

The Lawrenceville School

Course Catalog
School Year 2024-2025



Table of Contents

COURSES BY TERM	8
<i>English</i>	8
<i>History</i>	9
<i>Interdisciplinary</i>	10
<i>Language</i>	12
<i>Math</i>	13
<i>Science</i>	15
<i>Religion and Philosophy</i>	16
<i>Performing Arts</i>	17
<i>Visual Arts</i>	18
ENGLISH	19
HU201 - HUMANITIES - ENGLISH	19
EN301 - ENGLISH III	19
EN421 - THE NOVEL	19
EN422 - ADVANCED POETRY	19
EN423 - ESSAY WRITING	19
500 LEVEL ENGLISH CLASSES	20
EN501 - WRITING SEMINAR	20
EN507 - LITERATURE OF NATIONAL PASTIME	20
EN508 - AFRICAN AMERICAN LITERATURE	21
EN509 - ADVANCED LITERARY RESEARCH	21
EN510 - LITERATURE OF THE BEAT GENERATION: "ON THE ROAD" TO REBELLION	21
EN511 - CREATIVE WRITING: TECHNIQUES IN POETRY AND SHORT FICTION	21
EN512 - RADICAL LOVE IN AFRICAN AMERICAN LITERATURE	21
EN514 - AWARD-WINNING 21ST-CENTURY AMERICAN FICTION	22
EN516 - ESSAYS OF REFLECTION	22
EN517 - DOING PHILOSOPHY WITH THE MOVIES: OTHER MINDS, ACTING, BEING AND PERCEPTION	22
EN518 - LITERATURE AS PHILOSOPHY	23
EN520 - FROM FREUD TO THE VOID	23
EN522 - INVENTING TRUTH: THE ART OF MEMOIR	23
EN523 - HEMINGWAY	23
EN526 - FLASH FICTION	23
EN528 - LAW AS LITERATURE	24
EN529 - REMEMBRANCE: THE SELF WHEN THE FOG LIFTS	24
EN531 - CHEKHOV	24
EN533 - MOBY DICK	24
EN535 - THE MULTIGENRE WRITING WORKSHOP	25
EN536 - CREATIVE NON-FICTION	25
EN537 - FROM DITHYRAMB TO DR. DRE: LIFE THROUGH LYRICISM	25
EN538 - SCIENCE FICTION: IMAGINED FUTURES	25
EN540 - POETRY SEMINAR	26
EN543 - OPINIONS AND EVENTS	26
EN544 - SHAKESPEARE'S COMEDIES: MASKS WE WEAR	26
EN547 - THE SCREWBALL COMEDY: FROM SHAKESPEARE TO HOLLYWOOD AND BEYOND	26
EN548 - WEST OF EVERYTHING	27
EN549 - LINGUISTICS: DR. JOHNSON TO DR. CHOMSKY	27
EN552 - CHILDREN'S LITERATURE	27

EN554 - THE ART OF BIBLICAL NARRATIVE	27
EN556 - MODERN ENGLISH PLAYS	28
EN558 - FAIRY TALES-HAPPY ENDINGS OR GRIMM	28
EN563 - AMERICAN LITERATURE AND THE FREE MARKET	28
EN565 - WAR STORIES	29
EN572 - LITERARY HEROES: THE LEGACY OF TROY	29
EN574 - ONE TERM, ONE TEXT: READING THE GREATS	29
EN578 - DYSTOPIAN LITERATURE AND SOCIAL PROTEST	29
EN581 - AMERICAN VOICES: LITERARY MOVEMENTS (1865-PRESENT)	29
IN502 - AMERICAN INDIAN LITERATURES: SOVEREIGN NATIONS, AUTHENTIC NARRATIVES	30
IN503 - CHAUCER: TEXT AND CONTEXT	30
IN504 - LEGAL PRACTICE AND PROCEDURES	30
IN505 - WRITINGS IN INTERNATIONAL STRATEGY	30
IN506 - CASE STUDIES IN INTERNATIONAL STRATEGY	31
IN507 - CASE STUDIES IN INTERNATIONAL STRATEGY	31
IN509 - MORAL OF THE STORY: ETHICS THROUGH LITERATURE	31
IN512 - HEURISTICS	31
IN565 - PLAYWRITING	32
IN567 - SHAKESPEARE'S TRAGEDIES: EVERYONE DIES IN PERFORMANCE	32
IN574 - LANGUAGE OF LEADERSHIP	32
EN599 - IND. STUDY: ENGLISH	32
HISTORY	33
HU204 - HUMANITIES - CULTURAL STUDIES	33
HI301 - FORCES THAT SHAPED THE MODERN WORLD	33
HI421, HI422, HI423 - THEMES IN U.S. HISTORY	34
HI536, HI537, HI538 - A HISTORY OF AMERICAN DEMOCRACY IN CASES	34
HI541, HI542, HI543 - U.S. HISTORY SURVEY	34
HI451 - INTRO TO ECONOMICS	34
HI458 - LEARNING TO RIDE ELEPHANTS: THE STUDY OF BEHAVIORAL ECONOMICS	35
HI462 - BRANDWASHED: THE SCIENCE OF MARKETING	35
HI466 - POLITICAL SCIENCE: FOUNDATIONS AND CONTROVERSIES	35
HI508 - MODERN LATIN AMERICA: CONTINUITIES AND CHANGE	35
HI515 - ADVANCED RESEARCH SEMINAR	35
HI516 - RACE AND COMPUTATIONAL THINKING	35
HI521, HI522, HI523 - HONORS GOVERNMENT	36
HI526 - RACE AND MASS INCARCERATION	36
HI527 - LINCOLN	36
HI551, HI552, HI553 - HONORS ECONOMICS	36
HI560 - WHO TELLS THE STORY? HISTORIOGRAPHY, MEMORY, AND JUSTICE	37
HI575 - THE AMERICAN PRESIDENCY	37
HI587 - REPORTING VIETNAM	37
HI588 - WOMEN AND THE AMERICAN EXPERIENCE: THE EARLY YEARS (ORIGINS-1920)	37
HI589 - WOMEN AND THE AMERICAN EXPERIENCE: THE MODERN YEARS (1920-PRESENT DAY)	38
IN513 - POVERTY	38
IN522 - THE MIDDLE EAST - MYTH AND HISTORY: THE CONFLICT	38
IN524 - IMMIGRATION STORIES/THEORIES	39
IN539 - MEDIEVAL SPANISH HISTORY	39
IN547 - MARTIN LUTHER KING, JR. AND MALCOLM X	39

IN548 - RECLAIMING THE BLACK BODY: A CULTURAL HISTORY ON THE REPRESENTATION OF BLACK BODIES IN THE AFRICAN DIASPORA	39
IN549 - AMERICAN POPULAR MUSIC FROM BESSIE SMITH TO BEYONCE	40
IN564 - SOCIAL JUSTICE SCHOLARS SEMINAR	40
IN573 - MANAGING TECHNOLOGY & STRATEGIC INNOVATION	40
HI599 - IND. STUDY: HISTORY	40
INTERDISCIPLINARY	41
IN588 - INTERDISCIPLINARY: CAPSTONE	41
LANGUAGE	41
LA201 - FRENCH 1	41
LA301 - FRENCH 2	41
LA401, LA402, LA403 - FRENCH 3	41
LA507 - ADVANCED FRENCH I	41
LA508 - ADVANCED FRENCH II	42
LA509 - ADVANCED FRENCH III	42
LA562 - HONORS FRENCH: FRENCH IMPRESSIONISM	42
LA567 - HONORS FRENCH: SOCIAL DOCUMENTARIES	42
IN525 - HONORS FRENCH: FRENCH CINEMA	43
IN553 - HONORS FRENCH: FRENCH AUTOBIOGRAPHY	43
LA211 - SPANISH 1	43
LA311 - SPANISH 2	43
LA411, LA412, LA413 - SPANISH 3	43
LA510 - ADVANCED SPANISH I	44
LA511 - ADVANCED SPANISH II	44
LA512 - ADVANCED SPANISH III	44
LA593 - HONORS SPANISH: MURALISTS OF MEXICO	44
LA594 - HONORS SPANISH: IMPROVISACIONES	44
LA595 - HONORS SPANISH: FICTION AND REALITY	44
IN527 - HONORS SPANISH: THE HISPANIC HISTORY OF THE U.S.	44
IN528 - HONORS SPANISH: POLITICS & POETRY	45
IN555 - HONORS SPANISH: THROUGH THE LENS OF SOCIAL JUSTICE	45
LA221 - CHINESE 1	45
LA321 - CHINESE 2	45
LA421, LA422, LA423 - CHINESE 3	45
LA504 - ADVANCED CHINESE I	46
LA505 - ADVANCED CHINESE II	46
LA506 - ADVANCED CHINESE III	46
LA524 - HONORS CHINESE: MODERN CHINESE LITERATURE I	46
LA525 - HONORS CHINESE: MODERN CHINESE LITERATURE II	46
LA526 - HONORS CHINESE: MODERN CHINESE LITERATURE III	47
LA530 - HONORS CHINESE: CHINESE LITERATURE AND SOCIETY I	47
LA531 - HONORS CHINESE: CHINESE LITERATURE AND SOCIETY II	47
LA532 - HONORS CHINESE: CHINESE LITERATURE AND SOCIETY III	47
LA241 - LATIN 1	48
LA341 - LATIN 2	48
LA441, LA442, LA443 - LATIN 3	48
LA501 - ADVANCED LATIN I	48
LA502 - ADVANCED LATIN II	48
LA503 - ADVANCED LATIN III	48

LA541 - HONORS LATIN: CICERO AND THE FALL OF THE REPUBLIC	48
LA542 - HONORS LATIN: VERGIL AND ROMAN IDENTITY	49
IN557 - HONORS LATIN: ANCIENT ROME & THE CINEMA	49
LA515 - INTRODUCTION TO ANCIENT GREEK	49
LA599 - IND. STUDY: LANGUAGE	49
MATHEMATICS	49
MA201 - MATH 1	49
MA204 - MATH 2	49
MA301 - MATH 3	50
MA321 - MATH 3X	50
MA404 - MATH 4	50
MA407 - PRECALCULUS	50
MA411 - STATISTICS	50
MA421 - PRECALCULUS BC	50
MA451 - CALCULUS	51
MA504 - HONORS CALCULUS AB	51
MA511 - HONORS STATISTICS	51
MA521 - HONORS CALCULUS BC	51
MA527 - HONORS CALCULUS-BASED PROB & STATS	51
MA538 - HONORS MATH SEMINAR: NUMBER THEORY AND DIFFERENTIAL EQUATIONS	52
MA540 - FINANCIAL MARKETS AND MODELING	52
MA555 - HONORS COMPUTER PROGRAMMING	52
MA556 - COMPUTER PROGRAMMING IN JAVA	52
MA561 - JAVASCRIPT PROGRAMMING	53
MA562 - PYTHON PROGRAMMING	53
MA563 - PROJECTS IN COMPUTER PROGRAMMING	53
MA599 - IND. STUDY: MATH	53
PERFORMING ARTS	54
PA201 - FOUNDATIONS IN MUSIC	54
PA221 - FOUNDATIONS OF THEATRE	54
PA304 - THE LAWRENTIANS	54
PA474 - THE LAWRENTIANS	54
PA310 - EXPLORATIONS OF MUSIC	55
PA315 - POPULAR MUSIC IN AMERICA	55
PA326 - ACTING I	55
PA327 - THEATRICAL DESIGN: COSTUME DESIGN	55
PA328 - THEATRICAL DESIGN: LIGHTING DESIGN	55
PA329 - THEATRICAL DESIGN: SCENIC DESIGN	56
PA330 - SHAPES AND STYLES OF MUSIC	56
PA422 - DIRECTING I	56
PA424 - ACTING II	57
PA515 - JAZZ IMPROVISATION	57
PA531 - ADVANCED THEATRE STUDIO: THEATRICAL DESIGN & DRAFTING	57
PA533 - ADVANCED THEATRE STUDIO: ACTING & DIRECTING	57
PA535 - ADVANCED THEATRE STUDIO: THEATRE HISTORY: DRAMA IN CONTEXT	57
IN534 - JAZZ: AN AMERICAN ART FORM	58
IN535 - MYTHOLOGICAL THEATRE: GODS, HEROES, AND MONSTERS	58
IN566 - DRAMATURGY: ILLUMINATING THE WORLD OF THE PLAY	58
PA599 - IND. STUDY: MUSIC OR THEATRE	59

RELIGION AND PHILOSOPHY	59
RP105 - RELIGIOUS STUDIES FOR LAWRENTIANS	59
RP302 - INTRODUCTION TO RELIGIOUS STUDIES	59
RP402 - SOCIAL ETHICS AND GENOCIDE	59
RP407 - STUDIES IN CHRISTIAN ORIGINS	59
RP409 - JUDAISM	60
RP411 - HINDUISM: BELIEF AND PRACTICE	60
RP412 - ISLAMIC STUDIES	60
RP413 - ETHICS	60
RP414 - PHILOSOPHY	60
RP420 - BUDDHIST STUDIES: ZEN IN THE ARTS	61
RP425 - RELIGIONS OF THE AFRICAN DIASPORA	61
RP515 - JERUSALEM	61
RP521 - TOPICS IN RELIGION: RELIGION AND FILM	61
RP530 - APPLIED ETHICS: ADVANCED STUDIES IN MORAL PHILOSOPHY	61
RP532 - QUEER THEOLOGY	62
RP534 - FEMINIST AND WOMANIST RELIGIOUS VOICES	62
IN518 - APOCALYPSE NOW	62
IN538 - VARIETIES OF RELIGIOUS EXPERIENCE	63
IN542 - THE KARMA OF WORDS	63
IN545 - RELIGION, SPIRITUALITY, & MUSIC: HARMONY OF HUMANITY	63
IN546 - RELIGION AND ECOLOGY	64
IN550 - MAKERS MODERN MIND	64
IN558 - BIOETHICS	64
IN563 - ANCIENT GRECO-ROMAN PHILOSOPHY	64
RP599 - IND STUDY: RELIGION / PHILOSOPHY	65
SCIENCE	65
SC205 - INQUIRIES IN BIOLOGICAL AND ENVIRONMENTAL SCIENCES	65
SC325 - INQUIRIES IN CHEMICAL AND PHYSICAL SCIENCES	65
SC413 - EVOLUTION OF REPRODUCTION	67
SC414 - HUMAN DISEASE	67
SC415 - HUMAN ANATOMY AND PHYSIOLOGY	67
SC418 - PSYCHOLOGY	67
SC421 - FORENSIC SCIENCE	67
SC434, SC435, SC436 - PHYSICS	67
SC441, SC442, SC443 - CHEMISTRY	68
SC451, SC452, SC453 - BIOLOGY	68
SC461, SC462, SC463 - ENVIRONMENTAL SCIENCE	68
SC511 - HONORS ECOLOGY	68
SC515 - NUTRITION: BIOCHEMISTRY OF FOOD AND RELATIONSHIP TO DIET	69
SC516, SC517, SC518 - HONORS BIOLOGY	69
SC522, SC523, SC524 - HONORS CHEMISTRY	69
SC534, SC535, SC536 - HONORS PHYSICS	69
SC541, SC542, SC543 - HONORS PHYSICS / MECHANICS	69
SC551, SC552, SC553 - HONORS PHYSICS / MECHANICS AND THEORY	70
SC560 - INTRO TO MECHANICAL AND STRUCTURAL ENGINEERING	70
SC561 - INTRO TO ELECTRICAL ENGINEERING	70
SC563 - PROJECTS IN ENGINEERING	70
SC574 - RESEARCH IN MOLECULAR GENETICS	71

SC575 - PROJECTS IN MOLECULAR GENETICS	71
SC577 - MUSCULOSKELETAL PHYSIOLOGY	71
SC578 - HONORS PARASITOLOGY	71
SC584, SC585, SC586 - HONORS ENVIRONMENTAL SCIENCE	72
SC590 - LEARNING AND MEMORY	72
IN533 - BOTANY & BOAT BUILDING	72
IN562 - FOOD STUDIES	72
SC599 - IND. STUDY: SCIENCE	72
VISUAL ARTS	73
VA201 - FOUNDATIONS OF DRAWING	73
VA202 - FOUNDATIONS OF DESIGN	73
VA205 - FOUNDATIONS OF FILMMAKING	73
VA206 - FOUNDATIONS OF TECHNICAL DESIGN AND FABRICATION	73
VA336 - ADVANCED TECHNICAL DESIGN AND FABRICATION	74
VA330 - ADVANCED DRAWING	74
VA312 - EXPLORATIONS IN DESIGN	74
VA313 - EXPLORATIONS IN DESIGN II	74
VA332 - ADVANCED DESIGN	75
VA335 - PAINTING	75
VA318 - EXPLORATIONS IN FILMMAKING	75
VA319 - EXPLORATIONS IN FILMMAKING II	75
VA320 - EXPLORATIONS IN STUDIO ART	76
VA321 - EXPLORATIONS IN STUDIO ART II	76
VA401 - PAINTING	76
VA403 - TECHNICAL DESIGN AND FABRICATION	76
VA407 - ADVANCED DRAWING	77
VA408 - ADVANCED DESIGN	77
VA411 - SCULPTURE	77
VA412 - CERAMICS I	77
VA416 - ADVANCED TECHNICAL DESIGN AND FABRICATION	77
VA422 - CERAMICS II	78
VA431 - FILMMAKING: THE ART OF VISUAL STORYTELLING	78
VA501 - ADVANCED STUDIO	78
VA599 - IND. STUDY: VISUAL ARTS	78
ADDITIONAL ACADEMIC PROGRAMS	79
LW101 - TERM AWAY YEAR AWAY	79
LW499 - SENIOR PROJECT	79
LW599 - SENIOR INDEPENDENT STUDY	79

