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| HI301 Forces That Shaped The Modern World |                                                                       |                                                                       |
| HI421, HI422, HI423 Themes in US History  |                                                                       |                                                                       |
| HI521, HI522, HI523 Honors Government     |                                                                       |                                                                       |
| HI536, HI537, HI538 A History of American Democracy in Cases |                                                                       |                                                                       |
| HI541, HI542, HI543 US History Survey     |                                                                       |                                                                       |
| HI551, HI552, HI553 Honors Economics      |                                                                       |                                                                       |
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**Year long:**

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| MA404 Mathematics 4          |                             |
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| MA421 Precalculus BC         |                             |
| MA411 Statistics             |                             |
| MA451 Calculus               |                             |
| MA504 Honors Calculus AB     |                             |
| MA521 Honors Calculus BC     |                             |
| MA511 Honors Statistics      |                             |
| MA527 Honors Calculus-Based  |                             |
| Probability And Statistics   |                             |
| MA555 Honors Computer        |                             |
| Programming                 |                             |
Math Flow Chart: View interactive chart here ➔ [https://sentinel.lawrenceville.org/flowchart]
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- RP100 Religious Studies for Lawrentians
## Performing Arts

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<td>PA301 Foundations of Music (Returning 3rd formers changing art forms)</td>
<td>PA301 Explorations of Music (Fall and Winter -- New 3rd form only)</td>
<td>PA421 Fundamentals Of Theatre (New IV, V or PG)</td>
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<td>PA310 Explorations of Music (Fall and Winter -- New 3rd form only)</td>
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<td>PA324 Explorations of Theatre (Fall and Winter -- New 3rd form only)</td>
<td>PA511 Honors Music Theory: Basics of Structure</td>
<td>PA512 Honors Music Theory: Functional Harmony</td>
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<td>PA513 Honors Music Theory: Form and Analysis</td>
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<td>IN532 Acoustics</td>
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<td>IN566 Dramaturgy</td>
<td>IN537 The Culture Industry in the US</td>
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<td>IN567 Shakespeare’s Tragedies: Everyone Dies in Performance</td>
<td>IN535 Mythological Theatre: Gods, Heroes, and Monsters</td>
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### Year long:

**PA010/PA304 The Lawrentians**

**PA010** = for Juniors/Seniors  
**PA304** = Sophomores only
## Visual Arts

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**Year long:**

| VA501 Advanced Studio   |
English

HU201 - Humanities - English
This yearlong English class stresses the development of students' skills in writing and grammar, close reading, and discussion, while introducing them to some of the works in the literary canon. The course begins with an intensive writing period, refreshing skills in description and narration while focusing on the students' place at Lawrenceville and in the greater community. We use modern and ancient stories to spur our thinking and discussion. Many sections study Antigone or one of the Platonic dialogues as vehicles through which we introduce and practice close reading and Harkness skills. Having deliberately outlined these skills, we move on to read the story of the Monkey King, The Ramayana, Homer's Odyssey, a Shakespeare play, Bible stories from the Old and the New Testaments, Old School, and several shorter works. Reading focuses primarily on the Western tradition with some work connected to the freshman theater production in the winter and modern India in the spring. While much of the writing students do in this course focuses on forming an argument and using a text to support the steps of that argument, students also write for a variety of purposes, including to express themselves, to explore and come to understand complicated ideas, and to imitate stylistic and formal features of the authors they study. Working in tandem with Humanities Cultural Studies, Humanities English builds a foundation of skills and knowledge for the beginning student of the humanities.
Grants: NCAA; Terms: All; Forms: II

EN301 - English III
This year long English class stresses the development of students' reading, writing, discussion, and analysis skills through the study of short fiction, poetry, and drama. Readings include works by a variety of nineteenth and twentieth century writers, including James Baldwin, Emily Dickinson, Scott Fitzgerald, Lorraine Hansberry, Langston Hughes, Mohja Kahf, and Flannery O'Connor. Students will also read tragedies by Sophocles and Shakespeare, among other writers, in their study of drama. Writing assignments ask students to read a piece of literature closely and to derive and support an argument that reflects their observations about the text as a whole. With particular awareness of audience, students craft text-based essays and practice analysis in class discussions. Grammar lessons review the basic parts of language and then move through the study of major usage guidelines.
Grants: NCAA; Terms: All; Forms: III

EN421 - The Novel
This course builds upon English III by developing students’ skills at interpreting and contextualizing works of literature written in different genres. The fall term is devoted to the study of long-form fiction. The reading materials include novels by a diverse range of authors from the nineteenth and twentieth centuries. Analytical writing continues to play a central role in the curriculum, with students composing analytical papers each of three novels. Discussion-based inquiry around the Harkness table encourages careful deliberation and constructive debate.
Grants: NCAA; Terms: T1; Forms: IV

EN422 - Advanced Poetry
During the winter term, IVth Formers apply their skills in close reading and literary analysis to the genre of poetry. The first five weeks are devoted to the analysis of poems written in English by diverse authors. Analytical writing continues to play a central role in the curriculum, but there may be time for students to write some poetry of their own as well. Discussion-based inquiry around the Harkness table encourages careful deliberation and shared construction of nuanced understanding. During the second five weeks of the term, students engage in an intensive study of William Shakespeare’s Hamlet. We
EN423 - Essay Writing

In this spring term course, unique in the department’s offerings as a form-wide writing course, students read three or four exemplary essays per week in *The Norton Reader Anthology of Nonfiction* and in *The New Yorker*, becoming familiar with a variety of rhetorical techniques to use in their own writing. For the first half of the term approximately every week-and-a-half, students write a short essay, often modeled on the published essays that make up the reading portion of the course. Class time includes a workshop component for students to help each writer to understand and realize his or her goals for the essay. The second half of the term emphasizes revision, and the final exam takes the form of a capstone essay, which students will expand, condense, and revise for a potentially larger audience.

Grants: NCAA; Terms: T3; Forms: IV

EN501 - Writing Seminar

PRIMARILY FOR NEW STUDENTS. Course 501 introduces new Fifth Form students and post-graduates to writing about experience and literature. In the fall, students will write weekly personal essays and literary analyses, developing and securing critical writing skills needed for college-level literature courses. New Vth form students who have demonstrated a clear proficiency in expository and critical writing in the past may be permitted to enroll in other English electives, and some rising Vth form students may be encouraged to take Writing Seminar before enrolling in a different 500-level English course.

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

EN506 - Literary Journalism

Literary Journalists adhere to the ethics and methods of journalism but follow the timeline of non-fiction writers, creating rich non-fiction stories with hard-hitting facts and emotional weight. Examine this art form by reading the best writers of genre: John McPhee, Norman Simms, Adrian LeBlanc. As we analyze the techniques employed by these writers and their colleagues, students will craft their own series of vignettes that adhere to the tenets of literary journalism. As a final project, students will create a newsworthy article on a subject of their choice. Students will have the option to submit the piece for publication.

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

EN507 - Literature Of National Pastime

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

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

EN508 - African American Literature
Students study the best works written by black American writers after the Harlem Renaissance of the 1920s, with a primary emphasis on fiction and drama. The central concern of this course will be the efforts of black writers to explore artistically the conflicting claims of their racial and national identities and their perception of themselves as both apart from and a part of the American cultural scene. Readings include Richard Wright's Uncle Tom's Children, Ralph Ellison's Invisible Man, Toni Morrison's Beloved, and August Wilson's The Piano Lesson. Essays, stories and poems by James Baldwin, Zora Neale Hurston, Gwendolyn Brooks, and Robert Hayden will also be considered. Writing requirements include two short essays, a midterm, and a longer final paper.

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

EN510 - Literature of the Beat Generation: Exploring the Original “Hipster”
In the midst of the tense, Cold War-obsessed 1950s, a group of writers emerged from obscurity, entering into mainstream literary and social circuits. Extolling values of freedom and non-conformity in their unusual, yet innovative approach to writing, Jack Kerouac and Allen Ginsberg solidified the movement paving the way for other writers to find their voices through literature. This course examines the Beats and their literary and social influence on American culture; focusing primarily on the birth and height of the Beat movement in the 1940s and 50s, the course will also explore the Beats' impact on literature, music, and social issues of the 1960s and 70s, such as the antiwar, civil rights, gay rights, and women’s movements. Various analytical and creative writing assignments, group work, and daily preparation and participation in class discussion will factor into the overall grade.

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

EN511 - Creative Writing: Techniques in Poetry and Short Fiction
This class has three major elements: 1) We will read and discuss very contemporary (often published in the last 5-10 years) poetry and short stories. Our aim here will be both to see where the conversation in American literature is right now, and to look for what those stories and poems can teach us about how to write our own stories and poems. 2) You will write short stories and poetry of your own, jumping off from a number of possible prompts each time, but with generally a lot of freedom. 3) We will spend a large percentage of class time workshopping your creative writing (your poems and short stories), which means you should expect to have your classmates read what you write in this class and expect to do a lot of talking around the Harkness table as a workshop participant. At the end of the term, you’ll have a small collection of your own creative writing to be proud of!

Grants: Honors; Terms: T3; Forms: V

EN512 - Radical Love in African American Literature
Radical Love in African American Literature: Reading and Writing Nonfiction and Poetry
What is it to love radically? In this course, students will be asked to remember and re-envision love through reading works by Black cisgender women authors of the 20th and 21st centuries. Beginning with bell hooks’ All About Love as a foundation, students will continue on to read works by Audre Lorde, Alice Walker, and the poets Jericho Brown and Danez Smith. We will culminate our reading with a viewing of Julie Dash’s “Daughters of the Dust” and, potentially, Beyoncé’s “Lemonade.” Through actively engaging with these works, students will be asked to discuss queer and heteroromantic love, familial love, love between friends, and love within communities. Through discussions and critical essays, students will inquire about and discover the power that love has to create social change.
Additionally, students will be asked to write personal essays and poems about their own experiences with love - specifically reflecting on its ability to create personal and greater change - influenced by and infused with the readings.

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

EN513 - Nobel Pulitzer National Booker
Our mission at Lawrenceville is “to seek the best for all.” Our world often makes this mission hard to pursue. This course uses award-winning contemporary literature to dive deep into issues challenging our society—and into the crucial work of figuring out how to respond. With so many people in the US and around the globe experiencing marginalization deriving from racialized identity, next fall the course will feature texts focusing on this problem. We will study some combination of the following: Pulitzer Prize winner Jhumpa Lahiri’s *Interpreter of Maladies*; National Book Award winner Jesmyn Ward’s *Sing, Unburied, Sing*; Pulitzer Prize and National Book Award winner Colson Whitehead’s *The Nickel Boys*; National Book Award winner Charles Yu’s *Interior Chinatown*. Course requirements include close reading, active co-leadership of class discussions, three major essays, and a final paper.

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

EN514 - American Indian Literatures: Sovereign Nations, Authentic Narratives
This course will focus a number of issues that are fundamental to American Indian literature, including major themes and motifs, the relevance of tribal histories and cultural background, and the importance of sovereignty. This course will focus on fiction and poetry by modern and contemporary American Indian writers from various parts and tribes of North America. Our readings will be diverse, but we will pay close attention to themes of place, community, and self-governance. We will ultimately discuss the possibility and appropriateness of defining an authentic American Indian aesthetic.

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

EN515 - From Pulp to Pop: Literature Outside the Canon
The term “pulp fiction” was coined to describe the vast number of inexpensive texts that were published on cheap pulp paper and made available to the masses in the early 20th century. Known today as pop or genre fiction, writers of the form are not only gifted at their craft but are producing works that extend beyond simple entertainment. Texts tackle important issues of the day, elevating them beyond escapist readings. They now offer legitimate responses to problems and concerns that have real-world implications. From a critical approach, we will explore the intersection between pop fiction and canonized literature; between academic and non-academic texts. Assignments include an analysis of early pulp works and excerpts from canonized texts, personal responses, and analytical prose. This term we will read *Tortilla Curtain* by T.C. Boyle; *Pym* by Mat Johnson; *Blanche on the Lam* by Barbara Neely.

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

EN516 - Essays Of Reflection
“Experience,” said Aldous Huxley, “is not what happens to a man; it is what a man does with what happens to him.” This course will help you to transform key moments in your life to instructive experience. To that end, we will write (and write and write—an essay each week), recollecting significant things that have happened to you in order to turn them from ephemeral occurrences into recognizable passages in a more carefully examined life. If you have not yet sifted through crazy family rituals or what happened in your Humanities classes during Second Form or on Outward Bound, here you get a chance to consider and to communicate what that part of your life was (and now is) about. However you have spent the past few years, this course intends, through rigorous writing, to help you to enunciate who, what and where you’ve been; who, what and where you are; to what and where you might be going. Course requirements include one essay per week and a final essay.
EN517 - Doing Philosophy with the Movies: Other Minds, Acting, Being and Perception

If you’re interested in the philosophical questions raised by Hamlet, you’ll love this. In this hybrid literature & film course, we will look largely at metafictional narratives on both the page and the screen (a metafiction is a work of fiction that draws attention to its own fabrication, constructedness, or genre). We will spend some time learning how to “close-read” movies on screen the way we read texts, before expanding out to “do philosophy” with a number of texts and films. Expect questions about acting, lying, counterfeiting, pretending, performance, truth-telling, audiences, witnesses, surveillance, authenticity. In other words, we will be generally interested in how we make sense of other people and perform versions of ourselves for them. We will also have some occasion to talk about theory of mind, what we see as the purpose(s) of art, and what these self-conscious moments in both film and literature have to teach us about their respective mediums. In addition to some short stories, expect to read some philosophy (G. E. M. Anscombe, J. L. Austin, Wittgenstein, Cavell...) and to watch (and write about) several films (Hitchcock, especially).

Grants: Honors; Terms: T1; Forms: V

EN518 - Literature as Philosophy

Ultimate questions and compelling characters are often joined to great effect. This course will investigate some ways philosophers have used literature to present new ideas and how writers have mixed philosophy into their fiction. We will explore dramatic, literary, and poetic formulations, and the reading list may include Plato, Voltaire, Nietzsche, Borges, Silko, Murdoch, and Pirsig.

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

EN520 - From Freud To The Void

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

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

EN522 - Inventing Truth: The Art of Memoir

Everyone has a story to tell. Our backgrounds can determine what we value and who we ultimately become. This course focuses on the study of the memoir, a type of personal narrative that zooms in on poignant and formative moments from one’s past. In recent years, more and more young people have taken a stab at this genre - some successfully, and others not so much. This course centers around the former type. The three primary texts - Fun Home, Hillbilly Elegy, and Men We Reaped - feature young writers of the 21st century, as they come to terms with their cultural, racial, or sexual identities through the art of storytelling. For the first half of the term, students read, analyze, and write about these texts, exploring each with a critical eye and a close attention to detail. During the second half of the term, students shift their focus to creative writing, as they craft their own work using methodology and techniques learned during the course. In addition to writing, daily preparation and participation in class discussion will factor into the overall grade.

Grants: Honors NCAA; Terms: T3; Forms: V
EN523 - Hemingway
The reading in this course will include The Nick Adams Stories, A Farewell to Arms, The Sun Also Rises, and For Whom the Bell Tolls. Because Hemingway the man is as fascinating as Hemingway the writer, we will pay close attention to selected readings from the various biographies of Hemingway. Writing assignments will be varied and will include the opportunity to write in the style of Hemingway.
Grants: Honors NCAA; Terms: T2; Forms: V

EN527 - The Body in Literature
Literature has the power to subvert and challenge our identities, or reflect and reinforce them in turn. But what if the literature itself goes against our expectations of what stories and characters ought to do? In this course we study fictional presentations and critical theories of gender, sexuality, and other identities in an attempt to understand how gender has been and is constructed and commodified in the past, right now, and every day. How do these constructs intersect with other identities such as race, social class, or nationality, and help us understand the relationship between literary and material culture?
Grants: Honors; Terms: T3; Forms: V

EN528 - Law As Literature
This course is designed as a study of law as it appears in a variety of genres. We will study novels like Dostoyevsky's Crime and Punishment, Harry Mulisch's The Assault, and Albert Camus' The Fall, as well as dramas like The Andersonville Trial and Bolt's Man For All Seasons. The course also includes non-fiction works like Truman Capote's In Cold Blood and Wilkerson's An Act of Violence and numbers of court opinions and essays by writers ranging from Rebecca West to Oliver Wendall Holmes. Interviews with prosecutors, policemen, and judges are also planned, and students should expect to spend a day in court. Students write a major paper on each of the main works, usually four, and will also write weekly paragraph length essays on LSAT questions.
Grants: Honors NCAA; Terms: T3; Forms: V

EN530 - Modern Drama: Anton Chekhov and His Influence
Aside from Shakespeare's, very few playwrights' works grace New York and London stages as much as those of Russian writer Anton Chekhov, whose four major plays, hostile to traditional definitions of comedy and tragedy, exerted a profound influence on twentieth century drama. With memorable country characters who, like many a boarding school senior, firmly believe that “real life” is happening elsewhere (in this case Moscow, not college), Chekhov explores artistic ambition, family dynamics, and the inescapable legacy of history, among other universal topics. After a brief study of Ibsen's The Wild Duck, which inspired him, we will read three of the four major plays, (The Seagull, Uncle Vanya OR Three Sisters, and The Cherry Orchard) paired with two American classics (Death of a Salesman and The Piano Lesson) that bear traces of Chekhov's influence. Students should expect three comparative essays -- one on each of the Chekhov pairings -- and a collaborative final assignment that will allow them to perform and analyze a favorite scene. Student-driven discussions will be enriched by excerpts from film and stage adaptations of each work.
Grants: Honors NCAA; Terms: T3; Forms: V

EN533 - Moby Dick
This course is devoted to an intensive reading of Herman Melville's Moby Dick (1851). Although it made Melville almost no money, selling fewer than 10,000 copies world-wide during the forty years between its publication and Melville's death in 1891, Moby Dick is now thought by many critics to be the most influential, if not the greatest, of American novels. Some of Melville's analogues and sources will be examined, and emphasis will be given to the historical and cultural issues informing the novel. Students
will be required to keep a log, or journal, of their experiences and reactions as the Pequod sails round
the world in search of the White Whale, and they will write two short essays and a longer final paper. As
time permits, we will also consider Melville’s writing career after Moby Dick by reading Bartleby the
Scrivener and Billy Budd.
Grants: Honors NCAA; Terms: T1; Forms: V

EN534 - Guilt

On the one hand, guilt is public, a judgment passed by others in response to some kind of crime or an
offense against the unwritten laws of social expectation. Whether you accept the verdict of the judge or
the jury—or your community—you are guilty. On the other hand, guilt is private and personal, the
tormenting sense of having done something wrong—even if no one knows you’ve done it. Even if you
only thought about doing it.

