACT test dates occur after Choate students leave campus for the summer, so students would take these tests near home. The September and October test scores would be received by colleges in time to be considered for early decision/early action application deadlines.

AP EXAMS

Offered at Choate in May each year, AP Exams are administered by the College Board and can be used to obtain course credit, advanced standing, and/or advanced placement at many colleges and universities. For more information, visit www.apstudent.collegeboard.org/creditandplacement/search-credit-policies.

These tests may be appropriate when students have completed advanced or honors courses in the target subject. Students
should check with their teachers to determine whether an AP Exam is advised.

AP Exams are not required for U.S. college applications, but good scores could enhance a student's application. AP Exams are an important component of international applications – especially to universities in the United Kingdom. Students should consult their college counselor about reporting AP scores during the college application process. (Some international universities, including selective institutions in the United Kingdom, do frequently require AP scores.)

AP Exams are scored on a 1 (low) to 5 (high) scale. AP Exam scores are not listed on Choate transcripts. Students register for AP exams through the College Board website, but they will need to use Access Codes supplied by the Testing Coordinator. The Testing Coordinator sends out important information regarding AP registration at the beginning of the fall term. Students must register for AP exams in the fall to avoid late penalties imposed by College Board.

TOEFL IBT AND DUILINGO ENGLISH TEST
The Test of English as a Foreign Language is an internet-based test (iBT) and is for students whose native language is not English. Some colleges require the TOEFL for all international students, while others will waive it for international students who have studied for multiple years at a high school where the language of instruction is English. Fifth form students whose first language is not English may take the test over the summer before the sixth form year in their home country and, if necessary, once again in the fall. For more information, including registration information, consult the TOEFL website: www.ets.org/toefl.

Some colleges will accept the Duolingo English Test. This test can be taken remotely (there is no test center; students take the exam anywhere and at any time) and it is a less costly exam. For more information, visit www.englishtest.duolingo.com.

ADDITIONAL TESTING INFORMATION

- The website www.fairtest.org provides a comprehensive list of all test optional and test flexible institutions. The list includes many selective colleges that do not require standardized tests as a component of the application process.

- Eligible students may use fee waivers to cover the costs of standardized testing. Qualified students will also receive a limited number of free score reports to send to colleges. In addition, if students take a standardized test using a fee waiver, they may receive a number of college application fee waivers. Students should see the Testing Coordinator to discuss whether they are eligible.

NON-STANDARD ADMINISTRATION OF THE PSAT, SAT, SUBJECT TESTS, ACT AND AP EXAMINATIONS
If the presence and nature of a learning disability places a documented functional limitation on the student and the College Board or ACT has granted accommodations, that student will receive all necessary accommodations during standardized tests. Such accommodations may include, but are not limited to, extra breaks or extra time on the SAT, Subject Tests, AP exams, PSAT exams, and the ACT. Students who receive accommodations at Choate are not automatically granted accommodations on standardized tests and must work with the school to request accommodations with ACT and/or the College Board. Students and families interested in learning more about this should contact the Director of Studies or the Testing Coordinator.
## Diploma/Certificate of Study Requirements Summary

### Course Load Requirements:
All students, including PGs, must meet all expectations of credits, course load, and program balance each term.

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<th>4 Year Student</th>
<th>3 Year Student</th>
<th>2 Year Student</th>
<th>1 Year Student</th>
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<td><strong>COMMUNITY SERVICE</strong></td>
<td>Matric 2017 &amp; before 30 hours total</td>
<td>Matric 2018 &amp; after 30 hours total</td>
<td>20 hours total</td>
<td>None</td>
<td>None</td>
</tr>
<tr>
<td></td>
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</tr>
<tr>
<td><strong>ATHLETICS</strong></td>
<td>3 terms per year (or 2 terms + 1 term of an alternate activity)</td>
<td>3 terms per year (or 2 terms + 1 term of an alternate activity)</td>
<td>3 terms per year (or 2 terms + 1 term of an alternate activity)</td>
<td>3 terms per year (or 1 term + 2 terms of an alternate activity)</td>
<td>3 terms per year (or 1 term + 2 terms of an alternate activity)</td>
</tr>
<tr>
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<td></td>
</tr>
<tr>
<td><strong>LIFELONG WELLNESS</strong></td>
<td>All students are required to participate in the Lifelong Wellness curriculum during each of their years at Choate.</td>
<td>All students are required to participate in the Lifelong Wellness curriculum during each of their years at Choate.</td>
<td>All students are required to participate in the Lifelong Wellness curriculum during each of their years at Choate.</td>
<td>All students are required to participate in the Lifelong Wellness curriculum during each of their years at Choate.</td>
<td>All students are required to participate in the Lifelong Wellness curriculum during each of their years at Choate.</td>
</tr>
</tbody>
</table>

