

BARD HIGH SCHOOL  
EARLY COLLEGE  
QUEENS

*A partnership between Bard College and the New York City Public Schools*

**College Course  
Guide  
Fall 2020**

This guide lists proposed offerings and schedules. Some changes may be necessary.

## Bard High School Early College Queens

### A.A. Degree Requirements:

In addition to completing all New York State Regents Diploma requirements, to receive the Bard Associate of Arts Degree, students must earn no fewer than 60 college credits with a cumulative G.P.A. of at least 2.0 in the college program, and must fulfill the following distribution requirements:

- Four semesters of the seminar sequence
- Four semesters of humanities courses
- Two semesters of college science, including laboratory work
- Two semesters of college mathematics
- Two semesters of college courses meeting the Language & Culture requirement\*
- Three college credits of music, visual art, creative writing, or theater

### Tutorials:

A tutorial consists of academic work undertaken with a faculty member on an individual or small-group (1-3 students) basis in a subject central to the student's interests and program of study or required for graduation. A tutorial may follow the syllabus of a regular class that is not currently being offered or may cover a course of study developed by the student and faculty tutor in consultation. Most tutorials earn 3 college credits. The student and faculty tutor meet at least once each week during the semester. Faculty members and students may only participate in one tutorial per semester.

### *Eligibility:*

Second-semester Year 1 students, and Year 2 students, with a particular interest or academic need that is not being met in a given semester may earn college credit in one tutorial per semester. In rare cases, a high school student or a first-semester Year 1 student with particular expertise that cannot be met by courses offered during the relevant semester may submit a proposal. Tutorials require the student to accept significant initiative and responsibility for the design and success of the course.

### *Application Process:*

Students interested in undertaking a tutorial should design a tutorial and then talk with a faculty member they have worked with in the past about the possibility of them overseeing the work.

The deadline to submit a tutorial request form to the Dean of Academic Affairs is the same day that the course preference form is due, complete with the signatures of the faculty tutor and of the guidance counselor, along with these documents:

1. A course outline or syllabus for the course including a week-by-week reading or study plan and basis for evaluation of student learning.
2. A 250-500 word statement on the importance of the tutorial to the student's academic goals. If several students are applying for the same tutorial, each must submit a full proposal, including a personalized statement of importance.

## Fall 2020 College Course Descriptions

### **SEMINARS (The four semester seminar sequence is required.)**

SEM 101 First Year Seminar I (3 credits) EES41U/HGS21U

Humanities Faculty

This is the first semester of the first year-long course in a two-year general education sequence that focuses on critical reading of influential works of literature, philosophy, and history, as well as on the writing of analytical essays and building skills as informed discussants of the history of ideas.

SEM 201 Sophomore Seminar I (3 credits) EES43U/HES11U

Humanities Faculty

This is the first semester of the second year-long course in the general education sequence. The works considered include foundational works by important figures in the history of modernism as well as selected contemporary works. Students continue to build their skills as interpreters and analytical writers. Assignments in the spring term include a substantial analytical paper using original research.

### **SCIENCE CLASSES (At least two semesters of college science, with lab, is required.)**

BIO 101 Cell Biology w/Lab (4 credits) SBS21U

Giri, Paroly

What are some of the similarities among different life forms at the subcellular level? How do organisms acquire energy and how do they inherit their appearance? Beginning with an introduction to the chemical and physical principles, the course proceeds to explore the basic building blocks of all life forms. A central section deals with energy transfer in living systems (fermentation, respiration, and photosynthesis), followed by other major sections on how single cells function together within multicellular organisms and how traits pass from parents to their offspring. During our laboratory investigation, we will apply the logic of scientific thinking to build testable hypotheses, design experiments to support our hypotheses, collect data and use statistical methods to analyze our data. This course will lay the foundation for other courses in Biology.

BIO 130 Ecology and Evolution w/Lab (4 credits) SBS11UE

Mason

In ecology, we study the interactions between plants, animals, and microscopic organisms and their physical and biological environments. Understanding today's ecology is important because it shapes tomorrow's evolution. In this one semester course, we examine the major processes that result in biological change and the ways in which people are impacting this progression. Current world issues, such as the effects of climate change, overexploitation of resources, pollution, and the invasion of non-native species into natural environments are studied throughout the course. In the laboratory, students familiarize themselves with the analysis of observational and experimental data and have the opportunity to conduct scientific research projects.

BIO 211 Neurobiology (3 credits) SBS11UN

Kadison

Have you ever wondered how the human brain works? How are the 86 billion neurons that make up the brain able to perform all of the functions we need to respond to the world around us? How can one organ perform such diverse functions and still be reliable? This course will examine the anatomy, physiology, and functions of the central nervous system. Specific topics covered include the following: neuroanatomy, synaptic transmission, neurotransmitter systems, language, and neurological disorders.

CHEM 101 General Chemistry I w/Lab (4 credits) SCS21U

Lerum, Machleder

This is the first semester of a year-long course, designed to provide a solid base in general chemistry as well as to demonstrate applications in related fields. The lectures provide students with the basic principles and

theories of general chemistry. Concurrently, the laboratory develops the practical aspects of chemistry by introducing fundamental laboratory techniques and emphasizing the core chemical principles studied in class.

CHEM 201 Organic Chemistry I w/Lab (4 credits) SCS21UG

Mukhlall

This is the first semester of a year-long course focusing on the chemistry of carbon-based (organic) compounds. Carbon-based compounds are found throughout our bodies, in our medicines, our foods, our clothing, and many of our fuel sources. In this introduction to organic chemistry, we focus on the basic principles that are necessary to understand the structure and reactivity of organic molecules. Weekly labs introduce common laboratory separation and purification techniques and give students first-hand experience performing many of the reactions that they are studying in class. Prerequisite: a grade of C or better in General Chemistry II, or permission of the instructor.

