



Loomis Chaffee

2020-21

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*Course Offerings  
& Descriptions*

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*Loomis Chaffee reserves the right to withdraw, change, or add courses and to offer courses in terms other than those designated in the listing.*

## Course Selection Process

The Loomis Chaffee curriculum offers students a wide range of course choices in subjects suitable to secondary school study. Departmental requirements, designed to satisfy entrance requirements at the most selective colleges, may be met through a variety of courses within each discipline. The total program of studies provides sufficient flexibility for students to pursue individual interests in depth.

All of our courses are college preparatory. Courses that move at an accelerated pace, go beyond normal curricular requirements, and often require longer homework assignments are designated as “Advanced.” Our most advanced offerings — those equivalent to college-level courses and/or those that are at or beyond the Advanced Placement (AP) level — are designated as “CL” for “College Level.”

## The School Calendar and Schedule

The school divides the academic year into three approximately equal terms. A full course (one credit) meets four times every seven class days. A term course (one-third credit) meets as a full course for one term; three term courses are equivalent to one full course. A half course (one-half credit) meets half as often as a full course and receives one-half credit.

## Course Selections

Returning students meet with advisors in the winter term to review course selections for the coming year. Effective planning includes an outline of the four-year program as well as specific course preferences for the coming year. Students discuss course selections with their parents, and the directors of studies review each student’s program. New students receive registration information directly from the directors of studies, who confer with them and determine appropriate course selections.

While the Academic Office makes every effort to schedule students in appropriately selected courses, no master schedule can accommodate all potential requests; therefore, the master schedule may prohibit some course combinations. Course selections are tentative and must be approved by the directors of studies. Student schedules become official and are available to students and parents at the opening of school in September. Changes in course sections to accommodate a student’s teacher preference are not permitted. Generally, no credit is awarded for any course dropped before its completion. Specific procedures for adding and dropping courses after the start of school are outlined in the *Student Handbook* as well as published to the student and parent portals at the start of the school year.

## Diploma Requirements

To complete an academic year and be invited to return, a student must earn a total of at least four year-end credits, not including half-course credits. To receive a diploma, a student must earn a minimum of 16 credits (full-course equivalents) between grades nine and 12, although most Loomis Chaffee students earn between 19 and 20 credits in those four years. In addition, students are required to be in attendance through their senior year, either on campus or through a Loomis Chaffee sponsored academic program (e.g. School Year Abroad or The Mountain School).

In general, a student may not elect more than five full-credit courses or their equivalent for the academic year. Exceptions to this limitation are made for half courses, the departmental independent study courses, the music performance courses, and some art and theater courses. Any student who wishes to elect more than the recommended number of credits must secure the permission of the director of studies.

The Review Committee and the Diploma Committee, in conjunction with the head of school, make final decisions about a student’s academic standing and success in meeting graduation requirements. A student who violates school rules may forfeit his or her right to a diploma.

## Transfer Students and Postgraduates

After granting credits to transfer students for courses taken at previous schools, the directors of studies determine the balance of courses each new student needs to fulfill graduation requirements.

Postgraduates apply for either diploma or certificate status. To be a candidate for a diploma, the postgraduate student must, in addition to being awarded appropriate credits at admission, satisfy all Loomis Chaffee diploma requirements. To be a certificate candidate, a postgraduate student must pass English each term and earn at least four full credits for the year.

## Course Load for Seniors and Postgraduates

All seniors and postgraduates must establish their course load for spring term prior to the start of winter break in December. While the specific spring term electives may change through winter term, the number of courses may not decrease after winter break.

## Departmental Requirements for a Loomis Chaffee Diploma

**English** — each term

**Foreign Language** — third-level proficiency in one language

**History, Philosophy, Religious Studies, and Social Science**

**History** — two years: a world history course during either the freshman or sophomore year, and one year of United States history preferably during the junior year

**Philosophy, Psychology, and Religious Studies** — two term courses, at least one of which must be taken in the junior or senior year

**Mathematics** — three years: the first two years of algebra and geometry

**Science** — two years of laboratory science: one in the physical sciences and one in the life sciences

**The Arts** — for students who enter in the freshman year: three courses, to be chosen from any visual art, daytime dance, music, or theater arts offering. For students who enter after the freshman year: two courses, to be chosen from any visual art, daytime dance, music, or theater arts offering

## Noncredit Diploma Requirements

### Seminar in the Best Self

*yearlong/one meeting per week/freshmen*

This ninth-grade discussion-based course organized by the Norton Family Center for the Common Good provides students new to the school with time and space to encounter topics that are essential for their adjustment and flourishing both as adolescents and as members of the Loomis Chaffee community. With emphasis on themes such as wellness, diversity, equity, inclusion, and the intersection of the best self and common good, this seminar assists in fulfilling the school's mission to advance the development of students in mind, body, and spirit. The course aligns closely with several of the school's other co-curricular initiatives such as the advisory program, the Conversation Credit series, all-school convocations, and Pelican Days. The seminar meets once per cycle and does not assess student work.

### Seminar in the Common Good

*yearlong/one meeting per week/sophomores*

This tenth-grade discussion-based course organized by the Norton Family Center for the Common Good builds upon the Seminar in the Best Self and asks students to think more expansively about their roles and

responsibilities in the communities to which they belong. This seminar emphasizes themes such as community engagement, leadership, current events, citizenship, diversity, equity, inclusion, and the intersection of the best self and common good. All topics in the course assist in fulfilling the school's mission to advance the development of students in mind, body, and spirit. The course aligns closely with several of the school's other co-curricular initiatives such as the advisory program, the Conversation Credit series, all-school convocations, and Pelican Days. The Seminar meets once per cycle and does not assess student work.

**Athletics and After-School Program** — All students (every term). See further details beginning on page 60.

## **Diploma Requirement Waiver**

In special or unusual circumstances, a student may request a diploma requirement waiver. If such a waiver is desired, the student's family initiates procedures with the director of studies, the director of learning support, and the student's advisor.

International students for whom English is not their native language may, with permission from the Department Head, the Academic Office, and the College Office, meet the Modern and Classical Language requirement differently. Those entering Loomis as freshmen may complete their requirement through two years of study regardless of level. Those entering Loomis after the freshman year and who have documented academic study of their native language at the secondary-school level may be considered exempt from this diploma requirement.

## **Test-Taking Preparation**

The College Guidance Office believes the intensive learning that goes on in the classrooms of Loomis Chaffee is the best preparation for standardized tests. That said, we also believe that test preparation is worthwhile. Because each student's learning style and motivation varies, so too does the most appropriate form of standardized test preparation for each student. For some, an intensive course in the summer is best; others thrive in the one-on-one setting of individualized tutoring; many are able to accomplish a great deal working by themselves with practice books or online with Khan Academy (SAT) or Method Test Prep (ACT), to which Loomis Chaffee students have free access beginning in junior year.

Loomis Chaffee also offers, and therefore encourages participation in, a standardized testing overview program in the late winter and early spring of junior year. This overview is conducted by Summit Educational Group at reduced cost and structured so as not to interfere with the academic work of Loomis Chaffee. By January of their junior year, students will have two PSATs and one PACT, and will work with their college counselor on a specific testing strategy that fits their strengths and goals.

Further information regarding standardized testing can be found in the corresponding College Guidance grade level portals or by calling the College Guidance Office.

## **Computer Proficiency**

Academic assignments across the curriculum require students to attain basic proficiency in word processing, Internet and email use, spreadsheets, data processing, and graphic presentation of data. The school uses both Macintosh and PC computers in instructional and public areas so that students feel comfortable using either platform.

# Global & Environmental Studies Certificate

A Loomis Chaffee student whose passion and interest lie in acquiring and exploring a greater understanding of the world may pursue a course of study that culminates in the awarding of the Global & Environmental Studies Certificate. The GESC recognizes coursework, co-curricular engagement, and experiential learning focused on fulfilling the mission of the school in advancing “the development of students in mind, body, and spirit through rigorous academic programs, an inclusive community, and an emphasis on engaged citizenship” and the mission of the Alvord Center “to promote global and environmental literacy, sustainability, and engagement.” The Global & Environmental Studies Certificate will be awarded at the time of Commencement and noted on a student’s transcript.

Students earn the Certificate by completing the following requirements:

## I. Coursework

- Foreign Language study through the fourth level. *Students pursuing two languages or a second language at Loomis should speak with the director of the Alvord Center regarding credit toward the certificate.*
- World History: The Making of Our Modern World. *Or a year-long world history course approved by the Academic Office for students entering Loomis Chaffee after their freshman year.*
- A minimum of five GESC approved courses taken from at least three different academic departments. GESC courses are denoted in each departmental section of the course book and are listed below.

## II. Co-Curricular Seminars

- Successful attendance at the one required GESC Junior Seminar (spring).
- Successful completion of the required core GESC Senior Seminar Series, which includes:
  - six evening seminars, scheduled and announced each year by the director;
  - an online portfolio (completed in conjunction with seminar work); and
  - a GESC Senior Capstone Project (completed in conjunction with seminar work).

## III. Co-Curricular Elective

- On-going and significant contribution to one of the following electives at the discretion of the student and with the approval of the elective’s advisor and the director of the Alvord Center.
  - Additional coursework (a sixth course)
  - Additional foreign language study (a fifth level course)
  - Additional experiential education
  - Gilchrist Environmental Fellowship (GEF)
  - Norton Center special project
  - Agriculture Proctor
  - Environmental Proctor
  - Model UN
  - *World Bulletin*
  - Debate
  - Community Service with a global or environmental focus (80 hours)
  - Commitment to other related activities with the approval of the director

## IV. Experiential Education

A two-week or longer experiential education program focused on international, multicultural, or environmental issues. The Alvord Center’s International Education Programs (with the exception of the Head’s Holiday programs) are designed to fulfill this requirement. Students may, with approval from the director, complete the requirement with third-party programs or independently.

## **V. Global & Environmental Content**

Students may not satisfy all requirements with a sole focus on global content or a sole focus on environmental content. In satisfying the requirements listed above, students must have at least one elective that is “global” in content and at least one elective that is “environmental” in content.

**In order to successfully meet these requirements, students who wish to pursue the GESC should complete and submit their GESC Enrollment Form no later than the last day of classes before winter break of their junior year.** The Alvord Center, along with a student’s advisor and director of studies, will assist students in completing a plan for meeting the above requirements.

### **Loomis Chaffee courses that qualify toward earning the GESC:**

#### ***English***

English IV: Graphic Novel  
English IV: Literature and the Environment  
English IV: Race, Roles, and Religion  
English IV: Voices of Dissent  
CL English IV: Contemporary Literature  
CL English IV: Writing from the Arab World

#### ***Languages***

Arabic V  
Chinese V  
CL Chinese V  
CL Chinese VI: Modern China through Literature  
CL Chinese VI: Contemporary Issues in China  
French V: Global Challenges in the Francophone World  
French V: Modern Writers  
French V: Cinema  
CL French V  
CL French VI  
Latin IV/V: Roman Comedy (*this and the following Latin term courses count as additional GESC courses when taken after CL Latin*)  
Latin IV/V: Augustan Poets  
Latin IV/V: Roman Satire  
Latin IV/V: Historians at Rome  
Latin IV/V: Cicero  
Latin IV/V: Catullus  
CL Latin IV/V (*counts as a fifth level course when taken after the Latin term courses*)  
Spanish V: Latin American Civilization  
Spanish V: Latin American Short Story  
Spanish V: Cinema  
CL Spanish Literature V  
CL Spanish VI  
Global, Digital Cultures

#### ***History, Philosophy, and Religious Studies***

World History: The Making of Our Modern World (*fulfills the year-long history course requirement*)  
Civilizations That Changed the World  
CL European History  
Germany and the Holocaust  
The Middle East: A History of Peace and Conflict  
Modern African History: Riot, Rebellion, and Freedom  
Genocide: Media, Remembrance, and the International Community  
History of Sport in Society  
History of the Present  
Ancient Philosophy  
Topics in Ethical Theory  
Religious Diversity in Contemporary America  
Philosophy of Nonviolence  
Children of Abraham: Moses, Jesus and Mohammed  
Hinduism and Buddhism

***Social Science***

Economics: Macroeconomics  
Applied Economics: Financial Markets  
CL Economics  
International Relations  
CL Social Science Seminar: Globalization

CL Comparative Government and Politics  
Developmental Psychology  
Social Psychology

***Mathematics***

Statistics I  
Statistics II

***Science***

CL Environmental Science  
Ecology  
Human Populations and Impact  
Sustainability: Soil, Water, and Agriculture  
CL Guided Research Projects in Environmental Sustainability

***Visual Arts***

Ceramics I

***Theater***

Acting: Shakespeare  
Masks in Culture and History

***Music***

Music and Social Action Worldwide  
Concert Choir  
Chamber Singers

***Interdisciplinary Courses***

Problem Solving for the Common Good



# ENGLISH

The Loomis Chaffee English Department offers required yearlong courses for freshmen, sophomores, and juniors. With departmental guidance, seniors may select a year's slate of three discrete English term courses or the yearlong CL Senior Seminar in Literature. Throughout all the courses, students work to develop the skills they need to become proficient readers, independent thinkers, and effective writers.

In the freshman year, students investigate four basic genres: poetry, fiction, drama, and literary nonfiction. Sophomores take an increased focus on American literature; juniors begin to study the techniques of rhetoric and argumentation and explore the literary traditions of tragedy while focusing increasingly on the writer's craft in all genres. All students read a Shakespearean play in each of their first three years. Whether seniors choose the term electives or the CL Senior Seminar in Literature, the department offers a wide range of readings appropriate for college-bound students.

Since writing clear, logical, and persuasive prose is critical to academic achievement and to successful communication, the department teaches writing throughout the program. To accustom students to expressing themselves precisely, to teach proper usage and diction, and to foster creative sentence patterns and the use of figurative language, the freshmen work on personal narratives and short interpretive compositions. With the help of the Writing Workshop program, sophomores focus on expository and analytical writing based usually on required readings. Juniors continue to develop their expository writing while experimenting with rhetoric and argumentation, and in preparation for senior electives, they devote much of the year to writing analytical and personal essays that require substantial reading and deeper literary analysis.

The English Department expects students to accept increasing responsibility for their education and to participate actively in creating a classroom atmosphere in which they and their classmates will develop as scholars and independent thinkers.

To demonstrate their skills in reading, writing, and mechanics, all students take the Loomis Chaffee Achievement Test (LCAT). The test consists of two parts: reading/writing and mechanics. With departmental approval, juniors and seniors may choose respectively the CL English III Seminar or the CL senior electives, including the CL Senior Seminar in Literature. Most students in CL English III Seminar take the AP Language and Composition examination, while those in the CL Senior Seminar in Literature take the AP Literature and Composition examination.

For information on courses designated *GES*C, please refer to pages 6–7.

## **English I** *freshmen*

English I develops a student's ability to read perceptively and to write accurately and effectively. Organized around genres, this course allows students to study short stories, memoirs, novels, dramas, and poetry. Writing progresses from the construction of single paragraphs to multi-paragraph compositions, developing students' skills in crafting both interpretive essays and personal narratives. Throughout the year, the course emphasizes vocabulary, grammar, and punctuation. Representative readings include Homer, *The Odyssey*; a Shakespearean play; poetry; short stories; classic and contemporary fiction.

## **English II** *sophomores*

The literature studied in this course covers a wide range, primarily of American authors. The writing instruction emphasizes close reading, encouraging students to work toward establishing and developing a clear, carefully focused thesis and toward achieving greater maturity in style. This course reviews the skills taught in English I and continues the emphasis on vocabulary, grammar, and punctuation. Representative readings include Shakespeare, *Macbeth*; Hawthorne, *The Scarlet Letter*; Hurston, *Their Eyes Were Watching God*; poetry; and short stories.

## **Writing Workshop**

*fall, winter, and spring/not open to freshmen*

As part of their work in English, sophomores take Writing Workshop, which meets once a cycle through the year. New juniors are enrolled for the fall term and may continue as needed in the winter and spring. The workshop program includes organized instruction in writing and a systematic review of grammar before students take the required LCAT.

## **English III**

*juniors*

As they read more complex texts, juniors review, develop, and extend the skills taught in the first two years. The fall term begins with a focus on rhetoric, and the winter and spring terms lead to more advanced literary analysis. Students work on close reading and sustained analysis, considering a variety of literary techniques and themes. Writing assignments include both literary analysis and personal essays. Representative readings include Shakespeare, *Hamlet*; Fitzgerald, *The Great Gatsby*; Baldwin, *Go Tell It on the Mountain*; Sophocles, *Oedipus Rex* and *Antigone*; poetry; short stories; essays.

## **CL English III Seminar**

*juniors*

This course requires students to read major works of literature and to develop their skills for writing both analytical and personal essays. Benefitting students whose greater experience with language and literature allows them to succeed with more challenging reading and writing assignments, this course assumes significant student participation in class discussion. Readings include those listed for English III and additional works by Shakespeare, Hardy, or Austen, and other authors selected by the instructors. This course prepares students for the AP Language and Composition examination. Prerequisite: permission of the department

## **Elective English Courses**

The English curriculum offers a variety of elective term courses that engage students in more specialized literary studies and continued development of verbal skills. Sophomores and juniors have the option to supplement the required English curriculum with elective coursework in creative writing. In their senior year, students choose from a variety of elective term courses to construct an interest-based course sequence for their final year. All courses stress substantial reading and writing.

English teachers help students to request senior term courses appropriate to interests and abilities. Fall term placement in CL English is determined by the department and requires successful completion of the LCAT; winter and spring placement in CL English IV term courses is determined by departmental recommendation only.

## **Term Course for Sophomores and Juniors**

### **Introduction to Creative Writing**

*term course*

*Introduction to Creative Writing* is an elective in which sophomores and juniors practice writing fiction, poetry, and creative nonfiction in pursuit of artistic self-expression. The course follows a creative writing workshop model. Students will read and discuss the work of contemporary fiction writers and poets as examples, but they will spend most of their class time honing specific skills with creative exercises, working on long-term projects, and workshopping the writing of their peers. This elective encourages curious students to experiment with writing as an art form and supports them as they practice their craft. Representative texts include *Steering the Craft* by Ursula K. Le Guin and selected short stories and poems (possible inclusions: Margaret Atwood, Kelly Link, George Saunders, Kurt Vonnegut). This term-length elective does not count toward the English graduation requirement; the class is therefore an additional elective for students who are passionate (or passionately curious) about creative writing.

## **Term and Yearlong Courses for Seniors**

### **CL Senior Seminar in Literature**

*year course*

This course offers the student a full year's study of important authors and significant works of literature as they relate historically, thematically, or artistically. The Senior Seminar is designed for students whose seek a more extended and in-depth exploration of language and literature. Given the freedom of a full year, students will have the chance to read

longer and more complex works and to discuss how those works fit into a larger framework of literary study. Students will also have the benefit of a year's growth with the same teacher and the same classmates, thus increasing the collaborative nature of the process. Assignments are diverse, including analytical essays, creative writing, and personal pieces. Representative readings include the work of Albee, Conrad, Ellison, Heaney, Plath, Proulx, Shakespeare, Stegner, Stoppard, Warren, White, and Yeats. Prerequisite: permission of the department

#### **English IV: Graphic Novel (GESC)**

##### *term course*

Since the ground-breaking publication of Art Spiegelman's *Maus* in 1993, graphic novels have entered the global cultural and academic mainstream, inspiring complex interdisciplinary and multicultural analyses. In this course students will survey the current field and read works of fiction (*Watchmen*, *Asterios Polyp*, *The Arrival*), autobiography (*Maus*, *Persepolis*, *Fun Home*), and journalism (*Safe Area Gorazade*). In order to understand these works and the cultures that produced them, students will write essays using interpretive lenses focusing on history, gender, psychology, and class. Students will also explore the relationship between text and image in analyses as well as short sequential art sequences of their own.

#### **English IV: Notes from the Combat Zone Stories of War**

##### *term course*

One of the unfortunate realities of human history is our species' tendency toward conflict. This course will eschew the historical and political causes of war in an attempt to understand the mythological, symbolic, literary, and psychological perspective of the individual soldier. Sub-themes might include the transformative power of combat and violence, the brotherhood forged between fellow soldiers, the social ramifications on the homefront, or the cultural shifts in societies embroiled in war. Readings will focus on fictionalized accounts of wartime experience in combination with literary non-fiction produced by combat veterans and journalists. Students will be expected to grapple with the conflicting ideals of duty, honor, patriotism, exhilaration, fear, shame, regret, confusion, and betrayal. Potential texts include works by Ernest Hemingway, Sebastian Junger, Kristen Hannah, Uzodinma Iweala, and others.

#### **English IV: Literature and the Environment (GESC)**

##### *term course*

How does place shape identity? Is the natural world a physical resource to be exploited or conserved, a challenge to be conquered, or a sacred space to be preserved and revered? In more literary terms, what is the relationship between a story and its setting? Exploring the connections between literary texts and the history of environmental thought, this course will focus on the cultural, metaphorical, and symbolic values of the non-human world, while also investigating its ecological significance. From wilderness to the worked landscape, from suburban to urban environments, students will examine the ways that the language of literature, film, and popular media construct our awareness and appreciation of the non-human world. Potential texts include works by Henry David Thoreau, Leslie Marmon Silko, Wendell Berry, Octavia Butler, and others. In addition to analytical writing, students will write creatively about their own experiences in and with the natural world.

