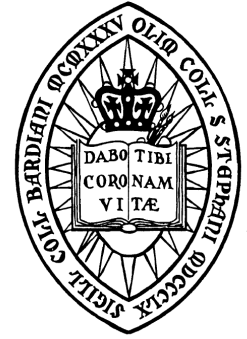


BARD

HIGH SCHOOL • EARLY COLLEGE



Fall 2021 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

Students 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.

More information about Independent Studies/Tutorials will be sent to rising Y2s at the end of the summer.

SEMINAR

ZJS41U / SEM 101

First Year Seminar I

Faculty

3 credits

This year-long seminar, required for all Year One students, introduces them to the close reading of texts and the writing of substantive analytical essays that are the basis of much college work. It focuses on themes of self-discovery, the relationship of the individual and society, and the nature of values and responsibility. It draws on and develops methods introduced in the Writing and Thinking Workshop, fostering critical thinking and the effective articulation of ideas. In the first semester, reading for the course includes the Iliad, Genesis, and selections from Plato, and may also include supplementary pieces about the texts, their literary and historical contexts, and canonicity.

ZJS43U / SEM 201

Sophomore Seminar I

Faculty

3 credits

This course explores the development of ideas that are central to the way we think about modernity. It focuses on the ways in which several prominent 19th- and early 20th-century thinkers both shaped and challenged the structure of the emerging modern world. Through study of evocative novels and works of political, social and psychoanalytic theory, the seminar asks students to think and write critically about concepts that have revolutionized the world in the last 150 years and continue to provide the framework for contemporary debates about economics, evolution, religion, cross-cultural encounters, race, sex and family. Course texts include Marx and Engels, *The Communist Manifesto* (1848), Darwin, *The Descent of Man* (1871), Du Bois, *The Souls of Black Folk* (1903), Forster, *A Passage to India* (1924), Freud, *Civilization and Its Discontents* (1930) and Woolf, *To the Lighthouse* (1927).

ARTS

APS11U1 / ART 101

Painting I; Intro to Studio Art

Hiler

3 credits

Painting I is a studio course which provides a fundamental, theoretical and technical approach to making representational paintings. After an initial study of composition and color theory, followed by a brief cycle of basic color-mixing and water color paint handling exercises, most of the remaining in-class time is spent actually making paintings - both individual works as well as a group project where each student contributes to a themed series - with ongoing guidance and critique of works in progress, and periodic group critique and discussion of finished works.

PQS11U1D / DAN 103

Moving Identities: Personal Story in Contemporary Dance

Marasigan

3 credits

Moving Identities in Contemporary Dance deals with the study of dance, onstage meanings and perceived embodiment of race and gender. 20th century American modern dance and current, global developments of modern dance demonstrate the potential of contemporary movement and activism. In this course, students physically practice classical and contemporary versions of modern dance. They also inspect their own personal story with movement; they discuss getting drawn into or away from particular dance techniques because of tacit social factors. Besides technical warm up, students examine video and interviews of choreographers. They learn about the personal story and contributions of dance greats such as Pearl Primus, Helen Tamiris, Lin Hwai-Min and Bill T. Jones. A student's grade is based on daily participation, mandatory performances, written observations and two essays.

CRS11U / THTR 104

Theater Practicum

Dolan

3 credits

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.

EES11UP / LIT 107

Playwriting

Dolan

3 credits

Students will write monologues, silent plays, comedy, tragedy and adaptations. They will tell imaginative stories, and write plays with non-linear narratives. Both traditional and non-traditional plays will be written and examined. Students' work will be performed in class. Students will consider the practical, imaginative and skillful processes which go into the writing of successful plays – ones that are dynamic and engaging upon the stage. We will discover, explore and develop our own tastes and strengths in dramatic writing in this class.

AQS11UML / LIT 122

Media Literacy

Lambrou

3 credits

We live in a world saturated with media. Every day we are bombarded with news and advertisements online, on the subway, everywhere we go. How can we sift through all the digital noise to find what matters? How can we know which sources to trust? In this course students will analyze media from the news, social media, and advertisements as they develop skills as responsible media makers through the creation of their own multimedia projects. Students will learn to recognize the standards of quality journalism, know how to differentiate news from opinion, fact-check what they read, and recognize bias, especially their own confirmation bias. Students will learn to resist the urge to prejudge mainstream sources and learn to evaluate news and media critically, not cynically. Students will learn directly from professional journalists as they consider the impact of digital media on the world as well as their own lives and well-being.

