

## Bard High School Early College – DC

### Description of the Academic Program

Bard High School Early College (BHSEC) DC is a partnership between Bard College and the District of Columbia Public Schools. BHSEC DC's academic objective is to provide an intellectually challenging academic early college program for bright, motivated students. The program provides a seamless transition for students from middle school to high school to college and results in college readiness and successful completion of a Bard College Associate in Arts degree in accordance with the requirements of Bard College at Simon's Rock, while simultaneously fulfilling the requirements of the District of Columbia Public Schools for a high school diploma.

The academic program at BHSEC DC consists of two years of rigorous high school courses followed by two years of early college courses that also complete the remaining DCPS graduation requirements. The 9<sup>th</sup> and 10<sup>th</sup> grade courses are specially designed to complete graduation requirements while teaching students the content and study skills necessary to begin college-level work in the 11<sup>th</sup> grade. The 11<sup>th</sup> and 12<sup>th</sup> grades constitute Year 1 and Year 2 of the school's early college program. Students in the Year 1 (11<sup>th</sup> grade) and Year 2 (12<sup>th</sup> grade) programs will demonstrate college readiness by carrying out college level work. College level work is indicated through satisfactory completion of courses that have college-level content and proceed at the pace generally followed in college courses. Because of the more rapid pace, each semester of an early college course generally fulfills a year-long high school requirement. This contrasts with high school Advanced Placement courses, which normally use an entire high school academic year to complete a single semester of college study.

The 9<sup>th</sup> and 10<sup>th</sup> grade curricula consist entirely of required core courses, with some degree of eventual choice in world languages and arts. The Year 1 and Year 2 curricula also center on required core courses in most subject areas. Course descriptions of all core courses, which are taught every year, are included in this document. Year 1 and, particularly, Year 2 students also have the opportunity to select from a variety of college-level elective courses that enable them to explore different fields; elective offerings vary from year to year. An equivalency chart demonstrates how BHSEC DC courses fulfill the DCPS graduation requirements, and how students will accumulate both DCPS and Bard College credits as they move through the four-year academic program.

## Course Descriptions for Core Offerings, 9<sup>th</sup> & 10<sup>th</sup> Grades

### **English 9: Literature of the Americas I**

### **English 9: Literature of the Americas II**

This two-semester sequence, organized by genre, covers essays, poetry, classic novels, dramas and short stories from the Americas. Students learn how to construct thesis-centered analytical essays in response to a variety of literary genres. In so doing, they learn how to present and interpret quotes, and to articulate the larger significance of the quotes to the text; how to organize their ideas in a clear, logical and coherent sequence; and how to revise and edit their essays in order to clarify and deepen their arguments and ideas, and to do so in appropriate style, diction, and voice. Students will learn how to generate deeper and more complex responses to texts by engaging in a variety of informal writing routines and seminar-style discussions.

### **English 10: World Literature I**

### **English 10: World Literature II**

This two-semester sequence, organized regionally, covers essays, poetry, classic novels, dramas and short stories from Europe, China and its East Asian environs, regions within Africa, and other selected areas. Students build on their work from English 9, by constructing thesis-centered analytical essays in response to a variety of literary genres, while reflecting regional divergences and confluences. Students expand their skills in presenting and interpreting quotes, and to articulate the larger significance of the quotes to the text; organizing their ideas in a clear, logical and coherent sequence; and revising and editing their essays in order to clarify and deepen their arguments and ideas in appropriate style, diction, and voice. Students will generate deeper and more complex responses to texts by engaging in a variety of informal writing routines and seminar-style discussions.

### **History 9: History of the Americas I**

### **History 9: History of the Americas II**

This two-semester sequence examines the history, politics, people, and cultures of America from the Gilded Age to present day America. Students can expect discussions, in-class activities and student presentations, debates, and instruction illustrated with visual and audio materials. Writing and close reading of texts will play a major part in the class. This course aims to give students a thorough grounding in the history of the Americas, to prompt students to consider their own stake in American history and society, as well as to teach students how to research, analyze, and synthesize historical artifacts and texts. Sample texts may include Let America be America Again, Presidential Inauguration Speeches, Lend-Lease Act, Brown v. Board of Education, and excerpts from the 4th Geneva Convention.

