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2025-26

# Course Offerings & Descriptions



Loomis Chaffee

Our rich and challenging liberal arts curriculum, enhanced by our signature centers and programs, provides unmatched opportunities for students to put learning into action and *create lasting change*.

*Loomis Chaffee reserves the right to withdraw, change, or add courses and to offer courses in terms other than those designated in the listing.*

*Updated: 06/06/25*

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# Course Selection Process

The Loomis Chaffee curriculum offers students a wide range of course choices in subjects suitable to secondary school study. Departmental requirements, designed to satisfy entrance requirements at the most selective colleges, may be met through a variety of courses within each discipline. The total program of studies provides sufficient flexibility for students to pursue individual interests in depth.

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All of our courses are college preparatory. Courses that move at an accelerated pace, go beyond normal curricular requirements, and often require longer homework assignments are designated as “Advanced.” Our most advanced offerings — those equivalent to college-level courses and/or those that are at or beyond the Advanced Placement (AP) level — are designated as “CL” for “College Level.”

## Course Selections

Returning students meet with advisors in the winter term to review course selections for the coming year. Effective planning includes an outline of the four-year program as well as specific course preferences for the coming year. Students discuss course selections with their parents, and the directors of studies review each student’s program. New students receive registration information directly from the directors of studies, who confer with them and determine appropriate course selections.

While the Academic Office makes every effort to schedule students in appropriately selected courses, no master schedule can accommodate all potential requests; therefore, the master schedule may prohibit some course combinations. Course selections are tentative and must be approved by the directors of studies. Student schedules become official and are available to students and parents at the opening of school in September. Changes in course sections to accommodate a student’s teacher preference are not permitted, with the exception of a student having had an individual teacher before and requesting in a meeting with their director of studies and within the add-drop period in fall term any possible alternative. Generally, no credit is awarded for any course dropped before its completion. Specific procedures for adding and dropping courses after the start of school are outlined in the *Student Handbook* as well as published to the student and parent portals at the start of the school year.

## The School Calendar and Schedule

The school divides the academic year into three approximately equal terms. A full course (one credit) meets four times every seven class days. A term course (one-third credit) meets as a full course for one term; three term courses are equivalent to one full course. A half course (one-half credit) meets half as often as a full course and receives one-half credit.

# Diploma Requirements

To complete an academic year and be invited to return, a student must earn a total of at least four year-end credits, not including half-course credits. To receive a diploma, a student must earn a minimum of 16 credits (full-course equivalents) between grades nine and 12, although most Loomis Chaffee students earn between 19 and 21 credits in those four years. In addition, students are required to be in attendance through their senior year, either on campus or through a Loomis Chaffee sponsored academic program (e.g., School Year Abroad or The Mountain School).

In general, a student may not elect more than five full-credit courses or their equivalent for the academic year. Exceptions to this limitation are made for half courses, the departmental independent study courses, the music performance courses, and some art and theater courses. Any student who wishes to elect more than the recommended number of credits must secure the permission of the director of studies.

The Review Committee and the Diploma Committee, in conjunction with the head of school, make final decisions about a student's academic standing and success in meeting graduation requirements. A student who violates school rules may forfeit their right to a diploma.



## Transfer Students and Postgraduates

After granting credits to transfer students for courses taken at previous schools, the directors of studies determine the balance of courses each new student needs to fulfill graduation requirements.

Postgraduates apply for either diploma or certificate status. To be a candidate for a diploma, the postgraduate student must, in addition to being awarded appropriate credits at admission, satisfy all Loomis Chaffee diploma requirements. To be a certificate candidate, a postgraduate student must pass English each term and earn at least four full credits for the year.

## Course Load for Seniors and Postgraduates

All seniors and postgraduates must establish their course load for spring term prior to the start of winter break in December. While the specific spring term electives may change through winter term, the number of courses may not decrease after winter break.



## Departmental Requirements for a Loomis Chaffee Diploma

**English** — each term

**Modern & Classical Languages** — third-level proficiency in one language

**History, Philosophy, Religious Studies, and Social Science**

**History** — two years: a world history course during either the freshman or sophomore year, and one year of United States history preferably during the junior year

**Philosophy, Psychology, and Religious Studies** — two term courses, at least one of which must be from philosophy and religious studies and at least one of which must be taken in the junior or senior year. Courses that meet this requirement have a PPR designation. For students who enter after the sophomore year: two courses to be chosen from the offerings with a PPR designation.

**Mathematics** — three years: the first two years of algebra and geometry

**Science** — two years of laboratory science: one in the physical sciences and one in the life sciences

**The Arts** — for students who enter in the freshman year: three courses, to be chosen from any visual or performing arts offering. For students who enter after the freshman year: two courses, to be chosen from any visual or performing arts offering.

## Noncredit Diploma Requirements

### SEMINAR IN THE BEST SELF

*yearlong/one meeting per cycle/freshmen*

This ninth-grade discussion-based course organized by the Norton Family Center for the Common Good provides students new to the school with time and space to encounter topics that are essential for their adjustment and flourishing both as adolescents and as members of the Loomis Chaffee community. With emphasis on themes such as health/wellness, diversity, equity, inclusion, and leadership skills, this seminar assists in fulfilling the school's mission to advance the development of the best self and the pursuit of the common good. The course aligns closely with several of the school's other co-curricular initiatives such as the advisory program, all-school convocations, and Pelican Days. The seminar meets once per cycle and does not assess student work.

### SEMINAR IN THE COMMON GOOD

*yearlong/one meeting per cycle/sophomores*

This tenth-grade discussion-based course organized by the Norton Family Center for the Common Good builds upon the Seminar in the Best Self and asks students to think more expansively about their roles and responsibilities in the communities to which they belong. The seminar continues the conversation on the themes of health/wellness, diversity, equity, and inclusion, and leadership skills with an added emphasis on community engagement and citizenship. All topics in the course assist in fulfilling the school's mission to advance the development of the best self and the pursuit of the common good. The course aligns closely with several of the school's other co-curricular initiatives such as the advisory program, all-school convocations, and Pelican Days. The seminar meets once per cycle and does not assess student work.

## Athletics and After-School Program

All students (every term). See further details beginning on page 61.

## Diploma Requirement Waiver

In special or unusual circumstances, a student may request a diploma requirement waiver. If such a waiver is desired, the student's family initiates procedures with the director of studies, the director of Learning Access and Student Achievement, and the student's advisor.

International students for whom English is not their native language may, with permission from the department head, the Academic Office, and the College Office, meet the Modern & Classical Language requirement differently. Those entering Loomis as freshmen may complete their requirement through two years of study regardless of level. Those entering Loomis after the freshman year and who have documented academic study of their native language at the secondary-school level may be considered exempt from this diploma requirement.

New juniors at Loomis Chaffee who have not yet completed third-level modern or classical language may either enter at second-level and satisfy the third-level requirement in their senior year or may choose a new modern or classical language in which they must complete first- and second-level by their senior year.

In rare cases, the school may deem that educational testing makes a language course waiver appropriate and necessary. In those cases, as determined by the Waiver Committee, the student will meet graduation requirements in modern and classical language by taking humanities courses that provide insight into global cultures. The chair of the Modern & Classical Language Department maintains a list of suitable courses.

## Test-Taking Preparation

The College Guidance Office believes the intensive learning that goes on in the classrooms of Loomis Chaffee is the best preparation for standardized tests. That said, we also believe that test preparation is worthwhile. Because each student's learning style and motivation varies, so too does the most appropriate form of standardized test preparation for each student. For some, an intensive course in the summer is best; others thrive in the one-on-one setting of individualized tutoring; many are able to accomplish a great deal working by themselves with practice books or online with Khan Academy (SAT) or other free services.

Loomis Chaffee also offers, and therefore encourages participation in, a standardized testing overview program in the late winter and early spring of junior year. This overview is conducted by Summit Educational Group at reduced cost and structured so as not to interfere with the academic work of Loomis Chaffee. By January of their junior year, students will have two PSATs and one practice

ACT, and they will work with their college counselor on a specific testing strategy that fits their strengths and goals.

Further information regarding standardized testing can be found in the College Guidance Office portal or by contacting the student's college counselor.

## Requesting a Repeat Year (“Reclassification”)

Under rare circumstances a student may request to repeat a class year at Loomis Chaffee. The Repeat Year Committee is convened in early spring term by the director of studies. Any student interested in pursuing a “reclassification,” a repeat year, must first meet with their director of studies to discuss the reasons and potential challenges of doing so as well as the requirements to proceed. Applications are due by the end of the winter term. In reviewing a request for a repeat year, the Repeat Year Committee considers the student's age and current academic program, the student's positive contributions to the community, any issues that have impeded academic success, newly diagnosed learning differences or other special academic considerations, and/or an evident need for additional development within high school and as preparation for a successful college experience.

Recipients of a Loomis Chaffee Diploma are ineligible for a Post-graduate Certificate.

# Global & Environmental Studies Certificate



A Loomis Chaffee student whose passion and interest lie in acquiring and exploring a greater understanding of the world may pursue a course of study that culminates in the awarding of the Global & Environmental Studies Certificate (GESC).

*i*

The GESC recognizes coursework, co-curricular engagement, and experiential learning focused on fulfilling the mission of the Alvord Center for Global & Environmental Studies to develop “global and environmentally engaged citizens through programming that enhances understanding and teaches action-oriented skills.” The Global & Environmental Studies Certificate will be awarded at the time of Commencement and noted on a student’s transcript.

**Students earn the certificate by completing the following requirements:**

## I. COURSEWORK

- Modern or classical language study through the fourth level. Students pursuing two languages or a second language at Loomis should speak with the director of the Alvord Center regarding credit toward the certificate.
- World History or a year-long world history course approved by the Academic Office for students entering Loomis Chaffee after their freshman year.
- A minimum of five additional GESC approved courses taken from at least three different academic departments. GESC courses are denoted in each departmental section of the course book and are listed below.



## II. CO-CURRICULAR SEMINARS

- Successful attendance at the one required GESC Junior Seminar (spring).
- Successful completion of the required core GESC Senior Seminar Series, which includes:
  - » six evening seminars, scheduled and announced each year by the director;
  - » an online portfolio (completed in conjunction with seminar work); and
  - » a GESC Senior Capstone Project (completed in conjunction with seminar work).

## III. CO-CURRICULAR ELECTIVE

- On-going and significant contribution to one of the following electives at the discretion of the student and with the approval of the elective's advisor and the director of the Alvord Center.
  - » Additional coursework (a GESC sixth course)
  - » Additional modern or classical language study (a fifth-level course)
  - » Additional experiential education
  - » Gilchrist Environmental Fellowship (GEF)
  - » Norton Center special project
  - » Environmental Proctor
  - » Model UN
  - » Writing for student-sponsored publications on global and environmental topics (i.e., *World Bulletin* or *Hourglass*)
  - » Debate
  - » Community Engagement with a global or environmental focus (80 hours)
  - » Commitment to other related activities with the approval of the director

## IV. EXPERIENTIAL EDUCATION

A two-week or longer experiential education program focused on international, multicultural, or environmental issues. The Alvord Center's International Education Programs (with the exception of the Head's Holiday programs) are designed to fulfill this requirement. Students may, with approval from the director, complete the requirement with third-party programs or independently.