*A student may be exempted from a single term of English only once in their career.

**If no prior language course has been taken in high school, a student must complete six terms of a diploma language.

Additional information can be found in the Diploma Requirements and Individual Department sections of the Course Catalogue.
# SIGNATURE PROGRAM SUMMARY

<table>
<thead>
<tr>
<th>Program</th>
<th>Who Can Apply</th>
<th>Application Deadline (*dates subject to change)</th>
<th>Program Director(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arabic and Middle Eastern Studies (AMES)</td>
<td>Rising 6th formers</td>
<td><strong>No Formal Application; Students must declare intention to complete the requirements in writing to the Registrar and the Program Director by the end of the winter term of their 5th form year.</strong></td>
<td>Georges Chahwan</td>
</tr>
<tr>
<td>Advanced Robotics Concentration (ARC)</td>
<td>Rising 4th, 5th, and 6th formers</td>
<td>Friday, February 7, 2020</td>
<td>Kyle Di Tieri; Andrew Murgio</td>
</tr>
<tr>
<td>Arts Concentration</td>
<td>Rising 4th, 5th, and 6th formers</td>
<td>Wednesday, February 26, 2020</td>
<td>Kalya Yannatos (Director of Arts)</td>
</tr>
<tr>
<td>- Dance</td>
<td></td>
<td>*Auditions begin: Tuesday, March 31, 2020</td>
<td>Kalya Yannatos (Dance)</td>
</tr>
<tr>
<td>- Music</td>
<td></td>
<td></td>
<td>Charles Evans; Matt McLean (Music)</td>
</tr>
<tr>
<td>- Theater</td>
<td></td>
<td></td>
<td>Tracy Ginder-Delventhal (Theater)</td>
</tr>
<tr>
<td>- Visual Arts</td>
<td></td>
<td></td>
<td>Jessica Cuni (Visual Arts)</td>
</tr>
<tr>
<td>Capstone</td>
<td>Rising 6th formers</td>
<td>Wednesday, February 26, 2020</td>
<td>Jim Davidson</td>
</tr>
<tr>
<td>John F. Kennedy '35 Program in Government and Public Service (JFK)</td>
<td>Rising 5th formers</td>
<td>Friday, February 7, 2020</td>
<td>Ned Gallagher</td>
</tr>
<tr>
<td>Environmental Immersion Program at the Kohler Environmental Center (EIP)</td>
<td>Rising 5th and 6th formers</td>
<td>Friday, February 7, 2020</td>
<td>Joe Scanio</td>
</tr>
<tr>
<td>Science Research Program (SRP)</td>
<td>Rising 5th formers</td>
<td>Friday, February 7, 2020</td>
<td>Selena Gell; Chris Hogue</td>
</tr>
<tr>
<td>Term Abroad</td>
<td>Rising 4th, 5th, and 6th formers</td>
<td>Friday, February 7, 2020</td>
<td>Ashley Sinclair</td>
</tr>
<tr>
<td>- Italy, Jordan (Fall)</td>
<td></td>
<td>*for all terms</td>
<td>Anne Armour (France)</td>
</tr>
<tr>
<td>- France (Winter)</td>
<td></td>
<td></td>
<td>Nancy Burress (Spain)</td>
</tr>
<tr>
<td>- China, Spain (Spring)</td>
<td></td>
<td></td>
<td>Carol Chen-Lin (China)</td>
</tr>
<tr>
<td>Additional Curricular Opportunities</td>
<td></td>
<td></td>
<td>Georges Chahwan (Jordan)</td>
</tr>
<tr>
<td>- ML Williamson (Italy)</td>
<td></td>
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</tr>
<tr>
<td>Directed Study</td>
<td>Rising 4th, 5th, and 6th formers</td>
<td>Monday, May 4, 2020 (for Fall 2020)</td>
<td>Kevin Rogers (Director of Studies)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Wednesday, October 21, 2020 (for Winter 2021)</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>Wednesday, January 27, 2021 (for Spring 2021)</td>
<td></td>
</tr>
<tr>
<td>Senior Project</td>
<td>6th formers *students apply in the fall of their 6th form year</td>
<td>Sunday, November 1, 2020</td>
<td>Kevin Rogers (Director of Studies)</td>
</tr>
</tbody>
</table>
AFTERNOON ACTIVITY OFFERINGS