**History 10: Area Studies I****History 10: Area Studies II**

This two-semester sequence examines the history, politics, people, and cultures of selected regions through an area studies approach. The primary areas of study of the course is world history and geography during the medieval and modern eras. Global connections and interactions between all regions will also be studied. Students can expect discussions, in-class activities and student presentations, debates, and instruction illustrated with visual and audio materials. Writing and close reading of texts will play a major part in the class. This course aims to give students a thorough grounding in the history of world regions, to prompt students to consider their own relationship with different parts of the world, as well as to teach students how to research, analyze, and synthesize historical artifacts and texts from a variety of cultural contexts. Sample texts may include the Quran, The Magna Carta, selected texts by Voltaire, selected texts by Rousseau.

**Mathematics: Algebra I, Part I****Mathematics: Algebra I, Part II****Mathematics: Geometry, Part I****Mathematics: Geometry, Part II**

This four-semester course sequence covers the basics of algebra and geometry in a sequential format, teaching the essential concepts of each, while also demonstrating interrelations between the two. Specific topics include: basic algebra review, linear equations, inequalities, quadratic equations, geometrical thinking and problem-solving, logic, sets and basics of probability. In the context of the above, students will learn how to construct proofs and will come to understand the importance of theorem/proof construction in mathematics. Through writing, students demonstrate their conceptual understanding of mathematics.

**Physics, Part I****Physics, Part II**

This two-semester course sequence presents an introduction to physics. While this course will focus on a conceptual understanding of the physical universe, students will also be expected to analyze ideas within a mathematical framework consistent with the skills developed in their current math class. Critical thinking will be fostered throughout the course through the application of the scientific method. Topics discussed this semester will include motion and kinematics, forces and dynamics, gravitation, energy, momentum and theory of relativity. The significant laboratory portion of this course will provide complementary exposure to the concepts discussed in class.

## **Biology, Part I**

## **Biology, Part II**

This two-semester course sequence presents an introduction to biology. While this course will focus on enhancing the students comprehension and appreciation of life. Student will be able to demonstrate knowledge of living systems, genetics, ecology, evolution and reproduction. The significant laboratory portion of this course will provide complementary exposure to the concepts discussed in class.

## **Chemistry, Part I**

## **Chemistry, Part II**

This two-semester course sequence presents an introduction to chemistry. Topics include atomic structure, molecular structure, and properties of molecules. Fundamental principles such as kinetics, equilibrium, and thermodynamics will be introduced to describe many chemical reactions. Throughout the course, a heavy emphasis is placed on group and individual problem solving, and on laboratory-based investigations of important phenomena. The significant laboratory portion of this course will provide complementary exposure to the concepts discussed in class.

## **Introduction to Language**

This one-semester course gives students an opportunity to explore multiple world languages, with the goal of making an informed choice as to which language to continue studying for the next five semesters. Students will explore how to interpret and provide basic information in the target language. This portion of the course will introduce students how to form basic sentences (written and spoken) in the target language. Beyond that, students gain a nuanced understanding of each language studied, and from that, a greater understanding of the broader functions of language. The subsequence courses will continue to build upon the initial units of the target language.

*Students currently select a sequence in either Spanish or Chinese; a third option may be added in the future, as is the case at other BHSEC schools.*

## **Spanish 9**

## **Spanish 10, Part I**

## **Spanish 10, Part II**

This introductory three-semester sequence in the Spanish language presents the foundational skills of listening, speaking, reading, and writing, within a context of the cultural diversity of the Spanish-speaking world. Students learn fundamental grammatical structures and vocabulary, but they also explore how Spanish is distinctive as a language, and as a cultural phenomenon. Excerpts from Spanish music, film, and literature are used as real-life examples in experiencing Spanish. As the sequence progresses, students are exposed to a broader scope of uses and applications of the language, and they develop the ability to use Spanish with greater

independence in more natural settings.

## **Chinese 9**

### **Chinese 10, Part I**

### **Chinese 10, Part II**

This introductory three-semester sequence in the Chinese language presents the foundational skills of listening, speaking, reading, and writing, within a context of the cultural diversity of the Chinese-speaking world. Students learn fundamental grammatical structures and vocabulary, but they also explore how Chinese is distinctive as a language, and as a cultural phenomenon. In addition to textbook materials, the course is supplemented with real-life examples from Chinese cultural artifacts. As the sequence progresses, students expand their range of vocabulary and structures, with the goal of using Chinese to accomplish everyday tasks in real-life settings.

