PLEASE NOTE:
The information that follows is accurate as the Course of Study goes to press. Phillips Academy reserves the right to make changes subsequent to the date of publication. All such changes will be reflected in the online version of the Course of Study, available at www.andover.edu/academics/coursecatalog.

For the latest, most accurate information, please consult this online version.
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 that the faculty believe are fundamental to lifelong learning along with 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.

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 assessments 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 also are 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 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.

As each student will also work with a college counselor (starting in winter term of upper year), advisors are not asked to be experts on the entrance requirements of individual colleges and universities, programs within these schools, or the National Collegiate Athletic Association (NCAA). Students and parents are encouraged to research such requirements on their own by going to the websites of individual institutions.

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 at least 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 on the Parent Portal. 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 6 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 courses designed for ninth-graders, class time and homework time together should total about eight hours per week. For most other courses, this total weekly workload should be about nine hours per class. 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 Skills 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 Centers, the Writing Center, the Community and Multicultural Development (CAMD) office, and 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 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 they are absent 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:

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

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 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 200 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.

### Diploma Requirements at a Glance

<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 credits)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Art, Music, Theatre and Dance</strong></td>
<td>1 art, 1 music, plus 2 more of art, music, and/or theatre and dance</td>
<td>1 art, 1 music, and 1 more art, music, or theatre and dance</td>
<td>1 art or music</td>
<td>None</td>
</tr>
<tr>
<td><strong>English</strong></td>
<td>English 100, 200, and 300</td>
<td>English 200 and 300</td>
<td>English 300 or 301, 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><strong>History and Social Science</strong></td>
<td>History 100 in 9th grade, History 200 in 10th grade, and History 300 and 310</td>
<td>History 200 in 10th grade and History 300 and 310</td>
<td>History 300 and History 310*</td>
<td>If no prior credit for U.S., then 1 year: History 300 and 310, or, 320 plus a term of 310 or higher</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 Math 280 or 340</td>
<td>Completion of Math 280 or 340</td>
<td>Completion of Math 280 or 340</td>
<td>Completion of 500-level or higher course or Math 400</td>
</tr>
<tr>
<td><strong>Philosophy and Religious Studies</strong></td>
<td>1 term (10th grade unless granted an exception)</td>
<td>1 term (often in 10th grade)</td>
<td>None</td>
<td>None</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><strong>PACE (Personal and Community Education) Seminar</strong></td>
<td>Assigned (10th grade)</td>
<td>Assigned (10th grade)</td>
<td>None</td>
<td>None</td>
</tr>
</tbody>
</table>

*If given credit by the department chair for a U.S. history course taken previously, then three terms must be taken of other courses in the department.*
Courses Designated as Advanced

The following have been designated advanced courses: Art: 400 level and above; English: 500 level and above; World Languages: 400 level and above; and 150 and 250 courses taken. When the diploma requirement has been fulfilled; History and Social Science: 400 level and above; Mathematics: 510 and above; Music: 400 level and above; Philosophy and Religious Studies: 400 level and above; Sciences: 580 level and above; Theatre: 910 and 920.

Some advanced courses explicitly prepare students for Advanced Placement (AP) exams, as indicated in the course descriptions. Other advanced courses may go well beyond AP exam material or cover topics that are not related to exams.

Advanced Placement (AP) Exams

A large number of Phillips Academy students take College Board AP exams in May to establish advanced placement in college courses or credit toward the college degree. AP exams 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.

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 successfully completed a term of independent work 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 PAnet 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 150/0 courses are designated 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 days 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.

Adding and Dropping Courses

To transfer into 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 500 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 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 year-long or two-term course after the first five calendar days of the course—must ask the assistant 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, and the college counselor, as appropriate. 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 year-long and two-term 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. Year-long and two-term courses are considered to be long-term commitments. Only in rare instances, for academically compelling reasons and with permission of the Dean of Studies, may a Senior petition to drop yearlong or two-term courses for the spring term. Only those international students who are returning to their home countries to continue their education may petition to drop courses in the spring via the normal process.) 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 two-term 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 multisession course may be given by the department chair. The Academy does not accept requests for specific teachers in these multisession 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. The department chair is available to facilitate these conversations, if either student or teacher so desires.

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

Teacher Continuity

The Academy makes every effort to maintain teacher continuity in yearlong courses or continuing sequences. Teacher continuity occasionally may be disrupted (1) by unforeseen changes in a student's schedule, (2) when students are moved among sections of the same course to balance section sizes, or (3) by departmental staffing needs.

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. A lack of effort on the part of a student is not a valid reason to switch to audit status.

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.

Six-Course Load Policy

Because of both the rigor of individual courses and the Academy's commitment to limiting class size, taking a six-course load 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 900–910 or Physical Education 200, (b) the student has earned an honors average in the previous term and has no incompletes, or (c) the sixth course is Theatre 920 and the student has no grade lower than a 4 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 5 or lower in a discipline in which s/he is continuing be allowed to take a six-course other than Music 900–910 or Physical Education 200.

Approval of a six-course load, whether granted automatically or by the Advising Council, is conditional upon a satisfactory record at the midterms. 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 midterms 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

After junior year and prior to senior year, students are expected to take five courses each term. Exceptions are made for significant academic or personal reasons. In the senior year, four-course loads are permitted if: (1) three of the four courses in the proposed program are designated advanced or honors courses (see below) and (2) approval is granted by the Advising Council, which will consider the overall rigor of the proposed program and the student's individual situation. While they may be approved on a case-by-case basis, four-course loads are somewhat unusual prior to spring term of senior year. Except in the spring term of senior year, a four-course load may include two courses in the same department, and it may never include a course graded on a pass/fail basis. (In other words, students may take a pass/fail course only as part of a five- or six-course load.)
Failing Course and Trimester 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 assessment administered by the academic department involved. The timing of any makeup examination is at the mutual convenience of the student and the department.

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.

There is, however, a time limit for the makeup of a failing trimester grade when that trimester is part of a multiple-trimester course (two term or yearlong). Such a makeup must be completed by the last regular day of classes of the following trimester, prior to the start of extended period week.

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 2012-2013 as follows:

| October 6 | SAT Reasoning and Subject Tests |
| October 20 | PSAT Assessment |
| October 27 | ACT Assessment |
| November 3 | SAT Reasoning and Subject Tests |
| December 1 | SAT Reasoning and Subject Tests |
| January 26 | SAT Reasoning and Subject Tests |
| April 13 | ACT Assessment |
| May 4 | SAT Reasoning and Subject Tests |
| May 6-May 17 | AP (Advanced Placement) Exams |
| June 1 | SAT Reasoning and Subject Tests |

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.

Personal Computers

Though there is no expectation that they do so, students are encouraged to bring personal computers to the school. However, Phillips Academy assumes 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 (SYA)

Students may elect to spend their upper or senior year studying in France, Spain, Italy, China, Japan, or Vietnam with School Year Abroad (SYA). Originated as an off-campus program by Andover and 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 assistant dean of studies for advising and guidance in the selection of courses for the years prior to and following the year abroad. SYA is a yearlong commitment. Students will not be permitted to return to the Academy for winter or spring terms.

In order to apply to SYA from Phillips Academy, students must conform to Academy policies and meet SYA requirements. Academy policies are as follows: Students must have term averages and world languages grades of at least a 4. In addition, the student must clearly demonstrate that he/she will fulfill language and diploma requirements by the time of graduation. Any exceptions that may arise with respect to the above policies and procedures will require approval by the Head of World Languages and SYA coordinator.

Summer Session

Phillips Academy's 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.

Course Numbers

The first digit corresponds to the “level” of the course:

- **Level 1** = 100; for courses that introduce a subject (SPAN-100) or that are typically taken by Juniors (BIOL-100, ENGL-100)
- **Level 2** = 200; for courses that are the second level in a sequence (SPAN-200) or courses that are typically taken by Lowers or Juniors (ART-225, HIST-200)
- **Level 3** = 300; for courses that are the third level in a sequence (SPAN-300), or for courses that are appropriate for Uppers (ENGL-300) or for Juniors, Lowers, and Uppers (PHRE-300, CHEM-300)
- **Level 4** = 400; for courses that are the fourth level in a sequence, or for courses that are appropriate for Seniors (but do not qualify for the 500 or 600 designations)
- **Level 5** = 500; for courses equivalent to college freshman classes, sometimes, but not always, indicated by explicit preparation for an AP exam
- **Level 6** = 600; for courses that would typically be taken by majors in the subject in college, or for courses typically taken after the first year of college
- **Performance-based credit = 900; for course credit associated with performance, such as music lessons or participation in music ensembles for credit. Numbers followed by “H” indicate higher level performance requirements, such as ensembles with competitive auditions.**

Key to Course Designations

A course number ending in /0 denotes a yearlong course (Example: MATH-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: THDA-520/1, 2, 3). A course number ending in /4 or /5 denotes a two-term commitment (Examples: PHYS-580/4 is offered in the fall and winter terms; FREN-3205/5 is offered in the winter and spring terms). A number with no term designation (Example: BIOL-421) indicates a course that is term-contained but may be taken only once.

The designations F, W, and S indicate the trimester during which the course is offered: F = Fall; W = Winter; S = Spring. Carefully check each course description for any other limitations: prerequisites, permission of instructor or department chair required, etc.

**Final Digit: Indicates:**

| /0 | Yearlong course |
| /1 | Course offered in fall trimester |
| /2 | Course offered in winter trimester |
| /3 | Course offered in spring trimester |
| /4 | Two-term commitment in fall and winter |
| /5 | Two-term commitment in winter and spring |

Interdisciplinary Studies

Interdisciplinary courses were created and are taught by teachers in two or more academic departments. For full descriptions of interdisciplinary courses, please see pages 33 and 34.
**PLANNING A PROGRAM OF STUDY AT ANDOVER**

The following is designed to help Andover students and their parents understand the curriculum and to show the major decisions (and their consequences) that face students at each stage of the four-year academic program.

**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.

### Junior Year

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 assessments 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, often at the 100 level

3. **English**
   - English 100

4. **History**
   - History 100

5. **Elective**
   - art, theatre, music, or physical education

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

### Lower Middle Year

Each trimester a Lower must take five courses. New students may have their placement adjusted as a result of the placement assessments or questionnaires sent to them in the spring. 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 outline below.

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, with most students taking Biology 100 (students placing in Math 280 or higher may wish to consider other sciences)

5. **Elective**
   - art, classics, computer, music, philosophy and religious studies, or theatre/dance

### 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, Physical Ed., Elective**
   - unless petition for an alternate program has been granted at the end of junior year

### Upper Middle Year

During the upper 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 assessment or questionnaire sent to them in the spring. As a matter of general policy, advisors encourage depth in the selection of courses for the upper year. In selecting courses, students are reminded to check the diploma requirements. An Upper's program should resemble the outline below.

Uppers should take the Preliminary Scholastic Aptitude Tests (PSATs) in the fall, and some take the College Board SAT Subject Tests during the lower year.

### 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/dance

### 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 at the end of junior year

### Senior Year

During the upper 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; an Independent Project counts as a 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 in order to graduate. In selecting courses, students are reminded to check the diploma requirements. New students, including 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 outline below.

Many Seniors retake the ACT Assessment and SAT Reasoning and Subject Tests in the fall, and take the College Board Advanced Placement (AP) exams in May of their upper year.

### New Students

1. **Mathematics**
   - enter the sequence by placement of the department; if the requirement is not yet satisfied, enter Mathematics 400

2. **World Language**
   - enter the sequence by placement of the department

3. **English**
   - as placed by the department

4. **Elective**
   - art, computer, another English or Humanities Writing Seminar (INDS–400/1), or history

5. **Elective**
   - mathematics, a 150/0 language, music, philosophy and religious studies, science, psychology, or theatre/dance

### 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.
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.

Students who matriculated as Juniors and Lowers must take one of the Visual Studies Studios (ART-225, B, or C), which satisfies them for any 300-level Introductory Concentration Course or a 400-level course upon permission of the department chair.

Entering students considering ART-500 (Advanced Studio Art) should check prerequisites or consult with the department chair to plan a program that includes sufficient breadth and preparation. Students interested in pursuing a particular media area should consider a 500-level course in that area or an independent project.

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. Exemptions will be granted on the basis of a student's previous coursework and a portfolio of work.

Students who matriculated as Uppers may fulfill their diploma requirement in the visual and performing arts with ART-350, or they may enroll in a 300-level or 400-level course upon permission of the department chair.

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

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**

The ART-225 Visual Studies courses focus on artistic thinking, visual vocabulary, and the relationship of making and thinking. Why do material choices make a difference? 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. Juniors and Lowers must take one ART-225 course (2-D, 3-D, or media).

**Visual Studies 2-D Studio**

**ART-225A** (F-W-S)

Five class periods. For Juniors and Lowers. 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.

**Visual Studies 3-D Studio**

**ART-225B** (F-W-S)

Five class periods. For Juniors and Lowers. 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. Students are able to observe, critically and analytically, their surroundings and visual culture.

**Visual Studies Media Studio**

**ART-225C** (F-W-S)

Five class periods. For Juniors and Lowers. 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.

**Introductory Concentration Courses**

Students who matriculated as Juniors or Lowers must complete a foundation course (ART-225 or ART-250) prior to enrolling in a 300-level course. Students who matriculated as Uppers may fulfill their diploma requirement in the visual and performing arts with ART-350, or they may enroll in a 300-level course upon permission of the department chair.

**Visual Culture: Images and Ideas**

**ART-300/2**

Four class periods. This course is designed for a broad range of students as an introduction to the many ways in which images, ideas, and process work together. Through thematic portfolios, students will view and work from the collection of the Addison Gallery of American Art. By comparison, students will also look at artwork from artists of different cultures and from the collections of visual arts, both western and non-western. Researching and working thematically, students will get a broad view and will see how different artists focus on similar ideas but with varied processes and approaches to creating objects and images. Students will be introduced to a formal visual language and how artists use this language combined with technique and application to develop ideas. As a culminating project for the term, students will curate a virtual exhibition. Students interested in enrolling in ART-300/3 Visual Culture: Discovering the Addison Collection are strongly encouraged to take this course. Reading, writing, and research projects will be part of this course. (Ms. Civelli)

**Visual Culture: Discovering the Addison Collection**

**ART-300/3**

Four class periods. Throughout the term, students will view selections from the collection of the Addison Gallery as it relates to the history and context of American art. Each week various themes will be explored and diverse works from the collection will be viewed and discussed from a perceptual point of view. Students will meet the gallery staff and experience what makes a museum function. Readings, writing assignments, and research projects will help students engage, confront, and discuss a wide range of art forms and imagery. Issues surrounding the making and viewing of art will be explored. As a culminating project for the term students will curate an exhibition. (Ms. Civelli and members of the Addison staff)

**Architecture I**

**ART-301** (W-S)

Four class periods. This course will introduce students with a sequential exploration of drawing methods and concepts. Students learn through in-class exercises and formal assignments, skills, and concepts relating to contour, gesture, and full rendered drawings. Students will work with a variety of materials. Concepts include the depiction of three-dimensional form on a two-dimensional plane, use of light and dark contrast, and use of proportion and perspective sighting. Assignments are designed to develop the students’ skills in direct observation and to encourage creative, expressive thinking. Students will work with still life setups, the surrounding environment, and the figure. (Ms. Civelli, Ms. Trespa)

**Clay and The Ancestral Pot**

**ART-302** (F-W-S)

Five class periods. This interdisciplinary class explores the exciting intersections between the disciplines of archaeology, geology, and studio art. In the studio classroom, students will explore the nature of clay, ceramic techniques, aesthetic considerations, and the role of clay in human evolution. The Peabody Museum of Archaeology's collection will offer historical context and a rich array of objects to frame class discussions and assignments. Explore the idea of the pot as a vessel. How do you define potential versus the final object? How do you capture the form and potential of a material? In the evening lab, 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.

**Photography I**

**ART-306** (F-W-S)

Five class periods. This introductory black and white film course will explore, through presentations, demonstrations, and group critique, traditional photographic image making. Beginning with basic camera manipulations and film processing, students will be encouraged to explore the magic of light-sensitive silver materials. Laboratory instruction in printing fine art images with variable contrast filters will be provided. Assignments and discussions of historical landscape, portrait, and/or still life genres will further direct each student to examine how a photographic image usually selects and represents his or her vision of the world. A supervised evening lab opportunity provides additional time for technical help and individual critique with the instructor. Class meets four periods a week, with five hours of preparation. Rental film cameras are available from the art department. (Ms. Harrigan and department)

**Computer Media**

**ART-303** (F)

Five class periods. Computer technology offers an indispensable set of tools for an artist, profoundly influencing the ways in which ideas and images are generated, constructed, and presented. Various methods of digital manipulation allow an artist to integrate photographic and traditionally generated imagery (e.g., drawing, painting, printmaking, sculpture). In the first part of the term, students will work on small projects as a way to experiment with the expressive and technical potential and possibilities of Adobe Photoshop. During the second part of the term, students will design, define, and construct a final project of a set of slides or a series of sequential images, a visual book, a CD-ROM, or a mixed-media collage or sculpture. (Ms. Zemlin)

**Drawing I**

**ART-304** (F-W-S)

Four class periods. This course will provide students with a sequential exploration of drawing methods and concepts. Students learn through in-class exercises and formal assignments, skills, and concepts relating to contour, gesture, and full rendered drawings. Students will work with a variety of materials. Concepts include the depiction of three-dimensional form on a two-dimensional plane, use of light and dark contrast, and use of proportion and perspective sighting. Assignments are designed to develop the students’ skills in direct observation and to encourage creative, expressive thinking. Students will work with still life setups, the surrounding environment, and the figure. (Ms. Civelli, Ms. Trespa)

**Painting I**

**ART-305** (W)

Five class periods. This class is designed to introduce students to the basic elements of painting with water-mixable oils or acrylic paints. Specific programs 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. (Ms. Trespa)

**Mixed Media Printmaking**

**ART-307** (W)

Five class periods. Students discover and develop personal imagery while learning several types of printmaking techniques, including relief, monoprint, drypoint, and collotype. Images are constructed through collage, drawing, and painting, and carving into—surfaces such as rubber, wood, metal, and plastic. These are inked, in most cases with water-based inks, and transferred to paper by hand or by means of a printing press. Often several impressions will be “pulled” from one printing plate and combined with another. A collaborative project, book
arts, and digital printing methods also are explored. Emphasis is on gaining a technical and aesthetic understanding of the two processes while developing a student’s ideas through various types of printing and mixed media combinations. Critiques, slide talks, and field trips to the Museum of Printing and the Addison Gallery contribute to students’ understanding of the history, concepts, and processes behind printmaking. (Ms. Trespas)

**Sculpture I**

**ART-308**

Five class periods. Winter term—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. There will be a required evening lab. (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 the casting, armature construction, and hand papermaking techniques of the material. Technical demonstrations, assignments, and exposure to a wide range of historical and contemporary art 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. There will be a required evening lab. (Ms. Zemlin)

**Video I**

**ART-309**

(F-W-S)

Five class periods. This course introduces principles and techniques of time-based media. Students learn to identify and envision stories, and shoot and edit their own productions. Class time will include viewing and discussing both professional and student work chosen to show ways one conveys ideas by means of images and sound in fiction, nonfiction, and experimental work. There will be three assigned video projects and a final project of one’s own choosing. Cameras, microphones, computer editing stations, and software (Final Cut Pro) will be provided by the Polk-Lillard Center. A student wishing to take video for a full year should begin with ART-309 in the fall. Students with a background in video who think they may be prepared to go directly into ART-409 should consult with the instructor. (Ms. Vienera)

**Introduction to Digital Photography:**

**The Landscape**

**ART-310**

(F-W-S)

Four class periods. This introductory digital photography course examines the concept of beauty in the environment and how we appreciate the poetic or contemplative experience of a photograph. The color theory of light, color management, using adjustment layers, and composite imagery with Adobe Photoshop tools will provide students with the solid knowledge base to produce an edited portfolio or visual book at term’s end. Time-lapse photography will be demonstrated and discussed along with other techniques used in scientific inquiry that serve the efforts of environmental protection and preservation. (Ms. Harrigan)

**Woven Structures and Fabric**

**ART-314**

(S)

Five class periods. This class will explore the technical and conceptual potential of fabrics, surface design, and woven structures in terms of function, cultural significance, pattern, abstraction and representation. Students will learn fiber techniques, such as weaving, pieced fabric collage and quilting, stenciling, digital printing on fabric, block printing, and tie-dye. In the process of learning a range of techniques, students will develop ideas and imagery based on personal interests, contemporary fine art, crafts, and the textile collections at the Peabody Museum. (Ms. Zemlin)

**The Artist: Media and Meaning**

**ART-350**

(F-W-S)

Five class periods. For Uppers and Seniors. This course explores how artists develop images. While learning to think as artists, students will learn to develop ideas using visual language to communicate ideas. Student projects will focus on the expressive possibilities of image making with 2-D media, including the synergy between digital technologies and traditional hands-on application of materials—digital photography, drawing, and collage. In class presentations and lectures, examples from art, film, and popular culture will provide context for discussions relevant to personal and cultural topics. (Ms. Civelli, Ms. Vienera)

**Art, Artifacts, and Culture**

**ART-365**

(Not offered in 2012–2013)

Four class periods. This course involving the art department, the Addison Gallery, and the Peabody Museum of Archaeology 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 the art history sequence, 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. Civelli)

**Advanced Concentration Courses**

**A History of Western Art: Chauvet to Assisi**

**ART-400/1**

Five class periods. This course will examine the origins and development of Western art through a variety of ways: we explore works of art as primary source documents to unveil the values, beliefs, and ideas of the culture in which they were created, and we foster the literacy to read works of art well long after we depart the course. (No offerings in 2012–2013). After taking ART-401 once, and in consultation with the instructor, students can develop a term project that includes research and analysis, as well as a developed design that they choose independent of the class assignment. In this course there also will be the possibility to develop a multi-disciplinary project in coordination with work in another class.

