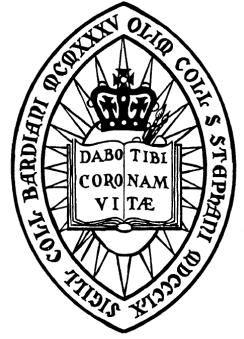


BARD
HIGH SCHOOL • EARLY COLLEGE



Spring 2020 Course Guide

course offerings are subject to change

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

Bard High School Early College

A.A. Degree Requirements:

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

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

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

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

Independent Studies and Tutorials:

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

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

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

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

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

The student and faculty advisor should submit a proposal for the Independent Study to the Dean's office by Friday, January 31st, 2020.

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

SEMINAR

ZJS42U / SEM 102

First Year Seminar II

Faculty

3 credits/meets 4xwk

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

ZJS44U / SEM 202

Sophomore Seminar II

Faculty

3 credits/meets 4xwk

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

ARTS, MUSIC and THEATER

APS11U1 / ART 101

Introduction to Painting

Casey

3 credits/meets 4xwk

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

APS11U2 / ART 102

Painting II

Casey

3 credits/meets 4xwk

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

PQS11U1D / DAN 103

Moving Identities: Personal Story in Contemporary Dance

Marasigan

3 credits/meets 4xwk

Moving Identities in Contemporary Dance deals with the study of dance, onstage meanings and perceived embodiment of race and gender. Current trends in ballet and modern partnering contrast from their historical beginnings in 16th century Europe and 20th century U.S. In this course, students physically practice classical and contemporary versions of ballet and modern dance. They also inspect their own personal story with movement; they discuss getting drawn into or away from particular dance techniques because of tacit social factors. Besides technical warm up, students examine video and

interviews of choreographers. They learn about the personal story and contributions of dance greats such as Pearl Primus, José Limón, Alvin Ailey and Maria Tallchief. A student's grade is based on daily participation, mandatory performances, written observations and two essays.

AJS21U / PHOT 101

Introduction to Photography

Lambrou

1 credit/meets 2xwk

Photography allows you to explore the world around you and spark dialogue with people you may not have otherwise encountered. This hands-on class provides students with the basic tools of photography with an emphasis on technical skills as well as creative and conceptual approaches. Students will learn the basic functions of a camera including shutter speed, aperture, and ISO. Using historical and contemporary photographers as case studies, students will be exposed to a diverse range of approaches including documentary, photojournalism, portraiture, and personal narrative. Through individual and group assignments students will learn the value of looking at themselves, their immediate surroundings and the world at large. As they do this, students will be encouraged to engage with their own personal identity, peers, family, and, specifically, the Lower East Side.

AJS22U / PHOT 102

Introduction to Photography

Lambrou

1 credit/meets 2xwk

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

CRS11U / THTR 104

Theater Practicum

Dolan

3 credits/meets 6xwk

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

CQS11UP / TBD

The Solo Performer:

Storytelling, Sound and Puppetry

Dolan

3 credits/meets 4xwk

This class will look at differing forms of solo performance -- storytelling, enactment of literature and storytelling through puppetry. Students will look at the structure and build of good stories. They will pick parts of literature to re-enact as multiple characters, and build and perform two short puppet shows (one with shadow puppets and another with a hand held puppet). Grades will be based on the quality of participation, imaginative work, performances and focus. A creative process portfolio, and a final paper will be required.

UGS11U / MUS 103

Guitar

Zimbelmann

1 credit/meets 2xwk

Best suited to beginners, this course will serve as an introduction to the guitar. Fundamental musicianship will also be emphasized. The primary aims of the course are to get you playing right away, to have formal and informal performances (not mandatory), and to give you something that you can build on for a lifetime of playing music. This course will be good for students interested in playing the guitar as its own pursuit, as well as for those wanting to accompany themselves while singing. Notes and scales, chords, fingerboard harmony and applied music theory will be explored and employed across various techniques and styles, from pop and rock to country, bluegrass, folk, blues, jazz, classical, and more. Students will play both acoustic and electric guitars, and the idiosyncrasies of the guitar will be exploited for their maximum utility and benefit.

