



Course Catalog

2020–21

Concord Academy

MISSION

We are a community animated by love of learning,
diverse and striving for equity,
with common trust as our foundation.

Honoring each individual, we challenge and expand
our understanding of ourselves and the world
through purposeful collaboration and creative engagement.

We cultivate empathy, integrity, and responsibility
to build a more just and sustainable future.

INTRODUCTION

April 2020

Dear CA Community,

The course catalog bursts with potential—the promise of nascent questions, of avenues of exploration, and of intellectual and personal growth. Inside you will find courses shaped by faculty who hold their curiosity and expertise in balance with the central tenets of the school's mission.

As you consider the courses within this catalog, we hope you will bring with you questions inspired by our mission: How will love of learning guide your academic path at CA? How will you challenge and expand your understanding of yourself and the world to grow as a citizen of our community and of others? How will you cultivate empathy, integrity, and responsibility as you prepare to contribute to a more just and sustainable future?

One valued aspect of CA's academic program is the freedom to be guided by these questions instead of by strict subject requirements. We hope you make choices that are true to your interests and the growth you want, and need, to accomplish in your high school years.

While the array of offerings is vast, please keep in mind that taking on less is often both healthier and more fulfilling. You will need to make choices and act on priorities. Seek the advice of your family, advisor, and teachers to help you do this. We also hope you will pursue a balance of breadth and depth that honors your interests and explores unfamiliar subjects, material, and skills. Take note of prerequisites as you do this planning, and work backward, if necessary, from the courses that you most want to take. Craft a path that reflects who you are and who you want to become.

Enjoy!

Sincerely,

Laura Twichell '01
Interim Academic Dean

Concord Academy

COURSE CATALOG

2020–21

GENERAL DESCRIPTION OF COURSES AND DIPLOMA REQUIREMENTS

All students prepare a complete, balanced schedule each semester with the help and approval of their advisor and the director of studies. Minimum requirements in each department form a framework within which each student builds a program that fits individual needs and interests. All students are encouraged to plan ahead and to think about what courses they might want to take for their entire high school career each time they construct a schedule, understanding that some courses have limited enrollments and others might not be offered if underenrolled. The faculty works with students to keep a close eye on graduation requirements and to create a plan that will help students achieve future goals.

Requirements

For students entering Concord Academy as freshmen, a minimum of 112 credits is required for graduation. For entering sophomores, 84 credits are required, and for entering juniors, 56 credits.

In order to graduate, students must complete all department requirements. The required courses carry a total of fewer credits than are needed for graduation. The remaining credits may be taken in any discipline. A balanced course load creates the broadest foundation for continued study; however, the flexibility of the requirements permits students to explore a variety of interests or to take extra courses in an area of special interest. Students who opt for minimum requirements in one area are strongly advised to undertake additional major study in other areas.

Credits and Grades

Major courses receive 3 credits per semester and entail three meetings per week, with certain exceptions, plus outside preparation. Minor courses receive ½, 1, or 2 credits per semester and require proportionately less time in meetings and preparation. The minimum semester commitment is 14 credits with four majors. A moderate semester load is 16 or 17 credits, including four or five majors. Taking six majors requires permission of the director of studies. The maximum semester commitment is 20 credits. A winter season course and a spring season course count only once toward the second-semester load (e.g., winter for 1 credit and spring for 1 credit count together as only 1 credit in second semester).

Grades are assigned on a scale of A+ to D–; a failing grade (E) receives no credit for the course. Course grades are given only at the end of each semester. There is no published class ranking system, and no honors or prizes are awarded. At the midpoint and end of each semester, each teacher writes an evaluation of the student's work; copies are posted online to the advisor and family. Only courses taken at Concord Academy after the freshman year are included in the student's grade-point average (GPA), and courses of first-semester freshmen at Concord Academy are graded on a basis of pass or no credit. Grades in courses taken for credit at other schools as part of semester or year programs are recorded on the Concord Academy transcript; however, grades earned at other schools are not included in the student's Concord Academy GPA.

In the case of a year course, a student must complete both semesters and have a passing year grade in order to receive full credit for the course, unless otherwise indicated. If the second-semester grade is failing, the first-semester grade and credits are retained; for the second semester, the failing grade and no credit are recorded; no year grade is calculated.

Any course that is a minor or a fifth major and is beyond the graduation requirement may be taken on a pass/fail basis. The purpose of this option is to encourage students to explore courses they might otherwise avoid. Students choosing this option are subject to the same attendance, assignment, and examination

GENERAL

requirements as regularly enrolled students. Pass/fail application forms must be signed by the instructor, advisor, and director of studies during the drop/add period; exceptions to this deadline are processed by the director of studies. No more than one 3-credit course in a semester may be taken on a pass/fail basis. The passing grade P or failing grade E for the course is recorded on the transcript; a passing grade does not count in the student's GPA.

In some instances a student may wish to audit a particular course. Auditing a course is permitted only on a space-available basis and is not permitted for courses that were originally oversubscribed. Auditors are expected to attend all class meetings, do the day-to-day assignments, and participate in class discussions, but they are not required to complete papers and tests. In courses where significant class time is spent working in groups or on papers, auditing students are accountable for that work. Auditors not meeting expectations can lose their place in the class and receive a W (Withdrawn) on the transcript. Auditors receive no academic credit for the course. Before applying for an audit, students must consult with their advisor and with the instructor about their readiness to undertake an audit. Audit application forms must be signed by the instructor, advisor, and director of studies during the drop/add period; exceptions to this deadline are processed by the director of studies. The audit indicator AU for the course is recorded on the transcript.

Course Drop/Adds

There is a drop/add period of several days at the beginning of each semester. With the permission of the advisor, a student may drop and add first-semester, second-semester, and year courses in the fall drop/add period, and second-semester courses in the spring drop/add period. There are also individual drop/add periods for season-based (fall, winter, and spring) courses. A student who drops a course during the drop/add period receives no credit for that course, and the course does not appear on the student's transcript. Drop/add forms must be signed by the advisor. For students who need to change to a different level of a subject such as modern and classical languages or mathematics, the drop/add period may be extended (for first-semester or year courses) through Family Weekend, or (for second-semester courses) through January 31, or by permission of the director of studies.

Note for seniors: By the end of the fall drop/add period, seniors must establish firm academic programs for the entire year. Concord Academy and colleges expect that, with the exception of a possible senior project addition or switching electives within a discipline, the student's yearlong academic program sent with college applications will remain unchanged. Second-semester changes to a senior's schedule are not permitted unless approved by the director of studies and the College Counseling Office.

Course Withdrawals

After the drop/add deadline, students who wish to drop a course taken for credit or as an audit must consult with the director of studies. Dropping a semester course after the drop/add period in that semester and dropping a year course after the fall drop/add period are considered course withdrawals. Course withdrawal forms must be signed by the instructor, advisor, and director of studies. A student who withdraws from a semester course, or who withdraws from a year course during the first semester, receives no credit for that course. If a student withdraws from a year course during the second semester, the first-semester grade appears on the student's transcript, and if the first semester was completed with a passing grade, the student receives credit for the first semester. With certain exceptions, a course withdrawal appears on the transcript with the date of withdrawal and the grade W (Withdrawn) for the semester in which the withdrawal occurred.

Waivers and Accommodations

In rare circumstances a waiver may be granted to a student who is unable to fulfill a graduation or department requirement or to complete a course in the specified way. The group that reviews any request and makes a recommendation to the head of school includes the director of studies, the student's advisor, and the instructor and department head concerned.

Students who believe they require extra time for testing in any course have the right to petition for extended-time accommodation. Neuropsychological testing will be required, and reviewed, prior to the granting of extended time. Further information about waivers and extended-time accommodation is available from the director of studies.

Tutoring

Concord Academy will attempt to help students find tutors for remedial assistance in most required courses. The Academic Support Center (ASC) provides short-term support around subject-specific and study skills, and the school can also recommend private tutors to students requiring longer-term support. All financial arrangements are made between the private tutor and the student's family. The ASC does provide ongoing support for students on financial aid; where this is insufficient, students on financial aid may work with the director of studies to explore other options. Further information is available from the director of studies.

English Language Support

While Concord Academy does not offer courses in English as a Second Language, the school does offer tutorial assistance for international students as they meet the demands of written English in their courses. During the first few weeks of the academic year, the student's advisor and teachers and the director of studies assess the student's fluency in English. If appropriate, the director of studies will recommend or require that the student receive English language support from a private tutor. Tutors work with students on writing and reading skills needed in their regular course work, usually in English and history. As with other academic tutoring, all financial arrangements are made between the private tutor and the student's family. International students may request to take their English course on a pass/fail basis for one or more semesters. Further information is available from the director of studies.

Expectations for Academic Honesty

The academic experience at Concord Academy is predicated upon integrity. The school expects that all students commit to learning their instructors' standards for acceptable work and to upholding those standards. Instructors will do their best to communicate clearly what is permissible in every course. In some instances the rules of various instructors will differ (e.g., whether and when collaboration is allowed, the mechanics of citation for sources). A student in doubt about what is allowed in doing academic work has the responsibility to ask the instructor for help and clarification.

Students who attempt to cheat, plagiarize, or in any other way violate our expectation for complete academic honesty will be suspended or dismissed from the school, depending on the severity of the breach of honesty and the student's willingness to accept responsibility for the infraction.

Study in Summer School, Independently, or with a Tutor

Students must seek permission from the Concord Academy department head in advance if they wish to study a subject in summer school or independently or with a tutor to meet prerequisites or proficiency requirements. If permission is granted, such work does not count toward the graduation requirement in that department and does not receive Concord Academy credit. After completion, students are required to take the final exam of the Concord Academy course from which they wish to earn the exemption, to determine whether such experiences have adequately prepared students for subsequent courses.

Standardized Testing

Concord Academy's policy about standardized tests reflects our commitment to constructing the best and most rigorous curriculum in each department. Many students perform well on Advanced Placement (AP) examinations in a wide range of courses even though some courses do not teach directly to the examinations. Teachers in all departments except Visual Arts provide counsel and instruction about preparing for AP examinations. In the Visual Arts Department, students receive instruction about preparing portfolios for college applications when appropriate.

As they plan their programs, students are advised beginning in sophomore year about appropriate standardized testing.

Departmental Study

The Concord Academy curriculum offers a broad spectrum of course work within each department. Most students should be able to select an appropriate academic program from among these courses. In special instances, however, some students may have gone beyond the scope of the material offered in the regular curriculum. For this reason, departments include in their offerings the course Departmental Study.

GENERAL

To apply for Departmental Study, which is open to returning students in grades 11 and 12, students must consult with their advisor about readiness to undertake such work and must submit a formal written proposal, also signed by the advisor, to the appropriate department head by the posted proposal deadline before the course request deadline in the spring, stating clearly the nature of the work or project and the proposed number of credits to be earned.

The department head decides whether the project is acceptable and whether there is a department member with the time to supervise it properly, and determines the number of credits it should receive. If the particular project does not fall within the domain of any one department, it is considered for general credit, and the application is made to the department heads as a group.

Courses for General Credit

Aside from Departmental Study courses with topics that do not fall within the domain of any one department, three other courses are offered for general credit.

Youth in Philanthropy

GEN201 1 credit

SEM 1. Open to grades 10, 11, and 12. No prerequisite. One weekday evening meeting per week, plus site visits. Offered on a pass/fail basis. May be repeated for credit by permission of the department. To request this course, students should list it in the SEM 1 double-up area in the lower portion of side 1 of the academic course request form.

Youth in Philanthropy offers students a chance to learn about the world of nonprofits in the Concord area. We raise some money and receive some money from the YIP endowment, and donate the funds to local nonprofits serving young people in the area west of Boston. In the process, students learn how nonprofits are organized and managed, and also learn how to evaluate funding requests. A highlight is one day spent visiting some nonprofits and learning directly from them how they serve their clients.

Global Online Academy

3 credits

SEM 1 or SEM 2. Open to grades 11 and 12; grade 10 by permission of the GOA coordinator and the director of studies. Prerequisite: Global Online Academy (GOA) application form submitted to CA's GOA coordinator as soon as possible. Students separately request a full CA academic course load (omitting GOA); on the GOA application they identify which CA course, if any, they will drop if they are approved for a GOA course. Offered on a pass/fail basis.

Global Online Academy (GOA) is an online learning platform where students become global citizens and modern learners in an environment where curiosity drives learning. GOA offers courses that connect students to topics they care about and offers a network that connects those students to peers as passionate as they are. Students interested in taking a GOA course should be mature, self-motivated learners who welcome the independence that is integral to online learning. GOA course topics are wide-ranging, and students may not enroll in GOA courses already offered at CA. A complete list of GOA course offerings is available at the link below.

www.globalonlineacademy.org/the-go-a-experience/courses

Senior Projects

In the first few weeks of the senior year, a student may submit a proposal for a senior project. Senior projects are second-semester, pass/fail courses of study, usually for 3 credits, constructed by the students themselves and approved by a faculty committee. Projects must contain either an interdisciplinary or an experiential component. Further information about senior projects is available from the director of studies.

Department Requirements

On the following page is an overview of graduation requirements, as distributed among departments, for a student entering Concord Academy in grade 9. Each department's section of the catalog provides specific details of the requirements within that department. Most students go beyond the minimum requirement in many subjects.

GENERAL

| Department | Requirement | Credits |
|-----------------------------------|---|-----------------|
| English | 4 years | 24 credits |
| History | 2½ years; specific levels | 15 credits |
| Modern and Classical Languages | Third level of one language | *18 credits |
| Science | 2½ years; specific subdisciplines | 15 credits |
| Mathematics | Geometry 2 and one course beyond Algebra 2 | *18 credits |
| Computer Science | Creative Computing or exemption by placement test | See description |
| Arts Visual Performing | Combination of visual arts and performing arts: At least 2 credits in studio courses At least 2 performance-based credits | 10 credits |
| Athletics | 3 seasons each year for grades 9–10; 2 seasons each year for grades 11–12 | See description |
| Health and Wellness | Health and Wellness course in grades 9–11 | See description |

*Number of credits may vary depending on placement level

COMPUTER SCIENCE

The Computer Science Department is rooted in the languages, systems, theories, and structures of the technologies that are shaping our world. Some courses teach students technologies that improve their work across many disciplines, while other courses immerse students in the ever-evolving fields of application and web development, big data, and machine learning. As we help students learn to use computers in their academic and creative endeavors, they find new approaches to critical thinking, problem solving, research, communication, and creative expression. Computer science is a field that, by its very nature, changes every moment, and so we are constantly revising our courses to explore technologies in new ways.

Requirements

The requirement is for new students to pass Creative Computing in their first year, as it teaches skills they will use throughout their Concord Academy career. Alternatively, entering students may fulfill the requirement by taking the Computer Science Placement Test that earns an exemption from Creative Computing; information about this test is available on CA's course request page. Because the Creative Computing course is geared to new students, the placement test is administered only to entering students and may be attempted only once.

Course Offerings

All courses in the Computer Science Department have two class meetings per week unless otherwise indicated below. A plus sign (+) preceding the course title indicates advanced curriculum that equals or exceeds the rigor of the Advanced Placement program.

Creative Computing

CSC101 2 credits

SEM 1 or SEM 2. *Required of all new students, unless exempt. No prerequisite.*

This course introduces students to computer skills they will need in order to succeed at CA and in college. We also explore the many ways that computers can be used for creativity and exploration, and prepare students to navigate in an increasingly digital world. Students are introduced to spreadsheets and data visualization, photo editing and compositing, music and video creation, multimedia presentations, graphic design, 3D modeling, and Python or JavaScript programming. Hands-on demonstrations and tutorials are supplemented by in-class projects and exercises.

Graphic Design

CSC701 2 credits

SEM 1. *Open to all grades; not open to students who have taken the previously offered course Digital Graphic Design. No prerequisite. May be taken for either Computer Science Department credit or Visual Arts Department studio credit. \$30 materials fee.*

Graphic design, with its iconic images, posters, billboards, logos, websites, book covers, and ad campaigns, responds to and influences popular culture. In this course, students become familiar with a variety of tools and techniques of design, illustration, typography, and visual identity; learn strategies for idea generation and development; and step into the designer's role as a visual storyteller. Projects involve designing logos, flyers, infographics, websites, and posters; we design for print and screen, for clients real and imagined, and for a variety of output formats.

+Object-Oriented Programming

CSC301 3 credits

SEM 1. *Open to all grades; not open to students who have taken the previously offered course Advanced Computer Science. No prerequisite. Three class meetings per week.*

This course focuses on object-oriented programming using Java, and is designed for students who enjoy working with computers and want to challenge themselves to gain more sophistication. Students master Java syntax while learning to write clear, elegant object-oriented code. They progress from learning about classes, primitive data types, loop statements, methods, and arrays to learning about inheritance, polymorphism, recursion, graphical user interfaces, and advanced data structures. Students who wish to prepare for the Advanced Placement Computer Science A examination are encouraged to join an optional weekly review session that meets during the second semester.

+Machine Learning and Game Development

CSC302 2 credits

SEM 2. *Open to all grades. No prerequisite.*

COMPUTER SCIENCE

This course introduces students to the fundamentals of machine learning through game development and programming. Students plan and create increasingly complex programs, both individually and collaboratively, using neural networks and game development platforms and tools. Creativity, curiosity, and self-motivation help students thrive as they learn to write and analyze robust and elegant programs. While no previous programming experience is necessary, students should be confident with learning new software, sharing files, and finding help online. Students in 9th and 10th grades are encouraged to take Object-Oriented Programming before this course.

Topics in Engineering: Computer-Aided Design and Manufacturing CSC702 3 credits

SEM 2. Open to grades 11 and 12; not open to students who have taken the previously offered course Topics in Engineering: From Virtual Model to Manufactured Piece. No prerequisite. May be taken for either Computer Science Department credit or Science Department credit.

Computer-aided design and computer-aided manufacturing tools continue to evolve and change the way we make everything, from prototypes to products to other tools. In this course, we learn about and execute the full arc of development from digitization and design to the fabrication and assembly of parts. Further, we learn how programmable machine tools work by deconstructing open- and closed-loop control systems, and by interpreting and writing in numerical-control programming languages. The semester project, defined by each student, might employ CA's miller, router, vinyl cutter, paper cutter, 3D printer, or laser cutter, or combinations of these, or even new or modified computer-controlled systems of the student's own design.

Computer Departmental Study CSC991 1 to 3 credits

SEM 1 or SEM 2. Open to grades 11 and 12. Prerequisite: Departmental study application form and proposal submitted to and approved by the department head before the course request deadline. May be taken each semester.

(See General Description of Courses and Diploma Requirements.)

Every year the Computer Science Department develops or updates electives. In addition to courses that run every year, we are likely to offer additional electives in the next one to two years, on a rotating basis.

Big Data, Python, and Mobile Apps 2 credits

Not offered in 2020–21. Open to all grades. No prerequisite.

This hands-on course introduces students to big data, Python programming, and tools for designing and building mobile apps. Students learn about data analysis and visualization as they build Tableau dashboards using case study data, then learn to use Python to clean up the data as needed, and finish with some new ways that big data intersects with mobile app design. The course requires creativity, initiative, and the ability to manage time effectively while completing extended projects. While no previous programming experience is necessary, students should be confident with learning new software, sharing files, and finding help online. Students in 9th and 10th grades are encouraged to take Object-Oriented Programming before this course.

ENGLISH

During a student's freshman and sophomore years at Concord Academy, the English Department's core courses provide a range of opportunities for students to develop their writing and reading skills through frequent discussions of and essays about poetry, prose, and drama. Group discussions anchor our English classes. Additionally, one-on-one meetings, group work, and writing projects provide students with opportunities to improve their grammar, vocabulary, writing, and close-reading skills.

Juniors and seniors take four semesters of electives. Over any two-year period, we offer approximately 25 electives, all of which continue to include work in composition. Taken together, the electives provide a variety of approaches to British, American, and world literature: by theme, genre, survey, or period.

Requirements

Students must earn 24 credits in English, distributed as follows: Freshman English (6 credits) or equivalent in 9th grade at previous school, Sophomore English (6 credits) or equivalent in 10th grade at previous school, and four semesters (12 credits) of 3-credit English electives to be taken during the junior and senior years.

The following additional recommendation and requirement apply:

- We strongly encourage students to enroll in at least three semesters of literature-focused courses and at least one writing-based course.
- Enrolling in more than one writing-based course in an academic year requires permission of the department.

Course Offerings

All courses in the English Department have three class meetings per week unless otherwise indicated below. A plus sign (+) preceding the course title indicates advanced curriculum that equals or exceeds the rigor of the Advanced Placement program.

Freshman English**ENG101 6 credits**

YEAR. Required of all freshmen. Open to grade 9. No prerequisite.

With twin goals of building an inclusive learning community and developing skills and habits around reading, writing, and discussion, this course uses major literary works, as well as a selection of poems and short stories, to explore questions of identity, journeys, and the definition of home. Frequent paragraphs and essays provide the opportunity to practice both insight and fluid style, in pursuit of effective expression in writing. Major texts include *The Odyssey*, *Exit West*, *Macbeth*, *Frankenstein*, and *Their Eyes Were Watching God*, along with a selection of poetry.

Sophomore English**ENG201 6 credits**

YEAR. Required of all sophomores. Open to grade 10. No prerequisite.

With a focus on American writers, Sophomore English examines each of literature's major genres (drama, poetry, short stories, and the novel) in order for students to hone their critical reading, writing, and analytical skills. Frequent analytical essays and opportunities for revision help students to develop a clear and effective expression of their own ideas. An attention to grammar, vocabulary, and critical methodology helps students to refine their approach to analytical essay writing. The course also provides a number of opportunities for personal and creative writing. Major texts have included *The Scarlet Letter*, *Narrative of the Life of Frederick Douglass*, *Incidents in the Life of a Slave Girl*, *Passing*, *The Glass Menagerie*, *The Great Gatsby*, *The Interpreter of Maladies*, *Citizen: An American Lyric*, *A Raisin in the Sun*, and a selection of short stories and poems.

+African American Literature**ENG324 3 credits**

SEM 1. Open to grades 11 and 12. No prerequisite.

What is the relationship between race, identity, and culture? How has the African American literary tradition developed from the 18th century to the present? How has it influenced the American political landscape and history? This course examines various types of black literature, including slave narratives, novels, poetry, essays, and short fiction, as well as African American oral traditions such as folk tales,

ENGLISH

speeches, and spoken word. Exile, alienation, racial politics, passing, and self-representation are among the themes explored through the "double consciousness" lens of African American writers. The course asks whether it is possible to define the genre of African American literature through a set of common issues, or are the writings of black authors too disparate to be categorized? We consider the relationship of African American writers to their works by examining Countee Cullen's "curious thing": What are the contradictions that "make a poet black, and bid him sing?" Works may include *Kindred*, *Beloved*, *Passing*, *The Piano Lesson*, and *Incognegro*.

+Imagination, Imago: British Romantic Poetry (1785–1830) **ENG342** **3 credits**

SEM I. Open to grades 11 and 12. No prerequisite.

With a keen eye to the proximity between creation and its creator, the self and its world, the course explores Coleridge's notion of imagination as "the living power and prime Agent of all human Perception" and how the ideal poet "brings the whole soul of man into activity." Probing the works of Blake, Wordsworth, Byron, Shelley, and Keats with *Lyrical Ballads* and *Biographia Literaria* as focal points, the course contends with Romantic conceptions of individualism and alienation, spontaneity and feeling, the ordinary and the sublime within the political and technological turbulences of the early 19th century. While this era avers infinitude of the symbolic imagination, it also conjures up images of the Orient in its poetry that misshape or contradict the cultural realities of Asia and North Africa. The course grapples with the complexity of Romantic subjectivity that at once colonizes the other while resisting the idea of limits within itself.

+Literature of the Infernal: "Farewell, Happy Fields" **ENG322** **3 credits**

SEM I. Open to grades 11 and 12. No prerequisite.

We're going to Hell, at least metaphorically! We explore why Aeneas, hero of Vergil's Roman epic, goes to the underworld, and what he finds there. Centuries later, a ghostly Vergil leads Dante into the Inferno, that early Renaissance hell for sinners, where we see how the punishment fits the crime. In *Paradise Lost*, John Milton shows us Satan as a powerful politician, encouraging his fellow fallen angels to "make a heaven of hell, a hell of heaven." Is Hell other people, as Sartre argues in *No Exit*, and have we already experienced it here on earth as Art Spiegelman tells us in his graphic-novel memoir *Maus*? This course compares concepts of Hell as Western artists have imagined them across centuries to reflect on notions of evil, violence, and suffering. As we travel through dark forests and sulfurous pits in search of light and hope, we learn as much about the world of the living above as we do about that of the unfortunate souls below. Our journey is a reflection on the human condition, on mortality, freedom, and power, and—always a pressing question—what it takes for us to live in peace, with ourselves and each other.

+Money Matters **ENG343** **3 credits**

SEM I. Open to grades 11 and 12. No prerequisite.

Money—getting it, keeping it, spending it, lacking it—is part of our lives and of our literature. Our position within the economic ladder often shapes where we live and where we work or go to school, as well as the people we know (and don't know). In this course, we consider the effects of money and class on ourselves and on characters in some great works of American literature, primarily from the 20th century. Likely texts include *The House of Mirth* (Edith Wharton); *Death of a Salesman* (Arthur Miller); short stories by Dorothy West, John Cheever, F. Scott Fitzgerald, and Alice Walker; and contemporary essays. The course assumes familiarity with Fitzgerald's *The Great Gatsby*.

+Poetic License **ENG344** **3 credits**

SEM I. Open to grades 11 and 12. No prerequisite.

Consider this course "Driver's Ed" for the poetic road. Study poets and their poems in order to understand the literary elements that fuel their work — but don't stop there. This is not a course for just sitting in the passenger's seat and watching the iambic pentameter go by. We work wonder with alliteration and muster up masterpieces with metaphor. Find time to flex your line

break

If you've ever wanted to get behind the writer's wheel and find out for yourself where imagination can take you . . . and if Edward Arlington Robinson is right in his assertion that "poetry is the language that tells us, through a more or less emotional reaction, something that cannot be said," then you may even find yourself telling the world something it has never felt before.

+Thoreau and Kindreds:**Literature of Concord, the Self, and Social Justice****ENG306 3 credits***SEM I. Open to grades 11 and 12. No prerequisite.*

In a letter to a friend, Henry David Thoreau suggested that we "not be too moral." "Aim above morality," he continued. "Be not simply good — be good for something." Thoreau lingers with us today because he asks himself — and he asks us — what it means to live deliberately, to live in community with others, and to live for a more just society. Through a study of Thoreau's *Walden*, "Civil Disobedience," and "Walking" we consider what Thoreau's questions about the self and social justice meant for him in the 19th century — and what they mean for us in today's cultural and political moment. Regular walks in Concord, time outside, and conversations about today's movements for social justice help to frame our study of the course's central texts. To consider Thoreau's legacy, we engage with essays and poetry by Rebecca Solnit, Garnette Cadogan, Jenny Odell, Martin Luther King Jr., Robin Coste Lewis, Annie Dillard, David Sedaris, Ada Limón, Ross Gay, Aimee Nezhukumatathil, and Mary Oliver.

+Villain as Hero**ENG321 3 credits***SEM I. Open to grades 11 and 12. No prerequisite. Three class meetings per week.*

People often decry the loss of good old-fashioned heroes. During the "good old days," the voice of a hero could be counted on the cry "the right thing" from the rooftops and so save the populace from the jaws of evil. In such a construct, the old-fashioned villain would play the role of a simple antagonist, someone who hampered the hero and provided a clear representation of all that society should avoid. However, such a notion of "good guys" and "bad guys" is overly romantic, and it does not reflect the more nuanced moral landscape of the 21st century: who decides what defines "the right thing" anyway? This course examines the development of the role of villain, from the sinister foil of antiquity to the newly emerging idea of the antihero—the villain who gives voice to an often seductive alternate path. If our fascination has turned toward the villain as the one who represents our frustrations—and, occasionally, even our hopes—then we must study the villain's voice to find out our own mind. By examining the way the villain has become an enticing option, this course explores the continuing development of the popular psyche at the outset of the new millennium. Possible titles include *Othello* (William Shakespeare), *Chronicle of a Death Foretold* (Gabriel García Márquez), *Sula* (Toni Morrison), *Heart of Darkness* (Joseph Conrad), *The Crucible* (Arthur Miller), *No Exit* (Jean-Paul Sartre), *The Dark Knight* (Christopher Nolan), and short stories by Nathaniel Hawthorne, Flannery O'Connor, Mark Twain, Ernest Hemingway, and Kahlil Gibran.

+Whose Story Is This?**ENG354 3 credits***SEM I. Open to grades 11 and 12. No prerequisite.*

Who gets to tell stories? How do we reclaim stories? Who has agency, and who has voice? And how does one get access to those things? This course examines texts that question the prevailing narrative or challenge our understanding of ourselves and the world—and the way those came to be. Authors may include Rebecca Solnit, Ta-Nehisi Coates, Tommy Orange, Colson Whitehead, and Kazuo Ishiguro.

+The Writers' Room: Writing for Television**ENG705 3 credits***SEM I. Open to grades 11 and 12. No prerequisite. Three class meetings per week. May be taken for either English Department credit or Visual Arts Department (but not studio) credit.*

This course focuses on the particular work of writing for television, a highly collaborative experience! We study the craft and theory behind writing stories specifically for the small screen while functioning as a working writers' room. By semester's end, the class writes a complete season of an original television series with each student scripting an individual episode, balancing their unique voice within the constraints of the shared universe imagined by the group.

Writing Seminar**ENG308 3 credits***SEM I. Open to grades 11 and 12. No prerequisite. Three class meetings per week, including regular individual conferences.*

You can put writing on a pedestal. Or you can just do it. If you use your pen to explore what you know—and don't know—writing begins to feel natural and powerful. This course is designed to help you become a fluent, confident writer. Using writing-to-learn strategies, we examine paintings, flash fiction, creative nonfiction, and a novel that deals with concepts of status, identity, and immortality. In the process, you gain new comfort and skill in writing analytically and personally. Smaller class size allows for extra attention to individual writing process and style.

+Imaginary Worlds**ENG309 3 credits***SEM 1 or SEM 2. Open to grades 11 and 12. No prerequisite.*

What is the relationship of the individual to the community? How can humans coexist peacefully in nature? What are the promises and dangers of technological progress? Utopian and dystopian authors have always used speculative fiction to consider pressing social issues such as urban planning, racial conflict, ecological disaster, technological innovation, gender divisions, and political dissent. We consider how utopian and dystopian literature has reflected our hopes, dreams, and fears for the future as well as how these works have influenced politics, history, and science. How can utopian thought or utopian experiments help us address modern challenges? What warnings are provided by dystopian literature, film, and art? Readings may include works by Edward Bellamy, Charlotte Perkins Gilman, Yevgeny Zamyatin, Ursula K. Le Guin, Margaret Atwood, Aldous Huxley, George Orwell, and Octavia Butler.

+Creative Nonfiction: The Art of the Essay**ENG314 3 credits***SEM 2. Open to grades 11 and 12. No prerequisite.*

This course explores essays past, present, and yours. Coined by Montaigne in the late 16th century, the term *essai* meant an attempt. Still, Montaigne's invention had ancient roots, and it has modern branches: Plutarch wrote vibrant essays, while E. B. White, Scott Russell Sanders, James Baldwin, and Joan Didion are modern masters. We trace this form's development to understand better the powerful, lively essayists of our own time. Students also draft and shape their own essays, and participate in a series of nonfiction workshops.

+Digital Stories: Blurring Boundaries and Telling It Slant**ENG355 3 credits***SEM 2. Open to grades 11 and 12. No prerequisite.*

Emily Dickinson wrote, "Tell all the truth/but tell it slant." In this creative writing course, we experiment with form to tell our truths through slanted lenses. Students use interactive media and interdisciplinary techniques to blur the boundaries between fact and fiction, using digital tools to break down traditional barriers between writers and readers. We read and write short stories, poetry, memoir, and personal essays, and in telling our slanted stories, we use new technologies such as immersive storytelling, ambient literature, interactive stories, digital poetry, podcasting, and collaborative writing techniques. Readings may include works by E. M. Forster, Ralph Ellison, James Tiptree Jr., William Gibson, Ursula K. Le Guin, Alison Bechdel, Edwidge Danticat, Ted Chiang, Janelle Monáe, and Nana Kwame Adjei-Brenyah.

+Disobedience as Form:**Feminist Experiments from Emily Dickinson to Evie Shockley****ENG345 3 credits***SEM 2. Open to grades 11 and 12. No prerequisite.*

This course explores symbolic and lived correlations between "experiment" and "experience," art and artifice, poetry and poet through literary risks taken by 20th-century female authors. How do women wield language to reposition themselves as source and creator against their cultural inheritance as derivatives—"the second sex"? How does a poetic act become a political experience? With "A Room of One's Own" (Virginia Woolf), "The Laugh of the Medusa" (Hélène Cixous), "The Voice of the Shuttle Is Ours" (Patricia Klindienst) and "In Search of Our Mothers' Gardens" (Alice Walker) as key critical lenses, the course examines how gender transgressions take the shape of transgressed genre boundaries and how questions of epistemology emerge from questions of ontology for women in the last 150 years of literature. Authors include Dickinson, Woolf, Moore, Bishop, Lispector, Stein, Brooks, Plath, Rich, Lorde, Rukeyser, Morrison, Carson, Parks, Lewis, Nelson, and Shockley.

+In Other Words: Memoir and American Identities**ENG346 3 credits***SEM 2. Open to grades 11 and 12. No prerequisite.*

How do we tell our stories? More specifically, how do we tell stories that represent our complex and various identities? Zadie Smith says, "Individual citizens are internally plural." Walt Whitman says, "I am large, I contain multitudes." How do—and should—writers render those pluralities and multitudes? Through readings of memoir, essays, and poetry we examine how writers reckon and experiment with telling their stories. We consider how a writer's sense for their intersectional racial, gender, sexual, and geographical identities—among others—translates to the page. We examine the various and multiform ways that artists understand their work to be both personal and political, to do their lives justice and to speak for justice. Longer texts are likely to include *Covering* (Kenji Yoshino), *The Book of Delights* (Ross

ENGLISH

Gay), and *Fun Home* (Alison Bechdel). We consider shorter pieces, too: work by James Baldwin, Maira Kalman, Jhumpa Lahiri, Terrance Hayes, Luc Sante, Teju Cole, Mindy Kaling, Mary Karr, Edwidge Danticat, Paul Auster, and Roxane Gay.

+Shakespeare: Word and Act

ENG305 3 credits

SEM 2. Open to grades 11 and 12. No prerequisite.

"The playwright must make his plots plain, his characters easily grasped, his ideas familiar. What the poet is seeking, on the other hand, is the secret of life. A poet-playwright, then, is a contradiction in terms. But a poet-playwright is exactly what Shakespeare is." (Harold Goddard) As students of Shakespeare we are perfectly situated to discover what can happen at this intersection of poetry and drama. We explore *Hamlet* and *As You Like It*, whose protagonists are among Shakespeare's most beguiling. Inhabiting these rich texts with our bodies, minds, and hearts, we bring his wild tales to life. The course involves acting games, discussion, and analytical and creative writing.

+Visions and Revisions: Influence, Appropriation, Remix

ENG317 3 credits

SEM 2. Open to grades 11 and 12. No prerequisite.

Culture is an act of citation, a constant process of translation and adaptation. This course pairs verbal (poems, drama, folktales) and visual works (paintings, films, music videos) and examines works that combine both words and image in order to reflect on the way visual art expands upon available narrative possibilities. To understand how verbal and visual artists talk to each other across centuries and, by extension, to us, we discuss selections that may range from Beyoncé, Ovid's *Metamorphoses*, Shakespeare's *Romeo and Juliet*, *West Side Story*, Angela Carter's haunting retellings of some European fairy tales, and Alison Bechdel's graphic novel *Fun Home*. We look at the way retellings update and subvert the "originals" that inspire them. When is appropriation an act of violence and when is it a form of resistance? A transmedia approach makes us attuned to the politics of representation, to the way cultural products deal with such key aspects of identity as sexuality, gender, race, ethnicity, and class, as they re-represent and (re)define what it means to be human and to have agency.