Courses By Term

English

Fall	Winter	Spring
EN422 Advanced Poetry	EN421 The Novel	EN423 Essay Writing
EN501 Writing Seminar	EN510 Literature of the Beat Generation	EN511 Creative Writing: Techniques in Poetry and Short Fiction
EN507 Literature Of National Pastime	EN511 Creative Writing: Techniques in Poetry and Short Fiction	EN516 Essays Of Reflection
EN508 African American Literature	EN523 Hemingway	EN518 Literature as Philosophy
EN509 Advanced Literary Research	EN526 Flash Fiction	EN522 Inventing Truth: The Art of Memoir
EN512 Radical Love in African American Literature	EN536 Creative Nonfiction	EN528 Law as Literature
EN514 Award-Winning 21st-Century American Fiction	EN540 Poetry Seminar	EN529 Remembrance: The Self When the Fog Lifts
EN517 Doing Philosophy with the Movies	EN543 Opinions and Events	EN531 Chekhov
EN520 From Freud To The Void	EN547 The Screwball Comedy: From Shakespeare to Hollywood and Beyond	EN535 The Multigenre Writing Workshop
EN528 Law as Literature	EN549 Linguistics: Dr. Johnson to Dr. Chomsky	EN538 Science Fiction: Imagined Futures
EN533 Moby Dick	EN554 The Art of Biblical Narrative	EN552 Children's Literature
EN537 From Dithyramb to Dr. Dre: Life through Lyricism	EN558 Fairy Tales: Happy Endings or Grimm Realities?	EN556 Modern English Plays
EN543 Opinions and Events	EN565 War Stories	EN563 American Literature and the Free Market
EN544 Shakespeare's Comedies: Masks We Wear	EN578 Dystopian Literature and Social Protest	EN574 One Term, One Text: Reading the Greats
EN548 West Of Everything		EN581 American Voices: Literary Movements (1865-Present)
EN572 Literary Heroes: The Legacy of Troy		
IN504 Legal Practice And Procedures	IN502 American Indian Literatures	IN503 Chaucer: Text and Context
IN505 Writings in International Policy and Strategy	IN506 Case Studies in International Policy and Strategy	IN507 Case Studies in International Policy and Strategy
IN565 Playwriting (PA)	IN509 Moral of the Story: Ethics through Literature	IN512 Heuristics
IN567 Shakespeare's Tragedies: Everyone Dies in Performance (PA)		IN574 Language of Leadership

Year long:

HU201 Humanities - English
EN301 English III

History

Fall	Winter	Spring
HI452 Intro to Economics	HI458 Learning to Ride Elephants: The Study of Behavioral Economics	HI462 Brandwashed: The Science of Marketing
	HI466 Political Science: Foundations and Controversies	
HI508 Modern Latin America: Continuities and Change	HI527 Lincoln	HI560 Who Tells The Story? Historiography, Memory, and Justice
HI515 Advanced Research Seminar		HI575 The American Presidency
HI516 Race and Computational Thinking	HI588 Women and the American Experience: The Early Years (Origins-1920)	HI587 Reporting Vietnam
HI526 Race and Mass Incarceration		HI589 Women and the American Experience: The Modern Years (1920-Present Day)
IN513 Poverty (Fall and Winter)	IN513 Poverty (Fall and Winter)	
	IN539 Medieval Spanish History	IN548 Reclaiming the Black Body
IN522 The Middle East - Myth And History: The Conflict		IN549 American Popular Music from Bessie Smith to Beyoncé
IN524 Immigration Stories/Immigration Theories (Fall- Winter)	IN524 Immigration Stories/Immigration Theories (Fall and Winter)	IN573 Managing Technology & Strategic Innovation
IN564 Social Justice Scholars Seminar	IN547 Martin Luther King, Jr. and Malcolm X	

Which Level U.S. History Class Should I Take?

Year Long:

HU204 Humanities - Cultural Studies
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

Interdisciplinary

Each IN course is housed within a primary department as listed below. Graduation requirements of the primary department must be completed *before* a student may enroll in an IN course within that department. As such, IN courses receive only IN course credit. The only exception to this is within the English department where senior elective courses may concurrently fulfill both the English graduation requirement and receive IN credit.

Fall	Winter	Spring
	ENGLISH	
IN504 Legal Practice And Procedures	IN502 American Indian Literatures	IN503 Chaucer: Text and Context
IN505 Writings in International Policy and Strategy	IN506 Case Studies in International Policy and Strategy	IN507 Case Studies in International Policy and Strategy
IN565 Playwriting		IN512 Heuristics
IN567 Shakespeare's Tragedies: Everyone Dies in Performance		IN574 Language of Leadership
	HISTORY	
IN522 The Middle East - Myth And History: The Conflict	IN539 Medieval Spanish History	IN548 Reclaiming the Black Body: A Cultural History on the Representation of Black Bodies in the African Diaspora.
IN564 Social Justice Scholars Seminar	IN547 Martin Luther King, Jr. and Malcolm X	IN573 Managing Technology & Strategic Innovation
		IN549 American Popular Music from Bessie Smith to Beyoncé
IN513 Poverty (Fall and Winter)	IN513 Poverty (Fall and Winter)	
IN524 Immigration Stories /Immigration Theories (Fall and Winter)	IN524 Immigration Stories /Immigration Theories (Fall and Winter)	
	INTERDISCIPLINARY	
		IN588 Capstone
	LANGUAGE	
IN553 Honors French: French Autobiography	IN528 Honors Spanish: Politics & Poetry	IN525 Honors French: French Cinema
IN527 Honors Spanish: The Hispanic History of the U.S.		IN555 Honors Spanish: Through the Lens of Social Justice
		IN557 Honors Latin: Ancient Rome & the Cinema

	PERFORMING ARTS	
	IN566 Dramaturgy: Illuminating the World of the Play	IN534 Jazz: An American Art Form
		IN535 Mythological Theatre: Gods, Heroes, and Monsters
	RELIGION	
IN563 Ancient Greco-Roman Philosophy	IN538 Varieties of Religious Experience	IN546 Religion And Ecology
	IN542 The Karma Of Words	IN558 Bioethics
	IN545 Religion, Spirituality, & Music: Harmony of Humanity	
	IN550 Makers Modern Mind (Winter and Spring)	IN550 Makers Modern Mind (Winter and Spring)
	SCIENCE	
		IN533 Botany & Boat Building
		IN562 Food Studies

Language

Fall	Winter	Spring
LA504 Advanced Chinese I	LA505 Advanced Chinese II	LA506 Advanced Chinese III
LA524 Honors Chinese: Modern Chinese Literature I	LA525 Honors Chinese: Modern Chinese Literature II	LA526 Honors Chinese: Modern Chinese Literature III
LA530 Honors Chinese: Chinese Literature and Society I	LA531 Honors Chinese: Chinese Literature and Society II	LA532 Honors Chinese: Chinese Literature and Society III
LA507 Advanced French I	LA508 Advanced French II	LA509 Advanced French III
LA567 Honors French: Questions of Our Times: Through the Lens of Documentary Film	LA562 Honors French: French Impressionism	IN525 Honors French: French Cinema
IN553 Honors French: French Autobiography		
LA501 Advanced Latin I	LA502 Advanced Latin II	LA503 Advanced Latin III
LA541 Honors Latin: Cicero And The Fall Of The Republic	LA542 Honors Latin: Vergil And Roman Identity	IN557 Honors Latin: Ancient Rome & the Cinema
LA510 Advanced Spanish I	LA511 Advanced Spanish II	LA512 Advanced Spanish III
LA593 Honors Spanish: Muralists of Mexico	LA595 Honors Spanish: Fiction And Reality	LA594 Honors Spanish: Improvisaciones
IN527 Honors Spanish: The Hispanic History of the U.S.	IN528 Honors Spanish: Politics & Poetry	IN555 Honors Spanish: Through the Lens of Social Justice

Year long:

LA221 Chinese 1
LA321 Chinese 2
LA421, LA422, LA423 Chinese 3
LA201 French 1
LA301 French 2
LA401, LA402, LA403 French 3
LA241 Latin 1
LA341 Latin 2
LA441, LA442, LA443 Latin 3
LA211 Spanish 1
LA311 Spanish 2
LA411, LA412, LA413 Spanish 3
LA515 Introduction to Ancient Greek

Math

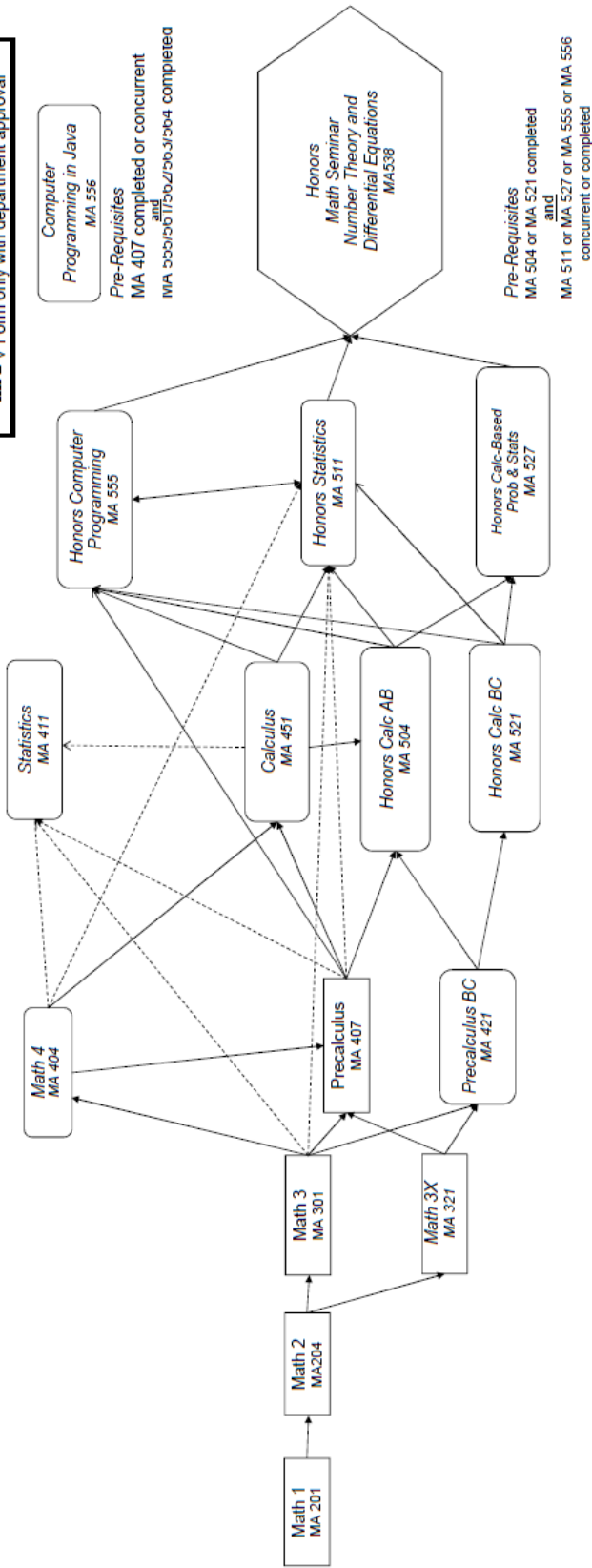
Fall	Winter	Spring
MA561 Javascript Programming	MA562 Python Programming	MA563 Projects in Computer Programming
MA540 Financial Markets and Modeling		

Year long:

MA201 Mathematics 1
MA204 Mathematics 2
MA301 Mathematics 3
MA321 Mathematics 3X
MA404 Mathematics 4
MA407 Precalculus
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
MA538 Honors Math Seminar: Number Theory and Differential Equations
MA555 Honors Computer Programming
MA556 Computer Programming in Java

Lawrenceville Mathematics Department
 Course Diagram 2024-2025

Key
 * = Interdisciplinary credit
Italic = Department permission required
 --- = V Form only with department approval



Term	Electives	Form	Pre-req
MA 561	Javascript Programming	F	Math 3
MA 562	Python Programming	W	Math 3
MA 563	Projects in Computer Programming	S	Math 3 and MA 561 or MA 562 (or dept approval)
MA 540	Financial Markets and Modeling	F	Math 3

Science

Fall	Winter	Spring
SC418 Psychology	SC413 Evolution Of Reproduction	SC414 Human Disease
SC421 Forensic Science (Fall and Winter)	SC421 Forensic Science (Fall and Winter)	SC415 Human Anatomy and Physiology
SC511 Honors Ecology	SC590 Learning And Memory	SC577 Musculoskeletal Physiology
SC515 Nutrition: Biochemistry of Food and Relationship to Diet		SC578 Honors Parasitology
SC560 Intro to Mechanical and Structural Engineering	SC561 Intro to Electrical Engineering	SC563 Projects in Engineering
SC574 Research in Molecular Genetics (Fall and Winter)	SC574 Research in Molecular Genetics (Fall and Winter)	SC575 Projects in Molecular Genetics
		IN533 Botany & Boat Building
		IN562 Food Studies

Deciding Which Science Course Is Right For You

Year long:

SC205 Inquiries in Biological and Environmental Sciences
SC325 Inquiries in Chemical and Physical Sciences
SC441, SC442, SC443 Chemistry
SC451, SC452, SC453 Biology
SC461, SC462, SC463 Environmental Science
SC516, SC517, SC518 Honors Biology
SC522, SC523, SC524 Honors Chemistry
SC584, SC585, SC586 Honors Environmental Science
SC434, SC435, SC436 Physics
SC534, SC535, SC536 Honors Physics
SC541, SC542, SC543 Honors Physics / Mechanics
SC551, SC552, SC553 Honors Physics / Mechanics and Theory

Please note: A student may not take a year-long 400 level course and then take the same honors course the following year. For example: a student may not take 400 Biology and then Honors Biology the following year.

Religion and Philosophy

Fall	Winter	Spring
RP302 Intro to Religious Studies	RP302 Intro to Religious Studies	RP302 Intro to Religious Studies
RP402 Social Ethics And Genocide	RP402 Social Ethics And Genocide	RP407 Studies In Christian Origins
RP414 Philosophy	RP412 Islamic Studies	RP409 Judaism
	RP413 Ethics	RP411 Hinduism: Belief and Practice
		RP413 Ethics
		RP420 Buddhism Studies: Zen in the Arts
		RP425 Religions of the African Diaspora
RP515 Jerusalem	RP534 Feminist and Womanist Religious Voices	
RP521 Topics in Religion: Religion and Film		
RP530 Applied Ethics: Advanced Studies in Moral Philosophy		
RP532 Queer Theology		
IN563 Ancient Greco-Roman Philosophy	IN538 Varieties of Religious Experience	IN518 Apocalypse Now
	IN545 Religion, Spirituality, & Music: Harmony of Humanity	IN546 Religion And Ecology
	IN542 The Karma Of Words	IN558 Bioethics
	IN550 Makers Modern Mind (Winter and Spring)	IN550 Makers Modern Mind (Winter and Spring)

Year long:

RP105 Religious Studies for Lawrentians

Performing Arts

Fall	Winter	Spring
Performing Arts: Music Curriculum		
	PA201 Foundations of Music (Winter and Spring)	PA201 Foundations of Music (Winter and Spring)
PA310 Explorations of Music <i>(Fall and Winter -- New III form only)</i>	PA310 Explorations of Music <i>(Fall and Winter -- New III form only)</i>	
PA315 Popular Music in America <i>(Returning III form only & Changing Arts Only from Theatre or VA)***</i>		
PA330 Shapes and Styles of Music		
PA515 Jazz Improvisation		
Performing Arts: Theatre & Dance Curriculum		
	PA221 Foundations of Theatre (Winter and Spring)	PA221 Foundations of Theatre (Winter and Spring)
PA326 Acting I <i>(New and Returning III Form Only)**</i>		PA326 Acting I <i>(Returning III form & Changing art forms Only)</i>
PA327 Theatrical Design: Costume Design	PA328 Theatrical Design: Lighting Design	PA329 Theatrical Design: Scenic Design
PA422 Directing I	PA424 Acting II	PA535 Advanced Theatre Studio: Theatre History: Drama in Context
PA531 Advanced Theatre Studio: Theatrical Design & Drafting	PA533 Advanced Theatre Studio: Acting and Directing	
Performing Arts: Interdisciplinary Offerings		
	IN566 Dramaturgy: Illuminating the World of the Play	IN534 Jazz: An American Art Form
		IN535 Mythological Theatre: Gods, Heroes, and Monsters

Year long:

PA304/PA474 The Lawrentians

PA304 = Sophomores Only

PA474 = for Juniors/Seniors

*For Performing Arts, all II formers **must** take two consecutive terms of *either*: Foundations of Music, both T2 and T3, or Foundations of Theatre, T2 and T3, respectively.

