

BARD HIGH SCHOOL EARLY COLLEGE QUEENS

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

College Course

Guide

Spring 2020

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

Bard High School Early College Queens

A.A. Degree Requirements:

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

- Four semesters of the seminar sequence (12 college credits)
- Four semesters of humanities courses (12 college credits)
- Two semesters of college science, including laboratory work (8 college credits)
- Two semesters of college mathematics (6 college credits)
- Two semesters of college courses meeting the language & culture requirement (6 college credits)
- Three college credits of music, visual art, creative writing, or theater

Tutorials:

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

Eligibility:

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

Application Process:

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

The deadline to submit the tutorial request form to the Dean of Academic Affairs is the same day that the course preference form is due **on the same day as your final course preferences**, complete with the signatures of the faculty tutor and guidance counselor, along with these documents typed and submitted in hard copy:

1. A course outline or syllabus for the course including a week-by-week reading or study plan, description and frequency of assessments.
2. The basis for evaluation of student learning. This should include a listing of the types and number of assessments. There should also be a percentage breakdown of how the final grade will be calculated.
3. A 250-500 word statement on the importance of the tutorial to the student's academic goals. If several students are applying for the same tutorial, each student must submit a full proposal, including a personalized statement of importance.

*All students completing tutorials are strongly encouraged to present their work at Symposium Day.

Spring 2020 College Course Descriptions BHSEC Queens

SEMINARS (The four-semester seminar sequence is required.)

SEM 102 First Year Seminar II (3 credits) EES42U/HGS22U

Humanities Faculty

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

SEM 202 Sophomore Seminar II (3 credits) EES44U/HVS11U

Humanities Faculty

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

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

BIO 102 Organismal Biology (4 credits) SBS22U

Giri

This course is an introduction to biology at the organ and organismal level, with an emphasis on physiological processes. The primary objective is for students to gain an understanding of how animals and plants function at the molecular, cellular and tissue levels and how these are coordinated into systems that allow them to reproduce and survive. Students also learn about the diversity of plants and animals. This focus prepares students for careers in the health science industry and for further research in human biology, organismal biology, or physiology. Prerequisite: Cell Biology or permission of instructor.

BIO 103 Animal Behavior (4 credits) SBS11UA

Mason

From the ingenuity of ants to the astounding courtship displays of birds, the behaviors of animals are among the greatest spectacles on planet earth. What causes animals to behave in these ways? In this course, you will explore the world of animal behavior, through the triple lens of genetics, ecology and neuroscience. You will discover that if you stop to look closely, there is a fascinating world of behavior to observe, even right outside your window..

BIO 112 Infectious Diseases (3 credits) SBS11UD

Thomson

The interests of microbes are often at odds with those of humans. As a result, microbial disease occurs often, and emerging diseases are frequently in the news. The more we disturb the balance of nature and increase world-wide travel, the more often we increase the scope of disease outbreaks. In this course, we first learn about the life-cycles of the microbes that cause common microbial- borne diseases, focusing mostly on bacteria and viruses. We then learn about the vectors, epidemiology and symptoms of historic disease outbreaks such as the 1918 Flu Pandemic and The Black Death, as well as the causes of those in today's news, including cholera, AIDS, H1N1 influenza, Lyme disease and peptic ulcers. This class, which does not have a laboratory component, will include a term paper drawing on independent scholarly research into a topic of interest to the student. Prerequisite: Cell Biology, or permission of the instructor.

BIO 201 Genetics (4 credits) SBS11UG

Paroly

What makes us unique? How did we get to be who we are? What will our children be like? In this course, we explore the role of genes as determinants of the inherent properties of all species. Understanding how genes work is especially timely and relevant for grasping health-related issues like cancer, heart disease, diabetes, and drug addiction. This course, which will include lectures, laboratory investigations and readings from scientific journals, introduces the concepts of genes, genetic variations, patterns of inheritance, gene expression and interactions, gene mutations,

structure and replication of DNA, molecular biology of gene function, and gene transcription. In addition, it explores the genetics of behavior, and human diseases like diabetes and cancer. Prerequisite: Cell Biology.

BIO 211 Neurobiology (3 credits) SBS11UN

Kadison

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

CHEM 102 General Chemistry II (4 credits) SCS22U

Lerum, Machleder

This is the second semester of a year-long course, designed to provide a solid base in general chemistry as well as to demonstrate applications in related fields. The lectures provide students with the basic principles and theories of general chemistry. Concurrently, the laboratory develops the practical aspects of chemistry, introducing fundamental laboratory techniques and emphasizing the chemical principles studied in class. Prerequisite: General Chemistry I.

CHEM 202 Organic Chemistry II (4 credits) SCS22UG

Mukhlall

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

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

Morrison-Jones

Imagine yourself as part of the solution to epidemics like Zika or Opioid. In this course, you are an active problem solver in the health science field. You learn public health approaches to emerging diseases, and scientific and investigative inquiry. The primary objective of this course is basic principles and applications of epidemiology. This course offers students an opportunity to apply principles of epidemiology to investigate infectious disease outbreaks and other health-related events. Students are assigned actual case studies to implement knowledge. Principles of Epidemiology is designed for students in all fields of public health and other health related disciplines.