UHS11U / MUS 129

Music in Context

Zimbelmann

3 credits

Music is everywhere around us, and easier to access than ever before in human history. This is so much the case that we have begun to take for granted how it arrives on our eardrums, we just expect and demand it. Meanwhile the music business, and the ways in which people produce, distribute, and consume music continue to evolve rapidly and unpredictably. What are the cultural, sociological, historical, psychological, technical, technological, and economic aspects and implications of our engagement with music? No piece of music or musical event exists in a vacuum. This course will seek to de - and re - contextualize music and musicians in order to give us a more thorough understanding of music and musicians' place in our lives and in human cultures, and to enhance our listening experiences. Though the course will primarily use American music -- and primarily popular music -- as its touchstone, investigations of other parts of the world and how they have interacted with one another and contributed to the American musical situation will also be explored.

ENGLISH

EES11UFL / TBD

Readings in Intersectional Feminism

Ali

3 credits

Readings in Intersectional Feminisms is an interdisciplinary college elective that introduces students to canonical texts in intersectional feminism and trains students in approaches to reading, understanding, and analyzing critical theory in cultural studies in conjunction with literary and visual texts. Readings and screenings will address issues of gender, sexuality, race, class, fatness and disability, and questions of representation of these many overlapping identities in cultural texts. Texts will include work by Kimberlé Crenshaw, Audre Lorde, Gloria Anzaldúa, Chimamanda Adichie, Angela Davis, Judith Butler, Maggie Nelson, and many more. We will also welcome invited speakers, possibly including New York City's Asian American Feminist Collective and Dr. Monique Morris, and more. We will co-create a playlist that reflects the values of the course and write creative, personal, and academic responses to the material, and do group presentations on material from outside of the course that can be analyzed through its frameworks.

EES11U1G / LIT 102

College Composition: Voice, Style and Rhetoric

Garcés Kiley

3 credits

Essaying, at its simplest, works to make an audience see something in precisely the way a writer sees it, to allow an audience to understand something in precisely the way a writer understands it. The implicit agreement, then, is that every writer has a distinctive vision and understanding to share, and that each reader's time with the text will be valuable. This course is designed to empower every writer's belief in their voice and their understandings, and to offer each writer the tools to excite, captivate, and persuade their audience. The course will primarily use personal essaying as a platform for developing foundational and advanced moves in composition and rhetoric. The competencies and

frameworks learned in this course are directly applicable to expository writing, personal narrative, and thesis-driven analysis. Students will read and critique published essays as models for the moves that matter in writing, they will consistently produce original writing and will workshop the writing of their peers, and they will increase their command of English grammar and composition through weekly sessions on mechanics. Students will be assessed through three full-length essays that explore a variety of rhetorical modes and strategies, as well as in-class and take-home writing assignments. Writing is a skill that can always be improved, and this course means to provide the practice, reflection, and content-knowledge that are crucial to any improvement in this discipline.

EES11UP / LIT 107

Playwriting

Dolan

3 credits

Students will write monologues, silent plays, comedy, tragedy and adaptations. They will tell imaginative stories, and write plays with non-linear narratives. Both traditional and non-traditional plays will be written and examined. Students' work will be performed in class. Students will consider the practical, imaginative and skillful processes which go into the writing of successful plays – ones that are dynamic and engaging upon the stage. We will discover, explore and develop our own tastes and strengths in dramatic writing in this class.

EES11UAS / LIT 108

Asian American Literature

Cho

3 credits

How does "Asian American" operate as a highly contested category of ethnic and national identity? This course examines literature, film, and critical essays by contemporary Asian American writers in order to examine the development of Asian America as a literary field. While the course covers a diverse range of Asian immigrant histories, we will pay specific attention to the formation of Asian American subjectivities across axes of ethnicity, gender, sexuality, and class. Readings will be organized both chronologically and in response to a series of thematic issues, including: Asian American racial formation, gendered narratives of immigration, queering Asian America, the changing face (and space) of Asian America. The objective of this class is to critically examine the literary formation and political import of the category "Asian American". The novels, short stories, plays and films we will study in this class map an ongoing movement in Asian American studies from domesticated narratives of immigrant assimilation towards increasingly transnational categories of nationhood and citizenship.