UGS22U / MUS 108

Guitar II

Zimbelmann

1 credit/meets 2xwk

Best suited to intermediate and more advanced players, this course serves as a continuation and furtherance of Guitar I. The primary aims of the course are to get comfortable in the other areas of the neck beyond the first position. We will continue to have formal and informal performances (not mandatory), and to develop tools that you can use for a lifetime of playing music. This course will again be good for students interested in playing the guitar as its own pursuit, as well as for those wanting to accompany themselves while singing. Fundamental musicianship will also be emphasized. We will move into extended chords, and chord shapes that are moveable all over the fingerboard; major and minor scales and their associated modes, and approaches to soloing; melodic and harmonic intervals, and additional applied music theory will be explored and employed across various techniques and styles--from pop and rock to country, blues, jazz, bluegrass, folk, classical, and more. Students will do a little bit more electric guitar work, and the idiosyncrasies of both acoustic and electric guitars will be exploited for their maximum utility and benefit. Guitar I or its equivalent is a prerequisite (audition required).

UPS21U / MUS 109

Piano Performance I

Despommier

1 credit/meets 2xwk

The mathematician Gottfried Leibniz once called music “a hidden arithmetic exercise of the soul, which does not know it is counting”. Numerous studies on math and music seem to confirm this intuition, linking the study of music with improvement in STEM fields, enhanced creative thinking, increased concentration, and better overall coordination. While higher grades in chemistry and calculus are not guaranteed, this introductory-level piano course provides you with an opportunity to grow as a musician, develop critical listening skills, and learn the fundamentals of piano performance in a fun and welcoming environment. We will cover a wide range of musical styles including classical, pop/rock, jazz, hip hop and learn the fundamentals of music theory. Open to all students; no prior training is required. Advanced students may enroll as teaching assistants with instructor approval.

UJS11U / MUS 118

Jazz Ensemble

Despommier

1 credit/meets 2xwk

Ever wanted to sing the blues, play some “skunk funk”, or infectious, stream-of-consciousness, impromptu jazz grooves? If so, consider joining the jazz ensemble. Through weekly listening assignments and rehearsals, we will develop skills for improvisation, ensemble playing, and learn how to play a wide range of jazz styles including blues, bop, swing, funk, pop, and jazz/rock fusion. Advanced students will write arrangements and compose their own tunes with guidance from the ensemble and instructor. The course culminates with an end-of-semester concert and is open to all instrumentalists and singers interested in jazz performance. Though not required to register, an informal “audition” is needed to assess students’ musical skills. Please make an appointment with the instructor via email.

UQS11UPR / MUS 120

Pop and Rock Band

Zimbelmann

1 credit/meets 2xwk

Open to beginners and other players and singers of all levels, this course will give students an opportunity to play and sing contemporary music of their choosing, as well as delving into classic popular music such as Motown, classic R&B and soul, rock, blues, rock and roll, dance tracks, hip hop, etc. Instruction in guitar, bass, keyboards, drums, and vocals is given, and the course is also open to players of other instruments (and singers) with prior experience. We will do some active listening and analysis, and there is a strong emphasis on performance and presentation, ensemble playing, a firm grasp of the elements of music, and the development of an effective music vocabulary for the best possible communication in a collaborative environment.

UGS11U1S / TBD

Playing Guitar and Singing

Zimbelmann

1 credit/meets 2xwk

This class is intended for students who like to sing and play the guitar, and who want to learn to play and sing at the same time. A working knowledge of guitar chords in the first position will be very helpful, so students are strongly recommended to take Guitar I and / or Guitar Two or Pop and Rock Band first. Students who have learned on their own outside of school are encouraged to audition. (If you are in this category, see Mr. Zimbelmann in Room 208 or 230 ASAP.) We will interpret classic songs, and more contemporary, and full-band songs will be adapted to the guitar-vocal format. Matching the key to your vocal range, using the capo, and vocal harmony work will also be explored for maximum impact. Who knows? We may even write a song or two or our own...