## V. GLOBAL & ENVIRONMENTAL CONTENT

Students may not satisfy all requirements with a sole focus on global content or a sole focus on environmental content. In satisfying the requirements listed above, students must complete at least one requirement that is "global" in content and at least one requirement that is "environmental" in content.

**In order to successfully meet these requirements, students who wish to pursue the GESC should complete and submit their GESC Enrollment Form no later than the last day of classes before Thanksgiving break of their junior year.** The Alvord Center, along with a student's advisor and director of studies, will assist students in completing a plan for meeting the above requirements.



## Loomis Chaffee courses that qualify toward earning the GESC:

### ENGLISH

- English IV: Graphic Novel
- English IV: Migrant Stories
- English IV: Race, Roles, and Religion
- CL English IV: Literary Adaptation and Reinvention
- CL English IV: Literature and the Environment
- CL English IV: Magical Realism
- CL English IV: Writing from the Arab World

### MODERN & CLASSICAL LANGUAGES

- Arabic V
- Chinese V
- CL Chinese V
- CL Chinese VI: Modern China through Literature
- CL Chinese VI: Contemporary Issues in China
- French V: Global Challenges in the Francophone World
- French V: Modern Writers
- French V: Cinema
- CL French V
- CL French VI
- Latin IV/V: Roman Comedy (*this and the following Latin term courses count as GESC courses when taken after a full fourth year of Latin*)
- Latin IV/V: Augustan Poets
- Latin IV/V: Roman Satire
- Latin IV/V: Historians at Rome
- Latin IV/V: Cicero
- Latin IV/V: Catullus
- CL Latin (*counts when taken after a full fourth year of Latin*)
- Spanish V: Latin American Civilization
- Spanish V: Latin American Short Story
- Spanish V: Cinema
- CL Spanish Literature V
- CL Spanish VI
- Global, Digital Cultures

### HISTORY, PHILOSOPHY & RELIGIOUS STUDIES

- World History (*fulfills the year-long history course requirement*)
- Civilizations That Changed the World
- Advanced Seminar: History of the Present
- CL European History
- The Middle East: A History of Peace and Conflict
- Modern African History: Riot, Rebellion, and Freedom
- Genocide: Media, Remembrance, and the International Community
- History of Sport in Society
- Germany and the Holocaust
- CL History Seminar: Immigration and Ethnicity in the United States
- CL History Seminar: Topics in Modern East Asian History
- Ancient Philosophy
- Topics in Ethical Theory
- Philosophy of Nonviolence
- Comparative Religion

### SOCIAL SCIENCE

- Macroeconomics
- Applied Economics: Financial Markets
- CL Economics
- International Relations
- CL Social Science Seminar: Globalization
- CL Comparative Government and Politics
- Developmental Psychology

### MATHEMATICS

- Statistics I
- Statistics II
- CL Statistics

### SCIENCE

- CL Environmental Science
- Ecology
- Climate Change
- Sustainability: Soil, Water, and Agriculture
- CL Guided Research Projects in Environmental Sustainability

### VISUAL ARTS

- Ceramics I
- CL Art Seminar (*with permission by the Visual Arts department and the Alvord Center*)
- Digital Photography I
- Graphic Design

### PERFORMING ARTS

- Acting: Shakespeare
- Concert Choir
- Chamber Singers
- Masks in Culture and History
- Music and Social Action Worldwide Orchestra

### COMPUTER SCIENCE, DESIGN THINKING, AND ENTREPRENEURSHIP

- Problem Solving for the Common Good





# English

The Loomis Chaffee English Department offers required yearlong courses for freshmen, sophomores, and juniors. With departmental guidance, seniors may select a year's slate of three discrete English term courses. Throughout all the courses, students work to develop the skills they need to become proficient readers, independent thinkers, and effective writers.

In the freshman year, students investigate some of the foundational genres of writing while exploring global literature. Sophomores follow a similar path while exploring more complicated texts and modes of analysis in the fields of British, colonial, and post-colonial literature; juniors begin to study the techniques of rhetoric and argumentation while focusing on American literature and deepening their study of the writer's craft in all genres. With term electives for seniors, the department offers a wide range of readings appropriate for college-bound students.

Since writing clear, logical, and persuasive prose is critical to academic achievement and to successful communication, the department teaches writing throughout the program. To accustom students to expressing themselves precisely, to teach proper usage and diction, and to foster creative sentence patterns and the use of figurative language, the freshmen work on personal narratives and short interpretive compositions leading to a culminating assignment combining personal reflection with analytical examination. With the help of the Writing Workshop program, sophomores focus on paragraph-length expository and analytical writing based usually on required readings leading to their culminating project of a five-paragraph analytical essay. Juniors continue to develop

their expository writing while experimenting with rhetoric and argumentation, and in preparation for senior electives, they devote much of the year to writing analytical and personal essays that require substantial reading and deeper literary analysis. The junior year culminates with a synthesis essay analyzing multiple source texts. Seniors culminate their experience in the English classroom by moving to self-generated topics and prompts for their essays, employing the skills they have developed to write on topics of most interest to them.

With departmental approval, juniors and seniors may choose respectively the CL English III Seminar or the CL senior electives. The English Department expects students to accept increasing responsibility for their education and to participate actively in creating a classroom atmosphere in which they and their classmates will develop as scholars and independent thinkers.

## ENGLISH I

*freshmen*

English I develops a student's ability to read perceptively and to write accurately and effectively. Organized around the study of global literature, this course allows students to study short stories, memoirs, novels, dramas, and poetry. Writing progresses from the construction of single paragraphs to multi-paragraph compositions, developing students' skills in crafting both interpretive essays and personal narratives and leading to their final writing project, which develops and combines both styles of writing into a single, coherent essay. Throughout the year, the course emphasizes vocabulary, grammar, and punctuation. Representative readings include Sophocles' *Antigone*, Marjane Satrapi's *Persepolis*, poetry, short stories, and classic and contemporary fiction.

## ENGLISH II

*sophomores*

The literature studied in this course covers a wide range while focusing on a core of British literature and colonial and post-colonial works. The writing instruction emphasizes close reading, encouraging students to work toward establishing and developing a clear, carefully focused thesis and toward achieving greater maturity in style. This course reviews the skills taught in English I and continues the emphasis on vocabulary, grammar, and punctuation. With a focus on analytical writing, students begin the year working on single-paragraph structures building to a major five-paragraph analytical essay written in the spring term. Representative readings include Shakespeare's *Othello*, Chinua Achebe's *Things Fall Apart*, poetry, and short stories.

## WRITING WORKSHOP

*fall, winter, and spring/sophomores*

As part of their work in English, sophomores take Writing Workshop, which meets once a cycle through the year. The workshop program includes targeted and focused instruction on the writing process and a systematic review of formal structures of language.

## ENGLISH III

*juniors*

As they read more complex texts, juniors review, develop, and extend the skills taught in the first two years. The fall term begins with a focus on rhetoric and argumentation, and the

winter and spring terms lead to more advanced literary analysis. Students work on close reading and sustained analysis, considering a variety of literary techniques and themes. Writing assignments include both literary analysis and personal essays. This class centers on American literature. Representative readings include Fitzgerald's *The Great Gatsby*, Baldwin's *Giovanni's Room*, poetry, short stories, and essays.

## CL ENGLISH III SEMINAR

*juniors*

This course requires students to read major works of literature and to develop their skills for writing both analytical and personal essays. Benefiting students whose greater experience with language and literature allows them to succeed with more challenging reading and writing assignments, this course assumes significant student participation in class discussion. Like English III, this course centers on American literature. Readings could include those listed for English III and additional works selected by the instructors. Prerequisite: permission of the department

## Term Courses for Seniors

### ENGLISH IV: BANNED BOOKS

*term course*

Books have been banned, burned, seized, and sanitized throughout history. Even today, school administrators, religious leaders, authoritarian regimes, and democracies continue to censor texts that pose a threat to their values. With societies around the world opening new conversations on free speech and political correctness, this course aims to consider when, if ever, censorship is justified. In doing so, we will discuss how banned books reflect the cultures in which they are written. Readings will include texts banned on political grounds (e.g., *Fahrenheit 451*, *Wild Swans*), on religious grounds (e.g., *Slaughterhouse-Five*, *The Satanic Verses*), on moral grounds (e.g., "The Wife of Bath's Tale," *The Handmaid's Tale*, *The Bluest Eye*), and for other controversial content (e.g., *The Adventures of Huckleberry Finn*, *Drown*).

### ENGLISH IV: GHOSTS AND MONSTERS

*term course*

Parul Sehgal characterizes ghost stories as "social critiques camouflaged with cobwebs" and "vessel[s] for collective terror and guilt, for the unspeakable" in his 2018 *New York Times* article, "The Ghost Story Persists in American Literature. Why?" Ghost stories have been around for as long as people have been; they have long served as the vehicles through which societies and individuals express their fears, traumas, and things best swept under the rug. If history is written by winners, then ghost stories are written by losers — or, those disenfranchised seeking to reclaim their voice. Spanning all forms and all cultures, the ghost story is a universally employed medium to commune with things that most would prefer stay under the bed. In this course, students will learn not only about the many ghosts of our society and how they take form, but also of art as a form of activism and a memorial of past injustices. The course will emphasize ideas of the importance of truth-telling and the power of old wives' tales, fairy tales, or the stories told by those we all too often dismiss as crazy. Representative texts might include Ahmed Saadawi's *Frankenstein in Baghdad*, Carmen Maria Machado's *Her Body and Other Parties*, Charlotte Brontë's *Jane Eyre*, and others.

# Elective English Courses

**The English curriculum offers a variety of elective term courses that engage students in more specialized literary studies and continued development of collaborative skills. In their senior year, students choose from a variety of elective term courses to construct an interest-based course sequence for their final year. All courses stress substantial reading and writing.**

English teachers help students to request senior term courses appropriate to interests and abilities. Placement in CL English is determined by the department.

**ENGLISH IV: GRAPHIC NOVEL** **GESC***term course*

Since the ground-breaking publication of Art Spiegelman's *Maus* in 1993, graphic novels have entered the global cultural and academic mainstream, inspiring complex interdisciplinary and multicultural analyses. In this course students will survey the current field and read works of fiction (*Watchmen*, *Asterios Polyp*, *The Arrival*), autobiography (*Maus*, *Persepolis*, *Fun Home*), and journalism (*Safe Area Gorazade*). In order to understand these works and the cultures that produced them, students will write essays using interpretive lenses focusing on history, gender, psychology, and class. Students will also explore the relationship between text and image in analyses as well as develop short sequential art sequences of their own.