+Why Comics?

ENG353 3 credits

SEM 2. Open to grades 11 and 12. No prerequisite.

In this class we explore the sequential narrative form of comics. We examine a variety of entries in this art form—memoir, web strips, superheroes, the pulps, and underground comix—in an effort to unpack what exactly this art form offers, and what comics can tell us about our current cultural moment. This course is part historical investigation, as we examine classic entries in numerous comic subgenres, and part buffet, as we read widely, diverting into small reading groups, to cover large swaths of material in an effort to fully understand the form. We also write critical and personal responses to the comics we read. Aside from comics, we read nonfiction by scholars, comics creators, and critics that illuminate the subtle work that happens on each page.

Journalism for Editors

ENG601 1 credit

YEAR. Required of and open only to Centipede editors. One class meeting per week. Offered on a pass/fail basis.

This course, required of and open only to *Centipede* editors, offers experienced journalists a chance to hone their skills. Through the production of the student newspaper, students learn the essentials of good editing, how to give writers the right tools to work with, how to develop and focus story ideas, and how to improve upon a story while maintaining the author's voice.

English Departmental Study

ENG991 1 to 3 credits

SEM 1 or SEM 2. Open to returning students in grades 11 and 12. Prerequisite: Departmental study application form and proposal submitted to and approved by the department head before the course request deadline. May be taken each semester.

(See General Description of Courses and Diploma Requirements.)

Every year the English Department develops new electives to offer alongside more familiar ones from previous years. In addition to Writing Seminar and Creative Nonfiction—writing-based courses that run every year—we are likely to offer the following electives in the next one to two years, on a rotating basis.

+The Ache of Home: Home and Identity in Global Literature**3 credits***Not offered in 2020–21. Open to grades 11 and 12. No prerequisite.*

Maya Angelou wrote, "The ache of home lives in all of us, the safe place where we can go as we are and not be questioned." We each may define *home* differently—where we were born, where our family lives, "where the heart is," where we are at the moment—and this place, or maybe feeling, serves as a benchmark as we move through the world. We "feel at home" when we are comfortable and try to "make ourselves at home" when in unfamiliar surroundings. We experience a change of state when we are away from home, feeling "homesick" or even "homeless." Whether we are homebound or exiled, a homebody or a vacationer, homegrown or an immigrant, our relationship with home affects how we see ourselves and our place in the world. This course explores how our identities—national, cultural, regional, personal—are tied to how we feel about home. Texts may include *Native Speaker* (Chang-Rae Lee), *Persepolis* (Marjane Satrapi), *Unaccustomed Earth* (Jhumpa Lahiri), and *Homegoing* (Yaa Gyasi), as well as a host of shorter pieces: poems, short stories, and essays.

+ Becoming American**3 credits***Not offered in 2020–21. Open to grades 11 and 12. No prerequisite.*

As the population of our nation continues to become more diverse, the definition of *American* must continue to expand to include the values and goals of each new culture that joins our union. By searching beyond the canon for parts of this definition, this course seeks to enrich the term American by including in it voices that speak of the ongoing challenge of creating a home and a self in a new land. This course explores the paths that various ethnic groups have followed and the challenges that they have faced as they arrived in the United States: the paths have led forward to the pursuit of the American Dream and backward to the homeland; the challenges have included dealing with new experiences and coming to terms with old values. Both of these struggles provide insight into an American identity that is still emerging today. Possible texts include *Mona in the Promised Land* (Gish Jen), *Lost in Translation* (Eva Hoffman), *Arranged Marriage* (Chitra Divakaruni), *My Antonia* (Willa Cather), *Hunger for Memory* (Richard Rodriguez), *The Namesake* (Jhumpa Lahiri), and *Drown* (Junot Diaz).

+The Bible: Genesis, Job, and Apocalypse**3 credits***Not offered in 2020–21. Open to grades 11 and 12. No prerequisite.*

The course teaches how to read the Bible as literature through three focal points—the books of Genesis, Job, and Revelation—and examines their reach into genres ranging from metaphysical and Romantic poetry to postmodern adaptations of the apocalypse. Literary counterparts to the Bible range from John Donne's sermons, Milton's *Paradise Lost*, Byron's "Darkness," Blake's *Illustrations of the Book of Job* and *Jerusalem*, and Rilke's *Duino Elegies*, to Cormac McCarthy's *The Road* and Margaret Atwood's *Oryx and Crake* and *The Year of the Flood*. The course thematically pairs verbal with visual texts. Films include *The Seventh Seal*, *Apocalypse Now*, *Ex Machina*, and *Children of Men*.

+Blowing Up the Canon: Exploring Privilege in Classic Texts**3 credits***Not offered in 2020–21. Open to grades 11 and 12. No prerequisite.*

What makes the books of the canon worth reading? Originally, the canon was defined in Western literature as "the books of the Bible officially recognized by the Church," and ever since, the idea of a literary canon has implied some such official status. But who confers that status, and how does it change a modern reader's experience with that body of literature? Through the lens of writers such as Toni Morrison, Rebecca Solnit, James Baldwin, George Saunders, and Chinua Achebe, this course considers both the way that the canon gets selected and maintained, and what makes books in the canon great literature—and what makes them problematic. In reading William Shakespeare's *The Merchant of Venice*, Mark Twain's *The Adventures of Huckleberry Finn*, and Joseph Conrad's *Heart of Darkness* through a modern lens, we explore what voices are heard and how they are presented. These three books by white men include central characters from groups that have experienced marginalization in England and the U.S., and although all three authors seem to have at least an implicit goal of questioning the assumptions and values that led to the marginalization, the course explores how the novels also arise out of those same assumptions and values. In the end, instead of considering the rather narrow question of whether these "classic texts" are "successful," we engage in the more modern, more thorny, and more interesting question of what "success" looks like to a modern reader, what the "cost" of any kind of success might be.

+The Call of Stories: The Literature of Podcasts and Oral Storytelling**3 credits***Not offered in 2020–21. Open to grades 11 and 12. No prerequisite.*

From folklore, fairy tales, and fables to legends, lyrical ballads, and epic poetry, the art of oral storytelling has flourished across countless centuries, cultures, and continents. More recently, the radio stories of the early 20th century have found renewal and democratization in the world of podcasts and digital broadcasting. Along with prerecorded stories, communities of slam poetry and story-slam artists have flourished on both small and large stages. This course examines both oral storytelling traditions and newer storytelling methods as part of our work together creating a weekly podcast to be broadcast to the Concord Academy community. Classic texts may include excerpts from *The Canterbury Tales*, *One Thousand and One Nights*, *Beowulf*, and the Brothers Grimm, but the majority of our readings are drawn from podcasts and contemporary storytellers.

+Citizens of the World: Migration and Imagination**3 credits***Not offered in 2020–21. Open to grades 11 and 12. No prerequisite.*

Asked where he came from, the ancient Greek philosopher Diogenes replied, "I am a citizen of the world," rejecting local origins to embrace more universal aspirations and concerns. We belong to an increasingly complex global network of commercial and cultural exchanges. It is predicted that by 2050, 200 million people will be displaced as a result of climate change alone. Life on Earth will be increasingly interconnected. Throughout the world, however, nationalisms and factionalism are on the rise, and the value inherent in cosmopolitanism—the embrace of all humanity as an ethical matter—is being called into question. Is cosmopolitanism a fantasy out of touch with our contemporary reality or a perspective that we must cultivate to negotiate the local and global dimensions of our identity? Our texts may include *Othello* (Shakespeare), *Heart of Darkness* (Joseph Conrad), *Season of Migration to the North* (Tayeb Salih), *Persepolis* (Marjane Satrapi), *Open City* (Teju Cole), and *Exit West* (Mohsin Hamid). These books reveal to us how Europe traditionally constructed itself against an imagined Other, bring us into the world, and move us out of the narrow boundaries of self.

+Fiction Writing**3 credits***Not offered in 2020–21. Open to grades 11 and 12. No prerequisite.*

The course explores the basic elements of short-story writing, including characterization, dialogue, setting, point of view, and plot. Students should expect to write frequently, working toward the completion of several full-length stories (10 to 20 pages each). While the focus of the semester is writing fiction, students also read and analyze many model short stories from published authors. The course relies on strong class participation by students, especially in the sustained, thoughtful critiques of each other's work.

+Gender, Nation, Self**3 credits***Not offered in 2020–21. Open to grades 11 and 12. No prerequisite.*

Do nations have genders? Are nations symbolically female, their protectors male? Feminist philosopher Hélène Cixous urges women to write their "self" into existence. Yet what should we do with this advice in the case of nations that grow out of promises to protect womanhood? When our very language presents a nation as a female body (think of the term "motherland," for instance) and then depends on male bodies for protection from foreign trespass, what methods might women use to find not only a voice, but also their own autonomy? Writing, as a tool of self-liberation for women, entails both erasure and affirmation. Could we understand self-liberating writing by women, then, as a form of treason against the idea that nations have genders—or as a form of treason against the very idea of a nation? With texts spanning diverse political geographies (*Genesis*, *Antony and Cleopatra*, *Foe*, *Beloved*, *Cracking India*, *Persepolis*), this course explores how women are figured as both the archetypal origins of nations and actors in the wars between them.

+Literature of Paris**3 credits***Not offered in 2020–21. Open to grades 11 and 12. No prerequisite.*

Balzac called it "la ville aux mille romans" (the city of a thousand novels), and Hemingway "a moveable feast." What is it about Paris that has captured the imagination of so many artists across the ages? This course explores how one dynamic urban center—"the City of Light"—has been represented in the arts since the mid-19th century. Through a combination of French and American expatriate texts, film, and artwork, we examine how the myth and reality of Paris were shaped by the ascendance of the bourgeoisie, revolutions and wars, and waves of immigration. Texts include *Old Goriot* (Honoré de Balzac), a selection

from Charles Baudelaire's prose poetry, *A Moveable Feast* (Ernest Hemingway), *Wartime Notebooks* (Marguerite Duras), and *From Harlem to Paris: Black American Writers in France 1840–1980*. We also discuss two films, Jean-Pierre Melville's *Army of Shadows* and Mathieu Kassovitz's *Hate*, and various artworks ranging from impressionism to cubism.

+Monsters: Metamorphoses and Transformations **3 credits**

Not offered in 2020–21. Open to grades 11 and 12. No prerequisite.

Monsters are meaning machines that shrug off simplistic interpretation. Across millennia they have horrified, fascinated, and agitated, exposing the best and worst angles of human nature. We explore the monster in global culture, spending the first part of the course investigating folklore, myths, and legends from around the world. Midway, we reach Ovid's ancient poems along with a slew of more modern presentations of the monster in a wide range of genres. Our course ends in America with *My Favorite Thing Is Monsters*, a graphic novel that uses horror icons and pulp styles to explore the history of art and to reclaim the imagery of monsters for those who are othered by society. We also watch various films to investigate how monsters affected and influenced culture in the 20th century.

+Nostalgia in Literatures of South Asian Diaspora **3 credits**

Not offered in 2020–21. Open to grades 11 and 12. No prerequisite.

The term *diaspora*, meaning both "dispersion" and "to sow or scatter," describes people who inhabit a new host nation while forever looking back to their origins. Historically, diaspora has led to hybrid cultures, minds, languages, and longings. It has generated new ways for us to tell stories and understand where we belong. This course examines what it means to occupy two "imaginary homelands" simultaneously. How do people adapt to life in a new culture while remaining nostalgic for a homeland that can be accessed only in the memory and imagination? As a case study, we focus on the partition of the Indian subcontinent in 1947. By exploring the diasporic psyches of India, Pakistan, Bangladesh, and the Caribbean, we investigate how new places add layers to our identity and how new homelands are sources of both sanctuary and alienation. Texts include *Midnight's Children*, *Imaginary Homelands*, *The Shadow Lines*, *White Teeth*, *Brick Lane*, and *The Nostalgist's Map of America*.

+Playwriting **3 credits**

Not offered in 2020–21. Open to grades 11 and 12. No prerequisite. May be taken for English Department credit or Performing Arts Department (but not performance-based) credit.

This course explores many aspects of playwriting, including plot structure, character development, dialogue, dramatic event, stage directions, and script formats. Students should expect to write frequently, developing a series of short plays and working toward the completion of an original one-act play.

+Second-Generation Stories: Exploring the Hyphen **3 credits**

Not offered in 2020–21. Open to grades 11 and 12. No prerequisite.

This course explores various experiences of second-generation immigrants—the children of those who immigrate to the United States. While first-generation immigrants grapple with "creating a home and self in a new land," children of immigrants navigate both the identity their parents hold and an American identity. What does it mean to hold both? What are the challenges of straddling two cultures? This course explores what it looks like to navigate two cultures, to "live on the hyphen" between a parent's home country and the United States. Possible texts include *Make Your Home Among Strangers* (Jennine Capó Crucet), *The Leavers* (Lisa Ko), and *Ayiti* (Roxane Gay).

+Short Fiction: The Art of the Tale **3 credits**

Not offered in 2020–21. Open to grades 11 and 12. No prerequisite.

Author Lorrie Moore once wrote that the novel is a marriage, the short story a love affair. This course offers a chance to explore brief fictional works from around the world including prose poems, flash fiction, short stories, and novellas. We explore the many ways stories allow us to extend our imaginative reach, study how short stories are crafted, hear voices from different cultures, and celebrate the way gifted writers manage to infuse brief tales with both distinctiveness and universality. The work for this course includes analytical, personal, and creative writing. Authors may include Gabriel García Márquez, Margaret Atwood, Amy Tan, Tobias Wolff, E. M. Forster, James Baldwin, Amy Hempel, Rick Moody, Jamaica Kincaid, Ursula K. Le Guin, and others.

+Something Wicked This Way Comes: Ghosts in American Literature**3 credits***Not offered in 2020–21. Open to grades 11 and 12. No prerequisite.*

We seem perfectly comfortable with the notion that our history informs the present. But what about the idea that our history haunts the present? Or the possibility—as William Faulkner has written—that "The past is never dead. It's not even past"? Departing from the assumption that we are, in many senses, haunted by our pasts—as people, as partners, as citizens—this course examines the way that three American writers have channeled the supernatural to interrogate our country's complicated history. Beyond looking at writers who employ ghosts, curses, and haunted homes in their renderings of American literature, we consider why the supernatural may or may not make sense as a medium through which to understand our present moment. Is there merely horror and despair in these ghosts of our past? Or might our connection to them also offer something like hope for our future? Major texts are likely to include *Sing, Unburied, Sing* (Jesmyn Ward), *Lincoln in the Bardo* (George Saunders), and *Get Out* (Jordan Peele). Shorter pieces to frame and supplement our work may include writing by Jamaica Kincaid, Carmen Maria Machado, Karen Russell, Maxine Hong Kingston, Lesley Nneka Arimah, and Nana Kwame Adjei-Brenyah.

+The Sun Never Sets: Inquiries into Postcolonial Literature**3 credits***Not offered in 2020–21. Open to grades 11 and 12. No prerequisite.*

The saying went that "the sun never sets on the British Empire"—that the colonies occupied by England were at one time so geographically extensive that it was always daylight in at least one of them. We might apply this saying temporally as well, to acknowledge that the legacies of colonialism have been abundant and enduring. The guiding question of this course is, what can we learn from postcolonial literature about the ways that colonialism affected individuals, communities, and cultures? Authors and poets include some of the following: Chinua Achebe, Arundhati Roy, Derek Walcott, Sam Selvon, Natalie Diaz, Jamaica Kincaid, Tayib Salih, Linh Dinh, and Zadie Smith.

+Through the Wardrobe (and Back Again)**3 credits***Not offered in 2020–21. Open to grades 11 and 12. No prerequisite.*

This writing course examines the connection between childhood reading and identity. From Alice's descent down the rabbit hole to Lyra Belacqua's magical days at Jordan College, the University of Oxford has been the inspiration of many fantasy novels. Using books such as C. S. Lewis's *The Chronicles of Narnia*, J. R. R. Tolkien's *The Hobbit*, and Philip Pullman's *The Golden Compass* as our main texts, we travel to Oxford and back again. Along the way, we explore those moments of transformation sparked by a youth misspent in books. In addition to the class texts, individual students select their own transformational texts as the basis for the semester's work. Students in the past have chosen books such as *Black Swan Green*, *To Kill a Mockingbird*, *Leaves of Grass*, *Harry Potter and the Sorcerer's Stone*, *The Secret Life of Bees*, *The Waste Land*, and many others. Throughout the semester, the student produces three adaptations of the chosen text. Each adaptation uses a different medium or technology, such as collage, poetry, artists' books, digital video, playwriting, graphic novelization, performance art, or music. Through this interdisciplinary exploration of the text, students reflect on themselves and their role in society.

+War and Witness**3 credits***Not offered in 2020–21. Open to grades 11 and 12. No prerequisite.*

From the bloody mythic battles recorded in Homer's *Iliad* to the grim WWII tale told in Art Spiegelman's graphic narrative *Maus*, to Ishmael Beah's coming of age as a child soldier in Sierra Leone, to a young Iraqi woman's online accounts from occupied Iraq, the voices of war and witness have captured the reading imagination. What can we learn from the ways that language is used to represent, romanticize, or renounce war? How does one tell the unspeakable? In this course, we explore how writers address individual human experiences of war in relation to the social, historical, and political meanings associated with it. Readings are drawn from across genre and generation, and students write several short analytical essays as well as completing a longer project that incorporates research, literary analysis, and personal reflection. Major texts may include *The Iliad* (Homer), *Maus* (Spiegelman), *The Things They Carry* (Tim O'Brien), *A Long Way Gone* (Beah), *Baghdad Burning* (Riverbend), and *Love My Rifle More than You* (Kayla Williams), among others. We also read poets of war and witness such as Wilfred Owen, Carolyn Forché, Yusef Komunyakka, Solmaz Sharif, and Brian Turner.

+Witty Brits**3 credits**

Not offered in 2020–21. Open to grades 11 and 12. No prerequisite.

The ironic narration of Jane Austen's *Pride and Prejudice*. Shakespeare's comic-tragic play *The Merchant of Venice*. An immigrant-punk standoff, plus madcap love story, between two boys from opposing camps, in the 1985 Daniel Day-Lewis film *My Beautiful Laundrette*. Zadie Smith's London-based novel *White Teeth*. These works of art from three centuries and as many genres introduce us to some of England's most distinctive and colorful voices, revealing that Britain, with its pride and its prejudices, has always been more complex, comic, and caustic than we think.

+Women in the Looking Glass from Sappho to *Black Mirror***3 credits**

Not offered in 2020–21. Open to grades 11 and 12. No prerequisite.

Regarding visual and verbal surfaces as mirrors that confirm and distort truths of the self, the course explores the crises of being female in literary history. Opening with the poetry of Sappho and the visions of medieval anchorite Julian of Norwich and concluding with episodes of *Black Mirror* alongside Nalo Hopkinson's science fiction novel *Midnight Robber*, the course analyzes feminist challenges to the canon across historical periods and contends with millennia-old questions of gender and genre, body and shadow, limits and escape. Authors span Margery Kempe, Mary Wollstonecraft, Emily Brontë, Virginia Woolf, Jean Rhys, Hélène Cixous, James Tiptree Jr., Ursula K. Le Guin, Anne Carson, Toni Morrison, and Marjane Satrapi. Visual complements include Hitchcock's *Rebecca*, Stephen Daldry's *The Hours*, and episodes of *The Handmaid's Tale*.

HISTORY

Through the study of history, students come to better understand both themselves and others. By examining a diverse range of peoples whose societies span millennia, students gain a deeper knowledge of how individual thought, the creation of institutions, and cultural expression reflect the complexity of human aspirations and experiences. Students who graduate from Concord Academy are expected to have the following:

- An understanding of U.S. society and its institutions as well as its roots in other societies around the world
- A comprehensive knowledge of cultures other than their own
- An appreciation for the contributions of all people to world civilization
- The ability to analyze critically primary and secondary sources and conflicting interpretations of history
- Skill in written and oral expression
- An understanding of and facility with basic research skills

Requirements

The graduation requirement in history includes a credit total and specific levels:

- Credit total:** Concord Academy requires that all students pass a minimum of five semesters (15 credits) of history before graduation. For students entering after 9th grade, history courses passed in 9th and 10th grades at a previous school may be applied toward the five-semester requirement at Concord Academy: up to two semesters for students entering in 10th grade, up to four semesters for students entering in 11th grade.
- Levels:** History courses are offered at three levels: intro, mid, and upper. Students entering in 9th and 10th grades must pass at least one semester (3 credits) of history at each of the intro, mid, and upper levels. Students entering in 10th grade may take a skills test to earn an exemption from the intro level. Students entering in 11th grade must pass at least one semester (3 credits) of history at each of the mid and upper levels and may take a skills test to earn an exemption from the mid level.

In addition, the following recommendations apply:

- The History Department strongly recommends that students take two years (four semesters) of history in their 9th and 10th grade years.
- Courses at the intro, mid, and upper levels are designed to expose students to a range of cultures from the ancient to the modern worlds. Students are advised to select courses that allow them to explore the diverse histories of North and South America, Europe, Africa, and Asia.
- Students are encouraged to further advance their research skills by enrolling in one upper-level research seminar course before graduation.

Course Offerings

All courses in the History Department are semester courses, and all have three class meetings per week unless otherwise indicated below. A plus sign (+) preceding the course title indicates advanced curriculum that equals or exceeds the rigor of the Advanced Placement program.

Ancient Migrations: Trade and Conquest in Antiquity **HIS106** **3 credits**

SEM I. Open to grade 9; grade 10 by permission of the department. No prerequisite. Level: Intro.

Ancient highways and water routes regularly bustled with trade and sometimes bristled with armies on the march. Whether making a journey for peaceful reasons or to launch an invasion, migrants in the ancient world brought with them culture and ideas that they spread as they moved through, and sometimes settled among, peoples different from themselves. This course explores the ways that people on the move affected the sharing of culture and intellectual life, by looking at the invasion of the Aryans, early Mediterranean culture, and trade along the Silk Road and the Spice Belt, as well as the spread of Buddhism and Islam. Assessments may include short papers, a project, and a final exam.

Making of the Muslim World **HIS107** **3 credits**

SEM I. Open to grade 9; grade 10 by permission of the department. No prerequisite. Level: Intro.

The expansion of Muslims out of the Arabian peninsula in the seventh century changed the history of the world. The spread of this dynamic religion into Asia, Africa, and Southern Europe shaped culture, politics, and society wherever it went. This course is an examination of the history of the Muslim world, focused

HISTORY

geographically on the Middle East, from the rise of Islam in the seventh century to the Crusades in the 11th and 12th centuries. The focus of the course is on three important eras in the history of the period: Muhammad and the origins of Islam, the Abbasid Revolution and the dissolution of the Islamic community, and the Crusades. Assessments may include short written pieces, a short research project, a collaborative visual essay, and a narrative project.

Native American History to 1800

HIS113

3 credits

SEM 1. Open to grade 9; grade 10 by permission of the department. No prerequisite. Level: Intro.

Who are Native Americans? How do we tell their story? This course examines the history of Indian peoples in the Americas with a particular emphasis on North America (and what eventually became the United States). Topics include the nature of inclusion and exclusion in studying Indian America, cultural diversity among first peoples in the Americas, racial and gender structures shaping both Indian and European peoples in North America, the nature of accommodation and resistance among Indian people, and the ways that Native Americans stood as actors and active participants in the imperial history of postcontact North America. Coursework includes museum projects with material culture, primary sources, novels, short stories, memoirs, and films. Assessments may include papers, quizzes, tests, group projects, and a final exam.

Buildings and Bodies: Comparing Civilizations Through Art

HIS706

3 credits

SEM 1 or SEM 2. Open to grade 9; grade 10 by permission of the department. No prerequisite. May be taken for either History Department credit or Visual Arts Department (but not studio) credit. Level: Intro.

Can a civilization's story be retold through the buildings, objects, and images left behind? This course traces the development of cultures and religions from prehistory through medieval times by studying the artifacts that a diverse range of societies produced, from Paleolithic cave paintings to Islamic tile ware to Gothic cathedrals. Students learn to interpret the work of makers from past millennia by developing an understanding of basic design principles as they are employed by more contemporary artists and artisans in a wide variety of media. Over the course of a semester, members of the class build a shared sourcebook through individual and collective research using digital and print media supplemented by discussion, class presentations, written assignments, museum trips, and a major, hands-on creative project.

An Early History of Haiti: From Colony to Republic

HIS118

3 credits

SEM 2. Open to grade 9; grade 10 by permission of the department. No prerequisite. Level: Intro.

The course explores the colonial history of the modern nation of Haiti. We explore the successive stages of Haitian history, from pre-European contact with the indigenous Taino population, to the landing of Columbus and subsequent years of French colonialism and exploitation, to the Haitian revolution. We critically examine the dynamic colonial history of Haiti through primary and secondary source materials, films, and visual arts, on topics such as colonialism, slavery, revolution, inequality, race, and racism. Assessments may include quizzes, short papers, research projects, creative projects, and Socratic seminars.

Modern Migrations: Mobility and Globalization

HIS108

3 credits

SEM 2. Open to grade 9; grade 10 by permission of the department. No prerequisite. Level: Intro.

Human migration, immigration, and diasporas play a fundamental role in world development. The forced and free movements of people intersect with some of the most important subjects of urbanization, imperialism, slavery, capitalism, and globalization. Examining case studies from the 19th and 20th centuries, in conjunction with current events, this interdisciplinary course introduces cutting-edge methods that explore the subject of migration in international, regional, and global historical contexts. Assessments may include short papers and a research project and presentation.

Viking Sagas

HIS116

3 credits

SEM 2. Open to grade 9; grade 10 by permission of the department. No prerequisite. Level: Intro.

Medieval Norse sagas recorded after the height of the Viking era provide us with gripping tales of families fused by honor and love, and torn apart by jealousy, war, and betrayal. While they read like epic stories such as the *Odyssey*, Viking sagas are not primarily fictional; they are histories of the real men and women who occupied, raided, and conquered large swaths of Northern Europe between the eighth and 11th centuries. In this course, we examine Norse sagas as historical texts in order to learn more about the Vikings as early European warriors, conquerors, and people. Through a series of in-class and outside-of-class reading and writing exercises, we also hone and examine our own skills as critical readers and writers of history. Students walk away from this course with a clear understanding of the unique skills needed to analyze and write

HISTORY

about key historical texts at the high school level in ways that differ from their training as students of literature. Assessments may include quote analyses, analytical paragraphs, short essays, debates, and creative projects.

History of Brazil: From Colonization to the Abolition of Slavery HIS220 3 credits

SEM 1. Open to grade 10; grade 11 by permission of the department. Prerequisite: One history course at intro level. Level: Mid.

This course charts the surprising, yet often overlooked, colonial history of the modern nation of Brazil. We explore the successive stages of Brazilian history, from pre-European contact with the indigenous population, to Brazilian independence from Portugal, to the abolition of slavery in 1888. We critically examine the dynamic colonial history of Brazil through historical texts, films, biographies, popular music, literature, and visual arts, on topics such as colonialism, slavery, immigration, revolution, inequality, race, and racism. Assessments may include quizzes, short papers, research projects, creative projects, and Socratic seminars.

U.S.: America in the Atlantic World HIS205 3 credits

SEM 1. Open to grade 10; grade 11 by permission of the department. Prerequisite: One history course at intro level. Level: Mid.

The Sea of Atlas, the Home of Paumpagussit, the Black Atlantic, the Great Pond: explore the history of the Atlantic World and how an ocean system produced encounters between Europeans, Africans, and indigenous Americans that had dramatic consequences for North American history. What prompted various European peoples to venture across the Atlantic to the "New World"? What happened when conquistadors and colonists collided with a land already inhabited by rich civilizations, cultures, and peoples, and what kinds of diverse communities emerged? What ultimately led to the breakdown of colonial rule, and how did the revolutionary Americans seek to reshape the Atlantic World? Assessments may include short analytical papers, tests, and a final exam.

U.S.: Gender in Early America HIS215 3 credits

SEM 1. Open to grade 10; grade 11 by permission of the department. Prerequisite: One history course at intro level. Level: Mid.

How did building the colonies define manhood and womanhood in the "new" world? In what ways did ideas about the identity of the new United States shape the ways that Americans thought about manliness and womanhood? This course looks at the ways that Americans constructed gender identities from the colonial era up through Reconstruction. In so doing, we consider the complex interplay between American political, economic, environmental, social, and intellectual realities and the dynamic relationship between gendered and other kinds of identities. Assessments may include visual essays, podcasts, playwriting, papers, and geography exercises.

U.S.: War and Propaganda in Early America: Lying and Dying HIS206 3 credits

SEM 1. Open to grade 10; grade 11 by permission of the department. Prerequisite: One history course at intro level. Level: Mid.

"Words about war are often lies. False reports, rumors, deceptions ... I call your attack a massacre, you call my resistance treachery," writes historian Jill Lepore. Yet in looking at American history we often focus on the events of conflict without considering how people's words about them affected their outcomes. This course looks at how Native, African, and European Americans struggled among themselves and against each other from the colonial period through the early American republic, with a focus on how they wrote about those conflicts. By looking at primary sources that were created at the time of the events, and later interpretations and representations based on those sources, students have the opportunity to evaluate the relationship between words and conflict. Assessments may include written or interpretive pieces of a variety of types: essays, play scripts, and humor pieces.

Native American History from the Revolution to the Reservation HIS221 3 credits

SEM 2. Open to grade 10; grade 11 by permission of the department. Prerequisite: One history course at intro level. Level: Mid.

First Peoples in North America have a long and fraught relationship with the United States. This course examines the history of American Indian peoples in the new nation and throughout the 19th century. We examine how American Indian peoples responded to and shaped the formation of the United States, how

indigenous nations responded to U.S. demands for land and removal to reservations, the effects of slavery and Civil War on indigenous peoples, and post–Civil War violence and warfare designed to "detritalize" American Indian peoples. Assessments may include seminar discussions, papers, creative projects, tests, and a final exam.

Revolt and Revolution in Early Modern Europe

HIS214 3 credits

SEM 2. Open to grade 10; grade 11 by permission of the department. Prerequisite: One history course at intro level. Level: Mid.

What makes a revolution? Do radical ideas fuel revolutions, or do they serve as an excuse for violence? This course investigates such questions through an in-depth look at the Revolt of the Netherlands, the Glorious Revolution in England, and the French Revolution, from Robespierre to Napoleon. Through readings from art history, political philosophy, primary and secondary sources, and a short biography of Napoleon, we study and compare these three revolutions. Along the way, we learn about the origins of liberalism, conservatism, radicalism, and terrorism. Assessments may include essays, a test, a debate, and a group project.

U.S.: American Frontiers

HIS219 3 credits

SEM 2. Open to grade 10; grade 11 by permission of the department. Prerequisite: One history course at intro level. Level: Mid.

Nineteenth-century historian Frederick Jackson Turner described the American western frontier as "the outer edge of the wave—the meeting point between savagery and civilization." Turner's definition has indelibly tied the notion of the frontier to images of settlers in Conestoga wagons traversing the Great Plains and displacing Native peoples in the name of Manifest Destiny. This course critically re-examines our understanding of the social, economic, scientific, and environmental consequences resulting from 18th- and 19th-century American expansion, and challenges us to redefine the term *frontier*. Our study begins with a brief unit on the American fur trade of the 17th and 18th centuries, and then moves on to the many and varied processes driving American expansion in the 19th century, including the Louisiana Purchase, Homestead Acts, California Gold Rush, and New England whaling in Hawaii. Assessments may include essays, quizzes, tests, and a creative project.

U.S.: American Urban

HIS222 3 credits

SEM 2. Open to grade 10; grade 11 by permission of the department. Prerequisite: One history course at intro level. Level: Mid.

Americans have an uneasy relationship with their cities. We are riveted by their fast pace, their culture, and their opportunities at the same time that we are repelled by their dirt, their confusion, and their intractable problems. This course looks at American cities from the colonial period to the era of rapid urbanization in the late 19th and early 20th centuries in all their glory and disarray, focusing on politics, economics, society, and urban planning. We work extensively with maps both historic and electronic, experiment with making our own maps, and use maps and mapping to tell stories about the history of neighborhoods in Boston. Course assessments focus on geographic knowledge and mapping, expanding research skills and tools, adventuring in archives and libraries, and crafting a collection of historical maps.

+Being Human: Topics in Anthropology and Sociology

HIS342 3 credits

SEM 1. Open to grades 11 and 12. Prerequisite: One history course at mid level. Level: Upper.

This course is an introduction to the study of culture and social structure, as developed through the fields of cultural anthropology and sociology. The related disciplines of anthropology and sociology seek to understand the nature of communities, organizations, institutions, the systems of cultural meanings that form and inform them, and the interplay between individuals' lives and the societies in which they live. We develop a vocabulary of core concepts and analytical skills for the study of cultures and societies both local and global. Through readings, films, lectures, class discussions, and experiential projects, students explore the nature of these systems, apply course concepts to their own lives in a critical way, and reflect upon how issues such as belief systems, social stratification, culture change, and gender roles play out in an interconnected and globalized world. Assessments may include case studies, field work, collaborative projects, tests, research process, and papers.

HISTORY

+Latin America During the Cold War: Narratives and Film **HIS339** **3 credits**

SEM 1. Open to grades 11 and 12. Prerequisite: One history course at mid level. Level: Upper.

This course focuses on cinematic constructions and understandings of Latin American history during the mid to late 20th century. We examine films from several different Latin American countries and delve into the historical questions these movies raise: How have race, gender, imperialism, communism, neocolonialism, repression, intervention, and revolution shaped the history of the region? How do filmmakers represent those histories? How is knowledge about the past produced, and what does this mean about the very nature of studying history? In exploring these questions, we look at films in relation to various historical texts. Assessments may include short papers, research projects, creative projects, and Socratic seminars.

+Russia **HIS304** **3 credits**

SEM 1. Open to grades 11 and 12. Prerequisite: One history course at mid level. Level: Upper.

This course examines the development of modern Russia from the early 19th century through the collapse of the Soviet Union and its aftermath. We are particularly interested in the attempts of Russians to respond to the economic and political backwardness of the nation compared to the West. One reason for this focus is the dramatic and often monumental scale of the attempts themselves. Another is to understand how Marxism, a theory of economic and social change, was translated into concrete political programs. What, if any, were the benefits of such a society, and what were its costs? Why did the system established by Lenin and brought to a level of brutal perfection by Stalin collapse between 1985 and 1991 despite Mikhail Gorbachev's attempts to reform it? Finally, where is Russia headed in its post-Soviet era? We use music, literature, and art, as well as sources in political and economic history. Assessments may include papers, tests, and a short research paper.

+Twentieth-Century Africa: Decolonizing the Mind **HIS336** **3 credits**

SEM 1. Open to grades 11 and 12. Prerequisite: One history course at mid level. Level: Upper.

Too many of us don't know much about modern African history, and as a result, we fill in our gaps with simple stories of violence and poverty. But as the Nigerian writer Chimamanda Ngozi Adichie says in her TED Talk "The Dangers of a Single Story," "Many stories matter. Stories can be used to dispossess and malign, but stories can also be used to empower and to humanize." This course turns to a variety of African stories to understand what it means to be colonized as well as to convey the challenges of decolonization. Beginning with African methods of accommodation and resistance to colonial rule, we examine the role of economic development in justifying colonialism and consider the new and lingering problems that emerged after decolonization. While historical texts help us understand political and economic colonization, we read novels by African authors to consider what colonization did to Africans' attitudes about their own cultures and societies. We end the course by reading Tsitsi Dangarembga's *Nervous Conditions* to explore the colonization of the mind. Assessments may include tests and essays.

+U.S.: Being "Right" in America:

Modern American Conservatism

HIS343 **3 credits**

SEM 1. Open to grades 11 and 12. Prerequisite: One history course at mid level. Level: Upper.

