



BARD

HIGH SCHOOL • EARLY COLLEGE



Spring 2018 Course Guide

course offerings are subject to change

Course Guide also available at: www.bard.edu/bhsec

Bard High School Early College

A.A. Degree Requirements:

In addition to completing all New York State Regents Diploma requirements, in order to receive the Bard Associate of Arts Degree, students must maintain a 2.0 GPA, earn no less than 60 college credits during the two years in the college program, and fulfill the following distribution requirements:

- Four semesters of the Seminar sequence
- Two semesters of laboratory college science- Introduction to General Biology
- Two semesters of college mathematics
- Two semesters of college foreign language, including one at the intermediate level
- Two semesters of history- one American history course and one global history course
- Two semesters of an English elective
- Three credits of music, theater, dance, and / or visual art while enrolled in the college program

Student should be enrolled in 4 3-credit courses in different academic disciplines: Foreign Language, English, Social Studies, Science and Math.

All BHSEC students are required to take 1 credit of Physical Education every semester.

Independent Studies and Tutorials:

Independent Studies are open to **Year 2** students in good academic standing (3.0 GPA or above) who wish to pursue advanced work under the supervision of a BHSEC faculty member. In undertaking an independent study, students agree to carry out the project as described in the proposal; meet with the faculty supervisor a minimum of once a week; and present work at the BHSEC symposium day. Students also agree to notify their faculty supervisor, dean's office, and registrar if they find it necessary to discontinue their independent study.

Independent studies are meant to be taken above and beyond the fulfillment of core requirements.

Students may take no more than one independent study per semester, and no more than two over the two years of the college program. In exceptional circumstances, a student may petition for a third independent study.

1-Credit independent studies require 30 pages of college-level reading weekly, or the equivalent level of intensity in other academic and artistic activities.

3-Credit independent studies require 100 pages of college-level reading weekly or the equivalent level of intensity in other academic and artistic activities; 1 weekly meeting with the faculty supervisor during the regular semester; and at least 9 pages of polished writing (several revised response papers or a final paper) or a final project of college-level quality.

The student and faculty advisor should submit a proposal for the Independent Study to the Dean's office by Friday, January 12th, 2018.

A copy of the Independent Study proposal form can be obtained in the Dean's Office.

SEMINAR

SEM 102 / ZJS42U

First Year Seminar II

Faculty

3 credits/meets 4xwk

This course continues our examination of some of the foundational texts of Western literature. After completing the second half of the *Inferno*, we will read *The Prince* by Machiavelli, and Shakespeare's *Hamlet*. We will then study Mozart's opera *Don Giovanni* and conclude the course with Jane Austen's novel, *Pride and Prejudice*. The course is designed to develop the students' ability to respond critically and creatively to these texts through close reading (and viewing/listening), active discussion and reflective writing. As in the first semester, the theme of 'personal identity' will be a key theme, but second semester will place a particular emphasis on the role of power, gender and sexuality in the construction of identity.

SEM 202 / ZJS44U

Sophomore Seminar II

Faculty

3 credits/meets 4xwk

Vast confidence in science's ability to understand the physical and social world, and optimism about the power of progress and technology to transform it, characterized late nineteenth-century thought. By the early twentieth century, however, increasing awareness of the limitations of human knowledge complicated people's perceptions of, and faith in, science and progress. The twentieth century global wars, genocidal destruction, threats of nuclear annihilation and environmental degradation, mass population displacements and increasing globalization have turned modernism's skepticism into postmodern uncertainty. Developments and discoveries in the physical sciences- and Quantum Theory, in particular-upset the standard conception of the universe as knowable, revealing instead a world dominated by chance and complexity, one comprehensible only through overlapping, and sometimes even contradictory, descriptions. In this seminar, students explore the contemporary culture of uncertainty and its impact on their lives through reading and discussing several core texts, then by conducting a research and writing project inquiring deeply into the controversial idea of one contemporary writer. Students are encouraged to discover how principles of uncertainty can facilitate thinking about the complex, global world of our new century and their place in it. Readings include Kafka's *The Trial*; selected texts by Jean-François Lyotard, Fredric Jameson, Michel Foucault, Susan Sontag; Michael Frayn's play, *Copenhagen*. Students will also have the opportunity to engage in a semester-long inquiry project of their interest - a project that will require them to synthesize and reflect on many of the thinking and writing skills they have learned over their years at BHSEC.

ARTS, MUSIC and THEATER

ART 101 /APS11U1

Introduction to Painting

Casey

3 credits

3xwk

Introduction to painting provides the foundational information and skills to execute representational paintings with acrylic paint. Course begins with a study of color perception and paint mixing, followed by work in still life and self-portraiture. No prerequisite other than successful completion of Introduction to Visual Art. Students who successfully complete this course may then take Painting II.

ART 102 / APS11U2

Painting II

Casey

3 credits

3xwk

Students who complete Painting I with a grade of B or better may take Painting II. The work will remain primarily representational, with the usual emphasis on managing color contrasts to create effects of light, space, and form. Work will become increasingly independent and complex, with an emphasis both on the development of individual style and content, as well as more rigorous standards of quality and skill. There will be an increased use of drawing and preliminary studies to plan and refine a body of work. Students will write a review of the Semester-ending Art Exhibit to conclude the course.