#### **English IV: Literature of Scientific Discovery**

##### *term course*

As scientific discoveries have continually rocked and reshaped humans' understanding of our world, literature has been there to serve as a journal for the recording of paradigm shifts, whether driven by fear, confusion, or excitement. This course will examine major revolutions in scientific history — the establishment of the theory of evolution, the onset of the Industrial Revolution, the development of genetic engineering, the generation of artificial intelligence, as examples — through the lens of contemporary and contemporaneous literature. With a special focus on utopian and dystopian novels, short stories, and films, we will seek a greater understanding of the intersection of science and literature and consider such questions as: What is it to be human? How can scientific progress help or hinder the common good? How does science change the way we see the world, and how does literature reflect the great hopes and horrors brought about by these shifting perspectives? Representative course texts include seminal works in fiction (e.g. H.G. Wells, *The Time Machine*; Philip K. Dick, *Do Androids Dream of Electric Sheep?*; E.M. Forster, *The Machine Stops*; William Gibson and Bruce Sterling, *The Difference Engine*), nonfiction (Thomas S. Kuhn, *The Structure of Scientific Revolutions*), and film (Ridley Scott, *Blade Runner*; The Wachowskis, *The Matrix*; Pixar, *WALL-E*). Over the course of the term, students will produce a portfolio of analytical, creative, and research-based writing.

#### **English IV: Race, Roles, and Religion (GESC)**

##### *term course*

In our increasingly interconnected world, literature can provide insight into the broadest palate of human experiences. Exploring the fiction, poetry, essays, and drama of writers beyond the traditional Western canon, this senior elective will examine boundaries: race, age, ethnicity, gender, nation, physical ability, sexuality, religion. Topics will focus on questions of culture and identity from global and literary perspectives. Students will read and respond to a rich

diversity in experience and traditions. Authors will vary according to the term and may include the works of Chinua Achebe, Aravind Adiga, Sherman Alexie, James Baldwin, Kate Chopin, Countee Cullen, Edwidge Danticat, Jonathan Safran Foer, Rebecca Gilman, Langston Hughes, Jhumpa Lahiri, Nella Larsen, Jonathan Lethem, Toni Morrison, Alice Munro, Téa Obreht, Maggie O'Farrell, Grace Paley, Ann Patchett, Amy Tan, Gene Toomer, Alice Walker, Wendy Wasserstein, Virginia Woolf, and Richard Wright.

#### **English IV: Voices of Dissent (GESC)**

##### *term course*

Historically, one of the most powerful driving forces of change is the act of rebellion. This senior elective will explore literature representing previously marginalized voices that speak out against and ultimately impact the dominant society. Close literary analysis will help students enhance their understanding of the social and cultural forces at work in both the production and reception of such revolutionary literature. By way of short stories, poems, plays, and novels, this course could cover a range of topics: apartheid in South Africa (*Waiting for the Barbarians* by J.M. Coetzee), youth rebellion in the United States (*Catcher in the Rye* by J.D. Salinger), modern Japanese teen rebellion (*Crystal Buddha* by Jason Webb), rural Caribbean life (poetry by Claude McKay), conflicted modern Africa (*Redemption Road* by Elma Shaw), anti-Vietnam war sentiment, Civil Rights and Women's Rights Movements, among others.

#### **English IV: The Essay**

##### *term course*

Rather than consider essays as things to be read, this course will focus on "to essay" (verb: "to try to do, effect, accomplish, or make") — essays as process, as wrestling and reckoning. How do writers create relationships with audiences? How do thinkers engage on the page, shaping social discourse about politics, identity, art, and human nature? In short, they write essays. In this part survey, part creative nonfiction writing course, students will see that essays can do just about anything. "Not a regularly and orderly composition," according to father of the modern dictionary Samuel Johnson, the essay ranges in length, scope, voice, subject — but rarely in scrutiny. Students will read a diverse array of 20th- and 21st-century writers and thinkers at the forefront of the nonfiction essay genre and analyze the craft as well as the content. Developing the skills necessary to capture and intrigue readers, students will work toward a portfolio of non-fiction essays of their own, investigating and articulating the concerns of their own lives. Core texts may include the essays of James Baldwin, Joan Didion, Roxane Gay, Christopher Hitchens, and Virginia Woolf. Supplemental reading may include selections by Alice Walker, Wallace Shawn, David Foster Wallace, and Jenny Zhang and others.

#### **English IV: Banned Books**

##### *term course*

Books have been banned, burned, seized, and sanitized throughout history. Even today, school administrators, religious leaders, authoritarian regimes, and democracies continue to censor texts that pose a threat to their values. With societies around the world opening new conversations on free speech and political correctness, this course aims to consider when, if ever, censorship is justified. In doing so, we will discuss how banned books reflect the cultures in which they are written. Readings will include texts banned on political grounds (e.g. *Fahrenheit 451*, *Wild Swans*), on religious grounds (e.g. *Slaughterhouse-Five*, *The Satanic Verses*), on moral grounds (e.g. "The Wife of Bath's Tale," *The Handmaid's Tale*, *The Bluest Eye*), and for other controversial content (e.g. *The Adventures of Huckleberry Finn*, *Drown*).

#### **CL English IV: Creative Writing**

##### *term course*

This course gives students the opportunity to study the techniques and styles of professional writers; to study the work of other students; and to practice writing personal essays, short stories, parodies, narratives, and poetry. Substantial readings include essays by E.B. White and fiction by a variety of authors, both contemporary and traditional.

Prerequisite: permission of the department

#### **CL English IV: Contemporary Literature (GESC)**

##### *term course*

This course offers a study of a variety of contemporary novels, short stories, plays, poems, essays, and articles. The course focuses on understanding the values and attitudes expressed by contemporary writers, including those who write about social issues and cultural development. Representative readings include works of Egan, Whitehead, Hoffman, Ndiabe, contemporary short story writers, and essayists. Prerequisite: permission of the department

### **CL English IV: Satire**

#### *term course*

As a literary genre, satire has been around as long as writers have had the audacity to address the foibles of humanity. Juvenal, the Roman satirist, once said, "It's hard not to write satire," suggesting that targets abound for those willing to poke fun at their fellow human beings and their many institutions. Focusing primarily on satirical novels, this course explores both how and why satire works, considering in the process the role of humor, irony, hyperbole, mockery, derision, and other tools of the trade. Students read works by authors such as Burgess, Heller, Lewis, Swift, Twain, Voltaire, Vonnegut, and Waugh. Prerequisite: permission of the department

### **CL English IV: Shakespeare**

#### *term course*

This course provides an intensive study of selected plays and sonnets of William Shakespeare. The plays are considered both as they were presented and received in Shakespeare's time and as they might be interpreted and produced for a modern audience. While attention is given to the conventions of the Elizabethan and Jacobean theater and of our own, the course emphasizes close textual analysis. At least one play of each type and of each period of Shakespeare's development is included. Readings may include *Henry IV*, *Henry V*, *Much Ado About Nothing*, *King Lear*, *The Tempest*, and *The Merchant of Venice*. Prerequisite: permission of the department

### **CL English IV: The Harlem Renaissance**

#### *term course*

This CL Senior Elective is designed to give students their first entry into a focused study of one of the most important periods of American literature, art, and culture. Spanning a period from roughly the mid-1910s through the mid-1930s, the Harlem Renaissance was a time when mass migration to Northern cities brought together numerous African-American writers, artists, scholars, and musicians in the Harlem neighborhood of New York City. This course will focus on some of the prominent writers of the movement in an attempt to uncover the stylistic tendencies of their work and the impact those writings had, both on other writers of the period and on the larger culture as a whole. Students will also experience a selection of art, music, and essay as they develop strategies for understanding what bound these artists together into a generally accepted "movement" and for determining how their work still influences writers today. Students will be expected to connect their close reading of individual texts to broader literary and social context. Readings might include texts such as *Harlem Shadows*, *When Washington Was in Vogue*, *Quicksand*, and *The Blacker the Berry*, and the course will also examine music, poetry, art, and essay from the period. Prerequisite: permission of the department

### **CL English IV: Writing from the Arab World (GESG)**

#### *term course*

The Arab world has a rich literary tradition that pre-dates Islam, and today, Arab writers continue to generate and maintain an equally rich intellectual culture. This course will explore different contemporary authors and different genres that depict a variety of characters, circumstances, and themes, the goal of which is to help broaden our understanding of a culture both modern, shaped by a complex history, and steeped in rich tradition. This cross section of literature in translation takes us beyond both stereotype and misinformation, and beyond our understanding of the Middle East as only a region of chaos, refugees, and terrorism. Possible texts include: Fadia Faqir, *Pillars of Salt*; And al-Rahman Muniz, *Endings*; Mahmoud Darwish, *Memory of Forgetfulness*; and a compilation of poetry and short stories by Naguib Mahfouz, Yusef Idris, Salwa Bakr, Adunis, and Nizar Qabbani. Prerequisite: permission of the department

### **Independent Studies in English**

#### *term course*

A student who wishes to undertake an Independent Study Project (ISP) in English must arrange for a project advisor from within the department, **submit a written proposal**, and obtain approval from the academic advisor, project advisor, department head, and dean of faculty. The ISP must be carried as a second English elective.

## MODERN AND CLASSICAL LANGUAGES

All language study is a necessarily interdisciplinary enterprise, affording students exposure to meaningful discussions of history, culture, the social sciences, literature, philosophy, and contemporary society. The department seeks to furnish our students the opportunity to immerse themselves in a culture not their own and, by doing so, encourages them to develop a global perspective that is both reflective and passionate.

In addition to instruction in Classical Latin, the department offers instruction in four modern languages: French, Spanish, Chinese, and Arabic. Our pedagogical approach in the modern languages fosters proficiency and interculturality, with the overarching goal of learning to communicate effectively and appropriately with members of the target cultures. Listening and speaking skills are fostered through conversation, oral and aural exercises, and a variety of methods focused on active student participation. Students begin writing in the target language in the first level and complete assignments ranging from composition of poetry to analytical papers. New as of 2019-20 is an interdisciplinary course taught in English entitled “Global, Digital Cultures”; please see page 20 for a full description.

Course texts and materials are selected in order to present an authentic cultural and literary experience, with the broad aim of acquainting the student with the ethos of other peoples. The Language Learning Center provides students with opportunities in an exploratory setting to practice and record their own communication, sample an ever-increasing array of media, polish linguistic skills, and explore foreign literature and culture online and through a variety of specially designed software.

For information on courses designated *GESC*, please refer to pages 6–7.

### Arabic

#### Arabic I

This yearlong course introduces the basics of Modern Standard Arabic (MSA), with an introduction to Levantine Colloquial Arabic (from the region including Lebanon, Syria, Jordan, and the Palestinian Territories). Emphasis during the first term will be on mastering the 28-letter alphabet of the Arabic script and pronouncing its sounds, with introductory vocabulary and cultural expressions. The second and third terms will begin to build vocabulary in Levantine and MSA and teach introductory grammar. This course is taught using the *Alif Baa* and *Arabiyyat Al-Naas* with accompanying DVDs. Students practice their writing, reading, listening, and speaking skills in both the classroom and independently. This course is not open to native speakers of Arabic.

#### Arabic II

This yearlong course continues the development of the grammar and vocabulary of Modern Standard Arabic (MSA) and spoken Levantine Colloquial Arabic (from the region including Lebanon, Syria, Jordan, and the Palestinian Territories). The course continues where students left off in Arabic I in *Arabiyyat Al-Naas*, using specially designed video segments with characters and plot to gain exposure to task-based vocabulary and grammatical structures. Emphasis is placed on reading and writing in MSA, in addition to using Arabic for communication with native speakers. Students practice their writing, reading, listening, and speaking skills in both the classroom and independently. Prerequisite: Arabic I or permission of the department

#### Arabic III

This yearlong course continues the development of the grammar and vocabulary of Modern Standard Arabic (MSA) and spoken Levantine Colloquial Arabic (from the region including Lebanon, Syria, Jordan, and the Palestinian Territories). The course prepares students for advanced Arabic by guiding them through the *Al-Kitaab* textbook series widely used at the university level. Emphasis is placed on reading and writing in MSA, in addition to using Arabic for communication with native speakers. Students practice their writing, reading, listening, and speaking skills both in the classroom and independently. Prerequisite: Arabic II or permission of the department

#### Arabic IV

This yearlong course continues the development of the grammar and vocabulary of Modern Standard Arabic (MSA) and Levantine Colloquial Arabic (from the region including Lebanon, Syria, Jordan, and the Palestinian Territories). The course continues where students left off in Arabic III in the *Al-Kitaab* series and uses primary sources in media,

history, literature, and film, according to student interest. Emphasis is placed on reading, writing, and speaking in MSA, as the students develop their abilities to engage with more sophisticated topics. Students practice their writing, reading, listening, and speaking skills both in the classroom and independently. Prerequisite: Arabic III or permission of the department

### **Arabic V (GESC)**

*half course*

This course explores historical and contemporary issues in the Arabic-speaking world through examining primary source material in media, history, literature (e.g. poetry, plays, and short novels), and film. Emphasis is placed on reading, analytical writing, and speaking in MSA, as the students develop their abilities to engage with the sophisticated topics in the primary sources. Students practice their writing, reading, listening, and speaking skills both in the classroom and independently. Prerequisite: Arabic IV or permission of the department

## **Chinese**

### **Chinese I**

This course introduces the basic structures of Mandarin Chinese. Emphasis is placed on pronouncing Chinese sounds, developing listening comprehension, learning Chinese characters, and mastering the fundamentals of Chinese grammar, along with an introduction to Chinese culture. This course is taught using the “pinyin” phonetic system and simplified characters. The course is not open to native speakers of Chinese.

### **Chinese II**

This course further develops mastery of all fundamentals, with emphasis on oral and written skills, along with some attention to social and cultural issues. This class includes frequent written and oral practice.

### **Advanced Chinese II**

This course continues the development of both written and oral skills in the target language with additional emphasis on acquiring more Chinese characters and improving self-expression on familiar and personal topics. Students will study additional readings and selections of poetry at an accelerated pace that will afford extensive exposure to key cultural topics. Open to students who have performed well in Chinese I or the equivalent. Prerequisite: permission of the department

### **Chinese III**

Students continue to expand their base of vocabulary and sentence patterns, and they focus on developing fluency in the language. There is heavy emphasis on practicing both conversational and written Chinese. The course exposes students to colloquial and common idiomatic expressions and other nuances of spoken Chinese. Students also practice writing letters and essays on reading topics.

### **Advanced Chinese III**

Designed for students who have clearly demonstrated strong proficiency in speaking and writing with a mastery of fundamental grammar, this intermediate course further develops the students' ability to write effectively in the target language and to discuss topics centered on daily life. Students develop a functional, working vocabulary at an accelerated pace. In addition, the study of Chinese history and culture form an increasingly critical role in the curriculum. Open to students who have successfully completed Advanced Chinese II or the equivalent. Prerequisite: permission of the department

### **Chinese IV**

This course allows students to extend their mastery of the Chinese language. The syllabus includes readings and class discussions on topics relevant to contemporary life in China, Taiwan, and other Chinese communities. Composition writing and oral presentations are also required. Students should expect frequent conversation exercises.

### **Advanced Chinese IV**

This advanced course emphasizes composition and discussion in Chinese. The textbook provides the structure and framework for students to understand further the idiosyncrasies and details of Chinese language and culture. Additionally, the course covers a rich variety of topics, including Chinese customs, social phenomena, Chinese proverbs, the role of women, and human rights issues. The study of China's history as well as contemporary China in the larger global context will play a critical role. Class is conducted exclusively in Chinese. Prerequisite: permission of the department



### **Chinese V (GESC)**

This course allows students to further their study of Chinese language and culture. The syllabus includes readings and class discussions about Chinese history, Chinese language/characters, social changes, and other issues of interest. Class is conducted exclusively in Chinese. Composition/essay writing and oral presentations are also required.

### **CL Chinese V (GESC)**

This course is designed in accordance with the College Board guidelines to prepare students for the AP exam in Chinese. Students must develop a deeper appreciation and understanding of the Chinese language and culture. Through intensive reading, writing, speaking, and listening practices, this course aims to elevate students' level of Chinese proficiency across the three communicative modes (interpersonal, interpretive, and presentational) and the five goal areas (communicative, cultures, connections, comparisons, and communities). Students are encouraged to take the AP Chinese exam upon completion of the course. Class is conducted exclusively in Chinese. Prerequisite: permission of the department

### **CL Chinese VI: Modern China through Literature (GESC)**

*half course*

This course explores the work of a few well-known Chinese authors after the Mao era (1976–present). Through readings and discussions of essays, short stories, and novels, students learn the fundamental changes that Chinese people have lived through during the last 30 years (1980–2012). These social, political, and economic changes have affected long-held traditional values, Chinese society, and culture. Prerequisite: completion of CL Chinese V or departmental approval

### **CL Chinese VI: Contemporary Issues in China (GESC)**

*half course/not offered 2020-21*

Through selected newspaper articles and essays, this course explores the evolution of Chinese society over the past several decades — a period of time during which we have witnessed a departure from many traditional Chinese ideals. From the astronomical prices of housing and university studies to the “one child” policy, students will tackle difficult topics and gain a better understanding of contemporary issues in the “New China.” Pre-requisite: permission of the department

### **Independent Studies in Chinese**

*term course*

A student who is highly proficient in a foreign language may propose an Independent Study Project (ISP). The student has to have exhausted all curricular offerings to be considered for an ISP. The student must arrange for a project advisor from within the department, **submit a written proposal**, and obtain approval from the academic advisor, project advisor, department head, and dean of faculty for any ISP. All discussion and all writing submitted must be in Chinese.

### **School Year Abroad in China**

Please see Alternate Study beginning on page 56.

## **French**

### **French I**

This course introduces the basic structures of the French language, stressing communication skills: understanding, speaking, reading, and writing. Students practice listening comprehension as well as speaking in the classroom and in the Language Learning Center.

### **French II**

This course continues the development of cultural competencies and communication skills, with increasing emphasis on oral proficiency, reading comprehension, and written expression. Students speak in French for the majority of class time.

### **Advanced French II**

In this class, introductory literary readings accompany extensive oral and aural training as well as exercises focused on form. In the classroom, students speak French almost exclusively, honing their pronunciation and communication skills. Francophone culture and literature are explored through reading selections and films representing a variety of genres and topics. Enrollment is restricted to students who have excelled in French I or whose preparation qualifies them for the work at an accelerated pace. Prerequisite: permission of the department



### **French III**

This course builds on the skills developed in French II, and, through the study of the French language and cultural practices, continues to broaden students' knowledge and appreciation of the French-speaking world with an increased emphasis on building proficiency. Francophone culture and history are introduced through authentic texts, including short stories, and films. Students write short compositions and begin to express more complex thoughts in speech.

### **Advanced French III**

This course is an enrichment of French III, offered to students who have performed well in Advanced French II or in an equivalent course at another school. In addition to promoting mastery of grammatical structures and the acquisition of vocabulary, the course presents topics in French and Francophone culture, as well as a variety of reading materials. Students practice their communication skills, written and oral, through a variety of activities. Successful completion of this course may qualify a student to continue in the CL French Language IV course. Prerequisite: permission of the department

### **French IV**

This course provides continued development of all linguistic skills: listening, speaking, reading, writing, and cultural competency. It includes review and further study of grammatical structures, and conversational language taught in context. Francophone culture and literature are explored through reading selections and films representing a variety of genres and topics.

### **CL French Language IV**

This comprehensive, full-year course is designed to hone linguistic skills, including listening and reading comprehension, interpersonal and presentations speaking and composition. Students develop their analytical skills and intercultural competency by reading, discussing, and writing about a variety of authentic materials from the French and Francophone world. Throughout the course of the year, CL French IV explores the six global themes designated by the college board, but students sitting for the Advanced Placement examination may want to complete additional review outside of class. Prerequisite: permission of the department

### **French V**

At the fifth level of language study, students may elect term courses, taken either separately or as a three-term sequence. Prerequisite: French IV or permission of the department

### **French V: Global Challenges in the Francophone World (GESC)**

*fall term*

This course considers a number of current global challenges in the Francophone world related to topics such as identity, politics, France's colonial history, the environment, health, and nutrition. Students strengthen their command of the language through readings, discussions, and presentations. Readings include selections from French daily newspapers and monthly magazines, while audio and video clips are used from online French-speaking websites.

### **French V: Modern Writers (GESC)**

*winter term*

This course explores modern literature through the lens of short fiction. After completing a brief historical overview of French literature, students strengthen their command of the language by discussing and analyzing a number of significant short stories and novellas from the 20<sup>th</sup> and 21<sup>st</sup> centuries.

### **French V: Cinema (GESC)**

*spring term*

In this course, students will view and discuss a number of significant and celebrated films that define the major genres of French and Francophone cinema in the twentieth and twenty-first centuries. By analyzing characters, themes, historical references, scenes and cinematic techniques, students will develop a greater appreciation for the cinematic arts and deepen their understanding of French culture.

### **CL French V (GESC)**

*year course*

This full-year course provides an in-depth study of literary, cultural, and social works by classical and contemporary authors. Films from around the Francophone world complement these textual studies. In this stage in their studies, students are able to lead discussions solely in the target language as well as fine tune their analytical and creative writing skills. Prerequisite: permission of the department

## **CL French VI (GESC)**

### *half course*

This course is offered to students who have successfully completed the Advanced French V course (or its equivalent at another school) or who have returned from the SYA program in Rennes, France. The course concentrates on readings of all genres, from literature to newspaper articles to historical texts. The goal of the course is to acquaint the highly advanced French student with topics from the French-speaking world. The course is taught entirely in French, seminar style and requires active class participation and debate as well as an ability to make cross-cultural and comparative literature analyses. Prerequisite: permission of the department

## **Independent Studies in French**

### *term course*

A student who is highly proficient in a foreign language may propose an Independent Study Project (ISP). The student has to have exhausted all curricular offerings in order to be considered for an ISP. The student must arrange for a project advisor from within the department, **submit a written proposal**, and obtain approval from the academic advisor, project advisor, department head, and dean of faculty for any ISP. All discussion and all writing submitted must be in French.