New III formers entering into Theatre **must take PA326: Acting I (T1) and PA424: Acting II (T2). With department approval, students **may** choose PA328: Theatrical Design: Lighting Design (T2), *or* PA329: Theatrical Design: Scenic Design (T3). New III formers entering into Music **must** take PA310: Explorations of Music (T1 & T2).

***Returning students who elect to change from Theatre or Visual Arts to Music **must** take PA315: Popular Music in America

Visual Arts

Fall	Winter	Spring
	VA201 Foundations Of Drawing (Winter and Spring)	VA201 Foundations Of Drawing (Winter and Spring)
	VA202 Foundations Of Design (Winter and Spring)	VA202 Foundations Of Design (Winter and Spring)
	VA205 Foundations Of Filmmaking (Winter and Spring)	VA205 Foundations Of Filmmaking (Winter and Spring)
	VA206 Foundations Of Technical Design and Fabrication (Winter and Spring)	VA206 Foundations Of Technical Design and Fabrication (Winter and Spring)
VA312 Explorations in Design	VA313 Explorations in Design II	VA313 Explorations in Design II
VA316 Technical Design and Fabrication		
VA318 Explorations in Filmmaking	VA319 Explorations in Filmmaking II	
VA320 Explorations in Studio Art	VA320 Explorations in Studio Art	VA321 Explorations in Studio Art II
	VA321 Explorations in Studio Art II	
VA332 Advanced Design	VA330 Advanced Drawing	VA330 Advanced Drawing
VA335 Painting		
VA336 Advanced Technical Design and Fabrication		
VA338 Advanced Filmmaking		
VA403 Technical Design and Fabrication	VA407 Advanced Drawing	VA401 Painting
VA408 Advanced Design	VA412 Ceramics I	VA407 Advanced Drawing
VA412 Ceramics I		VA411 Sculpture
VA416 Advanced Technical Design & Fabrication		VA412 Ceramics I
		VA422 Ceramics II
		VA431 Filmmaking: The Art of Visual Storytelling

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 then use modern and ancient stories to spur our thinking and discussion. 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. 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, twentieth, and twenty-first century writers, including James Baldwin, Emily Dickinson, F. Scott Fitzgerald, Lorraine Hansberry, Langston Hughes, Mohja Kahf, and Flannery O'Connor. Students will also read Shakespeare's *Macbeth*. 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. Students learn to craft text-based essays and practice analysis in class discussions with particular awareness of audience. Grammar lessons review the basic parts of speech and sentences, 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: T2; Forms: IV

EN422 - Advanced Poetry

During the winter term, IV 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 cultivate skills in reading and public speaking through opportunities for poetry recitation, dramatic recitation, and student-led discussion.

Grants: NCAA; Terms: T1; Forms: IV

EN423 - Essay Writing

In this course, students read three or four exemplary essays per week from The Norton Reader Anthology of Nonfiction and other sources, becoming familiar with a variety of rhetorical techniques to use in their own writing. Meanwhile, they are writing personal, memoir-style or literary nonfiction

essays of their own, drawing on the craft techniques in the models we read to render their own lives and ideas elegantly in written language. Most classes include a peer-review or workshop component, in which students help each other to revise their work towards their individual goals for their essays.

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 assignment takes the form of a capstone essay, which students will expand, condense, and revise over the course of several weeks.

Grants: NCAA; Terms: T3; Forms: IV

500 Level English Classes

To foster independence of mind and inspire life-long learning, the English Department offers the Vth Form an array of term-long electives. In each class, students undertake intensive work in a specific domain of the discipline, ranging from studies of seminal writers to explorations of major literary movements and genres, as well as writing-intensive courses. Similar to college-level tutorials, electives ask students to practice significant independence of scholarship and demonstrate greater sophistication of thought than in the lower Forms. Through peer collaboration at the Harkness table, self-directed close reading, and the crafting of analytical arguments and/or creative works, students exercise critical thinking skills and advanced means of expression. Each 500-level English course requires substantial nightly reading and a minimum of 15 pages of polished writing, analytical and/or creative.

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

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 may 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 “shot heard ‘round the world” at New York’s famed Polo Grounds; 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

This course focuses on the work of American writers after the Harlem Renaissance of the 1920s, with a primary emphasis on fiction and poetry. The central concern of this course will be the efforts of Black writers to explore artistically the conflicting claims of their identities as both African and American, their experience as both apart from and a part of the American cultural scene. We will pay special attention to the role of Black vernacular culture, the irreverent, exuberant oral tradition created in slavery that has given the world the spirituals, the blues, gospel and hip-hop. Readings will draw on the short stories of Richard Wright, novels by Ralph Ellison (*Invisible Man*) and Toni Morrison (*Song of Solomon*), essays by James Baldwin, and the poetry of Robert Hayden, former poet laureate Rita Dove, and the Pulitzer Prize-winning hip-hop artist Kendrick Lamar. Writing requirements include two short essays, a midterm, and a longer final paper.

Grants: Honors NCAA; Terms: T1; Form

EN509 - Advanced Literary Research

The Merrill Scholar program is a literary research experience for rising V formers that have demonstrated a keen interest and ability in their study of literature. In the summer the students will be introduced to literary research and in the following fall the students will be enrolled in an advanced 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 literary scholarship.

Grants: Honors; Terms: T1; Forms: V; Prereqs: Participation in Merrill Scholars Summer Program

EN510 - Literature of the Beat Generation: "On the Road" to Rebellion

In the midst of the tense, Cold War-obsessed 1950s, a group of writers emerged from obscurity, entering into mainstream literary and social circles. 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 anti-war, 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: T2 or 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 queer Black 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, Saeed Jones, Danez Smith, and Alice Walker. 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, most importantly, they will determine how to develop what bell hooks calls a "love ethic" within communities. Through discussions and critical essays, students will inquire about and discover the power that love has to create social change. In addition to the analytical work they will write throughout the course, students will leave with a portfolio of poetry and three "chapters" of a memoir, influenced by and infused with the readings.

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

EN514 - Award-Winning 21st-Century American Fiction

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: National Book Award winner Jesmyn Ward's *Sing, Unburied, Sing*; Pulitzer Prize and National Book Award winner Colson Whitehead's *The Underground Railroad* and/or *The Nickel Boys*; National Book Award and Pulitzer Prize nominee Laila Lalami's *The Other Americans*. 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

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 into 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.

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

EN517 - Doing Philosophy with the Movies: Other Minds, Acting, Being and Perception

The goal of this class is to learn to "read" films through various philosophical lenses. The philosophy we read can be dense, at times, but the Harkness table is here for us to help each other make meaning together. We will spend some time learning how to "close-read" movies on screen the way you are, by now, used to close-reading literature. Then, we will start pairing philosophical readings with films, to "do philosophy." We will be driven by questions about acting, lying, counterfeiting, pretending, performance, truth-telling, audiences, witnesses, surveillance, authenticity, consciousness, ethics, etc. 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 what we see as the purpose(s) of art, and what film seems to have to say about itself as a medium. Expect to read some

primary source philosophers (G. E. M. Anscombe, J. L. Austin, Wittgenstein, Cavell...) and to watch (and write about) several films (Hitchcock, especially) through a philosophical lens.

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, Morrison, Silko, Murdoch, and Thoreau.

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: T1; Forms: V

EN522 - Inventing Truth: The Art of Memoir

We all have a story to tell. Our roots run deep, shaping the values we hold dear and molding the individuals 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 pursued 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

EN526 - Flash Fiction

How short can a story be and still be a story? The flash fiction answer: less than 750 words. This course explores — from both the reading and the writing perspective — the art of the short short story. Students read a wide variety of flash fiction pieces in order to appreciate different authors' mastery of the craft, and then use these samples as models for creating their own flash fiction. The course includes a weekly workshop component for offering feedback on student work, deep dives into identifying

narrative strategies, and frequent writing exercises that culminate in a final portfolio of students' best work over the course of the term.

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

EN528 - Law As Literature

This course will look at the law as literature in two ways. First, many important works of literature focus on legal issues: legal proceedings, executions of law, battles to change the law, and failures of the rule of law. We will read some of those works and try to understand the role of law in them. And second, the law itself—e.g., legislative statutes, judicial opinions, and even the Constitution—can be read as a literary text. We will read the law as such, and see what it teaches us about the core texts of the course. Interviews with prosecutors, public defenders, and judges are also planned, and students should expect to spend a day witnessing a trial. Works of literature may include novels like Harry Mulisch's *The Assault* and Albert Camus' *The Fall*, dramas like Saul Levitt's *The Andersonville Trial* and Jerome Lawrence and Robert Lee's *Inherit the Wind*, and works of nonfiction like Truman Capote's *In Cold Blood*. Students will write a major paper on each of the main works, as well as frequent paragraph length essays on LSAT questions and Supreme Court opinions.

Grants: Honors NCAA; Terms: T1 or T3; Forms: V

EN529 - Remembrance: The Self When the Fog Lifts

In this multi-genre course, students will examine works related to memory, time, & space and inquire how each of these elements contribute to the composition of the self. Students will begin and end the course with analytical essay writing, but there will be opportunities to write poetry and/or short stories. Texts may include, but will not be limited to, Ocean Vuong's *Time is a Mother*, Daniel Kwan and Daniel Scheinert's *Everything, Everywhere, All at Once*, Virginia Woolf's *The Waves*, and others.

Grants: Honors; Terms: T3; Forms: V

EN531 - Chekhov

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 the four major plays—*The Seagull*, *Uncle Vanya*, *Three Sisters*, and *The Cherry Orchard*. Chekhov's life and work as a practicing physician, as well his influential short fiction, will inform our study. Students should expect three comparative essays 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

EN535 - The Multigenre Writing Workshop

Often as students of literature, we neglect to exercise that muscle that is so crucial to lifelong readership: enjoyment. What makes a work successful? Why and how do stories, essays, poems grip us? move us? This workshop will emphasize student writing: producing, studying, critiquing, and revising short stories, poems, and essays. Arranged thematically, model texts will provide direct examples of successful writing across the host of topics students will pursue through their own work. Along with reading and discussing work of high caliber, students will write in two genres each week (a poem and either a short story or essay). Half of class time will be devoted to workshopping peer writing. Growth mindset required.

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

EN536 - Creative Non-Fiction

Through an exploration of model compositions and their own writing, students will grapple with questions that plague the creative nonfiction genre: Where do you draw the line between fiction and non-fiction? Is memory a fair primary source? Is the line between fiction and non-fiction as distinct as we characterize it to be? Students will produce their own forms of the genre - from fact-based essays, to memoirs, to researched-based creative non-fiction essays and will be asked to reflect on their own distinctions between fiction and non-fiction by explaining and defending their choices. This course will primarily focus on shorter form contemporary examples with works by Zadie Smith, John Jeremiah Sullivan, David Sedaris, Aimee Nezhukumatathil, Robin Wall Kimmerer, and many more.

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

EN537 - From Dithyramb to Dr. Dre: Life through Lyricism

In ancient Greece, crowds of men, some dressed as hybrid human satyrs, bellowed and sang the dithyramb—an ancient Greek Hymn—with ecstasy and passion. In 2022, in movie theaters across the U.S., teens dressed in suits, worshiping Yeat’s song “Rich Minions”, serving as a symbolic anthem for the new cinematic release *The Rise of Gru*. In this course, students will explore social, emotional, and political landscapes, and accompanying music traditions, as portrayed through song lyrics and lyricism. Students will engage both ancient songs and more contemporary counterparts spanning across a wide range of modern genres to construct a living history of lyricism and this complex art’s influence on respective and collective identity formation. Primarily, students will engage with song lyrics through free online resources while accompanying texts such as, *The Theory of the Lyric* by Jonathan Culler, *The Hip Hop Wars* by Tricia Rose, *Blackbird Singing* by Paul McCartney, among many others, will provide students with theoretical and critical lenses to examine lyricism. Students will complete multiple formal song analyses, creative projects centered around specific songs of their choosing, an oral presentation, and a half analytical and half creative final assessment.

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

EN538 - Science Fiction: Imagined Futures

Have you ever wondered what the political and intellectual impact would be on our world if we collected all human knowledge into an “*Encyclopedia Galactica*”, or if all technology was irreversibly eliminated from our world? Do you ponder what the inside of a 1,000 foot-long giant sand worm’s mouth looks like or what lies beyond the ceiling of the universe? This course is devoted to addressing the complex and curious questions around unknown futures, foreign prophecies, advanced technologies, and more that arise when immersing oneself in other worlds distant but deeply related to

our own. Together, we will read both *Stories of Your Life and Others* by Ted Chiang and *The Unreal and the Real: Selected Short Stories* by Ursula K. Le Guin. Additionally, we will read other stories by Octavia Butler, Philip K. Dick, and more. We will examine specific scenes of cinematic works from movies like *Arrival* (2016) and *Dune* (2021) to specific episodes of *The Twilight Zone* and *Night Gallery*. Students will complete frequent, short analytical essays and two larger creative projects over the course of the term as well as a written final. There will be robust nightly reading, graded Harkness leader activities, and debates.

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

EN540 - Poetry Seminar

Poetry Seminar offers students the opportunity to pursue the study of poetry in a variety of ways. To begin with, they will typically write between eight and ten poems of their own over the course of the term, as well as a like number of brief critical essays on the poems of a variety of important poets. Members of the class should anticipate reading their work to the class and also editing and commenting on the work of their colleagues. In addition, in conjunction with the James Merrill Poetry Seminar, students will have the opportunity to converse with the distinguished poets who have come to Lawrenceville over the years, poets ranging from Mr. Merrill himself and fellow alumnus Arthur Sze, to the 2020 winner of the Nobel Prize, Louise Glück. Recent visitors have also included Eduardo Corral, Ocean Vuong, and Maggie Smith.

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

EN543 - Opinions and Events

What does it mean to be informed in today's society? With a 24 hour news cycle and social media at our fingertips, how do you make an educated opinion? Without the ability to comprehend and analyze all the information that consumes us are we fully literate? This course is designed to help students increase their knowledge concerning cultural, social and political events. We will examine *The New York Times*, *The Wall Street Journal*, *The New Yorker* and *The Atlantic* as well as various other print and social media outlets. Students will learn media literacy skills, including reading laterally, fact-checking, and identifying bias. Students will discuss and analyze the reporting/coverage of current events and will synthesize their finds into bi-weekly opinion pieces.

Grants: Honors NCAA; Terms: T1 or T2; 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* before turning our attention to Classic 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. Our framing questions will include the following: "What defines the genre of screwball/romantic comedy?" "What social and philosophical concerns do these stories reveal?" "Why does comedy often waver so close to being tragedy?" "What do these stories have to teach us about happiness?"

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

EN548 - West Of Everything

This course studies the West of the American Imagination as it played out over the course of the 20th Century in Western novels, in film, and on television. The course will include recent 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 classic Western novels like Louis L'Amour's *Hondo*, Jack Schaefer's *Shane*, and Larry McMurtry's *Lonesome Dove*. We will also see numbers of films, ranging from John Ford's *Stagecoach* and *The Searchers*, to Clint Eastwood's *Unforgiven* and Bradley Cooper's *Hostiles*. By exploring frontier politics, however, the course coincidentally encounters several, intense moments of male violence, raising questions surrounding the justifications of their actions. Students are forewarned that the recent films are graphic in their portrayals of frontier violence. Students should expect to write a major paper on each novel and 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 and Charles Sanders Peirce, 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

EN552 - Children's Literature

Why does it matter what we read, or have read to us, as children? How do those early stories and memories shape who we become and how we see ourselves and others? How does literature teach us who we want to and can become from a young age? In *Children's Literature*, we'll explore these questions and more, revisiting and reanalyzing childhood favorites and exploring new, diverse stories to discuss the role these earliest experiences with literature play in our lives. We'll open with a fantasy unit on *Alice's Adventures in Wonderland* and *The Hunger Games*, exploring the roles of violence and self-identity in both stories. Then, we'll segue to young-adult historical fiction, asking ourselves how this genre can build empathy in a unique way. Finally, we'll close with a unit on "buy-ology" and the commercialization and commodification of childhood, featuring Greta Gerwig's *Barbie* (2023).

