Course of Study

Phillips Academy
ANDOVER
Course of Study
2008–2009

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GENERAL INFORMATION

The Educational Program
Phillips Academy’s educational program comprises academic, athletic, and community dimensions. The Blue Book describes for students and their parents the opportunities, requirements, responsibilities, and expectations associated with these different elements. The Course of Study focuses on the academic program.

The Academic Curriculum
The curriculum of Phillips Academy comprises a required core of studies believed to be fundamental to a liberal education and elective courses designed to fit the interests of the individual student. Instruction is given in all subjects usually required for entrance to higher learning institutions.

The diploma requirements, chosen by and voted on by the entire faculty as essential elements of the academic program, are designed to ensure that Phillips Academy graduates successfully complete a course of study in a broad range of disciplines and skills that, in the judgment of the faculty, provides the appropriate foundation for a liberal education. The requirements are further specified as to skill level and content by the academic divisions and departments, with the oversight of the Academic Council. Certain requirements vary in keeping with the length of time a student attends the Academy.

Classroom groups are small enough to permit individual attention, and students are placed in sections fitted to their skill levels. Accelerated sequences and advanced courses offer particularly able and well-prepared students opportunity to progress at a rate commensurate with their ability and ambition. Most departments offer courses beyond the level of preparation for college.

Topics, texts, and materials occasionally may not win the full approval of all students or parents. However, they will be selected carefully and thoughtfully within our academic departments, then presented and considered in managed contexts. Parental objections to course materials will not affect student placement in sections or courses.

The Trimester Plan
The academic year is separated into three trimesters. There are two types of weekly class schedules: one during which classes meet only Monday through Friday, and the other during which classes also meet on Saturday morning. Within a given week, classes are scheduled to meet according to varying patterns. Many departments offer yearlong courses, as well as those that are term-contained (completed in one trimester). The diploma requirements are stated in terms of full-year courses or trimester courses, depending on the academic area involved.

Placement of Newly Admitted Students
Students entering their first year are sent placement materials, including forms for present teachers to complete and self-administered diagnostic tests in elementary algebra, music, and some world languages. These items are used by the Academy to aid in proper placement or recommendation of course levels. New students are also asked to complete to the best of their ability a course selection form indicating the courses they wish to take during the coming year. Although the placement material may alter a student’s preliminary selections somewhat, it is helpful, for planning purposes, to know the levels each student thinks he or she is ready to enter.

Placement in the level of a subject may be independent of a student’s grade level in school; through advanced placement at entrance or by taking accelerated courses, many students fulfill requirements early, thereby gaining increased opportunity for college-level or other elective courses.

For full membership in a given grade, students should have credit for the work of the previous grade or its equivalent. However, students are rated as members of a given grade if their deficiencies for full membership in it do not exceed a certain number of trimester courses.

Grade levels at Andover have unusual names: ninth-graders are called Juniors, 10th-graders are called Lower Middlers or Lowers, 11th-graders are called Upper Middlers or Uppers, and 12th-graders and postgraduates are Seniors.

International Students
Phillips Academy recognizes that international students who are here for only one year may face unique transitional issues because of their relatively short tenure at the school. The Academy therefore provides some initial specialized courses in English and U.S. history in which language proficiency is less necessary. (See the introductory paragraphs for the English and history sections of this book.) However, all students at Phillips Academy, including international students, are expected to perform competently in the school’s basic curriculum.

Advising
Each student has an advisor. This faculty member is expected to guide the student in shaping a well-thought-out, long-term academic program that will incorporate both breadth and depth. In planning a program of studies, the student’s needs and aspirations, insofar as they can be identified, are carefully considered, as is the necessity of meeting diploma requirements. The student’s needs may include college and career plans, strengths and weaknesses revealed by previous performance and aptitude tests, and character and personal development.
The advisor meets with the new student during the orientation prior to the beginning of classes in September to review and approve the course selections the student has made during the spring or summer. Subsequently, the student meets biweekly with his or her advisor to establish a personal relationship and to ensure that issues that arise concerning the student’s academic program are addressed promptly. Midway through each term the student and the advisor together make or confirm course selections for the upcoming term and review long-range plans.

From time to time during the academic year the advisor (for day students) or the house counselor (for boarders) will report to parents concerning the student’s growth and progress. Late in the spring, students in the three lower classes (Juniors, Lowers, and Uppers) and their respective advisors will prepare course selections for the coming year; a copy of these selections will be mailed to parents in June. The advisor will welcome any information and suggestions parents may wish to offer.

**Workload**

Phillips Academy’s academic program is based upon the premise that students are capable of studying independently, responsibly, and with self-direction.

During junior year, students may take five or six courses as deemed appropriate by the student with guidance from the advisor and Advising Council, a group of faculty appointed by the dean of studies. Subsequently, students are expected to carry five courses each term. On occasion and with the approval of the Advising Council, programs of four or six courses may be taken (see page 7 for the six-course and four-course load policies). Over the span of their last two years, students are required to complete at least 27 trimester units, with at least 12 of those units taken in the Senior year.

No student may take more than two courses in one department per term. Furthermore, with the exception of spring term Seniors, a student who wishes to take two courses in a single department must take a five-course load, with the following exceptions: two math courses when one—and only one—is a computer course; two art courses when one is art history; two music courses when one—and only one—is performance-based. Students who, in the spring term of their senior year, wish to take two courses in one department may do so as part of a four-course load. Taking three courses in a single department is not permitted.

In most courses, especially those taken to meet diploma requirements, class time and homework together can be expected to require a total of about nine hours per week. Certain upper-level elective courses, as noted in their descriptions, may require more than the standard four to five hours of homework per week.

**Academic Assistance**

Students in need of academic assistance should first seek help from their classroom teachers. Additional help is available at the Academic Support Center (ASC), where students can sign up for peer tutors or work with an adult on study skills, organizational skills, and time management. Other sources for academic support on campus include the Math and Science Study Halls, the Writing Center, CAMD (Community and Multicultural Development Office), the Writing Workshop, and language tutoring at the Language Learning Center (LLC).

Phillips Academy does not offer remedial courses, training in English as a Second Language (ESL), or tutoring by faculty members other than out-of-class help offered by teachers to students enrolled in their courses.

In compliance with the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act of 1973, and upon request, the Academy will provide accommodations that are reasonable and appropriate to students with properly documented disabilities. Students who wish to request such accommodations should contact the coordinator of services for students with disabilities for information concerning the Academy’s procedures for documenting the disability and the need for accommodation(s). As these procedures take some time, immediate implementation of accommodations may not be possible.

**Attendance**

Regular attendance in class is an essential element of a Phillips Academy education. Students are expected to attend all academic classes. Instructors, if approached in advance, are permitted (but not required) to excuse students from a class meeting if the absence from that meeting will not add to weekend time. Only cluster deans may give permission to extend weekend time, and they may do so without consulting instructors. *(See Blue Book for further information.)*
Diploma Requirements
The basic diploma requirement is the satisfactory completion of a four-year secondary school program, of which at least three trimesters must be at Andover. The student must be in good standing (not on probation or under suspension) at the time of graduation. A student who has been dismissed is ineligible for a diploma unless readmitted.

Trimester credits required for the diploma are:

- for entering Juniors: 54
- for entering Lowers: 51
- for entering Uppers: 48
- for entering Seniors: 48

A student’s required program includes nine trimester credits in English, nine in world languages, eight in mathematics, seven in history and social science, and six (two full-year courses) in laboratory science. Details about the manner in which these requirements are to be fulfilled can be found in the opening descriptions of the departments concerned.

In order to be eligible for a diploma, all students must satisfy the swimming requirement of the Department of Physical Education.

Certain diploma requirements vary with the class level at which the student enters Phillips Academy. Entering Juniors and Lowers must pass Physical Education 100 and a one-trimester course offered by the Department of Philosophy and Religious Studies, usually in the Lower year. Some modifications of the language requirement are made for entering Uppers and Seniors. Entering Seniors with no previous world language experience must pass a year in a world language.

Because of recent changes in the diploma requirements for art, music, and theatre and dance, students who matriculated in the fall of 2008 (or later) have a different set of requirements from those who matriculated prior to 2008. Students matriculating in the fall of 2008 or later are subject to the following diploma requirements in the visual and performing arts:

- Entering Juniors must earn no fewer than four credits in art, music, and theatre and dance, combined, with at least one credit each in art and music. Students should have completed one credit in art and one credit in music by the end of the Lower year.
- Entering Lowers must earn no fewer than three credits in art, music, and theatre and dance, with at least one credit each in art and music.
- Entering Uppers need pass only one trimester of either art or music at the Academy.

Students who matriculated prior to 2008 are subject to the following diploma requirements in the visual and performing arts:

- Entering Juniors must earn two credits in art and two in music, and take one term of theatre and dance. Students may fulfill the theatre and dance requirement either by taking the half-course Theatre–Dance 200 (Perception and Performance) before spring term of the Senior year, or by completing any of the department’s full-course offerings, with the exception of Theatre–Dance 380 and Theatre–Dance 381.
- Entering Lowers must earn a total of three credits in art and music, with at least one in each area.
- Entering Uppers need pass only one trimester of either art or music at the Academy.

A Senior must earn a minimum of 12 graded trimester credits during the Senior year. Seniors must have passing trimester grades for all courses taken during their spring trimester. Independent Projects are counted as graded courses.

The Academy’s diploma requirements provide a solid foundation for further study in a broad range of areas, while allowing students some latitude to pursue their own particular interests. However, students should be aware that most colleges require or expect coursework beyond our diploma requirements. For example, most colleges expect students to take four full years of English, and at least three years of language, science, and history or social studies. Some majors, such as engineering, might expect four years of science, and math through calculus. We advise students to consider thoughtfully the “Program Recommendations” sheet from the College Counseling Office. In addition, students who are considering college athletics should be aware of the NCAA eligibility rules (www.ncaa.org).
## Diploma Requirements at a Glance for Students Entering in 2008

<table>
<thead>
<tr>
<th></th>
<th>4-year student</th>
<th>3-year student</th>
<th>2-year student</th>
<th>1-year student</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Trimester Credits</strong></td>
<td>54</td>
<td>51</td>
<td>48</td>
<td>48</td>
</tr>
<tr>
<td>(including transfer</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>credits)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>**Art, Music, Theatre</td>
<td>1 art, 1</td>
<td>1 art, 1</td>
<td>1 art or music</td>
<td>None</td>
</tr>
<tr>
<td>and Dance</td>
<td>music, plus</td>
<td>music, and</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>2 more of art,</td>
<td>1 more art,</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>music, and/or</td>
<td>music, and/or</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>theatre and</td>
<td>theatre and</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>dance</td>
<td>dance</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>English</strong></td>
<td><em>English 100, 200, 300, and 310</em></td>
<td><em>English 200, 300, and 310</em></td>
<td><em>English 300, 310,</em> and 3 terms at 500-level</td>
<td>3 terms</td>
</tr>
<tr>
<td><strong>World Languages</strong></td>
<td>1 year of 300-level or 1 term of 400-level, or 2 years of one language + 1 year of another with at least one of these being a less commonly taught language</td>
<td>1 year of 300-level or 1 term of 400-level, or 2 years of one language + 1 year of another with at least one of these being a less commonly taught language</td>
<td>1 year of 300-level or 1 term of 400-level or completion of 2 years of a new world language (following successful student petition)</td>
<td>If student does not have three years of language previously, 1 year</td>
</tr>
<tr>
<td>**History and Social</td>
<td><em>History 100 in 9th grade, History 200 or 340 in 10th grade, and History 300 and 310</em></td>
<td><em>History 200 or 340 in 10th grade and History 300 and 310</em></td>
<td><em>History 300 and History 310</em></td>
<td>If not entering credit for U.S. history, then either History 300 or 320, followed by History 310</td>
</tr>
<tr>
<td>Science</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Lab Science</strong></td>
<td>2 yearlong lab sciences</td>
<td>2 yearlong lab sciences</td>
<td>2 yearlong lab sciences</td>
<td>2 yearlong lab sciences</td>
</tr>
<tr>
<td><strong>Math</strong></td>
<td>Completion of <em>Math 310 or 340</em></td>
<td>Completion of <em>Math 310 or 340</em></td>
<td>Completion of <em>Math 310 or 340</em></td>
<td>Completion of 500-level or higher course, <em>Math 400,</em> or <em>Math 390</em></td>
</tr>
<tr>
<td>**Philosophy and</td>
<td>1 term (10th grade unless granted an exception)</td>
<td>1 term (10th grade unless granted an exception)</td>
<td>None</td>
<td>None</td>
</tr>
<tr>
<td>Religious Studies</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Physical Education</strong></td>
<td>1 term (9th or 10th grade)</td>
<td>1 term (10th grade)</td>
<td>Pass swim test</td>
<td>Pass swim test</td>
</tr>
<tr>
<td>**Personal and</td>
<td>Assigned (10th grade)</td>
<td>Assigned (10th grade)</td>
<td>None</td>
<td>None</td>
</tr>
<tr>
<td>Community Education</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Diploma Requirements at a Glance for Students Entering Before 2008
(The Classes of '09, '10, and '11)

<table>
<thead>
<tr>
<th></th>
<th>4-year student</th>
<th>3-year student</th>
<th>2-year student</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Trimester Credits</strong>&lt;br&gt;(including transfer credits)</td>
<td>54</td>
<td>51</td>
<td>48</td>
</tr>
<tr>
<td><strong>Art and Music</strong>&lt;br&gt;(Placements and specific requirements in Music determined by testing.)</td>
<td>1 year of either art or music in 9th grade, followed by two additional courses in in the other discipline</td>
<td>Either 2 courses in art and 1 in music or 2 courses in music and 1 in art</td>
<td>1 course in either art or music</td>
</tr>
<tr>
<td><strong>English</strong></td>
<td>English 100, 200, 300, and 310</td>
<td>English 200, 300, and 310</td>
<td>English 300, 310, and 3 terms at 500-level</td>
</tr>
<tr>
<td><strong>World Languages</strong></td>
<td>Through 1 year of 300-level or 1 term of 400-level, or 2 years of one language + 1 year of another with at least one of these being a less commonly taught language</td>
<td>Through 1 year of 300-level or 1 term of 400-level, or 2 years of one language + 1 year of another with at least one of these being a less commonly taught language</td>
<td>Completion of 1 year of 300-level or one term of 400-level or completion of 2 years of a new world language (following successful student petition)</td>
</tr>
<tr>
<td><strong>History and Social Science</strong></td>
<td>History 100 in 9th grade, History 200 or 340 in 10th grade, and History 300 and 310</td>
<td>History 200 or 340 in 10th grade and History 300 and 310</td>
<td>History 300 and History 310</td>
</tr>
<tr>
<td><strong>Lab Science</strong></td>
<td>2 yearlong lab sciences</td>
<td>2 yearlong lab sciences</td>
<td>2 yearlong lab sciences</td>
</tr>
<tr>
<td><strong>Math</strong></td>
<td>Completion of Math 310 or 340</td>
<td>Completion of Math 310 or 340</td>
<td>Completion of Math 310 or 340</td>
</tr>
<tr>
<td><strong>Philosophy and Religious Studies</strong></td>
<td>1 term (10th grade unless granted an exception)</td>
<td>1 term (10th grade unless granted an exception)</td>
<td>None</td>
</tr>
<tr>
<td><strong>Physical Education</strong></td>
<td>1 term (usually in 10th grade)</td>
<td>1 term (10th grade)</td>
<td>Pass swim test</td>
</tr>
<tr>
<td><strong>Personal and Community Education</strong></td>
<td>Assigned (10th grade)</td>
<td>Assigned (10th grade)</td>
<td>None</td>
</tr>
<tr>
<td><strong>Theatre</strong></td>
<td>Theatre 200 or any full course except 390 and 381</td>
<td>None</td>
<td>None</td>
</tr>
</tbody>
</table>
Accelerated Sequences
The Andover curriculum offers accelerated sequences in most academic departments. It provides special programs in the modern world languages, designed to cover four years’ work in three, or five years’ work in four. The programs are open, on invitation of the departments, to especially able and ambitious students.

Advanced Placement Courses
A large number of Phillips Academy students take College Board Advanced Placement Tests in May to establish advanced placement in college courses or credit toward the college degree. Advanced Placement examinations are offered in American History, Art History, Art Studio (2), Biology, Chemistry, Computer Science (A and AB), Economics (2), English Language and Literature, Environmental Science, European History, French Language and Literature, German, Government and Politics (2), Latin Vergil and Literature, Mathematics (AB and BC), Music Theory, Physics (C), Psychology, Spanish Language and Literature, Statistics, World History, Chinese, and Japanese.

Six-Course Load Policy
Because of both the rigor of individual courses and the Academy’s commitment to limiting class size, taking a sixth course after junior year, whether for credit or as an audit, is considered a privilege and not a right. If a student can be scheduled for six courses, approval of that program is automatic only if (a) the sixth course is Music 150–190 or Physical Education 100, or (b) the student has earned an honors average in the previous term.

In all other instances, the Advising Council will meet during the second week of classes to determine which students will be allowed to continue with six courses. Only in rare circumstances will a student with a grade of “3” or lower in a discipline in which s/he is continuing be allowed to take a sixth course other than Music 150–190 or Physical Education 100. No student with a grade of “3” or lower in any course the previous term will be allowed to take Theatre 520 as a sixth course.

Approval of a six-course load, whether granted automatically or by the Advising Council, is conditional upon a satisfactory record at the midterm. Any student with a single “D” or lower at the midterm or a nonmedical incomplete will be required to drop a course, returning to a standard five-course load. Students with one or more medical incompletes or a low “3” at the midterm will be allowed to continue with six courses only with the approval of the Advising Council. Thus, all students taking six courses must understand they may be asked to drop a course after midterm despite having done the work in that course for half of a term.

Four-Course Load Policy
All students, including seniors, normally carry five courses each term. Four-course loads are granted only with permission of the Advising Council, which will consider the overall rigor of the proposed program and the student’s individual situation. At least three of the four courses must be designated advanced or honors courses (see below) for a four-course load to be approved, unless the student requesting a four-course program needs to attend to a significant academic or personal concern. Except in the spring term of senior year, a four-course load may not include two courses in the same department.

Courses Designated as Advanced
The following have been designated advanced courses (see guidelines): Art: 400 level and above; English: 400 level and above; World Language: 400 level and above, and 150, 195/0, and 250 courses taken after the diploma requirement has been fulfilled; History: 400 level and above; Mathematics: 510 and above; Music: 400 level and above; RelPhil: 400 level and above; Sciences: 500 level and above; and Theatre: 510 and 520.

Independent Projects:
The Abbot Independent Scholars Program (AISP)
The AISP provides selected Seniors (and the occasional younger student) who have exhausted the course offerings in their desired area(s) of study an opportunity to work independently with a faculty mentor for course credit. The number of credits assigned to a student’s independent project depends on the nature and scope of the planned work. Each project is graded on the standard 0–6 scale by the supervising faculty mentor.

Seniors who have completed a term of independent work successfully may apply to be Abbot Scholars in the spring term. As an Abbot Scholar, the student will pursue an independent project (typically a continuation or expansion of work done previously), prepare some form of public exhibition based on his or her work, and, together with his or her mentor, participate in a colloquium involving all Abbot Scholars and their mentors.

Additional information on the AISP and its application process is available on PA net under Academic Resources, Student Information.

Special Courses in World Languages
Special courses covering the work of two years in one are open to qualified Seniors in German, Greek, Latin, and Russian. These 100/150 or 195/0 courses are designed primarily for students of proven linguistic ability wishing to begin a second or third language in their Senior year. Entering Uppers or Seniors who do not place out of the language requirement must study a world language until they either fulfill the three-year requirement or graduate.
Course Enrollments and Cancellations
The school reserves the right to change advertised courses, to alter the dates on which they are offered, and to cancel, at any time up to the third day of classes, any advertised course in which enrollment is judged to be unacceptably small. Likewise, the school has the right to restrict enrollment in any course when sign-ups exceed the departmentally determined course capacity. Students who are enrolled in the first term of a continuing (1, 2, 3) course may have priority in subsequent terms.

Transferring and Dropping Courses
To transfer or drop a course, a student must first obtain a signed Course Drop/Add Slip from his or her advisor, then take it to the scheduling officer in George Washington Hall to complete the process. Section changes (same course, different time or teacher) and level changes (e.g. Chemistry 300 to Chemistry 250) must be approved by the department chair. No student may transfer into a class without an official transfer slip signed by the scheduling officer. Transfers into term-contained courses must take place during the first five calendar class days of the term. Advisors may approve the dropping of term-contained courses only during the first three weeks of class in a given term. Students wishing to drop a term-contained course after the end of the third week of class in a given term—or a yearlong or two-term (T2) course after the first five calendar days of the course—must ask the associate dean of studies for permission to petition and obtain the approval of the student’s counselor, the student’s advisor, the instructor, the department chair, the college counselor, as appropriate, and the associate dean of studies. Requests to petition must be made before the end of the second week following midterm. No requests will be considered after this date. Credit for yearlong and T2 courses is granted, at the discretion of the department chair, only if the student is passing the course at the time it is dropped and only for that portion completed. Yearlong and T2 courses are considered to be long-term commitments. Seniors may not drop yearlong or T2 courses for the spring term. In those rare instances in which a student is in clear danger of failing in spring term, the teacher may initiate a drop of a yearlong or T2 course; the drop would then need to be approved by the department chair.

Student Requests for a Change of Teacher
Recognizing that effective education requires productive relationships between teachers and students and that such relationships take time to develop, and recognizing also that open discussion between the parties involved in seemingly difficult relationships is itself an important part of education, the Academic Council has approved the following general procedure on student requests for a change of teacher:

1. Permission for a student to change teachers in a multisection course may be given by the department chair. The Academy does not accept requests for specific teachers in these multisection courses.

2. If there has been no previous relationship between the student and teacher, no request for change will be considered until an appropriate period of time has passed (at least one term). During this time both parties are expected to make good faith efforts to develop an effective relationship.

3. Requests for change informed by an appropriate period of experience will be considered only after a conversation about the request has occurred between the student and the teacher, in keeping with departmental policies. The department chair is available to facilitate these conversations, if either student or teacher so desires.

4. Students are advised that permission to transfer carries no guarantee that the student will be assigned to any particular section or teacher. Students are also informed that such transfers may require that other elements of their schedule be altered.

Auditing Courses
In order to audit a course, a student must have the permission of both the teacher and the department chair. To switch to audit status in a course that a student originally had registered to take for credit, a student must follow the same steps required to drop a course except that the student must have the permission of both the teacher and the department chair, no matter when during the term the student is requesting the switch.
**Failing Trimester and Course Grades**

Unless stated to the contrary in a department or course description, a student who receives a failing trimester grade has the option of making up the failure by passing an examination administered by the academic department involved.

The timing of any makeup examination is at the mutual convenience of the student and the department. However, any makeup for either of the first two trimesters of a yearlong course, or for the first trimester of a T2 course, or for the final trimester of a multiple-trimester (yearlong or T2) course for which the final course grade is passing, must be completed before the end of classes of the following trimester.

There is no time limit for the makeup of a failing course grade, either single-trimester or multiple-trimester, though a student may not be eligible to advance to the next course in a sequence until the failure is made up or the course is successfully repeated.

A Senior who has a failing spring trimester grade is not eligible for his or her diploma until the failure is made up, even if the course grade is passing. Such a makeup (whether by exam or other work) cannot be attempted until at least two weeks after graduation.

**College Entrance Examination Board (CEEB) Test Dates**

Tests will be held on campus in 2008–2009 as follows:

- October 4: SAT and Subject Tests
- November 1: SAT and Subject Tests
- December 6: SAT and Subject Tests
- January 24: SAT and Subject Tests
- May 2: SAT and Subject Tests
- May 4 to May 14: AP (Advanced Placement examinations)
- June 6: SAT and Subject Tests

*Note:* Most students should plan to take the June 6 exams at test centers near their homes, not on campus.

**Personal Computers**

Though there is no expectation that they do so, students are encouraged to bring personal computers to the school. However, Phillips Academy can assume no responsibility for the care, security, or maintenance of these student-owned units. Further information concerning personal computers is available upon request from the director of technology.

**School Year Abroad**

Students may elect to spend their Upper or Senior year studying in France, Spain, Italy, or China with School Year Abroad (SYA). A full-term program in India is also available. Originated as an off-campus program by Andover, later joined as a sponsor by Phillips Exeter and St. Paul’s School of Concord, N.H., SYA is now an independent program, both legally and financially. Students live with host families while pursuing a course of study under the supervision of teachers from SYA’s associate schools in the United States. SYA provides students with courses that earn full academic credit at Andover and with the experience of immersion in a foreign culture. Students wishing to participate should consult their advisors or the associate dean of studies for guidance in the selection of courses for the years prior to and following the year abroad.

**Summer Session**

The Phillips Academy Summer Session is a five-week-long enrichment program for boys and girls of high school age. While Summer Session courses may reinforce and enrich a student’s education, they do not earn Phillips Academy credit, except in the case of geometry.

**Computer Center**

A computer center, located in the lower level of the Oliver Wendell Holmes Library, is available for student use. It houses three computer classrooms and a fourth lab filled with an array of Macintosh and Windows computers. A wide range of software is available, and instruction in computer usage is provided.
JUNIOR YEAR
(FOR CLASS OF 2012 AND BEYOND)

Each trimester a Junior may take five or six courses. All will take History 100 and English 100. In other subjects, students may have their placement adjusted as a result of the placement exams or questionnaires sent to them in the spring.

In selecting courses, students are reminded to check the diploma requirements. A Junior’s program typically will resemble the following outline.

1. Mathematics enter the sequence by placement of the department
2. World Language enter the sequence by placement of the department, usually at the 100 level
3. English English 100
4. History History 100
5. Elective usually a yearlong science, with most students taking Biology 100 (students placing in Math 310 or higher may wish to consider other sciences)
6. Elective usually a term of art, music, theatre, or physical education

(Occasionally, Juniors will be prepared to take SAT II Subject Tests at the end of the year.)

The Main Choices at Each Stage of a Four-Year Program

While a student’s program of studies is adapted each year to his or her changing situation, the future consequences of each course should be noted, for certain choices in one year open the way to later options and may close the door on others.

LOWER MIDDLE YEAR

Each trimester a Lower must take five courses. New students may have their placement adjusted as a result of the placement exams or questionnaires sent to them in the spring. Lowers may take the Preliminary Scholastic Aptitude Tests (PSATs) in the fall, and some take the College Board SAT II Subject Tests during the Lower year.

A student wishing to participate in the School Year Abroad program during the Upper or Senior year should discuss these plans with the advisor and seek guidance for the selection of courses for the Lower year.

In selecting courses, students are reminded to check the diploma requirements. A Lower’s program typically will resemble the following outline.

New Students

1. Mathematics enter the sequence by placement of the department
2. World Language enter the sequence by placement of the department
3. English English 200
4. Science usually a yearlong science
5. History 200, Physical Ed., Elective art, classics, computer, music, philosophy and religious studies, or theatre

Returning Students

1. Mathematics continue the sequence
2. World Language continue the sequence
3. English English 200
4. Science usually a yearlong science
5. History 200, Phil/Rel Studies, and Physical Ed., if not yet completed unless petition for an alternate program has been granted
UPPER MIDDLE YEAR

During the Upper Middle and Senior years, a student must accumulate a minimum of 27 trimester units. A unit equals one course taken for one trimester. A pass/fail course may be elected as a fifth course only.

New students may have their placement adjusted as a result of the placement exam or questionnaire sent to them in the spring. Uppers should take the Preliminary Scholastic Aptitude Tests (PSATs) in the fall; all take the SAT I in January; and many take the College Board SAT II Subject Tests in June of their Upper Middle year. Some also take the College Board Advanced Placement Tests (APs) in May of their Upper Middle year. As a matter of general policy, advisors encourage depth in the selection of courses for the Upper Middle year. In selecting courses, students are reminded to check the diploma requirements. An Upper’s program should resemble the following outline.

New Students

1. Mathematics enter the sequence by placement of the department
2. World Language enter the sequence by placement of the department
3. English begin the sequence (English 301, 310)
4. History usually History 300 (T2), 310 (The United States) (though this may be taken Senior year)
5. Elective art, computer, history, another mathematics, another language, music, philosophy and religious studies, science, psychology, or theatre

Returning Students

1. Mathematics continue the sequence
2. World Language continue the sequence
3. English continue the sequence (English 300, 310)
4. History usually History 300 (T2), 310 (The United States)
5. Elective art, computer, another English, history, another mathematics, another language, music, philosophy and religious studies, science, psychology, or theatre

SENIOR YEAR

During the Upper Middle and Senior years, a student must accumulate a minimum of 27 trimester units. A unit equals one course taken for one trimester. A pass/fail course may be elected only as a fifth course; however, an Independent Project, though marked on a pass/fail basis, is counted as a graded course. A Senior must earn a minimum of 12 graded trimester credits during the Senior year. Seniors must have passing trimester grades for all courses taken during their spring trimester. Many Seniors retake the SAT I in November and the College Board SAT II Subject Tests in December, and take the College Board Advanced Placement Tests (APs) in May. In selecting courses, students are reminded to check the diploma requirements. One-year international students should pay particular attention to the introductory paragraphs for the English and History sections of the book. A Senior’s program should resemble the following outline.

New Students

1. Mathematics enter the sequence by placement of the department; if the requirement is not yet satisfied, enter Mathematics 390 or 400
2. World Language enter the sequence by placement of the department if the requirement is not satisfied
3. English as placed by the department
4. Elective art, computer, another English, history, math, another language, music, philosophy and religious studies, science, psychology, or theatre
5. Elective mathematics, a 195/0 language, music, philosophy and religious studies, science, psychology, or theatre

New students should review the information at the beginning of the History and Social Science section of this book.

Returning Students

Usually most diploma requirements have been satisfied. Careful selection of electives for continued depth in the student’s chosen areas is encouraged. Two-year students must take English electives at the 500 level each term.
KEY TO COURSE DESIGNATIONS

A course number ending in /0 denotes a yearlong course (Example: Mathematics 100/0). A number ending in /1, 2, or 3 indicates that the course is term-contained, but sequential, and may be taken for one, two, or three terms (Example: Art 260/1, 2, 3). A number with no term designation indicates a course that is term-contained but may be taken only once (Example: Art 100).

The designations F, W, and S indicate the trimester during which the course is offered: F = Fall; W = Winter; S = Spring. Some courses require a two-term commitment; they are indicated by a (T2) following the course name [Example: Physics 580/4 Advanced Placement Physics (T2)]. Carefully check each course description for any other limitations: prerequisites, permission of instructor or department chair required, etc.

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INTERDISCIPLINARY STUDIES

The following courses were created and are taught by teachers in two or more academic departments. For full descriptions, please refer to the pages and departments indicated under each title below.

Brazilian Cultural Studies
(One credit assigned in either English or History)
ENGL-582B or HIST-SS578
(not offered in 2008–2009)

Florence in the Renaissance
(Credits assigned in both English and Interdisciplinary Studies)
ENGL-539D/2, p. 22

Out of Tune: Music and the State in the Twentieth Century
(One credit assigned in either History or Music)
HIST-SS485, p. 32, or MUSC-485, p. 47

Disease and Medicine in the United States: Pox and Pestilence
(One credit assigned in either History or Science)
HIST-SS480, p. 32, or SCIE-480, p. 36

The Brain and You: A User’s Guide
(One credit assigned in either Science or Psychology)
SCIE-490, p. 36, or PSYC-490, p. 40
The visual arts program emphasizes artistic thinking and the development of creative ideas in relation to the techniques of a medium, history of visual ideas, and expressive potential of one’s own experience and culture. Students have the opportunity to explore particular areas in depth on both the introductory and advanced levels.