## **School Year Abroad in France**

Please see Alternate Study beginning on page 56.

# **Classical Latin**

The study of classical Latin immerses its students among the influences and consequences of the Roman Republic and Empire. While comprehensive study of the language's grammar guides early lessons, exposure to cultural and historical elements are of prime importance, and further coursework leads students to a robust and nuanced understanding of the ancient Mediterranean.

The aim is to produce students who can read and enjoy Latin; therefore, the focus is on the comprehension of Latin poetry and prose and the careful comprehension of this material in the context of the English idiom. Readings are chosen from a select range of primary sources; within the first three levels, a student gains some acquaintance with the principal writers of the late Republic and the Augustan ages as well as the grammatical and linguistic skills needed for advanced study.

## **Latin I**

This course introduces the fundamental vocabulary and grammar required for mastery of classical Latin. By providing both intensive study of basic linguistic elements and practice in reading Latin, this course prepares students for the varied reading program in Latin II. Students focus on mythology as they begin their cultural study of Roman civilization.

## **Latin II**

This course begins with a study of grammar and vocabulary, and proceeds with selections from several classical Roman authors. As students work to build Latin vocabulary, they study the Latin roots, prefixes, and suffixes that enrich English vocabulary. Students also continue their cultural and historical study of the Roman world.

## **Advanced Latin II**

This fast-paced course begins with an intensive study of grammar and vocabulary, and proceeds with selections from several classical Roman authors. As students work to build Latin vocabulary, they study the Latin roots, prefixes, and suffixes that enrich English vocabulary. Students also continue their cultural and historical study of the Roman world. Prerequisite: permission of the department

## **Latin III**

The third level is structured around the reading and interpretation of various Latin authors from the Republic to the late empire as well as selected pieces by Medieval and Renaissance authors. In addition to nightly readings, students analyze texts in class discussion and written assignments. Instruction includes the study of the development of Latin culture: the arts, socio-political themes, and history. The fall term includes an intensive grammar review necessary for the assigned readings.

### **Advanced Latin III**

Like Latin III, this course provides students the opportunity to develop reading skills. Beginning with a comprehensive review of the second-year material, the third-year student learns all the grammatical forms and constructions and many of the literary terms and concepts necessary for reading all Latin literature. The proximate goal is to read an extended selection of Cicero, but the ultimate goal is to develop and solidify all the skills needed to be lifelong readers of the Latin language.

### **Upper-level Latin**

After completing the equivalent of Latin III, a student may enroll in a fourth, fifth, and even a sixth level of Latin by selecting any combination of the two cycles of term electives and the CL Latin course.

#### **Latin IV/V: Roman Comedy (GESC)**

*fall term*

This course examines a play by either Plautus or Terence. In addition to an interpretation of the social aspects of the play, the technical and linguistic workings of a Roman comedy are examined.

#### **Latin IV/V: Augustan Poets (GESC)**

*winter term*

Students read selections from the works of Horace, Vergil, and Ovid in Latin and in English translation. Special attention is given to the various ways in which these poets reflected upon Augustus' rise to power and the imperial regime he inaugurated.

#### **Latin IV/V: Roman Satire (GESC)**

*spring term*

Excerpts from Juvenal and the *Satyricon* of Petronius are presented. Through the reading, the students gain insights into both the personality of these authors and the Roman society that influenced them.

#### **Latin IV/V: Historians at Rome (GESC)**

*fall term/not offered in 2020-21*

The nature of the process of writing history from the Romans' viewpoint, in addition to the actual historical situations themselves, forms the focus of this course. Excerpts from the writings of Nepos, Caesar, Livy, Tacitus, and others are examined and compared.

#### **Latin IV/V: Cicero (GESC)**

*winter term/not offered in 2020-21*

Selections from Cicero's public orations and private correspondences are read. Pertinent modern political speeches are discussed and compared with Cicero's speech. The political situation in Rome during the late Republic is also covered.

#### **Latin IV/V: Catullus (GESC)**

*spring term/not offered in 2020-21*

This course examines in detail a major portion of the poetry of Catullus, which traces the development of his unique personality. The importance of the author as a linguistic innovator in Rome is considered.

### **CL Latin**

*year course*

The objective of this course is to hone skills in reading, translating, understanding, analyzing, and interpreting original Latin texts in preparation for the Advanced Placement examination. The syllabus of the course centers on Vergil's *Aeneid* and Caesar's *Gallie War*, including the study of the cultural, social, and political context of these works. Assignments include analytical essays, comprehensive exams, and oral presentations in class. Students may achieve the mastery necessary to sit for the Advanced Placement examination. Prerequisite: permission of the department

### **Independent Studies in Latin**

*term course*

A student who is highly proficient in a foreign language may propose an Independent Study Project (ISP). The student has to have exhausted all curricular offerings to be considered for an ISP. The student must arrange for a project advisor from within the department, **submit a written proposal**, and obtain approval from the academic advisor, project advisor, department head, and dean of faculty for any ISP.

# Spanish

## **Spanish I**

This course serves as an introduction to the language and cultures of the Spanish-speaking world. The proficiency-based approach provides students with opportunities to use the target language to express themselves in both speech and writing. Authentic texts and videos in Spanish — in addition to the examination of selected current events — encourage students to make cultural comparisons and use the target cultures as a lens for reflecting on their own beliefs and practices. This course introduces students to the basic structures of the Spanish language and is appropriate for novice Spanish students as well as those who need to strengthen their basic skills.

## **Spanish II**

This course continues the development of the essential components of Spanish. There is increased emphasis on reading, writing, and oral proficiency.

## **Advanced Spanish II**

This class stresses oral and written proficiency. Additional readings and poetry may be included. Enrollment is restricted to students who have performed well in Spanish I and those whose preparation qualifies them for work at an accelerated pace. Prerequisite: permission of the department

## **Spanish III**

This course builds on the skills developed in Spanish II, and, through the study of the Spanish language and cultural practices, continues to broaden students' knowledge and appreciation of the Spanish-speaking world with an increased emphasis on building proficiency. Students read authentic texts, write compositions, and begin to express more complex thoughts in speech.

## **Advanced Spanish III**

Intended for students who have clearly demonstrated proficiency in the language and mastery of the details of grammar and usage of Spanish, this class provides in-depth review and the opportunity to strengthen their intercultural competency and hone the skills of speaking, listening, reading, and writing. Students watch short documentary films and engage in open discussions of cultural issues through personal and presentational speaking in the target languages. In addition, students read authentic short stories by acclaimed Spanish-speaking authors and undertake literary analysis through discussion and writing in Spanish. Enrollment is restricted to students who have performed well in Advanced Spanish II and those whose preparation qualifies them for the challenges of this intensive course. Prerequisite: permission of the department

## **Spanish IV**

This course deals with the evolving culture and civilization of Spain. It is designed to acquaint students with the important historical events and fundamental figures from the fields of literature, art, and politics that have contributed significantly to the shaping of modern Spain. Readings are selected from authors including Cervantes, Casona, Lope de Vega, Jimenez, Lorca, Rivas and Buero Vallejo.

## **CL Spanish Language IV**

This comprehensive course stresses oral and written communication skills. Throughout the year, students explore the culture of the Spanish-speaking world in both contemporary and historical contexts, making connections between the happenings in the United States and those around the world. As a discussion-based course, students' participation is paramount. The curriculum covered by CL Spanish IV utilizes the six global themes designated by the College Board for the Advanced Placement Spanish Language and Culture course, but students sitting for the corresponding examination may want to have additional practice with that type of exercises outside of class. Prerequisite: permission of the department

## **Spanish V**

At the fifth level of language study students may elect term courses, taken either separately or as a three-term sequence. Prerequisite: Spanish IV or permission of the department

## **Spanish V: Latin American Civilization (GESC)**

*fall term*

Through readings and discussion, students gain a better understanding of the historical, social, and cultural characteristics of Latin America and are prepared for further literary studies. Students' fluency increases as they discuss and write in Spanish about the topics covered through an exploration of civilization, culture, current events, and literature of selected Latin American countries.

### **Spanish V: Latin American Short Story (GESC)**

*winter term*

This course focuses primarily on short stories of Latin America. By reading representative works, students study the nature of a short story, its development and literary devices, and they gain a better understanding of Latin American culture. Reading, speaking, and writing are carefully integrated with an emphasis on creative expression. Readings are selected from authors including Borges, García Márquez, Allende, and Castellanos.

### **Spanish V: Cinema (GESC)**

*spring term*

In this course, selected films from the Spanish-speaking world are presented. The selections cover a variety of genres, topics, time periods, and styles. Each film is preceded by an introductory work to provide background, and followed by different forms of assessments, including essays, oral presentations, and sketches. Students participate in discussions before, during, and after each movie.

### **CL Spanish Literature V (GESC)**

This full-year advanced course in Spanish literature provides a comprehensive survey of literary works in a variety of genres, modern and classical, both from Spain and Latin America. Students explore the historical contexts for many of those works and examine the interplay between historical influences and various artistic and literary movements. As students analyze literature in detail, they also participate in discussion, write critical essays, and make original presentations on a variety of topics, all in the target language. Prerequisite: permission of the department

### **CL Spanish VI (GESC)**

*half course*

This course is offered to students who have successfully completed the CL Spanish Literature V course (or its equivalent at another school), or who have returned from the SYA program in Zaragoza, Spain. The main objective of the course is to engage in scholarly discussions on a wide variety of topics, particularly those from the Spanish-speaking world. For this purpose, we utilize authentic, written and audio-visual materials such as literary works, articles, videos, films, and more. The course is taught entirely in Spanish, in a seminar style, and requires active class participation and debate as well as an ability to make cross-cultural and comparative literature analyses. Prerequisite: permission of the department

### **Independent Studies in Spanish**

*term course*

A student who is highly proficient in a foreign language may propose an Independent Study Project (ISP). The student has to have exhausted all curricular offerings to be considered for an ISP. The student must arrange for a project advisor from within the department, **submit a written proposal**, and obtain approval from the academic advisor, project advisor, department head, and dean of faculty for any ISP. All discussion and all writing submitted must be in Spanish.

### **School Year Abroad in Spain**

Please see Alternate Study beginning on page 56.

**Please note:** *In rare cases, the school may deem that educational testing makes a language course waiver appropriate and necessary. In those cases, the student will meet graduation requirements in modern and classical language by taking humanities courses that provide insight into foreign cultures. The chair of the Modern and Classical Language Department maintains a list of suitable courses.*

## **General Modern Language Offerings**

### **Global, Digital Cultures (GESC)**

*term course*

Will our fascination with social media and technology lead to our downfall or will it save us? Are we growing more distrustful of one another and more attached to static definitions of identity, or does technology make us better connected and more fluid in our understanding of who we are? By examining the effects that digital technology has had on the practices and products of modern society through a variety of cultural lenses and texts, we will seek to gain a more nuanced understanding of the way the digital age is shaping the way we live, interact, and communicate. Resources guiding our investigation will range from excerpts of popular shows and literature such as Charlie Brooker's *Black Mirror*, Richard Powers' *The Overstory*, Clint Ernest's *Ready Player One* to academic texts stemming from the fields of economics, anthropology, and psychology. Prerequisite: open to seniors, juniors, and sophomores by permission of the department

# HISTORY, PHILOSOPHY, and RELIGIOUS STUDIES

The History, Philosophy, and Religious Studies curriculum has several objectives: 1) to develop an appreciation of the past through multiple perspectives; 2) to increase knowledge of our interdependent and complex world; 3) to teach the value of engaging in open-minded dialogue and discussion; and 4) to foster an understanding of foundational terms and ideas defining history, philosophy, and religion so that our students are prepared to do substantive work presently, in college, and beyond. With these objectives in mind, the department offers a variety of courses that recognize the importance of content, while teaching skills necessary to effectively process the vast amount of information in these disciplines. These include the ability to analyze text and nuance drawn from a variety of sources; to construct a logical argument in both oral and written form; to practice the skills of comparison, criticism, interpretation, imagination, and synthesis; to collaborate in small groups; and to make effective use of the internet and other digital resources while still appreciating a study of classic texts and primary sources.

One of the most important goals of the History, Philosophy, and Religious Studies Department is the development of actively engaged learners in the classroom, with students themselves often guiding class discussions. The department distinguishes between mere oral “participation” and true intellectual engagement. We encourage students to ask questions, make connections, and challenge assumptions. The department requires one full credit of world history, which is typically fulfilled in the freshman or sophomore year with World History: The Making of Our Modern World, and one full credit of United States history, to be earned in either the junior (strongly recommended) or senior year.

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

For information on courses designated *GESC*, please refer to pages 6–7.

## History

### Required Courses

#### **World History: Systems of Justice and Injustice (*GESC*)**

*year course/freshmen and sophomores*

This antiracist course destabilizes the narrative of world history that has long perpetuated systems of injustice, and it empowers students to use their understanding of the past to promote systems of justice in the present and future. By investigating five interconnecting networks - belief systems, social systems, political systems, anthropogenic systems, and systems of encounter and exchange - students question and challenge why and how people organize their lives, their communities, and their societies the way they do. Complementing the 9th-grade seminar series and the Alvord Center's Engaged Citizenship Matrix, students seek knowledge to enhance their understanding of both the past and present while developing the skills they need to take action. Examining primary and secondary sources alike, students question their own and others' biases and assumptions, identify perspective, develop empathy, discern relevant and peripheral information, reflect intentionally, craft evidence-based arguments, and effectively convey their original and independent thinking to others. This course satisfies the world history diploma requirement and fulfills a Global & Environmental Studies Certificate course requirement.

*Either of the following two courses will satisfy the U.S. history requirement. CL United States History is available to students by departmental permission. Both options in U.S. history include writing an original research paper.*

#### **United States History**

*year course/juniors*

The course surveys American history chronologically up to the 21st century. Students approach the history of the United States by concentrating on five key themes: identity; immigration and migration; government, civics, and politics; foreign policy; and economics. Throughout the course, students are engaged with the nature of history and employ the tools of analysis used by historians. Students complete an independent, scholarly research and writing project on a topic

of their choice. Prerequisite: World History

### **CL United States History**

*year course/juniors*

The expectations of this course are set at a standard freshman college survey course in American history, with a focus on the craft of history, including sustained analysis of historical sources, frequent writing, and original inquiry and thinking. Students will participate in student-directed discussions, work with a variety of primary and secondary sources, write an independent historical research paper, and display a high level of engagement in all areas of the course. The course surveys American history chronologically up to the present. Prerequisite: World History; permission of the department

## **History Electives for Sophomores**

### **Civilizations That Changed the World (GESC)**

*term course/sophomores*

This course is designed for sophomores who are interested in continuing their study of history for one term — between their freshman World History course and United States History in the junior year. First exploring what it means for a civilization to be “classical,” students will engage in the exploration of several case studies drawn from the following civilizations: Aztec, Chinese, Egyptian, Greek, Incan, Indian, Mayan, Roman, Viking, and West African. Students will evaluate what made each civilization classical, how it built upon ideas from prior civilizations and then passed those tenets, values, and innovations on to others, thus influencing the world we inhabit in the 21st century. During these case studies, students will analyze documents, images, and objects, and complete guided research, sharing their conclusions in reflective writing, oral and visual presentations, and the initial phases of research writing. Prerequisite: World History *New sophomores who receive credit at admission for World History are strongly encouraged to take this course.*

### **History of the Present (GESC)**

*term course/sophomores*

This seminar follows a dynamic approach to exploring the history that is necessary to understanding contemporary global issues. Topics of study may be influenced by ongoing political, economic, and environmental issues, as well as other important social factors such as race, class, and gender. Each issue that the students and instructor choose to investigate will ask students to seek out and apply relevant historical context, to identify and formulate historical arguments, and to use other key historical thinking skills. Students will finish the course by researching a specific contemporary issue of their choice and find an authentic audience to share their work with; in so doing, they will strive to pursue engaged citizenship.

### **CL European History (GESC)**

*year course/sophomores*

This course analyzes significant cultural, economic, political, and social movements in Europe from 1450 to the present. By presenting the relationship between major themes and trends in European history, students consider the role each played in shaping the development of contemporary institutions, traditions, and conflict. Topics include Reformation and Enlightenment, absolutism and revolution, industrialization and imperialism, war and diplomacy. In addition to providing a basic narrative of events and movements, the goals of CL European History are to develop an ability to analyze historical evidence and historical interpretation, and to express historical understanding in writing. Prerequisite: World History; permission of the department

## **History Electives for Sophomores, Juniors, and Seniors**

### **Digital History**

*term course/juniors and seniors; sophomores with permission of the department*

Digital technology has helped to shape new questions and new tools for studying the past, and offered historians new platforms for sharing their work, ultimately increasing and democratizing access to information about the past. This course will look at current examples of this approach, assessing key elements of digital history as students build skills to analyze historical evidence in digital and material contexts and create their own original digital projects for public audiences. Projects will be based on student interest and utilize the Pearse Hub for Innovation (PHI) and the school’s Archives collection of manuscripts, art, objects, and printed materials, dating from the 17th century to today. The collection will serve as a laboratory for creating and exploring new questions and new ways of learning about the past. Students will undertake collaborative and individual projects, applying digital tools, analytical thinking and writing, deep engagement including close observation and reading, creativity, and design thinking to the seemingly endless possibilities of learning from the material and written remains of the past. Student work may be presented in a variety



of formats, including on the Archives webpage and preserved in the Archives collection.

### **The Middle East: A History of Peace and Conflict (GESC)**

*term course/juniors and seniors; sophomores with permission of the department*

The Arab-Israeli conflict is one of the longest and most intractable conflicts in the world. Through frequent discussions of Middle Eastern current events, this course will explore the importance of the region to the three monotheistic faiths, the collapse of the Ottoman Empire, and the emergence of Zionist and Arab nationalist movements. Particular attention will be given to the Palestinian-Israeli conflict, the U.S. entanglement in the Middle East since the Cold War, and efforts by the international community to resolve this dispute. Students will gain a better understanding of the dynamics and complexity of conflict in a region characterized by instability. Prerequisite: World History

### **Modern African History: Riot, Rebellion, and Freedom (GESC)**

*term course/juniors and seniors; sophomores with permission of the department*

No single course can cover more than a sliver of the complexity and variety of a continent as diverse as Africa. This course will examine the development of outbreaks of violence in Africa in the movement toward independence and freedom in the post-colonial period (1950s to 1980s). Through learning about some of the economic, social, religious, and political roots of these disturbances, students will in turn garner a better understanding of the continent today. Topics of study may include Hutu extremism and the 1994 genocide in Rwanda, the Suez Canal crisis in Egypt, and apartheid in South Africa. Focusing on these events and others will unravel the complex and challenging, yet vibrant and resilient, history of this continent. Prerequisite: World History

## **History Electives for Juniors and Seniors**

### **Genocide: Media, Remembrance, and the International Community (GESC)**

*term course/juniors and seniors*

This course seeks to examine genocide from historical, philosophical, and religious contexts, with special significance on the role of the media in shaping the narrative. Students will begin by learning a foundational understanding of the United Nations and the definition of “human rights,” before investigating how genocide has become possible, and even ignored. The course will challenge students to consider the intersection of international law, media, and historical memory in examining selected atrocities, including some lesser-known, from the early twentieth century through the present day. They will explore both primary and secondary sources, such as newspapers, social media, essays, book excerpts, radio transcripts, and films. Ultimately, we hope students will appreciate the complex and nuanced approach to the study of genocide, armed with the tools to ensure that “never again” really means never again. Prerequisite/Co-requisite: United States History or CL United States History

### **History of Sport in Society (GESC)**

*term course/seniors*

This course will allow students to examine their own perceptions of the role of sport and athletic competition throughout history, as well as in their own lives, through an examination of events from the first Olympic Games of Ancient Greece and the WWI “Silent Night” soccer truce, to the Cold War’s “Miracle on Ice” and the rise of basketball in the former Yugoslavia. Athletic competitions have served as a backdrop for larger global issues, and the inspiration for myriad diverse works of literature; thus, poetry, short stories, personal narratives, and longer works will be read and discussed in this course. Students will also investigate these writings in a manner that encourages them to grapple with the significance that athletics have come to play for both the individual and society through the lenses of race and gender. Each student will also conduct an independent research project.

### **Germany and the Holocaust (GESC)**

*term course/juniors and seniors*

This course investigates the rise of Adolf Hitler and the Nazi state, the implementation of the Holocaust and its aftermath. To understand the roots of anti-Semitism, the course begins with a look at Europe’s Jewish population over the past five centuries, and continues with a serious examination of the political, social, and economic factors following World War I that made Hitler’s rise to power possible. The course analyzes Nazi racial and political policies, Germany’s involvement in World War II, and the mass annihilation of Jews and others. Students examine the role of bystanders and rescuers, resistance movements, the aftermath at Nuremberg, and the lasting legacies of the Holocaust today. Prerequisite: World History



### **The Model T and the American Industrial Revolution**

*term course/seniors/an interdisciplinary course*

Working in the Pearse Hub for Innovation, students will build an electric race car for competition in a “Power-Racing-Series” style event. Alongside this work, students will delve into the history and functioning of pumps, mills, steam engines, internal combustion and electric motors, manufacturing and processing techniques, and the Ford Model T. Theory and history are mixed thoroughly with experiential education, including the dis- and re-assembly of a Model T engine block, and driving lessons in the school’s 1926 Model T Touring Car. This course is ideal for students with an interest in hands-on investigation, engineering, and the history of science and technology.