NSCI 124 Principles of Epidemiology (3 credits) PHS11U/SHS11UE

Morrison-Jones

Imagine yourself as an Epidemic Intelligence Officer working on the front lines of Public Health. Your task involves working as a “disease detective” for current disease outbreak or health related events. In this course, you are an active problem solver in the health science field. The primary objectives of this course is to apply epidemiologic principles and practices to real-life outbreaks and other health-related events. Students are assigned actual cases studies that were developed by the Centers of Disease and Control; and will be required to apply their epidemiologic knowledge and skills in solving them. In addition, this course increases student’s critical thinking and scientific literacy skills, and enables them to become independent lifelong learners. Principles of Epidemiology is designed for students in mathematics, science, health and humanities.

PHYS 141 Calculus-Based Physics I w/Lab (4 credits) SPS21U

Sherman

This is the first semester of the year-long calculus-based Physics course with labs. It emphasizes both physical concepts, the mathematical tools necessary to solve physics problems, and experimental techniques and safety. The primary focus of the first semester is mechanics, including the kinematics, momentum, forces, energy, and rotations. Prerequisite: Calculus I or permission of the instructor.

PHYS 104 Physics of Sound and Music w/ Lab (4 credits)

Antonaglia

Music is one of humanity's greatest artistic inventions, transcending languages and cultures in its global appeal. But how does it work? What makes our voices unique, why do you have to tune a piano, why are cellos so big, and what is timbre, anyway? Our instruments, voices, and hearing all operate under the realm of physics, and a scientific approach to music can teach us a lot about it. Students will learn the basic physical concepts of vibrations, the properties of air, and the mechanics of sound waves. Students will apply the fundamental ideas of frequency, amplitude, and wavelength to the mechanics of musical instruments and human voices. The lab experiments will familiarize students with electronic measurements of sound frequency using computer software and the basics of data analysis. Students will not need any calculus, but a strong algebra background is recommended.

### **MATHEMATICS CLASSES (At least two semesters of college math is required.)**

CMSC 117 Computing: Graphics and Games (3 credits) MKS21U

Carlberg

The primary goal of “Computing: Graphics and Games” is to develop students’ understanding of how computers can be used to solve problems that are visual in nature. The course is an applications-based introduction to the theory and practice of computer science. No prior programming knowledge is required.

Students learn the basic constructs of programming languages, including variables, functions, conditionals, loops, and arrays. Students also complete projects that involve 2D animation, game design, and image processing. The course is highly recommended for students interested in engineering and/or computer science.

MATH 109 College Algebra (3 credits) MRS11U

Mukherjee

College Algebra is the first semester of a year-long Pre-Calculus sequence. It provides a transition from secondary school to college mathematics in both style and content. Designed for students interested in pursuing careers in science, engineering, business, or other areas requiring calculus, or simply for those interested in continuing their study of mathematics, it reviews the properties of real numbers, radicals and rational exponents, polynomials, fractional expressions, linear equations and inequalities, and the Cartesian coordinate system before moving on to functions and graphs. It builds students' skills in algebraic manipulation, in connecting algebra to geometry, in the interpretation of graphs, in graphic representation, and data analysis. Prerequisite: Trigonometry.

MATH 110 Pre-Calculus Mathematics I (3 credits) MPS11U

Hicks

Pre-Calculus is a one-semester course that prepares students for the calculus sequence. The mathematics it covers, including polynomial, logarithmic, and trigonometric functions, is required for many college liberal arts and business courses. To succeed in this course, students need a thorough understanding of basic mathematical concepts, good algebraic skills, a basic understanding of mathematical functions, and knowledge of the use of technology. They need to work thoughtfully on assigned problems at home to gain a clear understanding of the mathematical concepts covered and to develop the ability to apply those concepts in scientific, technological, and business contexts. The course is fast paced; students are expected to accomplish a lot in one semester. Prerequisite: College Algebra, or at least C+ in 10<sup>th</sup> grade Trigonometry, or permission of the instructor.

MATH 125 Statistics (3 credits) MSS11U

Chilas

This introductory statistics course is designed around three questions: how do we collect data in a way that is scientifically sound and useful? How do we take that data and use it to communicate facts and ideas? How do we take a small amount of data and safely generalize our conclusions to a larger context? Topics include basic statistical vocabulary and visualization, an introduction to probability, the use of basic probability distributions, confidence intervals and hypothesis testing, and the interpretation of linear models. In the course, students have the opportunity to analyze real world data from the social and biological sciences using the R programming language and complete a self-designed final data analysis project.

MATH 141 Calculus I (3 credits) MCS31U

Math Faculty

This is a course in differential and integral calculus in one variable. Topics include an introduction to limits and continuity, the derivative and its applications to max-min and related rate problems, the mean value theorem, the definite integral, and the Fundamental Theorem of Calculus. Prerequisite: A grade of B+ or better in Pre-Calculus or C+ or better in Applied Math or permission of the instructor.

MATH 142 Calculus II (3 credits) MCS32U

Math Faculty

This course is a continuation of Calculus I. The class begins with the Definite Integral and the Fundamental Theorem of Calculus. Topics include techniques of integration, and applications of the definite integral (areas, volumes, and arc length). We study Sequences and Series (from a Calculus perspective) and Taylor Series. Prerequisite: C+ or above in Calculus I or permission of the instructor.