Because of recent changes in the diploma requirements for art, music, and theatre and dance, students who matriculated in the fall of 2008 (or later) have a different set of requirements from those who matriculated prior to 2008. Please see pages 5–6 of this Course of Study for a more detailed explanation of these requirements.

Students who matriculated as Juniors and Lowers must take a Visual Studies Studio (Art 225/A, B, or C), which qualifies them for any 300-level Introductory Concentration Course or a 400-level course with permission of the instructor or department chair. Students with a strong background in art may seek permission from the chair to enroll directly in a 300-level art course chosen in consultation with the chair of the art department. Exemptions will be granted on the basis of a student’s previous course work and a portfolio of work.

Students who matriculated as Uppers in the fall of 2008 (or later) may fulfill their diploma requirement in the visual and performing arts with Art 250, or they may enroll in a 300-level or 400-level course upon permission of the instructor or department chair.

Entering Seniors have no diploma requirement in art. They may take any 300-level course, or a 400-level course with permission of the instructor or department chair.

Students also may satisfy a term of their combined requirement in art, music, and theatre & dance by taking AP History of Art (Art 400/1, /2, or /3) for ALL three consecutive terms in lieu of one 300-level elective.

With the exception of Art 400, no art course, if failed, can be made up by examination.

There will be a studio fee for each course, with the exception of Art 300 and Art 400. Additionally, students should expect to help pay for some art materials.

### FOUNDATION COURSES

**For Juniors and Lowers.** The Art 225 Visual Studies Studios focus on artistic thinking and visual vocabulary. Why does man create? And how? Students work in one of three areas (2-D, 3-D, or media) to explore the connection between making and thinking. Projects, discussions, and visits to the Addison Gallery and Peabody Museum focus students on their own creative work and what they perceive in the world around them.

**ART–225A/1**
**ART–225A/2**
**ART–225A/3** Visual Studies 2-D Studio
In this studio students use two-dimensional media (e.g., drawing, collage, painting, mixed media, artists’ books) and photography to expand their perceptual, conceptual, and technical skills, and develop the visual language needed to communicate their experiences and ideas.

**ART–225B/1**
**ART–225B/2**
**ART–225B/3** Visual Studies 3-D Studio
In this studio students use three-dimensional media (e.g., wire, clay, wax, paper, plaster) and photography to expand their perceptual, conceptual, and technical skills. By expanding their visual literacy students are able to observe, critically and analytically, their surroundings and visual culture.

**ART–225C/1**
**ART–225C/2**
**ART–225C/3** Visual Studies Media Studio
In this studio students make photographs and short videos to focus on two central areas of media: photography and time-based images (film/video). Through projects, presentations, and discussions students explore how these media have changed the ways people perceive the world, and express their ideas and feelings.

**ART–250** Visual Studies
(s–w–s)
For Uppers and Seniors. The Art 250 Visual Studies course explores ways in which visual experience of the world is translated into two-dimensional images and presentations. Students sharpen perceptual skills and learn the functions of line, shape, value, texture, color, and illusionistic space in communicating through drawing, collage, photography, and mixed media. Examples of print media, photography, advertising, and art provide a context for discussion and comparison of students’ efforts.
INTRODUCTORY CONCENTRATION COURSES

Students who matriculated as Uppers in the fall of 2008 (or later) may fulfill their diploma requirement in the visual and performing arts with Art 250, or they may enroll in a 300- or 400-level course upon permission of the instructor or department chair.

**ART–300** Visual Culture: Discovering the Addison Collection

A significant part of the course will be spent in the Addison Gallery working with the current exhibitions as they tie in to the history and context of American art. Students will discover the Addison collection both on the walls and in storage. Meeting with the gallery staff and visiting artists, students will experience firsthand what makes a museum function. Throughout the term students will look at selections from the collection and prepare to curate an exhibition as a culminating project for the term. Readings, writing assignments, and research projects will help students engage, confront, and discuss a wide range of art forms and will raise questions such as the following: Is it art? How and why do artists create? What do images and artifacts tell us about ourselves and our culture? Issues surrounding the making and viewing of art will be explored. (Ms. Crivelli)

**ART–301** Architecture I

This course will introduce the basic principles of architectural design through a sequence of related projects in mechanical drawing, site analysis, and research into precedent, culminating in the design of a space or structure. With hands-on sketches, drawings, and models, students will explore the issues of a well-thought-out structure and learn to see the environment in terms of human scale, materials, and the organization of space. Class time will include discussions and demonstrations, as well as studio time. There will be a required evening lab. (Ms. Boyajian)

**ART–302** Ceramics I

Ceramics I is designed for students with little or no prior experience with clay. Students will learn a wide variety of forming techniques that allow them to explore solutions to conceptual problems. The instructional emphasis will be on using ceramics as an expressive medium, with hand-building techniques predominating. Projects might include tile mosaics, clay masks and portraits, boxes, vessels, and teapots. Class time will include demonstrations, critiques, and slide and video discussions, as well as studio time. Students can expect to tackle projects that engage many of the key design concepts covered in the diploma requirement courses in art. Assignments for this class will explore the historical and contemporary uses of ceramics as well as the fundamental aesthetics of three-dimensional form. Students will see their pieces through the entire ceramic process, from wet clay, to glaze, to fired finished work. This course has a required evening lab. (Mr. Zaeder)

**ART–303** Computer Media I

Computers have had an increasingly profound impact on the way in which images are constructed, represented, and disseminated. Through various methods of manipulation, digital artists have experimented with the fragmentation, integration, and layering of graphic, photographic, and video imagery. Initially, small projects will be assigned to encourage students to experiment with the expressive potential within the Adobe Photoshop program. Students will then be able to define and construct a self-assigned final project. Projects may be presented as a short, thematic portfolio of individual or sequential imagery, a visual book, CD-ROM, or DVD project. (Ms. Harrigan)

**ART–304** Drawing

This course will provide students with a sequential exploration of drawing methods and concepts. Students will learn skills and concepts relating to contour, gesture, and fully rendered drawings. They will work with an assortment of materials while understanding the depiction of three-dimensional objects on a two-dimensional plane, use of light and dark contrast, use of proportion, and perspective sighting. Assignments are designed to develop students’ skills in direct observation and to encourage creative, expressive thinking. The creative process will be explored through hands-on studio projects, formal assignments, critiques, and discussions of historical, contemporary, and multicultural art. Trips to the Addison Gallery and other places of interest will complement the course. (Ms. Crivelli, Ms. Trespas)

**ART–305** Painting I

This class is designed to introduce students to the basic elements of painting with water-mixable oils or acrylic paints. Specific problems are assigned to facilitate the study of fundamental paint handling, color mixing, and blending. Issues of form and space relationships, composition, and development of ideas are addressed in balance with the student’s need for self-expression. Class critiques, slide talks, and visits to the Addison Gallery complement the actual painting process. This class requires students to attend a two-hour biweekly evening lab. (Ms. Trespas)
**ART-306 Photography I**

This class will explore, through presentations, demonstrations, and group critique, basic black and white photographic image-making. Beginning with basic camera manipulations (a 35mm camera with manual capabilities is required) and film processing, students will be encouraged to explore the magic of light-sensitive materials. Instruction in printing black and white negatives with variable contrast filters will further direct each student in examining how a photographer carefully selects and represents his or her vision of the world. Meeting four hours a week, with five hours of preparation, the evening lab provides additional workshop time for toning prints, hand-coloring techniques, and opportunities for individual critiques with the instructor. A limited number of rental cameras are available through the school for students. (Mr. Wicks, Ms. Harrigan)

**ART-307 Mixed Media Printmaking**

Students develop personal imagery while learning several types of printmaking, including relief, drypoint, and collagraphy. Images are developed by drawing, painting, collaging, or scratching into Plexiglas, or by cutting into linoleum or wood. These surfaces are inked and transferred to paper by means of a printing press or by hand. Often several impressions will be “pulled” from one printing plate and combined with other images or printed layers. Emphasis is on gaining technical, conceptual, and formal skills while developing a student’s ideas through various types of printing and their combinations. Critiques, slide talks, and visits to the Addison Gallery contribute to student understanding of the concepts and processes behind printmaking. (Ms. Trespas)

**ART-308 Sculpture I**

Fall and Winter Terms—*Sculpture I: Clay, Plaster, and Metal.* Sculpture has become an all-inclusive field, with contemporary sculptors working in a wide range of media. In this class we will work with a variety of materials, such as wood, clay, plaster, and metal. Students will have the opportunity to learn a basic set of technical and conceptual skills for working and thinking three-dimensionally. Projects will involve an investigation of the communicative potential of materials, structure, imagery, and context through a process of research, invention, discovery, and discussion. (Ms. Zemlin)

Spring Term—*3-D Structures and Hand Papermaking.* Paper generally functions as a two-dimensional matrix for book pages, text, and other printed matter, but it is also a versatile material for creating three-dimensional structures. This class will introduce students to paper casting, armature construction, and hand papermaking. Technical demonstrations, assignments, and exposure to a wide range of historical and contemporary artwork will help students develop imagery of their own design. For the casting project, students will create a clay relief, which will be used to generate a plaster mold, and ultimately a series of paper casts. In the armature project, students will work with wire, reed, and other materials to create a three-dimensional structure, which will then involve the application of a “skin” of handmade paper. Students will learn to make paper by hand, starting with *kozo,* the bark of the Japanese mulberry tree. (Ms. Zemlin)

**ART-309 Video I**

This course introduces principles and techniques of time-based media. Students learn to shoot and edit their own productions, and view and discuss both professional and student work. Examples are chosen to show how one conveys ideas by means of images and sound, including experimental work, as well as fiction and non-fiction film. For this course, students use mini-DV cameras and non-linear editors in the Polk-Lillard Electronic Imaging Center. (Ms. Veenema)

**ART-314 Woven Structures and Wearable Art**

The class will explore the technical and conceptual potential of fabrics and woven structures in terms of cultural significance, pattern and surface, clothing as metaphor, and the body as an armature for supporting a flexible structure. Students will learn basic fiber techniques, such as backstrap cardweaving, embroidery, coiled basket weaving, and tapestry, while developing ideas and imagery based on personal interests, contemporary fine art, crafts, and the textile collections at the Peabody Museum. There will be an opportunity toward the end of the term to produce wearable art or to further explore a material or technique learned during the term. (Ms. Zemlin)
ADVANCED CONCENTRATION COURSES

ART-400/1
ART-400/2
ART-400/3  History of Art

Four class periods for Uppers and Seniors. Drawing from non-Western cultures (African, Asian, Latin American, Islamic), as well as Western cultures, this course explores architecture, painting, sculpture, and photography as they reflect and perform important social and political work. Students use works of art as primary source documents in uncovering the values and concerns of diverse societies, in developing standards for evaluating and contrasting world cultures, and in promoting an understanding of artistic expression and visual communication. The Addison Gallery and other local collections and exhibitions will provide for the study of original works of art. Each term may be taken separately. The fall term will focus on material from pre-history through the 14th century, and the winter term and spring term will cover a variety of international artistic responses relevant to visual literacy, historical development, and contemporary context. This course will prepare students for the AP examination in history of art if taken all three terms. Completion of Art 225 or Art 250 is recommended but not required. (Ms. Quattlebaum)

ART-401/2
ART-401/3  Architecture II

Architecture 401 is designed as a continuation of Architecture 301 for students who wish to develop and expand their ideas further and pursue individualized projects. In consultation with the instructor, students will develop a term project that includes research and analysis, as well as a developed design. In this course there also will be the possibility to develop a multidisciplinary project in coordination with work in another class. A student wishing to take architecture for a full year should begin with Art 301 in the fall and continue in Art 401 for the winter and spring terms. (Ms. Boyajian)

ART-402/3  Ceramics II

This course is designed for students who have taken Art 302 and wish to continue their study of ceramics. Since Art 402 is an advanced course, students will be asked to expand on their existing knowledge of ceramics, to strengthen their technical skills, and to seek sophisticated conceptual and personal solutions to given assignments. Class projects will range in topic but will stress the concept of developing ideas in series: a series of bottle shapes, a series of vase shapes, etc. Students can expect to do some outside reading, to attend slide and video presentations, and to visit the Addison Gallery and Peabody Museum. Students also will participate in all aspects of the making and finishing of their work. This course has a required evening lab. (Mr. Zaeder)

Prerequisite: Art 302, Ceramics I.

ART-403  Computer Media II: Animation

(not offered in 2008–2009)

This course is for the student with keen interest in the production of computer animations. Animation is a time-intensive computer art technique. Students will create short 3-D animations and construct a stop-motion animation with high-end digital still cameras. Traditional animation techniques such as roto-scoping and using a blue screen also will be demonstrated. Students will have the opportunity to choose a final independent project. 
Prerequisite: Art 303, Computer Media I.

ART-405/3  Painting II

In advanced painting, students build on already-acquired technical experience from Painting I while developing their own image ideas. Through a variety of technical processes and conceptual approaches, students explore different ways of working with water-mixable oils or acrylics. Painting in series, mixing media, innovating paint application, and utilizing collage and assemblage further extend the possibilities for thinking about what a painting can be. Emphasis is placed on cultivating solid technical skills as well as inventive and challenging approaches to subjects that encourage individual artistic and personal growth. Critiques, Addison Gallery visits, and exploration of artists’ work and art historical issues relevant to the student’s paintings are important components of this course. Painting II has a required two-hour biweekly evening lab. (Ms. Trespas)
Prerequisite: Art 305 or permission of the instructor.

ART-406/2
ART-406/3  Photography II

Winter Term—This course is designed for students who wish to continue to explore the medium of photography beyond the basic level. Photography II investigates more sophisticated photographic exposure options and laboratory techniques, including some work in digital photography, color theory, and management. Students will be encouraged to develop an expansive portfolio or photographic presentation in the style of documentary tradition and/or the personal narrative. Printed thematic portfolios in digital and/or film formats will be encouraged with regular in-process critiques and individual conferences with the instructor. Students may elect to construct a traditional handmade album-style book of sequential images as an option to a portfolio of images. Film cameras are available for rental in the art department. Students will need to have access to a digital camera. Class meets four hours per week with five hours of preparation. (Ms. Harrigan)
Prerequisite: Art 306.
Spring Term — What do you see? While this advanced photography course begins with a brief review of basic craft control and offers instruction in more sophisticated camera and darkroom techniques, the primary emphasis in this course is on the nature of photographic seeing and the creation of images from a personal point of view. Some assignments are given, but much of each student’s portfolio will be based on self-motivated imagery. Students may choose to create an open portfolio that includes a wide variety of photographic styles, create a cohesive, thematic body of work, or develop a special project that may have as its final form a book or multimedia presentation. Slide presentations and discussions, photographic book reviews, and visits to the Addison Gallery are offered to explore more fully the scope and power of this vivid visual language. Group critiques are designed to enhance perceptual skills, and individual conferences with the teacher give feedback and direction on work in progress. Classes meet four periods a week, with five hours of preparation. Evening labs are offered for informal instruction. (Ms. Zemlin)

**Prerequisite:** Art 306.

**ART–408/2**
**ART–408/3**  **Sculpture II**

This class is an opportunity for students who have taken Art 308 to continue their investigation of sculpture. Another set of technical skills will be taught, along with readings, slide talks, and visits to the Addison. In developing projects, students will be asked to focus on a particular concept, approach, or set of materials throughout the term. Students are expected to attend an informal, open lab one evening per week. (Ms. Zemlin)

**Prerequisite:** Art 308.

**ART–409/2**
**ART–409/3**  **Video II**

This course gives students with some background in video or computer media an opportunity to deepen their knowledge. Students will be asked to develop, shoot, and complete projects of their own choosing. Class times will include viewing and discussing the work of others to inform one’s own work. Students who enroll in this course should have some previous camera and editing experience. (For this course students use the mini-DV cameras and non-linear editors of the Polk-Lillard Electronic Imaging Center.) The course will include “help sessions” for students who need review of the editing software. Advanced students who wish to continue may enroll in Art 409 for more than one term. (Ms. Veenema)

**Prerequisite:** Art 309 or permission of the instructor.

**ART-420**  **The Quest for Identity: Explorations in Film and Mixed Media**

As a culture we have always been fascinated by identity, by quests to forge one, or by the machinations to invent one. American artists Edward Hopper, Robert Frank, and Beverly Buchanan, for example, reflect observations of self or describe the identity of others relative to the world around them. For most of us, the search for identity is an unending process in a constantly changing, more global America. This search will be brought into focus through the viewing of films, discussions, and the creation of mixed-media projects based on students’ personal ideas about identity. (Ms. Crivelli)

**ART-435**  **Introduction to Digital Photography**

This course is designed for students who have a basic knowledge of black and white photography and darkroom production. The course investigates the translation of traditional photographic practice as applied to new digital print technologies. Dodging and burning, sepia toning, hand-coloring black and white images, and retouching are but a few techniques underscored in the move from traditional methods of photography to digital photography. In addition, issues of file management and format, workflow, photo enhancement, alteration, compositing techniques, and color theory as applied to color management will be demonstrated. Examples of work by contemporary digital photographers will be presented for class discussion. This is a portfolio-based class. Students may elect to create a traditional print portfolio, album-style book, and/or digital portfolio on CD or DVD. Students are expected to have a good foundation in black and white photography and must bring their own digital SLR or digital point-and-shoot camera to class. (Ms. Harrigan)

**Prerequisite:** Art 306 or Art 406 or by permission of the instructor.

**ART-465**  **Art, Artifacts, and Culture**

This course involving the art department, the Addison Gallery, and the Peabody Museum will focus on the study of art and artifacts as they reflect diverse cultures, their similarities and differences, in the past and present. Using the collections and resources of the two museums, the class will examine questions such as the following: What do images and artifacts tell us about ourselves and our cultures? How do art forms define other cultures and differ from ours? What drives people to create? Where do our ideas of beauty come from? Who are we and what makes us unique? The class will include readings, discussion, research, and writing, and frequent visits to each museum. (Ms. Crivelli)
ART-470 Extensions of Mankind
(not offered in 2008‒2009)

When Marshall McLuhan stated “the medium is the message” in 1964, a new dialogue began about the nature of human communication. This survey/studio course will involve students in an investigation of the historical, social, economic, political, cultural, ethical, psychological, aesthetic, and philosophical aspects of mass communication and media. Special attention will be paid to developments and inventions that moved the exchange of human experience and ideas beyond cave drawings, storytelling, and tribal boundaries. The course will emphasize mass communication as it has developed during the 20th century—The Broadcast Century—and what role media have played in recording and shaping human history. Assuming students enter the course from a wide variety of message-making and interdisciplinary backgrounds, their projects will be created with previously developed skills and therefore may take on many possible forms, such as video, animation, performance piece, essay, photography, sculpture, installation, collage/assemblage, sound piece, cartoon, etc. (Mr. Wicks)

ART-500/0 Advanced Studio Art
(a yearlong commitment)

Art 500 provides Uppers and Seniors with the opportunity to broaden their art experience at an advanced level and also study in depth areas of their choosing. Students can use this course to develop and enhance their art portfolios, document work for college admission portfolios, or prepare Advanced Placement (AP) portfolios. In the fall term, students study broadly at an advanced level using a range of media and techniques. In the winter term students audit a 300/400-level course to focus on a specific medium, while also meeting weekly with the Art 500 class for critiques, readings, discussions, and Addison events. In the sprint term, students work on supervised independent projects that are either discipline-specific or cross-disciplinary in nature. As a culmination of the course students organize, curate, and install an exhibition of their work in the Gelb Gallery. Guest speakers, field trips, and visits to the Addison Gallery will augment the course. Attendance at a weekly evening lab is required. (Ms. Zemlin)

Prerequisite: Diploma requirement in art and at least one elective art course beyond, or permission of the instructor.

CLASSICAL STUDIES

The following courses in classical studies are designed to provide students with a broad introduction to classical civilization through history, literature, mythology, and etymology. All courses are electives, open to the various classes as noted, and require no knowledge of Greek or Latin. Courses in those languages, offered by the Department of Classics, are described under World Languages.

CLAS-310 Etymology
(F-W-S)

Four class periods. Open to all classes. English has an immense vocabulary, far larger than that of any other language, over half of which is based on Latin and Greek roots. The words of this Greco-Roman inheritance are best understood not simply as stones in the vast wall of English, but rather as living organisms with a head, body, and feet (prefix, main root, and suffix), creatures with grandparents, siblings, cousins, foreign relatives, life histories, and personalities of their own; some work for doctors and lawyers, others for columnists, crusaders, and captains of commerce. Systematic study of a few hundred roots opens the door to understanding the meanings and connotations of tens of thousands of words in English, the language now rapidly emerging as the most adaptable for international and intercultural communication.

CLAS-320 Greek Literature
(F-W-S)

Four class periods. Open to all classes. A systematic study of the masterpieces of early European civilization as seen in their proper literary, intellectual, and historical contexts. In what is essentially a history of ideas, the major genres of epic, tragedy, comedy, satire, history, erotic poetry, and philosophy are stressed as aspects of the wider evolution of European thought. The major problems that still confront human life are explored through the writings of Homer, Aeschylus, Sophocles, Euripides, Herodotus, Thucydides, Aristophanes, Plato, and others.

CLAS-330 Classical Mythology
(not offered in 2008‒2009)

Four class periods. Open to all classes. The interest of the 20th century in classical mythology has stemmed from three main sources: the psychoanalytical use of myth, progress in the field of classical archaeology, and anthropological study of myth. Preliminary exploration of the works of Freud in psychology, Schliemann and Evans in archaeology, and Frazer, Graves, and Levi-Strauss in anthropology leads to the detailed study of the myths of Oedipus, Theseus, and Agamemnon, among others. The myths are considered living entities changing in the hands of each artist who deals with them, whether it be Homer or Joyce, Aeschylus or O’Neill, an anonymous Greek vase painter or Dali, Euripides, or Strauss. Works of literature, art, and music provide the core for the study of the use of myth in human life.
ENGLISH

The diploma requirements in English are intended to establish competence in writing and reading. All Juniors take English 100 and may not take English 200. For new Lowers, this requirement is fulfilled by successful completion of English 200, English 300, and English 310. New Uppers fulfill their requirement by successful completion of English 301, English 310, and three terms of English electives. Uppers who miss the spring term of English 310 must take English 570 or English 588 during their Senior year. International students who are new Uppers usually begin the sequence with English 301. One-year American students and some one-year international students will begin with English 520, for one or two terms, followed by electives in the spring term; these international students must be placed by the chair of the department. The remainder of the one-year international students begin with English 400/1, 2, followed by a course designated by the department chair in consultation with the students’ teachers. Any course so designated will fulfill diploma requirements. Seniors who are returning international students continue the sequence or select in accordance with placement by the department. Related courses, whose prerequisites vary, are listed elsewhere in this booklet.

Students in yearlong Senior electives may select the elective for the winter or spring term, as may any other Senior.

All English courses meet for four prepared classes a week unless the course description states otherwise. No failed course may be made up simply by passing a makeup examination.

REQUIRED COURSES

ENGL-100/0  An Introduction  (a yearlong commitment)

English 100 provides an introduction to the study of language and literature at Andover. In this Junior course, which cultivates the same skills and effects pursued throughout the English curriculum, students begin to understand the rich relationships among reading, thinking, and writing.

English 100 asssents to Helen Vendler’s notion that “every good writer was a good reader first.” Accordingly, English 100 students work to develop their ability to read closely, actively, and imaginatively. They study not only what a text means but also how it produces meaning. They seek to make connections as they read—perhaps at first only connections between themselves and the text, but eventually connections within the text and between texts as well. All the while, however, English 100 students revel in the beauty, humor, and wisdom of the literature.

Over the three trimesters, English 100 students read literature of various genres and periods. Every class reads Homer’s Odyssey and at least one play by William Shakespeare. For the rest of the syllabus, teachers turn to a great many authors. Among those whose work is most regularly selected are Ernest Hemingway, Toni Morrison, J.D. Salinger, John Steinbeck, and August Wilson.

English 100 students practice several types of writing, primarily in response to what they read. They write at times in narrative, expressive, and creative modes, but their efforts focus more and more on critical analysis. They learn to conceive of writing as a craft to be practiced and as a process to be followed. Through frequent assignments, both formal and informal, English 100 students come to value writing as a means of making sense of what they read and think. Attending carefully to their writing at the levels of the sentence, paragraph, and full essay, they learn to appreciate the power of the written critical argument. Although their work is substantially assessed throughout the year, English 100 students do not receive grades during the fall trimester. At the end of the term, their report cards will indicate “Pass” or “Failure.”

Lively, purposeful class discussions reinforce the lessons of reading and writing and often leave students with especially fond memories of their English 100 experience. The course prepares our youngest students well for the further challenges of their education at Andover.

ENGL-200/0  Writing to Read, Reading to Write  (a yearlong commitment)

Fall Term—During the fall term of English 200, classes focus on the process of writing. Students write often, virtually every day. Students will be exposed to a variety of rhetorical modes, such as narration, description comparison/contrast, cause/effect, definition, example/analogy, classification, and argument. By the end of the term, students should be able to organize, develop, and write cogent essays in four or five of these modes. Extensive revision will be encouraged, typically with peer reading. Teachers may use poems and stories from R.S. Gwynn’s Literature: A Pocket Anthology not as critical texts but as “inspirational” ones that will serve to generate a writing exercise. They also may choose to use a collection of essays by a particular writer and/or the online “Andover Reader.”

Additionally, the fall term works consciously on vocabulary development, usually drawing material from the essays, and grammar, using a text such as The Everyday Writer, The English Competence Handbook, or The Grammar of Alistair Barnstable. Grammar and sentence structure study will deal with the usage problems observable in the class, especially addressing such topics as run-ons and fragments, agreement of subject-verb and pronoun-antecedent, accurate modification, correct pronoun case, and punctuation.

Winter Term—In the winter term, students continue to work on the sentence and the paragraph, but the texts are anthologies of poetry and short fiction, and the subject matter is literature. While the course introduces literary terms and strategies for understanding poetry and fiction,
the literature serves mainly as an opportunity to work on writing skills, reinforcing the lessons of the fall term and introducing argument and persuasion as patterns of thought that can guide the writer logically through a discussion about a poem or short story.

Spring Term — In the spring, each teacher chooses one or two works, including a novel, with which the class will spend the term working. Students continue to write in the modes introduced in the fall term and focus on organizing the essay and on incorporating research into it. Attention is given to anti-plagiarism training in which the responsible use of sources, particularly the Internet, is addressed.

ENGLISH 300 AND 400

English 300 and 400 emphasize writing about literature as a way to discover meaning; both encourage open discussion. Gradually, these courses stress longer and more sophisticated literary analyses. While emphasizing the analytical—both the close reading of texts and the focused writing that asserts a thesis and supports its points with extensive textual evidence—these courses also encourage other forms of expression, such as journals, narratives, role-plays, and parodies.

ENGL-300/4 The Story of Literature (T2)
(a two-term commitment)

All literature tells one story, the story of people’s experiences—their dreams, their desires, their acts, their mistakes. English 300 focuses on different genres of literature: tragedy and romance in the fall term and comedy and satire in the winter term. Inspired artists around the world and throughout time have created tragedies, comedies, satires, and romances, and in English 300 students will explore these genres by reading short stories, poems, novels, and plays representing diverse historical periods, locations, and identities. In their writing, students will practice formal literary analysis in order to gain a greater appreciation for the artistic construction of a text and its cultural resonance.

ENGL-301/4 The Seasons of Literature for New Uppers (T2)
(a two-term commitment)

For new Uppers, English 301 conforms in spirit and essence to English 300 but with more intensive attention to expository writing.

ENGL-310 Shakespeare

No writer has influenced the literature of the English-speaking world so much as William Shakespeare. He was both of his age and for all time. English 310 employs the perceptual and writing skills learned in the prior two terms and presents new, more complex problems and perspectives. Films and student performances of Shakespeare’s plays complement the study of the plays as literary texts. A common text shared among all sections is Hamlet, Prince of Denmark.

ENGL-400/1 American Studies for International Students

Primarily for, but not limited to, one-year students from abroad who are not yet ready for English 520, this course provides intensive training in reading, literary fundamentals, and expository writing. The focus of this course is on American culture, values, and traditions as reflected in literature and other media. One or two terms of this course will provide students with the reading and writing skills required for success in other Senior electives. (Dr. Vidal)

ENGL-520/1 ENGL-520/2 Strangers in a Strange Land

This course for one-year students explores how strangers adapt to new places and new modes of being. Does one reinvent oneself, conquer the new, or seamlessly assimilate? Works to be considered might include Mary Shelley’s Frankenstein, Shakespeare’s The Tempest, Graham Greene’s Our Man in Havana, and poetry by Yosef Komunyakaa, Elizabeth Bishop, and Carolyn Forché. In both terms, the emphasis will be on close reading and textual analysis. (Ms. Curci)

SPECIALIZED COURSES

Specialized Courses, with the exception of English 520, are open to students who have successfully completed English 200 and 300 or 400. (A very few Uppers each year will be allowed to take a Senior elective in addition to the winter term of English 300 and/or English 310. Permission for this special privilege must be granted by the English chair.) Courses at the 500-level may require more than the standard four to five hours per week of homework. Each course has four class periods a week, unless specifically stated otherwise. While none of the department’s electives requires yearlong participation, students may choose to remain in a yearlong elective. The courses below are offered in the academic year 2008–2009, unless otherwise indicated.

ENGL-520/1 ENGL-520/2 Strangers in a Strange Land

This course for one-year students explores how strangers adapt to new places and new modes of being. Does one reinvent oneself, conquer the new, or seamlessly assimilate? Works to be considered might include Mary Shelley’s Frankenstein, Shakespeare’s The Tempest, Graham Greene’s Our Man in Havana, and poetry by Yosef Komunyakaa, Elizabeth Bishop, and Carolyn Forché. In both terms, the emphasis will be on close reading and textual analysis. (Ms. Curci)
ENGL-534/1 Gothic Literature: Living in The Tomb

The course traces trends in Gothic forms, from its origins of the damp and dark castles of Europe to the aridity of the contemporary American landscape. Students will identify gothic conventions and themes such as the haunted house, family dynamics, apparitions, entrapment, secrecy, and the sublime. Students will read novels, short stories, and poetry spanning roughly 200 years in order to explore questions about the supernatural, the psychology of horror and terror, the significance of fantasy and fear, haunted house, family dynamics, apparitions, entrapment, and poetry by Poe, Faulkner, Gaskell, Irving, Hawthorne, Gilman, Jackson, Cheever, DeLillo, Carver, and Oates; and poetry of Christina Rossetti, Thomas Gray, William Cowper, Louise Glück, and Sylvia Plath. Possible films include Affliction, The Royal Tenenbaums, A Simple Plan, Psycho, and The Cabinet of Dr. Caligari. (Mr. Tortorella)

ENGL-535/2 Politics, Subversion, and the Heroic Tradition in Children's Literature

This course considers the role of the imagination in communicating and effecting cultural change. Students will be asked to apply a variety of critical theory for interpretation and discussion of the literature. Themes this course will explore include alternative realities, the nature of dreams, the function of the subconscious, and the use of allegory. Probable selections include The Adventures of Alice in Wonderland and Through the Looking Glass, by Lewis Carroll; Haroun and the Sea of Stories, by Salman Rushdie; The Wind in the Willows, by Kenneth Grahame; The Jungle Book, by Rudyard Kipling; The Wizard of Oz, by L. Frank Baum; The Pied Piper of Hamelin, by Robert Browning; The Secret Garden, by Frances Hodgson Burnett; A Child's Garden of Verses, by Robert Louis Stevenson; The Lion, the Witch and the Wardrobe and The Last Battle, by C.S. Lewis; and Grimm's Fairy Tales, Mother Goose, writings of Carlos Castaneda, and essays by Bettelheim and Zipes. Possible films include The Red Balloon and The Point. (Mr. Tortorella)

ENGL-536/1 Children in Literature: Growing Up in a Changing World

What does it mean to be a child? What defines a “good” or “bad” kid? Is there a certain age or type of behavior that separates children from adults? When and how do we “grow up?” Are our expectations for boys and girls different? Should they be? This course will explore how our conceptualization of childhood has changed over time by looking at a variety of sources: philosophical and psychological texts about children and representations of children in literature and film for adults, as well as some works aimed at young readers.