PHYS 102 Calculus-Based Physics II (4 credits) SPS22U

Antonaglia

This is the second semester of a year-long standard college physics course with lab for scientists and engineers. It emphasizes both physical concepts and the mathematical tools necessary to solve physics problems. The primary focus of the second semester is electricity and magnetism. Prerequisites: Calculus Based Physics I and Calculus I & II or permission of the instructor.

SCI 100 Introduction to Engineering (4 credits) SPS11UE

Sherman

Engineering requires the application of mathematics and science to develop innovative solutions to meet the needs of the world. This course is an introduction to actually using engineering principles and problem solving. The students will analyze complex problems in a logical manner and formulate quantitative solutions. The solutions will be used to design, build, and test their own equipment. The project results will then be communicated effectively both in presentations and in writing. The ultimate goal is for the students to develop all these skills and to be able to apply them to future real-world challenges. Along the way we will take a broad look at engineering, including various subfields, global history of engineering, engineering societies, licensing, ethics, safety and risk analysis.

MATHEMATICS CLASSES (At least one year of college math is required. Courses marked with *** meet either the Mathematics or Humanities requirement.)

CMSC 117 Computing: Graphics and Games (3 credits) MKS21U Hicks, Carlberg
Computing: Graphics and Games is an applications-based introduction to computer science. Students learn the fundamentals of programming in the context of 2D animation, game design, and image processing. Topics covered include variables, conditionals, loops, arrays, and functions. As a final project, students design their own game. No prior programming knowledge is required.

CMSC 118 Object-Oriented Programming (3 credits) MKS22U Carlberg
This course is a rigorous introduction to object-oriented software design, taught in the Java programming language. Topics covered include encapsulation, modularity, inheritance, and reusability. By the end of the course, students are able to implement and analyze the most common data structures and algorithms used in modern-day computing. Students will develop problem solving and debugging skills by modeling real world problems from science and engineering. The course is intended primarily for students considering a major in computer science or engineering. Previous programming experience expected. Prerequisite: *Computing: Graphics and Games* or permission of the instructor.

MATH 110 Pre-Calculus (3 credits) MPS11U Mukherjee
Pre-Calculus is a one-semester course that prepares students for the calculus sequence. The mathematics it covers, including polynomial, logarithmic, and trigonometric functions, is required for many college liberal arts and business courses. To succeed in this course, students need a thorough understanding of basic mathematical concepts, good algebraic skills, a basic understanding of mathematical functions, and knowledge of the use of technology. They need to work thoughtfully on assigned problems at home to gain a clear understanding of the mathematical concepts covered and to develop the ability to apply those concepts in scientific, technological, and business contexts. Prerequisite: College Algebra, C+ in Trigonometry, or permission of the instructor.

MATH 141 Calculus I (3 credits) MCS31U Hussein, Price
This course in differential and integral calculus in one variable deals with topics including an introduction to limits and continuity, the derivative and its applications to max-min and related rate problems, the mean value theorem, the definite integral, and the fundamental theorem of calculus. Prerequisite: B+ in Pre-Calculus, C+ in Applied Math, or permission of the instructor.

MATH 142 Calculus II (3 credits) MCS32U Hicks
This course is a continuation of Calculus I. The class begins with the definite integral and the fundamental theorem of calculus. Topics include techniques of integration, and applications of the definite integral (areas, volumes, and arc length). We study sequences and series (from a calculus perspective) and Taylor series. Prerequisite: C+ in Calculus I or permission of the instructor.

MATH 161 Applied Mathematics (3 credits) MQS11UA Wijaya
Students in Applied Math examine the following 5 topics: (1) polar coordinates, including the polar representation of points and equations, and the polar form of complex numbers; (2) conic sections, the study of hyperbolas, ellipses, and parabolas, and their transformations; (3) partial fractions and introduction to limits; (4) permutations and combinations and the binomial theorem; (5) introduction to probability; (6) additional topics if time permits. Prerequisite: Pre-Calculus.

MATH 236 Advanced Applied Mathematics (3 credits) MQS11UT Freeman
This survey course, open to students who have completed Calculus II, covers topics in applied mathematics that are important to those going on to study mathematics, science, or engineering, such as: ordinary differential equations

(first and second order linear equations and initial/ boundary value problems), functions of a complex variable (analytic functions, elementary functions, complex integration, series representations, residue theory, and conformal mapping), the Laplace and Fourier transforms, vector calculus (Green's theorem, Stokes's theorem, and the divergence theorem), and partial differential equations (the heat equation, the wave equation, and Laplace's equation). Prerequisite: Calculus II or permission of the instructor. Taking Calculus III before this class is recommended.