Freedom, Expression and Transcendence

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

ENGLISH

EES11U1P / LIT 121

Make It Strange: Intro to Poetic Expression

Garcés Kiley

3 credits/meets 4xwk

This course will explore poetic innovation and expression from the Middle Ages to the present day. We will study and try our hands at the ways poets play with rhythm and metaphor, posture and voice, "minute particulars" and intimate secrets; how poets question, lie and pose as gods, animals, and founts of impossible wisdom; we'll discuss theories and ideas about poetry -- like Victor Shklovsky's "defamiliarization," Emily Dickinson's charge to "tell it slant," and Robert Bly's wild poetry of leaps and dragon-smoke; and we'll track how poets across the world and down the centuries, whether writing in mysterious Anglo-Saxon riddles or Japanese Tanka, in Old English epics, Spoken Word, or Hip Hop, have experimented with ways to give us the gift of a familiar world made strange and new. This is a writing intensive class. Some of it will be creative -- all students write and workshop poetry of their own in order to test-drive the styles we're learning about. At the end of the semester you'll turn in a small clutch of poems for a final anthology. But you will also have a chance to develop their thinking through weekly class readings through regular updates to the class blog, lively in-class discussions, and 3-4 independent writing projects that push you to explore how poets express the inexpressible through the form and music of their lines.

EES11U1T / LIT 160

The Novels of Tolstoy

Johnson

3 credits/meets 4xwk

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

EES11UMC / HGS11UMC / LIT 200

Reading Revolution: Modern Chinese Literature

Powers

3 credits/meets 4xwk

This course will explore the culture and experiences of the Chinese people in 20th Century China (focusing on 1911-1979) through novels, short stories and essays. The core texts include Su Tong's *Wives and Concubines* (*Raise the Red Lantern*), Mo Yan's *Red Sorghum*, Yu Hua's *To Live* and *China in Ten Words*, and the short stories of Lu Xun, Ding Ling, Mao Dun and Can Xue, among others. Through these texts, students will explore the ways Chinese identity and revolution manifest in the reflective literature of the 1980s and 90s, the struggle between traditional culture and modernization, the contrasting philosophies of Eastern and Western cultures, etc. Towards the end of the course, we will explore how this history has shaped the China we know today, focusing on human rights issues and China's relatively new presence on the international stage. Class time will include lecture, discussion and group activities, and homework assignments will largely be reading and the occasional writing response.

EES11U1H / LIT 215

The Nineteenth-Century Novel in British and American Literature

Holbrook

3 credits/meets 4xwk

This course will investigate the craft and thematic preoccupations of the nineteenth-century realistic novel. The four major texts of the course are *Sense and Sensibility* (Austen), *The Way We Live Now* (Trollope), *The House of Mirth* (Wharton), and *Portrait of a Lady* (James). Seminar discussions and papers will investigate the importance of money,

marriage, and property to the building of characters and stories. The degree to which realistic novels either reinforce or challenge the power of these institutions will also be a frequent theme of discussion.

EES11UCN / LIT 228

Creative Nonfiction

Cho

3 credits/meets 4xwk

Creative nonfiction is a workshop course in which students will read and write across a wide range of prose – personal essays, memoirs, profiles, nature and travel writing, criticism, literary journalism, and so on. We will read writers such as E.B. White, James Baldwin, Joseph Mitchell, Loren Isley, John McPhee, Joan Didion, bell hooks, Larissa McFarquar, Malcolm Gladwell, Marilynne Robinson, Chang-Rae Lee, Touré, among many others. We will read these works with a writer's eye – examining, in particular, how writers demonstrate empathy for their readers and attempt to craft a specific kind of experience for them. This is a course that is focusing specifically on writing as communication, not self-expression. Students will produce 25-30 pages of polished, high-quality nonfiction. Students will also have to write a one-page response to each of their peers' essays, as well as keep a notebook where they will write their responses to our readings.