EES11U1T / LIT 160

The Novels of Tolstoy

Johnson

3 credits

After an initial exploration of some of Leo Tolstoy's short works, this course will entail sustained, close analysis of two of the most acclaimed masterpieces of world literature: War and Peace and Anna Karenina. Through an examination of the author's political, spiritual, and philosophical preoccupations, as well as through the study of the novels' characters, devices, structures and motifs, students will become initiated into the distinctly Tolstoyan perspective on human existence. Supplemented by reference to major critical and theoretical writings. All readings and discussion in English.

EES11UCL / LIT 220

Criminal Law Through Literature

Gubbay

3 credits

The course will use classic literary texts, contemporary film, state and U.S. Supreme Court case law, statutes, and the U.S. Constitution as a means of developing a firm understanding of fundamental concepts of criminal law. The class is for the student who finds criminal law compelling and who also has a passion for literature. It entails a substantial amount of homework, reading and writing, and demands the commitment to be on time for an 8:00 a.m. class. Selected texts from Genesis and Leviticus, Poe's "The Cask of Amontillado" and "The Tell Tale Heart," Kierkegaard's "Fear and Trembling," Miller's "The Crucible," Christie's "Witness For The Prosecution," and selected readings from Bryan Stevenson's "Just Mercy," as well as the films, "The Central Park Five" and "Citizenfour" will provide an aesthetic prompt to discuss the core principles of criminal and constitutional law. These literary components are paired with foundational U.S. Supreme Court cases addressing the constitutional rights to counsel and privacy as well as the right against self-incrimination. Additionally, fundamental concepts of intent, attempt, self-defense, and evidentiary issues will be considered and the rule of judicial supremacy. Constitutional interpretation with a focus on procedural and substantive due process will also be part of the curriculum. We will encounter these texts and principles through class discussion, Socratic method, moot court exercises, field visits to NY Criminal Court, and analytical essays.

EES11UMR / LIT 241

Latin American Magical Realism

Agredo

3 credits

As magical realism dissolves the boundaries between the mundane and the marvelous, so does it serve to navigate more complex boundaries, such as those between the mind and the body, the present and the past, or the self and the other. In particular, magical realism has proven an effective tool for Latin American authors who mean to interrogate the spaces and consciousness of post-colonial life, which leaves the otherwise simple question, "who am I?", with only magical, impossible, or indefinable answers. As the Cuban writer Alejo Carpentier argues, Latin American magical realism does not aim to codify the surreal, or to simply distract audiences with the aesthetic pleasure of fantasy; magical realism is the only appropriate tool for capturing what is true in Latin American identity construction. This course will situate the literary mode of magical realism among structuralist conventions, it will deconstruct the moves and effects of magical realism through close reading, and it will bracket off the Latin American tradition as distinct from other expressions of this mode. Students will read seminal theory and exemplary fiction from writers such as Angel Flores, Roberto Fernández Retamar, Octavio Paz, Isabel Allende, and Julio Cortázar. The course will include seminar discussion, occasional lecture, and student-driven criticism.

FOREIGN LANGUAGE

FMS41U / CHI 103

Intermediate Chinese I

Fu

3 credits

This course is for all students who have just completed the fourth semester of the high school Chinese sequence. It requires at least three semesters of formal study of Chinese or the equivalent prior experience. Equal emphasis will be given to speaking, listening, reading and writing skills. The bulk of the class time will be spent upon oral/aural skills. The course will utilize traditional Chinese characters, and pinyin Romanization. Additional tutorials will be required of some students.

FMS43U / CHI 201

Advanced Chinese I

Fu

3 credits

This course is for students who have completed six semesters of Chinese or have equivalent experience, and who are interested in continuing their study of the language. There is a continued emphasis on refining conversational skills while expanding students' writing skills in the vernacular. The course introduces approximately 500 new characters.

FLS41U / LAT 103

Intermediate Latin I

Kouklanakis/Clark

3 credits

This course is for all students who have completed the fourth semester of the high school Latin sequence. The course includes thorough review of all basic Latin grammar, and it introduces students to readings of a few major Latin authors, including Cicero, Catullus, and Ovid.

