

Dublin School



J-Term Course Catalog

2022

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Personal History Project: Person, Place, Thing

Teacher: Ms. Del Villar and Mr. Brown

LTTG: Be curious and passionate learners

How did your parents meet? Your grandparents?

Do you know the story of your own birth, or adoption?

Where did your parents or grandparents grow up?

What object(s) is/are important to your family story and identity?

When and why did your ancestors move to the country where you now live?

People who can answer these questions are more resilient and emotionally healthy. Looking into your own story, the stories of your family, and your ancestry can be enlightening and exciting and give you a sense of your own belonging. During this course, you will research your own family history and heritage. One of the first activities will be to fill out, as best as you can, your family tree. You can focus on learning the history of your family through interviews with relatives, or you can look into a cherished object that has meaning to your family, or you can look into the place or places your family has lived and how those places have influenced your family. Students who want to work on an oral history interview in Spanish are strongly encouraged to join this class. Your research can be done by interviewing your parents and/or grandparents, an aunt or uncle, or another family member. You can investigate the origins of an object that matters to you, or the location where you live or once lived. Other activities will include a possible trip to Keene State College to talk with a professor who specializes in oral history, or cooking a favorite family recipe, listening to or reading example oral history interviews, and searching through on-line ancestry databases. By the end of the class, you will be able to give a presentation to your classmates about your ancestry, a family story, a cherished object, and what you learned about yourself by studying your own family history.

Songwriting and Recording

Faculty: Mr. Jackson and Mr. Phinney

LTTG: Be curious and passionate learners.

In this two week intensive course, students will spend one week writing and workshopping original songs and one week arranging and recording these songs in the recording studio. In the first week, we will draw inspiration from favorite songs, songwriting prompts, and workshopping activities to craft original songs with instrumental accompaniment, lyrics, and melodies. In the second week, we will arrange and record these songs, drawing on the musical talents of students to play and sing, while Mr. Jackson and Mr. Phinney oversee the recording process. Students should plan to collaborate with others to record their own songs as well as others'. At the end of these two weeks, students will have demo versions of their original songs to share with the world. (Mixing and mastering will occur at a later date.) Prerequisite: proficiency as a vocalist and/or with an analog musical instrument (ex: guitar, piano, drums, cello, etc.).

Birds in Winter**Teachers:** Mr. Marr**LTTG:** Be Curious and Passionate Learners

Birds live on earth and in the skies; their flight is something humans have always dreamed of; watching birds gives us a chance to dream and think about life from a different perspective. Are you looking for a way to slow down? Do you feel a call to form a deeper connection with your natural surroundings? Life can get busy at Dublin School; wintertime is no exception. In our Winter Birding course, we will get the chance to introduce ourselves to birding – the observation of wild birds. This course will focus on learning about the birds which spend their winters in southwestern New Hampshire. We will learn about the anatomy, habitat and life stories of birds that frequent our area, and learn to identify them. In addition to learning field marks and songs to help us identify and keep track of the birds we see, we will learn what steps we can take to better care for our wild birds, and how we can use wildlife and nature observation as a way to practice mindfulness. We may be able to meet some birds firsthand, and we will have the opportunity to go on outings around our campus, in the Monadnock Region, and to Parker River National Wildlife Refuge on Plum Island, Massachusetts (weather permitting). We will use music, art and writing to record our observations and meditations.

Body Image, Gender, and Media**Faculty:** Ms. Scalfano, Ms. Davis & Ms. Peyton-Levine**LTTG:** Be curious and passionate learners & Appreciate different perspectives

This course will explore the intersection of gender, media, and body image and how they influence one another. We will study the messages perpetuated in American culture about gender and body image and consider the impact of disordered eating and self-harm, body positivity, self-compassion and self-care through patriarchal, feminist, and queer lenses. Students will engage with videos and articles that they will respond to through writing exercises and discussion. Classes will also include practice of mindfulness skills and personal examination and exploration of individuals' lived experience of media, gender, and body image. All materials will be provided by the instructors.

Raku: The Dance of the Four Elements**Teacher:** Mr. Schofield**LTTG:** Be curious and passionate learners, communicate creatively and effectively

Raku is not the name of an off brand spaghetti sauce or the sound of someone sneezing. Raku is a Japanese ceramic art process that creates beautiful, natural, organic, unique effects. Raku is even more than that, it is the interaction of all four of the world's original "elemental forces;" earth in the form of clay, air and fire interact to purge the water from the vessel and control over how much air is involved and when, affects the chemical reactions of a low oxidation environment. Finally, water "shocks" the vessel, causing cracking and the air and fire create smoke that does the final work and infuses the vessel with carbon between the molecules of its body. This intimate dance between elements lends the art form

perfectly to the infusion of the material with the spiritual and the intellectual. Raku is fragile, natural, unpredictable and unique, just like us.