DAN 103 / PQS11U1D

Dance Ensemble

Marasigan

3 credits

3xwk

College Dance Ensemble is a rigorously physical and intellectual approach to the study of dance. Students' collaborative rehearsal process includes experimenting with spatial relationships, musicality, and using historical and scientific texts. Through in-class showings and critiques, students actively analyze, create and refine abstract sequences in their choreography. The 1st half of the semester is worth 45 points and includes: daily participation (technique, rehearsal and in-class showings), a peer leading assignment and written homework. The 2nd half of the semester is 55 points and includes: daily participation, final performance (Symposium Day or Spring Concert), and final paper.

MUS 103 / UGS11U		1 credit
Introduction to Guitar	Zimbelmann	2xwk
<p>Best suited to beginners, this course will serve as an introduction to the guitar. Fundamental musicianship will also be emphasized. The primary aims of the course are to get you playing right away, to have formal and informal performances (not mandatory), and to give you something that you can build on for a lifetime of playing music. This course will be good for students interested in playing the guitar as its own pursuit, as well as for those wanting to accompany themselves while singing. Notes and scales, chords, fingerboard harmony and applied music theory will be explored and employed across various techniques and styles, from pop and rock to country, bluegrass, folk, blues, jazz, classical, and more. Students will play both acoustic and electric guitars, and the idiosyncrasies of the guitar will be exploited for their maximum utility and benefit.</p>		
MUS 104 / UNS11U		1 credit
World Drumming	Healy	2xwk
<p>By permission of instructor. Some previous musical experience is helpful, but not required. The thrust of the course is music performance. The repertoire is chosen to explore drumming styles and techniques from various parts of the world, with emphasis on Africa, South America and the Caribbean. In addition to developing their own performing skills, students will develop the additional skills and vocabulary needed when playing with others. Concepts and vocabulary: feel, polyrhythm, ensemble, filling space, leaving empty space, six feel vs. four feel, call & response, improvising in an ensemble context. Attendance at all performances is a requirement.</p>		
MUS 105 / UVS11U		1 credit
BHSEC Chorus	Despommier	2xwk
<p>The chorus is a place where students learn to express themselves through group singing. Over the course of the semester, they will develop vocal technique and sing a wide range of music literature from the classical and folk music traditions. In addition to performing on campus, students will engage the community with off-campus performances.</p>		
MUS 118 / UJS11U		1 credit
Bard Jazz Ensemble "The Jazz Bards"	Despommier	2xwk
<p>Students will study and play a wide range of jazz styles including blues, swing, fusion and funk. Through weekly listening assignments and rehearsals, they will develop skills for improvisation and ensemble playing. Advanced students will write arrangements and compose their own tunes. This course will culminate in a concert at the end of the semester and is open to all instrumentalists and singers interested in jazz performance.</p>		
MUS 137 / HUS11U1J		3 credits
History of Jazz in America	Despommier	3xwk
Freedom, Expression and Transcendence		
<p>Starting with the roots of jazz: slave/work songs, spirituals, blues, ragtime, will we study/hear how these vernacular styles affected the development of various jazz genres, rock, Western Classical Music, and even contemporary rap and hip hop through listening, reading, class discussion and student inquiry projects. In our writing assignments, we will explore topics related to music and the struggle for civil rights, race, drug addiction, afro-futurism and theology. By the end of the course, students should be able to outline the trajectory of jazz in the twentieth century, distinguish between different jazz/blues idioms in writing and speaking, identify the music of revolutionary performers/composers such as Jelly Roll Morton, Duke Ellington, Charlie Parker, "Saint" John Coltrane, Sun Ra, and grasp important issues surrounding jazz performance practice. Course includes guest performances/lectures and a field trip to Jazz at Lincoln Center. Open to all college students. No musical training is necessary.</p>		
MUS 289 / UCS11U		1 credit
Chamber Ensemble	Goya	2xwk
<p>Chamber Ensemble is a group of musicians collaborating to bring to life music from the Medieval to the present day, with an emphasis on music where each musician is responsible for their own distinct part. Each semester, students will explore chamber music repertoire, develop a concert theme, rehearse their repertoire in small groups and as a large ensemble, and perform for the public. Chamber ensemble is open without audition to all violin, viola, cello, and double bass players, including interested beginners (school instruments are available!). Other instrumentalists and singers must consult with Prof. Goya before registering.</p>		

PHOT 101 / AJS21U

1 credit

Introduction to Photography

Scarville

2xwk

Photography is unique among all art forms because of the way it uses time. The combination of light, shutter speed and lens aperture allow us to capture tiny slices of time on a two dimensional surface. As a result, the photographer has the ultimate control over how this slice is captured. This workshop style class uses digital photography to provide students with the basic tools of photography. Through the study of historical and contemporary photographers, project based assignments, and cooperative learning, students will be guided to a deeper understanding of how photography can be used for true personal expression. While no previous experience is necessary, students familiar with the basics of photography will also find this course challenging and interesting.

PHOT 200 / AJS22U

1 credit

Advanced Photography

Scarville

2xwk

Photography is unique among all art forms because of the way it uses time. The combination of light, shutter speed and lens aperture allow us to capture tiny slices of time on a two dimensional surface. As a result, the photographer has ultimate control over how this slice is captured. This workshop style class uses digital photography to provide students with more advanced and individualized instruction than the Introduction to Photography course. This course will focus on developing the student's personal voice and photographic style through the study of historical and contemporary photographers, various projects and cooperative learning. **Prerequisite:** Introduction to Photography or permission of the instructor.

THTR 104 / CRS11U

3 credits

Theater Practicum

Dolan

4xwk

Theater Practicum is an advanced class in theater-making. The course continues developing ensemble, physical, and vocal skills which are then applied to the rehearsal, design, production and performance of a play. All students enrolled in the class are required to either perform in the show, design or direct, and to attend after-school rehearsals for 3 x week, for 4 weeks, prior to the final production. Grades will be based on the quality of participation, imaginative work in the area of the student's theater focus, a creative process portfolio, and a final paper.