## **Introduction to Arts I**

## **Introduction to Arts II**

In this two-semester course offering, which is modular in nature, students experience the visual arts and music. Students are encouraged to explore these different forms of artistic expression, and in the process discover commonalities and variations. The courses can be taken in any sequence, but both Introduction to Arts I and II must be taken before continuing into Art Electives offered.

## **Health Education**

In this course, students will develop health literacy to support them in attaining positive health outcomes. In developing health literacy, students will build the capacity to obtain, interpret and understand health information and services and to apply core concepts and skills. Through literacy, life-skills, self-management, and awareness strategies, students will ultimately influence not only their personal health, but that of their families and community. To assist students in adopting and maintaining healthy behaviors, we will utilize a framework that allows them to learn key concepts and to practice using health skills. Skills-based instruction, which consists of analyzing health influences, accessing and evaluating valid health information and services, interpersonal communication, decision making, goal-setting, practicing health enhancing behaviors and advocacy; revolves around six areas of focus: mental/emotional health; alcohol, tobacco and other drugs; comprehensive sexual education; disease prevention; nutrition; and safety.

## **Fitness and Lifetime Sports, Part I**

### **Fitness and Lifetime Sports, Part II**

This Fitness and Lifetime Sports sequence is designed to introduce and provide opportunities for students to develop the basic and intermediate skills in a variety of lifetime sports/activities and conditioning. The content articulates the knowledge, skills, and confidence students need to maintain meaningful physical activity throughout their lifetime. By the end of this course, the learner will demonstrate the ability to plan and implement different types of personal fitness programs, demonstrate competency in two or more lifetime activities (outdoor pursuits, individual performance activities, net/wall games, etc.), describe key concepts associated with successful participation in physical activity, model responsible behavior while engaged in physical activity and engage in physical activities that meet the need for self-expression, challenge, social interaction and enjoyment. This course will build upon level 1 competencies by allowing students to refine specific movement skills in lifetime activities, build on their understanding of fitness and physical activity by analyzing and investigating the relationships among physical activity, nutrition and body composition and designing strength and conditioning, fitness and nutrition plans for personal and community usage.

### **Modern Dance I**

This Modern Dance I course provides instruction in fundamental modern dance techniques, locomotors, and sustained and percussion body movements. Students will learn about the muscle groups for appropriate body alignment and execution of basic ballet for body conditioning. Students will also research and discuss dance as an aesthetic art form. Students will be able to create and perform dance improvisation or compositions appropriate to their level. This course must be taught by a qualified dance instructor.

### **Modern Dance II**

This Modern Dance II course presents a program of intermediate dance skills appropriate for the acquisition of a vocabulary of body movements. Students will explore: sound, line, pattern, form, space, shape, rhythm, time, and creative choreography. Students will study and review selected choreographers and movement styles. Muscle conditions, care, and prevention of dance injuries will be discussed. Note: With the approval of instructors, students may be exempted from Modern Dance I. Level of dance proficiency and performance must be demonstrated. This course must be taught by a qualified dance instructor.

### **Modern Dance III**

This Modern Dance III course is the advanced level of modern dance based on the Horton Technique, an intensive approach toward specific movement skills designed by Lester Horton to fortify, stretch, lengthen, and reshape the body while enhancing concentration, competency of placement, and dynamics. Students will be able to apply an emotional and social consciousness to their work as dancers. This course must be taught by a qualified dance instructor.

### **Modern Dance IV**

This Modern Dance IV course is the advanced level of modern dance based on the Horton Technique, an intensive approach toward specific movement skills designed by Lester Horton to fortify, stretch, lengthen, and reshape the body while enhancing concentration, competency of placement, and dynamics. Students will be able to execute performance level choreography. This course must be taught by a qualified dance instructor.

## Course Descriptions for Core Offerings, Year 1 (11<sup>th</sup> Grade) & Year 2 (12<sup>th</sup> Grade)

### **College Year 1 Seminar I**

This course interrogates the origins of civilization in the Mediterranean region by exploring a wide variety of primary sources from the Mesopotamian, Egyptian, Greco-Roman, Judeo-Christian, and Islamic cultures. Drawn from antiquity through the 15<sup>th</sup> century, the course materials encompass a wide variety of media, including fragmented and intact written texts; architectural structures, sculptures, paintings, and other visual representations; musical selections; and recited sacred and secular texts. Writing-intensive in nature, this course helps students discover what they themselves think about the materials and situate their views in relation to those of their classmates. The key skills developed in this course are critical reading, including the “reading” of non-textual materials, and written and oral expression of ideas gained from such reading.