We will focus on the emergence of self within contexts of family and community, exploring the processes of identity formation in both Western and non-Western narratives. We will pay particular attention to an analysis of gender roles and of education within these stories, pondering the ways in which different societies and their values become perpetuated through their fictional children.

Readings include Alcott, Little Women; Twain, The Adventures of Tom Sawyer; Barrie, Peter Pan; Yezierska, Bread Givers; Golding, Lord of the Flies; Amado, Captains of the Sands; and poetry by Blake, Wordsworth, and Dr. Seuss. Excerpted material includes Locke, Some Thoughts Concerning Education; Bunyan, Pilgrim's Progress; Rousseau, Emile; and a variety of fairy tales. Theory by Freud, Bettelheim, and Ariès is featured, as are films Central Station, Black Shack Alley, and Finding Nemo. (Dr. Vidal)

ENGL-537/2 Gender Roles in Contemporary World Fiction

Love, family, and passion have always been popular literary themes in a variety of cultures. However, there are different ways in which each culture approaches these subjects, especially as they relate to gender roles and the relationships between men and women (as well as men and women and women).

In this course, we will go on a “trip around the world,” examining gender in a variety of contemporary cultural settings and comparing the fictional works that we will study to what we experience on a daily basis in American society. From traditional romantic obsession and rigid sex roles to challenges of these traditional roles and expectations, our texts will provide a variety of issues and perspectives to frame our discussions.

Readings include Machado de Assis, Dom Casmurro (Brazil); Rifaat, A Distant View of a Minaret (Egypt); Puig, Kiss of the Spider Woman (Argentina); Dangarembga, Nervous Conditions (Zimbabwe); Ensler, Necessary Targets (Bosnia). Films include The Crying Game, Thelma & Louise, The Adventures of Priscilla: Queen of the Desert, Strangers in Good Company, Angels in America, and excerpts from episodes of Sex and the City. (Dr. Vidal)

ENGL-538A/1 Atomic America: American Literature 1945–Present

Atomic America is a three-term elective, though students may opt to take any one term. (Winter and spring terms, however, will not be offered in 2008–2009.) Dealing mainly with literature, but also drawing on film and music, the class covers the period from 1945 to present in the United States with each term focused on particular decades.

The fall term looks at the 1950s and 1960s, particularly the Cold War, civil rights, and “the sixties” by reading literature and other texts in the context of history. For instance, students read short fiction and listen to the shifts in jazz in order to illuminate the changing political rhythms that produced civil rights in the 1950s. Students finish the fall term by tackling “the sixties,” the turbulence
on campuses, and the radical shifts in the anti-war and civil rights movements.

The winter term asks what happened to that political activism in the ‘70s and ‘80s, as it is reflected mainly in the literature from the period. This term begins to sketch out the shifts from the social and political explosions of one atomic America into what has become an atomized America characterized by a tendency toward separation, specialization, and privatization. (Dr. Kane)

**ENGL-538B/3 Atomic America: Service Learning**

*Atomic America* in the spring term is a service-learning course. The first half of the term looks at an atomized America since the 1980s: niche marketing, gated communities, personal technologies, etc. During the latter half of the term, the class will confront this social atomization directly by engaging in service-learning opportunities. In small groups, participants will read about and work with populations that reflect an atomized America—recently these groups have worked with people with AIDS, the elderly, immigrants, and prisoners. Students then write a final paper that reflects on the literature and their experiences serving and being served by these people. (Dr. Kane)

**ENGL-539A/1 Being, Thinking, Doing**

Through reading and discussing the expression of human values in selected works, students in this philosophy and literature course explore two broad questions: “How do people live their lives?” and “How should people live their lives?” Within this framework, students think reflectively about the beliefs they and their society have developed, and they look at the emergence of different epistemological, ethical, and political ideals and responses to life.

Readings may include *The Autobiography of Malcolm X*, *Ellison’s Invisible Man*, *Percy’s The Moviegoer*, *Shakespeare’s King Lear*, *Turgenev’s Fathers and Sons*, *Vonnegut’s Slaughterhouse-Five*, excerpts from *Age and Evans’ Let Us Now Praise Famous Men*, *Arendt’s Eichmann in Jerusalem*, *Bonhoeffer’s Letters and Papers from Prison*; and brief selections from *Aristotle, Descartes, Epictetus, Kant, Kierkegaard, Nietzsche, Plato, Schopenhauer, and Spinoza*. (Mr. Fox)

**ENGL-539B/3 Cinema Symbiosis**

As the historian Daniel J. Boorstin points out, with the addition of sound in the late 1920s, film became what the composer Richard Wagner had sought: the *Gesamtkunstwerk*, the total work of art. Utilizing aspects of architecture, literature, music, painting, photography, and theater, film became the most popular form of art in the world and the dominant form of the 20th century.

This intensive course introduces students to the study of film, helps them develop the skills necessary to read and analyze film, and provides them with a survey of some of the major movements and genres in film history. Students screen films by Charles Chaplin, Carl Dreyer, Sergei Eisenstein, John Ford, Jean-Luc Godard, Fritz Lang, Jean Renoir, Roberto Rossellini, and Martin Scorsese, among others. In addition, students read critical essays on each film and study several literary works—perhaps ones by Ryunosuke Akutagawa, Bibhutibhushan, Bandopadhyay, Russell Banks, Anthony Burgess, Arthur C. Clarke, Dashiell Hammett, James Joyce, Vladimir Nabokov, or Flannery O’Connor—that have been adapted to the screen.

Students must be able to screen films two evenings each week and should expect to devote approximately 12 hours each week to the course, including class time. (Mr. Fox)

**ENGL-539C When I Paint My Masterpiece: Milton and Michelangelo**

(not offered in 2008–2009)

Within the European tradition, both the Italian artist, Michelangelo Buonarroti, and the English poet, John Milton, responded to all that preceded them and influenced all that followed them. By comparing the lives and works of these men, students in this art and literature course explore various questions of theology and aesthetics, such as the following: Can humans understand the ways of God? How can God know Adam and Eve will fall while at the same time give them the freedom to do so? How is Christ both divine and human? What are the limitations and benefits of expression through poetry versus painting? In interpreting a work of art, to what extent is the creator’s intention or biography relevant? What is the role of influence in artistic creation? Is originality possible? Why are these artists “canonical,” and what are the consequences of deeming them so?

Students study Milton’s *Paradise Lost* and Michelangelo’s complete works. Supplemental readings may include selections from Achebe’s *Hopes and Impediments*, Augustine’s *The City of God*, Bloom’s *The Anxiety of Influence*, Steinberg’s *The Sexuality of Christ in Renaissance Art and Modern Oblivion*, and Walker’s *Medusa’s Mirrors: Spenser, Shakespeare, Milton and the Metamorphosis of the Female Self*, among others. No previous study of art history presumed. (Mr. Fox)

**ENGL-539D/2 Florence in the Renaissance**

The Renaissance marked both the rebirth of antiquity and the birth of Modernity. Focusing on Florence, the center of the Renaissance, students in this interdisciplinary course explore the intersections of the humanities, mathematics, and science.

By reading selections from Dante, Petrarch, Boccaccio, and Machiavelli, students consider the history of Florence, medieval theology, the origins of Humanism, and the development of political philosophy. By examining the Medici and their bank, students scrutinize the economic structure of the period, the connection between the bank and the church, and the role of patronage in the arts. By studying architecture, painting, and sculpture, students explore design, engineering, and acoustics, as well as the application of anatomy, geometry, and iconography.
Students who complete this course earn both an English and an Interdisciplinary credit. As a double course, it requires students to meet during a single five-hour course block, attend a two-hour evening seminar, and complete approximately 10 hours of homework each week. Open to seniors who have completed Math 360; no previous study of art history presumed. (Mr. Fox and Mr. Alonso)

**ENGL-540A/2**  **ENGL-540A/3**  **Nonfiction Writing**

Contemporary nonfiction author Terry Tempest Williams once said, “I write to discover. I write to uncover.” In this course, we will consider the ways that creative nonfiction bridges the gaps between discovering and uncovering, between looking forward and looking back, between imagination and fact, and between invention and memory.

**Winter Term** — Students will develop their talents in the art of essay writing by working in a number of rhetorical modes, including the personal essay, the analytical essay, the lyric essay, and the profile. Readings will include selected models from an anthology of contemporary works, such as *The Eloquent Essay* or *Contemporary Creative Nonfiction: I & Eye*.

**Spring Term** — In the spring term our focus will shift to the art of memoir writing. Students will read several memoirs and write short autobiographical exercises in preparation for developing an extended piece about their own experience. Spring texts may include Eggers, *A Heartbreaking Work of Staggering Genius*; Karr, *The Liars’ Club*; Nguyen, *Stealing Buddha’s Dinner*; or Wolff, *This Boy’s Life*.

This workshop-centered course is open to all writers seeking to improve their craft and interested in the boundaries and possibilities that creative nonfiction, as a quickly growing genre, continues to explore. (Ms. McQuade)

**ENGL-541A/1**  **ENGL-541A/2**  **Writing Through the Universe of Discourse**

This is a course for students interested in experimenting with many different genres of writing. Throughout the term, students create a portfolio of writing that includes essays, poetry, short fiction, literary criticism, autobiography, and letters. The course is designed to serve all kinds of students, but particularly those who would like to gain confidence in their writing skills. Once a week, students are invited (not required) to join a Community Service writing workshop with Lawrence elementary school students.

Readings include texts from a variety of cultures. Authors include Malcolm X, Martin Espada, Julia Alvarez, William Shakespeare, Sylvia Plath, Emily Dickinson, Piri Thomas, Raymond Carver, Franz Kafka, Leo Tolstoy, Stephen Biko, Louise Erdrich, Nikki Giovanni, Sandra Cisneros, Don DeLillo, William Blake, Amy Tan, Sherman Alexie, Rita Dove, James Baldwin, Maxine Hong Kingston, Jimmy Santiago Baca, Gabriel García Márquez, Anthony Morales, Bruce Smith, and Maya Angelou. (Mr. Bernieri)

**ENGL-541B/3**  **Media Studies: A Journey Through the Looking Glass**

What does it mean to be fully literate in the information age? How do images and language collaborate to affect our perceptions of self and of the world that beckons us beyond the threshold of graduation? This course will engage students’ abilities to critically read and meaningfully produce a variety of messages in a fast-moving world of information management. Working from the premise that all messages are constructed, and the corollary that those constructions are driven by explicit and hidden agendas, we will examine the intersection of truth and truthiness with desire and commodification in the multimedia messages that we produce and consume every day. Students will approach the idea of reading from an interdisciplinary perspective, and projects will include creative expression and analytical writing. Our texts: news, advertising, reality television, pop music, blogs, and social networking sites like Facebook and YouTube. Our quest: Who are we? Who do we wish to be? What’s cool? Where is the truth? (Ms. Tousignant)

**ENGL-543/2**  **ENGL-543/3**  **James Joyce**

Five class periods. The first term is devoted to *Dubliners* and *A Portrait of the Artist*; the second term to *Ulysses*. The purposes of the course are to develop the skill to read important and difficult works without the aid of study guides or other secondary material, and to follow the development of Joyce as an artist. Although the course may be taken in either term, the student gains a better sense of Joyce’s genius by enrolling for two terms. (Mr. O’Connor)

**ENGL-550A/1**  **ENGL-550A/2**  **Great Traditions in Literature: The Epic Poem**

This course studies the development of the epic poem through Classical, Medieval, and Early Modern contexts. Texts include *The Iliad*, *The Odyssey*, *The Aeneid*, *Metamorphoses*, and *Moby Dick* (even years); *Paradise Lost* and *The Inferno* (odd years). (Mr. McGraw)

**ENGL-550D/1**  **Yeats and the Irish Tradition**

Since the establishment of Ireland’s independence in 1921, the unique contribution of this nation’s literature and culture has gained increasing international recognition. W.B. Yeats, the first of four Irish Nobel laureates and one of the dominant poets of the 20th century, played a key role in the revival of Irish culture. The course will focus not only on Yeats’ poetry and drama, but on the great artists who preceded and followed him. Poetry, fiction, and drama, as well as art, music, and film, will be
considered as part of this course, including some of the following: Poetry: Selected Poems, W.B. Yeats; Opened Ground, Seamus Heaney; The Water Horse, Nuala Ni Dhomhnaill. Fiction: The Year of the French, Thomas Flanagan; Reading in the Dark, Seamus Deane; Castle Rackrent, Maria Edgeworth. Drama: Selected Plays, W.B. Yeats; The Playboy of the Western World and Riders to the Sea, J.M. Synge; Waiting for Godot, Samuel Beckett; Translations, Brian Friel. Film: Michael Collins (director, Neil Jordan), The Field (director, Jim Sheridan), Cal (director, Pat O’Connor). (Mr. O’Connor)

ENGL-560A/1
ENGL-560A/2 Great Themes from America:
ENGL-560A/3 Land, Conflict and War, Family

This course is a study of fiction, poetry, and nonfiction in which men and women struggle for identity and self-realization in a world of change and cultural upheaval. The readings for each term, drawn from a variety of cultures, will be organized on central motifs (fall: The Land; winter: Conflict and War; spring: Family) and students will trace connections between the nature of ideas and the forms of expression. Texts may include Thoreau, Walden; Faulkner, The Bear; Cather, O Pioneers!; MacLeod, Island; Hemingway, A Farewell to Arms; O’Brien, Going After Cacciato; McCarthy, Blood Meridian; Faulkner, The Unvanquished; Kennedy, Very Old Bones; Faulkner, Light in August; and Morrison, Jazz. (Mr. Stableford)

ENGL-560D/2 Modern American Literature—
Rosebud: The Restless Search for an American Identity

Many of our enduring American works of literature and film, such as The Great Gatsby, The Catcher in the Rye, and Citizen Kane, center on the search for self. Through discussions on class, race, and gender, this course will present a series of American portraits while examining our changing society. Students will write personal narratives, as well as critical essays. Possible texts: Continental Drift, Banks; The Awakening, Chopin; Fences, Wilson; Six Degrees of Separation, Guare. Possible films: Citizen Kane; Far From Heaven; Tully; Transamerica; Hustle & Flow. (Mr. Bardo)

ENGL-560F/1
ENGL-560F/2 An Introductory Survey of
ENGL-560F/3 African American Literature

This seminar course offers an overview of African American literature through reading and writing assignments, discussions, student-led seminars, and visiting lecturers on art, music, and history. Trips to museums and jazz or blues club performances enhance the students’ appreciation of cultural contexts. In their end-of-term projects, which may be literary or more broadly focused in African American art or history, students pursue interests developed during the term, but their projects may focus beyond the literary periods covered in a particular term. The fall term focuses on the vernacular tradition (from work songs to rap), on the literature of slavery and freedom, on the literature of Reconstruction, and on the literature of the New Negro and the early years of the Harlem Renaissance. In the winter, students read the literature of the later years of the Harlem Renaissance and African American expressions of realism, naturalism, and modernism. In the spring, Black Arts Movement and African American literature since 1970 are the focus of the course. (Mr. Sykes)

ENGL-560G/1 Literature of the Civil War

Historian Shelby Foote said, “Any understanding of this nation has to be based on an understanding of the Civil War.” But how can one possibly understand the Civil War? Since the conflict began, countless Americans have tried to make sense of it—through letters, journals, memoirs, photographs, songs, poems, novels, films, and histories. In this course, we will attempt to reach some understanding of the Civil War and its legacy. Although our approach will necessarily be interdisciplinary, our principal focus will be the various literature of the war.

The writers we study most likely will include, but not be limited to, Frederick Douglass, William Faulkner, Abraham Lincoln, Margaret Mitchell, Toni Morrison, Robert Penn Warren, Walt Whitman, and C. Vann Woodward. (Mr. Domina)

ENGL-570/3 The Play’s the Thing: Advanced Shakespeare

While most of us meet Shakespeare in a book, his true home is on the stage. The course will cover three plays in depth, and close reading and textual analysis will be our primary focus. Emphasis also will be placed on learning to direct, stage, and speak Shakespeare “tripplying on the tongue,” so that we can appreciate and learn from the Bard the way he intended. (Ms. Curci)

ENGL-571A/1 The Short Novel:
ENGL-571A/2 Risk and Romance

This course uses a mix of seminar classes, films, and regular, individual student-teacher conferences to examine experimental short novels from around the world. Students learn to draw conclusions about the artistic and social forces that gave rise to these novels. Each term draws comparisons among works by Vonnegut, Mann, Joyce, Walker, Puig, Rulfo, Enchi, Duras, Achebe, Hemingway, McCullers, Camus, Salinger, Garcia, and others. (Mr. Peffer)
ENGL-571B/3  Fresh Fiction: Advanced Writing Workshop in Contemporary Storytelling

This course is open to students who have completed a creative writing course successfully or who have an abiding enthusiasm for composing fiction.

Inspired by the freshest voices in fiction and screen writing today, this workshop allows writers to explore the artistic and thematic frontiers of contemporary storytelling. Over the course of the term students will work to create their own collections of stories or a novella. Gutsy stories, original characters, and vigorous editing/rewriting are our aims. Companion readings from writers like Zadie Smith, Chang Rae Lee, Sandra Cisneros, Khaled Hosseini, Nathan Singer, Bobbie Ann Mason, the Coen Brothers, and Jim Jamusch will offer inspiration. (Mr. Peffer)

ENGL-572A/1  Welcome to the Apocalypse

Confronted with the complexity of the world’s problems, one easily can feel like Wile E. Coyote, well beyond the cliff’s edge, staring at the abyss below. Presented as a Senior seminar this course will explore critical issues facing us, such as refugees and immigration, wealth and resource disparities, terrorism and individual rights.

Central to our collective endeavor will be examining through fiction and weekly films the interconnections between various conflicting forces, as well as the search for solutions. The term will culminate with class projects devoted to addressing local and global issues.

Readings include Waiting for the Barbarians, GraceLand, Saturday Snow, We Wish to Inform You That Tomorrow We Will Be Killed with Our Families, Imagining Argentina, Death and the Maiden. Films include The Constant Gardener, Dirty Pretty Things, Tsoti, Osama, Darwin’s Nightmare, Elephant, Do the Right Thing, Hotel Rwanda. (Mr. Bardo)

ENGL-574B/1  Rememories: Trauma and Survival in Twentieth-Century Literature

In her novel Beloved, Toni Morrison coins the term “rememory” to describe a type of memory that won’t stay buried—ghosts of experience that resurface across years, decades, even centuries; memories of trauma that continue to haunt literature to this day. This course will examine how narratives of trauma and survival have been represented (and re-presented) in 20th- and 21st-century literature. In our investigation of literature about war, terrorism, and other cultural traumas, we will encounter authors writing from a variety of historical moments and perspectives. We will look closely at how trauma literature both delineates and breaks down divisions between individual, societal, and generational trauma experience. And we will engage with the course texts by writing in a number of modes, both critical and creative. Thematic focuses will include the problematics of truth and testimony; the dismantling of traditional narrative structures and genres; individual vs. collective memory; societal regeneration; and the ways trauma literature engages with issues of race, class, gender, and national identity. In addition to selected poems and theoretical articles, possible texts include Morrison, Beloved or Sula; Foer, Everything Is Illuminated or Extremely Loud and Incredibly Close; Cunningham, The Hours; Spiegelman, Maus; West, The Return of the Soldier; O’Brien, The Things They Carried or In the Lake of the Woods; and Momaday, The Way to Rainy Mountain. (Ms. McQuade)

ENGL-576/1  Journalism

This course on print journalism recognizes the challenges all journalists face in their efforts to be fair and also accurate as they struggle to gather information and churn out lively copy under deadline pressure. The course is designed to teach essential journalistic judgment, basic skills for gathering and verifying news, and interviewing and writing techniques. Students will receive weekly assignments on deadline for news articles, feature stories, columns, and editorials, and all students will work as both reporters and editors as the course progresses. Weekly lectures will cover significant events in the history of journalism, First Amendment issues, current events, and concerns in both print and electronic journalism, and will include discussion of fairness, objectivity, transparency, independence from faction, intellectual honesty, and diversity, among other important topics. The core text, The Elements of Journalism by Bill Kovach and Tom Rosenstiel, will be supplemented with information and exercises on www.Newseum.org, the Freedom Foundation’s Museum of News Web site. Distinguished Andover alumni currently working as professional journalists will be enlisted for guest lectures and to edit students’ articles.

Journalism in the spring continues the work from fall term; however, the spring course is open to all and no experience is necessary. The course begins with a brief overview of significant current events in American journalism before turning to the study of advanced skills in reporting, writing, editing, and shooting photographs for newspapers. The emphasis spring term will be on in-depth feature stories, news packages, and investigations. Initially students with journalism experience will act as editors for newcomers to the field.

Readings for the course are the New York Times; the Boston Globe; excerpts from the News About the News, by Leonard Downie Jr. and Robert Kaiser; Naked in Baghdad, by Anne Garrels; and The Elements of Journalism, by Bill Kovach and Tom Rosenstiel. Films will include Absence of Malice, All the President’s Men, The Year of Living Dangerously, and Silkwood. (Ms. Scott)
ENGL-577/2  The Literature of Travel Writing

Winter Term—The British scholar Paul Fussell writes that “successful travel writing mediates between two poles: the individual thing it describes, on the one hand, and the larger theme that it is ‘about,’ on the other. A travel book will make the reader aware of a lot of things—ships, planes, trains, donkeys, sore feet, hotels, bizarre customs and odd people, unfamiliar weather, curious architecture, and risky food. At the same time, a travel book will reach in the opposite direction and deal with these data so as to suggest that they are not wholly inert and discrete but are elements of a much larger meaning, a meaning metaphysical, political, psychological, artistic, or religious—but always, somehow, ethical.”

In the course, students will read excerpts from travel literature over time and write three travel essays of their own. Writers will include Herodotus, Pausanius, Marco Polo, Christopher Columbus, Lady Mary Wortley Montague, Charles Darwin, Charles Dickens, Ralph Waldo Emerson, Mark Twain, Freya Stark, D.H. Lawrence, Jack Kerouac, V.S. Naipaul, Paul Theroux, Margaret Atwood, Annie Dillard, and David Foster Wallace. (Ms. Scott)

ENGL-578/1  Feasts and Fools:
ENGL-578/2  Revelers and Puritans
ENGL-578/3  in Literature and Life

This course examines what Jean Toomer called “the good-time spirit” and its opposite, as manifest in major literature, including drama and film. Along with critical writing on literature, the students occupy themselves with parties and festivities in their lives, as well as in other cultures. Personal essays may lead to anthropological, architectural, performative, and semiological research projects, creative writing, and reports. Texts have included Mrs. Dalloway, Sir Gawain and the Green Knight, Love in the Time of Cholera, Vile Bodies, Like Water for Chocolate, The Custom of the Country, A Year in Provence, House of Sand and Fog, selected short stories, and poetry. Films include Babette’s Feast, Much Ado About Nothing, and Table Manners. (Dr. Wilkin)

ENGL-581/3  Contemporary American Poetry

This course will introduce students to poets and movements that have shaped the direction and contours of American poetry since World War II. Students first study the Beat Movement and then explore the so-called “schools” of poetry—Black Mountain, New York, Confessional, et al. The course finishes with an exposure to poetry that is happening right now, which includes bicultural and multicultural poets. Most class time will be spent deriving themes through discussions of poems, poetic movements, criticism, and theory. Poets include Ginsberg, Corso, Kerouac, Dylan, Waldman, Bukowski, Creeley, Olson, Levertov, Ashbery, O’Hara, Lowell, Plath, Berryman, Bishop, Rich, Dove, Hass, Kinnell, Hogan, Nye, Springsteen, and Colvin. (Mr. Tortorella)

ENGL-582A/3  Contemporary Caribbean Literature: Better than Spring Break in Jamaica

Bearing a historical legacy of slavery and colonialism, the Caribbean today is viewed by many people as a tourist paradise, a place to relax and have “fun in the sun.” Nevertheless, the fact that, in recent years, the Nobel Prize in Literature has been awarded twice to Caribbean authors (St. Lucian Derek Walcott and Trinidadian V.S. Naipaul) is an important indicator of the quality of the cultural production in this archipelago. In this course, we will examine Caribbean literature from various islands, investigating their significance as representatives of a “common” (??) Caribbean experience. Through our responses to different literary texts (novels, plays, poems, essays), as well as to film and music from the region, we will ponder the issue of identity (both individual and collective), trying to articulate what it means to be “Caribbean” nowadays. Writers include Aimé Césaire, Derek Walcott, Jacques Roumain, Jamaica Kincaid, Julia Alvarez, Rosario Ferré, Esmeralda Santiago, Simone Schwarz-Bart, and V.S. Naipaul. Films include Sugar Cane Alley and Strawberry and Chocolate. The course includes a service-learning component with the Dominican and Haitian immigrant communities in Lawrence. (Dr. Vidal)

ENGL-582B/HIST-SS578  Brazilian Cultural Studies
(not offered in 2008–2009)

Four class periods. See also HIST-SS578. One of the largest countries in the world and with a diverse population, geography, and economic base, Brazil is poised to become one of the “giants” of 21st-century global development. This course will look into important moments in the political, economic, literary, and artistic histories of the country in the 19th and 20th centuries, attempting to understand how Brazil came to be what it is today and what it could become in the future. We will pay specific attention to the nation’s formative years after independence from Portugal in 1822, the coffee boom of the early 20th century, the Vargas and Kubitschek regimes, the military dictatorship of the 1960s and ’70s, and the new democratic period of recent years. These historical moments will be studied through the lens of the literature, film, art, and music being produced at the time. Of special interest will be the work of Machado de Assis, Gilberto Freyre, Clarice Lispector, Jorge Amado, the participants in the 1922 Week of Modern Art movement, and the protest songs and films depicting life under the military regime. A student in this course is eligible for credit in either English or history. A student who wishes to receive English credit should sign up for ENGL-582B; a student who wishes to receive history credit should sign up for HIST-SS578. (Dr. Vidal)
ENGL-583/1
ENGL-583/2
ENGL-583/3  Writers in Depth

This course will be devoted to one British novelist each term. Each writer is both a representative of a particular time and an innovator who significantly influenced the history of the novel.

Fall Term — Jane Austen. Once taken at her word that her work was very limited, Austen was one of the vital links between the 18th and 19th century novelists. As a class, we will read Northanger Abbey, Emma, and Persuasion. Students who have not read Pride and Prejudice will do so, while those who have will read Sense and Sensibility. We will also watch Ang Lee’s Sense and Sensibility, as well as selections from adaptations of other Austen novels.

Winter Term — This term we will read Bleak House, which many consider Charles Dickens’ masterpiece, an extraordinary blend of comedy, gothic mystery, and social protest, told through an intersecting double narrative. We will also read poetry by Blake and others, as well as study paintings and photographs from the time.

Spring Term — This term will be devoted to Virginia Woolf, who, if she had written no fiction, would still be well known for her brilliant essays. We will read her two greatest novels, Mrs. Dalloway and To the Lighthouse; several of her short stories and essays; and selections from her autobiographical writings. To put Woolf’s work in context, we will view some of the work of the Post-Impressionist painters; read from the war poets (the First World War is central to her novels); and compare her style with that of her fellow Modernist novelists Joyce and Faulkner. (Ms. Fulton)

ENGL-585  Creative Writing: Poetry  (F–W–S)

This course is for students committed to reading and writing poetry. Students will be asked to write about poetry in addition to composing their own poetry. Although students are not expected to submit portfolios or samples of their work to qualify for this class, they must be serious about writing poetry. Previous experience helps, but it is not necessary. (Mr. Lychack)

ENGL-586  Creative Writing: Fiction  (F–W–S)

This course is for students committed to reading and writing short fiction. Students will be asked to write about short fiction in addition to composing their own short fiction. Although students are not expected to submit portfolios or samples of their work to qualify for this class, they must be serious about writing fiction. Previous experience helps, but it is not necessary. (Mr. Lychack)

ENGL-587/1  Neither Fear Nor Courage: Modernism Across the 20th Century

In the waning hours of the Belle Époque, under the calamitous shadow of a devastating world war, the advent of the 1900s in Europe and America witnessed a profound change in the established social order. A breach of faith in the ability of traditional literary modes to represent the dissonance of modern life ensued. This course will examine stories of character in crisis: the modern hero’s struggle to find moral order and certainty in a world that no longer makes sense according to conventional structures of meaning. From the birth of modernism through its recent legacy, students will read fiction and poetry that seek new ways of conceiving the human self as a creature of alienation and longing.

Fall Term — Students will read masterpieces of high modernism written in English, including The Waste Land, by T.S. Eliot; To The Lighthouse, by Virginia Woolf; and Absalom, Absalom! by William Faulkner.

Winter Term — Students will move beyond the Anglo-American tradition to works not originally written in English, wandering among immortal gypsies, flying carpets, pandas in the mist, and elusive promises of impossible love. Where does the yearning soul find peace? What magic lurks in the darkest dreams? Works include poetry by Andre Breton and two novels: One Hundred Years of Solitude by Gabriel Garcia Marquez and Soul Mountain by Gao Xingjian. (Ms. Tousignant)

ENGL-590C/1  Literature of Resistance, ENGL-590C/2  Resilience, and Triumph: ENGL-590C/3  Narratives of the Natives

This course will use texts and films from a variety of cultures underrepresented in the American curriculum. Included will be material from the following groups: South Africans, Chinese, Native Americans, and Latin Americans. Each selected novel/film will tell a story of others’ cultural experiences from the perspective of the natives of that culture. Each term the course will include an exploration and understanding of the values, cultural norms, and traditions of other cultural groups to bear witness to these groups, as well as to dispel some myths about the said cultures. The course also will study the countless ways in which humans dominate other humans, and how the oppressed organize themselves in resistance and use their voices through literature and film to share their stories.

Course participants will engage in literary and visual experiences of other worlds. Class discussions and frequent writing assignments will abound, and students will be encouraged to develop their own voices as they study the power of language in these narratives and undertake a topic of interest to research. There will be student-led seminars and end-of-term projects or papers, which will give students an opportunity to explore in depth a topic of their choice, culminating in class presentations. The chosen readings are as follows:
Fall Term — Mother to Mother by Sindhiwe Magona; Snow Flower and the Secret Fan by Lisa See; Love Medicine by Louise Erdrich; In the Time of the Butterflies by Julia Alvarez; and the film Long Night’s Journey into Day, a documentary that takes us into post-apartheid’s South Africa.

Winter Term — Lucky Child by Luong Ung; Indian Killer by Sherman Alexie; So Long a Letter by Mariama Ba; and the film, El Norte, the story of a Guatemalan brother and sister who flee persecution at home and journey north with a dream of finding a new home in the United States.