MATH 125 Statistics (3 credits) MSS11U

Chilas

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

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

*ANTH 243 African Diaspora in Anthropology (described with Humanities)

*FILM 239 Cinema of South Asia (described with Humanities)

*LIT 200 Russian Literature (described with Humanities)

*LIT 108 Asian-American Literature and Film (described with Humanities)

*FILM 120 African Cinema (described with Humanities)

*LIT 208 Fairy Tales Then and Now (described with Humanities)

*HIST 201 Modern African History: 1800-2017 (described with Humanities)

ARAB 102 Elementary College Arabic II (3 credits) FAS22U

Kaplan

Elementary College Arabic II is a continuation of Arabic I from Fall Semester. In the spring, we will continue to build upon and extend the introduction to Modern Standard Arabic that we began last semester through work with the textbook *الكتاب في تعلم العربية* as well as other materials. Students will continue to add daily to their active vocabulary and acquire more complex grammatical skills to allow them to talk, read, and write about a wider variety of topics. Be prepared to study a lot of vocab and speak a lot of Arabic! Prerequisite: Elementary College Arabic I or permission of the professor.

CHI 202 Intermediate Chinese II (3 credits) FMS22U

Lam

Intermediate Chinese focuses on expanding vocabulary and mastering important and complicated grammar points. This course is task-based and communication-oriented, so students have plenty of opportunity to use and practice Chinese in order to achieve fluency. We learn the vocabulary of ordinary activities: buying things, going to school, choosing one's major, working, traveling, maintaining good health and using technology. Throughout the year, Chinese cultural activities, such as cooking Chinese food, celebrating Chinese New Year, and writing Chinese calligraphy, are integrated into the course. Prerequisite: Intermediate Chinese I or permission of the instructor.

LAT 202 Intermediate Latin II: The Roman Republic (3 credits) FLS22U

Cooper, Leslie

During the Republican period, Rome transformed itself from a city little known outside Italy into a Mediterranean superpower. It did this while facing serious military threats from foreign powers, above all Hannibal and the Carthaginians, as well as serious crises in domestic affairs, such as recurring conflicts over inequalities of wealth and political enfranchisement. Students survey this eventful and important period by reading, in Latin, original and very lightly adapted excerpts from authors such as Livy, Cornelius Nepos, Cicero, Sallust, Aulus Gellius, and Eutropius. Students continue to develop fluency in reading unadapted Latin prose, and they develop their prose composition

skills by researching in depth and writing about, in Latin, one person from the Republican period. This course is a continuation of Intermediate Latin I.

*LAT 204 Advanced Latin Poetry: Vergil's *Aeneid* (3 credits) EES11UL/FLS22UA

Leslie

Vergil's *Aeneid* is one of the few most influential works of world literature. Already recognized as an instant classic in the first century BCE, it quickly became a fundamental element of Roman education and culture. It remained enormously popular throughout the medieval period, as Dante's choice of Vergil as his guide through Hell and Purgatory demonstrates. Its story of refugees from a city destroyed by war, who suffer as they wander strange lands and seas in search of a new home, continues to resonate powerfully in new ways. Students will read many excerpts in Latin and the remainder in English. The course culminates in a research paper in which students engage with recent scholarship on the *Aeneid*, its historical context, and its afterlife in later literature.

SPAN 202 Intermediate Spanish II (3 credits) FSS22U

DelCogliano

This is the second semester of a yearlong course designed for students who have built a basic foundation in Spanish by completing Beginning Spanish in the high school program. It is conducted exclusively in Spanish. In this course, students review, refine, and expand on fundamental grammar concepts and build vocabulary while focusing on the development of reading, writing, and speaking skills to prepare for seminar-style literature or culture courses in Spanish. Students are exposed to Spanish-speaking cultures via history, art, literature, film, and music. Upon successful completion of both semesters of this course, students will be able to take college literature and culture classes in Spanish. Prerequisite: Intermediate Spanish I (SPAN 201) or permission of the instructor.

*SPAN 204 Reading Spanish Literature (3 credits) FSS22UA/EES11UAS

Kempf

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

*SPAN 205 Reading Andean Culture (3 credits) FSS22UAC

Baez

This seminar will engage with various historical, political, artistic and anthropological texts pertaining to the Andean world in order to read one of the more complex and radical novels of the 20th century, *Los ríos profundos*, by José María Arguedas. Students will read this acclaimed novel (written in Spanish and Quechua) and explore various themes as they relate to colonization, mestizaje, myth, Andean reciprocity, music, art, magic, nature and the Earth Mother Pachamama. The course will analyze narrative techniques and literary elements, consider how Andean cultural traditions have persisted despite centuries of conquest, violence, patriarchal rule, religious oppression, exploitation, marginalization and learn how indigenous cultural values change the face of politics, environmental conservation and cultural identity. Classes are conducted entirely in Spanish. Prerequisite: Reading Literature in Spanish and/or Pre-Hispanic Myth in Latin American Literature or permission of the instructor.

ARTS CLASSES (At least 3 credits are required. Courses marked with ** meet either the Arts or the Humanities requirement.)

**WRIT 103 Creative Writing II (Described with Humanities)

ART 211 Installation Art (3 credits)

Lombardo

This course is for advanced art students who are interested in researching and creating individual and collective conceptual art installations that explore the relationship between artist and viewer in non-traditional spaces.