What does it mean to be a *conservative* in America? The word is used to describe everyone from Thomas Jefferson to Ronald Reagan, Sarah Palin, Billy Graham, and those who support Donald Trump. This class explores the history and culture of the Right in America from the Great Depression to the present, focusing in particular on the ways in which conservative ideologies rose from their nadir in the 1950s to become a potent political force in the United States. What were the ideas that propelled conservatism and bound the movement together? Who were the political, economic, religious, and cultural figures who charted its course and authored its rise? What has the relationship been between conservatism and the Republican Party? And what have been the implications and consequences of conservative ideologies as they have translated into governmental policy? After reading the work of contemporary historians engaged in answering these questions, students explore archival collections to identify a topic of their own choosing for an extensive research project. This major assignment of the semester is the writing of a substantial research paper examining an aspect of modern American conservatism; assessments along the way may include exercises to develop research and bibliographical skills, note-taking, outlining, and writing drafts of the research paper. In-class activities include readings, discussions, films, and Skyping with professional historians doing this work.

+U.S.: Breaking Binaries:**Critically Dissecting Gender in American History****HIS330****3 credits***SEM 1. Open to grades 11 and 12. Prerequisite: One history course at mid level. Level: Upper.*

Questions about sex, sexuality, and gender are at once both intensely personal and decidedly public, shaping our everyday conversations about relationships, work, life, and politics. This course empowers students to question, debate, and consider their fundamental beliefs about gender's role in the history of America from the mid-19th century to the present. By the end of this course, students are able to use their knowledge of historical American gender texts and topics to answer thoughtfully the following questions: How have our changing and unchanging conceptions of gender affected the way we view men, women, and those identifying outside of traditional gender categories? How do other social factors, such as race, class, and geography, interact with gender to affect a person's place in society? How can we thoughtfully address and debate current issues surrounding gender in America? In this course, we consult a variety of sources including journalistic texts, alternative media, film, music, and at least one pivotal fiction or nonfiction text shaping the history of American gender thought. Assessments may include essays, quizzes, tests, and a portfolio project.

+U.S.: Censorship in American Theater from 1900 to the Present**HIS341****3 credits***SEM 1. Open to grades 11 and 12. Prerequisite: One history course at mid level. Level: Upper.*

What is censorship? When and why does censorship occur? What are the cultural and political forces that impact what theater artists are allowed, and not allowed, to depict on stage? And why does the theater so frequently become a site where these political and cultural contests play out? This course examines the history of theater censorship in the United States beginning at the turn of the 20th century. Topics include the judiciary, political activism, blacklisting, sexual and gender politics, race, and religion. We read plays in class, discuss their historical context, and explore the cultural forces at work that generated controversy around their production. We discuss how these plays can be indicators of political and social change and a way of exploring cultural and ethnic identity. Assessments may include short papers, reading quizzes, creative projects, and Socratic seminars.

+U.S.: The Presidency**HIS329****3 credits***SEM 1. Open to grades 11 and 12. Prerequisite: One history course at mid level. Level: Upper.*

After the vast majority of pollsters wrongly predicted the last presidential election result, when an impeached president for the first time ever is running for reelection, and when the intelligence community says that foreign governments continue to meddle in the campaigns, it's hard to imagine a more significant election than 2020. This course examines the theoretical and historical foundations of the office, while providing a forum for students to explore how the candidates address hotly debated issues. We also deconstruct the role of race, gender, and class in the media's coverage of the candidates, including satirical forms such as *SNL* skits. In addition to reading primary source speeches from Washington to Obama and following the news, students are expected to watch and live-comment on all the presidential debates. Assessments may include a test, a journal of reflections on current events, and an essay explaining the election result.

+Germany Since 1871: Racism, Exclusion, and Belonging**HIS344****3 credits***SEM 2. Open to grades 11 and 12. Prerequisite: One history course at mid level. Level: Upper.*

This course explores German history from the country's unification in 1871 to the present. We focus on how identity, race, immigration, and xenophobia have influenced and impacted Germany's treatment of its citizens and others throughout these 150 years. This time period witnessed Germany's unfortunate rise as the home of imperialist thought, scientific racism, human zoos, genocide, and nativism based on immigration. Conversely, it has also been a time when Germany has outwardly acknowledged and sought to make amends for its historical crimes, including paying reparations from WWI, making it a crime to deny the existence of the Holocaust, and becoming the leader in the global movement to welcome immigrants from all over the world. This complex history allows us to dive into primary source accounts including reading the German children's story *Die Geschichte von den schwarzen Buben* (*The Story of the Black Boys*) and the novel *Night* by Elie Wiesel, and watching and analyzing the same German TV show for children from both East Germany, *Unser Sandmännchen* (*Our Little Sandman*), and West Germany, *Das Sandmännchen* (*The Little Sandman*). We end the semester collaborating with high school students at a German boarding school to better understand how life and society have been influenced by Germany's past. Assessments may include short analytical essays and a larger research assignment at the end of the semester, in collaboration with students' peers in Germany.

HISTORY

+How We Tell the Past

HIS345

3 credits

SEM 2. Open to grades 11 and 12. Prerequisite: One history course at mid level. Level: Upper.

This is a "historical methods" course that raises persistent and foundational questions that are often unasked in conventional courses: What is history? What do we mean by a cause, an event, evidence, a narrative, an argument? What is the difference between explaining why and explaining how an event happened? How much can a historian speculate without hard evidence? In pursuit of our answers, we examine a variety of approaches used by historians, their conceptual frameworks, and methodological debates in the contemporary practice of history. One concern is the evolution of historical studies in an elite scholarly tradition, and the resulting study of times and places that have been far removed from the Western past and have deeply influenced marginalization of certain voices and experiences. Thus, we are engaged in the construction and deconstruction of historical thinking in the West, and consider questions of what has been written at the national, global, and micro levels and of who has written it and why. We also consider five of the more recent important influences on historians, including environmental history, women's and gender history, and new developments in the history of colonialism, as well as the emerging fields of visual culture and digital studies. How does the incorporation of these perspectives alter national, global, and micro perspectives? Our focus is on scale, sources, and methodology, not on specific area studies. Assessments may include collaborative projects, tests, research process, and papers.

+Modern China: From the Opium Wars to Modern Superpower

HIS319

3 credits

SEM 2. Open to grades 11 and 12. Prerequisite: One history course at mid level. Level: Upper.

How did China come to be the world power that it is today? What has shaped China's path to modernity? Will China be the future of global economic development? This course examines the development of modern China from the height of Qing Dynasty power in the 18th century through Mao Zedong's revolution and China's development and modernization into the early 21st century. We focus closely on the complex social forces shaping modern China's development, and on the relationship of the "middle kingdom" to the outside world. Course work includes museum projects with material culture, primary sources, novels, short stories, memoirs, and films, in seminar-style discussion. Assessments may include papers, quizzes, tests, and a final exam.

+U.S.: African American Freedom Struggles from Reconstruction to the Present

HIS320

3 credits

SEM 2. Open to grades 11 and 12. Prerequisite: One history course at mid level. Level: Upper.

Too often, African American history is included in U.S. history only twice: once during slavery and again during the civil rights movement. But discrimination against African Americans and their resistance to second-class citizenship have shaped American political, legal, and cultural institutions throughout the nation's history. This course explores the African American experience in the United States from Reconstruction to the present, with particular emphasis on the ongoing efforts by black people to contest their political, economic, and racialized subordination in an effort to achieve full citizenship rights in this country. In the process, African Americans uncovered and redefined their roots and the nature of black identity itself, but they also did more. Their struggles to see their civil liberties respected and realized indelibly shaped the political, legal, cultural, diplomatic, and intellectual history of the United States in the 19th and 20th centuries. Their successes and failures—challenges to be overcome, promises yet to be fulfilled—have provided a vocabulary of resistance and possibility to all Americans seeking freedom in the fullest sense of the word. Assessments may include papers, tests, in-class presentations, and a final exam.

+U.S.: Crime and Punishment

HIS328

3 credits

SEM 2. Open to grades 11 and 12. Prerequisite: One history course at mid level. Level: Upper.

As Ava DuVernay emphasizes in her documentary *13th*, the United States has under 5 percent of the world's population but over 20 percent of its prisoners, giving it by far the highest incarceration rate in the world. How did a country that values "liberty and justice for all" end up putting so many Americans behind bars? We read different explanations of the causes of mass incarceration, introducing students to the ideals and institutions of the American criminal justice system and its evolution, and we take an in-depth look at the death penalty. Field trips to local criminal justice centers supplement our learning. Assessments may include tests and essays, and in lieu of a final exam, students research a criminal justice issue of their choosing, culminating in a presentation to the class.

HISTORY

+U.S. Intervention in Modern Latin America

HIS337

3 credits

SEM 2. Open to grades 11 and 12. Prerequisite: One history course at mid level. Level: Upper.

This course is an introduction to the history of United States imperialism and intervention in modern Latin America. Through lectures, discussions, shared readings, films, and literature, we critically examine the fraught relationship between the United States and Latin America during the 20th century. Topics we examine include the ways that race and racism have informed U.S. foreign policy in Latin America, immigration and nativism, economic imperialism, the emergence of authoritarian regimes and revolutionary mobilizations, the role of religion in shaping those processes, the effect of the Cold War on U.S.–Latin American relations, and torture and the role of the CIA in 20th-century Latin America. Assessments may include short papers, research projects, creative projects, mock trials, and Socratic seminars.

+U.S.: Mapping Boston's History: Introduction to Urban Analytics

HIS346

3 credits

SEM 2. Open to grades 11 and 12. Prerequisite: One history course at mid level. Level: Upper.

In the late 19th and early part of the 20th century, Boston's Progressives made a project of studying the city in order to improve it. They collected data and used that data to develop social, educational, industrial, and health programs. In this course, we consider Boston's history of studying itself, and then, working with a community organization, we develop research projects to study Boston ourselves. Students develop a historically informed research question and work to answer it using historical methods and some of the tools of urban analytics, a field of data science that quantifies how inequities manifest in the built environment and that informs urban planners and policy makers. Data visualization tools will be used. Assessments may include map exercises, data exercises, writing exercises, and a research project.

Capstone Research Project

HIS601

2 credits

SEM 1 or SEM 2. Open to grade 12. Prerequisite: Permission of the department. Corequisite: Enrollment in an associated upper-level elective. Level: Not applicable.

Students may elect to pursue an extensive research project concurrently with an upper-level elective. Under the supervision of the instructor of that elective, the student prepares a portfolio of work, comprising a substantial written project and, as appropriate, other media, on a topic chosen by the student within the course subject area. The student makes three formal presentations to the History Department during the semester: a preliminary outline of the project, the formal prospectus, and the final oral presentation and defense. Students should consult with the faculty to determine which upper-level electives are appropriate for adding a capstone research project to the other requirements of an elective's syllabus.

History Departmental Study

HIS991

1 to 3 credits

SEM 1 or SEM 2. Open to returning students in grades 11 and 12. Prerequisite: Departmental study application form and proposal submitted to and approved by the department head before the course request deadline. May be taken each semester.

(See General Description of Courses and Diploma Requirements.)

Every year the History Department develops new electives to offer alongside more familiar ones from previous years. In addition to several of the above courses, we are likely to offer the following electives in the next one to two years, on a rotating basis.

+The Caribbean World

3 credits

Not offered in 2020–21. Open to grades 11 and 12. Prerequisite: One history course at mid level. Level: Upper.

From cannibalistic Caribs and swashbuckling pirates to glossy photos of vacation paradise, the Caribbean has been a place of legend since the days of the first European encounters. This course explores both the romance and the reality to uncover the breadth and depth of the human experience in the Caribbean, and to examine the unique clashing and blending of cultures that developed first as the world converged in the Caribbean and later as Caribbean peoples emigrated to former colonial "motherlands." Through documents, literature, music, images, and film, we consider the formation of Caribbean identity and culture both in the islands themselves and in the broader global Caribbean community. Assessments may include reading responses, papers, tests, and a creative research project.

China in the Early Modern Era**3 credits**

Not offered in 2020–21. Open to grade 10; grade 11 by permission of the department. Prerequisite: One history course at intro level. Level: Mid.

This course examines China's history during the crucial years of the Ming and Qing dynasties. China is frequently regarded as an unchanging and "timeless" place, but we examine the rapid social, cultural, and political changes that occurred in China from the Mongol invasion of 1271, which the Ming Dynasty defeated and replaced, through the White Lotus Rebellion of 1796 during the waning century of the Qing Dynasty. Topics include the rise of Confucianism, China's increasing contact with the West, the role of men and women in society, the growth of autocratic government, and the commercial economic growth of Chinese society. We emphasize historical skills such as critical reading, primary source analysis, and research and projects including visits to museums and art galleries. Assessments may include papers, tests, and a final exam.

+Colonial and Postcolonial Encounters**3 credits**

Not offered in 2020–21. Open to grades 11 and 12. Prerequisite: One history course at mid level. Level: Upper.

This interdisciplinary seminar in postcolonial studies is a general introduction to theories of imperialism, nationalism, and postcolonialism. Case studies include Asia, Africa, and Latin America. The course asks how colonial and postcolonial encounters have shaped societies and selves from the late 19th century to the present. Topics include racial science and imperialist ideology, colonial violence and resistance, gender and sexuality, economic and cultural consumption, decolonization, and travel and migration. The course combines the study of theory with examination of particular anticolonial and anti-imperialist movements. Assessments may include short papers and a research project and presentation.

Conquest!: Colonization and Control in South and Central America**3 credits**

Not offered in 2020–21. Open to grade 10; grade 11 by permission of the department. Prerequisite: One history course at intro level. Level: Mid.

The pre-Columbian civilizations of Mesoamerica and the Andes flourished for centuries and, at the brink of European contact, controlled vast tracts of land and oversaw many people. This course looks at conquest and colonization of these regions, and the individuals and groups involved. We examine the means and motives as to how some groups gained dominance over others, and the consequences of contact between those worlds and European newcomers. How did the land impact the events, and how was it used and abused? Were there attempts to find a balance between social justice and the search for profits? Primary and secondary source readings are supplemented by student research and rich discussions in this seminar-style course. Assessments may include formal and informal writing assignments, tests, debates, a research project, and a final exam.

Early African History**3 credits**

Not offered in 2020–21. Open to grade 9; grade 10 by permission of the department. No prerequisite. Level: Intro.

Starting with a look at common misconceptions about Africa, this course introduces students to the history of Earth's second-largest continent, from the rise of ancient civilizations to the medieval kingdoms of Ghana and Mali. We read one of the oldest sources of oral history, the epic of Sundiata from the 13th century, as well as the travelogue of Ibn Battuta, a North African traveler of the 14th century. Through these works we further explore African systems of thought, gender roles, music, and the importance of oral tradition. Assessments seek to develop students' writing and research skills and may include reflections on African films, essays, and an annotated bibliography. Students also produce a piece of art that reflects their study of African art forms and techniques. We end the course with a study of the onset of colonialism through a reading of Nigerian author Chinua Achebe's novel *Things Fall Apart*.

The Early Mediterranean World: Greece and Rome**3 credits**

Not offered in 2020–21. Open to grade 9; grade 10 by permission of the department. No prerequisite. Level: Intro.

Greece and Rome are considered the matrix of political, cultural, and intellectual life in the Western tradition. This course examines the rise of Classical Greek civilization and the spread of Hellenism through the Mediterranean basin and the Near East, and the emergence of Rome into this region as an expansive Republic and eventual Empire. Topics include the cultural and intellectual life of Greece, evolution of Roman politics and law, and an examination of the shifting status of women and slaves. Assessments may include analytical paragraphs and short essays, debates, quizzes, tests, a research project, and a final exam.

HISTORY

+Film History

3 credits

Not offered in 2020–21. Open to grades 11 and 12. Prerequisite: One history course at mid level. May be taken for either History Department credit or Visual Arts Department (but not studio) credit. Level: Upper.

Film History is a survey course on the origins and sweeping international expansion of the motion picture medium, culminating with the present state of an industry and popular art that is in the midst of redefining itself yet again. Although the focus of the course is on the aesthetic development of cinema, we soon discover that this narrative is inseparable from the industrial, social, and economic histories that entangle such an inquiry. By the end of the semester students have the ability to synthesize multiple historical perspectives to arrive at a deeper appreciation of the complicated, yet surprisingly short, evolution of cinema and the cinema experience.

Gender in South Asia

3 credits

Not offered in 2020–21. Open to grade 9; grade 10 by permission of the department. No prerequisite. Level: Intro.

This course is designed to introduce and help students understand the changes and continuities in the lives of women in South Asia from a historical perspective. Using gender as a lens of examining the past, we examine how the politics of race, class, caste, and religion affected and continue to impact women in South Asian countries, primarily in India, Pakistan, Bangladesh, and Sri Lanka. We reflect upon current debates within South Asian women's history in order to examine some of the issues and problems that arise in rewriting the past from a gendered perspective. We study primary sources, material culture, ethnographies, fiction, memoirs, and films. Assessments may include papers, tests, a project, and a final exam.

+History of Design: Power and Culture in Objects

3 credits

Not offered in 2020–21. Open to grades 11 and 12. Prerequisite: One history course at mid level. May be taken for either History Department credit or Visual Arts Department (but not studio) credit.

This course explores structures of power, cultural exchange, and European colonialism in Western art and design movements through artifacts. Many of today's objects, tokens of culture, can be traced back to historical moments of control, exchange, or collaboration. Objects are products of society, capturing moments that reflect the norms of the time. Through the examination of objects, students confront history and culture, analyze the value systems that produced those items, and critique those systems with a contemporary lens. Through critical art theory readings, self-driven research writing, documentaries, photographs, and interacting with objects, students examine the aesthetic origins, tracing their roots to the colonized, commodified, or exchanged.

+History of Philosophy: Social Justice

3 credits

Not offered in 2020–21. Open to grades 11 and 12. Prerequisite: One history course at mid level. Level: Upper.

This course in intellectual history explores classical and contemporary theories of social justice. We aim to understand present-day issues through philosophical questions that have been debated for centuries. How do we create a society of equals where everyone prospers? How do we guarantee freedom and individual rights? Can we live together if we have different conceptions of what happiness is and what constitutes a good life? Topics include human rights, equality, community and identity, the role of markets, governance, privacy, free speech, and marriage. We study Plato, Aristotle, John Locke, Immanuel Kant, John Stuart Mill, John Rawls, Elizabeth Anderson, and Anthony Appiah, among others. Discussing current issues that raise philosophical questions, we also look at writings from diverse contemporary thinkers, court cases, and political debates. Assessments may include papers, case studies, and a project.

India: A Visual History

3 credits

Not offered in 2020–21. Open to grade 9; grade 10 by permission of the department. No prerequisite. Level: Intro.

This course explores the civilizations of India through visual media. The region defined as "India" today has one of the oldest civilizations in the world, with one-quarter of the total global population, and is home to diverse languages and religions. After an introduction to the Indus Valley, we explore the legacies of Alexander the Great's campaigns to the edges of India, the dispersal of Buddhist and Hindu legacies both eastward and westward in Asia, the golden age of the Gupta empire, and the early modern innovations of Mughal rule, with its far-reaching legacies from Iran to China. We also explore modern and contemporary effects of nationhood on cultural and political identities. We develop visual and contextual analysis skills through a variety of primary sources and material culture. Assessments may include papers, tests, a project, and a final exam.

+Ireland: A Microcosm of Change**3 credits***Not offered in 2020–21. Open to grades 11 and 12. Prerequisite: One history course at mid level. Level: Upper.*

The Emerald Isle has a fascinating history in its own right, but the story of Ireland's struggles and resilience is also a lens into some of the most fascinating moments of change in the early modern and modern world. Beginning with ancient Celtic resistance to invasion and continuing through the spread of Roman Catholicism, colonization by the English and Scots, the bloodshed of the Reformation, the Great Famine, a war for independence, civil war, two world wars, the Troubles, financial crisis, and continuing questions of union and identity, the Irish have come face-to-face with sectarianism, imperialism, nationalism, ethnicism, racism, terrorism, globalism, and just about every other modern *-ism* on the list. Relying on a rich array of primary sources, monographs, literature, film, and music, the course examines the roots of these conflicts, their impact on the Irish people, and the lessons that the Irish experience holds for the study of Europe and beyond. Assessments may include reading responses, papers, tests, and a creative research project.

+Making of Modern India:**Imagined Communities in the Birth of a Nation****3 credits***Not offered in 2020–21. Open to grades 11 and 12. Prerequisite: One history course at mid level. Level: Upper.*

How did India become India? How did Indians imagine themselves as belonging to an independent nation? Starting with a consideration of the British East India Company and discussing the Raj through independence to the present day, we explore the history, culture, and political economy of the subcontinent—one of the fastest-growing nations in the world, with one-quarter of the world's population and rising. We delve into colonialism, nationalism, partition, the modern state, economic development, refashioning of religious identities, and relations between regions within the subcontinent and Asia and the West. Students read both primary and secondary sources. Assessments may include short papers, a project, and a final exam.

Maya, Aztec, Inca: Beyond Sacrifice**3 credits***Not offered in 2020–21. Open to grade 9; grade 10 by permission of the department. No prerequisite. Level: Intro.*

What was a typical day in the life of a Maya? Why was human sacrifice practiced by the Aztecs? In what spirits did the Inca believe? This course looks at the rise and reign of the Maya, Aztec, and Inca empires. Historians, anthropologists, and archaeologists are continually discovering more about these complex and advanced civilizations. The course focuses on the political, religious, social, and economic aspects of these powerful ancient American civilizations. Discussion in this regionally focused course emphasizes a comparative analysis of cultures. Assessments may include analytical paragraphs and short essays, debates, quizzes, tests, and a final exam.

Medieval Europe**3 credits***Not offered in 2020–21. Open to grade 9; grade 10 by permission of the department. No prerequisite. Level: Intro.*

Knights, castles, monks, and serfs—yes, they're all there, but medieval Europe is so much more than those old textbooks might lead you to believe. From Viking exploration to the magnificent library of Abd al-Rahman III at Córdoba, from soaring cathedrals to Chaucer's *Canterbury Tales*, the Middle Ages were not just a time of brutal warfare, plague, and religious intolerance, but also an age of discovery, exchange, and flourishing culture. In this course we shed some light on the "Dark Ages," using documents, literature, art, and film to develop skills of historical interpretation, analysis, research, and writing. Assessments may include quizzes, tests, short essays, and a research project.

+Modern Middle East**3 credits***Not offered in 2020–21. Open to grades 11 and 12. Prerequisite: One history course at mid level. Level: Upper.*

In this 20th-century survey of the Middle East, we examine the political, social, economic, and intellectual history of the former Ottoman and Persian empires (including present-day Turkey, Iran, Iraq, Egypt, Israel, Jordan, Lebanon, Saudi Arabia, Syria, and Persian Gulf nations). We consider the internal dynamics of this region immediately before, during, and after the transformation of this multiethnic, multireligious region from great empires to nation-states. We also look at how Middle Eastern history has shaped and has been shaped by the larger forces of world history. Major topics include nationalism, Arab-Israeli conflict, religious politics, and terror. Assessments may include reactions to and analysis of the news, policy research projects, and participation in an online cultural exchange.

+Modern South Africa: The Rise, Reign, and Fall of Apartheid **3 credits**

Not offered in 2020–21. Open to grades 11 and 12. Prerequisite: One history course at mid level. Level: Upper.

In the 20th century, South Africa was one of the most modern nations in Africa. Yet the majority of South Africans lacked the legal and political rights that citizens of modern Western states took for granted. Furthermore, despite South Africa's wealth, the majority of its citizens lived in poverty. From 1948 to 1994, apartheid reigned as the official law of the land; tension and violence grew between the ruling white minority and the powerless black majority. The various historical influences and events that led to the adoption of apartheid, the effects of its 40-year rule, and the causes and effects of its ultimate demise are the focus of this course. Primary and secondary source readings are supplemented by film and student research. Discussion is emphasized in this seminar-style course. Assessments may include tests, formal and informal writing assignments, debates, a research project, and a final exam.

+Monotheisms in the Middle East: Judaism, Christianity, Islam **3 credits**

Not offered in 2020–21. Open to grades 11 and 12. Prerequisite: One history course at mid level. Level: Upper.

This course considers the history of the major Abrahamic religions as they emerged in the Middle East. We examine the story and development of Judaism and Jewish thought up to the start of Christianity, the emergence and expansion of the Christian community through the first six centuries of the Common Era, and the origins and expansion of Islam from the life of the Prophet in the seventh century CE through the Abbasid Revolution in the eighth century. Throughout, we consider what these monotheistic religions share and how they differ. Students are expected to attend services for all three religious traditions. Assessments may include short papers, visual essays, and a short research project.

Nineteenth-Century Africa: Open Mutiny and Hidden Resistance **3 credits**

Not offered in 2020–21. Open to grade 10; grade 11 by permission of the department. Prerequisite: One history course at intro level. Level: Mid.

Africa in the 19th century saw an extraordinary amount of change, from the height of the slave trade to the rise of colonialism. We begin the semester with an examination of misconceptions about Africa, and then we study African art forms, before considering the efforts of European missionaries and governments to colonize Africans. How did ordinary Africans and their rulers respond to European efforts to rule them? We explore different forms of African resistance, from open mutiny to dissemblance and secret rebellion on settler colonies. Using primary sources, a monograph on the Congo, and two novels, we consider the many different responses to European intrusion. Assessments may include a research project on African art, a mock trial of King Leopold, and short papers on African literature.

+Nineteenth-Century Europe **3 credits**

Not offered in 2020–21. Open to grades 11 and 12. Prerequisite: One history course at mid level. Level: Upper.

While peace prevailed in 19th-century Europe, contentious ideas lurked beneath the surface. This course examines the role of these ideas—particularly nationalism and imperialism—in European history from 1815 to 1914, and considers how these ideas changed the map of Europe and the world. Beginning with the creation of nation-states in Greece, Italy, and Germany, we consider how industrialization fueled competition among the nations of Europe, leading to imperialism. Through readings from primary source documents and intellectual history, we also study the roles of other 19th-century ideologies: Romanticism, conservatism, radicalism, social Darwinism, Marxism, socialism, feminism, and Zionism. We end with an examination of the ways in which nationalism and imperialism caused World War I. Assessments may include essays, a presentation on a Romantic artist, a mock debate, and a final exam.

Ottoman Empire: The Sublime Porte into the Modern World **3 credits**

Not offered in 2020–21. Open to grade 10; grade 11 by permission of the department. Prerequisite: One history course at intro level. Level: Mid.

The Ottoman Empire has been portrayed in European histories as both ferocious and pathetic: it has been seen alternatively as the "scourge of Christian Europe" in the early modern period as well as the "Sick Man of Europe" in the 19th century, playing the whipping boy and political football to Europe's imperial states. This course examines the history of the Ottomans, not as an antagonist to or puppet of European powers, but as the protagonist of its own story. We study the origins of the Ottoman dynasty in early modern Anatolia; the expansion of Ottoman control through the first 10 sultans; the exuberant intellectual, cultural, political, and economic power of the empire in its heyday; and the recurring efforts at reform when it became clear that the Ottomans' political, economic, military, and social institutions could not

cope with the challenge of an emergent industrial and nationalist Europe. Assessments may include short papers and some research pieces.

+Topics in Art History: The Western Aesthetic to Globalism

3 credits

Not offered in 2020–21. Open to grades 11 and 12. Prerequisite: One history course at mid level. May be taken for either History Department credit or Visual Arts Department (but not studio) credit. Level: Upper.

This course explores the development of Western values and aesthetics by tracing their rise from the Italian pre-Renaissance into the 21st century, where they are currently being challenged by a global agenda shaped through the disruptive influence of digital media as well as concerns over identity, displacement, and sustainability. Art making is considered as both social commentary and personal expression as we explore connections among works from a variety of media, the artists who made them, the events that stimulated their creation, and the impact that other cultures may have had on their development. Special emphasis is placed on developing a vocabulary to view, write about, and discuss art in a critical manner. Coursework includes the presentation of selected work from the past six centuries, readings, discussion, short-form essays, museum trips, and a final project where each student curates a collection of contemporary artwork that addresses a specific concern of the student.

+Topics in Film History: Genre Studies

3 credits

Not offered in 2020–21. Open to grades 11 and 12. Prerequisite: One history course at mid level. May be taken for either History Department credit or Visual Arts Department (but not studio) credit. Level: Upper.

Science fiction, horror, comedy, drama—within the first decade of early cinema, filmmakers were already exploring and establishing the language of these long-standing genres. In this topics course, we explore the rise of genre films, track their popularity and downfalls, and examine how social, political, and industrial factors shape what plays at the cineplex or streams on "the Netflix." Screenings, readings, and class discussions explore the major genres of cinema from the earliest days through modern times. Assessments may include weekly film viewing journals, critical essays, collaborative experiential work, and a final exam.

+Topics in Music History: The Twentieth Century

3 credits

Not offered in 2020–21. Open to grades 11 and 12. Prerequisite: One history course at mid level. May be taken for either History Department credit or Performing Arts Department (but not performance-based) credit. Level: Upper.

This course seeks to dig deeply into the history of music by focusing on a unique topic each time it is offered. Previous courses have focused on the influence of the Christian Church on the development of music prior to 1500; the sociopolitical climate of Europe and the United States as reflected in modernist and postmodern music of the 20th century; and the Broadway musical. The turbulent years of the 20th century spawned a vast variety of artistic movements in response to an ever-changing social and political landscape. The avant-garde music of the last hundred years is provocative, challenging, and sometimes difficult to appreciate without proper context and a deeper understanding of its compositional process. In fact, some people wouldn't call it music at all; indeed, the 20th century was a time when composers were wrestling with one central question: "What is music?" Over the course of the semester, students become familiar with the various *-isms* used to classify this strange and wonderful music: impressionism, neoclassicism, modernism, serialism, minimalism, and more.

U.S.: African American History from the Slave Trade to Emancipation

3 credits

Not offered in 2020–21. Open to grade 10; grade 11 by permission of the department. Prerequisite: One history course at intro level. Level: Mid.

The United States was the first nation publicly to declare all men to be created equal and in possession of unalienable rights. It did this while, nonetheless, nearly half a million members of its population were enslaved. The paradox of that reality has profoundly shaped our nation and its most cherished ideals and ideologies; indeed, any narrative of America's exceptional experiment with democracy is incomplete without the stories of African Americans to describe and explain the American past. This course examines African American history from the moment the first black people disembarked on the tip of Long Island and at Jamestown in the 17th century to the abolition of slavery in the 19th century. Throughout that time, Africans and African Americans played a vital role in shaping our nation's most fundamental social, cultural, economic, and political institutions. Their resistance to having their humanity and citizenship rights denied gave "the peculiar institution" of slavery its shape in North America and helped to define the nature and substance of freedom. Assessments may include papers, tests, in-class presentations, and a final research paper on a topic of the student's choosing.

HISTORY

+U.S.: America's Seafaring Past: Fish and Ships (Research Seminar) 3 credits

Not offered in 2020–21. Open to grades 11 and 12. Prerequisite: One history course at mid level. Level: Upper.

The sea is the source of some of our most romantic and fantastical stories. Tales about swashbuckling pirates, noble sea captains, and daring ocean explorers capture our imaginations. By examining how America's native populations, settlers, and migrants have made their living (and sometimes met their watery ends) on the ocean blue, this course explores the rich history underlying these tales. During the first half of the course, we use a combination of primary source documents, objects, and literature to explore major topics in America's seafaring past from the 17th century through the present day. By midsemester, we are able to answer the following: What role did pirates play in the American Revolutionary War? Why was fishing for cod on a Grand Banks schooner deadlier than fighting in the American Civil War? What did a 19th-century whaleship smell like? Why does Greenpeace protect whales today? Will aquaculture save the world? During the second half of the course, students visit archives in nearby coastal communities to explore a maritime history topic of their choice for a major research project. Assessments focus on honing creative and formal writing, expanding research skills and tools, adventuring in archives and libraries, and crafting a significant piece of historical research.

+U.S.: Constitutional Law in United States History 3 credits

Not offered in 2020–21. Open to grades 11 and 12. Prerequisite: One history course at mid level. Level: Upper.

This course provides students with a broad background to the judicial power of the United States and an in-depth look at two landmark cases: *Dred Scott v. Sandford* and *Roe v. Wade*. We examine these cases in their historical context, considering the legal background of slavery and of birth control and abortion. Assessments may include a journal from the perspective of a delegate to the Constitutional Convention, essays analyzing the major cases, and, in lieu of a final exam, the research and presentation of a Supreme Court case of the student's choosing.

+U.S.: From McDonald's to Monsanto:

The Politics of American Food (Research Seminar)

3 credits

Not offered in 2020–21. Open to grades 11 and 12. Prerequisite: One history course at mid level. Level: Upper.

If, as the saying goes, "you are what you eat," what does it mean not to know what's in the food you eat or where it comes from? This course asks students to examine food in American supermarkets and restaurants, how that food was grown or created, and how it got to their table. Attention is paid to issues of race, gender, class, and region. Through journaling, students explore their relationship to food, examining their own political views on what they eat, how the people who grew or manufactured it should be treated, and the environmental impact of the food industry. We study how food production changed from family farms to the commodification of agriculture, the role of big business in the invention, manufacture, and advertising of modern foods, and the changing relationship between consumers and food producers. Students then identify a topic of their choice to research and write about, culminating in a substantial paper. Assessments may include a short essay, a journal, the research process, and final research paper.

+U.S.: History of Modern Engineering 3 credits

Not offered in 2020–21. Open to grades 11 and 12. Prerequisite: One history course at mid level. Level: Upper.

The accomplishments of late-19th- and 20th-century engineering are awe-inspiring, from the dizzying heights of modern skyscrapers to the electrification of giant swaths of Earth, to the creation of modern bioengineering. Bold leaps forward and disastrous collapses punctuate the story of how engineers have managed to make such an enormous impact on the daily lives of human beings. This course looks at the recent history of engineering, focusing on electrical, structural, and biomedical engineering. Assessments may include writing and producing a series of podcasts.

U.S.: Immigration and Nativism in the American Past and Present 3 credits

Not offered in 2020–21. Open to grade 10; grade 11 by permission of the department. Prerequisite: One history course at intro level. Level: Mid.

The 2016 presidential election and its aftermath have brought a great deal of attention to immigration and immigrants in American society. On one hand, there are policymakers enacting laws that perpetuate stereotypes, stoke fears about outsiders, and echo a nativist rhetoric that many people believed had disappeared from public discourse. On the other, there are voices—within the United States and abroad—that have sought to remind us that we are all ourselves immigrants or their descendants. This course seeks to provide historical context to current debates over immigration reform, integration, and citizenship. The conversations going on now about who is allowed into the country and what it means to be American are

HISTORY

centuries-old; indeed, anti-immigrant rhetoric and immigrant surveillance, detention, and exclusion or expulsion have been defining features of American politics and state and federal policy almost as long as there has been a "We, the People of the United States." What political, economic, and social changes enhance access to immigration and citizenship, and what historical phenomena precipitate its limitation? How have xenophobia, deportation policy, and border policing been debated in the past? Finally, how has immigration policy affected gender and family relations within immigrant groups, the immigrant experience, and U.S. foreign relations overall? These are just some of the questions we explore in this course. Assessments may include weekly reading responses, short papers, in-class writing exercises, and a longer final paper or exam.

+U.S.: Modern American Environmental History (Research Seminar) 3 credits

Not offered in 2020–21. Open to grades 11 and 12. Prerequisite: One history course at mid level. Level: Upper.

This research course examines the relationship between humans and nature in American life from the late 19th to the 21st centuries. We focus both on the role that humans have had in transforming the environment around them and on the role that the natural world has had in shaping American intellectual, political, social, and economic life. Topics in environmental history include ideas about the natural world and ecosystems, air, water, soil, pollution, resource conservation and preservation, and climate change, among others. Activities include readings, site visits, guest lectures, and films. The major assignment of the semester is the writing of an extensive research paper examining an aspect of the American experience with the natural world during this time period. Assessments may include exercises testing research skills, note-taking on the use of archival and other original sources, and drafts of the research paper.

+U.S.: Object Permanence: Concord and the American Nation 3 credits

Not offered in 2020–21. Open to grades 11 and 12. Prerequisite: One history course at mid level. Level: Upper.