**ENGLISH IV: MIGRANT STORIES** **GESC***term course*

Humans migrating to new places, new countries, and new continents is a story as old as time—not just something for the current news cycle. In this course, we will read the stories of individuals and groups who have journeyed to new places—often out of a desire for a better life but just as often because of involuntary displacement or the need to escape horrific circumstances. Of course, with this change of region, country, or continent comes not only some form of severance from the old place and the old culture but the need to cope with the strangeness of a new country and culture. Consequently, many of the questions we will ask of these texts will concern personal identity—how much is it tied to place? Does a new country or place mean a new identity? What does it mean to reconstruct one's life in a new place? Migration is not a narrow or isolated experience—there's a broad range of groups who have experienced and written about this experience—from Irish immigrants fleeing the 1840s Irish famine to the Great Migration in the early-to-mid-20th century to modern migrants fleeing poverty and political strife in Central and South America, Africa, Asia, and Europe. Potential texts might include Wilson's *Joe Turner's Come and Gone*, Adiche's *Americanah*, Cisneros' *House on Mango Street*, Nayeri's *The Ungrateful Refugee: What Immigrants Never Tell You or The Penguin Book of Migration Literature*.

**ENGLISH IV: RACE, ROLES, AND RELIGION** **GESC***term course*

In our increasingly interconnected world, literature can provide insight into the broadest palate of human experiences. Exploring the fiction, poetry, essays, and drama of writers beyond the traditional Western canon, this senior elective will examine boundaries: race, age, ethnicity, gender, nation, physical ability, sexuality, religion. Topics will focus on questions of culture and identity from global and literary perspectives. Students will read and respond to a rich diversity in experience and traditions. Authors will vary according to the term and may include the works of Chinua Achebe, Aravind Adiga, Sherman Alexie, James Baldwin, Kate Chopin, Countee Cullen, Edwidge Danticat, Jonathan Safran Foer, Rebecca Gilman, Langston Hughes, Jhumpa Lahiri, Nella Larsen, Jonathan Lethem, Toni Morrison, Alice Munro, Téa Obreht, Maggie O'Farrell, Grace Paley, Ann Patchett, Amy Tan, Gene Toomer, Alice Walker, Wendy Wasserstein, Virginia Woolf, and Richard Wright.

**ENGLISH IV: SATIRE***term course*

As a literary genre, satire has been around as long as writers have had the audacity to address the foibles of humanity. Juvenal, the Roman satirist, once said, "It's hard not to write satire," suggesting that targets abound for those willing to poke fun at their fellow human beings and their many institutions. Through exploration of satirical novels and pop culture publications alike, this course explores how writers use wit and irony to challenge norms, expose hypocrisy, and spark conversation. Along the way, students examine both how and why satire works, considering in the process the role of humor, hyperbole, mockery, understatement, and other tools of the trade. Representative texts may include the works of authors such as Jonathan Swift, Kurt Vonnegut, Jane Austen, Paul Beatty, and Nana Kwame Adjei-Brenyah.

**ENGLISH IV: STORIES OF WAR***term course*

One of the unfortunate realities of human history is our species' tendency toward conflict. This course will eschew the historical and political causes of war in an attempt to understand the mythological, symbolic, literary, and psychological perspective of the individual

soldier. Sub-themes might include the transformative power of combat and violence, the brotherhood forged between fellow soldiers, the social ramifications on the homefront, or the cultural shifts in societies embroiled in war. Readings will focus on fictionalized accounts of wartime experience in combination with literary non-fiction produced by combat veterans and journalists. Students will be expected to grapple with the conflicting ideals of duty, honor, patriotism, exhilaration, fear, shame, regret, confusion, and betrayal. Potential texts include works by Ernest Hemingway, Sebastian Junger, Kristen Hannah, Uzodinma Iweala, and others.

**CL ENGLISH IV: CONTEMPORARY LITERATURE***term course*

This course offers a study of a variety of contemporary novels, short stories, plays, poems, essays, and articles. The course focuses on understanding the values and attitudes expressed by contemporary writers, including those who write about social issues and cultural development. In recent sections of the course, students have explored works by writers including Ocean Vuong, Jesmyn Ward, Colson Whitehead, Rebecca Makkai, as well as a range of other contemporary poets, fiction writers, and essayists. Prerequisite: permission of the department

**CL ENGLISH IV: CREATIVE WRITING***term course*

This course gives students the opportunity to study the techniques and styles of professional writers; to study the work of other students; and to practice writing in a variety of styles and genres. Throughout the term, students will examine the work of master storytellers to glean the secrets of the trade and gain a better understanding of the elements of the craft, including characterization, diction, plot structure, dialogue, point of view, and voice. Prerequisite: permission of the department

**CL ENGLISH IV: LITERARY ADAPTATION AND REINVENTION** **GESC***term course*

Great stories are rarely told just once—they're retold, reimagined, and transformed across different cultures, times, and mediums. This course explores the art of literary adaptation, examining how stories are transformed across a range of forms, from novels, short stories, poems, and plays to their retellings in other

literary genres, performance arts, film, or other visual arts. Through comparative study, we'll ask critical questions such as: What changes when a story transitions between different forms, and what does that reveal about the storytelling tools of those different creative forms? How do creators—be they writers, directors, or other artists—reinterpret texts for new audiences? What roles do historical, cultural, and artistic contexts play in shaping these adaptations? With a focus on analyzing both original texts and their diverse adaptations, students will consider not only how meaning is constructed differently across mediums but also how adaptations can illuminate or obscure aspects of race, gender, class, and culture. Prerequisite: permission of the department

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#### CL ENGLISH IV: LITERATURE AND THE ENVIRONMENT GESC

*term course*

How does place shape identity? Is the natural world a physical resource to be exploited or conserved, a challenge to be conquered, or a sacred space to be preserved and revered? Exploring the connections between literary texts and the history of environmental thought, this course will focus on the cultural, metaphorical, and symbolic values of the non-human world, while also investigating its ecological significance. From wilderness to the worked landscape, from suburban to urban environments, students will examine the ways that the language of literature, film, and popular media construct our awareness and appreciation of the non-human world. Potential texts include works by Henry David Thoreau, Leslie Marmon Silko, Wendell Berry, Octavia Butler, and others. In addition to analytical writing, students will write creatively about their own experiences in and with the natural world. Prerequisite: permission of the department

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#### CL ENGLISH IV: MAGICAL REALISM GESC

*term course*

Magical realism is a form of literature that collapses the boundary between the fantastical and the ordinary, forcing the reader to see “reality” through new eyes. Closely associated with 20th-century Latin American authors such as Gabriel García Márquez and Jorge Luis Borges, magical realism has attained a truly global reach, as writers and artists from around the world have employed it to reflect and refract deeper understandings of society. This course will explore magical realism in its Latin American context and across cultures, in prose,

poetry, and film. Beginning with the works of Márquez and Borges, the course will attempt to isolate a set of characteristics that define magical realism. From there, students will explore how other authors have experimented with magical realism around the world and compare how those artists have utilized magical realism in their own ways. From the works of Lin Manuel Miranda to Kazuo Ishiguro and Jesmyn Ward, the class will see how the threads of magical realism can connect Latin America and the wider world and how place and genre can open a broader understanding of the ways artists manipulate reality to develop meaning. Prerequisite: permission of the department

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#### CL ENGLISH IV: THE HARLEM RENAISSANCE

*term course*

This CL senior elective is designed to give students their first entry into a focused study of one of the most important periods of American literature, art, and culture. Spanning a period from roughly the mid-1910s through the mid-1930s, the Harlem Renaissance was a time when mass migration to Northern cities brought together numerous African-American writers, artists, scholars, and musicians in the Harlem neighborhood of New York City. This course will focus on some of the prominent writers of the movement in an attempt to uncover the stylistic tendencies of their work and the impact those writings had, both on other writers of the period and on the larger culture as a whole. Students will also experience a selection of art, music, and essay as they develop strategies for understanding what bound these artists together into a generally accepted “movement” and for determining how their work still influences writers today. Students will be expected to connect their close reading of individual texts to broader literary and social context. Readings might include texts such as *Harlem Shadows*, *When Washington Was in Vogue*, *Quicksand*, and *The Blacker the Berry*, and the course will also examine music, poetry, art, and essay from the period. Prerequisite: permission of the department

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#### CL ENGLISH IV: SHAKESPEARE

*term course*

Shakespeare is widely recognized as among the greatest—and certainly most influential—writers in the history of the English language. What makes his works endure? This course gives students the opportunity to explore this question for themselves, offering a deep dive

into selected plays and sonnets. Students will consider how these texts were staged and received in their original Elizabethan and Jacobean contexts as well how they continue to be reinterpreted for modern audiences. Through close textual analysis and discussion of theatrical conventions across centuries, students will uncover the richness of Shakespeare's language and probe its dramatic potential. Selected texts will reflect a range of genres, and may include plays such as *Henry IV*, *Henry V*, *Much Ado About Nothing*, *King Lear*, *The Tempest*, and *The Merchant of Venice*. Prerequisite: permission of the department

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#### CL ENGLISH IV: WRITING FROM THE ARAB WORLD GESC

*term course*

The Arab world has a rich literary tradition that pre-dates Islam, and today, Arab writers continue to generate and maintain an equally rich intellectual culture. This course will explore different contemporary authors and different genres that depict a variety of characters, circumstances, and themes, the goal of which is to help broaden our understanding of a culture both modern, shaped by a complex history, and steeped in rich tradition. This cross section of literature in translation takes us beyond both stereotype and misinformation, and beyond our understanding of the Middle East as only a region of chaos, refugees, and terrorism. Possible texts include: Fadia Faqir, *Pillars of Salt*; Abd al-Rahman Munif, *Endings*; Mahmoud Darwish, *Memory of Forgetfulness*; and a compilation of poetry and short stories by Naguib Mahfouz, Yusuf Idris, Salwa Bakr, Adunis, and Nizar Qabbani. Prerequisite: permission of the department

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#### INDEPENDENT STUDIES IN ENGLISH

*term course*

A student who wishes to undertake an Independent Study Project (ISP) in English must arrange for a project advisor from within the department, **submit a written proposal**, and obtain approval from the academic advisor, project advisor, department head, and dean of faculty. The ISP must be carried as a second English elective.



# CL Senior Writing Seminars

In addition to the English offerings above, interested and motivated seniors may consider a one-term, college-level course focused on writing in another disciplinary context.

Senior Writing Seminars are intimate, engaging courses taught across subject areas that focus on writing as a primary mode of inquiry, developing student skills in written expression, rhetorical analysis, and effective communication. Along with cross-disciplinary content, students in these courses explore a range of written genres, engaging closely with questions of audience and purpose. With an emphasis on process, students revise and reflect on their writing, developing transferrable skills for communicating across disciplines. These courses are taught at the college level, and students should expect challenging levels of dialogue, research, and writing.

Seniors and postgraduates must take two terms of English as well as a third term of coursework from either the English offerings or this list of departmental writing seminars. Students participating in the Innovation Trimester are not eligible to earn English credit for a CL Senior Writing Seminar.