MATH 236 Advanced Applied Mathematics (3 credits) MQS11UT

Math Faculty

This survey course, open to students who have completed Calculus II, covers topics in applied mathematics that are important to those going on to study mathematics, science, or engineering, such as: ordinary differential equations (first and second order linear equations and initial/ boundary value problems), functions of a complex variable (analytic functions, elementary functions, complex integration, series representations, residue theory, and conformal mapping), the Laplace and Fourier transforms, vector calculus (Green's theorem, Stoke's theorem, and the divergence theorem), and partial differential equations (the heat equation, the wave equation, and Laplace's equation).

Prerequisite: Calculus II or permission of the instructor.

**LANGUAGE CLASSES (At least 2 semesters of Language and Culture courses are required. Courses marked with a single asterisk \* meet either the Language and Culture or Humanities requirement.)**

\*ANTH 243 African Diaspora in Anthropology (See description under Humanities Classes)

\*HIST 121 Colonial Latin American History (See description under Humanities Classes)

\*LIT 208 Fairy Tales: Then and Now (See description under Humanities Classes)

\*LIT 223 Central Asian Lit and Film (See description under Humanities Classes)

CHI 201 Intermediate Chinese I (3 credits) FMS21U

Lam

Intermediate Chinese is a yearlong course that focuses on expanding vocabulary and mastering important grammar points. This course is task-based and communication-oriented, which means students have plenty of opportunity to use and practice Chinese in order to achieve fluency in their daily oral communication. Therefore, the focus is on the vocabulary of ordinary activities: buying things, going to school, choosing one's major, working, traveling, maintaining good health and using technology. Throughout the year, Chinese cultural activities, such as cooking Chinese food, celebrating Chinese New Year, and writing Chinese calligraphy, are integrated into the course. Open to students who have completed high school Chinese at BHSEC Queens or those with sufficient background by permission of the instructor.

LAT 201 Intermediate Latin I (3 credits) FLS21U

Leslie

The early history of Rome, from Aeneas' arrival in Italy to the fall of king Tarquinius Superbus, consists of legends. While these may rarely reflect what "really happened," they certainly had a huge impact on how real Romans of later periods conceived of their identity and destiny. Students read these stories in Latin, in original and lightly adapted excerpts from Classical authors such as Livy, Vergil, Ovid, and Cicero. Building on the fundamental knowledge of Latin grammar and vocabulary gained in Latin I and II, students learn how to understand the longer sentences that are characteristic of unadapted Latin prose. They also develop Latin prose composition skills by researching in depth and writing about, in Latin, a figure from the regal period. This is the first semester of a year-long course.

SPAN 201 Intermediate Spanish I (3 credits) FSS21U

DelCogliano

This is the first semester of a yearlong course designed for students who have built a basic foundation in Spanish by completing Beginning Spanish in the high school program. It is conducted exclusively in Spanish. In this course, students review, refine, and expand on fundamental grammar concepts and build vocabulary while focusing on the development of reading, writing, and speaking skills to prepare for seminar-style literature or culture courses in Spanish. Students are exposed to Spanish-speaking cultures via history, art, literature, film, and music. Upon successful completion of both semesters of this course, students will be able to take college literature and culture classes in Spanish.

SPAN 203 Intermediate Spanish III (3 credits) FSS21UA

Brown

This is the first semester of a yearlong course designed for students who have begun intermediate

coursework in Spanish by completing the Honors program in high school. It is conducted exclusively in Spanish. In this course, students complete their training in fundamental grammar concepts and continue to build vocabulary. They contribute their cultural backgrounds and knowledge to the course, and are further exposed to Spanish-speaking cultures via the contributions of their classmates, history, art, literature, film, and music. Students have class discussions and write academic papers engaging with the ideas of Hispanic thinkers. This focus on the development of reading, writing, and discussion and presentation skills prepares students for the second semester in this course sequence, the seminar-style Reading Literature in Spanish course. Prerequisite: 10th Grade Spanish Honors or permission of the instructor.

\*SPAN 204 Reading Spanish Literature (3 credits) FSS22UA/EES11URS Baez

This course is part of a year-long course sequence that teaches students the theory and practice of reading, writing about, and discussing literature in Spanish in a seminar format class. It is specifically designed to help students make the transition from Spanish coursework focused on language competency to coursework focused on cultural competency and literature in Spanish. The course is divided into units by literary genre—short story, lyric poem, etc. Students read exemplary works from each genre under consideration as well as secondary readings on pertinent literary theory, history and terminology. Prerequisite: Intermediate Spanish II or permission of instructor.

\*SPAN 213 Myth in Latin American Literature (3 credits) EES11UMY Baez

This course, whose full title is “A Return to the Origin: Pre-Hispanic Myth in Contemporary Latin American Literature,” is complementary to other courses on myths from antiquity (Classical Mythology and Freshman Seminar). We survey a wide range of pre-Hispanic myths (Aztec, Mayan, Amazonian, and Afro-Caribbean) including nature myths, myths of creation, and archetypes (the Great Mother, Hero, or Trickster), and search for traces of these indigenous myths in canonical Latin American novels. Students learn to read critical texts, primary sources, and novels, deciphering the concealed symbols of historic myths in the pages of contemporary literature. Further, they learn how myths still permeate daily life in regions of Latin America. Through this search for the origin of life, of subversion and of artistic creation, students forge new and alternative ways of conceptualizing and understanding culture. In addition to short written assignments throughout the semester, students write an original final paper (7-10 pages) and give an oral presentation in a mock conference.

**ARTS CLASSES (3 credits required. Courses marked with a double asterisk \*\* meet either the Arts or the Humanities requirement.)**

\*\*MUS 112 Music Appreciation (See description under Humanities Classes)

\*\*WRIT 103 Creative Writing (See description under Humanities Classes)

\*\*WRIT 105 Guest Writers (See description under Humanities Classes)

ART 200 Painting I (3 credits) APS21U Lombardo

This course is an introduction to the fundamentals of painting. Students will learn how to use watercolor and acrylics beginning with initial sketches and studies, working towards complete paintings. Students will explore specific elements of art through compositions in still life, landscape and the figure as well as a study of historical paintings. A background in drawing is helpful.