### **College Year 1 Seminar II**

This course covers the periods from industrialization to globalization, course materials present the theories of the era and their manifestations in a wide range of forms. Students also investigate critical secondary articles in conjunction with the primary historical sources and maps. Building upon Year 1 Seminar I, students in this writing-intensive course work to raise their skills of critical reading, thinking, writing, and discussion to greater levels of complexity and sophistication. This course may include excerpts from the Communist Manifesto and Wealth of Nations, Mein Kampf, Mussolini’s Fascist Doctrine, The Iron Curtain and Stalin’s reply, and excerpts from the Camp David Accord.

### **College Year 2 Seminar I**

This course explores the development of key ideas central to the way we think about modernity. It focuses on the ways in which a diverse range of 19<sup>th</sup>- and early 20<sup>th</sup>-century thinkers both shaped and challenged the shape of the emerging modern world. Through rigorous 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 vital contemporary debates. In a time when diasporas blur boundaries in national identity, this course expands from earlier geographic

notions of Western civilization toward a more global, international outlook. Through intensive reading of primary materials, in conjunction with related readings in secondary sources, students learn to read sources critically at varying speeds, in relation to their intended purposes for the materials. In doing so, students raise their skills of critical thinking to ever higher levels.

### **College Year 2 Seminar II**

This second semester of Year 2 seminar, will incorporate close readings of texts that explore and focus on DC History. Students will also engage in various topics through social-political lenses as they analyze conflicts between various groups during the growth and transition of DC.

Students will explore DC's settlement and planning and growth into the nation's capital, and its identity as the "Chocolate City." This course will culminate with students taking action within their community by developing and presenting a research project. Sample texts may include The US Constitution, The residence Act, Our Gay Capital, Not Gone, and Not Forgotten: History in Gentrifying DC.

*Depending on their math placement level, Year 1 and Year 2 students take two college level math courses.*

### **College Algebra**

College algebra enables students to polish their algebra skills in order to study more advanced math; the course also serves students who intend to focus on areas outside of mathematics and the sciences in their college studies. The algebraic tools studied includes those required for precalculus and calculus, as well as for the study of probability, statistics, computer science, and other quantitative fields. Students learn about graphs, polynomials, rational functions, exponential functions and logarithmic functions.

### **College Precalculus**

This course focuses on the study of the function concept and the major function classes. Among the classes that will be considered are the polynomial functions, the rational functions, the exponential and logarithmic functions, and the trigonometric functions and their inverses. This course is recommended for anyone who is seriously considering continuing on in mathematics or in the sciences in their college careers.

### **College Calculus I**

### **College Calculus II**

This two-semester sequence focuses on the major elements of calculus. The first semester centers on functions, graphs, and limits. The concept of the derivative is also central to the course, including the derivative at a point, and the derivative as a function. The second semester includes interpretation and properties of definite integrals, the fundamental theorem of calculus, and applications of antidifferentiation.



*Year 1 and Year 2 students must take two semesters of college laboratory science, generally in a linked two-semester sequence. There are three options: Biology, Chemistry, and Physics.*

### **College Biology I**

### **College Biology II**

This two-semester sequence investigates the fundamentals of living systems. Through lectures and laboratory investigations we will explore the structure and function of the cell and the biological macromolecules that build it up and investigate biological systems of two Kingdoms of life: plants and animals. In the first semester, we will also look at key chemical reactions that keep the cell alive and help it carry out its duties, and we will study how single cells function together to build multicellular organisms as complex as humans. In the second semester, students examine the anatomy and physiology of major plant and animal groups, paying particular attention to mechanisms of reproduction, growth and development. Students become familiar with methods of taxonomy and phylogenetic analysis and engage fundamental principles of evolution including mechanisms of genetic variation and inheritance, population dynamics, extinction and the origin of species.

### **College Chemistry I**

### **College Chemistry II**

This two-semester sequence introduces students to the general principles of chemistry. The courses are designed to provide a solid base in general chemistry as well as to demonstrate applications in related fields. The classes and discussions are intended to provide students with the basic principles and theories of general chemistry. Concurrently, the laboratory, multiple sessions in length, will develop the practical aspects of chemistry by introducing fundamental laboratory techniques and emphasizing the core chemical principles studied in class.