Spring Term — Falling Leaves: The Memoir of an Unwanted Chinese Daughter by Adeline Yen Mah; A Long Way Gone: Memoirs of a Boy Soldier by Ishmael Beah; and Tracks by Louise Erdrich. (Mrs. Maqubela)

**ENGL-591/2**

**ENGL-591/3**

**The Novel After Modernism**

In the middle of the 20th century, writers began to move past both the period and the styles that we still call “modern.” What does it mean for a novel to be past modern? Postmodern? Past postmodern? Can a contemporary novel still be a modern novel? In this course we will study the recent progress of the novel genre. We will read aggressively, studying four or five novels per term. In the winter we will read the work of American novelists; in the spring we will read the work of international novelists. Our authors may include Russell Banks, J.M. Coetzee, Robert Coover, Don DeLillo, Joan Didion, Ralph Ellison, Gabriel García Márquez, Cormac McCarthy, Toni Morrison, Vladimir Nabokov, Joyce Carol Oates, Thomas Pynchon, Philip Roth, José Saramago, and Zadie Smith. (Mr. Domina)

**ENGL-592B/3**

**Haunted by Shadows: Viewing African Independence Through Lens and Literature**

This course will offer a brief survey of literature written about sub-Saharan Africa in the latter part of the 20th century. Struggling with a myriad of issues, native African authors, as well as observers like V.S. Naipaul, consider in their works the impact of colonialism, corruption, globalization, poverty, tribalism, and other forces on nations as they emerge from European domination. Class discussions will focus on how these authors craft their fiction as political and social narratives. Films such as Tsotsi, Darwin’s Nightmare, and Hotel Rwanda will augment the texts, as will chapters from Martin Meredith’s The Fate of Africa.

Possible texts: Graceland, Albanii; A Bend in the River, Naipaul; Master Harold...and the Boys, Fugard; Everything Good Will Come, Atta; The Madonna of Excelsior, Mda; July’s People, Gordimer; Disgrace, Coetzee; Under African Skies: Modern African Stories, Larson. (Mr. Bardo)

**ENGL-593/1**

**Play Writing**

Each student is expected to write at least one one-act play in addition to certain exercises in monologue, dialogue, and scene-setting. The class reads aloud from students’ works in progress, while studying the formal elements in plays by important playwrights and reading selected literary criticism focused on drama. (Mr. Heelan)

**ENGL-594B/1**

**ENGL-594B/2**

**Rhetorical Selves in Pre-Modern Literature**

Fall Term — “That Obscure Object of Desire: Sixteenth-Century English Poetry.” Beginning with selections from Baldassare Castiglione’s The Book of the Courtier, we will explore the intersection in 16th-century poetry of ideals of poetic mastery, social advancement, and love (both erotic and religious). We will consider the development of English meter and accentual-syllabic verse, the models for English poetry provided by Antiquity and the Continent, and the use of genres like the sonnet sequence, ballad, complaint, and epyllion, or “miniature epic.” Among the poets whom we will read this term are Sir Thomas Wyatt, Sir Philip Sidney, Isabella Whitney, Christopher Marlowe, and William Shakespeare, whose early 17th-century sonnet sequence will conclude the course.

Winter Term — “Metaphysical Wit: John Donne and Seventeenth-Century English Poetry.” John Dryden famously remarked that John Donne “affects the metaphysics not only in his satires but in his amorous verses, where nature only should reign, and perplexes the minds of the fair sex with nice speculations of philosophy, when he should engage their hearts, and entertain them with the softnesses of love.” Described in the 17th century as “witty” or “conceited” (from Italian, concetto, “concept”), the Metaphysical Poets (traditionally Donne, George Herbert, Henry Vaughan, Richard Crashaw, and Andrew Marvell) did not so much constitute a “school” of poetry, much less a movement; they developed an approach to poetry that drew upon both the intellectual ferment of the Renaissance and the changing rhythms of spoken English, experimenting with new ways in which to explore lyric sensibility during an era of tremendous change. Among the topics that we will consider in this course are Donne and the Metaphysical Poets’ formal and metrical innovations, their use of irony and paradox, catachresis and hyperbole, and the so-called “Metaphysical conceit,” the complex image (a book, a globe, the legs of a compass) with which the Metaphysical Poets draw startling analogies to the heightened experience of erotic or spiritual love, a process in which, as Dr. Johnson wrote, “the most heterogeneous ideas are yoked by violence together.” We will also consider the influence of Donne on other 17th-century poets, such as Katherine Philips, John Cleveland,

Spring Term — “Satirical Journey from Antiquity to the English Renaissance.” The word satire derives from the Latin lanx sat aura, meaning an “overflowing platter,” and aptly describes the crowded, mixed-and-matched quality of premodern, prose satire. This is a course devoted more or less to “Menippine satire,” a narrative genre that since Antiquity has been characterized by a melange of prose styles and verse, realism, and grotesque exaggeration. We start in the ancient world with Apuleius’s The Golden Ass, about the misadventures of a man who has been turned into a donkey by witches, and Petronius’s Satyricon, a corrosively funny account of life (and death) in Nero’s Rome. We also will read selections from William Caxton’s 15th-century translation of The History of Reynard the Fox (available as a PDF). Most of the term, however, will be devoted to the flourishing of satire as a genre among 16th-century humanists, including most or all of the following: Thomas More’s Utopia; Erasmus’s The Praise of Folly; selections from Marguerite de Navarre’s lively tales of the war between the sexes, The Heptameron, and from Francois Rabelais’ robust Gargantuua and Pantagruel; William Baldwin’s Beware the Cat, in which London’s cats recount tales of human folly; and Thomas Nashe’s picaresque The Unfortunate Traveler. Along the way, we will consider such topics as irony and the seriousness of play, rhetorical and scholarly “nonsense,” the relationship of satire to genres like folktale, epic, romance, and travelogue, and images of the body and the grotesque. We will conclude by considering the way in which satire, a genre both learned and popular, sophisticated and scatological, is so well suited to the earliest English professional writers, pamphleteers like Nashe, Robert Greene, and Thomas Dekker. (Mr. Bird)

ENGL-595B/2 Troubling Literature: Contesting Authority in and Through Literature

What do Keanu Reeves and Osama bin Laden have in common? They both play the part of postmodern prophets, the former in The Matrix, and the latter on the news. They both reflect a widespread dissatisfaction with the same technologies and virtual realities that helped produce them. Such figures use the media even as they see the media as symbolizing the demise of their fundamental beliefs. The idea of this course comes from the troubling of traditions in recent literary works (by the likes of Sebald, Calvino, Pynchon, etc.) and the resurgence of fundamentalisms in the United States and around the globe. An example: In 1989, Ayatollah Khomeini, the leader of Iran, issued a fatwa (a death sentence) for the Indo-British writer Salman Rushdie because he felt Rushdie’s novel, Satanic Verses, was heretical. While we may or may not use this novel, the situation epitomizes the relationship of modes of writing that seek to trouble accepted truths and a mode of reading that characterizes fundamentalism. Rather than being strictly bound by period or locale, the course will explore the relationship of these subversive or troubling and fundamentalist modes. By looking at the intersections and relation of these works, we can gain a greater appreciation for the source of some of today’s conflicts in the United States and around the globe. The course will ask the question: Are we to or how can we read a text literally? In addition we will address wider questions of meaning, authority, and context. What makes something sacred or canonical and who gets to decide, and what does it mean to trouble the sacred? Texts will be drawn from a variety of contexts. (Dr. Kane)
The study of history and the social sciences provides certain kinds of knowledge, skills, and understanding fundamental to a liberal education. An understanding of the American past continues to be a prerequisite for a participating citizen in a constitutional republic. Vital though such study is, an understanding of our nation alone is not enough. The examination of other cultures around the globe is crucial for broadening a student’s understanding of an interdependent world. The Department of History and Social Science therefore integrates the study of international cultures throughout its program. Detailed information on the department, faculty, courses, and other aspects of history and social science may be found at www.andover.edu/history.

DIPLOMA REQUIREMENTS

Entering four-year students must complete seven terms of departmental study successfully. History 100 is required for virtually all ninth-graders. For these students, a trimester of History 200, taken in the 10th grade, and three terms of U.S. history (History 300/4 or 300/5 and 310) complete the department’s requirement. Students entering as 10th-graders must complete four terms of departmental study successfully: a term of History 200 taken in 10th grade, and three terms of U.S. history as described above. Students entering as 11th-graders must complete three terms of U.S. history successfully as described above or, if given credit by the department chair for a U.S. history course taken previously, three terms of other courses in the department. Students entering as 12th-graders and postgraduates are strongly encouraged to take courses in history and social science but are not required to do so unless (1) the department deems their previous preparation inadequate, in which case they will be required to complete a term of departmental study; or (2) they took U.S. history in ninth or 10th grade, for which the department ordinarily does not grant credit.

For one-year international students, the diploma requirement is the completion of three trimesters of history, starting with History 320.

Exceptional 10th-graders, if they have completed at least two terms of history and social science with distinction, have made an outstanding score on the school’s History Qualifying Test, have received permission from the department chair, and have been approved by the Academic Council, may take History 340/0, the yearlong course in modern European history.

The Department of History and Social Science grants no credit for summer study, including work completed at the Phillips Academy Summer Session.

PLACEMENT

The department is dedicated to placing students in the appropriate level of history study. Such placement is ordinarily done by departmental review of a student’s previous record. For a number of students (certain Juniors and Lowers during spring term, and many new Uppers, Seniors, postgraduates, and international students during the orientation period in September), proper placement requires taking the History Qualifying Test (HQT). The HQT is one of several aids the department employs in making placements; no student is placed on the basis of the HQT alone.

On the basis of their previous academic record in history and social science and other subjects, some students may be advised to wait to begin the U.S. history sequence—a term (begin in January) or a year (begin the following September).

Whether so advised by the department or not, all students and their advisors should understand that there is no requirement that students begin U.S. history during the Upper year. Indeed, many students with strong interests in other areas may find it to their advantage to postpone completion of the history and social science diploma requirement until Senior year.

In all cases, final individual placement is determined by the department chair.

Phillips Academy Archive

The Department of History and Social Science encourages the use of the Academy’s extensive archival collection. For students who have completed History 300 or 310 and are interested in pursuing work with the raw materials of history (including oral history), the Academy archivist offers a unique tutorial-research opportunity on some aspect of the history of Phillips Academy or Abbot Academy. Students undertaking archival study for credit should apply for an Independent Project through the dean of studies.

REQUIRED SEQUENCE IN WORLD HISTORY

Four-year students are ordinarily expected to complete History 100 and History 200 before enrolling in other courses in the department. Three-year students must complete History 200 before enrolling in other courses in the department. Lowers seeking to qualify for admission to History 340 may attempt to do so by taking the HQT described above. Those Lowers seeking to postpone History 200 for academic reasons must consult with their advisors and petition the office of the dean of studies.
**HIST-100/0  World History 1000–1550: When Strangers Meet**  
(a yearlong commitment)

Four class periods per week. For Juniors. *When Strangers Meet* explores and connects key episodes in world history that contributed to the emergence of a global network. The course begins with the rise and reach of Islam, then examines the Mongol empire, and ends with the rise of European nation states and their subsequent competition overseas. By delving into specific stories, from Mansa Musa’s pilgrimage to Mecca, to Marco Polo’s appointment to the court of Kubilai Khan, to the first interactions between European explorers and Native Americans, students examine the political, social, and cultural forces that shaped the development of society from 1000 to 1550. An equally important objective of the course is to hone the skills of historians and social scientists: the abilities to think objectively; to read and evaluate primary documents and secondary materials; to organize outline notes; to distinguish between more and less important evidence to employ in written and oral argument; to use library research tools; and to utilize a variety of textual, visual, statistical, and physical materials to understand and explain the past.

**HIST-SS200  The Early Modern World**  
(1500–1800)

Four class periods per week. For Lowers. Focusing on developments in both the Western and non-Western worlds, this course offers an interregional perspective on the period 1500–1800. The course examines the economic competition that drew the nations of Europe into the broader world. Through close scrutiny of the Atlantic Rim and the trades in spices and slaves, students will probe the intertwining of personal, political, and economic relations that developed during this time. As in *History 100*, a central aim of the course is to enhance student development of the central skills of historical analysis and exposition. Particular emphasis will be placed on the skills of critical reading and historical writing.

**HIST-310  The United States**  
(f-s)

Four class periods. For Uppers and Seniors. Students must take *History 310* in the term immediately following their completion of *History 300*. The focus is on the United States during and after World War II. 

**Prerequisite:** Successful completion of *History 300/4 or 300/5*.

Students completing this course who wish to take the College Board Advanced Placement examination should check with their teachers, since extensive review is required.

**HIST-320/4  Topics in United States History for International Students (T2)**  
(a two-term commitment)

Four class periods. A course for entering Seniors for whom English is a second language. The intention of this course is to recognize the particular needs and strengths of students. The content is focused around key questions and issues in United States history. These include how a “democracy” emerged in America, the enduring dilemma of race and ethnicity, the rise of the American economy, and America’s role in the world. The course emphasizes writing and language skills by gradually increasing the complexity of assignments and the amount of reading.

**SURVEY OF MODERN EUROPEAN HISTORY**

**HIST-340/0  Modern European History**  
(a yearlong commitment)

Four class periods. This course is open to exceptional Lowers (determined via HQT results and with permission from the department chair) and to Uppers. The course has proven to be good preparation for the Advanced Placement examination in European history. Successful completion of this yearlong course, together with a year of U.S. history (*History 300 and 310*) and *History 100* for four-year students, satisfies the department’s diploma requirements.

The fall term consists of a background survey of the 16th, 17th, and 18th centuries, with particular emphasis on the political, economic, and intellectual revolutions that helped to mold the modern world. The focus of the winter term is the period 1800–1914, with continuing attention given to the shaping of modern thought, the emergence of the nation-state, and the effects of industrialization. In the spring term, the course covers topics in 20th-century Europe: the two World Wars and their effects, the nature of totalitarianism, and the Cold War and its aftermath. Reading is from primary and secondary sources, as well as fiction. Maps and visual materials are used where appropriate. (Mr. Quattlebaum)
HIST-SS480/SCIIE-480 Disease and Medicine in the United States: Pox and Pestilence

Five class periods per week. Open to Uppers and Seniors. See also SCIIE-480. In recent years, historians have begun to understand the impact of disease on the human story and have incorporated it into the more traditional narratives. In common with other parts of the world, the history of the United States has been profoundly influenced by infectious disease. In this course we invite you to come along on a multi-disciplinary journey to explore the impact of disease on the American experience in the 19th and 20th centuries. After exploring the pre-contact situation in the Americas, we will focus on syphilis, smallpox, bacterial sepsis, cholera, yellow fever, malaria, tuberculosis, influenza, polio, HIV/AIDS, and bioterrorism agents such as anthrax. Students will research the role these diseases played in the social, military, and political history of the United States together with the science and medicine that developed in response to them. This is a research seminar and students will use a variety of sources to write a term paper. There is no final examination. A student in this course is eligible for credit in either history or science. A student who wishes to receive history credit should sign up for HIST-SS480; a student who wishes to receive science credit should sign up for SCIIE-480. (Ms. Doheny and Dr. Hagler)

HIST-SS485 Out of Tune: Music and the State in the Twentieth Century

Four class periods per week. Can governments control culture? What effect can political oppression have on an artist’s work? What does it take to be accepted by a totalitarian state as a legitimate composer? Can you determine the real intentions of a composer working under a repressive regime? While some composers enjoyed approval and even served the purposes of the state, the 20th century is rife with examples of composers whose work was compromised, neglected, even forbidden. The rise of the technology of mass media also aided governments in their use of music. Hitler and Stalin, for example, were both masters of propaganda and were acutely aware of the power of music to influence people.

The course includes an exploration of the work of Richard Strauss, Dmitri Shostakovich, and Aaron Copland, amongst others, as well as the attitudes of the governments under which they worked. It ends with an examination of the artistic deprivations imposed by the Cultural Revolution in China. Students also will research a case study of their choice. A student who wishes to receive history credit should sign up for HIST-SS485; a student who wishes to receive music credit should sign up for MUSC-485. (Ms. Doheny and Mr. Walter)

ADVANCED COURSES

Advanced courses are open to students who have successfully completed at least one term of History 300. Each course has four class periods a week, unless noted otherwise. These courses may be taken for a term only, but students may choose to remain in two-term or yearlong elective sequences.

HIST-SS520 Economics I: Macroeconomics and the Global Consumer

Four class periods per week. The course introduces students to the basic principles of macro- and microeconomics and their application and relevance to national and international public policy. Students examine the development of the contemporary global economy and use basic theoretical tools to analyze current issues. Classes consist primarily of discussions, although the course also employs role-playing, debates, guest speakers, films, and student reports on their term projects. Students completing this course are eligible to enroll in History–Social Science 521 and/or History–Social Science 522.

Fall Term — Limited to Seniors. Coupled with History–Social Science 521 in the winter, the fall course will prepare students to take both the macroeconomics and microeconomics AP exams.

Winter Term — Preference to Seniors. Students enrolling in History–Social Science 520 in the winter will be prepared to take the microeconomics AP exam.

Spring Term — Preference to Seniors. Students seeking opportunities to develop a basic understanding of the discipline prior to attending college are encouraged to enroll, although those enrolling in the spring will not be prepared for an AP examination.

HIST-SS521 Economics II: Microeconomics and the Developing World

History–Social Science 521 continues the introduction to economics begun in History–Social Science 520. Students utilize the basic principles learned in History–Social Science 520 and study microeconomics, theory of the firm, the organization of markets, and the role of governments in all areas of the global economy. Special attention is given to development economics, resource markets, questions concerning racial and gender wage discrimination, and public sector issues such as health care and the economics of the environment. Students also study a range of economic development models and complete an applied research project using such models in relation to a contemporary developing country. Classes consist primarily of discussions, simulations, problem sets, and guest lectures.

Prerequisite: Successful completion of History–Social Science 520.
HIST-SS522  Economics Research Colloquium

This research colloquium investigates public policy issues in the field of economics. Topics include the debates over sustainable growth, tax reform, supply-side economics, labor organization, national industrial policy, pollution, population growth and welfare policy, and the ethical responsibilities of business. Classes center around discussion of individual students’ works in progress; a term paper and presentation on an issue of choice are required. There is no final examination.

Prerequisite: Successful completion of History–Social Science 520.

HIST-SS530  International Relations

This course will introduce the student to international relations by investigating the major schools of thought in international relations. The class also will examine the historical setting in order to understand emerging developments in various areas of the world. Events in Asia, Africa, the Middle East, Europe, and the Americas will be addressed as the current international situation unfolds. Class discussion is a major component of this course. (Mr. Gurry)

HIST-SS531  Comparative Government

This course introduces students to the world’s diverse political structures and practices. A comparative study of six nations—Britain, Russia, China, Nigeria, Mexico, and Iran—serves as a core for the course. By examining the political implications of different types of social and economic development, students become familiar both with general political concepts and with a broad array of specific issues, and they are able to use their knowledge as a template for examining how other countries respond to global challenges. Students customarily choose whether to write an in-depth paper or take a final exam. The course does prepare students to take the AP examination in Comparative Government and Politics, though this is not its primary goal.

HIST-SS532/1
HIST-SS532/2  East Asia

Each of these courses can be taken separately. If taken as a sequence, they offer students a comprehensive introduction to a broad swath of the world in which Islam is the most widely practiced faith and with which the United States is intimately involved. Stretching from Morocco to Kashmir, from the Balkans to Sudan to the former Soviet Central Asian republics, this vast area includes the world’s oldest crossroads in the heart of the Middle East and a contemporary cauldron of issues competing for our attention. The class will feature guest speakers, a film series, and opportunities for corresponding via e-mail with students in the region. Andover’s intranet and off-campus Internet sites are used extensively as resources and in daily assignments. (Mr. Drench)

Fall Term  (Modern China)—Four class periods per week. Following a rapid survey of Chinese history, the class concentrates on modern China since the early 19th century. Required reading includes selections from The Search for Modern China by Jonathan D. Spence and its accompanying documents anthology. Students write a research or other major paper or a series of short essays. There is no final exam.

Winter Term  (Modern Japan and Korea)—This course offers a survey of Japanese history, an introduction to Japanese culture, and an intensive examination of modern Japanese and Korean issues. While it is taught in loose collaboration with Japanese 300, no knowledge of the Japanese language is necessary. Students read two required texts chosen from among Japan’s Postwar History, by Gary D. Allinson; The Two Koreas, by Don Oberdorfer; Inventing Japan, by Ian Buruma; North Korea: Another Country, by Bruce Cumings; Japan: A Modern History, by James L. McClain; Learning to Bow, by Bruce Feiler; Norwegian Wood, by Haruki Murakami; and The Book of Masks, by Hwang Sun-won. Students write a research or other major paper or a series of short essays. There is no final exam.

HIST-SS533/1
HIST-SS533/2  The Middle East

Each of these courses can be taken separately. If taken as a sequence, they offer students a comprehensive introduction to a broad swath of the world in which Islam is the most widely practiced faith and with which the United States is intimately involved. Stretching from Morocco to Kashmir, from the Balkans to Sudan to the former Soviet Central Asian republics, this vast area includes the world’s oldest crossroads in the heart of the Middle East and a contemporary cauldron of issues competing for our attention. The class will feature guest speakers, a film series, and opportunities for corresponding via e-mail with students in the region. Andover’s intranet and off-campus Internet sites are used extensively as resources and in daily assignments. (Mr. Drench)

Fall Term  (The Middle East Heartland)—Four class periods. The fall term concentrates on the interior Middle East and North Africa. We survey history from the dawn of Islam to the present day, and then examine selected issues in depth. These issues have included the Israeli-Palestinian conflict, the Gulf War, statelessness, political Islam, terrorism, women and minorities, water and oil, the Iraq War, and the post-9/11 world. During the term, students are assigned several books to read. Other readings have included journal articles and primary documents. Students write a research or other major paper or a series of short essays, and engage in role-plays or contribute weekly reports from online media sites they follow regularly throughout the term. There is no final exam.
Winter Term (The Greater Middle East)—Four class periods. The winter term concentrates on the area between the Persian Gulf and the borders of Russia and China. There is a historical survey highlighting major themes, followed by an in-depth investigation of modern and contemporary issues. These have included political Islam, Afghanistan’s instability, Iran’s revolutions and nuclear program, the partition of India and the Indian-Pakistani rivalry in its Kashmiri and nuclear dimensions, regional energy-related issues, and the emergence of Muslim-majority states in Central Asia following the breakup of the Soviet Union. Students are assigned one or two books to read and/or choose another title from a varied booklist. Students write a research or other major paper or a series of short essays, and engage in role-plays or contribute weekly reports from online media sites that they follow regularly throughout the term. There is no final exam.

HIST-SS534 Africa and the World (not offered in 2008–2009)

Winter Term (A Brief History Up to the 20th Century)—This course examines the history of Africa and the world from the standpoint of three commodities: water, gold, and rubber. We begin with water and its central role in the unfolding of the earliest civilizations along the Nile River, ancient Nubia, and relations with Egypt, 4000 to 1000 B.C.E. We move to gold, the engine of growth and power for the great West African kingdoms from 800 to 1500 C.E., and the relations these kingdoms had with Europe, the Middle East, and eventually India and China. We conclude with a look at the rule of rubber, a modern commodity that helped to spur one of Africa’s tragic genocides as King Leopold of Belgium tried to capitalize in the Congo on global demand for automobile tires. As we examine history, every student will research a modern country. Open to Uppers and Seniors. (Dr. Shaw)

Prerequisites: None.

Spring Term (The Modern Challenge)—Among the greatest achievements of the 20th century was the liberation of African countries from colonial rule. This course examines the modern history of the continent using the lens of economics. However, the course is designed for those who have not enrolled in formal economics courses but are interested in learning a few basic economic concepts. From the rationale for colonialism and the sharing in Europe of the “Magnificent African Cake” (1885–1945) through the heady promise of growth and development with independence (1945–1980) to the current challenge of debt, aid, and the question of post-colonialist dependency (1980–present), we will look at all three stages of modern history on the continent. Students will research one topic in depth. Open to Uppers and Seniors. (Dr. Shaw)

Prerequisites: None.

HSS-535/3 Introduction to Latin America

(s)

This one-term course will introduce the student to many of the basic issues and themes that contribute to an understanding of Latin America. The class will deal briefly with the region’s common history, the pre-colonial and colonial experiences. Rather than attempt a full survey, the course will review in some depth historical and contemporary issues in Brazil and Mexico, by far the largest countries of the region. Regionally, the class will look at a number of common themes: the New Left in Latin America; issues of U.S. foreign policy; common economic problems and prospects; regional integration, etc. Each student will be asked to look at a given Latin American country, invoking this thematic material as appropriate. The goal is to understand this important and neglected region, in its diversity and commonality, as its many links with the United States become ever more pressing. (Mr. Perry)

HIST-SS536 Topics in European History

(not offered in 2008–2009)

For Seniors; not open to those who have taken History 340. Four class periods. The study of Europe in this setting will follow the broad scheme of organization presented in History 340. Selected topics may be given greater attention than they receive in a survey course. Students wishing to prepare for the College Board Advanced Placement examination should confer with the instructor early in the fall term.

HIST-SS537 Ancient History

(not offered in 2008–2009)

Four class periods. Each term of the course covers a unit of Greek and Roman history from the Minoan Period to the beginning of the Medieval Period. The fall term survey of Greek history, ending with the empire of Alexander the Great, makes full use of the Perseus Project: An Interactive Curriculum on Ancient Greek Civilization, a program incorporating the use of microcomputers with compact discs and video laser images. No experience in the use of computers is required. The winter term covers the period from the beginning of Rome until its transition from Republic to Empire; the spring term covers the Roman Empire until its transition to the Medieval Period.
HIST-SS570  United States Race Relations  
(not offered in 2008–2009)

This seminar focuses upon the myth of the melting pot and examines the forces that have made race a continuing theme in politics, economics, and social interactions. Students analyze opposing viewpoints of recognized experts in the field of race relations and examine definitions of race, ethnicity, prejudice, discrimination, and racism. To enhance communications, definitions of diversity and multiculturalism are examined and refined. Students are encouraged to discover impediments to positive race relations and to develop ways to facilitate greater understanding and respect among the several races that constitute the population of the United States. A major project paper is required as the culmination of the term’s work. There is no final exam.

HIST-SS571  Issues in Gender Relations  
(w-s)

How does your moment in history shape your sexuality and your identity as a man or a woman? How does your culture shape those same aspects of your self? How do differences of gender create cross-cultural misunderstanding? Who decides what is feminine or masculine? How have mass media shaped our beliefs about gender? This course will include reading, discussions, films, guest speakers, short papers, and a final research project. There is no prerequisite and there is no final examination. (Dr. Rotundo)

HIST-SS572  Nuclear Power and Weapons: Proliferation and Response  
(w)

This seminar follows the evolution of and reaction to atomic energy and the Bomb, from the discovery of fission in 1938 on Otto Hahn’s table in Nazi Germany, to Hiroshima, the Cuban missile crisis of 1962, the START talks, SDI and Chernobyl in the 1980s, and the increased danger of proliferation and nuclear terrorism after the Cold War into the 21st century. Historians, chemists, physicists, political scientists, and journalists are among those who tell the story in lectures, documents, and secondary accounts. Readings include Sheldon Stern, *The Week the World Stood Still*; Richard Smoke, *National Security and the Nuclear Dilemma*; and *Bulletin of Atomic Scientists* articles (2008–2009). The course entails class seminars, field trips, films, readings, a research project, a period test, and a final examination. (Mr. Quattlebaum)

HIST-SS573  Urban Studies  
(not offered in 2008–2009)

*Urban Studies* is both an academic and a service-learning course, with each part informing and enlarging the other. The course explores the history and present shape of the nearby “immigrant city” of Lawrence and examines its people and their special situation in the context of broader historical, social, and economic urban issues. It also will introduce developmental psychology, curriculum development, and group skills. Urban Studies students will engage in internships in a Lawrence school. Beyond the core course work, reading, writing, and discussion will be tailored to support the specific internship tasks. The course will culminate in an exhibition to synthesize the multidisciplinary academic work and the active internship learning. *Urban Studies* is a double course, counting for two credits. It is primarily for Seniors, who should apply to the instructor early in the winter term, although interested Uppers may apply.

HIST-SS574  Expansion and Indian Policy in 19th-Century America: “Kill the Indian, Save the Man”  
(not offered in 2008–2009)

In this course, students will explore the dramatic and often tragic events that accompanied the rapid expansion of white America in the 19th century. With the Louisiana Purchase in 1803, Thomas Jefferson hoped to realize his dream of expanding the United States. The journeys of Lewis and Clark and other explorers helped open up the continent and make the dream a reality. The remarkably rapid expansion of white America permanently altered the way of life for native peoples as they faced intrusion into their traditional homelands. Throughout the 19th century the white government developed policies to deal with the “Indian problem,” from assimilation to removal, from reservations to allotment. In this course, students will examine these policies and the race theories that underpinned them. How influential, for example, was the measurement of human skulls by Samuel Morton for his *Crania Americana*? What did it mean to “kill the Indian and save the man”? And how, then, could white officials justify the destruction of the buffalo in the name of progress? Students will use the collections at the Peabody Museum, together with traditional written source materials, to uncover white and Indian perspectives as the continent came under the control of the U.S. government. (Mrs. Doheny)
HIST-SS57  Abolitionism in Black and White

Offered in winter term, this IP seminar explores the American anti-slavery movement through the lives and work of abolitionists, both black and white. Among the questions we will address are:

- How did black and white abolitionists understand and approach the movement differently, and how did their motivations differ?
- How did slaves themselves resist slavery?
- To what degree did the racial attitudes of white abolitionists prevent them from working successfully with black abolitionists?
- Clearly, white abolitionists believed that the slaves should be freed, but how many believed that former slaves should enjoy rights equal to those of whites?
- How was the threat of violence (armed uprising) used in anti-slavery arguments?
- How did the changing nature of slavery (e.g., the growth of the domestic slave trade) influence the anti-slavery movement?

Both secondary and extensive primary sources will be used. After completing the introductory reading, each student will pick a topic to research and write about. Members of the seminar will meet regularly to discuss their research with one another and will also have regular individual meetings with the instructor. The major research paper or project will be due at the end of the term.

Students interested in taking this IP seminar should apply to be an Abbot Independent Scholar (application available in the Dean of Studies’ Office). Enrollment is limited to five students. (Mrs. Chase)

SEMINARS IN HISTORY & SOCIAL SCIENCE

These seminars are designed for Seniors, though Uppers may enroll with permission of the instructor. Pending adequate staffing and sufficient enrollment, the department will offer the following seminars in 2008–2009.