A student wishing to take a full year should begin with ART-301 in the fall. A student earning an honors grade will be eligible to advance to ART-501. (Ms. Boyajian)

**A History of Western Art: Masaccio to Rembrandt**

**ART-400/2**

Five class periods. Through this study of Renaissance and Baroque architecture, painting, and sculpture, students learn to place a work of art within its historical context and to use this understanding to convey one’s own reading of the work. The term begins with Europe emerging from the horrors of the Black Death; sees the militiam of Julius II, the rise of Martin Luther, and the reforms of the Council of Trent; and concludes with the papacy of the Dutch Golden Age. In studying these visual and events as well as the art of Guiseppei, Michelangelo, Sofonisba, Velazquez, and Caravaggio, among many others, students pay particular attention to the effects of class, gender, national identity, politics, religion, sexual orientation, technology, and urbanism on visual culture. (Mr. Fox)

**Prerequisite:** Open to Uppers and Seniors; completion of ART-225, -250, or -350 is recommended but not required.

**A History of Western Art: Christo and Jeanne-Claude**

**ART-400/3**

Five class periods. Students in this course will explore the architecture, painting, and sculpture of Europe and the Americas from the 18th to the 21st century. While political and social history will fuel readings of the work, the term also will cover both intellectual history (Nietzsche, Einstein, Freud, Foucault) and Formal theory (examining the way a work was made and its visual aspects). Throughout the term, two quotations will guide us: Maurice Denis in 1890, “Remember that a picture before it is a picture of a battle horse, a nude woman, or some story, is essentially a flat surface covered in colors arranged in a certain order”; and Pablo Picasso in 1923, “The fact that for a long time Cubism has not been understood and that even today there are people who cannot see anything in it means nothing. I do not read English; an English book is a blank book to me. This does not mean that the English language does not exist, and why should I blame anybody else but myself if I cannot understand what I know nothing about?” (Mr. Fox)

**Prerequisite:** Open to Uppers and Seniors; completion of ART-225, -250, or -350 is recommended but not required.

**Architecture II**

**ART-401**

Four class periods. ART-401 is designed as a continuation of ART-301 for students who wish to develop and further expand their ideas. The sequence of projects throughout the three terms is designed to allow a student to study a range of architectural issues (if they wish to take architecture more than one term) by addressing different contexts—a natural setting (fall term), interface with an existing structure (winter term), and in an urban context (spring term). After taking ART-401 once, and in consultation with the instructor, students can develop a term project that includes research and analysis, as well as a developed design that they choose independent of the class assignment.

In this course there also will be the possibility to develop a multi-disciplinary project in coordination with work in another class.

A student wishing to take a full year should begin with ART-301 in the fall. A student earning an honors grade will be eligible to advance to ART-501. (Ms. Boyajian)

**Advanced Ceramics**

**ART-402/1**

**ART-402/2**

**ART-402/3**

Five class periods. This course is designed for students who have completed Clay and The Ancestral Pot (ART-302) and wish to continue their study of ceramics. As an advanced course, students will be asked to expand on their existing knowledge of ceramics, strengthen their technical skills, and seek sophisticated solutions to given assignments. In addition to their own work in the studio, students can expect to pursue some research and inquiry into the work of contemporary ceramic artists. Outside reading and visits to the Peabody Museum of Archaeology also will be a part of the course. A student earning an honors grade will be eligible to advance to ART-502. (Ms. Zaelitz)

**Prerequisite:** ART-302 or permission of department chair.

**Computer Media II**

**ART-403**

(Not offered in 2012–2013)

Five class periods. This course is for the student with keen interest in digital imaging. Student projects will include 2-D design, digital film collage, still/moving image combination, and short stop-action animations. Traditional techniques such as green screen will be demonstrated. At the end of the term students will have the opportunity to pursue a final project of their own choosing.

**Prerequisite:** ART-303, Digital Photography (ART-310, -410, -510), Video (ART-309, -409, -509), or permission of department chair.
### Drawing II

**ART-404** (W-S)

Four class periods. This course will focus on thematic subjects and will function on a more advanced level than Drawing I, while continuing to stress the balance between perceptive skills, concept/compositional development, and technical development. Scale, proportion, spatial studies, the understanding of color, and the exploration of mixed media will be some of the areas covered. A student earning an honors grade will be eligible to advance to ART-504. (Ms. Crivelli)

**Prerequisite:** ART-306 or permission of department chair.

### Painting II

**ART-405** ($)

Five class periods. In advanced painting, students build on already-acquired technical experience from Painting I while developing their own image ideas. Through working from direct observation, technical processes, and conceptual approaches, students explore different ways of working with acrylics and water-mixable oils. We will investigate different approaches that generate ideas for paintings. 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. Critics, Addison Gallery visits, and exploration of artists’ work and art historical issues relevant to the student’s paintings are important components of this course. A student earning an honors grade will be eligible to advance to ART-505. (Ms. Tresspas)

**Prerequisite:** ART-305 or permission of department chair.

### Sculpture II

**ART-408/3**

Five class periods. 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, studio work, and visits to the Addison Gallery. In developing projects, students will be asked to focus on a particular concept, approach, or set of materials throughout the term. There will be a required evening lab. A student earning an honors grade will be eligible to advance to ART-508. (Ms. Zemlin)

**Prerequisite:** ART-308 or permission of department chair.

### Video II

**ART-409/1**

Five class periods. This course gives students with a background in video an opportunity to deepen their knowledge. Students design their own projects; some work on term-long projects while others choose to pursue several short projects. All students will be asked to identify goals for the term and design a term plan for meeting their goals. Class time will include viewing and discussing the work of others to inform one’s own work. Students enrolled in this course should have previous camera and editing experience. The course will include classes dedicated to introduction or review of Final Cut Pro editing software. Advanced students who wish to continue may enroll in ART-409 for more than one term or continue in ART-509. A student earning an honors grade will be eligible to advance to ART-509. (Ms. Veenema)

**Prerequisite:** ART-309 or permission of department chair.

### Woven Structures and Fabric II

**ART-414** ($)

Five class periods. This class is an opportunity for students who have taken ART-314 to continue their investigations of weaving and textiles. Students will further explore the materials and techniques learned in ART-314 in long-term projects or in several shorter term projects, depending on individual interests. Projects should focus on craft and the development of imagery and design. All students will be asked to identify goals for the term and design a term plan. It is recommended that students consult with Ms. Zemlin before signing up for the course. (Ms. Zemlin)

**Prerequisite:** ART-314 or permission of department chair.

### The Quest for Identity: Explorations in Film and Mixed Media

**ART-420** ($)

Four class periods. Open to Uppers and Seniors. 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)

**Prerequisite:** Foundation Course (ART-225, -250, or -350) or permission of department chair.

### Advanced Studio Art

**ART-500/0**

(A YEARLONG COMMITMENT)

Five class periods. 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 application 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 Gallery events. In the spring 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 all evening lab sessions is required. (Ms. Harrigan)

**Prerequisite:** Junior standing, and at least two additional 300- or 400-level studio art courses, or permission of department chair. A course in drawing is strongly recommended.

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### 500-Level Studio Courses

The following courses are open to students upon completion of the preceding 400-level courses with an honors grade, or by permission of the instructor and department chair.

### Architecture III

**ART-501/2**

Sculpture (W-S)

(Ms. Boyajian)

**ART-508/2**

(Ms. Zemlin)

### Ceramics III

**ART-502/1**

Sculpture (W-S)

(Ms. Zemlin)

**ART-502/2**

(Ms. Zemlin)

**ART-502/3**

(Ms. Zemlin)

### Drawing III

**ART-504**

(W-S)

(Ms. Trespas)

**ART-505**

(Ms. Trespas)

### Painting III

**ART-506** ($)

(Ms. Harrigan)

### Topics in Photography II: Self and Other

**ART-510**

(Ms. Harrigan)

### Architecture IV

**ART-601/2**

Ms. (Boyajian)

**ART-601/3**

(Ms. Boyajian)

**ART-609/1**

(Ms. Boyajian)

**ART-609/2**

(Ms. Boyajian)

**ART-609/3**

(Ms. Veenema)

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### 600-Level Studio Courses

These courses give students who have completed the 500-level of the course with an honors grade the opportunity to enroll for further advanced study in that area. Students enrolling in 600-level courses must have permission of the instructor who will oversee the advanced work and permission of the department chair. The following courses are open to students upon completion of the preceding 500-level courses with an honors grade, or by permission of the instructor and department chair.

### Architecture IV

**ART-601/2**

(Ms. Boyajian)

**ART-601/3**

(Ms. Boyajian)

**ART-609/1**

(Ms. Veenema)

**ART-609/2**

(Ms. Veenema)

**ART-609/3**

(Ms. Veenema)
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.

Greek Literature

**CLASSIC STUDIES**

The diploma requirements in English are intended to establish competence in writing and reading. All Juniors take ENGL-100 and may not take ENGL-200. For New Lovers, this requirement is fulfilled by successful completion of ENGL-200 and ENGL-300. New Uppers fulfill their requirement by successful completion of ENGL-301 and three terms of English electives. International students who are new Uppers usually begin the sequence with ENGL-301. One-year American students and some one-year international students will begin with ENGL-495 for one term, followed by electives in the winter and spring terms; these international students must be placed by the chair of the department. The remainder of the one-year international students begin with ENGL-400/1, followed by a course designated by the department chair in consultation with the students’ teachers. Any course so designated will fulfill diploma requirements. Seniors and 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.

No failed course may be made up simply by passing a make-up examination.

### An Introduction

**ENGL-100/0**

(A YEARLONG COMMITMENT)

ENGL-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. ENGL-100 assets to Helen Vendler’s notion that “every good writer was a good reader first.” Accordingly, ENGL-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, ENGL-100 students revel in the beauty, humor, and wisdom of the literature.

Over the three trimesters, ENGL-100 students read literature of various genres and periods. For their syllabi, teachers turn to a great many authors. ENGL-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, ENGL-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, ENGL-100 students do not receive grades during the fall trimester. At the end of the term, their report cards will indicate “Pass” or “Fail.”

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

### Writing to Read, Reading to Write

**ENGL-200/0**

(A YEARLONG COMMITMENT)

Fall term—During the fall term of ENGL-200, classes focus on the writing process. Students are exposed to a variety of rhetorical modes, such as narration, description, analysis, comparison/contrast, cause/effect, definition, example/illustration, process, and argument. By the end of the term, students should be able to organize, develop, and write cogent essays in five or six of these modes. Teachers integrate a variety of reading assignments into their lessons on the writing process. During the fall term, classes also work deliberately on vocabulary development, clarity, grammar, mechanics, and punctuation.

Winter term—In the winter term, the focus shifts to reading and writing about poetry. While the course introduces literary terms and strategies for understanding poetry, the literature serves primarily as an opportunity for the students to work on writing skills, drawing on the lessons of the fall term and reinforcing argument and persuasion as patterns of thought that can guide the writer logically through a discussion of a poem.

Spring term—In the spring term, the focus shifts again to reading and writing about fiction, including the novel. Students continue to write in the modes introduced in the fall term and focus on organizing the essay. The spring term includes a project involving one of the texts and a research paper, class presentation, or performance.

### Elective Courses

The course offerings in English culminate in a rich variety of advanced-level electives. They are open to students who have successfully completed ENGL-300, 301, 400, or 495, as well as to select Upper who, with the permission of the department chair, may enroll in an elective concurrently with the winter and/or spring term of ENGL-300 or 400.

Note: Because of an early press deadline, there inevitably will be some inaccuracies in the printed Course of Study. For accurate information about which electives are offered in a specific term, please refer to the Master Schedule or the Online Course Catalog.

### Creative Nonfiction

**ENGL-501AA/2, ENGL-501AA/3**

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. This workshop-centered writing course is open to all students seeking to improve their craft and interested in the boundaries and possibilities that creative nonfiction, as a quickly growing genre, continues to explore.
Genre Courses

Gothic Literature: Living in The Tomb ENGL-510AA

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, the desire for moral closure, and the roles of gender, race, class, and sexuality. Probable selections include The Castle of Otranto, by Horace Walpole; Faustus, by Christopher Marlowe; Rebecca, by Daphne du Maurier; Dracula, by Bram Stoker; The Turn of the Screw, by Henry James; stories by Poe, Faulkner, Gaskell, Irving, Hawthorne, Gilman, Jackson, Cheever, DeLillo, Carver, and Others; and poetry of Christina Rossetti, Thomas Gray, William Cowper, Lozanne Gluck, and Sylvia Plath. Possible films include Affliction, The Royal Tenenbaums, A Simple Plan, Psycho, and The Cabinet of Dr. Caligari. (Mr. Tortorella)

Theories of Children’s Literature ENGL-510AB

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 of this course will 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; The Secret Garden, by Frances Hodgson Burnett; and The Time Machine, by H.G. Wells. Possible films include The Red Balloon and The Point. (Mr. Tortorella)

New Media Studies: Joining the Global Conversation ENGL-511AA/2

New forms of media are evolving with dizzying speed, yet their essential function—unto inform, engage, and entertain—remains unaltered. In this course, students will explore a variety of media theories and then apply them to a vast range of new media, from conventional news blogs and online magazines to social theories and then apply them to a vast range of new media, from conventional news blogs and online magazines to social networks and social media sites like Facebook, Twitter, Tumbld, and Digg. Students will learn not only how to be critical consumers of new media but also how to use them effectively to participate in the global conversation. Along the way, they will sharpen their writing skills, with special emphasis on clarity, concision, and verve. (Ms. Tosagnant)

Cinema Symbiosis ENGL-511AA

As the historian Daniel J. Boorstin pointed 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, John Huston, and Martin Scorsese, among others. In addition, students read critical essays on each film and study several literary works—perhaps ones by Ryunosuke Akutagawa, William Shakespeare's Hamlet, Russell Banks, Anthony Burgess, Arthur C. Clarke, Dashiell Hammett, James Joyce, Vladimir Nabokov, or Flannery O'Connor—that have been adapted to the screen. (Mr. Fox)

New Media Studies: Joining the Global Conversation ENGL-511AA/2

What does it mean to be fully literate in the information age? Working from the premise that all messages are constructed, we will examine the forces (explicit and hidden) that determine those constructions, as well as the ways in which they differ and multiple and interact with various media determine our sense of self, identity, truth, and desire. Students will read a range of media theory and then put those theories into practice by experimenting with language, images, narratives, and truth as we encounter in traditional or alternative news sources, advertising, television, politics, sports, and other cultural institutions. This is a writing-intensive course, and students will be expected to write every week. Topics may include the product and consumption of news, the blurry line between news and entertainment, the conventions of advertising, the rise of media conglomerates in the 1990s, master narratives and gender at-

Great Traditions in Literature: The Epic Poem ENGL-512AA/2

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 The Pickwick Papers (even years); Paradise Lost and The Inferno (odd years). (Mr. McGraw)

The Short Novels: Risk and Romance ENGL-513AA/1

This course uses a mix of seminar classes, films, and regular, individual student-teacher conferences to examine experimen- tary 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, Paug, Rulfo, Enchi, Duras, Achebe, Hemingway, McCullers, Camus, Salinger, Garcia, and others. (Mr. Peffer)

Journalism ENGL-514AA/1

This course on print journalism recognizes the challenges all journalists face in their efforts to be fair and also accurate as they report the failures of contemporary school reform, from narrative methodologies to urban inequality. By focusing on these top- ics, students will not only recognize the complexity of key challenges facing American; in Detective Lester Fremon's words from the first season, “All the pieces matter.”

To inhale...
weekly assignments on deadline for news articles, feature stories, and opinion pieces, and this course will work with readings on the First Amendment, media ethics, and the law. We will also discuss the current radical transformation of newspapers in the digital age. Texts for the course are Journalism 101, by Nina Simone, and excerpts from The Elements of Journalism, by Bill Kovach and Tom Rosenstiel, as well as daily newspapers. Films will include Alcove of Malice, All the President’s Men, The Year of Living Dangerously, and Welcome to Sarajevo. (Ms. Scott)

The Graphic Novel
ENGL-515GR
(S)
The graphic novel is an extended comic book with similar subject matter to, and the sophistication of, traditional novels. By its very nature, it challenges our assumptions of what a narrative and novel can be. For those tied to words, the comic offers a challenging visual text that forces us to read in new and surprising ways, and much of this course will be about reframing our visual and narrative habits and expectations. While the graphic novel is increasingly mainstream, it often has offered voices from the margins about the margins. Its subject has been everything from the coming-of-age novel to historical memoir to cross-cultural conflict to the darker side of the superhero. We will read a variety of texts with the rigor accorded to more traditional texts while also stretching ourselves to understand the aesthetic choices the artist makes. By the end of the term, we will even attempt our own small comics. Texts may include: Alan Moore’s Watchmen, Chris Ware’s Jimmy: The Smartest Kid on Earth, Marjane Satrapi’s Persepolis, Art Spiegelman’s The Complete Maus, Frank Miller’s Dark Knight Returns, and others. (Ms. Curci)

Contemporary American Poetry
ENGL-516AA/3
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 concludes with an exposure to poetry that is happening right now, which includes biclural and multicultural poets. Most class time will be spent deriving themes through discussions of poems, poems, poetic movements, criticism, and theory. Poets include Ginsberg, Corso, Kerouac, Dylan, Waldman, Bukowski, Creeley, Olson, Levertov, Auden, Hara, Plath, Berryman, Bishop, Rich, Dove, Hass, Kavell, Nye, Springsteen, and Colvin. (Mr. Tortorella)

Last Acts: Remember Me?
ENGL-517AA
(SP)
“I got shot,” Tapac Shakar declares at the opening of his posthumous film Restoration, and the viewer asks, “How did he know that was going to happen?” This course begins with some basic questions: How will I be remembered? Can I influence that process? And what films, novels, or poems will people look back on and say that something was left behind? In this way, the course seeks to turn the study of literature into a study of the present day. This course will explore how narratives of trauma and the mode of reading that such a genre produces.