### **CL History Seminar: The American Civil War**

*term course/juniors and seniors*

The American Civil War was a defining moment in American history. This course examines the causes of the conflict, the war itself, the period of Reconstruction up to 1877, as well as the meaning of the conflict today. Topics discussed in the course include the political developments in both the North and the South, the question of race and slavery, emancipation, the participation of African Americans in the war, and military developments. Students will read a mix of primary and secondary source material. Prerequisites: United States History or CL United States History; permission of the department

### **CL History Seminar: Immigration and Ethnicity in the United States**

*term course/juniors and seniors*

What does it mean to be an American? This question has played an intriguing and pivotal role in the shaping of American identity from the nation’s founding to the present day. This course provides a detailed examination of both the immigrant experience and the reception of the immigrant in the United States since the 19th century. It will consider the causes of immigration, the social, cultural, and economic adaptation of various groups, the development of ethnic group identities, and changing American policy and attitudes toward immigrants and ethnic groups. Areas of studies may include, but are not limited to, the journeys of the following groups: Irish, Italians, Jews, Asians, Latinos/as, and Muslims. Class readings and research of micro-history will investigate the personal experiences of these various ethnicities. Prerequisites: United States History or CL United States History; permission of the department

### **CL History Seminar: Race in American History**

*term course/juniors and seniors*

The goals of this course are to examine the origin and function of the concept of race, and to understand how race and racism have influenced the thoughts, actions, identities, and experiences of people living in the United States. Concepts and themes such as institutional racism, whiteness, the myth of the Asian American model minority, and intersectionality with gender and class will be examined thematically. The course will chart the changing nature of race in American society and will empower students to assess the extent to which progress has been made in dismantling racialized institutions. Prerequisites: United States History or CL United States History; permission of the department

### **CL Guided Humanities Research Seminar**

*winter term/seniors*

This course provides students with the structure and flexibility needed to complete an undergraduate-level research project in the humanities. Students will engage in sustained, significant, mentored research that draws on their work in previous academic courses such as United States History as well as their involvement in various on-campus initiatives such as those offered through the Norton Family Center for the Common Good and the Alvord Center for Global & Environmental Studies. Possible topics may include: race and democracy in South Africa; sociology and politics of mass incarceration; history of the American college; food deserts in the United States; and gender in contemporary African American fiction. After an intensive period of independent research and writing, students will conclude the course by collaborating on an in-house interdisciplinary humanities journal. All students will complete archival research of some kind. Though a specific prospectus is not required at the outset, students should have a good sense of the research topics they would like to pursue before the term begins. Prerequisites: United States History or CL United States History; permission of the department based on the submission of a completed junior-year research paper

# Philosophy

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

## Philosophy Electives for Freshmen and Sophomores

### **Introduction to Philosophy**

*term course/freshmen and sophomores*

This course investigates the nature of philosophy by examining traditional philosophical problems: the ultimate nature of reality (metaphysics), the limits of human knowledge (epistemology), and the nature of the True, the Good, and the Beautiful (axiology). The course seeks to develop within students critical and inquisitive minds that understand philosophy not as a purely academic venture but as practical and indeed necessary for the development of meaningful and authentic lives.

## Philosophy Electives for Juniors and Seniors

### **Ancient Philosophy (GESC)**

*term course/juniors and seniors*

Facilitating the revolutionary transition from a mythological to a rational worldview, ancient philosophers were the first to ask important questions about the nature of reality and the way in which human beings experience the world. Many of these questions are still being asked today. After surveying the metaphysical and epistemological musings of the pre-Socratic philosophers, students hear Socrates defend himself before an Athenian court against charges of religious heterodoxy and corrupting the minds of the young, watch while Plato constructs an ideal society based on reason, and consider with Aristotle the most rational approach to the good life. While discussing these primary texts, students also address other topics including the nature of reality; the sources and limitations of human knowledge; the nature of the True, the Good, and the Beautiful; social contracts; the nature of government; and piety, justice, and virtue.

### **Philosophy and Literature**

*term course/juniors and seniors*

The writing of literature and the writing of philosophy are usually very different enterprises. This course is unique insofar as it seeks to examine a species of literature, a hybrid, whose purposes are plainly philosophical though its forms are plainly narrative. What are we to make of such a philosophical literature or of such a literary philosophy? What are its strengths? What are its weaknesses? What are we to learn from it both philosophically and literarily? And why is reading it and talking about it such fun? These are just some of the questions we will explore in this course.

### **Theory of Knowledge**

*term course/juniors and seniors*

This course offers a philosophical investigation of the problems of knowledge and mind: What do we know? What can we know? To what extent is our knowledge determined and/or limited by the constitution of our mind or brain? The course confronts early on (as did modern epistemology) the radical skeptic's challenge that we can never be justified in our claims to know an external world, and then examines possible foundational principles of evidence and reasoning proposed to overcome that challenge. Some of the following topics are considered: the nature of scientific method, the problem of induction, the nature and justification of causal claims, principles of justification assumed in inferences from sense experience to reports about physical objects, philosophical theories of perception, the nature of consciousness, the mind-body problem, and the impact of modern neurological research and the challenge to knowledge posed by the problem of implicit bias. The course uses Noah Lemos' *Introduction to the Theory of Knowledge*. In addition, passages from the following are discussed in some detail: Descartes, Hume, Kant, Russell, Chisholm, Putnam, Dennett, Kornblith, and Eagleman.

### **Topics in Ethical Theory (GESC)**

*term course/juniors and seniors*

Some of the earliest and most important questions to engage philosophers dealt with the moral nature of human behavior. What is the basis of moral judgment? What makes a right action right and wrong action wrong? Is normativity a matter of consequences or a matter of custom, duty, or rights? Is what's right for *me* necessarily right for *you*? Or what's right for *us* necessarily right for *them*? Using a collection of readings from both ancient and modern philosophers, as well as various secondary sources, this course familiarizes students with the terms and implications of this discussion as well as introducing them to a number of normative ethical theories ranging from ethical egoism and divine command theory, to utilitarianism and Kantian ethics. Students also seek to understand what light these

normative ethical theories can shed on contemporary topics like animal rights, human equality, environmentalism, abortion, euthanasia, and absolute poverty.

### **Topics in Logic**

*term course/juniors and seniors*

To make explicit our implicit principles of reasoning, this course introduces modern deductive and inductive logic, including propositional and predicate logic and techniques of formal proof. Students examine principles of logic and evidence, the foundations of our systems of knowledge. They come to understand the distinctions between validity and truth; between the actual, the logically possible, and the logically necessary; and between inductive versus deductive logic. Finally, students learn some of the traditional informal fallacies of relevance, ambiguity, and insufficient evidence. The course includes a brief introduction to key issues and readings in the theory of knowledge in order to give the proper philosophical setting and significance to the foundational logical principles.

## **Religious Studies**

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

### **Religious Studies Elective for Freshmen and Sophomores**

#### **Religious Diversity in Contemporary America (GESC)**

*term course/freshmen and sophomores*

In 1955 the Jewish sociologist Will Herberg published an essay celebrating the triumph of religious diversity in America. He argued that America had become a nation where one could be a Protestant, a Catholic, or a Jew and still be considered an American citizen. Though Herberg's essay is regarded as a classic discussion of religion in America, its value has become more historical than descriptive. Today, in addition to large numbers of Americans who are members of the three religious traditions Herberg described, the United States includes rapidly growing populations of Muslims, Buddhists, and Hindus, as well as secular or non-religious groups. Making sense of what Diana Eck of the Harvard Pluralism Project calls "the world's most religiously diverse nation" and understanding its implications for American social, cultural, and political realities constitute the focus of this course.

### **Religious Studies Elective for Sophomores, Juniors, and Seniors**

#### **Philosophy of Nonviolence (GESC)**

*term course/sophomores, juniors, seniors*

Despite a universal desire for peace, it is not often that human beings beat their swords into ploughshares. History appears to be a rather tedious tale of hatred, greed, enmity, and violence between one group of human beings and another. Fortunately, the better angels of our nature prevail on occasion and advocates appear who bear witness to another way of achieving justice and peace in a world of finite resources. This course will explore the development of nonviolence in the philosophy of Mahavira, Buddha, Socrates, and Jesus, and in the courageous social activism of Mohandas Gandhi and Martin Luther King. Among other philosophical ideas, students will consider the implications of *ahimsa*; the emergence of conscience and the relativization of obedience to the state; nonresistance, pacifism, and just war theory; *satyagraha* or nonviolent resistance, and the imperative to engage in social protest while still honoring the rule of law.

### **Religious Studies Electives for Juniors and Seniors**

#### **Children of Abraham: Moses, Jesus, and Mohammed (GESC)**

*term course/juniors and seniors*

One of the extraordinary claims linking Moses, Jesus, and Mohammed is that they are all descendants of the biblical patriarch Abraham. This assumption of a common ancestry anticipates both the profound similarities and the striking differences existing between this family of religious traditions. Using both primary sources and a variety of secondary

materials, students will examine the lives and teachings of Moses, Jesus, and Mohammed, asking fundamental questions about their understanding of the universe (cosmology), their experience of the sacred (theology), their understanding of themselves and others (anthropology), and their beliefs about liberation and redemption (soteriology).

### **Hinduism and Buddhism (GESG)**

*term course/juniors and seniors*

With roots reaching back into the ancient civilization of the Indus Valley, and developing through the Brahmanical, Sramana, and Classical Periods, Hinduism evolved into an “artful synthesis” of ritual sacrifice, yogic meditation, and devotional piety. This course is an introduction to Hinduism and its key concepts like dharma, karma, and reincarnation; to the gods and goddesses of the Hindu pantheon; and to selections from both its *shruti* and *smriti* scriptures, including the Rig Veda, the Upanishads, the Bhagavad Gita, and the Ramayana). Students will also explore a new philosophy developed and taught by the renunciate *kshatriya*, Siddhartha Gautama, that focuses on asceticism, mindfulness, and compassion, which spread northeast from the Gangetic plain into the lands and cultures of Central Asia and the Far East and was later to be called Buddhism.

### **Literature of the Bible**

*term course/juniors and seniors*

Mark Twain once humorously characterized a classic as a book everybody talks about, but nobody reads. Twain would undoubtedly be surprised to learn that the Bible has become such a book. As American society has grown more secular and diverse, biblical literacy among Americans has plummeted. When understanding so much of American history, politics, and culture is predicated upon a familiarity with the literature of the Bible, knowing little or nothing about it can be a real liability. The purpose of this course is to address this deficiency. Students will read generous portions of the literature of the Bible, develop an appreciation for its artistry or poetics, and explore the ways it has been used to enrich the narrative world of American rhetoric, poetry, drama, art, and fiction.

### **Skeptics and Believers: Faith and Religion in a Secular World**

*term course/juniors and seniors*

The April 8, 1966 *Time* magazine cover famously asked, “Is God Dead?” Written by an urban intellectual elite enchanted with science and technology and almost blind to the central role religion was currently playing in the Civil Rights Movement, the article that followed offered a provisional “yes.” The world, it was thought, was on the cusp of a new secular era. The death of God and the end of religion was just a matter of time. It is not often that bright, educated people read the signs of the times so poorly. Today, religion continues to play an important role in every country and in almost every area of human experience, from economics and politics to culture and morality. This course will explore the reasons for its continuing relevance and the various ways it has been, and continues to be, challenged by philosophy and science.

### **Independent Studies in History, Philosophy, and/or Religious Studies**

*term course/seniors*

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

## SOCIAL SCIENCE

The Social Science department reflects Loomis Chaffee's longstanding commitment to giving its students meaningful opportunities to understand how society works — why people make the decisions they do — on an individual level and in groups. The department offers classes that explore how people behave and influence the world around us through three sub-disciplines: psychology, economics, and political science. Human development and behavior, social structure, cultural patterns, and economic systems are all examined to give students deeper understanding of themselves and the world around them. Classes offered to sophomores, juniors, and seniors will expand student viewpoints, teach multiple perspectives, and prepare them to engage and think critically about themselves, the world they live in, and the economic, political, and social institutions that influence their lives. Social science classes are designed for students to gain literacy by demonstrating mastery of terminology, foundational concepts and classic studies in the field, and being able to access, assess, and discuss current trends and developments.

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

For information on courses designated *GESC*, please refer to pages 6–7.

## Economics

### Economics Elective for Sophomores

#### **Economics: Contemporary Economic Perspectives**

*term course/sophomores*

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

### Economics Electives for Juniors and Seniors

#### **Economics: Introduction to Economics**

*fall term/juniors and seniors*

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

#### **Economics: Microeconomics**

*winter term/juniors and seniors*

Citizens, businesses, and government all face choices of how to distribute scarce resources among competing demands. This term course will extend the analysis of the introductory course to study the decision-making process of households and firms at the individual market level. Expanding on the basic principles of demand and supply, this course will study a variety of market models from competitive to monopolistic. It also will look at topics such as market equilibrium,

consumer behavior, production costs, resource demand, wage determination, and income inequality. This course is taught with the use of real case studies and places emphasis on critical thinking, discussion, debate, and welcomes students of all mathematical abilities. Prerequisite: Introduction to Economics

### **Economics: Macroeconomics (GESC)**

*spring term/juniors and seniors*

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

### **Applied Economics: Financial Markets (GESC)**

*term course/juniors and seniors*

This course studies the concepts of and evidence relevant to the management of investment portfolios. Topics include diversification, asset allocation, portfolio optimization, factor models, the relation between risk and return, trading, passive (e.g., index-fund) and active (e.g., hedge-fund, long-short) strategies, mutual funds, performance evaluation, long-horizon investing and simulation. As part of this class, students will develop a market portfolio and track their returns relative to appropriate benchmarks. While there are no mathematical prerequisites, students with a quantitative background and interest in current events will excel in the course.

### **CL Economics (GESC)**

*year course/juniors and seniors*

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

## **Political Science**

### **International Relations (GESC)**

*term course/juniors and seniors*

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

### **Jurisprudence: American Legal History**

*term course/juniors and seniors*

Using historical works, case law, and recent articles, this course introduces the legal system in the United States with a particular focus on constitutional and criminal law. Students explore the background of international systems, the constitutional framework for the judicial branch of the government, and the Bill of Rights to learn how legal systems have evolved from the teachings of Hammurabi to present day cases. Class exercises will include delivering an oral argument and engaging in the process of jury selection for a hypothetical capital murder case. In addition to historical analysis, students will also investigate the ways in which the legal system affects students in schools, especially in terms



of the first amendment and freedom of speech. Prerequisite/Co-requisite: United States History or CL United States History

### **CL Social Science Seminar: Globalization (GESC)**

*term course/juniors and seniors*

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

### **CL Comparative Government and Politics (GESC)**

*year course/seniors*

This course introduces students to comparative politics, the study of political processes and institutions within countries (whereas international relations focuses largely on interactions among and between countries). A comparative study of six nations — Great Britain, Russia, China, Iran, Mexico, and Nigeria — serves as the core for this course, with students first considering the historical development of each state, before moving on to an investigation of factors such as elections, political parties, revolutions, and judicial systems. The course aims to illustrate the rich diversity of political life outside the United States, guiding students to an understanding of why countries and regions organize their institutions differently. Recent topics include Brexit and Great Britain's changing relationship with Europe; power and authority in Putin's Russia; economic growth and industrialization in China; the nuclear program in Iran; NAFTA and Mexico; and Boko Haram vs. democratization in Nigeria. This course will prepare students to take the AP Comparative Government and Politics exam. Prerequisites: United States History or CL United States History; permission of the department

### **CL Social Science Seminar: The U.S. Presidential Election**

*fall term/juniors and seniors (offered in presidential election years only)*

How are our leaders elected? Does the election process produce the best candidates and the most desirable ends? Why do so few eligible voters exercise their right on Election Day? Do the American people really have a voice? What role does money play? How does the news media affect the election process? While addressing these questions and others, this course explores the major domestic and foreign policy issues of the campaign and the candidates' positions on each. Students engage in extensive campaign research and/or take part in a modified mock election process here on campus. At the end of the term, students will thoroughly analyze the election results, drawing conclusions and making predictions for the coming presidency. Prerequisites: United States History or CL United States History; permission of the department

## **Psychology**

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

### **Psychology Electives for Freshman and Sophomores**

#### **Ethical and Psychological Principles**

*term course/freshmen and sophomores*

Students in this course examine the fundamental elements necessary to consider ethical problems. Using texts, video resources, and case studies students examine a variety of moral issues and dilemmas. By studying ethical theories and logical thinking they will learn how to approach these dilemmas rationally. By examining various issues, students will learn and use the skills necessary to make thoughtful, well-reasoned decisions and be equipped with the information necessary to support their conclusions. Students will practice civil discourse in group discussions, with an eye toward exploring alternative perspectives, world views, and cultures, and be more sensitive to the views of others.

### **Psychology Electives for Juniors and Seniors**

#### **Developmental Psychology (GESC)**

*term course/juniors and seniors*

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

### **Neuropsychology**

*term course/juniors and seniors*

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

### **Positive Psychology**

*term course/juniors and seniors*

Where, historically, psychology has been the study of human deficit, Positive Psychology is the study of positive human functioning and flourishing. This is analyzed on multiple levels including the biological, personal, relational, institutional, and cultural dimensions of life. Students in this class will learn about research methods and empirically based hypotheses emerging in this and other related fields of psychology, conduct field work to test theories and hypotheses, and consider the applicability of the field's findings to their own lives and community.

### **Social Psychology (GESOC)**

*term course/juniors and seniors*

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

### **Independent Studies in Social Science**

*term course/seniors*

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



# MATHEMATICS

The following courses present a sequential program by which students can gain an understanding of the style and content of mathematics, become adept in its fundamental skills, and explore the subject for the beauty of its abstractions and the variety of its applications. Aware of the increasing use of mathematics in both new and traditional fields, the department encourages students to continue their mathematical electives beyond the required courses in Algebra I, Algebra II, and Geometry.

For information on courses designated *GESC*, please refer to pages 6–7.

*Please note: All courses require a TI-83 or TI-84 graphing calculator. Any version of these calculators is acceptable; the TI-85 and TI-81 are not. Students who do not currently own one of these calculators should buy the TI-84.*

## **Geometry - Algebra I**

This course is for those students who either have not had a full year of Algebra I or are in need of strengthening their algebra skills before heading into Algebra II and subsequent curriculum. It covers properties of the real number system, linear and quadratic equations, and properties of exponents and radicals while introducing students to Euclidian geometry of two and three dimensions. Students develop competence with the graphs of linear, quadratic, and exponential equations, and master a number of techniques for solving equations and simplifying algebraic expressions. The course emphasizes the development of algebraic and geometric skills and will use the websites Desmos, Delta Math, Problem Attic and Geogebra. Students who successfully complete this course will have met the diploma requirement for Geometry and be prepared for Algebra II.

## **Geometry**

This standard mathematics course deals with Euclidean geometry of two and three dimensions. There exists a reasonable emphasis on “statement-reason” (two column proofs). Furthermore, construction with straight-edge and compass and an introduction to right-triangle trigonometry are included. When appropriate, students utilize technology (Geometer’s Sketchpad) to enhance the learning process. Algebraic skills are solidified through the application of geometrical properties with numerical solutions. The course’s emphasis on rigorous deductive reasoning develops the skills needed to communicate more complex ideas effectively. Prerequisite: Algebra I

## **Advanced Geometry**

This course is for able students who have had two full years of algebra. It covers the same topics as Geometry but at a faster pace and in greater depth. It also includes a more thorough study of trigonometry and coordinate geometry. Prerequisite: Algebra II and permission of the department

## **Algebra II**

This course reviews and further develops the concepts of linear and quadratic equations and inequalities. It then explores functions involving radical expressions and rational polynomials and finally considers logarithmic and exponential functions and their applications. Beyond traditional algebraic techniques, students learn numerical and graphical solution techniques with the guided use of the TI-84 graphing calculators. Additional topics such as trigonometry, complex numbers, and sequences and series may be introduced along the way. Prerequisite: Algebra I

## **Advanced Algebra II**

This course is for interested and able students who have done well in a full-year, in-depth, first-year algebra course. It covers at a faster pace and in more detail the same material as Algebra II, as well as conic sections, rational functions, and trigonometry. The TI-84 graphing calculator is used extensively in class. Placement for new students will be determined by the department. Prerequisite: Algebra I and permission of the department

## **Precalculus**

The Precalculus course is intended for students who have completed both Algebra II and Geometry and who aspire to take Calculus or one of the statistics offerings in the following year. Students study the properties, graphs, and applications of a variety of different families of functions including linear, quadratic, polynomial, exponential, logarithmic, and trigonometric functions. These functions are explored graphically, algebraically, and numerically. The analysis of the functions is aided by the guided use of technology. While students have exposure to all the classic functions of high school math, the course is not intended for those who wish to move into the CL Calculus program. The course includes nearly eight weeks of work in discrete math topics: sequences, series, combinatorics, and introductions to probability and statistics.

### **Advanced Precalculus**

This course is for students who have a strong background in Algebra and Geometry and who plan on taking the CL Calculus AB course or possibly CL Statistics. Students study the properties, graphs, and applications of a variety of different families of functions including linear, quadratic, polynomial, rational, exponential, logarithmic, and trigonometric functions and also study sequences and series in considerable detail. The various functions as well as the work with sequences and series are explored algebraically, graphically, and numerically and are aided by the guided use of technology. In Advanced Precalculus there is less emphasis on the discrete topics of probability and statistics than in the regular Precalculus course; however, the trigonometric functions and their inverses as well as the notion of limit are covered in much more depth and detail since these topics are critical for success in the CL Calculus program.

### **Advanced Precalculus with Differential Calculus**

This course is for students who have an exceptional background in Algebra and Geometry and who plan on taking the CL Calculus BC course. The course moves at an accelerated pace and thoroughly covers the majority of the concepts of the Advanced Precalculus class during the fall and winter trimesters. Topics of probability are also introduced. The spring trimester is devoted to a rigorous introduction to differential calculus — a prerequisite for entry into the CL Calculus BC course. Some students may opt to study CL Statistics in addition to, or instead of, CL Calculus after this course.