HIST-SS577A  American Popular Culture

In this course, students will examine the history of popular culture in the United States. The course will ask students to engage with a variety of popular culture forms (material culture, visual and aural culture, popular literature, etc.) and will introduce them to methodologies from different historical fields and perspectives. Students will investigate popular culture as evidence of the attitudes, assumptions, values, and anxieties of a society. Students will be encouraged to explore the contested meanings of culture, community, and membership in the United States as they cultivate an awareness of the ways popular culture has shaped—and been shaped by—race, class, and gender. Students will study both commercial and noncommercial aspects of popular culture, as well as consider how new forms of technology have altered the ways popular culture is produced and consumed. The course will examine the important role that American popular culture plays—and has played—in globalization. By looking at the products of popular culture historically, students will sharpen their abilities to read critically the popular culture of their own time. There is no final exam. (Ms. Ainsworth)

HIST-SS577C  The Founders and Their World

Those who founded the American republic confronted challenges that seem strikingly familiar: nation-building; terrorism; a ballooning national debt; use and misuse of the American military force; losing the respect of Europe; government suspension of civil liberties; and nasty presidential campaigns and disputed elections. This seminar invites a deeper understanding of the group of Americans “present at the creation.” Although they joined in making a revolution, they ultimately disagreed violently on the meaning of that revolution and its results. Making extensive use of primary documents and of recent appraisals of Washington, Jefferson, Adams, Franklin, Hamilton, Madison, and others, students will develop their own understanding of these individuals and how they met the challenges of their time. Investigating those who “invented” the nation will raise questions such as the following: Why are there so many founding fathers and, apparently, so few founding mothers? Have historians
overlooked figures that should be considered part of this group? Why did few of these “apostles of freedom” oppose slavery? Why did former colleagues and friends turn into bitter enemies? Why did so many of the founders die profoundly disillusioned with their new America? Students are expected to participate actively in seminar discussion and to write a research essay. There is no final examination. (Mr. Henningsen)

**HIST-SS577D**  The U.S. from Roosevelt to Roosevelt: America in the First Four Decades of the 20th Century

Four class periods per week. This course focuses on U.S. history starting with the Progressive Era, the 1920s, and the New Deal. As we examine the major reform movements of the Progressive Era, we will see how they were transformed by war and the nation’s postwar reaction. We will look at the continuities between the Red Scare of 1919–1920 and the social conflict of the “Roaring Twenties.” As we study Franklin Roosevelt’s administration in depth and its response to the Great Depression, we also will look at the WPA and other government attempts to reshape American culture. We also will study the response of the press, politicians, and others to the disturbing news of Hitler’s repression of the Jews, as well as Eleanor Roosevelt’s efforts to help refugees escape Europe. We will explore selected topics in politics, social history, and the culture of the first four decades of the 20th century. (Ms. Dalton)

**HIST-SS578**  Europe 1914–1945: War and Peace

Four class periods per week. Why did Europe become the battleground for two world wars fought within 25 years of each other? This seminar will examine the political, social, and economic conditions in Europe that set the stage for the bloodletting of the first half of the 20th century. The First World War caused the collapse of empires, the death of millions, and a fissure dividing an idealized old Europe and a disconcertingly modern new one. In the 1920s and 1930s the redrawn map of Europe, socialism, fascism, and Nazism all set the stage for the next great conflagration, while the art and literature of those years expressed key cultural shifts. The Second World War brought horrors that resonate to this day: Auschwitz, the siege of Leningrad, Stalin’s purges, the firebombing of Dresden, and the atomic bomb, to name just a few. When the war finally ended it would take a remarkable shift in thinking to reconstruct a war-torn continent. Readings will include historical narrative, literature, and memoirs. Independent reading, research, and writing will be the basis for assessment. There is no final examination. (Ms. Mulligan)

**ADVANCED INDEPENDENT RESEARCH IN HISTORY AND SOCIAL SCIENCE**

The Department of History and Social Science encourages highly qualified and motivated Seniors to research and write on topics of their own choosing, working on a tutorial basis with individual instructors. Such tutorials, which will require permission of both the supervising instructor and the department chair, may be undertaken as department-sponsored independent projects for one term, two terms, or the entire year.
The mathematics curriculum is built around a core sequence of eight trimester courses: three of elementary algebra, two of geometry, one of intermediate algebra, and two of precalculus topics. The completion of these eight trimesters will satisfy diploma requirements, but two additional trimesters are required before a student may enter calculus. Placement of new students in the appropriate first course is made by the department, which considers the record in previous schools, the results of a self-administered placement test in elementary algebra that is sent to newly admitted students in the spring, and the course program chosen by the entering student.

Typically students entering with no prior study of algebra start with Mathematics 100; those with a partial year of algebra enter Mathematics 150. Students entering with a full year of algebra typically start with Mathematics 210. If the results of placement testing indicate a need for algebra review, then students who have not taken geometry start with Mathematics 190 and continue to Mathematics 210 in the winter.

New students who have taken one year of elementary algebra and one year of geometry will satisfy diploma requirements by taking Mathematics 320, 330, and 340. Those with a strong background in intermediate algebra may enroll directly in Mathematics 330. On the basis of our placement test, Mathematics 250/4 may be required for some students before Mathematics 330 and 340.

The department recognizes that it is appropriate for some students to accelerate their study of mathematics and consequently offers bypass exams in Mathematics 320, 330, 360, and 580. These exams are usually, although not always, taken after summer study. A student can prepare for a bypass exam by taking a summer school course, by being tutored, or through self-study. Note that no credit for any summer school course is automatically granted. All students must demonstrate proficiency on a departmental exam. Permission of the department must be obtained before attempting to bypass any other course.

Students who plan to take a College Board SAT II Subject Test in mathematics should schedule the exam at the test date as close to the end of the appropriate math course as possible. Students who plan to take the SAT II Math Level IIC should do so after finishing Mathematics 360; those who plan to take the Level IC exam should do so after finishing Mathematics 340.

The majority of students take courses beyond the required level. Mathematics 350 and Mathematics 360 complete the precalculus sequence. The department offers many electives beyond precalculus, some of which lead up to and beyond Advanced Placement examinations of the College Board in calculus, statistics, and computer science.

Every student enrolled in a mathematics course must have a TI-83 or TI-84 graphing calculator. No other models will be used or supported by the department. Students may purchase TI-84 calculators by check or cash from the Phillips Academy Department of Mathematics. The purchase price for scholarship students is less than for others. No calculator that has CAS (Computer Algebra System) capabilities, including but not limited to the TI-89, TI-92, and TI-Voyager, may be used for departmental exams.

### Courses Leading to Satisfaction of the Diploma Requirement

**MATH-100/0** Elementary Algebra

(a yearlong commitment)

Five class periods. A yearlong course for students who have had little or no algebra. Stress is placed on an understanding of the elementary structure and language of the real number system, on the manipulative skills of simplifying expressions and solving first- and second-degree equations, and on the study and graphing of polynomial functions. Work is done with word problems, inequalities, irrational numbers, and right triangle trigonometry.

**Prerequisite:** None.

**MATH-150/4** Elementary Algebra (T2)

(a two-term commitment)

Five class periods. A two-term course for those new students whose knowledge and skills are not strong enough to enter the one-term Algebra Review or Geometry.

**Prerequisite:** A half to a full year of algebra.

**MATH-190** Algebra Review

(f)

Five class periods. A course for students who enter with a full year of algebra and whose knowledge and confidence indicate they need a brief review of algebra.

**Prerequisite:** A full year of algebra.
MATH-210  Geometry  
(f-w-s)  
Five class periods. A course for students who have had a strong ninth-grade algebra course but little or no geometry. This course is a thorough and systematic presentation of standard synthetic Euclidean geometry. Emphasis is placed on the need for precision and clarity in the writing of formal proofs.  
Prerequisites: A complete course in elementary algebra and good algebraic skills.

MATH-220  Geometry  
(f-w-s)  
Five class periods. This course continues the work of Mathematics 210, with increased emphasis on the algebraic and numerical aspects of geometry.  
Prerequisite: Mathematics 210.

MATH-250/4  Algebra Consolidation (T2)  
(a two-term commitment)  
Five class periods. A two-term course primarily for new students who have completed a yearlong geometry course but whose algebraic skills are not strong enough to place them in Mathematics 320 or 330. The course begins with a comprehensive review of elementary algebra and concludes with topics in intermediate algebra (as listed in the course description of Mathematics 320). Students with a (T2) grade of 4 or higher in this course enter Mathematics 330 in the spring. Students with a (T2) grade of 3 or below in Mathematics 250 enter Mathematics 320 in the spring.

MATH-310/0  Geometry and Precalculus  
(a yearlong commitment)  
Five class periods. A yearlong course for extremely able entering students who have completed with distinction an intermediate algebra course but have not completed a yearlong geometry course. The course covers Euclidean geometry (both synthetic and coordinate) and elementary functions. This course completes the diploma requirement and prepares students to enroll in Mathematics 350.  
Prerequisite: Credit for one year of elementary algebra and one year of intermediate algebra.

MATH-320  Intermediate Algebra  
(f-w-s)  
Five class periods. For returning students, this course is taken after Mathematics 220, Geometry. Topics include sets; properties of real numbers; factoring; fractional and negative exponents; radicals; absolute value; solutions of linear, quadratic, and radical equations; and word problems. In addition, students are introduced to the more advanced features of the TI-84 Plus graphing calculator.  
Prerequisite: Mathematics 220 or its equivalent.

MATH-330  Precalculus  
(f-w-s)  
Five class periods. An exploration of relations and functions with the TI-84 Plus graphing calculator. The uses of graphs and tables to solve equations, systems of equations, and inequalities are introduced. Students have the opportunity to collect data and create functions to describe the behavior.  
Prerequisite: Mathematics 320 or its equivalent.

MATH-340  Precalculus  
(f-w-s)  
Five class periods. An exploration of functions in greater detail and with more abstraction. Multiple representations of a function—as a table of values, as a graph, and as an algebraic rule—are a central theme. Elementary functions (polynomial functions and inverse functions, in particular) and their transformations, compositions, and applications are emphasized. Completion of this course satisfies the diploma requirement.  
Prerequisite: Mathematics 330 or its equivalent.

MATH-400  Elementary Functions II  
(f)  
Five class periods. A course primarily for entering Seniors who need to satisfy the diploma requirements in mathematics. The course focuses on functions and their applications, including polynomial, exponential, logarithmic, circular, and trigonometric functions. Strong emphasis is placed on graphing and the use of graphs as an aid in problem solving.  
Prerequisite: Credit for three years of high school mathematics or permission of the department.

ELECTIVE COURSES

Only courses with sufficient enrollment will be given.

MATH-350  Precalculus  
(f-w-s)  
Five class periods. This course focuses on rational, exponential, and logarithmic functions. The TI-84 graphing calculator is used for continued study of non-linear data sets with special attention to sets that grow exponentially and logarithmically. Elementary work with arithmetic and geometric sequences is included.  
Prerequisite: Mathematics 340 or its equivalent.
MATH-360  Precalculus Trigonometry
(é-w-s)
Five class periods. An exploration of the circular functions: sine, cosine, and tangent. Topics include right triangle trigonometry, simple harmonic motion, applications and proofs of trigonometric identities, polar and parametric graphs, and complex numbers. Mathematics 360 is the final course in the precalculus sequence.

Prerequisite: Mathematics 350 or permission of the department.

MATH-380/4  Accelerated Precalculus (T2)
(a two-term commitment)
This two-term course begins with a review of polynomial and rational functions and proceeds to cover logarithmic, exponential, and trigonometric functions, inverse functions, parametric equations, polar coordinates, vectors, complex numbers, and sequences and series. Upon successful completion of Mathematics 380, students will be ready to study Mathematics 380.

Prerequisite: Successful completion of Mathematics 310 with a grade of 4 or higher or placement by the department.

MATH-410  Probability
(w)
Four class periods. Includes sample spaces, counting problems, sampling, conditional probability, random variables, expected value, variance, standard deviation, binomial and normal distributions. The computer is used on applications that are too time-consuming to perform by hand and to simulate experiments for which there are no models.

Prerequisite: Mathematics 350 or its equivalent.

MATH-470  Introduction to Discrete Mathematics and Programming
(é-w-s)
Five class periods. This course blends a study of programming (using the Python programming language) with mathematics relevant to computer science. Students learn how to design simple algorithms and write and test short programs in Python. The course covers Python syntax and style, as well as data types, conditional statements, iterations (loops), and recursion. Selected mathematical topics include sets, number systems, Boolean algebra, counting, and probability. Students may choose to have this course recorded on their transcripts as either Mathematics 470 or Computers 350. A grade of 4 or higher in this course qualifies a student for Computers 500 (AP Computer Science I).

Prerequisite: Mathematics 210 or higher, or permission of the department.

MATH-480  Analytic Geometry
(w)
Four class periods. This course is an extension of earlier work on lines and curves in the plane. It includes extended locus problems and further study of the conic sections: parabolas, ellipses, and hyperbolas, and their simple rotations. The course includes an introduction to the algebraic description of three-space: vectors, curves, planes, simple surfaces, and their intersections.

Prerequisite: Mathematics 360 or its equivalent.

MATH-500/5  Advanced Mathematics (T2)
(a two-term commitment)
Four class periods. Primarily for Seniors, but open to other students who want to continue the study of functions and get an introduction to calculus. The calculus topics will include limits, problems of optimization, rates of change, areas under curves, and lengths of curves.

Prerequisite: Mathematics 360, Mathematics 400, or an equivalent course in trigonometry and elementary functions.

MATH-510  Calculus
(é)
Five class periods. Primarily for Seniors. Topics covered include a review of functions and graphing, limits, continuity, determination of derivatives and integrals from graphs of functions (not from their formal definitions).

Prerequisite: Mathematics 360 or the equivalent, or Mathematics 500.

MATH-520/5  Calculus (T2)
(a two-term commitment)
Five class periods. This is a continuation of Mathematics 510. Topics covered include the definite integral, the Fundamental Theorem of Calculus, further differentiation of functions, techniques and applications of integration. The most successful students will be in a position to do the AB Advanced Placement examination in calculus.

Prerequisite: A grade of 3 or higher in Mathematics 510 or permission of the department.

MATH-530  AP Statistics I
(é)
Five class periods. The first term of a yearlong sequence that prepares for the Advanced Placement Examination in Statistics. This term primarily covers the exploratory analysis of data, making use of graphical and numerical techniques to study patterns, and developing plans for data collection of valid information.

Prerequisite: Mathematics 360 or permission of the department.
MATH-530/5 \textbf{AP Statistics II (T2)}  
(a two-term commitment)  
Five class periods. A continuation of Mathematics 530, finishing the syllabus for the Advanced Placement examination in May. Topics include probability as the tool for producing models, random variables, independence, normal distribution, simulation, sampling, statistical inference, confidence intervals, and tests of significance.  
\textbf{Prerequisite:} A grade of 3 or higher in Mathematics 530.

MATH-560 \textbf{AB Calculus I}  
(s)  
Five class periods. This is the beginning of the four-term calculus sequence that, together with Mathematics 570, covers the syllabus of the AB Advanced Placement examination. This term focuses primarily on differential calculus: limits, continuity, derivatives, and applications of derivatives. Some integral calculus may be covered if time permits. Graphical, numerical, and analytic methods will be used throughout the course.  
\textbf{Prerequisite:} Mathematics 360 or its equivalent, with no grade lower than a 3 in Mathematics 340, 350, and 360.

MATH-570 \textbf{AB Calculus II}  
(#)  
Five class periods. This course continues the work of Mathematics 560 in preparation for the AB Advanced Placement examination. Topics include integration and applications of integral calculus.  
\textbf{Prerequisite:} Mathematics 560 completed with at least a 3 or Mathematics 580.

MATH-570/5 \textbf{AB Calculus II (T2)}  
(a two-term commitment)  
Five class periods. A continuation of Mathematics 570, finishing the syllabus for the AB Advanced Placement examination.  
\textbf{Prerequisite:} Mathematics 570 completed with at least a 3 or Mathematics 590.

MATH-575/0 \textbf{Accelerated AB Calculus}  
(a yearlong commitment)  
Five class periods. A yearlong course in calculus that begins only in the fall. Satisfactory completion of this course prepares students for the College Board AB Advanced Placement examination. This course does not prepare students for Mathematics 650. This course may require more than the standard four to five hours of homework per week.  
\textbf{Prerequisite:} Mathematics 360 or its equivalent, with no grade lower than a 4 in Mathematics 340, 350, and 360. Those students who do not meet this requirement should take either Mathematics 510 or 560.

MATH-580 \textbf{BC Calculus I}  
(#)  
Five class periods. This is the beginning of a four-term calculus sequence recommended for students who are well prepared in precalculus. With Mathematics 590 it covers the syllabus of the BC Calculus Advanced Placement examination. Topics covered include primarily differential calculus: limits, continuity, derivatives, the Chain Rule, related rates, and the Mean Value Theorem. Some integral calculus is also covered. Graphical, numerical, and analytic methods are used throughout the course.  
\textbf{Prerequisite:} Mathematics 360 or its equivalent, with no grade lower than a 4 in Mathematics 340, 350, and 360. Those students who do not meet this requirement should either take Mathematics 510 or 560.

MATH-590 \textbf{BC Calculus II}  
(#)  
Five class periods. This course continues the work of Mathematics 580 in preparation for the BC Advanced Placement examination. Topics include integration and applications of integral calculus.  
\textbf{Prerequisite:} Mathematics 580 completed with a grade of at least a 4 or departmental permission.

MATH-590/5 \textbf{BC Calculus II (T2)}  
(a two-term commitment)  
Five class periods. A continuation of Mathematics 590, finishing the syllabus for the BC Advanced Placement examination.  
\textbf{Prerequisite:} Mathematics 590 completed with a grade of 3 or better.

MATH-600/0 \textbf{Accelerated BC Calculus}  
(a yearlong commitment)  
Five class periods. A yearlong course in calculus that begins only in the fall. Enrollment is limited to the most able mathematics students. Satisfactory completion of this course prepares students for the College Board BC Advanced Placement examination. This course may require more than the standard four to five hours per week of homework. In order to qualify for this course, returning students must perform satisfactorily on a special precalculus qualifying examination given the previous spring term.  
\textbf{Prerequisite:} Mathematics 360 or its equivalent, with no grade lower than a 5 in Mathematics 340, 350, and 360, plus departmental permission and demonstrated excellence on entrance tests.
**MATH-630/1**
**MATH-630/2**
**MATH-630/3** Honors Mathematics Seminar

Four class periods. Each term's seminar will be devoted to one topic, which will be developed in depth. The term's topic will be announced the previous term and might be Topics in the History of Mathematics; Numerical Methods and Approximations; Non-Linear Dynamical Systems—Instability, Chaos, and Fractals; Complex Analysis; Abstract Algebra—Groups, Rings, and Fields; Mathematical Models in the World Around Us; Topics in Discrete Mathematics; or Number Theory. Participants need to be prepared to work on one topic in great detail and, in some seminars, to work as part of a team on the solution of problems.

**Prerequisite:** Three terms of calculus or departmental permission.

**MATH-650** Linear Algebra *(p)*

Four class periods. For students of demonstrated ability and interest. Topics include vectors, lines, and planes in space, and an introduction to linear algebra, including solving systems of linear equations using row reduction, Gaussian elimination, LU decomposition, matrices, vector spaces, and applications. There will be an emphasis on proofs throughout.

**Prerequisite:** Mathematics 590 or Mathematics 600, and departmental permission.

**MATH-651/5** Linear Algebra (T2) *(a two-term commitment)*

Four class periods. A continuation of Mathematics 650 with more focus on vector spaces and linear independence. Other topics include eigenvalues including complex eigenvalues, eigenvectors, discrete dynamical systems, the Gram-Schmidt process for finding orthogonal bases, least squares models, linear transformations, symmetric matrices, and change of basis. There will be an emphasis on proofs throughout. Applications will illuminate the theory and will be chosen with the interests of the students in the course.

**Prerequisite:** Mathematics 650.

**MATH-661/5** Calculus of Vector Functions (T2) *(a two-term commitment)*

Four class periods. This course covers functions of many variables, partial differentiation, gradients, vectors, vector valued function, multiple integration and its applications, line integrals, Green's Theorem, and Stoke's Theorem.

**Prerequisite:** Mathematics 650.

**COMP-310** Computer Applications and Web Page Design *(p-w-s)*

Five class periods. This one-term course exposes students to using a personal computer with business productivity applications such as Microsoft Excel and PowerPoint, as well as to the design of simple Web pages. The first half of the course covers the design of spreadsheets (data entry, formulas and functions, graphing, databases) and the creation of presentations (templates, inclusion of graphics and data, animation). After an overview of the hardware and software architecture of a PC and the Web, which starts the second half of the class, students learn the HTML language, which allows them to design their own Web pages. This course does not qualify a student for Computers 500.

**Prerequisite:** None.

**COMP-350** Introduction to Programming and Computer Science *(p-w-s)*

Five class periods. This one-term course introduces students to the fundamentals of computer programming using Java, Python, or Ruby. The course covers syntax and style of the chosen programming language, as well as data types, conditional statements, iterations (loops), and recursion. Introduction to object-oriented programming is an integral part of this course. Students learn how to write and test short programs, design simple algorithms, and use software development tools. A grade of 4 or higher in this course qualifies a student for Computers 500 (AP Computer Science I).

**Prerequisite:** Mathematics 210 or higher, or permission of the department.

**COMP-500** Advanced Placement Computer Science I *(p)*

Five class periods. The first term of a yearlong course in algorithms, object-oriented programming, and data structures, guided by the course description of the College Board's AB-level Advanced Placement exam in computer science. The course covers Java language syntax and style, classes and interfaces, lists and iterators. This course may require more than the standard four to five hours per week of homework.

**Prerequisite:** A grade of at least 4 in Computers 350 or permission of the department.
**COMP-500/5  Computer Science (T2)**
(a two-term commitment)

Five class periods. This course is the continuation of Computers 500 in Java. The emphasis is on data structures and the design of larger programs. This course completes the preparation for the AB-level Advanced Placement exam in computer science. The students will study abstract data types (stacks, queues, binary trees, priority queues, etc.), recursion, and algorithms (searching, sorting, hashing, etc.). The course may require more than the standard four or five hours per week of homework.

*Prerequisite: Computers 500.*

**COMP-630  Advanced Topics in Computer Science**

Four class periods. This class offers students with experience and advanced knowledge of computer science the opportunity to explore specific topics beyond the College Board’s AP curriculum. Topics will vary from year to year and may include Graphical User Interface design, introduction to computer graphics, or introduction to database design. This course may require more than the standard four or five hours per week of homework.

*Prerequisite: A grade of at least 5 in Computers 500 or permission of the department.*

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### MUSIC

**DIPLOMA REQUIREMENTS IN MUSIC FOR STUDENTS MATRICULATING IN 2008 AND BEYOND**

To fulfill the diploma requirement in the performing and visual arts, entering Juniors must earn no fewer than a total of four credits in art, music, and theatre and dance with at least one credit each in art and music. Entering Lowers must earn no fewer than three credits in art, music, and theatre and dance, with at least one credit each in art and music. Students should have completed one credit in music and one credit in art by the end of the Lower year. All entering students must take a music placement test to determine at what level they should enter into the music curriculum.

Entering Juniors and Lowers without much previous experience in music will enter the curriculum by taking Music 225. Students who read music and who have played an instrument for several years, but who have not had much formal classroom study, generally enter the curriculum by taking Music 235. Students who read music, who are experienced on an instrument, and who demonstrate proficiency in music theory will enter the curriculum by taking Music 300. (Note: Entering Juniors and Lowers planning to take the yearlong AP Music Theory sequence during their Upper or Senior year who have placed into Music 300 may petition for permission to waive the requirement to complete at least one credit in music by the end of the Lower year). Successful completion of Music 225 or Music 235 qualifies students for any 300-level Intermediate Elective (with the exception of Music 320) and Music 485. Successful completion of Music 300 qualifies students for any 300-level and most 400-level electives.

Entering Uppers must take a term in either music (300 level or above) or art. Entering Seniors should take one term of music (300 level or above), art, or theatre.

Students may take any course below the 200 level at any time and, if they desire, repeatedly. Please note, however, that ensembles for credit (Music 150–180) cannot count toward the diploma requirement in the arts unless taken after Music 225. Private Instrument and Voice Lessons for credit (Music 190) cannot count towards fulfilling the diploma requirement in the arts. Music 225, or exemption on the basis of performance on the music placement test, is a prerequisite for all electives.

**DIPLOMA REQUIREMENTS IN MUSIC FOR STUDENTS MATRICULATED PRIOR TO 2008**

Upon matriculation at Andover, all entering students took a required music placement test to determine their level of entry into the curriculum. All four-year students who took Music 210 or Music 220 during their Junior year completed their music diploma requirement. Many of the students who did not take Music 210 or Music 220 will take Music 225 in their Lower year or Music 200 in their
Upper or Senior year followed by either an ensemble for credit (Music 150–180) or any 300-level Intermediate Elective (with the exception of Music 320), or Music 485. Students who bypassed Music 200 as a result of their performance on the music placement test will satisfy their diploma requirements by taking two electives at the 300 level or beyond. The most advanced students will be strongly encouraged to take Music 300, the first term of the AP Theory Sequence.

APPLIED MUSIC

Courses in this section may be taken any time.

**MUSC-150** Fidelio Society
(f-w-s)

Two class periods. Open to all classes. This small group of mixed voices is selected from the chorus (Music 170). It performs on numerous occasions throughout the year both on chorus programs and on its own. Its repertoire includes music of all types, early and modern, sacred and secular. Membership is by audition and is conditional upon continued good standing in the chorus. A student may take Music 150 and Music 170 simultaneously, but only one will be for credit. This course, if failed, cannot be made up by examination. (Mr. Monaco)

**MUSC-160** Band
(f-w-s)

Two class periods. Open to all qualified students. Tryouts are held any time before the beginning of a term to test the student's ability and to arrange for seating. There are some school-owned instruments available for student use. All types of music for wind ensemble are rehearsed, including marches, as well as classical, popular, and show music. Some sight-reading is done, and at least one public concert per term is given. Students taking this course for credit must be taking either instrumental lessons or a weekly seminar in music theory. This course, if failed, cannot be made up by examination. (Mr. Walter)

**MUSC-165** Jazz Band
(f-w-s)

Two class periods. Open to all qualified students. Auditions are held at the beginning of the term, as usually only one player per part is accepted. This ensemble is in a typical big band format and performs the repertoire of the groups of Count Basie, Duke Ellington, Thad Jones, and Woody Herman, as well as contemporary Latin jazz and jazz/rock fusion compositions. Membership is conditional on continued good standing in the band. Students taking this course for credit must either be taking instrumental lessons or a weekly seminar in music theory. This course, if failed, cannot be made up by examination. (Mr. Cirelli)

**MUSC-170** Chorus
(f-w-s)

Two class periods. Open to all qualified students. The chorus is the Academy's major singing group composed of mixed voices, and it performs a variety of choral works, both sacred and secular. Those wishing to take the course on a non-credit basis need no previous choral participation, just a desire to work hard and attend all the rehearsals. Students taking the course for credit must be taking either voice lessons or a weekly seminar in music theory. If they have not sung in the chorus before, they may take the course for credit only with the permission of the instructor. This course, if failed, cannot be made up by examination. (Mr. Walter)

**MUSC-180** Chamber Orchestra
(f-w-s)

Two class periods. Open to all classes. Most of the music played is for string orchestra; the best winds in the school are invited to join for larger works. While Chamber Orchestra may be elected as a credit-bearing course, it is also an activity in which all are invited to participate. Students taking this course for credit must either be taking instrumental lessons or a weekly seminar in music theory. This course, if failed, cannot be made up by examination.

**MUSC-190** Private Instrument and Voice Lessons
(f-w-s)

Two class periods per week, plus required attendance at three on-campus concerts per term. Open to Lowers, Uppers, and Seniors. Juniors may enroll in the course only with the permission of the department chair. One class meeting each week is a 30-, 45-, or 60-minute instrumental or voice lesson. The other weekly class meeting is a theory seminar that reinforces notational and aural skills. Lessons are available on all band and orchestral instruments and, in addition, on the piano (classical and jazz), organ, harpsichord, harp, guitar (classical, folk, rock, and jazz), bagpipes, and voice.

*Music 190 as a credit course—instrumental lessons may be taken for credit or non-credit—is designed for students of all levels of ability who wish to study an instrument seriously. Instrumental study should not be entered into lightly: This work requires great commitment, self-motivation, independence, and discipline. In order that maximal progress is accomplished in minimal time, Music 190 credit students are expected to practice one hour every day. They must also prepare for a performance of their work at the end of the term. Music 190 does not count toward fulfilling a credit of the arts requirement.

There is an additional fee for private lessons; information regarding these fees is available through the Department of Music. Keyboard players are assessed a charge of $30 per term for their use of practice pianos and
organs. The Academy owns many other instruments that may be rented for $30 per term. Financial assistance for lessons and/or instrument rental is available for students who are on scholarship. A Music 190 credit student who is classified by the Department of Music as a beginner MUST take Music 190 for two consecutive trimesters. Music 190, if failed, cannot be made up by examination.

MUSC-191 Private Instrument and Voice Lessons
(f-w-s)

One class period. Weekly non-credit lessons are available on all band and orchestral instruments and, in addition, on the piano (classical and jazz), organ, harpsichord, harp, guitar (classical, folk, rock, and jazz), bagpipes, and voice.

There is an additional fee for private lessons; information regarding this fee is available through the Department of Music. Keyboard players are assessed a charge of $30 per term for their use of practice pianos and organs. The Academy owns many other instruments that may be rented for $30 per term. Financial assistance for lessons and/or instrument rental is available for students who are on scholarship.

DIPLOMA REQUIREMENT COURSES

The following three courses contribute toward satisfying the diploma requirement in music. Performance on the music placement test determines with which course a student should enter the music curriculum.

MUSC-200 The Nature of Music
(f-w-s)

Five class periods. Open to Uppers and Seniors only. This course offers a basic introduction to music literature, theory, performance, and composition. Music from many cultures and historical periods is examined in an attempt to increase student awareness of the patterns of syntax and vocabulary that comprise all musical language. Students compose several original compositions, and they also receive instruction on musical instruments. No previous experience in music is required.

MUSC-225 The Nature of Music A
(f-w-s)

Five class periods. Open to Juniors and Lowers only. This course offers a basic introduction to music literature, theory, performance, and composition. Music from many cultures and historical periods is examined in an attempt to increase student awareness of the patterns of syntax and vocabulary that comprise all musical language. Students compose several original compositions, and they also receive instruction on musical instruments. No previous experience in music is required.

MUSC-235 The Nature of Music B
(f-w-s)

Five class periods. Open to Juniors and Lowers only. This course is designed for students who have had some experience reading music and playing an instrument. As a more advanced version of Music 225, it will include more extensive experiences in composition. Study of some core works of music literature from a variety of cultures will help develop listening skills, and there will be opportunities for live music-making in class.

INTERMEDIATE ELECTIVES

Each of the following upper-level courses requires a course taken previously at the 200 level or placement determined by performance on the music placement test.

MUSC-300 Introduction to Theory and Composition
(formerly Music 270)

(f-w)

Five class periods. Entering students are expected to have at least a rudimentary familiarity with musical notation. A quick review of notation is followed by the study of scales, intervals, tonality, harmony, melodic organization, voice leading, four-part choral writing, harmonic progression, and style period analysis. Ear training skills are developed through dictation and sight singing, and keyboard skills are introduced. Students acquire some skill and experience working with computer programs for ear training and music processing. During the term, students compose several original compositions, including the final project of a minuet in the classical style. Students taking this course in the fall may combine it with Music 440 and Music 450 to form a yearlong AP theory sequence.