## CL SENIOR WRITING SEMINAR: GUIDED HUMANITIES RESEARCH (History, Philosophy & Religious Studies)

*term course*

This course provides students with opportunities to develop and refine college-level skills for inquiry, research, analytical thinking, and writing as they complete a research project in the humanities. Students will engage in sustained, significant, mentored research that draws on previous academic courses, such as United States History, experiences gained from work in their communities, or through the Norton Family Center for the Common Good and the Alvord Center for Global & Environmental Studies. Possible topics may include: race

and democracy in South Africa, sociology and politics of mass incarceration, history of the American college, food deserts in the United States, and gender in contemporary African American fiction. Along with intensive independent research and writing, students will participate in frequent collaborative activities such as peer review, discussion, and group projects. Prerequisite: permission of the departments

## CL SENIOR WRITING SEMINAR: COMMUNICATING SCIENCE (Science)

*term course*

At the intersection of observation, experiment, and narrative lies the realm of scientific writing. In this course, students grapple with various forms of scientific communication — from the precise language of technical journals to the relatable prose of popular science. They learn to adapt complex topics for various audiences, craft persuasive arguments rooted in evidence, and communicate clearly through data presentation and visualization. This course is not confined to one scientific discipline but will explore a variety of topics which might include public health, particle physics, astrobiology, or cybernetics. At times, students will choose the scientific topics that most intrigue them for their written pieces. For instance, one student might write an abstract distilling a groundbreaking paper in particle physics, while another pens a persuasive article for the public on the need for increased funding to address mosquito-borne disease. This course not only develops key writing tools for students eyeing a future in scientific research but also opens doors for those writers who wish to bring the magic of science to broader audiences. Prerequisite: permission of the departments

## CL SENIOR WRITING SEMINAR: ALGORITHMS, AI, AND US (Computer Science, Design Thinking, and Entrepreneurship)

*term course*

Computers and computing have had such an impact on the modern world that it's easy to overlook the breadth of their influence. This course invites students to do the opposite: closely examine the role and impact that computers have on the human world. The course operates from the premise that it is imperative to understand not only how technologies function, but also how they interface with the ways we work, learn, play, and socialize. Our

primary mode of exploring these questions will be through an older technology — prose writing. We'll begin by defining what algorithms are and how they feed off data. We'll then turn and examine specific categories of technology and how they impact parts of what it means to be human. Topics might include social media algorithms, fitness and health monitoring, algorithms in finance, and artificial intelligence. We'll also explore the ethical questions surrounding computing such as algorithmic bias, the attention economy, and questions of data privacy. In fitting with the PHI's drive to "make something and make a difference", the writing in this course will all engage directly with audiences that have direct stakes in the content of the course. Examples of this might include engaging authors about their work, reaching out to legislators, writing amicus briefs for current court cases, or connecting with local community members or organizations through writing. Familiarity with programming or previous coursework in computer science is not required. Prerequisite: permission of the departments

## CL SENIOR WRITING SEMINAR: WRITING ABOUT ART (Visual Arts)

*term course*

Engaging with the work of artists and makers, curators, critics, and art historians, this course explores the intersections of writing and art. Visits to the Mercy Gallery, the Loomis Chaffee Archives, and local museums will provide students the opportunity, through criticism, exhibition texts, and essays, to contribute to ongoing cultural dialogue through their own writing. Key topics may include: the shifting roles of art and artists in society; the responsibilities of institutions, curators, and the public in shaping reception; debates about the definition of art and the significance of artistic intent; and the roles that art and objects play as agents of individualism or community building. As they explore writing by critics such as Susan Sontag, John Berger, and Claire Dederer, among others, students will craft their own reflections, analysis, and commentary inspired by art and material culture. Prerequisite: permission of the departments *Note: This course does not count toward the diploma requirement in the arts.*



# Modern & Classical Languages

The Loomis Chaffee Modern & Classical Languages Department encourages students to explore the languages and cultures of diverse peoples and regions, fostering a global perspective that is both thoughtful and empathetic. We offer courses in Arabic, Chinese, French, Latin, and Spanish, each designed to enhance linguistic proficiency while deepening cultural understanding.

Students in levels one through three develop the essential skills for both understanding and expressing themselves in a new language, while exploring the daily life, society, history, and art of diverse cultures around the world. Upper-level courses build upon this foundation, providing deeper insights into specific geographic regions, literary genres, and pressing global issues.

All modern language courses prioritize the active use of the target language in class. Through engaging in conversational exercises, students improve their fluency and comprehension while gaining confidence in their ability to communicate with native speakers. The curriculum also encourages participation in cultural activities and collaborative projects that deepen students' understanding of the language and its cultural context. This approach fosters skills

in all three modes of communication as outlined by the American Council on the Teaching of Foreign Languages (ACTFL) standards: interpersonal (direct conversation), presentational (producing language for an audience), and interpretive (comprehending written and spoken texts).

We also encourage students to participate in International Education Programs organized by the Alvord Center for Global & Environmental Studies, fostering a deeper connection to the world beyond the classroom. Our goal is to inspire students to continue exploring language and culture throughout their college years and into their future lives.

# Arabic

## ARABIC I

This yearlong course introduces the basics of Modern Standard Arabic (MSA), with an introduction to Levantine Colloquial Arabic (from the region including Lebanon, Syria, Jordan, and the Palestinian Territories). Emphasis during the first term will be on mastering the 28-letter alphabet of the Arabic script and pronouncing its sounds, with introductory vocabulary and cultural expressions. The second and third terms will begin to build vocabulary in Levantine and MSA and teach introductory grammar. This course is taught using the *Alif Baa* and *Arabiyyat Al-Naas* with accompanying DVDs. Students practice their writing, reading, listening, and speaking skills in both the classroom and independently. This course is not open to native speakers of Arabic.

## ARABIC II

This yearlong course continues the development of the grammar and vocabulary of Modern Standard Arabic (MSA) and spoken Levantine Colloquial Arabic (from the region including Lebanon, Syria, Jordan, and the Palestinian Territories). The course continues where students left off in Arabic I in *Arabiyyat Al-Naas*, using specially designed video segments with characters and plot to gain exposure to task-based vocabulary and grammatical structures. Emphasis is placed on reading and writing in MSA, in addition to using Arabic for communication with native speakers. Students practice their writing, reading, listening, and speaking skills in both the classroom and independently. Prerequisite: Arabic I or permission of the department

## ARABIC III

This yearlong course continues the development of the grammar and vocabulary of Modern Standard Arabic (MSA) and spoken Levantine Colloquial Arabic (from the region including Lebanon, Syria, Jordan, and the Palestinian Territories). The course prepares students for advanced Arabic by guiding them through the *Al-Kitaab* textbook series widely used at the university level. Emphasis is placed on reading and writing in MSA, in addition to using Arabic for communication with native speakers. Students practice their writing, reading, listening, and speaking skills both in the classroom and independently. Prerequisite: Arabic II or permission of the department

## ARABIC IV

This yearlong course continues the development of the grammar and vocabulary of Modern Standard Arabic (MSA) and Levantine Colloquial Arabic (from the region including Lebanon, Syria, Jordan, and the Palestinian Territories). The course continues where students left off in Arabic III in the *Al-Kitaab* series and uses primary sources in media, history, literature, and film, according to student interest. Emphasis is placed on reading, writing, and speaking in MSA, as the students develop their abilities to engage with more sophisticated topics. Students practice their writing, reading, listening, and speaking skills both in the classroom and independently. Prerequisite: Arabic III or permission of the department

## ARABIC V GESC

half course

This course explores historical and contemporary issues in the Arabic-speaking world through examining primary source material in media, history, literature (e.g., poetry, plays, and short novels), and film. Emphasis is placed on reading, analytical writing, and speaking in MSA, as the students develop their abilities to engage with sophisticated topics in the primary sources. Students practice their writing, reading, listening, and speaking skills both in the classroom and independently. Prerequisite: Arabic IV or permission of the department

self-expression on certain topics and acquiring more Chinese characters.

## ADVANCED CHINESE II

This course continues the development of both written and oral skills in the target language with additional emphasis on acquiring more Chinese characters and improving self-expression on familiar and personal topics. Students will study additional readings and selections of poetry at an accelerated pace that will afford extensive exposure to key cultural topics. Open to students who have performed well in Chinese I or the equivalent. Prerequisite: permission of the department

## CHINESE III

Students continue to expand their base of vocabulary and sentence patterns, and they focus on developing fluency in the language. There is heavy emphasis on practicing both conversational and written Chinese. The course exposes students to colloquial and common idiomatic expressions and other nuances of spoken Chinese. Students also practice writing letters and essays on reading topics.

## ADVANCED CHINESE III

Designed for students who have clearly demonstrated strong proficiency in speaking and writing with a mastery of fundamental grammar, this intermediate course further develops the students' ability to write effectively in the target language and to discuss topics centered on daily life. Students develop a functional, working vocabulary at an accelerated pace. In addition, the study of Chinese history and culture form an increasingly critical role in the curriculum. Open to students who have successfully completed Advanced Chinese II or the equivalent. Prerequisite: permission of the department

## CHINESE IV

This course allows students to extend their mastery of the Chinese language. The syllabus includes readings and class discussions on topics relevant to contemporary life in China, Taiwan, and other Chinese communities. Composition writing and oral presentations are also required. Students should expect frequent conversation exercises.

## ADVANCED CHINESE IV

This advanced course emphasizes composition and discussion in Chinese. The textbook

# Chinese

## CHINESE I

This course introduces the basic structures of Mandarin Chinese. Emphasis is placed on pronouncing Chinese sounds, developing listening comprehension, learning Chinese characters, and mastering the fundamentals of Chinese grammar, along with an introduction to Chinese culture. This course is taught using the "pinyin" phonetic system and simplified characters. The course is not open to native speakers of Chinese.

## CHINESE II

This course further develops mastery of all fundamentals, with emphasis on oral and written skills, along with some attention to social and cultural issues. This class includes frequent written and oral practice aimed at developing

provides the structure and framework for students to understand further the idiosyncrasies and details of Chinese language and culture. Additionally, the course covers a rich variety of topics, including Chinese customs, social phenomena, Chinese proverbs, the role of women, and human rights issues. The study of China's history as well as contemporary China in the larger global context will play a critical role. Class is conducted exclusively in Chinese. Prerequisite: permission of the department

#### **CHINESE V GESC**

This course allows students to further their study of Chinese language and culture. The syllabus includes readings and class discussions about Chinese history, Chinese language and characters, social changes, and other issues of interest. Class is conducted exclusively in Chinese. Composition/essay writing and oral presentations are also required.