FLS43U / LAT 201

Advanced Latin I

Kouklanakis

3 credits

In this course students will read selected works by the Roman playwrights Plautus and Publius Terentius Afer, commonly known as Terence (c. 190-159 2nd BCE). Terence was brought to Rome (either from Carthage or from Greek Italy) as a slave by the senator Terentius Lucanus. The senator is said to have educated Terence and subsequently freed him. Terence wrote six plays, which he adapted from Greek comedy. These plays will allow students to appreciate the conversation style inherent in Roman comedies, and to learn about the various socio-political and cultural aspects inherent in Terence's plays, and indeed in Roman comedies generally. Terence's legacy remained strong throughout the middle-ages and the Renaissance period. In addition, students will read a few selections from the playwright Plautus, Terence's predecessor. Finally, both Terence's plays and his own biography will highlight the relationship between the long standing Roman institutions - warfare, conquest, slavery, and social relations. Students will read selections in Latin and English.

FSS41U / SPAN 103

Intermediate Spanish I

Spanish Faculty

3 credits

This course, which is for all students who have just completed the fourth semester of the high school Spanish sequence, is conducted primarily in Spanish, and enhances students' writing and speaking skills. Students will learn most verb tenses

through intensive grammar review and practical application of newly acquired skills. This course constitutes a deeper study of Spanish vocabulary, idioms, and more complex grammatical structures with basic cultural and historical references. In this advanced intermediate level course students will be engaged in reading, writing and thinking activities embedded in translation exercises.

FSS43U1F / TBD

Introduction to the Fantastic in Latin American Narrative

Kinzer

3 credits

This course gives an introduction to fantastic narratives from Latin America. Short stories have been selected in order to amaze, terrify, and amuse readers, as well as to invite critical literary reflection. Students will be responsible for guiding the discussion of short stories several times throughout the semester, wherein we will comment on the salient themes in the texts and their connection to our lives and society. With regard to literary theory, we will examine the relationship between the simultaneous presence of the real and the supernatural using the ideas of Todorov, Chanady, Carpentier, and Bessière. The writing assignments will be short compositions that consist of three drafts. In addition, this course will reinforce grammatical structures necessary for the study of literature in Spanish. The final project will consist of writing one's own original short story utilizing one of the narrative modes discussed in the course. Prerequisite: Completion of Spanish 104 or permission of instructor.

FSS43U1G / SPAN 217

Gang Warfare in Latin America

Guerra

3 credits

This course will explore the origin and dynamics of gangs in Latin America within the framework of immigration, urban poverty and transculturation. The course will explore some of the causes behind the proliferation of gangs in Latin America as well as related police abuse, clandestine violence, and their collective impact on the rule of law. Beginning with an evaluation of the historical legacy of violence and the limitations of postwar efforts to construct functioning democratic and judicial institutions, this course will analyze the evolution of street gangs and the state's response to gang-related forms of violence. We will explore these increasingly complex forms of violence now perceived to be both among the most pressing issues faced by Latin America in our times. The course will explore the multiple ramifications that mark the socio-political relationship between Latin America and the U.S. in decisive ways. Prerequisite: Completion of Spanish 104 or permission of instructor.

FSS43U1M / SPAN 229

Latin America at the Movies

Novak

3 credits

Films are not only meant to entertain; they also contribute to the appreciation of culture by promoting national and regional awareness of a country through imagery, cultural identification, portrayal and/or analysis of social problems. The images and sounds presented provide an immediate sense of the world that written media cannot provide, making it one of the most accessible forms of cultural diffusion. As such, film literacy is an important skill in our visual and information-oriented world. The main purpose of this interdisciplinary course is to review and analyze the complexity and richness of Latin American culture and its history through the use of films. The films selected will give you a deeper social, historical, and ideological framework from which to study the changes that have taken place in contemporary and historic Latin America. Prerequisite: Completion of Spanish 104 or permission of instructor.

SCIENCE

General Biology I & II:

Biology Faculty

Note: This is a two semester, year-long biology course which may be offered in either sequence

SBS21U / BIO 101

4 credits

Cell and Molecular Biology

We will explore the structure and function of biological molecules and build a framework to study how molecules function as a system in the cell. We will look at key chemical reactions that keep the cell alive and help it carry out various functions. We will also explore basic principles of multicellularity, the biochemistry of cell signaling, and epigenetics. This course will lay the groundwork for the second semester, which will focus on the structure and function of plants and animals and the evolution of populations.