### **Topics in Discrete Mathematics**

#### *fall term*

This course explores a number of real-life mathematical applications and the theory behind them. Topics include Voting/Election Theory, the mathematics of power (The Benzhaf and Shapley-Shubik Power Indices), the mathematics of fair division, and the mathematics of apportionment pertaining to government bodies. The course is designed for both those who intend to take statistics in the winter and spring terms and those who have an interest in an elective mathematics course strongly based in theory and in different real-world applications. Prerequisite: Algebra II

### **Statistics I (GESC) (winter); Statistics II (GESC) (spring)**

#### *two-term course/winter only or winter and spring*

This course offers a less in-depth approach to the material presented in CL Statistics. The course emphasizes problem-solving, student-generated studies, and group work. Students analyze a significant global issue while completing culminating projects in which they utilize the techniques learned throughout the course. These projects will have components of both written and public presentation. Throughout the course, students are introduced to the TI-84 graphing calculator, spreadsheet software like MS Excel, and web-based data analysis packages like Gapminder. *Students may elect either the first term or both terms of the course.* Prerequisite: Algebra II

### **CL Statistics**

Equivalent to a one-semester, introductory, non-calculus-based college statistics course, this course incorporates four themes: exploring data, learning designs for data collection and experiments, anticipating patterns in advance, and drawing conclusions from data. Computers and the TI-84 calculator are important tools for completing data analysis and understanding more sophisticated statistical concepts. This data-based approach involves group activities and student-generated studies of global topics. The course emphasizes reading and communicating statistical information accurately in real world situations. Prerequisite: Advanced Precalculus with Differential Calculus or Advanced Precalculus and permission of the department

### **Calculus**

This course introduces students to most of the theories, techniques, and applications of a first-year calculus course. By mixing theory and application and by using both discrete and continuous examples, the course offers students a solid foundation of the basic techniques of differential and integral calculus and explores the utility of calculus in a variety of fields. Although not covering trigonometric functions, among other topics in the AP program, this course prepares students for a rigorous first-year calculus course in college and enables them to use calculus concepts in other disciplines. Prerequisite: Precalculus

### **CL Calculus AB**

Following the Advanced Placement AB Calculus syllabus, this course introduces differential and integral calculus. Rules of differentiation for most of the common algebraic and transcendental functions are introduced, and students learn applications of the derivative in graphical analysis, motion problems, related rates of change, and optimization problems. The course introduces definite and indefinite integrals along with the most common techniques of integration and applications to area, volume, motion, and growth and decay. The calculus topics are explored algebraically, numerically, verbally, and graphically with the aid of the TI-84 or TI-NSpire calculator. Prerequisite: Advanced Precalculus or Advanced Precalculus with Differential Calculus

### **CL Calculus BC**

Following the Advanced Placement BC Calculus syllabus, this course offers a rigorous, college-level introduction to differential and integral calculus. Topics include the theory and applications of derivatives and integrals of common algebraic and transcendental functions offered in Calculus AB. Beyond the topics from CL Calculus AB, students work with the calculus concepts as they apply to vector functions, parametrically defined functions and polar functions, and also do significant work with sequences and series. The calculus topics are explored algebraically, numerically, verbally, and graphically with the aid of the TI-84 calculator. Prerequisite: Advanced Precalculus with Differential Calculus and permission of the department

### **CL Calculus — Topic C**

*half course*

Following the Advanced Placement BC Calculus syllabus, this course offers a rigorous, college-level approach for completion to differential and integral calculus beyond the CL Calculus AB course. These topics include work with vector and parametrically defined functions, polar functions and relations, additional integral techniques, improper integrals and finally, significant work with sequences and series including Taylor polynomials and the Lagrange error estimates. In addition to work with these new topics, the course will review and consolidate the students' earlier work with differential and integral calculus studied in the CL Calculus AB course. The course prepares students for the AP BC exam. All topics are explored algebraically, numerically, verbally, and graphically with the aid of the TI-84 and other software platforms. Prerequisite: B+ or higher in CL Calculus AB and permission of the department

### **CL Statistics Accelerated**

*half course*

This course is intended for extremely able math students who have excelled in a CL Calculus class. The class moves quickly covering the full Advanced Placement Statistics curriculum (see course description for CL Statistics) while meeting half as often as full courses. Unlike CL Statistics, this accelerated course will also include some work with statistics that is calculus based. While the course develops the tools necessary to analyze data and make projections in a variety of real-world situations, students should also come to appreciate the logical principles underlying the inferences. Students will use some of the powerful statistical tools of the TI-84 calculator to organize data and help make appropriate inferences. Prerequisite: A- or higher in BC Calculus or A or higher in AB Calculus and departmental approval

### **CL Multivariable Calculus**

For students who have successfully completed CL Calculus BC, this course extends definitions, concepts, and algorithms of differential and integral calculus to higher-dimensional functions. The concepts of continuity, differentiability, local extrema, integration, volume, and the fundamental theorem of calculus are developed rigorously in the context of functions with multiple input and/or output variables. Various applications, especially to physics, will be discussed. The course emphasizes deep conceptual understanding of abstract content, since visualization is not always possible. Prerequisite: permission of the department

### **CL Linear Algebra**

Linear Algebra is for students who have shown exceptional promise in their study of mathematics. At the beginning of the year, linear algebra is introduced through linear systems and matrices and their properties, in particular the determinant. The study of matrices prepares the class for its study of the main objects of linear algebra: vector spaces and linear transformations. By approaching the subject this way, the class serves as an introduction to conceptual mathematical systems that will later create the foundation of abstract algebra. Throughout the course, emphasis is placed on learning the structure of formal mathematical proof writing. Topics that are typically covered in addition to vector spaces and linear transformations set theory, eigenvectors, and inner product spaces. Prerequisite/Co-requisite: Multivariable Calculus and permission of the department

### **Independent Studies in Mathematics**

*term course*

A student who has exhausted the offerings of the Mathematics Department or who desires to study a math-related topic not offered as a course may propose an Independent Study Project for credit. The student must arrange for a project advisor from within the department, **submit a written proposal**, and obtain approvals from the academic advisor, project advisor, department head, and dean of faculty.

## **Introduction to Computer Science**

*term course*

This course offers a language-independent approach to learning the underlying principles of computing. Students will be exposed to a survey of ideas in computer science, centered around understanding the context and ethics of modern computational technologies. Topics include the Internet, computer architecture, data and security, and algorithms. This is primarily a concepts course, so programming will be minimal. Students will emerge with a diverse understanding of how computers influence the structure of the modern world. This course prepares students to take CL Computer Science.

## **CL Computer Science**

*two-term course/winter and spring*

This course is a programming-intensive follow-up to Introduction to Computer Science. Students will spend most of the winter term learning how to code in Python, establishing a solid foundation in key techniques such as iteration and data management, as well as some common higher-order programming paradigms. Along the way, students will delve deeper into the theory behind computer architecture to bolster their understanding of algorithms and data structures. By the spring term, the course will circle back, and students will learn how to implement some of the tools covered during the fall term. This course is not focused on preparing students for either AP Computer Science exam. Prerequisite: Introduction to Computer Science or permission of department.

## **CL Topics in Computer Science**

*term course*

A student who has completed the two-term CL Computer Science or its equivalent may pursue further studies through this project-oriented term course. Projects are designed in concert with the instructor and may involve either extensions of topics and concepts covered in CL Computer Science or of those not presently offered. Students will be especially encouraged to study, design, and build applications of computing that help others (e.g. working with real time data to help those with diabetes). Students in this term course will combine software engineering with entrepreneurial thinking. Prerequisite: CL Computer Science or permission of the department

## **Topics in Logic**

*term course/juniors and seniors*

Please see description under History, Philosophy, and Religion offerings. Students interested in logical foundations of mathematics and in greater sophistication in methods of proof may consider this course. Prerequisite: Geometry

## SCIENCE

Through a broad and deep range of course offerings, the Science Department seeks to address the needs and interests of all students. Laboratory experiments, hands-on activities, and computer simulations challenge students to problem solve, analyze, discover, and understand the fundamental principles of nature. This understanding empowers them to live in and contribute to an increasingly technological society while gaining confidence in their own abilities.

The department requires two years of laboratory science, one in the life sciences and one in the physical sciences. The majority of students, however, take additional courses of particular interest.

For information on courses designated *GESC*, please refer to pages 6–7.

### **Biology I**

*freshmen and sophomores*

This introductory course is organized around four biological themes: change over time, communication, transfer of energy and matter, and homeostasis. Through the lens of these themes, students are able to more deeply understand and appreciate all biological systems. Topics studied include evolution, cell and molecular biology, and human anatomy and physiology. The use of hands-on modeling activities enhances student engagement and understanding. In the lab, students learn how to design well-controlled experiments and how to analyze collected data. Through this lab work, students gain hands-on experience with current techniques used in research laboratories.

### **Advanced Biology I**

*sophomores, juniors, seniors*

This course is an introductory biology class for students who have had a full year of chemistry. It covers the same topics as Biology I but emphasizes the biochemical processes in greater depth and detail. As with Biology I, students learn to think critically about how living organisms evolve and survive and are encouraged to make connections to all biological processes within the natural world. The course makes frequent use of case studies to facilitate application of the course content to complex real-world problems. Students spend ample time in the laboratory practicing many of the techniques used in research laboratories today, collecting and analyzing data, and discussing current research topics. Prerequisites: Chemistry and permission of the department

### **Chemistry I**

Students in this introductory class improve their scientific literacy by developing analytical and problem-solving skills through the lens of basic chemical principles such as atomic theory, chemical reactions and bonding, stoichiometry, energy, solutions, equilibrium, acids and bases, and electrochemistry. Students engage in small-group and individual problem-solving, laboratory investigations, and exercises to hone written and graphical communication. Prerequisite: Algebra I; Co-requisite: Algebra II or permission of the department

### **Advanced Chemistry I**

This course is designed for those students with strong quantitative ability and who also possess an avid interest and proven achievement in science. Through this rigorous and fast-paced course, students come to an understanding of the methods and principles of modern chemical theory. The development of scientific writing and analytical problem-solving skills are emphasized. Topics draw from the basic principles of inorganic chemistry: electronic structure of the atom, periodicity of elements, stoichiometry, chemical bonding, molecular structure, gas laws and kinetic molecular theory, equilibrium, kinetics, acids and bases, oxidation-reduction, and electrochemistry. Throughout the course, students are involved in an extensive laboratory curriculum. Advanced Chemistry I helps to prepare students for the SAT Subject Test in Chemistry. Prerequisite: permission of the department; Co-requisite: Advanced Algebra II or Algebra II with permission of the department

### **Integrated Earth and Physical Sciences**

*juniors and seniors/not offered 2020-21*

This course exposes students to an array of real-life, science-based situations from both the past and present and pushes students to read critically and think independently to improve their understanding of the world around them. The course focuses on developing a scientific worldview by examining the underpinnings of modern scientific thought and by encouraging the use of problem-solving and data analysis skills to analyze and interpret important scientific concepts. Students improve their scientific design and data analysis skills through a variety of laboratory exercises and projects. Topics include the history of scientific thought, astronomy, Newton's dynamics and kinematics, electricity and magnetism, light and optics, atomic structure, radioactivity and nuclear power, geology, meteorology, and climate. Co-requisite: Algebra II

## **Physics I**

*sophomores, juniors, seniors*

This course introduces students to Newtonian physics and a variety of problem-solving techniques. Through laboratory investigation and class discussion, students explore mechanics, energy, waves, optics, electricity, and magnetism. This course emphasizes a practical approach to understanding physics concepts using familiar objects and everyday situations. Physics I is designed to assist students in developing a greater appreciation for real-world problem-solving situations. Co-requisite: Advanced Precalculus or Precalculus with permission of the department

## **Advanced Physics I**

*sophomores, juniors, and seniors*

Challenging laboratory explorations, engaging classroom derivations and demonstrations, and intimate small group investigations form the core learning experience in Advanced Physics I. Students work together to develop the conceptual understanding, analytical skills, and self-confidence needed to master a wide array of physics topics. The major area of emphasis in the fall term is Newtonian mechanics. In the winter term, students explore electrostatics and circuits. In the spring, the focus shifts to studies of magnetism and geometric optics. The course stresses problem solving with an emphasis on graphical interpretation and incorporating vector mathematics. It is appropriate for students with good aptitude and proven achievement in both science and mathematics. With extra independent preparation, many Advanced Physics I students elect to take the SAT Subject Test in Physics. Prerequisite: one previous science course and permission of the department; Co-requisite: Advanced Precalculus with Differential Calculus or Advanced Precalculus with permission of department

## **CL Chemistry II**

This course continues the study of chemical principles and theory at a level consistent with that of a first-year college offering. It covers all of the topics of the first level course, but at a deeper level and at a faster pace. Inquiry-based laboratory experiments follow the suggestions of the AP curriculum and support the concepts studied in class. Lab work helps students develop proficiency with basic analytical laboratory techniques, and they are frequently asked to design their own protocols to solve problems. This course prepares students for the Advanced Placement examination. Prerequisite: Advanced Chemistry I and/or permission of the department

## **CL Physics II**

This problem-solving intensive course pushes students to consider more deeply the topics introduced in Advanced Physics I and to investigate challenging questions incorporating calculus techniques. Dynamic classroom discussions and developments, extensive small group investigations, and laboratory work centered on experimental design enable students to develop confidence and a strong conceptual mastery. The first half of the course focuses on mechanics — covering Newton's laws, conservation of energy and momentum, rotational dynamics, simple harmonic motion, and universal gravitation. The second half explores electricity and magnetism — delving deeply into Coulomb's Law, Gauss's Law, Ampere's Law, Faraday's Law, and circuits involving capacitors and inductors. This course fully prepares students for Advanced Placement examinations in both Mechanics and Electricity & Magnetism. Prerequisite: Advanced Physics I; Co-requisite: CL Calculus BC or CL Calculus AB with permission of department

## **CL Astrophysics**

*half course*

CL Astrophysics provides an in-depth study of the application of physics and mathematics to the field of astronomy. Major topics include: celestial mechanics, the internal structure and evolution of stars, the properties and evolution of galaxies, and the large-scale structure and evolution of the universe. In addition, students will collect, process, and interpret astronomical data obtained from a variety of sources, and will make use of the recently renovated O'Brien Planetarium. Pre-/co-requisites: CL Calculus BC and CL Physics and/or permission of the department.

## **CL Environmental Science (GESC)**

This course provides students with the scientific concepts and methodologies to understand the interrelationships within the natural world. Through on-campus field trips and hands-on activities, students will come to a solid understanding of the core ecological principles. In addition, they will learn to identify and analyze environmental problems within the natural world; relative risks will be evaluated and alternative solutions to problems will be examined. Topics covered include ecological foundations and principles, introduction to plant science, energy, climate change, human population and demographics, toxicology, pollution and pandemics, fresh water resources, water quality, and global water issues. Students learn to observe environmental systems critically and to develop and conduct well-designed experiments with the goal of making positive changes to the local Loomis Chaffee campus and surrounding ecosystem and in the spirit of environmental stewardship and sustainability. This course covers the majority, but not the entirety, of the AP Environmental Science curriculum; those students interested in sitting for the AP Environmental Science exam in May will need to complete some independent work to prepare for that exam and

should consult with the instructor to identify those additional topics. Prerequisites: biology, chemistry, and permission of the department

## Elective Term Courses

### **Astronomy I: Introduction to Astronomy and the Solar System**

*term course/juniors and seniors*

The fall term course introduces students to observational astronomy and methods for measuring distances in the solar system and universe. Students gain an understanding of the foundations of astronomical evidence for our place in the universe by studying the historical development of astronomy from the ancient Greeks to Kepler and Newton as well as modern techniques for studying planets and stars. The course also provides an overview of our solar system. Students will have the opportunity to view the night sky with the school's telescope and make use of the O'Brien Planetarium.

Prerequisite: Chemistry or Physics

### **Astronomy II: Observing the Universe**

*two-term course/winter and spring /juniors and seniors*

This course focuses on stars, galaxies, and cosmology. Major topics include the structure and evolution of stars; stellar explosions and the formation of neutron stars and black holes; the creation of galaxies; relativity and theories about the origin and fate of the universe, with emphasis on the Big Bang; and current questions about the role of dark matter and dark energy. Students will also explore astrobiology, recent space missions, and the possibility of locating habitable planets outside our own solar system. Prerequisite: Chemistry or Physics

### **Comparative Anatomy**

*term course/juniors and seniors*

This course investigates the anatomy of several different vertebrate organisms including humans. Systems such as the muscular system, nervous system, digestive system and skeletal system are compared between a variety of organisms. The class includes many hands-on activities with a heavy emphasis on dissection; potential organisms for dissection include fetal pig, snake, rat, mink, and fish as examples. These lab activities, as well as lectures, focus on comparing anatomical structure and function and lead to a greater understanding of evolution and common ancestry among vertebrates. Students interested in this course do not need a deep background in the field of biology but should be interested in animal body systems and function and not afraid to take part in dissections. Prerequisites: Biology and Chemistry

### **Genetics**

*term course/juniors and seniors*

This course explores some of the most recent advances in the study of genetics. A review of Mendelian genetics, the structure and function of DNA, and the central dogma of biology enables students to gain deeper understandings of these basic genetic concepts before further investigating the more complex aspects of cancer, evolution, and genetic diseases. Lab work and hands-on activities include exploration of gene expression, genetic engineering, and gene therapy. Prerequisites: Biology and Chemistry

### **Forensic Science**

*term course/juniors and seniors*

This course focuses on the application of various science techniques used to solve crimes including fingerprinting, blood typing, blood spatter analysis, and DNA profiling. Students combine their knowledge of biology and chemistry in order to solve multiple crime scenes. Students will also learn the basics of the American criminal justice system and discuss its structure, intentions, and shortcomings. The course emphasizes forensic science as a discipline that provides strong, but not infallible, evidence for criminal proceedings. Care is always taken to note the reliability of all techniques studied. Prerequisite: Biology and Chemistry

### **Ecology (GESG)**

*fall term/juniors and seniors*

This course focuses on ecological principles and introduces laboratory skills to help students understand the interactions among organisms and between organisms and their environments. Students begin to explore the key ecosystem services provided by natural ecosystems and learn about energy flow, biotic and abiotic factors, and cycling of matter (water, nutrients, etc.) in the ecosystem. Prerequisite: Biology and Chemistry are strongly recommended.

### **Human Populations and Impact (GESC)**

*winter term/juniors and seniors*

This course explores our human population: how and why it grows, and its impact on the earth. Utilizing current events, students explore how education, food security, public health, waste, and climate change have a reciprocal relationship with local and global population growth and demographics. Throughout the term, research-based projects and laboratory studies will enable students to more fully understand these concepts. Prerequisite: Ecology

### **Sustainability: Soil, Water, and Agriculture (GESC)**

*spring term/juniors and seniors*

This hands-on, project-based course investigates both local and global sustainable agricultural practices with a focus on water use in those practices. Current water issues, including water pollution, drinking water concerns, and the question of access to clean water will be addressed. Further studies will investigate the specific impact of both traditional and sustainable agriculture on soil health, the hydrologic cycle, and their impact on climate change. As a culmination of previous work done in environmental science, students use the Loomis Chaffee campus as a microcosm for learning how to use sustainable practices to improve their local environments. Prerequisite: Ecology

### **Robotics**

*term course/sophomores, juniors, and seniors/an interdisciplinary course*

This hands-on, experiential term course teaches students about advances in technology and collaboration skills, both of which are critical for innovation in the evolving 21st century workplace. Students are exposed to three ways in which robotics functions in today's society: manufacturing, human-assistance, and autonomous control. Students work in small groups to explore the field of robotics through the completion of two major projects over the course of the term. First, students build kit-style unmanned aquatic vehicles (UAVs), modify them as needed, and learn how to successfully control the vehicles to perform tasks underwater. Second, students will design and build small "mouse-like" robots to autonomously navigate a maze, find a piece of "cheese," and return it to the mouse hole. Both projects require students to become familiar with the Loomis Chaffee design process and the tools and resources in the Pearce Hub for Innovation. In addition to fabricating their own robots, and in order to better understand their use in industry, students have the opportunity to visit a local manufacturing company that uses robots.

### **Problem Solving for Engineering**

*term course/juniors and seniors/an interdisciplinary course*

Students will explore different fields of engineering by participating in targeted design projects. Example projects might include: using structural design software to analyze and build a popsicle stick truss bridge, using electrical engineering principles to electrify a bicycle, or using a small-scale wind tunnel to analyze airfoils during the construction of a glider. The design thinking approach will be used to identify and solve the given problems and the students will use the resources of the Pearce Hub for Innovation to make their ideas a reality.