In this course, we will read a variety of literary texts that explore the psychological, moral, and social
experience of guilt--of being guilty, of feeling guilty. Questions we will ask include: What are the
different ways to be guilty or innocent? Who decides? What are the consequences of guilt--personal and
public? And where and how do the guilty find redemption--indeed, is redemption even possible?

Our readings will depend on the length of the term, but possible texts include Genesis, Nathaniel
Hawthorne’s The Scarlet Letter, Gabriel Garcia Marquez’s Chronicle of a Death Foretold, Franz Kafka’s
The Trial, and Toni Morrison’s Beloved. Assignments will include creative and critical writing, daily
discussion (in class and on Haiku), and a seminar paper.
Grants: Honors NCAA; Terms: T1; Forms: V

EN536 - Creative Non-Fiction

When Oprah found out that James Frey’s memoir, which she had endorsed with her Book Club stamp of
approval, was in fact not all true, the public outcry that followed sounded through television sets around
the country. The media mania that followed raised an important question - where do you draw the line
between fiction and non-fiction? Is memory a fair primary source document? Is the line between fiction
and non-fiction as distinct as we characterize it to be? In this course, we will look at a spectrum of
writing, beginning with historical writing and hard journalism and moving to the more nuanced genre
that has become the historical novel. Students will produce their own forms of the genre - from fact-
based essays, to memoirs, to researched-based creative non-fiction essays. In the final paper, students
will be asked to draw their own line between fiction and non-fiction by explaining and defending the
choices in their own research and writing. Possible texts include: essays by Lee Gutkind, David
McCullough, and Joyce Carol Oates, Geraldine Brook’s Caleb’s Crossing, Truman Capote’s In Cold Blood
and John Krakauer’s Into Thin Air.
Grants: Honors NCAA; Terms: T2; Forms: V

EN540 - Poetry Seminar

In conjunction with the James Merrill poetry readings, Poetry Seminar gives students the opportunity to
study and to converse with the distinguished poets who come to Lawrenceville each winter. In addition,
the course offers students the chance to pursue their own writing in a variety of ways. Students typically
write between eight and ten poems of their own over the course of the term, as well as a like number of
critical essays on a variety of important poets. In addition, members of the class should anticipate
reading their work to the class and also reading and editing the work of their colleagues.
Grants: Honors NCAA; Terms: T2; Forms: V
EN542 - Southern Literature
The South is the one part of this country to have suffered unambiguous defeat, and that defeat not only colors its actions and attitudes but also inspires its song and its ironic and spirit-soaked and in some ways (even when comic) rather sad fiction. The victors in a war may assume the right to compose the history of the conflict, but often the losers write the enduring fiction—and thus win that other and unending battle that takes place in the human heart. We’ll read works by the likes of Eudora Welty, Ernest J. Gaines, Flannery O’Connor, Richard Wright, Peter Taylor, Carson McCullers and, above all, William Faulkner. We’ll read them in part to see the effects of that external war the South lost, but mostly to discover how well the South has reversed that historical judgment or redeemed itself through art. Papers after every major text and some in-class essays are required.
Grants: Honors NCAA; Terms: T1; Forms: V

EN544 - Shakespeare's Comedies: Masks We Wear
This elective looks closely at three very different comedies (Twelfth Night, The Merchant of Venice, and Much Ado About Nothing) focusing on the motifs of disguise and deceit in each as well as the question of what constitutes a comedy. All of the plays involve both physical and figurative masks, and each raises questions about the morality of hiding one’s true identity behind a false front. Video versions of each of the plays supplement the texts, and if we have an opportunity to see a live show in the area, we will take advantage of that. In addition, a little time at the very start of the term will be dedicated to writing personal essays to give seniors the opportunity to do some work on their college applications. Students will write two personal essays and three analytical essays over the course of the term.
Grants: Honors NCAA; Terms: T1; Forms: V

EN547 - The Screwball Comedy: From Shakespeare to Hollywood and Beyond
This elective will look closely at the genre that has come to be called “screwball comedy”: comedies that see a romance through mischance and difficulty before ending in “felicity,” as Jane Austen might say. We’ll start with Shakespeare, looking closely at Much Ado About Nothing and what seems to be its companion tragedy, Othello, before turning our attention to Hollywood’s versions of the genre from the 1930s and 40s, and eventually a contemporary novel (which Eugenides quite explicitly titles The Marriage Plot). In order to give us both a critical eye for detail and social context along the way, we’ll dig into some of the informative criticism that has sprung up in the wake of the genre. (Cavell goes so far as to call this new genre “the comedy of equality” (82).) Our framing questions will include the following: “What defines the genre of screwball/romantic comedy?” “What social and philosophical concerns do these stories reveal?” “Where does comedy begin and end?” “Why does comedy often waver so close to being tragedy?” “What do these comedies suggest about the nature of happiness in romantic relationships?” We’ll train ourselves how to “read” a film scene as a text, and expect frequent co-leadership of class discussions, several papers and a final paper / project / presentation.
Grants: Honors NCAA; Terms: T2; Forms: V

EN548 - West Of Everything
This course is designed as a study of the West of the American imagination and includes novels like Ron Hansen’s Desperadoes, Cormac McCarthy’s All The Pretty Horses and Blood Meridian, and Michael Ondaatje’s The Collected Works of Billy the Kid; short stories by Stephen Crane, Richard Ford, and Lee Abbott; and non-fiction like Allen Barra’s Inventing Wyatt Earp and Jonathan Raban’s Bad Land. We will also see a number of films, ranging from John Wayne’s Rio Grande to Tombstone and Clint Eastwood’s Unforgiven. Students should expect to write a major paper on each of the novels, as well as brief essays on the films.
Grants: Honors NCAA; Terms: T1; Forms: V
EN549 - Linguistics: Dr. Johnson To Dr. Chomsky

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

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

EN551 - Signifying Nothing: Experiments in Fiction

The title of this course is an allusion to William Faulkner’s novel The Sound and the Fury, the title of which is itself an allusion to Macbeth’s harrowing speech in Act V:

Life's but a walking shadow, a poor player
That struts and frets his hour upon the stage
And then is heard no more: it is a tale
Told by an idiot, full of sound and fury,
Signifying nothing. (V. v. 26-30)

I haven’t taught The Sound and the Fury in this class since the first year it was offered, so the title is no longer as relevant as it once was—I suppose you might say “Signifying Nothing” now signifies nothing. Or not quite nothing: While the reading list of short novels for this course changes from year to year, the primary focus of the class is on how experimental literary texts create meaning—and how literature helps us find or create meaning in our lives. Is it really true, as Macbeth claims, that human life is without purpose, “signifying nothing?”

As the second part of the course title notes, we will focus on two or three pieces of fiction that experiment with traditional ways of telling a story. And, in fact, the course itself is also somewhat experimental: Each year I choose a slightly different combination of texts—no two years are the same. In previous years, we’ve read novels by William Faulkner, Virginia Woolf, Maxine Hong Kingston, Nicole Krauss, Italo Calvino, James Joyce, and others. Assessments will include occasional reading quizzes and both critical and creative writing assignments.

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

EN552 - Children's Literature

Looking at books that range from early childhood picture books to juvenile and young adult literature, this course considers children’s psychological and moral development in the context of the art of illustration, the nature of storytelling, and the communication of “grown-up” themes through children’s literature. Using The Child That Books Built as a base text, we read classics such as My Father’s Dragon, The Hundred Dresses, The Phantom Tollbooth, and The Pushcart War along with numerous picture books, children’s poetry, and children’s series books.

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

EN556 - Modern English Plays

It has been said that the world has never seen a greater period of change than the 20th century, and the modern stage has artfully reflected the confusion and excitement of that time. In the first half of the
century, England was involved in two World Wars, the sobering effects of which can be clearly seen on the British stage. The snobbery and waste of the upper classes that was once a great source for comedy was now a more appropriate theme for tragedy, and humor found itself rooted in the existentialist idea of absurdity itself. This elective will look closely at this change in the theater through three playwrights: one from the late 1800s, and two from the middle and late 20th century. We will read six plays over the term and write an essay on each of the three authors. The class itself will be text and discussion based, but it will also include films and our own oral interpretations of the plays around the Harkness table.

Texts may include: Wilde's The Importance of Being Ernest and An Ideal Husband, J.B. Priestly's An Inspector Calls and Time and the Conways, and Tom Stoppard's Rosencrantz and Guildenstern are Dead and The Real Inspector Hound.

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

EN559 - The Graphic Novel

The graphic novel is an aesthetically innovative genre in which meaning is created through the interplay of image and text. How do we read a novel in which two narrative channels - one verbal, the other visual - interact? What can this multi-modal genre do that other literary genres cannot? And how might it challenge readers to expand the set of interpretive techniques that make up "close reading"? This course will investigate the renaissance of graphic narrative that has taken place in the last 25 years.

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

EN563 - American Literature and the Free Market

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

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

EN565 - War Stories

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

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

EN573 - Grit Lit: Readings of Perseverance and Hope

What are the ties that bind? How does disaster strain family bonds? Students will examine themes of perseverance, grit, happiness and family in the two epic American novels, The Good Earth and The Grapes of Wrath. Students will study the historical context of the novels as well as the American dream and its effect on the families in the novels. In the final weeks of the course, students will read short stories about families and marriages that overcome great odds. Students will have the opportunity to
write analytically about the novels and to examine their own values around relationships, family, and success.

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

**EN578 - Dystopian Literature and Social Protest**

Even though we expect social institutions to bring cohesion and structure to our communities, who really has access to the power amassed by those institutions, and who gets silenced or excluded? In this course, we will examine fictional and historical accounts of seemingly progressive societies that repress narratives of internal social oppression. Can the voices of the marginalized play a vital role within a functioning society? Texts may include, Sir Thomas More’s Utopia, Margaret Atwood’s A Handmaid’s Tale, Anthony Burgess’s A Clockwork Orange, and James Baldwin’s The Fire Next Time. Assignments will include reader responses, an analytical essay, and a final project.

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

**EN579 - Literature, Trauma and Resistance**

This course explores expressions of resistance in characters who experience trauma based on a number of factors that include culture, gender, and religion. You will compare and contrast how characters find ways to live, to speak, to act as human beings in the face of inhumanity. Since theoretical context is essential to understanding who and/or what influences authors’ decisions to write, you will read and analyze historical documents and poems; listen to audio recordings; and watch short videos. Writings for this course (personal reflections, analytical prose, and creative responses) will focus on the human element - the will to make sense of the world, the will to resist, the will to survive. Texts for the coming school year are: Behold the Dreamers by Imbolo Mbue; There, There by Tommy Orange; Exit West by Mohsin Hamid.

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

**IN503 - Chaucer: Text and Context**

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

Grants: Honors Interdisciplinary NCAA; Terms: T3; Forms: V

**IN504 - Legal Practice And Procedures**

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

Grants: Honors Interdisciplinary NCAA; Terms: T1; Forms: V; Prereqs: EN401
**IMPORTANT: This is NCAA approved as a Social Science and can not be counted towards the English requirement for NCAA**

**INS508 - Science and Literature: Innovators**

“Ingenuity... demands more than anything a willingness to recognize failure, to not paper over the cracks and to change. It arises from deliberate, event obsessive, reflection on failure and the constant searching for new solutions,” writes surgeon and author Atul Gawande. In this course, we will read accounts of scientists, doctors and other curious individuals who have changed the world through their ingenuity. Authors include Albert Einstein, Michael Frayn, Atul Gawande, Malcolm Gladwell, Steven Hawking, Walter Isaacson, Sam Kean, and James Watson.

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

**INS512 - Heuristics**

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

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

**INS514 - 1619 Matters: Slavery and African American Literature**

Out of slavery - and the anti-black racism it required - grew nearly everything that has truly made America exceptional: its economic might, its industrial power, its electoral system, its diet and popular music, the inequities of its public health and education, its astonishing penchant for violence, its income inequality, the example it sets for the world as a land of freedom and equality, its slang, its legal system and the endemic racial fears and hatreds that continue to plague it to this day. The seeds of all that were planted long before our official birth date, in 1776, when the men known as our founders formally declared independence from Britain. (The New York Times 1619 Project) This course examines literary and supporting historical works written between 1619 and the present. Beginning with enslaved African Americans, the course provides a survey of writings, images, art, and video that are representative of The Middle Passage, Slavery/bondage, oral traditions, The Civil War & Reconstruction, The Great Migration, the rise of the “New Negro,” black realism, modernism, and post-modernism.

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

**INS524 - Immigration Stories/Theories**

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

Grants: Honors Interdisciplinary NCAA 2IN/1HI/1EN Cr.; Terms: T1 and T2; Forms: IV or V; Prereqs: HI423 or HI513

**EN599 - Ind. Study: English**

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

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

**History**

**HU204 - Humanities - Cultural Studies**

Cultural Studies introduces students to China and India through an investigation of each culture’s political institutions, economic and social structures, and philosophical and religious values. In the process, students examine the reasons why societies evolve as they do, and scrutinize the historical roots of current conflicts and controversies. An equally important objective of the course is to hone the skills historians use to make meaning of the past. Students learn to read primary and secondary texts strategically and critically; ask great questions; research honestly and effectively; and analyze, construct and present compelling arguments on paper and at the Harkness table.

Grants: NCAA; Terms: All; Forms: II

**HI301 - Forces That Shaped The Modern World**

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

Grants: NCAA; Terms: All; Forms: III

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

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

Grants: NCAA; Terms: All; Forms: IV Prereqs: HI301

**HI451 - Economics**

This one-term survey introduces macroeconomics to students of history and to readers of the news. On a global scale, it will examine economic development in the long run, including the elimination of poverty and the spread of literacy. It will also look at the economic costs and benefits of international
trade. On the national level, the course will focus on economic growth in the long run and on short-run problems that arise from the business cycle, such as unemployment and price instability. Finally, students will discuss the pros and cons of disruptive change in the economy and the range of policies for dealing with both recessions and inflation.

Grants: NCAA; Terms: T1 or T2; Forms: IV or V; Prereqs: HI301

**HI503 - Native Americans’ America**

Native Americans’ history is really the history of the United States. The history of the United States inextricably links with the complex, nuanced experience of the diverse native peoples who inhabited what we now call America prior to European contact. One can not understand modern notions of American government, land rights, culture, and ‘liberty’ in full without analyzing the intersection of Native peoples’ lives with the European and American conceptions of sovereignty, culture, and rule of law that has been co-opted, abused, and racialized to varying degrees as Native American history has unfolded. We’ll reframe the historical narrative away from a simple one focused on a homogenously marginalized people marching into elimination towards one that captures Native people’s nuanced decisions and persistence in their agency, however limited and assaulted, in the face of cultural genocide, famine, federal treaty abrogation, and even unimaginable war crimes. We’ll analyze how various nations have regained some of this lost sovereignty and continue to struggle towards self-determination.

Central to this course involves interrogating our own prior understandings, images, and preconceived notions of American Indians, American history, and how our own cultural lenses create challenges and opportunities for us to learn this difficult and often very emotional, dark history. This is not a ‘termination’ history, but one that examines resistance, agency, and adaptation in the face of utter human loss at the hands of ‘new’ Americans. We’ll discuss the role of language, terminology, genderization, racialization, and white supremacy in how we interpret and ‘talk’ history, too. This will facilitate a better understanding of the historical shift in power from various early Native empires towards the American empire. Students will create a learning portfolio, write using multiple styles of historical analysis, and culminate the term with an in-depth analysis of a current tribal band in 2021 that they will derive from term-wide research and an application of our historical analyses.