ENGLISH

LIT 103 / EES11U1C

3 credits

Creative Writing

Cho

3xwk

In this workshop course, you will read and write both fiction and nonfiction. We will focus on experimenting with voice, structure, tone and style. In order to expand our notion of what is possible, we will read a wide range of fiction and nonfiction works. We will devote roughly a third of the semester on reading and the rest of the semester on producing and workshopping our own writing. Workshops will be modeled after the Iowa Writers' Workshop method. Students will have to complete 25 pages of polished prose by the end of the semester.

LIT 238 / EES11UPR

3 credits

Poetic Rhythm: From Beowulf to Biggie

Garcés Kiley

3xwk

The legendary MC Jay Z once wrote that when we turn "something as common as language" into the puzzle of a poem or a verse, we make language "fresh and exciting again, like an old friend who just revealed a long-held secret." Our course will explore the innovative ways poets used rhythm to make language feel fresh and exciting. Ranging from the Middle Ages through hip hop, our principal focus will be on the ways that poems are, before all else, sensual experiences. Part seminar, part workshop, we will study and try our hands at poetic forms that are most closely linked to physical, spoken rhythms, including: Freeverse, Ballads, epic Strong Stress verse (from the age of Beowulf); medieval charms, curses and spells; Spoken Word; and what writer Adam Bradley calls the "dual rhythmic relationship" in hip hop. In our readings and work we will focus on developing our sensitivity to the physical experience of poems. We'll learn to "scan" them, how to read and feel the way the lines teach us to breathe and speak, and we'll investigate what these rhythmic elements contribute to the overall experience of poems. Our work will feature weekly creative writing assignments, daily readings of poetry and theory, regular updates to creative writing blogs, lively discussions in class in online, formal analytical assignments, and creative writing workshops. Students will then close the semester by developing a collection of their own poetry that demonstrates mastery of the rhythmic techniques and meters we practiced over the course of the semester. In our workshops we'll create a nurturing, critical workshop community that helps us experiment and hone the way we use rhythmic devices in our poems. Key to all of this is the understanding of writing as an experimental and revisionary process. Over the course of the semester our poems will marinate, clarify and

evolve. So rather than worrying about turning in the “perfect” poem, focus instead on sharpening your technique and letting our ideas grow.

LIT 277 / EES11U1B

3 credits

History of Violence: Hinrichs
Borges and Modern Latin American Literature

3xwk

In his short fiction, poetry and essays, Jorge Luis Borges both challenged and reified national identities built on the aestheticization of violence. His Latin American literary heirs, including Julio Cortázar, Ricardo Piglia and Roberto Bolaño, would follow suit. This course will focus on the theme of violence— physical, psychological, linguistic and literary—throughout Borges’ corpus and that of his successors. We will also consider, briefly, two of his precursors, Machado de Assis and Horacio Quiroga. All readings and discussion are in English.

HIST 142 / EES11U1R

3 credits

Introduction to Russian Culture Johnson

3xwk

Winston Churchill once called Russia “a riddle wrapped in a mystery inside an enigma.” Journey to a land that has both confounded and fascinated outsiders for centuries, and explore the historical, political, artistic and spiritual themes that comprise the great Russian cultural traditions -- from the Christianization of Kiev to the rise of Moscow, to the founding of St. Petersburg, to the rise and fall of the Soviet Union. Subject matter will include selected works of Russian history, iconography, Orthodoxy, folklore, literature, music, art, film and current journalism. Texts studied will be diverse in scope, including medieval chronicles and tales; works of fiction by Gogol, Tolstoy, and Chekhov; readings on religion (Ware and Fedotov); as well as essays on intellectual and political history (Chaadaev, Herzen, Lenin). Special emphasis will be placed on the medieval, religious foundations of Russian culture. Other media will include works of art, the screening of films, and cultural events. All readings are in English; primary materials will be included in a reading anthology. This course is cross-listed under English and History and can fulfill either requirement.

EES11UFP

3 credits

The Politics of Speculative Fiction and Popular Culture Cho

3xwk

In this seminar course, we will read authors writing in the Science Fiction/Speculative Fiction (SF) genre whose work speak to contemporary political themes such as tensions in race and gender relations, the social and environmental impact of technological changes and the rise and fall of Empires. The course will touch on a wide range of subjects: war (The Cold War, The Vietnam War); identity politics; climate change; consumerism; advertisement. Our readings will primarily focus on SF novels – Margaret Atwood’s *The Handmaid’s Tale*; Octavia E. Butler’s *Parable of the Sower*; William Gibson’s *Neuromancer*; Kazuo Ishiguro’s *Never Let Me Go*; Ursula Le Guin’s *The Dispossessed*; Kurt Vonnegut’s *Slaughterhouse Five*; Mary Wollstonecraft Shelley’s *Frankenstein*. Some of these novels may be replaced by short-stories by writers such as Ray Bradbury, Aimee Bender and George Saunders. Our goal is to read and discuss a new text every two weeks, which is approximately 125-150 pages a week. We will supplement these readings with scholarly texts by writers such as Michel Foucault, Jean Baudrillard, Judith Butler among others. Students will also be expected to watch and discuss movies and videos such as *Blade Runner*, *The Matrix* and *The Hunger Games*. Students will have to write 3, seven-page essays over the semester.