Third, fourth, and fifth form: Students must take three terms of athletics or two terms of athletics and one term of an alternate activity.

Sixth form: Students must be enrolled in an afternoon activity each term, at least one of which must be athletics.

<table>
<thead>
<tr>
<th>ATHLETIC ACTIVITIES</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>FALL</strong></td>
</tr>
<tr>
<td>Badminton</td>
</tr>
<tr>
<td>Cross Country</td>
</tr>
<tr>
<td>Dance</td>
</tr>
<tr>
<td>Dance Intensive</td>
</tr>
<tr>
<td>Farming/Gardening</td>
</tr>
<tr>
<td>Field Hockey</td>
</tr>
<tr>
<td>Fitness &amp; Conditioning</td>
</tr>
<tr>
<td>Football</td>
</tr>
<tr>
<td>Hiking</td>
</tr>
<tr>
<td>Intramural Crew</td>
</tr>
<tr>
<td>Intramural Squash</td>
</tr>
<tr>
<td>Intramural Tennis</td>
</tr>
<tr>
<td>Jiu-Jitsu</td>
</tr>
<tr>
<td>Kayaking</td>
</tr>
<tr>
<td>Line Crew</td>
</tr>
<tr>
<td>Peak Performance*</td>
</tr>
<tr>
<td>Self Defense (Girls)</td>
</tr>
<tr>
<td>Senior Soccer</td>
</tr>
<tr>
<td>Soccer</td>
</tr>
<tr>
<td>Strength Training (Girls)</td>
</tr>
<tr>
<td>Volleyball (Girls)</td>
</tr>
<tr>
<td>Water Polo (Boys)</td>
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<table>
<thead>
<tr>
<th>ALTERNATE ACTIVITIES</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>FALL</strong></td>
</tr>
<tr>
<td>Community Service</td>
</tr>
<tr>
<td>Gelb Production**</td>
</tr>
<tr>
<td>Main Stage Production**</td>
</tr>
<tr>
<td>Off-Campus Project*</td>
</tr>
<tr>
<td>Tech Theater: Costume</td>
</tr>
<tr>
<td>Tech Theater: Lights &amp; Sound</td>
</tr>
<tr>
<td><strong>By Audition</strong></td>
</tr>
</tbody>
</table>

Notes:
- Fitness & Conditioning – open to fourth, fifth, and sixth formers.
- Off-Campus Project – open to fourth, fifth, and sixth formers each term, and to third formers in the winter and spring with the permission of the department. Students may only do one Off-Campus Project per academic year.
- Peak Performance – open to fifth and sixth formers with the permission of the department.
- Sixth Course Exemption – open to fifth and sixth formers with the permission of the department.
- Term Abroad Exemption – a student in a Term Abroad Program is not required to make up the missed term of Athletics.
- Arts Concentration – students in the Arts Concentration Program may choose to participate in one term of an afternoon activity each year, in place of their afternoon Arts Con commitment.
- **Auditions for the fall production are held during the first week of classes; auditions for the winter and spring productions take place during the preceding term.

Afternoon Activity Offerings are subject to change. To learn more about the various teams or alternate afternoon activities, contact the Athletic Office at (203) 697-2418.
FOUR-YEAR ACADEMIC PLAN

To get an overview of a student's academic career, record required courses first and fill in desired electives, knowing that interests will change over the years. Advisers and form deans assist students not only in selecting courses, but also in making decisions about participating in extracurricular activities, pursuing various summer opportunities (including here at Choate), and considering a Signature Academic Program.