EES11UCS / LIT 256

Introduction to Comics Studies

Nolan

3 credits/meets 4xwk

This seminar course will explore the comics medium and its many manifestations, through both the lens of media studies and traditional textual/visual analysis, and will introduce students to the growing academic field of comics studies. In this course, students will break down and identify the conventions, literacies, and artistic practices that define the medium; examine the cultural and historical contexts that surround comics; and analyze individual comics works from a variety of common genres found in the medium, including personal narrative, magical realism, and superheroes. We will look at work from a wide range of comics creators, including Scott McCloud, Will Eisner, Alison Bechdel, Alan Moore, Emma Ríos, and Gabriel Bá & Fabio Moon, among others. Student work in this course will be focused on the nature of sequential art, the intersection of visuals and text, and multimodal literacies as they relate to the course texts. No previous knowledge of comics is required for this course.

EES11U1B / HGS11UB / LIT 277

History of Violence:

Borges and Modern Latin American Literature

Hinrichs

3 credits/meets 4xwk

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

EES11U2L / TBD

Introduction to Literary Theory:

Archetype, Deconstruction, and The Invisible Man

Agredo

3 credits/meets 4xwk

The desire to define the shape and principles of literature has long been wedded to the interest in its meaning. This desire, with its intersections in philosophy, history, linguistics, and anthropology, has fueled literary theory since Aristotle's Poetics (335 BC), and continues to serve as a backdrop for contemporary discourse. As an introduction to literary theory and methodology, this course will examine two central questions in twentieth century criticism: How do we define the patterns or dissonances in literary structure? How do we weigh the authority of authorial intention against that of reader interpretation? This course will trace seminal discourses in structuralism, post-structuralism, hermeneutics, intentionalism, and formalism. In addition to grounding students in foundational literary theory, students will apply these lenses to a close reading of Ralph Ellison's Invisible Man, which has served as a battle ground for many of these critical tensions. This is a seminar-style course dependent on thoughtful out-of-class reading and engaged in-class discussion. Students will be assessed through weekly reading responses, one midterm exam on theory, two comparative analyses of theory, and one formal criticism of Ellison's novel. Students will also be assessed on class participation, which will be demonstrated through active note taking, engaged in-class writing and collaborative work, and participation in discussion. This course will support students in their mastery of the Y1/Y2 Seminar cycles, will enrich their work in other area/genre study English electives, and will help to bridge the pathway towards an undergraduate degree in literature.

FOREIGN LANGUAGE

FMS42U / CHI 104

Intermediate Chinese II

Fu

3 credits/meets 4xwk

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

FLS42U / LAT 104

Intermediate Latin II

Kouklanakis/Clark

3 credits/meets 4xwk

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

FSS42U / SPAN 104

Intermediate Spanish II

Faculty

3 credits/meets 4xwk

Spanish 104 is the second semester of the college language program. The goal of the course is to transition students from a grammar oriented level of Spanish into a level that introduces cultural literacy and focuses on analysis of short stories, works of literature, film and art and some of the current events pertinent to the Spanish-speaking world. It goes beyond foundational structures and encourages a more elaborate and abstract use of the language through the practice of pronunciation and more advanced vocabulary and grammar, within the contexts of selected subject areas. The course is meant to prepare students for the advanced intermediate level of the language and therefore it emphasizes more complex grammatical structures and a more intense level of in-class participation. The course uses an immersive approach; the class is conducted entirely in Spanish. The course also introduces students to a variety of important writers, poets and filmmakers.

FMS44U / CHI 202

Advanced Chinese II

Fu

3 credits/meets 4xwk

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

FLS44U / LAT 202

Advanced Latin II

Kouklanakis

3 credits/meets 4xwk

This course is the continuation of Latin 201. Publius Vergilius Maro (Vergil) is virtually synonymous with the Roman Augustan Age. The poet embodies both a continuation of Greek Homeric tradition, and the innovation and forward looking program of the Roman Empire. In this course students will read selections of the Aeneid, primarily, but also selections from the Georgics. Publius Ovidius Naso, the last of the great poets of the Augustan age, wrote his famous Metamorphoses. Students will read selections from this work, which gives us familiar versions of Greek myths. The course will continue to focus on translating and explicating the Latin text, but class discussions will also include literary questions concerning the nature and structure of epic poetry, narrative techniques, and the uses of myth. Students will also read and discuss questions around the political and cultural dimensions of both these works, and their long standing literary legacy in and outside Europe.