EES11UMC

3 credits

A Century of Revolution: Modern China Powers

3xwk

In recent decades, China has becoming increasingly more important on a global scale, both economically and politically. These developments, however, have not come without a turbulent yet captivating history. This course will explore late-19th and 20th century China, focusing on the historical and cultural context of several novels, short stories, and film adaptations. This course will explore the birth and rise of modern China, beginning with the fall of the Qing dynasty, continuing through a vast array of revolutions and armed conflicts, and concluding with the most recent struggles of the Chinese people against their own government. In particular, we will analyze ways revolution manifests itself in the literature, the role of foreigners and “outsiders” in defining the Chinese identity and how this sculpted what is now China and Chinese culture. Some of the major themes we will explore include war and revolution, colonialism, family and gender roles, traditional versus modern, East versus West, and identity. This class is discussion-based, with readings and responses for homework assignments. Grades will be determined by class participation (which includes two in-class presentations), reading responses, and three major essay assignments.

EES11UTM

3 credits

Toni Morrison

Augustine

3xwk

Toni Morrison won the Pulitzer Prize in 1988 for her novel, *Beloved* (1987), a narrative that is as meticulously researched as it is emotionally raw. In this course, an introduction to her aesthetic, students will investigate Morrison's writing as a testament to the fictional and historical representations of the race relations created by the legacy of slavery. We will read her criticism (*Playing in the Dark* and *The Origin of Others*), her lone short story ("Recitatif") and three of her novels: *Beloved* (a slow reading in the context of new archival information about Margaret Garner), *The Bluest Eye*, and *Sula*. We will consider Morrison's perspective on ancestral power, the desire for belonging, the Black aesthetic, and her contributions to Black feminist thought extending from her tenure as an editor at Random House to Beyoncé's release of *Lemonade*.

FOREIGN LANGUAGE

CHI 104 / FMS42U

3 credits

Intermediate Chinese I

Fu

4xwk

This is an intermediate level Chinese language course that requires at least three semesters of formal study of Chinese or the equivalent in prior experience. Equal emphasis is given to all four modes of communication: listening, speaking, reading, and writing. While the primary emphasis of the course is still on the vernacular, students will be exposed to formal written Chinese. The majority of the class will be conducted in Chinese and students are strongly encouraged to use Chinese whenever possible, and to keep their use of English to a minimum.

LAT 104 / FLS42U

3 credits

Intermediate Latin I

Kouklanakis

4xwk

This course serves as an introduction to Latin literature of the late Republic. We will be reading Cicero's pro Archia for the first half of the semester and turn to the poetry of Catullus and Ovid during the second half. Through these texts students will continue to expand their knowledge of Latin language through systematic grammatical analysis, while studying literary themes, genres (rhetoric and poetry), styles, and poetic meter. In addition, the course will explore the historical background of the late Republic, a period charged with political and social unrest.

SPAN 104 / FSS42U

3 credits

Intermediate Spanish II

Ducett/Novak

4xwk

This course is the second semester of the college language program. The goal of the course is to transition students from a grammar oriented level of Spanish, into a level that introduces cultural literacy and focuses on analysis of short stories, works of literature, film and art and some of the current events pertinent to the Spanish-speaking world. The course is meant to prepare students for the 202 level of the language, and therefore it will emphasize more complex grammatical structures and a more intense level of in-class participation. The course also introduces students to a variety of important writers, poets and film-makers. Each week the course will focus on group-directed class discussion and close text analysis as well as writing workshops dedicated to developing and editing student writing.

Prerequisite: Successful completion of SPAN 103 or permission of instructor.

CHI 203 / FMS44U

3 credits

Advanced Chinese

Fu

3xwk

This semester we will discuss Chinese people and current issues in China from the point of view of an American student. Joy, excitement, perplexity and disappointment will be present. Class discussion will reflect the wide diversity of Chinese society through simple, everyday experiences. Chinese anecdotes or political propaganda will not be studied in this language class. This is the higher level of Intermediate Mandarin Chinese. It requires at least six semesters of formal study of Chinese or the equivalent in prior experience.

LAT 203 / FLS44U

3 credits

Advanced Latin

Clark

3xwk

Latin occupies a unique place in world languages: Its literature arises from the translation of Greek literature and its genres into the Latin language. The contingency of Greek literature—no other Mediterranean civilization had anything approaching what we know as 'Greek literature,'—only adds to the uniquely strange birth of Latin literature. So, the 'problem' of translation lies at the very heart of Latin literature *per se*. Moreover, of the two ancient languages, Latin is often the harder to translate well into English for various reasons; possibly chief among them the 'spareness' of its diction: one can read a good English translation of Homer or Plato and come away with a good 'feel' for Homer or Plato. This is most often not the case for even the best translations of Vergil or the lyric poets. This class will examine the

nature of translation itself—its purpose, complexity and difficulty; how it is viewed by ancient and modern critics; and how this affects the translation of some of the most famous, and famously difficult to translate, passages of Latin literature. Though we will look at prose passages as well—from Tacitus, Livy, Boethius, Augustine—we will primarily focus on poetry. In addition to the translation of the Latin passages we study, we will be reading several secondary sources on translation studies.

SPAN 202 / FSS43UMM

3 credits

Advanced Spanish:

Guerra

3xwk

Myth, Magic and Religion in Latin America

This course will look at the function and structure of mythology within the cultural context of Latin America. The course will explore how myth, magic and religion interconnect with the emergence of forms of political resistance and state formation. Beginning with Pre-Columbian cultures we will discuss topics like mysticism, shamanism, taboos, ritual sacrifice, and the state/religion relationship. The course will be entirely in Spanish and discussion will be seminar style meaning the emphasis will be on student-directed discussion. In addition, students will engage in weekly writing workshops using some of the techniques from Writing and Thinking. Prerequisite: Successful completion of SPAN 201 or permission of instructor.