Organisms and Populations

The course covers the concepts and analytical skills necessary to understand organismal and population biology with an emphasis on the anatomical and physiological characteristics of plants and animals and the mechanisms of reproduction, growth and development. In the first part of the semester, we will become familiar with the methods of taxonomic identification and phylogenetic analysis and establish an understanding of the fundamental principles of evolution including mechanisms of genetic variation, inheritance, population dynamics, and speciation. In the second part of the semester, we will learn about the basic principles of ecology involving the flow of energy, nutrient cycling, ecological interactions, co-evolutionary processes and animal behavior. Each week, the students will have a laboratory session designed to perform key experimental techniques that will aid in the understanding of the topics covered in the lecture. The scientific method will be emphasized throughout the semester. Students will engage in writing activities and class discussion on primary scientific articles. As a final project for this course, the students will formulate a hypothesis and design an original study. They will collect field data over the course of several weeks, conduct basic statistical analyses and present results in the format of a formal scientific paper at the end of the semester.

SBS11UT / BIO 206

Biotechnology

Biology Faculty

4 credits

This course will examine how living organisms and bioprocesses are manipulated and used in scientific research, engineering, medicine and agriculture. We will begin our studies by looking at the history of biotechnology and how modifying living organisms for specific purposes such as fermentation, cultivation of plants and selective breeding programs nurtured civilizations. We will then examine the breakthrough advances in modern biotechnology that came after the discovery of DNA and its current applications to modern medicine. We will also review applications of biotechnology to solve existing environmental issues and green technology. The students will conduct basic biotechnology experiments in the lab and learn current techniques used in research and industry. Prerequisites: BIO 101 and BIO 102.

SCS11U1G / CHEM 101

The Fundamentals of General Chemistry

Bachan

4 credits

This course is a one-semester survey course of important ideas in chemistry. The course is designed to provide a solid base in chemistry for students considering careers in the health, life and physical sciences. The lectures are intended to provide students with the basic principles and theories of general chemistry. Concurrently, the laboratory will develop the practical aspects of chemistry by introducing fundamental laboratory techniques and emphasizing the core chemical principles studied in class. Topics covered include atomic and molecular structure, chemical periodicity, stoichiometry, types of chemical reactions, chemical bonding, chemical reactions, chemical equilibrium, acid and bases, entropy and free energy.

SCS11U1M / CHEM 129

Medicinal Chemistry

Chaterpaul

3 credits

This course is designed for students who would like to pursue careers in the health and chemical sciences. We will examine the basic principles of drug design and mechanism of action in the human body. The course will begin with foundational principles of organic chemistry necessary to understand how molecules interact with the human body. We will use the foundational principles to explore structure activity relationships of drugs and their receptors, and how they interact with the body. The history, development and application of several important pharmaceutical compounds and well-known illicit drugs will also be examined. Students will explore primary source scientific texts through a term project on a selected drug molecule, document its historical development and how it interacts with humans.

SKS11UWD / CMSC 103

Web Design

Cheng

3 credits

In this web development course, we will be learning 3 essential programming languages that are used to make websites: HTML, CSS and JavaScript. Students in this class can expect to design and code numerous projects. The class is meant to be an introductory course for students of all backgrounds and experience levels.

SPS21U / PHYS 101

Classical Mechanics I

Padavic Callaghan

4 credits

This is the first part of a calculus-based classical physics sequence, intended for students interested in careers in science or engineering. It emphasizes both physical concepts as well as the mathematical tools necessary to solve physics problems. Topics covered this semester include kinematics (description of motion), dynamics (forces and motion), energy, momentum, rotational motion and, if time permits, gravitation and oscillatory motion. Techniques from calculus are used throughout the course, and mastery of algebra, analytic geometry and trigonometry is absolutely essential. Prerequisites: High school physics and Calculus I. Co-requisite: Calculus II. Students must have a proven ability in math as demonstrated by grades of B or better in all math courses.