FSS43U1M / TBD

Latin America at the Movies

Novak

3 credits/meets 4xwk

The main purpose of this interdisciplinary course is to introduce and analyze the complexity and richness of Latin American culture and its history through films. The films selected will give you a deeper social, historical, and ideological framework from which to study the region. The goal of the course is to generate active participation through

thought-provoking discussions and creative activities that stimulate critical thinking as well as conversation. This is achieved through authentic readings and films that sensitize students to the actual concerns of Spanish. Various listening comprehension activities will be included to fine tune the student's ear to Spanish sounds. Each unit will begin with an introduction to the historical background of the region in which the film takes place, with class discussion centered around themes relevant to the historical period. Students watch most of the films on their own time, and the course is conducted in Spanish. Prerequisite: Spanish 103 or permission of instructor.

SCIENCE

SBS22U / BIO 102

General Biology II:

Science Faculty

4 credits/meets 4xwk + 3hr lab.

Introduction to Organismal and Population Biology

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

SBS11U1D / BIO 112

Infectious Diseases

Brutsaert Ilboudo

3 credits/meets 5xwk

This course will focus on infectious disease, the causal agents, host immune responses, mechanisms of transmission, prevalence, distribution and approaches to disease mitigation and management. The central question for the course will be, "How can we reduce the global burden of infectious disease?" Additional course goals are to illustrate how science is conducted, develop critical thinking skills and promote scientific literacy by studying infectious diseases and their impact on humans and society. Resources for each unit will include primary research papers, review articles, articles from the popular press, and case studies. Wherever possible, students input for selection of readings, case studies and class activities will be solicited to plan a student driven curriculum. In addition, the course will include a student driven civic engagement component where students will be designing a civic engagement project around the theme of infectious diseases.

SBS11UBS / TBD

Human Biology and Society

Collins/Williams Jr.

3 credits/meets 4xwk

This course is an integrative introduction to the study of biology and society. Using a problem-based approach we will critically analyze and evaluate qualitative, quantitative, and mixed-method data and social/biological theories on a range of pressing contemporary issues. Our areas of concentration will include climate science and anthropogenic precarity, genetics, genomics, and bioethics, reproductive technologies and reproductive rights, infectious diseases and socioeconomic inequality, and the relationship between bioenergetics, poverty, and health. Throughout the course we will occasionally break into teams to assess complex real-world problems using a range of interdisciplinary skills from biology, public health, anthropology, and other disciplines. Additionally, we will hear from a range of experts and professionals to hear explicitly how these individuals think about and utilize various forms of knowledge to approach their respective issues. Students evaluation is based on integrative unit projects (infographics, children's books, etc.), short writing assignments and reflections, examinations, and team-based case studies and policy proposals.

SCS11U / CHEM 201

Organic Chemistry

Chaterpaul

3 credits/meets 4xwk

This course is designed for students who might be considering careers in health science, chemistry, chemical engineering, physics or biology. The course will focus on the relationship between structure and reactivity of organic compounds. Some topics include nomenclature, functional groups, bonding, stereochemistry, and structure/reactivity trends for organic molecules including aliphatic and aromatic compounds. This course will explore the synthesis of various

molecules that are important in the pharmaceutical and chemical industries and discuss how organic compounds relate to biological systems.

SPS11UM / PHYS 104

Physics of Sound and Music

Hale

3 credits/meets 4xwk

This course will explore the science behind sound and music through a conceptual understanding of what waves are and how they behave. Students will understand how musical notes are generated in an instrument, transmitted through the environment, detected by the ear and interpreted by the brain. The course will also discuss the characteristics of different instrument families, the origin of musical scales, consonance, dissonance and harmony, architectural acoustics, as well as an introduction to digital synthesis of sounds.