### **CL Biology II: Genetics**

*fall term/juniors and seniors*

This rigorous course studies the profound implications of recent advances in genetics. Topics include the discovery, structure, and function of DNA, Mendelian and non-Mendelian patterns of inheritance as well as the control of gene expression and epigenetics. The course has a significant laboratory component that emphasizes the use of modern techniques such as the isolation of DNA, polymerase chain reaction (PCR), and DNA sequencing in order to conduct a research project in molecular genetics. Examples of such projects include those focused on genetic engineering and the creation of genetic knockouts, as well as the construction of a genetic pedigree by tracking the intergenerational inheritance of physical traits combined with analysis of specific DNA sequences controlling these traits. Prerequisites: Biology, Chemistry, and permission of the department

### **CL Biology II: Cell Biology I (winter)**

### **CL Biology II: Cell Biology II (spring)**

*One- or two-term course/juniors and seniors/winter only or winter and spring*

Cells are the smallest living things that can perform the functions of life and understanding how cells work is fundamental to all biological science. In this course, students study cells from the outside in, beginning with an investigation of membranes and transport followed by explorations of how a cell responds to its environment (cell signaling). Particular emphasis is placed on the study of enzymes and their control of cells, eukaryotic organelles, cell interaction with the environment (cell signaling), cell division (understanding cancer), and programmed cell death (apoptosis). Students spend a great deal of time in the lab exploring cell culture and the staining of mammalian cells. Other lab investigations include the study of intracellular trafficking mechanisms, the movement of proteins, and fluorescent microscopy. Prerequisites: Biology, Chemistry, and permission of the department *Note: The spring term of Cell Biology may only be taken when following the winter term of Cell Biology.*



## **CL Biology II: Microbiology**

*fall term/juniors and seniors*

Though bacteria have only a single cell (as opposed to trillions in the human body), they perform many of the same cellular functions that humans do — consuming nutrients, generating energy, and eliminating wastes. This laboratory-intensive class allows students to closely examine bacterial metabolism, morphology, and genetics. After experiments are run, there is a heavy emphasis placed on analyzing lab results and discussing the conclusions that can (and cannot) be drawn from them. A flipped-classroom model where students watch video lectures outside of class maximizes the amount of in-class time dedicated to hands-on lab work and problem solving. Prerequisites: Biology, Chemistry, and permission of the department

## **CL Biology II: Molecular Biology I (winter)**

### **CL Biology II: Molecular Biology II (spring)**

*one or two-term course/juniors and seniors/winter only or winter and spring*

The functions of our bodies are carried out by a variety of biological molecules, two of the most important of which are proteins and DNA. Proteins provide structure within the cell and catalyze essential cellular reactions, while DNA carries the genetic blueprint for the cell. The winter term of this laboratory-intensive course focuses on proteins, with a culminating project of isolating and purifying one specific protein from a mixture of thousands. To develop an effective purification scheme, students learn the basic biochemistry of buffers, amino acids, and proteins as well as protein separation and quantification methods. The spring term explores the topic of DNA and culminates in cloning a gene from one species of bacteria into another. To accomplish this task, students learn the basics of modern genetic engineering by focusing on techniques such as plasmid isolation, creation of recombinant DNA, and transformation of recombinant DNA into host cells. A flipped-classroom model where students watch video lectures outside of class maximizes the amount of in-class time dedicated to hands-on lab work and problem solving. Prerequisites: Biology, Chemistry, and permission of the department *Note: The spring term of Molecular Biology may only be taken when following the winter term of Molecular Biology.*

## **CL Organic Chemistry I**

*term course/juniors and seniors*

The goal of this course is to give students an introduction to and strong foundation in organic chemistry. Topics covered include chemical structure and bonding, molecular representations, nomenclature, and physical and chemical properties of alkanes, alkenes, alkynes, alkyl halides, alcohols, ketones, and carboxylic acids. This course also introduces students to drawing resonance structures, curved arrows, and reaction mechanisms such as SN1, SN2, E1, and E2. Students have the opportunity to hone their laboratory skills through practical work that involves investigations such as determining the boiling point and melting point of organic substances, extraction of caffeine, simple and fractional distillation, and the classical synthesis of esters. Prerequisites: Chemistry Advanced or CL Chemistry; co-requisite of Physics or permission of the department

## **CL Organic Chemistry II**

*term course/juniors and seniors*

This term course is a continuation of the first term of CL Organic Chemistry with an emphasis on instrumental analyses such as infrared (IR) spectroscopy and proton nuclear magnetic resonance (NMR) spectroscopy. More complex organic reactions such as nucleophilic substitution of the carbonyl group, esterification reactions, formation of enols and enolates, multistep synthesis reactions, and retrosynthesis are explored in this second term of organic chemistry. Students conclude the spring term by executing a project in which they come up with a novel way to synthesize an organic molecule of their choice. This class involves significant lab work and use of peer-reviewed scientific journals. Students must take the winter term of Organic Chemistry to be eligible for enrollment in the spring term course. Prerequisite: CL Organic Chemistry I

## **CL Guided Research Projects in Molecular Biology**

*half course/seniors*

Guided Research Projects are yearlong, half courses in the science department that allow students who have completed the graduation requirements for science, and those with an interest in the biological and biomedical sciences, to engage in sustained, significant, mentored scientific research. In this capstone class, students conduct authentic research in molecular biology, and with guidance, design their own research question using an established model system for that experimental work (one that matches the expertise of a Loomis Chaffee science faculty member). Projects involve sustained skill acquisition and the development of rigorous scientific methodology; they also require the student to master experimental techniques that go beyond the traditional science department curriculum. Students maintain a research quality notebook and document their results in either extended lab report or scientific poster format, and they present their research findings to an audience at the end of the school year. Acceptance into the Guided Research Project is a competitive process and interested students are required to complete a written application. Prerequisites: fulfillment of or co-enrollment in CL Biology electives and permission of the department

### **CL Guided Research Projects in Environmental Sustainability (GESC)**

*half course/seniors*

This Guided Research Project is a hands on/experiential learning approach to environmental stewardship and sustainability using Loomis Chaffee as a location of study and action. Students learn about all the facets of campus sustainability including waste management, energy conservation, water demands, and agriculture. While investigating these themes students are required to research and organize an action plan and proposal for a specific sustainability project, with the expectation of having the project carried out in the spring term. Prerequisite: Biology, Chemistry; pre/co-requisite CL Environmental Science or Ecology and permission of the department

### **Independent Studies in Science**

*term course*

A student who has completed the two-year laboratory science requirement may undertake an Independent Study Project in Science. Projects may involve either in-depth research of previously encountered topics or an independent study of material not presently offered. The student must arrange for a project advisor from within the department, **submit a written proposal**, and obtain approval from the project advisor, academic advisor, department head, and dean of faculty for any independent study project. Prerequisites: fulfillment of departmental requirements and permission of the department

# VISUAL ARTS

The visual arts program at Loomis Chaffee is centered in the Richmond Art Center, which offers professional studios in drawing, painting, printmaking, ceramics, sculpture, photography, computer graphics, video production, filmmaking, animation, and emerging technology. Exhibits in the Sue and Eugene Mercy Jr. Gallery show work by professional artists, and an active Visiting Artist Program brings professional artists on campus to work in the building and to serve as role models for students. Art courses are designed for all students, regardless of previous experience or ability, and are open to students in all classes unless otherwise indicated. New students who wish to be excused from a prerequisite must present a portfolio of work to be evaluated by the Art Department prior to registration for an advanced class. Students whose portfolios are not deemed adequate will be required to take the prerequisite.

Students enrolled in visual arts courses are required to attend visiting artist lectures, demonstrations, and gallery openings. Classes may take field trips to art galleries and museums.

To be competitive for admission to art schools and/or to establish a strong body of artwork for liberal arts college applications, a serious student should plan to take art each year and the CL Seminar course as a senior. (Juniors may enroll with permission of the department head.) A serious art student should take the drawing sequence before the senior year. Help in planning can be obtained from the department head early in the student's career.

The school's arts requirement of three courses for entering freshmen or two courses for all others may be satisfied by any combination of visual arts, daytime dance, theater, or music courses.

For information on courses designated *GESC*, please refer to pages 6–7.

## Visual Arts Electives

### **Drawing I** (*term course*)

### **Drawing I** (*half course*)

This course builds basic drawing skills, which form the foundation for later creative work in drawing as well as in all other media. Class work introduces students to observational drawing and to techniques used to represent the three-dimensional world on a two-dimensional surface. Through the study of still life and other imagery, students work in pencil, charcoal, and pen and ink to learn about line, value, and rudimentary issues of composition. The class is designed to benefit all levels of ability, from beginner to individuals with experience.

### **2D Studies II**

#### *half course*

This course is designed to give students the opportunity to further their studies in either drawing, painting, or printmaking. Students who have previously taken the level I course in any one of those media will have the opportunity to continue to develop skills that are specific to their chosen technique. Drawing students will maintain a progression that leads to a greater understanding of observational and invented representation through a variety of drawn media. Painting students can continue to develop their oil painting skills and may choose to focus their studies in watercolor painting. Printmaking students will have the opportunity to work with woodblock printing and be introduced to digitally-based relief printing processes. Through their studies, all students will focus primarily on developing personally meaningful visual ideas.

### **Introduction to Printmaking** (*term course*)

### **Introduction to Printmaking** (*half course*)

This course introduces students to the art of relief printmaking through the in-depth study of black and white, as well as color linoleum block printing. Students will design, carve, and print several original prints and be introduced to color mixing and press printing techniques. This course is designed for beginning to advanced level students.

**Ceramics I (GESC) (term course)****Ceramics I (GESC) (half course)**

These courses introduce the student to the physical properties of clay as well as firing and glazing techniques. The syllabus includes wheel throwing and hand forming, creating works in coil and slabs of clay as well as bas relief sculpting, and mold-making. Clay is an ancient and world-wide medium, and students will be introduced to the aesthetics and techniques of ceramicists from a wide variety of time periods and cultures. If time allows, students will have the opportunity to create kiln formed glass works as well.

**Ceramics II***half course*

As students discover and develop a personal style, this course stresses advanced throwing and handbuilding skills, including large-scale ceramic mosaic work. Field trips and community service projects are part of the course as well. Students in this course are able to run the ceramics booth and sell their work at Springfest. Students in this course will have the opportunity to create works utilizing a variety of kiln formed glass techniques. Prerequisite: Ceramics I

**Sculpture***term course*

This course explores sculpture through the medium of clay. The two main ways to create sculpture — additive and subtractive — are presented through bas-relief and in-the-round assignments. Figure sculpture is a focus during the second half of the term. An optional trip to museums in New York during spring term is also part of this course. If time allows, students will have the opportunity to create kiln formed glass works as well.

**Advanced Studies in Sculpture and Ceramics***half course*

Emphasis in this course will be placed on the development of personal artistic vision and excellence in craftsmanship. Advanced techniques will be explored in depth as will glazing and other finishing techniques. Mixed media will also be incorporated in the works. The course will include a survey of historically important practitioners of the medium as well as field trips to local galleries and ceramics and sculpture studios. Visiting artists to the class will introduce such techniques as body casting, screen-printing on clay, and glass forming. A body of work will be created over the course of the year, culminating in an exhibition in the Barnes and Wilde Galleries. Students will be allowed to create advanced works in the glass studio all year if they so choose. Prerequisite: Ceramics II or Sculpture

**Painting***half course*

Stressing painting from observation, this course provides a foundation in the use of oil paint and brush techniques. Through subjects such as landscape, still life, portraits and self- portraiture, and painting from photographs. This course is designed for all levels of students but previous work in drawing is helpful.

**Digital Photography I (term course)****Digital Photography I (half course)**

In these courses students learn the fundamentals of digital photography, starting with proper control, handling, and exposure using a contemporary digital camera. Lessons in capture, resolution consideration, image enhancement/manipulation (utilizing Adobe Photoshop), and ink jet printing techniques are explored. In addition, we discuss the medium's relationship to cultural, historical, and aesthetic issues within a fine art context. Students will find it beneficial to have their own DSLR or mirrorless digital camera for the course, but it is not required. The department has a limited number of cameras available to check out.

**Digital Photography II***term course*

This course continues to explore the digital photographic environment, with students learning more complex techniques in Adobe Photoshop. Analogies are made between traditional darkroom practices and digital ones. Students develop a more personal relationship to the medium, which culminates in both a digital and a printed portfolio plus the creation of a printed hardcover photobook. Prerequisite: Digital Photography 1

**Advanced Digital Photo III***term course*

This course is for students who completed Digital Photography I and II and have shown the ability to work on a self-directed thematic project over an extended period of time that would culminate in an exhibition in the Barnes and Wilde Galleries. In addition, each student will research historically important photographers and/or photographic genres and give two substantial presentations to the Digital Photography I classes within the term. A final portfolio will round out this term course. Prerequisite: Digital Photography II and permission of the department

## **Film/Video Production**

*half course*

In this course students learn the fundamentals of the art of the moving image, including filmmaking and video art. Students will learn how to use digital video cameras and editing software to sequence their footage. Students will also learn formal cinematography techniques, how to construct narrative in time-based media, introductory special effects, music videos and expressive experimental cinema.

## **Digital Animation/Special Effects in Video**

*half course*

This course introduces students to multiple animation and visual effects techniques including motion graphics, stop-motion animation, chromakey, as well as other emerging digital animation approaches. Projects may include motion graphics, claymation, character animation, motion tracking, drawing and painting for the moving image, and utilizing a range of effects and sound. Screening of animated short films will accompany the technical, conceptual, and aesthetic components of this class.

## **3D Fabrication and Craft**

*half course*

Students will build three-dimensional objects using both traditional media like woodworking alongside contemporary digital fabrication methods such as 3D printing and CNC machining. Students will use design thinking and critical artmaking approaches to build objects that are valuable for either/both their usefulness and/or their artistic features. The course will emphasize the creative use of materials and fabrication processes.

## **Digital Media in Art and Design**

*half course*

This course teaches the underlying principles, techniques, craft, and creative practices of using the computer for art and visual communication. Students will produce a range of computer-based creative projects, which may include digital painting and illustration, photographic manipulation and collage, graphic design for logos and posters, and multi-page publications. In addition, this course will introduce students to the histories, theories, and artists of computer-based art and design. This course covers a range of digital art software, including Adobe Photoshop, Illustrator, and InDesign.

## **Modern Art**

*term course/ juniors and seniors; sophomores with permission of the department/not offered 2020-21*

Around 1850, the history of western art took an unexpected turn. The period between 1850 and 1960 has produced some of the most iconic works in all of art history, but in their day these were often not the things of blockbuster museum exhibitions. From Realism to Abstract Expressionism, this course explores the stylistic genres of what art historians call “Modern Art.” Students will be introduced to a variety of art historical “lenses” or methodologies for interpreting the art of this period as well as be expected to revise, again and again, their definitions of “art.” Students develop visual literacy skills that empower them to unpack visual sources, to ask questions of their purpose, and to begin to do the analytical work of art historians. Enrichment activities include field trips to art museums and demonstrations by artists.

## **Portfolio Preparation**

Advanced and independent study courses provide the serious art student with opportunities to study a preferred medium in greater depth and/or to prepare a portfolio for college or art school admission.

### **CL Art Seminar** *(May be taken as a GESC minor course elective)*

*seniors; juniors with permission of the department*

This is a yearlong intensive studio art experience and prepares the serious art student to submit work for two class exhibitions in the Richmond Art Center and, optionally, for the AP examination portfolio. Additionally, students who wish to complete a portfolio for their college application receive instruction and assistance on photographing, editing, and documenting their work. Students follow a self-directed course of study as they complete their work, decide on a preferred medium, and choose a subject matter to explore. Prerequisite: at least two previous courses taken in the visual arts and departmental approval (GESC department approval is required for students who wish to take CL Art Seminar as a GESC minor course elective. Students should let GESC and CL Art faculty know of their intention to pursue this course for GESC diploma credit.)

**Independent Studies in Art** (*term course*)

**Independent Studies in Art** (*half course*)

Intended for the student who wishes to continue the study of a specific medium beyond the highest level offered, this elective requires **a written proposal** approved by the academic advisor, project advisor, department head, and dean of faculty. If approved, the student must enroll in the highest level of the appropriate course and serve as a studio lab assistant while working on assignments given by the instructor. The department restricts eligibility to students who have completed their arts requirement through visual arts classes and have taken the highest-level course in the particular medium involved. Painting, watercolor, and printmaking candidates must also have completed Drawing I.

## THEATER & DANCE

The theater and dance courses and programs provide the student with opportunities to enhance artistic and creative talents. Students of performance, dance, direction, playwriting, design, production, and technical theater work directly with theater faculty and professional artists to create excellent theater and dance productions to develop personal skills.

The school's arts requirement of three courses for entering freshmen or two courses for all others may be satisfied by any combination of visual arts, daytime dance, theater, or music courses.

### Theater

The Theater & Dance Department endeavors to spark new interest in those who have never done theater before, to further the development of students who have had some theater background, and to hone the technique and talent of the advanced student of theater. Theater performances offer development opportunities for students not only in acting, singing, dancing, directing, producing, public speaking, and playwriting, but also in technical and leadership positions such as stage management, lighting and sound design, costume, set, lighting, scenic art, carpentry, sound, and stage crews.

In addition to the formal classes listed below, Loomis Chaffee mounts a number of diverse genres of theater and dance productions each year. These include: Fall Play (a drama or a comedy, classic or contemporary); Fall Dance Showcase (works in progress from our fall classes and original student choreography); Winter Musical; Spring Original Student Playwriting Festival and Spring Dance Revue.

Students participating in the fall main-stage productions receive an exemption for the athletics requirement for the fall term. Students cast in the winter musical receive a physical education dance credit. Theater courses are open to students of all classes, interests, and abilities. To be competitive for admission to acting schools and/or to establish a strong theater resume for liberal arts college applications, a serious student should audition for at least one major and one minor production each year, as well as take at least one theater course each year. Help in planning a theater curriculum can be obtained from the department faculty early in the student's career.

#### **Acting I: Introduction to Acting** (*term course*)

#### **Acting I: Introduction to Acting** (*half course*)

In an effort to enhance confidence in a non-judgmental atmosphere, Introduction to Acting engages its students with highly improvisational theater games and exercises. Over the course of the term or year, students work to discover greater on-stage comfort levels and to decrease stage fright. Typical exercises emphasize movement, speech, creativity, originality, and spontaneity, and prepare students for the more traditional acting theory offered in Fundamentals of Acting. The term course option may be taken as a sixth course.

#### **Acting for the Camera**

##### *half course*

This course prepares the acting student with techniques and skills for performing on camera. Classes will provide opportunities for on-camera acting experience in scripted and improvised scene work, shot framing, and story boarding. Performers looking to learn in-depth about meeting the challenges involved in on-camera acting will appreciate and enjoy this course. The course also exposes students to hands-on experience in technical aspects of the behind-the-camera process in capturing the actor's on-screen performance. This course will help students unlock proven techniques of film making for building their own audition tapes, acting reels, short film, and web-series. Students will take turns acting in scenes and working behind the camera. This course may be taken as a sixth course. Prerequisite: Acting I or permission of the department.

#### **Acting: Improvisation**

##### *term course*

Improvisation class will challenge the acting students to think on their feet while building strong communication and listening skills. Performance improvisation requires the actor to work moment-to-moment establishing settings, relationships, situations, and conclusions to both comedic and dramatic story telling. The class will also explore masks

to improvise through physical story telling. The class will further challenge the acting student to rid themselves of theatrical self-censorship allowing them to make intelligent, informed, and exciting choices for the stage. This course may be taken as a sixth course. Prerequisite: Acting I or permission of the department

### **Acting: Stage Combat**

*term course*

Stage Combat is the illusion of violence for stage or screen. This course is an introduction and exploration of technical and aesthetic aspects of stage combat. The goals are for the students to develop the ability to safely portray violence onstage within the context of a play with specificity and dramatic power as well as to understand how stage combat fits into the practice of theater as a whole. Understanding the techniques of safe and effective performance combat is a primary objective. The students will build a strong foundation of footwork, attacks, and defenses, and explore movement and partnering techniques specifically for stage combat. Other aspects of the class include the development of strength, flexibility, hand/eye coordination, and the understanding and application of principles of safety in working with a partner and in ensemble. This course may be taken as a sixth course. Prerequisite: Acting I or permission of the department

### **Acting II: Fundamentals of Acting**

*half course*

This course emphasizes the philosophical basis and techniques necessary for acting in modern comedy and drama. Students improve their acting, improvisation, and audition skills by studying naturalistic, objective-based, moment-to-moment acting techniques. The class stresses audition pieces, monologues, and scene study from contemporary plays. Viewing of selected film scenes and visits to professional theaters in New York and Connecticut complement the course. This course may be taken as a sixth course. Prerequisite: Introduction to Acting or permission of the department

### **Acting: Shakespeare (GESC)**

*half course*

This course is designed to make Shakespeare accessible to the performer by learning techniques for acting the text while experiencing the delights and challenges of these classic plays, which take place in a multitude of historical times and places. Shakespeare's works have been globally translated into more than 80 languages and have been performed throughout the world in over 70 nations. His plays (comedies, tragedies, and history plays) tell surprising but recognizable tales of human nature, relationships, conflict, love, war, and the human condition. Students will study and perform Shakespeare's plays in a variety of cultural contexts to discover and determine how context affects storytelling in our modern and globalized society. By studying and playing Shakespeare's characters through scene work and individual soliloquies the students will explore the sharing of common stories across cultures. While honing their performance skills the students will develop their communication, critical thinking and problem-solving skills while holding a lens up to current world affairs through Shakespeare's words that offer insight, liberate, inform, and inspire. Prerequisite: Acting I or permission of the department.

### **Masks in Culture and History (GESC)**

*half course*

This theater performance course is designed to explore the cultural significance of masks in societies from around the globe. Students will investigate the role masks play in ritual, celebration, protection, and theater across disparate societies. Students will also discover and uncover the full dramatic potential of the body's movement and gesture when working in a mask. They will relinquish voice and concentrate fully on creating in the present. Mask work helps develop a heightened sense of discovery, awareness of space, a broadened comprehension of body language, and the cross-cultural awareness of the ability of gesture to communicate. While developing the expressive power of movement, stillness and the dramatic attitudes of the mask, students will explore different rhythms in nature: elements, animals, colors, and materials through simplified "honest" gesture and creativity. Students will each create a mask for storytelling to be developed over the course of the year.

### **Technical Theater**

*half course*

This course introduces the fundamentals of technical theater. Students gain experience in the construction of scenery and costumes, the hanging and focusing of lighting instruments, and the operation of computerized lighting and sound control equipment. In addition to participating in evening classes that present concepts and skills, students demonstrate their practical knowledge by crewing Theater & Dance Department productions. Experienced students apply their practical knowledge by serving as designers and stage managers for the student-run shows in the NEO Theater during the spring, and to the creation of their own original work. It is important to note that this class meets for two hours on Monday and Wednesday evenings.