In this two-week intensive, students will learn the chemistry behind the low oxidation effects of Raku glazes and the transformation of the clay itself at temperature. Students will learn some of the cultural history of Raku. Students will do hands on work making one item in each of five techniques; Pit firing, the oldest form of pottery, Raku glaze work, Raku crackle effects, the horse hair, sugar and feather burning in technique, and saagar firing which wraps a vessel in an aluminum cocoon for firing.

Vessels will either be hand or wheel built depending on the skill level of the students and sculptural work is welcome as well. The firing schedule will be tight and determined by class progress. One overnight stay in and around the art studio in sleeping bags will be necessary and another early evening firing will be part of the class as well so that we can better see the red hot vessels glowing brightly as we remove them from the 2,000 degree kiln and then snuggle them into cans filled with combustibles. OOOOhhhhhh!!!AHHHHHHH!!!

There will be a little reading and research, some ditch digging, lots of filthy clothes, at least one bad night's sleep, and lots of fun. Experience in ceramics is preferred but NOT necessary to participate.

Baking Bonanza

Faculty: Ms. Cornell & Ms. Luxmoore

LTTG: Be curious and passionate learners, Appreciate different perspectives & Be effective and empowered learners

Cookies, culture, science, curiosity, tradition, family, gratitude, and memories. There are many dimensions that surround baking, and students will dive into many of them in *Baking Bonanza*. We will explore our own experiences and cultural histories with baking through journaling, interviews, and research. We will study ingredients and utensils, meet with guest speakers, travel to local bakeries and test the science of ingredients. We will bake and eat together, and also share the treats that we make with others.

Nature and Film

Teacher: Mr. Bates

LTTG: Be curious and passionate learners & Communicate creatively and effectively

This course is designed to develop an appreciation for the natural world on Dublin School's 500-acre campus. Students will learn how to film nature, including animals, birds, trees, water, and snow using a variety of cameras including smartphones with lens attachments, drones, GoPro cameras, DSLR cameras, and wildlife cameras. The class will watch and study some of the most famous nature documentaries, consider documentary filmmaking ethics, learn various techniques for capturing wildlife on film, study animal tracking, learn how to edit video, and read and write about our local flora and fauna. The students will either work individually or in a group to produce their own short nature documentary. We will spend at least one session each day out in the field setting up cameras and shooting film. Our hope is that this

course will incorporate two of our school's long-term transfer goals by inspiring our students to be curious and passionate learners while also learning how to communicate creatively and effectively.

The Glory that was Rome: Two Thousand Years in Two Weeks

Teachers: Ms. Herman & Mr. Weis

LTTG: Be curious and passionate learners

From the smoking ashes of Troy emerged a hero; that was Aeneas. His journey sparked the beginning of one of the great world civilizations. Vergil's *Aeneid* is the story of that beginning. For the first week we will focus on that story and the audience it was written for, Emperor Augustus. In the second week we will embark on the broader look from the founding all the way to the Byzantine Empire. For better or worse these are foundational works that influence western civilizations down to this day. Along the way we will bring the story to life with dramatizations and art as determined by the interests and talents of the group. Resources provided by the school: Robert Fagles translation of Virgil's *The Aeneid* (Penguin Classics Deluxe Edition); excerpts from Livy, Plutarch and other ancient authors.

Echinodermmania! Marine Ecology with Sea Urchins! A small focus on a big topic

Teacher: Ms. Jackson & Ms. Rogers

LTTG: Be Curious and Passionate Learners

Do you want to get a better understanding of marine biology by studying echinoderms, specifically sea urchins? What does it mean to live in the ocean? How is reproduction, ecology, aquaculture, and locomotion specialized for an aquatic environment? During the two week course we will induce fertilization of sea urchins and watch their embryos grow, dissect marine invertebrates, take a trip to the sea coast, learn about aquaculture and fisheries around the world, and learn what it means to be a naturalist and a skilled scientific observer.