Concord's history is deeply enmeshed with the history of British colonization of North America, the American Revolution, and the 19th-century social and intellectual movements that defined the nature of our Union and American life. We dive deeply into the collections of the Concord Museum to learn Concord's history through its objects. The Museum's collections are extensive and include items from Concord's earliest settlers, to weapons used during the Revolution, to artifacts from the Alcotts, Thoreau, and Emerson, to name a few. We work with the curator and other museum professionals to learn how to approach the study of history through the "stuff" of the past. And we try to be of service to the Museum and other students by developing lessons that can be used with other school groups in the Museum's new Object Study Center that is opening in fall 2018. Assessments may include short research projects, a collaborative visual essay, and lesson plans for object study.

+U.S.: Oral History, Memory, and the Narrated Past (Research Seminar) 3 credits

Not offered in 2020–21. Open to grades 11 and 12. Prerequisite: One history course at mid level. Level: Upper.

What is oral history, and why is it of use to historians? Is it a casual conversation—a pleasant little trip down memory lane—where one person reveals to another the "facts" of what happened in the past? Does every conversation with elders about their personal experiences with a particular time or place or event constitute oral history? This course explores the pedagogy and practice of this vitally important tool of the historian's trade. We examine theories of subjectivity and memory—how and why memories are constructed, forgotten, and constructed again. We study published oral histories from the WPA Slave Narratives through David Isay's StoryCorps project to understand how the practices of historians and documentary-makers have changed over time. And finally, we research a historically significant issue from the late-20th-century American narrative, which we use to contextualize a series of interviews with a Concord-area resident. Course assessments focus on expanding research skills and tools to craft a significant piece of historical research. The final, substantial report uses our newfound understanding of the theory and practice of oral history to elucidate the relationship between individuals and American history in the 21st century.

+U.S.: Protest Movements of the 1960s: Power to the People 3 credits

Not offered in 2020–21. Open to grades 11 and 12. Prerequisite: One history course at mid level. Level: Upper.

The 1960s were years of prosperity, upheaval, war, peace, reform, and reaction in the United States. The most prevalent imagery of the period—images of civil rights demonstrations and anti-Vietnam War protests, of "be-ins" and "sex, drugs, and rock 'n' roll," of yippies and hippies—provokes violently different reactions among Americans who still argue about this tumultuous decade and its controversial legacy. Were the 1960s a time of political activism, bold new government initiatives, high-minded idealism,

HISTORY

personal liberation, and grassroots movements for social justice? Or were the 1960s full of mindless self-indulgence, social permissiveness, big government, violent disorder, treasonable dissent, and mass immorality? What was the impact of the decade, and how did it continue to shape American life through the end of the 20th century? This course provides an opportunity to examine these and other questions, and to probe them for the roots of the American culture wars and political fault lines today. We consider politics, war, protests, riots, assassinations, sex, drugs, music, hippies, feminists, LGBTQ people, radicals, and conservatives by immersing ourselves in words, ideas, sounds, and images from the 1960s. Assessments may include weekly reading responses, papers, in-class writing exercises, and a final exam.

U.S.: Reform and Social Change in America, 1750–1900

3 credits

Not offered in 2020–21. Open to grade 10; grade 11 by permission of the department. Prerequisite: One history course at intro level. Level: Mid.

Americans sought to improve and, in some cases, to perfect their society throughout the 18th and 19th centuries. Many believed that their reforms would change the world. Why did Americans believe they could do this? Why did they feel that they had to? How did ordinary Americans participate in these movements? This course examines the history of reform in America from the Revolution to the late 19th century by looking at movements such as poor relief, temperance, abolitionism, utopian societies, workers' rights, and women's rights. We emphasize historical skills such as critical reading, primary source analysis, and research, as well as field trips to local museums, art galleries, and historic homes. Assessments may include papers, tests, and a final exam.

U.S.: The Civil War and Reconstruction

3 credits

Not offered in 2020–21. Open to grade 10; grade 11 by permission of the department. Prerequisite: One history course at intro level. Level: Mid.

The violence that recently erupted when Confederate monuments were removed suggests that in some ways the American Civil War is still being fought. How did 750,000 Americans lose their lives, and why does this era continue to be so misunderstood? Our study of the Civil War considers the perspectives of ordinary soldiers, both white and black, as well as extraordinary leaders such as Frederick Douglass and Abraham Lincoln. In addition, we examine the way the war transformed the lives of the Southern women that Confederate leaders were trying to protect. We end the course with an in-depth look at Reconstruction and the violent reaction that it elicited. Assessments may include a test, essays, and a research project.

+War in Twentieth-Century Europe

3 credits

Not offered in 2020–21. Open to grades 11 and 12. Prerequisite: One history course at mid level. Level: Upper.

From the muddy banks of the Battle of the Somme to the frigid Battle of Stalingrad to the Siege of Sarajevo, warfare convulsed Europe three times in the 20th century, killing millions. This course explores the way World War I, World War II, and the wars in Yugoslavia reshaped the political, social, and cultural landscape of Europe. We begin with an overview of the ideologies that shaped European politics: communism, liberalism, terrorism, militarism, and fascism, and their intersection with different forms of nationalism. Using different source material including a novel, memoir, and film, we discuss how witnesses struggled to survive machine guns, aerial bombings, and sniper fire. Along the way, we examine themes of trauma, "ethnic cleansing," and genocide, and we consider how gendered definitions of the state and citizenry were used to justify the killing. Assessments may include a test, essays, and, in lieu of a final exam, the research and design of a war memorial.

MATHEMATICS

The primary objective of the mathematics curriculum at Concord Academy is to help students develop the mathematical techniques and problem-solving skills that they will need for college work in mathematics and science, as well as for general numeracy. The courses emphasize a logical and intuitive development of the techniques in order to provide students with a thorough understanding of the underlying concepts. The department hopes that students will experience the creative aspects of mathematical thought as well as the power of mathematics to solve everyday problems. Graphing calculators are used in all courses; we strongly recommend the TI-83/84 series.

Requirements

All course prerequisites refer to Concord Academy courses or their equivalent at the student's previous school. A minimum grade of C– is strongly recommended in any course that is a prerequisite for another course; exceptions: (1) A minimum grade of D– is required in Geometry 1 and Geometry 2. (2) The accelerated and calculus courses have stricter prerequisites, as indicated in the individual course descriptions.

To graduate, all students must pass Geometry 2 and one course beyond Algebra 2, as well as the prerequisite courses. Note that for students not pursuing accelerated courses, the course beyond Algebra 2 is likely to be Statistics and Probability. Entering students who have already completed the equivalent of these courses at their previous school must pass one additional semester course (3 credits) of mathematics at Concord Academy.

For any students who wish to meet prerequisites or proficiency requirements by studying mathematics in summer school, independently, or with a tutor, the policy and expectations are stated in the General Description of Courses and Diploma Requirements section of the course catalog.

Choosing Appropriate Courses

Mathematics courses are semester courses; many may be taken in either the first semester or the second semester; some are offered in only one semester. Each semester, most students take one math course, some take more, and some take none. Students who want more options in their later years than taking one course per semester would permit are encouraged to speak to the department head to discuss possibilities.

New students should study the course descriptions carefully and request courses they think are suitable. Preliminary placement decisions, based on the placement test and questionnaire that entering students submit, are made in the spring and adjusted if necessary during the drop/add period in the first semester.

The sequence from Algebra 2 through Precalculus can be done in either four semesters (standard path) or three (accelerated). While both paths prepare students for AP-level calculus, the accelerated courses present the material at a faster pace and in more depth. They are appropriate for students who grasp new material quickly and enjoy challenges, as they provide minimal review of previously learned topics and emphasize solving more complex and nonroutine problems. Students in accelerated courses should also be prepared to devote more time to out-of-class work than might be required in courses in the standard path. It may be possible for students to start in one path and switch to the other. Changes from the accelerated path to standard path tend to be easier than changes in the other direction.

Many students in grades 11 and 12 take in the same semester not only a "traditional" math course (precalculus, statistics and probability, trigonometry, or a calculus course) but also Advanced Statistics or a social science elective (such as Environmental Economics, Advanced Economics, Experimental Statistics and Psychology, or Mathematics of Social Justice). Students with questions are encouraged to speak to the mathematics department head.

Course Offerings

All courses in the Mathematics Department have three class meetings per week unless otherwise indicated below. A plus sign (+) preceding the course title indicates advanced curriculum that equals or exceeds the rigor of the Advanced Placement program.

Algebra 1

MAT101 3 credits

SEM 1. Open to all grades. No prerequisite.

Algebra 1 is for students who have not taken algebra or whose algebra skills are limited and require review. New students who have had an introduction to algebra but lack good arithmetic skills should consider taking a prealgebra course in the summer before entering Concord Academy. After a brief prealgebra review, topics include the axioms of algebra, simplifying linear expressions, solving linear equations and word problems involving them, and graphing linear equations.

Intermediate Algebra

MAT102 3 credits

SEM 1 or SEM 2. Open to all grades. Prerequisite: Algebra 1, or permission of the department.

Intermediate Algebra is for students who have had exposure to all or most Algebra 1 topics but who have not mastered the fundamentals sufficiently to proceed to Algebra 2. It is also appropriate for students who have completed Geometry but need an algebra review before enrolling in Algebra 2. This course includes graphing and solving systems of linear equations and linear inequalities; simplifying radicals, including rationalizing the denominator; laws of positive, negative, and fractional exponents; ratios and proportions; adding, subtracting, multiplying, and factoring polynomials; solving quadratic equations with real roots by factoring; and reducing, multiplying, and dividing polynomial fractions.

Geometry 1

MAT201 3 credits

SEM 1 or SEM 2. Open to all grades. Prerequisite: Intermediate Algebra, or permission of the department.

The Geometry 1 course is for students who have completed all the topics in Intermediate Algebra and have not yet had a full year of axiomatic geometry. This first course in Euclidean geometry emphasizes logical, axiomatic development of ideas and includes proofs involving triangle congruence; the relationship between lines, planes, and angles; and properties of quadrilaterals. Algebra is used throughout the course.

Geometry 2

MAT202 3 credits

SEM 1 or SEM 2. Open to all grades. Prerequisite: Geometry 1, or permission of the department.

The Geometry 2 course is for students who have completed all the topics in Geometry 1. Like Geometry 1, this second course in Euclidean geometry emphasizes logical, axiomatic development of ideas. The topics are similarity, the Pythagorean theorem, right-triangle trigonometry, circles, regular polygons, elementary solid geometry, and a brief introduction to analytic geometry. Algebra is used throughout the course.

Algebra 2

MAT203 3 credits

SEM 1 or SEM 2. Open to all grades. Prerequisite: Geometry 2, or permission of the department.

This course extends the algebra of first-degree equations to function notation, domain, and range; absolute-value, composite, and inverse functions; and advanced graphing techniques. A brief introduction to linear regression is included. Work with quadratic functions includes graphing parabolas and solving projectile-motion and other word problems, the complex number system, and solving equations with real and imaginary roots using the quadratic formula. Operations on polynomial fractions include multiplication and division, addition and subtraction, simplifying complex fractions, and solving rational equations, including direct and inverse variation problems. The study of exponential and logarithmic functions completes the course.

Statistics and Probability

MAT301 3 credits

SEM 1 or SEM 2. Open to all grades. Prerequisite: Algebra 2, or permission of the department.

This course begins with probability topics that form the foundation of statistics, including combinatorics, empirical and theoretical probability, conditional probability, binomial probability, and expected value. An introduction to descriptive statistics follows, along with a unit on data analysis that includes least-squares regression lines.

Trigonometry

MAT302 3 credits

SEM 2. Open to all grades. Prerequisite: Statistics and Probability, or permission of the department.

The course presents trigonometric and circular functions: definitions, identities, theorems and formulas, equations, inverses, and graphs. Applications include analyzing real-world phenomena exhibiting periodic behavior; and solving triangles (e.g., in navigation and surveying) using the trigonometric functions, law of sines, and law of cosines. The course concludes with a unit on graphing in polar coordinates.

MATHEMATICS

Precalculus

MAT303 3 credits

SEM 1. Open to all grades. Prerequisite: Statistics and Probability, or permission of the department.

The course presents an advanced study of the major families of functions and their graphs, sequences and series, advanced polynomial theorems, and optimization problems. The concept of limit is introduced and applied to infinite geometric series and rational functions.

Accelerated Algebra 2

MAT204 3 credits

SEM 1. Open to all grades. Prerequisite: Geometry 2; A– or higher grade in an Algebra 1 year course at the previous school; and permission of the department. Returning students who have completed Intermediate Algebra and Geometry 1, in certain cases and only by invitation of the department, may request Accelerated Algebra 2 followed by Geometry 2.

This course extends the algebra of first-degree equations to function notation, domain, and range; absolute-value, composite, and inverse functions; and advanced graphing techniques. A brief introduction to linear regression is included. Work with quadratic functions includes graphing parabolas and solving projectile-motion and other word problems, the complex number system, and solving equations with real and imaginary roots using the quadratic formula. Operations on polynomial fractions include multiplication and division, addition and subtraction, simplifying complex fractions, and solving rational equations. The study of exponential and logarithmic functions and their applications completes the course. This course offers a more in-depth, rigorous analysis of topics than is presented in Algebra 2.

Accelerated Trigonometry

MAT304 3 credits

SEM 2. Open to all grades. Prerequisite: Accelerated Algebra 2 with B or higher grade, and B or higher grade in Accelerated Precalculus if taken previously; or permission of the department.

The course presents trigonometric and circular functions: definitions, identities, theorems and formulas, equations, inverses, and graphs. Applications include analyzing real-world phenomena exhibiting periodic behavior; and solving triangles (e.g., in navigation and surveying) using the trigonometric functions, law of sines, and law of cosines. A study of polar coordinates and graphing, the polar form of complex numbers, DeMoivre's theorem, and conic sections completes the course.

Accelerated Precalculus

MAT305 3 credits

SEM 1. Open to all grades. Prerequisite: Accelerated Trigonometry with B or higher grade, or permission of the department.

The course presents an advanced study of the major families of functions and their graphs, and sequences and series. The concept of limit is introduced and applied to infinite geometric series and rational functions. Additional topics include matrices, the binomial theorem, mathematical induction, combinatorics, probability, and descriptive statistics.

Calculus

MAT402 3 credits

SEM 1 or SEM 2. Open to grade 12; grades 9–11 by permission of the department. Prerequisite: Statistics and Probability, Trigonometry, and Precalculus; or Accelerated Trigonometry and Accelerated Precalculus; or permission of the department. Does not satisfy the prerequisite for Calculus: Part B or for Calculus: Part C.

This course surveys the fundamentals of differential and integral calculus. This calculus course is an appropriate choice for seniors who wish to study one semester of calculus before college, and for students in other grades who would like a semester preview of calculus before enrolling in Calculus: Part A.

+Calculus: Part A

MAT403 3 credits

SEM 1 or SEM 2. Open to all grades. Prerequisite: Statistics and Probability, Trigonometry, and Precalculus with B+ or higher grade; or Accelerated Trigonometry and Accelerated Precalculus with B or higher grade; or permission of the department.

This course in differential calculus includes limits and derivatives of elementary functions, with related rates, maximum/minimum, motion, and other applications, along with proofs and applications of the mean-value theorem and other major theorems.

+Calculus: Part B

MAT404 3 credits

SEM 1 or SEM 2. Open to all grades. Prerequisite: Calculus: Part A with B or higher grade; or permission of the department.

This course in integral calculus includes indefinite integration techniques, the fundamental theorem of calculus, applications of the definite integral such as area and volume, slope fields, and elementary differential equations. Students completing this course in the second semester typically take the Advanced Placement Calculus AB examination.

MATHEMATICS

+Calculus: Part C

MAT406 3 credits

SEM 2. Open to all grades. Prerequisite: Calculus: Part B with B or higher grade; or permission of the department.

Topics include further techniques and applications of differentiation and integration, infinite sequences and series, power series, the calculus of polar graphs, parametric equations, and motion vector functions. Students completing this course typically take the Advanced Placement Calculus BC examination.

+Advanced Topics in Mathematics: Dynamical Systems

MAT412 3 credits

SEM 1. Open to all grades. Prerequisite: Calculus: Part B with B+ or higher grade; or permission of the department.

Dynamical systems include iteration, chaos, and fractals. Topics include the dynamic behavior of functions, fractals and the algorithms for generating them, Julia sets, and the Mandelbrot set. Graph theory is a branch of mathematics involving pairwise connections between objects. Its numerous applications in computer science, physical science, and social sciences include network design, optimal matching, and models of social networks.

+Advanced Topics in Mathematics: Topology

MAT413 3 credits

SEM 2. Open to all grades. Prerequisite: Calculus: Part B with B+ or higher grade; or permission of the department.

Topology studies shapes and how their properties may or may not change when the shapes are deformed. This introductory course looks at point-set topology, connectedness, compactness, homotopy theory, applications, and higher dimensions. Students work collaboratively in exploring problems to practice constructing mathematical ideas and critiquing rigorous mathematical arguments.

+Environmental Economics

MAT411 3 credits

SEM 1. Open to all grades. Pre/corequisite: Statistics and Probability, Accelerated Precalculus, or permission of the department. May not be taken for credit if also taking or have taken Advanced Economics.

This course presents foundational economic concepts and analytical frameworks through environmental applications. After introducing the basics of markets, supply, and demand, we study market failures such as public good and externalities through examples such as environmental regulation and cap-and-trade.

+Experimental Statistics and Psychology: A Study of Rationality

MAT409 3 credits

SEM 1. Open to grades 11 and 12. Prerequisite: Statistics and Probability, or Accelerated Precalculus; and permission of the department if requesting both this course and Advanced Statistics in the same year.

This course introduces students to topics in inferential statistics through the study of how people make decisions and whether the decisions are rational. We design experiments, implement them, and use hypothesis tests to draw conclusions from the data. A primary resource is *Thinking Fast and Slow* by Daniel Kahneman, winner of the Nobel Memorial Prize in Economic Sciences. The class also reads various academic articles describing current research in the field.

+Advanced Statistics

MAT401 3 credits

SEM 2. Open to all grades. Prerequisite: Statistics and Probability, Accelerated Precalculus, or permission of the department.

Advanced Statistics expands on the formal study of statistics begun in earlier courses, and reveals the power and versatility of the discipline. Students are introduced to the practical aspects of planning a study, collecting data, analyzing data, and drawing sound conclusions. Analytical techniques include confidence intervals, hypothesis testing, analysis of variance, and regression analysis. These techniques are presented around a common theme of sampling from normal, t , F , and chi-square distributions.

+Mathematical Modeling in Everyday Life

MAT414 3 credits

SEM 2. Open to grades 11 and 12. Prerequisite: Statistics and Probability, Accelerated Precalculus, or permission of the department.

Math Models in Everyday Life provides the structure to develop your skills in mathematical modeling, prove that your model is working as intended, develop ways to debug a model, and integrate modeling into your mathematical explorations. We explore math models by first using prebuilt ones, then modifying them, and finally creating models from scratch. The first models in the course introduce three programming platforms: Google Sheets, Desmos, and Northwestern's NetLogo. You may use any of these during the two independent projects of the semester, with the goal that your work will be used in the CA math community.

Mathematics Departmental Study

MAT991 1 to 3 credits

SEM 1 or SEM 2. Open to returning students in grades 11 and 12. Prerequisite: Departmental study application form and proposal submitted to and approved by the department head before the course request deadline. May be taken each semester.

(See General Description of Courses and Diploma Requirements.)

Every year the Mathematics Department develops or updates advanced electives. In addition to courses that run every year, we are likely to offer the following electives in the next one to two years, on a rotating basis.

+Advanced Topics in Mathematics: Abstract Algebra

3 credits

Not offered in 2020–21. Open to all grades. Prerequisite: Calculus: Part B with B+ or higher grade, or permission of the department.

Abstract algebra is one of the foundational topics for higher mathematics. It generalizes the structures of basic mathematics and examines their properties in abstract form. This facilitates the study of higher mathematics, where these same structures come up repeatedly. The course begins with a development of linear algebra, including the topics of matrices, linear transformations, determinants, eigenvectors, and vector spaces. It then moves on to a survey of the topics of abstract algebra, including group theory, isomorphisms, homomorphisms, quotient groups, rings, and fields. Along the way, the course explores applications to number theory, symmetry, and the Rubik's Cube, and makes surprising connections among them. This course develops the theory in a rigorous, proof-based manner, thereby teaching skills that students planning to pursue advanced mathematics will find immensely valuable.

+Advanced Topics in Mathematics: Calculus-Based Statistics

3 credits

Not offered in 2020–21. Open to all grades. Prerequisite: Calculus: Part B with B+ or higher grade, or permission of the department.

Calculus-Based Statistics is similar to Advanced Statistics in that it introduces the notions of sampling distributions, confidence intervals, and hypothesis testing, which serve as the primary tools for data analysis in many disciplines. But, unlike Advanced Statistics, this course takes a theoretical approach. To help students gain an understanding of why these techniques work as they do, this course presents a rigorous mathematical development of the ideas, making frequent use of integral calculus. A brief introduction to multiple integration is included. The course begins with an exploration of the powerful concept of random variables, both discrete and continuous, followed by an examination of advanced probability distributions, such as the gamma family, the bivariate normal, and the t and F distributions. Other topics include linear regression, analysis of variance, nonparametric methods, and Bayesian statistics.

+Advanced Topics in Mathematics: Number Theory

3 credits

Not offered in 2020–21. Open to all grades. Prerequisite: Calculus: Part B with B+ or higher grade, or permission of the department.

This course includes a thorough study of the integers, including primality testing, modular arithmetic, the RSA encryption algorithm, Fermat's little theorem, Euler's phi function, and other number-theoretic functions, leading up to the law of quadratic reciprocity and an introduction to elliptic curves.

+Advanced Topics in Mathematics: Set Theory

3 credits

Not offered in 2020–21. Open to all grades. Prerequisite: Calculus: Part B with B+ or higher grade, or permission of the department.

This course is designed to enable students to develop the ability to understand, communicate, and formulate advanced mathematical results. Topics include set theory, logic, cardinality, relations, functions, and the underlying axioms of mathematics. While exploring these topics, students gain access to a variety of mathematical tools and techniques that will serve them well in advanced mathematics courses in college and beyond.

+Advanced Topics in Mathematics: Vector and Multivariable Calculus

3 credits

Not offered in 2020–21. Open to all grades. Prerequisite: Calculus: Part B with B+ or higher grade, or permission of the department.

This is a standard introductory college-level course including topics such as vector calculus, partial derivatives, multiple integration, and differential equations.

MATHEMATICS

+Advanced Economics

3 credits

Not offered in 2020–21. Open to all grades. Pre/corequisite: Statistics and Probability, Accelerated Precalculus, or permission of the department. May not be taken for credit if also taking or have taken Environmental Economics.

This course presents a broad introduction to the field of economics. Topics include scarcity and opportunity cost, the role of markets, the laws of supply and demand, and the role of government in the economy. The course acquaints students with key economics concepts that allow them to discuss knowledgeably important current topics such as the benefits and costs of international trade and price controls such as minimum wage, the significance of the government debt, and the stock and bond markets. The course supplements the textbook with numerous sources on current events. No prior knowledge of economics is required. Students demonstrate their understanding through papers, case studies, problem sets, quizzes, and tests.

+Mathematics of Social Justice

3 credits

Not offered in 2020–21. Open to grades 11 and 12; grade 10 by permission of the department. Prerequisite: Statistics and Probability, or Accelerated Precalculus.

This course, combining sociology with math, explores social justice themes using various mathematical techniques. The readings include numerous articles and parts of books focusing on examining and quantifying inequality. Among the topics included are income inequality, affirmative action, and social mobility.

MODERN AND CLASSICAL LANGUAGES

The Modern and Classical Languages Department offers French, German, Latin, Mandarin Chinese, and Spanish, with a sequence of at least four levels in each language. All modern language courses are conducted primarily in the target language at all levels. Each is designed to help students improve their ability to communicate in three different modes: interpersonal, interpretive, and presentational. As students progress through the levels, they become more proficient speakers, listeners, readers, and writers of the target language. Latin, a classical language, focuses more on reading and rhetoric. All languages introduce students to the cultures of the target language. Advanced courses are available in all five languages, and students who enroll in these courses may elect to take the Advanced Placement examinations offered by the College Board. Students should consult with their instructors to determine the AP exam for which they should register.

Requirements

Students must successfully complete at least the third level of one language at Concord Academy before graduation. Entering students who qualify for a level higher than the third must complete two semesters (6 credits) in the sequence in that language, or fulfill the three-level requirement in another language at Concord Academy. In the first three levels, a second-semester grade of C- or higher and a year grade of C- or higher are strongly recommended to proceed from one level to the next. Students with a C- grade are encouraged to do summer work in preparation for the next level.

For any students who wish to meet prerequisites or proficiency requirements by studying a modern or classical language in summer school, independently, or with a tutor, the policy and expectations are stated in the General Description of Courses and Diploma Requirements section of the course catalog.

Choosing Appropriate Courses

Students are encouraged to select the language that most interests them. Choice of language should be a personal commitment and not necessarily be dictated by the language begun or offered at one's previous school. The modern and classical languages placement test and questionnaire give entering students and the department an idea of which level is most appropriate; both are due with other course request materials. Preliminary placement decisions, based on the placement test and questionnaire, are made in the spring and adjusted if necessary during the drop/add period in the first semester. Studying two languages is possible but requires careful planning. Students interested in taking two languages may view the document "Studying Two Languages at Concord Academy" on CA's course request page.

Study Abroad

Several school-year and semester programs are available for students who wish to study abroad. The program most frequently used is the School Year Abroad program, through which students can spend a year in Rennes, France; Zaragoza, Spain; Beijing, China; or Viterbo, Italy (Latin). School Year Abroad offers intensive experience in the language and culture of another country without interrupting progress toward graduation and college. Mathematics and English courses are the only classes taught in English. Living arrangements are with families. To spend a year in Germany, students may apply for the Congress-Bundestag program.

Opportunities to study abroad during the spring and summer vacations also exist for different languages. Spanish students have traveled to Nicaragua, Honduras, and the Dominican Republic on service trips. CA has participated in school exchange programs with Spain and France, in which students traveled to the host country to stay with local families and attend classes with their host students. CA students also host students from the visiting countries during the school year to complete the exchange. Latin students have visited Italy, exploring the culture of ancient Rome. Mandarin students travel in alternate years on a ten-day cultural exploration or language immersion trip to China. German students visit Germany in alternate years as well, participating in a homestay and study program; they can apply for full funding for this trip through the German Summer Study Fund. All students are encouraged to speak to their language instructors to find out what opportunities are available for the upcoming vacations.

MODERN AND CLASSICAL LANGUAGES

Course Offerings

All courses in the Modern and Classical Languages Department have three class meetings per week unless otherwise indicated below. A plus sign (+) preceding the course title indicates advanced curriculum that equals or exceeds the rigor of the Advanced Placement program.

French 1

FRE101 6 credits

YEAR. Open to grades 9, 10, and 11; grade 12 by permission of the department. No prerequisite.

This course is an introduction to the French language and welcomes students with no previous experience in French as well as those with some experience but limited practice in communication. Students begin to develop interpersonal proficiency in the novice range by conversing with others on very familiar topics, using words and phrases they have rehearsed and memorized. Students become able to present spoken information about themselves and others, using simple phrases and expressions, as well as write forms (lists, schedules), messages, and short descriptions related to everyday life. By listening to spoken and recorded passages and dialogues, watching short videos, and reading simple texts, students begin to develop interpretive skills such as awareness of context and selecting meaningful information. Topics include those that are generally familiar to students, such as greeting each other; sharing information about themselves, their families, and where they are from; routines and activities during school and during vacations; and describing places, clothes, and, of course, la cuisine!

French 2

FRE201 6 credits

YEAR. Open to all grades. Prerequisite: French 1 or equivalent.

This course takes students who are already performing in the novice range and helps them develop proficiency closer to the intermediate range. French 2 students are already able to understand, present, and exchange information about familiar topics using phrases and simple sentences, and can usually handle short social interactions by asking and answering questions. Second-level students learn to present information using connected sentences and to write briefly about learned topics. Topics may include travel, unfamiliar places, physical and emotional states, childhood and changing life stages, the environment, current events, and opinions about the arts. Generally, we study one complete film and other works of fiction. By the end of the course, students should be able to understand the main ideas of simple short stories and journalistic texts, as well as reports or conversations that they overhear.

French 3

FRE301 6 credits

YEAR. Open to all grades. Prerequisite: French 2 or equivalent.

At the third level, students continue to strengthen the three modes of communication at an intermediate level of proficiency. Greater sophistication in oral discussion and written expression is expected. In addition to discussing their daily lives, students approach questions such as immigration and social justice through readings that may include poetry, short stories, songs, and news items. Short films and other forms such as podcasts and music videos may also be included. In the second semester we examine at least one full-length authentic work, such as a novel, play, or screenplay. Written works might include *Au revoir, les enfants* (screenplay); *Le petit prince*; *Le Horla*; *Huis Clos* (play); *Kiffe, kiffe, demain*; or others of similar length and difficulty. These works, as well as full-length films, challenge students to develop their proficiency in all areas as well as examine critical periods of modern French and Francophone history and culture.

+Advanced French: Cinema

FRE408 3 credits

SEM 1. Open to grades 10, 11, and 12; grade 9 by permission of the department. Prerequisite: French 3 or equivalent, or permission of the department.

This course uses cinema to introduce students to a range of topics related to French-speaking cultures. The focus is on improving listening comprehension and interpersonal communication; we achieve this through group conversations and discussions, as well as interpreting specific scenes and summarizing heard dialogues. Topics in the films may include, but are not limited to, family and personal drama, history and cultures, school life, immigration, and social justice. Students who are particularly interested in film as an art form have the opportunity to explore the history of French cinema and its vocabulary, but no previous knowledge of film as art is required. Students are expected to write analytically as well as creatively. This course can help students maintain proficiency after taking another advanced course or provide more practice for students before taking another advanced course, or simply serve as their capstone French course at CA.

+Advanced French: Early French Culture and Civilization **FRE411** **3 credits**

SEM 1. Open to grades 10, 11, and 12; grade 9 by permission of the department. Prerequisite: French 3 or equivalent, or permission of the department.

This course introduces students to the major events and themes in French history from the Roman invasion of Gaul to the end of the 16th century. Students gain a rich appreciation of this time period through frequent exposure to websites; films, such as *Astérix*, an animated film based on the comic book of the same name, and *La Reine Margot*, a lavishly mounted adaptation of Alexandre Dumas' historical novel inspired by some of France's darkest moments; music (France Gall, Breton rap); literature, including excerpts from *La Chanson de Roland* and *La Farce de maître Pathelin*, a 15th-century anonymous medieval farce that was extraordinarily popular in its day; poetry of François Villon and Pierre de Ronsard; and essays by Michel de Montaigne ("On Colonialism" and "On Friendship"). Last but not least, the course introduces students to the richness and variety of French cuisine, with time set aside each week to sample and research the marvels of French gastronomy.

+Advanced French: Humor in French Literature **FRE420** **3 credits**

SEM 2. Open to grades 10, 11, and 12; grade 9 by permission of the department. Prerequisite: French 3 or equivalent, or permission of the department.

This course examines the many aspects of humor: irony, farce, satire, and dark humor, as represented in French literature. We ask questions such as these: What provokes laughter? How is humor in the texts we read recognizably French? With whom must the reader or spectator be complicit in order to enter into the joke? Texts may span several centuries and may include one of Molière's comedies, excerpts from Voltaire's *Candide*, and examples of 20th-century theater of the absurd. We may also discuss sketches by French comedians, comics, stand-up, and political cartoonists. Students are expected to write analytically as well as creatively, to participate actively in class discussions, and to present exposés and dramatic skits, thereby continuing to develop all areas of proficiency as well as furthering their understanding of French and Francophone culture.

+Advanced French: Modern French Culture and Civilization **FRE412** **3 credits**

SEM 2. Open to grades 10, 11, and 12; grade 9 by permission of the department. Prerequisite: French 3 or equivalent, or permission of the department.

This course introduces students to the major events and themes in French history from the 17th to the 21st centuries. Students gain a rich appreciation of this time period through frequent exposure to websites; films, such as *La Révolution française*, which tells the story from the calling of the Estates-General to the death of Maximilien de Robespierre; literature, such as letters by Madame de Sévigné, excerpts from Molière's play *L'Ecole des femmes*, and Voltaire's *Candide ou l'optimisme*, and poetry by many of the great poets, including Victor Hugo, Alphonse de Lamartine, and Jacques Prévert; pop and classical music, such as songs by Françoise Hardy, and Bizet's opera *Carmen*. Last but not least, the course introduces students to the richness and variety of French cuisine, with time set aside each week to sample and research the marvels of French gastronomy.

+Advanced French: Voices of Africa and Its Diaspora **FRE414** **3 credits**

SEM 2. Open to grades 10, 11, and 12; grade 9 by permission of the department. Prerequisite: French 3 or equivalent, or permission of the department.

This social justice course is an introduction to contemporary Africa, a lost paradise, full of opportunities as well as challenges, through the lens of sub-Saharan francophone writers, film producers, and musicians. Students hear the voice of the black literature movement of the 1930s, La Négritude, founded by Léopold Sédar Senghor, Aimé Césaire, and Léon Damas. They also hear the feminine voice in pursuit of gender equality in a male-dominated society, voices that broke the silence, violated taboos, and exposed their daily life struggle through their writing. In addition to literature, the course explores African music and film. Students practice their oral skills through class discussions, debates, and presentations, and develop their writing skills through short essays. For a final project, students may choose a theme from options such as family values, polygamy, emigration, religion, education, and social justice in a specific sub-Saharan francophone country.

+Advanced French: Classicism in the 17th Century:

La Fontaine, La Bruyère, and the Sun King

3 credits

Not offered in 2020–21. Open to grades 10, 11, and 12; grade 9 by permission of the department. Prerequisite: French 3 or equivalent, or permission of the department.

Reflecting on the connection between history and literature, this course focuses on two French moralists, Jean de La Fontaine and Jean de La Bruyère, under the reign of King Louis XIV. The latter, an absolute monarch, became king of France at the age of 4 and ruled for 72 years. La Fontaine and La Bruyère used, respectively, fables and satire not only to entertain the people but also to educate them on their intellectual, political, and socioeconomic preoccupations. What were those preoccupations? In this course, students explore the history of France under the Sun King through films, music, art, and literature. They develop their reading comprehension and critical thinking skills through analysis of literary and historical texts. Finally, they gain a better understanding of French versification, and all of this culminates in the improvement of interpretive, interpersonal, and presentational skills. If you like jokes and laughter, join us as our two moralists and the Sun King entertain us throughout this course.

**+Advanced French: Famous French Women
from the 1750s to the Present**

3 credits

Not offered in 2020–21. Open to grades 10, 11, and 12; grade 9 by permission of the department. Prerequisite: French 3 or equivalent, or permission of the department.

This course highlights the lives, times, accomplishments, and legacy of some of the most famous women in France in the last three centuries. Whether painter, sculptress, fashion designer, poet, political activist, novelist, actress, president of the European Parliament, First Lady, scientist, or chef, these women all left an indelible imprint in history. The course proceeds primarily through readings, video clips, research, class discussions, film, and student PowerPoint presentations. The course does not include a systematic review of French grammar; nevertheless, students, through their reading, writing, and in-class speaking, play an active role in their learning process and consequently consolidate and deepen their grammatical competence.

+Advanced French: "Othering" in French Literature

3 credits

Not offered in 2020–21. Open to grades 10, 11, and 12; grade 9 by permission of the department. Prerequisite: French 3 or equivalent, or permission of the department.

This course examines "difference" —of gender, ability, nationality, and class— as portrayed in literature both by women and about women, in works ranging over several centuries. We begin by examining the figure of Carmen as the quintessential "other" —female, criminal, and gypsy—in Mérimée's novella as well as scenes from *Carmen* in Bizet's famous opera. We also read more recent fiction by Maupassant, Camus, and Duras, and some political and philosophical manifestos. Students are expected to read intensively and participate actively in discussions, as well as write analytically and creatively, and present exposés.

+Advanced French: Plays and Playacting

3 credits

Not offered in 2020–21. Open to grades 10, 11, and 12; grade 9 by permission of the department. Prerequisite: French 3 or equivalent, or permission of the department.