MUS 105 Concert Choir (3 credits) UVS11U Cetrangol

Concert Choir is a non-audition vocal ensemble in which students focus on the fundamentals of vocal technique, sight-singing, music theory, music history, the learning and performance of a diverse repertoire of music, and public performance. Students are encouraged to participate in NYSSMA and other solo/ensemble festivals. In addition to class, each section of the choir meets once a week for a mandatory

sectional rehearsal.

MUS 108 Chamber Orchestra (3 credits) UYS11U

Weisman

Chamber Orchestra is an audition-based performance group that gives students the opportunity to develop their skills on a particular instrument and as collaborators in the development of group performances of diverse works. In addition to regular rehearsals, each instrumental section meets weekly with the conductor. This course culminates in a performance. Admission by permission of the instructor.

MUS 104 Piano Workshop (3 credits) UPS11U

Cetrangol, Weisman

Piano Workshop is a practical course that enables students to develop keyboard proficiency at the basic (beginning to intermediate) level. The course covers topics related to piano technique, music theory, performance, sight-reading, memorization, ensemble playing, and accompanying. Students also develop appreciation for the varieties of piano music by listening to and discussing recordings. Individual projects are assigned to address the varying rates of progress as well as individual interests.

MUS 118 Jazz Ensemble (3 credits) UJS11U

Cetrangol

Jazz Ensemble is an audition-based performance group that focuses on the fundamentals of improvisation, song form, ensemble playing, jazz history and the learning and performance of a diverse repertoire of jazz music and culminates in a performance. Admission by permission of the instructor.

MUS 209 Music Composition (2 credits or 3 credits) UQS11U

Weisman

In this course, students compose four pieces all of which are rehearsed and recorded by professional musicians. The recordings of students' final trio projects are uploaded to the BHSEC Queens website. If you can read music and play an instrument, you can learn to compose music using the Finale Music software program. Students are encouraged to discover their personal voice, and should be prepared to discuss their work as well as to thoughtfully critique that of their classmates. The semester concludes with a concert of student compositions. Prerequisite: Ability to read music and play an instrument. College students may elect this class for 2 credits or 3 credits with one additional tutorial period per week.

THTR 104 Theater Practicum (3 credits) CRS11U

Olson

In this class students rehearse, design, and present a fully realized production of a play. Actors enrolled in the class develop their craft by exploring who their characters are based on what they want, what they say, and what they do. Focus is placed on cultivating the actor's performance through movement, voice, and action. Designers enrolled in the class develop their craft by exploring how what an audience sees and hears can shape what they think and how they feel. Focus is placed on cultivating the designer's ability to bring to life the play's given circumstances from concept to final product. All students enrolled in the class are required to perform/participate in all final performances and attend after-school rehearsals for two weeks prior to the performances. Student actors must audition and student designers must have permission of the instructor in order to enroll. Video recorded auditions for admission to this course must be emailed to professor Olson by noon on June 22nd. Please reach out to professor Olson for audition video requirements. If you plan to audition, please put this course on your preference sheet.

**HUMANITIES CLASSES** (At least four 3-credit courses required. Courses marked with a single asterisk \* meet either the Language and Culture or Humanities requirement; those marked with a double asterisk \*\* meet either the Arts or Humanities requirement.)

\*SPAN 213 Myth in Latin American Literature (See description under Language Classes)



\*ANTH 243 African Diaspora in Anthropology (3 credits) HGS22UAD

Brown

Africans and their descendants have played a critical role in shaping the discipline of anthropology. These practitioners have also been at the forefront of broadening the field's scope and methods. Black intellectuals, such as Fredrick Douglass, Anténor Firman, W.E.B DuBois, William Montague Cobb, Caroline Bond Day, Zora Neal Hurston, Katherine Dunham, Allison Davis, Irene Diggs, and St. Clair Drake, challenged the underlying assumptions and methodological tools practitioners used within mainstream anthropology (Hymes 1999, Drake 1980), and denounced the discipline's "collusion and complicity in colonial and imperialist domination," (Harrison 1997:1, Harrison and Nonini 1992). These intellectuals utilized their research to vindicate African Diaspora communities and combat anti-Black racism. From Beyoncé's album *Lemonade* to the film *Black Panther*, early African Diaspora Intellectual Scholarship continues to inform much of our 21<sup>st</sup> century discourse.

HIST 170 Privacy, the Law, and New York (3 credits)

*Jason Schulman is the Fall 2020 Fellow in the Humanities and Law, funded by the Historical Society of the New York Courts*

This course focuses on the legal history of the right to privacy and the rules of proper search and seizure under the Fourth Amendment and the New York state constitution. In parallel with our study of the key cases of the Supreme Court, we will focus on the courts of New York in the development of these issues, as well as the role of New Yorkers in the expansion of constitutional protections for privacy. Particular attention will be paid to areas where New York courts have diverged from the Supreme Court's interpretation of the Fourth Amendment. By examining the evolution of case law, at the state and federal level, students will gain a greater understanding of: the arguments surrounding privacy, especially surrounding the balance between the common good and the fundamental rights of an individual; the relationship between court systems and the application of law; and how technological innovations—from Kodak cameras to cell phones—have forced courts to re-evaluate the scope of privacy. Students will learn how to read and brief court cases and to place them in historical context.