History, Literacy, and Current Affairs within Economics

Faculty: Mr. Villaamil & Mr. Kendall

LTTG: Be curious and passionate learners

In this course students will study and discuss both the history of predominantly capitalist-based economies as well as define and explore definitions and concepts relevant with contemporary economic structures across personal finance, microeconomics, and macroeconomics. Discussions and lessons will be supplemented by readings from *The Worldly Philosophers* by Robert Heilbroner and also by a selection of online publicly available sources from articles, videos, and social media. Major historical economists who will be studied include Adam Smith, David Ricardo, Karl Marx, and John M. Keynes. Both the ideas of historical academics as well as the cultures, issues, and times in which they lived will be considered.

Contemporary academics who will be studied include NYU professor Scott Galloway who specializes in media and advertising, economist Dambisa Moyo who specializes in the development of emerging economies, Harvard professor Mehir Desai who specializes in tax policy, and New York Times reporter Kara Swisher who specializes in technology ethics. Students will apply these topics to several group research projects and presentations regarding topics including (1) Influencer Financial Advice, (2) Major Companies (business models and societal concerns), (3) Academics and Contemporary Issues within Economics and Society, and (4) Issues within US and Global Public Policy.

Classes will consist primarily of both large group discussions and small group research and presentations. Students will be challenged to construct nuanced analysis and to critique perceived benefits and shortcomings of theories, policies, and issues. A curious mind and a willingness to confront complexity will be encouraged.

Forest Communities: Why Trees Matter and What They Teach Us

Teacher: Ms. Doenmez & Ms. Grant

LTTG: Be Curious and Passionate Learners, Appreciate Different Perspectives, Communicate Creatively and Effectively.

Are you interested in sustainable forests, plant growth and communication, forest management, or enjoying time in the woods? Recent research has shown that trees communicate and create families and societies. This knowledge changes our understanding of who trees are, how forests function as systems, and reminds us that indigenous ways of seeing the world are borne out in modern science. How do trees take care of each other? How do they speak? Can we hear them? How are trees and other forms of life interconnected in forests? How are forests changing? And what do trees mean in our lives? What different wildlife exist in our forests and why? Why do we feel better in the forests?

Humans have shaped forests and vice versa throughout history. Forestry management techniques are changing and need to change further as new research impacts our understandings. The COP26 agreements to protect forests are recognizing their centrality in preserving our world, as well. We may be able to help Dublin School design a Forestry Management Plan, or contribute to research being done by the town or State. To build our understanding of forests, we will go out and experience our forests on the campus of Dublin School. We will watch TED talks and read, we will map and conduct experiments, and we will celebrate trees in writing and in art. We envision learning as a group and pursuing projects in different ways, from mapping and experiments to artwork. Students will have choice in the topics and ways in which they pursue their final project. Long Term Transfer Goals: Be Curious and Passionate Learners, Appreciate Different Perspectives, Communicate Creatively and Effectively.

Winter Wilderness Survival

Teachers: Mr. Johnson, Mr. Pierpont, Mr. Peyton-Levine

LTTG: Be Curious and Passionate Learners, Responding to Adversity with Resilience

“With enough determination, any bloody idiot can get up this hill,” Hall observed. “The trick is to get back down alive.” — **Jon Krakauer, *Into Thin Air***

In this course students will learn and exhibit mastery of the skills necessary for wilderness camping/survival in the winter. These skills include proficiency in: expedition packing, route and site preparation, shelter building, fire building and freshwater acquisition. Students will complete these tasks on the campus of Dublin School while also making winter hikes in the Wapack Range and a summit attempt of Mount Monadnock. In addition, students will discuss the critically acclaimed firsthand account of the 1997 Mt. Everest expedition by Jon Krakauer, *Into Thin Air*. This course will be as much about skill attainment and survival knowledge as it is building understanding of one’s own resiliency, self motivation and sheer will.

“But at times I wondered if I had not come a long way only to find that what I really sought was something I had left behind.” — **Jon Krakauer, *Into Thin Air***

At the End of the World (Chile)

Faculty: Mr. Ortiz

LTTG: Be Curious and Passionate Learners

In this course we will learn about the unique cultures and amazing geography of Chile. We will watch documentaries and films as well as cook typical Chilean dishes from different regions. We will learn about music, history, the indigenous peoples, literature and interesting facts about the country. We will learn about the most unique features and wildlife of the Chilean landscape, separated into geographic zones: North Zone (Atacama Desert), Central Zone (wine-growing region and capital) and the South Zone (Patagonia and Tierra del Fuego). We will have the opportunity to interview and learn from people in Chile as well. This course will use both Spanish and English and is accessible to Spanish students of all levels. You will gain appreciation and more curiosity about this amazing land!