SCIENCE

BIO 102 / SBS22U

General Biology II:

Aydemir/Ilboudo/Goya

4 credits/meets 3xwk + 3hr lab.

Introduction to Organismal and Population Biology

In this course, we begin exploring the grand diversity and ancient history of life on Earth. We will examine anatomical and physiological characteristics of major plant and animal groups, paying particular attention to mechanisms of reproduction, growth and development. We will become familiar with methods of taxonomic identification and phylogenetic analysis and engage fundamental principles of evolution including mechanisms of genetic variation and inheritance, population dynamics, extinction rates and speciation. In addition, we will learn basic principles of ecology involving the flow of energy, nutrient cycling, co-evolutionary interactions and animal behavior. The scientific method and various measurement tools will be emphasized in all parts of the course and students will engage reading and writing techniques to understand primary scientific articles. As part of the laboratory requirement for the course, students will formulate a hypothesis and design an ecological experiment to be conducted in East River Park, Manhattan. They will collect field data over the course of several weeks, conduct basic statistical analyses, and present findings in a formal paper.

BIO 161 / SBS11U1G

3 credits

Genetics and Genomics

Goya

3xwk + 2 hr. lab

Genetics is the study of heritable variation - and genomic technologies give us the power to examine and manipulate the molecular basis of life in unprecedented detail. In this course, students will explore the development of genetics from Mendel and Darwin through the Human Genome Project and beyond. For a final project, students will choose between conducting an original research project using cutting-edge computational tools and data, or investigating the social and political consequences of a recent biotechnological development and crafting a policy proposal.

CHEM 205 / SCS11UF

3 credits

Topics in Analytical Chemistry:

Lofaro

3xwk + 2 hr. lab

Forensic Science

This course will offer an overview of forensic methods and techniques. We will examine the process of crime scene investigation and evidence analysis. Topics covered will include crime scene preservation, fingerprints, tool marks, hairs and fibers, blood, bodily fluids, drugs, and their underlying chemical principles. The use of the scientific method, instrumentation, and proper documentation will be highlighted throughout the course.

CHEM 290 / SCS11U1C

3 credits

Chemistry of Cooking

Chaterpaul

4xwk

This one-semester course will investigate various chemical processes involved in cooking. Students will explore oxidation, fermentation, the activity of leavening agents in doughs and batters, and other chemical transformations that occur in the preparation and cooking of foods. Additional potential topics include flavors and aromatics, sweeteners, colloids and emulsions. The advantages and disadvantages of different cooking methods and utensils will also be examined. Prerequisites: C- or better in 10th-grade chemistry

PHYS 102 / SPS22U 4 credits
Physics with Calculus II Mikesh 4xwk + 2 hr. lab
 This course is a continuation of Physics with Calculus I. Topics covered will include electric forces, fields and potential; electric circuits with resistors, capacitors and inductors; magnetic fields and electromagnetic induction; simple harmonic motion, damped oscillations and resonance; and electromagnetic waves. Prerequisite: Physics with Calculus I. Prerequisite or co-requisite: Calculus II.

SBS11UC 3 credits
The Biology of Cancer Ilboudo 3xwk
 In order to develop innovative therapy for cancer patients, it is crucial to understand the molecular and cellular events involved in tumor formation, progression, and metastasis. Thanks to the use of cell culture and mouse model, cancer researchers have gained helpful insights into these processes. During this course, students will learn that, although the etiology of cancer is multifactorial, there is a strong genetic component. They will be introduced to the molecular mechanisms underlying many cellular processes that are dysregulated in cancer. Students will also explore the laboratory tools and techniques used to perform cancer research, major discoveries in cancer biology, and the medical implications of these breakthroughs. The main goal of the course will be to familiarize the students with introductory concepts of cancer biology. Topics include: the cell cycle, hormones, receptors, cancer cell metabolism, oncogenes, tumor suppressor genes, apoptosis, metastasis, cancer immunology, and the etiology of human cancer. Students will also learn about the latest advances in the 4 more common cancers: breast, colon, prostate and liver cancer. Students will also be introduced to the concept of critically reading and discussing a scientific article, and will learn to evaluate data and methodologies used to obtain these data.

MATHEMATICS/ COMPUTER SCIENCE:

CMSC 101 / MKS11U1C 3 credits
Introduction to Computer Science Mesa 4xwk
 This subject is aimed at students with little or no programming experience. It aims to provide students with an understanding of the role computation can play in solving problems. It also aims to help students, regardless of their background, to feel justifiably confident of their ability to write small programs that allow them to accomplish useful goals.

MATH 109 / MSS11U 3 credits
Introduction to Statistics Rubenstein/Rosenberg/Noyes 4xwk
 This course is designed to be an entry point in statistical methods and reasoning. The course can serve students interested in the basics of statistics for any number of future studies: data analysis tools necessary for scientific research, essential statistical methods for the social sciences or a first course in the subject for a serious student of mathematics. Topics will include data analysis, correlation/regression, and statistical tests of inference, confidence and significance. This course may also include utilizing statistical analysis programs and spreadsheets.

MATH 111 / MCS21U 3 credits
Calculus I Rosenbaum/Danquah 4xwk
 This course is an introduction to the basic ideas of differentiation of functions of one variable. Topics covered include limits, continuity, techniques of differentiation, L'Hopital's rule, optimization, related rates and applications. This is the first half of a year-long sequence of college calculus. The course is intended for students who are interested in mathematics, science, engineering, computer science and the quantitative side of business.