Grants: Honors NCAA; Terms: T1; Forms: V; Prereqs: HI421, HI511, HI536 or HI541

**HI515 - Advanced Research Seminar**

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

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

**HI521, HI522, HI523 - Honors Government**

This is a yearlong course that introduces students to the fundamental principles of American Government. Topics include the philosophical and historical foundations of the American political system; its constitutional structure; and its major governing institutions. The course also includes a unit of study on landmark Supreme Court cases in the history of American Constitutional Law. A unique aspect of this course is that the spring term is dedicated to internships and case projects promoting political activism, especially at the local level. These opportunities allow for the students of Honors Government to apply their yearlong study of the fundamental principles of American government and political philosophy. Examples of past experiences include government internships at the Congressional,
State and township level. The students will also be able to gain exposure to nonprofit organizations, press agencies and political advertising firms. For students that do not have flexibility in their schedules there are a number of projects that have been developed to encourage Lawrenceville students to take local action in support of national policy. An overriding theme for these projects is to consider whether there is a public purpose of private education? How should Lawrenceville focus on creating leaders for tomorrow?

A secondary goal of the course is to compare America’s system of government to alternative political models that exist in other nations, although students who are primarily interested in Foreign Policy, International Relations, and the study of regimes outside the United States should explore other course offerings in the History Department.

Note: While the course is not explicitly designed with AP® test preparation in mind, some of the material we will cover is tested on the AP® American Politics exam. Students will be in a position to take that AP® Exam if they so choose after additional consultation with instructor. You must sign up for HI522 and HI523 for Winter and Spring.

Grants: Honors NCAA; Terms: All; Forms: V; Prereqs: HI421 or HI511

**HI526 - Race and Mass Incarceration**

The United States is the world’s leading jailer. As you peruse this course catalog, 2.2 million Americans are imprisoned, often in overcrowded and violent conditions. An additional 4 million are either on probation or parole. And a disproportionate number of those locked up—or locked out of rights and opportunities for having once been incarcerated—are African American. Why in the United States have we chosen to incarcerate so many people and, particularly, so many people of color? What are the consequences of mass incarceration for the imprisoned, for their families and communities, and for the rest of us? And most urgently, how can we reform our nation’s criminal justice system so our efforts to ensure public safety are less punitive and more productive? Students in this course will examine these questions through text, film, podcasts, and seminars with guest speakers.

Grants: Honors; Terms: T1; Forms: V; Prereqs: HI421 or HI511

**HI527 - Lincoln**

Abraham Lincoln, 16th President of the United States, is a study in contradictions. Humble and self-educated, he left a legacy of enduring eloquence. A backwoods brawler in his youth, he became a solitary and melancholy figure as President. Politically pragmatic at the most common level, he put principle above all else when it counted most. Widely disparaged and reviled at the peak of his political career, he became in death a national hero. This course uses primary sources-Lincoln’s own letters, speeches and reflections-in an attempt to extract the man from the myths that have encrusted him, and to examine the role of both man and myth in American history.

Grants: Honors NCAA; Terms: T2; Forms: V; Prereqs: HI421 or HI511

**HI532 - Revolt, Dissent, & Protest: Revolution in the 19th Century Atlantic World**

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

Grants: Honors; Terms: T2; Forms: IV or V; Prereqs: HI301
HI533 - Origins of the Totalitarian State: Nazi Germany and Stalinist Russia
This course is designed to enable students to gain a more complete understanding of totalitarianism and the modern totalitarian state. Initially we shall seek to understand the totalitarian state's historical origins and its ideological foundations through reading primary source materials. In the case of Germany and Russia, we shall determine when, how, and why their leaders took power; how they were able to maintain it; and in what ways the state systems they established were similar and different. In particular we shall examine the violent nature of these states and why they created so much havoc and misery, which eventually led to the most destructive conflict in history, the Second World War. In considering their development further, we shall also focus on their inherent weaknesses that would culminate in their ultimate failure.
Grants: Honors NCAA; Terms: T3; Forms: IV or V; Prereqs: HI301

HI536, HI537, HI538 - A History of American Democracy in Cases
This course is based on and in collaboration with Professor David Moss’s popular Harvard graduate and undergraduate class. Today we often hear that American democracy is broken—but what does a healthy democracy look like? How has American democratic governance functioned in the past, and how has it changed over time? This course approaches American history with these questions in mind. Based on the Harvard case method, readings will introduce students to a different critical episode in the development of American democracy. The discussion-based classes will encourage students to challenge each other’s assumptions about democratic values and practices, and draw their own conclusions about what “democracy” means in America. This course is ideal for anyone interested in deepening his or her practical and historical understanding of US history and the American political process, and for those interested in gaining experience with the case method of instruction frequently used in business and law schools. The course content surveys key episodes in the development of democratic institutions and practices in the United States from the late 18th century to today. Cases are presented chronologically but are designed to address a set of unifying topics: (1) the intellectual foundations of American democracy, (2) the evolving definition of “the people” in the political process, (3) the designs and functions of political institutions, both public and private, (4) the elements of democratic culture in the United States, (5) the intersection of democratic and market forces, and (6) the tension between state coercion and individual liberty. You must sign up for HI537 and HI538 for Winter and Spring.
Grants: Honors NCAA; Terms: All; Forms: IV and V; Prereqs: HI301

HI541, HI542, HI543 - U.S. History Survey
This United States History Survey course traces the development of American political, social, economic, and cultural history from the Colonial period to contemporary times. The course introduces students to the main issues that are necessary for understanding, interpreting, and analyzing modern society. It includes exercises that will prepare students to take the AP® United States History Examination in the spring term. You must sign up for HI542 and HI543 for Winter and Spring.
Grants: Honors; Terms: All; Forms: IV or V; Prereqs: HI301

HI551, HI552, HI553 - Honors Economics
This course is limited to students with a strong academic record, particularly in mathematics. Candidates must have successfully completed calculus, or be taking it in their senior year, and must have demonstrated a degree of academic commitment consistent with honors-level demands. The course takes the students through a rigorous survey of microeconomics and macroeconomics. Consistent with an accelerated college-level approach to economics, the course relies on mathematical tools to explain theory. Students who complete this course will be prepared to take the AP® exams in both macroeconomics and microeconomics. You must sign up for HI552 and HI553 for Winter and Spring.
Grants: Honors NCAA; Terms: All; Forms: V; Prereqs: HI421 or HI511
HI556 - Public Policy Economics
The course explores a range of public policy issues from an economic perspective. No formal economic training is required, although students will learn to approach problems from an economic perspective as the course unfolds. To that end, many of the readings will be classic papers by economists, and much of the analysis will require the students to run data through Excel spreadsheets. Given the complexity of some of the issues discussed, students are expected to generate good questions more often than solutions. At a minimum, the course seeks to introduce some gray into complex subjects that are too often reduced to black and white.
Grants: Honors NCAA; Terms: T2; Forms: V; Prereqs: HI421 or HI511

HI575 - The American Presidency
Heclo and Salamon in The Illusion of Presidential Government state, "Nothing about the presidency is as simple as it seems...the office is more than a man, but less than a fixed institution. It is a place where an uncommon person is expected to act on the concerns of the common people, to lead without being power hungry, to manage without seeming manipulative, and to speak for a nation that never expresses itself with one voice." This course will examine the constitutional origins of the office and the evolution of the presidency.
Grants: Honors NCAA; Terms: T3; Forms: V; Prereqs: HI421 or HI511

HI577 - History of Japan
This course will deal largely with 19th and 20th century Japan. Emphasis will be placed on life in Japan and its rapid modernization and expansion through World War II, and special attention will be given to Japan’s rise to major world status in the post-World War II era. Cultural development will be studied through readings in poetry and prose literature.
Grants: Honors NCAA; Terms: T1; Forms: IV or V; Prereqs: HI301

HI580 - Canadian Studies
Canada often surprises Americans. The vast prosperous nation to our north is a monarchy with a balanced budget, free health care, and two official languages. Canada ended slavery and gained independence without violence. Canada is our largest trading partner and our number one foreign source of oil. Students in Canadian Studies will explore Canada’s rich history, its parliamentary system of government, its bilingual cinema, and its storied sports traditions as they seek to understand a surprisingly different North America. At the end of each week, a Canadian film is screened and reviewed by students. Live telephone interviews are conducted with experts including Canadian Senator, Dennis Dawson. The course culminates with an independent research project.
Grants: Honors NCAA; Terms: T2; Forms: IV or V; Prereqs: HI301

HI584 - The Athenian Century - The Rise and Fall of Athens
The Fifth Century BCE is at the center of the Classical Age in ancient Greece, and Athens is at the center of the Classical Age. Athenians witnessed, among other things, the original experiment in democracy, the refinement of what we now call politics, the birth of the idea of inquiry into the real past, which we now call history, and the beginnings of medicine, geometry, philosophy, physics and drama. They put the Muse in music. They did not invent sculpture, but took it to classical heights, as they did with architecture. Theirs was not the first alphabet, but they vastly refined what they took from the Phoenicians, principally by adding vowels, and then wrote everything down in a wholly new style called prose. Yes, they invented prose. They were reflexively competitive (witness the PanHellenic games at Olympia, Delphi, Isthmia and Corinth and the dramatic competitions). They were united by language, religion and trade, but fragmented by geography into a thousand separate city states, or poleis, from which we get words such as politics and policy.
The ambitious readings in this course will include a combination of essays, plays and historical texts in translation to answer questions such as: How do we know what the classical Greek world was like? What did it mean to be Greek? How do philology and archaeology bring us history? What makes the Fifth Century BCE central? Why did democracy emerge in Athens, and why did it ultimately fail? How did Plato and Aristotle respond to that failure? How does Athenian culture, from pottery to sculpture, reflect humanism? What did Athenian tragedy and comedy have to do with politics and competitiveness? What was the role of women and of religion and of the PanHellenic games?

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

**HI587 - Reporting Vietnam**

This discussion-based course asks: What is history, and how do we write it? It is less a history of the Vietnam War than a history of how the press covered it. Journalists often claim that their work is the first rough draft of history. In Vietnam, their work—both in print and on television—was controversial and influential. Students in this course will study that work in order to address questions such as: Was the press a spectator, or did it become part of the drama? Did journalists capture history’s first rough draft, or did they leave behind a record that is ultimately tainted? Did the correspondents do what was right, and if so, right for whom? Were they professionals, or were they subversives? If their work was not the first rough draft of history, then what was it? Did the press “lose” Vietnam? Did the rise of television turn the role of the journalist more into the role of performer? What was the impact of photography? Students will study original source material. Their work will be judged by their skill conducting class discussions, the depth of their analysis in several essays, and a final paper.

Grants: Honors NCAA; Terms: T3; Forms: V; Prereqs: HI421 or HI511

**HI588 - Women and the American Experience: The Early Years (Origins-1920)**

This course examines the impact of historical events on the lives of American women and the varied roles they played in shaping American History. We will focus on how gender, ethnicity, and class impacted women’s work, family life, and societal status. Guiding questions will include: What was it like to be a woman in the past? How did being female determine one’s choices? What is gained by focusing on women’s experiences and accomplishments in historical periods and events? Who or what decides what is appropriate behavior for women and for men, and why? This course is an introduction to the study of women as historical subjects and to the changing notions of gender through historical periods. It will include a consideration of the methodological issues that have shaped the recent practice of women’s history and gender history, and will look specifically at the variety of women’s roles (and the variety of women) in the United States throughout its history.

Grants: Honors; Terms: T2; Forms: IV or V; Prereqs: HI421 or HI511

**HI589 - Women and the American Experience: The Modern Years (1920-Present Day)**

This course examines the impact of historical events on the lives of American women and the varied roles they played in shaping American History. We will focus on how gender, ethnicity, and class impacted women’s work, family life, and societal status. Guiding questions will include: What was it like to be a woman in the past? How did being female determine one’s choices? What is gained by focusing on women’s experiences and accomplishments in historical periods and events? Who or what decides what is appropriate behavior for women and for men, and why? This course is an introduction to the study of women as historical subjects and to the changing notions of gender through historical periods. It will include a consideration of the methodological issues that have shaped the recent practice of women’s history and gender history, and will look specifically at the variety of women’s roles (and the variety of women) in the United States throughout its history.

Grants: Honors; Terms: T3; Forms: IV or V; Prereqs: HI421 or HI511
IN513 - Poverty

This is a unique course combining the study of poverty in the classroom with community service. Poverty is a two-trimester course that examines the historic, economic, and cultural roots as well as the impact of poverty in the developing world and in the United States. In particular we will try to understand the cyclical nature of poverty and the interaction between causes and effects. We will then study many of the different approaches taken to alleviating poverty—from big aid programs to microfinance, social entrepreneurship and more, looking at the strengths and weaknesses of each and the lessons we can learn along the way about how to effectively alleviate poverty. As we turn to the US, we will look especially at poverty in Mercer County, exploring how domestic issues are similar or different from those studied in the developing world.

Integral to the course is our service learning work with Home Front during our extended block. We learn about all the aspects of Home Front in their efforts to provide full-service assistance to homeless families in Mercer County. In addition, we will do various tasks at their Family Campus, from childcare and arts and crafts to cooking, programming and whatever they need us to do. In turn, this service will inform our understanding of poverty and the poor communities throughout the world. The course will culminate in students devising a plan of action for addressing a specific aspect of poverty in the world.

Independent and group research are central components of the course, so students need to be able to research independently.

Grants: Honors Interdisciplinary NCAA; 2IN/2HI Cr.; Terms: T1 and T2; Forms: V (IV Form only with permission of instructor)

IN520 - Africa: Then and Now

This course will evaluate recent events and the current state of Africa as well as study the themes and issues which have contributed to the history of the continent. While this course can be taken on its own it is highly recommended to also take the second term course "Africa: Then and Now - From Independence" for a more complete chronology of African history, culture, and modern issues. Students begin the course by acquiring a general sense of Africa today through a study of geography, resources, and current events. Our exploration of Africa will highlight the greatness of its history as we begin chronologically with a study of Africa in the Middle Ages, a time of great power and world influence. This study of Africa's history is necessary to further evaluate and debate the impact of the transatlantic slave trade and further understand it in the context of the indigenous as well as Arab slave trade. We will also celebrate the continent's rich diversity as we explore the arts: visiting museums, working with our own collection of masks and visual art, and will learn African drumming and dance utilizing local instructors. Chronologically the course ends with a study of colonial rule and the legacy of imperialism. A special feature of this course is its curricular connection to a spring break trip to Ghana. This trip will enable students to learn about slavery past and present and will also feature African drumming and dance.

Students enrolled in this course will be given the first opportunity to enroll in this program.

Grants: Honors Interdisciplinary NCAA; 1IN/1HI Cr.; Terms: T1; Forms: IV or V; Prereqs: HI301

IN521 - Africa: Then and Now - From Independence

This course is well paired with the 1st term course "Africa: Then & Now" but may be taken without the first term course. The course will evaluate current events in Africa and look at the themes, issues, and sources of causation in Africa's history. We will explore how and why many in Africa have experienced famine, war, and destabilization in spite of the continent’s enormous wealth of resources. A look at Africa's geography, resource wealth, and current events will launch the course before we study the impact of colonialism and the transition into a state of independence. Other topics of study include the legacy of the Cold War in Africa's development, ethnic conflict and genocide, and other contemporary
themes. A special feature of this course is its curricular connection to a spring break trip to Ghana. The trip will enable students to learn about slavery past and present and will also feature African drumming and dance. Students enrolled in this course will be given the first opportunity to enroll in this program.

Grants: Honors Interdisciplinary NCAA; 1IN/1HI Cr.; Terms: T2; Forms: IV or V; Prereqs: HI301

**INS22 - The Middle East - Myth And History**

This course will focus on common misunderstandings and misperceptions of the cultures and religions that meet at the complex crossroads of the Middle East, through an examination of the historical record and cultural interactions from varying points of view. By taking this course focused on the history, religions and cultures of the Middle East, the students will gain a broader world view of this critical and complex region of the world. For students to more fully understand the modern Middle East, they must investigate the roots of conflict and misunderstanding by understanding the historical memory of the peoples that coexist in this complex region and looking through various cultural lenses.

Grants: Honors Interdisciplinary NCAA; 1IN/1HI Cr.; Terms: T1 or T2; Forms: IV or V; Prereqs: HI301

**INS24 - Immigration Stories/Theories**

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

Grants: Honors Interdisciplinary NCAA 2IN/1HI/1EN Cr.; Terms: T1 and T2; Forms: IV or V; Prereqs: HI423 or HI513

**INS29 - Lewis and Clark with the American Indians**

In the American memory, the Lewis and Clark Expedition offers a real-life mythical tale full of adventure and danger as Meriwether Lewis and William Clark led their ‘Corps of Discovery’ through the American West from 1804-1806. But, what is myth in this memory, and what is reality? Precisely who is in this reality? We’ll explore how these early Americans paddled and hiked their way through the lands of sovereign American Indian and European empire, political intrigue, and deeply integrated societies that had been established well before any thought what we know as ‘American.’