## Playwriting & Directing

*half course/juniors and seniors*

For the first half of the year, students read professional ten-minute and full-length plays, and write several short plays. During the second half of the year, the students of this course learn the fundamentals of stage directing, stage management, and theatrical leadership on their way toward directing one play from each of the class' writers. The course culminates with the Norris Ely Orchard Theater's Students Original Playwriting & Directing Festival.

## Public Speaking & Argumentation

*half course*

In an increasingly competitive world, the ability to express oneself and speak in public with clarity, persuasiveness, and even elegance is a critically important skill. Of related and equal importance is the ability to readily analyze, develop, and defend a sound and persuasive argument. This course is designed to develop students' confidence and competence to speak in public and argue persuasively and logically. Students hone their speaking skills using a variety of traditional speech events and exercises including oral interpretation of literature, the persuasive delivery of famous speeches, impromptu and extemporaneous speaking exercises, persuasive original speeches and "after dinner" speaking designed to entertain as well as to inform. The course also introduces traditional forms of debate: both extemporaneous and prepared.

## Independent Studies in Theater

*term course*

Loomis Chaffee Theater & Dance Department encourages the development of an Independent Study Project in theater. The student must arrange for a member of the theater faculty to be the project advisor, **submit a written proposal**, and obtain approval from the academic advisor and the dean of faculty.

## Dance

A variety of dance classes are offered, both during the day and after school. Some classes offer performance opportunities. Daytime dance half courses fulfill an arts credit. After-school dance classes fulfill the physical exertion requirement. All dance classes may be repeated for credit or for meeting physical education requirements.

### FALL

**DAYTIME DANCE** (All half courses)

**Art of Dance**

**Dance Performance Ensemble**  
**Choreography and Composition**

**AFTER-SCHOOL DANCE**

**Dance Company** (yearlong)

**Ballet Technique** (term course)

### WINTER

**Art of Dance**

**Dance Performance Ensemble**  
**Choreography and Composition**

**Dance Company** (yearlong)

**Hip Hop** (term course)

### SPRING

**Art of Dance**

**Dance Performance Ensemble**  
**Choreography and Composition**

**Dance Company** (yearlong)

**Jazz Dance Techniques** (term course)

## Art of Dance

*daytime/half course*

This course introduces students to dance by engaging with the multiple purposes of the art form through hands-on experiences, by exploring the history and current state of dance as a form of creative expression and social and cultural practice. Students will learn about ballet, modern, and jazz dance through technique classes, readings, discussions, videos, written responses, and collaborative projects. By examining dance in both global and local contexts, we will move toward a fuller appreciation and understanding of the influence of dance in our everyday lives as well as an embodied reflection and expression of the world in which we live. This half-course is open to all students, with no previous dance experience necessary.

## Dance Performance Ensemble

*daytime/half course*

This course is for students with intermediate to advanced dance experience and is taken concurrently with Art of Dance as a co-requisite (Art of Dance together with Dance Performance Ensemble equates to the previous Dance Company I class). Dance Performance Ensemble applies the skills and insight developed in the Art of Dance course to stage

performance. Performance Ensemble students will learn choreography for performance in Fall Dance Showcase, MLK Day, and Spring Dance Revue. Students will also work collaboratively with the instructor and each other to research and explore the themes of each piece of choreography. Students who wish to audition for Dance Company (after school, fulfills physical education requirement), are strongly encouraged to first enroll in Art of Dance and Dance Performance Ensemble (half-courses). Prerequisite: at least two terms of Loomis Chaffee dance classes or at least two years of recent previous dance training; Co-requisite: Art of Dance; placement determined by instructor

### **Making Dance: Choreography and Composition**

*daytime/half course*

In this course students will explore and examine the history, theories, and methods of discovering, creating, and crafting dance movement. By learning to manipulate the variables of space, time, energy, rhythm, form, style, and dynamics, students will learn to communicate their thoughts, feelings, and ideas through their own unique, creative, original work. Course work includes the study of the history of dance, the work of a variety of choreographers and their different styles, physical improvisation and movement creation, solo and/or group choreography, discussion, feedback, journaling, and research. Select students will have the opportunity to preview their works-in-progress in the Fall Dance Showcase and to present finished pieces in the annual Spring Dance Revue. Please note: this course welcomes a range of experience levels from novice to advanced dance practitioners as this is a composition rather than a technique class.

### **Life Fitness Ballet Technique**

*after-school/fall term*

This class focuses on classical ballet technique. Instruction includes barre, center floor work, turns, jumps, and body conditioning to ensure the full development of the dancer. Advanced dancers who are already “en pointe” may, with the instructor’s approval, wear their pointe shoes for class. There is an optional performance opportunity in the Fall Dance Showcase for students in this class.

### **Life Fitness Hip-Hop Dance**

*after-school/winter term*

The class studies basic ethnic and street-originated styles that are performed to popular music. The class explores hip-hop and funk dance as a means of expression and art. Instruction includes strengthening warm-up, technique exercises, and choreography combinations. There is an optional performance opportunity in the Spring Dance Revue for students in this class. Hip-Hop Dance is taught by a visiting guest teacher.

### **Life Fitness Jazz Dance Technique**

*after-school/spring term*

In this up-beat dance class, students are introduced to traditional American jazz dance, contemporary jazz, and jazz-fusion styles. Participants improve their strength, flexibility, coordination, and musicality through warm-ups, technique exercises, and dance choreography set to popular music of the past and present. There is an optional performance opportunity in the Spring Dance Revue for students in this class.

### **Dance Company**

*after-school/yearlong course*

Dance Company is the elite dance performance group on campus and is for advanced dancers who wish to dedicate their after-school time and energy to dance. Students must audition in the fall to be considered for Dance Company. In addition to maintaining and improving various techniques, this course focuses heavily on learning and making repertory dances that are performed at school activities, in the Fall Dance Showcase, and in the Spring Dance Revue. Methods of generating movement and building choreography are also addressed and students’ choreography is included in some pieces. A visiting guest teacher is brought in during the winter term to give students a broader dance experience.

Students who wish to dance and perform, but who are not cast in Dance Company or are unable to commit to the full year of after-school rehearsals for Dance Company, are strongly encouraged to sign up for the Art of Dance and Dance Performance daytime classes. Dance Company is cast by audition. Auditions are held at the start of the fall term.

# MUSIC

Whether to evoke interest at the introductory level or to challenge and advance the skills of the experienced musician, the Music Department aims to guide students in lifelong learning and music making. Through a variety of curricular offerings, students in the classroom, on the stage, and in the music lesson studio take an active role in creating music and working toward mastery of music performance, reading, and technique. Ensemble and lesson repertoire are chosen from a vast array of genres and time periods. Students enrolled in Music Department classes attend concerts and workshops in the Guest Musician Series and participate in on-campus projects involving music throughout the year. The Music Department also encourages students to participate in department-sponsored Recital Samplers, state and regional competitive auditions and festivals, and the Spring Student Recital Series.

For students planning to pursue the study of music in a significant way at the college level, the Music Department recommends that the secondary school program include at least one music ensemble performance course each year; Music Theory, CL Music Theory II, and CL Music Theory III; and private lesson study throughout the student's Loomis career. Beyond these basic recommendations, the department strongly encourages performances on regularly scheduled Recital Samplers, participation in solo or shared recitals during the junior and senior years, and preparation of a recording for inclusion in the college application process.

Through collaboration with the Norton Family Center for Common Good, the Pearse Hub for Innovation (PHI), and the Alvord Center for Global & Environmental Studies members of the Music Department encourage student participation in music study and performance programs outside of the curricular offerings and are eager to help students identify programs best suited to their goals and current levels of music mastery.

The school's arts requirement of three courses for entering freshmen or two courses for all others may be satisfied by any combination of visual arts, daytime dance, theater, or music courses.

For information on courses designated *GESC*, please refer to pages 6–7.

## Music Theory and History

### **Music Theory I: Fundamentals**

*fall term*

Beginning with the basic elements of music theory — note reading, scales and modes, key and time signatures, intervals and chords, and basic melody writing — this course works to build theoretical skills necessary to read, write, and understand chord progressions and bass lines, seventh chords in inversion, and reading music over four clefs (chorale or quartet style). This course also examines the music of Bach, and students will learn harmonic analyzation skills. The course emphasizes ear training, interval and chord recognition, beginning sight-singing, and melodic diction. Students will utilize various music theory websites and will explore basic compositional techniques using electronic music notation software. By term's end, students should possess the skills needed to place out of beginning music theory at the college level. No previous theory, vocal, or keyboard skill is required.

### **CL Music Theory II: Harmony and Composition**

*winter term*

This course focuses on the direct application of concepts such as chord progressions, part-writing, figured bass, borrowed chords, modulation, and elements of musical form to both the analysis of existing musical works and student composition. Students will utilize music notation software to create their own works for solo instruments and piano, as well as 4-part chorales in the style of Bach. In addition, classes are formatted with harmonic analysis, ear-training, keyboard instruction, and sight singing and multiple clef reading. Local and alumni composers are featured as guest instructors and clinicians. Students wishing to take the AP exam should plan on both CL Music Theory II and III. Prerequisite: CL Music Theory I or permission of the department

### **CL Music Theory III: Harmonic Analysis and Advanced Composition**

*spring term*

This course is designed for students with advanced music skills and a strong interest in the theoretical, harmonic, and analytical aspects of music. Topics include borrowed sixth chords, seventh and ninth chords, counterpoint, modulations, and part writing. In regard to analysis and through the tools of composition, students are introduced to classic sonata form, and 20th-Century and contemporary composition and harmony. Significant time is allotted to developing keen ear training and aural recognition skills. At the completion of the course, students may elect to take the AP Music Theory exam. The combination of CL Music Theory II and III cover the majority, but not the entirety, of the AP Music Theory examinations. Those students interested in sitting for the AP Music Theory exam in May will need to complete some independent work to prepare for that exam and should consult with the instructor to identify those additional topics. Prerequisite: CL Music Theory II or permission of the department

### **Music Technology and Composition I**

*half course*

Students enrolled in this course will learn to compose music within Ableton Live, a professional digital audio workstation and music performance software. The course will include hands on projects designed to develop musicianship and exercise an understanding of music characteristics such as rhythm, harmony, form, and timbre. These projects will also build a music production skillset that includes audio recording and editing, MIDI control, and mixing. The course will also rely on listening to emphasize these topics. Students will choose their own “reference track,” a song that they have listened to frequently, that will be used in exercises throughout the year. Note: This class may not be repeated for credit; a second level of this class is offered.

### **Music Technology and Composition II**

*half course*

This course focuses on building a portfolio of originally composed and mastered works (at least 2 per term) and learning effective avenues and platforms for online distribution. Each work, regardless of genre or form, will be mixed according to professional standards and will employ some basic mastering techniques. In addition, *MT+C2* will expand upon *MT+C1* topics and introduce new material including: basic mastering techniques, music industry and distribution, advanced Ableton features such as signal routing and effect chains, and developing a custom effect plugin in Max (a software development tool native to Ableton). Prerequisite: Music Technology and Composition I or permission of instructor

### **Music and Social Action Worldwide (GESC)**

*half course*

Students enrolled in this course will take a wide look at both the response of musicians to current political events and social movements of the recent past and the varying courses of action musicians have taken to create and galvanize change. In addition, students will consider the question: Do efforts such as music fundraisers and collaborative politically/socially themed concerts actually affect change? Upon analyzing the impact of musicians and their music on disaster relief and political and social oppression, students will discuss the factors needed to determine value and success of such efforts. Class time will be devoted to work in conjunction with the Norton Family Center for Common Good and the Pearse Hub for Innovation to design projects to bring Music and Social Action topics, questions, and queries to the greater Loomis Chaffee community. In addition, students will meet with guest speakers and performers to better understand the role and process of creating or presenting music for social action. (Sample course topics: Lin Manuel Miranda’s work for Puerto Rico, El Sistema, revolutionary folk music in Chile, the music of Sixto Rodriguez, the choral revolution in Estonia, Band Aid, and the musical *Hamilton*.)

### **Music History from Rhapsody to Rap**

*term course*

This sojourn through the history of music searches historical roots and development of both classic and popular music. With an emphasis on developing critical and discriminative listening skills, students will seek answers to questions such as: How do rap and New Age music relate to Gregorian chant? How are Smetana and Santana related? How did the song cycle influence the modern-day concept album? From Bach and Beethoven to the Beatles and Beyoncé, students will investigate political and social events that influenced musical forms, the development of musical instruments, and the ever-changing tools of music composition. Through listening sessions, student choice presentations, guest artist performances, discussions, videos, and website research, we will attempt to answer these questions and more.

### **The History of Broadway Musicals**

*half course/not offered 2020-21*

This course surveys the musical shows, composers, and performing artists of Broadway’s past, present, and future. Students will study the influences of burlesque, vaudeville, Gilbert and Sullivan, and Tin Pan Alley on the 20th and 21st century Broadway musical. Beginning with the development of early show writing teams and composers such as Cole

Porter, Jerome Kern, Rodgers and Hammerstein, Rodgers and Hart, and Leonard Bernstein study will continue with Stephen Sondheim, Stephen Schwartz, and the contemporary teams that created shows such as *Les Misérables* and *Miss Saigon*, rock musicals such as *Tommy* and *Hair*, and the rock musicals of today such as *Next to Normal* and *Spring Awakening*. Finally, the class will survey the work of composers such as Jason Robert Brown and Adam Gettel. In addition to viewing and listening sessions and discussions, the class will plan to attend outside and on campus performances, receive visits from local music theater artists, and tour a Connecticut theater.

## Music Ensemble Performance Courses

The courses listed below provide students with the opportunity to earn arts credit through performance in musical groups. All of these performance courses provide a repertoire of diverse styles and periods. Enrolled students must practice regularly, attend all scheduled rehearsals, and take part in all performances.

Performance classes are open to students in all classes; ensemble performance and applied music classes may be repeated for credit. *For instrumental classes, the student must indicate the instrument to be played in the “Notes” section of the course registration form.* Students enrolled in performance classes must attend three Music Department-sponsored concerts each term.

### **Concert Choir (GESC)**

*half course*

Open to all who enjoy singing, this course teaches basic techniques of healthy singing through the preparation and performance of a large variety of choral music. Through repertoire ranging from the Renaissance, Baroque, and Classical to American musical theater, pop, and jazz, and especially including multicultural and global works, the ensemble works to create a meaningful musical choral ensemble experience while internalizing the characteristics unique to each style. The Concert Choir performs in at least two major concerts each year and may join with the Orchestra or Wind Ensemble in the preparation of larger works.

### **Chamber Singers (GESC)**

*half course/sophomores, juniors, seniors*

Designed for those students with advanced vocal musicianship and keen interest in choral music, this course challenges the vocalist to work toward a high level of vocal proficiency in a choral setting; particular emphasis is made on sight reading and tone production. Repertoire includes classical and contemporary musical compositions for the smaller ensemble and specializes in multicultural and global music new to the choral genre. The Chamber Singers perform frequently during the school year and are highlighted in at least two major choral concerts in the winter and spring. An audition is required for enrollment. Students electing this course must also elect Concert Choir.

### **Wind Ensemble**

*half course*

Students in the Wind Ensemble (Concert Band) study and perform a stylistically wide variety of inspiring literature composed for the wind ensemble/concert band medium as well as outstanding transcriptions from other musical sources. Intellectually, artistically, and emotionally challenging, this literature provides the foundation for daily music learning and enjoyment. All students who play woodwind, brass, and percussion instruments are welcome. Students with less than two years playing experience will be asked to audition for placement. This course focuses on each individual student's enjoyment of the musical experience and promotes individual and ensemble musical skill development. The Wind Ensemble performs in at least two major on-campus concerts each year. Occasional off-campus performances and/or field trips may be part of the experience. Advanced students may be selected to play in symphonic works with the Orchestra.

### **Jazz Band**

*half course*

Open to all wind, percussion, guitar, bass, and keyboard players, this group explores the music of the Big Band era and modern jazz. Emphasis is on individual technique, chord study, and improvisation. Students who are new to jazz may take this class. A background on your instrument that includes private instruction or previous experience in a school band or jazz band is expected.

### **Jazz Improvisation and Theory**

*half course*

Through the study of jazz scales, melody, harmony, form, and rhythm, students in this class learn jazz improvisation and theory. Students explore progressively more difficult solo complexities, from simple modes and blues to complex

be-bop and post-be-bop styles. Prerequisite: In a fall listening session audition, students enrolled in this class must demonstrate sufficient familiarity with jazz style and technique and an ability to improvise at an advanced level.

### **Orchestra**

*half course*

The Orchestra is comprised of violins, violas, cellos, and double basses and is designed to expose players to a variety of music. Repertoire is chosen from genres from the Baroque to Contemporary eras and may feature solo student musicians. Wind, brass, and percussion students from the Wind Ensemble may join the strings in larger orchestral works. On occasion, the ensemble collaborates with the Concert Choir and faculty singers. The Orchestra performs in at least two major concerts each year. Seating auditions for strings are held in the fall term. All strings players are encouraged to join the ensemble.

### **Chamber Music**

*half course*

Open to pianists, bowed strings players, classical guitarists, wind and brass players, this course forms duos, trios, quartets, etc. The course provides advanced level instrumentalists the opportunity to study and perform repertoire written specifically for chamber music ensembles. Repertoire is selected from all genres, and groups are formed based on playing ability and level. This class concentrates on the preparation of several scheduled ensemble concerts, in-class performances, and on-campus events. All students electing this course must audition in the fall for appropriate group placement; some students may be advised to further their technical skills another year before admission to the course. (This class meets in the same time block as Wind Ensemble and Orchestra and may be taken concurrently with those performance classes.)

### **Percussion Ensemble**

*half course as a section of Chamber Music*

This course is designed for the experienced percussion student who seeks to enhance percussion study and performance with an ensemble experience. Utilizing literature written specifically for percussion ensembles and percussion chamber music, students in this ensemble will play instruments such as marimba, xylophone, timpani, timbales, and concert instruments such as bells, gong, snare, and toms. This ensemble will perform on recital samplers and at campus events throughout the school year. (Students enrolled in this class must be able to read and play written rhythms in time and with a steady beat; some students may be advised to further their technical skills before admission to the course.) A placement session will take place with the instructor at the start of the school year.

### **Guitar Ensemble**

*half course*

This course is designed for the experienced guitar student who seeks to enhance guitar study and performance with an ensemble experience. Students will rehearse repertoire from several genres including classic, jazz, rock, and blues. In addition, ensemble members will work on improvisation and solo technique. This ensemble will perform on recital samplers and at campus events throughout the school year. Students enrolled in this class should be able to read music in first position and play written rhythms in time and with a steady beat; some students may be advised to further their technical skills before admission to the course. A placement session will take place with the instructor at the start of the school year. (Note: Electric guitar is preferable for this ensemble, students may arrange a rental of an electric guitar with a local music store or studio).

## **Applied Music**

### **Beginning Voice Lessons**

*half course*

This studio course teaches beginning vocal technique for healthy posture, breath support, vocal placement, and singing diction in several languages. With a variety of vocal exercises and repertoire choices from several genres (including musical theater, pop, jazz, and classical), students sing together and individually for the class. Throughout the year, students record their own performances and choose pieces to add to their repertoire. In addition, students learn audition techniques, and strategies for performing in a variety of venues. Students view and analyze several professional audio and video recordings and attend vocal performances on campus. Introductory piano, music theory, and sight-reading are included. Please note the expectation that students regularly and consistently practice repertoire and skills on their own. Note: This group-lesson class includes no additional charge to the student; it may not be repeated for credit.

### **Beginning Piano**

*half course*

This studio course teaches basic piano technique to the beginning pianist. Working with headphones on electronic

keyboards, class members work through a level-appropriate piano text; the instructor teaches all students during each class meeting. During some classes, individuals play music for the rest of the class. The practicing and homework may be done on acoustic pianos or electronic keyboards. This course is appropriate for beginners with no experience, players who have studied another instrument but desire piano experience, and students of music theory. Please note the expectation that students regularly and consistently practice repertoire and skills on their own. Note: This group-lesson class includes no additional charge to the student; it may not be repeated for credit.

### **Beginning Acoustic Guitar**

*half course*

This course introduces the student new to guitar to basic first-position chords, strum patterns, and both pick-style and finger-style playing. Students will learn to read standard musical notation, chord charts, and tablature. In addition, students will learn to tune the guitar. Individually and as an ensemble, students will play contemporary and classic repertoire, and skill-building scales and exercises. Please note the expectation that students regularly and consistently practice repertoire and skills on their own. Note: This group-lesson class includes no additional charge to the student; it may not be repeated for credit.

### **Private Music Lessons**

*half course*

This course, which can be taken for credit or no credit, allows a student to study voice or a musical instrument. Students who attend twenty-six or more private music lessons over the course of three terms during the same academic year may earn credit; no fewer than eight lessons in a term and no more than ten per term may count toward credit. In addition, students must demonstrate significant technical and musical progress on the instruments studied; consistent attendance alone does not merit credit. NOTE: the weekly lesson includes an additional fee. Before lessons begin, parents must clearly express their permission by registering their student(s) through the parent portal. Students and parents must commit to a full trimester of lessons (see registration form for deadlines). Instrumental rentals may be arranged.

**The music department currently arranges the following lessons:**

<b>Voice</b>	<b>Percussion</b>
<b>Keyboard</b>	<b>Guitar</b>
<b>Bowed Strings</b>	<b>Harp (students must provide harp)</b>
<b>Woodwind</b>	<b>Saxophone</b>
<b>Brass</b>	<b>Other</b>

### **Independent Studies in Music**

*term course*

The student must arrange for a project advisor, **submit a written proposal**, and obtain approval from the academic advisor, project advisor, department head, and the dean of faculty.