HIST 103 Why School? (3 credits) EES11UWS

Alden

Why are we here? What is school...for? Why the sleepless nights studying for math exams and the 100-minute conversations about Nietzsche? This course examines the history of modern American education and the contributions of its most radical critics. From the Common School movement of Horace Mann-- who promoted public schools as the "great equalizer"-- to the Free Schools of the 1960s and beyond-- with their rejection of required classes, homework, and grades-- we examine the ideals and tormented realities of two centuries of American education. Students closely read a variety of secondary and primary sources to unpack powerful assumptions about the nature of authority, individuality, and social privilege that lie at the heart of our educational system. They research innovative experiments in education in the hopes of arriving at some conception of what school can and should be in the 21st century.

\*HIST 121 Colonial Latin American History (3 credits) HGS11UAL

Kempf

This seminar is a survey of colonial Latin American and Caribbean history from approximately 1500 to 1800. The heart of the seminar is the process of colonization. How do colonizers impose and maintain their rule, and what agency do the colonized exert to influence government and society and preserve aspects of their cultures? Readings address ancient civilizations and indigenous cultures, the process of merging cultures and the emergence of new cultures, colonial forms of government and social structure, economic development, the transatlantic slave trade, and uprisings and resistance to colonial rule, all with an eye to race and gender. Students read and discuss the works of important scholars of the region and write and present an original 7-10 page research paper.

HIST 130 The Pivotal Decade (3 credits) EES11UP

Curtis-Olsen

An in-depth history of the United States from the unrest of 1968 to the election of Ronald Reagan in 1980, with attention to relevant comparative events throughout the world during this period. The class will focus on the transformation of the global economic order during this period and its impact on the U.S.'s role in the world (stagflation, oil crisis, urban crisis), the legacy of the identity-based movements of the 1960s and their impact on popular society and culture (gay rights, women's rights, the Black Arts Movement, disco), and, the ascendance of the New Right (Stop ERA, the Religious Right, neoclassical economics). The class probes deeper questions about the relationship between economics and politics, the political function of culture, and the efficacy of different strategies for social change using the 1970s as a case study.

HIST 137 History of New York (3 credits) HVS11UNY

Woodsworth

This course charts four centuries of life in the world's metropolis, from pre-European times until today. We focus on New York as a hotbed of social protest, as a cultural capital, as a magnet for successive waves of immigrants, and as a dynamic economic center. Special emphasis will be laid on the peculiar characters who have defined the city's diverse landscape since the Dutch built Fort Amsterdam in 1625: pirates and gangsters, tyrants and revolutionaries, anarchists and hippies, huddled masses and masters of the universe. The course involves intensive readings of both historical analysis and primary sources. We also take field trips - museum visits, cultural events, walking tours - to key historical sites around the city.

HIST 226 Race and Power in America (3 credits) EES11URP

Hymson

This course examines the socially constructed nature of race and ethnicity. How is power manifested in a socially stratified society? We explore the large social processes and discourses shaping the concept of race, particularly how various groups became racialized via enslavement, trade, colonialism, capitalism, and global conflicts. We explore, as well, the various justifications (legal, philosophical, "scientific") for notions of racial inferiority and racial superiority. Specifically, we examine the ways in which the American economic, political, and social systems perpetuate and reinforce inequality based on difference. In contrast, we put into historical context the persistent activist movements for abolition, Civil Rights, and Black Lives Matter.

LIT 206 Childhood in Literature (3 credits) EES11UCH

Kaplan

Is childhood a time of innocence and delight to be grasped, protected, and longed for? Or a time of powerlessness, dependence, and confusion to be overcome as quickly as possible? How do children navigate the demands of parents and politicians? How do adults make sense of their childhoods? Can we even talk about "childhood" as a single concept when children live in such a variety of sociopolitical circumstances around the globe? In this course we examine the phenomenon of childhood through a close reading of theoretical texts by Freud, Deleuze, Bachelard, and Firestone, canonical works of British and American children's literature such as *Peter Pan*, *Alice in Wonderland*, *The Wizard of Oz*, and *Where the Wild Things Are*, and a selection of novels and memoirs from the Middle East and North Africa which show the child at the nexus of family and state pressures. In all of these genres, we think about writers' narrative strategies for representing the experience of childhood.

\*LIT 208 Fairy Tales: Then and Now (3 credits) EES11UFT

Kaplan

"Once upon a time..." "Kan wa ma kan fi qadim al-zaman..." These opening lines evoke worlds in our imaginations without even needing to add another sentence. In this course we read folktales and fairytales from around the world. We begin by defining our terms and investigating for ourselves what distinguishes the genres of folktale, fairytale, and what we might call the evolving American commercial form of the Disney tale, through close readings and analysis of oral, written, and cinematic tellings of the Cinderella

story. From there we travel around the world, reading stories of trolls, selkies, jinnis, and more “otherworldly” creatures, asking what these beings reveal about the cultures that produce them, and about humans’ relationship with the world around us and the obstacles we face. The course includes significant theoretical readings, and culminates in each student pursuing an individual research project of their choice.

\*LIT 223 Central Asian Literature and Film (3 credits) EES11UZS Saed

Central Asian Literature and Film is an interdisciplinary survey course that examines the cultural, linguistic, and religious diversity of Central Asian peoples, including the Azeri, Kazak, Kyrgyz, Tatar, Uzbek, Tajik, Turkman and Afghan. Beginning with folklore, epics, and early poetry, we then focus on modern literature and films. Readings include a selection of poetry and fiction in translation, as well as more recent diaspora stories and novels written in English, including Hosseini’s *The Kite Runner*, Chingiz Aitmatov’s *Jamila and Ferdowsi’s Shahnameh*. Films such as *Baran*, *Schizo*, and *The Orator* represent the Kazak, Uzbek, Tajik, Azeri and Afghan experience. Students write weekly responses to the texts and two essays.