SDS11UER / TBD

Interactive Electronics & Intro to Robotics

Zitolo

3 credits/meets 4xwk

What do you think of when you hear the word "robot"? Often we think of a machine that possesses human characteristics in looks and behavior, but robots can take many forms. Amazon uses robots in its enormous warehouses to find and move items, self-driving cars are starting to take over our roads, and right now there's probably a small robot in your pocket that you call a cell phone. Regardless of the various shapes, sizes, and purposes they can take, all "robots" are made of the same ingredients: a little physics, a dash of computer science, and a healthy sprinkling of engineering. In this course we'll learn the fundamentals of these three fields, particularly as they relate to electronic systems. In the beginning of the course we'll review the essentials of physics related to electricity and circuits. Then we'll explore the intersection of physics and coding using Arduinos, small microcontrollers that are easy to program and are compatible with a variety of sensors and actuators. We'll create a variety of simple, interactive systems, for which we'll use the principles of engineering and design to optimize. The course will ultimately culminate with an interactive robotic project of your choosing. So rather than living in a world run by robots, why not learn how to run the robots of the world?

MATHEMATICS/ COMPUTER SCIENCE:

MKS11U1C / CMSC 101

Introduction to Computer Science

Hartoonian/Mesa

3 credits/meets 4xwk

This subject is aimed at students with little or no programming experience. It aims to provide students with an understanding of the role computation can play in solving problems. It also aims to help students, regardless of their background, to feel justifiably confident of their ability to write small programs that allow them to accomplish useful goals.

MKS11U2C / TBD

Computer Science II

Noyes Li

3 credits/meets 4xwk

This course is a continuation of the foundational material presented in Introduction to Computer Science. The course will focus on 1) Algorithms and Algorithmic Complexity, 2) Recursion, and 3) Objects and Abstract Data Types. We will continue to use the Snap programming language, and the main emphasis will again be on hands-on programming projects. The course is open to anyone who took and passed Introduction to Computer Science or who has significant prior programming experience and who has received the Instructor's approval.

MSS11U / MATH 109

Introduction to Statistics

Rosenberg

3 credits/meets 4xwk

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

MCS21U / MATH 111

Calculus I

Math Faculty

3 credits/meets 4xwk

This course is an introduction to the basic ideas of differentiation of functions of one variable. Topics covered include limits, continuity, techniques of differentiation, L'Hopital's rule, optimization, related rates and applications. This is the

first half of a year-long sequence of college calculus. The course is intended for students who are interested in mathematics, science, engineering, computer science and the quantitative side of business.

MQS11U1M / MATH 137

Modern Mathematics

Rosenberg

3 credits/meets 4xwk

This course intended to explore some areas of mathematics that are central to modern mathematical research, but that receive scant mention in a standard K-12 curriculum. These are areas where abstract mathematical research has led to some surprisingly concrete applications. We will explore a branch of topology (the mathematics of how spaces are connected) called graph theory and see how it has become critical in work with computer and social networks, viral marketing, and studying the spread of epidemics. This will lead us into the study of groups (the mathematical embodiment of symmetry) that are used throughout mathematics and have been directly productive in the advancement of both art and physics. A focus on particular groups will lead us to number theory, an older area of mathematics that studies the integers, but which has found modern applications in communication and encryption allowing us to transmit data and keep that data secure. There will also be an opportunity to explore topics in Cryptography, Voting Theory, and Game Theory. This course is for Year 2 students only.