Musicians, Visual Artists and Theater Artists will use traditional art materials as well as time based media with the goal

of creating temporary environments that utilize active viewer participation. Students keep a weekly response journal containing visual and written notes; write and present project proposals; create one individual and one collective site specific installation; and complete a 5-7 page research paper. Maximum enrollment is 16 students.

Permission of instructor required

ART 202 Portraiture and Community (3 credits) ANS11U

Hiler

This course teaches how to draw and paint the anatomy and proportions of the human face from different angles. Historic and contemporary portraiture will be explored, as well as how artists use the portrait to record, connect, and define community and how individuals contribute to its larger fabric. Major projects include a drawn self-portrait and painted portraits of members of each student's community.

MUS 105 Concert Choir (3 credits) UVS11U

Cetrangol

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

MUS 108 Chamber Orchestra (3 credits) UYS11U

Weisman

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

MUS 118 Jazz Ensemble (3 credits) UJS11U

Cetrangol

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

**MUS 205 Great Operas (3 credits) EES11UGO

Weisman

Love, sex, intrigue, murder, magic, and, of course, music! That's what opera is all about. In this course, we study the history of opera from its controversial beginnings in the Baroque Era to the present day, with a focus on two operas in particular. Students go on two free trips to the Metropolitan Opera (required for the class, so plan ahead). This course places special emphasis on the interaction between the libretto (the words) and the music; we also examine voice type, staging techniques, historical circumstance, and musical and literary influences. No prior study of music is necessary.

MUS 209 Music Composition (3 credits) UQS11U

Weisman

In this course, students learn to use computer notation software to complete three solo pieces and a trio. Every piece is performed and recorded by professional musicians! Recordings of students' trio projects are uploaded to the BHSEC Queens website (soundcloud.com/bhsecq-student-composers). Students are encouraged to discover their own personal voice and to discuss their work as well as thoughtfully critique that of their classmates. The semester concludes with a concert of student work. Prerequisites: the ability to read music (be comfortable with either treble or bass clef) and play an instrument or sing. College students may elect this class for either 3 credits.

THTR 227 Mask and Mime (3 credits) CKS11U

Olson

Often ignored in popular American theater, the physical theater styles of mask and mime have a long history around the world: from Greek drama to Commedia dell'Arte to the present day. In this course, students delve deeply into these traditions to learn how to use movement and gesture to tell stories on stage and create distinct and physically compelling characters. The mastery of these skills will allow students to express themselves more confidently, clearly

and effectively. Students will also learn the art of making masks. The course will culminate in the performance of short pieces created by the students using the masks they create in class.

**THTR 203 Directing (3 credits) CDS11U

Olson

The director is the visionary behind a theatrical production. They are responsible for unifying all of the theatrical elements (acting, lighting, sound, props, set, style, etc.) to bring their vision to life on stage. Students in this course direct a short play for presentation in the Spring One-Act Play Festival. In order to tackle this very challenging endeavor, students read William Ball's *A Sense of Direction: Some Observations on the Art of Directing* and implement his guiding principles: how to successfully audition, cast the play, work with actors during the rehearsal process, and implement a cohesive design plan. This course is limited to 6 students. Interested students must submit a short proposal to receive permission of instructor and be granted admission to the course. The required proposals must be emailed to Professor Timothy Ryan Olson (rolson@bhsec.bard.edu) by noon on December 18th.

THTR 221 Costume and Make Up (3 credits) CCS11U

Lombardo

This class is a technical theater course where students research, and create original costume and makeup designs. Students read plays and reference materials, which include historical images, theater history, and fashion. Students keep a response journal/sketchbook as well as create a portfolio by the end of the class. The course culminates with a practical application of the designs created by teams working with the directing class on the One Act Play Festival. A background in drawing and sewing would be helpful. Maximum enrollment is 12 students. Permission of instructor is required.

HUMANITIES CLASSES (At least 4 semesters of 3-credit courses are required. Courses marked with a single asterisk * meet either the Language and Culture or Humanities requirement; those marked with ** meet either the Arts or Humanities requirement; those marked with a triple asterisk meet either the Mathematics or Humanities requirement.)

*LAT 204 Advanced Latin Poetry (described with Languages)

**MUS 205 Great Operas (See description with Arts)

*SPAN 204 Reading Spanish Literature (described with Languages)

*SPAN 205 Reading Andean Culture (described with Languages)

**THTR 203 Directing (described with Arts)

ANTH 243 African Diaspora in Anthropology (3 credits) HGS22UAD

Brown

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

*CLAS 125 Ancient Environmentalities (3 credits)

Cooper

This course investigates the 'environ-mentalities' of the ancient Mediterranean world, that is to say, the diverse ways in which ancient 'mentalities' (embodied imaginations) engaged with environments of all kinds, from wild to rural to urban. The goals of the course are 1) to develop a repertoire of concepts for analyzing ancient environmentalities (starting with 'environmentality' itself), guided by contemporary academic ecocriticism; 2) to analyze the environmental dimensions of a wide range of (primarily) Mediterranean literary works; and 3) to make at least some forays into comparing ancient Mediterranean environmentalities with others of different times and places. We

investigate how ancient writers imagine human diversity as linked to environmentality, but we also explore texts, ranging from comic drama to philosophy to ethnographic reports, that challenge the grounds for distinguishing rigidly between 'human' and 'non-human.' The course concludes by considering how ancient environmentalities may haunt the environmentalities of the future.