In this course we read, discuss, and write about two full dramatic texts as well as excerpts ranging from the Renaissance to the 21st century. Reading plays provides an excellent introduction to the highlights of French literature as well as the history and culture of the appropriately named "language of Molière." Readings may include, but are not limited to, classic dramatists such as Molière and Beaumarchais, as well as 20th-century and more contemporary authors such as Eugène Ionesco and Yazmina Reza. In addition, students regularly act out dialogues, thereby improving oral fluency as well as enhancing their understanding of different registers of spoken language, both casual and formal. We practice narrating the events presented in the plays, and we create original dialogues based on narrated situations, in order to continue refining the syntactical and stylistic distinctions between dialogue and prose, as well as between oral improvisation and written language.

+Advanced French: Short Stories and Fairy Tales

from the 18th to the 20th Century

3 credits

Not offered in 2020–21. Open to grades 10, 11, and 12; grade 9 by permission of the department. Prerequisite: French 3 or equivalent, or permission of the department.

This course, designed around class readings and group discussions, examines French short stories and fairy tales from the 18th to the 20th century. Authors may include Jeanne-Marie Leprince de Beaumont, Charles Perrault, Guy de Maupassant, Colette, André Gide, Françoise Sagan, and Andrée Chédeville. Students

MODERN AND CLASSICAL LANGUAGES

analyze each story in terms of themes, meaning, point of view, and other conventions of the short story based on a list of study questions and activities. During the semester, the students view two films, *La Belle et la Bête* by Jean Cocteau, based on the fairy tale by Jeanne-Marie Leprince de Beaumont; and *Le Horla*, based on the horror story by Guy de Maupassant.

+Advanced French: The Creative Process

3 credits

Not offered in 2020–21. Open to grades 10, 11, and 12; grade 9 by permission of the department. Prerequisite: French 3 or equivalent, or permission of the department.

In this course we examine short works, such as poems, brief articles, videos, graphic novels, and short stories, as models and inspirations for our own creative work in French. Students are expected to write regularly and creatively and be willing to share their work as well as to respond to the work of others in the class. They also participate actively in class discussions about the readings and other art forms, and present exposés and dramatic enactments, thereby continuing to develop proficiency in interpretive, interpersonal, and presentational skills.

French Departmental Study

FRE991

1 to 3 credits

SEM 1 or SEM 2. Open to returning students in grades 11 and 12. Prerequisite: Departmental study application form and proposal submitted to and approved by the department head before the course request deadline. May be taken each semester.

(See General Description of Courses and Diploma Requirements.)

German 1

GER101

6 credits

YEAR. Open to grades 9, 10, and 11; grade 12 by permission of the department. No prerequisite.

This course is an introduction to German, the primary language of Central Europe. Students enter with little to no knowledge of German and begin to perform in the novice range in the three modes of communication (interpersonal, interpretive, and presentational). By the end of the year, students at this level are able to express themselves in both conversations and written exchanges on a variety of familiar topics using memorized words, phrases, simple sentences, and questions. They are also able to read and formulate simple texts and dialogues related to the course topics. Typical topics include greetings; family, friends, and self; food; and school and daily routines.

German 2

GER201

6 credits

YEAR. Open to all grades. Prerequisite: German 1 or equivalent.

In this course, students expand their knowledge of German culture and complete their study of basic grammar. Entering at the novice range, students develop the skills to perform at the intermediate range during the year. These skills include the ability to handle social interactions, to gain the main idea and supporting details of short stories and other simple texts, and to present information in both written and spoken contexts using simple and connected sentences. Typical topics include fitness and health, travel, and student life. In the second semester, students view a feature film and read a graphic novel.

German 3

GER301

6 credits

YEAR. Open to all grades. Prerequisite: German 2 or equivalent.

This course takes a genre-focused approach to the intermediate study of the German language. In the first semester, students study four types of writing and speaking—the podcast, the short film, the newspaper article, and the short story—and then use these short forms as models for creating their own spoken and written messages in German. In the second semester, students study longer forms: a play, a film and associated screenplay, and a novel. Writing assignments prompt students to interpret and analyze these cultural products in German. At the same time, students continue to improve their spoken proficiency in the language through in-class activities that ask them to create and improvise with the language. Vocabulary and grammar continue to be explicitly taught in this course and are contextualized within course themes.

+Advanced German: The Weimar Republic: Culture and Politics

GER410

3 credits

SEM 1. Open to grades 10, 11, and 12; grade 9 by permission of the department. Prerequisite: German 3 or equivalent, or permission of the department.

The watershed year 1918 witnessed the dissolution of the German Empire in the final days of World War I and the establishment of Germany's first democracy, the Weimar Republic. For the next 15 years, Germany

experienced increasingly turbulent political and economic times while simultaneously producing some of the richest cultural output the country had ever seen. This course examines these cultural offerings of the Weimar Republic. We take a close look at the music, art, literature, and architecture of the period, from the world-renowned Berlin cabaret scene to the antiwar paintings of Käthe Kollwitz and Otto Dix, to Walter Gropius' heralded Bauhaus movement in architecture. Our task is to describe and appreciate these cultural artifacts, as well as to analyze what made them so modern for their times—and to hone our descriptive and interpretive skills in German in the process. We also study the abrupt end of this cultural moment occasioned by Hitler's ascension to power in 1933 and investigate the lasting influence of Weimar culture on modern art and in our very own backyard: the course includes a field trip to the historic Gropius house in Lincoln, Mass., built by Walter Gropius after he fled Nazi Germany and came to teach architecture at Harvard's Graduate School of Design.

+Advanced German: Contemporary German Film and Television **GER411** **3 credits**
SEM 2. Open to grades 10, 11, and 12; grade 9 by permission of the department. Prerequisite: German 3 or equivalent, or permission of the department.

This course offers students an introduction to some of the best German films produced in the last decade. The emphasis is undeniably on the present moment as we explore what contemporary German filmmakers have to say about current pressing topics such as rising xenophobia in Germany, but we also investigate the country's cinematic obsession with its historical past as reflected in recent films on World War II and the Cold War. Alongside classroom viewings of films, students explore the world of German television at home, choosing one of the many hit series currently available on Netflix or Hulu to watch for homework. Through viewing and then discussing these films and television series, students strengthen their listening and speaking proficiency in German. Films may include *Wir sind jung. Wir sind stark.*; *Kaddisch für einen Freund*; *Werk ohne Autor*; and *Das schweigende Klassenzimmer*. Television series may include *Babylon Berlin*, *Deutschland 83*, and *Dark*.

+Advanced German: Germany Live! **3 credits**
Not offered in 2020–21. Open to grades 10, 11, and 12; grade 9 by permission of the department. Prerequisite: German 3 or equivalent, or permission of the department.

One of the main goals of foreign language education is to eventually get out of the classroom and into the "real world"—to experience the culture of a country firsthand, to learn about its history from eyewitnesses, and to form lasting relationships with native speakers. Well, we can't relocate to Germany for the semester, but we can bring Germans into our classroom! Interviews, conducted both virtually and in person, constitute the core of this course. We invite a number of Germans to reflect upon a wide range of topics important to understanding the German experience past and present. In the first half of the semester, we focus on contemporary topics, such as the German political and school system, environmental innovation, sports, multiculturalism, and German-American cultural differences. In the second half, we delve into the history of the German 20th century. Firsthand accounts of growing up with the legacy of national socialism, life in the former East Germany, and the experience of German reunification help us understand the key events of the German 20th century in a more intimate and personal way. The work of the course includes conducting interviews in German, transcribing and analyzing our interviews, developing a website to serve as a repository for these taped and filmed conversations, and writing a research paper based on the oral history interviews conducted in the last half of the semester.

+Advanced German: Literature and History, 1918–1945 **3 credits**
Not offered in 2020–21. Open to grades 10, 11, and 12; grade 9 by permission of the department. Prerequisite: German 3 or equivalent, or permission of the department.

This course offers an introduction to the literature and history of the German 20th century. We read literary texts, watch films, and examine historical documents that offer perspectives on critical moments in modern German history. We focus on the rise of national socialism, the Second World War, and the Holocaust. Students are encouraged to take both Advanced German literature and history courses in order to gain an optimal introduction to the German 20th century.

+Advanced German: Literature and History, 1945 and Beyond **3 credits**
Not offered in 2020–21. Open to grades 10, 11, and 12; grade 9 by permission of the department. Prerequisite: German 3 or equivalent, or permission of the department.

This course offers an introduction to the literature and history of the German 20th century. We read literary texts, watch films, and examine historical documents that offer perspectives on critical moments in

modern German history. We study the aftermath of the rise of national socialism, the Second World War, and the Holocaust in German culture, in particular the crisis of the immediate postwar years and then the process undertaken in German society to come to terms with the past (*Vergangenheitsbewältigung*). Students are encouraged to take both Advanced German literature and history courses in order to gain an optimal introduction to the German 20th century.

+Advanced German: Sons and Daughters in German Literature

3 credits

Not offered in 2020–21. Open to grades 10, 11, and 12; grade 9 by permission of the department. Prerequisite: German 3 or equivalent, or permission of the department.

Gregor Samsa. Dora. Fräulein Else. Georg Bendemann. These are the names of some of the iconic sons and daughters of German literature whom we encounter in this course. Children have always disobeyed their parents, and German literature is chock-full of daughters who run away with their suitors and sons who besmirch their family name. At the turn of the 20th century, however, in cultural centers such as Berlin, Vienna, and Prague, the generational conflict became more acute. Sons and daughters rebelled against the sexually repressive culture of the 19th century and the hypocritical morality imposed by the parent generation. We read a number of texts in which these themes come to the fore. We meet "hysterical" daughters and cowed sons, and read some of the greatest authors of modern German literature, including Arthur Schnitzler, Sigmund Freud, and the most tortured son of all, Franz Kafka. Get ready to get angry!

German Departmental Study

GER991

1 to 3 credits

SEM 1 or SEM 2. Open to returning students in grades 11 and 12. Prerequisite: Departmental study application form and proposal submitted to and approved by the department head before the course request deadline. May be taken each semester.

(See General Description of Courses and Diploma Requirements.)

Latin 1

LAT101

6 credits

YEAR. Open to grades 9, 10, and 11; grade 12 by permission of the department. No prerequisite.

Latin 1 introduces students to reading Classical Latin through graded prose readings. The core text is Shelmerdine's *Introduction to Latin (Second Edition)*, supplemented with Ritchie's *Fabulae Faciles* and other primary sources such as graffiti and epigraphy. During the introductory learning sequence, particular attention is given to vocabulary acquisition, Latin grammar, comparative English grammar, and grammatical terminology. Foundational topics in Roman history, mythology, and daily life are presented through the text and additional readings.

Latin 2

LAT201

6 credits

YEAR. Open to all grades. Prerequisite: Latin 1 or equivalent.

Building on beginning Latin skills, Latin 2 gives students the opportunity to strengthen reading ability, expand vocabulary, and analyze more complex Latin constructions. The core text is Shelmerdine's *Introduction to Latin (Second Edition)*, supplemented with Richie's *Fabulae Ab Urbe Condita* and other readings to develop sight fluency. Vocabulary expansion, dependent clause syntax, and sight recognition are important linguistic goals for this course. Cultural topics in Roman history, politics, and religion are presented through the texts and additional readings in English.

Latin 3

LAT301

6 credits

YEAR. Open to all grades. Prerequisite: Latin 2 or equivalent.

In the first semester of Latin 3, students complete their study of intermediate Latin grammar and begin to translate unadapted Latin texts from a selection of Roman authors in several literary genres, giving students translation experience with both poetry and prose. In the second semester, students read required portions of Caesar's *de bello Gallico* from the list for the Advanced Placement Latin examination and study the historical scope and repercussions of this war. Students in the course hone their grammar, translating, and analytical skills through expanded opportunities for original reading, interpretation, and textual analysis.

+Advanced Latin Literature: Cicero

LAT405

3 credits

SEM 1. Open to grades 10, 11, and 12. Prerequisite: Latin 3 or permission of the department.

This course focuses on the translation and interpretation of selections from Cicero's *Pro Archia Poeta Oratio*, a speech delivered by Cicero upon completing his consulship in 62 BCE in the defense of the Greek poet Archias' status as a legal Roman citizen. In his speech, Cicero also seizes the opportunity to defend the

MODERN AND CLASSICAL LANGUAGES

value of Archias' contribution to Roman society and, moreover, the liberal arts. The *Pro Archia* allows students to gain familiarity with Cicero's stylistic devices and relevant grammatical constructions; learn the distinctive qualities of Roman oratory; and explore the ideas of ethnicity, immigration, and identity in the ancient context. Through discussion, students come to understand the role ancient Rome played in shaping modern notions about liberal education, social customs, legal proceedings, and citizenship.

+Advanced Classical Languages: Ancient Greek

CLA401 3 credits

SEM 2. Open to grades 10, 11, and 12. Prerequisite: Latin 3 or equivalent, or permission of the department.

Students in this course learn foundational grammar and vocabulary of Ancient Greek using Shelmerdine's *Introduction to Greek*, which focuses on the Attic dialect and allows for the gradual introduction of adapted followed by authentic Ancient Greek texts. Through these words of ancient historians, poets, philosophers, and others, the ancient Greek world comes to life for students. Additional readings in Greek culture, politics, and history further the understanding of these important primary sources and their social contexts. This seminar is appropriate for students who have advanced reading knowledge of Latin and interest in ancient Greek literature.

+Advanced Latin: Sallust

3 credits

Not offered in 2020–21. Open to grades 10, 11, and 12. Prerequisite: Latin 3 or equivalent, or permission of the department.

This course aims to increase students' proficiency at prose translation and introduce students to the political turbulence that pervaded the Late Republic by reading Sallust's *Bellum Catilinae*. Students become familiar with the distinctive style of Sallust, grammatical complexities within his text, and the historical background during the time of its authorship. Students read selections in translation from Cicero's interpretation of the Catilinarian conspiracy and have the opportunity to critique and compare these two divergent documentations of one of the most chaotic periods of Roman history.

+Advanced Latin: Vergil

3 credits

Not offered in 2020–21. Open to grades 10, 11, and 12. Prerequisite: Latin 3 or equivalent, or permission of the department.

The core of this course is the translation, reading, and analysis of the required portions of Vergil's *Aeneid* from the Advanced Placement syllabus. Vergil's stylistic devices, overarching themes, and related topics in literary criticism and Augustan-era literature form the center of this semester's critical and linguistic work. Students read other selections from the *Aeneid* in translation. At the conclusion of this course, students have the literary skills and preparation necessary to take the Advanced Placement Latin examination.

Latin Departmental Study

LAT991 1 to 3 credits

SEM 1 or SEM 2. Open to returning students in grades 11 and 12. Prerequisite: Departmental study application form and proposal submitted to and approved by the department head before the course request deadline. May be taken each semester.

(See General Description of Courses and Diploma Requirements.)

Mandarin 1

MAN101 6 credits

YEAR. Open to grades 9 and 10; grades 11 and 12 by permission of the department. No prerequisite.

This course is an introduction to Mandarin Chinese (*Pu-tong-hua*) and the writing of simplified Chinese characters. Using the textbook *Zhen Bang*, students develop all four skills—listening, speaking, reading, and writing—in Mandarin Chinese. One of the emphases is on the tones, critical to the Chinese phonic system (*Pin-yin*) and the key to native-like Chinese pronunciation. Another emphasis is on the vocabulary, expressions, and etiquette of conversational Mandarin related to topics such as greetings, family and friends, dates and time, hobbies, school, and food. Chinese culture, customs, and history are introduced through language experiences as well as interactive activities, such as multimedia projects, painting and calligraphy units, traditional and pop music, and movies.

Mandarin 2

MAN201 6 credits

YEAR. Open to grades 9, 10, and 11; grade 12 by permission of the department. Prerequisite: Mandarin 1 or equivalent.

In this course students continue to develop the language skills introduced in Mandarin 1: oral proficiency, aural comprehension, reading comprehension, and character composition. Consistent practice develops students' ability to express themselves using more advanced vocabulary, expressions, and grammar

structures. The primary emphasis on conversational fluency is complemented by an increasing focus on reading and writing skills. Another important goal of the course is for students to learn most of the instructional expressions in Mandarin by the end of the year, in order to start the transition to a class that is conducted entirely in Mandarin. Language study is regularly enriched with Chinese history and culture through audio, visual, and online sources. The course uses multimedia approaches in order to encourage students to develop an interactive and cooperative learning style.

Mandarin 3

MAN301 6 credits

YEAR. Open to all grades. Prerequisite: Mandarin 2 or equivalent.

In this course students concentrate on solidifying previously learned language concepts and on expanding vocabulary, while continuing to develop reading, writing, speaking, and listening skills. The primary goal of the course is to facilitate and enhance students' ability to articulate, in writing and speech, ideas in various real-life settings. Movies, songs, cartoons, short stories, and other cultural materials are used to teach aspects of Mandarin study. The students have a Chinese cooking unit in the second semester in order to achieve more authentic Chinese language and culture experience.

+Advanced Mandarin: Comparative China

MAN407 3 credits

SEM 1. Open to grades 10, 11, and 12; grade 9 by permission of the department. Prerequisite: Mandarin 3 or equivalent, or permission of the department.

This course aims to develop students' Mandarin language proficiency by incorporating semiformal or formal usages into their vocabulary and presenting more fully developed narratives or reasoned arguments in length. In this course, we explore several selected sociocultural themes that are relevant to students' lives and today's China. Students practice the three communicative (interpersonal, interpretive, and presentational) modes in each thematic lesson as they develop their awareness and appreciation of the various elements of Chinese culture through both in-class and online conversation.

+Advanced Mandarin: Cinema

MAN404 3 credits

SEM 2. Open to grades 10, 11, and 12; grade 9 by permission of the department. Prerequisite: Mandarin 3 or equivalent, or permission of the department.

In this course, we use movie scripts, summaries, and commentaries of three well-known Chinese movies as main sources and learn about various aspects of modern Chinese society, including historical events, social values, family traditions, and folk customs. Our language study focuses on comparing formal and colloquial Chinese. Students write short papers and contribute to in-class and online discussions to demonstrate their reflection on the topics.

+Advanced Mandarin: Finding Your Voice

3 credits

Not offered in 2020–21. Open to grades 10, 11, and 12; grade 9 by permission of the department. Prerequisite: Mandarin 3 or equivalent, or permission of the department.

This course is designed for students with sufficient Mandarin-speaking proficiency who understand and speak without major grammatical errors about daily life situations and simple sociocultural topics. It aims to further strengthen students' tonal control, expressional intonation, grammatical accuracy, and overall competence in interpersonal, interpretive, and presentational speaking. The task-based "Pronunciation Clinic" is used in this course to help individual students improve their Mandarin pronunciations in speaking situations in meetings, presentations, interviews, and storytelling. Students also examine the social etiquette in the Mandarin-speaking world to develop their communicative skills.

+Advanced Mandarin: Language and Literature

3 credits

Not offered in 2020–21. Open to grades 10, 11, and 12; grade 9 by permission of the department. Prerequisite: Mandarin 3 or equivalent, or permission of the department.

This course is designed primarily to deepen students' immersion into the language and language products of the Mandarin-speaking world. It aims to provide students with ongoing and varied opportunities to further develop their proficiencies across the full range of language skills through the medium of Chinese literature, with a focus on various rhetoric methods in Chinese language expressions. The wide range of topics in this course also enables students to utilize the three communication modes—interpersonal, interpretive, and presentational—in a realistic way and helps students understand and appreciate the linguistic and aesthetic features of Chinese language in general.

Mandarin Departmental Study

MAN991 1 to 3 credits

SEM 1 or SEM 2. Open to returning students in grades 11 and 12. Prerequisite: Departmental study application form and proposal submitted to and approved by the department head before the course request deadline. May be taken each semester.

(See General Description of Courses and Diploma Requirements.)

Spanish 1

SPA101 6 credits

YEAR. Open to grades 9, 10, and 11; grade 12 by permission of the department. No prerequisite.

This course is an introduction to the Spanish language and helps students begin to develop proficiency in the three modes of communication (interpersonal, interpretive, and presentational). Students start with little or no communicative ability in Spanish and begin to perform in the novice range by communicating with others on very familiar topics using a variety of words and phrases that they have practiced and memorized. Students in the first level become able to present information about themselves using simple phrases and expressions; write lists, short messages, and notes that relate to familiar topics and everyday life; and understand words, phrases, and simple sentences when they hear them spoken. They also become able to read simple texts related to topics studied in class. Topics may include greeting others from different countries; talking about themselves and their families; and describing vacations, likes and dislikes, food, and daily routines.

Spanish 2

SPA201 6 credits

YEAR. Open to all grades. Prerequisite: Spanish 1 or equivalent.

This course takes students who are already performing in the novice range and helps them develop skills closer to the intermediate range. Second-level students become able to communicate and exchange information about familiar topics using phrases and simple sentences, and can usually handle short social interactions in everyday situations by asking and answering questions. They become able to present information on a variety of familiar topics studied in the class using connected sentences and to write briefly about these topics using simple sentence structure. They should be able to understand the main idea of short stories that they read or simple texts when the topic is familiar and be able to grasp the main idea of simple oral presentations or simple conversations that they overhear. Topics may include describing their health and medical condition, protecting the environment, daily life in other cultures, finding a job, giving advice to others, and exploring current events.

Spanish 3

SPA301 6 credits

YEAR. Open to all grades. Prerequisite: Spanish 2 or equivalent.

This course is designed to enable students to perform in the higher range of the intermediate level of proficiency. Students continue to hone their skills in all modes of communication. By the end of the course, students should be able to participate with ease and confidence in conversations on familiar topics, and talk about events and experiences in various time frames. They can handle social interactions in everyday situations, and sometimes even when there is an unexpected complication. They can make presentations in a generally organized way on topics they have researched and can write on these topics in paragraph form. When listening in the target language, students at this level can easily understand the main idea in presentations on a variety of topics related to everyday life and personal interests and studies, and can usually understand a few details of what they overhear in conversations, even when something unexpected is expressed. Students begin to read more complex literature and become able to follow stories and grasp the main ideas. Films intended for an audience of native speakers are also presented to develop listening skills at this level.

Spanish for Heritage Speakers

SPA302 6 credits

YEAR. Open to grades 9, 10, and 11 (grade 12 by permission of the department). Prerequisite: Successful completion of the Spanish for Heritage Speakers placement test. This course does not fulfill the departmental graduation requirement.

In this course, students enhance their literacy in Spanish through writing and speaking exercises that take into account their unique relationships to the language as heritage speakers. While the main focus is on honing linguistic production, significant attention is also paid to questions of social justice and identity formation for bilingual and bicultural youth. Texts chosen to read and analyze in this course model a variety of genres such as poems, short stories, essays, and song lyrics, and reflect the experiences of bilingual and bicultural authors. We use the textbook *Galeria* from VHL to scaffold the course, along with supplemental materials provided by the instructor. The course is taught primarily in Spanish. To be eligible

to request this course, students must first successfully complete the Heritage Speakers placement test. This course is designed to serve as a bridge to our advanced electives, and as such, students who take this course are expected to continue with our elective offerings for at least two more semesters. Alternatively, they could elect to continue with or switch to another language and complete through level 3 of that language.

+Advanced Spanish: From Mexico to Patagonia:

Writers and Their Texts

SPA411 3 credits

SEM 1. Open to grades 10, 11, and 12; grade 9 by permission of the department. Prerequisite: Spanish 3 or equivalent, Spanish for Heritage Speakers, or permission of the department. Not open to students who have taken the previously offered course Advanced Spanish: Latin American Literature: Boom Authors.

This course focuses on the foundational authors and texts of Hispanic America. Through careful reading, thoughtful discussion, and written reflection (both analytical and creative), students continue to hone their language skills while exploring a body of literature that is of paramount importance to understanding and appreciating Hispanic culture today. Many of the texts, as well as our general approach to this material, align with the expectations of the Advanced Placement Spanish Literature examination, although preparing for that exam is not the primary goal of this course.

+Advanced Spanish: Politics and Poetry of the Caribbean

SPA410 3 credits

SEM 1. Open to grades 10, 11, and 12; grade 9 by permission of the department. Prerequisite: Spanish 3 or equivalent, Spanish for Heritage Speakers, or permission of the department.

With the framework of the Julia Alvarez novel *En el nombre de Salomé*, students explore how poetry, politics, gender, and race issues come together to shape the history of the Dominican Republic from independence through the Trujillo era. How these issues impacted neighboring Caribbean nations is also explored. Students continue to improve their language skills through in-depth readings of historical fiction and poetry, viewing documentaries, class discussions, and creative writing.

+Advanced Spanish: Pop Culture in América

SPA407 3 credits

SEM 1. Open to grades 10, 11, and 12; grade 9 by permission of the department. Prerequisite: Spanish 3 or equivalent, Spanish for Heritage Speakers, or permission of the department.

This course focuses on the influence that actors and musicians from a variety of Spanish-speaking countries in Latin America have had on popular culture. By listening to their music and viewing their performances, students examine how their ideologies have marked the beginning of a revolution in pop culture and influenced social and political issues in their respective countries and in the region. Students continue to improve their language skills through class discussion, oral presentations, and writing critical reviews.

+Advanced Spanish: From Democracy to Dictatorship:

Latin American History from 1950 to the Present

SPA412 3 credits

SEM 2. Open to grades 10, 11, and 12; grade 9 by permission of the department. Prerequisite: Spanish 3 or equivalent, Spanish for Heritage Speakers, or permission of the department. Not open to students who have taken the previously offered course Advanced Spanish: From Democracy to Dictatorship and Back Again in Latin America.

This course explores the political and social movements of Latin America in the second half of the 20th century. Focusing on the particular cases of a variety of countries spanning Central and South America, we study the ways reactionary politics and outsider influence have shaped and informed the recent history of the Americas. Students explore how podcasts, blogs, films, and other texts have served to narrate this history and inflect its trajectory. Language skills continue to improve through a wide range of spoken and written responses to primary sources.

+Advanced Spanish: Immigrants and Their Stories

SPA409 3 credits

SEM 2. Open to grades 10, 11, and 12; grade 9 by permission of the department. Prerequisite: Spanish 3 or equivalent, Spanish for Heritage Speakers, or permission of the department.

This course is a study of immigration in Spanish-speaking countries. Students explore the issues surrounding immigration from the point of view of the people who cross the border from one country to another. Current events as well as historical trends are examined. Through films, news articles, and interviews, students learn about the experiences of the immigrants and their various social, political, and economic backgrounds that prompt them to leave their home countries. There are many paths, both legal and illegal, that immigrants take, and the course examines current immigration law and its effectiveness in dealing with current problems. Students continue to improve their language skills through class discussion, debates, and writing editorials.

MODERN AND CLASSICAL LANGUAGES

+Advanced Spanish: Modern Spain

SPA406 3 credits

SEM 2. Open to grades 10, 11, and 12; grade 9 by permission of the department. Prerequisite: Spanish 3 or equivalent, Spanish for Heritage Speakers, or permission of the department.

This course explores Spain's transition from dictatorship to democracy, from Franco to Felipe VI, and the social, political, and cultural changes that ushered the nation into the 21st century. Students examine the art, music, film, and literature that inspired change or reflected the issues that the Spanish people grappled with through this period of modern history. Through class conversations, Socratic seminars, and writing workshops, students continue to improve their language skills.

Spanish Departmental Study

SPA991 1 to 3 credits

SEM 1 or SEM 2. Open to returning students in grades 11 and 12. Prerequisite: Departmental study application form and proposal submitted to and approved by the department head before the course request deadline. May be taken each semester.

(See General Description of Courses and Diploma Requirements.)

PERFORMING ARTS

PERFORMING ARTS

The Performing Arts Department includes the Music, Theater, and Dance Programs. There are opportunities in each of these programs for students at all levels, from introductory to advanced. Many students explore several areas within this department.

Assessment in the Performing Arts Department is based on a combination of factors: a level of technical growth and personal effort over the course of study, a willingness to embrace risk and maintain an open mind while engaged with the material, and an ability to work well with others in an ensemble setting. Throughout the curriculum, personal goal setting, collaboration, and a capacity for independent work are central to success in each discipline.

Requirements

Students must earn credits in the Performing Arts Department and in the Visual Arts Department. The number of credits required in the arts is determined on the following basis: by graduation, students entering in 9th grade must earn a minimum of 10 credits, students entering in 10th grade must earn 8, and students entering in 11th grade must earn 6. If a student wishes to concentrate more in one of the two departments, a minimum of 2 credits must still be earned in the other. At least 2 performance-based credits must be earned in the Performing Arts Department.

In all Performing Arts Department course offerings, a plus sign (+) preceding the course title indicates advanced curriculum that equals or exceeds the rigor of the Advanced Placement program.

The Music Program

The Music Program seeks to deepen students' understanding of and love for music through a wide range of offerings that demand rigorous engagement, individual practice, and refined performance. Instruction is available at every level of background and achievement, from the beginner to the very advanced. The faculty works with each student according to individual interests and potential.

Course offerings span all genres, including classical, jazz, and popular styles, and make use of technology. Advanced topics outside the curriculum may be undertaken through Departmental Study. Interested students can elect a program that provides a solid foundation for a music major in college or entrance to a conservatory.

The Music Program and Athletics

Students in music ensemble courses that meet after 3:10 p.m. on Mondays who are in interscholastic team sports are excused from all or part of Monday athletics practice in order to attend the music ensemble class.

Students enrolled in a music course that includes performance are excused from their intramural team sport, physical education, dance, or community service only for tech week's rehearsals and performances. Exemption from an interscholastic team sport during tech week is addressed on a case-by-case basis by the Performing Arts Department and the Athletics Department; if approved, the students are excused from their interscholastic athletics commitment only for tech week's rehearsals and performances.

Performing Arts Department productions engage musicians as an integral part of production. Thus, the course Performing Arts Production: Musician satisfies the athletics requirement for the indicated season.

Choosing Appropriate Courses

Basic courses introduce small groups of students to a range of offerings that they may go on to study in Individual Music Instruction. Individual Music Instruction is offered at all levels of ability. Through study with skilled faculty and a commitment to individual practice, students gain the technical expertise necessary to participate in ensembles and to achieve their own artistic goals.

Educating students to become complete musicians includes ensemble participation. Ensembles offer the opportunity for students to inspire and encourage each other toward a shared goal of exciting, high-quality performance. These opportunities help students develop the skills, proficiency, and confidence necessary to become independent musicians while at the same time participating as collaborative members of the group.

PERFORMING ARTS

Participation in Concord Academy ensembles supports students' preparation for the MMEA Senior District Music Competitions.

For classically based instrumentalists interested in learning to play in an ensemble, we recommend Chamber Music Ensembles; emphasis is on developing ensemble techniques and strengthening expertise in collaborative music-making, based on a placement process in the fall. The Chameleon Chamber Players is an advanced ensemble for returning students who are experienced chamber musicians; auditions are held in the preceding spring. Jazz Ensemble is open to all students, based on a placement process in the fall. Auditions for advanced instrumentalists new to Advanced Jazz Ensemble and to Vocal Jazz and Pop Ensemble, and for advanced vocalists new to Vocal Jazz and Pop Ensemble and to Concord Academy Singers, are held in the preceding spring. Vocalists of all levels have the opportunity to participate in Chorus. Students interested in supporting a mainstage production as a musician can audition for Performing Arts Production: Musician.

Performance opportunities at CA include major mainstage concerts, showcase performances in a variety of venues, formal recitals, and informal studio workshops. Students are encouraged to explore many genres of music at every level in a supportive atmosphere of risk-taking and personal growth.

Performance-Based Courses

The following Music Program courses receive performance-based credit in the Performing Arts Department.

Basic Piano

MUS111 1 credit

SEM 1. Open to all grades. No prerequisite. Two class meetings per week in the regular daytime course schedule, plus daily practicing.

This course is designed to give basic keyboard skills to students who have never played an instrument, as well as to instrumentalists and singers who have either never studied piano or studied it briefly in the past. It is recommended for students who plan to elect a music theory course or who have a serious interest in music. Students learn to read basic classical piano pieces, attain and improve finger technique, and play from chord lead sheets. Rudiments of reading music and basic music theory are included.

Basic Voice

MUS112 1 credit

SEM 1. Open to all grades. No prerequisite. Two class meetings per week in the regular daytime course schedule, plus daily practicing.

This course is designed for beginning students or for students interested in or already participating in a vocal ensemble, and for students in the Theater Program who desire additional vocal training. It provides basic vocal skills and introduces the novice singer to a range of vocal literature, ensemble singing, and sight singing. Rudiments of reading music and basic music theory are included.

Basic Guitar

MUS113 1 credit

SEM 1. Open to all grades. No prerequisite. Two class meetings per week in the regular daytime course schedule, plus daily practicing.

This course is designed to develop basic guitar skills for beginners and is open to experienced instrumentalists who play another instrument or sing but have little or no experience playing the guitar. Topics studied are open-position, power, and movable chord forms and their application to playing popular songs; flat and finger picking; strumming rhythmic patterns for accompaniment; and blues soloing and accompaniment. Rudiments of reading music and basic music theory are included. The Music Program has a limited number of guitars available for rental and will help students purchase an instrument if they choose.

Individual Music Instruction

MUS101 2 credits

YEAR. Open to all grades. One class meeting (lesson) per week, plus daily practicing. Fee: \$1625 for 40-minute lessons or \$2200 for 60-minute lessons. Students may enroll in a single semester of the year course only if (a) they are attending a semester-away program, or (b) they elect to add second-semester Individual Music Instruction in piano, voice, or guitar after completing the corresponding Basic course in first semester of that year; in these cases, half-year tuition is billed.

Individual Music Instruction is designed for students of all levels of ability who wish to study an instrument or voice seriously. The course requires commitment, self-motivation, independence, and discipline. Instruction is available in instruments including classical piano, jazz piano, harp, violin, viola, cello, double

PERFORMING ARTS

bass, flute, oboe, clarinet, bassoon, saxophone, French horn, trumpet, trombone, voice (classical, musical theater, popular), classical guitar, popular guitar (jazz, rock, folk), percussion, electric bass, organ, fiddle, banjo, taiko drumming, didjeridu, and other instruments upon request. In order to make consistent progress, students are expected to practice daily during their course of study. Students participate in one to two music studio workshops and may have master class opportunities. Individual Music Instruction is scheduled in consultation with the Performing Arts Department Manager. Students may elect either 40-minute weekly lessons or 60-minute weekly lessons.

Chorus

MUS103 2 credits

YEAR. Open to all grades. No prerequisite. One class meeting per week, Tuesday period H1; and additional rehearsals as needed, scheduled in advance (including tech week's evening rehearsals) prior to performances in collaboration with other performing arts ensembles. \$15 materials fee.

Chorus is a nonauditioned choral ensemble performing in one to two concerts each year with other ensembles. The repertoire prepared spans a wide variety of styles, languages, and time periods. Emphasis is placed on ensemble techniques and music appreciation. Occasionally, the group may take on a larger choral work, and may collaborate with instrumental ensembles from within or outside the CA community. Additional in-school events and away performances are sometimes scheduled. The chorus is open to all who wish to sing.

+Concord Academy Singers

MUS203 4 credits

YEAR. Open to all grades. Prerequisite: Chorus or permission of the department; for students not in the course in the preceding year, intent form and audition submitted to and approved by the department before the course request deadline. Individual Music Instruction (voice) or private voice lessons outside of CA are encouraged. Three class meetings per week, including Monday 3:15-4:15; and additional rehearsals as needed prior to performance dates. \$15 materials fee.

This select vocal ensemble of 12 to 16 students represents the finest ensemble singing at CA. Students become members of the ensemble by successful audition and invitation of the Music Program vocal faculty. Repertoire performed is highly varied and can range from advanced choral music in foreign languages to a cappella arrangements of popular songs, along with the possibility of creating original, improvised pieces. Emphasis is placed on vocal and choral techniques, memory, ear training, sight singing, and artistic musicianship. This ensemble serves as musical ambassadors of the school, occasionally appearing at public events and traveling for outside performances, as well as collaborating with other performing ensembles within the department. Regular practice outside of class is expected.

Chamber Music Ensembles

MUS219 4 credits

YEAR. Open to all grades and all instrumentalists. Prerequisite: Successful placement audition in the fall (students placed in this course have typically had two or more years of individual music instruction). Corequisite: Consistent weekly private lessons. Two rehearsals per week: Monday one-hour coaching session during 3:15-6:15, and Tuesday period H1; and additional evening rehearsals as needed prior to performance dates. \$15 materials fee.