SDS11U1G / PHYS 124

Science and Politics of Global Climate Change

Hale

3 credits

Global climate change poses an unprecedented challenge to humankind. Multiple lines of evidence lead to the conclusion that human activities, especially the burning of fossil fuels, are responsible for much of the warming and associated climate change observed around the world. The news media, however, as well as the uninformed public and others tend to portray climate change as if its existence and consequences were controversial. This course explores the basic science principles that explain global warming and its influence on climate. Using primary sources and publicly available experimental data, students will examine the evidence that human activities are the main culprit for global warming. Projections on future climate changes along with their socioeconomic impact will be discussed. Students will also investigate the arguments of those who question the human contribution to global climate change and evaluate their scientific validity. The political motivation of different stakeholders will also be analyzed. The economic aspects of lowering greenhouse gas emissions will be discussed. A wide scope of actions necessary to address this problem will be investigated.

SQS11UWR / TBD

Collins

3 credits

Scientific Writing

This course will introduce students to the skills, practices, and perspectives necessary to effective writing in the sciences. We will focus on the process of writing scientific reports as well as short communications and informal/semi-formal science writing. The first portion of the course will focus on teaching students to write effectively, concisely, and clearly by removing unnecessary language and clutter. The second will focus on teaching students to interpret and evaluate written scientific communications, and to prepare their own scientific reports, essays, and other written communications.

MATHEMATICS/ COMPUTER SCIENCE:

MPS11UMR / MATH 107

First Year Math Seminar

Math Faculty

3 credits

This course is an introduction to mathematical argument and reasoning. The emphasis will be placed on understanding written mathematics, developing the ability to communicate mathematics articulately and efficiently, and taking a deeper look at the logical structure of mathematical arguments, specifically mathematical proofs. The topics will be drawn from many areas of mathematics, from the continuous (complex numbers and functions) to the discrete (sequences and series) and the course will serve as an effective bridge from the high school curriculum to the college-level electives.

MSS11U / MATH 125

Introduction to Statistics

Rosenberg

3 credits

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. Prerequisite: Statistics is open to Year 2 students.

MCS22U / MATH 142

Calculus II

Math Faculty

3 credits

This course, a continuation of Calculus I, reinforces the fundamental ideas of the derivative and the integral. Topics covered include the Fundamental Theorem of Calculus, techniques of integration, techniques of differentiation, improper integrals, volumes, arc lengths, sequences and series, power series and applications. Prerequisite: Calculus 1 with a grade of C or above or permission of the instructor.

MKS11UDS / MATH XXX

Introduction to Data Science

Dr. Susan McGregor, Data Science Institute-Columbia University

3 credits

This course will cover the fundamental concepts and techniques of data science. Students in this course will develop hands-on data science skills with a focus on data wrangling, analysis and visualization in the Python programming language, as well as a critical understanding of various data science methods like predictive modeling. We will unpack how these systems are designed and function on a practical level, and will explore the implications of their use in both the public and private sector. While we will conceptually address some advanced topics like machine learning, the bulk of the semester will be spent on more foundational techniques, such as acquiring, cleaning and validating data, as well as reasoning about the quality and appropriateness of data for a particular application. Throughout the semester, students can expect both weekly programming and reading assignments, and will also work in groups on a final project that uses data science methods to explore a real-world question or problem. No prior programming experience is required.

MKS11U1C / CMSC 101

Introduction to Computer Science

Delgado

3 credits

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.

HUMANITIES AND SOCIAL SCIENCE:

HUS11UNR / TBD

New Negro Renaissance, 1919 - 1941

Riviere

3 credits

Between 1910 and 1930, more than a million Black men, women, and children took part in the Great Migration and left their homes in the South and moved in mostly urban areas throughout the country. 500,000 moved just in the years between 1916 and 1921. This period also included 100,000 Black immigrants from the Caribbean moved primarily to NY, FL and MA. The name of the course is taken from Alain Locke's 1925 anthology marking the development of a movement – a renaissance among Black thinkers since the death of Booker T. Washington in 1915. This period marked the first time that the art and literature created by African Americans was widely available through mainstream publishing houses and museums. At the same time, these communities were creating their own means of publicizing. The development of this movement and its trajectory are shaped by what the most educated thought should be emphasized. However, within the movement, there were those who also wanted the voices of various classes and regions considered. Moreover, this was a movement that eventually spanned other parts of the African diaspora, through the Négritude Movement in the French empire.