MUSC-310 Jazz History
(w-s)

Four class periods. This course begins by examining jazz’s mixture of African and European traditions and the subsequent pre-jazz styles of spiritual, blues, and ragtime. It then proceeds with a study of 20th-century jazz styles, beginning with New Orleans and culminating with the multifaceted creations of today’s artists. Along the way the course pays tribute to the work of some of jazz’s most influential innovators, including Louis Armstrong, Duke Ellington, Count Basie, Billie Holiday, Charlie Parker, and Miles Davis. Original recordings, photographs, and videos are used extensively throughout the term. (Mr. Cirelli)

MUSC-320 Improvisation
(s)
(formerly Music 420)

Four class periods (two singles, one double). The art of improvisation has appeared in the musical styles of many different cultures, though it is best known for its central role in jazz performance. Students will begin by employing and refining their aural skills while improvising in the
styles of early blues and jazz musicians. We will then explore more advanced harmonic concepts and begin improvising in increasingly complex styles, including those of contemporary popular music and modern jazz. Assessments will include quizzes, tests, transcriptions, and performance. (Mr. Cirelli)

Prerequisite: Open to intermediate and advanced instrumentalists and vocalists from all musical backgrounds who are familiar with music notation.

MUSC-330/1
MUSC-330/2  Topics in Western Music History
(formerly Music 250)

Five class periods.

Fall Term — A one-term survey of Western music history focusing on 18th-century Classicism and 19th-century Romanticism. Music is viewed as a mirror of its time. Selected readings and repertoire from these musical time periods are studied through melody, harmony, rhythm, form, and style, as well as literature, religion, mythology, politics, and biographies.

Winter Term — A one-term survey of Western music history focusing on music from the Medieval, Renaissance, Baroque, and Contemporary time periods. Included is the study of American music, including jazz and rock genres. Repertoire from these musical time periods is studied through melody, harmony, rhythm, form, and style, as well as literature, religion, mythology, politics, and biographies. (Mr. Lorenço)

MUSC-330A/3  Survey of Music History

Five class periods. A one term survey of Western music history. The course progresses chronologically from classical antiquity to the music of today, exploring along the way the religious, social, historical, and human issues surrounding music and its composition. Students who took Music 330/1 and/or Music 330/2 are not eligible for this course. (Mr. Lorenço)

MUSC-340  West African Drumming Ensemble

Honors/Pass/Fail. Four class periods. This course introduces the role of music in indigenous Africa with an emphasis on Yoruba Orisha Music and its linguistic dimension. It teaches both improvisational and ensemble skills, and cites Santería, Candomble, Lucumi, Vodum, Shungo, and Bembe as examples of Yoruba-derived cultural and musical practices in the Americas. The school owns 20 African drums; as many as 20 students can be enrolled in the course. If failed, this course cannot be made up by examination. In addition, this course cannot be taken as part of a four-course program. A $30 fee is charged for the use of the school’s African drums. (Mr. Alade)

MUSC-360  Electronic Music
(f-w-s)

Four class periods. This composition course is designed to enable students with modest notational skills to use electronic equipment in order to compose music. Equipment used includes mixing board, analog and four-track tape recorders, digital stereo and eight-track recorders, analog and digitally controlled synthesizers, drum machine, Macintosh computer, and sequencing software (Professional Performer). Projects include compositions in the style of musique concrète and other sound collages using synthesizers. Space limitations in the electronic music studio require that the course be limited to nine students per term. Students must reserve three two-hour private work sessions in the studio per week. A lab fee of $30 is charged for the use of the equipment. This course does not focus on popular music. Music 360, if failed, cannot be made up by examination. (Mr. Monaco)

ADVANCED ELECTIVES

Each of the following courses may require more than the standard four to five hours per week of homework.

MUSC-440  Intermediate Theory and Composition
(w)

Five class periods. Continuing from where Music 300 leaves off, this course examines dominant seventh chords, leading-tone sevenths, and nondominant seventh chords. In an attempt to bring theoretical knowledge into practice, score analysis is emphasized both in and out of class. Regular homework devoted to ear training, sight singing, and dictation begins to prepare students for the AP exam in the spring. During the term, students compose two major original works: a set of variations in the classical style and an original song setting of either a preexisting poem or an original text.

Prerequisite: Music 300 or permission of instructor.

MUSC-450  Advanced Theory and Composition
(s)

Five class periods. Completing the theory sequence, the focus for this term is on preparation for the AP exam in May. This exam, if successfully passed, will ensure that students receive college credit for their year of music theory study. Material covered includes modulation, secondary dominants, serialism, and other 20th century compositional techniques, American popular song, blues, and jazz. Students compose two major works: a 12-tone composition and a Sesame Street song in one of the popular styles studied.

Prerequisite: Music 440 or permission of instructor.
MUSC-460  Advanced Electronic Music  
(formerly Music 370) 
(s) 
Four class periods. This course continues to develop the skills and techniques introduced in Music 360. A $30 lab fee is charged for the use of the equipment. Music 460, if failed, cannot be made up by examination. 
Prerequisite: Music 360. 

MUSC-485  HIST-SS485  Out of Tune: Music and the State in the Twentieth Century  
(s) 
Four class periods (two singles, one double.) Open to Uppers and Seniors. See also HIST-SS 485. Can governments control culture? What effect can political oppression have on an artist’s work? What does it take to be accepted by a totalitarian state as a legitimate composer? Can you determine the real intentions of a composer working under a repressive regime? While some composers enjoyed approval and even served the purposes of the state, the 20th century is rife with examples of composers whose work was compromised, neglected, even forbidden. The rise of the technology of mass media also aided governments in their use of music. Hitler and Stalin, for example, were both masters of propaganda and were acutely aware of the power of music to influence people. 
The course includes an exploration of the work of Richard Strauss, Dmitri Shostakovich, and Aaron Copland, amongst other case studies, together with the attitudes of the governments under which they worked. It ends with an examination of the artistic deprivations imposed by the Cultural Revolution in China. Students will also research a case study of their choice. A student in this course is eligible for credit in either history or music. A student who wishes to receive history credit should sign up for HIST-SS485; a student who wishes to receive music credit should sign up for MUSC-485. (Mr. Walter and Ms. Doheney) 
Prerequisite: Successful completion of a 200-level music course. 

MUSC-500  Chamber Music Performance Seminar  
(s) 
Four class periods. This summary course affords students an opportunity to apply their theoretical knowledge to practical music making through the analysis and performance of chamber music. The process of performance and its attending anxieties also will be studied through readings and exercises. Class work consists of sight reading, performing, coaching, and discussing chamber works and performance issues. Homework consists of individual practice, group rehearsal, and readings from books about performance. Students are expected to be advanced instrumentalists and they generally will have taken at least one course beyond Music 300. Because different literature is studied each term, this course may be taken more than once. 
Prerequisite: Permission of the department. If failed, this course cannot be made up by examination. 

NATURAL SCIENCES 
To participate fully in society, citizens require knowledge of scientific issues and an understanding of how those issues relate to their lives. People who are broadly educated and who also have special expertise in the sciences are vital to the well-being of our planet and its inhabitants. The science program is focused around four major goals. 

In fulfilling the science requirement, Phillips Academy students should demonstrate: 
1. They can do science. A student should pose testable questions and formulate hypotheses; design and conduct experiments; organize, analyze, and interpret results and information; conceptualize and reason through problems, both qualitatively and quantitatively; and articulate and present clearly and accurately ideas, results, and analysis in an appropriately selected format. 
2. They are scientifically literate. A student should think clearly and critically about major issues relating to science; gain appreciation of and experience with the natural world; perceive the relevance of science to everyday life, including global environmental issues; and recognize the connections and interdependence among the traditional branches of science and between science and other fields. 
3. They participate comfortably and fully in an inclusive community of learners. Students and teachers should work effectively with persons of varied backgrounds, interests, and abilities in scientific collaboration, perceive the needs of the individual, team, or community, and work to meet those needs. 
4. They accept responsibility for the process of personal education. A student should play an active role in discussions, experiments, and decisions; ask questions, question answers, and maintain an independence of thought while engaged in learning; recognize that school is a piece of the continuum of lifelong learning, for science is a rapidly evolving field; and, hence, acquire skills that will allow one to learn beyond the halls of academia. 
The diploma requirement in science is two yearlong science courses. A strong program will include some experience in biology, chemistry, and physics. Most four-year students take biology in ninth grade, followed by chemistry in 10th grade; however, individual interests, backgrounds, and abilities may indicate other appropriate sequences. 
The division of natural sciences offers a variety of introductory and advanced courses, yearlong and term-contained in biology, chemistry, physics, and interdisciplinary fields. Staffing of yearlong courses is the first priority and students who wish to take a full year of
science can be so guaranteed only by taking a yearlong course. Enrollment in term-contained courses is limited and determined by seniority.

**BIOLOGY**

Most Juniors will take Biology 100 as their introductory science course. Uppers and Seniors are placed in Biology 540 or 560, 570, and 580 by the department chair. In general, students who have had a year of biology and honors in chemistry, or have had AP Chemistry and AP Physics, will be in the 560, 570, 580 sequence.

Lowers may take biology only by special permission from the department chair.

**BIOL-100/0** Introduction to Biology
(a yearlong commitment)

*Biology 100* is a five-hour course that includes significant time in the laboratory. This course is for Juniors. *Biology 100* is theme-based and focused on major biological topics. Studying a core text will be supplemented with other readings, writing assignments, and data analysis and interpretation. Students will learn a variety of study skills and will have an introduction to library research tools. Laboratory experiments and fieldwork are designed to acquaint students with fundamental biological principles and to build skills in the methods and techniques used to elucidate those principles.

**BIOL-410** Global Ecological Issues

*Biology 410* is a five-hour course with time each week spent either in the laboratory or in the field. Open to Uppers and Seniors who have completed a yearlong science course. Not open to students who have taken *Environmental Science 500* or a 500-level biology course.

The *United Nations Millennium Ecosystem Assessment* analyzed the consequences of ecosystem change for conservation and human well-being, and states that humans have changed global ecosystems more rapidly and extensively than at any comparable period of time in human history. *Biology 410* will explore the challenge that our society has of reversing the degradation of ecosystems while meeting demands for their services. Students in this course will undertake laboratory studies involving the quality of air, fresh water, soil, energy consumption and productivity, wastewater treatment, and biodiversity. The major goal of the course is to stimulate and reinforce student environmental interest and responsibility.

**BIOL-420** Animal Behavior

*Biology 420* is a five-hour course including time each week either in the laboratory or in the field. Open to Uppers and Seniors who have had one year of laboratory science, the course is designed to familiarize the student with the basic principles of animal behavior. The topics that receive the greatest emphasis are territoriality, aggression, mating strategies, courtship, parental behavior, migration, dominance, and the evolution of behavior patterns. Throughout the course, an effort is made to relate the behavior of animals to the behavior of humans. A project or a research paper will be required.

**BIOL-421** Ornithology

*Biology 421* is a five-hour course including time each week either in the laboratory or in the field. Open to Uppers and Seniors who have completed a yearlong science course.

No other group of chordates has captured the human imagination like birds. In the United States alone, approximately 30 million homes have installed birdfeeders, and the sale of feeders, seed, binoculars, and bird guides has become a multibillion-dollar business. The goal of this course is to provide an in-depth look into the world of birds by studying the behavior, anatomy, physiology, and natural history of these feathered vertebrates. The Andover area is rich in habitat diversity and corresponding bird species. A portion of the course will be dedicated to learning the identity (both visually and acoustically) of a segment of this local population. Labs will include numerous field trips and the study of the natural history of birds, using bird mounts, nesting boxes, feathers, and films.

**BIOL-440** Human Genetics

Four class periods. Open to Uppers and Seniors who have had one year of laboratory science. The entire human genome has been sequenced, and cloning of a human being is a distinct possibility. We now have the capability to modify the human genome in any number of ways. Explore the world of human genetics, from the DNA that makes up our chromosomes to the public policy and ethical issues that will impact how we live in the 21st century. Along the way we will examine the impact of genetics on human evolution, infectious and molecular disease, cancer, modern reproductive technology, transgenics, stem cell technology, and human cloning. Not open to students who have taken biology at the 500-level or above.

**BIOL-450** Microbiology

Four class periods. Open to Uppers and Seniors who have had one year of laboratory science. From AIDS, tuberculosis, and malaria to staph throat and the common cold, bacteria, parasites, and viruses affect our quality of life and are major obstacles to world development. This course will examine public health threats posed by selected microorganisms. We will study the biology and epidemiology of these microorganisms, learn how to keep ourselves healthy, and develop an awareness of personal and global public health issues.
BIOL-540/0  Topics in Advanced Biology  
(a yearlong commitment)

Biology 540 is a six-hour course. This college-level course treats the topics covered in an introductory biology course in greater depth and places greater emphasis on biochemistry and molecular biology. Laboratory work is an integral part of the course. Time is also set aside in the fall to learn about Andover ecology, in the winter to study the major diseases of the world, and in the spring to discuss important global issues.

The syllabus for this course is appropriate preparation for the College Board Subject Test and although the course is not specific preparation for the AP exam in biology, students who do well in this course are prepared for that exam. This course is open to Uppers and Seniors. (Students who received a final grade of 5 or 6 in Chemistry 300 or a grade of 4 or higher in Chemistry 550 or 580 should take Biology 560, 570, and 580 instead.) This course may require more than the standard four to five hours of homework per week.

Prerequisite: One yearlong course in chemistry. Lowers and students who received a final grade of 3 or below in chemistry need permission of the department chair to enroll.

BIOL-560  Cellular Biology  
(f)

Biology 560 is a six-hour course including time each week in the laboratory. Following a brief review of chemical principles, the course examines the major classes of biomolecules and how they are synthesized and degraded in the cell, with emphasis on reactions associated with energy conversion pathways such as respiration and photosynthesis. Enzyme function is considered both in terms of mechanisms of action and with regard to kinetics. The relationship between structure and function at the molecular level is emphasized in studies of molecular genetics and the control of genetic expression. Biotechnology is introduced through the laboratory. Not open to those who have had Biology 540. This course may require more than the standard four to five hours of homework per week.

Prerequisite: Honors in a yearlong course in chemistry.

BIOL-570  Human Anatomy and Physiology  
(w)

This six-hour course includes an in-depth consideration of some of the major systems of the human body. Emphasis is placed on the relationship between structure and function at the cellular, tissue, organ, and organ system levels. Not open to those who have had Biology 540. This course may require more than the standard four to five hours of homework per week.

Prerequisite: Biology 560 or permission of the instructor and the department chair.

BIOL-580  Evolution and Ecology  
(s)

Biology 580 is a six-hour course with time each week spent in the field or laboratory. Sustainability and change are the central themes through which we will consider evolution and ecology. Evolution is a major unifying theme in biology, and the mechanism of natural selection serves as a foundation for examining ecosystems and relationships between populations, including humans. Lab and field work are based on a study of the sanctuary forest. A short library research paper will be required. Not open to those who have had Biology 540. This course may require more than the standard four to five hours of homework per week.

Prerequisite: Biology 560 and/or 570 or permission of the instructor and the department chair.

BIOL-600  Molecular Biology  
Laboratory Research  
(r-w)

This is a course in laboratory research in molecular biology. Open to Uppers and Seniors. Permission of the instructor is required. Meets eight class periods (four double-periods) a week. Students in this course will learn laboratory techniques for working with DNA and bacteria. Experiments will center on the molecular genetics of microorganisms, including the isolation, cutting, and splicing of DNA by recombinant DNA biotechnologies, and the polymerase chain reaction. After learning a core of methodologies that are used in professional labs, students will apply them to short, focused research projects in biotechnology.

Uppers may use this course as a springboard for a science competition project, which would be accomplished at a professional lab during the following summer. Reading articles in scientific journals, as appropriate, is part of a student’s research. Students also will be asked to keep a lab journal and to write and present a scientific paper. This course, if failed, may not be made up by examination.

Prerequisite: One year of biology and one year of chemistry with grades of 4 or above.

BIOL-610  Molecular Biology  
Independent Research  
(w-s)

Students wishing to continue work from Biology 600 may apply directly to the instructor for permission to enroll in Biology 610. Enrollment is strictly limited and is at the discretion of the instructor and the chair of the Department of Biology. Laboratory schedules will be determined on a case-by-case basis; however, a student must be able to be in the lab for a minimum of eight hours per week at times when the instructor is available for supervision. This course is an advanced course that may require more than the standard nine hours of work per week. Requirements for successful completion of the term are similar to those for Biology 600. This course, if failed, cannot be made up by examination.
CHEMISTRY

The chemistry department offers two yearlong introductory courses in chemistry, each of which fulfills part of the diploma requirement for a laboratory science. Placement in Chemistry 250 and Chemistry 300 is generally based on concurrent mathematics placement. Students who wish to take the Chemistry AP exam may prepare for it by taking either Chemistry 550 (a yearlong course) or Chemistry 580 (an advanced, second-year course).

CHEM-250/0  Introduction to Chemistry
(a yearlong commitment)

Five class periods per week. An introduction to the chemical view of the material world, including atomic theory, atomic structure, chemical reactions, the nature of solids, liquids, gases, and solutions, general equilibria, acid-base theories, electrochemistry, and aspects of nuclear chemistry. Emphasis is placed on developing problem-solving skills as well as on making connections between chemical principles and everyday life. A college-level text is used, but the pace of this course is adjusted to ensure that students have ample opportunity to ask questions. Laboratory work is an integral part of the course. The syllabus is appropriate preparation for the College Board Subject Test. High honors work adequately prepares a student for Chemistry 580.

Co-requisite: Registration in Mathematics 210 or above.

CHEM-300/0  College Chemistry
(a yearlong commitment)

Five class periods per week. This course is an introduction to the theoretical framework of modern chemistry, including atomic structure, chemical bonding, phase changes, solutions, chemical reactions, thermodynamics, kinetics, general equilibria, acid-base equilibria, electrochemistry, and aspects of inorganic and nuclear chemistry. Emphasis is placed on developing problem-solving skills and understanding the experimental basis of theories. A college-level text is used. Laboratory work is an integral part of the course. The syllabus of this course is appropriate preparation for the College Board Subject Test.

Co-requisite: Registration in at least Mathematics 310 or above.

Prerequisite: Grade of 4 or above in the previous mathematics course.

CHEM-460  Chemistry of the Environment

Four class periods per week. Open to Uppers and Seniors only. This course is concerned with the effect of chemistry on the earth and the implications of human action on the environment. Current issues—such as global warming, ozone depletion, air and water pollution, chemical waste, and alternative sources of energy—are discussed. Chemical theories and principles are introduced as needed.

Prerequisite: One year of biology, chemistry, or physics.

CHEM-550/0  Advanced Placement Chemistry
(a yearlong commitment)

Six class periods per week, two of which are in the laboratory. This course is not open to students who have taken Chemistry 300 or its equivalent, or to Juniors, with the exception of those Juniors enrolled in Math 650. This is a rigorous course that treats the topics addressed in College Chemistry in greater depth and prepares students for the Advanced Placement examination in chemistry. Laboratory work is an integral part of the course. This course may require more than the standard four to five hours per week of homework. The syllabus of this course is appropriate preparation for the College Board Subject Test. A short research paper or advanced laboratory work may be undertaken in lieu of a final exam at the end of the spring term.

Prerequisite: Grade of 5 or above in Chemistry 250. Students who earn a 4 in Chemistry 250 may take Chemistry 550 after taking Physics 380 or Physics 550. Students with no previous chemistry who are in Mathematics 360 or above may enroll in this course. Students with no previous chemistry who are in Mathematics 350 or below may enroll in this course only with permission from the department chair.

CHEM-580/0  Advanced Chemistry
(a yearlong commitment)

Six class periods per week. Open to students with a 6 in Chemistry 250 or a 5 or above in Chemistry 300. Students with a 4 in Chemistry 300 may take Chemistry 580 after taking Physics 380 or Physics 550. This rigorous second-year course builds on principles learned previously, prepares students for the Advanced Placement examination, and includes topics beyond the AP syllabus. This course may require more than the standard four to five hours per week of homework. Laboratory work is an integral part of the course. Students will have an opportunity to review current literature on selected topics or select a lab research topic in preparation for a class seminar they will present in lieu of a final exam at the end of the spring term.

CHEM-610  Organic Chemistry

Four class periods per week. This course introduces many of the basic reactions and concepts students will encounter in their future studies of chemistry, biology, or medicine. Rather than covering a large number of reactions, as might happen in a second-year (full year) college organic chemistry course, this course emphasizes an understanding of general principles of reactivity and mechanism. The classroom work is supplemented by demonstrations and laboratory investigations, through which students learn the fundamental tools of this highly empirical science. In addition, each student gains detailed knowledge of an area of active research related to organic chemistry. After selecting a topic of interest, each student prepares a paper and a class seminar, using current scientific literature. This course may require more than the standard four to five hours per week of homework.

Prerequisite: Completion of either Chemistry 550 or 580.
INTERDISCIPLINARY
SCIENCE

SCIE-430 ______ Forensic Science
(s)
Five class periods per week. Open to Uppers and Seniors
only. This course will introduce students to the science
of forensics. Students will learn to observe a crime scene
and analyze different types of evidence found there.
Designed as an interdisciplinary course, aspects of biology
(DNA), chemistry (toxicology and chemical analysis) and
physics (ballistics) will be discussed. The course will have
a significant lab component, which will include develop-
ing fingerprints, identification of physical evidence and
unknown chemicals, and DNA analysis.
Prerequisite: One year of chemistry and either one year of biol-
ogy or a concurrent enrollment in a year-long biology course.

SCIE-460 ______ Meteorology
(w-s) (formerly Physics 360)
Four class periods. Meteorology is the study of the atmos-
pheric environment, or weather. Topics may include the
structure of the atmosphere, atmospheric energy transfers,
optics and moisture, the formation of dew, fog, clouds and
precipitation, pressure, forces and wind, storms, forecast-
ing, and climate change.
Prerequisite: Completion of one yearlong chemistry course in
addition to either completion of Physics 320 (or the equiva-
 lent) or completion of Physics 250.

SCIE-470 ______ Human Origins
(s)
Five class periods, including weekly field or laboratory
work. Open to Uppers and Seniors. Take a look around.
Regardless of where you are, the consequence of three mil-
lion years of human evolution is evident. This interdisci-
plinary science course uses insights drawn from history,
art, archaeology, and other disciplines to chart the human
journey from hominid to the first civilizations that fore-
cast the modern world. Hands-on laboratory exercises
emphasize use of Peabody Museum of Archaeology col-
cections and challenge students to apply ancient techniques
to solve daily problems of survival.

SCIE-480/ HIST-SS480 ______ Disease and Medicine in the
United States: Pox and Pestilence
(p)
Five class periods per week. Open to Uppers and Seniors.
See also HIST-SS480. In recent years, historians have
begun to understand the impact of disease on the human
story and have incorporated it into the more traditional
narratives. In common with other parts of the world, the
history of the United States has been profoundly influ-
enced by infectious disease. In this course we invite you to
come along on a multi-disciplinary journey to explore the
impact of disease on the American experience in the 19th
and 20th centuries. After exploring the pre-contact
situation in the Americas, we will focus on syphilis, small-
pox, bacterial sepsis, cholera, yellow fever, malaria, tuber-
culosis, influenza, polio, HIV/AIDS, and bioterrorism
agents such as anthrax. Students will research the role
des of these diseases played in the social, military, and political
history of the United States together with the science and
medicine that developed in response to them. This is a
research seminar and students will use a variety of sources
to write a term paper. There is no final examination. A
student in this course is eligible for credit in either history
or science. A student who wishes to receive history credit
should sign up for HIST-SS480; a student who wishes to
receive science credit should sign up for SCIE-480.

SCIE-490/ PSYC-490 ______ The Brain and You—
A User’s Guide
(w)
Five class periods. Open to Uppers and Seniors. See also
PSYC-490. The human brain is the most sophisticated
biological organ ever evolved on Earth and is the source of
all human cognitive functions. Have you ever wondered
how your works? How do you use it to enjoy music, for
social relationships, or to experience strong emotions?
Have you ever asked yourself whether there are differences
between the male and female brains or if the capabilities
of the human brain are really unique in the animal king-
dom? Join us in this interdisciplinary course as we search
for answers to these questions (and more) by examining
the evolution and function of the brain and how this
applies to understanding the role of the brain in complex
human psychology, including the perception, creation,
and performance of music, personality, memory, and
other higher intellectual activities. A student in this course
is eligible for credit in either science or psychology. A
student who wishes to receive science credit should sign up
for SCIE-490; a student who wishes to receive psychology
credit should sign up for PSYC-490.

SCIE-500/ ______ Environmental Science
(a yearlong commitment)
Five class periods. The course begins with a study of the
components of the biosphere and the fundamental princi-
ples that underlie the interdependence of the earth’s sys-
tems, including energy flow and the recycling of matter.
Students will consider renewable and nonrenewable
resources in the context of population dynamics. Dis-
cussions of pollution and environmental quality will
lead to the study of global change, both natural and
human-induced. As we develop our knowledge, we will
critically examine environmental issues in the news. This
analysis will lead to discussions on the roles of economic
forces, cultural and aesthetic considerations, ethics, and
environmental regulations in shaping our biosphere.

This course may require more than the standard four
to five hours of homework per week.
Prerequisite: One yearlong course in biology and one year-
long course in chemistry. Not open to students who have taken
Biology 410.
PHYSICS

PHYS-200/0  Introduction to Physics
(a yearlong commitment)
(formerly Physics 250)

Five class periods. All students who wish to enroll in Physics 200 must secure written permission from the department chair. This course is open to Lovers, Uppers, and Seniors who do not yet have the mathematics skills to enroll in Physics 380. An introductory course in the basic concepts of physics that emphasizes student participation.
Co-requisite: Registration in at least Mathematics 210.

PHYS-320  Classical Mechanics
(s)
This is the fall term of Physics 380, for students who do not wish to make a yearlong commitment. Students take the same final exam as the Physics 380 students. A student who finishes Physics 320 has the option of continuing in the winter and spring terms of Physics 380.
Co-requisite: Registration in at least Physics 330.

PHYS-380/0  College Physics
(a yearlong commitment)
(formerly Physics 300)

Five class periods. Not open to Juniors, except by permission of the department chair. A non-calculus physics course, including a study of classical mechanics, electricity, magnetism, wave motion, light, relativity, and atomic and nuclear physics. Laboratory work is an integral part of the course. The syllabus of this course is appropriate preparation for the College Board Subject Test in physics.
Co-requisite: Registration in at least Mathematics 310 or 330 (or permission of the department chair if in Mathematics 320 in the fall term).

PHYS-440  Cosmology
(formerly Physics 340)

Four class periods. Cosmology is the study of the structure and origin of the universe. Topics may include the birth and death of stars, stellar temperatures, magnitudes and distances, the structure and origin of galaxies, the Big Bang, the search for extraterrestrial life, and the possible fate of the universe. Class time will be replaced by one evening observation session in the observatory. (Check Master Calendar each term.)
Prerequisite: Prior completion of or concurrent enrollment in one chemistry or physics course, and registration in at least Mathematics 340.

PHYS-450  Physical Geology
(formerly Physics 340)

Four class periods. A general introduction to physical geology, to include minerals, rocks, measurement of geologic time by radioactivity and fossils, volcanoes, seismology and earth structure, deformation of strata, faults, and plate tectonics. Some of the periods will be used for laboratory work.
Prerequisite: Previous completion of one year of physics or chemistry, and registration in at least Mathematics 340.

PHYS-520  Electronics
(formerly Physics 420)

Five class periods. A course in modern solid state electronics that considers passive circuit elements and their combinations, diodes, transistors, and integrated circuits. There will be considerable laboratory work.
Prerequisite: Previous completion of or concurrent enrollment in Physics 380, and completion of Mathematics 360.

ADVANCED COURSES

PHYS-550/0  Calculus-Based Physics
(a yearlong commitment)

Five class periods. Physics 550 prepares students for both Mechanics and Electricity and Magnetism of the C level Advanced Placement examination, and entrance to honors-level programs in physics at the university level. Calculus will be used as required. Open to students who (a) will be enrolled in at least Mathematics 590 or who have completed Mathematics 575, (b) do not quality for Physics 580, and (c) have earned a 4 or higher in their two most recent terms of math. Physics 380 is also an option for these students. This is a rigorous course that may require more than the standard four to five hours of homework per week.
PHYS-580/4  Calculus-Based Physics (T2)  
(a two-term commitment)

Five class periods. This is a rigorous course in mechanics (fall term), and electricity and magnetism (winter term). Calculus will be used as required. This course prepares students for both Mechanics and Electricity and Magnetism of the C level Advanced Placement examination, and entrance to honors-level programs in physics at the university level. This course may require more than the standard four to five hours of homework per week.

**Prerequisite:** A grade of 6 for the year in Physics 380 or its equivalent, and enrollment in at least Mathematics 590 or its equivalent.

PHYS-600  Relativity and Quantum Mechanics  
(s)

Four class periods. Relativity and quantum mechanics are two theories that completely revolutionized our thinking about the universe. The course is a survey of the basic ideas underlying these theories. Special mathematical techniques needed for a better understanding of the material are developed in the course. This course may require more than the standard four to five hours of homework per week.

**Prerequisites:** Concurrent enrollment in Physics 550 or 580, and enrollment in at least Mathematics 590.

PHYS-630  Fluid Mechanics  
(f)

Four class periods. Students taking this course will learn about fluid statics and dynamics. Dimensional analysis and derivation of Bernoulli and Navier-Stokes equations will provide the methods necessary for solving problems. This course may require more than the standard four to five hours of homework per week.

**Prerequisite:** A grade of 5 or 6 for the year in Physics 550 or Physics 580 and a grade of 5 or 6 for the year in Mathematics 590 or Mathematics 600.

PHYS-650  Physics Seminar  
(w)

Four class periods. The focus of this course is intermediate mechanics. Topics will vary according to the interests of the instructor and the students. This course may require more than the standard four to five hours of homework per week.

**Prerequisite:** Completion of Mathematics 590 and of the fall trimester of Physics 550 or 580, or permission of the instructor.

PHYSICS 580-PHILOSOPHY AND RELIGIOUS STUDIES 310

The department seeks to initiate students into three distinctive human quests: the search for meaning, the search for justice, and the search for the foundations of knowledge. The process of initiation is intended not only to provide an introduction to outstanding literature in the field but also to assist the student in effecting a personal appropriation of the search and in developing the necessary skills for its pursuit. Active class participation is an essential part of this process; hence, failed courses cannot be made up by examination alone.

The department diploma requirement is successful completion of any one-trimester course; this requirement applies only to those who attend Phillips Academy for three or four years. Four-year students fulfill their requirement in the Lower year. Courses are offered at a variety of levels. All courses involve four class periods.

PHRE-300  Asian Religions: An Introduction  
(f-w-s)

Four class periods. Not open to Juniors. An introduction to religious studies through examining some of the traditions that originated and flourished in Asia and are practiced by people throughout the world today. Using an approach that is both critical and empathetic, students will explore the fundamental structures of belief, meaning, and practice that constitute the traditions of Hinduism, Buddhism, and Chinese religion, the diversity within each of these traditions, and their multiple manifestations throughout the world. In doing so, students will also explore their own essential questions of meaning in dialogue with these traditions. Texts may include The Bhagavad-Gita, The Dhammapada, and the Tao Te Ching.

PHRE-310  Religions of the Book: Judaism, Christianity, and Islam  
(f-s)

Four class periods. Not open to Juniors. This course introduces students to the religious traditions that originated in the Middle East, flourished in and formed the West, and are practiced by people throughout the world today. Using an approach that is both critical and empathetic, students will be introduced to the origins and history of each tradition. They will become acquainted with the fundamental structures of belief and meaning that shaped adherents' lives, the rituals that formed and renewed them, and the social teachings that moved them to action. In doing so, students will learn something about the character of each religious path and about the questions to which we all seek answers.
PHRE-320 Perspectives on the Hebrew Bible (Old Testament)  

Four class periods. Not open to Juniors. The Hebrew Bible, or Old Testament, is the one scripture shared by Judaism, Christianity, and Islam. It begins the story of monotheism in the West and introduces persons and principles who figure significantly in all three traditions. Students will consider the text’s literary qualities, religious significance, and historical setting. Class discussions and written exercises stress close reading and critical analysis of this core narrative of a people under God.