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

EN554 - The Art of Biblical Narrative

The Bible is arguably the most influential book in the history of Western culture, and it is impossible to become well versed in literature in English without some knowledge of Scripture. Who wrote the Bible? When? Why is humanity created twice in the Book of Genesis? Why is the God addressed by two

different names? If there is only one God, why does He say in the Tower of Babel story, “Come, let *us* go down to confuse their language”? Why doesn’t God have a wife? Answers to these and many other fascinating questions can be found in this introduction to the Bible as literature. This course is expressly designed for students who have little or no experience reading the Bible. The reading will be taken from Robert Alter’s monumental new translation of the Hebrew Bible—formerly called the Old Testament by Christians, now called the First Testament—and the Revised Standard Version of the Second Testament, which Christians used to call the New Testament. While our focus will be on the first five books of the Bible traditionally said to have been written by Moses, we will also read from Psalms, the Book of Job, Isaiah, the Gospel of Matthew and, time permitting, selected Epistles of St. Paul. Assessments will include in-class essays, a midterm examination, and out-of-class essays.

Grants: Honors; Terms: T2; 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. We will read at least six plays over the term and do a little research into each of the 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

EN558 - Fairy Tales-Happy Endings or Grimm

Once upon a time, a girl allowed her tongue to be chopped off for a transformative potion that felt like a sword plunging through her body. Though the potion worked, every step felt like walking on broken glass and the girl had to watch from the sidelines as her true love married someone else. After all that suffering, there was no Happily Ever After – the girl dissolved into seafoam on the shore. She’s far from Disney’s singing heroine, but the girl is the Little Mermaid. What is a fairy tale, and why do we love these stories full of dreams come true, but also heartbreak and bloodshed? What do the tales’ similarities across place and time teach us about what it means to be human? How can we love something like an antiquated fairy tale *and* acknowledge that it’s problematic and seek to fix it? What does a 21st century fairy tale look like? In **Fairy Tales**, we’ll explore these questions and more, using literary critique and theory to see characters like the Little Mermaid as everything from boundary-breaking adventure seekers to passive damsels in distress.

Grants: Honors NCAA; Terms: T2; 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

EN572 - Literary Heroes: The Legacy of Troy

Legend tells us that Helen’s beautiful face launched a thousand Greek ships to the shores of Troy to engage in a bloody ten-year battle. While the Greeks were ultimately named the heroic conquering victors, thousands of years later, we must still look to this mythical war to question what it means to be a hero, to be victorious, and to be honorable. In our course, we will begin with Emily Wilson’s new translation of Homer’s epic *The Iliad* before shifting to modern retellings of the characters Homer forgot. Our writing will be creative, adding our own new retellings to the Troy canon and workshopping each other’s stories. We’ll close with a creative portfolio that will allow us to consider how we want to be remembered - how we want our stories to be told and retold long after we’re gone.

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

EN574 - One Term, One Text: Reading the Greats

When was the last time you got lost in a good book? What about a **great** one? In this course, we will spend the term reading one great novel in depth. As we immerse ourselves in the world of the text, we will also engage with the biography of the author and the novel’s historical context. Together we will explore the ways in which this literary work has resonated through different periods in our cultural history as we try to better understand what makes a great work of art and how art influences other artists. The novel for Spring 2024 will be Ralph Ellison’s *Invisible Man*. Assignments will include reader’s responses, analytical essays, creative writing, and a multi-genre final project. Supplementary texts may include: Jordan Peele’s *Get Out*, Toni Morrison’s *Playing in the Dark*, and Viet Thanh Nguyen’s *The Sympathizer*.

Grants: Honors NCAA; Terms: T3; 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*, and Claudia Rankine’s *Citizen*. Assignments will include reader responses, analytical essays, and a final project.

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

EN581 - American Voices: Literary Movements (1865-present)

This survey of American Literature, beginning with the aftermath of the Civil War through present day, is concerned with significant works and authors from those time periods, as well as genres, forms and

major literary movements – extending from Realism to Modernism and ending with Contemporary era literature. The material studied ranges across multiple centuries, and includes a wide variety of racial, ethnic, and gendered perspectives. This class will build your literary vocabulary with hands-on, engaging assignments designed to give you practice analyzing and discussing literature in academic contexts.
Grants: Honors NCAA; Terms: T3; Forms: V

IN502 - 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 Interdisciplinary NCAA; 1IN/1EN Cr.; 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; 1IN/1EN Cr.; 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** 1IN/1EN Cr.; Terms: T1; Forms: V; Prereqs: EN401
**IMPORTANT: This is NCAA approved as a Social Science and cannot be counted towards the English requirement for NCAA

IN505 - Writings in International Strategy

In *Writings in International Policy and Strategy*, Students will read historic and contemporary texts regarding the origins, evolution, and execution of strategy. These key concepts will provide the foundation for analysis of Great Power politics and irregular conflicts. We will then shift our studies to the use of strategy in war and coercion. These two areas of Strategic Studies impact the behavior of state actors by determining how to best bridge policymakers and military personnel to achieve the state's interest. Lastly, students will use the analysis model and targeting model to identify states' and non-state actors' interests, behaviors, and strategies. These models will be the framework for the students to analyze their assigned contemporary challenges. Experts in contemporary conflicts and

strategy will meet with the students to review the materials in-depth. Students are encouraged to take the case studies courses following this foundational course.

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

IN506 - Case Studies in International Strategy

In Case Studies in International Policy and Strategy, students will work on real problems facing the U.S. Department of Defense (DoD) and how those problems relate to the issues in strategy we have examined in the first course. Students will study the structures and processes of the various national security agencies and how those agencies approach the problems with which they are confronted. For most defense institutions this is a combined problem of technology, policy, and law. The course culminates with student presentations to their teachers, Batten School professionals, and DoD stakeholders either in Washington, DC or via virtual technology. Students are encouraged to take all three courses in this series.

Grants: Honors Interdisciplinary NCAA; 1IN/1EN Cr.; Terms: T2; Forms: V; Prereqs: IN505 or instructor permission

IN507 - Case Studies in International Strategy

In Case Studies in International Policy and Strategy, students will work on real problems facing the U.S. Department of Defense (DoD) and how those problems relate to the issues in strategy we have examined in the first course. Students will study the structures and processes of the various national security agencies and how those agencies approach the problems with which they are confronted. For most defense institutions this is a combined problem of technology, policy, and law. The course culminates with student presentations to their teachers, Batten School professionals, and DoD stakeholders either in Washington, DC or via virtual technology. Students are encouraged to take all three courses in this series.

Grants: Honors Interdisciplinary NCAA; 1IN/1EN Cr.; Terms: T3; Forms: V; Prereqs: IN505 or instructor permission

IN509 - Moral of the Story: Ethics through Literature

Some of the most important works in literature tug at our moral convictions. Characters face ethical dilemmas, make difficult choices, and represent different ideals. This course will look at some works in which ethical questions are particularly salient. We will begin by establishing a basic understanding of key ethical theories, allowing students to critically evaluate the implications of these theories in literature. We will read short stories, novels, plays, and primary and secondary philosophical essays to improve our understanding of ethics in both literature and our own world. Novels may include work by Kazuo Ishiguro, Aldous Huxley, Octavia Butler, Alison Bechdel, Arthur Miller, and more. Students will write both analytical and creative essays that require synthesis between literature and ethical theory.

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

IN512 - 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

IN565 - Playwriting

This course is designed to explore the art and craft of dramatic playwriting with a particular focus on process and literature. Students will synthesize dramatic structure through play readings and original works, exploring storytelling through techniques of self-assessment and the major elements inherent in dramatic form. Participation in daily writing exercises, group peer-evaluations, and improvisational exercises are designed to spur creativity at the 500 level. We will incorporate constraints inherent within the theatre, such as the realities of staging and production, and actively read peer work, engaging in new works through criticism and performance. Readings will include a broad variety of plays and critiques as models by contemporary playwrights, including Suzan-Lori Parks, David Henry Hwang, Caryl Churchill, and others. By the end of the term, students will have activated their inner playwright, having written a stand-alone monologue, one 10-minute play, and one one-act play between 30 and 40 minutes in length. Final projects will include a staged reading of selected works performed before a live audience.

Grants: Interdisciplinary NCAA; 1IN/1EN Cr.: Honors; Terms: T1; Forms: V Prereqs: Completion of 400-level EN and any 300-level PA class

IN567 - Shakespeare's Tragedies: Everyone Dies in Performance

What defines tragedy? How is physical conflict, particularly fighting and combat, made believable and choreographed for the stage? This course looks closely at the dramatic structure of three different Shakespearean 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 Shakespearean 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/1EN Cr.; Terms: T1; Forms IV or V; Prereqs: Completion of any 300 level art class

IN574 - Language of Leadership

In this interdisciplinary course, students will gain an understanding of the "history" of leadership – how the concept of leadership has evolved over time and whether or not it's viewed as an art or a skill – something innate or learned. Through an exploration of literature as well as informational texts, articles in periodicals such as the Harvard Business Review, and current research studies, students will develop their own "definition" of leadership. Part of their exploration will include an introduction to related theories of adult development (learning and psychology) and ethics. Students' progress will be assessed via a variety of assignments, including case study analyses, an essay of definition, and a related project of their choice (students will select an aspect of leadership/leadership development of personal interest and will "pitch" a project design).

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

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 Interdisciplinary NCAA; 1IN/1EN Cr.; Terms: T1; Forms: V; Prereqs: Department Approval

History

HU204 - Humanities - Cultural Studies

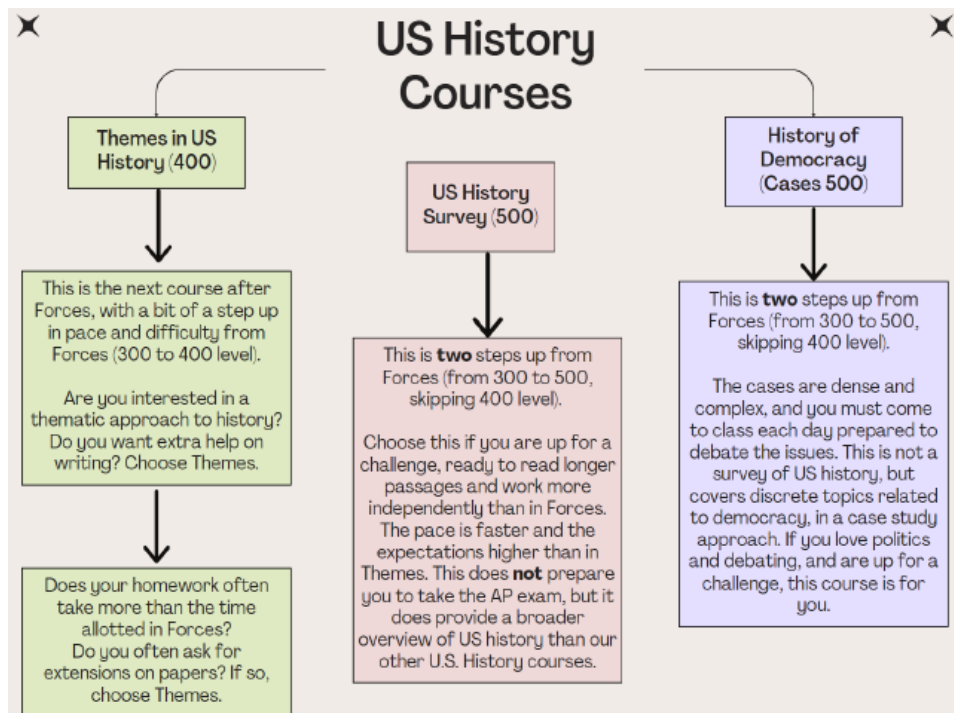
Cultural Studies is a humanistic introduction to the ways in which diverse, ancient societies formed, flourished, interacted, and ultimately fell. As we examine history from the emergence of civilizations up through the beginnings of modernity, we will explore the myriad ways that humans have expressed themselves through various cultural, artistic, and political products and institutions. In surveying these sources as artifacts of their historical contexts, we learn more about the human story. Through deep dives into particular societies and comparative work across contemporary groups, we gain a deeper understanding about the peoples whose cultures and traditions continue to influence us today. Moreover, we can reflect on why we have chosen to maintain some of these traditions, while other institutions we have torn down. This helps us better understand our modern world and values. 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

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. You must sign up for HI542 and HI543 for Winter and Spring.

Grants: Honors; Terms: All; Forms: IV or V; Prereqs: HI301

HI451 – Intro to Economics

Designed to help students gain an understanding of economic terms on a conceptual level, this course covers a number of basic macroeconomic and microeconomic issues, as well as some basic business concepts. Technical skills are developed in this class, especially graphing and application, but all course material is enveloped within real world concepts and current events. Students will be expected to understand each chapter of the primary text, as well as review current economic publications, prepare a 4-5 page term paper, and participate in class projects.

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

HI458 - Learning to Ride Elephants: The Study of Behavioral Economics

Behavioral economics have become increasingly popular too in explaining consumer behavior. To create solutions that achieve their intended impact, we have to understand how people actually behave. By blending insights from psychology, cognitive science, and traditional economics, behavioral economics gives us a more complex and nuanced view into how we make decisions, and how we can help ourselves and others make better ones.

Grants: NCAA; Terms: T2; Forms: IV or V

HI462 - Brandwashed: The Science of Marketing

In this introduction to marketing, you will learn the basics of the topic. Course topics include marketing research, buyer behavior, target market selection, competitive positioning, product and service planning and management, pricing, distribution, and integrated communications, including advertising, public relations, Internet marketing, social media and sales promotions.

Grants: NCAA; Terms: T3; Forms: IV or V

HI466 - Political Science: Foundations and Controversies

This course explores the evolution of political thought by way of influential figures such as Hobbes, Locke, Rawls, and Nozick. Through an examination of foundational texts, students will come to understand the social contract and theories of justice. Building upon this foundation, the course will analyze contemporary American political issues, investigating the historical context and present-day debate around topics such as abortion, gun control, healthcare, climate change, and more. Through research, discussion, and writing, students will cultivate skills in political analysis, preparing them to engage thoughtfully in civic discourse throughout their lives.

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

HI508 - Modern Latin America: Continuities and Change

This course in an exploration of the major themes in Latin American history post-independence, such as the dichotomy between development and underdevelopment; the complexities of race, colorism, and ethnicity in Latinx/e identity formation; the place of indigeneity in Latinx/e culture and the status of indigenous people in Latin America; the role of the comprador/elite classes and the persistence of poverty; and the role of coloniality in the development of Hispanicity in Latin America versus the contemporary push to decolonize Latin American epistemologies of Latinidad.

Grants: Honors NCAA; Terms: T1; Forms: IV or V; Prereqs: HI423, HI538 or HI543

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 advanced 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: Participation in Heely Scholars Summer Program

HI516 - Race and Computational Thinking

Race and Computational Thinking combines computer and social sciences by using computational thinking (abstraction, decomposition, pattern-recognition, and algorithm-design) and data science and inserting critical race theory in the model-building phases. Computational thinking is a series of steps that all computer scientists use. Data science is the core of artificial intelligence including machine learning, and therefore predicts human behavior. But it does not currently employ any social science theories to confirm or adapt the training data and models. By doing so, machine learning reinforces

racist tropes rather than fulfilling its potential of creating a less biased world. Among theories, critical race theory is more systematized, meaning it provides a uniform method of evaluating the impact of race in our daily lives. Students will first learn some components of critical theory (as one may encounter in law school) and the tenets of critical race theory, specifically racial formation and the normalizing of race. Students will have the opportunity to engage with data sets that include the above tenets (e.g. college admissions, WHO and IMF trends). Students will also build models as part of a portfolio.

Grants: Honors NCAA; Terms: T1; Forms IV or V; Prereqs: MA301 and HI423, HI538 or HI543

HI521, HI522, HI523 - Honors Government

This yearlong honors course delves into the topic of American democracy, focusing on political ideology and interactions between branches of American government. This course begins with the founding of the US government and how American political ideology has evolved at practical and theoretical levels. Topics include: philosophical foundations of American government, constitutional structure, government institutions, civil liberties and civil rights, political ideologies and beliefs, and political participation. The course also includes a unit of study on landmark Supreme Court cases. Depending on student interest, additional units comparing America's system of government to alternative political models that exist in other nations can be explored.

You must sign up for HI522 and HI523 for Winter and Spring. Grants: Honors NCAA; Terms: All; Forms: V; Prereqs: HI423, HI538 or HI543

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 Black. 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: HI423, HI538 or HI543

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: HI423, HI538 or HI543

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: HI423, HI538 or HI543

HI560 - Who Tells The Story? Historiography, Memory, and Justice

To study history is to study memory, and how one remembers something determines everything about how one understands and values it. This course will examine the process of memory from a psychological and historical perspective, as well as how people have remembered events of the 20th and 21st centuries in contradictory and often oppositional ways. We will study events from U.S. and world history, including the U.S. Civil War, the Holocaust, Hiroshima and Nagasaki, the quest for Irish independence, the AIDS epidemic, and the Covid-19 pandemic. Harkness discussions, short analytical essays, and a capstone project of an event of each student's choosing comprise our assessments.