Special Topics Courses

Gender Roles in Contemporary World Fiction
ENGL-520AA
(W)
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 when speaking about gender roles and the relationships between men and women. In several cases together, we might ask, “Are they keeping it real, or is this genre a ploy or performance?” Potentially drawing on examples ranging across disciplines, literary figures to consider may include Sylvia Plath, Reinaldo Arenas, Raymonde Carver, Charles Bukowski, Jane Kenyon, May Sarton, William Gaddis, Malcolm X, and Martin Traw. (Dr. Kane)

The Literature of Travel Writing
ENGL-518AA
(W)
The British scholar Paul Fussell writes, “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 all kinds of things—ships, planes, trains, donkeys, sordid facts, hotels, bizarre customs and odd people, unfamiliar weather, curious architecture, and risky food. At the same time, a travel book will pursue an investigation, and deal with those things so as to suggest that they are not wholly inert and discrete but are elements of a much larger meaning, a meaning metaphysi- cal, 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 may include Marco Polo, Christopher Columbus, Lady Mary Wortley Montague, Apuley Chery-Garrird, Charles Darwin, Freya Stark, D.H. Lawrence, Jack Kerouac, V.S. Naipaul, Paul Theroux, Margaret Atwood, Annie Dillard, and David Foster Wallace. (Ms. Scott)

Modern American Literature—Rosebud: The Restless Search for an American Identity
ENGL-523AA
(F)
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; Banksy; The Awakening; Chopping Wood; African Women; Six Degrees of Separation; Guare. Possible films: Citizen Kane; Far from Heaven; Tally; Transamerican; Hustle & Flow. (Mr. Bardo)

Remembrances: Trauma and Survival in Twentieth-Century Literature
ENGL-524AA
(F)
In her novel Beloved, Toni Morrison coin the term “rememo- rize” 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 re-emerge between the 20th- and 21st-century literature. In our investigation of literature about war, terrorism, and other cultural traumas, we will encounter authors drawing from a variety of historical moments and per- spectives. We will look closely at how trauma literature both de- lineates and breaks down divisions between individual, societal, and generational trauma experience. And we will engage with the specific questions posed by various modes, forms, subjects, and genres, including, for example, memoir, autobiography, fiction, and poetry. In exploring the traumatic elements of American literature, we will consider how identity and experience is both constructed and re-structured in the presence of mental illness, war, loss, internment, and trauma. In our study of the ways in which each culture approaches these subjects, especially when speaking about gender roles and the relationships between men and women. In several cases together, we might ask, “Are they keeping it real, or is this genre a ploy or performance?” Potentially drawing on examples ranging across disciplines, literary figures to consider may include Sylvia Plath, Reinaldo Arenas, Raymonde Carver, Charles Bukowski, Jane Kenyon, May Sarton, William Gaddis, Malcolm X, and Martin Traw. (Dr. Kane)

Children in Literature: Growing Up in a Changing World
ENGL-520AB
(F)
What does it mean to “pass” in a certain community? What are the consequences? What are the factors that cause an individual to attempt to pass? Is it always a conscious decision? What does a person gain and what does she or he give up in the process of passing? This course explores the role of “passing”—when a person identifies as another gender, sex, or class—by looking at various texts and contexts. In doing so, students will consider how identity is categorized, revealed, and concealed. This course asks students to think critically about how we define identity and consider the ways in which each culture approaches these subjects, especially when speaking about gender roles and the relationships between men and women. In several cases together, we might ask, “Are they keeping it real, or is this genre a ploy or performance?” Potentially drawing on examples ranging across disciplines, literary figures to consider may include Sylvia Plath, Reinaldo Arenas, Raymonde Carver, Charles Bukowski, Jane Kenyon, May Sarton, William Gaddis, Malcolm X, and Martin Traw. (Dr. Kane)

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“Passing” in Literature and Film
ENGL-524AB
(F)
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Imitation of Life, Nicole; Gattica, Demme; Philadelphia Story, Devere, Boys Don't Cry, Edwards, Victor Victoria. (Dr. Long)

Feasts and Fools: Revelers and Puritans in Literature and Life

This course explores what Jean Toomer called “the good-time spirit” and its opposite, as manifest in major literature, including drama and film. We examine and make use of the literary critical distinction between ingenuousness, innocence, a\r\r\nrecentness, and richness on the one hand and sophistication, irony, exposure, and disillusionment on the other (in the words of C.S. Lewis, “golden” is its opposite). Correlations ground us from this basic one: cavalier/puritan, rash/sagacious/attitudinal, innocent/\r\r\nexperienced, carpe diem/dulce et decorum est, hedonism/stoicism, romantic/neo-classical, Dionysian/Apollonian. Along with critical writing on literature, the students occupy themselves with parties and festivities in their own lives, as well as in other cultures, with the impulse to trust one’s appetites, and with the meeting place of that impulse and the cultural practices that define sumptuary limits. Personal essays may lead to anthropological, architectural, performative, and seminal research projects, creative writing, and reports. Texts vary but have included Mrs. Dalloway, Sir Gaius and the Green Knight, Love in the Time of Cholera, A Year in Provence, The Debt to Pleasure, The Garden of Last Days, Saturday, The Short Stories of John Cheever, Cannery Row, House of Sand and Fog, The Custom of the Country, and Dancing in the Street. Course inclusion included Beckett’s Feast, Sense and Sensibility, and Chocolat. (Dr. Wilkin)

Literature of Resistance, Resilience, and Triumph: 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 choosing in class presentations. The chosen readings are as follows:

Fall term—Mother to Mother by Sindwe 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—Veldkaper, Ces��nne, Duchamp, Robotho, Hockney, and Hirst, among others—students in this seminar will explore these and other questions of the philosophy of art and aesthetics. In addition to studying Invisible Man, among the great novels of the 20th century, students will read brief excerpts from various theorists, including Kant, Hume, Cavell, Collingwood, Achebe, Auerbach, Eliot, Foucault, and Barthes. (Ms. Fox)

When I Paint My Masterpiece

ENGL-530AA

(1)

What is art? How do we respond to a work of art? What kind of meaning or value does art communicate? Is artistic expression a unique form of expression? Does art reveal a truth about anything? What are the limitations and benefits of different types of artistic expression? How do we judge the value of works, and what are the consequences of doing so? What relation does a work bear to the mind that produced it? What relation does it bear to the mind that perceives and appreciates it?

By scrutinizing the life and work of the novelist Ellison and visual artist/visionary, Victor Ehikine, this documentary 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. (Ms. Maqubela)

The Novel After Modernism

ENGL-527AA/2

ENGL-527AA/3

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 to be a novel in past modernism? 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. During the winter term we will read novels written by U.S. authors; during the spring term we will read novels written by international authors. Our novelists may include Russell Banks, Italo Calvino, J. M. Coetzee, Robert Coover, Don Delillo, Joan Didion, Ralph Ellison, Gabriel Garcia Marquez, Cormac McCarthy, Toni Morrison, Haruki Murakami, Vladimir Nabokov, Joyce Carol Oates, Thomas Pynchon, Philip Roth, Jose Saramago, and Zadie Smith. (Mr. Domina)

The Play’s the Thing: Shakespeare

ENGL-536AA

(1)

This course is designed for students who are enthusiastic about the work of Shakespeare and seek to expand their experience with his poems and plays. Although ideas of speech and performance are essential to any understanding of Shakespeare, this course will emphasize reading.

Abbot Global Seminar: Encounters

ENGL-533L/2

PHRE-533

See Interdisciplinary Studies, page 33, for full description.

Interdisciplinary Courses

James Joyce

ENGL-536AA/2

ENGL-536AA/3

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. (Ms. O’Connor)

Readings: The House of Mirth and The Age of Innocence—two of America’s most gifted literary figures, Edith Wharton created characters at the turn of the last century that we encounter with a shock of recognition today. Her fiction peels back the curtain on the Gilded Age to show us the power of money to seduce, delight, repress, obsess, and destroy men and women at all levels of society. Her elegant prose reverberates with humor, bittersweet, and deep psychological insight. We will read the novels The Age of Innocence and The House of Mirth. (Ms. Scott)
In the winter we will cover works that depict eras from the late 1930s through the early 1980s. Texts may include: Chandler, The Big Sleep; West, The Day of the Locust; Valdez, Zoot Suit; Mosley, Devil in a Blue Dress; Guterson, Snow Falling on Cedars; Ginsberg, Howl; Didiion, Slouching Towards Bethlehem; Tan, The Joy Luck Club. Films may include: Hawks, The Big Sleep; Wilder, Double Indemnity; Franklin, Devil in a Blue Dress; Huston, L.A. Confidential; Lucas, American Graffiti; Ray, Rebel Without a Cause; Nichols, The Graduate. (Dr. Long)

Haunted by Shadows: Viewing African Independence Through Lens and Literature
ENGL-543AB
($)
This course will offer a brief survey of literature and film about sub-Saharan Africa in the latter part of the 20th century as well as the first decade of the 21st. These works examine the impact of colonialism, corruption, globalization, poverty, tribalism, as well as other forces on nations as they emerge from European domination and strive for independent nationhood. Class discussions will focus on how these authors and filmmakers craft their works as political and social narratives. Possible texts: Alhansi, GraceLand; Achebe, Things Fall Apart; Frugard, Master Harold... and the Boys; Arta, Everything Good Will Come; Mda, The Madman of Esvokoe; Coetzee, Disgrace; and Larson, Under African Skies: Modern African Stories. (Ms. Bardo)

Steal This Course!
ENGL-5442Z
(W)
The content of this course will largely be determined by the students in attendance. The first "topic" will be chosen by the instructor, for logistical reasons, and then the remainder of the term will be driven by the interests of the students, with texts and contexts chosen by them (extra credit to the students who can name the allusion in the title on day one!). Some possible topics may include: race and identity, incarceration and crimminality, music and literature, and film and citizenship. (Dr. Kane)

California Dreaming
ENGL-542CA/2
ENGL-542CA/3
In this seminar students are challenged to take a closer look at the Golden State and explore its various representations in literature and film. In various texts and contexts students will examine California as a regional frontier with distinct terrains and mythical space. In doing so, students will consider why California is viewed as a place of new beginnings; a place of mystery, adventure; a place of hope and disillusionment.

In the winter we will cover works that depict eras from the late 1930s through the early 1980s. Texts may include: Chandler, The Big Sleep; West, The Day of the Locust; Valdez, Zoot Suit; Mosley, Devil in a Blue Dress; Guterson, Snow Falling on Cedars; Ginsberg, Howl; Didion, Slouching Towards Bethlehem; Tan, The Joy Luck Club. Films may include: Hawks, The Big Sleep; Wilder, Double Indemnity; Franklin, Devil in a Blue Dress; Huston, L.A. Confidential; Lucas, American Graffiti; Ray, Rebel Without a Cause; Nichols, The Graduate. (Dr. Long)

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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. HIST-100 is required for virtually all ninth-graders. For these students, a trimester of HIST-200, taken in the tenth grade, and three terms of U.S. history (HIST-300/4 or -300/5 and -310) complete the department’s requirement. Students entering as 10th-graders must complete three trimesters of history successfully as described above or, if given credit by the department chair for a U.S. history course previously taken, 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 HIST-310.

Placement

The department is dedicated to placing students in the appropriate level of history study. Such placement is ordinarily done by department review of a student’s previous record.

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 the student complete a term of 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.

All in all, faculty is determined by the department chair. Explicit permission of the department chair is required to start U.S. history in the winter term of upper year.

The Early Modern World 1500–1800

HIST-200

Four class periods. For Lowsers. Focusing on developments in the Atlantic Rim, this course offers a broad historical perspective on the period 1400–1750. The course examines the economic competition that drew the nations of Europe into the Atlantic world. Through close scrutiny of the Atlantic Rim and the trade of goods and slaves, students probe the social, political, and economic relations that allowed five European empires to dominate the New World. As in HIST-100, a central aim of the course is to enhance student development of the central skills of historical analysis and exposition. Particular emphasis is placed on the skills of critical reading and historical writing.

Required Sequence in World History

Four-year students are ordinarily expected to complete HIST-100 and HIST-200 before enrolling in other courses in the department. Three-year students must complete HIST-200 before enrolling in other courses in the department. Those Lowers seeking to postpone HIST-200 for academic reasons must consult with their advisors and petition the Dean of Studies Office.

American Popular Culture

HIST-SS500 (W)

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 today. This course will examine how popular culture is produced, and how 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.

Prerequisite: Successful completion of HIST-300/4 or -300/5. Students completing this course who wish to take the College Board Advanced Placement (AP) exam should check with their teachers, since extensive review is required.

Topics in United States History for International Students

HIST-320 (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.

Disease and Medicine in the United States

HIST-SS480

Pox and Pestilence

SCIE-480

(F)

See Interdisciplinary Studies, page 33, for full description.

Environmental History

HIST-SS510

This course introduces students to many of the major questions and themes of environmental history. What is “nature,” and how have ideas about the natural world changed over time? How has the natural world shaped human history, and how have humans transformed the landscapes they inhabit? What have been the consequences of human alterations of the landscape, and what are the responsibilities of citizens and states when human actions have led to environmental degradation? How have race, class, gender, and culture shaped the ways that people have experienced and understood the natural world, and do these potentially divergent experiences have socioeconomic and political implications? As they examine the complex relationships between humans and the natural world, students cultivate an awareness of and appreciation for the historical roots of contemporary environmental challenges. They study the origins and limitations of the environmental movement and bring historical perspective to current debates about sustainability and environmental justice. While this course focuses primarily on the environmental history of the United States, students also examine case studies from other regions as part of their investigation into broader global concerns. Course materials include resources from the fields of literature, geography, politics, science, and visual studies in addition to more traditional historical materials. There is no final examination for this course.

(Ms. Ainsworth)

Environmental History

HIST-SS510

Advanced Courses

Advanced courses are open to students who have successfully completed at least one term of HIST-300 or, in rare cases, with the permission of the department chair. 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.

Required Sequence in United States History

The United States

HIST-300/4

HIST-300/5

(A TWO-TERM COMMITMENT)

Four class periods. For Uppers and Seniors. This course, along with HIST-310, completes the department’s diploma requirements. The sequence emphasizes three goals: a survey knowledge of American history through World War II; the acquisition of skills by daily exercises in reading, note-taking, and writing; and in-depth study of organizing themes.

Prerequisite for HIST-300/5: Permission of the department chair.

The United States

HIST-310 (F-S)

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

Prerequisite: Successful completion of HIST-300/4 or -300/5. Students completing this course who wish to take the College Board Advanced Placement (AP) exam should check with their teachers, since extensive review is required.

Advanced Courses

Advanced courses are open to students who have successfully completed at least one term of HIST-300 or, in rare cases, with the permission of the department chair. 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.

American Popular Culture

HIST-SS500 (W)

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 today. This course will examine how popular culture is produced, and how 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.

Prerequisite: Successful completion of HIST-300/4 or -300/5. Students completing this course who wish to take the College Board Advanced Placement (AP) exam should check with their teachers, since extensive review is required.

Topics in United States History for International Students

HIST-320 (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.

Interdisciplinary Courses

Disease and Medicine in the United States

HIST-SS480

Pox and Pestilence

SCIE-480

(F)

See Interdisciplinary Studies, page 33, for full description.

Out of Time: Music and the State in the Twentieth Century

HIST-SS485

MUSIC-485

(S)

See Interdisciplinary Studies, page 33, for full description.
Economics I: Macroeconomics and the Global Consumer
HIST-SS520
(F-W)
Four class periods. The course introduces students to the basic principles of macro- and microeconomics and their application at the national and international public policy levels. 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 exercises, films, lectures, and student reports on their term projects. Students completing this course are eligible for enrollment in HIST-SS521 and/or HIST-SS522.

Fall term—Limited to Seniors. Coupled with HIST-SS521 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 HIST-SS520 in the winter will be prepared to take the macroeconomics AP exam.

Economics II: Microeconomics and the Developing World
HIST-SS521
(9 weeks)
Four class periods. HIST-SS521 continues the introduction to economics begun in HIST-SS520. Students utilize the basic principles learned in HIST-SS520 and study microeconomics, the study of how firms, 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 of discussions, simulations, debates, problem sets, and team research.

Prerequisite: Successful completion of HIST-SS520.

Economics Research Colloquium
HIST-SS522
(1 term)
Four class periods. 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, 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 HIST-SS520.

International Relations
HIST-SS530
(F-W-S)
Four class periods. This course will introduce the student to international relations by investigating the major schools of thought in international relations. The class will also 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 used to illustrate the realities of current international situations. Class discussion is a major component of this course. (Mr. Garry)

Comparative Government
HIST-SS532
(Not Offered in 2012-2013)
Four class periods. This course introduces students to the world’s diverse political structures and practices. A comparative study of the United Kingdom, 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 may choose to write an in-depth paper in lieu of a final exam. The course prepares students to take the AP exam in Comparative Government and Politics, though this is not its primary goal.

East Asia
HIST-SS532/1
HIST-SS532/2
Four class periods. Each of these courses can be taken separately. If taken as a sequence, they offer students a comprehensive introduction to three of the world’s most important countries, the region’s historical development, and their relations with the rest of the world. When practical, these classes engage in collaboration with Japanese and Chinese language classes, respectively. There are term-long film series, and students use extensive intranet sites as resources to help them with their studies.

Fall term—Modern Japan and Korea. Four class periods per week. This course briefly explores the Tokugawa era before focusing on Japan and Korea since 1868. Students are offered an introduction to Japanese culture and to an intensive examination of modern Japanese and Korean issues. Students read two required texts, A Modern History of Japan (2nd edition) by Andrew Gordon and The Two Koreas by Don Oberdorfer, as well as other occasional readings, and view a series of films. Students write a research or other major paper or a series of short essays, and engage in three role-plays. There is no final exam. (Mr. Drench)

Winter 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 documentary anthologies. Students write a research or other major paper or a series of short essays. There is no final exam. (Mr. Drench)

The Middle East
HIST-SS533/1
HIST-SS533/2
Four class periods. Each of these courses can be taken separately. If taken as a sequence, they offer students a comprehensive introduction to a broad swath of Islam and its most widely practiced faith and with which the United States is intimately involved. Stretching from Morocco to Kashmir—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 may choose to write an in-depth paper in lieu of a final exam. The course prepares students to take the AP exam in Comparative Government and Politics, though this is not its primary goal.

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The American Civil War, 1845–1877

HIST-SS560

Four class periods. “Future wars will never know the seething hell and the black infernal background of countless minor scenes and interiors of the Secession War,” wrote poet Walt Whitman. This course will investigate all aspects of the American Civil War—in its origins, its prosecution, its aftermath, its memory—in a scholarly attempt to understand what Whitman suggested was incomprehensible. In the search for the meaning of the war, the class will consider dimensions of American life forever transformed by the conflict: slavery, race, gender roles, citizenship, sectionalism, nationalism, the Constitution, labor, faith, family, and the individual. This is not a course on military history. Readings will be primarily drawn from histories, films, memoirs, poetry, fiction, and various primary sources, and may include such authors as Frederick Douglass, Abraham Lincoln, Mary Chesnut, Walt Whitman, Herman Melville, Sherwood Bonner, William Faulkner, Robert Penn Warren, Alton Tourge, E.L. Doctorow, and Toni Morrison. Students will be assessed based on analytical essays and a final exam. (Mr. Jones)

Gender Studies

HIST-SS571

Four class periods. How does your moment in history shape your sexuality and your identity as a man or a woman? How does this moment shape different 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, presenters, short papers, and a final research project. There is no prerequisite and there is no final exam. (Dr. Rotondo)

Seminars in History & Social Science

Pending adequate staffing and sufficient enrollment, these seminars are designed for Seniors, though Uppers may enroll with permission of the instructor.

The Founders and Their World

HIST-SS577C

Four class periods. Those who founded the American republic confronted challenges that seem strikingly familiar: nation-building, terrorism, a ballooning national debt, use and misuse of American military force, losing the respect of Europe, government suppression of civil liberties, and nasty presidential elections. In the 21st century, a seminar invites a deeper understanding 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 music, they were not “present at the creation.” Although they wrote much of the Constitution, the Bill of Rights, and thousands of treaties, they were not “present at the creation.” Although they argued about slavery, they were not “present at the creation.” Although they debated and built, terrorism, a ballooning national debt, use and misuse of the technology of mass media also aided governments in their efforts to explore and creatively respond to selected contemporary issues such as the HIV/AIDS pandemic, climate change, ethnic strife, political issues, and religious fundamentalism. Specific contexts throughout the globe. Provided with relevant tools of analysis, students will apply their learning to specific case studies where two or more of the issues articulated above converge in particular locations. Case studies may include the “Green Revolution” in India, Apartheid and its aftermath in South Africa, and the impact of the post industrial age on manufacturing towns—like Lawrence, Massachusetts—in the United States. Course resources will include weekly guest presentations, related sources in the sciences and social sciences, memoirs, film, literature, and the arts. (S)

Europe 1914–1945: War and Peace

HIST-SS579

Four class periods. 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 fixation 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 confrontation. The Second World War brought horrors that resonate to this day: Auschwitz, the siege of Leningrad, Stalin’s purges, the bombing of London, and the home of the famous Girl from Ipanema, it is also an illustration of how the whole can be greater than the sum of its parts. Its combination of African, European, and native cultures has produced some of the most compelling cases of literature and music in the world. In this course, 19th- and 20th-century Brazil will be studied through the lens of literature, film, art, and music being created at those times. Of special interest will be the literary works of Machado de Assis and Carlos Drummond de Andrade, the participants in the 1922 Week of Modern Art movement, as well as the musical traditions of Europe and Africa that merged in Brazil, producing genres such as chorinho, samba, bossa nova, and tropicalismo. We will also spend some time looking at the current situation in Rio (host of the upcoming finals of the 2014 World Cup and of the 2016 Olympic), especially at how artistic movements promoting social justice and change have been addressing the problems of drug traffic and violence in the favelas. A student in this course is eligible for credit in either English or music: students wishing to receive music credit should sign up for HIST-SS485 or MUSC-485. (Ms. Doheny and Mr. Walter)

Prerequisite: Successful completion of a music course at the 200 level or above.