We’ll re-live Lewis, Clark, and American Indians’ communal experiences that are mediated through the nearly 5,000 pages of journals kept during this epic journey. We’ll explore the latest scholarship that gives voice and perspective to the American Indian experience with the Corps of ‘Discovery’ while building the context for these interactions. The journal texts, while biased like all historical artifacts, offer just a slice of the story, but offer an unparalleled historical window into the lives, communities, and place of Indigenous America and early Americans. We’ll also study the Corps’ contributions to Western science as they classified and cataloged new species while collecting scientific data as they searched for a navigable route to the Pacific.

You’ll have a parallel historical experience as we set forth to build our own canoe --by hand-- in the newly expanded Gruss Center for Art and Design to better understand the art, science, and American
Indian history of the North American canoe on this expedition, both in material form and as Native American expressions of cultural identity. This epic journey will capture your imagination as you reconsider what you knew about Native American culture, the natural history of the West, and how a scientific body of knowledge comes to fruition. You’ll leave the course with a better understanding of Mandan, Hidatsa, Lemhi Shoshone, Salish, Nez Perce, Clatsop, and many other tribal nations as well, as these nations make this story that focuses our mind’s eye into the past.

Grants: Honors Interdisciplinary NCAA; 2IN/2HI Cr.; Terms: T2 and T3; Forms: V (IV Form only with permission of instructor)

**IN561 – Plato’s Republic**

This masterpiece by Plato, a giant of Classical Greek thought, explores ideas about justice, kingship, and political organization while pushing readers to explore what lies at the foundations of ethics, metaphysics, politics, and the nature of the soul. For some, the Republic describes a utopian – or dystopian! – city, while others see it as text about truth-seeking, and yet others see it as an ironic text. No one familiar with this work is indifferent to it. Many all over the world will hear about the Republic but will never read it. A few will read excerpts and remember something about the powerfully evocative stories of the Cave, the Ring of Gyges, or the Myth of Er. We will do a lot more! We will read the entire Republic, encountering the full measure of Plato’s mysterious, preposterous, radical, irritating, conservative, and mind-numbingly thought-provoking work of genius. We will read closely, attentively, slowly, deeply, and thoughtfully to uncover the many layers of meaning that make this unique achievement in the intellectual history of the world a true classic that is worth reading and rereading.

Grants: Honors Interdisciplinary NCAA; Terms: T1; Forms: IV or V; Prereqs: HI421 or HI511

**IN573 - Managing Technology & Strategic Innovation**

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

Grants: Honors Interdisciplinary NCAA; 1IN/1HI Cr.; Terms: T3; Forms: IV or V

**HI599 - Ind. Study: History**

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

Grants: Honors; Terms: T1 or T2 or T3; Forms: All Prereqs: HI421 or HI511 and Department Approval

**Interdisciplinary**

**IN504 - Legal Practice And Procedures**

Please see course description in parent discipline by clicking here.
Grants: Honors Interdisciplinary NCAA** 1IN/1EN Cr.; Terms: T1; Forms: V; Prereqs: EN401

**IMPORTANT: This is NCAA approved as a Social Science and can not be counted towards the English requirement for NCAA

IN508 - Science and Literature: Innovators
Please see course description in parent discipline by clicking [here](#).
Grants: Honors Interdisciplinary NCAA 1IN/1EN Cr.; Terms: T1; Forms: V

IN512 - Heuristics
Please see course description in parent discipline by clicking [here](#).
Grants: Honors Interdisciplinary NCAA; 1IN/1EN Cr.; Terms: T3; Forms: V

IN513 - Poverty
Please see course description in parent discipline by clicking [here](#).
Grants: Honors Interdisciplinary NCAA; 2IN/2HI Cr.; Terms: T1 and T2; Forms: IV or V

IN514 - 1619 Matters: Slavery and African American Literature
Please see course description in parent discipline by clicking [here](#).
Grants: Honors Interdisciplinary NCAA; 1IN/1EN Cr.; Terms: T2; Forms: V

IN520 - Africa: Then and Now
Please see course description in parent discipline by clicking [here](#).
Grants: Honors Interdisciplinary NCAA; 1IN/1HI Cr.; Terms: IV or V; Prereqs: HI301

IN521 - Africa: Then and Now - From Independance
Please see course description in parent discipline by clicking [here](#).
Grants: Honors Interdisciplinary NCAA; 1IN/1HI Cr.; Terms: T1; Forms: IV or V; Prereqs: HI301

IN522 - The Middle East - Myth And History
Please see course description in parent discipline by clicking [here](#).
Grants: Honors Interdisciplinary NCAA; 1IN/1HI Cr.; Terms: T1 or T2; Forms: IV or V; Prereqs: HI301

IN524 - Immigration Stories/Theories
Please see course description in parent discipline by clicking [here](#).
Grants: Honors Interdisciplinary NCAA; 2IN/1HI/1EN Cr.; Terms: T1 and T2; Forms: IV or V; Prereqs: HI423 or HI513

IN525 - Honors French: French Cinema
Please see course description in parent discipline by clicking [here](#).
Grants: Honors Interdisciplinary; 1IN/1LA Cr.; Terms: T3; Forms: IV or V Prereqs: LA561, LA562, LA566, LA568 or IN526

IN527 - Honors Spanish: The Hispanic History of the U.S.
Please see course description in parent discipline by clicking [here](#).
Grants: Honors Interdisciplinary NCAA; 1IN/1LA Cr.; Terms: T3; Forms: IV or V; Prereqs: HI301 and LA494 or LA495 or LA496

IN528 - Honors Spanish: Politics & Poetry
Please see course description in parent discipline by clicking [here](#).
Grants: Honors Interdisciplinary NCAA; 1IN/1LA Cr.; Terms: T2; Forms: IV or V; Prereqs: HI301 and LA494 or LA495 or LA496
IN529 - Lewis and Clark with the American Indians
Please see course description in parent discipline by clicking here.
Grants: Honors Interdisciplinary NCAA; 2IN/2HI Cr.; Terms: T2 and T3; Forms: V (IV Form only with permission of instructor)

IN532 - Acoustics
Please see course description in parent discipline by clicking here.
Grants: Honors Interdisciplinary 1IN/1PA Cr.; Terms: T3: Forms: IV or V; Prereqs: Completion of any 300 level art class

IN535 - Mythological Theatre: Gods, Heroes, and Monsters
Please see course description in parent discipline by clicking here.
Grants: Honors Interdisciplinary; 1IN/1PA Cr.; Terms: T3: Forms: IV or V; Prereqs: Any 300 level Performing Arts (PA) course or Departmental Approval

IN536 - The Exploration of the Universe through Theatre
Please see course description in parent discipline by clicking here.
Grants: Honors Interdisciplinary 1IN/1PA Cr.; Terms: T3: Forms: IV or V; Prereqs: Any 300 level Performing Arts (PA) course or Departmental Approval

IN537 - The Culture Industry in the US
Please see course description in parent discipline by clicking here.
Grants: Honors Interdisciplinary; 1IN/1PA Cr.; Terms: T3; Forms: IV or V; Prereqs: PA010, PA304, PA330, PA511, PA515, or instructor permission

IN538 - Varieties of Religious Experience
Please see course description in parent discipline by clicking here.
Grants: Honors Interdisciplinary 1IN/1RP Cr.; Terms: T2; Forms: IV or V; Prereqs: Any 400 level Religion and Philosophy (RP) course.

IN542 - The Karma Of Words
Please see course description in parent discipline by clicking here.
Grants: Honors Interdisciplinary; 1IN/1RP Cr.; Terms: T2; Forms: IV or V; Prereqs: Any 400 level Religion and Philosophy (RP) course.

IN546 - Religion And Ecology
Please see course description in parent discipline by clicking here.
Grants: Honors Interdisciplinary; 1IN/1RP Cr.; Terms: T3; Forms: IV or V; Prereqs: Any 400 level Religion and Philosophy (RP) course.

IN550 - Makers Modern Mind
Please see course description in parent discipline by clicking here.
Grants: Honors Interdisciplinary NCAA; 2IN/2RP Cr.; Terms: T2 and T3; Forms: IV or V; Prereqs: Any 400 level Religion and Philosophy (RP) course.

IN556 - Honors Latin: Roman Theater
Please see course description in parent discipline by clicking here.
Grants: Honors Interdisciplinary; Terms: T2; Forms: All Prereqs: LA501

IN557 - Honors Latin: Ancient Rome & the Cinema
Please see course description in parent discipline by clicking here.
Grants: Honors Interdisciplinary; Terms: T3; Forms: All Prereqs: LA501
IN558 - Bioethics
Please see course description in parent discipline by clicking here.
Grants: Honors Interdisciplinary NCAA; 2IN/1SC/1RP Cr.; Terms: T2 and T3; Forms: V; Prereqs: SC325 and any 400 level Religion and Philosophy (RP) course.

IN560 - Race
Please see course description in parent discipline by clicking here.
Grants: Honors Interdisciplinary NCAA; 1IN/1SC Cr.; Terms: T1; Forms: V; Prereqs: SC325 or Department Approval

IN561 – Plato’s Republic
Please see course description in parent discipline by clicking here.
Grants: Honors Interdisciplinary NCAA; Terms: T1; Forms: IV or V; Prereqs: HI421 or HI511

IN562 - Food Studies
Please see course description in parent discipline by clicking here.
Grants: Honors Interdisciplinary; 1IN/1SC Cr.; Terms: T3; Forms: V; Prereqs: SC325 or Department Approval

IN566 - Dramaturgy
Please see course description in parent discipline by clicking here.
Grants: Honors Interdisciplinary; 1IN/1PA Cr.; Terms: T3; Forms: IV or V; Prereqs: Any 300 level Performing Arts (PA) course or Departmental Approval

IN568 - Design For Social Change
Design-thinking is a user-oriented process that utilizes concepts found in both art and engineering to develop solutions that have the potential to impact individuals, communities, and societies. In Design for Social Change, students take on the role of design-thinkers, identifying and solving problems through a discrete process that includes deep observation, imagination, creativity, prototyping, and iteration. Focused on the intersection of art and engineering, we examine the foundational concepts of both fields and consider design-thinking as the domain where these two disciplines overlap. As students learn how to solve problems through design and work on projects relevant to our community, they engage in discourse on the potential of solving real-world problems with an interdisciplinary approach. In the past, projects have ranged from improving campus dining services, redesigning and repurposing what we recycle in our community, creating new learning environments in our classrooms, strengthening student involvement and participation in school events and traditions, and implementing lasting programs that impact all areas of student life, including social life, arts, athletics, academics and the house system. Additionally, students read and discuss Change by Design by Tim Brown, a leader in the design-thinking movement. Projects range from collaborative enterprises designed by small student groups, as well as individual inventions and interactive presentations, whose goals are to implement designed solutions to make a short or long-term impact on our community. Students are eligible if they have completed their graduation requirement for the arts in any of the three arts disciplines.
Grants: Honors Interdisciplinary; 1IN Cr.; Terms: T1; Forms: IV or V; Prereqs: Completion of arts requirement.

IN584 - Urban Education in America
This service learning course examines urban education in the United States through a combination of scholarship and service in a local charter school. With input from an experienced charter school educator from Philadelphia, students explore the economic, demographic and social issues that impact student learning, issues like poverty, funding, race, teacher quality, curriculum and instructional
strategies. We will ask: What is the achievement gap? What are the factors inside and outside the classroom that contribute to the problems in public education in our cities? How is the crisis in urban education related to other issues of social justice?

Through visits to urban classrooms and conversations with teachers, administrators, students, and parents, we’ll hear first-hand about the challenges and successes of some local schools. We’ll consult scholarly articles and media portrayals to offer additional perspective from researchers, educators, and policy-makers. And we will evaluate alternative educational models such as charter and community schools.

Students in Urban Education spend a significant portion of time outside of class working directly with a partner, a 7th grade student from a charter school in Trenton or Philadelphia. This mentoring relationship illuminates the challenges facing students at home and at school and challenges participating Lawrentians to reflect on ways to authentically and reciprocally connect with peers beyond the gates.

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

IN573 - Managing Technology & Strategic Innovation
Please see course description in parent discipline by clicking here.
Grants: Honors Interdisciplinary NCAA; 1IN/1HI Cr.; Terms: T3; Forms: IV or V

IN588 - Interdisciplinary: Capstone
Climate Change in the Anthropocene: Can We Heal a Warming Planet?
This course will explore climate change from a variety of vantage points. After establishing a foundation in climate science we will turn our attention to topics such as alternative energy sources, resource consumption, climate justice, climate science communications, and environmental economics. Well-known scholars in these fields will join the class and provide an interdisciplinary perspective rich with potential for class discussion.
Grants: Honors Interdisciplinary; 1IN Cr.; Terms: T3; Forms: V

Language

LA201 - French 1
This yearlong course introduces basic vocabulary and sentence structure, fundamental verb structures, and the beginning pronunciation and oral structures of French, which will enable students to follow future courses using the target language only. Students develop elementary reading, writing and conversation skills while working with the present and past tense. Students also begin to develop their cultural understanding and fluency through presentational projects that introduce them to the French-speaking world.
Grants: NCAA; Terms: All; Forms: All

LA211 - Spanish 1
In this introductory yearlong course, students are introduced to the basics of Spanish pronunciation and oral structures. Students are exposed to the aural-oral as well as the writing fundamentals which will enable them to follow future courses using the target language only. For written proficiency, students progressively develop writing skills from sentence to paragraph. In the winter term, students study fundamental verb structures and read and write at an elementary level. In the spring, the course develops basic language skills at the sentence level and introduces the past tense.
Grants: NCAA; Terms: All; Forms: All

LA221 - Chinese 1
This yearlong course introduces rudimentary pronunciation rules, character writing skills and simple sentence structures. Students learn the aural-oral fundamentals, which enables them to follow future
courses using the target language only. The course develops basic reading, writing and conversational skills at the sentence level, while developing cultural awareness through common daily topics such as greeting, family, hobbies, and school life.

Grants: NCAA; Terms: All; Forms: All

**LA241 - Latin 1**
This course provides students with a thorough introduction to the Latin language and to the history and culture of the Romans and Ancient Greeks. Through regular short readings and written exercises, students in Latin 1 develop their knowledge of Latin grammar and usage, while building a foundational vocabulary of common Latin words, phrases, and idioms. They also begin to appreciate how much Latin has influenced both the English language and global history over the course of the last two millennia.

Grants: NCAA; Terms: All; Forms: All

**LA301 - French 2**
This yearlong intermediate level course builds upon a mastery of the basic syntax, lexicon, and communicative skills of French 1. Students develop more nuanced expression for describing the past, as well as the future in both written and spoken forms. In addition to continuing to emphasize aural-oral skills, students develop the ability to describe and narrate in paragraphs. Students broaden their cultural understanding and fluency through a series of short stories from the French-speaking world that provide a scaffold and framework for longer, more sophisticated oral and written work.

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

**LA311 - Spanish 2**
In this year long course students learn intermediate language structures. Oral practice of a more advanced nature begins, as well as increased reading and writing practice, including narration and the compositions of paragraphs. In the winter term, the course focuses on narrating past events using preterite and imperfect tenses. In the spring term, the composition of more sophisticated essays begins. Short stories provide a scaffold and framework for longer and more sophisticated oral and written work.

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

**LA321 - Chinese 2**
This yearlong course provides students with opportunities to continue to develop fundamental aural-oral skills through exposing them to a variety of common daily topics such as shopping, transportation, weather, dining, and visiting doctors. Students begin to develop paragraph-level writing proficiency and compound sentence structures are introduced. The target language is used as the language of instruction.

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

**LA341 - Latin 2**
This course builds on students’ prior knowledge of Latin and of the ancient world. Through regular reading assignments and written exercises, students in Latin 2 strive to develop their knowledge of Latin syntax and grammar, while continuing to expand their vocabulary. They also explore Latin’s influence on both the English language and on global history, in general. The goal of this course is to prepare students for reading literature in Latin 3.

Grants: NCAA; Terms: All; Forms: All Prereqs: LA241 or equivalent with permission of instructor.

**LA401, LA402, LA403 - French 3**
This yearlong upper-intermediate course provides students the opportunity to hone their speaking, listening, reading, writing, and cultural competencies through a selection of textual and audio-visual materials. This course allows students to interact with materials that include, but are not limited to,
stories from francophone literature, radio and television broadcasts, and film. These authentic materials provide students opportunities to review and expand the grammar, syntax, and vocabulary of the language. In addition, students will begin to develop their Harkness discussion skills in French. Assessment focuses on their ability to transfer those linguistic skills to meaningful cultural contexts through written and oral work. You must sign up for LA402 and LA403 for Winter and Spring.

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

**LA411, LA412, LA413 - Spanish 3**
This yearlong upper intermediate course continues to refine students' level of both written and spoken discourse. Fluidity and flexibility of expression is developed and the introduction of more complex sentence structures begins. Students continue reading short stories of Spanish and Latin American authors. This course will be the completion of their last mandatory year of Spanish instruction at Lawrenceville. You must sign up for LA412 and LA413 for Winter and Spring.