### **College Physics I**

### **College Physics II**

This two-semester sequence introduces the general principles of physics, presenting both a historical perspective and modern applications of these principles. Both concepts and problem solving are emphasized and the importance of experimental physics is demonstrated in the laboratory. The fall semester focuses on mechanisms; the spring semester focuses on electricity and magnetism. Topics include linear and rotational motion, Newton's laws of motion, conservation of energy, momentum, thermodynamics, harmonic motion, wave motion, light, sound, electricity, magnetism, and an introduction to modern physics. Selected topics are studied via multiple session laboratory experiments.

*Students' experience of World Languages in the 9<sup>th</sup> and 10<sup>th</sup> grades is equivalent to one full year of college language study for students with higher outcomes. Students with higher outcomes will begin their college World Languages courses at the Intermediate I and II levels. Students with additional needs for review will take one semester at the Beginning II level, and one semester at*

*the Intermediate I level. The Beginning I level courses will not be regularly offered, though they do exist for students who wish to take an additional language as an elective.*

### **College Beginning Spanish II**

### **College Intermediate Spanish I**

### **College Intermediate Spanish II**

This sequence in high beginning and intermediate Spanish grammar, composition and conversation aims to solidify students' command of grammar and increase their fluency in spoken and written Spanish. Students at all points in the sequence are also introduced to the analysis of literary and non-literary texts, cinema and other cultural artifacts. Various text and media sources, including literature, film, music, and popular culture, are used to access contemporary topics in Hispanic culture and to foster conversation and composition writing. Students will participate in class discussions in Spanish, complete grammar exercises, and write compositions of progressive length and complexity.

### **College Beginning Chinese II**

### **College Intermediate Chinese I**

### **College Intermediate Chinese II**

This sequence in high beginning and intermediate Chinese grammar, composition and conversation aims to solidify students' command of grammar and increase their fluency in spoken and written Chinese. The reading and writing focuses on traditional Chinese characters, with increasing attention over time to simplified forms as well. Students at all points in the sequence are introduced to various authentic texts and artifacts. Various text and media sources, including literature, film, music, and popular culture, are used to access contemporary topics from throughout the Chinese-speaking world. The cultural activities also foster conversation and composition writing and grammar practice. Students will participate in class discussions in Chinese, complete grammar exercises, and write compositions of progressive length and complexity.

### **College Experience I**

### **College Experience II**

In this two-semester sequence, students in the early college program investigate study skills essential to college success. They learn about the various aspects—intellectual, emotional, and financial—of adjusting to college life, in both residential and commuter settings. They also explore and practice the personal writing essential to successful applications for transfer admission and scholarships.

### *College Electives*

### **College U.S. History**

This undergraduate survey course focuses on recent US History from 1960 to 2010. Vietnam, The Civil Rights Movement, Watergate, the rise of conservatism as well as the great changes in culture and the role of the US in the world will be explored. Cultural shifts, the changing nature of work, technological change, and their effects on social institutions will also be studied. One

highlight of the course will be to study recent American history through plays, music, and film. The course will also teach the fundamentals of historical research and writing, culminating in a project involving research and a paper/project on a topic of your choice. Social movements, (E.g., the women's rights movement, the civil rights movement, the gay rights movement, the labor and environmental movements) will be at center stage.

### **College Political Science: American Politics -- Issues and Institutions**

This course introduces students to the basic institutions and processes of American government. It aims to provide students with a grasp of the fundamental dynamics of American politics and the skills to be an effective participant in and critic of the political process. During the semester, students examine how the government works, interpret current political developments and debates, and consider how to influence the government at various levels.

### **History of Africa**

This course seeks to answer the question: Did civilizations exist in Africa prior to direct contacts with Europeans in the late 15<sup>th</sup> century? We hope to answer the question in the affirmative by exploring diverse forms of precolonial African civilizations defined in terms of complex political organizations and cultural formations comparable to other world civilizations. Since seldom do civilizations emerge in absolute vacuum, we will emphasize both the local origins of African political and social systems while considering the extent to which Africa borrowed from and localized external ideas. We will also explore evidence of Africa's contributions to other world civilizations. Through trade and religious activities, Africa participated in the global exchange of ideas and goods. Thus, contrary to popular perceptions still prevailing among some Westerners, Africa was not isolated from the rest of the world until the era of European exploration, but rather part of the world wide web of commercial and cultural interactions.