PHRE-330 The New Testament Perspective  

Four class periods. Not open to Juniors. The course will consider, in their cultural and historical context, the person and teaching of Jesus of Nazareth, the development of the early Christian community, and the religious claims of that community concerning the Christ.

PHRE-340 Introduction to Ethics  

Four class periods. Not open to Juniors. Students in this discussion course will be introduced to a variety of approaches to ethical reflection. Through the use of classical texts and personal and literary stories, students will develop a common vocabulary with which to understand and critically evaluate their moral experience.

PHRE-360 Proof and Persuasion  

Four class periods. Not open to Juniors. A practical introduction to informal logic and to the philosophical study of language. Some of the questions raised are the following: What is the difference between a good argument and a poor one? What are the common fallacies of thought? What are the limitations of logic? What are the meaning of “meaning” and the truth about “truth”? The course stresses the development of individual skill in argument and includes a critical examination of the patterns of thought one encounters every day in magazines, in newspapers, and on television.

PHRE-370 Views of Human Nature  

Four class periods. Not open to Juniors. A critical examination of selected traditional and contemporary views of human nature with the following questions in mind: Do we have a characteristic nature? What are our basic needs, purposes, rights, obligations, and values? To what extent are our actions determined by heredity and instinct? Are we free? Are we responsible for our actions? Do the answers to any of these questions differ for males and females? Given an understanding of human nature, how should we structure society to satisfy our needs and take advantage of our potential? Class discussions and written exercises are designed to encourage participants to develop views of their own against a background of a basic understanding of the readings.

PHRE-410 Religion in America  

(to be offered in 2009–2010)

PHRE-420 Responses to the Holocaust  

Four class periods. Open to Uppers and Seniors, and to Lower with permission of the instructor. An exploration of the Holocaust through diaries, memoirs, films, works of fiction, and later nonfiction reflections on the phenomenon. Questions to be engaged include the following: What was it like for the victims? What was it like for the perpetrators? Who were the bystanders? How could it have happened? What elements from Jewish, Christian, and secular tradition contributed to its possibility? What inspired and motivated resistance, and how were resistance efforts sustained? How have various Jewish, Christian, and secular thinkers responded to the challenge of this event? What have been some of its effects on our own feelings about life and human beings? Texts may include Night, Between Dignity and Despair, The Sunflower, Tales of the Master Race, Ordinary Men, and The White Rose. Films may include Night and Fog, One Survivor Remembers, Weapons of the Spirit, and America and the Holocaust.

PHRE-430 Law and Morality  

Four class periods. Open to Uppers and Seniors, and to Lower with permission of the instructor. A critical examination of issues that arise out of the relationship between law and morality. Questions of concern include the following: For what reasons, if any, should an individual obey or disobey the laws of society? Which kinds of governments (monarchy, aristocracy, democracy, etc.), if any, are legitimate? To what degree should society restrict the freedom of individuals through laws on matters like abortion, pornography, race, and sexual relations? Class discussions and written exercises are designed to encourage participants to develop views of their own against a background of basic understanding of the readings.
**PHRE-440 Nonviolence in Theory and Practice**

Four class periods. Open to Uppers and Seniors, and to Lowers with permission of the instructor. Gandhi and Martin Luther King Jr. are well-known figures who successfully applied nonviolence to conflict situations in the 20th century. Is nonviolence still a viable option for us today? This course includes study of Gandhi, King, and contemporary practitioners who assert that nonviolence is both a viable and a necessary means of combating all forms of violence, including terrorism. Readings will include works by Gandhi, Bondurant, King, Sharp, the Dalai Lama, and other contemporary practitioners.

**PHRE-450 In Search of Meaning: Suffering, Resistance, and Hope**

(Not offered in 2008–2009)

Four class periods. Open to Uppers and Seniors and to Lowers with the permission of the instructor. This is a two-credit, interdisciplinary, Senior-level course; students also must sign up for English 572/1. The range of human capacity for cruelty and compassion, cowardice and heroism, and blindness and vision has marked the 20th century and continues to unfold before us. From South Africa to Bosnia and from China to the United States, experiences of suffering, resistance, and hope raise important issues of human responses to political and social oppression. What are the origin, nature, and purpose of suffering? What are the sources of individual and collective resistance? Is hope futile in the face of escalating violence? By looking through the multiple lenses of philosophical texts, literature, and film at particular global struggles, students shall explore these and other questions in a seminar format.

**PHRE-460 Bioethics: Medicine**

(F-W)

Four class periods. Open to Uppers and Seniors, and to Lowers with permission of the instructor. Modern medical research and practice present society with new opportunities and huge challenges, and doctors are guided by both ethics and science in the search for new remedies, the treatment of patients, and the struggle for just social and health care policies on a national and global scale.

This course provides a brief introduction to ethics, its application to issues in medicine and medical research, and its role in setting public policy. Topics may include the physician/patient relationship, professional codes, international standards in drug development, stem cell therapies, and the provision of health care to those in need.

**PHRE-470 Bioethics: The Environment**

Four class periods. Open to Uppers and Seniors, and to Lowers with permission of the instructor. We are facing unprecedented environmental challenges to climate, life forms, human health and population, and essential resources. We tend to treat such issues simply as scientific or political problems. In reality, ecological controversies raise fundamental questions about what we human beings value, the kind of beings we are, the kinds of lives we should lead, and our place in nature. Sustainability is not possible without a deep change of values and commitment. In short, environmental problems raise fundamental questions of ethics and philosophy. This course seeks to provide a systematic introduction to those questions.

Each of the following courses may require more than the standard four to five hours per week of homework.

**PHRE-500 Existentialism**

(F)

Four class periods. Open to Uppers and Seniors. The term existentialism covers a broad range of attitudes and values joined together by an emphasis on human existence. The authors brought together in its name share a characteristic concern for the problems of meaning, identity, and choice that confront men and women in everyday life. The lectures, discussions, and readings are designed to help us locate and express these problems as they confront each of us in our own lives, and to assist in understanding and resolving them by drawing on the experiences and insights of the major existentialist thinkers. Readings include Nikos Kazantzakis, Zorba the Greek; Friedrich Nietzsche, Thus Spake Zarathustra; Jean-Paul Sartre, No Exit and Being and Nothingness; and Sören Kierkegaard, The Sickness unto Death.

**PHRE-510 Justice and Globalization**

(S)

Four class periods. Open to Uppers and Seniors. What is justice? What is the meaning and worth of calls to fight injustice and to strive to make the world more just? What does the search to understand and promote justice entail in our increasingly interconnected world? What principles, practices, and institutions hold the most promise for securing a desirable future? Through reading, writing, research, presentations, and discussion, participants will work together to develop a deeper understanding of a variety of ways these questions can be addressed thoughtfully and effectively.
PHRE-520  **Great Philosophers**  
(w)  
Four class periods. Open to Uppers and Seniors. Participants in this upper level course in philosophy will explore a single idea and the questions that arise in its elucidation and application. Topics will change from year to year and may include love, leadership, knowledge, and athletic competition. Important thinkers from a variety of points of view will be consulted. The topic for 2008–2009 will be the nature, worth, and future of knowledge and athletic competition.

PHRE-530  **Islamic Cultural Studies**  
(not offered in 2008–2009)  
Four class periods. Open to Uppers and Seniors. *Islamic Cultural Studies* is an introduction to Islam, with an emphasis on its diverse political, cultural, religious, and social expressions. Consideration will be given to origins and formative developments, but the focus of the course will be on contemporary manifestations in a variety of geopolitical regions. Topics for investigation will be based on student interest and may include gender, modern political conflicts and expressions, art, literature, music, architecture, philosophy, and religious practices. Students will engage in a final research project and presentation that will be constructed in consultation with the instructor.

PHRE-535  **Philosophy as a Way of Life: Buddhism and Stoicism**  
(w-s)  
Four class periods. Open to upper and seniors. In the ancient world, philosophy was taught not as an academic discipline but as a matter of daily—and even moment-to-moment—attention and investigation. This seminar will examine two such philosophies, one from the Eastern world and one from the Western one. We will study Buddhism and Stoicism with special focus on a set of questions: What is the connection between philosophy and a good life? What is the relationship between reason and the emotions in a good life? What methods of self-cultivation are available to students of philosophy? Special attention will be paid to methods of personal transformation and meditation in these two philosophical schools. By studying these traditions comparatively, this course hopes to shed light on fundamental questions about what it means to be a human being.

PHED-100  **Physical Education**  
(h-w-s)  
Honors/Pass/Fail. Limit of 15 students per section. Meets five hours per week. The course is designed to promote lifetime wellness and to raise students’ awareness of the concepts and choices involved. Through the use of the pool, ropes course, fitness center, and other areas of the athletic complex, the course aims to foster individual development along with group success. Weekly discussions are based on readings from the class text and from written assignments. If the course is failed, the student will repeat it, in full or in part, during a subsequent term.

PSYC-420  **Introductory Psychology**  
(f-w-s)  
Four class periods, for Uppers and Seniors. A survey course designed to introduce the student to the complexity and diversity of psychological inquiry. Emphasis is placed on the application of basic psychological principles to individual experience in order to expand awareness of both self and others. In addition, the broader implications of psychological findings for an integrated understanding of human development and behavior are considered. Topics to be covered may include psychoanalytic, behavioral, and humanistic theories of the person; psychosocial, cognitive, moral, and early childhood development; human motivation and personality; social behavior; abnormal behavior; and research techniques in psychology. A combination of objective examinations, individualized writing assignments, and an end-of-term research project is utilized to evaluate the student’s learning.
PSYC-430 Developmental Psychology

Four class periods, for Uppers and Seniors. An examination of human growth and development from infancy through adolescence. The role of early experiences and biological factors in later formation of personality and intellectual and motivational behaviors will be considered. Different theoretical perspectives (psychodynamic, social learning, and biological) of psychological development will be examined as they relate to developmental milestones. Among the theorists to be studied are Piaget, Erikson, Freud, Gilligan, and Bandura. The format of the course includes readings, films, quizzes, written assignments, and both group and individual projects. (Dr. Alossetti)

PSYC-490/SCIE-490 The Brain and You—A User’s Guide

Five class periods per week. Open to Uppers and Seniors. The human brain is the most sophisticated biological organ ever evolved on Earth and is the source of all human cognitive functions. Have you ever wondered how yours works? How do you use it to enjoy music, for social relationships or experience strong emotions? Have you ever asked yourself whether there are differences between the male and female brains or if the capabilities of the human brain are really unique in the animal kingdom? Join us in this interdisciplinary course as we search for answers to these questions (and more) by examining the evolution and function of the brain and how this applies to understanding the role of the brain in complex human psychology, including the perception, creation and performance of music, personality, memory and other higher intellectual activities. A student in this course is eligible for credit in either science or psychology. A student who wishes to receive science credit should sign up for SCIE-490; a student who wishes to receive psychology credit should sign up for PSYC-490.

By vote of the faculty, students matriculating in the fall of 2008 or later are subject to the following graduation requirements in the visual and performing arts:

- Entering Juniors must earn no fewer than four credits in art, music, and theatre and dance, combined, with at least one credit each in art and music. Students should have completed one credit in art and one credit in music by the end of the Lower year.
- Entering Lowers must earn no fewer than three credits in art, music, and theatre and dance, with at least one credit each in art and music.
- Entering Uppers need pass only one trimester of either art or music at the Academy.

Students who matriculated prior to 2008 are subject to the following graduation requirements in the visual and performing arts:

- Entering Juniors must earn two credits in art and two in music, and take one term of theatre. Students may fulfill the theatre requirement either by taking the half-course Theatre 200 (Perception and Performance) before spring term of the Senior year or by completing any of the department’s full-course offerings, with the exception of Theatre 380 or Theatre 381.
- Entering Lowers must earn a total of three credits in art and music, with at least one in each area.
- Entering Uppers need pass only one trimester of either art or music at the Academy.
Two single class periods and one double period, with one hour of outside class preparation each week. Only four-year students who matriculated prior to 2008 may fulfill their theatre requirement with this course. This experiential class will involve students in an exploration of how human beings perceive universal conditions and respond through performance. The course will explore the collaborative process and give students an opportunity to experience and understand a dramatic event. Ritual, character, and story will serve as focal points for sections of our discovery while we introduce different theatrical styles and each of the various elements of complete technical theatre. Throughout the course students will be made aware of how the theatre comments on the historic conflicts of an age or reflects the human condition. Focusing on theatre as a performing rather than a literary art, all concepts in the course will be developed through experiential exercises, culminating in a short performance.

Four class periods. Open to all classes, this course is designed for students with little or no acting experience. By doing exercises in movement and voice production, reading, improvisation, and scenes, a student who is curious about the theatre may determine whether he or she has ability or interest in acting while learning something of the process of characterization, the major responsibility of the actor. The emphasis is on the variety of acting experiences rather than on a polished final product.

Four class periods. The course will introduce the student to the art of lighting design while also providing an opportunity to observe light in nature, art, stage, screen, and created environments. The course will allow the individual to gain applied practical understanding regarding the color theory of light, the psychology of color and light, and controllable qualities of light. The design process will be utilized as a method of dramatic interpretation. Artistic expression will be achieved through practical use of lighting instruments, laboratory projects, experiments, and school productions when applicable. (Mr. Murray)

Four class periods. An introductory exploration into the areas of costume design and costume construction, this course will highlight primary design elements utilized in costume design for the stage and screen, i.e., line, color, tone, texture, movement, mood composition, balance, and focus. The course will examine historical period silhouette and the art and craft of the stage costume. Practical experience will be given in areas including construction, flat patterning, draping, and fabric manipulation. (Mr. Murray)

Four class periods. This course will introduce the student to the elements that inform the scenic designer’s choices (the theme and mood of a script, lines of action, focus, constraints, whimsy) and discuss methods of formulating cohesive, functional, and effective design for a show. The student will be introduced to many materials and techniques available to a designer for realizing his or her ideas as a physical product. Special attention will be spent on the process of the design concept: collaboration, formulation, presentation, discussion, evaluation, and reworking. Students will be graded on both design projects and classroom participation. This is a seminar class that relies upon the open and frank exchange of ideas to stimulate creativity. (Mr. Bacon)

Four class periods. Open to Seniors and Uppers. Lower may enroll with permission of the instructor. We will trace the role of theatre in Western culture from the Greeks to the present American stage, focusing on how important artists broke through theatrical plateaus, creating new forms to communicate with their audiences. The vehicles for our lecture, discussion-based journey might include plays and writings by Aeschylus, Shakespeare, Moliere, Strindberg, and Miller; designs from the Romans, the Elizabethans, Reinhardt, Craig, Appia, and Mielziner; and theorists such as Aristotle, Stanislavsky, Brecht, Beck, and the Bread and Puppet Theatre. A major term project will wrap up the course with students’ thoughts on how to push beyond present plateaus to reestablish the vitality of theatre for our culture today.
**THDA-360** **Introduction to Directing**  
(4)  
Four class periods. Since directing plays is the most complex of theatrical tasks, this course will focus on methods to unlock the life of a script in the realization of production. Studies will include historic styles and productions, emphasizing their staging. Students will learn the dynamics of floor plans and their effect on blocking, the potentials for lighting and its effect on mood, the importance of rhythm and spectacle, and strategies to harness them. While no class on directing can function without including discussion of the actor's craft, this class will only touch on this area, which will be further developed in *Theatre 510.*  
*Prerequisite:* Theatre 210, 270, 280, or 290, or permission of the instructor.

**THDA-380** **Technical Production**  
(W-S)  
Five class periods. This is a practicum course in which students work on the technical elements for faculty-directed dance and theatre productions being produced by the department in that term. Skills learned will depend on the requirements of the particular show. Some lab hours to be arranged outside of class time. Note that *Theatre–Dance 380* does not fulfill the Theatre and Dance requirement.

**THDA-381** **Scenic Construction**  
(4)  
Five class periods. Students learn and practice fundamental theatrical scenic construction techniques. Specific topics covered are shop, stage, and power tool safety; how to read and build from technical drawings; platform and flat construction; doors and windows; safe legging and support techniques; rigging systems; and scene painting. In-class instruction is supplemented by readings from *The Stagecraft Handbook,* by Daniel Ionazzi. Note that *Theatre–Dance 381* does not fulfill the Theatre and Dance requirement.

**THDA-400** **The Creative Self**  
(S)  
Students will create a multimedia performance piece using improvisation techniques. Students will learn a variety of different techniques integrating movement, text, sound, visual components, and personal stories. The class will study the development of performance art through this century starting with the Dada movement, the Bauhaus theater, the beginnings of modern dance, the post-modern movement, happenings, and Butoh, ending with the contemporary performance art scene. No prerequisite required. The class will be geared toward Uppers and Seniors; Lowers may enroll with permission of the instructor. (Ms. Wombwell)

**THDA-420** **Public Speaking**  
(S-W-S)  
Four class periods. The course has a dual objective: to learn how to speak easily in front of others, and to learn how to construct a speech and perform the speech in English. Students give prepared speeches on a variety of topics.

**THDA-510** **Advanced Acting and Directing Workshop**  
(W)  
Four class periods. Enrollment by permission of the instructor. This course, for both the actor and the director, investigates tools to create a character on stage. We will learn to analyze a character and to unlock the toolbox of an actor. Students will take turns between acting and directing scenes after thorough analysis of the material. Course projects will include showing one's work as both actor and director to an actual audience. The total time requirement for this course (class time plus homework) may exceed the standard nine hours per week.

**THDA-520/1**, **THDA-520/2**, **THDA-520/3** **Performance**  
By audition only. This course is composed of the performance of a faculty-directed play or musical or a faculty-choreographed ballet or dance concert. Recent choices include *Urinetown—A Musical,* *A Midsummer Night's Dream,* *Jungalbook,* and *Violet.* For 2008–2009, planned works are *The Nutcracker* in the fall and Shakespeare's *Measure For Measure* in the spring, with the winter production TBA. Students cast in major roles for *The Nutcracker* must enroll in *Theatre 520* for the fall; dancers have the option to perform in smaller roles without taking the course for credit. *Theatre 520* may be taken as a sixth course only if the student has no grade below a 4 in the previous trimester. The total time required for this course (class time plus homework) may exceed the standard nine hours per week.

**ENGL-593** **Play Writing**  
See description under *English 593.* Note that *Play Writing* is an English department offering and does not fulfill the Theatre and Dance requirement. (Mr. Heelan)
Andover’s requirement of at least three high school years of an ancient or modern language rests on the firm belief that direct acquaintance, through language, with the culture and people of other lands is a psychological and intellectual resource of inestimable value for each individual, for every country, and for our common world.

The diploma requirement is normally satisfied by successful completion, in one language, of three trimesters at the 300 level reached through the regular or intensive sequences (100, 200, 300, or 100, 150, 250, 300), or of one trimester of 400 level reached through the accelerated sequence (120, 220, 4XX).

In order to encourage students to consider studying a language that may not have been available to them prior to coming to Andover, the World Language Division also will allow students, by petition, to fulfill the requirement by successfully completing a total of three levels in two different languages. This must be done by successfully completing the first or second level of a language offered by relatively few schools (Chinese, German, Greek, Japanese, or Russian), with the balance done in another language (typically French, Latin, or Spanish).

In addition to the eight languages that can be taken to satisfy the diploma requirement, we also offer a one-term course in Arabic. This course, which may be taken in sequence with courses in other departments having to do with the Middle East and Islam, is intended primarily for Seniors who, for example, might be considering taking Arabic in college and want to make an informed decision before enrolling at that level.

Placement of new students in all languages is based on their previous school record, on the placement test, on the questionnaire sent to them and their current language teachers in the spring, and, when appropriate, on a personal interview with the language chair at Andover. Details regarding various options and the diploma requirement as it is applicable to incoming Uppers and Seniors who begin a new language at Andover are available from the Registrar’s Office. Further information may be found in the pamphlet titled *World Languages at Andover*.

Each of our languages, ancient and modern, with the exception of Arabic, may be started appropriately by students of any grade, Juniors through Seniors. Most Andover students continue their language study beyond the third year. Some study a second language in addition.

Small classes, flexible placement, and opportunities for acceleration assure that each student is in the optimal learning situation. In the case of modern languages, the world language is the language of the classroom. In conversation, in reading, and in writing, the goal is direct communication in the world language rather than communication through translation. The classroom experience is expanded by the Language Learning Center, media resources (e.g., periodicals, radio broadcasts, videotapes, movies, computers), the staging of plays, club activities, language events, service learning programs, and programs at Andover or nearby schools. At all levels of instruction, attention is focused both on basic language skills and, increasingly, on the literature, history, and various art forms that reveal the people whose languages are being studied. Students are advised to take the College Board SAT II Subject Test in a world language as late as possible in their course of study, and in no case earlier than the second trimester of the third level.

For information on School Year Abroad, students should consult the SYA program coordinator.

**ARABIC**

**ARAB-130**  
A Short Course in Beginning Arabic

Five class periods. This one-term course is intended as a means for students to acquire some familiarity with the Arabic language. Students will be presented with authentic written and spoken language, and will acquire basic functional skills. Students will acquire some useful knowledge of the language, but an important purpose of the course is to help students decide if they wish to pursue Arabic further in college. Students interested in this course are encouraged also to consider History–Social Science 533/1 and History–Social Science 533/2, and Philosophy–Religious Studies 530. Note that a yearlong sequence of History–Social Science 533/1 (fall), Philosophy–Religious Studies 530 (winter), and Arabic 130 (spring) will provide students a useful overview of history, religion, and language in an important region of the world. Open to Uppers and Seniors only.
CHINESE

Standard Chinese (a.k.a. Mandarin) boasts the largest number of native speakers of any language in the world and is learned in school by all Chinese people regardless of local dialect. In addition to its burgeoning economy, China is also known for its rich history and culture, and the knowledge of Chinese can open doors to a wide variety of opportunities. Because Chinese words are tonal (varied in pitch) and uninflected (unmodified due to person, tense, number, gender, etc.), and because the script consists of characters rather than an alphabet, the study of Chinese offers a very unique learning experience.

All Chinese courses develop listening, speaking, reading, and writing skills (using the simplified script). Intermediate and advanced levels introduce and develop the reading and writing of Chinese using computers. Opportunities are available for students to participate in the five-week study/travel program in China and an academic year program, both run by School Year Abroad (SYA) in Beijing, China.

CHIN-100/0  Beginning Chinese
(a yearlong commitment)
Five class periods. This course provides an introduction to spoken and written Chinese, with an emphasis on pronunciation, the pinyin Romanization system, and the building blocks (radicals) of Chinese characters.

CHIN-120/5  Accelerated Beginning Chinese (T2)
(a two-term commitment)
Five class periods. Distinguished students will be recommended by the department for this accelerated course at the conclusion of the first trimester of Chinese 100. Upon successful completion of this course, students move on to Chinese 220/0.

CHIN-130  Introduction to Chinese Language and Culture
(not offered in 2008–2009)
Five class periods. This is a term-contained introductory course. Students are expected to learn practical dialogue in Chinese, as well as become familiar with Chinese culture, including cooking, festivals, and social customs.

CHIN-200/0  Second Level Chinese
(a yearlong commitment)
Five class periods. This course continues to emphasize proficiency in everyday situations. Students enlarge their inventory of words and phrases while also developing a deeper understanding of the essential features of Chinese grammar.

Prerequisite: Successful completion of Chinese 100.

CHIN-220/0  Accelerated Second Level Chinese
(a yearlong commitment)
Five class periods. Upon successful completion of this course, students move directly to Chinese 400 by permission of the department.

Prerequisite: Successful completion of Chinese 120 or permission of the department.

CHIN-300/0  Third Level Chinese
(a yearlong commitment)
Four class periods. This course provides more emphasis on reading and writing. Students are introduced to longer texts, covering such topics as family life, social issues, and aspects of Chinese culture.

Prerequisite: Successful completion of Chinese 200.

CHIN-400/0  Fourth Level Chinese
(a yearlong commitment)
Four class periods. Increased use of authentic materials is employed as more sophisticated aspects of language and culture are explored. In particular, students are exposed to the more formal written style of Chinese, which is prevalent in newspapers, on street signs, etc.

Prerequisite: Successful completion of Chinese 300 or Chinese 220.

CHIN-420/0  Advanced Placement Chinese
(a yearlong commitment)
Five class periods. This intensive course is designed in accordance with the College Board guidelines to prepare students for the AP exam in Chinese. Students refine their communicative abilities in the interpersonal, interpretive, and presentational modes while deepening their understanding of Chinese history and contemporary society.

Prerequisite: Successful completion of Chinese 400 or permission of the department.

CHIN-500/1
CHIN-500/2
CHIN-500/3  Fifth Level Chinese
Four class periods. This advanced course explores a wide range of modern issues in China within a historical, political, and cultural framework. In addition to assigned readings and class discussions, students also are expected to conduct independent research (using a variety of media), present oral reports, and submit papers on a regular basis.

Prerequisite: Successful completion of Chinese 400 or Chinese 420 or permission of the department.
COURSES FOR ADVANCED HERITAGE LEARNERS

The following courses, offered on a rotating basis, are intended for students with near-native fluency in Chinese and extensive familiarity with Chinese culture. Course structure and content are designed to emulate the challenge of an actual high school–level course taught in China. A student may enter the Advanced Heritage level only with permission of the department; once accepted, however, successful completion of a course at this level would qualify him/her for the next course in the sequence.

CHIN-640/1  Modern Chinese Literature for Advanced Heritage Learners

Four class periods. This course is intended for students with near-native fluency in Chinese and extensive familiarity with Chinese culture. A variety of literary genres and works are studied, and the course structure and content are designed to emulate the challenge of an actual high school–level course taught in China.

Prerequisite: Successful completion of Chinese 641 or Chinese 642 or permission of the department.

CHIN-641  Topics in 20th Century China for Advanced Heritage Learners
(not offered in 2008–2009)

Four class periods. This course is intended for students with near-native fluency in Chinese and extensive familiarity with Chinese culture. A variety of recent cultural and historical topics are studied, and the course structure and content are designed to emulate the challenge of an actual high school–level course taught in China.

Prerequisite: Successful completion of Chinese 640 or Chinese 642 or permission of the department.

CHIN-642  Chinese Current Events for Advanced Heritage Learners
(not offered in 2008–2009)

Four class periods. This course is intended for students with near-native fluency in Chinese and extensive familiarity with Chinese culture. A variety of contemporary topics are studied, and the course structure and content are designed to emulate the challenge of an actual high school–level course taught in China.

Prerequisite: Successful completion of Chinese 640 or Chinese 641 or permission of the department.

FRENCH

The Department of French offers courses at six different levels, from beginning through Advanced Placement and beyond to courses for fluent speakers. At all levels French is the language of the classroom and in all courses it is taught in cultural contexts. The first two years emphasize basic language structures; the third serves as a transition to advanced courses that offer in-depth study of the literature and civilization of France and other French-speaking areas, especially those in Africa and North America. Each year, the Academy enrolls French-speaking students from abroad who provide important firsthand contact with Francophone cultures. To enhance a student’s language experience, the opportunity to study in Rennes is offered through the School Year Abroad program. Information is available through the SYA program director. There are also various summer programs offered by other institutions. Information on any of these off-campus opportunities can be obtained from the Office of World Languages.

FREN-100/1  First Level French

Five class periods. This course is designed for those students who have had little or no previous world language experience. The course emphasizes listening comprehension and the use of basic conversational patterns of French speech. Elementary grammatical and idiomatic structures are introduced, as well as appropriate reading material. Assignments are regularly required in the Language Learning Center. (Text: *Motifs*, Jansma/Kassen)

FREN-110/1  First Level French

Five class periods. This course is designed for those students who have had previous experience in French, but who are not sufficiently prepared for the second-level course. The course emphasizes listening comprehension and the use of basic conversational patterns of French speech. Elementary grammatical and idiomatic structures are introduced, as well as appropriate reading material. Assignments are regularly required in the Language Learning Center. (Text: *Motifs*, Jansma/Kassen)

FREN-110/5  First Level French (T2)
(a two-term commitment)

Five class periods. This course is a continuation of the First Level French course for students from both French 100 and French 110 in preparation for French 200 the following year.

FREN-120/5  Accelerated First Level French (T2)
(a two-term commitment)

Five class periods. Students will be recommended by the teacher for this accelerated course at the conclusion of the first trimester of French 100 or French 110. Successful completion of French 120 allows students to advance to French 220. The French 100/110–120–220 sequence covers three years of French in two years.
FREN-200/0  Second Level French  
(a yearlong commitment)

Five class periods. For students who have completed French 110, or for new students who qualify through a placement test. While continuing to develop aural-oral skills, this course involves reading nontechnical French prose and writing simple compositions.

FREN-220/0  Accelerated Second Level French  
(a yearlong commitment)

Five class periods. Upon successful completion of this course, students continue their study in fourth-year courses. Because of the rapid pace, each student’s progress will be evaluated closely in November to determine whether it is in his or her best interest to move to French 200. The course content consists of a complete grammar review and acquisition of contemporary vocabulary, along with films and varied texts. (Possible texts: Le Petit Nicolas, Sempé and Goscinny; Le Comte de Monte Cristo, Dumas; Une Fois Pour Toutes, Sturges, Nielsen, Herbst; Cinema for French Conversation, Rice)

FREN-300/0  Third Level French  
(a yearlong commitment)

Four class periods. This yearlong course develops listening, speaking, reading, and writing skills through a review of grammar and the study of French films, such as Au Revoir Les Enfants, Les Choristes, and Amélie. Articles from magazines and newspapers, online resources, and occasional literary texts complement this core program. In the fall and spring terms, as a final project, students make a presentation on a topic of their choice. Preparation for this exercise requires considerable writing, while the presentation itself emphasizes speaking. (Text: Une Fois Pour Toutes, Sturges, Nielsen, Herbst; Cinema for French Conversation, Rice)

ADVANCED COURSES

FREN-400/1  French Civilization  
(§)

Four class periods. Intended for students who understand, read, and write French well and who already speak at a competent level, but who desire to develop further conversational skills and acquire the vocabulary and idiomatic expression necessary to be able to discuss major cultural and social issues. The course is based on current articles taken directly from the French and Francophone press. The students also read a novel and write a weekly essay. Diction, elocution, and intonation also are stressed through debates and role-playing. (Text: Civilisation progressive du Francais, CLE; Grammaire progressive du Francais, niveau avancé, CLE; M. Ibrahim, Schmitt)

FREN-400/2  The Francophone World  
(§)

Four class periods. Students continue the study of French through a focus on the French-speaking areas outside of France. The course studies the civilizations of North, West and Sub-Saharan Africa and of the Antilles, and includes a study of the geographical, social, and historical aspects of these regions of the world. (Text: Grammaire progressive du Francais, niveau avancé, CLE; Civilisation progressive de la Francophone, CLE)

FREN-400/3  The Francophone Presence in the U.S.A.  
(§)

Four class periods. A study of the immigration patterns and the cultures of Haitians and Francophone Asians in the United States, with special attention to the Francophone communities in Lawrence and Lowell, Mass. This service-learning course will consist of two classes on campus and one double-period class per week working with the Francophone communities in our neighboring cities. In addition to writing daily in a journal, students will be expected to present a final project documenting a case study or a particular topic of the course.