HUS11UBR / TBD

Black Religion in the United States

Narcisse

3 credits

This course will provide a brief survey of the ways in which Black faith has been articulated by Black people in the United States. Our primary inquiries seek to explore the myriad ways, Christian or otherwise, that Black people have publicly articulated their faith commitments; while exploring how Black Christian praxis in particular has been determinative for Black life from 1865 to the present moment. These inquiries also invite us to engage the origins, role, and legacy of the institutional Black Church in the journey toward Black freedom. This survey does not aim to be exhaustive, rather it focuses on major themes, events, movements, and cultural touchstones in an attempt to grasp a history of Black religious experience, that is both a central lens through which Black life is understood, and part of the unknowable “interior worlds of those who endure evil”. Therefore this survey is both a historical and theological inquiry into the faith lives of Black bodies still journeying toward freedom in these “yet to be United States of America.”

HGS11UGR / HIST 251

'Never Again'? The Rwandan Genocide in Historical and Comparative Perspective Rockenbach 3 credits

Over the course of three short months in 1994, the Hutu-nationalist government in Rwanda orchestrated the slaughter of nearly one million minority Tutsi citizens. While western media presented the violence as an eruption of "ancient tribal hatreds," the causes of the genocide are grounded in (relatively) recent history and international relations. This course explores this history while adopting an interdisciplinary approach to the study of genocide. It is open to all Y1s and Y2s who have an interest in African history, empire studies, critical race and ethnicity studies, international law, humanitarian intervention, and genocide studies.

HUS11U2V / HIST 280

A World in Peril: America and the Environment it Has Made Freund 3 credits

Over the past 200 years, Americans have become ever better at changing the land. We will consider how they have tried to control nature, from dams to corn fields, and how illusory that control really is, as long revealed by natural disasters and more recently by climate change. This class, which considers how people have thought about, related to, and sought to remake nature will take a historical perspective, but its implications for the present are unavoidable. The world today is a product in no small part of the natural world that America has been making both for better and for worse. Classes will be run in a seminar style, as we discuss this material, with readings mostly scholarship in the field of environmental history.

UHS11U / MUS 129

Music in Context Zimbelmann 3 credits

Music is everywhere around us, and easier to access than ever before in human history. This is so much the case that we have begun to take for granted how it arrives on our eardrums, we just expect and demand it. Meanwhile the music business, and the ways in which people produce, distribute, and consume music continue to evolve rapidly and unpredictably. What are the cultural, sociological, historical, psychological, technical, technological, and economic aspects and implications of our engagement with music? No piece of music or musical event exists in a vacuum. This course will seek to de - and re - contextualize music and musicians in order to give us a more thorough understanding of music and musicians' place in our lives and in human cultures, and to enhance our listening experiences. Though the course will primarily use American music -- and primarily popular music -- as its touchstone, investigations of other parts of the world and how they have interacted with one another and contributed to the American musical situation will also be explored.

HGS11U1R / PHIL 203

History and Philosophy of Religion Matthews 3 credits

Some have argued that our species is better characterized by its religious traits (Homo religio) than by its wisdom (Homo sapien). Religion, it seems, is a force in human history more powerful than any other. A force, however, that more often than not reveals its destructive rather than its creative power. Contrary to their espoused ideals, religious institutions seem to be a divisive and negative force in the world. It is this paradox that we will examine in this course, specifically looking at whether philosophy might have a role to play in helping the world's religious traditions transform their more destructive tendencies into positive forces of peace. At the heart of our evaluation lies the problematic distinction between faith and reason, and the assumed division of labor that understands philosophy as the caretaker of the latter, while religion concerns itself with the former. Essential to our task is advancing a philosophical framework that will serve as the common vocabulary through which we can understand and adjudicate the conflicting claims of the five religious traditions we will consider (Vedic, Buddhist, Judaic, Christian and Islamic). Readings will be drawn from classical and contemporary sources in religion, philosophy and philosophical theology. Areas of comparative inquiry include: religious language and the divine and the divine attributes, the problem of evil, miracles and the supernatural, the role of the individual and individuals' duties and rights, mystical experience, religious pluralism and, no doubt others.

HGS11UGS / PS 210

Healing, Gender and Power in Latin America Vallejo 3 credits

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 powerful way to promote American identity Part 3 is longest and focuses on how modern Latin American states have employed public health as a means to modernization, to cure society of its undesirable elements, including marginalized people, and to gain positive international recognition. The course encourages students to bridge science and the humanities.