Brazillian Cultural Studies

ENGL-530AB or MUSC-530

One credit assigned in either English or Music. Four class periods. 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 study how they shed light on our 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 Franklin Roosevelt’s administration in depth and its response to the Great Depression, we will also look at the WPA and other government attempts to reshape American culture. We will also study the response of the press, politicians, and others to the disturbing news of Hitler’s represion 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)

Abbot Global Seminar: Encounters ENGL-533GL2 and PHRE-533

One credit assigned in English and Philosophy. This multi-disciplinary course for seniors will explore the challenges and opportunities related to globalization and responsible global citizenship in the 21st century. Students will build upon skills they’ve acquired in the sciences, social sciences, and humanities to explore and creatively respond to selected contemporary issues such as the HIV/AIDS pandemic, climate change, ethnic strife, political issues, and religious fundamentalism. Specific contexts throughout the globe. Provided with relevant tools of analysis, students will apply their learning to specific case studies where two or more of the issues articulated above converge in particular locations. Case studies may include the “Green Revolution” in India, Apartheid and its aftermath in South Africa, and the impact of the post industrial age on manufacturing towns—like Lawrence, Massachusetts—in the United States. Course resources will include weekly guest presentations, related sources in the sciences and social sciences, memoirs, film, literature, and the arts. (S)

Linguistics

HIST-SS480 or SCIE-480

One credit assigned in either History or Science. Four class periods. Open to Uppers and Seniors. 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 individual of a composer working under a repressive regime? While some composers enjoyed approval and even served the purposes of the state, their examples of composition 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 composers, as well as the attitudes of the governments under which they worked. It ends with an examination of the artistic depri- vations imposed by the Cultural Revolution in China. Students also will research a case study of their choice. Students 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)

Prerequisite: Successful completion of a music course at the 200 level or above.

Disease and Medicine in the United States: Pox and Pestilence

HIST-SS480 or SCIE-480

Four class periods. Open to Uppers, Seniors, and Juniors. In recent years, historians and sociologists 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 his- tory 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 examining 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 bisterism agents such as anthrax. Students will research the role these diseases played in the social, military, and poli- tical 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. Students wishing to receive credit should sign up for SCIE-480. (Ms. Doheny and Dr. Hagler)
The Brain and You—A User’s Guide
SCIE-490 or PSYC-490

One credit assigned in either Science or Psychology. Five class periods. Open to Uppers and Seniors. The human brain is the most sophisticated biological organ ever known 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. (Dr. Hagler and Dr. Israel)

Prerequisite: None.

Courses Leading To Satisfaction of the Diploma Requirement

Elementary Algebra
MATH-100/0

(A YEARLONG COMMITMENT)
Five class periods. A yearlong course for students who have had little or no algebra. Stress is placed on understanding 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 graphing of polynomial functions. Work is done with word problems, inequalities, irrational numbers, and right triangle trigonometry.

Prerequisite: None.

Geometry
MATH-210

(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.

Elementary Algebra
MATH-150/4

(A TWO-TERM COMMITMENT)
Five class periods. A two-term course for students who have had some algebra. Stress is placed 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: Placement by the department.

Humanities Writing Seminar
INTD-400/1

This course focuses on essay writing of all kinds and in all disciplines, including personal essay, critical essay, persuasive essay, literary critique, narrative, historical essay, etc. Students will work in groups to critique each other’s work as well as work closely with the instructors on composing, editing, and revising. Use of the Academic’s Writing Center will be a vital part of the course. Course content will include exploring and responding to the intellectual and cultural resources of the campus. This course is open only to one-year Seniors and may not be taken as part of a four-course schedule.

Note: This interdisciplinary course is taught by the English Department specifically to offer an additional opportunity for one-year Seniors to develop writing skills.

Bioethics: Humanity in the Post-Genomic Era
PHRE-445 or SCIE-445

(W)
One credit assigned in either Philosophy and Religious Studies or Natural Sciences. Five class periods. Open to Uppers and Seniors. This course examines current biological topics that challenge our understanding of humanity and provides a brief introduction to ethics and philosophically anthropological and their roles in setting public policy. We live in a modern age in which major scientific advances are the norm. Bombarded with stories in the news regarding ethical dilemmas pertaining to novel biomedical interventions, it is often difficult for us to make sense of competing arguments without having a basic command of the biological and philosophical issues involved. Questions to be addressed include: What is a stem cell? When does a developing human being first experience sensation? Show evidence of cognitive abilities? Acquire moral status? How does our modern, post-genomic understanding of human biology influence our philosophical understanding of what it is to be human? Which biological enhancements are ethical? Which are unethical? To what extent (if at all) should the use of biotechnology be regulated in our society? Historical and current readings will be assigned and lively discussions encouraged. Students will be graded through a variety of assessments, including papers, presentations, journals, and class participation. A student in this course is eligible for credit in either Philosophy and Religious Studies or Natural Sciences. A student who wishes to receive Philosophy and Religious Studies credit should sign up for PHRE-445; a student who wishes to receive Natural Sciences credit should sign up for SCIE-445. (Drs. Avery & Marshall-Walker)

Prerequisite: One yearlong course in biology and one yearlong course in chemistry.

The Mathematics Curriculum

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 given 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 MATH-100, those with a partial year of algebra enter MATH-150. If the results of placement testing indicate a need for algebra review, then students who have not taken geometry start with MATH-190 and continue to MATH-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 MATH-320, -330, and -340. On the basis of our placement test, MATH-300/4 may be required for some students before MATH-330 and -340.

Students who plan to take a College Board 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 Math Level IIC Subject Test should do so after finishing MATH-360, those who plan to take the Level IC exam should do so after finishing MATH-340.

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

Every student enrolled in a mathematics course must have a TI-84 graphing calculator. No other models will be used or supported by the department. 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

Elementary Algebra
MATH-100/0

(A YEARLONG COMMITMENT)
Five class periods. A yearlong course for students who have had little or no algebra. Stress is placed on understanding 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.

Group Theory
MATH-370/4

(A TWO-TERM COMMITMENT)
Five class periods. A two-term course for students who wish to study abstract algebra. The first course concentrates on the basic properties and applications of groups, while the second course focuses on ring theory.

Prerequisite: MATH-350/6 and MATH-360/8.

Partial Differential Equations
MATH-400/4

(A TWO-TERM COMMITMENT)
Five class periods. A two-term course for students who have completed partial differential equations. The first course covers the theory of partial differential equations, while the second course focuses on numerical methods.

Prerequisite: MATH-350/6 and MATH-360/8.

Philosophy

PHRE-445 or SCIE-445

(W)
One credit assigned in either Philosophy and Religious Studies or Natural Sciences. Five class periods. Open to Uppers and Seniors. This course examines current biological topics that challenge our understanding of humanity and provides a brief introduction to ethics and philosophically anthropological and their roles in setting public policy. We live in a modern age in which major scientific advances are the norm. Bombarded with stories in the news regarding ethical dilemmas pertaining to novel biomedical interventions, it is often difficult for us to make sense of competing arguments without having a basic command of the biological and philosophical issues involved. Questions to be addressed include: What is a stem cell? When does a developing human being first experience sensation? Show evidence of cognitive abilities? Acquire moral status? How does our modern, post-genomic understanding of human biology influence our philosophical understanding of what it is to be human? Which biological enhancements are ethical? Which are unethical? To what extent (if at all) should the use of biotechnology be regulated in our society? Historical and current readings will be assigned and lively discussions encouraged. Students will be graded through a variety of assessments, including papers, presentations, journals, and class participation. A student in this course is eligible for credit in either Philosophy and Religious Studies or Natural Sciences. A student who wishes to receive Philosophy and Religious Studies credit should sign up for PHRE-445; a student who wishes to receive Natural Sciences credit should sign up for SCIE-445. (Drs. Avery & Marshall-Walker)

Prerequisite: One yearlong course in biology and one yearlong course in chemistry.

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

(W)
One credit assigned in either Science or Psychology. Five class periods. Open to Uppers and Seniors. The human brain is the most sophisticated biological organ ever known 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. (Dr. Hagler and Dr. Israel)

Prerequisite: None.

Courses Leading To Satisfaction of the Diploma Requirement

Elementary Algebra
MATH-100/0

(A YEARLONG COMMITMENT)
Five class periods. A yearlong course for students who have had little or no algebra. Stress is placed on understanding 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.

Geometry
MATH-210

(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.

Elementary Algebra
MATH-150/4

(A TWO-TERM COMMITMENT)
Five class periods. A two-term course for students who have had some algebra. Stress is placed 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: Placement by the department.
Algebra Consolidation  
MATH-300/4  
(F-W-S)  
Five class periods. A two-term course for students who have completed a yearlong geometry course and would benefit from algebra review prior to entering the precalculus sequence. The course begins with a comprehensive review of elementary algebra and concludes with topics in intermediate algebra (as listed in the course description of MATH-320). Upon completion of MATH-300, the instructor and department chair will determine whether a student takes MATH-320 or MATH-330 for the spring term.

Precalculus  
MATH-320  
(F-W-S)  
Five class periods. For returning students, this course is taken after MATH-220 (Geometry). Topics include properties of real numbers; factoring; fractional and negative exponents; radicals; absolute value; solutions of linear, quadratic, and radical equations; systems of equations and inequalities; and word problems. In addition, students are introduced to the more advanced features of the TI-84 Plus graphing calculator.

PRECIPITATION REQUIREMENT: 
MATH-320 must complete entering Seniors whose prior work has not satisfied the diploma requirement must complete MATH-320 or MATH-330. Five class periods.

Precalculus Parametric and Polar Curves  
MATH-360  
(F-W)  
Five class periods. Students will learn how to represent points, sketch curves, and describe motion in two-dimensional space using parametric equations, polar coordinates, and vectors. In addition, students will study the graphs of the conic sections—parabolas, ellipses, and hyperbolas. MATH-360 is the final course in the precalculus sequence.

Prerequisites: MATH-330 or its equivalent.

Off-Cycle Precalculus Sequence  
MATH-330/3  
MATH-340/1  
MATH-350/2  
MATH-360/3  
Five class periods. The off-cycle sequence of our precalculus curriculum covers the same topics as the course sequences that start with MATH-330 in the fall and winter. However, the topics are covered in less depth and with greater focus on essential skills and concepts. This course sequence is recommended for students who complete MATH-300 during their lower or upper years or who are challenged by the pace and depth of our on-cycle sequence. Students that complete this sequence are prepared to take MATH-510/520 or MATH-530.

Accelerated Precalculus  
MATH-380/4  
(F-W-S)  
This two-term course begins with a review of polynomial functions and proceeds to cover logarithmic, exponential, and trigonometric functions, inverse functions, parametric equations, polar coordinates, matrices, vectors, complex numbers, and sequences and series. Upon successful completion of MATH-380/4, students will be ready to study MATH-580.

Prerequisite: Successful completion of MATH-2800 with a grade of C or higher or placement by the department.

Elementary Functions I  
MATH-400/4  
(A TWO-TERM COMMITMENT)  
Five class periods. This course covers the same topics as MATH-400 but does so in two trimesters instead of one.

Prerequisites: Credit for three years of high school mathematics or permission of the department.

Elective Courses  
Only courses with sufficient enrollment will be given.

Introduction to Calculus I  
MATH-500/3  
(F-W-S)  
Five class periods. This course is one trimester introduction to calculus. Topics include limits, rates of change, optimization, and areas under curves.

Prerequisite: MATH-400/4 or an equivalent course in trigonometry and elementary functions.

Introduction to Calculus II  
MATH-500/5  
(A TWO-TERM COMMITMENT)  
Five 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: MATH-350, -400, or an equivalent course in trigonometry and elementary functions.

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

Prerequisite: MATH-350 or its equivalent or permission of department chair.

Calculus  
MATH-520/5  
(A TWO-TERM COMMITMENT)  
Five class periods. This is a continuation of MATH-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 MATH-510 or permission of the department.

AP Statistics I  
MATH-530  
(F)  
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: MATH-350 or permission of the department.
AP Statistics II  
MATH-530/5  
(A TWO-TERM COMMITMENT)  
Five class periods. A continuation of MATH-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.  
Prerequisite: A grade of 3 or higher in MATH-530.

AP AB Calculus I  
MATH-560  
(5)  
Five class periods. This is the beginning of the four-term calculus sequence that, together with MATH-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.  
Prerequisite: MATH-360 or its equivalent, with no grade lower than a 3 in MATH-340, -350, and -360.

AP BC Calculus I  
MATH-580  
(5)  
Five class periods. This is the beginning of a four-term calculus sequence recommended for students who are well prepared in precalculus. With MATH-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.  
Prerequisite: MATH-360 or its equivalent, with no grade lower than a 4 in MATH-340, -350, and -360. Those students who do not meet this requirement should take either MATH-510 or -560.

AP BC Calculus II  
MATH-590  
(5)  
Five class periods. This course continues the work of MATH-580 in preparation for the BC Advanced Placement examination. Topics include integration and applications of integral calculus.  
Prerequisite: MATH-580 completed with a grade of at least a 4 or departmental permission.

AP BC Calculus II  
MATH-590/5  
(A TWO-TERM COMMITMENT)  
Five class periods. A continuation of MATH-590, finishing the syllabus for the BC Advanced Placement examination.  
Prerequisite: MATH-590 completed with a grade of 3 or better, MATH-570/5 or -575/0 completed with a grade of 5 or better, or permission of the department.

AP Accelerated BC Calculus  
MATH-595/0  
(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 exam. 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.  
Prerequisite: MATH-360 or its equivalent, with no grade lower than a 5 in MATH-340, -350, and -360, plus permission of the department and demonstrated excellence on the MATH-595 qualifying exam.

Honors Mathematics Seminar  
MATH-630/1  
MATH-630/2  
MATH-630/3  
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: MATH-590 or permission of the department.

Linear Algebra  
MATH-651/5  
(A TWO-TERM COMMITMENT)  
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: MATH-590/5 or -595/0 and permission of the department.

Calculus of Vector Functions  
MATH-661  
(5)  
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 Stokes’ Theorem.  
Prerequisite: MATH-590/5 or -595/0 and permission of the department.

Introduction to Discrete Mathematics and Programming  
COMP-470  
(F-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. A student in this course is eligible for credit in either mathematics or computer science. A student who wishes to receive mathematics credit should sign up for MATH-470, a student who wishes to receive computer science credit should sign up for COMP-470.  
Prerequisite: MATH-340 or permission of the department.

Computer Courses  

Mathematics department teaches introductory and advanced computer science courses and supports some more advanced independent study.

Computer Applications and Web Page Design  
COMP-310  
(F-W-S)  
Four 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 COMP-500.  
Prerequisite: None.

AP Computer Science I  
COMP-500  
(F)  
Five class periods. The first term of a yearlong course in algorithms, object-oriented programming, and data structures, guided by the College Board’s AP Computer Science course description. The course covers Java language syntax and style, classes and interfaces, conditional and iterative statements, strings and arrays.  
Prerequisite: MATH-340 or permission of the department.

AP Computer Science II  
COMP-500/5  
(A TWO-TERM COMMITMENT)  
Five class periods. This course is the continuation of COMP-500. The emphasis is on Object-Oriented Programming (OOP), searching and sorting algorithms, recursion, data structures, and the design and implementation of larger programs, including the College Board’s required case study and team projects. This course completes the preparation for the Advanced Placement exam in computer science.  
Prerequisite: COMP-500.

Advanced Topics in Computer Science  
COMP-630  
(NOT OFFERED IN 2012-2013)  
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 COMP-500 or permission of the department.
Music

Diploma Requirements in Music

• 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. Those who enter as Juniors should complete one credit in music and one credit in art as the end of their Lower year.
• New 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.
• New Uppers must take at least one term in either art or music.
• New Seniors should take at least one term of art, music, or theatre.

Music Placements

All entering students must fill out a music placement questionaire to determine the level at which they will enter the music curriculum. The Department of Music will place students as follows:

• Entering Juniors and Lowers without much previous experience in music will usually enter the curriculum by taking MUSC-200, entering Uppers and Seniors without much previous experience in music will usually enter the curriculum by taking MUSC-235. Uppers and Seniors with a similar level of experience will enter the curriculum by taking a 300-level elective.
• Students in all grades who read music, are experienced on an instrument, and demonstrate proficiency in music theory will be placed into MUSC-200.
• Juniors and Lowers 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 MUSC-235. Uppers and Seniors with a similar level of experience will enter the curriculum by taking a 300-level elective.

Introductory Courses

The following courses contribute toward satisfying the diploma requirement in music.

The Nature of Music A

MUSC-200 (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.

The Nature of Music B

MUSC-235 (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 MUSC-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 or above the 200 level, or placement determined by performance on the music placement test.

Jazz History

MUSC-310 (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 spirituals, 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, Charley Parker, and Miles Davis. Original recordings, photographs, and videos are used extensively throughout the term. (Mr. Cirelli)

Improvisation

MUSC-320 (F)

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.

Topics in Western Music History

MUSC-330/1

MUSC-330/2

Five class periods. Full 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, religious, mytholo- gical, political, and biographical. (Mr. Lorenco)

Survey of Music History

MUSC-330A/3

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

Advanced Electives

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

Film Scoring: Influencing Audiences through Sound and Silence

MUSC-350

(F-W-S)

Five class periods. In this course, students will study film music through extensive compositional exercises, analysis of film music from various genres and time periods, and readings regarding the historical uses and practices of film music composition. The course will begin with an introduction to a wide variety of compositional styles and techniques employed throughout the history of film, including changes resulting from increased technological resources throughout the century. Students will then engage in several composition projects in which they will compose music for film scenes from different genres, such as drama, horror, romance, and action/adventure. Though this course will primarily focus on music from the 20th century, students will also learn about how certain composers connected music to visual images in classical concert music prior to 1900. (Ms. Lindon)

Electronic Music

MUSC-360 (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 includes mixing board, analog and four-track tape recorders, digital 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 collage techniques. Those 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. MUSC-360, if failed, cannot be made up by examination. (Mr. Monaco)

Film Scoring: Influencing Audiences through Sound and Silence

MUSC-350

(F-W-S)

Five class periods. In this course, students will study film music through extensive compositional exercises, analysis of film music from various genres and time periods, and readings regarding the historical uses and practices of film music composition. The course will begin with an introduction to a wide variety of compositional styles and techniques employed throughout the history of film, including changes resulting from increased technological resources throughout the century. Students will then engage in several composition projects in which they will compose music for film scenes from different genres, such as drama, horror, romance, and action/adventure. Though this course will primarily focus on music from the 20th century, students will also learn about how certain composers connected music to visual images in classical concert music prior to 1900. (Ms. Lindon)

Electronic Music

MUSC-360 (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 includes mixing board, analog and four-track tape recorders, digital 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 collage techniques. Those 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. MUSC-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.

Introduction to Theory and Composition

MUSC-400 (F-W)

Five class periods. This course is designed to give students a vocabulary to further understand and describe the music they will encounter. After beginning the year learning hand-written musical notation, the study of scales, intervals, tonality, harmony, melodic organization, voice leading in two parts, and harmonic dictation ensues. After this study is complete, students will be in a position to knowledgeably describe every aspect of a typical piece of music that they may come across. Ear-training skills are developed through dictation and sight singing. Students will begin composing near the end of the term, but it should be noted that most compositional activity will occur in the winter and spring. Those taking this course in the fall are encouraged to combine it with MUSC-540 and MUSC-550 to form a yearlong AP Music Theory sequence.
The Musical Brain
MUSC-410

Four class periods. It’s difficult to imagine daily life without music or an iPod; music is an integral part of the personal and communal tapestry of daily life. This elective will explore answers to why music matters so much to us as individuals and as a species. We will reflect upon the role of music in our own lives through an introduction to the rapidly evolving field of inquiry and research related to music and the brain. Through reading assignments, listening assignments, and classroom activities, we will explore the basic science of sound, musical perception, musical cognition, and current theories regarding the role of music in evolutionary biology. Assessment will be based upon regular writing assignments and a culminating final project. (Ms. Aureden)
Prerequisite: Successful completion of a music course at the 200 level or above.