Flight - Aeronautical Engineering

Teacher: Mr. Schmitt

LTTG: Be Curious and Passionate Learners

This course will be all about flying. Our goal will be to design, build, test, revise, and rebuild a series of gliders and powered flying machines. No previous experience or skills will be necessary. We will work in groups to permit students to focus on their areas of interest and complement each other's skills. While there will be classroom instruction on physics, aerodynamics, and engineering, the class will primarily be hands on. Depending on interest and progress, we may progress to fully remote control drones or fixed wing aircraft.

Quilting

Teachers: Ms. Browne and Ms. Beauzay

LTTG: Be Curious and Passionate Learners

This course is designed to introduce students to the fundamentals of sewing and quilting. Quilting is the process of sewing layers of fabric together to create blankets, wall hangings, clothing, and more. Students will learn the basics of machine sewing, including how to use a sewing machine, the anatomy of a quilt, cutting and piecing fabric, and quilting layers together. Over the course of two weeks, students will craft their own quilt from start to finish.

Women by the Numbers

Teachers: Ms. Venne & Mr. Ferreras

LTTG: Be Curious and Passionate Learners, Appreciate Different Perspectives, Communicate Clearly and Effectively

How does a world designed for men affect everyone else? We'll explore data trends, identifying products that aren't designed to fit all people and the consequences. We'll examine barriers that women and non-binary people face in attempting to succeed in the workforce. Through question and answer sessions with a virtual panel of young professionals, we will formulate a plan to build a supportive network, negotiate a good starting salary, and ensure other voices are heard in the creation and marketing of products and in product testing.

Film Appreciation: Post-War Japanese Cinema

Teachers: Mr. Scalfano & Mr. Tullio

LTTG: Be Curious and Passionate Learners, Appreciate Different Perspectives

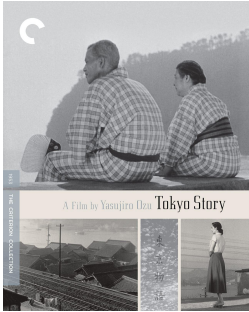
Following the end of World War II, Japan as a nation and a collective culture went through tremendous changes. The impact of Japan's cultural, technological, and artistic achievements is far-reaching, especially in the United States, and the exchange of ideas, philosophies, and aesthetic sensibilities has produced truly exceptional art. While this is not a history class, the goal of this course will be to observe, analyze, and investigate Japanese actors, directors, and filmmakers who have commented on and reacted to the evolution of Japan's cultural values, aesthetics, and the impact of the *Zeitgeist* through a series of significant films from 1953-2013. As this is a film appreciation course, we will also be discussing important foundational terminology and concepts to expand our understanding of how one analyzes and discusses film in general. Students will develop their understanding of the basic methods and concepts of cinema studies and make meaningful discoveries about Japanese culture and history. The films we will study are:

Tokyo Story (1953)

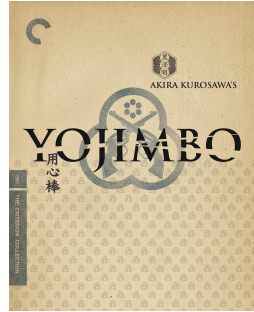
Yojimbo (1961)

Lady Snowblood (1973)

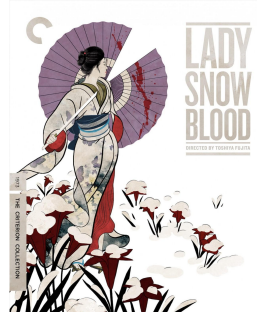
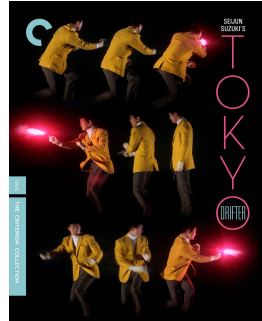
After Life (1998)



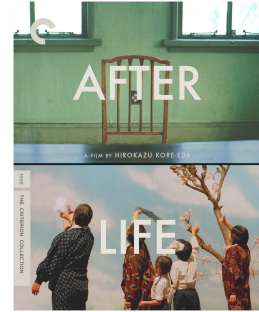
Godzilla (1954)



Tokyo Drifter (1966)



House (1977)



The Wind Rises (2013)