This performance-based course gives students the opportunity to explore a wide variety of music in various contexts and settings. Students are placed in chamber music ensembles of differing sizes, and work in small groups, one player to a part. Groups are carefully matched according to student level and instrumentation, so that the pace of learning is enjoyable and challenging for all participants. Students are coached by members of the music faculty, all established professional musicians, and may also have opportunities to rehearse and perform with them. Class time is devoted to a wide array of chamber music experiences, including ensembles, master classes, and special workshops. Intermediate and advanced musicians develop chamber music techniques and skills with their coach, drawing from rich pedagogic and standard repertoire. Performances may include Works-in-Progress on Family Weekend, the Holiday Music Concert, and studio workshops, in addition to two end-of-semester chamber music concerts. A chamber orchestra may also be selected to collaborate with the Concord Academy Singers and Chorus.

+Chameleon Chamber Players

MUS312 4 credits

YEAR. Open to returning students in grades 10, 11, and 12. Prerequisite: Chamber Music Ensembles; intent form and audition (even if in the course in the preceding year) submitted to and approved by the department before the course request deadline. Corequisite: Consistent weekly private lessons. Two class meetings per week: Monday coaching session during 3:15-6:15, and Tuesday period H1; additional evening rehearsals as needed prior to performance dates. \$15 materials fee.

This select ensemble represents the finest classical instrumental ensemble at CA. Students become members of the ensemble by successful audition and invitation of the Music Program faculty. The group serves as the core leadership of the chamber music program. Performance opportunities, both on and off campus,

PERFORMING ARTS

include chamber music concerts, co-lab productions, dance productions, musicals, and other high-profile CA events, such as Convocation, trustee events, alumnae/i gatherings, and Commencement. This group also works each year with a composer-in-residence, who composes music expressly for the Chameleon Chamber Players. In addition to premiering new works, the Players explore the traditional chamber music repertoire.

Percussion Ensemble

MUS205 1 credit

YEAR. Open to all grades. Prerequisite: Successful placement audition in the fall. Corequisite: Continued instrumental study. One class meeting per week, Monday 4:15–5:15. \$15 materials fee.

The goal of this course is to offer experience in ensemble playing and performance for percussionists. A variety of repertoire is presented, including contemporary, classical, Latin, and African-based rhythms. A basic level of sight-reading skills and intermediate technical proficiency are necessary. One to two studio workshops, recitals, or in-school events per year are scheduled.

Jazz Ensemble

MUS206 1 credit

YEAR. Open to all grades. Prerequisite: Successful placement audition in the fall. Corequisite: Continued instrumental study. One class meeting per week, Monday 3:15–4:15. \$15 materials fee.

This course teaches musicians the fundamentals of playing in an ensemble and prepares musicians for enrollment in the Advanced Jazz Ensemble. The focus in Jazz Ensemble is on developing articulation, phrasing, dynamics, blend, and improvisational skills. The ensemble works in a variety of common contemporary musical styles, such as swing, Latin, rock, and funk. Instrumentation can include brass (trombone, trumpet, etc.), woodwind (soprano, alto, tenor, and baritone saxophone, etc.), and rhythm section (guitar, bass, piano, and drums). A basic level of sight-reading skills and intermediate technical proficiency are necessary. One to two studio workshops, recitals, or in-school events per year are scheduled.

Advanced Jazz Ensemble

MUS306 2 credits

YEAR. Open to all grades. Prerequisite: For students not in the course in the preceding year, intent form and audition submitted to and approved by the department before the course request deadline. Corequisite: Continued instrumental study. Two class meetings per week, Monday 4:15–5:15 and Tuesday period H1; and additional rehearsals as needed prior to performance dates. \$15 materials fee.

This course gives musicians the experience of playing in a traditional stage or big band. Primary areas of concentration are sectional playing, phrasing, swing articulation, dynamics, and sight-reading. Development of improvisational skills is also an emphasized objective of the ensemble, practiced through guided study and various rehearsal exercises. Additional rehearsals are scheduled in the early morning when needed. One to two performances plus other informal in-school events per year are scheduled.

Vocal Jazz and Pop Ensemble

MUS207 1 or 2 credits

YEAR. Instrumentalists (1 credit): Open to all grades. Prerequisite: For students not in the course in the preceding year, intent form and audition submitted to and approved by the department before the course request deadline. Corequisite: Continued instrumental study in popular style. One class meeting per week, Monday 5:15–6:45; and additional rehearsals as needed prior to performance dates.

Vocalists (2 credits): Open to returning students in grades 10, 11, and 12. Prerequisite: For students not in the course in the preceding year: Intent form and audition submitted to and approved by the department before the course request deadline. Corequisite: Continued vocal study in popular style. Two class meetings per week, Monday 4:15–5:15 vocalists only and 5:15–6:45 with instrumentalists; and additional rehearsals as needed prior to performance dates.

This ensemble develops vocalist and band collaboration in a variety of nonclassical styles such as pop, funk, rock, Latin, and swing. Vocalists become members of the ensemble by successful audition and invitation of the Music Program vocal faculty. The course can accommodate up to five vocalists and a rhythm section, including guitars, bass, piano, synthesizer, and drums. Singers develop skill as featured vocalists as well as in singing harmony and background, with an emphasis on phrasing, dynamics, blend, and microphone technique using amplification. The rhythm section learns how to accompany in the styles listed above, as well as how to improvise and solo when appropriate. A basic level of sight-reading skills and intermediate technical proficiency are necessary. One to two performances plus other informal in-school events per year are scheduled.

PERFORMING ARTS

Performing Arts Production: Musician

MUS109 1 credit

WINTER or SPRING. Open to all grades. Prerequisite: Successful audition. Class meetings: all scheduled rehearsals with the instrumental group; in addition, attendance at all afternoon production rehearsals and tech week's evening technical rehearsals and performance(s). Offered on a pass/fail basis. The course receives Performing Arts Department (performance-based) credit. The course also satisfies the athletics requirement for the corresponding season(s).

Some Performing Arts Department mainstage productions require live instrumental performance as part of the show. During these seasons, student musicians who audition and are selected by the music director rehearse regularly in preparation for the final performance. Players are expected to practice the music on their own outside of rehearsals. Students who are not selected are placed in another athletics activity.

Music Theory, History, and Technology Courses

The following Music Program courses receive credit in the Performing Arts Department but not performance-based credit. Class meetings for these courses are in the regular daytime course schedule unless otherwise indicated below. Requests to repeat a course for credit are considered on a case-by-case basis.

Digital and Electronic Music

MUS117 2 credits

SEM 1. Open to all grades; not open to students who have taken the previously offered course Digital Music Production. No prerequisite. Previous instrumental or vocal study is recommended; current instrumental or vocal study is strongly recommended. Two class meetings per week.

Digital mediums have changed forever the way we experience and create music. This course gives students the opportunity to learn the core principles of digital music production by engaging with the physical properties of sound, critical listening skills, and MIDI fundamentals. Students gain a basic knowledge of the digital audio workstation and focus these skills to record, edit, and mix original music.

Advanced Digital and Electronic Music

MUS217 2 credits

SEM 2. Open to grades 10, 11, and 12; not open to students who have taken the previously offered course Advanced Digital Music Production. Prerequisite: Digital and Electronic Music or permission of the department. Previous instrumental or vocal study is recommended; current instrumental or vocal study is strongly recommended. Two class meetings per week.

Building upon the skills obtained in previous digital music courses, Advanced Digital and Electronic Music allows students to push the boundaries of recording arts. Moving away from computer-based production skills, we journey outside the lab into collaboration with recording ensembles on campus, performance skills in digital music, building and expanding individual interests, and developing personal audio portfolios. We delve into further detail on the principles of audio theory, equipment, and advanced music production skills.

Film Scoring

MUS220 2 credits

SEM 2. Open to grades 10, 11, and 12. Prerequisite: Digital and Electronic Music, or permission of the department. Previous instrumental or vocal study is recommended; current instrumental or vocal study is strongly recommended. Two class meetings per week.

In this course, students learn how sound and music can be used to illuminate film. We study great works of the past and specific techniques for recording sounds, history of Foley percussion, and applying music and song to film. The course culminates in a collaboration with the Feature Film Project course; students engage in the process of adding sound and music to score this feature-length production.

Fundamentals of Music Theory

MUS104 2 credits

SEM 1. Open to all grades. No prerequisite. Two class meetings per week. Strongly recommended for students enrolling in Digital and Electronic Music, Chamber Music Ensembles, Chorus, Concord Academy Singers, Vocal Jazz and Pop Ensemble, Jazz Ensemble, or Individual Music Instruction.

This course is for students looking to understand more about how music works from a theoretical and analytical perspective. The course is ideal for students who have little or no musical background or for students who want to review fundamental concepts in music theory, music terminology, and techniques in music reading. The course also incorporates ear-training exercises, sight reading, and discussions on how electronic and modern music has forever changed the way we listen to, compose, and perform music.

PERFORMING ARTS

Intermediate Music Theory

MUS204 2 credits

SEM 2. Open to all grades. Prerequisite: Fundamentals of Music Theory or successful placement test. Two class meetings per week.

This intermediate course is for students looking to understand more about how music works from a theoretical and analytical perspective. The course begins with a review of music fundamentals (scales, key signatures, intervals, rhythm, and meter) before moving on to the foundations of music theory: chords, Roman numeral analysis, and the phrase model. The course also incorporates ear-training exercises including melodic and harmonic dictation, as well as sight reading.

Music Composition

MUS202 2 credits

YEAR. Open to all grades. Prerequisite: Permission of the department. One class meeting per week (60-minute lesson). Fee: \$2200 for 60-minute lessons. Students may enroll in a single semester of the year course only if they are attending a semester-away program in the other semester; in this case, half-year tuition is billed.

This course is intended for advanced music students who already have command of basic music vocabulary and wish to compose or arrange music. Students work one-on-one with an instructor and can focus their study in arranging, songwriting, or traditional or contemporary composition.

Music Departmental Study

MUS991 1 to 3 credits

SEM 1 or SEM 2. Open to returning students in grades 11 and 12 who demonstrate adequate facility with an instrument or voice and who have demonstrated a capability for independent work. Prerequisite: Two music theory semester courses; one year's participation in a Music Program ensemble; and departmental study application form and proposal submitted to and approved by the department head before the course request deadline. May be taken each semester. The course receives credit in the Performing Arts Department; the content of the proposed Departmental Study determines whether the course does or does not receive performance-based credit.

(See General Description of Courses and Diploma Requirements.) Emphasis may be on composition, history, analysis, or performance, or a combination of these musical disciplines.

The Theater Program

The Theater Program emphasizes the process of making theater with a strong focus on imagination, personal expression, and creative collaboration. First-level course offerings, which encourage using one's imagination, body, and voice, include acting courses that concentrate on physical and vocal exercises, improvisation, and fundamental acting skills, as well as courses in theater production and technology. Second- and third-level courses delve into text interpretation and performance, and the related fields of playwriting and design. At the next advanced level, students have the opportunity to direct as part of the Directors' Workshop. Departmental Study provides a chance for the most advanced students to focus on one particular aspect of drama and theatrical production for independent work.

The Theater Program mounts professionally directed mainstage productions each winter and spring that present a balanced season of exciting and challenging work. During their years at Concord Academy, students have the opportunity to participate in a variety of projects, including dramas, comedies, musicals, and experimental new works. Auditions for most productions are open to all members of the Concord Academy community. In 2020–21, the winter production is a contemporary play, and the spring production is the musical *The Drowsy Chaperone*.

The Theater Program and Athletics

Performing Arts Department productions engage actors, musicians, and dancers as an integral part of production. Thus, the theater courses Performing Arts Production: Mainstage Performer and Theater 4: Directors' Workshop satisfy the athletics requirement for the indicated season.

Students participate extracurricularly (i.e., not for Performing Arts Department credit) in Directors' Workshop as performers, musicians, or tech crew; they are excused from their intramural team sport, physical education, dance, or community service only for tech week's rehearsals and performances. Exemption from an interscholastic team sport during tech week is addressed on a case-by-case basis by the Performing Arts Department and the Athletics Department; if approved, the students are excused from their interscholastic athletics commitment only for tech week's rehearsals and performances.

PERFORMING ARTS

Choosing Appropriate Courses

Although students come to us with a wide variety of experience and skill, our first-level courses provide an essential step in a multitiered curriculum that prepares students for theatrical experiences during their Concord Academy career and beyond. The games, exercises, and improvisations of *Improvisational Play!*, as well as the fundamental acting skills in *Enter Stage Right*, provide an invaluable resource for students of all levels of preparation and ability. All students are encouraged to begin their study with one or both of these courses. In extraordinary cases, students with extensive previous training may petition the department for exemption from the first-level courses.

For students wishing to expand and deepen their work as theater artists in performance, students are encouraged to partake of the Theater 2 and Theater 3 courses. The focus is on cultivating the skills of an actor that enable a sensitivity for interpreting language, character, and relationship onstage. Each course focuses on a particular acting skill or technique, a playwright or genre of work, text analysis skills, with some historical context, as well as the opportunity to perform for an audience. The experience of each course is key to building a theater artist's "toolbox" of skills necessary to support creative work. For advanced students wishing to go further into directing, a fourth-level course is offered, *Directors' Workshop*.

Theater Course Offerings

All Theater Program courses receive performance-based credit in the Performing Arts Department unless otherwise indicated below. All Theater Program courses have two class meetings per week unless otherwise indicated below.

Theater 1: Improvisational Play!

THE101 2 credits

SEM 1 or SEM 2. Open to all grades. No prerequisite.

For the student beginning the study of theater at Concord Academy, this course develops the basic tools of creative performance: the imagination, the body, the voice, and the capacity to listen and respond in a collaborative way while bringing one's personal experiences and individuality to the work. Exercises and theater games help the student to relax, focus, and attain a state of play. During the semester, students work with improvisation as well as physical theater techniques to explore and develop shared ensemble work. Outside rehearsal is expected.

Theater 1: Enter Stage Right: The Fundamentals of Acting

THE104 2 credits

SEM 1. Open to all grades. No prerequisite.

A course for the student beginning the study of theater at Concord Academy, *Fundamentals of Acting* is designed to introduce students to the basic vocal, physical, and imaginative skills necessary to the acting process. Through collaborative exercises, improvisations, and physical work, students explore the basic principles of developing character onstage. Outside rehearsal is expected.

Theater 2: Breaking the Rules with Mask!

THE207 2 credits

SEM 1. Open to grades 10, 11, and 12. Prerequisite: One Theater 1 course.

Playful and irreverent, exploring the fundamentals of mask work enriches the physical capabilities of actors and inspires the imagination. This practice relieves the actor of the pressure to be clever or funny, encouraging students to just "be." Students investigate the idea of "first-time mind," foster the rebellious quality of the mask, and find the joy in breaking the rules. Explorations may include half-masks, larval masks, *commedia dell'arte* (comedy of artists) and its use of stock characters, and the smallest mask in the world—the clown. A final studio workshop of scenes is performed. Outside rehearsal is expected.

+Theater 3: Advanced Scene Study

THE302 3 credits

SEM 1. Open to grades 11 and 12. Prerequisite: One Theater 1 course; and one Theater 2 course or participation in one Concord Academy mainstage production. May be repeated for credit.

This course is for theater students who wish to go further into deepening their work as actors, as well as for directors, who need to understand how best to support an actor's work onstage. The more experience actors and directors have with investigating a character, a scene, or an entire play, the stronger the work becomes each time they begin a new creative project. Listening and responding to text and to each other onstage is key for attentive, nuanced acting as well as for thoughtful directing. In-depth play analysis skills are integrated throughout the course. All participants work as actors, and those interested in directing take on projects to direct their peers in the class. Also investigated are the art of blocking, script interpretation,

PERFORMING ARTS

and researching and conveying the world of the play, as well as developing key questions for opening dialogue between how actors and directors work best together in exploring work onstage. A final studio workshop of scenes is performed. Outside rehearsal is expected.

+Theater 4: Directors' Workshop

THE402 3 credits

SEM 2. Open to grade 12. Prerequisite: (a) One Theater 1 course, one Theater 2 course, and Theater 3: Advanced Scene Study; (b) participation in two Concord Academy mainstage productions; and (c) formal application submitted to and approved by the department before the course request deadline. Three class meetings per week; in the spring season, additional afternoon or evening rehearsal times, including tech week's rehearsals, performance, and strike. The course also satisfies the athletics requirement for the spring season.

Students who have demonstrated a capacity for independent work and wish to explore the creative process as a director participate in an intensive period of dramaturgical work, casting a show from the Concord Academy community, running rehearsals, and working with designers to produce an evening of one-acts as part of the Performing Arts Department season. In addition, there are assigned readings and assignments in service to the work needed in preparation for performance. The instructor serves as mentor and guides the students' process and progress. Throughout the semester, students may be responsible for serving as designers and technicians for their peers' performances. Depending on class size, directors may be directing in teams. The spring rehearsal period and performance mark the culmination of the course, where students have trained together, rehearsed, and directed their one-act productions.

Performing Arts Production: Mainstage Performer

THE111 1 credit

WINTER or SPRING. Open to all grades. Prerequisite: Successful audition. Class meetings: all scheduled daytime rehearsals; in addition, attendance at all evening technical rehearsals, performances, and strike. Offered on a pass/fail basis. The course also satisfies the athletics requirement for the corresponding season(s).

Whether it be a musical, drama, or comedy, performers have the opportunity to explore specific techniques and skills that directly support onstage preparation for a final production. This is an audition-based opportunity for the entire CA community, and no experience is necessary—all are welcome! Students interested must sign up for the auditions, which are announced at the beginning of the indicated seasons. Students who are not cast are placed in another athletics activity.

Theater Departmental Study

THE991 1 to 3 credits

SEM 1 or SEM 2. Open to returning students in grades 11 and 12. Prerequisite for technical theater: Fundamentals of Production Design; and three seasons of Performing Arts Production: Tech Crew or two seasons of Performing Arts Production: Stage Manager. Prerequisite for acting, directing, or other theater work: One Theater 1 course, one Theater 2 course, one Theater 3 course; and two seasons of Performing Arts Production: Mainstage Performer. Prerequisite for all: Departmental study application form and proposal submitted to and approved by the department head before the course request deadline. May be taken each semester. The course receives credit in the Performing Arts Department; the content of the proposed Departmental Study determines whether the course does or does not receive performance-based credit.

(See General Description of Courses and Diploma Requirements.) Students who have demonstrated a capacity for independent work and have met the prerequisites may propose a Departmental Study in acting, directing, playwriting, dramaturgy, or technical design (scenery, costumes, sound, or lighting). A member of the Theater Program faculty oversees the process and the content of the project, making assignments as needed.

The Dance Program

The Dance Program encourages students at every level of ability to engage in the study of contemporary dance. The program builds technical skills while encouraging the student's individual creative expression. The core of dance instruction is centered in ballet and modern dance, with special classes in a range of styles and techniques throughout the year. Taught by Concord Academy dance faculty and special guests, the wide-ranging array of opportunities may include, for example, improvisation, musical theater dance, social dance, hip-hop, and African dance. Students at every technical level explore the elements of composition; Concord Academy Dance Project and Ballet Workshop offer intensive choreographic and performance opportunities.

The Dance Program and Athletics

All courses in the Dance Program are offered for academic credit in the Performing Arts Department and simultaneously satisfy the athletics requirement for the indicated season. Information about the athletics

PERFORMING ARTS

requirement as it pertains to dance enrollment is in the Athletics Department section of the catalog. Students selecting a dance course on the academic course request form should also select that dance course on the Athletics Department course request form.

Choosing Appropriate Courses

Students come to Concord Academy with a wide variety of experience and technical skill. The course of study for beginning dancers is Dance 1, Dance 2, and Dance 3. Dancers entering the program at an advanced level with substantial contemporary dance experience should choose Dance 3 as their starting point. Dance 4: Ballet Workshop is an option for students who, by successful placement audition, are working at an advanced technical level in ballet. Advanced-level dancers are encouraged to expand their training by taking a mix of Dance 3 for contemporary dance and Dance 4: Ballet Workshop for ballet. Dance 4: Concord Academy Dance Project is intended for students who have completed Dance 1, Dance 2, and two seasons of Dance 3, or who by successful placement audition are working at an equivalent technical level. In extraordinary cases, students with extensive previous technical training and performance experience may receive permission to enroll in Concord Academy Dance Project in their freshman year.

Dance Course Offerings

All Dance Program courses receive performance-based credit in the Performing Arts Department and may be repeated for credit. Semester-based courses (*SEM 1* or *SEM 2*) have class meetings during the regular daytime course schedule; season-based courses (*FALL*, *WINTER*, *SPRING*) have class meetings after 3:10 p.m.

Dance 1: Fundamentals

DAN101 2 credits

SEM 1 or SEM 2. Open to all grades. No prerequisite. Two class meetings per week, in the regular daytime course schedule. Dance 1 in SEM 1 also satisfies the athletics requirement for the fall season; Dance 1 in SEM 2 also satisfies the athletics requirement for either the winter season or the spring season (student's choice).

This introductory course is for those students who wish to explore the basic principles of dance. It is ideal for actors, athletes, and students who have never danced or who have not danced in several years. A variety of dance forms are studied, including ballet, modern, jazz, and social dance. Students build a basic technical foundation, with emphasis on developing healthy alignment and increasing strength, stretch, and stamina. Dancers learn movement phrases that focus on rhythmic weight changes, spatial patterns, physical coordination, use of weight and momentum, and partnered counterbalance. Core elements of choreography are introduced, and students have the opportunity to create individual and group dance compositions. Dancers explore the life and work of renowned contemporary choreographers through film viewing and readings.

Dance 2: Intermediate Technique

DAN201 2 credits

SEM 2. Open to all grades. Prerequisite: Dance 1, or permission of the department; and successful placement process. Two class meetings per week, in the regular daytime course schedule. The course also satisfies the athletics requirement for either the winter season or the spring season (student's choice).

This course is for students who have successfully completed one semester of Dance 1 or who demonstrate equivalent proficiency through a placement class. The course builds on the technical skills introduced in Dance 1 in both ballet and contemporary modern dance, and expands students' movement vocabulary through guest classes and workshops in hip-hop, jazz, and African dance. Students experience the syncopated rhythms, body isolations, connection to the floor, and low center of gravity central to these movement forms. Throughout the course, choreographed combinations develop a dynamic connection to music. Improvisation, an important element in dance training and composition, is explored as a creative tool. Dancers explore the life and work of renowned contemporary choreographers through film viewing, readings, and learning movement sequences from seminal dance works.

Dance 3: Advanced Technique

DAN301 1 credit

FALL or WINTER or SPRING (1 credit per season; winter and spring credits recorded in the second-semester academic credit load). Open to all grades. Prerequisite: Dance 2, or permission of the department; and successful placement process. Three class meetings per week: (fall) Monday, 4:30–6:00; Wednesday and Friday, 3:30–4:45. (winter, spring) Tuesday, Thursday, and Friday, 3:30–4:45. The course also satisfies the athletics requirement for the corresponding season(s).

This course is for the student who is already working at an intermediate to advanced technical level in modern dance and has a solid base of ballet technique. The wide range of movement required of a

PERFORMING ARTS

contemporary dancer is addressed. Dancers study modern dance with an emphasis on expanding movement vocabulary and building technical strength and consistency. Students expand their understanding of ballet principles and vocabulary, to include turning and jumping, with an emphasis on musicality and phrasing, helping dancers develop further strength and confidence in the form. Dance composition is used as a tool to strengthen the dancer's individual creative voice and deepen the individual movement qualities. Workshop classes in a range of dance forms, as well as occasional master classes, are taught by visiting artists and choreographers engaged in Concord Academy Dance Project courses as guests. These special classes enhance the course of study by exploring the qualities of movement, musicality, and rhythmic complexity within these techniques.

+Dance 4: Ballet Workshop

DAN407 2 credits

FALL. Open to grades 10, 11, and 12; grade 9 by permission of the department. Prerequisite: Dance 3 or Concord Academy Dance Project or permission of the department. Two class meetings per week: Tuesday and Thursday, 3:30–5:15; plus weekly preparation outside of class equivalent in time to one class meeting; and additional rehearsals as needed during preparation for the informal presentation. The course also satisfies the athletics requirement for the fall season.

This course is intended for students with a solid foundation in classical ballet and focuses on advancing students' classical ballet technique. Students work on refining their knowledge and execution of proper turnout and correct placement and alignment through appropriate and challenging vocabulary. In addition, dancers practice the mechanics, dynamics, and artistic qualities of ballet movements. With focus on discipline and technical development, dancers work in a preprofessional atmosphere to build confidence and rigor as they learn to coordinate classical movements in tandem with music. Students learn choreography from a diverse range of ballet styles, to include Romantic, neoclassical, and contemporary repertory. The focus is on applying the technical rigor required in ballet while dancing choreography from already established to new, original works. The course culminates with an informal showing of the repertory studied during the term.

+Dance 4: Concord Academy Dance Project: Ensemble

DAN405 3 credits

WINTER (credits recorded in the second-semester academic credit load). Open to grades 10, 11, and 12; grade 9 by permission of the department. Prerequisite: Three seasons of Dance 3, and a successful placement audition. Three class meetings per week: Tuesday, 4:45–6:30; Wednesday, 3:30–6:30; Thursday, 4:45–6:30; and additional rehearsals as needed in tech week prior to performance. The course also satisfies the athletics requirement for the winter season.

The Concord Academy Dance Project: Ensemble is for advanced students who are committed to working with dance as an art form and who are interested in refining their craft and technique through an intensive performing experience. Working with guest choreographers and dance faculty, ensemble members have the opportunity to be original cast members and collaborators in new dances or within newly staged existing repertory. Emphasis is placed on providing Dance Project members with the opportunity to work in a range of genres including contemporary, modern, lyrical, hip-hop, ballet, and fusion dance forms with a focus on highlighting the unique, diverse talents that individual members bring to the process. Choreographers and guest artists for 2020–21 include a roster of professionals from the New York and Boston dance communities. Wednesday class meetings provide a company technique class in addition to company rehearsal. The completed work is presented in a fully produced, full-evening concert at the end of the term.

+Dance 4: Concord Academy Dance Project: Mainstage Musical

DAN409 3 credits

SPRING (credits recorded in the second-semester academic credit load). Open to grades 10, 11, and 12; grade 9 by permission of the department. Prerequisite: Three seasons of Dance 3 or Dance 4, and a successful placement audition. Three class meetings per week: Tuesday, 4:45–6:30; Wednesday, 3:30–6:30; Thursday, 4:45–6:30; and additional rehearsals as needed prior to tech, mainstage tech weekend, and tech week prior to performance. The course also satisfies the athletics requirement for the spring season.

The Concord Academy Dance Project: Mainstage Musical is for advanced students who are committed to working with dance as an art form and who are interested in broadening their range and refining their craft and technique through an intensive performing experience. Dance Project members serve as the core dance team for the mainstage musical, *The Drowsy Chaperone*. Choreography for this production is in the style of the iconic Bob Fosse, who created dances for the original production, and includes a contemporary view of traditional musical theater dancing. The course culminates with performances as part of the mainstage production in May.

PERFORMING ARTS

Dance Departmental Study

DAN991 1 to 3 credits

SEM 1 or SEM 2. Open to returning students in grades 11 and 12 who have demonstrated a capability for independent work. Prerequisite: Two terms of Concord Academy Dance Project; and departmental study application form and proposal submitted to and approved by the department head before the course request deadline. May be taken each semester. (See General Description of Courses and Diploma Requirements.) Examples of departmental studies undertaken in the past include choreography; the physics of dance; and teaching assistantships, which can be by semester or season.

Interdisciplinary Arts

Performing Arts Department productions engage stage managers and tech crew as an integral part of productions. Thus, the interdisciplinary arts courses Performing Arts Department: Stage Manager and Performing Arts Department: Tech Crew for mainstage theater and Concord Academy Dance Project productions satisfy the athletics requirement for the indicated season.

Performing Arts Production: Stage Manager

PER105 1 credit

WINTER or SPRING. Open to all grades; not open to assistant stage managers. Prerequisite: Letter of application expressing reasons for interest in pursuing this course. Class meetings: All scheduled daytime rehearsals; in addition, attendance at all evening technical rehearsals, performances, and strike. Offered on a pass/fail basis. The course receives performance-based credit in the Performing Arts Department. The course also satisfies the athletics requirement for the corresponding season(s).

This course teaches students teamwork through hands-on skills providing organizational support to the director, designers, actors, and stage crew. The stage manager acts as the director's representative during rehearsals, tech, and performance, making sure that the production runs smoothly and maintains the integrity of the director and design team's vision. Through hands-on tasks, students serve as leaders and mentors, gain more confidence, acquire and demonstrate organizational skills, and learn and foster collaboration.

Performing Arts Production: Tech Crew

PER107 1 credit

FALL or WINTER or SPRING. Open to all grades. No prerequisite. Class meetings: two to three times per week, 3:15–5:15; in addition, attendance at tech weekend's two full-day technical rehearsals and at tech week's evening rehearsals and performance(s). Offered on a pass/fail basis. The course receives Performing Arts Department (but not performance-based) credit. The course also satisfies the athletics requirement for the corresponding season(s).

This course teaches students teamwork through hands-on skills working in technical theater: building scenery, hanging lights, and using sound and lighting technology, with the autonomy to support the production and showcase their talents. Through hands-on tasks, students gain confidence and leadership skills.

Fundamentals of Production Design

PER702 2 credits

SEM 1. Open to grades 10, 11, and 12. Prerequisite: One Visual Arts Department studio course; and one course in the Music Program, Theater Program, or Dance Program, or one season of Performing Arts Production: Tech Crew. Two class meetings per week. May be taken for Performing Arts Department (but not performance-based) credit or for Visual Arts Department studio credit. \$50 materials fee. Requests to repeat the course for credit are considered on a case-by-case basis.

Fundamentals of Production Design is structured to provide students with the skills to research, analyze, and use visual communication and aesthetic theory as a way to communicate ideas to an audience. The class explores design as a means of communication, a way of organizing information, and a form of artistic expression. Students learn the roles and responsibilities of a designer through studio design projects that utilize analytical and theoretical interpretation, research, and rendering techniques, using a mix of media to communicate the visual interpretation of ideas. Skills learned in this course include but are not limited to model making, hand and CAD rendering skills, painting techniques, additive and subtractive color mixing, and the fundamentals of design: line, tone, value, texture, and composition. After taking this course, students are encouraged but not required to collaborate with Directors' Workshop as a way to put into practice the theoretical design process into a realized design collaborating with a team.

Performing Arts Departmental Study

PER991 1 to 3 credits

SEM 1 or SEM 2. Open to returning students in grades 11 and 12 who have demonstrated a capability for independent work in interdisciplinary performing arts. Prerequisite: Departmental study application form and proposal submitted to and approved by the department head before the course request deadline. May be taken each semester. The course receives

PERFORMING ARTS

credit in the Performing Arts Department; the content of the proposed Departmental Study determines whether the course does or does not receive performance-based credit.

(See General Description of Courses and Diploma Requirements.)

Every year the Performing Arts Department develops a number of new electives to offer alongside more familiar ones from previous years. In addition to courses that run every year, we are likely to offer the following electives over the next few years, on a rotating basis.

Music Program

+Advanced Music Theory

3 credits

Not offered in 2020–21. Open to grades 10, 11, and 12; grade 9 by permission of the department. Prerequisite: Intermediate Music Theory or successful placement test or permission of the department. Prior music theory experience is strongly recommended. Three class meetings per week. This course receives Performing Arts Department (but not performance-based) credit.

This course is an advanced study of music theory. A firm understanding of the fundamentals (scales, key signatures, intervals, rhythm, and meter) and foundations (chords, Roman numeral analysis) of music theory is essential. Topics discussed include part writing (triads in root, first, and second inversion), diatonic and applied seventh chords, and nonchord tones, with continued emphasis on ear training and sight singing. The course also incorporates exploration of the various formal structures of classical music and elements of compositional style, as well as more advanced topics such as modes and mixed meter. This course is recommended for students intending to take the Advanced Placement Music Theory examination.

+Topics in Music History: The Twentieth Century

3 credits

Not offered in 2020–21. Open to grades 11 and 12. Prerequisite: One history course at mid level. Three class meetings per week. May be taken for either Performing Arts Department (but not performance-based) credit or History Department credit.

This course seeks to dig deeply into the history of music by focusing on a unique topic each time it is offered. Previous courses have focused on the influence of the Christian Church on the development of music prior to 1500; the sociopolitical climate of Europe and the United States as reflected in modernist and postmodern music of the 20th century; and the Broadway musical. The turbulent years of the 20th century spawned a vast variety of artistic movements in response to an ever-changing social and political landscape. The avant-garde music of the last hundred years is provocative, challenging, and sometimes difficult to appreciate without proper context and a deeper understanding of its compositional process. In fact, some people wouldn't call it music at all; indeed, the 20th century was a time when composers were wrestling with one central question: "What is music?" Over the course of the semester, students become familiar with the various *-isms* used to classify this strange and wonderful music: impressionism, neoclassicism, modernism, serialism, minimalism, and more.

Vocal Performance Workshop: Singing for the Stage

2 credits

Not offered in 2020–21. Open to grades 10, 11, and 12. Pre/corequisite: One of the following: Chorus; Individual Music Instruction in voice; Basic Voice; participation in a Concord Academy mainstage musical theater production; a Concord Academy theater or dance course and successful vocal audition; or permission of the department. Two class meetings per week; additional rehearsals as needed prior to the showcase performance. This course receives Performing Arts Department performance-based credit.

This course is for singers and for actors and dancers who sing, who are interested in exploring and refining the craft of vocal performance in a range of genres including musical theater, opera, and operetta. Students investigate the history of musical theater and opera through readings, films, listening assignments, and classroom discussion. Students have the opportunity to participate in scenes (solo or ensemble) and gain a greater understanding of stagecraft, movement, and character development. Students are assigned a song, aria, or arietta according to interests and are also encouraged to study a style outside their current experience. Faculty from the Music, Theater, and Dance Programs as well as special guests may teach master classes related to stage performance. The course culminates with an informal showcase performance of completed work.

PERFORMING ARTS

Theater Program

+Playwriting

3 credits

Not offered in 2020–21. Open to grades 11 and 12. No prerequisite. Three class meetings per week. May be taken for Performing Arts Department (but not performance-based) credit or English Department credit.

This course explores many aspects of playwriting, including plot structure, character development, dialogue, dramatic event, stage directions, and script formats. Students should expect to write frequently, developing a series of short plays and working toward the completion of an original one-act play.

Theater 2: Scene Study

2 credits

Not offered in 2020–21. Open to all grades. Prerequisite: One Theater 1 course.

Scene Study is designed to develop a basic awareness of what it means to act a piece of text onstage. The main technique explored is Constantin Stanislavski's method of physical action, giving actors the tools needed to explore super objectives, scene objectives, obstacles, and actions onstage. Through collaborative exercises, textual analysis, and improvisations, students deepen their exploration of character, situation, and relationship development that bring a scene and play to life. Outside work is expected, and a final workshop of scenes is performed.

+Theater 3: Theater Company

3 credits

Not offered in 2020–21. Open to grades 10, 11, and 12. Prerequisite: One Theater 1 course; and one Theater 2 course, or participation in a mainstage production. Three class meetings per week. May be repeated for credit. This course receives Performing Arts Department performance-based credit.

This semester course is organized as a collaborative theater company with members training and rehearsing together, emphasizing process over product. Under the guidance of the instructor, troupe members take in a variety of theatrical styles, physical theater rehearsal techniques, and strategies for creating original performance work, which is shown informally at the end of the semester.

Dance Program

Dance Conditioning: Stretch, Strengthening, and Barre

1 credit

Not offered in 2020–21. Open to all grades. Prerequisite: Dance 1. Two class meetings per week, Tuesday and Thursday, 5:15–6:30. The course also satisfies the athletics requirement for the fall season.

This course is for anyone who seeks to develop the flexibility and strength for which dancers are known. The course incorporates some Pilates and yoga-based exercises, traditional movement vocabulary in contemporary dance, basic ballet barre, and rhythmic footwork for coordination and stamina.