Advanced Electronic Music
MUSC-460

Four class periods. This course continues to develop the skills and techniques introduced in MUSC-360. A $30 lab fee is charged for the use of the equipment. MUSC-460, if failed, cannot be made up by examination. (Mr. Monaco)
Prerequisite: MUSC-360

Out of Tune: Music and the State in the Twentieth Century
MUSC-485
HIST-SS485

Interdisciplinary course; see Interdisciplinary Studies, page 33, for full description.

Chamber Music Performance Seminar
MUSC-500C

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 public concert per term is given. Students taking the course for credit must either take instrumental lessons or a weekly seminar in music theory. This course, if failed, cannot be made up by examination. (Mr. Cirelli)
Prerequisite: Permission of the instructor. If failed, this course cannot be made up by examination.

Jazz Performance Seminar
MUSC 560J

Four class periods. This course affords students an opportunity to apply their knowledge to practical music-making through the analysis and performance of jazz. The process of performance and its attendant anxieties also will be studied through readings and exercises. Class work consists of theory exercises, analysis of recordings, study of performance practices in each style period, and in-class performance. Homework consists of individual practice, group rehearsals, and reading assignments. Students are expected to be advanced instrumentalists and will have taken a 300-level music course. Because different literature is studied each term, this course may be taken more than once. (Mr. Corelli)
Prerequisite: Permission of the instructor. If failed, this course cannot be made up by examination.

Brazilian Cultural Studies
MUSC-530
ENGL-530AB

Interdisciplinary course; see Interdisciplinary Studies, page 33, for full description.

Intermediate Theory and Composition
MUSC-540

Five class periods. Continuing from where MUSC-400 leaves off, this course begins the students’ hands-on compositional development. Small pieces are composed almost nightly as students now begin to demonstrate what they previously learned to recognize and describe. Also in this term, students will compose several larger pieces that will be written for and recorded by classmates. As the term progresses, the chords of Western music are incorporated into their musical vocabulary one by one. Further study in sight singing and ear training help to continue that development. In most years, this term includes a field trip to see the Boston Symphony Orchestra in concert.
Prerequisite: MUSC-400 or permission of instructor.

Advanced Theory and Composition
MUSC-550

Five class periods. Completing the music theory sequence, the focus for the beginning of this term is on preparation for the AP exam. In May, students study non-dominant seventh chords, applied dominant seventh chords, and musical form before a week of AP prep. After the AP exam, a larger project is decided upon. Past projects have included studying Chopin’s piano preludes, examining poetic meaning in Schubert’s songs, and composing a 3–5 minute work.
Prerequisite: MUSC-540 or permission of instructor.

Applied Music

All students who are interested in joining a vocal or instrumental performance ensemble are encouraged to do so. Participation in a music ensemble is usually extracurricular, with no academic credit granted. Those who wish to receive academic credit for ensemble participation must simultaneously take private lessons or attend a weekly music theory seminar. Whether participating for credit or as an extracurricular activity, students are expected to attend all rehearsals and performances. Those who wish to enroll in a 300-level performance-based course (ensemble for credit) may do so at any time and, if they desire, repeatedly. Please note, however, that ensembles for credit (MUSC-900 through MUSC-906) may be counted toward the diploma requirement in the arts only with prior permission from the Department of Music. If permission is granted, students will be allowed to count ensembles for credit toward the diploma requirement only once, and may do so only after taking their first course in music. Instrument and Voice Lessons for credit (MUSC-910) cannot be counted toward fulfilling the diploma requirement in the arts.

Chorus
MUSC-900

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)
Prerequisite: permission of instructor. If failed, this course cannot be made up by examination.

Fidelio Society
MUSC-910H
MUSC-910W

Two class periods. Open to all classes. This small group of mixed voices is selected from the chorus (MUSC-900). It performs on numerous occasions throughout the year both on chorus programs and on its own. Its repertoire includes sacred and secular works from all styles, early and modern, sacred and secular. Membership is by audition and is conditional upon continued good standing in the chorus. A student may take MUSC-910H and MUSC-900 simultaneously, but only one will be for credit. This course, if failed, cannot be made up by examination. (Mr. Walter)
Prerequisite: permission of instructor. If failed, this course cannot be made up by examination. (Mr. Orent)

Corelli Chamber Ensemble
MUSC-904

Two class periods. Open to all classes, but membership consists primarily of Juniors and Seniors. Students taking Corelli Chamber Ensemble for credit attend Symphony Orchestra and Corelli Chamber Orchestra rehearsals each week. The Corelli Chamber Ensemble performs string orchestral literature and performs once each term. Students electing to take Corelli Chamber Ensemble 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. (Ms. Aureden and Ms. Barnes)

Amadeus Chamber Ensemble
MUSC-905

Two class periods. Open to all classes. Students taking Amadeus Chamber Ensemble for credit attend Symphony Orchestra and Amadeus Chamber Orchestra rehearsals each week. The Amadeus Chamber Ensemble performs string orchestral literature and performs once each term. Students electing to take Amadeus Chamber Ensemble 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. (Ms. Aureden and Ms. Barnes)

Chamber Orchestra
MUSC-906H

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. (Mr. Orent)
Private Instrument and Voice Lessons
MUSC-909
(F-W-S) (NON-CREDIT)
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.

Private Instrument and Voice Lessons
MUSC-910
(F-W-S)
Two class periods per week, plus required attendance at three on-campus concerts per term. Open to Lectors, Uppers, and Seniors. Juniors may enroll in the course only with the permission of the department chair. One class meeting each week is a 50-, 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.

MUSC-910 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, MUSC-910 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. MUSC-910 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 MUSC-910 credit student who is classified by the Department of Music as a beginning MUST take MUSC-910 for two consecutive trimesters. MUSC-910, if failed, 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:

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 guaranteed only by taking a yearlong course. Enrollment in term-contained courses is limited and determined by seniority.

Biology

Most Juniors will take BIOL-100 as their introductory science course. Uppers and Seniors are placed in BIOL-540 or -560, -570, and -580 by the department chair. In general, students who have had a year of biology and a 6 in CHEM-250 (or equivalent), a 5 or higher in CHEM-369 (or equivalent), or a 4 or higher in CHEM-350 or -380 (or equivalent) will be placed in BIOL-100, -540, and -580 sequence.

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

Introduction to Biology
BIOL-100
(A YEARLONG COMMITMENT)
Five class periods that include significant time in the laboratory. This course is for Juniors. BIOL-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 techniques. 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.

Animal Behavior
BIOL-420
(F)
Five class periods that include significant time 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. Through the course, the outcome is achieved to make the relation of behavior of animals to the behavior of humans. A project or a research paper will be required.

Ornithology
BIOL-421
(S)
Five class periods that include significant time in the laboratory or in the field. Open to Uppers and Seniors who have completed a year-long 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 these local birds through numerous field trips and the study of the natural history of birds, using bird mounts, nesting boxes, feathers, and films.

The Root of It All: Plants in the Modern World
BIOL-430
(F)
Five class periods. Open to Uppers and Seniors. Plants play a central role in the ecology of Earth as well as in ancient and modern economies. They form the foundation of most of the Earth’s ecosystems, providing habitat for organisms; absorbing carbon dioxide and exhaling oxygen; playing a central role in cycling water and other nutrients; and providing mankind with food, fuel, and other resources. Plants have been mined for chemicals useful in industry and medicine. Further, plants are currently being developed and used as a vehicle for use in bioengineering and biotechnology. In this seminar course, you will explore the diverse roles plants play in the world. After a brief introduction to the basic biology of plants, topics to be explored may include plant evolution, ecology and reproduction, invasive and parasitic plants, plants in medicine and pharmacology, plant domestication, and agriculture, and the use of plants in biotechnology, biofuels, bioremediation, and industry. This is a research seminar course, so a variety of readings from multiple sources will be assigned, and students will be expected to research and write a major term paper as part of their assessment.

Microbiology
BIOL-450
(W)
Four class periods. Open to Uppers and Seniors who have had one year of laboratory science. From AIDS, tuberculosis, and malaria to strep 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 taxonomy of these microorganisms, learn how to keep ourselves healthy, and develop an awareness of personal and global public health issues.

Topics in Advanced Biology I
BIOL-540
(F)
Five class periods. Open to Uppers and Seniors. This is the first term of a yearlong sequence covering advanced topics in biology. This term focuses primarily on the cell, touching on topics including cell structure and function, energy metabolism, cell reproduction, Mendelian and molecular genetics, DNA technology, and genomics. Laboratory work is an integral part of this course. In addition, time is set aside in the fall to learn about Andover ecology. The yearlong syllabus for this course provides appropriate preparation for the SAT Subject Test but does not provide specific preparation for the AP exam.

Prerequisite: One yearlong course in chemistry with a grade of 4 or higher. Students who received a final grade of 5 or better in chemistry should enroll in a physics course upper year and BIOL-540 senior year. Students who received a final grade of 6 in CHEM-250, 5 or 6 in CHEM-369, or a grade of 4 or higher in CHEM-350 or -380 should take BIOL-560 -570, and -580 instead. Final decisions about placement in BIOL-540 or BIOL-560, -570, -580 will be made by the department chair.

Topics in Advanced Biology II
BIOL-540/S
(TWO TERM COMMITMENT)
Five class periods. A continuation of BIOL-540. The final two terms of BIOL-540 emphasize evolution and the origins of life, animal diversity in form and function, human anatomy and physiology, plant biology, and ecology. In addition, time is set...
aside in the winter to study major diseases of the world, and in the spring to discuss important global ecological issues. The yearlong syllabus for this course provides appropriate preparation for the SAT Subject Test but does not provide specific preparation for the AP exam.

**Prerequisite:** Completion of full term BIOL-540.

### Cellular Biology

**BIOL-560** (F)

Six class periods 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 throughout the laboratory. Not open to those who have had BIOL-540. This course may require more than the standard four to five hours of homework per week.

**Prerequisite:** A grade of 6 or in CHEM-250, a 5 or higher in CHEM-300, or a 4 or higher in CHEM-550 or -560. The department chair will make final decisions about placement of students in BIOL-540 or BIOL-560, -570, -580.

### Human Anatomy and Physiology

**BIOL-570** (W)

Six class periods including 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 system levels of those who have had BIOL-540. This course may require more than the standard four to five hours of homework per week.

**Prerequisite:** BIOL-560 or permission of the instructor and the department chair.

### Evolution and Ecology

**BIOL-580** (S)

Six class periods that include significant time in the laboratory or in the field. Sustainability and change are the central themes throughout 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. A short library research paper will be required. Not open to those who have had BIOL-540. This course may require more than the standard four to five hours of homework per week.

**Prerequisite:** BIOL-560 and/or -570 or permission of the instructor and the department chair.

### Molecular and Cellular Biology: Laboratory Research

**BIOL-600 (F,W,S)**

Open to Upper and Seniors. Permission of the instructor is required. Meets eight class periods (four double periods) per week. Students will learn laboratory techniques through work with model organisms and experimental systems such as bacteria, mammalian cell culture, and C. elegans. After learning a core of methodologies that are used in professional labs, students will apply them to short, focused research projects. Reading articles in scientific journals is a significant 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.

### Molecular and Cellular Biology: Independent Laboratory Research

**BIOL-610/1 BIOL-610/2 BIOL-610/3**

Students wishing to continue work from BIOL-600 may apply directly to the instructor for permission to enroll in BIOL-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 BIOL-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 CHEM-250 and CHEM-300 is generally based on concurrent mathematics placement. Students who wish to take the Chemistry AP exam may prepare for it by taking either CHEM-550 (a year-long course) or CHEM-500 (an advanced, second-year course).

**Introduction to Chemistry**

**CHEM-250/0 (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 equilibrium, acid-base theories, electrolytrochemistry, 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 word adequately prepares a student for CHEM-580.

**Corequisite:** Registration in MATH-210 or above.

**NOTE:** This course is NOT open to Juniors.

### College Chemistry

**CHEM-300/0 (A YEARLONG COMMITMENT)**

Five class periods. 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 equilibrium, 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.

**Corequisite:** Registration in at least MATH-320 or above, with the exception of those students enrolled in MATH-280.

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

**NOTE:** Juniors who do not maintain an 80% average in CHEM-300 will be switched to BIOL-100 immediately.

### Chemistry of the Environment

**CHEM-460 0**

Four class periods. Open to Upper and Seniors only. This course is concerned with the effect of chemistry on the environment and the implications of human action on the environment. Current issues—such as global warming, crop disease, air pollution, 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.

### Topics in Advanced Chemistry

**CHEM-550/0 (A YEARLONG COMMITMENT)**

Five class periods. CHEM-550/0 adheres to the revised AP Chemistry syllabus due to be adopted in the 2013–2014 school year. This course will focus on six “Big Ideas” in chemistry: the atomic model; property/structure correlations; changes that happen in chemical reactions; rates of reactions; the laws of thermodynamics; and the breaking and making of chemical bonds. Students who qualify for CHEM-550/0 or CHEM-580/0 should sign up for these courses, as CHEM-550/0 will not prepare students for the AP exam given in the spring of 2013. Students not eligible for CHEM-550/0 or -580/0 who wish to take a second year of chemistry should sign up for this course. This course may require more than the standard four to five hours per week of homework.

**Prerequisites:** One year of chemistry (either CHEM-2500 or -3000) and PHYS-4000.

### Advanced Placement Chemistry

**CHEM-560/0 (A YEARLONG COMMITMENT)**

Six class periods, two of which are in the laboratory. This course is not open to students who have taken CHEM-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 AP exam 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.

**Prerequisite:** Grade of 5 or above in each term of CHEM-250. Students with no previous chemistry who are in MATH-380 or above may enroll in this course. Students with no previous chemistry who are in MATH-360 or below may enroll in this course only with permission from the department chair.

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

### Advanced College Chemistry

**CHEM-580/0 (A YEARLONG COMMITMENT)**

Six class periods. Open to students with a 6 in each term of CHEM-250 or a 5 or above in each term of CHEM-300. Students with a 4 in CHEM-250 may take CHEM-580 after taking PHYS-400 or PHYS-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.

### Organic Chemistry

**CHEM-610** (F)

Four class periods. 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 through which students learn some of the fundamental tools of this highly empirical science. In addition, each student gains detailed knowledge of an area of active research related to organic chemical bonding. Choice of textbook. With the interest of each student, 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 CHEM-550 or -580.
This course takes an interdisciplinary and topical look at water, with a focus on freshwater. We will start with an examination of hydrology basics, using Andover as a case study to understand the relationships of groundwater, surface water, aquifers, drinking water, water use, and stormwater management. We will then examine through various lenses, including ecology, hydrology, toxicology, economics, and environmental law and policy three major issues related to freshwater: desalination, water quality and pollution, and allocation of global freshwater. Readings will include original scientific literature, nonfiction books and essays, text excerpts, and news coverage. Students should be prepared to undertake a term project.

**Bioethics: Humanity in the Post-Genomic Era**

SCIE-445

PHRE-445

(W)

Interdisciplinary course; see Interdisciplinary Studies, page 34, for full description.

**Molecular Gastronomy**

SCIE-460

Five class periods. The "science of food" food may seem like a new fad, but it is really the logical extension of centuries of the study. The understanding of how grapes are transformed into wine and champagne has been known for centuries. The production of cheese by the use of acids, enzymes, and bacteria has likewise been handed down through generations and has only recently been both "lost," and then "rediscovered." This will investigate both the traditional aspects of food science—like how cheese is made—as well as cutting edge ideas such as how apple juice can be made into "caviar" and how shrimp can be made into "noodles." A significant lab component will allow students to create many of these foods, and laboratories will be held in the instructor's kitchen so that results can be tasted.

**Introduction to Physics**

PHYS-270/0

(A YEARLONG COMMITMENT)

Five class periods. All students who wish to enroll in PHYS-270 must secure written permission from the department chair. This course is open to all students. A corequisite: Registration in at least MATH-280 or -330.

**Physical Geology**

PHYS-450

Five class periods. A general introduction to physical geology, to include minerals, rocks, measurement of geologic time by radioactive and fossils, volcanism, seismicity and earth structure, deformation of strata, faults, and plate tectonics. Some of the periods will be used for laboratory work.

**Prerequisites:**

Completion of or concurrent enrollment in at least MATH-340.
Electronics
PHYS-520
(S)
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 PHYS-400/0 and completion of MATH-360.

Astronomy Research
PHYS-530
(W)
Six class periods. In this course students will spend extensive time in the Phillips Academy Observatory, where they will learn to operate the telescope, dome, and CCD camera. Students will learn techniques for visual observing, astrophotography, and photometry. Students will engage in research projects designed to provide an introduction to research methods in astronomy. When appropriate, results will be submitted for publication. In addition to conducting ongoing research projects, the class will take time out to observe interesting current events (observing the pass of a near-Earth asteroid, a recent supernova flare-up, a transit of the ISS across the moon, etc.). For the most motivated students, this course will serve as training for an IP in astronomy. The class will meet for three class periods a week. In addition, students will be expected to spend several hours a week in the observatory. Given weather constraints in New England, observing nights will vary. This course, if failed, may not be made up by examination.
Prerequisite: PHYS-440.
Corequisite: Completion or concurrent enrollment in MATH-510 or -570 or higher. Students not meeting the prerequisite or corequisite may take the course with the permission of the instructor.

Advanced Courses

Calculus-Based Physics
PHYS-550/0
(A TWO-TERM COMMITMENT)
Five class periods. A course in intermediate mechanics topics. 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.

Calculus-Based Physics
PHYS-580/4
(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 honor-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 PHYS-490 or its equivalent, and enrollment in at least MATH-590 or its equivalent.

Foundations of Modern Physics
PHYS-600
(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 PHYS-550 or completion of PHYS-580, and enrollment in at least MATH-590.

Fluid Mechanics
PHYS-630
(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: Completion of MATH-590/5 or -595/0, and PHYS-550 or -580.

Physics Seminar
PHYS-650
(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 MATH-590 and of the fall trimester of PHYS-550 or -580.

PHYSICS & RELIGIOUS STUDIES

Calculus-Based Physics
PHYS-580/4
(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 honor-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 PHYS-490 or its equivalent, and enrollment in at least MATH-590 or its equivalent.

Astronomy Research
PHYS-530
(W)
Six class periods. In this course students will spend extensive time in the Phillips Academy Observatory, where they will learn to operate the telescope, dome, and CCD camera. Students will learn techniques for visual observing, astrophotography, and photometry. Students will engage in research projects designed to provide an introduction to research methods in astronomy. When appropriate, results will be submitted for publication. In addition to conducting ongoing research projects, the class will take time out to observe interesting current events (observing the pass of a near-Earth asteroid, a recent supernova flare-up, a transit of the ISS across the moon, etc.). For the most motivated students, this course will serve as training for an IP in astronomy. The class will meet for three class periods a week. In addition, students will be expected to spend several hours a week in the observatory. Given weather constraints in New England, observing nights will vary. This course, if failed, may not be made up by examination.
Prerequisite: PHYS-440.
Corequisite: Completion or concurrent enrollment in MATH-510 or -570 or higher. Students not meeting the prerequisite or corequisite may take the course with the permission of the instructor.

Introduction to New Testament
PHRE-330
(W-S)
Four class periods. Not open to Juniors. This 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.

Religions of the Book: Judaism, Christianity, and Islam
PHRE-310
(F-W-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.

Views of Human Nature
PHRE-370
(F-W-S)
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.

Proof and Persuasion
PHRE-360
(F-W-S)
Four class periods. Not open to Juniors. A critical examination of selected traditional and contemporary classical and modern texts and treatises and the dilemmas associated 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.
Religion in America: One Nation, Under God(s)?

PHRE-410

Four class periods. Open to Uppers and Seniors, and to Lower with permission of the instructor. In contemporary American public life, religion is everywhere, and the United States is considered one of the most religious countries in the world. This course will examine the role of religion in American history and politics, from colonial times to the present day. Questions to be addressed include: Is America a Christian country? What role did religion play in the making of America? Did founding documents seek to create a separation of church and state? How were religious arguments used to justify or challenge slavery? What are the causes of the rise of fundamentalism in the 20th century? What is the future of America’s religious identity in an increasingly diverse and pluralistic society?