*FILM 239 Cinemas of South Asia (3 credits) AHS11USA/EES11UAC

Schulz

You love Bollywood, but how did it all begin? This course examines the many origins of South Asian cinema in cities like Lahore, Delhi, Mumbai, Kolkata and Dhaka. We track the emergence of cinema alongside other forms of popular entertainment like Parsi theater, Urdu poetry gatherings, and gramophone music. As a form of entertainment that communicated to publics larger and more heterogeneous than those of print media or local performances, South Asian cinema brought together strangers from a variety of castes, classes and religious backgrounds. We study these modern publics as vehicles of anti-colonial and nationalist mobilization. Other topics include women's participation in early film production and performance, Partition in and of cinema, and changing cinematic technologies. Students watch weekly films, research South Asian film journals at MoMA, and conduct research on a film of their choice.

HIST 137 History of New York (3 credits) HVS11UNY

Woodsworth

This course charts more than four centuries of life in the world's metropolis, from pre-European times until today. We focus on New York as a hotbed of social protest, as a cultural capital, as a magnet for successive waves of immigrants, and as a dynamic economic center. Special emphasis is laid on the peculiar characters who have defined the city's diverse landscape: pirates and gangsters, tyrants and revolutionaries, anarchists and hippies, huddled masses and masters of the universe. The course involves intensive readings of both historical analysis and primary sources. The semester culminates in a month-long research workshop during which students uncover the history, demographics, and cultural landscape of their own neighborhoods. The course includes five field trips to important historical sites around the city; these are required, so plan ahead!

HIST 190 Cold War America (3 credits) HVS11UW

Woodsworth

How did the Cold War affect American society? This course explores the years between the end of World War II and the fall of the Berlin Wall in 1989. The primary focus is on domestic culture, politics, and social change. We will also study the major geopolitical events of the era: the Korean War, the Vietnam War, Third World decolonization, Détente, and Stars Wars. The course includes close readings of primary and secondary documents and analysis of music, film, fiction, photography, and advertisements. We cover themes such as the military-industrial complex, conformity and its critics, consumer culture and youth counterculture, suburban dreams and urban riots, civil rights and women's liberation, and ideals of community and authenticity. Through reading and research, we approach the following questions: How was Cold War liberalism constructed and sustained? How did social change unfold? Who were the voices of dissent? To what extent were traditional structures of authority undermined, and to what extent were they reinforced? What, in other words, was the legacy of the Cold War?

HIST 202 Gangsters, Graft, and Gotham (3 credits) HUS11UG/EES11UGG

Welt

Aaron Welt is the Spring 2020 Fellow in the Humanities and Law, funded by the Historical Society of the New York Courts

Gangsters, Graft, and Gotham: A Social History of Crime in New York City, 1700-Present will explore the history of New York City through the lens of crime. This course deals with questions such as, what do we mean when we talk about "crime?" What has that term meant during different periods of the city's history? Who has that term empowered and who has it disenfranchised? This course not only focuses on criminals and gangsters but also on New York's political and economic elites' relation to petty and organized crime, the evolving methods of law enforcement and incarceration advanced by the city government, and, as the most populous and diverse city in the U.S., where New York's immigrants and minority groups fit into historic understandings of "crime." Over the semester, students learn how discourses of crime and criminality shaped the contours of Gotham's politics, economy, and culture, including in the present day.

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

Hymson

This course examines the socially constructed nature of race and ethnicity. We explore the large social processes and discourses shaping the concept of race, particularly how various groups became racialized via enslavement, trade, colonialism, capitalism, and global conflicts. We explore, as well, the various justifications (religious, legal, philosophical, "scientific") for notions of racial inferiority and racial superiority. Specifically, we examine the ways in which the American economic, political, and social systems perpetuate and reinforce inequality based on difference. Some questions addressed in the course include: What is meant by the term race? What is power and how is power manifested in a socially stratified society?

HIST 232 Introduction to Urban Studies (3 credits) EES11UU

Curtis-Olsen

In 2008, the number of people on Earth living in urban centers surpassed the number of people living in rural areas for the first time ever. But, what does it mean to live in a city? And what separates the urban experience from the rural existence that defined most of human history? This course introduces students to the field of urban studies, beginning with theorists who attempted to understand an increasingly urban world across the 19th and 20th centuries and moving on to planners who aspired to "improve" cities through design and redevelopment. The class will also explore a series of significant themes in the study of 19th, 20th, and 21st global cities including gentrification, suburbanization, crime, surveillance, poverty, climate change, and immigration through readings in anthropology, history, political science, and urban geography. Through writing three papers, students will develop the skills to read and synthesize advanced concepts like urban theory, analyze texts through an interdisciplinary lens, and write critically about the relationship between space and human behavior.