Interdisciplinary Arts

Anatomy and Physiology of the Human Voice

2 credits

Not offered in 2020–21. Open to grades 11 and 12; grade 10 for Performing Arts Department credit by permission of the department. No prerequisite. May be taken for either Performing Arts Department (but not performance-based) credit or Science Department credit. Two class meetings per week.

How does the voice work? How can the voice be used in a healthy way as an effective tool? This course introduces the fundamentals of vocal tract anatomy and physiology. An in-depth survey of the larynx and its various functions are discussed, including a basic overview of how the musculoskeletal system contributes to voice production. Students investigate and evaluate voice disorders (organic, functional, and psychogenic) through video laryngoscopy. Topics also include vocal acoustics and the spectrograms of their own and others' voices to understand the acoustic implications of different vowels and consonants. This course is useful for singers, actors, and all students interested in exploring optimal vocal production and health as a social and physical science.

SCIENCE

The goal of the Concord Academy Science Department is to instill passion and teach students the skills and knowledge necessary to be responsible and informed global citizens. Content and skills challenge students to be objective, think analytically, and communicate effectively. Taking risks, collaborating, being skeptical consumers of information, and generating and pursuing questions with an openness to different perspectives are encouraged. Innovation and exploration are central to the curriculum. Technology is incorporated as essential to scientific discovery and analysis. Students graduate from CA with the skills and knowledge to create positive change whether as active citizens or professional scientists.

Requirements

For the graduating classes of 2021 and 2022, students must pass five semesters (15 credits) of science in order to graduate. For the classes of 2023 and later, students must pass five semesters (15 credits) of science including 3 credits each in at least three of the five subdisciplines (biology, chemistry, physics, engineering, Earth/environmental science) in order to graduate. Students are, of course, strongly encouraged to take science during every year they are enrolled at Concord Academy, and to explore as many distinct subdisciplines as possible. A strong path will represent breadth as well as depth and include one year of study in at least two of the following: biology, chemistry, and physics.

Science courses passed in 9th and 10th grades at the previous school generally count toward the graduation requirement at Concord Academy. However, a minimum of one semester (3 credits) of science must be successfully completed at CA even if the departmental semester requirement has been met previously.

For any students who wish to meet prerequisites or proficiency requirements by studying science in summer school, independently, or with a tutor, the policy and expectations are stated in the General Description of Courses and Diploma Requirements section of the course catalog.

Choosing appropriate courses

Freshmen take Biology. This course is designed to help students learn fundamental skills and concepts used in all areas of science. Sophomores have access to two fields of study: Earth Science and Chemistry. Chemistry is strongly recommended for students who wish to have access to the broadest range of course options at Concord Academy. Juniors and seniors may take any of the courses open to sophomores. The additional courses open to juniors and seniors who have met the prerequisites are numerous and are described in detail on the following pages.

Course Offerings

All courses in the Science Department have three class meetings per week unless otherwise indicated below. A plus sign (+) preceding the course title indicates advanced curriculum that equals or exceeds the rigor of the Advanced Placement program.

Biology

BIO101 6 credits

YEAR. Open to grade 9; grades 10, 11, and 12 by permission of the department. No prerequisite.

Biology serves as an introduction to the Concord Academy Science Department. Students become familiar with the central concepts of modern biology: evolution, the basic chemistry of living organisms, cell function, genetics, human physiology, and ecology. Students learn the skills necessary to study science successfully—following through on experiments, evaluating data, performing research, writing about science effectively, and working cooperatively. Classroom work is varied, including labs, computer-based activities, and research projects. All students gain experience with word processing, spreadsheet design and manipulation, and Internet research.

+Applied Biology: Human Evolutionary Biology

BIO301 3 credits

SEM 1 or SEM 2. Open to grades 11 and 12. No prerequisite.

Human evolutionary biology is the study of human evolution and behavior from a biological perspective. Human behavior is complex and influenced by many factors. Our goal in this course is to try to make sense of some of those behaviors by studying the lives of both our ancient ancestors and our closest living relatives. By studying topics such as evolutionary human origins and anatomy, social groupings and interactions, and the evolution and purpose of sexual behavior, we can begin to explain why we modern

SCIENCE

humans make some of the choices we make. The course includes both discussion of readings and laboratory work, and culminates with an original research project. Familiarity with the vocabulary of DNA and genetics is helpful.

+Applied Biology: Developmental Biology

BIO303 3 credits

SEM 2. Open to grades 11 and 12. No prerequisite.

With a focus on molecular, cellular, and evolutionary mechanisms, students explore how a single fertilized egg develops into a complex multicellular, functional organism. Invertebrate (sea urchin, worm, and fly) and vertebrate (frog, fish, and chick) models are used to build an understanding of the formation of early body plan, differentiation of stem cells, organogenesis, cloning, genetics, and epigenetics. Ethical considerations that arise in this context are explored. Labs and independent research are central to the course.

+Advanced Biology

BIO401 6 credits

YEAR. Open to grades 11 and 12. Prerequisite: Chemistry.

Advanced Biology is a college-level course that focuses on the various modes of thought that biologists employ. Major experiments and research projects model various fields of biology, ranging from the molecular focus of genetics to the interconnections of ecology. Rather than race to cram information, students pursue fewer topics in considerable depth, focusing on the interconnections and complexity of living systems. Students are expected to take substantial initiative and responsibility for their learning in and out of class. Labs emphasize the development of collaborative skills and the application of ideas explored in the course. While it is not necessary to have taken a previous biology course, some basic knowledge is assumed.

Anatomy and Physiology of the Human Voice

2 credits

Not offered in 2020–21. Open to grades 11 and 12; grade 10 for Performing Arts Department credit by permission of the department. No prerequisite. May be taken for either Science Department credit or Performing Arts Department (but not performance-based) credit. Two class meetings per week.

How does the voice work? How can the voice be used in a healthy way as an effective tool? This course introduces the fundamentals of vocal tract anatomy and physiology. An in-depth survey of the larynx and its various functions are discussed, including a basic overview of how the musculoskeletal system contributes to voice production. Students investigate and evaluate voice disorders (organic, functional, and psychogenic) through video laryngoscopy. Topics also include vocal acoustics and the spectrograms of their own and others' voices to understand the acoustic implications of different vowels and consonants. This course is useful for singers, actors, and all students interested in exploring optimal vocal production and health as a social and physical science.

Earth Science: Natural Hazards

ENV203 3 credits

SEM 1. Open to grades 10, 11, and 12; not open to students who have taken the previously offered course Earth Science: Fundamentals of Earth Systems Science. Prerequisite: Two semesters of high school science.

Large portions of the world's population are exposed to natural hazards each year. This course explores the fundamental Earth science processes that drive events such as hurricanes, earthquakes, volcanoes, floods, and landslides. Students gain an understanding of how scientists study hazards, the factors that influence them, and the methods of forecasting or predicting events. Special attention is given to understanding how the disasters that accompany many natural hazards impact local communities and society at large. Through hands-on activities, readings, and small projects, students gain insight into where and why hazards occur and how to evaluate an area for hazard risk. Students reflect on how society evaluates and confronts the dangers posed by natural hazards, and how political, economic, and cultural settings can serve to attenuate or exacerbate vulnerability before, during, or after disasters occur.

Earth Science: Evolution of a Habitable Planet

ENV204 3 credits

SEM 2. Open to grades 10, 11, and 12; not open to students who have taken the previously offered course Earth Science: Applied Earth Systems Science. Prerequisite: Two semesters of high school science.

From the Big Bang to the rise of the modern Anthropocene, students journey through the 14-billion-year history of our universe and contemplate the question, "Just how did we get here?" Most of the focus of this course is on the formation of our own planet a mere 4.6 billion years ago. Studying major Earth history events such as the first appearance of single-celled organisms and the evolution and extinction of

SCIENCE

charismatic megafauna such as dinosaurs or Mammoths, students understand the links between abiotic and biotic Earth systems. Laboratory activities and field components of this course are designed to familiarize students with the rocks and fossils that archive the history of Earth and acquaint them with a few geologic field and laboratory methods for understanding how the Earth has changed over time.

Environmental Symposium

ENV601 1 credit

SEM 1. Open to all grades. One weekday evening class meeting per week, typically 7:00–9:00, for six weeks. No prerequisite.
This course is a lecture series presented by professional environmental scientists. The purpose of the course is to introduce high school students to science, primarily ecological science and field biology, as practiced by current researchers and specialists.

+Advanced Environmental Science: Human Ecology

ENV401 3 credits

SEM 1. Open to grades 11 and 12. No prerequisite.

Human Ecology is an interdisciplinary course that calls upon students to apply and synthesize knowledge from a variety of sources. This introductory seminar course explores human connections to natural, social, and built environments through the lens of economic policies. The course is designed to familiarize students with the integrated and complex analysis required in the study of environmental science. The course is strongly recommended for students interested in pursuing an environmental focus in their further studies.

+Applied Environmental Science: Sustainable Agriculture

ENV305 3 credits

SEM 2. Open to grades 11 and 12; not open to students who have taken the previously offered course Applied Environmental Science: Food for Thought. No prerequisite.

By the time you have finished reading this course description, there will be 120 more people in the world. To feed the growing population, agricultural production must increase 60% by 2050 on a planet with decreasing arable land. Agriculture is defined as the cultivation of animals, plants (including fungi), and other forms of organic life for human use, including food, fiber, medicines, fuel, and many other uses. Through articles, field trips, and independent research, this course examines the history, politics, and impacts of agriculture. The essential questions are these: How have human food production practices shaped the world from prehistory through the modern agricultural practices? And can the projected transformations into "ecological farming" feed the world's population?

+Applied Environmental Science: Water Conflicts at Home and Abroad

3 credits

Not offered in 2020–21. No prerequisite.

Approximately one in eight people worldwide lacks access to safe drinking water. Less than 1 percent (0.825%) of all the water on Earth is potentially available for drinking water. Thus, issues regarding the protection and distribution of this most precious resource have caused and will cause many conflicts. This seminar course examines this resource and presents students with an opportunity to consider important water management issues through case studies of conflicts at local, national, and international levels. Core themes in regions ranging from the greater Boston metropolitan area to the Colorado River basin to the Middle East, Africa, and Asia are examined. Students sharpen their analytical skills through in-class discussions and the crafting of one-page policy briefs. The seminar format of the course allows students to further explore specific areas of interest; therefore, students must be able to work independently and be comfortable analyzing data and public policies.

+Advanced Environmental Science: Energy and Climate

3 credits

Not offered in 2020–21. No prerequisite.

Climate-related risks to health, livelihoods, food security, water supply, human security, and economic growth are projected to increase with global warming of 1.5°C and increase further with 2°C (IPCC, 2018). The intersection of quality of life, energy use, and climate change forms the core of this course. Students explore current human use of energy, various energy sources and their availability, potential for shifting supply and demand, and how various choices may affect biogeochemical systems. Class activities range from hands-on investigation of energy sources (building solar houses) to policy-based energy security discussions, to the interface of human activities and global impacts.

SCIENCE

Chemistry

CHE201 6 credits

YEAR. Open to grades 10, 11, and 12. Prerequisite: Intermediate Algebra with B+ or higher grade, or a higher-level mathematics course.

This course is designed to provide the student with an understanding of the behavior of matter and energy at the atomic level. Problem solving, descriptive chemistry, demonstrations, and inquiry-based laboratory investigations are the core components of the course. Combining quantitative and qualitative aspects of science, the course bridges the gap between theoretical and empirical chemistry in a way that promotes independence and self-discovery.

Applied Chemistry: Macromolecular Chemical Change

CHE301 3 credits

SEM 1. Open to grades 11 and 12; not open to students who have taken the previously offered course Applied Chemistry: The Chemistry of Cooking. Prerequisite: Chemistry.

This applied chemistry course provides a hands-on and experimental approach to understanding and applying chemical principles through the delicious lens of cooking and baking. The application of heat to macromolecules and water in food is our starting point, and students are asked to employ other methods of cooking such as fermenting, brining, acidifying, drying, and shearing, as well. The chemical and physical changes involved in condensation, denaturation, and emulsification are central to our investigations. Students measure and calculate pH, volume fraction, heat transfer, fermentation rate, and freezing point depression. Eggs and milk are central to many of our demonstrations, investigations in our laboratory, and cooking and tasting experiments in the kitchen. While productive collaboration and problem solving are keys to success in this course, an independent, end-of-semester project practicing good experimental design and thoughtful presentation provides a culminating and synthesizing experience for students.

+Advanced Chemistry

CHE401 6 credits

YEAR. Open to grades 11 and 12. Prerequisite: Chemistry.

Advanced Chemistry builds on the principles introduced in Chemistry. The breadth and depth of topics from Chemistry are expanded, and the reviewed concepts are examined in greater levels of detail and abstraction. Emphasis is placed on understanding connections between fundamental principles and macroscopic phenomena. Students gain experience with building models from data and coping with complexity in problem solving, in topics including atomic theory, bonding, thermodynamics, energy and entropy, reactions, and equilibria.

Physics A

PHY301 3 credits

SEM 1 or SEM 2. Open to grades 11 and 12. Prerequisite: Three semesters of high school science, and Geometry 2.

This course is a one-semester introduction to classical mechanics: 1D and 2D kinematics, vectors, and Newton's laws. Through hands-on experimentation, demonstrations, group discussions, and problem solving, students investigate motion and forces. Students are exposed to the use of Excel, Bluetooth sensor technologies, and smartphone apps for data collection and analysis. Throughout the course, symbolic solutions to problems, problem-solving method, basic error analysis, and lab report writing skills are emphasized.

Physics B

PHY306 3 credits

SEM 1 or SEM 2. Open to grades 11 and 12. Prerequisite: Physics A.

This course is a continuation of Physics A and extends students' facility and familiarity with the world of equations that describe physical phenomena. Topics include circular motion, work, energy, momentum, and rotational kinematics. Other topics that may be included are statics, fluids, or simple harmonic motion. Physics B builds upon the lab skills introduced in Physics A with continued emphasis on symbolic solutions, problem-solving techniques, and lab report writing skills.

+Accelerated Physics

PHY305 6 credits

YEAR. Open to grades 11 and 12; grade 10 by permission of the department. Prerequisite: Three semesters of high school science; and Accelerated Trigonometry with B+ or higher grade, or Trigonometry with A- or higher grade, or completion of Calculus: Part A.

Although many of the goals of Accelerated Physics and of Physics A and B are the same, the primary differences between the two courses are the faster pace of Accelerated Physics and its greater emphasis on the theoretical foundations of the concepts. This course serves as an introduction to a rigorous college-level foundation course in physics, including the following topics: kinematics, vector mathematics, Newton's

SCIENCE

laws, centripetal acceleration and universal gravitation, work, energy, momentum, angular quantities, statics, and oscillations. Other topics that may be included are fluids, introductory electricity and magnetism, or thermodynamics. While calculus is not required or directly utilized for problem solving, students are exposed to the conceptual connections between calculus and physics. In addition, students are exposed to the use of Excel, Bluetooth sensors, smartphone apps, and other technologies for data collection and analysis. Throughout the course, symbolic solutions to problems, error analysis, empirical and theoretical problem-solving methods in the lab, and lab report writing skills are emphasized.

Applied Physics: Experimental Physics of the 20th Century

PHY307 3 credits

SEM 1. Open to grades 11 and 12. Prerequisite: Three semesters of high school science, and Geometry 2. Does not satisfy the prerequisite for Advanced Physics.

This course is an introduction to some of the key results of physics post-1900: waves, light relativity, and quantum mechanics. By following the history of how these ideas unfolded, we look at the experimental and theoretical results that challenged the classical approach to physics. Many of these results fly in the face of common sense, but Albert Einstein framed this well when he said, "Common sense is the collection of prejudices acquired by age 18." Students work to retrain their intuition for the very small (quantum) and very fast (relativity) by completing hands-on lab work to observe, describe, and ultimately model these phenomena to predict behavior in new scenarios. Students also gain practice with algebraic manipulation, frameworks for tackling categories of problems, and using specific structure for writing up observations.

+Advanced Physics: Vibrations, Waves, and Optics

PHY403 3 credits

SEM 1. Open to grades 11 and 12. Prerequisite: Accelerated Physics or Physics B. Pre/corequisite: Calculus: Part A.

From atomic clocks to lasers, string theory to stringed instruments, gravitation to Wi-Fi, even the very way you are able to read this course description, vibrations and waves are everywhere. We explore these both through mathematical descriptions of vibration, oscillatory systems, and waves, and through observation and measurement of a range of oscillatory and wave phenomena, including the measurement of the speed of light and the application of laser interferometry, to understand the recent successes of gravitational wave observations. Other topics include geometric optics, Doppler shifting, interference in thin films, polarization, standing waves, beating, Lissajous figures, phasor diagrams, and an overview of string theory.

+Advanced Physics: Astrophysics

PHY404 3 credits

SEM 2. Open to grades 11 and 12. Prerequisite: Accelerated Physics or Physics B; and Accelerated Trigonometry with B+ or higher grade, or Trigonometry with A- or higher grade, or completion of Calculus: Part A.

All those tiny dots of light in the night sky have inspired every culture to ask the deep questions about where we are in the universe. In this course we examine the discoveries of past scientists as well as engage the dynamic discoveries of modern times such as exoplanets and gravitational waves. We start with a deep investigation of light and its interaction with matter, which leads us to the formation of stars and galaxies, ending with Big Bang cosmology. Along the way we explore nuclear physics, the special and general theories of relativity, black holes, dark matter, and dark energy.

Topics in Engineering: Introduction to Principles and Processes of Design

ENR301 3 credits

SEM 1. Open to grades 11 and 12. No prerequisite.

Want to learn to solve real-world problems using creativity combined with math and science? An engineer works to improve the world around us by taking an abstract idea and making it a reality. The goal of this hands-on, project-based course is to introduce students to the broad and varied fields of engineering through the lens of the engineering design process. Teams of students work collaboratively to research, design, build, and test their solutions to the problem under investigation. The goal of the course is to expose students to the challenges of engineering design and construction and to push students to think both critically and creatively while utilizing the process of Design Thinking. Students are assessed on their contributions to project completion, the success of their completed creations, and personal reflections on their problem-solving styles and processes. Students enrolling in this course must possess a strong willingness to work cohesively with their peers, to take risks in the classroom, and to try new things that might not work!

SCIENCE

**Topics in Engineering: Architectural Design Concepts,
Processes, and Technologies**

ENR701 3 credits

SEM 2. Open to grades 11 and 12. No prerequisite. May be taken for either Science Department credit or Visual Arts Department studio credit.

This course uses seminar-style and studio-based work to examine what architecture means, from its inception four thousand years ago to its role in shaping communities for the 21st century. Students are introduced to the underlying principles and processes necessary for architectural design, including conceptualizing ideas, rendering plans, and construction of models through a variety of technologies in individual and team-based projects. Studio work is supplemented by case studies of iconic buildings, visits to architectural landmarks in the Boston region, and engagement with the challenges of sustainable development. Assessments are carried out through peer critique, written evaluations, and the formal review of projects by professional planners and architects.

Topics in Engineering: Computer-Aided Design and Manufacturing ENR702 3 credits

*SEM 2. Open to grades 11 and 12; not open to students who have taken the previously offered course *Topics in Engineering: From Virtual Model to Manufactured Piece*. No prerequisite. May be taken for either Science Department credit or Computer Science Department credit.*

Computer-aided design and computer-aided manufacturing tools continue to evolve and to change the way we make everything from prototypes to products to other tools. In this course, we learn about and execute the full arc of development from digitization and design to the fabrication and assembly of parts. Further, we learn how programmable machine tools work by deconstructing open- and closed-loop control systems, and by interpreting and writing in numerical control programming languages. The semester project, defined by each student, might employ CA's miller, router, vinyl cutter, paper cutter, 3D printer, or laser cutter, or combinations of these, or even new or modified computer-controlled systems of the student's own design.

Science Departmental Study

SCI991 1 to 3 credits

SEM 1 or SEM 2. Open to returning students in grades 11 and 12. Prerequisite: Departmental study application form and proposal submitted to and approved by the department head before the course request deadline. May be taken each semester.

(See General Description of Courses and Diploma Requirements.)

VISUAL ARTS

The Visual Arts Department includes studio courses in two- and three-dimensional fine arts, crafts, and media arts, and courses in art history. The breadth and depth of the program offer opportunities for students at all levels, from beginning to advanced. Many students initially explore several areas within the department and later focus on one or two to pursue in depth. We often hear from seniors that they wish they had signed up for more visual arts courses earlier in their CA careers.

Requirements

Students must earn credits in the Visual Arts Department and the Performing Arts Department. The number of credits required in the arts is determined on the following basis: by graduation, students entering in 9th grade must earn a minimum of 10 credits, students entering in 10th grade must earn 8, students entering in 11th grade must earn 6. If a student wishes to concentrate in one of the two departments, a minimum of 2 credits must still be earned in the other. The minimum 2 credits in the Visual Arts Department must be earned in a studio course. Studio courses are indicated with an asterisk (*). In addition to studio instruction, most visual arts courses include slide lectures or screenings, group discussions, and critiques. Work is required outside of class in all courses.

Because of the high cost of artists' materials, some courses require a materials or processing fee, which is indicated in the descriptions below.

Choosing Appropriate Courses

It is the policy of the Visual Arts Department not to exempt students from first-level courses. Although many students come to us with a wide variety of ability and experiences, first-level courses are an essential step in a curriculum that prepares students for the intense studio experience of upper-level courses. The curriculum is flexible in a way that allows students at all levels of ability to thrive. First-level courses serve as an introduction to a specifically designed sequence of courses that build on each other.

Exceptions

Infrequently, students have previous experience that aligns with the curriculum. Exemption requests require a portfolio of work in the specific discipline to be reviewed by the department, followed by a consultation with the instructor, department head, and director of studies.

Requests to repeat a course for credit are considered on a case-by-case basis.

Course Offerings

All courses in the Visual Arts Department have two class meetings per week unless otherwise indicated below. A plus sign (+) preceding the course title indicates advanced curriculum that equals or exceeds the rigor of the Advanced Placement program.

***Artists' Books**

2 credits

Not offered in 2020–21. Open to grades 10, 11, and 12. Prerequisite: One Visual Arts Department studio course at Concord Academy. \$40 materials fee.

This course introduces different book structures of both Western and Eastern traditions. Students draw on their experiences and interests with drawing, photography, painting, printmaking, and other favorite media to form the basis for their book content. New image-making applications, such as transfers, stamping, collage, digital imaging, and stitching, are introduced to broaden options for content. Text and images might interplay as students work on both narrative and formal sequences. Assignments provide great flexibility for investigation and self-expression. In addition to studio work, slides, class discussions, critiques, and a visiting artist round out the course.

***Ceramics I**

CER101

2 credits

SEM 1 or SEM 2. Open to all grades. No prerequisite. \$30 materials fee.

Through ample hands-on time, demonstrations, and one-on-one feedback, students learn the fundamental skills of both wheel-throwing and hand building with clay. Students also explore a variety of different surfaces through the use of both high-fire and low-fire clays, glazes, and slips, with an emphasis on problem solving.

VISUAL ARTS

***Ceramics 2: Form and Technique**

CER202 2 credits

SEM 1 or SEM 2. Open to all grades. Prerequisite: Ceramics 1. \$30 materials fee.

This course is a continuation of Ceramics 1 but with a great deal more flexibility tailored to the individual. Students choose which clay to use as well as what type of work to create: functional, nonfunctional, sculpturally based work, or a combination thereof. Whichever they choose, students focus on exploring new and different forms along with developing their surface-decorating techniques as a means of personal expression. Classes include demonstrations, slide presentations, and individual critiques.

+*Ceramics 3: Exploration and Refinement

CER302 2 credits

SEM 1 or SEM 2. Open to grades 10, 11, and 12. Prerequisite: Ceramics 2. \$30 materials fee.

Advanced students develop their aesthetic vocabulary and deepen their understanding of ceramics by working on more challenging projects. This course is a continuation of Ceramics 2, with the addition of higher expectations on both the making and the finishing of products. Additionally, students are asked to develop their approach to the finished surface in order to reach a more sophisticated level of finished work. Through one-on-one evaluations, slide presentations, and short trips to the Lacoste Gallery, students develop their ability to critique artwork and to express their ideas succinctly. This course meets concurrently with Ceramics 2.

+*Ceramics 4: Personal Voice

CER402 2 credits

SEM 1 or SEM 2. Open to grades 10, 11, and 12. Prerequisite: Ceramics 3. \$30 materials fee.

This course is a continuation of Ceramics 3, with the addition of even higher expectations on both the making and the finishing of products. Projects are the student's choice, discussed and agreed-upon early in the course. Ample hands-on time and problem-solving skills are a focus in this course, along with an emphasis on form and aesthetic design. This course meets concurrently with Ceramics 2 and Ceramics 3.

***Drawing 1: Material and Technique**

DRA101 2 credits

SEM 1 or SEM 2. Open to all grades. No prerequisite.

This course explores technical and expressive skills of drawing and design that can be applied to all areas of art study at CA. Students break down the process of drawing into its various elements, such as line, volume, shading, and composition. Projects range from the creation of a simple book incorporating abstract mark making to a polished study of the school's chapel. Students explore a variety of drawing tools, materials, and subject matter including still life, perspective, abstraction, and the human figure.

***Drawing 2: Tradition and Innovation**

DRA201 2 credits

SEM 2. Open to grades 10, 11, and 12; grade 9 by permission of the department. Prerequisite: Drawing 1, Painting 1, or The Figure.

This course studies drawing as an expressive medium in its own right, using a variety of styles, subject matter, and media. Projects include drawing from observation and drawing from the imagination, assignments that incorporate symbolism and abstraction as well as conceptual approaches to image making. Students have the opportunity to draw on both small and large scale and to incorporate digital imaging technologies into their work.

+*Drawing 3: Sketchbook and Collaboration

DRA301 2 credits

SEM 2. Open to grades 10, 11, and 12. Prerequisite: Drawing 2.

Drawing 3 students spend the first half of the semester using sketchbooks to record the world as spontaneously observed on campus, in nature, on the T, or around the Greater Boston area. Sketching techniques are studied as well as the work of artists throughout history who have employed drawing as an integral part of the art-making process. During the second half of the semester, selected work from sketchbooks is incorporated into larger-scale drawings using a variety of media and techniques. A final, collaborative project involves all Drawing 3 students combining ideas from their larger drawings into a huge, billboard-size composite drawing to be installed on the CA campus. This course meets concurrently with Drawing 2.

***Fashion Design: Material Illustration**

FIB105 2 credits

SEM 1 or SEM 2. Open to all grades. No prerequisite. \$30-50 materials fee.

Every garment begins as an idea expressed through images, drawings, and material exploration. In this introductory course, students focus on how apparel designers communicate their seasonal collection. It is a fundamental skill for all designers to effectively document and plan their ideas. Students explore their

VISUAL ARTS

creativity through various styles of fashion illustration, create and present their conceptual inspiration through mood and tear boards, and plan out technical drawings of featured looks in their own designed collection. In addition, students engage in research and discussions about current fashion collections and fashion history. This course focuses on the 2D component of designing apparel and utilizes hand-drawing media such as colored pencil, graphite, ink, and watercolor, as well as digital tools such as Adobe Illustrator.

+ *Fashion Design: Creative Process

FIB301 2 credits

SEM 2. Open to grades 10, 11 and 12. Prerequisite: Fashion Design: Material Illustration; or one Fiber Arts course and one additional Visual Arts Department studio course. \$40–60 materials fee.

This course provides students a glimpse into the fast-paced environment of the fashion industry. We spend time on both draping and pattern-making techniques, as well as fashion illustration. The semester's work is guided by specific inspiration mood boards that students create and from which they draw inspiration. This course is designed to develop skills that all fashion designers, from Dior to Alexander Wang, possess.

+ *Fashion Design: Advanced Topics

FIB302 2 credits

SEM 2. Open to grades 11 and 12. Prerequisite: Fashion Design: Creative Process or permission of the department. \$40–80 materials fee.

This advanced course focuses on specific, in-depth exploration of components of the fashion design industry. Students choose from a range of topics and engage in semester-long research and projects. Topics may include sustainable fashion and textiles, fashion blogging and new media, fashion history, new technologies, and the intersection of art and fashion. Through readings, video, illustration, and material experimentation, students work together as a collaborative group to plan, design, create, and install their collection.

***Fiber Arts: Color on Cloth**

FIB103 2 credits

SEM 1. Open to all grades. No prerequisite. \$30–40 materials fee.

This course explores the development of color application on cloth through dyeing. We work with numerous methods that this craft offers, from simple fold-and-bind to more complicated resists. We use powder dyes as well as indigo dyeing techniques of shibori. Through exploration, research, demonstration, critique, and sample-making, we develop color theory, composition, and execution skills.

***Fiber Arts: Form and Concept**

2 credits

Not offered in 2020–21. Open to all grades. No prerequisite. \$30–40 materials fee.

This experimental and discovery-based course explores the 3D capabilities that fiber and textiles have to offer. We spend our time learning building techniques such as felting, knitting, weaving, sewing, and embroidery, and how these techniques interact with the human form. We draw on nature, history, and fashion as inspiration for our semester's work. Students navigate their own ideas of creativity, texture, inspiration, and sculpture in the fibers medium.

***Fiber Arts: Indigo on Cloth**

2 credits

Not offered in 2020–21. Open to grades 10, 11, and 12. No prerequisite. \$30 materials fee.

In this in-depth tie-dye course, we look exclusively at the wonderful and numerous applications that indigo dye has to offer. We each cultivate and care for our own "dye pots" throughout the semester while we learn various resist methods such as shibori and Japanese wood blocking. Students also explore basic clothing construction to help provide 3D canvases for their dye work. We gather inspiration from history, nature, and fashion as we explore the indigo dyeing process. This course meets concurrently with Fiber Arts: Color on Cloth.

+ *The Figure

VIS201 2 credits

SEM 1. Open to grades 10, 11, and 12. Prerequisite: Drawing 1, Painting 1, or permission of the department. \$35 model fee.

This course provides an opportunity for extensive work with a subject matter that has been a cornerstone of all art disciplines throughout art history. Students gain familiarity with the structures of the human body while drawing in a variety of media using a broad range of techniques and styles. Work ranges from short sketches to longer poses of the nude figure and may cover projects in portraiture and self-portraiture. Studies of the human skull and skeleton are also included in the curriculum. A three-dimensional

VISUAL ARTS

component utilizing clay includes projects from quick gesture sketches of the figure to a careful study of a human skull.

***Film: Introduction to Film Production** **FIL101** **2 credits**

SEM 1 or SEM 2. Open to all grades. No prerequisite. \$50 materials fee.

This course is for everyone who wants to experience the creative process of filmmaking. Students complete a series of editorial exercises and produce a collection of short films using digital filmmaking technologies. While this course serves as a foundation in the cinematographic and editorial skills required to create a film, it also uncovers the narrative ingredients required to create engaging cinematic stories. Early cinema, current blockbusters, documentaries, commercials, and viral videos are viewed for inspiration and historical value. Ample class time is set aside for each live-action project.

***Advanced Film: Postproduction A:
Feature Film Editing and Visual Effects** **FIL204** **2 credits**

***Advanced Film: Postproduction B:
Feature Film Editing and Visual Effects** **FIL208** **2 credits**

SEM 2. Open to grades 10, 11, and 12. Prerequisite: Introduction to Film Production. \$50 materials fee.

A good editor is often engaging in what is known as "the invisible art," shaping shots into a montage of imagery that moves the audience in subtle but lasting ways. This course explores the art and craft of editing through some practical, hands-on projects that reveal the theories and best practices of the craft. In addition, we explore the increasingly blurred lines between editor, visual effects artist, and colorist. As the semester moves forward, this course engages in a studio model, serving as the "post-house" for the Feature Film Project production. By semester's end, students have cooperated in the creation of a feature-length production while gaining a thorough understanding of film editing, audio mixing, and color grading methods.

+*Advanced Film: The Feature Film Project **FIL302** **6 credits**

YEAR. Open to grades 11 and 12. Prerequisite: Introduction to Film Production; and letter of application expressing reasons for interest in pursuing this course, submitted to and approved by the department head before the course request deadline. Three class meetings per week; in the spring season, additional afternoon or evening rehearsal times, including tech week's rehearsals, performance, and strike. \$50 materials fee. With optional additional participation, the course also satisfies the athletics requirement for the winter season.

This highly collaborative experience provides students the opportunity to explore all facets of film production while producing an original feature-length film. Particular attention is given to the performance side of filmmaking, and interested students have the option to work in front of the camera in addition to serving in key crew positions. Additional participation in Feature Film Project for winter season athletics is optional and recommended for full production experience. The course culminates with a premiere for the Concord Academy community before the film is sent out for festival consideration.

***Advanced Film: Documentary Film Production** **2 credits**

Not offered in 2020–21. Open to all grades. Prerequisite: Introduction to Film Production. \$50 materials fee.

"If the first casualty of war is truth, the last is memory," said Peter Davis, director of the Oscar-winning documentary *Hearts and Minds*. Nonfiction films aim to capture both truth and memory; to educate and entertain us, move us to thought and action, change public opinion, and expand our minds. This course explores documentary as a storytelling art, a powerful and evolving craft, and a path to understanding and explaining our world. Students gain hands-on experience with interviewing, camerawork, lighting, sound, editing, journalism, and gathering of archival footage. We practice these techniques in a series of exercises and produce two short films. We watch some of the great documentaries from the past and present, discuss what makes them work, and, in producing our own films, contribute to the truth and memory of our time.

***Advanced Film: Film Direction: From Idea to Screen** **2 credits**

Not offered in 2020–21. Open to grades 10, 11, and 12. Prerequisite: Introduction to Film Production. \$50 materials fee.

A director's work starts long before the film set. Whether it is the long, arduous journey of story development or the important work of previsualization, a film director's most critical work happens early in the process. This course explores the various techniques and strategies required to mount a successful film production, including weekly "sketch" film exercises, short projects, and editorial exercises. By semester's end, students develop their own short film package, featuring a polished short screenplay, visualization materials, and a director's "sizzle reel." In addition, each student has the opportunity to shoot a portion of

VISUAL ARTS

the screenplay with a full crew of peers. All projects from this course are considered for full-scale production in the Film Production Workshop course.

+ *Advanced Film: Film Production Workshop

3 credits

Not offered in 2020–21. Open to grades 11 and 12. Prerequisite: Introduction to Film Production. Three class meetings per week, plus occasional evening sessions to be arranged. \$50 materials fee.

This advanced course is an opportunity for upper-level students to collaborate on a single semester-long project using the latest digital cinema production techniques. Guided by the instructor, the workshop members select a story and develop it through the entire production process, with every student fulfilling specialized positions at each stage. Screenings are selected for their relevance to the specific project. The finished piece is presented to the Concord Academy community at the end of the semester and is submitted to both domestic and international film festivals.

***Advanced Film: Introduction to Animation**

2 credits

Not offered in 2020–21. Open to grades 10, 11, and 12. Prerequisite: Introduction to Film Production or Graphic Design. \$50 materials fee.

Examining a wide array of techniques and technologies, this course guides students through multiple projects as we explore the foundational concepts of animation. Students try their hand at many approaches, working with traditional hand-drawn animation, experimental techniques, as well as Adobe After Effects. As we discover using a variety of techniques, the ability to draw is not a gatekeeper into the world of animation; all skill levels are most welcome! The course requires a high level of patience and stamina to do the work well; students should plan accordingly before committing.

***Fundamentals of Production Design**

VIS706

2 credits

SEM 1. Open to grades 10, 11, and 12. Prerequisite: One first-level Visual Arts Department studio course; and one course in the Music Program, Theater Program, or Dance Program, or one season of Performing Arts Production: Tech Crew. May be taken for Visual Arts Department studio credit or Performing Arts Department (but not performance-based) credit. \$50 materials fee.