Grants: Honors NCAA, Terms: T3; Forms IV or V; Prereqs: HI301

HI575 - The American Presidency

Heclo and Salomon 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: HI423, HI538 or HI543

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: HI423, HI538 or HI543

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: HI423, HI538 or HI543

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: HI423, HI538 or HI543

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 explore how domestic issues are similar or different from those studied in the developing world. In addition, we look at the evolution of the safety net and policy debates over programs. Students write letters to US Senators and mayors, advocating on policies on issues such as housing, education, incarceration, healthcare, jobs, and more.

Integral to the course is our service learning work with Home Front. 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 or Main Campus, from childcare and arts and crafts to programming, organizing supplies, moving furniture, and whatever they need us to do. In turn, this service will inform our understanding of poverty and the poor communities throughout 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 Cr.; Terms: T1 and T2; Forms: IV or V ; Prereqs: HI423, HI538 or HI543

IN522 - The Middle East - Myth And History: The Conflict

The fall term of the Middle East course will be centered on the Arab-Israeli and Israeli-Palestinian conflict from its historical roots and beginnings through to the present day. We will use a number of texts, documentary films, articles, and podcasts to both learn the history of and examine conflicting historical narratives of the various parties to the conflict. Students will also be asked to explore possibilities for reconciliation of these narratives and solutions to the cycle of violence and war that has impacted the region and its peoples for a century. The course will examine how the Israeli-Palestinian conflict shapes regional politics of the Middle East and also how it plays out domestically in US politics and on campuses. We will explore, through Harkness, how to engage in constructive and meaningful dialogue on issues that are difficult, emotionally charged, polarizing, and far too often devoid of nuance and meaningful context.

Grants: Honors Interdisciplinary NCAA; 1IN Cr.; Terms: T1; Forms: IV or V; Prereqs: HI423, HI538 or HI543

IN524 - 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 Cr.; Terms: T1 and T2; Forms: V; Prereqs: HI423, HI538 or HI543

IN539 - Medieval Spanish History

This class focuses on the role of Judaism, Christianity, and Islam in Spanish history, from the end of Antiquity to early Modern Spain. Discussions will focus on the role of each religious tradition in Medieval Spain, in conversation with demographic shifts, social hierarchies, gender, and the establishment of power structures and places of worship for the various religions across the country. Special attention will also be paid to the establishment of each tradition on the Iberian Peninsula and the various ways in which they came into contact (whether through peaceful coexistence or warfare).

Grants: Honors Interdisciplinary; 1IN Cr.; Terms: T2; Forms: V; Prereqs: HI423, HI538 or HI543

IN547 - Martin Luther King, Jr. and Malcolm X

Born four years apart, but to very different circumstances, Martin Luther King, Jr. and Malcolm X represent two sometimes competing, sometimes overlapping, and sometimes complementary trajectories of the Black freedom struggle in the 20th century United States. Its title notwithstanding, this course seeks to challenge any singular or binary framing of Black people’s struggle for social justice. Through close reading and/or listening/viewing of primary texts, speeches, and letters, as well as excerpts by leading biographers, students will examine the lives of both King and X within the broader context of the social forces, communities, ideologies, belief systems, and philosophies that shaped their lives and advocacy. In doing so, we will explore the different strategies, tactics, and objectives of Black activists seeking justice in the 20th century, and the ways they changed over time. We will pay special attention to the roles of Black Christian and Black Muslim theologies, ritual practices, and community formations as keys to understanding both men’s visions of, and commitment to, justice. Finally, we will also consider how biographical studies that illuminate lives that are both exceptional and unique, might (or might not) be exemplary and representative of whole communities.

Grants: Honors Interdisciplinary NCAA; 1IN Cr.; Terms: T2; Forms: V Prereqs: HI423, HI538 or HI543

IN548 - Reclaiming the Black Body: A Cultural History on the Representation of Black Bodies in the African Diaspora

By engaging a vast array of texts, students will be encouraged to not only trace a complicated genealogy of the Black image, but also recognize the commonalities and differences in historical repression and resistance around the globe. Students will learn to recognize the continuation of visual violence and

establish a foundation to create their own ways to disrupt and subvert stereotypes/typologies and “othering” of the Black body.

Grants: Honors Interdisciplinary; 1IN Cr.; Terms: T3; Forms: V Prereqs: HI423, HI538 or HI543

IN549 - American Popular Music from Bessie Smith to Beyonce

What is the relationship between art and society? In this survey of 20th and 21st century American popular music, students will trace American history according to the music that narrated and gave meaning to the lives of artists and audiences alike. Beginning with the blues and ending with the superstardom pop of artists like Beyoncé and Taylor Swift, this course will introduce students to the ways popular music both reflected and informed the shifting contexts in American life, technology, business, and geography. Through listenings, readings, viewings, and performances, students will encounter popular music, its creators, critics, and communities of fans as important cultural markers of time; and gain an appreciation of the rich heritages that have shaped contemporary American culture.

Grants: Honors Interdisciplinary; 1IN Cr.; Terms: T3; Forms: V Prereqs: HI423, HI538 or HI543

IN564 - Social Justice Scholars Seminar

The Hutchins Scholars in Social Justice program offers students an opportunity to immerse themselves in the multi-disciplinary examination of social justice as a subject of study, as a method of inquiry, and as a set of ethical practices for community engagement. As part of the program, Scholars explore and critically engage discourses around justice, social change, and narrative design. A key feature of the program is the emphasis on storytelling and story-listening as a part of social change. Through readings, film screenings, audio listenings, Harkness discussions, and experiential learning trips, students explore the narratives found in historic sites, including landmarks, monuments, and museums; memorial events such as civic holidays and commemorations; and popular culture, including music, television, and film. Scholars are introduced to the tools of interactive, experiential, multimedia, and digital storytelling, and develop narrative-based social impact projects of their own. During the fall course, students deepen their study and complete their final projects.

Grants: Honors Interdisciplinary NCAA; 1IN Cr.; Terms: T1; Forms: V; Prereqs: Participation in Social Justice Scholars Summer Program

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 Cr.; Terms: T3; Forms: IV or V; Prereqs: HI423, HI538 or HI543

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: HI423, HI538 or HI543 and Department Approval

Interdisciplinary

IN588 - Interdisciplinary: Capstone

The Senior Capstone Course will focus on the major issues and topics surrounding the increased prevalence of artificial intelligence. AI has become a major force for both good and ill in our society, nation and world. With new applications for AI popping up every day, what will regulate these new opportunities? What will define the ethics and best practices around its use? Where is the technology headed and how can we harness its power? Students will engage with these questions and more through three classroom sessions each week and a mandatory lecture series one evening per week. Speakers from industry, government and academia will be engaged to visit with our students through this lecture series.

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

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

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

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

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

LA562 - Honors French: French Impressionism

This course will focus on Impressionism, its artists and the landscape of French art and culture towards the end of the 19th century. It was a time of revolution. A group of artists and their artistic style pushed back against realism. There are famous names, such as Monet, Cézanne and Van Gogh, yet others more obscure, like the American women Morisot and Cassatt. All had a role to play in this artistic upheaval. In addition to this upheaval, French society also experienced significant changes. Industrialism, the devastation of the Franco-Prussian War, and the rebuilding of Paris through the 3rd Republic and all had a major impact. Students will have the opportunity to learn about this historical perspective, but most importantly, they will study impressionism in depth and why it became one of the most famous artistic movements in modern history.

Grants: Honors NCAA; Terms: T2; Forms: All Prereqs: LA509, LA564, LA566, IN525 or IN553

LA567 - Honors French: Social Documentaries

Students will explore and engage with current personal, social, educational, political and environmental questions in the francophone world through the study of documentary film.

Ranging from cinéma vérité to social issues including first person accounts, biopics, observational and interview films, non-fiction cinema boasts the power of being "real," historic, purposeful and ultimately, educational. This course will use documentaries in French as a means to explore significant personal and social questions that resonate on a universal level.

Five documentaries will each serve as a springboard for introducing five unique topics of current interest, accompanied by classroom discussion and related readings. The films slated for study in any given year may change to adapt and respond to local needs and interest.

Grants: Honors NCAA; Terms: T1; Forms: All Prereqs: LA509, LA564, LA566, IN525 or IN553

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 NCAA; 1IN Cr.; Terms: T3; Forms: All Prereqs: LA561, LA564, LA566 or IN526

IN553 - Honors French: French Autobiography

This course refutes the notion that our lives are stories: rarely does life arrange itself into a satisfying arc with a beginning, middle, and end. Unforeseen events may disrupt what we thought was a hero’s journey; conversely, a happy life may not generate a compelling narrative. Yet from the college essay to the job interview, we are increasingly expected to present ourselves autobiographically, walking a tightrope to display self-awareness (not self-absorption), strategic self-disclosure (without oversharing), and skillful narrative control (without seeming inauthentic). In this course, students will read authors such as Montaigne, Rousseau, and Ernaux. Students will grapple with the theoretical issues of autobiography as they connect to ethics, philosophy, and narrative theory. As a final project, students will write either personal autobiography or a critical essay.

Grants: Honors Interdisciplinary NCAA; 1IN Cr. Terms: T1; Forms: All Prereqs: LA509, LA564, LA566 or IN525

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

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

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

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

LA593 - Honors Spanish: Muralists of Mexico

This course explores Latin American art, from murals to multimedia works. The primary focus will be on Latin American identity as reflected in art. Studying a range of artists from around Latin America, students will read relevant articles from Latin American magazines and journals. We will trace the influence and legacy of muralism in today's more contemporary art world. Students will participate in individual and group projects that involve creating art as self-expression of their own identity [no prior art experience needed].

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

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 Cr.; Terms: T1; 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 Cr.; Terms: T2; Forms: IV or V; Prereqs: HI301 and LA511

IN555 - Honors Spanish: Through the Lens of Social Justice

How are race, gender, class, justice, and other social issues represented in contemporary films from the Spanish-speaking world? How do films tell historical and fictional stories that spread a message about social issues? This course aims to answer those questions by analyzing inequality and social inclusion in Spanish-language cinema from historical, cultural, and aesthetic perspectives. Students will watch documentaries, feature films, and 'cortometrajes' that will be further explored individually and as a group. Readings will provide contextual information as well as focus on improving written self-expression. Assignments and assessments will involve brief paragraphs as well as essays/critiques of films. Oral assessments will emphasize daily contributions, recorded reviews, and graded discussions.
Grants: Honors Interdisciplinary NCAA; 1IN Cr.; Terms: T3; Forms: All; Prereqs: LA511

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

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

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

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

LA524 - Honors Chinese: Modern Chinese Literature I

This Honors Chinese course is designed to be parallel to the other newspaper-based Honors reading course. The course is literature-based. Students are guided to read through carefully selected Chinese modern masterpieces and watch representative Chinese movies and documentary drama. Students are expected to participate in intense class discussions and work on writing assignments regularly. By taking this course, students have the opportunity to expand their knowledge and understanding of various perspectives of Chinese society at a certain historical stage. Students not only gain abundant training in Chinese writing, but also further strengthen their ability in Chinese reading and listening as well as speaking through group discussion and personal oral presentation.

Grants: Honors NCAA; Terms: T1; Forms: All Prereqs: LA506

LA525 - Honors Chinese: Modern Chinese Literature II

This Honors Chinese course is designed to be parallel to the other newspaper-based Honors reading course. The course is literature-based. Students are guided to read through carefully selected Chinese modern masterpieces and watch representative Chinese movies and documentary drama. Students are expected to participate in intense class discussions and work on writing assignments regularly. By taking this course, students have the opportunity to expand their knowledge and understanding of various perspectives of Chinese society at a certain historical stage. Students not only gain abundant training in Chinese writing, but also further strengthen their ability in Chinese reading and listening as well as speaking through group discussion and personal oral presentation.

Grants: Honors NCAA; Terms: T2; Forms: All Prereqs: LA524

LA526 - Honors Chinese: Modern Chinese Literature III

This Honors Chinese course is designed to be parallel to the other newspaper-based Honors reading course. The course is literature-based. Students are guided to read through carefully selected Chinese modern masterpieces and watch representative Chinese movies and documentary drama. Students are expected to participate in intense class discussions and work on writing assignments regularly. By taking this course, students have the opportunity to expand their knowledge and understanding of various perspectives of Chinese society at a certain historical stage. Students not only gain abundant training in Chinese writing, but also further strengthen their ability in Chinese reading and listening as well as speaking through group discussion and personal oral presentation.

Grants: Honors NCAA; Terms: T3; Forms: All Prereqs: LA525

LA530 - Honors Chinese: Chinese Literature and Society I

Since the New Culture Movement (1910s-1920s), written vernacular Chinese replaced classical Chinese in all areas of literature and writing, signaling the onset of the era of modern Chinese literature. Literature reflects society. Students will study carefully selected Chinese modern literary works (including fiction, poetry, drama, memoirs and so forth) to further expand their knowledge and understanding of revolutionary changes in Chinese history and various aspects of Chinese society during different historical periods since 1911. Students are expected to participate in intense class discussions and write essays on a regular basis. In addition to gaining abundant training in Chinese writing, students also further strengthen their ability in Chinese reading and listening, as well as speaking through group discussions and oral presentations.

Grants: Honors; Terms: T1; Forms: All Prereqs: LA529

LA531 - Honors Chinese: Chinese Literature and Society II

Since the New Culture Movement (1910s-1920s), written vernacular Chinese replaced classical Chinese in all areas of literature and writing, signaling the onset of the era of modern Chinese literature. Literature reflects society. Students will study carefully selected Chinese modern literary works (including fiction, poetry, drama, memoirs and so forth) to further expand their knowledge and understanding of revolutionary changes in Chinese history and various aspects of Chinese society during different historical periods since 1911. Students are expected to participate in intense class discussions and write essays on a regular basis. In addition to gaining abundant training in Chinese writing, students also further strengthen their ability in Chinese reading and listening, as well as speaking through group discussions and oral presentations.

Grants: Honors; Terms: T2; Forms: All Prereqs: LA530

LA532 - Honors Chinese: Chinese Literature and Society III

Since the New Culture Movement (1910s-1920s), written vernacular Chinese replaced classical Chinese in all areas of literature and writing, signaling the onset of the era of modern Chinese literature. Literature reflects society. Students will study carefully selected Chinese modern literary works (including fiction, poetry, drama, memoirs and so forth) to further expand their knowledge and understanding of revolutionary changes in Chinese history and various aspects of Chinese society during different historical periods since 1911. Students are expected to participate in intense class discussions and write essays on a regular basis. In addition to gaining abundant training in Chinese writing, students also further strengthen their ability in Chinese reading and listening, as well as speaking through group discussions and oral presentations.

Grants: Honors; Terms: T3; Forms: All Prereqs: LA531

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

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

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 to prepare students for either Advanced Latin or Honors Latin.

Grants: NCAA; Terms: All; Forms: All Prereqs: LA341

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: LA443

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: LA443

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: LA443

LA541 - Honors Latin: Cicero And The Fall Of The Republic

This course will focus on the life, times, and writings of Marcus Tullius Cicero, one of Rome's most famous public figures and a key player in the crisis leading up to the fall of the Roman Republic. Students will study the precarious political situations Cicero was forced to navigate, both as a leader of the Roman government and later as a citizen who watched it collapse. We will gain a sense of what it must

have been like to experience this tumultuous period by reading a variety of Cicero's works, from forensic courtroom speeches to private letters to his most trusted friends.

Grants: Honors NCAA; Terms: T1; Forms: All; Prereqs: LA443 or permission from instructor.

LA542 - Honors Latin: Vergil And Roman Identity

This course will focus on the Aeneid, the crowning literary achievement of Rome's most prolific author of epic poetry, Publius Vergilius Maro. Students will study passages from a variety of sections from the 12-book epic, and through the narratives they discover they will gain insight into the unsettled political context within which they were composed. Students will also learn about the history and generic conventions of epic poetry itself, as well as the mythological accounts that serve as its backdrop.

Grants: Honors NCAA; Terms: T2; Forms: All; Prereqs: LA443 or permission from instructor.

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; 1 IN Cr.; Terms: T3; Forms: All Prereqs: LA501

LA515 - Introduction to Ancient Greek

This year long course offers students an intensive introduction to the language and culture of Ancient Greece and prepares students to read works by some of the best-known Greek authors, including Plato and Homer.

Grants: Honors NCAA; Terms: All; Forms: IV or V; Prereqs: Completion of Language graduation requirement and permission.

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 and inequalities; linear, quadratic, absolute value, power, exponential and logarithmic functions; and the fundamentals of conic sections, combinatorics, probability and statistics.