HIST 261 Cultural History of Self-help (3 credits) EES11UHS

Alden

"Take this course and learn to be happier, more popular, successful, and attractive! "If something about that promise appeals to you, you're not alone. The goal of self-improvement permeates American culture to such an extent that most of us take it for granted as one of the central aims of existence. The "American Dream," after all, equates success with self-transformation. But where did this equation come from? What do discourses of self-help tell us about the culture that produced them? And do our collective attempts to improve ourselves actually... help? Or simply fuel chronic dissatisfaction and narcissism? This class explores the history of self-help literature, America's most profitable literary genre. Beginning with our nation's earliest promises of happiness for its individual citizens, we examine the business of self-help from the early republic through today – as a theme in popular psychology, African-American uplift movements, religion, business, consumer culture, and education.

HIST 224 How Democracies Die (3 credits) HGS11UD

Meskill

Democracy and the rule of law are currently under assault around the world. Strongmen, from Trump in the United States to Modi in India and Bolsonaro in Brazil, are on the rise. How did we get here? How far back do the roots of the current crisis of democracy lie? Are strongmen like Trump a cause – or merely a symptom? This course examines the threats to democracy and the appeal of authoritarian strongmen, both in history and today. The first six weeks of the course will be devoted to two historical units: 1) the collapse of the Roman Republic 2) classic nineteenth and twentieth century accounts of the challenges facing democratic government in modern, large-scale polities. In the second half of the course, we turn to anti-democratic trends around the world today, focusing on the United States.

*HIST 201 Modern African History: 1800-2019 (3 credits) HGS11UA

Shapiro

How do you study a continent of such vast size and with such an array of cultures? While we will read about a number of (mostly sub-Saharan) African societies, we will not center the course around selected African countries or on the peculiarities of various African traditions. Rather, we will focus on topics (for ex., colonial rule) and themes (such as contacts between African and external societies) that connect and distinguish the experience of many areas of the continent. Our readings will include writings by Africans (rulers and ordinary people), by Europeans (officials and colonists) as well as fiction, journalism, and scholarly works. The principal sections of the course will address

important elements of African circumstances and European-African relations in the 19th century (the end of the slave trade and the economic and political relations that replaced it); the advent of colonial rule; independence; and selected important topics in the years since (from around 1960 to the present).

*LIT 108 Asian American Film & Lit (3 credits) EES11UAA

Saed

This course examines literature, film, and critical essays by contemporary Asian American writers in order to deepen our understanding of "Asian America." Readings describe a diverse range of experiences that challenge traditional definitions of Asian American literature, exploring the formation of varied subjective identities grounded in ethnicity, gender, sexuality, class, language, and national identity. Texts include both domesticated narratives of immigrant assimilation and more transnational and unsettled works that question standard conceptions of homeland, identity, migration, exile, and transformation. Drawing on history, memory, myth, and imagination, our readings illustrate how Asian Americans have experimented with form contesting traditional narrative expectations and the politics of desire to construct creatively new selves and a new literature.

*FILM 120 African Cinema (3 credits) EES11UFA

Krienke

This course will be an exploration of African culture and history through film, as well as a study of the current social, political and aesthetic preoccupations of African filmmakers. We will be paying particular attention to issues related to colonialism, race, gender, modernization, migration, globalization and environmentalism, and to the specific ways these issues are portrayed in film.

*LIT 200 Russian Literature (3 credits) EES11UQR

Woronzoff

This course will analyze selected 19th and 20th century works of Russian literature in their literary and historical contexts. We will study the problem of alienation and the individual's struggle for self-definition; special attention is paid to the political, social and psychological conflicts of the period. Topics include: dehumanization, rebellion, madness, obsession, creativity, gender and the role of women. Readings by Pushkin, Gogol, Dostoevsky, Lermontov, Tolstoy, and Chekhov.

*LIT 208 Fairy Tales Then and Now (3 credits) EESUFT

Kaplan

"Once upon a time..." "Kan wa ma kan fi qadim al-zaman..." These opening lines evoke worlds in our imaginations without even needing to add another sentence. In this course we read folktales and fairytales from around the world. We begin by defining our terms and investigating for ourselves what distinguishes the genres of folktale, fairytale, and what we might call the evolving American commercial form of the Disney tale, through close readings and analysis of oral, written, and cinematic tellings of the Cinderella story. From there we travel around the world, reading stories of trolls, selkies, jinnis, and more "otherworldly" creatures, asking what these beings reveal about the cultures that produce them, and about humans' relationship with the world around us and the obstacles we face. The course includes significant theoretical readings, and culminates in each student pursuing an individual research project of their choice.