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

**LA421, LA422, LA423 - Chinese 3**
This yearlong course continues to build students' comprehensive skills in listening, speaking, and reading, as well as writing at the intermediate level. More complex sentence structures are introduced to support intermediate level writing. Concurrently, students learn to focus on subtleties with regard to the usage and meaning of words and sentences. Students begin to compose Chinese essays on familiar topics. Supplementary reading materials are introduced more frequently and students watch some media materials to enrich their knowledge of Chinese culture. You must sign up for LA422 and LA423 for Winter and Spring.

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

**LA441, LA442, LA443 - Latin 3**
In this yearlong course, students begin to explore the vast world of Latin literature. They study texts drawn from a variety of authors, in order to develop their ability to discuss, critique, and appreciate ancient literature. At the same time, students review some of the more challenging concepts of Latin grammar. The goal of this course is prepare students for either Advanced Latin or Honors Latin.

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

**LA501 - Advanced Latin I**
In this advanced reading course, students continue to explore the vast world of Latin literature by studying representative examples from many literary genres (including history, poetry, philosophy, and oratory). In addition to reading ancient texts, students also read select pieces of modern scholarship. This course prepares students for Honors Latin.

Grants: Honors NCAA; Terms: T1; Forms: All Prereqs: LA441 or permission of the instructor.

**LA502 - Advanced Latin II**
In this advanced reading course, students continue to explore the vast world of Latin literature by studying representative examples from many literary genres (including history, poetry, philosophy, and oratory). In addition to reading ancient texts, students also read select pieces of modern scholarship. This course prepares students for Honors Latin.

Grants: Honors NCAA; Terms: T2; Forms: All Prereqs: LA501 or permission of the instructor.

**LA503 - Advanced Latin III**
In this advanced reading course, students continue to explore the vast world of Latin literature by studying representative examples from many literary genres (including history, poetry, philosophy, and
oratory). In addition to reading ancient texts, students also read select pieces of modern scholarship. This course prepares students for Honors Latin.

Grants: Honors NCAA Terms: T3; Forms: All Prereqs: LA502 or permission of the instructor.

LA504 - Advanced Chinese I

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

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

LA505 - Advanced Chinese II

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

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

LA506 - Advanced Chinese III

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

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

LA507 - Advanced French I

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

Grants: Honors NCAA; Terms: T1; Forms: All Prereqs: LA401 or LA404

LA508 - Advanced French II

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

Grants: Honors NCAA; Terms: T2; Forms: All Prereqs: LA507
LA509 - Advanced French III
This advanced level course provides students an opportunity to hone their speaking, listening, reading, writing, and cultural competencies through Francophone texts and films. Targeted intensive grammar review and vocabulary development allow students to become more sophisticated users of the language. To that end, the development of written and oral competencies, including Harkness discussion skills, are essential aspects of this course. Assessment focuses on the student’s ability to transfer those linguistic skills to meaningful cultural contexts through written and oral work. Practice with the format and content of the SAT II exam is included when appropriate.
Grants: Honors NCAA; Terms: T3; Forms: All Prereqs: LA508

LA510 - Advanced Spanish I
In this course students develop and polish their expository and creative writing skills while strengthening their ability to closely read a text. Students learn how to sustain an extended conversation with multiple interlocutors in Spanish. In order to accomplish these goals, the course uses written texts, art and short films that cover a wide range of topics.
Grants: Honors NCAA; Terms: T1; Forms: All Prereqs: LA411

LA511 - Advanced Spanish II
In this course students develop and polish their expository and creative writing skills while strengthening their ability to closely read a text. Students learn how to sustain an extended conversation with multiple interlocutors in Spanish. In order to accomplish these goals, the course uses written texts, art and short films that cover a wide range of topics.
Grants: Honors NCAA; Terms: T2; Forms: All Prereqs: LA510

LA512 - Advanced Spanish III
In this course students develop and polish their expository and creative writing skills while strengthening their ability to closely read a text. Students learn how to sustain an extended conversation with multiple interlocutors in Spanish. In order to accomplish these goals, the course uses written texts, art and short films that cover a wide range of topics.
Grants: Honors NCAA; Terms: T3; Forms: All Prereqs: LA511

LA521 - Honors Chinese: Topics in Modern China I
This yearlong course aims to first, sharpen students’ Chinese language skills, and second, to encourage critical examinations of social events and issues in contemporary China. Topics cover the urban-rural education gap, family relationships, conflicts between tradition and modern values and so on. Students will watch carefully selected movies and scrutinize relevant reading materials. Through this course, students can deepen their understanding of Chinese modern society. Meanwhile, with regular essay assignments, they can hone their writing skills, and also enhance their oral skills by means of discussion, debates and presentations.
Grants: Honors NCAA; Terms: T1; Forms: All; Prereqs: LA525

LA522 - Honors Chinese: Topics in Modern China II
This yearlong course aims to first, sharpen students’ Chinese language skills, and second, to encourage critical examinations of social events and issues in contemporary China. Topics cover the urban-rural education gap, family relationships, conflicts between tradition and modern values and so on. Students will watch carefully selected movies and scrutinize relevant reading materials. Through this course, students can deepen their understanding of Chinese modern society. Meanwhile, with regular essay assignments, they can hone their writing skills, and also enhance their oral skills by means of discussion, debates and presentations.
Grants: Honors NCAA; Terms: T2; Forms: All; Prereqs: LA521
LA523 - Honors Chinese: Topics in Modern China III
This yearlong course aims to first, sharpen students’ Chinese language skills, and second, to encourage critical examinations of social events and issues in contemporary China. Topics cover the urban-rural education gap, family relationships, conflicts between tradition and modern values and so on. Students will watch carefully selected movies and scrutinize relevant reading materials. Through this course, students can deepen their understanding of Chinese modern society. Meanwhile, with regular essay assignments, they can hone their writing skills, and also enhance their oral skills by means of discussion, debates and presentations.
Grants: Honors NCAA; Terms: T3; Forms: All; Prereqs: LA522

LA527 - Honors Chinese: Journalism I
The goal of this course is to guide the students to learn more about contemporary China culture and to equip them with the necessary vocabulary to read general articles about China in the media. Slightly modified articles from Chinese newspapers are used as the course materials. Based on these articles, students will discuss current social issues in China and complete regular writing assignments. In addition to enhancing writing skills, this course also helps students to further develop their oral skills through discussion, debate, and presentation.
Grants: Honors; Terms: T1; Forms: All Prereqs: LA506

LA528 - Honors Chinese: Journalism II
The goal of this course is to guide the students to learn more about contemporary China culture and to equip them with the necessary vocabulary to read general articles about China in the media. Slightly modified articles from Chinese newspapers are used as the course materials. Based on these articles, students will discuss current social issues in China and complete regular writing assignments. In addition to enhancing writing skills, this course also helps students to further develop their oral skills through discussion, debate, and presentation.
Grants: Honors; Terms: T2; Forms: All Prereqs: LA527

LA529 - Honors Chinese: Journalism III
The goal of this course is to guide the students to learn more about contemporary China culture and to equip them with the necessary vocabulary to read general articles about China in the media. Slightly modified articles from Chinese newspapers are used as the course materials. Based on these articles, students will discuss current social issues in China and complete regular writing assignments. In addition to enhancing writing skills, this course also helps students to further develop their oral skills through discussion, debate, and presentation.
Grants: Honors; Terms: T3; Forms: All Prereqs: LA528

LA545 - Honors Latin: Roman Historiography
This course will focus on the ancient art of writing history and aims to introduce students to the pleasures of reading the works of the ancient historians. We will begin the term with excerpts from Herodotus, Thucydid, other Greek authors in English translation, in order to appreciate how Roman historians later adopted and adapted the genre of history, and then we will move to the Latin texts themselves. Through the works of historians such as Livy, Tacitus, and Suetonius, students will encounter some of the most memorable characters from antiquity, including Julius Caesar, the emperor Augustus, and many others.
Grants: Honors NCAA; Terms: T3; Forms: All Prereqs: LA501

LA564 - Honors French: Paris through the Ages
France is a country centralized around its capital, Paris. In this course, we will explore the growth of Paris from a pagan settlement on the Île de la Cité to Baron Haussmann's renovation of the Parisian
landscape, ending with the development of the city’s suburban areas. Through an examination of art, architecture, and literary works, we will study specific and important moments in Paris’ transformation into a unique urban landscape. Possible periods or subjects might include the medieval city’s ramparts, gates, and cathedrals, the Louvre, the Marais, the French Revolution, Haussmannian transformations, nineteenth-century Impressionism, La Défense, and la banlieue.

Grants: Honors; Terms: T2; Forms: All Prereqs: LA509 or LA566

**LA566 - Honors French: The Ninth Art**

The American term "comic strip" does not hint at the literary and artistic development of what in France is called the "neuvième art." The French term "bande dessinée" literally means "drawn strip," and for over one hundred years this genre, combining text and image, has developed into a rich and varied art form. This course will begin with a brief historical orientation followed by a close reading of a selection of well-known, Francophone BD. As part of their culminating project, students will create their own short BD based on the different narrative and artistic techniques studied.

Grants: Honors; Terms: T2; Forms: All Prereqs: LA509

**LA590 - Honors Spanish: Caribbean Cinemas**

How are race, gender, class, and ability represented in contemporary films from the Caribbean? How contemporary filmmakers express messages of resistance and subversion? This course aims to answer those questions by analyzing inequality and social inclusion in Caribbean cinema from historical, cultural, and aesthetic perspectives. Students will watch a weekly film, which will be the basis for in-class discussions. Readings will focus primarily on historical sources, interviews with filmmakers, and critical reviews. Writing assignments range from short responses to film reviews. Oral tasks include individual presentations and class debates. As their final assessment, students will choose one of the films we watched in class, conduct a research project about it, and present it in a multimedia form.

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

**LA593 - Honors Spanish: Muralists of Mexico**

This course does not require prior knowledge of art history. In exploring artists' works and messages conveyed in the context of their world and time, we will explore three Mexican Muralists. To gain deeper understanding and appreciation students will read about each artist, their historical context, and the impact of these works of art in the creation of cultural identity. Students will describe and discuss these topics as well as do independent and collaborative projects and presentations.

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

**LA594 - Honors Spanish: Improvisaciones**

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

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

**LA595 - Honors Spanish: Fiction And Reality**

In this seminar the students will study the blurry line that separates fiction/fantasy from reality by reading stories from the "Boom group" like García Marquez, Julio Cortázar and more modern literature like Ruiz Zafón and films like "Como agua para chocolate" and "El laberinto del fauno." The final goal of the class is to write a 1,800 word short story that will mirror the ideas, images and themes studied in the class.

Grants: Honors NCAA; Terms: T2; Forms: All Prereqs: LA511
LA597 - Honors Spanish: News and Culture
This course will explore current events of Latin America. Since news, by its nature will vary, the other part of the course will address themes and issues in Latin America that will provide both a historical perspective for the news as well as explore cultural facets. Resources include newspaper and magazine articles, videos, and movies.
Grants: Honors NCAA; Terms: T1; Forms: All Prereqs: LA511

IN525 - Honors French: French Cinema
From the very beginnings of cinema, France has produced internationally recognized films, and many historians consider France as the birthplace of cinema. From the advent of the “cinématographe” by the Frères Lumière in the 1890’s, France has also been responsible for many early, significant contributions to film and for the creation of important cinematic movements. This course will follow the development of French cinema from the late 1800’s to the present. Students will study films from each decade from a historical, cultural, and artistic lens while becoming familiar with the appropriate cinema terminology.
Grants: Honors; Terms: T3; Forms: All Prereqs: LA561, LA564, LA566 or IN526

IN527 - Honors Spanish: The Hispanic History of the U.S.
Florida was initially claimed by the Spanish. About one-third of the current continental United States originally belonged to Mexico. While U.S. history books often focus on our English origins, Spanish-speaking countries and peoples significantly contributed to the development of our country. This course explores our Hispanic roots, beginning in the early 16th century during the age of exploration, and continues through the centuries, concluding with the study of prominent Latinx figures of the 20th century. Students read first-person accounts of the Spanish explorers, watch history documentaries and create a final project for the end of the trimester. This honors elective will be taught in Spanish.
Grants: Honors Interdisciplinary NCAA; 1IN/1LA Cr.; Terms: T3; Forms: All Prereqs: LA511

IN528 - Honors Spanish: Politics & Poetry
This interdisciplinary course explores Nicaragua and its unique link: politics and poetry. Covering a chronological view of historical events and poets, students will read primary documents, discuss and write about events and topics, and participate in several group and individual projects using Spanish. Some select, lengthy history readings may be done in English. Available to IVth and Vth Forms only.
Grants: Honors Interdisciplinary; 1IN/1LA Cr.; Terms: T2; Forms: IV or V; Prereqs: HI301 and LA511

IN556 - Honors Latin: Roman Theater
This course aims to introduce students to Roman drama through comedic plays of Titus Maccius Plautus (Plautus) and Publius Terentius Afer (Terence), the beloved comedians of Latin literature, or the tragic plays of Seneca. Whether we read tragedy or comedy we will trace the development of the genres through to their modern equivalents by reading and watching adaptations in close comparison to the original texts.
Grants: Honors Interdisciplinary; Terms: T2; Forms: All Prereqs: LA501

IN557 - Honors Latin: Ancient Rome & the Cinema
This interdisciplinary course introduces a unique approach to the study of the reception of ancient texts by modern audiences. The study of the ancient world on film is in practice a simultaneous investigation of two moments in history: the people and events that the filmmakers present on screen, and the sociopolitical circumstances under which the film was produced and received by its audience. Students will read sources both ancient and modern with a critical eye in the process of completing a guided research project. Grants: Honors Interdisciplinary; Terms: T3; Forms: All Prereqs: LA501
LA599 - Ind. Study: Language
Students with special interests they wish to explore outside the regular program of courses may apply for an independent study. This may involve research or creative work; normally it will culminate in a paper, exhibit, or performance of some kind. Work in such projects is treated exactly like work in regular courses: a final grade is given; students must meet regularly (at least once a week) with their advisor; they must have tangible progress to report at each meeting.
Grants: Honors; Terms: T1 or T2 or T3; Forms: All Prereqs: Department Approval

Mathematics

MA201 - Math 1
Math 1 is a full year course covering skills and concepts necessary for success in high-school mathematics. Emphasis is placed on mathematical principles to support necessary symbol manipulation. Although the course assumes no previous experience with high-school algebra, it is still an excellent choice for students who have already taken a first year algebra course at their previous school, but who feel they need to strengthen their grasp of fundamental skills and ideas.
Grants: NCAA; Terms: All; Forms: II

MA204 - Math 2
Math 2 teaches students to make effective and convincing mathematical arguments. While our emphasis will be on the deductive reasoning of geometry, we will also explore the role of inductive reasoning in developing conjectures about the characteristics of geometric figures. Considerable attention will be given to applying geometric relationships to real-life situations. In addition, important skills from Algebra I are reviewed, emphasizing the reasoning. This course also initiates an exploration of geometric probability.
Grants: NCAA; Terms: All; Forms: II or III Prereqs: MA201

MA301 - Math 3
Math 3 is a yearlong course that introduces the language, notation, and methodology of mathematics necessary for the creation of algebraic models. We pay particular attention to the reasoning on which algebraic methods are based. Topics include working with algebraic expressions and equations; linear, quadratic, exponential, and power functions; logarithms; and basic triangle trigonometry. We will also explore the fundamentals of probability and statistics.
Grants: NCAA; Terms: All; Forms: II or III or IV Prereqs: MA201 and MA204

MA321 - Math 3X
Math 3X is a yearlong course that explores the language, notation and methodology of mathematics necessary for the creation of convincing mathematical arguments. We pay particular attention to the reasoning on which algebraic methods are based. Topics include working with algebraic expressions, equations, inequalities; linear, quadratic, absolute value, power, exponential and logarithmic functions; and the fundamentals of conic sections, combinatorics, probability and statistics.
Terms: All; forms: II or III or IV; Prereqs: MA201 and MA204

MA404 - Math 4
This course is designed to strengthen students’ algebraic fluency as they examine the important characteristics of linear, quadratic, exponential, polynomial, rational, and trigonometric functions. The connection between arithmetic and geometric sequences and linear and exponential functions will be explored. Students will use these families of functions to solve a variety of application problems. Strategic use of technology will be encouraged throughout the course.
Grants: NCAA; Terms: All; Forms: III or IV or V; Prereqs: MA301

**MA407 - Precalculus**

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

Grants: NCAA; Terms: All; Forms: III or IV or V; Prereqs: MA301, MA321, or MA404

**MA411 - Statistics**

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

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

**MA421 - Precalculus BC**

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

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

**MA451 - Calculus**

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

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

**MA504 - Honors Calculus AB**

The course is a thorough examination of change-instantaneous rates of change (differential calculus) and the ongoing accumulation of change (integral calculus). Beginning from discussion of the meaning and interpretation of these concepts, methods for determining the derivatives and integrals of elementary functions are introduced, and students' skill with those methods is developed in various contexts. Applications of the derivative and integral are emphasized from symbolic, graphical, numerical, and descriptive perspectives. This course prepares students for the AP® exam in May, and all students are required to take the exam.