Grants: NCAA; 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: All 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). Students will discuss the meaning and interpretation of these concepts, explore methods for determining the derivatives and integrals of elementary functions, and develop skills with these methods 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: MA504 or MA521

MA538 - Honors Math Seminar: Number Theory and Differential Equations

This seminar introduces students to the theory of numbers, as well as to various techniques used to solve differential equations. The first half of the course begins with number theory: Students will study divisibility, primes, congruences, and the like from a theoretical perspective. Topics will include the Chinese remainder theorem, public-key cryptography, Diophantine equations, and Pythagorean triples. The second half of the course continues with differential equations. Appreciation 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.

Grants: Honors NCAA; Terms: All; Forms: III or IV or V; Prereqs: MA504 or MA521 and one of MA511, MA527, MA555, MA556 complete or concurrent

MA540 - Financial Markets and Modeling

The math department is uniquely positioned to offer a 500-level, 1 course elective to help students become more aware of financial decisions they can start making now and will have to make upon graduation. This will include identifying the core topics we believe a Lawrenceville graduate should have (e.g., understanding checkable deposits vs. savings deposits, loans and credit cards, how to read a 10-k, financial statements, etc.). In addition, we will develop creative application assignments that require students to learn and apply Excel modeling techniques (e.g., developing models to: understand mortgages, credit card payments, profits of a company, and returns on a diversified portfolio). This course will be open to students in the IV and V form with Math 3 (or equivalent) being the prerequisite.

Grants: Honors; Terms: T1; Forms: IV or V; Prereqs: MA301 and Department Approval

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 MA563 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

MA556 - Computer Programming in Java

In this full-year course, students with a background in programming will learn how to program in the Java programming language. The course will begin with a brief review of variables and datatypes, conditions and loops, and functions so that students can see how these fundamentals apply in Java. Students will learn and practice coding in the Object-Oriented Paradigm, which the Java language supports by design. Topics will include recursion, inheritance, and polymorphism; in the spring term, these will extend to searching and sorting algorithms, as well as data structures like stacks and queues. Throughout the course, students will learn some best coding practices: using flowcharts and UML diagrams to design algorithms and classes, structuring and commenting code for readability, analyzing

program output or performance, and strategically debugging. This course prepares students for the AP[®] Computer Science A exam in May. As this course assumes previous experience with coding, students must have passed any programming course (MA 555/561/562/563/564) or be granted department permission to enroll; in addition, the study of function notation and behavior requires that students have passed or be concurrently enrolled in Precalculus (MA 407) or above.

Grants: Honors NCAA; Terms: All; Forms: IV or V; Prereqs: MA 407 (completed or concurrent), MA 555 / 561 / 562 / 563 / 564, and Department Approval

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 NCAA; 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

PA201 - Foundations in Music

This course explores the basic components of musicianship, emphasizing creating and performing music. Learn how to compose an original piece of music and the fundamentals of music performance. Outcomes for the class include original composition projects based on common forms of folk music and/or the ABA-pop song. We will cover music fundamentals including pitch notation, scale forms, simple and compound meters, keys, intervals, and basic triads. The class includes study modules on music history, style, and major figures, as well as directed recording projects. Students also meet in a co-curricular rehearsal hour, when students engage in a music lab, applying skills and making music as members of an ensemble, either with the Lawrenceville Philharmonic or Collegium orchestras, a Jazz ensemble, or the Lawrenceville Singers. Prior music experience is valuable, but not essential to the course.

Terms: T2 and T3; Forms: II

PA221 - Foundations of Theatre

This course explores all things theatrical and encourages collaboration, self-awareness, and creative argument. Learn how to collaborate with peers creatively and effectively through acting, movement, and theatrical design. Through Spolin theatre game studies and Harkness discussions, students work as an ensemble and hone physical and vocal skills to argue creative choices that they will take into their everyday lives. We will ask, How do theatre artists collaborate to create engaging, effective theatre? What is needed to go from page to stage? Why do theatre artists create live performances and how are these made? We will build a common theatre vocabulary, discover the Aristotelian elements of theatre through scene and play studies, learn of types of theatrical spaces and guideposts for acting and directing, and explore the disciplines of technical theatre and theatrical design, developing a reliable process for creating and performing theatre for the stage. Prior theatre experience is valuable, but not essential to the course.

Terms: T2 and T3; Forms: II

PA304 - The Lawrentians

This year-long course is an intensive experience in choral singing for those students who wish to pursue a passion for music and deepen their skills as a singer. These include a greater command of music reading, tuning, breath control, diction, and ensemble performance. This select chamber choir gives regular performances each year; consequently students are carefully selected based upon commitment, singing experience, vocal development, and eagerness to collaborate through music. Prior participation in LW252 Lawrenceville Singers is encouraged.

Terms: All; Forms: III Prereqs: Instructor Approval with Audition

PA474 - The Lawrentians

This yearlong class explores advanced levels of the choral art form through the study and performance of sophisticated literature. Singers work to develop fundamental chorall skills: music reading, tuning, breath control, diction, and ensemble performance. This select chamber choir gives regular performances each year; consequently students are carefully selected based upon commitment, singing experience, vocal development, and eagerness to collaborate through music. Prior participation in LW252 Lawrenceville Singers is encouraged.

Terms: All; Forms: III Prereqs: PA 304 or Instructor Approval with 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

PA315 - Popular Music in America

This course provides a variety of musical experiences, concepts and language necessary to speak and write about popular music in the United States, its history and performance practices, as well as relate it to a larger cultural context. We will examine the musical development of popular music in America from 1945 to 2000. Students will develop critical listening skills and draw associations and conclusions across influential musical and historical forces.

Grants: NCAA; Terms: T1; Forms: III or IV; Prereqs: Returning Students only: 200-level Visual Arts or Theatre course

(Open to only Returning Students changing into Music from VA or PA: Theatre (no new sophomores): All new sophomores are placed in Explorations of Music.)

PA326 - Acting I

This course focuses expressly on the creative process of acting for the theatre and is designed for students with a beginning or growing interest in theatre performance. Through exercises in movement and voice, students will build character profiles from the ground up via scene studies from contemporary plays. Through Harkness discussions and writing exercises, we will analyze the given circumstances of each play, realizing the fleshed-out world of the play and the objectives, tactics, obstacles, and environments within. Students will memorize and perform paired and small-group scene studies, scaffolded by the guideposts of acting and directing, and present their work in performance before an audience of their peers. This work will develop the essential skills required to direct or act in a fully realized play for performance in the Black Box Theatre.

Terms: T1 (New and Returning) or T3 (Returning and discipline changing ONLY); Forms: III Prereqs: PA221

PA327 - Theatrical Design: Costume Design

This introductory course explores the fundamentals of theatrical costume design, costume construction, draping, and fabric/materials manipulation, as well as aspects of hair and make-up design for the stage. Students will learn the design process through hands-on experience, translating ideas taken from a play, developing these through research, pattern making, and materials, and the completion of finished costume pieces and hair/make-up designs. Students will learn how to draw strong ideas and arguments for costumes from script analysis and visual research, sew and stitch, and use the elements of theatrical design to create finished pieces that serve the character and play, with one class per week serving as a lab. Similarly, students will learn to plan and execute concepts in stage make-up, from feature enhancement to aging, prosthetics to wounds, with references to historical periods for hair design. Students collaboratively learn visual communication skills through this medium while creating a conceptualized design in their chosen area of interest, and costumes, hair, and make-up created will have direct application on a staged production.

Terms: T1; Forms: III; Prereqs: PA221 or 200-level VA course

PA328 - Theatrical Design: Lighting Design

This introductory course explores the fundamentals of theatrical lighting design for the stage, with particular emphasis on how lighting tells a story. Students will learn the design process by translating ideas taken from a play into mood and theme, developing these through research, light plotting, and color theory. Through the use of the theatrical elements of design, students will learn how to draw

strong ideas and arguments for lighting from script analysis and visual research, and manipulate color, direction, pattern, intensity, and movement to create composition that supports their creative argument. Students will gain hands-on experience in installing, focusing, and executing their ideas in our Black Box Theatre, while also exploring theatrical special effects, with one class per week serving as a lab. Students collaboratively learn visual communication skills through this medium while creating a conceptualized design in their chosen area of interest, and lighting and special effects created will have direct application on a staged production.

Terms: T2; Forms: III; Prereqs: PA221 or 200-level VA course

PA329 - Theatrical Design: Scenic Design

This introductory course explores the fundamentals of theatrical scenic design, stagecraft, set construction, and scenic art (painting), with an emphasis on how scenery communicates idea, mood, and theme. Students will learn the design process through hands-on experience, translating ideas taken from a play, developing these through research, groundplan creation, and scenic materials, and the completion of a finished scale model and scenic elevations, with one class per week serving as a lab. Students will learn how to draw strong ideas and arguments for scenery from script analysis and visual research, utilize the components for dynamic groundplans, construction and carpentry, scenic painting techniques, and use the elements of theatrical design to create finished pieces that serve the theme and creative realities of a play. Similarly, students will learn to plan and execute concepts in soft goods and properties, including furnishings, with references to historical periods and styles. Students collaboratively learn visual communication skills through this medium while creating a conceptualized design in their chosen area of interest, and scenery created will have direct application on a staged production.

Terms: T3; Forms: III; Prereqs: PA221 or 200-level VA course

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. Students continue to develop their practical musicianship, meeting once a week in a co-curricular rehearsal hour, either with the Lawrenceville Philharmonic or Collegium orchestras, a Jazz ensemble, or the Lawrenceville Singers.

Terms: T1 or T2; Forms: III; Prereqs: PA201 or PA301

PA422 – Directing I

This course will introduce methods to unlock the meaning and world of a script through blocking composition, picturization, theme argument, metaphor, and collaboration with actors and theatrical designers. We will tackle how directors effectively shape action and tension for the stage using theatrical elements and engaging with an audience. Through independent exercises, play studies, and analyses, students will employ staging techniques, practice casting tools, and explore how the director communicates their vision effectively to create dynamic work for the stage using blocking, rhythm, and tension. Students will also learn about stage management and the essential managerial tools used to organize, collaborate, and communicate ideas and practices from rehearsal to performance. In the culminating work of the term, students will build a production prompt book that captures stage blocking and technical plots, tying the disciplines of theatrical production design into directing through stage management. Students in this class will work on a fully produced play featured in a staged Black Box Theatre production.

Terms: T1; Forms: IV, V; Prereqs: Any 300-level PA class or Department Approval

PA424 - Acting II

This course builds on the acting process work explored in PA322 and is designed for students at an intermediate level in acting. Through Spolin game studies and simulations, students will learn about different historical traditions of acting, including Commedia dell' Arte, Elizabethan, and Restoration, as well as acting techniques such as Stanislavsky, Method, Meisner, and movement styles, such as Viewpoints. Students will memorize and perform solo and small-group scene studies, scaffolded by the guideposts of acting and directing, and present their work in performance before an audience of their peers. Students will also practice effective tools for public speaking and perform as part of the annual Shakespeare Competition as part of class. Additionally, students will be part of a cast in a staged performance, taking theory into practice through short and long-form play studies.

Terms: T2; Forms: III, IV, V; Prereqs: PA326: Acting I

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 Prereqs: PA205 or Department Approval

PA531 - Advanced Theatre Studio: Theatrical Design & Drafting

Advanced Theatre Studio in Theatrical Design & Drafting offers students the possibility to explore the process and world of theatrical design at an advanced level. Students will engage in script analysis and production research of film and stage, sharpening their skills as theatrical designers through digital drafting tools and compiling a portfolio of work. Final projects will be a fully realized design of a play in one or more of the technical theatre disciplines: costumes (including hair and make-up), lighting, sound, and/or scenery. This dynamic class will encourage creativity, problem solving, teamwork, and artistic exploration.

Grants: Honors Performing Arts; Terms: T1; Forms: IV or V Prereqs: PA327; PA328 or PA329 or Department Approval

PA533 - Advanced Theatre Studio: Acting & Directing

Advanced Theatre Studio in Acting & Direction offers students the opportunity to explore the process and application of acting and directing skills at an advanced level. Students will build on performance and directing skills acquired in previous classes and productions and immerse themselves in a rigorous creative process. Through intense practice in acting techniques including Stanislavsky, Method, and Meisner, and movement styles, such as Viewpoints, students will memorize and perform solo and small-group scene studies, enhancing practical skills of both director and actor and culminating as part of a cast in a staged performance. We will also engage in aspects of fight choreography, stage intimacy, and devised theatre. The term will culminate in a series of fully explored scenes or a full-length production.

Grants: Honors; Terms: T2; Forms: IV or V Prereqs: PA322, PA323, PA422, PA424 or PA531 or Department Approval

PA535 - Advanced Theatre Studio: Theatre History: Drama in Context

Advanced Theatre Studio in Theatre History: Drama in Context offers students a rounded historical context for theatre history, how it has lasted, and how it reflected cultures across the world at an advanced level. Students will engage in a periodic study of the history of theatre, from early mimesis to contemporary theatre for the stage, with a particular focus on how historical factors directly influenced

the shape of the art form. Where does theatre come from? What role does theatre serve in society? Students will acquire a solid working knowledge of past periods, styles, conventions, texts, events, and people that made theatre what it is today, considering the various ways in which past societies have defined and practiced what we call “theatre.” Final projects take many shapes, though are a cumulative work answering essential questions as outlined in the term.

Grants: Honors; Terms: T3; Forms: IV or V Prereqs: PA322, PA323, PA327, PA328, PA329, PA424, PA531 or PA533 or Department Approval

IN534 - Jazz: An American Art Form

This uniquely American art form is born out of the blues and thrived as a stand-alone genre starting in the early part of the 20th century. Martin Luther King once wrote that, “Jazz speaks for life. You will realize that they take the hardest realities of life and put them into music, only to come out with some new hope or sense of triumph.” This course will serve as an introduction to this triumphant music. All major styles and many influential artists will be covered. Students will learn about the beginnings of this music, traditional New Orleans music, big band swing, bebop, cool jazz, hard bop, free jazz, fusion and jazz in the modern day. Names like Louis Armstrong, Duke Ellington, Billie Holiday, Charlie Parker Miles Davis and Wynton Marsalis are but a few of the musicians that will be discussed. This course will be taught using a musical timeline to best understand how each style influenced the next musically, socially and politically. Extensive listening and reflection will help shape a deeper understanding of the art form. Honors Interdisciplinary 1IN Cr.; Terms: T3; Forms: IV or V Prereqs: Any 300-level Arts course

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 Cr.; Terms: T3; Forms: IV or V; Prereqs: Completion of any 300 level art class

IN566 - Dramaturgy: Illuminating the World of the Play

What makes a play good? How do plays draw in audiences and how is the world of the play brought to life? What historical contexts are present in these worlds and how do theatre artists employ them? This interdisciplinary course explores the art of dramaturgy, the theory and craft of dramatic composition. Dramaturgy is a multi-faceted field at the intersection of history and theatre and is steeped in detailed research of historical time periods, their influences, factors, and the anthropological data used to create the world of a given play. In this project-based class, students will learn about dramaturgy while performing the work of a dramaturg. We will analyze three diverse and contemporary plays and compile collective bodies of visual and literary research on the historical and literary context of each, focusing on three areas of dramaturgical practice: research and production dramaturgy, play structure and dramatic craft, and audience engagement. The culminating project will have students present a comprehensive portfolio of materials based on a driving dramaturgical prompt, requiring research of scholarly articles and performance archives, with supportive visual evidence. The course and culminating work is where history and anthropology collide with culture and theatrical craft, in and through research, illuminating the world of the play.

Grants: Honors Interdisciplinary; 1IN Cr.; Terms: T2; 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 tied to studies in theatre or music; 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 where a final grade is given and students must meet regularly (at least once a week) with their advisor; Students must have tangible progress to report at each meeting and meet the requirements laid out for this independent study at the end of the term.

Grants: Terms: All; Forms: All Prereqs: Department Approval

Religion and Philosophy

RP105 - Religious Studies for Lawrentians

In this introduction to our department's approach toward religious and philosophical studies, students are exposed to a vital array of distinct dispositions and skills. Drawing on diverse methodological, religious and philosophical sources, they will learn to assess the many strands of human fabric where sacred shapers of meaning exert influence. Homework and assessments will conform to 300 level standards, and our trainees will emerge well-prepared for the next stage of their R&P journeys.

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

In this introduction to our department's approach toward religious and philosophical studies, students are exposed to a vital array of distinct dispositions and skills. Drawing on diverse methodological, religious and philosophical sources, they will learn to assess the many strands of human fabric where sacred shapers of meaning exert influence. Homework and assessments will conform to 300 level standards, and our trainees will emerge well-prepared for the next stage of their R&P journeys.

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.