PHIL 206 Philosophy and Science Fiction (3 credits) EES11UPF

Leizman

Science fiction is often able to express through imagination, intuition, and thought experiments what the scientific community is still grappling to define. Science fiction presents stories about possible futures. What happens if: every home is outfitted with a government issued closed circuit camera for 24-hour surveillance, a pathogen brings the world to the brink of extinction, or, as a result of biotechnology, the average life expectancy is raised to 500 years? Science fiction may warn of imminent danger. During the Cold War many science fiction writers depicted the horrors of nuclear war. Often good science fiction also lays a groundwork for philosophical argument. Through science fiction, students will read about, examine, and discuss classical philosophical problems (free will, the nature of personhood and the mind, ethical relativism/universalism, political systems) and envision new ones (artificial intelligence, biotechnology/cloning, biological and robotic warfare, virtual worlds). Prerequisite: one philosophy

course or permission of instructor.

PS 219 International Relations Theory (3 credits) HVS22UPG

Cohen

This course is an introduction to the study of the foreign policy and international politics. Our first task in this class will be to ask whether the practice of international politics is distinct from other kinds of politics, and what the basis of this distinction might be. Once we have identified the defining attributes of international politics, we will acquaint ourselves with the primary theoretical frameworks scholars have developed for explaining the decisions and behavior of international actors. We will finish the semester first by using these frameworks to examine contemporary issues in international politics -- nuclear weapons and their proliferation, democratization and development, economic globalization, ethnic conflict, humanitarian intervention, the increasing importance of "non-state actors" -- and then by determining what role, if any, norms and morality should play in the analysis and formulation of foreign policy.

**WRIT 103 Creative Writing II (3 credits) EES22UCW

Mills

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

Bard Globalization and International Affairs Program Course Opportunity

Writing on International Affairs (4 credits) | Tuesdays from 4:00pm-6:20pm

Ilan Greenberg / Contributor, The New York Times, The National Interest, The New Republic, and The Wall Street Journal

In this course we will examine ways in which foreign correspondents cover the world. We will learn about how journalism interrogates politics, conflict, human rights, economic development, science, culture, and current events generally. We will explore the social, economic, and political fissures impacting the coverage of global affairs. And we will discuss the changing media landscape such as the rise of social media, the perspectives of journalism from different parts of the world, and how the media influence international relations.

We will acquire an understanding of the issues animating current media coverage of global affairs, and also will learn about the mechanics of journalism, such as editing, contextualizing subject matter, and fundamental reporting skills. Although we will scrutinize video, radio, and multimedia journalism, this course primarily seeks to sharpen your understanding of and ability at expository writing on global affairs and you will be expected to write intensively almost every week.

Class assignments will entail research and original reporting. We will read and discuss a representative sampling of articles and books by journalists about foreign affairs, and will include discussions with experienced reporters and editors about their work.

Intelligence, Risk, and Decision Making (4 credits) | Wednesdays from 6:00pm-8:20pm

Giles Alston, Senior Associate, Oxford Analytica

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

Application Process: Please submit the following to Dean Laura Hymson via email (lhymson@bhsec.bard.edu) formatted as one document attached to your email.

1. One piece of academic writing you are proud of (the full text or an excerpt). Please limit this to 2-3 pages.
2. The name and email address for a teacher you would want us to have a conversation with if we'd like to learn more about you.
3. A short response (250-500 words) about your interest in the course and its importance to your future academic/career goals.

Please note that a signed letter of commitment from the applicant and parent/guardian is required to enroll in the course.