### **Introduction to Women, Gender, and Sexuality Studies**

Introduction to the field of women's studies, which transcends traditional disciplinary boundaries. Analysis of gender's role in shaping human societies of past and present: their history and experiences, their expression through arts and literature, philosophy of feminism, and comparative conditions of women in diverse cultures.

### **Women and Art**

This course is an analysis of womens' roles in art history, both as the creators and subjects of art; concentration on western survey prehistory to the twenty-first century with comparisons to non-western representations.

### **Women in the World**

Study of the role of gender in shaping comparative cultural experiences in the world; analysis of theoretical basis of gender; and comparing the status of women in work, politics, and other social institutions.

### **AfroLatinidad**

Washington, D.C. boasts a large representation of Afro-Latinos who have made many contributions to discover. These vibrant communities marry their cultural traditions from Mexico, Haiti, Brazil, Panama, Cuba, the Dominican Republic and more, along with their African roots and heritage. This course will discuss various cultural elements (including

customs, traditions and values), as well as, historical events impacting these communities. This will be a reading-intensive course which will also incorporate media, music, technology and guest public speakers from the local area, collectively celebrating descendants of Africa throughout Latin America, the Caribbean and South America.

### **Black British, “BL-Asians” and Aboriginals**

This course learns from Black communities throughout Europe, Australia and Asia. We examine celebrated writers and novels such as *Homegoing* by Yaa Gyasi and *Americanah* by Chimamanda Ngozi Adichie, but also the Japanese-Haitian tennis star, Naomi Osaka. The course explores individuals and groups throughout history and across continents, highlighting Black successes rarely heard about in school. Students will write their own works to recognize these uncommon narratives. **Prerequisite: AfroLatinidad**

### **The Pieces of Me: Writers’ Survey of Toni Morrison**

This Humanities course is ideal for students who enjoy reading and/or writing and co-taught within the Faculties of History and English. Students will explore selected works about the famed author and Nobel Peace Prize winner, Toni Morrison. Morrison’s writing tells of the African-American experience throughout history in brilliant fiction, with popular and widely-recognized titles such as *The Bluest Eye*, *Sula*, *Tar Baby* and *Jazz*. This course will interrogate Morrison’s themes, related historical events (i.e. the Great Migration) and her own biography.

### **Literature of the City**

This class examines the role of the city in modernist literature. Beginning with Italo Calvino's *Invisible Cities* and Walter Benjamin's essay on Naples, we first attempt to define and express the broader metaphors and symbols that cities hold and inspire as literary settings. We then read Joyce's *Dubliners* alongside stories from Edward P. Jones's Washington, DC-based *Lost in the City*, which was an homage to *Dubliners*. We move to New York and read a few Salinger stories, then we look at Gertrude Stein's *Three Lives* and mainly its middle story "Melanctha," set in Baltimore. Students write weekly short essays, two longer reflection pieces, and one critical analysis paper. Each unit is framed by a walking tour or excursion in our own city or in a city nearby.

### **Poetry and Performance**

Beginning with the genre of the love poem, students learn to read and understand poetry really well through the art of performing it. The first assignment is the love poem monologue, followed by a two-person scene based on a longer poem or series of poems. Finally, as a last assignment, students work in groups of four or five to bring a poetic sequence or short book poetry to life as a staged play. They collaborate on script modifications, direction, staging, and costumes. Before each performance students submit a short written rationale explaining their artistic choices and which lines from the poetry inspired those choices; after each unit they also submit a process writing, reflecting on the performance itself. The poetry selections favor American literary modernism but may also include examples from Renaissance and Victorian England, as well as contemporary poetry from across the Americas.

### **Detective Fiction**

In this seminar-style class, we will explore and challenge humanity's existential need to solve mysteries. The detective genre has had a powerful impact on literature for centuries, from Sherlock Holmes continuing through today's television police procedurals. We will explore what makes this genre so compelling by studying its motifs and expectations, tracing the development of detective fiction through a twin lens: humanity's fascination with crime and our fascination with the personalities who solve those crimes. We'll begin with Golden Age detective stories from Sir Arthur Conan Doyle and Agatha Christie's *Murder on the Orient Express*, then explore 20<sup>th</sup> century staples like Truman Capote's *In Cold Blood* and Dashiell Hammet's *The Maltese Falcon*, before examining the genre's move across the globe with the stories of Edogawa Ranpo and Cheng Xiaqing, before ending with absurdist post-modern tales with Thomas Pynchon's *The Crying of Lot 49* and Haruki Murakami's *A Wild Sheep's Chase*. Students will write weekly reflection papers, give one major presentation, and write one major critical analysis essay.