MQS11U1L / MATH 220

Linear Algebra

Mesa

3 credits/meets 4xwk

This course covers the basics of linear algebra in n-dimensional Euclidean space, including vectors, matrices, systems of linear equations, determinants, eigenvalues, and eigenvectors, as well as applications of these concepts to the natural, physical and social sciences. Prerequisite: Math 107 (College Mathematics Seminar)

HUMANITIES AND SOCIAL SCIENCE:

HUS11UAC / HIST 104

The American Supreme Court

Mazie

3 credits/meets 4xwk

Alexander Hamilton described the judiciary as “the least dangerous branch” of the federal government. The courts, he wrote, would have “no influence over either the sword or the purse.” Yet the federal court system, with the Supreme Court at its apex, has become a major—and, in the wake of the 2016 election, an increasingly controversial—force in American political life. The justices regularly decide cases involving the scope of constitutional freedoms, the powers of Congress and the President, the relationship between state and federal power and the contours of voting rights. They even, in *Bush v. Gore* (2000), effectively picked a president. This course, intended for Year 1 and Year 2 students, aims to instill a thorough understanding of the highest court in the American judiciary through critical analysis and active engagement in historical and contemporary Supreme Court cases. Students will explore the history and role of the Supreme Court, examine rival methods of constitutional interpretation, conduct an in-depth study of three areas of constitutional law and undertake a research project involving one case in the 2018-2019 Supreme Court term. The semester will be capped with a Moot Court project in which students enact their own Supreme Court oral argument. Readings to include a host of Supreme Court documents and texts by St. Thomas Aquinas, John Rawls, Linda Greenhouse, Laurence Tribe, Erwin Chemerinsky, Stephen Breyer and Antonin Scalia.

HGS11UMA / HIST 201

Modern Africa (19th & 20th Century)

Rockenbach

3 credits/meets 4xwk

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

HGS11U2L / HIST 2312

Modern Latin America

Vallejo

3 credits/meets 4xwk

This class seeks to introduce students to experiments of nation building and resistance in Latin America from independence to the present using historical monographs and articles, primary sources, art, and film. Nineteenth century Latin American governments planted nations, “imagined communities,” and created myths in order to unify disparate

groups of people and then defined the role that the citizen would have within the state. Since this time diverse countries have fought to construct and protect national sovereignty, while fomenting unique national identities in the midst of challenges from abroad and within. In this class students will gain a better understanding of how Latin American people have negotiated local concerns while ever cognizant of an international gaze. We will explore how local ideas about class, race, and, gender have colored the rich history of the region with themes including Ideas of Nation, Brazilian Slavery, Modernization & Popular Resistance, Revolution, Populists & Dictators in the Cold War, Neoliberalism, and the Troubles/Promise of Latin America-U.S. relations. Final projects will allow students to delve into current events in Latin America.

HUS11U1E / HUM 115

The History of American Education

Freund

3 credits/meets 4xwk

The Progressive educational cause entailed an unparalleled spread of democratic ideals, an attempt to raise up every American and give them the tools to succeed in society. The Progressive educational cause was fundamentally an Americanizing endeavor, insensitive to the needs and desires of the many ethnic immigrants who had recently come to this country. Scholars have found that both readings of the time are correct, that there is no way to understand the promise of middle-class, Progressive reform without understanding its insensitivity. Throughout its history, America has promoted diverse, often conflicting values in educating young people. This class will explore that history in an effort to better understand what has shaped the American school.

HUS11U1J / UHS11UHJ / MUS 137

History of Jazz in America:

Despommier

3 credits/meets 4xwk

Freedom, Expression and Transcendence

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

HUS11UBE / HIST 241

Reading the Built Environment

Dresdner

3 credits/meets 4xwk

We spend most of our lives in cities, but rarely stop to observe and consider the sidewalks, buildings and parks we inhabit. This seminar will use reading, field trips and class discussions to consider the forces and ideas that shape our built environment. The reading list is composed of excerpts from writing by engineers, architects, city planners, critics and activists. We will discuss questions such as how physical factors and technological developments shape cities and how ideas about design have changed since the 19 th century. We will also consider the environmental impact of the built environment and what can we learn about social values from examining it. One can hardly find a richer resource for this study than New York City. We will practice closely observing, or "reading" the urban landscape by going on field trips, and use our observations as a base for writing.