MATH 137 / MQS11U1M 3 credits
Modern Mathematics Hartoonian 4xwk
 This is a survey course intended to explore some areas of mathematics that are central to modern mathematical research, but that receive scant mention in a standard K-12 curriculum. These are areas where abstract mathematical research has led to some surprisingly concrete applications. We will explore a branch of topology (the mathematics of how spaces are connected) called graph theory and see how it has become critical in work with computer and social networks, viral marketing, and studying the spread of epidemics. This will lead us into the study of groups (the mathematical embodiment of symmetry) that are used throughout mathematics and have been directly productive in the advancement of both art and physics. A focus on particular groups will lead us to number theory, an older area of mathematics that studies the integers, but which has found modern applications in communication and encryption allowing us to transmit

data and keep that data secure. There will also be an opportunity to explore Voting Theory, Game Theory, or Knot Theory, depending on students' interests.

HUMANITIES AND SOCIAL SCIENCE:

HIST 104 / HUS11UAC

3 credits

The American Supreme Court

Mazie

3xwk

Alexander Hamilton described the judiciary as “the least dangerous branch” of the federal government. The courts, he wrote, would have “no influence over either the sword or the purse.” Yet the federal court system, with the Supreme Court at its apex, has become a major—and, in the wake of the 2016 election, an increasingly controversial—force in American political life. The justices regularly decide cases involving the scope of constitutional freedoms, the powers of Congress and the President, the relationship between state and federal power and the nature of voting rights. They even, in *Bush v. Gore* (2000), effectively picked a president. This course, intended for Year 1 and Year 2 students, aims to instill a thorough understanding of the highest court in the American judiciary through critical analysis and active engagement in historical and contemporary Supreme Court cases. Students will explore the history and role of the Supreme Court, examine rival methods of constitutional interpretation, conduct an in-depth study of three areas of constitutional law and undertake a research project involving one case in the 2016-2017 Supreme Court term. The semester will be capped with a Moot Court project in which students enact their own Supreme Court oral argument. Readings to include a host of Supreme Court documents and texts by St. Thomas Aquinas, Thomas Hobbes, John Rawls, Linda Greenhouse, Laurence Tribe, Erwin Chemerinsky, Stephen Breyer and Antonin Scalia.

HIST 120 / HUS11U20

3 credits

The American Century:

Lerner

3xwk

History of United States Foreign Relations 1893-2017

This course examines the role of the United States in world affairs from the annexation of Hawaii in 1893 through to the War on Terror begun after the attacks of September 11, 2001. In this course, students will explore the ideologies, debates, and events that shaped the United States as it emerged as a world power. Through secondary readings and primary documents, students will analyze United States policies as they have shifted between isolation and intervention, and its actions as they have ranged from humanitarian aid to invasion. Topics to be explored include the role of race and economics in US strategies, the moral implications of foreign policy decisions, and challenges ranging from human rights to globalization to national security as the United States has continually redefined its role in the modern world.

MUS 137 / HUS11U1J

3 credits

History of Jazz in America:

Despommier

3xwk

Freedom, Expression and Transcendence

Starting with the roots of jazz: slave/work songs, spirituals, blues, ragtime, will we study/hear how these vernacular styles affected the development of various jazz genres, rock, Western Classical Music, and even contemporary rap and hip hop through listening, reading, class discussion and student inquiry projects. In our writing assignments, we will explore topics related to music and the struggle for civil rights, race, drug addiction, afro-futurism and theology. By the end of the course, students should be able to outline the trajectory of jazz in the twentieth century, distinguish between different jazz/blues idioms in writing and speaking, identify the music of revolutionary performers/composers such as Jelly Roll Morton, Duke Ellington, Charlie Parker, “Saint” John Coltrane, Sun Ra, and grasp important issues surrounding jazz performance practice. Course includes guest performances/lectures and a field trip to Jazz at Lincoln Center. Open to all college students. No musical training is necessary.

PHIL 106 / HUS11U2I

3 credits

Special Topics in Ethics:

Berner/Kahn

3xwk

Law and Morality

We live in a society where much of what we can or cannot do is regulated by law. We rely on the law to protect us from others, and sometimes from ourselves, to ensure the safety of our food and environment, to fund our government and to regulate our relationships in business and our obligations to our family. In this course we will consider a variety of philosophical questions raised by our legal system, including: What should be the purpose of law? Must laws be moral? What is morality and where does it come from? Should laws enforce morality? By what standards should laws be evaluated? Should laws be different in different countries? What are the challenges of legislating morality? Do we have an obligation to obey or disobey laws that we consider unjust? How, if at all, should problems of enforcement limit the scope of law? What is and what should be the role of the courts in enforcing and interpreting laws? What are the rationales for punishment; is it fair? How responsible are we for our actions? We will read philosophy and case law.

PS 210 / HGS11U1L

3 credits

Healing, Gender and Power in Latin America

Vallejo

3xwk

This course examines health and healing as a window to introduce students to complex and often contradictory power relations in Latin America within the colonial context and under modern state structures. Students will explore the changing historical hierarchies of gender, race and class in the region, considering both how these influenced understandings of health and how ideas about the body and disease have shaped society's social organization. Healers in Latin American history have held privileged knowledge about disease, cures, and the body and because of this have warranted attention and faced scrutiny from political and religious authorities. The course includes three chronological sections. Part 1 introduces the healing practices of the New and Old Worlds and examines the impacts of conquest, disease, and forced African migrations on Spanish America. Part 2 examines a contested medical culture which provided an avenue for resistance against colonial structures and a unifying way to promote American identity. Part 3 focuses on modern Latin American states that have employed public health as a means to modernization, to cure society of its undesirable elements, including marginalized people, and to gain positive international attention.