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

**MA511 - Honors Statistics**

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

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

MA521 - Honors Calculus BC

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

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

MA527 - Honors Calculus-Based Prob & Stats

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

Grants: Honors NCAA; Terms: All; Forms: III or IV or V; Prereqs: IN530 or MA504 or MA521

MA532 - Honors Math Seminar: Linear Algebra

This course introduces the essential ideas of vectors, matrices, linear systems of equations, determinants, eigenvectors and eigenvalues. The applications of these concepts are both illuminating and elegant, and will provide needed resources to solve sophisticated and abstract mathematical problems. These ideas form the building blocks needed for Multivariable Calculus in the winter, and Differential Equations in the spring.

Grants: Honors NCAA; Terms: T1; Forms: III or IV or V Prereqs: IN530 or MA504 or MA521 and one of MA511, MA527, MA555 complete or concurrent

MA536 - Honors Math Seminar: Multivariable Calculus

This course investigates how the notions of differentiation and integration studied in single-variable calculus extend to functions of several variables. It is a gentle qualitative introduction to the subject and is not meant to replace the rigorous college version. Topics studied include vectors and vector fields, differentiation, optimization, the definite integral and applications. The Linear Algebra course in the fall is strongly recommended.

Grants: Honors NCAA; Terms: T2; Forms: III or IV or V; Prereqs: IN530 or MA504 or MA521 and one of MA511, MA527, MA555 complete or concurrent

MA537 - Honors Math Seminar: Differential Equations

This course will cover techniques used to solve some of the most interesting problems in mathematics, physics, economics, and computer science. Appreciation of the power of analytical, numerical, and graphical methods for solving differential equations will be a focus of the course. Computer software
capable of exploring and solving differential equations will be used to enhance understanding and help in the solution of problems. The course will revolve around applications to real life situations. The Linear Algebra course in the fall is strongly recommended.

Grants: Honors NCAA; Terms: T3; Forms: III or IV or V Prereqs: IN530 or MA504 or MA521 and one of MA511, MA527, MA555 complete or concurrent

MA551 - Statistical Reasoning In Sports
Each unit in the course begins with a sports-related statistical question (e.g. Is Steph Curry a streaky shooter?) which will be answered using the four-step statistical process of asking questions, collecting data, analyzing data, and drawing appropriate conclusions. Major statistical topics include proper methods of data collection, analyzing distributions of univariate and bivariate data, probability rules, and the logic of significance tests. Through the use of technology, including online applets, R programming, and the graphing calculator, students will learn key principles of statistical reasoning and become better consumers of data.

Grants: Honors NCAA; Terms: T1; Forms: V; Prereqs: MA301 and one of MA404, MA407, MA411, MA421, MA504, MA521 or IN530 concurrent or complete

MA555 - Honors Computer Programming
This course is designed to exploit natural connections between mathematics and programming. Bringing mathematics to programming and programming to mathematics, we attempt to realize synergies between the two disciplines. The Mathematica platform allows us to build visual models of complex problems, and, in the process, gain some understanding of the underlying mathematics, like vectors and vector transformations. Pedagogically, as much as possible, class time is hands-on, and, as the course progresses, exercises become more independent, creative, and complex. Note that this is designed as a yearlong course, but students may opt to sign up for MA555 and MA556 in the fall and winter terms, and for MA570 in the spring term. Students who wish to take the AP® exam in May will need to do some independent preparation outside of class.

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

MA561 - Javascript Programming
Coding is the literacy for the 21st Century and applicable to almost any field of study or work. In this course, students will learn how to program using the Javascript programming language. Topics covered include basic language syntax, data types, program organization, algorithm design, control structures, and graphics. Although students with a programming background are welcome to take this course, it is meant for students with little or no background in the Javascript programming language. This course will prepare you to take MA563 Projects in Computer Programming in the Spring term. Students may also elect to take MA562 Python Programming in the winter term.

Grants Honors NCAA; Terms: T1; Forms: IV or V; Prereqs: MA301

MA562 - Python Programming
Coding is the literacy for the 21st Century and applicable to almost any field of study or work. In this course, students will learn how to program using the Python programming language. Topics include programming language syntax, data types, program organization, algorithm design, and control structures, and some more advanced data science and machine learning tools. Although students with a programming background are welcome to take this course, it is meant for students with little or no background in the Python programming language. This course will prepare you to take MA563 Projects in Computer Programming in the Spring term.

Grants Honors NCAA; Terms: T2; Forms: IV or V; Prereqs: MA301
MA563 - Projects in Computer Programming
Coding is the literacy for the 21st Century and applicable to almost any field of study or work. In this course, students will code, debug, and present a programming application of their design. This course is open to students who have taken either of the 1-term programming electives (MA561 or MA562) or who can demonstrate sufficient mastery of a programming language that they will be able to sustain and complete a 1-term programming project. Although students will have opportunities to collaborate on projects with other students, the expectation is that students will have the initiative and resourcefulness to be able to work on their projects independently. Grants Honors; Terms: T3; Forms: IV or V; Prereqs: MA561 or MA562, or departmental approval.

MA599 - Ind. Study: Math
Students with special interests they wish to explore outside the regular program of courses may apply for an independent study. This may involve research or creative work; normally it will culminate in a paper, exhibit, or performance of some kind. Work in such projects is treated exactly like work in regular courses: a final grade is given; students must meet regularly (at least once a week) with their advisor; they must have tangible progress to report at each meeting. Grants: Honors; Terms: All; Forms: IV or V; Prereqs: Department Approval

Performing Arts

PA010 - The Lawrentians
See description for PA304. Terms: All. Forms: IV, V

PA201 - Foundations of Music
This is a two-term course. "Without music, life would be a mistake..." Why do we enjoy music so much? Why is it found in every culture and time period? In addition to these questions, students will address the basic components of musicianship, emphasizing creating and performing music as well as recording and editing projects. One of the four weekly classes meets in a co-curricular rehearsal hour, during which time students engage in a "music lab," applying skills and making music as members of an ensemble, either with Community Orchestra or Collegium, a Jazz ensemble, or the ever-popular Community Singers (no audition required). Terms: T2 and T3; Forms: II

PA221 - Foundations of Theater
This is a two-term course. If the famous phrase, "all the world's a stage and we are merely players," is true, then this class will be of great value. Why do people behave the way they do? How can we understand what's really going on in relationships? What IS "character" anyway? How can we use metaphor, symbol and physical expression to communicate feelings and ideas? This class will utilize the discipline of Theatre to exercise the "artistic brain" to develop skills, habits and dispositions which will enrich a students' life through creative exploration and performance. Terms: T2 and T3; Forms: II

PA301 - Foundations of Music
For returning 3rd formers who have taken their first two arts credits in visual art or theatre, or first year 4th/5th form students. This one-term class is a distillation and acceleration of PA 201 and will complete your arts graduation requirement. See description for PA201. Terms: T1; Forms: III or IV Prereqs: PA221 or VA201

PA304 - The Lawrentians
This yearlong class explores advanced levels of the choral art form through the study and performance of sophisticated literature. The singers begin to develop mastery of fundamental skills-tuning, balance,
breath, diction, dynamics and phrasing—of performance practice. This advanced 8-part chamber choir gives concerts several times throughout the academic year; consequently, students are carefully selected for the group based upon commitment, consistency and clarity of vocal tone, singing experience, and overall music skills.

Terms: All; Forms: III Prereqs: Audition

**PA310 - Explorations of Music**

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

Terms: T1 and T2; Forms: III

**PA321 - Foundations of Theatre**

For returning 3rd formers who have taken their first two arts credits in visual art or music, this one-term class is a distillation and acceleration of PA221 and will complete your arts graduation requirement. See description for PA221.

Terms: T3; Forms: III Prereqs: PA201 or VA201

**PA322 - Acting & Directing**

This course builds primarily upon the acting component of the PA221 Foundations of Theater class. You will develop the essential skills required to direct or act in a fully realized short play for performance in the Black Box Theatre.

Terms: T1 or T3; Forms: III Prereqs: PA221

**PA325 - Stagecraft and Design**

This course builds upon the design component of *Foundations of Theatre*, and allows you to actively explore technical theatre and design. Class projects develop skills in stagecraft, including scenery construction and painting, specialty make-up, costume construction, and stage lighting. Students collaboratively learn visual communication skills while creating a conceptualized design in their chosen area of interest.

Terms: T1; Forms: III Prereqs: PA221 or VA200

**PA324 - Explorations of Theatre**

For new 3rd formers only, this two-term class will fulfill their arts graduation requirement. See PA221 and PA322 for course description.

Terms: T1 and T2; Forms: III

**PA330 - Shapes and Styles of Music**

This class builds upon the musical practice explored and exercised in the PA201 and PA301 Foundations of Music classes. This course will advance basic musicianship through more detailed experience with compositional materials and practice as well as analysis of a broad spectrum of Western music from about 1750-1900.

Terms: T1; Forms: III Prereqs: PA201

**PA421 - Fundamentals of Theatre**

For first-year IV, V, and PG student, this course completes your arts requirement. Through a series of imaginative theatre games, scene study and set design projects, we exercise our "creative-artistic brain" to develop skills and habits which enrich our lives and support our work in academic classes.

Terms: T3; Forms: IV, V and PG.
PA511 - Honors Music Theory: Basics of Structure
This course is for those students wishing to understand the structure of music through rigorous study in the traditional format of music theory. You'll learn about intervals, scales, chords, simple forms, phrases (musical "sentences"), and the beginnings of functional harmony. Extensive ear training will be covered. Grants: Honors; Terms: T1; Forms: III, IV or V Prereqs: PA330, or Instructor Approval

PA512 - Honors Music Theory: Functional Harmony
This course builds on the skills learned in PA501, Honors Music Theory I. This course will be devoted to the study of functional harmony. Triads, seventh chords, and harmonic progressions are the focus of this course. Students will study the harmonic structure of Bach, and will learn to create and compose their own harmonic progressions. **Students are highly encouraged to take PA511 before taking this course.** Grants: Honors; Terms: T2; Forms: III, IV or V Prereqs: PA330, or Instructor Approval

PA513 - Honors Music Theory: Form and Analysis
This course focuses on the larger-form aspects of the structure of music. Students will study the forms of sonatas, symphonies, suites, and other large-scale compositions, both in an historical context as well as a theoretical one. Additionally, 20th century techniques such as serialism will be covered. **Students are highly encouraged to take PA511 and PA512 before taking this course.** Grants: Honors; Terms: T3; Forms: III, IV or V Prereqs: PA330, or Instructor Approval

PA515 - Jazz Improvisation
This course is for instrumentalists who are interested in furthering their improvisation skills in the jazz idiom. Topics included will be chord/scale relationships, common jazz forms (blues, Rhythm Changes, AABA), melody creation, jazz standards, Bebop styles, ii-V-I progression/patterns, modal playing, and others. Students will get a chance to improvise daily. Prerequisites: completion of Foundational arts requirement, performance ability on a melodic instrument. Drummers and vocalists are not eligible for this course at this time. Grants: Honors; Terms: T1; Forms: III, IV or V Prerequisite: PA201 or Permission of Instructor

PA525 - Advanced Theatrical Design
Focuses on the in-depth exploration of the theatrical design process, from idea to reality. Your final project will be a fully realized design of a play in one or more areas of interest such as scenery, lighting, costumes, or sound. This dynamic class will encourage creativity, problem solving, teamwork, and artistic exploration. Grants: Honors; Terms: T2; Forms: IV or V Prereqs: PA322 or PA323

PA526 - Choreography
This course explores choreography through dancing, dance watching/analysis, and study of dance composition/choreography. Students will prepare and perform movement studies as part of an ongoing examination of formal choreographic techniques with an emphasis on spatial composition. We will also devote time to viewing/discussing dance videotapes. Assignments include: journals, written analyses of dances on videotape, and a final choreographic project. Grants: Honors; Terms: T3; Forms: IV or V Prereqs: Approval of Department

IN532 - Acoustics
Musical acoustics is a unique area of study where “art” and “science” meet together and sometimes produce unexpected results! This course will cover the generation and propagation of sound, and the ear’s response to sound. We will study sound generated from musical instruments and sound from the human voice. There will also be an introduction to room acoustics, sound analysis, musical intervals and scales. A significant portion of the class will be devoted to building acoustical models and musical instruments.
IN535 - Mythological Theatre: Gods, Heroes, and Monsters

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

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

IN536 - The Exploration of the Universe through Theatre

*Life of Galileo* explores the complex relationships among faith, reason, and the social responsibility of the scientist. This play becomes a catalyst for our examination of the real-world conflicts between the intellectual and authority, science and politics, the Church and the State, all of which both Galileo and the playwright, Bertolt Brecht, struggled with through their lives. In addition to investigating the drama of the scientific and historical context of Galileo’s paradigm-shifting discoveries, we will explore Brecht’s concepts of Theatre of Alienation and its impact on the development of modern theatre. Our exploration will also include the study of performances in the style known as Brechtian Theatre. The culmination of our experience will be projects based on performance studies and written analysis of a chosen “radical thinker”.

Grants: Honors; Terms: T1; Forms: IV or V; Prereqs: Completion of arts requirement or Department Approval.

IN537 - The Culture Industry in the US

This course traces the evolution of “Entertainment” as cultural product in the U.S., focusing on its relationships to important historical, social, and artistic movements. We explore the changing meanings of the term “popular” in relation to developments in media, marketing, and music along with how they have influenced, and been influenced by, the uniquely American forms of mass entertainment and its audiences.

Grants: Honors Interdisciplinary; 1IN/1PA Cr.; Terms: T3; Forms IV or V; Prereqs: PA010, PA304, PA330, PA511, PA515, or instructor permission

IN566 - Dramaturgy

This course is a one-term 500-level Interdisciplinary course between HI and PA focused on Dramaturgy, the theory and craft of dramatic composition. Dramaturgy steeps itself in detailed research of the historical time period, influences, factors, and anthropological data that influence the world in a given play. In this class, we will analyze three classic plays and compile three bodies of research tied to the context and influences of the time and setting as presented in a contemporary performance. The culminating project will require students to present a comprehensive portfolio of materials based on a driving dramaturgical prompt, requiring research in scholarly articles, performance archives, and visual supportive evidence. The study and culminating work is where history and anthropology collide with culture and theatrical craft, in and through research.
IN567 - Shakespeare’s Tragedies: Everyone Dies in Performance
What defines tragedy? This course looks closely at the dramatic structure of three different Shakespearian tragedies through the dual lens of theatrical performance and dramaturgical analysis. Students will write analytical essays examining plot, character, language, and theme, while learning performative techniques essential to understanding Shakespearian text. Each play will be tackled on our feet as a company and involve ensemble work, fight choreography, and the shaping of conflict and relationship for the stage. Students will complete this course having gained a greater knowledge of Shakespeare’s plays, their structure, influence, and why they are considered timeless.
Grants: Honors Interdisciplinary; 1IN/1PA Cr.; Terms: T1; Forms IV or V; Prereqs: Completion of any 300 level art class

PA599 - Ind. Study: Music or Theatre
Students with special interests they wish to explore outside the regular program of courses may apply to drop one course for one term and use the time for independent study. This may involve research or creative work; normally it will culminate in a paper, exhibit, or performance of some kind. Work in such projects is treated exactly like work in regular courses: a final grade is given; students must meet regularly (at least once a week) with their advisor; they must have tangible progress to report at each meeting.
Grants: Honors; Terms: All; Forms: All Prereqs: Department Approval

Religion and Philosophy

RP100 - Religious Studies for Lawrentians
As a vital expression of the human quest for meaning and universal part of all cultures, the study of world religions is essential to the education of world citizens. This foundational course will explore the essential teachings, practices and living worldviews of Hinduism, Buddhism, Judaism, Christianity and Islam. While every class section will acquire its own "flavor," all students will encounter a core Language of Understanding through a case studies approach and nurture the essential deep thinking skills of complex idea, worldview and thick description. This course meets once a week for a year and is only available to students in The Lawrentians.
Grants: NCAA; Terms: All; Forms: IV; Prereqs: PA304

RP302 - Introduction to Religious Studies
As a vital expression of the human quest for meaning and universal part of all cultures, the study of world religions is essential to the education of world citizens. This foundational 3rd Form course will explore the essential teachings, practices and living worldviews of Hinduism, Buddhism, Judaism, Christianity and Islam. While every class section will acquire its own "flavor," all students will encounter a core Language of Understanding through a case studies approach and nurture the essential deep thinking skills of complex idea, worldview and thick description.
Grants: NCAA; Terms: T1 or T2 or T3; Forms: III

RP402 - Social Ethics And Genocide
This course endeavors to study the Holocaust from a variety of angles and with the utilization of many methods. Through the use of texts (including the curriculum guide published by the NJ Commission on Holocaust Education), memoir, documents, film, interview and speakers, students will explore the nature of human behavior and experience, Holocaust literature and biography, history and religious response.
RP407 - Studies In Christian Origins
This course begins with a study of the life and ministry of Jesus, the Christian gospels, and the development of the early Christian community. The Gnostic Gospels and the most recent scholarship of the Jesus Seminar are also considered. Historical study will be accomplished through presentations on Christian figures including Hildegard of Bingen for Medieval Christianity, Dame Julian of Norwich for the Reformation, and Dorothy Day for 20th century Christianity. Field trips to Christian communities and interviews with practitioners are central to this course.
Terms: T3; Forms: III or IV or V; Prereqs: RP302