#### **CL CHINESE V GESC**

This course is designed in accordance with the College Board guidelines to prepare students for the AP exam in Chinese. Students must develop a deeper appreciation and understanding of the Chinese language and culture. Through intensive reading, writing, speaking, and listening practices, this course aims to elevate students' level of Chinese proficiency across the three communicative modes (interpersonal, interpretive, and presentational) and the five goal areas (communications, cultures, connections, comparisons, and communities). Students are encouraged to take the AP Chinese exam upon completion of the course. Class is conducted exclusively in Chinese. Prerequisite: permission of the department

#### **CL CHINESE VI: MODERN CHINA THROUGH LITERATURE GESC**

*half course*

This course explores the work of a few well-known Chinese authors after the Mao era (1976–present). Through readings and discussions of essays, short stories, and novels, students learn the fundamental changes that Chinese people have lived through during the last 40 years and explore how these social, political, and economic changes have affected long-held traditional values, Chinese society, and culture. Prerequisite: completion of CL Chinese V or departmental approval

#### **CL CHINESE VI: CONTEMPORARY ISSUES IN CHINA GESC**

*half course/not offered in 2025-26*

Through selected newspaper articles and essays, this course explores the evolution of Chinese society over the past several decades—a period of time during which we have witnessed a departure from many traditional Chinese ideals. From the astronomical prices of housing and university studies to the “one child” policy, students will tackle difficult topics and gain a better understanding of contemporary issues in the “New China.” Pre-requisite: permission of the department

#### **INDEPENDENT STUDIES IN CHINESE**

*term course*

A student who is highly proficient in a foreign language may propose an Independent Study Project (ISP). The student has to have exhausted all curricular offerings to be considered for an ISP. The student must arrange for a project advisor from within the department, **submit a written proposal**, and obtain approval from the academic advisor, project advisor, department head, and dean of faculty for any ISP. All discussion and all writing submitted must be in Chinese.

## **French**

#### **FRENCH I**

This course introduces the basic structures of the French language, stressing communication skills: understanding, speaking, reading, and writing. Students practice listening comprehension as well as speaking in the classroom and in the language lab.

#### **FRENCH II**

This course continues the development of cultural competencies and communication skills, with increasing emphasis on oral proficiency, reading comprehension, and written expression. Students speak in French for the majority of class time.

#### **ADVANCED FRENCH II**

In this class, introductory literary readings accompany extensive oral and aural training as well as exercises focused on form. In the classroom, students speak French almost exclusively,

honing their pronunciation and communication skills. Francophone culture and literature are explored through reading selections and films representing a variety of genres and topics. Enrollment is restricted to students who have excelled in French I or whose preparation qualifies them for the work at an accelerated pace. Prerequisite: permission of the department

#### **FRENCH III**

This course builds on the skills developed in French II, and, through the study of the French language and cultural practices, continues to broaden students' knowledge and appreciation of the French-speaking world with an increased emphasis on building proficiency. Francophone culture and history are introduced through authentic materials, including short stories, and films. Students write short compositions and begin to express more complex thoughts in speech.

#### **ADVANCED FRENCH III**

This course is an enrichment of French III, offered to students who have performed well in Advanced French II or in an equivalent course at another school. In addition to promoting mastery of grammatical structures and the acquisition of vocabulary, the course presents topics in French and Francophone culture, as well as a variety of reading materials. Students practice their communication skills, written and oral, through a variety of activities. Successful completion of this course may qualify a student to continue in the CL French Language IV course. Prerequisite: permission of the department

#### **FRENCH IV**

This course provides continued development of all linguistic skills: listening, speaking, reading, writing, and cultural competency. It includes review and further study of grammatical structures, and conversational language taught in context. Francophone culture and literature are explored through reading selections and films representing a variety of genres and topics.

#### **CL FRENCH LANGUAGE IV**

This comprehensive, full-year course is designed to hone linguistic skills, including listening and reading comprehension, interpersonal and presentational speaking, and composition. Students develop their analytical skills and intercultural competency by reading, discussing, and writing about a variety of authentic materials from the French and Francophone world. Throughout the course of

the year, CL French IV explores the six global themes designated by the college board, but students sitting for the Advanced Placement examination may want to complete additional review outside of class. Prerequisite: permission of the department

#### **FRENCH V**

At the fifth level of language study, students may elect term courses, taken either separately or as a three-term sequence. Prerequisite: French IV or permission of the department

#### **FRENCH V: GLOBAL CHALLENGES IN THE FRANCOPHONE WORLD** **GESC**

*fall term*

This course considers a number of current global challenges in the Francophone world related to topics such as identity, politics, France's colonial history, the environment, health, and nutrition. Students strengthen their command of the language through readings, discussions, and presentations. Readings include selections from French daily newspapers and monthly magazines, while audio and video clips are used from online French-speaking websites.

#### **FRENCH V: MODERN WRITERS** **GESC**

*winter term*

This course explores modern literature through the lens of short fiction. After completing a brief historical overview of French literature, students strengthen their command of the language by discussing and analyzing a number of significant short stories and novellas from the 20th and 21st centuries.

#### **FRENCH V: CINEMA** **GESC**

*spring term*

In this course, students will view and discuss a number of significant and celebrated films that define the major genres of French and Franco-phone cinema in the twentieth and twenty-first centuries. By analyzing characters, themes, historical references, scenes and cinematic techniques, students will develop a greater appreciation for the cinematic arts and deepen their understanding of French culture.

#### **CL FRENCH V** **GESC**

*year course*

This full-year course provides an in-depth study of literary, cultural, and social works by classical

and contemporary authors. Films from around the Francophone world complement these textual studies. In this stage in their studies, students are able to lead discussions solely in the target language as well as fine-tune their analytical and creative writing skills. Prerequisite: permission of the department

#### **CL FRENCH VI** **GESC**

*half course*

This course is offered to students who have successfully completed the Advanced French V course (or its equivalent at another school) or who have returned from the SYA program in Rennes, France. The course concentrates on readings of all genres, from literature to newspaper articles to historical texts. The goal of the course is to acquaint the highly advanced French student with topics from the French-speaking world. The course is taught as a seminar entirely in French, and requires active class participation and debate as well as an ability to make cross-cultural and comparative literature analyses. Prerequisite: permission of the department

#### **INDEPENDENT STUDIES IN FRENCH**

*term course*

A student who is highly proficient in a foreign language may propose an Independent Study Project (ISP). The student has to have exhausted all curricular offerings in order to be considered for an ISP. The student must arrange for a project advisor from within the department, **submit a written proposal**, and obtain approval from the academic advisor, project advisor, department head, and dean of faculty for any ISP. All discussion and all writing submitted must be in French.

#### **SCHOOL YEAR ABROAD IN FRANCE**

Please see Alternate Study beginning on page 58.

## **Latin**

#### **LATIN I**

This course introduces the fundamental vocabulary and grammar required for mastery of classical Latin. By providing both intensive study of basic linguistic elements and practice in reading Latin, this course prepares students for the varied reading program in Latin II. Students focus on mythology as they begin their cultural study of Roman civilization.

#### **LATIN II**

This course begins with a study of grammar and vocabulary and proceeds with selections from several classical Roman authors. As students work to build Latin vocabulary, they study the Latin roots, prefixes, and suffixes that enrich English vocabulary. Students also continue their cultural and historical study of the Roman world.

#### **ADVANCED LATIN II**

This fast-paced course begins with an intensive study of grammar and vocabulary and proceeds with selections from several classical Roman authors. As students work to build Latin vocabulary, they study the Latin roots, prefixes, and suffixes that enrich English vocabulary. Students also continue their cultural and historical study of the Roman world. Prerequisite: permission of the department

#### **LATIN III**

In this course, students focus on reading and interpreting the works of various authors from the Roman world. In addition to nightly readings, students analyze texts and themes in class discussion to understand the culture and context of Roman lives. The fall term includes an intensive grammar review to prepare students for the assigned readings.

#### **ADVANCED LATIN III**

Like Latin III, this course centers around reading and interpreting texts from the Roman world, with a more intensive focus on grammatical, linguistic, and literary concepts. Through the reading and analysis of texts, students discuss how the Romans' cultural beliefs and practices influenced the Western world from antiquity to modernity. The goal of this course is to develop and solidify the skills necessary to become lifelong readers of the Latin language.

## UPPER-LEVEL LATIN

After completing the equivalent of Latin III, a student may enroll in a fourth, fifth, and even a sixth level of Latin by selecting any combination of the two cycles of term electives and the CL Latin course.

### LATIN IV/V: HISTORIANS AT ROME GESC

*fall term*

The nature of the process of writing history from the Romans' viewpoint, in addition to the actual historical situations themselves, forms the focus of this course. Excerpts from the writings of Nepos, Caesar, Livy, Tacitus, and others are examined and compared.

### LATIN IV/V: CICERO GESC

*winter term*

Selections from Cicero's public orations and private correspondences are read. Pertinent modern political speeches are discussed and compared with Cicero's speeches. The political situation in Rome during the late Republic is also covered.

### LATIN IV/V: CATULLUS GESC

*spring term*

This course examines in detail a major portion of the poetry of Catullus, which traces the development of his unique personality. The importance of the author as a linguistic innovator in Rome is considered.

### LATIN IV/V: ROMAN COMEDY GESC

*fall term/not offered in 2025-26*

This course examines a play by either Plautus or Terence. In addition to an interpretation of the social aspects of the play, the technical and linguistic workings of a Roman comedy are examined.

### LATIN IV/V: AUGUSTAN POETS GESC

*winter term/not offered in 2025-26*

Students read selections from the works of Horace, Vergil, and Ovid in Latin and in English translation. Special attention is given to the various ways in which these poets reflected upon Augustus' rise to power and the imperial regime he inaugurated.

## LATIN IV/V: ROMAN SATIRE (GESC)

*spring term/not offered in 2025-26*

Excerpts from Juvenal and the Satyricon of Petronius are presented. Through the reading, the students gain insights into both the personality of these authors and the Roman society that influenced them.

## CL LATIN

*year course*

The objective of this course is to hone skills in reading, translating, understanding, analyzing, and interpreting original Latin texts. The syllabus of the course centers on Vergil's *Aeneid* and other texts found on the Advanced Placement reading list and includes the study of the cultural, social, and political context of these works. Assignments include analytical essays, comprehensive exams, and oral presentations in class. Students may achieve the mastery necessary to sit for the Advanced Placement examination. Prerequisite: permission of the department

## INDEPENDENT STUDIES IN LATIN OR ANCIENT GREEK

*term course*

A student who is highly proficient in a foreign language may propose an Independent Study Project (ISP). The student has to have exhausted all curricular offerings to be considered for an ISP. The student must arrange for a project advisor from within the department, **submit a written proposal**, and obtain approval from the academic advisor, project advisor, department head, and dean of faculty for any ISP.

Spanish language and is appropriate for novice Spanish students as well as those who need to strengthen their basic skills.

## SPANISH II

This course continues the development of the essential components of Spanish. There is increased emphasis on reading, writing, and oral proficiency.

## ADVANCED SPANISH II

This class stresses oral and written proficiency. Additional readings and poetry may be included. Enrollment is restricted to students who have performed well in Spanish I and those whose preparation qualifies them for work at an accelerated pace. Prerequisite: permission of the department

## SPANISH III

This course builds on the skills developed in Spanish II, and, through the study of the Spanish language and cultural practices, continues to broaden students' knowledge and appreciation of the Spanish-speaking world with an increased emphasis on building proficiency. Students read authentic texts, write compositions, and begin to express more complex thoughts in speech.