Terms: T1 or T2; Forms: III or IV or V; Prereqs: RP302

RP407 - Studies In Christian Origins

This course introduces students to the history and literature of the earliest followers of Jesus. Our focus will be the various documents now collected together in the New Testament, the second section of the Christian Bible. The course's approach is historical, not theological. We will not evaluate whether or not it was *true* that Jesus of Nazareth was the Son of God or was raised from the dead; instead, we will consider the empirical remains of his earliest followers, their social and political circumstances, and why they wrote what they did. We will contextualize the interests and commitments of these earliest followers of Jesus against the backdrop of contemporary Jewish and Greco-Roman beliefs and practices. By critically examining the texts of the New Testament, we will pursue a range of historical and methodological questions, e.g., how do scholars use the same sources yet produce radically different

reconstructions of the historical Jesus? Why were some books included while others were not? What is the social and historical significance of recurrent apocalyptic sayings, such as “the current world is passing away”? Throughout this course, we will pay special attention to the diversity of voices and views contained in the New Testament as well as those preserved outside the New Testament.

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

RP411 - Hinduism: Belief And Practice

This course will discuss the historical development of sanatana dharma, later called Hinduism by the British, engage in a critical reading of the Ramayana, and explore global Hinduism through a detailed study of Hindus in the American context. We will look at the Indian diaspora in the United States in particular and how that immigration is beginning to change core components of Hinduism.

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

RP412 - Islamic Studies

Islam is the religion of over one billion people and has adherents across the world from Mecca to Brooklyn. Through readings in history, scripture, theology, law, and spirituality, as well as more contemporary memoir and artistic works, this course introduces students to the diverse beliefs, practices, and cultures of people who identify as Muslims. Students will examine the history of the early Muslim community and the life of the Prophet Muhammad, how Muslims relate to and revere the Prophet, the process of revelation and the compilation of the Quran, as well as the role that it plays in the devotional life of Muslims, the development of Islamic law (shariah), theological arguments regarding the nature of God, and the ways that Islam is practiced in different cultures. Toward the end of the term, students will study a number of topics such as women and gender in Islam, jihad and warfare, political Islam (Islamism), and Islam in America including immigration, conversion, and the African American experiences of Islam.

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: Zen in the Arts

Beginning with a study of historical and legendary accounts by which “dharma” was transmitted from India to China, we will proceed to explore Zen in its traditional monastic and many cultural guises. This will set the stage for a series of “Zen in the Art of...” studies, including classics like The Book of Tea, and Zen in the Art of Archery. Students should expect 400 level servings of reading and writing, along with certain hands-on activities, reflecting the Zen preference for “showing” over “telling.”

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

RP425 - Religions of the African Diaspora

This course explores the rich history and cultural practices of African-derived and African-inspired religions in the African diaspora of the Americas. Particular emphasis will be placed on Candomble in Brazil, Vodou in Haiti, Rastafarianism in Jamaica, and Santeria in Cuba, as well as on communities practicing these and related religious traditions throughout the Western Hemisphere.

Grants: NCAA; 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 archeology—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 archeological findings. Mini-units in things like Roman glass, antiquities, unique foods of the region, and the development of the four quarters of the city.

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, YouTube 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: T1; Forms: V; Prereqs: Any 400 or 500 level Religion and Philosophy (RP) course.

RP530 - Applied Ethics: Advanced Studies in Moral Philosophy

In this course, we will examine the origins and functions of some of the most important concepts and terms that appear in contemporary ethical debates. As such, we will provide an overview of important and influential ethical schools, e.g., consequentialism, deontology, virtue ethics, etc. This course, however, will focus on practical or applied ethics. To add focus, we will ground our overview of significant moral dilemmas by returning to the notion of a “good person.” To this end, we will seek to define what makes someone a person (i.e., a moral agent)? Can simulations or human-like robots be moral? Are they people? Can someone cease to be a person? To provide a foundation for some of

these questions, we will begin the term with a brief unit on epistemology (the study of knowledge) and philosophy of language. Here we will investigate what it means to say we *know* something is *true*. What is useful about such claims and what are their limits? After this brief overview, we will consider a series of modern moral debates that preoccupy people today: capital punishment, torture and war, euthanasia, abortion, and AI. During this portion of the course, students will be responsible for leading at least one discussion as the seminar leader. After each topic, students will write an argumentative piece taking a particular position on each dilemma. Our final essay will be a revised version of these shorter pieces.

Grants: Honors; Terms: T1; Forms: V

RP532 - Queer Theology

In this class, we'll explore the intersection of LGBTQ+ history, Christianity, and religious studies in order to discover—and celebrate—the rich theological insights we can gain from queer theory. We'll discuss everything from medieval lesbian nuns and gender fluid gods to ancient homoerotic poetry and contemporary LGBTQ+ faith leaders. In the first third of this class, we will study gender and sexuality in ancient through contemporary history, with particular attention to how Christianity—first as a local resistance movement then later as a global colonizing force—has shaped and been shaped by cultural understandings of gender and sexuality. In the second third, we will investigate gender and sexuality as it appears in Jewish and Christian holy texts; we'll survey a range of possible interpretations and analyze how those interpretations influence American and international politics. In the final third, we will apply a queer lens to our own chapter of history and imagine what kind of world queer theology and queer theory can help us build.

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

RP534 - Feminist and Womanist Religious Voices

In this course, we will explore the major figures in Feminist Theology and Womanist Theology, even placing them in conversation. Students will reflect upon some of the major themes of women and women's agency in religious spheres and their larger communities. The feminist voices will include leaders who have historically analyzed the women of the Bible. Not only will we examine the biblical figures of such women as Sarah, Rebecca, and Rachel; using Hagar's story as a framework, we will examine other biblical texts, prayers as well as excerpts from autobiographies, literature and poetry, which reflect Black women's experiences as an integral part of the African American experience. By the end of the course, students will be able to address the many ways women's voices and visibility begin to move from the margins to the center of religious discourse.

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

IN518 - Apocalypse Now

Whether it be from fire or ice, poets, visionaries, and musicians have ceaselessly imagined and reimagined the end of the world. Thankfully, the world has not ended, and descriptions of the end of the world still belong to the theoretical domain of artistic expression. Yet, there are motifs that reappear time and time again. Where do these recurrent images come from and how do we explain their lasting potency?

This course investigates different ways – chosen from literature, art, film, and music – for describing the end of the world. At the core of this class will be the evocative and sensory-rich language of Revelation, the final book of the New Testament. John of Patmos, the author of Revelation, drew upon Jewish and Greco-Roman precedents to construct his highly influential vision of the end of the world. As we shall discover, this dialectic – drawing upon but also repurposing apocalyptic imagery – epitomizes the transmission and reuse of John's own Apocalypse in the 2,000 years since it was written. In recognition

of this, we shall consider the perennial interest in Revelation insofar as it has remained continually relevant to artists, writers, and film-makers despite Revelation belonging to a specific and distant time and place. As a result, this course will examine how these individuals have translated and transformed Revelation in order to address their own situated concerns and aims through a variety of media.

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

IN538 - Varieties of Religious Experience

This religion and literature course involves an exploration of the human search for meaning. Through fiction, memoir, essay, and film, students will explore what it means to be a human being and how to make sense of the human condition. Texts that we will be working with include *Siddhartha* by Herman Hesse, *If an Egyptian Cannot Speak English* by Noor Naga, *The Fire Next Time* by James Baldwin, and the film *Babette's Feast*. Students will engage in both analytic and creative writing and the term will culminate with students writing a spiritual autobiography in which they reflect on a significant incident or experience that has helped shape them and their journey through life.

Grants: Honors Interdisciplinary 1IN 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 poetry and literature, while using the authors and great works studied as windows into religion and philosophy. The Karma of Words will focus primarily on 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. Students should expect a healthy dose of collaborative creative activities in the spirit of the Zen and East Asian penchant for “showing” instead of “telling.”

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

IN545 - Religion, Spirituality, & Music: Harmony of Humanity

There is a deep and nuanced connection between religion and music around the world. Both are widely diverse practices that evoke personal responses that deeply influence our everyday lives. Yet, what distinguishes sounds that are sacred from sounds that are secular? Why is music tied to nearly all religious practices, despite the differences between beliefs? How does music move people in religious practice and in cultural movements? In this interdisciplinary course we will go around the world exploring how religious traditions have shaped and formed the development of music, and how music has shaped and formed the development of religious traditions. We will launch in Italy at St. Mark's Cathedral, travel to Bali to encounter the gamelan and Kecak, dive into the Om in Japan and India, unify in ritual chant in Kenya and England, and explore Jazz in the United States, diving into the power of music and faith in the rise and work of the American Civil Rights Movement. Part of this exploration will be attending performances and discussions with invited guest speakers, and the term will conclude with an independent final project rooted in our studies. By experiencing and discovering the intersections between religion and music, we will tune our ears to listen to music with greater understanding and context, and think critically about the complex ideas they bring to culture. This class is optimal for any student with an interest in music and/or religion.

Grants: Honors Interdisciplinary 1IN Cr.; Terms: T2; Forms: IV or V; Prereqs: Any 400 or 500 level Religion and Philosophy (RP) course and completion of arts requirement or Department Approval

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 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, Flaubert and de Beauvoir. 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 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 1IN Cr.; Terms: T3; Forms: IV or V; Prereqs: SC325 and any 400 or 500 level Religion and Philosophy (RP) course.

IN563 - Ancient Greco-Roman Philosophy

All of Western Philosophy is merely a footnote to Plato." While certainly hyperbolic, this oft-quoted claim underscores the importance that Plato and his near-contemporaries have had upon the subsequent two and half thousand years of philosophy in the West. In this course, we will explore this dynamic period of philosophical debate and discovery. Beginning with the enigmatic Pre-Socratics, we will survey pivotal thinkers such as Socrates, Plato, Aristotle, Epicurus, Seneca, Plotinus, Augustine, and Boethius. As part of this survey of who's who of ancient Greco-Roman philosophers, we will also learn about influential theories of metaphysics, ethics, politics, language, and religion. We will read from some of Plato's most famous dialogues (The Republic, Euthyphro, Crito, Phaedrus, and the Apology), sections of Aristotle's Nicomachean Ethics, excerpts from Hellenistic schools of philosophy (Stoics, Cynics, Epicureans, and Skeptics), and later Neo-Platonic thinkers (e.g., Plotinus and Augustine).

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

All entering second formers are enrolled in Inquiries in Biological and Environmental Sciences (IBES) and third formers are enrolled in Inquiries in Chemical and Physical Sciences (ICPS). If an entering third former already has completed chemistry and physics, they may elect to enroll in Inquiries in Biological and Environmental Sciences.

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.

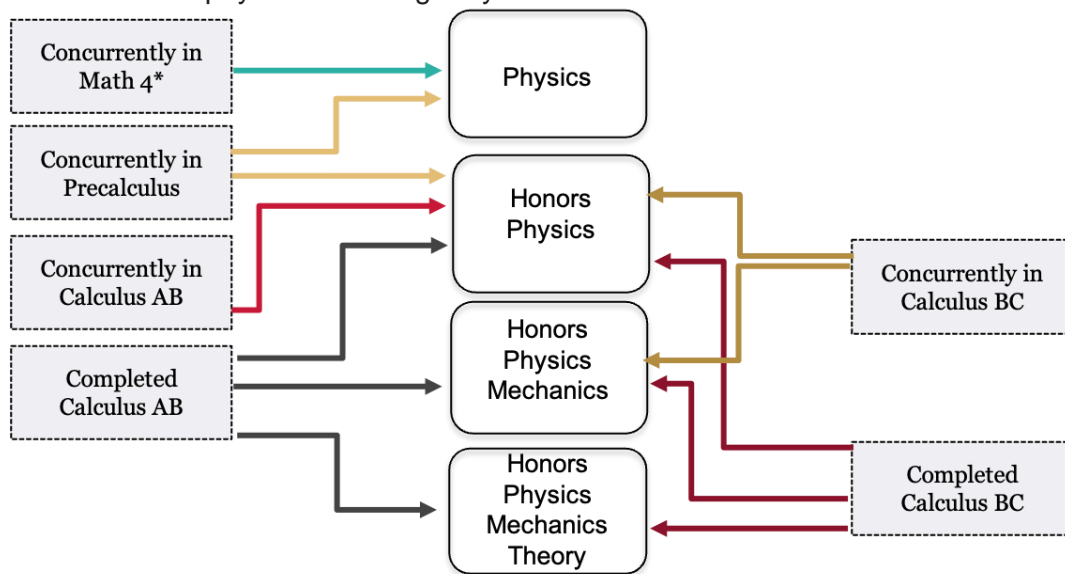
Grants: NCAA; Terms: All; Forms: III Form and above; Prereqs: SC205

Beyond the core science program, we offer two levels of science courses, 400 level and 500 level. A 400 level course offers students additional guidance and a more moderate pace of instruction relative to 500 level courses. After the first two weeks of the fall term, it is not possible for students to move between 400 and 500 level science courses in the same subject area because they are not parallel tracks and therefore not designed for students to be able to move up or down a level once the year has started. Students are expected to remain in year-long courses, so please carefully review the distinction between 400 level and 500 level science courses.

Please note: A student may **not** take a year-long 400 level course and then take the same honors course the following year. For example: a student may **not** take 400 Biology and then Honors Biology the following year.

	400 Level Courses	500 Level Courses
Content	Activities, readings, and experiences are structured so that students are guided through the course, building towards independent learning as the course progresses.	Activities, readings, and experiences are structured so that students jump into the work with the expectation that they already have the habits for successful learning.
Pacing of the class	Tempered pace, stepping stone approach to college level work.	College-level in workload, coverage and expectations.
Discussions	Mixture of guided and student led Harkness discussions.	Student led Harkness discussions.
Readings	Guided readings, at times readings are reviewed in class the day after they are assigned.	Expectations that students can process and understand complex topics. Rather than reviewing readings in class, topics are discussed or built upon.
Analysis	Guidance on problem solving and data analysis. Guided practice for synthesis and application of ideas, as well as review of statistical analysis and how to use Excel.	Students are capable of independent quantitative reasoning in the form of algebraic manipulation and/or statistical analysis, using Excel. Emphasis on evaluation of data and claims.

A student's course placement in physics is dependent on their math level. Please see the flowchart below to determine the physics class eligibility.



* A student who was strong in Math 3 may petition the science department to be permitted to take Honors Physics.

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, and circulatory systems 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

SC418 - Psychology

Why do people think and act the way they do? Understanding the human mind helps us to make sense of human behavior, which in turn gives us a lens through which we can analyze societal phenomena as wide-ranging as the effects of meditation to the existence of prejudice. In this introductory course, we will study basic psychological principles through a variety of case studies and activities, and also think about how facts can be interpreted differently using different schools of psychological thought. Topics may include: scientific research methods, theories of sleep and dreams, how we learn and make decisions, what determines personality traits, and more. The course will involve reading, writing, discussion, and data analysis.

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

SC434, SC435, SC436 - 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, electricity (circuits), 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 ICPS 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. A highly student driven course, we 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, atomic structure, the periodic table, chemical bonding, properties of matter, the mole, stoichiometry, chemical reactions, thermochemistry, reaction rates, equilibrium, and acids and bases. There will also be time for students to explore topics of their interest.

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

SC461, SC462, SC463 - Environmental Science

This course provides students with the scientific principles and skills to understand interrelationships in the natural world, identify and analyze environmental problems, and examine solutions for resolving or preventing them. Laboratory and field experiences in ecology, geology, hydrology, and more serve as an important opportunity for students to test physical and ecological science concepts introduced in the classroom and explore problems in depth. Topics include: how the Earth is an interconnected system, matter cycling and energy conversions in underlying environmental processes, how humans alter natural systems, environmental problems that have a cultural and social context, and why human flourishing depends on practices that promote sustainable systems. This course is a year-long comprehensive study that serves as an environmental science option instead of the 500 level Honors Environmental Science course.

Grants: NCAA; Terms: All; 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. Students will put their experimental design and data analysis skills to use frequently.

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

SC515 - Nutrition: Biochemistry of Food and Relationship to Diet

What macronutrients does our food contain? What are the synergistic relationships amongst micronutrients and what happens when these are out of homeostatic balance? What does a 'healthy' diet look like and do we achieve it? These are just some of the questions covered in the course and remain open for further inquiry according to interest amongst the class participants. At the completion of the course, students will assess their own food intake and produce an ideal meal plan.

Terms: T1; Forms: IV or V; Prereqs: SC325 or 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. 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, 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, completion of 300-level math course or above, and Department Approval; A summer review packet will be supplied to students and must be completed prior to the start of classes (approximately 10 hours).

SC534, SC535, SC536 - Honors 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 Honors Physics with permission.

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

SC541, SC542, SC543 - Honors 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 any 500-level calculus course previously, or take 521 (Honors Calculus BC) concurrently with this course.

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

SC551, SC552, SC553 - Honors Physics / Mechanics and Theory

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

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.

SC577 - Musculoskeletal Physiology

Our skeletal muscles are key to human performance. How do they allow us to do work, to be active, or to shape ourselves? This course will help you to answer these questions via the foundation work we do to understand skeletal muscle anatomy and physiology. We will explore the primary literature to gain an understanding of genetic contributions to hypertrophy, how nutrients can affect muscle structure and function, and the molecular interactions involved with muscle contractions. We will do lab activities to understand skeletal muscle structure, force generation, muscle fatigue, and muscle growth. Students will choose one of three tracks to explore topics such as hypertrophy for force generation, muscle control for stability and strength, and conditioning for performance. Class discussions will help to develop group understanding of muscle, as well as to enhance understandings essential to the track you pursue. Finally, you will develop a deep understanding within the field of skeletal muscle via an independent research project.