HGS11UCT / HUS11UCT / PS 249

The Epistemology of Conspiracy Theories

Matthews

3 credits/meets 4xwk

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

PRACTICUM - Instructor approval during Add/Drop

EWS11UWC / LC 114

Writing Center Practicum

Randall

1 credit/requires 2xwk

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

MQS11UY / LC 116

Math Center Practicum

Mesa

1 credit/requires 2xwk

Math Center Practicum is designed to introduce students to mathematics education and help them reach their mathematics teaching potential. In addition to tutoring students at the Mathematics Center, students meet weekly to develop the necessary skills for effective high school and early college mathematics instruction. Objectives include: theories of learning, formulating guiding questions, equitable teaching practices, peer observations.

SQS11UY / LC 121

Laboratory Science Practicum

Zavlanov

1 credit/requires 2xwk

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

HQS11UY / LC 122

Introduction to Library Science

Nolan

1 credit/requires 2xwk

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

TTS11UY / LC 123

Network Design

Skelley

1 credit/requires 2xwk

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

PHYSICAL EDUCATION

Physical Education (PE)

PE faculty

meets 2xwk

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

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

health-related fitness.

- Enable students to meet the NASPE National Physical Education Standards for health-related fitness.

Athletic PE Spring Semester

McVeigh

A course designed to promote an active and healthful lifestyle through participation in a varsity sport sanctioned by Bard High School Early College (boys' and girls' soccer, girls' volleyball, and boys' and girls' basketball).

Instructor approval required.

- Prerequisites:

- o At least one successful completion of PE.

- o GPA of 2.0 or above, Attendance above 80%

- Parent consent and medical forms must be filled out properly at the beginning of the semester before the sport season begins.

- A meeting with the Athletic Director/Physical Education Teacher is mandatory

PFS11Q1Y

Introduction to Yoga

Arpaio

meets 2xwk

Intro to Yoga is structured to create opportunities to develop balance, strength, and flexibility in an atmosphere that is relaxed, safe and supportive. Over the course of the semester many types of yoga will be introduced, as well as meditations and mindfulness practices.

PFS11QDF

Dance Fitness

Marasigan

2xwk

Dance Fitness and Capoeira explores movement expression of the human form. This semester, the three areas of focus will be: 1) body conditioning (including stretch and strengthening), 2) capoeira games and 3) jazz dance. Study in each of these three areas will broaden students' experience with movement, so that they are adaptable and agile in different modalities. In the course, students fine tune the 'instrument' or the dynamic human body. Student grades are based on: conditioning and technique [22 pts], discussion [5 pts], informal presentations [6 pts] and short project 1 [12 pts]. The second half of the semester [55 points] consists of conditioning and technique, discussion, and short project 2.

PQS11U1D / DAN 103

Moving Identities: Personal Story in Contemporary Dance

Marasigan

3 credits/meets 4xwk

Moving Identities in Contemporary Dance deals with the study of dance, onstage meanings and perceived embodiment of race and gender. Current trends in ballet and modern partnering contrast from their historical beginnings in 16th century Europe and 20th century U.S. In this course, students physically practice classical and contemporary versions of ballet and modern dance. They also inspect their own personal story with movement; they discuss getting drawn into or away from particular dance techniques because of tacit social factors. Besides technical warm up, students examine video and interviews of choreographers. They learn about the personal story and contributions of dance greats such as Pearl Primus, José Limón, Alvin Ailey and Maria Tallchief. A student's grade is based on daily participation, mandatory performances, written observations and two essays.

* = also fulfills arts requirement

The following courses fulfill the English requirement:

- Intro to Lit Theory
- Creative Nonfiction
- Make It Strange: Poetic Expression
- Borges & Modern Latin American Lit
- Novels of Tolstoy
- Modern Chinese Literature
- Nineteenth-Century Novel
- Intro to Comic Studies

The following courses fulfill the US history requirement:

- American Supreme Court
- History of Jazz*
- The Epistemology of Conspiracy Theories
- History of American Education
- Reading the Built Environment

The following courses fulfill the global history requirement:

- The Epistemology of Conspiracy Theories
- Modern Latin America
- Modern Africa
- Modern Chinese Literature
- Borges & Modern Latin American Lit