Texts will include Eck, A New Religious America, Lambert, Religion in American Politics, and a variety of primary source documents and other readings.

Philosophy as a Way of Life: Buddhism and Stoicism

PHRE-411

Course not offered in 2012-2013

Four class periods. Open to Uppers and Seniors, and to Lower with permission of the instructor. In the ancient world, philosophy was not taught as an academic discipline, but as a matter of daily life—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? 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.

Responses to the Holocaust

PHRE-420

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 addressed include: What is to be learned from the experiences of the victims? What was it like for the perpetrators? 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.

Law and Morality

PHRE-430

This course is co-taught.

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.

Nonviolence and Moral Leadership

PHRE-440

Four class periods. Open to Uppers and Seniors, and to Lower with permission of the instructor. This course will examine major figures within nonviolent movements for social change, with a focus on the capacities of moral leadership possessed by these leaders. What kind of characteristics an effective moral leader? How do these leaders motivate others in the face of injustice and oppression? Must moral leadership necessarily be nonviolent? Through a study of autobiography, letters, speeches, and case studies, we will work toward a more complete understanding of nonviolent movements and the decisions made by individuals who led them. In addition to Gandhi and King, individuals studied may include Nelson Mandela, Desmond Tutu, the Dalai Lama, Aung Sun Suu Kyi, Thich Nhat Hanh, Paul Farmer, Greg Mortenson, and Bill Drayton PA 61. Critics of nonviolence will also be studied. The course will culminate in a substantial independent research project.

Bioethics: Humanity in the Post-Genomic Era

PHRE-445

This course is co-taught.

SCIE-445

Interdisciplinary course; see Interdisciplinary Studies, page 34, for full description.

Religion, Literature, and the Arts

PHRE-450

Four class periods. Open to Uppers and Seniors, and to Lower with permission of the instructor. In this course we will investigate fundamental questions of meaning through literature and the arts. Who am I and how am I related to ultimate realities? Why is there evil and suffering in the world? How can I live with integrity and joy? What is the role of imagination in human flourishing? These and other questions will be explored through story as represented in literature and other genres from across the globe.

Ethics: The Environment

PHRE-470

Four class periods. Open to Uppers and Seniors, and to Lower with permission of the instructor. We are facing unprecedented environmental challenges to climate, life forms, human health and population, and essential resources. We need to treat such issues simply as scientific or political problems. In reality, ecological controversies raise fundamental questions about what we humans value, the kind of beings we are, the kinds of lives we should lead, and our place on the planet. 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.

Ethics: Technology

PHRE-480

Four class periods. Open to Uppers and Seniors, and to Lower with permission of the instructor. One of the signal features of modern life is the proliferation of new technologies. Computers, communication devices, and new forms of social and commercial enterprise associated with the Internet are reshaping societies and individual lives in profound ways. This course provides students with an opportunity to consider the effects of technology on culture, community, and the environment and to develop coherent ethical frameworks for understanding and evaluating these effects. In what ways do new technologies enhance intellect and promote worthy projects? In what ways do they compromise social and moral responsibility or produce undesirable unintended consequences? Drawing on the history of philosophy, and cultural criticism of technology, this course considers what, in a deep sense, technology is and what it is for.

Philosophy of Sport

PHRE-490

Four class periods. Open to Seniors, and Uppers, and to Lower with permission of the instructor. Through common readings, journal entries, reflexive papers, and discussions, participants will work together to develop a deeper understanding of a variety of ways these questions can be thoughtfully and effectively addressed.

Justice and Globalization

PHRE-510

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 for 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 thoughtfully and effectively addressed.

Great Philosophers

PHRE-520

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 topics like love, leadership, knowledge, and athletic competition. Important thinkers from a variety of points of view will be consulted.

Science as a Human Activity

PHRE-525

Four class periods. Open to Uppers and Seniors. Though often seen as a vast, impersonal enterprise, science depends upon the effort and intelligence of human beings. In this course we will ask fundamental questions about how and why people pursue scientific inquiry: To this end, we will read the works of Francis Bacon, Rene Descartes, and Baruch Spinoza, as well as works by scientists and scholars like Albert Einstein, Sigmund Freud, and Max Weber. We also will consult histories of science such as Thomas Kuhn and Steven Shapin in order to understand science as a social enterprise. In these ways, we will examine the moral and intellectual aspirations of scientific work and the nature of science, above all, as a human activity.

Advanced Topics in the Study of Religion

PHRE-530

This course is co-taught.

Four class periods. Open to Uppers and Seniors. Students in this course will examine selected topics and themes in the study of religion. Potential areas of investigation within a course may include religion and society, scriptural perspectives, religious rituals, devotional practices, historical influences in religious doctrine, and religious art, music, literature, and poetry.
**GLOBAL ISLAM**

PHRE-535

(15 credits)

Four class periods. Open to Uppers and Seniors. From Al-Qaeda and the Taliban to Muslim Hip-Hop and the Sisters of Islam, we will explore the diversity of contemporary expressions of Islam and the historical, cultural, and economic contexts that give rise to such varied and often divergent representations. Like all religions, Islam cannot be classified in a singular way and through this case study students will gain an understanding of how religions are internally diverse, evolving, and embedded in all dimensions of human experience. Course resources will focus on individual and group self-representation through political and theological commentary, memoir, music, film, literature, and visual culture. For final projects, students will explore a particular contemporary representation of Islam based on their interests.

**ABBOT GLOBAL SEMINAR: ENCOUNTERS**

PHRE-533

ENGL-533GL/2

Interdisciplinary course; see Interdisciplinary Studies, page 33, for full description.

**ABBOT GLOBAL SEMINAR: CONNECTIONS**

PHRE-550

(5 credits)

Four class periods. Open to Seniors. This course will continue to build upon the foundations established in Abbot Global Seminar: Encounters. Students will develop individual research and integrated learning projects in collaboration with agencies in Lawrence, Mass., or Boston-based South African Partners. This is a Senior elective limited to 12 participants and includes travel over spring break.

**PHYSICAL EDUCATION**

PHED-200

(F)

Four class periods. Open to all classes. This 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 faile, the student will repeat it, in full or in part, during a subsequent term.

**PHYSIOLOGY**

PSYC-420

(F)

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; psychosexual, cognitive, moral, and early childhood development; human motivation and personality; social behavior; abnormal behavior; and research techniques in psychology. A combination of objective examinations and individualized writing assignments are utilized to evaluate the student’s learning. (Dr. Jackson)

**THEATRE & DANCE**

The Department of Theatre and Dance offers students diverse opportunities to develop skills in all aspects of performance and production. Although the department houses two distinct disciplines, theatre and dance, they share a mutual goal: to guide students toward an understanding of performance as a form of communication and expression.

The theatre program is designed to educate students in the theory, design, and practice of dramatic expression. Our curriculum is grounded in the study of drama through experiential learning. We produce three faculty-directed productions a year (one per term) through our THDA-920 course. In addition to our academic courses, the theatre program boasts dynamic cocurricular opportunities through DramaLabs, a series of student-directed one-act plays produced every Friday night in our theatre classroom. Additionally, there is a student-run improv group as well as occasional community service projects. With more than 25 productions a year, there are ample opportunities for everyone to be involved.

Our dance program is comprised of academic, athletic, and cocurricular offerings. Three levels of ballet and modern technique are offered through the athletic program, while choreography and performance opportunities are both curricular and cocurricular. The Andover Dance Group is our primary performing ensemble, consisting of the most dedicated and gifted dancers. Other student-run groups include jazz, hip-hop, and tap groups. To broaden the students’ exposure to the dance world, the department hires guest artists each year ranging from local choreographers to residencies with internationally known choreographers and dancers.

Students are subject to the following visual and performing arts graduation requirement:

- Entering Juniors must earn no fewer than four credits in art, music, and theatre and dance. Students may fulfill two of these four credits by completing any two academic theatre and dance courses.
- Entering Juniors must earn no fewer than three credits in art, music, and theatre and dance. Students may fulfill one of these three credits by completing any academic theatre and dance course.

**THEATRE & DANCE**

THDA-210

(F-W-S)

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.

**LIGHTING**

THDA-320

(F-W-S)

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 envi-
roments. 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 in-
terpretation. Artistic expression will be achieved through prac-
tical use of lighting instruments, laboratory projects, experi-
ments, and school productions when applicable. (Mr. Murray)

Costuming

THDA-325 (F-W-S)

Four class periods. An introductory exploration into the areas
of costume design and costume construction, this course will
highlight many design elements utilized in costume design for
the stage and screen (i.e., line, color, tone, texture, movement,
and 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)

Scene Design

THDA-326 (W)

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, whim-
sey) and design methods of creating cohesive, functional,
effective design for a show. The student will be introduced to
many materials and techniques available to a designer for re-
aligning his or her ideas into a physical product. Special attention
will be spent on the process of the design concept: collabora-
tion, formulation, presentation, discussion, evaluation, and re-
working. Students will be graded on both design projects and
classroom participation. The course will focus on the
practical use of materials and techniques involved in the
production of scenic design and its relation to the
art of stagecraft. (Mr. Bacon)

Sound in the Theatre

THDA-327 (W)

Four class periods. This course is an introduction to the art
of sound design for the stage. Major topics covered include sound
system design and implementation, effects creation, record-
ing techniques, and live reinforcement of actors, singers, and
musicians. Students will study audio theory through reading and
practical demonstrations, and will develop a working under-
standing of the often confusing terminology of system com-
ponents. What’s the difference between a balanced and unbal-
nanced cable, and why does it matter? Should I use a condenser
or dynamic microphone (and should it be omni, cardioids, or
figure 8)? What’s phantom power, and when do I need it? Is
it a feedback destroyer the best way to destroy feedback? (No).
Both analog and digital components will be studied. Completion of
the course prepares students to design and engineer sound for
school theatre productions. (Mr. Bacon)

Theatre Theory and History

THDA-330 (F)

Four class periods. Open to Seniors and Uppers. Lower may
enroll with permission of the department chair. We will trace
the role of theatre in Western culture from the Greeks to the
present-day American stage, focusing on how important artists
broke through theatrical plateaus, creating new forms to com-
municate with their audiences. The vehicles for our lecture,
discussion-based journey might include plays and writings
by Aeschylus, Shakespeare, Molieres, Strindberg, and Miller;
designs from the Romans, the Elizabthans, Reinhartf, Craig,
Appia, and Miichizer; and theorists such as Aristotle, Stanislav-
sky, 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.

Directing

THDA-360 (W)

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 in-
clude 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 har-
nes them. While no class on directing can function without in-
cluding discussion of the actor’s craft, this class will only touch
on this area, which will be further developed in THDA-310.
Prerequisite: THDA-210 or permission of instructor.

Choreographic Elements

THDA-365 (W)

Four class periods. This course examines the aesthetic elements
of movement through various dance styles. Students will be led
through explorations and formal exercises to learn how to
generate and manipulate movement in clear and innovative
fashions. Course work will culminate in a final presentation
of original compositions. This class will provide an in-depth study
of dance elements and choreographic tools, drawing upon mod-
els set forth by Laban, Balanchine, Doris Humphrey, Judson
Church, Mark Morris, and Rennie Harris, among others. Ulti-
ately, students will deepen their understanding of movement
as a form of communication and expression. This course will
require students to rehearse on their own outside of class,
as part of the standard four to five hours of homework per week.
(Ms. Strung)

Performance Art: The Creative Self

THDA-370 (NOT OFFERED IN 2012–2013)

Four class periods. This course explores the development of per-
formance art through the 20th century to present day starting
with the Dada & Surrealist movements, Theater of the Absurd,
Bauhaus theater, post modern dance, happenings, and Japa-
nese Butoh and ending with contemporary multimedia perfor-
mances. Students will create their own performance art pieces
integrating a variety of techniques including movement, text,
sound, visual components, personal stories, and dreams.
The course will culminate in an informal performance. Course
material is geared toward Uppers and Seniors. (Ms. Wombwell)

Technical Production

THDA-380 (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 par-
ticular show. Some lab hours to be arranged outside of class time.

Scenic Construction

THDA-381 (F)

Five class periods. Students learn and practice fundamental the-
atrical 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 sys-
tems; and scene painting. In-class instruction is supplemented
by readings from The Stagecraft Handbook, by Daniel Ionazzi.
(Mr. Bacon)

Public Speaking

THDA-420 (F-S)

Four class periods. Not open to Juniors. The course has a dual
objective: to learn how to speak in easy 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.
(Mr. Heelan)

Play Writing

ENGL-507AA

See description under ENGL-507AA. Note that Play Writing is
an English department offering and does not fulfill the Theatre
and Dance requirement. (Mr. Heelan)

Acting and Directing Workshop

THDA-510 (W)

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

Andover Dance Group for Credit

THDA-900H (W)

The Andover Dance Group (ADG) is an auditioned perform-
ance group consisting of the most highly trained and dedi-
cated dancers at Phillips Academy. Students in ADG make a
commitment to dance for at least two terms a year, rehearsing
for faculty-directed shows as an extra-curricular. Students dance
two to six days a week. Serious dancers may be in the ADG
each of their years at the Academy. After one year of performing
with the ADG, students may choose to take a year for credit.
In addition to rehearsals, students taking ADG for credit will
be required to take a weekly dance history seminar that relates
the current ADG project to a specific time period, movement,
choreographer, or style in dance history. This seminar is a
one-term commitment. Students may only take this option
once, and it will serve to fulfill a term of their arts requirement.
The total time commitment for this group (classes, rehearsals,
and seminar) may exceed the standard nine hours per week.

Corequisite: Students in Andover Dance Group are required to
take dance as a sport.

Play Production

THDA-920/1

THDA-920/2

THDA-920/3

By audition only. This course is composed of the performance of
a faculty-directed play or musical. Recent choices include
Funny Thing Happened on the Way to the Forum, A Midsum-
mer Night’s Dream, Odd Couple, and One Flew Over the Cuckoo’s
Nest. The 2012–2013 production schedule will most likely
include a classical play such as Shakespeare or Moliere, and a
contemporary drama. The total time required for this course
(class time plus homework) may exceed the standard nine hours per
week.

900-Level Performance-Based Courses

Enrollment is limited and by approval of the department.
Students will apply methodologies learned in previous theatre
courses to a term-contained project. The focus of this project
will be developed by the student(s) with faculty input, and ap-
proved by the theatre and dance departments as part of our per-
formance season. The total time required for this course may
exceed the standard nine hours per week. This course, if failed,
cannot be made up by examination.

Advanced Practical Theatre Application

THDA-901

Each member of the class will assume a specific role: lead ac-
tor, director, stage manager, and playwright. All students are
expected to work collaboratively through the creative process.
Rehearsal schedules will be determined on a case-by-case basis.
This course will culminate in a performance scheduled in con-
junction with the department. See introductory notes to 900-level
performance-based courses.

Prerequisite: Permission from the department.
Advanced Studies in Dance Performance
THDA-902

Students will assume a specific role as choreographer or dancer. Rehearsal schedules will be determined on a case-by-case basis. Students will actively engage in the creative process through identifying a creative problem, researching supportive material, and assessing and revising their work. Students will collaborate with lighting designers as well as other designers/performers as determined. The course will culminate in a performance scheduled in conjunction with the department. See introductory notes to 900-level performance-based courses. 

Prerequisites: THDA-365 and -370, and project approval from the department.

Advanced Studies in Technical Theatre Production
THDA-903

The exact focus of the project will be developed by the student with faculty input, and approved by the theatre department. Examples include designing and creating a set of costumes for a dance show or creating a sound design for a THDA-920 production. Students will be expected to work collaboratively with the director and other designers of the show. The course will culminate in execution of their design in a performance scheduled by the department. See introductory notes to 900-level performance-based courses.

Prerequisites: THDA-320, -321, or -326, and project approval from the department.

WORLD LANGUAGES

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 reached through the accelerated sequence (120, 220, 320).

In order to encourage students to consider studying a language that may not have been available to them prior to coming to Andover, the Division of World Languages will also allow students, by petition, to fulfill the requirement by successfully completing a total of three levels in two different languages. This alternative, the two-language path, 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).

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 career 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, may be started approximately 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, video-tapes, 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 Head of the Division of World Languages, who is also the SYA program coordinator.
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 language course taught in China. The focus is to strengthen student linguistic and cultural competence through extensive reading and writing, and the discussion of authentic materials in various formats.

Modern Chinese Literature for Advanced Heritage Learners

CHIN-640/1

CHIN-640/2

CHIN-640/3 (NOT OFFERED IN 2012-2013)

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 language course taught in China.

Prerequisite: Successful completion of CHIN-641 or -642, or permission of the department chair.

Topics in 20th-Century China for Advanced Heritage Learners

CHIN-641/1

CHIN-641/2

CHIN-641/3

Four class periods. Students keep learning complex sentence structures and improving oral and written fluency in both colloquial and written formats. Course materials include reading excerpts, newspaper articles, TV programs, and movies that reflect the major events in 20th-century China. Main topics include the 1911 revolution, the founding of PRC, opening and reform policies, family planning policy, educational reforms, and “one country, two systems” policy. Through reading, writing, and discussing the course materials, students will gain a deeper understanding of the development of China in the last century, while fine tuning their language with enlarged vocabulary and complex sentence patterns both in spoken and written formats.

Prerequisite: Successful completion of CHIN-640 or -642, or permission of the department chair.

Chinese Current Events for Advanced Heritage Learners

CHIN-642 (NOT OFFERED IN 2012-2013)

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 language course taught in China.

Prerequisite: Successful completion of CHIN-640 or -641, or permission of the department chair.

Courses for Heritage Learners

French

French is a world language spoken on five continents and in many international organizations, such as the United Nations, UNESCO, and NATO. It is an official language of more than 30 countries, including Belgium, Canada, Côte d’Ivoire, the Democratic Republic of the Congo, Guinea, Haiti, Senegal, and Switzerland. L’Organisation Internationale de la Francophonie has 56 member states. While France is the most visited country in the world and famous for many reasons—including its cultural heritage, beauty, food, and art of living—the importance of France extends far beyond France.

The French Department offers courses at six different levels, from beginning through Advanced Placement and beyond to courses for fluent speakers. At all levels, courses are conducted entirely in French, and in all courses French 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. Students may spend a full academic year or a summer in Rennes through the School Year Abroad program. Information on this and other off-campus opportunities can be obtained from the Department of World Languages.

Prerequisite: Successful completion of FREN-100 or -110, or permission of the department chair.

First-Level French

FREN-100 (F)

Five class periods. This course is designed for those students who have had little or no previous world language experience. The course emphasizes the skills of listening, speaking, reading, and writing in the cultural context of the Francophone world. Assignments are regularly required in the Language Learning Center. (Text: Motif, Janama/Kassen)

FREN-110 (F)

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. It includes elementary grammatical and idiomatic structures, as well as appropriate reading material. Assignments are regularly required in the Language Learning Center. (Text: Motif, Janama/Kassen)

First-Level French

FREN-110/5 (A TWO-TERM COMMITMENT)

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

Accelerated French Sequence

FREN-120/5 (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 FREN-100 or FREN-110. Successful completion of FREN-120 allows students to advance to FREN-220. The FREN-100/110–120–220 sequence covers three years of French in two years.

Second-Level French

FREN-200/5 (A YEARLONG COMMITMENT)

Five class periods. For students who have completed FREN-110, or for new students who qualify through a placement test. Students practice the idiomatic expressions that are most useful in everyday situations. While continuing to develop aural-oral skills, this course involves reading nontechnical French prose and writing simple compositions. (Text: A Votre Tour, Valette and Valette; Grammaire Progressive du Francais, CLE.)

Accelerated French Sequence

FREN-220 (F)

Five class periods. FREN-220 follows FREN-120 and precedes FREN-320 as part of an accelerated sequence. Because of the rapid pace, each student’s progress will be closely monitored during the fall term to see whether it is in his or her best interest to move to FREN-200 for the remainder of the year or to continue the accelerated sequence in FREN-320 in the winter and spring. The course consists of grammar review and acquisition of contemporary vocabulary, along with films and varied texts. (Texts: Cinéphile, Condittio, Le Petit Nicolas, Sempé and Gosciny)

Third-Level French

FREN-300/5 (A YEARLONG COMMITMENT)

Five class periods. This yearlong course develops listening, speaking, reading, and writing skills through a review of grammar and the study of French films and francophone texts. Articles from magazines and newspapers, online resources, and poems and recitations complement this core program. (Text: Cinéphile, Condittio)

Accelerated French Sequence

FREN-320/5 (A TWO-TERM COMMITMENT)

Five class periods. This third-level course follows FREN-220 and continues the accelerated sequence of “three years in two” started in FREN-110 and FREN-120. The course consists of conversation, a thorough grammar review, and varied texts and films. (Texts: Cinéphile, Condittio; Les Jeux Sont Faits, Sartre.)