Bard Globalization and International Affairs Program (BGIA)

BHSEC students have the opportunity to take the following evening courses at the BGIA. Space is very limited and Year 2 students with excellent academic standing will be given priority. Visit <http://bgia.bard.edu/academics/courses/> for more information. Please contact Dean Hinrichs to apply: whinrichs@bhsec.bard.edu.

Foreign Policy in the Internet Age

Elmira Bayrasli / BGIA Director

4 credits

Meets Tuesdays, time TBD

Foreign policy is among the things that the Internet has revolutionized. No longer is diplomacy confined to oak-paneled rooms and gilded corridors. This change, as New York Times reporter Mark Landler noted, “happened so fast that it left the foreign policy establishment gasping to catch up.” This course examines how foreign policy and international affairs are being shaped in the age of the Internet. Topics include democracy versus censorship, conflict, climate change and the environment, big data and privacy, global economics and the movement of capital. Among the questions we will explore are: What is the changing nature of power? Are there actors? How is the concept of the nation-state changing? What constitutes world order in this new era? How have the Internet, the mobile phone, and other technologies changed the conduct of foreign affairs?

Health Justice, and Epidemiology in a Connected World

Gabriel Perron, Bard College, Associate Professor of Biology

4 credits

Meeting time TBD

The field of epidemiology has helped to shed new light on important public health crises that have shaped societies over the past century. Using real-life case studies, students will learn how epidemiologists identify the root causes of epidemics, even when these may be initially veiled by social constructs and long-standing prejudices. Examples may include the ongoing HIV/AIDS pandemic, which exposed discrimination based on race and sexual orientation in mainstream medical practices; and the 2011 *E. coli* global outbreak, which revealed the weaknesses and the inequalities of our food safety network. Students will also explore the need for more robust global strategies to act in the best interest of all human health in an increasingly connected world. In the process, students will learn how to access publicly available datasets and how to use simple statistical tools, which can also be applied to other quantitative fields and practices.

National Security and Human Rights: Mass Surveillance, Torture and Discrimination in the Post 9-11 Era

Jamil Dakwar, Director of ACLU Human Rights Program

4 credits

Meeting time TBD

The purpose of this course is to explore the spectrum of state responses to acts and threats of terrorism and understand the impact of counter-terrorism laws, policies, and practices on human rights. States frequently invoke national security concerns as a justification for policies that violate human rights. The course will explore how these concerns are framed, and to what end, as well as the ways in which counter-terrorism policies can threaten specific human rights, including but not limited to: the right to life; freedom from torture and arbitrary detention; the right to a fair trial; freedoms of association and expression; right to privacy, and the right to non-discrimination. At the conclusion of the course, students will have a deeper understanding of international law obligations that states must fully comply with while addressing national security concerns.

PRACTICUM

HQS11UY / NDIV 102

Introduction to Library Science

Nolan

1 credit/meets 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.

TTS11UY / NDIV 103

Network Design

Skelly

1 credit/meets 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.

EWS11UWC / NDIV 104

Writing Center Practicum

Writing Center Staff

1 credit/meets 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.

SQS11UY / NDIV 105

Laboratory Science Practicum

Zavlanov

1 credit/meets 2xwk

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 - PLEASE NOTE: PE COURSES DO NOT EARN COLLEGE CREDITS

Physical Education (PE)

PE faculty

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.

Athletic PE Fall Semester

McVeigh

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' soccer, girls' volleyball, and boys' and girls' basketball).

Instructor approval required.

- Prerequisites:
 - o At least one successful completion of PE.
 - o 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

PFS11Q1Y

Introduction to Yoga

Arpaio

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.

<p><u>The following courses fulfill the English requirement:</u></p> <p><i>College Composition</i> <i>Readings in Intersectional Feminism</i> <i>Asian American Literature</i> <i>Magical Realism</i> <i>Novels of Tolstoy</i> <i>Criminal Law Through Literature</i> <i>Playwriting***</i></p>	<p><u>The following courses fulfill the US history requirement:</u></p> <p><i>Black Religion in the US</i> <i>New Negro Renaissance, 1919-1941</i> <i>A World in Peril: America and the Environment it Has Made</i> <i>Music in Context***</i></p>	<p><u>The following courses fulfill the global history requirement:</u></p> <p><i>Healing, Gender & Power in Latin America</i> <i>History & Philosophy of Religion</i> <i>Rwandan Genocide</i></p>
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*** = course also fulfills 3-credit Arts requirement for AA degree