Prerequisite: Enrollment in French 400 for the winter term.

FREN-420/0  Crossing Cultures  
(a yearlong commitment)

This course, conducted entirely in French, includes conversation practice, vocabulary acquisition, grammar exercises, and essay writing in the context of cross-cultural themes in literature and movies.

Fall Term—The class studies the complex relationship between France and Algeria in Albert Camus’s novel L’Etranger and Gillo Pontecorvo’s movie La Bataille d’Alger.

Winter Term—The polarizing figure of Napoleon Bonaparte and his contrasting reputations at home and abroad provide the historical background for Balzac’s novel Le Colonel Chabert and the Yves Angelo’s movie of the same title.

Spring Term—Persepolis pursues with humor the gender themes associated with coming of age in Iran and France. Texts include excerpts from Simone de Beauvoir’s Le Deuxième sexe, and Marjane Satrapi’s Persepolis, an autobiographical French graphic novel set in Iran and France, and the 2007 movie Persepolis, directed by Marjane Satrapi and Victor Paronnaud.
FREN-450/1 History of France: 1610–1815

Four class periods. This course will explore the creation of unified France from the beginning of the reign of Louis XIII through the end of the First Empire. Emphasis will be on the final consolidation of power under Louis XIV, the succeeding years, the tumultuous years of the French Revolution, and the First Empire under Napoleon I. Emphasis will be placed not only on historical events, but on their influence on the French art, music, and architecture of the time.

FREN-460/2 History of France: 1815–1945

Four class periods. This course will focus on the history and culture of France from the defeat of Napoleon I until the end of World War I, with emphasis on the prolonged struggle to institute democracy, the development as an industrialized nation with pressures for social reform, and France’s grandeur as a colonial power and as a center for the arts. Particular attention will be paid to the study of French impressionism and the other dominant schools of art, literature, and music.

FREN-470/3 Contemporary French Civilization

Four class periods. This course deals with aspects of contemporary French civilization such as the family, the school system, politics, gender roles, art, and popular culture. The emphasis is on learning about culture comparatively through the discussion of articles, films, and comic strips. The course includes research on the Web and e-mail with French students.

FREN-500/1
FREN-500/2
FREN-500/3 Advanced Placement Language

Five class periods. Designed to meet the requirements of the Advanced Placement examination in French Language, this course is open to students who have completed three terms of fourth-level French and to qualified new students. Emphasis is placed on vocabulary, grammar, conversation, composition, and reading, not only in literature, but also in current newspapers and periodicals. The choice of texts is generally determined by the class and the instructor.

FREN-520/0 Advanced Placement Literature

(a yearlong commitment)

Five class periods. Open with departmental permission to students who have completed three terms of fourth-level French and to others who are properly qualified. Primarily a seminar in which students share their interpretations of works studied in class discussions and oral exposés, the course also includes lectures and instruction in explication de textes. Preparation for the Advanced Placement Examination in French Literature includes the close reading of texts such as Fables, La Fontaine; L’Ecole des Femmes, Molière; Candide, Voltaire; Pierre et Jean, de Maupassant; La Guerre de Troie n’aura pas lieu, Giraudoux; L’Enfant Noir, Camara Laye; and the poetry of Labé, Ronsard, Baudelaire, Apollinaire, and Hébert. This course may require more than the standard four to five hours per week of homework.

FREN-600/1
FREN-600/2
FREN-600/3 Modern Literature

Two two-hour class periods. A seminar course open to students who have completed 500-level French or the equivalent. The course studies modern novels, plays, poetry, and films. The student may write and/or perform a play. The books studied may include La Peste, Camus; Un Amour de Swann, Proust; La Vie devant soi, Ajar; La P...respectueuse, Sartre; Coq de Bruyère, Tournier; and La Civilisation, ma Mère, Chraibi. Films recently studied include Diabolo Menthe, Kurys; Rouge, Kieslowski; and Manon des Sources, Pagnol.

GERMAN

German is spoken in four countries with diverse cultural, political, and economic traditions: Austria, the Federal Republic of Germany, Liechtenstein, and Switzerland. It is also the mother tongue of significant minorities in neighboring countries. Among Europeans, in fact, the approximately 98 million native speakers of German greatly outnumber those of English, French, Italian (58–60 million each), or Spanish (36 million). In business, diplomacy, and tourism, German stands second only to English in Western Europe, and in Eastern Europe it holds first place. It is the language of many of modern history’s most notable writers, scientists, musicians, and philosophers, among them Nietzsche, Beethoven, Bach, Einstein, Freud, Goethe, and Mozart. As English is a Germanic language, the study of German is quite accessible for English speakers. No prior world language experience is necessary to begin the study of German. Many students find the study of German enhances their comprehension of English grammar and gives them a unique insight into the English language.

The department offers a five-year course of study in reading, writing, and speaking German. Digital lab materials, most of which are available to students over the Web, and contemporary films supplement language immersion in the classroom. Students who complete German 300 with an honors grade are prepared to take the College Board Subject test, while completion of German 420 or all three terms of German 400 with an honors grade prepares students for the Advanced Placement exam. Students at the second, third, and fourth levels also have the opportunity to participate in the National German Exam as well as the American Association of Teachers of German three-week summer study–home stay program in Germany.
GERM-100/0  Beginning German
(a yearlong commitment)

Five-hour course. A yearlong elementary course in speaking, reading, writing, listening comprehension, and culture. No previous experience in German or any other world language is needed to enroll in this course. German 100 offers significant daily structure and support in order to facilitate successful language learning. Current text: Deutsch Aktuell 1, 5th edition, by Kraft, supplemented by digital lab exercises, contemporary films, songs and adapted short stories.

GERM-150/5  Accelerated First Year (T2)
(a two-term commitment)

Five class periods. Open to students who have completed the fall term of German 100 with distinction and who have been recommended by their instructor. Superior work in this course enables students to enter German 250 the following fall, followed by German 300 in the winter and spring terms, thereby completing three years of the study of German in two years. An accelerated course in grammar, speaking, listening comprehension, reading, and culture, this course may require more than the standard four to five hours of homework per week. Current texts: Deutsch Aktuell 1 and 2, by Kraft, supplemented by video, digital lab exercises, contemporary films, poems, songs, and adapted short stories.

GERM-200/0  Second Year German
(a yearlong commitment)

Open to students who have successfully completed German 100 or its equivalent. The study of basic grammar, conversation, and reading skills is continued along with the introduction of theme writing. Current text: Deutsch Aktuell 2, Kraft; Emil und die Detektive, Kästner; supplemented by digital lab exercises, contemporary films, poems, songs, and adapted short stories.

GERM-250/1  Accelerated Second Year

Five class periods. Open to students with strong learning skills who have completed German 150 or its equivalent with distinction. This accelerated course covers the spring term German 200 syllabus with the addition of intensive grammar review and writing. This course may require more than the standard four to five hours of homework per week. Successful completion of this course qualifies students to enter German 300 in the winter term. Current text: Emil und die Detektive, by Eric Kästner; supplemented by movies and digital lab exercises.

GERM-300/0  Third Year German
(a yearlong commitment)

Four-hour course. Open to students who have successfully completed German 200 or German 250 or its equivalent. This course develops the language skills in speaking, listening comprehension, reading, and writing through the introduction of German texts in the original. Greater emphasis on classroom discussion as well as short essay writing is introduced. Students are introduced to a wide variety of authors and genres, including Biedermann und die Brandstifter, Frisch; Das fliegende Klassenzimmer, Kästner; and a selection of short stories and poems. A short theatrical presentation in German complements other classroom work. Digital lab exercises, contemporary films, and songs supplement the reading. Students who complete German 300 with an honors grade are prepared to take the College Board Subject test. Additional practice tests are recommended.

GERM-400/1
GERM-400/2
GERM-400/3  Advanced German

Five-hour course. Open to students who have successfully completed German 300 or its equivalent. This course is identical to the yearlong course German 420 (Advanced Placement German). Students who are unsure of their commitment to taking a full-year of fourth-level German should enroll in this course as it is term-contained and can be taken for one, two, or all three terms. Students who complete all three terms of German 400 with an honors grade are well prepared to take the AP exam in May.

GERM-420/0  Advanced Placement German
(a yearlong commitment)

Five-hour course. Open to students who have successfully completed German 300 or its equivalent. Students are exposed to a variety of German works in the original, including poems, plays, short stories, novels, and accounts of current events. Authors currently read: Brecht, Funke, Dürenmatt, Kafka, Rilke, and Zweig. Vocabulary expansion, increased oral fluency through classroom discussion, and written accuracy through short essays are central to this course. Selective review of advanced grammar topics is incorporated as needed. Students who complete this course with an honors grade are well prepared to take the AP exam in May.

Fall Term—Dürenmatt’s play Der Besuch der alten Dame, concluding with a short theatrical performance.
Winter Term—Novel and AP preparation
Spring Term—Short stories, continued AP preparation, and optional participation in the Mount Holyoke German Theatre Festival.

GERM-500/1
GERM-500/2
GERM-500/3  Fifth Year German

Four class periods. Open to students who have successfully completed three terms of fourth-level German or its equivalent, this course varies with the needs of the class. It is usually a seminar in the analytical reading and discussion of German classics. Frequent writing of greater length is expected. A term paper or student-designed independent project replaces the final exam. Authors currently read: Brecht, Goethe, Kafka, Dürenmatt, Richter, Lenz, and Zweig.
**GREEK**

Through the study of Greek, the Department of Classics offers students a direct entry into Greek literature. The Greek alphabet is easily mastered in the first few class meetings, and students quickly discover that the poetic and expressive qualities of Greek language and literature stimulate the imagination and illuminate the early political and intellectual development of the Mediterranean basin. The regular sequence in Greek is Greek 100, 200, 300, and 400, though students wishing to accelerate may want to consider Greek 195 followed by Greek 300, with the permission of the department.

**GREK-100/0  Greek, First Level**

(a yearlong commitment)

Five class periods. The course introduces the student directly to the classical Greek of Periclean Athens through a series of readings that present not only the vocabulary, forms, and syntax of the language, but also the thoughts, feelings, and actions that characterize Greek culture. Though preliminary selections are necessarily simplified, within the first year students are reading excerpts in their original form from various Greek authors.

**GREK-130  Introduction to Greek**

(f)

Four class periods. This course is for students whose curiosity for the Greek language and literature has been aroused by their studies in other areas. For students who plan some day to study Russian or German, this course provides an excellent introduction into the intricacies of a highly inflected language. The student is also treated to an inside preview of a literature that, over the centuries, has provided inspiration and models for the literature of the Western World. It is a term-contained course, but students wishing to continue with Greek will have the opportunity to do so.

**GREK-195/0  Greek, First and Second Level, Intensive**

(a yearlong commitment)

Five class periods. The course is open to Seniors, Uppers, and others, with the permission of the department. It covers in one year the essential material of Greek 100 and Greek 200, and basic forms and structure, along with ample selected readings from various Greek authors.

**GREK-200/0  Greek, Second Level**

(a yearlong commitment)

Five class periods. This course continues the format of Greek 100, with further systematic development of reading skills and control of vocabulary, forms, and syntax through the medium of more advanced selections from the Greek masterpieces, always with the purpose of understanding the spirit of the people who produced them.

**GREK-300/0  Greek, Third Level: Iliad and Odyssey**

(a yearlong commitment)

Four class periods. Students will study selected works of Homer, Herodotus, and Thucydides. Human tragedy is explored in a play of Sophocles or Euripides. One term is devoted to the study of emotion and self-expression in the Greek lyric poets.

**JAPANESE**

**JAPA-100/0  Japanese, First Level**

(a yearlong commitment)

Five class periods. Open to all students. Seniors may take the course, but in situations of high enrollment, priority will be given to younger students to fulfill language requirement. Students will learn to express themselves in a variety of conversational situations and to read and write hiragana, katakana, and about 15 kanji, or Chinese characters. Classroom instruction will be based on Adventures in Japanese, Book 1, and its corresponding workbook. Students will learn not only the basic grammatical structures but also important elements of Japanese culture.

**JAPA-130  Introduction to Japanese**

(s)

Four class periods. This course is designed for students who are thinking of traveling to Japan and/or studying Japanese as a second language at Andover or in college. In addition to developing survival-level speaking skills, students will learn to read and write using katakana, hiragana and 50 to 75 kanji, or Chinese characters. Students also will sing and perform short skits, and will follow at least one popular animated film in Japanese. Selections from the textbook Japanese for Busy People, karaoke songs, audio and video tapes, visits by Japanese-speaking guests, and materials developed by the instructor will support classroom instruction. In the last weeks of the course, students will research a social, cultural, or historical topic in which they are personally interested and then present it to their classmates.

**JAPA-200/0  Japanese, Second Level**

(a yearlong commitment)

Five class periods. Open to students who have successfully completed first-level Japanese or its equivalent. A continuation of Japa nease 100, the instruction will be based on Adventures in Japanese, Book 2, and its workbook. In this course there is an increased emphasis on grammar and an additional 150 kanji.
**JAPAN-300/0**  Japanese, Third Level  
(a yearlong commitment)

Four class periods. Open to students who have successfully completed second-level Japanese or its equivalent. Instruction is given based on *Adventures in Japanese, Book 3*, and its workbook. Emphasis is placed on more conversational practice using the previously learned grammar and more advanced new grammar. Additional emphasis is placed on a significant increase in kanji characters. Students are expected to learn an additional 150 kanji by the end of the course.

**JAPAN-400/0**  Japanese, Fourth Level  
(a yearlong commitment)

Four class periods. Open to students who have successfully completed third-level Japanese or its equivalent. Using the advanced textbook of *Adventures in Japanese, Book 4*, and its workbook, students will learn to express themselves more creatively and to communicate with status-appropriate word usage. Students will learn an additional 150 kanji by the end of the course. Emphasis is placed on more advanced Japanese culture and understanding Japanese history and values. Projects include interviews, research, and the final papers.

**JAPAN-500/1**
**JAPAN-500/2**
**JAPAN-500/3**  Japanese 500

Four class periods. This course focuses on the development of additional kanji, and on vocabulary expansion through the study of Japanese newspapers, short stories, and a feature-length film. Emphasis is placed on students’ listening comprehension and speaking proficiency.  

**Prerequisite:** A successful completion of Japanese 400 and/or the approval of the instructor.

**JAPAN-520/0**  AP Japanese Language and Culture  
(a yearlong commitment)

This course is modeled on the AP syllabus, and is designed to be comparable to college/university Japanese courses where students complete approximately 300 hours of college-level classroom instruction. Like the corresponding college courses, the AP course supports students as they develop the productive, receptive, and cultural skills necessary to communicate with native speakers of Japanese. Students’ proficiency levels at the end of the course are expected to reach the intermediate-low to intermediate-mid range, as described in the American Council on the Teaching of Foreign Languages (ACTFL) Proficiency Guidelines.

**LATIN**

The Department of Classics offers students a direct entry into the traditional Latin literary curriculum while at the same time providing students with an opportunity to develop a more sophisticated historical and international perspective. Whenever possible, traditional language study is supplemented with readings in English that address both ancient and modern cultural concerns.

**LATN-100/0**  Latin, First Level  
(a yearlong commitment)

Five class periods. The purpose of the course is to teach students the basic features of the Latin language and of Roman culture in relation to other cultures, e.g., family life and societal relationships, slavery, travel, sports, life in the big city, entertainment, and education. Students learn the traditional forms and syntax. All six tenses, indicative and passive, are covered, as well as all five declensions of nouns, three declensions of adjectives, and the standard pronouns. There is extensive practice in recognizing endings of nouns, adjectives, pronouns, and verbs, as well as case uses and normal Latin sentence structures, with the goal of mastering basic techniques of accurate translation and comprehension of Latin sentences and stories. Students complete the textbook Jenney's *First Year Latin*, then study Jenney's *Second Year Latin* up through the ablative absolute.

**LATN-130**  Introduction to Latin  
(f-s)

Five class periods. Comparable to the first term of Latin 195, but with less depth of coverage, this one-term course is for students seeking an introduction to the Latin language or those whose studies in other languages (including English) have aroused their curiosity about the workings of languages (grammar, syntax, and vocabulary). It offers special profit and fascination to students of French, Spanish, and Italian, since it gives a wider perspective on much of what they already know. For students who plan some day to study Russian or German, it serves as an introduction to the workings of highly inflected languages. It is a term-contained course, but students wishing to continue with Latin will have the opportunity to do so.

**LATN-195/0**  Latin, First and Second Level, Intensive  
(a yearlong commitment)

Five prepared class periods. This course covers in one year the essential elements of Latin 100 and Latin 200.
LATN-200/0  Latin, Second Level  
(a yearlong commitment)

Five prepared class periods. During the fall, the linguistic and cultural approach of Latin 100 is continued as the class reviews and completes the basic grammar (including participles, subjunctives, and indirect statements) and reads about other aspects of Roman life. In the winter and spring, students read selections from Caesar, Livy, Ovid, and Apuleius’ tale of Cupid and Psyche.

LATN-300/0  Latin, Third Level: Livy, Catullus, Cicero, Vergil  
(a yearlong commitment)

Four prepared classes, all single periods. Students begin the fall with a thorough review of the Latin language in conjunction with correlated reading passages. In the latter half of the fall, students read selections from Livy or Cicero. In the winter, students read the lyric love poetry of Catullus and selections from Cicero’s speech, Pro Caelio, defending one of Catullus’ former friends against charges brought by the woman to whom Catullus wrote his most famous poems. In the spring, students read selections from Book II of Vergil’s Aeneid, the story of the Trojan Horse and the destruction of Troy, a heroic backdrop for very human struggles of duty and loyalty among women and men, parents and children, leaders and followers, humans and their gods.

ADVANCED COURSES

Latin 520V and Latin 520L (Lyric, Horace, and Catullus) are open to students who have completed Latin 300 and have met other criteria set by the Department of Classics. Although students normally read Vergil (Latin 520V) the year after taking Latin 300 and Latin lyric (Horace and Catullus, Latin 520L) the year after reading Vergil, students completing Latin 300 may sign up for Latin 520L on a space-available basis, preference being given first to all completing Latin 520V, then to Uppers completing Latin 300 with honor grades, then to others at the discretion of the Department of Classics. Students may not switch between Latin 520V and 520L during the year.

LATN-520V/0  Vergil  
(a yearlong commitment)

Five prepared class periods. Students read the entire Aeneid in English and substantial selections of Books I, IV, and VI in Latin, examining Vergil’s literary form and technique, as well as the philosophical and political dimensions of his age. Book II, which students will have read in the spring of Latin 300, is reviewed quickly. Book I frames Rome’s 1,000-year ascendancy in the rivalries of divine wills. Book IV tells the story of the tragic conflict between Aeneas’ love for Queen Dido and his obligation to imperial Roman destiny. Book VI features Aeneas’ descent into the underworld to gain prophetic visions of Rome’s future greatness. Brief selections from Books VII–XI, the “Roman Iliad,” round out the readings for the year.

Prerequisite: A grade of 5 or higher in Latin 300 or permission of the department.

LATN-520L/1  LATN-520L/2  LATN-520L/3  Horace, Catullus

Four prepared class periods. In the fall, students come face to face with the brilliance, passion, and candor of Catullus’ lyric genius. In the winter term, they study the lyric poetry of Horace, experiencing firsthand his curiosa felicitas, admired and celebrated by other poets for 2,000 years. In the spring, students learn to compare and contrast these two monumental literary figures.

Prerequisite: A grade of 5 or higher in Latin 300 or permission of the department.
RUSSIAN

With the demise of the Soviet Union and resulting rapid expansion in East-West activity, the ability to communicate in Russian and knowledge of Russian culture have lost none of their importance. At the beginning of the 21st century, there are more contacts now with Russia and countries of the former Soviet Union than ever before. Not only are American business, science, and technology clamoring for Russian speakers to work in and with the new Russia, but Russian remains the lingua franca in all the former Soviet republics, making it extremely important now for national security reasons as well.

No prior world language experience is necessary to begin the study of Russian. Before studying Russian, many consider it strange and difficult, but its alphabet and vocabulary have the same sources as English, and it follows many of the same principles of grammar. Continuous oral, visual, and instructional use quickly make Russian familiar and enjoyable.

The Russian department offers a five-year course of study. This well-established program ensures confident progress in speaking, aural comprehension, reading, and writing. Elementary courses use a unique digital textbook to strengthen grammar skills and improve vocabulary learning. At the upper levels, students use Russian word processors for their compositions and the Web for research and course work. Video is used throughout to improve understanding of culture as well as language. Students who have had success in another world language or who have some prior experience with Russian are encouraged to consider taking Russian 150 after the fall term introduction. It is the policy of the World Language Division to use the target language exclusively in the classroom.

RUSS-100/0 Introduction to Contemporary Russian
(a yearlong commitment)

Five class periods. A yearlong elementary course in speaking, listening, reading, and writing. Texts: all-digital textbook developed by the department for exclusive use at Phillips Academy; reference materials.

RUSS-130 A Short Course in Beginning Russian
(s)

Four class periods. A term-contained introduction to speaking, reading, and writing Russian, using conversational text materials, this course enables students to feel comfortable with the somewhat different features of a Slavic language. It also gives a sound foundation for continuing courses in Russian language, history, and literature, whether at Andover or in college.

RUSS-150/5 Accelerated First Year (T2)
(a two-term commitment)

Five class periods. Open to students who have completed the fall term of Russian 100 with distinction and who have been recommended by their instructor. Superior work in this course enables students to enter Russian 250 in the fall, followed by Russian 300 in the winter and spring terms, thereby completing three years of Russian language in two years. An accelerated course in grammar, speaking, listening comprehension, reading, and culture, this course may require more than the standard four to five hours of homework per week. Texts: the same as those of Russian 100 and Russian 200.

RUSS-200/0 Intermediate Contemporary Russian
(a yearlong commitment)

Five class periods. Completion of the elementary course with continued emphasis on active use. Texts: all-digital textbook developed by the department for exclusive use at Phillips Academy; reference materials.

Prerequisite: Successful completion of Russian 100.

RUSS-250/1 Accelerated Second Year

Five class periods. Open to students with strong learning skills who have completed Russian 150 or its equivalent with distinction. This accelerated course completes the work of Russian 200 with the addition of intensive grammar review and writing. Successful completion of this course qualifies students to enter Russian 300 in the winter term. This course may require more than the standard four to five hours of homework per week. Texts: the same as those of Russian 200 and fall term of Russian 300.

RUSS-300/0 Third Level Russian
(a yearlong commitment)

Four class periods. Students will improve conversation and composition skills through work with selected 19th- and 20th-century short stories and with video materials. A review of problematic areas of grammar is integrated into the course. Work with video and audio materials in the Language Learning Center constitutes an important component of the course.

Prerequisite: Successful completion of Russian 200 or Russian 250.
RUSS-400/1
RUSS-400/2
RuSS-400/3  Fourth Level Russian
Four class periods. Further work in conversation and composition. Over the course of the year, there is a transition from texts that are lightly adapted to texts in the original. The focus of materials in the winter and spring terms is the 20th century. The winter term is devoted to a single text; fall and spring terms examine shorter texts and video materials. Work with video and audio materials in the Language Learning Center constitutes an important component of the course.
Prerequisite: Successful completion of Russian 300.

RUSS-420/0  Advanced Fourth Level Russian
(a yearlong commitment)
Five class periods. The core materials of the course are identical to those used in Fourth Level Russian. In addition, however, one of the five weekly meetings will be devoted to preparation for the newly announced Advanced Placement Russian test. The additional material will be selected to reflect the structure of the AP exam. This course may require more than the standard four to five hours of homework per week.
Prerequisite: Successful completion of Russian 300 or permission of the department chair.

RUSS-500/1
RUSS-500/2
RUSS-500/3  Fifth Level Russian
Four class periods. A central goal of this course is to provide students with an overview of the major themes and developments in the last two centuries of Russian literature and history. Students will be expected to integrate this knowledge into the base they have acquired in their previous Russian study. At the same time, students will work to improve their ability to diagnose their own language-learning strengths and weaknesses, and, where relevant, to plan their approach to the continued study of Russian at the college level. Current events are a major component of the spring term.
Prerequisite: Successful completion of Russian 400/3 or Russian 420.

SPANISH

The Department of Spanish offers a six-year course of study. Students who demonstrate unusual ability and interest during the first year are invited to join an accelerated sequence. The language of the classroom is Spanish, and extensive use is made of the Language Learning Center. Students learn to understand, speak, read, and write the language, and also are given a comprehensive introduction to the literature and culture of Spain and Latin America. To enhance a student’s language experience, the opportunity to study in Zaragoza is offered through the School Year Abroad program. Information is available through the SYA program director. Upon completion of any fourth-level course sequence or combination, a student will be prepared to take the AP language exam.

SPAN-100/1  First Level Spanish
Five class periods. This course is designed for those students who have had no previous world language experience. The course emphasizes listening comprehension and the use of basic conversational patterns of Spanish speech. Elementary grammatical and idiomatic structures are introduced, as well as appropriate reading material. Students make extensive use of video materials both in and out of class. Assignments are regularly required in the Language Learning Center. All classwork is conducted in Spanish. (Text: Descubre)

SPAN-110/1  First Level Spanish
Five class periods. This course is designed for those students who have had previous experience in Spanish but who are not sufficiently prepared for the second-level course. The course emphasizes listening comprehension and the use of basic conversational patterns of Spanish speech. Elementary grammatical and idiomatic structures are introduced, as well as appropriate reading material. Students make extensive use of video materials both in and out of class. Assignments are regularly required in the Language Learning Center. All classwork is conducted in Spanish. (Text: Descubre)

SPAN-110/5  First Level Spanish (T2)
(a two-term commitment)
Five class periods. This course is a continuation of the first-level Spanish course for those students not enrolled in Spanish 120 (Accelerated First Level Spanish). (Text: Descubre)
SPAN-120/5  Accelerated First Level Spanish (T2)  
(a two-term commitment)  
Five class periods. Especially competent students will be recommended for this accelerated course at the conclusion of Spanish 100/1 or Spanish 110/1. Superior work in Spanish 120 enables recommended students to enter Spanish 220. Descubre serves as the primary text (see above) and is supplemented with reading selections and proficiency-oriented exercises.

SPAN-200/0  Second Level Spanish  
(a yearlong commitment)  
Five class periods. Using the Descubre 2 text, this course completes the introduction of grammar begun in the first year. Topics covered are imperfect, imperfect/preterite contrast, subjunctive, perfect tenses, future, and conditional. Extensive thematic vocabulary is integrated into each lesson. There are integrated video and audio programs by which the grammar and vocabulary are reinforced. Significant emphasis is placed on oral practice. Writing and reading skills are further developed. Various Latin American countries are studied.

SPAN-220/0  Accelerated Second Level Spanish  
(a yearlong commitment)  
Five class periods. This is an accelerated second-year course that develops communicative competence, and provides intensive reading and writing practice. At least eight Latin American and Spanish short stories are read in the first trimester, followed by the theatrical play La Muerte y la doncella in the second trimester, and Relato de un naufragio in the third trimester. Advanced concepts of grammar and idiomatic expressions are studied and put into practice in three-page essays. In order to work on pronunciation and speaking proficiency, PowerPoint and oral presentations are required, as is acting out specific scenes from the theatrical play. Students normally must maintain an honors grade to remain in the course. There are at least three tests per trimester, not including final exams. This course enables students, upon departmental recommendation, to enroll in a 400/420-level course. Open to students who have completed Spanish 120 with distinction and other qualified students with departmental permission.

SPAN-300/0  Third Level Spanish  
(a yearlong commitment)  
Three class periods. During the fall term, students read short stories, testimonies, and poems of diverse Hispanic traditions that explore notions of family, individual and collective identities, and personal and social relationships. These texts also serve as structural and thematic models to various written exercises (a short autobiographical essay, a fictional personal letter, and a significant anecdote) and other class activities.

The primary objective of the winter term is to expose students to a challenging and sophisticated literary text, Crónica de una Muerte Anunciada (Chronicle of a Death Foretold), by G. García Márquez, while enforcing their structural skills and communicative competence through a series of grammar, vocabulary, and comprehension exercises based on the novel.

In the spring, students read Las Bicicletas Son Para el Verano (Bicycles Are for Summer) and a play about the Spanish Civil War by a contemporary Spanish playwright, and then perform selected scenes from this work.

ADVANCED COURSES

SPAN-400/1  Current Events and Multimedia  
SPAN-400/2  Approaches to the Hispanic World  
Four class periods.

Fall Term (Hispanic America)—Students will refine speaking, writing, and listening skills in Spanish and the ability to express current issues through a cultural context. This course will use canonical Latin American literary texts, film, and journalism in order to provide a basis to discuss current and historical issues of four Latin American countries: Argentina, Chile, Colombia, and Mexico. Furthermore, the course will begin a comprehensive review of basic to advanced grammar structures for students thinking about taking the various national Spanish exams. Class requirements include three essays with subsequent corrections, three tests (not including the final exam), and a class presentation made in PowerPoint. Daily class participation is essential.

Winter Term (Spanish and Latin American Film)—Through the study and analysis of various films from Spanish-speaking countries, students further develop oral and written proficiency in the language. Representative cinematic works of Cuba, Spain, Argentina, and Mexico serve as an artistic medium for discussion of historical, cultural, and political issues. These films serve to enhance students’ knowledge of the complexity and richness of
Hispanic cultures. In addition to weekly tests on vocabulary and general comprehension of the films, students will produce an original script and a short video at the end of the term. Students will also enhance their writing by creating four essays based on issues presented on the films. The study of grammar will concentrate on the more challenging structures for English speakers, continuing the grammar review with systematic exercises that were started in the previous Spanish 400/1. Daily class participation is essential.

Spring Term (Hispanic Caribbean)—Students will refine speaking and writing through the analysis of poetry and short stories of select Caribbean authors. This course will use canonical Caribbean poetry, short stories, film, music, and journalism in order to provide a basis to discuss and analyze current and historical issues of Puerto Rico and Cuba. In addition, the course will complete the review started in the fall and winter trimesters of basic to advanced grammar structures. Class requirements will include two essays with subsequent corrections, a class presentation made in PowerPoint, a midterm exam, and a final exam. Daily class participation is essential.

SPAN-420/1 Readings in Contemporary
SPAN-420/2 Spanish and Spanish-American Literature
SPAN-420/3 American Literature

Four class periods. Each trimester, the class aims to develop all language skills through reading, discussion, oral presentations, and regular writing assignments.

Fall Term—In the fall, a modern version of the novel Don Quijote de la Mancha (1605) is closely examined.

Winter Term—In the winter, the focus is on Spanish and Spanish American drama and the traditional Spanish ballad ("romance").

Spring Term—Short stories by contemporary Latin American authors such as Carlos Fuentes, J.L. Borges, Julio Cortázar, G.G. Márquez, Isabel Allende, and others.

SPAN-500/1 Current Issues in the Spanish-Speaking World

Three class periods. Current articles from periodicals of the Hispanic world—similar in content and format to Time magazine—provide the context for the review and practice of the more complex structures of the language and for vocabulary expansion. In addition to writing assignments based on the articles, students are evaluated on their aural comprehension and oral proficiency once a week in the Language Learning Center. In the last two weeks of the term, the focus shifts to a contemporary film from Spain or Latin America as a basis for (a) the mastery of colloquial speech patterns and current idiomatic expressions, and (b) the analysis of social and/or political issues in the Spanish-speaking world.