Advanced Courses

French Civilization

FREN-400/1

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; Une Fois Pour Tous, Sturges, Herbst, Nielsen; M.Ibrahim, Schmitt; Une Tempête, Aimé Césaire.)

Prerequisite: Completion of FREN-300 or equivalent.

The Francophane World

FREN-400/2

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: Une Fois Pour Tous, Sturges, Herbst, Nielsen; Une Si Longue Lettre, Marianne Ba, Contes et Légendes du Monde Francophone, Andree Vary et Claire Brouallet.)

Francophone Literature

FREN-400/3

Four class periods. The central texts during spring term are Contes et Légendes des Antilles, Georgeal, and Le Racisme Expliqué a Ma Fille, Ben Jelloun, in addition to Une Fois Pour Tous, Sturges, Herbst, Nielsen.

Crossing Cultures

FREN-420/0 (A YEARLONG COMMITMENT)

This course explores cross-cultural practice, vocabulary acquisition, grammar exercises, and essay writing in the context of cross-cultural themes in literature and movies. Students consider the question of cultural identity and what it means to have more than one language and more than one culture.

Full term—Camus and Algeria. The class studies what it means to be “the other” in the complex relationship between France and Algeria in Albert Camus’s novel L’Étranger and Gillo Pontecorvo’s movie Le Battelle d’Alger.

Winter term—France in World War II. The themes of love and war in Le Silence de la Mer and Hiroshima Mon Amour.

Spring term—Belonging to more than one culture. Texts include Marjane Satrapi’s Persepolis, an autobiographical French graphic novel set in Iran and France, and Camara Laye’s L’Enfant Noir, a coming of age story set in Guinea. In the context of Taverney’s Autour de Monuit, students also study Paris as a haven for American jazz artists.

Prerequisite: Completion of FREN-320 or equivalent.
French Civilization, Literature, and Cinema
FREN-520/0 (A YEARLONG COMMITMENT)
Five class periods. Open to students who have completed three terms of fourth-level French and to qualified new students. Stu-
dents explore works of literature, films, and current events to de-
velop their critical-thinking skills and understand the cultural and
social contexts of the French-speaking world. The course also
includes instruction in language skills and in the methodology
of expository writing in French. Students usually take the
Advanced Placement French Language exam.

The works studied include texts such as Cyrano de Bergerac,
Rostand; Candide, Voltaire; Béni ou le Pénitent Prêtré, Bégay; Paul
et Virginie, Bernardin de Saint-Pierre; and Mercure, Nontonnin,
and films such as Le Grand Bleu, Besson; Les 400 Coups, Truff-
aut; and Le Cœur des Autres, Jaoui.

Modern Francophone Literature
FREN-600/1
FREN-600/2
FREN-600/3
Four class periods. A seminar course open to students who have
completed 500-level French or the equivalent. The class studies
modern novels, plays, poetry, and films. Texts: Proust, Malraux, Sar-
ciére; Maryse Conde; Métisse Blanche, Kim Lefevre; Cinema for
French Conservation, Anne-Christine Rice. (The course struc-
ture depends on enrollment and staffing.)

German

German is spoken in four countries with diverse cultural, po-
litical, and economic traditions: Austria, the Federal Repub-
lic of Germany, Liechtenstein, and Switzerland. It is also
the mother tongue of significant minorities in neighboring coun-
tries. 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 com-
prehension 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 contempo-
rary films supplement language immersion in the classroom.
Students at the second, third, and fourth levels also have the op-
portunity to participate in the National German Exam as well as
the American Association of Teachers of German third- and
fourth-week summer-study–home study program in Germany.

First-Level German
GERM-100/0 (A YEARLONG COMMITMENT)
Five class periods. 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. GERM-100 offers significant
daily structure and support in order to facilitate successful lan-
guage learning. Current texts: Deutsch Aktuell 1, 6th edition,
supplemented by digital lab exercises, contemporary films,
songs, and adapted short stories.

Accelerated First-Level German
GERM-150/5 (A TWO-TERM COMMITMENT)
Five class periods. Open to students who have completed the fall
term of GERM-100 with distinction and who have been
recommended by their instructor. Superior work in this course
enables students to enter GERM-250 the following fall, fol-
lowed by GERM-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 comprehen-
sion, reading, and culture. Current texts: Deutsch Aktuell 1, 6th
edition; supplemented by video, digital lab exercises, contempo-
rary films, poems, songs, and adapted short stories.

Second-Level German
GERM-200/0 (A YEARLONG COMMITMENT)
Five class periods. Open to students who have successfully completed
GERM-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 1, 6th
edition; supplemented by video, digital lab exercises, contempo-
rary films, songs, and adapted short stories.

Accelerated Second-Level German
GERM-250 (F)
Five class periods. Open to students with strong learning skills
who have completed GERM-150 or its equivalent with distinc-
tion. This accelerated course covers the spring term GERM-200
syllabus with an edition of intensive grammar review and
writing. Successful completion of this course qualifies students
to enter GERM-300 in the winter term. Current texts: Väter
und Sohne, by E.O. Plauen, supplemented by movies and digital
lab exercises.

Third-Level German
GERM-300/0 (A YEARLONG COMMITMENT)
Four class periods. Open to students who have successfully com-
pleted GERM-250 or GERM-250 or its equivalent. This course
develops the language skills in speaking, listening comprehen-
sion, reading, and writing through the introduction of German
texts in the original. Greater emphasis on classroom discussion as
well as more intensive essay writing is introduced. Current texts:
Väter und Sohne, by E.O. Plauen; Emil und die Detektive by Kästner;
and Biedermann und die Brandstifter, by Frisch. Digital lab exercises,
skits, contemporary films, and songs supplement the reading,

Fourth-Level German
GERM-400/0 (A YEARLONG COMMITMENT)
GERM-400/2
GERM-400/3
Five class periods. Open to students who have successfully com-
pleted GERM-300 or its equivalent. This course is ideal for stu-
dents who are looking for a systematic review of the first three
terms of year of grammar as well as a focus on listening comprehen-
sion and speaking. The class will heavily utilize the Academy's
Language Learning Center for listening and speaking skills,
chaining viewing of and oral responses to contemporary films.
Fall term—grammar, film, Grimm Fairy Tales; Winter term—
graham, film, first half of Herr der Diebe (Funke); Spring term—
film, second half of Herr der Diebe (Funke)
Prerequisite: GERM-300 or permission of the department chair.

Advanced Fourth-Level German
GERM-520/1
GERM-520/2
GERM-520/5 (A TWO-TERM COMMITMENT)
Five class periods. The first term of a yearlong sequence, this
course is open to students who have successfully completed
GERM-300 or its equivalent and whose grammar skills are sol-
id. A guideline is that students should have received an honors
grade of 5 or 6 in GERM-300. Vocabulary expansion, increased
oral fluency through daily classroom discussion, and written
accuracy through paragraph writing and rewriting are central
to this course. Selective review of advanced grammar topics
is incorporated as needed.
Text: Selected German Fairy Tales, short stories by Lenz, Gappmeier, and Kästner; current events videos and articles;
concrete poetry; and Goethe's poem Erkönig.
Prerequisite: GERM-300

Advanced Fourth-Level German
GERM-520/6
Five class periods. A course is a continuation of GERM-520/1
with increased emphasis on oral proficiency through both infor-
mal classroom discussions as well as formal assessments in the
LLC (Language Learning Center). Students continue to review
advanced grammar as needed, while being exposed to a wider
variety of German works in the original.
Winter term—Corinna Funke's novel Herr der Diebe
Spring term—Dürrenmatt's play Der Besuch der alten Dame.
One week is devoted to theatre as students act out scenes
from the play for their final assessment.
Prerequisite: GERM-520 or the permission of the department chair.

Advanced Topics in German
GERM-600/1
GERM-600/2
GERM-600/3
Four class periods. Open to students who have successfully com-
pleted three terms of fourth-level or AP German, or their equiva-
 lent, this course varies with the needs of the class. It is usually a
survey of contemporary and discussion of German novels and plays.
Authors currently read: Brecht, Goethe, Kafka, Dürrenmatt, Lenz,
and Zweig. Offered only if there is sufficient enrollment.

Greek

Through the study of Greek, the Department of Classics of-
fers 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 quali-
ties 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-150 followed by
GREEK-300, with the permission of the department.

First-Level Greek
GREEK-100/0 (A YEARLONG COMMITMENT)
Five class periods. The course introduces the student directly
to the classical Greek of Periclean Athens through a series of read-
ings 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.

First- and Second-Level Greek, Intensive
GREEK-150/0 (A YEARLONG COMMITMENT)
Five class periods. The course opens to Senior, 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.

Second-Level Greek
GREEK-200/0 (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 master-
pieces, always with the purpose of understanding the spirit of
the people who produced them.

Third-Level Greek: Illiad and Odyssey
GREEK-300/0 (A YEARLONG COMMITMENT)
Four class periods. Students will study selected works of Homer,
Hesiodus, or Plato.

Fourth-Level Greek: Philosophy and History, Tragedy, Lyric
GREEK-400/1
GREEK-400/2
GREEK-400/3
Four class periods. Ancient concepts of justice and morality are
examined through the works of Plato 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**

**First-Level Japanese**

JAPA-100/0

(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 kana, 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.

**Advanced Topics in Japanese**

JAPA-600/1

JAPA-600/2

JAPA-600/3

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:** Successful completion of JAPA-400 and/or approval of the instructor.

**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.

**First-Level Latin**

LATN-100/0

(A YEARLONG COMMITMENT)

Five class periods. Open to students who have successfully completed first-level Japanese or its equivalent. A continuation of JAPA-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.

**Second-Level Latin**

JAPA-300/0

(A YEARLONG COMMITMENT)

Four class periods. Open to students who have successfully completed first-level Latin 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.

**Fourth-Level Latin**

JAPA-400/0

(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.

**Japanese Language and Culture**

JAPA-502/0

(A YEARLONG COMMITMENT)

Four class periods. This course is designed to be comparable to college/university Japanese courses where students complete approximately 300 hours of college-level classroom instruction. Like corresponding college courses, this 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.

**Second-Level Latin**

LATN-200/0

(A YEARLONG COMMITMENT)

Five class periods. During the fall, the linguistic and cultural approach of LATN-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*.

**Third-Level Latin**

Livy, Catullus, Cicero, Vergil

LATN-300/0

(A YEARLONG COMMITMENT)

Four class periods. Students begin the fall with a thorough review of the Latin language in conjunction with correlated readings. 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 Caio. 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**

**Vergil**

LATN-520V/0

(A YEARLONG COMMITMENT)

Five class periods. Students read the entire *Aeneid* in English and substantial selections of Books I, II, IV, and VI in Latin, examining Vergil’s literary form and technique, as well as the philosophical and political dimensions of his age. Students then turn to Latin prose, reading selections from Cicero’s *Commentaries* on the *Gallic War*. Cicero himself called Caesar the most eloquent of all Romans. His Latin, pure and unadorned, provides an excellent balance to Vergil’s tragic style.

**Prerequisite:** A grade of 5 or higher in LATN-300 or permission of the department.

**Russian**

**Advanced Latin Authors**

LATN-600/1

LATN-600/2

LATN-600/3

Four class periods that meets three times a week this is primarily a literature course with works in the original Latin.

**Fall term**—In the fall, students read Lyric Poetry, beginning with Catullus and continuing with Horace after the midterm.

Although their lifetimes overlapped, Catullus flourished during the time of Julius Caesar and the crumbling Roman Republic, whereas Horace wrote his *Odes* after civil war had established the reign of Augustus, the first emperor of Rome. Beyond appreciating the magnificent and still resonant airs of these two famous poets, students will study the differences in their styles, personae, and philosophies, and discuss how these reflect not just each artist’s poetic voice, but the contemporary political regime as well.

Winter term—Students focus on Ancient Rhetoric, beginning with an examination of Platonist vs. Aristotelian ideals of rhetoric, and continuing with a more detailed study of Ciceroan principles of oratory. While translation and discussion of Cicero’s *Pro Caio* is the nucleus of this term’s scholarly study, students also make connections with modern examples of persuasive technique in the form of advertisements, popular songs, and political speeches.

Spring term—Students are treated to a treasury of outstanding excerpts from the works of several Latin authors from the Golden Age, encompassing history, poetry, comedy, and epistolography.

**Prerequisite:** The prerequisite for any term of LATN-600 is a 5 or above in LATN-520V. An additional prerequisite for the spring term of LATN-600 is a 5 or above in at least one previous term of Latin 600.

With the demise of the Soviet Union and resulting rapid expansion in East-West activity, the ability to communicate in Russian is increasingly important for those who have lost none of its 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 clamping 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 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, improve vocabulary learning, and develop cultural knowledge of Russian and knowledge of Russian culture have lost none of their importance. students also make connections with modern examples of persuasive technique in the form of advertisements, popular songs, and political speeches.

**Prerequisite:** The prerequisite for any term of LATN-600 is a 5 or above in LATN-520V. An additional prerequisite for the spring term of LATN-600 is a 5 or above in at least one previous term of Latin 600.

The prerequisite for any term of LATN-600 is a 5 or above in LATN-520V. An additional prerequisite for the spring term of LATN-600 is a 5 or above in at least one previous term of Latin 600.

**First- and Second-Level Latin, Intensive**

LATN-150/0

(A YEARLONG COMMITMENT)

Five class periods. This course covers in one year the essential elements of LATN-100 and LATN-200.

**Second-Level Latin**

LATN-200/0

(A YEARLONG COMMITMENT)

Five class periods. During the fall, the linguistic and cultural approach of LATN-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*.

**Third-Level Latin:**

Livy, Catullus, Cicero, Vergil

LATN-300/0

(A YEARLONG COMMITMENT)

Four class periods. Students begin the fall with a thorough review of the Latin language in conjunction with correlated readings. 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 Caio. 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**

**Vergil**

LATN-520V/0

(A YEARLONG COMMITMENT)

Five class periods. Students read the entire *Aeneid* in English and substantial selections of Books I, II, IV, and VI in Latin, examining Vergil’s literary form and technique, as well as the philosophical and political dimensions of his age. Students then turn to Latin prose, reading selections from Cicero’s *Commentaries* on the *Gallic War*. Cicero himself called Caesar the most eloquent of all Romans. His Latin, pure and unadorned, provides an excellent balance to Vergil’s tragic style.

**Prerequisite:** A grade of 5 or higher in LATN-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 is increasingly important for those who have lost none of its 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 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. Videos 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 previous experience with Russian are encouraged to consider taking RUSS-150 after the fall term introduction. It is the policy of the Division of World Languages to use the target language exclusively in the classroom. Students enrolled in LATN-600, LATN-150, LATN-200, or LATN-300 are required to have an iPad in lieu of textbooks or workbooks throughout their Andover Russian career.
**First-Level Contemporary Russian**
**RUSS-100/0** *(A YEARLONG COMMITMENT)*

Five class periods. A yearlong elementary course in speaking, listening, 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.

**A Short Course in Beginning Russian**
**RUSS-130** *(S)*

Four class periods. A term-contained introduction to speaking, reading, and writing Russian, using conversational text materials. This course may require more than the standard four to five hours of homework per week. Texts: the same as 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 RUSS-200 or -250.

**Fourth-Level Russian**
**RUSS-400/1**

RUSS-400/2

RUSS-400/3

Four class periods. Expanded work in conversation, listening comprehension, and composition. Extensive use of videos as a source of culture and for conversation and understanding daily speech. Texts will become less modified as the year progresses.

**Prerequisite:** Successful completion of RUSS-300.

**Advanced Fourth-Level Russian**
**RUSS-520/0** *(A YEARLONG COMMITMENT)*

Five class periods. The core materials of the course are similar 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:** Honors grades in RUSS-300 or permission of the department chair.

**Accelerated First-Level Russian**
**RUSS-150/5** *(A TWO-TERM COMMITMENT)*

Five class periods. Open to students who have completed the fall term of RUSS-100 with distinction and who have been recommended by their instructor. Superior work in this course enables students to enter RUSS-250 in the fall, followed by RUSS-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 RUSS-100 and RUSS-200.

**Second-Level Contemporary Russian**
**RUSS-200/1** *(A TWO-TERM COMMITMENT)*

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

**Prerequisite:** Successful completion of RUSS-100.

**Accelerated Second-Level Russian**
**RUSS-250** *(F)*

Five class periods. Open to students with strong learning skills who have completed RUSS-150 or its equivalent with distinction. This accelerated course completes the work of RUSS-200 with the addition of intensive grammar review and writing. Successful completion of this course qualifies students to enter RUSS-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 RUSS-200 and fall term of RUSS-300.

**Third-Level Russian**
**RUSS-300/0** *(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 constitutes an important component of the course.

**Prerequisite:** Successful completion of RUSS-200 or -250.

**Fourth-Level Spanish**
**SPAN-100** *(F)*

Four class periods. A central goal of this course is to provide 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. All classwork is conducted in Spanish. (Text: Descubre 1)

**First-Level Spanish**
**SPAN-110** *(F)*

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. All classwork is conducted in Spanish. (Text: Descubre 1)

**Advanced Topics in Russian**
**RUSS-600/1**

RUSS-600/2

RUSS-600/3

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. The spring term works with a historical docudrama of the Stalinist period in the Soviet State.

**Prerequisite:** Successful completion of RUSS-400/3 or -520.

**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 Madrid, Spain, is offered through the INESLE program; the opportunity to study in Zaragoza, Spain, is offered through the School Year Abroad (SYA) 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.

**First-Level Spanish**
**SPAN-100** *(F)*

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. All classwork is conducted in Spanish. (Text: Descubre 1)

**First-Level Spanish**
**SPAN-110** *(F)*

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. All classwork is conducted in Spanish. (Text: Descubre 1)

**Advanced First-Level Spanish**
**SPAN-110/5** *(A TWO-TERM COMMITMENT)*

Five class periods. This course is a continuation of the first-level Spanish course for those students not enrolled in SPAN-120, Accelerated First-Level Spanish. (Text: Descubre 1)

**Acclerated First-Level Spanish**
**SPAN-120/5** *(A YEARLONG COMMITMENT)*

Five class periods. Especially competent students will be recommended for this accelerated course at the conclusion of SPAN-100/1 or SPAN-110/1. Superior work in SPAN-120 en- ables the student to enter SPAN-220, Descubre 2, as the primary text (see above) and is supplemented with reading selections and proficiency-oriented exercises.

**Second-Level Spanish**
**SPAN-200/0** *(A YEARLONG COMMITMENT)*

Five class periods. Using the Descubre 2 text, this course comple- tes the introduction of grammar begun in the first year. Top- ics covered are imperfect, imperfect/preterite contrast, subjunc- tive, 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 vocabu- lary are reinforced. Significant emphasis is placed on oral prac- tice. Writing and reading skills are further developed. Various Latin American countries are studied.

**Accelerated Spanish Sequence**
**SPAN-220** *(F)*

Five class periods. SPAN-220 is open only to students who have obtained departmental permission, in most cases after completing SPAN-120. Being part of the accelerated sequence, the pace of the course is faster and the workload may be heavier than usual. Only those students who demonstrate an accelerated abili- ty to make progress at a rapid pace will be recommended for the SPAN-320 sequence during the winter and spring terms. Stu- dents not recommended for SPAN-320 will remain in SPAN-200 in order to move at a regular pace more in tune with their abilities. SPAN-220 aims at promoting the student’s ability to commu- nicate in the target language. Intermediate-level grammar is thoroughly reviewed, and there is great emphasis on vocabulary building by means of a variety of readings, including short sto- ries and newspaper articles. Students should be ready to engage in conversation on a daily basis, either through group exercises and activities or speaking up on their own. Passive acquisition without oral participation is not acceptable; the student is re- quired to engage in all four skills on a daily basis: listening, read- ing, speaking, and writing.

**Third-Level Spanish**
**SPAN-300/0** *(A YEARLONG COMMITMENT)*

Four class periods. During the fall term, students read short sto- ries, test stories, and shows 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 and other class activities.