PS 220 / HUS11U2A

3 credits

The American City

Freund

3xwk

No trend more powerfully impacted post-Civil War America than the rise of the city. As population grew denser, providing food, securing health, buildings homes, moving goods, reducing conflict, and integrating immigrants became more challenging. In many ways, cities were dependent on the rest of the nation—not many cattle ranches in Manhattan—but that relationship was reciprocal. These metropolises facilitated industrial processes that remade the United States. They were supposed to be the nation's melting pots, places where Americans came to work, live, and unite for a better country. That optimistic dream now seems naïve, and many wonder if the dense urban core as ideal, if not as place, is dying. By the turn of the millennium, it was the suburb, not downtown, that had become ascendant. This history of the city looks back in an effort to better understand the big ideals that shaped these urban places, the struggles that constrained them, and the lively, contentious places they became.

HGS11UCT

3 credits

The Epistemology of Conspiracy Theories

Matthews

3xwk

In this course we will examine why we appear to be becoming more susceptible to believing in conspiracy theories and 'fake news' that reinforces our existing way of seeing the world. As an antidote to the seductive idea that we now live in a 'post-truth' world, we begin with an overview of epistemology, a foundational branch of philosophy that asks the question *how do you know what you think you know is true?* From there we pivot to investigate the history of conspiracy theory in the U.S. from the Salem Witch Trials to the government's use of RICO laws; from the CIA's use of the phrase 'conspiracy theory' to discredit such theories of conspiracy to the assassination of Martin Luther King Jr.; and finally the alleged role of the U.S. government in the crack epidemic of the 1980's, as well as the events of 9/11. We will use an interdisciplinary approach – with lectures, readings, film, group activities and assignments – to examine the philosophical underpinnings, the evolution and the effects of conspiracy theories, post-truth culture and virtual news (fake news).

HGS11UMA

3 credits

Modern Africa (19th & 20th Century)

Rockenbach

3xwk

This course explores the history of Africa in 19th and 20th century global history. Through course readings, art, film, and food, we will investigate how the continent's diverse intellectual, economic, and cultural contributions have shaped modern history. While we will not shy away from ugly histories of exploitation—of slavery, colonialism, and white supremacy—our primary focus will be on the ways that people in Africa have understood, experienced, and engaged with their world. We will give particular attention to the following questions: How do we de-center Europe in western scholarship? Is Afrocentrism the answer? How have different communities across Africa interacted with ever-widening circuits of cultural and material exchange? How have African bards, scholars, artists, activists, and poets conceptualized their own history and place in the world?

Bard Globalization and International Affairs Program: BGIA

To learn more about the two courses below and request to be considered, please see Dean Hinrichs (room 407)

Issues in Global Public Health

Scott Rosenstein / Associate Director, City Relationships, 100 Resilient Cities & Dr. Theresa P. Castillo / Director of Women and Children's Health Programs, HealthRight International

This course provides a general overview of determinants of health in the developing world and principles within the field of global public health. It will include a review of some current and historical public health problems, such as tuberculosis, malaria, AIDS, small pox, maternal and infant mortality and reproductive health and rights, and the approaches used to understand and address them. Students will also examine the roles of a range of international organizations involved in global public health efforts, including local and international non-governmental organizations, multilateral agencies such as the WHO, UNAIDS, bilateral organizations like the CDC and USAID, governments and donor organizations. The course aims to convey an understanding of the complexity of health problems in developing countries, the impact of health on social and economic development, the contributions of various disciplines and analytical perspectives in decision-making about public health priorities, and the range of players that contribute to developing and implementing the programs to address them. The course will be structured primarily around a series of case studies of public health policies and practices around which there has been controversy or debate about the appropriate course of action. The case studies will include a major focus on HIV/AIDS and sexual and reproductive health, and will examine such issues as quarantine, testing of new technologies on vulnerable populations, commitment of resources to treatment versus prevention, and the influence of conflicting "moralities" on public health program approaches. These debates will examine the tensions that sometimes arise between efforts to ensure public health and safety, while promoting health equity and rights. It will incorporate perspectives of stakeholders in the developing world, as well as scientists, policy makers and activists. The analysis and readings will draw from various disciplines, including epidemiology and medical anthropology.

Intelligence, Risk, and Decision Making

Giles Alston / Senior Associate, Oxford Analytica

This course is essentially about the relationship between information, analysis, risk and decision makers. On one level, this means that it is about something you do yourself all the time -- but we will be looking specifically at how analysis is produced for those who work in both the public and the private sectors and face critical political, investment, or even humanitarian decisions. Concentrating on three crucial components – collection, analysis and communications – the goal is understand processes behind the production of good analysis and the ways in which it can be conveyed to decision makers. At the same time as studying some of the instances in which intelligence analysis has resulted in success -- and, because it tends to be more revealing, those where it has not -- we will be trying out some of the techniques involved in professional analysis, including writing, presentations, and team work, and looking at analysts working in the government, financial, and non-profit sectors. The intention is to offer an appreciation of what professional analysts do in an intelligence and political risk context, and how their work can feed into the conduct of international relations and international business.