RP409 - Judaism
This course encompasses the history and origins of various denominations of Judaism. Students also study Jewish Holy days, traditions, and customs pertaining to the life-cycle of a Jewish person. To conclude the course we will study the Holocaust through the lives of two witnesses. We pay particular attention to the many interpretations of Jewish Law in our modern age. Class discussions, individual research, and film are the mediums through which we explore Judaism.
Terms: T3; Forms: III or IV or V; Prereqs: RP302

RP412 - Islamic Studies
Muslims have been in America for hundreds of years. These numbers began to increase dramatically in the 20th century through immigration and through the conversion of significant numbers of African-Americans. The immigration acts of the 1960’s saw another large numbers of Muslims immigrate to this country. Now, mosques are an integral part of the American religious landscape, and Muslims will soon be the largest American religious minority. Read, research, and discuss these changes.
Terms: T2; Forms: III or IV or V; Prereqs: RP302

RP413 - Ethics
What constitutes "right" living, thinking, and acting? Ethical decision-making affects all levels of society from our family life to our global community. Students are exposed to basic ethical frameworks provided by global secular and religious systems. Students will be exposed to a multicultural approach to various universalist (Utilitarian, Rights Ethics, Virtue Ethics for example) and relativist theories and apply their reasoning skills in class discussions/debates.
Terms: T2 or T3; Forms: III or IV or V; Prereqs: RP302

RP414 - Philosophy
This course considers questions like: what if what you think is real is actually a virtual reality program? If the contents of your mind, including your memories, were switched with a friend’s, who would you be? How is it that "wax" describes a substance that is hard, smooth, and cool, but is also one that is gooey, hot and liquid-like? The first topic lies within the area of metaphysics and epistemology, the second is personal identity and the third within the philosophy of language. Sources ranging from Plato to Neo ("The Matrix") will aid in our philosophical exploration. Students enrolling in this course and who are interested in philosophical inquiry and argumentation should also consider taking Makers of the Modern Mind in the Winter and Spring.
Grants NCAA; Terms: T1; Forms: IV or V; Prereqs: RP302

RP420 - Buddhist Studies: Buddhist Thought in the Modern World
Beginning with a study of the historical development of “Two Truths” philosophy developing from India to China, we will proceed to explore how Buddhist philosophical concepts constantly transformed and developed into many different cultural forms and understandings. The point of this initial study will,
then, take us to a discussion of Buddhism’s migration and transition to the West. To do so we will observe how Buddhist philosophical concepts and notions have both raised new, and also been utilized to solve, contemporary issues in the modern world (e.g., religion and science, stress reduction, end-of-life issues, and even economics). Hence, early in the course we will read excerpts from such classics as Nagarjuna’s *Fundamental Verses on the Middle Way* as well Chandrakirti’s commentary on it (*Clear Words*), *The Holy Teaching of Vimalakirti*, and *The Bardo* (The Tibetan Book of the Dead), but finish contemporary explorations of Western applications of Buddhism in philosophy, neuroscience, art (including film), advertising and literature.

Terms: T3; Forms: III or IV or V; Prereqs: RP302

**RP515 - Jerusalem**

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

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

**RP521 - Topics in Religion: Religion and Film**

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

Grants: Honors; Terms: T2; Forms: V

**RP523 - Topics in Religion: Religion and Violence**

All religions teach that peace and justice are core components of their nature. Yet, the reality is that members of religions often use religious principles to justify violence towards others. What are we to make of this? How should we understand it? Religiously justified violence is a theme in our world. This course will look at various case studies of the interaction between religion and violence and their relevance to our current world from multiple religious perspectives. As a 500 level course you can expect sustained reading and multiple kinds of writing.

Grants: Honors; Terms: T1; Forms: V

**RP528 - Race, Religion, and Social Justice**

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

Grants: Honors; Terms: T1; Forms: V

**RP530 - Applied Ethics: Advanced Studies in Moral Philosophy**

This class will be the second in a sequence of Ethical Philosophy courses, and it can be taken as a stand-alone, or a follow-up to the first one (Introduction to Ethics). It will examine four different case studies of contemporary ethical dilemmas, ranging from topics such as immigration and animal rights to distributive justice and affirmative action, as mean to cultivating a variety of differing responses through argumentative, research essays. In order to achieve this, students will be required to read a range of primary sources from the classical theorists of moral philosophy as well as the contemporary iterations of those theories. Hence, they will be asked to read and apply the theories of such thinkers as Aristotle, Mill, Hume, and Kant, alongside those of Rawls, Dewey, Singer and Foucault, so as to argue for potential solutions to some of the most complex quandaries of modern society. Accordingly, extensive reading and seminar papers are an integral part of this course. Students enrolling in this course and who are interested in philosophical inquiry and argumentation should also consider taking Makers of the Modern Mind in the Winter and Spring.

Grants: Honors; Terms: T1; Forms: V

**IN538 - Varieties of Religious Experience**

This interdisciplinary course will explore the varieties of religious experience through the study of religious and spiritual autobiography beginning with Sacred Journey by Frederick Buechner ’43. We will study the autobiographies of those as distinct as Augustine and Malala, Rumi and Frank Lloyd Wright, Hildegard and Michelle Obama, Aldo Leopold and James Cone, an eclectic group, for certain, that will be approached thematically: classics, social activists, mystics, radicals, and naturalists. We will consider the question of spiritual autobiography through the arts: John Coltrane's "A Love Supreme" is one example and Octavio Solis' Retablos is another. The title of this course is taken from William James' Gifford Lectures delivered at the University of Edinburgh in 1902, in which he developed a way of examining religious experience. We will read portions of James’ work in order to apply his manner of analysis. We will also read William Zinsser’s Writing About Your Life to deepen our ability to write excellent, concrete, imaginative narrative. The final project is a spiritual autobiography, where creativity is encouraged.

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

**IN542 - The Karma Of Words**

The intention of this course is to bring religion and philosophy to bear on the study of literature, while using the authors and great works studied as windows into religion and philosophy. The Karma of Words will focus primarily on the classic and modern literature of Japan. The Confucian, Taoist, Zen Buddhist traditions and aesthetic treatises of medieval Japanese poets and Samurai will provide the religious and philosophical materials.

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

**IN546 - Religion And Ecology**

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

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

**IN550 - Makers Modern Mind**

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

Grants: Honors Interdisciplinary; 2IN/2RP Cr.; Terms: T2 and T3; Forms: IV or V; Prereqs: Any 400 or 500 level Religion and Philosophy (RP) course.

**IN558 - Bioethics**

Pick up a newspaper. Flick on Fox or MSNBC. What do you see? Bioethical dilemmas… everywhere. Should the government quarantine health workers returning home from fighting Ebola? Should we treat infected people with experimental drugs? Should parents vaccinate their children against measles and pertussis? Is it a problem if they decide to opt-out? Then, there are those perennial favorites: Abortion. Death-with-Dignity. Human Enhancement. Even if you try to avoid the news, change your homepage to Facebook, and hide under a virtual rock… you won’t escape bioethics. All you have to do is go to Abbott for lunch. Should you eat that juicy hamburger? Or spare the cow and make a hummus sandwich, instead? What is Right? How do you know? And what should you do about it? This two-term course challenges students to blend science and ethics to develop thoughtful positions on complex issues.

Grants: Honors Interdisciplinary NCAA 2IN/1SC/1RP Cr.; Terms: T2 and T3; Forms: IV or V; Prereqs: SC325 and any 400 or 500 level Religion and Philosophy (RP) course.

**RP599 - Ind Study: Religion / Philosophy**

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

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

**Science**

**SC205 - Inquiries in Biological and Environmental Sciences**

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

Grants: NCAA; Terms: All; Forms: All

**SC325 - Inquiries in Chemical and Physical Sciences**
Inquiries in Chemical and Physical Sciences (ICPS) is a laboratory science course in which students investigate the relationship between motion, forces and energy as a foundation for learning about the composition of matter and the physical and chemical changes it undergoes. It is the second year of our core science program and prepares students for all higher level science courses. Students study gravitational and electrostatic forces as well as the fundamental structure of atoms, the way atoms combine to form compounds, and the interactions between matter and energy. This course focuses on quantitative measurement, dimensional units, and experimental variability. Students are expected to expand their capabilities to use a range of tools for tabulation, graphical representation, visualization, and statistical analysis.

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

**SC413 - Evolution Of Reproduction**
In nature, it’s not enough to survive. A species must also reproduce to ensure passing some of its genetics to the next generation. This course uncovers the evolutionary influence on reproduction, both sexual and asexual, with emphasis on how natural selection has shaped human reproductive anatomy and physiology. Studies of comparative anatomy across species and the genetic basis of reproductive behaviors will illuminate the reproduction and survival of the human species.

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

**SC414 - Human Disease**
This case-based approach to learning human physiology and anatomy examines the evolutionary basis of genetic diseases and their interactions with contagious diseases. Students will develop critical thinking skills as they use differential diagnosis to collect and analyze information about simulated patients afflicted with a variety of health problems.

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

**SC415 - Human Anatomy and Physiology**
This hands-on course will develop a deep understanding of human anatomy and physiology. As a class, students will focus on how the musculoskeletal system, digestive system, blood work together to maintain homeostasis. Students will use a combination of building scale models out of clay and dissections each week to understand the relevant anatomy. Students will have a capstone project on the system of their choice and connect this body system to a larger social justice issue.

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

**SC421 - Forensic Science**
This laboratory based course is designed to introduce the student to the scientific aspects of forensic investigation as well as ethical issues facing the forensic scientist. Topics include a broad range of forensic procedures such as the physical methods for analyzing fingerprints, impression investigations including casting footprints, dental impressions, tool marks and ballistics, fiber and hair comparison and analysis, blood spatter and more. Controversial cases such as JonBenet Ramsey and OJ Simpson are investigated and discussed. Students will also experience some of the analytical and instrumental methods used in investigating crimes.

Grants: NCAA; Term: T1; Forms: IV or V; Prereqs: SC325 or Department Approval
SC422 - Extensions in Forensic Science

This course applies the principles learned in SC421. This course will also build upon the previously learned skills and introduce new forensic techniques such as blood spatter, drug ID and toxicology, crime scene reconstruction and psychological profiling. The course will culminate with the investigation of a crime scene and a final poster presentation based on a case of interest.

Grants NCAA; Term: T2; Forms: IV or V; Prereqs: SC421 or Department Approval

SC431, SC432, SC433 - Conceptual Physics

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

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

SC441, SC442, SC443 - Chemistry

This course is a comprehensive study of chemistry that will dive deeper into the introductory chemistry concepts covered in Inquiries in Chemical and Physical Sciences while also providing an opportunity to explore new and exciting topics in the world of chemistry. This course will serve as a chemistry option “instead of” the 500 level Honors Chemistry course not “in preparation for” that course. This option will provide students who have a genuine interest in chemistry a year-long experience with the subject matter while working towards successful completion of the SAT Chemistry Subject Test. A highly student driven course, the instructor will focus on both deep learning and skills as the class moves through the curriculum. Laboratory experiences will constitute an important part of this course both to reinforce laboratory skills and enhance students' understanding of the material. Topics include, but are not limited to: measurement, matter and its changes, atomic structure and bonding, the mole, stoichiometry, reactions in aqueous solutions, acids and bases, thermodynamics, equilibrium, and nuclear chemistry.

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

SC451, SC452, SC453 - Biology

This course is a comprehensive study of biology that will incorporate chemistry concepts covered in ICPS, further develop concepts from IBES, and provide an opportunity to explore connections and relationships in the living world. This course will serve as a biology option “instead of” the 500 level Honors Biology course, “not in preparation for” that course. Students with a genuine interest in biology can use this year-long experience with the subject to work toward successful completion of the SAT Biology Subject Test. Laboratory experiences will constitute an important part of this course, both to reinforce laboratory skills and to enhance students' understanding of the material.

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

SC462 - Environmental Science

This course is a two-term comprehensive study of environmental science that builds off the skills and concepts covered in our core science program. It serves as an environmental science option instead of the 500 level Honors Environmental Science course rather than in preparation for that course. The goal of Environmental Science is to provide students with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world, to identify and analyze environmental problems both natural and human-made, to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving or preventing them. The course
embraces a wide variety of topics from different areas of study, yet there are several major unifying themes that cut across the many topics. Laboratory experiences and fieldwork will be an important component of this course that provide students with opportunities to test concepts and principles introduced in the classroom, explore specific problems in depth, and gain an awareness of the importance of confounding variables that exist in the "real world". Topics include: how energy conversions underlie all ecological processes, why the Earth itself is one interconnected system, how humans alter natural systems, environmental problems that have a cultural and social context, and how human survival depends on developing practices that will achieve sustainable systems.

Grants: NCAA; Terms: T2 and T3; Forms: IV or V; Prereqs: SC325 or Department Approval

SC507 - Human Evolution
What makes us human? We will explore this question from a biological perspective by tracing the appearance of our earliest ancestors to the emergence of our own species. Evolutionary theory, behavioral ecology, genetics, and functional morphology, in combination with hands-on examination of fossil replicas, are used to reconstruct how and why humans evolved. Emphasis is placed on developing a broader biological framework for the study of human adaptation and evolution, and evolved human traits that were once advantageous but have become maladaptive in modern environments.

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

SC508 - The Biological Roots Of Human Behavior
Human behavior is considered in a broad evolutionary context, exploring how behavior can be informed by evolutionary theory and comparative evidence. Behavior is traced from its evolutionary function as adaptation, through its physiological basis and associated psychological mechanisms, to its expression. Students will develop and conduct their own research projects on human behavior.

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

SC510 - Honors Plant Biology
This one-term course is offered annually during the fall. The primary objectives of this course are to introduce you to plant evolution and provide you with the basic skills in field botany and plant identification. This is a field-based course with the expectation that you will explore natural areas on campus while developing a plant collection. The course is based on evolutionary classification (phylogenetics) with units on flower diversity, pollination biology, and fruit diversity.

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

SC511 - Honors Ecology
Students will examine the structure and dynamics of local ecological systems, exploring how organisms interact with their environment. A large portion of class and lab time will be spent in campus forests, fields, farmland, and ponds, learning to identify and explain patterns in nature.

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

SC516, SC517, SC518 - Honors Biology
This second-year course in biology will grow and mature students' ability to think as a biologist. Over the yearlong course of study, students will develop an understanding of how particular themes in the study of life are expressed within different levels of structural complexity from the subcellular to the biosphere. Terms will be based on important biological themes, such as how biological systems utilize free energy and molecular building blocks to grow, to reproduce and to maintain dynamic homeostasis. Understanding of these biological themes will be discussed and assessed in the context of authentic problems. Students will be able to apply and extend their understanding as a biologist, including the design and performance of experiments, when encountering both familiar and novel problems.
are planning to take both Honors Chemistry and Honors Biology at Lawrenceville, we suggest that you take Honors Chemistry before Honors Biology, but it is not required.

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

SC522, SC523, SC524 - Honors Chemistry

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

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

SC526 - Research In Applied Chemistry

This is a two-term course where students must enroll in both the fall and winter terms. There are many ways to observe and apply the principles of chemistry, engineering, and medicine as an integrated science study. For example, hot peppers get their heat from a molecule called capsaicin and may have a use as a painkiller for those suffering from arthritis. Here at Lawrenceville, Research in Applied Chemistry students during the first term learn research methods and discuss primary literature papers and research topics. Students will break into small groups, decide on essential questions to research and will create a research proposal. The class will learn all of the applied chemistry, materials synthesis, and engineering techniques necessary to investigate their project. Topics such as nanomaterials, small molecule purification science, enzyme chemistry of chemical kinetics, and phytoremediation of toxins from the environment, will be learned. The direction of the research will determine the specific techniques taught, such as high-performance liquid and gas chromatography, materials science, and enzyme-linked immunosorbent assays (ELISA). During the second term, students will refine their research proposal and implement their experiments in the lab under the supervision of the teacher. This will culminate with a scientific paper and presentation. This course is open to Forms IV and V with departmental approval, but priority will be given to those who have already taken a 500 level course.

Grants: Honors NCAA; Terms: T1 and T2; Forms: IV or V Prereqs: SC325 and Department Approval

SC531, SC532, SC533 - Physics

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

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

SC544, SC545, SC546 - Physics / Mechanics

This yearlong introductory calculus-based physics course adopts a thematic approach to physics with an emphasis on conservation laws in mechanics. Topics will include kinematics (how things move), dynamics (why things move), energy, and momentum for linear and rotational motion, with an additional focus on how relativity and quantum mechanics shape our understanding of the world. The course will require significant quantitative analytical skills which will be developed via labs and problem solving. Students will also be introduced to coding and computational modeling. Calculus will be used
throughout. Students need to have completed a 500-level calculus course previously, or take 500-level calculus concurrently with this course.

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

SC557, SC558, SC559 - Honors Physics / Mechanics
An intensive three-term introductory physics course covering classical mechanics (translational and rotational kinematics and dynamics, energy, statics, harmonic motion, and gravitation); relativity; elementary Lagrangian dynamics. Spring term topics may include aspects of quantum theory, modern physics, and cosmology; and possibly a limited selection of fluid dynamics, thermal physics, nuclear decay and dosimetry, optics, or other topics based on time and student interest. The development of quantitative analytical skills through mathematical problem-solving is emphasized; proficiency with algebra, trigonometry, and calculus (MA504 or MA521) is a prerequisite.