### **Black Aesthetics in Mass Media**

This course will focus on Black culture, identity, and social mobilization throughout the 20<sup>th</sup> and 21<sup>st</sup> century. Students will gain knowledge of black cultural movements, explore current trends, and juxtapose our collective histories. As a collective we will discuss cultural appropriation, black feminism and masculinity, body image, and black characterization in the media. We will also examine the over sexualization of the black body in the 21<sup>st</sup> century, and the physical and psychological ramifications of these radical standards.

### **Statistics**

Statistics is an introductory college-level statistics course that introduces students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Students cultivate their understanding of statistics using technology, investigations, problem solving, and writing as they explore concepts like variation and distribution; patterns and uncertainty; and data-based predictions, decisions, and conclusions.

### **Introduction to Computer Science**

Introduction to Computer Science is an introductory college-level computing course. Students cultivate their understanding of computer science through working with data, collaborating to solve problems, and developing computer programs as they explore concepts like creativity, abstraction, data and information, algorithms, programming, the internet, and work on projects that help them understand the impact of computers.

### **Discrete Mathematics for Computer Science**

Discrete Mathematics for Computer Science is a rigorous college-level course covering a range of mathematical techniques used in computer science. Topics include logic, set theory, combinatorics, number theory, probability theory, graph theory, and cryptography. The course also includes practice in reasoning formally and proving theorems. **Prerequisite: Introduction to Computer Science**

### **Yoga Philosophy**

This course will provide you with a foundation in Kripalu Yoga. As a collective we will examine ancient text surrounding the eight limbs of yoga, and delve deeper into yoga as an ethical practice. We will read The Yamas & Niyamas, which is a guide based on restraint and

observance in yogic practice. As a collective we will explore pranayama, asanas, anatomy, alignment, meditation (walking and seated), chakras (energy), and bodily systems. We will focus on Yoga as a therapeutic tool through investigating its traditional and modern lineages.

### **College World Dance I**

Modern dance will provide BHSEC students with the tools and movement skills to enter into a B.A. or B.F.A. program in dance post-graduation. This course is centered on building bodily strength, mobility, and expressivity. Students will engage in several different somatic practices to increase body awareness. This course will focus on improvisation, spatial awareness, timing, musicality, partnering, composition, and contact improvisation. All students are required to wear appropriate dance clothing during this course.

### **College World Dance II**

Intermediate Modern dance will provide BHSEC students with the tools and movement skills to enter into a B.A. or B.F.A. program in dance post-graduation. This course is centered on building bodily strength, mobility, and expressivity. Students will engage in several different somatic practices to increase body awareness. This course will focus on improvisation, spatial awareness, timing, musicality, partnering, composition, and contact improvisation. Each class will build on developing the physical and emotional stamina necessary in the dance field and will allow students to learn and engage with repertory from an accomplished professional dancer/choreographer. All students are required to wear appropriate dance clothing during this course.

### **Dance Composition I**

This course is an introduction to dance composition for the contemporary modern dancer. This class will prepare BHSEC students with the tools and movement skills to enter into a B.A. or B.F.A. program in dance post-graduation. Students will engage in a variety of choreographic exercises to gain insight into movement composition, dynamic variation, gestural movement, and the use of text. Students will work cooperatively with peers on critiques utilizing the Liz Lerman Critical Response Process.

### **Drawing 1**

Classrooms are culturally problematic sites. They are exciting and ceremonial places when classes are in session, but their spatial condition is jarringly empty and at best transitory when the student showcase is absent. What does it mean to make art in a classroom? And what makes a space appropriate for classes? For the first quarter in this course, students will be invited to reflect on their previous learning experience, and will present on their quick sketches of and insights into various perceptions of classrooms. For the following quarter leading toward the midterm, students will choose their own materials and use observational drawing to formally depict the current classroom. The second half of the course will be devoted to individual or group projects on the design of an unconventional learning space for art classes. Besides traditional two-dimensional drawing media, photography, collage, and sculpture will also be introduced to assist students in realizing their ideal model. Collaboration among peers is strongly encouraged. Ultimately, students will walk away with a keen understanding of the spatial dynamics of an academic space. (No prior drawing experience is required.)