Fundamentals of Production Design is structured to provide students with the skills to research, analyze, and use visual communication and aesthetic theory as a way to communicate ideas to an audience. The class explores design as a means of communication, a way of organizing information, and a form of artistic expression. Students learn the roles and responsibilities of a designer through studio design projects that utilize analytical and theoretical interpretation, research, and rendering techniques, using a mix of media to communicate the visual interpretation of ideas. Skills learned in this course include but are not limited to model making, hand and CAD rendering skills, painting techniques, additive and subtractive color mixing, and the fundamentals of design: line, tone, value, texture, and composition. After taking this course, students are encouraged but not required to collaborate with Directors' Workshop as a way to put into practice the theoretical design process into a realized design collaborating with a team.

***Graphic Design**

VIS704

2 credits

SEM 1. Open to all grades; not open to students who have taken the previously offered course Digital Graphic Design. No prerequisite. May be taken for either Visual Arts Department studio credit or Computer Science Department credit. \$30 materials fee.

Graphic design, with its iconic images, posters, billboards, logos, websites, book covers, and ad campaigns, responds to and influences popular culture. In this course, students become familiar with a variety of tools and techniques of design, illustration, typography, and visual identity; learn strategies for idea generation and development; and step into the designer's role as a visual storyteller. Projects involve designing logos, flyers, infographics, websites, and posters; we design for print and screen, for clients real and imagined, and for a variety of output formats.

***Painting 1: Water Media**

PAI101

2 credits

SEM 1 or SEM 2. Open to all grades. No prerequisite.

In this course, students are introduced to the fundamental elements of developing a painting: drawing, tone, color, and composition. Projects range from quick sketches to longer studies involving work developed through direct observation and the students' imagination. Emphasis is placed on strengthening the students' drawing and compositional skills, building a familiarity with the watercolor and acrylic media, and developing skills in working with color and value.

VISUAL ARTS

***Painting 2: Oil** **PAI201** **2 credits**

SEM 1 or SEM 2. Open to all grades. Prerequisite: Painting 1. \$35 fee for painting kits.

This is an intensive oil painting course in which students build their technical skills, explore color and composition in depth, experiment with a variety of techniques, and begin to develop a personal visual vocabulary. Structured problems involving still life, portraiture and self-portraiture, landscape, and work from the students' imagination are given to help students maximize their potential for growth.

+ *Painting 3: Observation **PAI302** **2 credits**

SEM 1. Open to grades 10, 11, and 12. Prerequisite: Painting 2; and Drawing 1 or permission of the department. \$10 studio fee plus some additional fees for materials.

This course, while meeting concurrently with Painting 2, pursues projects in oil paint and other media that are focused on working from direct observation. Projects may involve still life, portraiture, self-portraiture, and interior spaces. Emphasis is placed on drawing, composition, color accuracy, and painting techniques.

+ *Painting 3: Imagination and Abstract **PAI303** **2 credits**

SEM 2. Open to grades 10, 11, and 12. Prerequisite: Painting 2; and Drawing 1 or permission of the department. \$10 studio fee plus some additional fees for materials.

This course, while meeting concurrently with Painting 2, pursues projects in oil paint and other media that are focused on abstract painting and working from the students' imagination. Projects may involve interpretive and narrative painting, as well as exploring techniques that are designed to ease one into the complex and challenging world of abstract painting.

***Photography 1: Black-and-White Camera and Darkroom** **PHO101** **2 credits**

SEM 1 or SEM 2. Open to all grades. No prerequisite. Most students spend \$110–130 on supplies.

This course introduces photography as a means of communication and self-expression. Students learn how to use a 35 mm SLR camera, expose and develop black-and-white film, and make prints in the darkroom. Slides and books present the history of photography and allow students to see the richness that the medium has to offer. Class critiques that culminate each assignment allow students to put the medium and their work into a cultural and historical context. Students have the ultimate choice in the subject matter they pursue. A final portfolio brings work to completion. Students should bring their own adjustable 35 mm camera, although the department has cameras available for loan and ensures that every student has a camera.

***Photography 2: Experimentation and Focus** **PHO201** **2 credits**

SEM 1 or SEM 2. Open to all grades. Prerequisite: Photography 1. Most students spend \$110–130 on supplies.

This course is a direct continuation of Photography 1. Students refine camera selectivity and darkroom craft as they investigate their intentions and the decision-making process. Flexible assignments allow students to pursue avenues of personal interest. Experimentation is explored early in the term and provides varied possibilities to extend the student's vision. We finish the experimentation segment by constructing a book. Slides and books allow us to continue the investigation of images and their makers throughout the history of photography, and students continue to develop a sense of the range of possibilities for personal expression. Students produce a portfolio to conclude the course.

+ *Photography 3: Projects and Visions **PHO301** **3 credits**

SEM 2. Open to grades 11 and 12. Prerequisite: Photography 2. Three class meetings per week. Most students spend \$110–140 on supplies.

The core of Photography 3 is the students' own self-defined theme project, and an offshoot image collection project that helps students learn about the history of the medium through research based on their own work. Students use the work of other photographers as inspiration for their projects. Regular work-in-progress critiques provide feedback for the project's growth. We begin the semester with a sequencing project; a later project merges digital and 19th-century technologies, spanning the history of the medium. A portfolio containing a cohesive body of work is our goal.

+ *Photography 4: Independent Ventures **PHO401** **2 credits**

SEM 2. Open to grade 12. Prerequisite: Photography 3 and permission of the department. Most students spend \$120–140 on supplies.

Following on the projects and concepts of Photography 3, this course is an opportunity for students to design and execute a semester-long project with the guidance of the instructor. The course is intended for

VISUAL ARTS

students who have demonstrated exceptional skill, curiosity, drive, and talent in the photography discipline. This course meets concurrently with another Photography course in the corresponding semester.

+*Color Photography: Film to a Digital Workflow **PHO302** **2 credits**

SEM 1. Open to grades 10, 11, and 12. Prerequisite: Photography 2. Most students spend \$120–140 on supplies.

This course introduces color as an expressive element in photography. Topics include color theory, scanning film, and digital capture, as we move toward working with Adobe Lightroom, our "digital darkroom," to process images for proper output. Students work toward seeing in color, and understanding the fundamentals of color correction and resolution from import to output. We continue to look at historical and contemporary color photography to develop a vision as color photographers. By the end of the semester, students have a portfolio of prints that represents the resolution of a cohesive idea.

***Printmaking: Relief Techniques** **PRI102** **2 credits**

SEM 2. Open to all grades. No prerequisite.

This is a fun and energetic introductory course in relief printmaking techniques, including linoleum cut, woodcut, and the ever-popular monotype. Emphasis is on the development of the imagery within each student's work and the exploration of textural and compositional possibilities of each process. No drawing skills are necessary, just a willingness to experiment.

***Printmaking: Etching and Beyond** **2 credits**

Not offered in 2020–21. Open to all grades. No prerequisite.

This course explores a variety of traditional intaglio techniques, including drypoint, copperplate etching, and aquatint, that were utilized centuries ago by master printmakers such as Albrecht Dürer, Rembrandt van Rijn, and Francisco Goya. Through the use of these techniques, students develop their plates by exploring the formal elements of intaglio printmaking, which include but are not limited to line, tone, texture, color, and composition. Subsequent projects explore contemporary printing techniques such as collograph, carborundum printmaking, and solarplate etching. Some monotype techniques are introduced, allowing students to create layered surfaces or experiment further with multicolor prints.

***Sculpture** **VIS101** **2 credits**

SEM 1. Open to all grades. No prerequisite.

This is a hands-on, problem-solving course, an introduction to the basic concepts of spatial design with an emphasis on understanding materials and processes necessary to create sculpture. Projects may range from invention of forms inspired by the natural world, to fanciful shoe design, to the exploration of architectural volumes through modular systems. No prior knowledge of tools or shop techniques is necessary. Students are also introduced to the work of contemporary sculptors through slide lectures and are encouraged to build a critical vocabulary necessary to discuss their work and the work of their classmates.

***Topics in Engineering: Architectural Design Concepts, Processes, and Technology** **ARC701** **3 credits**

SEM 2. Open to grades 11 and 12. No prerequisite. May be taken for either Visual Arts Department studio credit or Science Department credit.

This course uses seminar-style and studio-based work to examine what architecture means, from its inception four thousand years ago to its role in shaping communities for the 21st century. Students are introduced to the underlying principles and processes necessary for architectural design, including conceptualizing ideas, rendering plans, and construction of models through a variety of technologies in individual and team-based projects. Studio work is supplemented by case studies of iconic buildings, visits to architectural landmarks in the Boston region, and engagement with the challenges of sustainable development. Assessments are carried out through peer critique, written evaluations, and the formal review of projects by professional planners and architects.

***Visual Arts Departmental Study** **VIS991** **1 to 3 credits**

SEM 1 or SEM 2. Open to returning students in grades 11 and 12. Prerequisite: Departmental study application form and proposal submitted to and approved by the department head before the course request deadline; student-initiated consultation with a department member prior to submitting the proposal.

(See General Description of Courses and Diploma Requirements.) This course is reserved for students seeking to widen and deepen their knowledge of visual arts after making use of the variety of Visual Arts

VISUAL ARTS

Department offerings. The written proposal that students submit must state the overall goals of the semester, specific media and skills that they plan to study, and potential projects.

There are three categories for Visual Arts Departmental Studies:

Interdisciplinary: for students who have explored a wide range of Visual Arts Department offerings and would now like to investigate the intersection of those mediums and skills with a proposal that emphasizes an interdisciplinary plan for projects.

Exploratory: for students who would like to make use of a form of media that is outside the current offerings of the Visual Arts Department, after demonstrating full engagement with department courses that support the proposed work.

In-depth: for students who have taken all courses offered within a specific discipline and wish to further explore and deepen their knowledge of that discipline. This category is intended for students who have satisfied and demonstrated exceptional skill and talent in the most advanced course offered in a given discipline. The proposal should include details of techniques, concepts, projects, and goals.

Visual Arts Nonstudio and Cross-Listed Courses

The following courses receive credit in the Visual Arts Department but not studio credit, or may be taken for credit in the department specified.

Buildings and Bodies: Comparing Civilizations Through Art **VIS705** **3 credits**

SEM 1 or SEM 2. Open to grade 9; grade 10 by permission of the department. No prerequisite. Three class meetings per week. May be taken for either Visual Arts Department (but not studio) credit or History Department credit.

Can a civilization's story be retold through the buildings, objects, and images left behind? This course traces the development of cultures and religions from prehistory through medieval times by studying the artifacts that a diverse range of societies produced, from Paleolithic cave paintings to Islamic tile ware to Gothic cathedrals. Students learn to interpret the work of makers from past millennia by developing an understanding of basic design principles as they are employed by more contemporary artists and artisans in a wide variety of media. Over the course of a semester, members of the class build a shared sourcebook through individual and collective research using digital and print media supplemented by discussion, class presentations, written assignments, museum trips, and a major, hands-on creative project.

+The Writers' Room: Writing for Television **VIS709** **3 credits**

SEM 1. Open to grades 11 and 12. No prerequisite. Three class meetings per week. May be taken for either Visual Arts Department (but not studio) credit or English Department credit.

This course focuses on the particular work of writing for television, a highly collaborative experience! We study the craft and theory behind writing stories specifically for the small screen while functioning as a working writers' room. By semester's end, the class writes a complete season of an original television series with each student scripting an individual episode, balancing their unique voice within the constraints of the shared universe imagined by the group.

+Film History **3 credits**

Not offered in 2020–21. Open to grades 11 and 12. Prerequisite: One history course at mid level. Three class meetings per week. May be taken for either Visual Arts Department (but not studio) credit or History Department credit.

Film History is a survey course on the origins and sweeping international expansion of the motion picture medium, culminating with the present state of an industry and popular art that is in the midst of redefining itself yet again. Although the focus of the course is on the aesthetic development of cinema, we soon discover that this narrative is inseparable from the industrial, social, and economic histories that entangle such an inquiry. By the end of the semester students have the ability to synthesize multiple historical perspectives to arrive at a deeper appreciation of the complicated, yet surprisingly short, evolution of cinema and the cinema experience.

+History of Design: Power and Culture in Objects **3 credits**

Not offered in 2020–21. Open to grades 11 and 12. Prerequisite: One history course at mid level. Three class meetings per week. May be taken for either Visual Arts Department (but not studio) credit or History Department credit.

This course explores structures of power, cultural exchange, and European colonialism in Western art and design movements through artifacts. Many of today's objects, tokens of culture, can be traced back to

VISUAL ARTS

historical moments of control, exchange, or collaboration. Objects are products of society, capturing moments that reflect the norms of the time. Through the examination of objects, students confront history and culture, analyze the value systems that produced those items, and critique those systems with a contemporary lens. Through critical art theory readings, self-driven research writing, documentaries, photographs, and interacting with objects, students examine the aesthetic origins, tracing their roots to the colonized, commodified, or exchanged.

+Screenwriting

3 credits

Not offered in 2020–21. Open to grades 11 and 12. No prerequisite. Three class meetings per week. May be taken for either Visual Arts Department (but not studio) credit or English Department credit.

This course is dedicated to the peculiar craft of screenwriting, a format that requires the writer to say much with very little. With screenplay readings and a variety of exercises, we reveal the tricks of the trade, including narrative structure and character development, perhaps—as we do—answering the ultimate riddle: Which came first, plot or character? We consider the screenplay's place in the broader field of fictional writing, identifying its relations to and departures from the short story, novel, and play. Additional time is spent studying the challenges of adapting an idea from pre-existing material. A major portfolio piece serves as the main assessments of the course, with students designing an outline for a feature-length screenplay, then expanding a sizable portion of the outline into the screenplay format.

+Topics in Art History: The Western Aesthetic to Globalism

3 credits

Not offered in 2020–21. Open to grades 11 and 12. No prerequisite. Three class meetings per week. May be taken for either Visual Arts Department (but not studio) credit or History Department credit.

This course explores the development of Western values and aesthetics by tracing their rise from the Italian pre-Renaissance into the 21st century, where they are currently being challenged by a global agenda shaped through the disruptive influence of digital media as well as concerns over identity, displacement, and sustainability. Art making is considered as both social commentary and personal expression as we explore connections among works from a variety of media, the artists who made them, the events that stimulated their creation, and the impact that other cultures may have had on their development. Special emphasis is placed on developing a vocabulary to view, write, and discuss art in a critical manner. Course work includes the presentation of selected work from the past six centuries, readings, discussion, short-form essays, museum trips, and a final project where each student curates a collection of contemporary artwork that addresses a specific concern of the student.

+Topics in Film History: Genre Studies

3 credits

Not offered in 2020–21. Open to grades 11 and 12. Prerequisite: One history course at mid level. May be taken for either Visual Arts Department (but not studio) credit or History Department credit.

Science fiction, horror, comedy, drama—within the first decade of early cinema, filmmakers were already exploring and establishing the language of these long-standing genres. In this topics course, we explore the rise of genre films, track their popularity and downfalls, and examine how social, political, and industrial factors shape what plays at the cineplex or streams on "the Netflix." Screenings, readings, and class discussions explore the major genres of cinema from the earliest days through modern times. Assessments may include weekly film viewing journals, critical essays, collaborative experiential work, and a final exam.

ATHLETICS

ATHLETICS

NOTE: Due to the COVID-19 pandemic, new remote activities have been introduced at various times as conditions have changed. Details are posted by the Athletics Department and are not included here.

The Athletics Department is committed to educating students about the important role of physical fitness for a healthy, balanced lifestyle and the many vital life skills and values learned through participation on teams. Through activity-based learning, the staff seeks to pass on values such as respecting self and others, accountability, winning and losing with class, and learning from failure. In addition, team programs provide students the opportunity to learn about collaborating, sacrificing for others, and playing different roles in varied settings.

The Athletics Department offerings are broad and varied to allow students to explore activities best suited to their interests and passions. Some Performing Arts Department offerings that are physically demanding or team-oriented are included below and can be taken to satisfy the Athletics Department requirement. Thus, the Athletics Department offers a broad-based program of excellence to enhance the academic experience and strengthen the community.

The three athletic seasons are as follows:

Fall: September–November

Winter: November–February

Spring: March–May

Requirements

Students in grades 9–10 are required to participate in at least one of the options listed below in each of the three seasons. A minimum of two seasons must be selected from the Athletics options. One season may be selected from the Team Experience options that is not in the Athletics options. Any variation from this requirement must be approved by the Athletics Department and, if relevant, by the Performing Arts Department. New students in grades 9–10 must select at least one Team Experience option during their first year at Concord Academy.

Students in grades 11–12 are required to participate in two of the three seasons. A minimum of one season must be selected from the Athletics options below. One season may be selected from the Team Experience options that is not in the Athletics options. New students in grade 11 must select at least one Team Experience option during their first year at Concord Academy, and must select an Athletics option or Team Experience option in the fall season.

| Athletics Options | Team Experience Options |
|---|---|
| Team Sports (varsity, subvarsity, intramural) | Team Sports (varsity, subvarsity, intramural) |
| Physical Education courses | Team Manager |
| Dance 1, 2, 3, 4, Conditioning | Athletics Department Assistant |
| Approved External Credit Program | Community Service |
| | Dance 3, 4 |
| | Performing Arts Production: Mainstage Performer |
| | Performing Arts Production: Musician |
| | Performing Arts Production: Stage Manager |
| | Performing Arts Production: Tech Crew |
| | Theater 4: Directors' Workshop (spring season) |

Attendance and Grades

Team sports, intramural (IM) sports, and physical education (PE) courses are graded on a basis of credit or no credit. A student earns a credit for regular attendance and committed, active participation. An IM or PE student who in a season accumulates more than four excused absences, as determined by the director of

ATHLETICS

athletics, receives no credit for the activity and is required to make up the no credit within the same academic year (underclassmen are expected to make up a spring no credit in the following fall).

Approved External Credit Program

The Athletics Department recognizes that it is not possible to provide athletic programming to meet every student's interest in a committed athletic activity. Thus, students may earn a credit in an external athletic program for up to two seasons in an academic year, in a sport currently not offered at Concord Academy. The student must participate in the external program for a minimum of eight hours per week for the length of a CA season (fall, winter, spring), or 12 consecutive weeks within the academic year. The external program must be structured and supervised by a coach who is not related to the student and must be approved by the Athletics Department.

Medical Restriction or Exemption

If a medical condition prevents or limits participation in certain physical activities, the health center staff evaluates the student's medical documentation and meets with the student to identify the necessary restrictions to determine what athletic activities are possible. If no curriculum offerings are appropriate, the student receives a medical exemption for that season.

Course Requests

The primary request period for department offerings occurs during the spring for the following academic year. Students are expected to submit requests for the full year of athletics. During the school year, students have the opportunity to request changes to their choices during a drop/add period prior to each season. Any changes to the published Athletics Department offerings and schedules are made available during these drop/add periods.

Interscholastic Team Sports

Varsity and subvarsity interscholastic teams compete against New England independent schools. Tryouts are held at the start of each season and are open to students in all grades. Each student is provided a fair and equitable chance to earn membership. The Athletics Department seeks to meet interest with opportunity whenever possible. However, facility space and appropriate roster size, relative to a quality experience for all members, may result in some students' not earning membership to a desired team. Students who do not make a team of their choice should meet with the Athletics Department to select another activity if desired or needed.

Varsity and subvarsity team practices are held after 3:10 p.m. Varsity teams typically practice Monday to Friday. Subvarsity teams typically practice Tuesday to Friday. Games are scheduled primarily on Wednesdays, Fridays, and some Saturdays.

Intramural Team Sports

Intramural (IM) team sports provide students with the opportunity to experience the benefits of team, build their skill set, and compete against CA peers in the sport of their choice. The teams are coeducational or single gender and are open to all grades. Intramural programs are run on weekdays after 3:10 p.m.

| Fall | Winter | Spring |
|-----------------------------|----------------------|------------------------|
| Girls' Cross-Country | Girls' Alpine Skiing | Boys' Baseball |
| Boys' Cross-Country | Boys' Alpine Skiing | Girls' Lacrosse |
| Girls' Field Hockey | Girls' Basketball | Boys' Lacrosse |
| Girls' Soccer | Boys' Basketball | Coed Sailing |
| Boys' Soccer | Girls' Squash | Girls' Softball |
| Girls' Volleyball | Boys' Squash | Girls' Tennis |
| Boys' Intramural Basketball | Coed Wrestling | Boys' Tennis |
| Boys' Intramural Soccer | | Girls' Track and Field |
| Coed Intramural Tennis | | Boys' Track and Field |
| Coed Intramural Volleyball | | Coed Ultimate Frisbee |
| | | Coed Intramural Squash |

ATHLETICS

Playing Time Policy

In team sports at Concord Academy, the coaching staff focuses on developing players' fitness, sport-specific skills, and character. At the varsity level, there is also an emphasis on competition, while at the subvarsity and intramural levels the emphasis is on participation. As such, in varsity contests, playing time is not guaranteed and is at the discretion of the coaching staff. On subvarsity squads, all players earn at least some opportunity to compete in each game unless held out for administrative reasons. Students on intramural teams receive equal playing time in all games and scrimmages.

Varsity Cross-Country

Girls ATH101 Boys ATH102

FALL. Practices held on weekdays, 3:30–5:30.

The girls' and boys' varsity cross-country teams compete in the Eastern Independent League (EIL) and in the New England Preparatory School Athletic Council (NEPSAC) championships at the end of each season. The girls' and boys' teams compete separately but train together during the week. The team trains on campus and on the many trails in the Concord area. Home meets are held at Great Brook Farm State Park. Students with previous running or racing experience are encouraged to try out. Due to the rigor of the season, those who have not regularly run before but are interested in trying out in the future are encouraged to enroll in the Running course.

Varsity Field Hockey

Girls ATH103

FALL. Practices held on weekdays, 3:30–5:30.

The girls' varsity field hockey team competes in the EIL and strives to earn a NEPSAC tournament berth each year. The team practices and plays games at the Moriarty Athletic Campus. Students with previous experience or a desire to learn the sport and commit to a team are encouraged to try out.

Soccer

Girls ATH105 Boys ATH106

FALL. Practices held on weekdays, 3:30–5:30.

The soccer program offers multiple levels: varsity and junior varsity for girls; varsity, junior varsity, and thirds for boys. The varsity teams compete in the EIL, strive to earn a berth in the NEPSAC tournament each year, and practice and compete at the Moriarty Athletic Campus. The subvarsity teams practice and compete primarily on the main campus fields.

Volleyball

Girls ATH115

FALL. Practices held on weekdays, 3:30–5:30 or 4:15–6:15.

The girls' volleyball program offers a varsity and junior varsity squad. The varsity team competes in the EIL and strives to earn a berth in the NEPSAC tournament each year. Practices and matches are held in the main gymnasium.

Intramural Basketball

Boys ATH117

FALL. Meets three days per week: Monday, 3:30–5:00; Tuesday and Thursday, 3:30–4:15.

This boys' team offers the fun opportunity to develop basketball skills and compete against CA peers within the program. The team trains in the main gymnasium.

Intramural Soccer

Boys ATH107

FALL. Meets two days per week: Tuesday and Thursday, 3:30–5:00.

This boys' team offers the opportunity to develop soccer skills and to scrimmage CA peers within the program. Students who do not earn a position on a CA interscholastic soccer team are eligible to join the intramural team if space permits. The team trains on the main campus fields.

Intramural Tennis

Coed ATH108

FALL. Meets two days per week: Tuesday and Thursday, 3:45–5:15.

This coed team offers the opportunity to develop tennis skills and play matches against CA peers within the program. The team trains at the six USTA tennis courts at the Moriarty Athletic Campus.

Intramural Volleyball

Coed ATH133

FALL. Meets two days per week: Tuesday and Thursday, 3:30–5:00.

This coed team offers the opportunity to develop volleyball skills and play matches against CA peers within the program. Girls who do not earn a position on a CA interscholastic volleyball team are eligible to join the intramural team if space permits. The team trains in the main gymnasium.

ATHLETICS

Varsity Alpine Skiing

Girls ATH109 Boys ATH110

WINTER. Practices held four days per week: Tuesday through Friday, typically 3:00–6:00. Activity fee: \$350.

The girls' and boys' varsity Alpine ski teams compete in the Central Massachusetts Ski League (CMSL) and the NEPSAC championships at the end of each season. The girls' and boys' teams compete separately but train together during the week. Practices and races are held at Wachusett Mountain. Prior to access to the ski trails, the team trains on campus in a variety of dry-land exercises, Monday through Friday 3:30–5:00. Students are encouraged to try out if they have prior racing or significant skiing experience.

Basketball

Girls ATH111 Boys ATH112

WINTER. Practices held on weekdays, either 3:30–5:30 or 4:15–6:15.

The basketball program offers a varsity and junior varsity team for girls and for boys. The varsity teams compete in the EIL and strive to earn a berth in the NEPSAC tournament each year. The teams practice and compete in the main gymnasium.

Varsity Squash

Girls ATH113 Boys ATH114

WINTER. Practices held on weekdays, 3:30–5:00 or 5:00–6:30.

The squash program offers a girls' varsity and a boys' varsity team. The teams have the opportunity to compete in the NEPSAC championships at the end of each season. The girls' team also competes in the EIL. The teams practice and compete on the four glass-backed international squash courts in the SHAC.

Varsity Wrestling

Coed ATH116

WINTER. Practices held on weekdays, 3:30–5:30.

The coed varsity wrestling team competes in the EIL. Qualifying wrestlers compete in the NEPSAC and national championships. Practices and home matches are held in CA's wrestling room. Some meets are held on Saturdays. Students with previous experience or a desire to learn the sport and commit to a team are encouraged to try out.

Varsity Baseball

Boys ATH118

SPRING. Practices held on weekdays, 3:30–5:30.

The boys' varsity baseball team competes in the EIL. The team practices and competes at the Moriarty Athletic Campus. Students who have previous experience playing organized baseball are encouraged to try out.

Varsity Lacrosse

Girls ATH119 Boys ATH120

SPRING. Practices held on weekdays, 3:30–5:30.

The lacrosse program offers a girls' varsity team and a boys' varsity team. The teams practice and compete at the Moriarty Athletic Campus. Students with previous experience or a desire to learn the sport and commit to a team are encouraged to try out.

Varsity Sailing

Coed ATH124

SPRING. Practices held four days per week: Tuesday through Friday, 3:20–6:15. Activity fee: \$150.

The coed varsity sailing team competes in the Massachusetts Bay League (MBL) and practices at Lake Cochituate in Natick, Mass. Students who are interested in trying out must have sailing experience and pass a swim test.

Varsity Softball

Girls ATH121

SPRING. Practices held on weekdays, 3:30–5:30.

The girls' varsity softball team competes in the EIL. The team practices and competes on main campus. Students who have previous experience playing organized baseball or softball are encouraged to try out.

Tennis

Girls ATH122 Boys ATH123

SPRING. Practices held on weekdays, 3:30–5:00 or 4:45–6:15.

The tennis program offers a varsity and junior varsity team for boys and a varsity team for girls. The girls' and boys' varsity teams compete in the EIL and have the opportunity to compete at the NEPSAC championships. The teams practice at the six USTA tennis courts at the Moriarty Athletic Campus.

ATHLETICS

Varsity Track and Field

Girls ATH144 Boys ATH145

SPRING. Practices held weekdays, 3:30–5:30.

The girls' and boys' varsity track teams compete in the EIL and in the NEPSAC championships each season. The girls' and boys' teams compete separately but train together during the week. The teams practice at the nearby Emerson Park track and on the main campus fields. Students with previous experience or a desire to learn the sport and commit to a team are encouraged to try out.

Varsity Ultimate Frisbee

Coed ATH126

SPRING. Practices held on weekdays, 3:30–5:30.

The coed varsity Ultimate Frisbee team competes against independent schools in the Greater Boston area and has the opportunity to participate in the New England championships at the end of the season. The team practices and competes on a main campus field. Students with previous experience or a desire to learn the sport and commit to a team are encouraged to try out.

Intramural Squash

Coed ATH128

SPRING. Meets two days per week: Tuesday and Thursday, 3:30–5:00.

This coed team offers the opportunity to develop squash skills and to scrimmage CA peers within the program. The team trains on the four glass-backed international squash courts in the SHAC.

Physical Education Courses

Physical education (PE) courses provide students with a variety of options to move their bodies or work within a team setting. Classes typically meet either three times per week for one hour or two times per week for 1½ hours, on weekdays after 3:10 p.m. All PE courses are coed. With the exception of certain Performing Arts Department and Visual Arts Department courses that may satisfy the athletics requirement, all PE courses are open to all grades. Students who enroll in PE courses are required to attend all class meetings. Per NEPSAC rules, students who have participated at the varsity level in a CA sport are not permitted to participate in a PE course or on an intramural (IM) team in the same sport for a full calendar year.

| Fall | Winter | Spring |
|-------------------------------------|-------------------------------------|-------------------------------------|
| Fitness Center Training | Fitness Center Training | Fitness Center Training |
| Hiking Concord | Hiking Concord | Hiking Concord |
| Individual Strength Training | Individual Strength Training | Individual Strength Training |
| Running | Running | Running |
| Beginning Squash | Strength and Conditioning | Mindful Movement and Meditation |
| Strength and Conditioning | Martial Arts | Team Manager |
| Team Manager | Yoga | Athletics Department Assistant |
| Athletics Department Assistant | Team Manager | certain Performing Arts (see below) |
| certain Performing Arts (see below) | Athletics Department Assistant | |
| | Community Service | |
| | certain Performing Arts (see below) | |
| | certain Visual Arts (see below) | |

Physical education offerings are subject to change, based on instructor availability. Limits on class size ensure a high-quality student experience. Detailed schedules with class meeting days, dates, and times are made available prior to each season.

Fitness Center Training

Coed ATH132

FALL or WINTER or SPRING. Meets three days per week: Tuesday, Wednesday, and Thursday, 3:30–4:30.

This course provides basic instruction on the safe and proper use of kettle bells, medicine balls, bands, and foam rollers, for improving strength and flexibility. Students then learn a variety of strength, cardio, and agility programs as a class. When weather permits, the class may go outdoors for cardio training.

ATHLETICS

Hiking Concord

Coed ATH139

FALL or WINTER or SPRING. Meets two days per week: Tuesday and Thursday, 3:30–5:00.

This course promotes fitness through hiking the beautiful and extensive trail system in the Concord area. Learn about historic Concord while getting a low-impact cardio workout!

Individual Strength Training

Coed ATH137

FALL or WINTER or SPRING. Meets 1½ hours per week during available daytime class periods. Prerequisite: Permission of the department. May be taken for only one season per year. Fee: \$200.

This course is available for students interested in building a strength base for rigorous sports activities. It provides an opportunity to work with CA's strength and conditioning coach in the Fitness Center, to increase strength, speed, flexibility, and agility. Programs are tailored to the needs of the student, based on strength and fitness goals.

Running

Coed ATH130

FALL or WINTER or SPRING. Meets three days per week: Tuesday, Wednesday, and Friday, 3:30–4:30.

This course provides the opportunity for students to run outdoors through the streets and trails of Concord. Students also work on flexibility, agility, and core strength. Proper clothing and footwear are required.

Beginning Squash

Coed ATH127

FALL. Meets two days per week: Tuesday and Thursday, 3:30–5:00.

This course provides the opportunity for students to learn the basic skills and rules of the game. The class trains on the four glass-backed international squash courts at the SHAC.

Strength and Conditioning

Coed ATH140

FALL or WINTER. Meets three days per week: Tuesday, Wednesday, and Thursday, 4:30–5:30. Prerequisite: Fitness Center Training, or permission of the department.

This course provides the opportunity for more rigorous strength training in CA's Fitness Center with a focus on Olympic lifts. Students have the opportunity to build strength, power, explosiveness, agility, and flexibility in movements specific to their target sport.

Martial Arts

Coed ATH142

WINTER. Meets two days per week: Tuesday and Thursday, 3:30–5:00.

This course provides the opportunity for students to study the philosophy, principles, and techniques of martial arts for self-defense and improvement of overall fitness. The class is appropriate for students at levels ranging from novice to non-black belt. Classes are held on the main campus.

Yoga

Coed ATH136

WINTER. Meets two days per week: Tuesday and Thursday, 3:30–5:00.

This course provides the opportunity for students to learn the many benefits of yoga: stress relief, increased strength and flexibility, and an overall sense of balance and well-being in their bodies and in their lives. Classes are held on the main campus.

Mindful Movement and Meditation

Coed ATH138

SPRING. Meets two days per week: Tuesday and Thursday, 3:30–5:00.

This course provides the opportunity for students to become more aware of their bodies' capacities, limitations, sensations, and mind chatter. Students learn skills and exercises to manage stress, feel grounded, and enhance self-awareness through meditation, yoga, tai chi, and strength training with body weight. Classes are held on the main campus.

Team Manager

Coed ATH191

FALL or WINTER or SPRING. No prerequisite.

Students can play a key role in a sports team by serving as a team manager. Managers assist coaches with scorekeeping, reporting scores and statistics, video recording, and other administrative responsibilities. Managers of a team sport must attend all home games.

ATHLETICS

Athletics Department Assistant

Coed ATH192

FALL or WINTER or SPRING. Approximately 3 hours per week. Prerequisite: Permission of the department.

Students with a keen interest in athletics have the opportunity to assist the Athletics Department in a variety of ways, including but not limited to athletic training, sports photography, sports journalism, and assisting with game-day setup and game management.

Community Service

Coed ATH194

WINTER. Meets two days per week: Tuesday and Thursday, 3:30–5:00.

Students travel to a nearby senior living community to assist and participate in activities with residents.

Enrollment in Performing and Visual Arts Department Courses Satisfying Athletics Requirements

Descriptions of the Performing Arts Department and Visual Arts Department courses that satisfy the athletics requirement for the indicated seasons are in the Performing and Visual Arts Department sections of the course catalog.

For these courses, students enter the course request not only on the Athletics Department course request form in the indicated season, as shown below, but also on the academic course request form in the corresponding semester (fall season in first semester, winter or spring seasons in second semester):

| Fall | Winter | Spring |
|-----------------------|---------------------------------|-------------------------------------|
| Dance 1 | Dance 1 | Dance 1 |
| Dance Conditioning | Dance 2 | Dance 2 |
| Dance 2 | Dance 3 | Dance 3 |
| Dance 3 | CA Dance Project: Ensemble | CA Dance Project: Mainstage Musical |
| Ballet Workshop | Production: Mainstage Performer | Production: Mainstage Performer |
| Production: Tech Crew | Production: Musician | Production: Musician |
| | Production: Stage Manager | Production: Stage Manager |
| | Production: Tech Crew | Production: Tech Crew |
| | Adv. Film: Feature Film Project | Theater 4: Directors' Workshop |

Note: Dance 1 in SEM 2 and Dance 2 in SEM 2 may be chosen by the student to satisfy the athletics requirement in either the winter season or the spring season, but not both seasons.

HEALTH AND WELLNESS

Health and Wellness courses engage students in dialogue and conversation regarding issues and ideas that are important to their social and emotional development. Each course is designed with an age-appropriate focus and curriculum to help students manage the emotional, academic, and social challenges of adolescence.

Requirements

Health and Wellness courses are required for grades 9–11.

Students are assigned to Health and Wellness courses and need not submit course requests for them.

Course Offerings

All Health and Wellness courses are coeducational, noncredit, and have one class meeting per week during the regular daytime course schedule.

Freshman Seminar: Best-Case Scenario

HEA101

SEM 1. Required of all freshmen. Open to grade 9.

Welcome to Concord Academy! This course guides freshmen through their first year of transition to high school. Students work with a faculty member and a senior peer mentor in the classroom. During the first semester, students discuss issues with other new students in small groups. The topics are general skill areas including everything from study skills to stress management to school policy and resources. In the second semester, discussions focus on community and leadership, as students continue the transition to their new school.

Sophomore Seminar:

The Birds and the Bees, and Other Adolescent Myths

HEA201

SEM 1 or SEM 2. Required of all sophomores. Open to grade 10.

This course promotes information, permission to ask questions, and access to resources as a way to begin a dialogue about the issues, pressures, and decisions regarding sex and intimacy that many students face during adolescence.

Junior Seminar:

Advanced Best-Case Scenario: Planning for College and Beyond

HEA301

SEM 2. Required of all juniors. Open to grade 11.

For many students the junior year comes with academic, social, and college stress that can become overwhelming. This course provides strategies, support, and resources to manage the real and perceived stressors in student lives. This is an eight-week seminar course taught by the College Counseling Office staff.