PRACTICUM - Instructor approval during Add/Drop

NDIV 102 / HQS11UY

Introduction to Library Science

Nolan

1 credit/requires 2xwk

Introduction to Library Science is a one-credit course that includes both a practical and a theoretical introduction to library and information science. It introduces students to the core elements of library management and information literacy, including organizing principles, access, acquisitions, cataloging, population management, reference assistance, circulation, assessing needs, library advocacy and outreach, promoting literacy and the use of library materials, education technologies, research resources, and managing and enhancing the library as physical and virtual space. Students will engage with emerging debates within the field of librarianship (such as 'silent space versus learning commons,' epistemologies of authority, ethical uses of information and resources, print versus digital collections, etc) and consider the BHSEC Library within the context of these issues. Students will schedule two class periods a week in consultation with Prof. Nolan.

NDIV 103 / TTS11UY

Network Design

Skelley

1 credit/requires 2xwk

This course will provide students with an introduction to network basics, programming languages, basic scripting skills, operating systems, graphical and command line based application interfaces. Students will also learn techniques in hardware and AV maintenance, and develop user protocols and practices. Students are required to administer two hours of support services and attend one weekly meeting or workshop. Students will participate in group projects designed to further the understanding of student and teacher technology needs and help develop technology resources.

NDIV 104 / EWS11UWC

Writing Center Practicum

Randall

1 credit/requires 2xwk

Peer tutors attend weekly small group meetings in which they practice spotting and solving common problems in organization, sentence structure, and grammar in sample essays. Tutors then apply these skills in tutoring sessions with students who sign up for help in the Writing Center. In helping peers, tutors often find that their own writing improves. The goal for all: achieving clarity. Prerequisite: A faculty recommendation.

NDIV 105 / SQS11UY

Laboratory Science Practicum

Zavlanov

1 credit/requires 2wk

This is a course designed for Year 2 students to learn techniques in the preparation, execution and maintenance of high school and college labs. Students will learn lab protocols, lab maintenance skills, and organizational skills. Tasks and duties will include: reviewing laboratory protocols, preparing materials for college and high school science labs, setting up apparatuses for student experiments, assisting professors during lab sessions, assisting student lab groups, maintaining lab equipment, inventorying equipment and reagents, and various other tasks to help support the work of the laboratory manager.

PHYSICAL EDUCATION

PPS11

Physical Education (PE)

Staff

meets 2xwk

This is a course designed to help students gain the knowledge, skills, appreciation and confidence needed to lead physically active and healthy lives. The course will:

- Offer a diverse range of noncompetitive and competitive activities appropriate for different ages and abilities, allowing all students to successfully participate.
- Emphasize the personal nature of participation in lifelong physical activity.
- Provide appropriate and authentic assessment as part of the learning process, designed so students take on increasing responsibility for their own assessment.
- Follow proven educational progressions that lead to students taking increasing responsibility for their own health-related fitness.
- Enable students to meet the NASPE National Physical Education Standards for health-related fitness.

PFS11Q1Y

Introduction to Yoga

Staff

meets 2 xwk

Intro to Yoga is structured to create opportunities to develop balance, strength, and flexibility in an atmosphere that is relaxed, safe and supportive. Over the course of the semester the practices of Hatha/Vinyasa yoga will be introduced.

PTS11

Athletic PE Spring Semester

A course designed to promote an active and healthful lifestyle through participation in a varsity sport sanctioned by Bard High School Early College (boys' and girls' tennis, co-ed ultimate frisbee, and co-ed track only).

Instructor approval required.

- Prerequisites:
 - At least one successful completion of PE.
 - GPA of 2.0 or above, Attendance above 80%
- Parent consent and medical forms must be filled out properly at the beginning of the semester before the sport season begins.
- A meeting with the Athletic Director/Physical Education Teacher is mandatory

College Dance Ensemble fulfills the PE requirement

DAN 103 / PQS11U1D

Dance Ensemble

Marasigan

3 credit

3xwk

College Dance Ensemble is a rigorously physical and intellectual approach to the study of dance. Students' collaborative rehearsal process includes experimenting with spatial relationships, musicality, and using historical and scientific texts. Through in-class showings and critiques, students actively analyze, create and refine abstract sequences in their choreography. The 1st half of the semester is worth 45 points and includes: daily participation (technique, rehearsal and

in-class showings), a peer leading assignment and written homework. The 2nd half of the semester is 55 points and includes: daily participation, final performance (Symposium Day or Spring Concert), and final paper.

PFS11QET

Endurance Training

Brutsaert/Haberman

2xwk

This is a course designed to help students increase their endurance, speed and fitness through running and exercise. The course will:

- Help students learn how to set fitness goals, work toward these goals and develop an appreciation for lifelong fitness
- Help students increase their cardiovascular fitness through running
- Build endurance to run increasingly longer times and distances

For most classes, we will go out to the East River Park track.

AA degree requirement- Two semesters of English, one semester of a US history course, one semester of a global history course.

The following courses fulfill the English requirement:

Toni Morrison
Creative Writing
The Politics of Speculative Fiction and Popular Culture
Poetic Rhythm: From Beowulf to Biggie
Borges and Latin American Literature
Introduction to Russian Culture
Modern China

The following courses fulfill the US history requirement:

History of Jazz in America
The American City
The Epistemology of Conspiracy Theories
Ethics: Law and Morality
The American Century
The American Supreme Court

The following courses fulfill the global history requirement:

Borges and Latin American Literature
Introduction to Russian Culture
Modern China
The Epistemology of Conspiracy Theories
Modern Africa
Ethics: Law and Morality
Healing, Gender and Power in Latin America

Additional humanities electives may be available during add/drop in the spring.