## **Sculpture 1**

This studio course combines drawing sketches and sculpture modeling with two formal individual and group projects examining the world and us. For the first half, we will focus on exploring the exterior world, and studio components will entail quick daily sketches and meticulous weekly analytical drawings to elaborate on our observation. We will use both conventional and creative forms of drawing to dive into the questions we pose for the world specifically as visual artists. What does the world look like? Where in the world do we live? What is the location for the artistic practice? While drawings from the first half of this course are essentially illustrative, we will focus on adopting non-literal sculpture as the primary mode of story-telling for our identities for the second half. Materials choices will be up to student artists, but will entail mainly paper and found objects which are easily accessible. Collaborative efforts will be honored for the final project, and students will work closely with the instructor through individual meetings during the second half of the course. Ultimately, advancing artists both in creative production and critical thinking is key. Students will walk away with stronger technical skills in sculpture and drawing, as well as an inward lens to investigate their own artistic practice.

## **Printmaking I**

Woodblock printmaking is considered to be the most ancient printing method, because the oldest woodblock print dates back to the book of *Diamond Sutra* in 868. In the first section of this course, students will gain historical insights into the condition of Dunhuang, a city in the desert in Northwest China in the ninth century which instigated the necessity of printing sutras and subsequently gave birth to various printed Buddhist books (including the *Diamond Sutra*). Students will then dive into numerous demonstrations of both carving and printing techniques, including the traditional oil-based method in the West as well as the non-toxic Asian Woodblock Printmaking most celebrated with the Japanese *Ukiyo-e*. We will investigate the choices of blocks, papers, and print presentation methods, and students will maintain a weekly journal which documents their development and challenge. The second half of the course will be devoted to individual projects, and students will contemplate their priorities in printmaking. Whether they favor technical or conceptual innovations, students will be offered individual guidance, and numerous authors and artists will be recommended to assist students to progress. Students will finish the course with a well-rounded understanding on historical and contemporary printmaking. For the final project, collaborations among students will be not only honored but also encouraged. (No prior printmaking experience is required.)

## **Introduction to 20th and 21st Century Latin American Music**

The course introduces genres such as merengue, bachata, son jarocho, tango, bossa-nova, salsa, reggaetón, etc., while exploring the cultural and geographical realities that led to the development of these musical styles. Students will learn about composers, performers, musical instruments and ethnomusicological concepts. In addition to audio materials, the class will incorporate visual media and readings. We may have opportunities to attend live performances, possibly outside of school hours, and will often learn about the dances that are a part of particular genres.

## **Introduction to Latin American Art**

This course introduces the art of Latin America throughout its history. Students will understand the primary characteristics of Pre-Columbian, colonial, modern and contemporary art. The class

will incorporate readings associated with the art and the artists in order to familiarize students with scholarly analyses and with the cultures being studied. By the end of the course, students should be able to analyze art orally and in writing. We may have more than one opportunity to visit museums in DC to view works of art.

### **Screening China: Modern Chinese Civilization through Film**

This course offers students a view into China through the best of China's films. The ten films selected for this course are internationally acclaimed from the best Chinese directors of different generations, offering varied perspectives into China's many transformations since the twentieth century. The films are arranged in the chronological order. The topics are designed to give the class a sample of the richness and complexity of Chinese history and society, such as the woman problem, urbanization and its consequences, and family in its evolving definition. The thematic focus of this course will be double: we will recognize the developmental challenges facing contemporary Chinese; meanwhile, we will also learn to appreciate the artistic merits and aesthetic sensibilities of those films. This course will be discussion intensive. Prior knowledge of the Chinese language or history is not required but will be convenient.

### **Chinese Popular Culture: What to Know and How to Participate in It**

What is Chinese popular culture? How is it similar and different from western popular culture? How do we approach and participate and even produce Chinese popular culture, especially for those who are learning the Chinese language or planning to major or minor in East Asian Studies? To answer those questions, we are offering this hands-on survey and practice course to whoever is interested in learning about East Asian society, especially China. We will discuss the Chinese youth culture through films, delve into Chinese internet culture through using Weibo, learn about the impact of the most popular social media Wechat by starting a Wechat account and build your own network, sing a Chinese hip hop and refashion a Chinese hip hop to learn about this popular genre among youngsters, among many other exciting explorations of a fast-changing, world-engaging popular culture. Prior knowledge of Chinese is not required because you can survive and thrive as an English speaker in China!