LIT 272 Harlem Renaissance and Beyond (3 credits) EES11UHR Saed

This course explores literature from W.E.B. Du Bois, Langston Hughes, Claude McKay, Countee Cullen, Zora Neale Hurston through the work of contemporary Harlem poets, LaTasha Diggs. Essays, poetry, and some fiction of the time will be examined in terms of how Harlem Renaissance artists explored their spiritual and cultural roots, dealt with gender issues, and sought an aesthetic to reflect such concerns. A special emphasis in this class will be on Black Internationalism in Harlem and travel narratives by African American writers and artists traveling to the Soviet Union, Middle East, and Asia. Readings will be supplemented by archival material from The Schomburg Library, video, and photographs.

PHIL 108 Morality and Law (3 credits) EES11UML Berner

In this class we examine issues relating to morality and law. We consider a variety of philosophical questions, such as: What should be the scope and limit of law? What is morality and what are the foundations of morality? Is there an objective basis to determine what is moral and to prefer one moral theory over another? How are our beliefs influenced by advances in science, our ability to reason, our instincts, religion, our society and its laws? By what standards should laws be evaluated? 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 reach of law? What is the role of the courts in enforcing and interpreting laws? Should there be limitations on free speech? We consider the meaning of free will and its relevance to the criminal justice system. We will learn and apply some of the rules of logic to theories of ethics. We will read a variety of sources drawn from philosophy, psychology, current news, and law cases. This class will be taught on Zoom. If you would like to take this course please apply by submitting a Statement of Interest to [tberner@bhsec.bard.edu](mailto:tberner@bhsec.bard.edu).

PHIL 112 Philosophy (3 credits) EES21UP Leizman

This course addresses topics in philosophy through a study of human life and its meaning: What is the nature of a person? What is the best way to go about being a person? How did we come to be, and what will become of us when we are no longer? We study what historical and contemporary writers have said about such important philosophical topics as the relation between the mind and the body, the possibility of knowledge, human freedom, the foundations of morality, and the existence of God. Through our readings and discussions we also attempt to reach a clearer understanding of our relationships to other people (moral responsibility), and to the world around us (freedom of the will). Students develop their ability to think critically about difficult and abstract issues as philosophers do. This introductory philosophy course serves as a prerequisite for Ethics in the spring.

PS 112 Introduction to Politics (3 credits) HVS11UPI

Cohen

Since human beings first began living together in society, they have had to make decisions about how to divide things among themselves. The study of politics can be understood 1) as the study of this problem - "who gets what, when, and how" -- and of the ways that political leaders and philosophers have tried to solve it. The question is empirical: Who has what, and why do they have it? But it is also normative: Is the current order good? Why or why not? What would be better, and why? Because different people have different answers to these questions, the study of politics is 2) the study of the conflict that these differences create: candidates vying for office, legislators amending each others' laws, revolutionaries overthrowing governments, and states fighting wars. As intractable as they often appear, most conflicts do eventually come to an end, followed by periods of stability. The study of politics, then, is 3) the study of how conflict is resolved, through the accumulation and exercise of power, or the establishment and maintenance of trust. This class offers an introduction to political ideas, focused on the main currents of modern political thought - Liberalism, Conservatism, Socialism, Communism, and Fascism - and contemporary attempts to address their various shortcomings. But it is also an introduction to the study of the consequences of these ideas.

PS 209 Civic Engagement (3 credits) ES11UCE/HVS11UCE

Mateo

According to the American Psychological Association, civic engagement occurs when individuals and/or communities identify and address issues of public concern. Historically, communities and grassroots efforts have tremendously impacted government's decision-making around the world, but how have some efforts been more than others? This course will allow students to look at New York City through the lens of civic engagement, while drawing on other national and international examples to develop the skills to organize and mobilize for a cause. Students will also look at historical examples of engagement, such as the Civil Rights Movement, Women's Rights and LGBT Rights while also looking at issues and movements of today, such as, the Dakota Access Pipeline and Black Lives Matter. This course will be experiential, where students will be required to engage with various communities, interview Non-governmental agencies and community organizations and organize events around the school. Field trips such as visiting the United Nations will also be incorporated.

SOC 105 Internet and Society (3 credits) HVS11UNS

Greenberg

How is the internet changing the way we live? This course explores the internet's profound impact on contemporary society and its effects, from impacts on privacy and intellectual property to technology's evolving effect on socialization and perhaps even the neuro-circuitry of our brains. We give critical and creative thought to the cultural, economic, political and social implications of evolving internet technologies, drawing on our everyday experiences. We explore a diverse mix of readings from books, internet articles from popular media and video material. During the semester, we host distinguished writers and explore their contributions to dialogue on the social and cultural impact of technology. Students share ideas and arguments via discussion, Medium, Twitter and original video.

\*\*WRIT 103 Creative Writing I (3 credits) CWS21U

Mills

In this course, students read, analyze, and discuss the works of leading contemporary poets and fiction writers and respond to the work with writing of their own. Workshopping each other's work is a significant part of class as we develop a critical vocabulary and approach to reading works-in-progress. Students participate in thoughtful, constructive workshops of peers' stories and poems and respond to critiques of their own work with attentive, imaginative revisions. Discussions and workshops are essential to the course, and regular participation and attendance are critical. In addition to short writing exercises, students also complete a two-page analytical paper that reflects a close reading of poetry or short stories. During the

course, students build a polished final portfolio consisting of at least five poems and one short story of at least five pages in length. **Students interested in this course who have not taken Creative Writing at BHSECQ before, should submit a writing sample and brief statement of interest to Sean Mills via email <[smills@bhsec.bard.edu](mailto:smills@bhsec.bard.edu)>.**

WRIT 115 Guest Writers (3 credits) EES11U/CWS11UG

Hinds

When you close a book with a satisfied sigh, do you ever wish you could chat with the author...And ask her how she came up with her ideas? In Guest Writers, you can meet authors after reading their books and go “behind the book” or investigate the author’s writing process. We will read and discuss recently published works of literary fiction, nonfiction or poetry by diverse authors. Then we meet with each writer to ask questions, discuss their book, and hear the writer read their favorite passages aloud. Students will work on 3 creative or critical pieces inspired by the authors. This is a rare opportunity to get to know exciting, thought-provoking, and critically acclaimed books and their creators.