## ADVANCED SPANISH III

Intended for students who have clearly demonstrated proficiency in the language and mastery of the details of grammar and usage of Spanish, this class provides in-depth review and the opportunity to strengthen intercultural competency and hone the skills of speaking, listening, reading, and writing. Students watch short documentary films and engage in open discussions of cultural issues through personal and presentational speaking in the target languages. In addition, students read authentic short stories by acclaimed Spanish-speaking authors and undertake literary analysis through discussion and writing in Spanish. Enrollment is restricted to students who have performed well in Advanced Spanish II and those whose preparation qualifies them for the challenges of this intensive course. Prerequisite: permission of the department

## SPANISH IV

This course is designed for students in their fourth year of study, focusing on refining language proficiency through the three modes of communication outlined by ACTFL:

interpersonal, presentational, and interpretive. Students will engage in meaningful conversations, practice producing both spoken and written language for various audiences, and deepen their ability to comprehend authentic materials, such as literature, news, and media. The course synthesizes and builds upon skills acquired in previous years, with an emphasis on real-world communication, cultural exploration, and critical thinking. Students will strengthen their fluency and confidence while exploring a range of topics, from contemporary global issues to the rich cultural history of Spanish-speaking regions.

#### **CL SPANISH LANGUAGE IV**

This comprehensive course stresses oral and written communication skills. Throughout the year, students explore the culture of the Spanish-speaking world in both contemporary and historical contexts, making connections between the happenings in the United States and those around the world. As a discussion-based course, students' participation is paramount. The curriculum covered by CL Spanish IV utilizes the six global themes designated by the College Board for the Advanced Placement Spanish Language and Culture course, but students sitting for the corresponding examination may want to have additional practice with that type of exercises outside of class. Prerequisite: permission of the department

#### **SPANISH V**

At the fifth level of language study students may elect term courses, taken either separately or as a three-term sequence. Prerequisite: Spanish IV or permission of the department

#### **SPANISH V: LATIN AMERICAN**

#### **CIVILIZATION GESC**

*fall term*

Through readings and discussion, students gain a better understanding of the historical, social, and cultural characteristics of Latin America and are prepared for further literary studies. Students' fluency increases as they discuss and write in Spanish about the topics covered through an exploration of civilization, culture, current events, and literature of selected Latin American countries.

#### **SPANISH V: LATIN AMERICAN**

#### **SHORT STORY GESC**

*winter term*

This course focuses primarily on short stories of Latin America. By reading representative works, students study the nature of a short story, its development and literary devices, and they gain a better understanding of Latin American culture. Reading, speaking, and writing are carefully integrated with an emphasis on creative expression. Readings are selected from authors including Borges, García Márquez, Allende, and Castellanos.

#### **SPANISH V: CINEMA GESC**

*spring term*

In this course, selected films from the Spanish-speaking world are presented. The selections cover a variety of genres, topics, time periods, and styles. Each film is preceded by an introductory work to provide background, and followed by different forms of assessments, including essays, oral presentations, and sketches. Students participate in discussions before, during, and after each movie.

#### **CL SPANISH LITERATURE V GESC**

This full-year advanced course in Spanish literature provides a comprehensive survey of literary works in a variety of genres, modern and classical, both from Spain and Latin America. Students explore the historical contexts for many of those works and examine the interplay between historical influences and various artistic and literary movements. As students analyze literature in detail, they also participate in discussion, write critical essays, and make original presentations on a variety of topics, all in the target language. Prerequisite: permission of the department

#### **CL SPANISH VI GESC**

*half course*

This course is offered to students who have successfully completed the CL Spanish Literature V course (or its equivalent at another school), or who have returned from the SYA program in Zaragoza, Spain. The main objective of the course is to engage in scholarly discussions on a wide variety of topics, particularly those from the Spanish-speaking world. For this purpose, we utilize authentic, written and audio-visual materials such as literary works, articles, videos, and films. The course is taught entirely in Spanish, in a seminar style, and requires active

class participation and debate as well as an ability to make cross-cultural and comparative literature analyses. Prerequisite: permission of the department

#### **INDEPENDENT STUDIES IN SPANISH**

*term course*

A student who is highly proficient in a foreign language may propose an Independent Study Project (ISP). The student has to have exhausted all curricular offerings to be considered for an ISP. The student must arrange for a project advisor from within the department, submit a written proposal, and obtain approval from the academic advisor, project advisor, department head, and dean of faculty for any ISP. All discussion and all writing submitted must be in Spanish.

#### **SCHOOL YEAR ABROAD IN SPAIN**

Please see Alternate Study beginning on page 58.

## **General Modern Language Offerings**

#### **GLOBAL, DIGITAL CULTURES GESC**

*term course*

Will our fascination with social media and technology lead to our downfall or will it save us? Does technology lead us to become more distrustful of one another and more attached to static definitions of identity, or does it foster better connections and more fluid conceptions of identity? To what extent are our very thoughts shaped by decisions made within the programs we interact with on a daily basis? By examining the effects that digital technology and algorithms have had on the practices and products of modern society through a variety of cultural lenses and texts, we will seek to gain a more nuanced understanding of the way the digital age is shaping the way we live, interact, and communicate. Resources guiding our investigation will include excerpts of popular films and shows such as Andrew Stanton's *WALL-E* and Charlie Brooker's *Black Mirror*; these will be complemented by literary texts (e.g., Richard Powers' *The Overstory*) and articles. Prerequisite: open to seniors, juniors, and sophomores by permission of the department



# History, Philosophy & Religious Studies

The History, Philosophy & Religious Studies curriculum has several objectives:

- 1) offer a diverse curriculum and an appreciation of the past through multiple perspectives;
- 2) foster curiosity, empathy, and investigation;
- 3) encourage open-minded dialogue and discussion;
- 4) teach original, clear, and persuasive writing;
- and 5) promote informed citizenship and increasing understanding of our interdependent and complex world.

With these objectives in mind, the department offers a variety of courses that recognize the importance of content, while teaching skills necessary to process effectively the vast amount of information in these disciplines. These include the ability to analyze text and nuance drawn from a variety of sources; to conduct independent research; to collaborate in small groups; and to practice the skills of comparison, criticism, interpretation, imagination, and synthesis.

One of the most important goals of the History, Philosophy & Religious Studies Department is the development of actively engaged learners in the classroom. We value true intellectual engagement over mere oral “participation.” Teachers encourage students to ask questions, make connections, and challenge assumptions. The department requires one full credit of world history, which is

typically fulfilled in the freshman or sophomore year, and one full credit of United States history, to be earned in either the junior (strongly recommended) or senior year.

This department offers electives that will meet the philosophy, psychology, and religious studies diploma requirement; all students must take two term courses, at least one of which must be from philosophy and religious studies and at least one of which must be taken during the junior or senior year. *Note: Psychology courses are listed under the Social Science Department.*

# History

## Required Courses

### WORLD HISTORY GESC

*year course/freshmen and sophomores*

This course seeks to destabilize a Western narrative of world history by encouraging students to analyze and question why and how people construct their worldviews. This course also introduces students to the discipline of history, specifically thinking historically at different chronological and geographic scales. Students will learn to analyze diverse primary and secondary sources, recognize and grapple with multiple perspectives, reflect intentionally, craft arguments, and clearly communicate their thinking. This course satisfies the world history diploma requirement and fulfills a Global & Environmental Studies Certificate course requirement.

*Either of the following two courses will satisfy the U.S. history requirement. CL United States History is available to students by departmental permission. Both options in U.S. history include writing an original research paper.*

### UNITED STATES HISTORY

*year course/juniors*

Throughout this course, students will work with essential questions as they seek to create a more equitable narrative of the “American experience” that prioritizes diverse and historically marginalized voices and perspectives. Students approach the study of history by doing the work of historians as they engage with primary and secondary sources, conduct research, and work collaboratively with one another to develop original interpretations in analytical and narrative form. While the course introduces an expanse of content, students also participate in a series of “deeper dives” for a more concentrated focus. By studying historic sources side-by-side with contemporary issues from the 21st century, students better understand how history impacts the present. Prerequisite: World History

### CL UNITED STATES HISTORY

*year course/juniors*

The expectations of this course are set at those of a first-year undergraduate skills-based seminar course in American history, with a focus on the craft of history, including sustained analysis of historical sources, frequent writing, and original inquiry and thinking. Students will participate in student-directed discussions, work with a variety of primary and secondary sources, develop independent research skills, and display a high level of engagement in all areas of the course. The course surveys American history chronologically up to the present and raises questions about what fair and equitable narratives of American history can and should entail. This course is not designed to prepare students for the AP United States History exam. Prerequisite: World History; permission of the department

## History Electives for Sophomores

### CIVILIZATIONS THAT CHANGED

#### THE WORLD GESC

*term course/sophomores*

This course on ancient history is designed for sophomores who are interested in continuing their study of history for one term. This course explores the histories of premodern societies which have most commonly been deemed “classical,” focusing on the multicultural worlds of ancient Mesopotamia, Egypt, Greece, and Rome. Along the way, students will question what it means to be classical and will challenge traditional narratives rooted in limited understandings of Greek and Roman history. Through group discussions, reflective writing, and thesis-building exercises, students will learn to analyze and interpret ancient primary sources, identify themes and issues related to the study of ancient societies, and appreciate cultures removed in time from our own by thousands of years. Students will also learn to understand and evaluate how narratives about the ancient world have been used and misused in the present. The course will culminate in student-led case studies of other classical civilizations from around the world, such as the Mayan, Aztec, Japanese, Chinese, Nubian, or South Asian societies. Pre- requisite: World History. *New sophomores who receive credit at admission for World History are strongly encouraged to take this course.*

### MODERN AFRICAN HISTORY: RIOT,

### REBELLION, AND FREEDOM GESC

*term course/sophomores*

No single course can cover more than a sliver of the complexity and variety of a continent as diverse as Africa. This course will examine the development of outbreaks of violence in Africa in the movement toward independence and freedom in the post-colonial period (1950s to 1980s). Through learning about some of the economic, social, religious, and political roots of these disturbances, students will in turn garner a better understanding of the continent today. Topics of study may include Hutu extremism and the 1994 genocide in Rwanda, the Suez Canal crisis in Egypt, and apartheid in South Africa. Focusing on these events and others will unravel the complex and challenging, yet vibrant and resilient, history of this continent. Prerequisite: World History

### ADVANCED SEMINAR: HISTORY

#### OF THE PRESENT GESC

*term course/sophomores*

This seminar follows a dynamic approach to exploring the interrelatedness of the past and the present in order to gain a deeper understanding of contemporary global issues. Topics of study may be influenced by ongoing political, economic, and environmental issues, as well as other important social factors such as race, class, and gender. Each issue that the students and instructor choose to investigate will ask students to seek out and apply relevant historical context, to identify and formulate historical arguments, to use other key historical thinking skills, and present their work in a variety of formats. As part of the course, students will be encouraged to research contemporary issues and seek to engage authentic audiences with their findings; in so doing, they will learn to pursue engaged citizenship. *New sophomores who receive credit at admission for World History are strongly encouraged to take this course.*