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

SC560 - Intro to Mechanical and Structural Engineering
In this experimental and project-oriented course we will explore different structures in engineering through a series of design challenges. Students will learn to use design software such as Autodesk Fusion to create and test three-dimensional models of their designs before utilizing the GCAD resources to manufacture, construct and test their designs. This will include topics such as adding articulated joints to models, assessing weaknesses in the design, and creating toolpaths that can be used by automated manufacturing equipment such as CNC routers. Each challenge will follow up with failure analysis and comparison to the stress assessment models completed before manufacture. After completing this course, students have the option to further their studies in course SC563.

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

SC561 - Intro to Electrical Engineering
From the Internet to self-driving cars, engineering is revolutionizing every aspect of our lives. With many problems in modern society requiring solutions based on engineering, it is becoming increasingly important that responsible citizens understand its foundations. This course introduces students to the principles of engineering, with a focus on electrical engineering. Students will learn the basics of circuitry and coding, and then gain experience in embedded design by programming an Arduino microcontroller to solidify their learning. The Arduino will interface with sensors, simple circuits, and the real world through mini-projects, such as programming a car to follow a certain path. After completing this course, students have the option to further their studies in course SC563.

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

SC563 - Projects in Engineering
This course applies the principles learned in SC560 and SC561. Students will work in small groups to propose a term-long engineering project of their own design, and then spend the majority of the course working to accomplish their goals. The nature of this course focuses on group collaboration and requires self-motivation. Past projects include an EKG machine that vibrates when your pulse falls below a threshold value, an aeroponics system that adjusts its misting schedule based on the temperature in the air, a laser harp that plays different notes when a laser beam is blocked, and a tank that shoots a projectile whenever it sees a target of a certain color.

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

SC571 - Research and Social Justice
Students will engage in campus-based social justice research, under the mentorship of Lawrenceville faculty and faculty from the Center for the Study of Boys’ and Girls’ Lives at the University of
Pennsylvania. Students will examine the principles of social research design. Then students will 1) identify areas of interest to students about social justice in the school community; 2) investigate those areas systematically – both quantitatively and qualitatively; 3) report research results to targeted constituents of the school community; and, 4) using the results of their research, develop and implement strategies to improve student life at Lawrenceville.

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

**SC573 - Sustainability Seminar**

This course uses an interdisciplinary approach to explore concepts of sustainable development and environmental justice through campus-centered case studies. Bridging the gap between readings and the complex reality of current issues, we aim to think creatively to solve real world problems that exist at Lawrenceville and in the Greater Trenton area such as water pollution, equitable access to food, energy use, and carbon emissions. Students will work in teams to develop proposals for sustainability projects on campus.

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

**SC574 - Research in Molecular Genetics**

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

Grants: Honors NCAA; Terms: T1 and T2; Forms: IV or V; Prerequisites: Departmental approval.

Preference will go to rising fifth form students who have completed one year of a 500 level science course.

**SC575 - Projects in Molecular Genetics**

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

Grants: Honors NCAA; Terms: T3; Forms: IV or V; Prerequisites: SC574 and Departmental approval.

Preference will go to rising fifth form students who have completed one year of a 500 level science course.

**SC576 - Research Methods in Molecular Systematics**

This one-term course is offered annually during the winter. Molecular systematics is the use of DNA sequence data to study the evolution of relationships among individuals and species. Students will engage in a research project based on the generation of original DNA sequence data to provide insights into the evolutionary history of tropical plants. Specimens used for this course originated from field-expeditions carried out by Lawrentians to the Neotropics. Students will become proficient in gel electrophoresis and PCR. The class will combine matrices from original data generated during labs and incorporate publicly available sequence data from GenBank. Additional skills covered in the course
include sequence alignment and the generation of evolutionary trees. The term-end goal of this course is the generation of a phylogenetic hypothesis to evaluate current classifications. Insights from previous projects have discovered new species to science and formed the basis for current generic concepts of poorly known plant groups.

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

SC577 - Research Methods in Biodiversity
This one-term course is offered annually during the spring. The objective of this course is to promote local flora and fauna using modern methods in taxonomy and biodiversity. Students will develop skills in digital photography using a DSLR. Students will develop a collaborative research project, including how to conduct a literature search to identify and refine a research question, develop testable hypotheses, conduct background research, and implement a field project. Taxonomic and biodiversity databases will allow students to develop an understanding of local biodiversity. An essential goal of this course is developing skills in reaching out to a broader community of systematists to increase and enhance our understanding of local flora and fauna. This course incorporates primary literature in systematics and biodiversity.

Grants: Honors; Terms: T3; Forms: IV or V, and Department Approval

SC584, SC585, SC586 - Honors Environmental Science
This course increases student knowledge of the scientific concepts and skills that can be applied to today's environmental challenges by connecting a variety of disciplines, including biology, geology, chemistry, meteorology, and physics. During the fall term, students focus on the study of the biosphere through units on population, community, and ecosystem dynamics and begin to consider how humans affect ecosystems. In the winter, students learn about Earth's physical systems, including the hydrosphere, atmosphere, and geosphere. In the spring, we connect this foundation in environmental science to the study of anthropogenic impacts on Earth systems, culminating in an independent research project.

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

SC590 - Learning And Memory
How do you learn? Why do you remember your favorite song lyrics but struggle to remember important details for your upcoming test? To help you answer these questions and more, this course will help you to develop fundamental understandings of memory, attention, neuroscience, and cognitive psychology. In the pursuit of these understandings, you will read primary literature and conduct psychological lab activities. Furthermore, you will learn to apply these ideas to personal academic life and important considerations beyond the classroom. Having discussed these topics as a class, you will then pursue an individual interest in the field of learning and memory through a significant independent research project.

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

IN558 - Bioethics
Pick up a newspaper. Flick on Fox or MSNBC. What do you see? Bioethical dilemmas... everywhere. Should the government quarantine health workers returning home from fighting Ebola? Should we treat infected people with experimental drugs? Should parents vaccinate their children against measles and pertussis? Is it a problem if they decide to opt-out? Then, there are those perennial favorites: Abortion. Death-with-Dignity. Human Enhancement. Even if you try to avoid the news, change your homepage to Facebook, and hide under a virtual rock... you won’t escape bioethics. All you have to do is go to Abbott for lunch. Should you eat that juicy hamburger? Or spare the cow and make a hummus sandwich, instead? What is Right? How do you know? And what should
you do about it? This two-term course challenges students to blend science and ethics to develop thoughtful positions on complex issues.

Grants: Honors Interdisciplinary; NCAA 2IN/1SC/1RP Cr.; Terms: T2 and T3; Forms: V; Prereqs: SC325 and any 400 or 500 level Religion and Philosophy (RP) course.

IN560 - Race

Race is both a biological myth and a social reality. Human biological variation is not reducible to race, yet the idea of race continues to have a profound effect on the lives we live. This course explores race through biological, historical, psychological and social perspectives. We will examine the science of human biological variation, the construction of the idea of race, and the impact of that idea on Western society, particularly the United States.

Grants: Honors; Interdisciplinary NCAA; 1IN/1SC Cr.; Terms: T1; Forms: V; Prereqs: SC321 or SC325 and Department Approval

IN562 - Food Studies

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

Grants: Honors Interdisciplinary; 1IN/1SC Cr.; Terms: T3; Forms: V; Prereqs: SC325 and Department Approval

SC599 - Ind. Study: Science

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

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

Visual Arts

VA200 - Foundations Of Art I

This two-term course introduces students to the principles and processes employed by visual artists. The overarching emphasis will be on seeing clearly and creating interesting visual solutions to specific challenges. Course units in the first term will include: The Creative Process, Line, Volume, Perspective, and Color. Through critique and revision ideas will be refined and improved. Work in this class is foundational in nature and it will inform all aspects of a student's education, especially in areas that require design, planning, analysis of results and creative thinking. The second term will focus on the development of drawing skills. This course is a prerequisite for all other electives within the department. A $50 fee will be applied to cover course materials.

Terms: T2 and T3; Forms: II

VA300 - Foundations Of Art

This single term course is similar to VA200 and is available to III, IV, and V Form; it introduces students to the principles and processes employed by visual artists. The overarching emphasis will be on seeing
clearly and creating interesting visual solutions to specific challenges. Course units will include: The Creative Process, Line, Volume, Perspective, and Color. Ideas will be refined and improved through critique and revision. Work in this class is foundational in nature and it will inform all aspects of a student's education, especially in areas that require design, planning, analysis of results and creative thinking. This course is a prerequisite for all other electives within the department. A $50 fee will be applied to cover course materials.

Terms: T1 or T2 or T3; Forms: III or IV or V

VA301 - Drawing

This course will teach you how to see with greater depth and clarity. Students will be introduced to observation-based techniques in order to create illusionistic, realistic drawings. Skills developed will include contour drawing, measuring proportion and transferring angles, and the use of value to enhance the illusion of depth. The least several weeks of the term will foster more individual choice of subject matter and style. By the end of the term students will have generated several portfolio quality drawings and be prepared for more advanced work within the department. Drawing typically serves as a prerequisite for painting (exceptions by portfolio submission to the department chair). A $30 fee will be applied to cover course materials.

Terms: T1 or T2 or T3; Forms: III or IV or V; Prereqs: VA200 or VA300

VA303 - Video Journalism

Video Journalism combines the skill of capturing a moment with that of visual storytelling. It is about effective communication and the crafting of stories worth sharing. Early classes will focus on composition skills with close consideration for what it takes to create impactful shots. Storytelling will be explored in detail through the use of storyboarding—the development of ideas through brainstorming and discussion. As foundational skills fall into place we will begin development of shooting and editing skills and learn about the powerful digital tools that can transform an idea into a finished video. Students will develop an understanding for the importance of rhythm and pacing as they get hands on with professional editing software Adobe Premiere and iMovie. Studio shooting and green screen use will be explored. Students will embed themselves in the study of video journalism and learn just what it takes to find and craft a story. At the end of the course, each student will have produced a series of high quality video edits that relate directly to their Lawrenceville experience. The content they create will be broadcast in our highly popular video news show.

Terms: T1 or T2 or T3; Forms: III or IV or V; Prereqs: VA200 or VA300

VA304 - Technical Design & Digital Fabrication

This project-based course introduces students to the design and build process with digital fabrication technologies. Through a series of hands-on design-based projects, students will learn the process of taking an original design idea from concept to finished artifact. Essential to the successful completion of any project is an understanding of Design Thinking methodology and the ability to communicate ideas graphically. Students study the various steps involved in the development of a design from conceptualization to presentation. They learn how to communicate graphically by studying computer-aided drafting and 3D computer modeling, which, in turn, enables them to generate the data necessary to run digital fabrication equipment. Individual research and writing will be used as cognitive tools to strengthen concepts and develop critical thinking skills. A $30 lab fee will be applied to cover course materials.

Terms: T1 or T2 or T3; Forms: III or IV or V; Prereqs: VA200 or VA300
VA305 - 2D Design
This course will support you in strengthening your design thinking skills and creative process as we work through various design challenges rooted in visual communication. Throughout the term we will explore subject areas falling under the umbrella of Graphic Design as we build a solid foundation in concepts such as typography, printmaking, illustration, and more. Our work will introduce us to several design platforms from the Adobe Creative Suite as we consider how digital methods can support and inform our traditional practice. Students will leave this course with portfolio-quality work in addition to a strong understanding of the design process and a foundational experience working through client-based projects. A $50 fee will be applied to cover course materials and program licensing.
Terms: T1 or T2 or T3; Forms III, IV, or V; Prereqs: VA200 or VA300.

VA401 - Painting
Painting, an introduction to the properties of paint as a means of visual communication through landscape, still life and degrees of abstraction; in part, this course will emphasize working from observation and requires previous acquisition of drawing skills. Work may be done in a number of media including oil and acrylic; other materials and multimedia will be explored. A $50 fee will be applied to cover course materials.
Terms: T1 or T2 or T3; Forms: III or IV or V; Prereqs: VA200 or VA300 AND VA301 (or Department Approval)

VA410 - Architecture
An investigation of the way buildings are designed and built, with an emphasis on how buildings relate to their environmental surroundings and interact with their architectural surroundings; this course combines the study of historically significant buildings and walking tours with practical studio work. We will consider current campus architectural plans and projects as well as design a build a model of a small residential dwelling. A $30 fee will be applied to cover course materials.
Terms: T3; Forms: IV or V; Prereqs: VA301 or VA305

VA412 - Ceramics I
This course explores design solutions in clay. Students will be introduced to throwing on the wheel, glazing, surface design and the art of raku firing. The development of skills as well as a creative voice will be emphasized. Contemporary as well as historic examples of ceramic design will be studied in order to more fully understand the rich heritage of this storied medium. A $50 fee will be applied to cover course materials.
Terms: T1 or T2 or T3; Forms: IV or V; Prereqs: VA301 or VA305

VA414 - Photography I
This course will introduce students to the power of images. An introduction to the history of photography and the deep reservoir of images that permeates our lives and informs all images that we make will empower students to make stronger images on their own. Learning to use the camera and the print to manipulate and communicate will be the primary focus of the course. No previous experience is expected other than our foundation course. Most images will be stored electronically; power point presentations and final digital prints will serve as springboards for critique. A lab fee will be charged to subsidize the paper/ink/cameras provided by the department.
Terms: T1 or T2 or T3; Forms: IV or V; Prereqs: VA301, VA303 or VA305

VA422 - Ceramics II
This course builds on the technical instruction of Ceramics I. Having had the necessary ceramics foundation in the previous class, the experiences in this visual arts course will allow the serious,
dedicated ceramics student to develop an individual style on the wheel. A $50 fee will be applied to cover course materials.

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

VA424 - Photography II

This course is a continuation of the Photography I class with a concentration on advanced printing techniques and the development of a personal voice. A 35-mm camera with full manual control of shutter speed and f/stop must be provided by the student. A lab fee will be charged to subsidize materials provided by the department. A $50 fee will be applied to cover course materials.

Terms: T2 or T3; Forms: IV or V; Prereqs: VA414

VA430 - Filmmaking: Sight & Sound

Through the analysis of short films and classic features, instruction in the essential principles of dramatic writing, camera operation, production, direction and editing techniques, students develop a basic competence in practicing filmmaking. Each student produces "exercise films" which lay the groundwork for final projects, which will be displayed at an end-of-term film festival. Through Sight & Sound, students gain an appreciation for the collaborative nature of film and the requisite skill needed to convert dramatic concepts into final cuts. On the first day of class, students must present story treatments for their final projects.

Terms: T2 or T3; Forms: IV or V; Prereqs: VA200 or VA300

VA501 - Advanced Studio

This course is for serious and self-motivated art students who have moved through our elective offerings and/or are interested in preparing an advanced placement portfolio for submission in May. Various media will be explored. Must meet prerequisites and complete at least two other electives in the Visual Arts department. A $50 fee will be applied to cover course materials.

Grants: Honors; Terms: All; Forms: IV or V; Prereqs: VA200 or VA300 and two other studio courses. Department permission also required.

VA520 - Advanced Technical Design & Digital Fabrication

In this advanced class students work more independently. Working with a variety of media, they gain an understanding of materials and building techniques as they take an original design idea of their own choice from concept to finished artifact. Through the use of Design Thinking and a wide range of tools and machinery, they learn how to become makers in the 21st century. Students study in greater depth the various steps involved in the development of a design from conceptualization to completion, expand their ability to communicate graphically by improving their computer-aided drafting and 3D modeling skills, and learn to build scale models and mockups. Additional topics covered include 3D-printing, laser cutting, CNC machining, open-source electronics, and basic woodworking. Experimentation with a variety of materials, including metal and plastic, is encouraged in this course. Individual research and writing are used as cognitive tools to strengthen concepts and develop critical thinking skills. A $30 lab fee will be applied to cover course materials.

Terms: T1 or T2 or T3; Forms: IV or V; Prereqs: VA200 or VA300 AND VA305

VA599 - Ind. Study: Visual Arts

Students with special interests they wish to explore outside the regular program of courses may apply to drop one course for one term and use the time for independent study. This may involve research or creative work; normally it will culminate in a paper, exhibit, or performance of some kind. Work in such projects is treated exactly like work in regular courses: a final grade is given; students must meet regularly (at least once a week) with their advisor; they must have tangible progress to report at each meeting.
Grants: Honors; Terms: T1 or T2 or T3; Forms: All Prereqs: Department Approval

Additional Academic Programs

LW101 - Term Away Year Away
In special circumstances, and with permission of the Dean of Academics, it is possible for a student to take a term or year away from school to pursue some project that is not offered on our campus. This option is open to members of Forms III, IV and V. Programs of this sort are not normally available to students who are spending only one year at Lawrenceville.
Terms: All; Forms: III, IV, V

LW499 - Senior Project
By Dean of Academics Approval

LW599 - Senior Independent Study
By Dean of Academics Approval