## **Bard Globalization and International Affairs Program Course Opportunity**

BHSEC students have the opportunity to apply for the following evening courses at the BGIA. Courses will be held remotely during the Fall 2020 semester. Space is limited and Year 2 students with excellent academic standing will be given priority. Visit <http://bgia.bard.edu/academics/courses/> for more information.

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### **BGIA 3xx: (Neoliberal) Globalization and Empowerment (4 credits)**

Aniruddha Mitra

The object of this course is to explore the impact of globalization and the associated transformation of national economic policies on human rights, with special emphasis on the empowerment of women, the rights of labor, and the protection of ethnic minorities. In particular, we shall focus on the human rights impact of three key transnational flows that together comprise the economic face of globalization, namely, the movement of commodities across national boundaries or international trade; the movement of capital across borders in the form of foreign direct investment, portfolio investment, and remittances; and finally, the movement of human beings across national boundaries or international migration. For each of these flows, we shall interrogate the neoliberal notion that globalization will necessarily empower the marginalized, basing our exploration on both theoretical insights drawn from multiple disciplines and documented evidence.

### **BGIA 3xx: Governing Mobility: Past and Present (4 credits)**

Colleen Thouez

This course will explore how the UN system has evolved in the last two decades, through the prism of its response to one of the biggest transnational challenges of our time: migration. With over 250 million migrants, record numbers of forcibly displaced, and the immigration legacy of most nation-states shaping their politics, demographics and cultural trends – the mobility of people has put the inter-governmental system to the test. This course will also study the contemporary responses to mobility at various levels of government: city, state, and region with a particular focus on the 2015 refugee crises and onward. It will cover concrete examples through case studies, and students will be requested to develop their own approach to address specific challenges (eg. applying effective integration techniques for migrants in New York City; raising awareness of the rights of trafficked persons in South East Europe; ensuring effective protection for refugees in situations where their legal status is not recognized in Australia). To the extent possible, senior experts from within the UN system and international community will also be invited to share their insights and experiences in addressing the challenges of global mobility (eg. UNODC, IOM, UNHCR, World Bank, USAID). The objectives of the course will be to: gain a solid understanding of migration politics, and relevant normative and institutional frameworks; exercise analytical and problem-solving skills by assessing a specific migration challenge and proposing options for how to address it; and practicing synthesizing information and delivering convincing commendations.

### **BGIA 309: Technology, Security and the Future of War (4 credits)**

Lionel Beehner

This course examines how technology is reshaping the international security environment and the future of war. With the advent of the information age, and with new technologies such as AI or the role of machines or unmanned drones transforming military doctrine and norms on the use of force, theories of international politics are struggling to keep up with the pace of innovation and technological change. Using an interdisciplinary approach that combines history, theory, and practice, this course aims to advance students' conceptual understanding of how technologies influence national security decision-making and military innovation. From the invention of the crossbow to the AK-47 to the rollout of 5G, what role do technologies play in leaders' decisions over the use of force? In an era of information and cyberwarfare, how are new technologies reshaping (or undermining) traditional strategies of deterrence? What are the risks and challenges of the current information age and how are they different from previous ones, like the

industrial era of the Concert of Europe or the nuclear age of the Cold War? Finally, in what ways are bio, nano and other non-digital technologies shaping peace, security, and the future of war?

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Please submit the following to Dean Laura Hymson ([lhymson@bhsec.bard.edu](mailto:lhymson@bhsec.bard.edu)) by June 24:

1. One 2-3 page sample of academic writing you are proud of (the full text or an excerpt).
2. The name and email address for one teacher who can be contacted in support of your application.
3. A short response (250 words) about your interest in the course and its importance to your future academic/career goals.