### CL EUROPEAN HISTORY GESC

*year course/sophomores*

This course analyzes significant cultural, economic, political, and social movements in Europe from 1450 to the present. By presenting the relationship between major themes and trends in European history, students consider the role each played in shaping the development of contemporary institutions, traditions, and conflict. Topics include Reformation and Enlightenment, absolutism and revolution,

industrialization and imperialism, war and diplomacy. In addition to providing a basic narrative of events and movements, the goals of CL European History are to develop an ability to analyze historical evidence and historical interpretation, and to express historical understanding in writing. This course is not designed to prepare students for the AP European History exam. Prerequisite: World History; permission of the department

## History Electives for Sophomores, Juniors, and Seniors

### THE MIDDLE EAST: A HISTORY OF PEACE AND CONFLICT **GESC**

*term course/juniors and seniors; sophomores with permission of the department*

The Arab-Israeli conflict is one of the longest and most intractable conflicts in the world. Through frequent discussions of Middle Eastern current events, this course will explore the importance of the region to the three monotheistic faiths, the collapse of the Ottoman Empire, and the emergence of Zionist and Arab nationalist movements. Particular attention will be given to the Palestinian-Israeli conflict, the U.S. entanglement in the Middle East since the Cold War, and efforts by the international community to resolve this dispute. Students will gain a better understanding of the dynamics and complexity of conflict in a region characterized by instability. Prerequisite: World History

## History Electives for Juniors and Seniors

### GENOCIDE: MEDIA, REMEMBRANCE, AND THE INTERNATIONAL COMMUNITY **GESC**

*term course/juniors and seniors*

This course seeks to examine genocide from historical, philosophical, and religious contexts, with special significance on the role of the media in shaping the narrative. Students will begin by learning a foundational understanding of the United Nations and the definition of "human rights," before investigating how genocide has become possible, and even ignored. The course will challenge students to consider the intersection of international law, media, and historical memory in examining selected atrocities, including some lesser-known, from the early twentieth century through the present day. They will explore both primary and

secondary sources, such as newspapers, social media, essays, book excerpts, radio transcripts, and films. Ultimately, we hope students will appreciate the complex and nuanced approach to the study of genocide, armed with the tools to ensure that "never again" really means never again. Prerequisite/Co-requisite: United States History or CL United States History

### HISTORY OF SPORT IN SOCIETY **GESC**

*term course/seniors*

This course will allow students to examine their own perceptions of the role of sport and athletic competition throughout history, as well as in their own lives, through an examination of events from the first Olympic Games of Ancient Greece and the WWI "Silent Night" soccer truce to the Cold War's "Miracle on Ice" and the rise of basketball in the former Yugoslavia. Athletic competitions have served as a backdrop for larger global issues, and the inspiration for myriad diverse works of literature; thus, poetry, short stories, personal narratives, and longer works will be read and discussed in this course. Students will also investigate these writings in a manner that encourages them to grapple with the significance that athletics have come to play for both the individual and society through the lenses of race and gender. Each student will also conduct an independent research project.

### GERMANY AND THE HOLOCAUST **GESC**

*term course/juniors and seniors*

This course investigates the rise of Adolf Hitler and the Nazi state, the implementation of the Holocaust and its aftermath. To understand the roots of antisemitism, the course begins with a look at Europe's Jewish population over the past five centuries, and continues with a serious examination of the political, social, and economic factors following World War I that made Hitler's rise to power possible. The course analyzes Nazi racial and political policies, Germany's involvement in World War II, and the mass annihilation of Jews and others. Students examine the role of bystanders and rescuers, resistance movements, the aftermath at Nuremberg, and the lasting legacies of the Holocaust today. Prerequisite: World History

### CL HISTORY SEMINAR: THE AMERICAN CIVIL WAR

*term course/juniors and seniors*

The American Civil War was a defining moment in American history. This course examines the

causes of the conflict, the war itself, the period of Reconstruction up to 1877, as well as the meanings of the conflict today. Topics discussed in the course include the political developments in both the North and the South, the crisis and trauma of slavery, the participation of Black Americans in the war, the social and cultural history of the conflict, and, of course, military developments of the war. Students will read a mix of primary and secondary source material. Prerequisites: United States History or CL United States History; permission of the department

### CL HISTORY SEMINAR: IMMIGRATION AND ETHNICITY IN THE UNITED STATES **GESC**

*term course/juniors and seniors*

This seminar course provides a detailed examination of both the immigrant experience and the reception of the immigrant in the United States since the nineteenth century. It will consider the causes of immigration, the social, cultural, and economic adaptation of various groups, the development of ethnic group identities, and changing American policy and attitudes toward immigrants and ethnic groups. Areas of studies may include, but are not limited to, the journeys of the following groups: Irish, Italians, Asians, Latinos/as, and Middle Easterners. Class readings and research of micro-history will investigate the personal experiences of these various ethnicities. Prerequisites: United States History or CL United States History; permission of the department

### CL HISTORY SEMINAR: RACE IN AMERICAN HISTORY

*term course/juniors and seniors*

CL Race in American History is a college-level course that aims to explore the complex and often difficult topic of race in the United States. Through this course, students will learn about the origins of the concepts of race and racism and how they have influenced the thoughts, actions, identities, and experiences of people living in the United States. The course will examine themes such as institutional racism, whiteness, the model minority myth, as well as the intersectionality of gender and class. Students will have opportunities to chart the changing nature of race in American society and to assess the extent to which progress has been made in dismantling racialized institutions. This course is essential for anyone seeking to understand the role of race in American history and how it continues to impact society today.

Prerequisites: United States History or CL United States History; permission of the department

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**CL HISTORY SEMINAR: TOPICS IN MODERN EAST ASIAN HISTORY** **GESC**  
*term course/juniors and seniors*

Students enrolled in this course will view the modern progression of East Asian nations and people from 1900 to the present on their own terms. Beyond its focus on the development of students' active and evidence-driven engagement in dialogue and debate, this course is designed to teach students advanced research and writing methods that build upon those skills introduced in the World History and United States History curricula. Through an analysis of the region's cultural, religious, social, economic, and political development — and the connections between the diverse people living in the region — this course aims to contest and disrupt stereotypical portrayals of East Asia by providing students with theoretical background, a holistic perspective, and specific case studies. Prerequisites: United States History or CL United States History; permission of the department

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**CL SENIOR WRITING SEMINAR: GUIDED HUMANITIES RESEARCH**  
*term course/seniors*

This course provides students with opportunities to develop and refine college-level skills for inquiry, research, analytical thinking, and writing as they complete a research project in the humanities. Students will engage in sustained, significant, mentored research that draws on previous academic courses, such as United States History, experiences gained from work in their communities, or through the Norton Family Center for the Common Good and the Alvord Center for Global & Environmental Studies. Possible topics may include: race and democracy in South Africa; sociology and politics of mass incarceration; history of the American college; food deserts in the United States; and gender in contemporary African American fiction. Along with intensive independent research and writing, students will participate in frequent collaborative activities such as peer review, discussion, and group projects. Prerequisite: permission of the departments

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# Philosophy and Religious Studies

**Any of the following PPR-designated courses may be taken toward fulfilling the two-course philosophy, psychology, and religious studies diploma requirement. At least one course must be from philosophy and religious studies, and at least one course must be taken in the junior or senior year.**

**Philosophy and Religious Studies Electives for Freshmen and Sophomores**

Students who complete either of the introductory courses listed below are eligible to enroll in the department's upper-level courses as freshmen and sophomores.

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**INTRODUCTION TO PHILOSOPHY** **PPR**  
*term course/freshmen and sophomores*

At its core, philosophy probes the most fundamental questions about the nature of the world and our place and role within it. The tradition of philosophical thought extends back at least 2,500 years as some of the greatest thinkers have endeavored to make sense and find meaning in our lives. Modern philosophy can be viewed as the systematic attempt to make explicit certain aspects and assumptions that are implicit in our experience, beliefs, values, and rational thought processes as well as the attempt to organize those insights into a comprehensive, internally consistent world view that encompasses the large issues of what there is, how and what we can know, what things have intrinsic value, how ought one lead one's life, and what are the properties of personhood. This course explores critical philosophical questions in three general areas: theory of knowledge, the philosophy of mind, and ethics. Readings, podcasts, and documentaries from major contemporary philosophers as well as an exposure to some of the most significant philosophers from the past, serve as springboards for discussion. Students should learn to think critically and express themselves clearly in

writing and conversation as they reflect on the coherence and consistency of their beliefs and various philosophical positions.

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**INTRODUCTION TO RELIGIOUS STUDIES** **PPR**  
*term course/freshmen and sophomores*

Join us on our journey to explore some of the most profound questions that have intrigued humanity for millennia. This course delves into the core inquiries of religious studies: what is the purpose of human existence, what do we know about the origins of the universe, how do we interpret religious texts, and how might we address the mysteries of life and death? A special focus of the class will attend to students' development of their definitions of a *good life*; in other words, what does it mean if we live a life full of meaning? The course will examine these questions and additional frameworks through the experiences and beliefs of both explicitly religious and explicitly secular thinkers. Not only will students develop their abilities to think critically and communicate effectively, but also will increase their interdisciplinary thinking, cultural awareness, and reflective skills.

**Philosophy and Religious Studies Electives for Juniors and Seniors**

The following courses are open to all juniors and seniors. Freshmen and sophomores may enroll in these electives after having completed either of the department's introductory courses.

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**ANCIENT PHILOSOPHY** **GESC** **PPR**  
*term course*

Facilitating the revolutionary transition from a mythological to a rational worldview, ancient philosophers were the first to ask important questions about the nature of reality and the way in which human beings experience the world. Many of these questions are still being asked today. After surveying the metaphysical and epistemological musings of the pre-Socratic philosophers, students hear Socrates defend himself before an Athenian court against charges of religious heterodoxy and corrupting the minds of the young, watch while Plato constructs an ideal society based on reason, and consider with Aristotle the most rational approach to the good life. While discussing these primary texts, students also address



other topics including the nature of reality; the sources and limitations of human knowledge; the nature of the True, the Good, and the Beautiful; social contracts; the nature of government; and piety, justice, and virtue.

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#### **THEORY OF KNOWLEDGE** PPR *term course*

This course offers a philosophical investigation of the problems of knowledge and mind: What do we know? What can we know? To what extent is our knowledge determined and/or limited by the constitution of our mind or brain? The course confronts early on (as did modern epistemology) the radical skeptic's challenge that we can never be justified in our claims to know an external world, and then examines possible foundational principles of evidence and reasoning proposed to overcome that challenge. Some of the following topics are considered: the nature of scientific method, the problem of induction, the nature and justification of causal claims, principles of justification assumed in inferences from sense experience to reports about physical objects, philosophical theories of perception, the nature of consciousness, the mind-body problem, and the impact of modern neurological research and the challenge to knowledge posed by the problem of implicit bias. The assignments include readings from historical and contemporary philosophers as well as readings, podcasts, and documentaries focused on the intersection of epistemology, cognitive science, and neuroscience.