Keep in mind too, that although every effort is made to offer the courses during the terms indicated in this Course Catalogue, there are times when low enrollment and/or available resources do not allow a course to run.

STUDENT: ____________________________ DATE: ____________________ CLASS: ________
Include courses at Choate and elsewhere; diploma requirements are listed on pp. 8-11.

### THIRD FORM Summer courses/plans:

<table>
<thead>
<tr>
<th>FALL</th>
<th>WINTER</th>
<th>SPRING</th>
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### FOURTH FORM Summer courses/plans:

<table>
<thead>
<tr>
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</table>

### FIFTH FORM Summer courses/plans:

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<thead>
<tr>
<th>FALL</th>
<th>WINTER</th>
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</tbody>
</table>

### SIXTH FORM Summer courses/plans:

<table>
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<th>FALL</th>
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</tr>
<tr>
<td>Name</td>
<td>Position/Department</td>
<td>Institution(s)</td>
</tr>
<tr>
<td>-----------------------</td>
<td>--------------------------------------------</td>
<td>--------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>REBECCA ABBATE</td>
<td>languages</td>
<td>Hamilton College, B.A., University of Connecticut, M.A.</td>
</tr>
<tr>
<td>JORDAN ABBOTT</td>
<td>Director of Parent Relations</td>
<td>Yale University, B.A., American University, M.A., University of Connecticut School of Law, J.D.</td>
</tr>
<tr>
<td>CATHERINE ADAMS</td>
<td>arts</td>
<td>Temple University, B.F.A.</td>
</tr>
<tr>
<td>JONAS AKINS</td>
<td>history, philosophy, religion, &amp; social sciences</td>
<td>Harvard University, B.A., M.B.A.</td>
</tr>
<tr>
<td>PATTI ANTÚNEZ '83</td>
<td>languages</td>
<td>Boston College, B.A.</td>
</tr>
<tr>
<td>AMANDA ARCAND '94</td>
<td>languages</td>
<td>St. Louis University, B.A., M.A.</td>
</tr>
<tr>
<td>ANDY ARCAND</td>
<td>English</td>
<td>Wesleyan University, B.A., M.A.L.S.</td>
</tr>
<tr>
<td>ANNE ARMOUR</td>
<td>Co-Director of Programs in France; languages</td>
<td>Amherst College, B.A., Middlebury College, M.A.</td>
</tr>
<tr>
<td>ALEX ASHFORD</td>
<td>English</td>
<td>Pepperdine University, B.A., University of New Orleans, M.F.A.</td>
</tr>
<tr>
<td>NOAH BAERMAN</td>
<td>arts</td>
<td>Rutgers University, B.A., M.A.</td>
</tr>
<tr>
<td>JOANNE BAILEY</td>
<td>Associate Director of Admission</td>
<td>Wheaton College, B.A.</td>
</tr>
<tr>
<td>ASHLEY BAIROS '06</td>
<td>science</td>
<td>Middlebury College, B.A., Green Mountain College, M.S.</td>
</tr>
<tr>
<td>MATT BARDOE</td>
<td>Department Head; mathematics and computer science</td>
<td>Ohio State University, B.S., University of Illinois at Chicago, M.S., Ph.D.</td>
</tr>
<tr>
<td>COURTNEY BARKER-DESTEFANO</td>
<td>history, philosophy, religion, &amp; social sciences</td>
<td>Shidmo College, B.A., Boston College, M.A.</td>
</tr>
<tr>
<td>JEFF BEATON</td>
<td>Interim Director of Admission</td>
<td>Bates College, B.A.</td>
</tr>
<tr>
<td>JUDIE BENDER</td>
<td>Associate Director of Counseling Services</td>
<td>University of California at Davis, B.A., San Diego State University, M.S.W., L.C.S.W.</td>
</tr>
<tr>
<td>DIANA BESTE</td>
<td>languages</td>