The primary objective of the winter term is to expose stu- dents to a challenging and sophisticated literary text, Crónica de una Muerte Anunciada (Chronicle of a Death Foretold), 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 Vehim (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.
Accelerated Spanish Sequence
SPAN-320/5
(A TWO-TERM COMMITMENT)
Five class periods. SPAN-320 is open to students who have obtained permission of the department chair, usually after completing SPAN-220 in the fall. At the end of this course, most students will be able to work at the 400 level, which requires considerable knowledge of grammar and vocabulary and the ability to discuss subjects of higher conceptual complexity. Consequently, the range of subjects and genres is expanded. In addition to short stories and articles, students read about current events in the winter and a play, Death and the Maid-
eve, in the spring. Acting out some of the scenes in the play is one of the included oral exercises. Throughout the two terms, students continue to work on their vocabulary and grammar, but more sophisticated and linguistic nuances—such as indirect discourse—are added to the student's language repertoire. However, the focus is still on communication, and students are expected to be active participants.

Prerequisite: Permission of department chair.

Advanced Courses

Current Events and Multimedia Approaches to the Hispanic World
SPAN-400/1
SPAN-400/2
SPAN-400/3
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 presenta-
tion 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 also will 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 sys-
tematic exercises that were started in the previous SPAN-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 canoni-
cal 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 trinippers of basic to advanced grammar structures. Class re-
quirements 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.

Introduction to Hispanic Literature
SPAN-401/1
SPAN-401/2
SPAN-401/3
Four class periods. Each trimester the class aims to develop language skills through reading, discussion, oral presentations, and regular writing assignments centered around major writ-
ters and texts of the contemporary Hispanic world. This course also employs some of the finer Spanish grammar points and idiomatic expressions.

Fall term—Students will be exposed to short stories by con-
temporary Latin American and Spanish authors as well as Ca-
rios Fuentes, J. L. Borges, Gabriel García Márquez, among others.

Winter term—In the winter, the focus is on Spanish and Spanish American drama and contemporary Hispanic poetry.

Spring term—Students will read selected literary short nov-
els from the Hispanic world.

Advanced Spanish Language Colloquium
SPAN-500
(F)
Four class periods. This advanced, intensive language course is designed for students of Spanish who have completed their language requirement and seek an immersion experience. Students will continue to sharpen their linguistic competencies in speaking, listening, writing, and reading, and will explore an assortment of authentic media in doing so. These sources will reflect the diversity of registers heard throughout the Spanish-speaking world and will expose students to a wide range of cultural, social, and historical phenomena. Students will have many opportunities to synthesize and analyze these topics through various communicative modes (interpersonal, interpre-
tive, and presentational) in class discussions and written work, in oral/aural exercises in the LLC (Language Learning Center), and in presentations delivered to their peers. Students will com-
plete research projects and participate in a colloquium with the greater Spanish-speaking community. Students who take this course will be prepared to take the AP Spanish Language Exam in May. Materials will include a variety of media from the Spanish-speaking world, a monolingual grammar manual, and AP Spanish Language Exam practice resources. Students must complete this course in order to be considered for SPAN-510 in the spring.

Immersion in Lawrence, The Immigrant City
SPAN-510
(W)
Four class periods. Lawrence, Massachusetts, has a long history of immigration, beginning during the Industrial Revolution with the Irish and Italians and continuing into the present with an influx of world cultures, predominantly from Caribbean and other Spanish-speaking American nations. For all intents and purposes, modern Lawrence is a Hispanic city, and our involve-
ment there amounts to nothing less than an immersion in the language and culture of an entire hemisphere. This course ex-
poses students to the culturally rich and vibrant “Immigrant City” and helps them understand, through firsthand accounts from members of the Lawrence community, the realities of liv-
ing in a bicultural, bilingual world. Texts will include popular fiction, prose, journalism, and other media in Spanish. At the end of the term, the class will elect a community partner with which to work in the spring, and each individual will design a research project to conduct throughout the following term.

Community Engagement in the City of Lawrence: We, the People
SPAN-511
(FL)
Four class periods. Students will continue to immerse them-
selves in the Immigrant City, moving from the theoretical in the winter to the practical in the spring. Having chosen a com-
community partner to work with and research topics to develop, students have more significant input regarding the focus of the class. Students will participate in mini internships or collabora-
tive projects with agencies in Lawrence, thus broadening their own perspectives of Hispanic life in the United States, while also leaving an “legacy” of cooperation and mutual respect to tie together the Lawrence and Andover communities.

Prerequisite: SPAN-500 in the fall. Limited enrollment: Preference is given to students who take SPAN-510 in the winter, though students with considerable experience in Lawrence (i.e., on the level of community service project coordinators) may seek departmental approval. Readings and a daily journal are required in addition to the final research project.

Understanding Latin America
SPAN-520/1
SPAN-520/2
SPAN-520/3
(NOT OFFERED 2012–2013)
Four class periods. This course is an introduction to the reality of present-day Latin America through the study of its popular culture. The subject is approached from a diachronic perspec-
tive starting in the 20th century, which entails reviewing some of the major historical events, but the spotlight is on those as-
ppects of everyday life that play a role in shaping the values of a community or contribute to create a sense of identity: language, religious beliefs, traditions, social movements, sports, and cul-
tural production (music, cinema, and television; literature and visual arts).

From a linguistic point of view, students will continue to work on the four skills: reading (texts of various genres), writing (expository writing), speaking (oral presentations and daily con-
servation practice), and listening (in class and at home)—they need to watch a popular telenovela or soap opera.

Prerequisites: Completion of SPAN-400, -401, or -500 with distinction, and with departmental permission.
### FACULTY & ADMINISTRATION

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
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</thead>
<tbody>
<tr>
<td>Aya S. Murata</td>
<td>Pine Knoll Cluster Dean</td>
</tr>
<tr>
<td>B.A., M.A.</td>
<td></td>
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<tr>
<td>Frank P. Tipton</td>
<td>West Quadrangle North Cluster Dean</td>
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<td>B.A., M.A.</td>
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<tr>
<td>Cynthia J. Efinger</td>
<td>West Quadrangle South Cluster Dean</td>
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<tr>
<td>B.A.</td>
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<tr>
<td><strong>BUSINESS OFFICE</strong></td>
<td></td>
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<tr>
<td>Stephen D. Carter</td>
<td>Chief Operating &amp; Financial Officer</td>
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<tr>
<td>Sc.B., M.A.L.S.</td>
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<tr>
<td><strong>OFFICE OF ADMISSION AND FINANCIAL AID</strong></td>
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<tr>
<td>James E. Venstre</td>
<td>Director, Financial Aid and Admission Operations</td>
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<tr>
<td>A.B.</td>
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<tr>
<td>William D. Leaby</td>
<td>Director, Admission</td>
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<td>B.A.</td>
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<tr>
<td>Peter N. Dignard</td>
<td>Admission Counselor</td>
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<td>B.A.</td>
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<tr>
<td>Kevin E. Graber</td>
<td>Assistant Dean of Admission</td>
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<td>B.A.</td>
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<tr>
<td>Elisa M. Joel</td>
<td>Assistant Dean of Admission</td>
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<tr>
<td>(on sabatical)</td>
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<tr>
<td>Vivien V. Mallick</td>
<td>Senior Associate Dean of Admission</td>
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<tr>
<td>B.A.</td>
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<tr>
<td><strong>OFFICE OF COMMUNITY AND MULTICULTURAL DEVELOPMENT</strong></td>
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<tr>
<td>Linda C. Griffith</td>
<td>Dean of Community and Multicultural Development</td>
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<td>B.A., M.Ed.</td>
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<td>Michael J. Kuta</td>
<td>Director, Athletics</td>
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<tr>
<td><strong>OFFICE OF ACADEMY RESOURCES</strong></td>
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<tr>
<td>Peter R. Ramsey</td>
<td>Secretary of the Academy</td>
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<td>Deborah B. Murphy</td>
<td>Director, Alumni Affairs</td>
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<td>B.A., M.Ed.</td>
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<td>David A. Flash</td>
<td>Director, Gift Planning</td>
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<td>Tracy M. Sweet</td>
<td>Director, Academic Communications</td>
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<td>Patricia A. Diosdati</td>
<td>Director, Information Services</td>
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<tr>
<td>Ann C. Harris</td>
<td>Director, Class, Reunion, and Parent Giving</td>
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<td>B.A., M.B.A.</td>
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<td>Christine M. Adams</td>
<td>Director, Development</td>
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<td>David Chase</td>
<td>Director, Stewardship</td>
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<td>Cara Mia Brucatini</td>
<td>Director, Parent Fund</td>
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<td>Kimberly Gerigthy</td>
<td>Director, Alumni Giving</td>
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<tr>
<td>Hillary D. Repucci</td>
<td>Director, Parent Fund</td>
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<td><strong>SPORTS OFFICE</strong></td>
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<tr>
<td>Michael A. Benz</td>
<td>Athletic Director, Cross Country</td>
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<td>B.A.</td>
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<td><strong>ATHLETIC DEPARTMENT</strong></td>
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<tr>
<td>Sallie Langston Batchelor</td>
<td>Associate Director, College Counseling</td>
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<tr>
<td>A.B. Princeton University;</td>
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<td>A.M. University of Chicago</td>
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<tr>
<td>Clyde Gordon Beckwith</td>
<td>Instructor in Physics</td>
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<tr>
<td>B.A. Dartmouth College;</td>
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<tr>
<td>M.S., Ph.D. Boston College</td>
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<tr>
<td>Louis Michael Berneri</td>
<td>Instructor in English, Andover Bread Leaf Coordinator</td>
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<td>B.A. Harvard University;</td>
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<td>M.A. Middlebury College</td>
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<tr>
<td>John Everett Bird</td>
<td>Instructor in English</td>
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<tr>
<td>B.A., M.A., M.Phil.</td>
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<td><strong>FOOTBALL &amp; ADMISSION</strong></td>
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<tr>
<td>Carlos A. Hoyt, Jr.</td>
<td>Associate Head of School</td>
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<td>A.B., M.S.W.</td>
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<td><strong>OFFICE OF THE DEAN OF STUDIES</strong></td>
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<tr>
<td>John E. Rogers</td>
<td>Dean of Studies</td>
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<tr>
<td>B.A., A.M.</td>
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<tr>
<td>Elizabeth G. Korn</td>
<td>Associate Dean of Studies and Registrar</td>
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<tr>
<td>B.A., Ed.D.</td>
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<td><strong>OFFICE OF THE DEAN OF FACULTY</strong></td>
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<tr>
<td>Temba T. Maupohela</td>
<td>Assistant Head for Academics and Dean of Faculty</td>
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<td>B.S., M.S.</td>
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<tr>
<td>Nancy M. Lang</td>
<td>Associate Dean of Faculty</td>
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<tr>
<td><strong>OFFICE OF THE DEAN OF STUDENTS AND RESIDENTIAL LIFE</strong></td>
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<tr>
<td>Paul D. Murphy</td>
<td>Dean of Students and Residential Life</td>
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<td>B.A., M.S.T.</td>
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<td>Carlos A. Hoyt, Jr.</td>
<td>Associate Dean of Students for Personal and Community Education</td>
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<td>B.A., M.A.</td>
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<tr>
<td>Jennifer K. Elliott</td>
<td>Abbott Cluster Dean</td>
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<td>B.A., M.A.</td>
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<tr>
<td>Matthew C. Hession</td>
<td>Flagstaff Cluster Dean</td>
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<tr>
<td>B.A., M.A.L.S.</td>
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</tr>
</tbody>
</table>
Peter Lawrence Drench 1986
(b) In History and Social Science
B.A. Cornell University;
M.A. Tufts University
Cynthia J. Elfering 2003
Instructor in Athletics
Dean of West Quad South Cluster
B.A. University of Utah
Mark Edward Elfering 1993
Instructor in Theatre
B.A. Middlebury College;
M.A. University of North Carolina
Jennifer Karlen Elliott 2010
Instructor in History
B.A. Dartmouth; M.A. Lesley College
Chloe Beth Single Epstein 2011
Instructor in Mathematics
B.A. Irha College;
M.A. Wesleyan University
Karen June Farrell 2005
House Counselor
B.A. University of Rhode Island;
M.A. Ball State University;
M.S. Syracuse University
Patrick James Farrell 2004
Chair of the Department of Mathematics on the Harris Family Foundation for the Chair of the Mathematics Department; Instructor in Mathematics
B.A. Amherst College;
M.S. University of Connecticut
Brian David Faull 2006
Instructor in Chemistry
B.A. Stanford University;
A.M. Harvard University
Martha Gourdeau Fenton 1994
Instructor in Athletics
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M.M.S. Lesley College
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(b) In History and Social Science
B.A. Dartmouth College;
M.Ed. Harvard University
Susan H. Greenberg 2010
Instructor in English; Advisor to Phillipian
B.A. Brown University;
M.S. Columbia University
Linda Carter Griffith 1990
Dean of Community and Multicultural Development; Instructor in English; Advisor to African-American and Latin Students
B.A. Vassar College;
M.Ed. Harvard University
Jonah I. Gourin 2011
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Emma Lewinsohn Frey 2002
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Shawn Fulford 1989
Instructor in Mathematics
B.S. William and Mary;
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Mary Line Fulton 1985
Instructor in English on the B. Allen Keyworth Teaching Foundation
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M.A. University of Virginia;
Ph.D. University of New Hampshire
Claire Louise Gallou 2007
Instructor in French
B.A., M.A. Paris 10;
Ph.D. University of California–Los Angeles
Rev. Anne Elizabeth Gardner 2008
Director, Spiritual & Religious Life; Protestant Chaplain on the Protestant Chaplaincy Fund
B.A. Fairfield University;
M.Div. Harvard University
Richard Bruce Gorham 2000
House Counselor
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M.A. Middlesex College
Kevin Edward Graber 2008
Assistant Dean of Admission
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M.Ed. University of Massachusetts–Amherst
Ellen Mary Greenberg 1991
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M.Ed. Harvard University
Karina Elizabeth Hernandez-Carmon 2005
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B.A. Dartmouth College
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M.A.L.S. Dartmouth College
Sheena Tiffany Hilton 2011
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Thomas Sallad Hodgson 1977
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M.A. Yale University
Scott William Hoening 2003
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M.A. Boston University
Christopher Jude Guiry 1974
Instructor in History and Social Science
B.A. Abigail and Marshall College;
M.A.L.S. Wesleyan University
Jeremiah C. Hagler 2000
Head of the Division of Natural Sciences on the Peter G. Kaz Teaching Foundation;
Chair of the Biology Department; Instructor in Biology on the Schmertzler Instructorship in Science
B.A. University of California–Santa Cruz;
Ph.D. Cornell University
Margaret Lucille Harrigan 1992
Instructor in Art on the Zibert Foundation for Teaching and Learning
B.A. Tufts University;
M.A. University of Connecticut
Tasha Maleka Hawthorne 2008
Instructor in English
B.A. Bates College;
M.A. Cornell University
Kevin Patrick Heelan 1983
Instructor in Theatre and Dance
B.A. St. Mary’s College of Maryland;
M.A.F. Smith College
Victoria William Henningsen 1174–1979, 1985
Instructor in History and Social Science; Instructor in the Independence Foundation Teaching Endowment #2
B.A. Yale; M.A. Stanford;
Ed.M., Ed.D. Harvard University
Karina Elizabeth Hernandez-Carmon 2005
Assistant Director, College Counseling
B.A. Dartmouth College
Instructor in History and Social Science
B.A. Amherst College;
A.M., Ph.D. Brown University
Elizabeth C. Joseph 2006
Instructor in Mathematics
B.S. Stella Stevens College;
M.T.S. Harvard Divinity School
Carlos Alfonso Hoyt Jr. 2006
Instructor of Students
B.A. Wesleyan University;
M.S.W. Boston University
Patrick Kabanda 2004
(on leave of absence)
B.M., M.M. The Juillard School of Music
Thomas Henry Kane 2004
Instructor in English
B.A. Harvard University;
M.A. New York University;
Ph.D. University of Virginia
Mary T. Kantor 2009
Roman Catholic Chaplain on the Philip M. Drake Catholic Ministry Foundation
B.A. College of St. Catherine;
M.Div., M.A.R. Yale Divinity School;
Th.D. Harvard Divinity School
Julie Ann Keller 2011
Director, Athletics
B.S. Northwestern University;
M.A. Boston College
Karen Angela Kennedy 1985
Scheduling Officer, Athletics
Instructor in Athletics
B.S. Springfield College;
M.A. Boston University
Nicholas Van Houten Kip 1968
Instructor in Classics on the Alfred Lawrence Ripley Foundation
A.B. Princeton University;
M.A. Trinity College
Marc Dana Komm 1974
(on sabbatical, fall and spring terms)
Instructor in Biology on the Frederick W. Beinecke Institute Teaching Foundation
B.S. St. Lawrence University;
M.S. Purdue University
Elizabeth Gail Korn 1986
Associate Dean of Students and Faculty
B.A. Wesleyan University;
Ed.D. Harvard University
Douglas John Kühmann 1983
Instructor in Mathematics
B.S. St. Louis University;
M.A., Ph.D. Northwestern University
The page contains a list of individuals with their qualifications and positions. Here is a structured representation of the information:

- Jill Bouya Thompson (Ph.D. Harvard Medical School, M.A.L.S. Wesleyan University; B.A. Yale University) is the Director of Academy Communications.
- Rabbi Michael Bruce Swarttz (B.A. University of New Hampshire) was the Teaching Foundation Instructor in Russian on the A. Wells Peck Chair of the Russian Department.
- Victor Francis Tortorella (M.A. New York University) was the Teaching Foundation Instructor in German on the John Mason Holmes Library on the Abbot Chair of the Theatre and Dance.
- David A. Stern (B.A. Bucknell University; M.A. Harvard College) is the Academic Skills Specialist.
- Lisa Johnson Svec (B.A. Dartmouth College; M.A. Tufts University) was the Teaching Fellow in Theatre and Dance on the Lumpkin Family Department; Instructor in Theatre.
- Hope Tucker (B.A. Mr. Holyoke College; M.E.A. Cornell University) was the Teaching Fellow in Math.
- Catherine Dubay Tournaign (B.A. M.A., University of Virginia) was the Teaching Fellow in Philosophy.
- Emily Ellen Trespas (B.A. St. Cloud State University; M.E.A. Cornell University) was the Teaching Fellow in Mathematics.
- Fei Yao (B.A. Harvard University) was the Teaching Fellow in Chinese.

The list continues with various other individuals holding different positions and qualifications.
Frank Lee Hannah A.B., A.M.  
Instructor in Mathematics, Emeritus  
Grantham, New Hampshire 1968–2004

Rebecca Downey McCann A.B., M.A.  
Instructor in Spanish, Emerita  
St. Helena Island, South Carolina 1977–2004

James Marshall Rogers Jr. B.A., M.A.  
Instructor in History and Social Science, Emeritus  
Durham, North Carolina 1985–2004

Jean Mary St. Pierre A.B., M.A.  
Instructor in English, Emeritus  
Harwich Port, Massachusetts 1985–2004

Carolyn Day Shelton B.A., M.M.  
School Organizer, Instructor in Music, Emerita  
North Andover, Massachusetts 1990–2004

Hale Sturges II B.A., M.A.  
Instructor in French, Emeritus  
Boston, Massachusetts 1965–2004

Leslie Veronica Ballard B.A., M.A.T.  
Instructor in Chemistry, Emerita  

Priscilla Keene Bonney-Smith B.A., M.A.T.  
Associate Dean of Students and Residential Life, Emerita  

Yuan Han B.A., M.A., Ph.D.  
Instructor in Chinese, Emeritus  
Shanghai, China 1988–2006

Henry Lynn Herbert A.B., A.M.  
Instructor in French, Emeritus  
Chatham, Massachusetts 1972–2006

Sally Chaplin Herbert A.B., M.A.  
Instructor in French, Emerita  
Chatham, Massachusetts 1974–2006

Paul Kallstein A.B., M.A.T.  
Instructor in English, Emeritus  
Ansonia, Maine 1970–2006

Robert Adams Moss Jr. B.A., M.A.  
Instructor in French, Emeritus  
Chatham, Massachusetts 1984–2007

Henry Bond Wilmer Jr. B.A., M.A.  
Instructor in French, Emeritus  

Donald Blanchard Abbott B.A., B.D.  
Senior Development Officer, Emeritus  
Andover, Massachusetts 1991–2008

Marlys Ann Edwards B.A., M.A.  
Dean of Students and Residential Life, Emerita  
Newburyport, Massachusetts 1990–2008

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