**College Course Times - Fall 2020**

<b>Seminars</b>	<b>Course Name</b>	<b>Period Days</b>	<b>Teacher</b>
Sem 101/1	First Year Seminar I	3 & 4 TF	Miller
Sem 101/2	First Year Seminar I	7 & 8 TF	Miller
Sem 101/3	First Year Seminar I	3 & 4 WF	Meskill
Sem 101/4	First Year Seminar I	7 & 8 TR	Meskill
Sem 101/5	First Year Seminar I	3 & 4 TR	Shapiro
Sem 101/6	First Year Seminar I	7 & 8 TR	Shapiro
Sem 101/7	First Year Seminar I	7 & 8 WF	Woronzoff
Sem 101/8	First Year Seminar I	3 & 4 MW	Olson
Sem 201/1	Sophomore Seminar I	7 & 8 WF	Schulz
Sem 201/2	Sophomore Seminar I	7 & 8 TR	Schulz
Sem 201/3	Sophomore Seminar I	3 & 4 TR	Pickard
Sem 201/4	Sophomore Seminar I	7 & 8 TR	Pickard
Sem 201/5	Sophomore Seminar I	7 & 8 MW	Pickard
Sem 201/6	Sophomore Seminar I	3 & 4 MW	Curtis-Olsen
Sem 201/7	Sophomore Seminar I	7 & 8 WF	Brown
<b>Science Classes</b>			
BIO 101/1	Cell Biology w/Lab	1 MWR & 1-3 T	Giri
BIO 101/2	Cell Biology w/Lab	2MTW & 1-3 F	Paroly
BIO 130/1	Ecology and Evolution w/Lab	1 MTW & 1-3 R	Mason
BIO 130/2	Ecology and Evolution w/Lab	2 MWF & R 6-8	Mason
BIO 211	Neurobiology	1 MWRF	Kadison
CHEM 101/1	General Chemistry I w/Lab	4 MTW & 2-4 F	Machleder
CHEM 101/2	General Chemistry I w/Lab	7 MTW & 6-8 R	Machleder
CHEM 101/3	General Chemistry I w/Lab	1 MRF & 1-3 W	Lerum
CHEM 101/4	General Chemistry I w/Lab	5 MRF & 3-5 T	Lerum
CHEM 101/5	General Chemistry I w/Lab	1 TWR & 1-3 M	Machleder
CHEM 201/1	Organic Chemistry I w/Lab	6 WRF & 6-8 T	Mukhlall
NSCI 124	Principles in Epidemiology	1 & 2 TR	Morrison-Jones
PHYS 141	Calculus-Based Physics I w/Lab	1 MTW & 1-3 F	Sherman
PHYS 1104	Physics of Sound and Music w/Lab	2MWRF, 78R	Antonaglia
<b>Mathematics Classes</b>			
CMSC 117/1	Computing	1 MTRF	Carlberg
CMSC 117/2	Computing	5 MRF & 2T	Carlberg
MATH 109/1	College Algebra	5 MTRF	Mukherjee
MATH 109/2	College Algebra	6 MTWF	Mukherjee
MATH 110/1	Pre-Calculus	2 MTRF	Hicks
MATH 110/2	Pre-Calculus	5 MTRF	Hicks



MATH 110/3	Pre-Calculus	6 MTRF	Hicks
MATH 125	Statistics	5 MTRF	Chilas
MATH 141/1	Calculus I	6 MTRF	Price
MATH 141/2	Calculus I	6 MTRF	Hussein
MATH 141/3	Calculus I	5 MTRF	Hussein
MATH 142/1	Calculus II	2 MTRF	Freeman
MATH 142/2	Calculus II	6 MWRF	Freeman
MATH 236	Advanced Applied Math	6 MWRF	Wijaya
<b>Language Classes</b>			
CHI 201	Intermediate Chinese I	6 MTWF	Lam
LAT 201/1	Intermediate Latin I	1 MTRF	Leslie
SPAN 201/1	Intermediate Spanish I	5 MTRF	DelCogliano
SPAN 201/2	Intermediate Spanish I	6 MTRF	DelCogliano
SPAN 203	Intermediate Spanish III	6 MTRF	Brown
SPAN 204	Reading Literature in Spanish	1 MWRF	Baez
*SPAN 213	Myth in Latin American Literature	5 MTRF	Baez
<b>Arts Classes</b>			
ART 200/1	Painting	2 MTWR	Lombardo
ART 200/2	Painting	6 MTWF	Lombardo
MUS 209	Music Composition	3-4 MF	Weisman
MUS 105	Concert Choir	3-4 TR	Cetrangol
MUS 104/1	Piano Workshop	1 MTWF	Weisman
MUS 104/2	Piano Workshop	6 MTWF	Cetrangol
MUS 108	Chamber Orchestra	3-4 TR	Weisman
MUS 118	Jazz Ensemble	3-4 MF	Cetrangol
THTR 104	Theater Practicum	3-4 TR	Olson
<b>Literature, Social Studies, and Language &amp; Culture Classes</b>			
ANTH 243	African Diaspora in Anthropology	7 & 8 TR	Brown
HIST 103/1	Why School?	7 & 8 MW	Alden
HIST 103/2	Why School?	3 & 4 TR	Alden
HIST 121	Colonial Latin American History	3-4 TR	Kempf
HIST 130	The Pivotal Decade	7 & 8 MW	Curtis-Olsen
HIST 137/1	History of NY	3 & 4 MW	Woodsworth
HIST 137/2	History of NY	7 & 8 MW	Woodsworth
HIST 170	Privacy, the Law and New York	7 & 8 WF	Shulman
HIST 226/1	Race & Power	7 & 8 MW	Hymson
HIST 226/2	Race & Power	7 & 8 TR	Hymson
LIT 272	Harlem Renaissance	7 & 8 MW	Saed
*LIT 206	Childhood in Literature	3 & 4 MW	Kaplan
*LIT 208	Fairy Tales	7 & 8 MW	Kaplan
*LIT 223	Central Asian Lit and Film	7 & 8 TR	Saed
PHIL 108	Morality and Law	3 & 4 TR	Berner

PHIL 112	Philosophy	3 & 4 MW	Leizman
PS 112	Introduction to Politics	7 & 8 WF	Cohen
PS 209	Civic Engagement	3 & 4 MW	Mateo
SOC 105	Internet and Society	3 & 4 TR	Greenberg
**WRIT 103	Creative Writing	7 & 8 TR	Mills
**WRIT 115	Guest Writers	3 & 4 WF	Hinds

Classes marked \* may be used to meet the Language & Culture or Humanities requirement.

Classes marked \*\* may be used to meet either the Arts or Humanities requirement.

Classes marked \*\*\* may be used to meet either the Mathematics or Humanities requirement.

Enrollment in Physical Education is required. All students will be registered for a PE class that fits within their schedule.

## SCHEDULE WORKSHEET

<b>Period</b>	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
<b>1</b> 9:00- 9:45					
<b>2</b> 9:50-10:35					
<b>3</b> 10:40-11:25					
<b>4</b> 11:30-12:15					
<b>5</b> 12:20-1:05					
<b>6</b> 1:10-1:55					
<b>7</b> 2:00-2:45					
<b>8</b> 2:50-3:35					