<td>State University of New York – Broctport, B.A., University of Massachusetts – Amherst, M.A.T.</td>
</tr>
<tr>
<td>HARRIET BLANCHARD</td>
<td>Director of Teaching and Learning Center; English</td>
<td>Wheelock College, B.S., Lesley College, M.S.</td>
</tr>
<tr>
<td>PAUL BOZZI</td>
<td>arts</td>
<td></td>
</tr>
<tr>
<td>DANA BROWN</td>
<td>Form Dean; Assistant Director of Admission</td>
<td>Smith College, B.A.</td>
</tr>
<tr>
<td>JULIA BROWN '83</td>
<td>Form Dean; languages</td>
<td>Mount Holyoke College, B.A., Western New England College School of Law, J.D.</td>
</tr>
<tr>
<td>REGINA BROWN</td>
<td>mathematics and computer science</td>
<td>Brown University, B.A.</td>
</tr>
<tr>
<td>ALLY BRUNIDGE</td>
<td>Director of Spiritual Life; history, philosophy, religion, &amp; social sciences</td>
<td>Yale University, B.A., University of KwaZulu-Natal, M.A., Yale Divinity School, M.Div., S.T.M.</td>
</tr>
<tr>
<td>NANCY BURRESS</td>
<td>Co-Director of Programs in Spain; languages</td>
<td>Ohio Northern University, B.A., University of Michigan, M.A.</td>
</tr>
<tr>
<td>ALISON CADY</td>
<td>Director of Strategic Planning and Communications</td>
<td>University of Vermont, B.A., Boston College, M.A.</td>
</tr>
<tr>
<td>FILIPE CAMAROTTI</td>
<td>Associate Director of Equity and Inclusion; science</td>
<td>Bowdoin College, B.A.</td>
</tr>
<tr>
<td>GEORGES CHAHWAN</td>
<td>Department Head; Director of Programs in Jordan; languages</td>
<td>Lebanese University, Center of Languages and Translation, DESS, University of Geneva, M.A.</td>
</tr>
<tr>
<td>KRISTIN CHIN</td>
<td>mathematics and computer science</td>
<td>Hamilton College, B.A., University of New Hampshire, M.S.</td>
</tr>
<tr>
<td>SAM CHRISTENFELD</td>
<td>history, philosophy, religion, &amp; social sciences</td>
<td>Harvard University, A.B., Brown University, A.M.</td>
</tr>
<tr>
<td>TANISHA CLARK</td>
<td>Assistant Athletic Trainer</td>
<td>Colby-Sawyer College, B.S.</td>
</tr>
<tr>
<td>JOHN COBB</td>
<td>English</td>
<td>University of Vermont, B.A., Middlebury College, M.A., Hartford Seminary, M.A.R</td>
</tr>
<tr>
<td>MIRIAM COHEN</td>
<td>Medical Director</td>
<td>Cornell University, B.A., Albert Einstein College of Medicine, M.D.</td>
</tr>
<tr>
<td>SHELLEY COLLOCK</td>
<td>arts</td>
<td>Slippery Rock University, B.A.</td>
</tr>
<tr>
<td>JOHN CONNELLY</td>
<td>history, philosophy, religion, &amp; social sciences</td>
<td>Trinity College, B.A., Springfield College, M.Ed.</td>
</tr>
<tr>
<td>LORRAINE CONNELLY</td>
<td>Associate Director of Communications for Marketing and Media</td>
<td>Hunter College, B.A., Northeastern University, M.A.</td>
</tr>
<tr>
<td>CYRUS COOK</td>
<td>English</td>
<td>Bowdoin College, A.B., Wesleyan University, M.A.L.S.</td>
</tr>
<tr>
<td>JAN COOK</td>
<td>Department Head; science</td>
<td>Carnegie Mellon University, B.S., Yale University, M.S.</td>
</tr>
<tr>
<td>DAN COURCEY '86</td>
<td>Executive Director of Development &amp; Alumni Relations</td>
<td>Bowdoin College, B.A., Wesleyan University, M.A.L.S.</td>
</tr>
<tr>
<td>ALIYA COX</td>
<td>Associate Director of Athletics</td>
<td>University of Massachusetts – Lowell, B.S.</td>
</tr>
</tbody>
</table>
JESSICA CUNI
arts
Swarthmore College, B.A., Brooklyn College, M.F.A.

LISA CURRIE
mathematics and computer science
Yale University, B.A.

TODD CURRIE
science
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