# Interdisciplinary Courses

Interdisciplinary courses are offered as term electives. These courses will approach subject matter across a range of disciplines, utilizing the teacher's expertise in the area to guide examinations of the topics at hand.

No prerequisites exist for the interdisciplinary courses; all interdisciplinary courses have been designed to open subject matter to students from a range of academic backgrounds and experiences. Students need only to come to these classes with the desire to engage in intellectual discourse and an interest in exploring issues of contemporary significance across a variety of disciplinary approaches.

## **Introduction to Problem Solving in Manufacturing, Society, and Entrepreneurship**

*term course/sophomores*

This course will introduce students to the process of design thinking (DT) and provide them an opportunity to practice the skills involved in three different areas.

- Students will learn the design-build process and gain manufacturing experience in the makerspace.
- Students will design and implement a solution for a problem related to the concept of the common good.
- Students will tackle a business-related entrepreneurship problem for a local business.

This course will meet in the Pearse Hub for Innovation.

## **Problem Solving for the Common Good (GESG)**

*term course/juniors and seniors*

Students will learn about and gain experience in the process of design thinking and how it can be applied to problems related to the common good and social entrepreneurship. Students will identify and design solutions for problems/challenges on campus as well as within the local community (Windsor or Hartford area). At least one of the challenges will be global or environmental in nature. This course will meet in the Pearse Hub for Innovation.

## **Problem Solving for the Business World**

*term course/juniors and seniors*

Students will learn about and gain experience in the process of design thinking as it applies to businesses, both established businesses and start-up companies. Students will partner with local businesses to solve real world problems/challenges and will present their solutions to the partners. This course will meet in the Pearse Hub for Innovation.

## **Robotics**

*term course/sophomores, juniors and seniors*

This hands-on, experiential term course teaches students about advances in technology and collaboration skills, both of which are critical for innovation in the evolving 21st century workplace. Students are exposed to three ways in which robotics functions in today's society: manufacturing, human-assistance, and autonomous control. Students work in small groups to explore the field of robotics through the completion of two major projects over the course of the term. First, students build kit-style unmanned aquatic vehicles (UAVs), modify them as needed, and learn how to successfully control the vehicles to perform tasks underwater. Second, students will design and build small "mouse-like" robots to autonomously navigate a maze, find a piece of "cheese," and return it to the mouse hole. Both projects require students to become familiar with the Loomis Chaffee design process and the tools and resources in the Pearse Hub for Innovation. In addition to fabricating their own robots, and in order to better understand their use in industry, students have the opportunity to visit a local manufacturing company that uses robots.

## **Problem Solving for Engineering**

*term course/juniors and seniors*

Students will explore different fields of engineering by participating in targeted design projects. Example projects might include: using structural design software to analyze and build a popsicle stick truss bridge, using electrical engineering principles to electrify a bicycle, or using a small-scale wind tunnel to analyze airfoils during the construction of a glider. The design thinking approach will be used to identify and solve the given problems and the students will use the resources of the Pearse Hub for Innovation to make their ideas a reality.

## **The Model T and the American Industrial Revolution**

*term course/seniors*

Working in the Pearse Hub for Innovation, students will build an electric race car for competition in a "Power-Racing-Series" style event. Alongside this work, students will delve into the history and functioning of pumps, mills, steam engines, internal combustion and electric motors, manufacturing and processing techniques, and the Ford Model T.



Theory and history are mixed thoroughly with experiential education, including the dis- and re-assembly of a Model T engine block, and driving lessons in the school's 1926 Model T Touring Car. This course is ideal for students with an interest in hands-on investigation, engineering, and the history of science and technology.

## Alternate Study

### **Educational Projects**

*term course/seniors*

This program allows the student to set up an ungraded, noncredit study project to pursue an interest that is beyond the scope of the regular academic curriculum. Past projects include an internship with a radio station, a course in sign language, work with a state legislator, and participation in a performing dance company. Further information is available from the Academic Office.

### **School Year Abroad**

The Loomis Chaffee School is a long-standing member of the School Year Abroad (SYA) consortium. The School Year Abroad program was founded over fifty years ago by Andover, Exeter, and St. Paul's. The consortium now includes just over 40 of the top U.S. independent schools with a strong commitment to global education and foreign language instruction. Loomis Chaffee students may earn a full year of secondary school credit while enrolled at one of the SYA schools in Rennes, France; Zaragoza, Spain; Viterbo, Italy; or Beijing, China.

At all sites the curriculum includes math and English, taught in English by teachers from the sponsoring or associated schools, along with language and electives taught in the native tongue. Students take all SAT, SAT II, and AP exams abroad and are guided through the college application process in close cooperation with the Loomis Chaffee college guidance staff. Standards are rigorous, and the program is known and respected throughout the United States. Students live with native host families chosen by the school for their readiness to integrate an American teenager into their lives. Besides attending school, students take part in community, athletic, cultural, and recreational activities. The program is open to juniors and seniors, who should apply by January 25 of their sophomore or junior year. SYA is also now accepting applications from exceptionally mature and academically able freshmen to study abroad during their sophomore year. The application process for freshmen involves a few more steps, but SYA anticipates that each of their sites will have a few exceptional sophomores along with a mix of juniors and seniors. The application process is coordinated by the SYA coordinator on campus. The decisions on the applications are made by the SYA admissions staff who remain in close contact with the Loomis Chaffee coordinator. For further information, students and parents may contact the SYA coordinator.

### **SYA in France**

*full year*

The SYA school is located in Rennes, France, and students attend classes at the SYA facilities from mid-September through the end of May each year. In addition to English and math classes, which are taught in English, students may study literature, history, art history, contemporary global issues, environmental science, or international relations taught in French by native teachers. The program includes 15 to 19 days of group travel in France during vacation periods. Virtually all students finish the year fully conversational in French and with a great understanding of and appreciation for French culture.

### **SYA in Spain**

*full year*

Students attend classes at the SYA facilities in Zaragoza, Spain, from mid-September through the end of May each year. In addition to English and math classes, which are taught in English, students study literature, history, art history, macroeconomics, environmental science, or political science taught in Spanish by native teachers. The program includes 15 to 19 days of group travel in Spain during vacation periods. Virtually all students finish the year fully conversational in Spanish and with a great understanding of and appreciation for Spanish culture.

### **SYA in Italy**

*full year*

The program in Italy is for students who have an interest in classical culture as well as the culture of modern Italy. The SYA school is located in Viterbo, less than an hour's drive from Rome. Students study math, English, and Latin with an American teacher from the consortium schools, while classes in Italian, classical history, art history, archeology and Greek (optional) are taught by Italian instructors. At some point during the second half of the year, when student proficiency in Italian warrants it, the history and art history courses are taught in Italian. There are numerous

excursions to sites of cultural and historical significance. This program is open to students who are either beginning or continuing their study of Latin.

### **SYA in China**

*full year*

Students attend classes on the SYA China campus housed at Middle School #2, the secondary school attached to Beijing Normal University. In addition to English, math classes, and an optional AP Environmental Science course taught in English, students study written Mandarin, Chinese civilization, Chinese painting, and Chinese martial arts taught in Mandarin by native teachers. The program includes significant travel in China, and students take part in visits to cultural and historical sites. Students may apply even if they have not studied Chinese. SYA China has had remarkable success with its very intensive Chinese language immersion classes.

### **Other Studies Abroad**

#### **Arabic Year at King's Academy**

*full year or fall term/juniors or seniors*

Arabic Year at King's Academy in Jordan offers an intensive one-year or fall term Arabic language study, Middle Eastern cultural immersion, and experiential learning opportunity. Students live at and are part of King's Academy, an American-style boarding school situated 30 minutes away from Jordan's capital, Amman.

Students at AY will take a combination of traditional high school classes and unique Arabic Year courses, a program of study individually shaped for each student depending on the student's level of Arabic and background in the traditional curriculum. With an emphasis on spoken Arabic and introducing students to the essentials of classical Arabic, continuing their Arabic studies begun at Loomis Chaffee, and an integration of classroom learning with beyond-the-classroom experiences unique to the region, students also experience a curriculum informed by the King's Academy guiding principles of respect, love of learning, responsibility, an integrated life, and global citizenship.

The 140-acre campus has six dormitories, an athletic complex, two academic buildings, a 700-seat auditorium, a 30,000-volume library, a health center, a dining hall, a student union, and a spiritual center. In total, more than 50 members of the faculty live on the campus.

### **Domestic Semester Programs**

A variety of semester-long programs are available to Loomis Chaffee students. The following are those in which Loomis Chaffee has engaged as a sending school.

#### **The Mountain School Program of Milton Academy**

*half year/fall or spring/juniors or seniors*

Milton Academy offers a unique educational experience at The Mountain School in Vershire, Vermont. The Mountain School is open to juniors and seniors who are interested in combining a rigorous academic curriculum with a living and working environment on a 330-acre farm. Through studies, farm work, and day-to-day life, the program seeks to foster in students a new understanding of people's relationship to the natural world.

Academic classes include instruction in English, environmental issues, math, French, Spanish, United States history, science, and studio art. Outside of the classroom, there are opportunities to learn practical arts and crafts (including woodworking and pottery) and to participate in the performing arts (theater and music). All students are involved in farm activities, such as raising animals, planting and harvesting crops, and maintaining the property.

Enrollment is limited to a total of 45 students who are taught by eight faculty members drawn from Milton Academy and the associated schools. Further information may be obtained from the Academic Office.

#### **The High Mountain Institute**

*half year/fall or spring/juniors or seniors*

The High Mountain Institute (HMI) is a unique opportunity for juniors and some seniors in high school to spend a semester living, traveling, and studying in the mountains of central Colorado and the canyons of southeastern Utah. Students spend approximately 12 weeks on the Leadville campus and four weeks on three backcountry expeditions. In essence, the HMI Semester combines some of the best qualities of an academic program at a rigorous boarding school with the adventure of a summer backpacking trip. Students and faculty live and work very closely for the four months of the semester. The same people teach academic classes, lead expeditions, organize activities in the afternoon, lead morning exercises, cook dinner with a group of students, and help maintain the buildings.

All HMI classes are taught at the honors or AP level (Algebra II excepted), and students take a minimum of five courses. Courses that keep students abreast of classes in progress at sending schools include Algebra II, Precalculus, Calculus, French, Spanish, and U.S. History (survey and AP). Students also take English, science, and a place-based ethics class. These courses enjoy more freedom to explore local and regional studies. Lessons based on the issues students see and experience each day promote dynamic discussions and problem solving.

Enrollment is limited to 42 students in each semester. Students need not have any outdoor experience to attend the semester.

### **Chewonki Maine Coast Semester**

*half year/fall or spring/juniors*

The Maine Coast Semester at Chewonki offers juniors the opportunity to live and learn on a 400-acre saltwater peninsula, exploring rocky intertidal zones, sandy shores, and freshwater streams on the Maine coast. They may snowshoe alongside moose tracks, kayak to Hungry Island, hike the Appalachian Trail, or scale Mt. Katahdin. Students' eyes are opened to the ecosystems around them, as they learn to look differently at every bird or flower, tree, or tide pool, and discover, in the process, that everything is connected.

At the heart of the Maine Coast Semester is a challenging academic program for students who share the goal of exploring the natural world through rigorous courses in natural science, environmental issues, literature and writing, art, history, mathematics, and languages. Classes are small — averaging fewer than eight students each and take place around tables or outside. In addition to their studies, students work on an organic farm, in a woodlot, and on maintenance and construction projects on campus. These real-world and hands-on experiences complement the traditional components of every class. Enrollment is limited to 40 students, who are taught by 12 faculty members in residence.

### **The School for Ethics and Global Leadership**

*half year/fall or spring/juniors*

The mission of The School for Ethics and Global Leadership is to provide intellectually motivated high school juniors representing the diversity of the United States with the best possible opportunity to shape themselves into ethical leaders who create positive change in our world.

Students can choose to spend a semester at SEGL in either Washington, DC or Johannesburg, South Africa. In DC, our residence is on Capitol Hill, just steps from the Supreme Court and Senate Office Buildings. Our academic building shares a block with top think tanks like AEI and Brookings as well as several different embassies. Given our location, SEGL in DC has a political/policy focus. In Johannesburg, SEGL is partnered with African Leadership Academy, the premier ethical leadership school for students from across the African continent. SEGL students live and learn alongside emerging leaders from across Africa in a curriculum with a particular focus on entrepreneurship. In each program, 24 students from across the U.S. come together for a rigorous academic program focused on ethical thinking skills, leadership development, and international studies. Case studies, guest speakers, and site visits are central to the curriculum and vary based on location.

## **Noncredit Summer Studies Abroad**

### **SYA Summer**

SYA Summer, an extension of School Year Abroad (SYA), offers five-week summer programs for high school students in China, France, Italy, and Spain. SYA Italy's summer program has an added global studies component. Students will take introductory, practical, conversational Italian classes as well as participate in seminars, taught in English, which will focus on a different global issue each week.

### **The Global Scholars Program (GSP) at African Leadership Academy**

The GSP is an intensive, nineteen-day, summer youth camp for a select group of secondary school students from across the world. Built around ALA's unique Entrepreneurial Leadership and African Studies curriculum, GSP prepares future leaders to explore their potential to create widespread change in Africa and throughout the world. Participants in this exciting youth program practice leadership by working in social ventures in the Johannesburg community, learn from "fireside chats" with prominent entrepreneurial leaders in South Africa, build a global network with other young leaders from around the world, and discover the history, beauty, and diversity of Africa.

**For more information about all Loomis Chaffee global study programs:**

Contact Tim Lawrence, Director of Studies, [Tim\\_Lawrence@loomis.org](mailto:Tim_Lawrence@loomis.org) or Marley Matlack, Christopher H. Lutz Director, Alvord Center for Global & Environmental Studies, [Marley\\_Matlack@loomis.org](mailto:Marley_Matlack@loomis.org).

## AFTER-SCHOOL PROGRAM

The Loomis Chaffee School believes in educating students in mind, body, and spirit. The After-School Program, guided by the principles below, furthers this mission.

- All Loomis Chaffee students should participate in **team experiences**, which involve a shared endeavor in the spirit of competition, reliance on others, and accountability to a greater goal.
- All Loomis Chaffee students should be involved in **physical activities** to develop a foundation of healthy habits for life-long fitness; this not only creates balance within a rigorous academic schedule but also enhances student learning and cognition.
- All Loomis Chaffee students should engage meaningfully in activities that offer a **collaborative experience** with students and faculty, thus building our community.

Co-curricular activities are essential opportunities for students to find and pursue a passion. These educational experiences engage students for multiple hours a week, creating many moments of bonding and deeply impacting satisfaction within school life. These activities help define and establish our community and build a sense of pride in our school.

### After-School Program Requirements

All students are required to participate in an athletic program or approved after-school program each term all four years. Each year students must meet minimum requirements for team activities and physical exertion activities. Those requirements are based on a student's class year and enrollment status. (See below.) *Note: many after-school activities simultaneously meet both a team and physical exertion requirement.*

- **9th grade students and new and returning 10th grade students** are required to participate in two team activities and two physical exertion activities during the year.
- **New 11th, 12th, postgraduate students** are required to participate in two team activities and one physical exertion activity during the year
- **Returning 11th and 12th grade students** are required to participate in two team activities and one physical exertion activity OR two physical exertion activities and one team activity during the year.
- **Independent Study Program:** An ISP will be offered to only those students who have demonstrated excellence in a specific area that warrants special consideration. An application process is required. An athletic ISP counts as one physical exertion activity.

The school encourages participation in a variety of activities and generally discourages specialization in a single sport or activity. However, the school recognizes that some students excel in specific areas and supports such passion. Independent study projects in athletics, music, and art are available on a limited basis to students who demonstrate excellence in a specific area that warrants special assistance. Candidates for ISPs must arrange for a project advisor, who will maintain contact with an off-campus advisor if appropriate, submit a written proposal, obtain approval from the academic advisor, and coordinate and obtain approval with the relevant department chair. An athletic ISP counts toward one physical exertion requirement.

If a student excels in an area, athletic or other, and has a passion to pursue more in-depth work that does not fall within our athletic and after-school curriculum and requirements, an exemption may be appropriate. Exemptions are given on a limited basis and students must apply through the Associate Head of School's office.

## Athletics and After-School Program Options

As noted above, students must meet minimum annual requirements for team activities and physical exertion activities. The charts below list activities that are designated both team and physical exertion activities, physical exertion only activities, and team only activities. The final chart lists other after-school activities that do not meet either team or physical exertion standards but may be elected as long as the student is able to meet their team and physical exertion requirements during the course of the year.

Team and Physical Exertion Activities					
Fall		Winter		Spring	
Interscholastic Athletics					
Boys Cross Country (V, JV)		Boys Basketball (V, JV, III)		Baseball (V, JV)	
Girls Cross Country (V, JV)		Girls Basketball (V, JV)		Co-ed Crew* (V)	
Co-Ed Equestrian*^ (V)		Co-ed Equestrian*^ (V)		Boys Golf (V, JV)	
Girls Field Hockey (V, JV, III)		Boys Ice Hockey (V, JV)		Girls Golf (V)	
Football (V, JV)		Girls Ice Hockey (V, JV)		Boys Lacrosse (V, JV, III)	
Boys Soccer (V, JV, III)		Co-Ed Skiing** (V, JV)		Girls Lacrosse (V, JV, III)	
Girls Soccer (V, JV, III)		Boys Squash (V, JV)		Softball (V)	
Girls Volleyball (V, JV, III)		Girls Squash (V, JV)		Boys Tennis (V, JV)	
Boys Water Polo (V, JV)		Boys Swimming & Diving (V)		Girls Tennis (V, JV)	
		Girls Swimming & Diving (V)		Boys Track & Field (V, JV)	
		Wrestling (V, JV)		Girls Track & Field (V, JV)	
				Girls Water Polo (V)	
Art and Intramural Activities					
Intramural Crew*		Intramural Basketball		Intramural Ultimate Frisbee	
Intramural Soccer		Dance Company		Dance Company	
Dance Company		Musical			
Fall Play		Winter Play			

\*Additional fees required

^ Co-ed Varsity Equestrian is a 2 term (F/W) commitment

Physical Exertion Activities					
Fall		Winter		Spring	
Agriculture		Life Fitness Cardio (no 9 <sup>th</sup> )		Agriculture	
Life Fitness Ballet Technique		Life Fitness Hip Hop		Life Fitness Badminton	
Life Fitness Cardio (no 9 <sup>th</sup> )		Life Fitness Performance Training		Life Fitness Cardio (no 9 <sup>th</sup> )	
Life Fitness Performance Training		Life Fitness Spin Class		Life Fitness Cycling	
Life Fitness Squash		Life Fitness Jogging		Life Fitness Equestrian*	
Life Fitness Tennis		Life Fitness Yoga		Life Fitness Hiking	
Life Fitness Tennis		Life Fitness Ski*		Life Fitness Jazz Dance Techniques	
		Life Fitness Ski*		Life Fitness Outdoor Fitness	
				Life Fitness Performance Training	
				Life Fitness Yoga	

\*Additional fees required

Team Activities					
Fall		Winter		Spring	
Robotics		Robotics		Team Manager	
Team Manager		Debate			
		Math Team			
		Science Team			
		Team Manager			
		Chamber Music Intensive			

## Other After-School Activities

Fall		Winter		Spring	
Art Independent Project*		Art Independent Project*		Art Immersion	
Community Service		Community Service		Art Independent Project*	
Music Independent Project*		Design and Communication		Community Service	
		Music Independent Project *		Music Independent Project*	
				Spring Theater – Improv	

\*Application required

## Additional Information

### Athletics

Athletics is an important aspect of the Loomis Chaffee student experience. The lessons learned from participation in the athletics program benefit all students and play a major role in the learning process by providing significant opportunities to meet the physical, social, and psychological needs of each student. The skills taught and the attitudes developed in these activities provide students with the knowledge and habits necessary to maintain appropriate levels of health and physical fitness throughout life. The wide variety of athletics allows students to choose activities according to their interests.

Activities include competition on 64 interscholastic teams at varsity, junior varsity, and thirds levels; intramural competition in six team sports; and instruction and participation in life fitness activities.

### Dance

Dance classes are offered both during the day and after school. After-school dance classes are an approved after-school program, and some offer performance opportunities as well. Technique classes are open to all levels, beginner through advanced. Dance Performance (daytime) and Dance Company (after school, audition-based) are for students with previous dance experience. Please see dance class descriptions starting on page 48.

### Community Service

The Community Service Program provides students the opportunity to give their time and talents to a variety of organizations in the Windsor and Greater Hartford areas. Volunteer opportunities currently offered include tutoring children locally and globally online; enrichment and social activities for children with disabilities and senior citizens; and programs aimed at resolving social problems such as reducing local hunger, girls' access to education worldwide, and encouraging environmentally responsible choices. There are also opportunities available to work with Special Olympics and on projects with local hospitals. Student-initiated projects are welcome and have resulted in programs and special service-focused events on campus.

Community Service, a voluntary program, has two options. A part-time commitment of one or two afternoons per week is available for students in certain after-school programs. A full-time commitment of four afternoons per week and special service projects may be chosen for one term each year. Activities are held after classes, typically ending by 5:30 p.m. Transportation is arranged in school vehicles. Faculty and members of the hosting agencies supervise activities.

**A registration period is held at the end of the previous term.** Activities are held after classes, typically ending by 5:30 p.m. Transportation is arranged in school vehicles. The Community Service Program faculty and members of the hosting agencies supervise activities.





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