Deadline: Friday, January 3

College Course Times - Spring 2020

Seminars	Course Name	Period Days	Teacher
Sem 102/1	First Year Seminar II	2 & 3 TF	Meskill
Sem 102/2	First Year Seminar II	2 & 3 TR	Nielsen
Sem 102/3	First Year Seminar II	2 & 3 WF	Woronzoff
Sem 102/4	First Year Seminar II	2 & 3 TR	Miller
Sem 102/5	First Year Seminar II	5 & 6 TR	Miller
Sem 102/6	First Year Seminar II	2 & 3 WF	Saed
Sem 102/7	First Year Seminar II	2 & 3 MW	Cooper
Sem 102/8	First Year Seminar II	5 & 6 TR	Nielsen
Sem 202/1	Sophomore Seminar II	2 & 3 TR	Rubenstein
Sem 202/2	Sophomore Seminar II	2 & 3 WF	Alden
Sem 202/3	Sophomore Seminar II	2 & 3 TR	Pickard
Sem 202/4	Sophomore Seminar II	5 & 6 TR	Pickard
Sem 202/5	Sophomore Seminar II	2 & 3 WF	Curtis-Olsen
Sem 202/6	Sophomore Seminar II	2 & 3 MW	Schulz
Sem 202/7	Sophomore Seminar II	5 MTRF	Krienke
Sem 202/8	Sophomore Seminar II	2 & 3 WF	Rubenstein
Science Classes			
BIO 102/1	Organismal Biology w/Lab	1 MWR & 1-3 F	Giri
BIO 102/2	Organismal Biology w/Lab	7MWR & 1-3 F	Giri
BIO 103/1	Animal Behavior w/Lab	6 T, 7 MW & 6-8 R	Mason
BIO 103/2	Animal Behavior w/Lab	6 MW, 7 T & 5-7 F	Mason
BIO 112	Infectious Diseases	2 & 3 MW	Thomson
BIO 201	Genetics w/Lab	4 MTF & 2-4 R	Paroly
BIO 211/1	Neurobiology	1 MWRF	Kadison
CHEM 102/1	General Chemistry II w/Lab	1 MTW & 1-3 R	Machleder
CHEM 102/2	General Chemistry II w/Lab	4 MTW & 2-4 F	Machleder
CHEM 102/3	General Chemistry II w/Lab	1 MRF & 1-3 W	Lerum
CHEM 102/4	General Chemistry II w/Lab	5 MRF & 5-7 T	Lerum
CHEM 202	Organic Chemistry II w/Lab	4 TRF & 2-4 M	Mukhlall
SCI 100	Introduction to Engineering w/Lab	8 MWR & 6-8 T	Sherman
PHYS 142	Calculus-Based Physics II w/Lab	4 MRF & 2-4 T	Antonaglia
Mathematics Classes			
CMSC 117/1	Computing: Graphics and Games	4 MTRF	Hicks
CMSC 117/2	Computing: Graphics and Games	7 MWRF	Hicks
CMSC 118	Object-Oriented Programming	1 MTRF	Carlberg
CMSC 118	Object-Oriented Programming	4 MWRF	Carlberg
MATH 110/1	Pre-Calculus	1 MTRF	Mukherjee
MATH 110/2	Pre-Calculus	4 MTRF	Mukherjee
MATH 141/1	Calculus I	1 MTRF	Hussein
MATH 141/2	Calculus I	4 MTRF	Hussein
MATH 141/3	Calculus I	1 MTRF	Price
MATH 142	Calculus II	1 MTRF	Hicks
MATH 161	Applied Mathematics	4 MTRF	Wijaya
MATH 236	Advanced Applied Mathematics	1 MWRF	Freeman
MATH 125	Statistics	7 MWRF	Chilas

MATH 125	Statistics	1 MTRF	Chilas
Language Classes			
CHI 202	Intermediate Chinese II	7 T & 6 MWF	Lam
LAT 202/1	Intermediate Latin II	7 T & 8 MWF	Leslie
LAT 202/2	Intermediate Latin II	7 T & 6 MWF	Cooper
ARAB 102	Elementary College Arabic II	4W, 6 MF, 7T	Kaplan
*LAT 204	Advanced Latin Poetry	7 MWRF	Leslie
SPAN 202/1	Intermediate Spanish II	7 T & 6 MWF	DelCogliano
SPAN 202/2	Intermediate Spanish II	7 MWRF	Del Cogliano
*SPAN 204	Reading Spanish Literature	7 T & 6 MWF	Kempf
*SPAN 205	Reading Andean Culture	5 & 6 MF	Baez
Arts Classes			
ART 109	Installation Art	7 MWRF	Lombardo
ART 202	Portraiture and Community	4 MTRF	Hiler
MUS 105	Concert Choir	5 & 6 TR	Cetrangol
MUS 108	Chamber Orchestra	5 & 6 TR	Weisman
MUS 118	Jazz Ensemble	5 & 6 MF	Cetrangol
**MUS 205	Great Operas	2 & 3 WF	Weisman
MUS 209	Music Composition	8 M, W, R	Weisman
THTR 227	Mask and Mime	2 & 3 TR	Olson
**THTR 203	Directing	2 & 3 WF	Olson
THTR 221	Costume and Make Up	2 & 3 W, 3 & 4 F	Lombardo
Literature, Social Studies, and Language & Culture Classes			
*ANTH 243/1	African Diaspora in Anthropology	2 & 3 TR	Brown
*ANTH 243/2	African Diaspora in Anthropology	5 & 6 TR	Brown
HIST 226	Race and Power in America	5 & 6 TR	Hymson
*FILM 239	Cinema of South Asia	5 & 6 TR	Schulz
HIST 261	Cultural History of Self Help	2 & 3 TR	Alden
HIST 190	Cold War America	2 & 3 TR	Woodsworth
HIST 202	Gangsters, Graft, and Gotham	5 & 6 TF	Welt
HIST 137	History of New York	7 and 8 M, 2 & 3 F	Woodsworth
HIST 232	Introduction to Urban Studies	2 & 3 MR	Curtis-Olsen
HIST 224	How Democracies Die	5 & 6 MF	Meskill
HIST 201	Modern African History: 1800-2019	2 & 3 MW	Shapiro
*LIT 108	Asian-American Film and Literature	2 & 3 TR	Saed
*LIT 200	Russian Literature	5 & 6 TR	Woronzoff
LIT 208	Fairy Tales Then and Now	2 & 3 TR	Kaplan
FILM 120	African Cinema	2 & 3 WF	Krienke
PHIL 206	Philosophy and Science Fiction	2 & 3 TR	Leizman
PS 219	International Relations Theory	5 & 6 MF	Cohen
**WRIT 103	Creative Writing	8 MWR 7W	Mills

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

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

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

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

SCHEDULE WORKSHEET

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