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

SC578 - Honors Parasitology

Parasitism, a biological phenomenon that has emerged over 200 times in the last 500 million years, significantly influenced the evolution of life on Earth. Many of Earth's animal species are parasites, with certain representatives inflicting considerable pain and suffering on humans. This course serves as an introduction to the field of parasitology, covering topics such as the origins and diversification of parasites, parasite ecology, parasite life cycles, host pathology, and host defense mechanisms. The project and laboratory components will emphasize parasites of medical and veterinary significance.

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

IN533 - Botany & Boat Building

This course introduces students to botany through a study of plant phylogeny and field identification of species within the genera most frequently used in the construction of canoes. The course also introduces students to a history of canoe construction techniques in a variety of cultural settings, including indigenous cultures from the Pacific Northwest and the Northeast. Finally, the course gives students the opportunity to participate in the construction of a wood-canvas canoe, learning essential construction skills, including steam-bending ribs, fitting and tacking planking, canvas stretching, and seat caning. Throughout each of the elements, a central emphasis is placed on the connections between geographic species distribution, material properties of different woods, and the purpose-driven demands of different canoes and their component parts.

Grants: Honors Interdisciplinary; 1IN Cr.; Term: T3; Forms: V; Prereqs: SC325 and Department Approval,
*Note: Does not fulfill graduation requirement for science.

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 Cr.; Terms: T3; Forms: V; Prereqs: SC325 and Department Approval,
*Note: Does not fulfill graduation requirement for science.

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

VA201 - Foundations Of Drawing

This course will teach you how to see with greater depth and clarity. Using a variety of traditional media including graphite, charcoal, and ink, students will be introduced to observation-based techniques to generate creative, realistic drawings. Skills include contour drawing, measuring proportion, transferring angles, seeing and drawing negative space, using linear perspective and value to enhance the illusion of depth. Once these skills are established, we will apply them to individualized subject matter and personal style. By the end of the course students will have generated several portfolio quality drawings including still lifes and a master drawing study, and be prepared for more advanced work within the department. Though not a prerequisite, drawing is a helpful skill for undertaking both painting and sculpture. A materials fee will be applied to cover course supplies.

Terms: T2 and T3; Forms: II

VA202 - Foundations Of Design

This class is an introductory exploration into the principles of design and visual communication. The course will consist of technical workshops, creative exercises, and design challenges encompassing multiple components of graphic design and communications including branding, typography, illustration, printmaking, photography, layout, and more. Students can anticipate working with studio materials while also expanding their knowledge of digital media and the Adobe Creative Suite. The second term will further challenge students to refine their design thinking skills and process as they fulfill design prompts modeling freelance assignments and client-based projects. Research, collaboration, and feedback will factor significantly into the course as students engage fully with the design process. A materials fee will be applied to cover course supplies.

Terms: T2 and T3; Forms: II

VA205 - Foundations Of Filmmaking

This course focuses on the art of visual storytelling. Students will be challenged with a series of engaging projects that will bring both novice filmmakers, along with those with prior skills, to an advanced level of proficiency. Using professional grade editing software (Adobe Premiere Pro), and learning through both independent and collaborative work, students will develop the skills required to breathe life into their own creative concepts. Term one will focus on developing basic editing skills, and will include challenges such as the One Minute Project (with the best work featured in an online film festival), and the Encounter Project, which will rely on group work. Term two will include a unit on Video Journalism (with best work featured on Lawrenceville's YouTube channel), and will also allow for the pursuit of more independent work and passion-based projects. At the end of this course students will have developed a substantial portfolio of work showcasing their filmmaking skills.

Terms: T2 and T3; Forms: II

VA206 - Foundations Of Technical Design and Fabrication

Using traditional methods and digital fabrication technologies, this project-based course introduces students to design and building. Through a series of hands-on, design-based projects, students learn the process of taking an original design idea from concept to finished artifact. As students work with a variety of materials, they learn to express their own personal vision in three-dimensional form. Students

learn to communicate graphically by studying computer-aided drafting and 3D computer modeling, which allows them to generate the data necessary to run digital fabrication equipment. Additional topics covered range from Design Thinking methodology to using CAD/CAM, 3D-printing, laser cutting, soldering, and basic woodworking. The course culminates with students applying the principles of art and design as they create their own kinetic mechanism. A materials fee will be applied to cover course supplies.

Terms: T2 and T3; Forms: II

VA336 - Advanced Technical Design and Fabrication

Working more independently, students in this advanced class further develop their artistic and design skills by completing a project of their own choice. Students study in greater depth the various steps involved in the development of a design from conceptualization to completion. Using maquettes and prototypes to visualize their design and sculptural ideas, they expand their ability to develop and iterate their concepts. Experimentation with a variety of methods and materials (such as 3D-printing, water jet cutting, CNC machining, open-source electronics, woodworking, and welding) is encouraged in this class. Throughout the course, individual research and writing are used as cognitive tools to develop critical thinking skills to strengthen concepts. A materials fee will be applied to cover course supplies.

Terms: T1; Forms: III; Prereqs: VA204 and Instructor Permission

VA330 - Advanced Drawing

Advanced Drawing will build upon the skills introduced in Foundations of Drawing. Following the representational focus of earlier terms, course work will expand to include abstraction, composition, the use of color in drawing, and using non-traditional media (both surfaces and materials). Themes may include study of the human figure, the work of contemporary drawing masters and three-dimensional drawing media.

Terms: T2 or T3; Forms: III; Prereqs: VA201 or VA311, VA310 with instructor permission

VA312 - Explorations in Design

This class is the first of a two-term exploration into the principles of design and visual communication. Focusing on graphic design, this course will consist of technical workshops, creative exercises, and design challenges. Students will gain a strong working knowledge of Adobe Illustrator and 2D design tools and techniques to support digital design and illustration projects. Research, collaboration, and feedback will factor significantly into the course as students engage fully with the design process. The second required term of this course will

focus on fabrication as students will create and transform two-dimensional designs into three-dimensions. A materials fee will be applied to cover course supplies. Series will run T1/T2 or T1/T3

Terms: T1; Forms: III or IV or V

(Open to new III, IV, and V form students as part of a two-term course series, only. Students must take both terms of this course.)

VA313 - Explorations in Design II

Explorations in Design II is the second term of a two-term design course. This course will expand upon the 2D graphic design skills and techniques refined during the first term to focus on the fabrication of digital designs in three-dimensions. Adobe Illustrator will remain in focus while students are introduced to the print lab to connect two-dimensional design processes to the creation of 3D works. Series will run T1/T2 or T1/T3

Terms: T2 or T3; Forms: III or IV or V; Prereqs: VA312

VA332 - Advanced Design

Advanced Design will allow students the opportunity to dive deeper into design and visual communication while introducing product design and fabrication to the curriculum. This course will challenge students to navigate advanced design prompts while refining their creative and critical thinking skills and original style to develop portfolio-quality work. Students will continue to build upon their knowledge of graphic design and Adobe Illustrator technique to transform two-dimensional designs into three-dimensional works. A materials fee will be applied to cover course supplies.

Terms: T1; Forms: III; Prereqs: VA202 or VA313. Instructor permission required

Course is also open to students who completed VA305 2D Design course (no longer offered) with instructor permission

VA335 - Painting

This course will serve as an introduction to the fundamentals of painting. Students will learn how to implement their observations, experiences and creative ideas with a multitude of painting media in various traditional and contemporary practices. A variety of media will include but not limited to watercolor, gouache, acrylic paint, tempera paint and ink. Students will learn basic color theory, color mixing techniques and how to successfully implement the Elements of Art and Principles of Design within each project. All projects will further advance an understanding of painting and also progressively develop conceptual possibilities within their artwork. This course will emphasize and encourage students to be curious and take aesthetic risks. The core skills that will be addressed and developed include painting from observation, still life painting, landscape, portraiture, process painting and degrees of abstraction. Students should anticipate in-depth projects while becoming more adept through exposure of various media. Drawing is a prerequisite for Painting. A materials fee will be applied to cover course supplies.

Terms: T1; Forms: III or IV or V; Prereqs: VA201 or VA310 & VA311 (Drawing)

VA318 - Explorations in Filmmaking

This course focuses on the art of visual storytelling. Students will be challenged with a series of engaging projects that will bring both novice filmmakers, along with those with prior skills, to an advanced level of proficiency. Using professional grade editing software (Adobe Premiere Pro), and learning through both independent and collaborative work, students will develop the skills required to breathe life into their own creative concepts. Term one will focus on developing basic editing skills, and will include challenges such as the One Minute Project (with the best work featured in an online film festival), and the Encounter Project, which will rely on group work. Series will run T1/T2.

Terms: T1; Forms: III only

VA319 - Explorations in Filmmaking II

Required second term for new 3rd formers in this track. This course focuses on the art of visual storytelling. Students will be challenged with a series of engaging projects that will bring both novice filmmakers, along with those with prior skills, to an advanced level of proficiency. Using professional grade editing software (Adobe Premiere Pro), and learning through both independent and collaborative work, students will develop the skills required to breathe life into their own creative concepts. Term two will include a unit on Video Journalism (with best work featured on Lawrenceville's YouTube channel), and will also allow for the pursuit of more independent work and passion-based projects. At the end of this course students will have developed a substantial portfolio of work showcasing their filmmaking skills. Series will run T1/T2.

Terms: T2; Forms: III or IV; Prereqs: VA318

VA320 - Explorations in Studio Art

Studio Art is an introductory course to multiple 2D and 3D, traditional and non-traditional art mediums. Emphasis will be placed on Elements of Art & Principles of Design while exploring a variety of mediums, including but not limited to drawing, painting, photography, sculpture, mixed media, and digital art. The coursework will be connected in a logical step-by-step manner, enabling students to understand the foundation of artistic ideas while focusing on individual creative thought. Students should anticipate in depth projects while becoming more adept through exposure of various media. Series will run T1/T2 or T2/T3.

Grants NCAA; Terms: T1 or T2; Forms: III, IV, V

Open to new III form students as well as returning III form students who have completed their first two Arts credits in music, theatre, or a different Foundation discipline in the Visual Arts. The course is also open to first year IV & V form students

VA321 - Explorations in Studio Art II

Students will continue to explore multiple 2D and 3D, traditional and non-traditional art mediums in the second term of this course through more advanced techniques and creative challenges. Emphasis will be placed on Elements of Art & Principles of Design while exploring a variety of mediums, including but not limited to drawing, painting, photography, sculpture, mixed media, and digital art. Students should anticipate in depth projects while becoming more adept through exposure of various media. Series will run T1/T2 or T2/T3.

Grants: NCAA; Terms: T2 or T3; Forms: III only; Prereqs: VA320

VA401 - Painting

This course will serve as an introduction to the fundamentals of painting. Students will learn how to implement their observations, experiences and creative ideas with a multitude of painting media in various traditional and contemporary practices. A variety of media will include but not limited to watercolor, gouache, acrylic paint, tempera paint and ink. Students will learn basic color theory, color mixing techniques and how to successfully implement the Elements of Art and Principles of Design within each project. All projects will further advance an understanding of painting and also progressively develop conceptual possibilities within their artwork. This course will emphasize and encourage students to be curious and take aesthetic risks. The core skills that will be addressed and developed include painting from observation, still life painting, landscape, portraiture, process painting and degrees of abstraction. Students should anticipate in-depth projects while becoming more adept through exposure of various media. Drawing is a prerequisite for Painting. A materials fee will be applied to cover course supplies.

Terms: T3; Forms IV, V Prereqs: VA201 or VA310 & VA311 (Drawing)

VA403 – Technical Design and 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; Forms: IV or V; Prereqs: With instructor permission

VA407 – Advanced Drawing

Advanced Drawing will build upon the skills introduced in Foundations of Drawing. Following the representational focus of earlier terms, course work will expand to include abstraction, composition, the use of color in drawing, and using non-traditional media (both surfaces and materials). Themes may include study of the human figure, the work of contemporary drawing masters and three-dimensional drawing media.

Terms: T2 or T3; Forms: IV or V; Prereqs: VA202 or VA313, VA312 with instructor permission

VA408 – Advanced Design

Advanced Design will allow students the opportunity to dive deeper into a particular interest area within the discipline of communications design. The course will challenge students to navigate advanced design prompts while refining their creative and critical thinking skills and original style. The second half of the term will allow students to focus on designing and executing a portfolio-quality project within a concentrated area of study falling within the field of graphic design and/or illustration. A materials fee will be applied to cover course supplies.

Terms: T1; Forms: IV or V; Prereqs: VA202 or VA313, VA312 with instructor permission

VA411 - Sculpture

This course will serve as an introduction to the fundamentals of sculpture and 3-D art. Students will learn how to implement their observations, experiences and creative ideas with a multitude of 3-D media. A variety of media will include, but not be limited to paper, paper mache, cardboard, wire, wood, plastic, fabric and several other unconventional materials such as found objects and recycle-ables. Students will learn basic build techniques, how to manipulate 2-D materials to form 3-D art, how to create functional and nonfunctional sculpture and successfully implement the Elements of Art and Principles of Design within each project. All projects will further advance an understanding of 3-D art and also progressively develop conceptual possibilities within their artwork. This course will emphasize and encourage students to be curious and take aesthetic risks. The core skills that will be addressed, developed and necessary: understanding media and working materials, material manipulation, manual dexterity and strength, gross and fine motor skills, use of various tools and processes to create sculpture. Students should anticipate in depth projects while becoming more adept through exposure to various media.

Grants: NCAA; Terms: T3; Forms: IV or V; Prereqs: VA courses through 300-level. *New IV or V form students to Lawrenceville may enroll in this course.*

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 materials fee will be applied to cover course supplies.

Terms: T1 or T2 or T3; Forms: IV or V; Prereqs: Completed VA requirements through 300-Level Courses. *New IV or V form students may also choose to enroll in this course.*

VA416 - Advanced Technical Design and Fabrication

Working more independently, students in this advanced class further develop their artistic and design skills by completing a project of their own choice. Students study in greater depth the various steps involved in the development of a design from conceptualization to completion. Using maquettes and prototypes to visualize their design and sculptural ideas, they expand their ability to develop and iterate their concepts. Experimentation with a variety of methods and materials (such as 3D-printing, water jet

cutting, CNC machining, open-source electronics, woodworking, and welding) is encouraged in this class. Throughout the course, individual research and writing are used as cognitive tools to develop critical thinking skills to strengthen concepts. A materials fee will be applied to cover course supplies.
Terms: T1; Forms: IV or V; Prereqs: VA204 or VA317, VA316 with instructor permission

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 materials fee will be applied to cover course supplies.

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

VA431 - Filmmaking: The Art of Visual Storytelling

This course is designed specifically for those with prior experience of filmmaking and takes a hands-on project-based approach, while leaving ample room for creative expression. Class will function very much like a professional production studio does, with group discussion being the foundation for the development of ideas that are then individually refined, before being pitched to the group in both a written form and using storyboards. Production work will allow for both independent and collaborative projects, and will rest on the use of the professional grade editing software Adobe Premiere Pro. Ultimately students will create a series of short high quality films that will be the result of effective ideation, careful planning and storyboarding, strong visual storytelling, effective rhythm and pacing in editing, and, at the end of the day, a full embrace of the creative process and the art of visual storytelling. ****Prior filmmaking experience required****

Terms: T3; Forms: IV or V; Prereqs: VA338 or VA319 and Instructor permission.

VA501 - Advanced Studio

This course is for serious and self-motivated art students who have moved through our foundational and elective offerings and are interested in preparing an advanced placement portfolio for submission in May in Drawing or 2D Art & Design. Various two-dimensional media will be explored in the studio as students develop a concentrated series of original artworks across the year. All students will receive a sketchbook to collect and develop process-based work throughout the full year course. Research and critiques as well as opportunities to connect with The Hutchins Galleries on campus will also factor prominently into this class. Students must meet prerequisites and acquire departmental permission before summer to join this course in the fall. Students may be asked to share previous artwork in the process. A materials fee will be applied to cover course supplies each term.

Grants: Honors; Terms: All; Forms: IV or V; Prereqs: Completed VA requirements through the 300-level in Drawing, Painting and/or Design. Department permission is also required and must be acquired during the spring term of the previous academic year.

VA599 - Ind. Study: Visual Arts

Students with interests they wish to seriously explore that fall beyond program offerings may apply for an independent study in the Visual Arts. Advanced and independent study opportunities do not always accompany a one-term course reduction and may run concurrently with another one-term VA course offering, if approved. Students can anticipate that research, exploration, and creative work will factor prominently into their independent study experience culminating in physical work to present at the end-of-term Academic Showcase. All independent project work will be assessed as it would in a regular course: 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 & Dean of Academics 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