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#### **TOPICS IN ETHICAL THEORY** GESC PPR *term course*

Some of the earliest and most important questions to engage philosophers dealt with the moral nature of human behavior. What is the basis of moral judgment? What makes a right action right and wrong action wrong? Is normativity a matter of consequences or a matter of custom, duty, or rights? Is what's right for me necessarily right for you? Or what's right for us necessarily right for them? Using a collection of readings from both ancient and modern philosophers, as well as various secondary sources, this course familiarizes students with the terms and implications of this discussion as well as introducing them to a number of normative ethical theories ranging from ethical egoism and ethical absolutism to utilitarianism and Kantian ethics. Additionally, students will reflect on and seek to articulate their own ethical frameworks. Lastly, students will endeavor to understand what light these normative ethical theories can shed on practical considerations and contemporary topics like animal rights, human equality, environmentalism, abortion, euthanasia, and absolute poverty.

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#### **TOPICS IN LOGIC** PPR *term course*

To make explicit our implicit principles of reasoning, this course introduces modern deductive and inductive logic, including propositional and predicate logic and techniques

of formal proof. Students examine principles of logic and evidence, the foundations of our systems of knowledge. They come to understand the distinctions between validity and truth; between the actual, the logically possible, and the logically necessary; and between inductive versus deductive logic. Finally, students learn some of the traditional informal fallacies of relevance, ambiguity, and insufficient evidence. The course includes a brief introduction to key issues and readings in the theory of knowledge in order to give the proper philosophical setting and significance to the foundational logical principles.

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#### **PHILOSOPHY OF NONVIOLENCE** GESC PPR *term course*

History tells tales of hatred, greed, enmity, and violence between one group of human beings and another. Fortunately, the better angels of our nature prevail on occasion and advocates appear who bear witness to another way of achieving justice and peace in a world of finite resources. What makes it possible for some groups to work together in harmony and what leads other groups to hostility and violence? In various religious and social contexts, how do people seek and mete out justice upon other people, upon other sentient beings, and upon the world around them? This course will explore the development of philosophies and religious beliefs that contend with and justify degrees of violence and nonviolence. Ideas discussed in

the course are those of Albert Camus, Dr. Martin Luther King Jr., Peter Singer, Jamaica Kincaid, Mahavira, Rumi, Jesus, and Socrates. A student can expect to discuss these topics and how they intersect with categories such as gender, race, ethnicity, and the environment.

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### **COMPARATIVE RELIGION** GESC PPR *term course*

How do we reconcile the competing claims of world religions? Should we dissect them in search of historical origins and political influences? Should we agree to disagree and live in pluralistic ecumenical bliss? Do we reject all as unprovable personal truths? After an introduction to thinking about religion across traditions, this class will address such questions through survey and analysis of beliefs, practices, and artistic principles of two world religions. Pulling on the works of traditional authorities, practicing western academics, monks, and saints, the course foregrounds the metaphysical and experiential foundations of faith. Students will trace how duties, contemplative methods, and art derive from understandings of truth, self-hood, and human purpose. By the close of the term, students should be prepared to approach interfaith dialogue with charitable subtlety, noticing similarity in religious difference, finding difference in apparent similarity, and appreciative of the rigorous sincerity of humanity's attempts to live true.

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### **LITERATURE OF THE BIBLE** PPR *term course*

Mark Twain once humorously characterized a classic as a book everybody talks about, but nobody reads. Twain would undoubtedly be surprised to learn that the Bible has become such a book. As American society has grown more secular and diverse, biblical literacy among Americans has plummeted. When understanding so much of American history, politics, and culture is predicated upon a familiarity with the literature of the Bible, knowing little or nothing about it can be a real liability. The purpose of this course is to address this deficiency. Students will read generous portions of the literature of the Bible, develop an appreciation for its artistry or poetics, and explore the ways it has been used to enrich the narrative world of American rhetoric, poetry, drama, art, and fiction.

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### **RELIGION, GENDER, AND SEXUALITY** PPR

*term course*

This course examines the various ways in which religion, gender, and sexuality intersect across different cultures and historical time periods. Students analyze theologies, texts, and communities of religions using a comparative approach to gain insights into their concepts of gender and sexuality. Topics are covered in a case-study format by comparing two or more sources in these religions: the Abrahamic faiths, Buddhism, Hinduism, and spiritual traditions of Indigenous peoples in the United States. Sample topics include:

- The Divine: Is the primary deity of this religion viewed as male, female, or beyond gender distinctions?
- Creation myths: What do the creation myths of various religions tell us about gender roles and sexuality?
- Authority: Are the primary religious leaders for this religion of a particular gender? Which religions have allowed women to also begin to step forward as spiritual leaders?
- Society: How do the key religious texts refer to people in society, and do they foster gender equality or inequality? What do the religious texts prescribe regarding gender roles in the home and in society?
- Rites and Rituals: Which religious practices are differentiated on the basis of gender in religious texts and practices?
- Regulating bodies: What do various religious traditions say about modesty, dress, and reproductive rights?
- Empowerment: How have people marginalized for their gender found empowerment within various religions?
- LGBTQ+: To what extent have those in the LGBTQ+ communities been embraced or excluded by various religions? How and why is sexuality a central area of religious attention, in both the past and present?
- Popular conceptions: How do religious conceptions of gender and sexuality spill over into culture?

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### **SKEPTICS AND BELIEVERS: FAITH AND RELIGION IN A SECULAR WORLD** PPR

*term course*

The April 8, 1966, *Time* magazine cover famously asked, "Is God Dead?" Written by an urban intellectual elite enchanted with science and technology and almost blind to the central role religion was currently playing in the Civil Rights Movement, the article that followed offered a provisional "yes." The world, it was thought, was on the cusp of a new secular era. The death of God and the end of religion was just a matter of time. It is not often that bright, educated people read the signs of the times so poorly. Today, religion continues to play an important role in every country and in almost every area of human experience, from economics and politics to culture and morality. This course will explore the reasons for its continuing relevance and the various ways it has been, and continues to be, challenged by philosophy and science.

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### **INDEPENDENT STUDIES IN HISTORY, PHILOSOPHY, AND/ OR RELIGIOUS STUDIES** PPR

*term course/seniors*

Students who have fulfilled both their history and philosophy, psychology and religious studies diploma requirements may undertake an Independent Study Project. The student must arrange for a project advisor from within the department, **submit a written proposal**, and obtain approval from the academic advisor, project advisor, department head, and dean of faculty.



# Social Science

The Social Science Department reflects Loomis Chaffee's longstanding commitment to providing students meaningful opportunities to understand how society works – why people make the decisions they do – both on an individual level and in groups.

The department offers classes that explore how people behave and influence the world around us through three sub-disciplines (economics, political science, and psychology) and their intersections. Human development and behavior, social and political structures, cultural patterns, and economic systems are all examined to give students a deeper understanding of themselves and the world around them. Classes seek to expand student viewpoints, teach multiple perspectives, and prepare them to engage and think critically about themselves, the world they live in, and the economic, political, and social institutions that influence their lives. Social science classes are designed for students to gain literacy by demonstrating proficiency with terminology, understanding of foundational concepts and classic studies in the field, and the ability to access, assess, and discuss current trends and developments.

This department offers a number of electives that meet the philosophy, psychology, and religious studies diploma requirement. All students must take two term courses in any of these three disciplines, at least one of which must be from philosophy and religious studies and at least one of which must be taken during the junior or senior year. Philosophy and religious studies courses are listed under the History, Philosophy & Religious Studies Department.

# Economics

## Economics Elective for Sophomores

### CONTEMPORARY ECONOMIC PERSPECTIVES

*term course/sophomores*

This term course will expose students to current issues as viewed through the economic perspective. By taking a theme-based approach to relevant global topics, students will critically analyze the world around them, seeking to understand the underlying economic problems. The subject matter will purposefully vary from year to year to incorporate contemporary issues; likely topics include social policies and policy making, international trade and development, and business and finance (including the stock market). Regardless of the specific issues, the course will intentionally examine, discuss, and debate multiple perspectives to help students learn and understand the complexities of real-world decision-making.

## Economics Electives for Juniors and Seniors

### INTRODUCTION TO ECONOMICS

*fall term/juniors and seniors*

All citizens face an essential problem: There are not enough resources to satisfy all our wants and needs. Such scarcity requires difficult choices in the United States and the world, and this course examines the mechanisms for making these choices and their consequences. After an introduction to the basic principles of economic thinking, the course examines real and complex problems in the United States and throughout the world. In looking at the characteristics of the market system, supply and demand, successes and failures of markets, and the role of government in the marketplace, students will learn how to analyze, think critically about, and debate these issues from an economic perspective in order to better understand current economic decisions. Of special interest to those interested in history, politics, and public affairs, this course emphasizes discussion and debate, and welcomes students of all mathematical abilities.

### APPLIED ECONOMICS:

#### FINANCIAL MARKETS GESC

*term course/juniors and seniors*

This course examines methods of economic analysis to address and solve real world issues and dilemmas. Investment topics include analysis, diversification, asset allocation, portfolio optimization, the relation between risk and return, trading, and passive (e.g., index-fund) and active strategies. In addition, students will compare investing through the lens of Socially Responsible Investing (SRI) versus Environmental, Socially Responsible, and Governance (ESG) based investments in their portfolios. The course uses case studies that begin locally and then expand to state, national, and international levels. Students conclude the class with a project that focuses directly on a specific American industry of their choice. There are no mathematical prerequisites, and students with a strong interest in current events will excel in the course.

### BEHAVIORAL ECONOMICS PPR

*term course/juniors and seniors*

Traditional economic theory assumes people have rational, well-defined preferences that drive their decision making. However, psychological research has found that in reality, people are often influenced by emotions. Behavioral Economics aims to reconcile economic and psychological theory in order to explore why people behave the way they do in the real world. This course will study the various heuristics (or cognitive shortcuts) humans use in decision making that result in biases. Are people's buying decisions dictated more by preference or by price? Are people more driven to seek gains or avoid losses? Why do retailers raise prices just to then markdown items to a sale price? Diving into topics such as herding, nudging, price anchoring, and prospect theory, students will begin to understand why people make decisions that are not always in their self-interest. Applying these theories to real world contexts, including possible examples in sports, healthcare, and social media, students will be able to appreciate their practical significance. This course fulfills a psychology, philosophy, and religious studies diploma requirement.

### MACROECONOMICS GESC

*term course/juniors and seniors*

This course takes a deep dive into the US economy as well as the economies of various countries around the world. Students will use the basic economic concepts of scarcity and opportunity cost to explore economic growth and the major macroeconomics problems of inflation and unemployment. In asking questions about the powers and limits of government, students will be introduced to policy to analyze current economic events. This course is taught with the use of real case studies and places emphasis on critical thinking, discussion, and presentation. Real data will be used throughout the term to enhance understanding, and students of all mathematical abilities are welcome. No prior economics background is required.

### CL ECONOMICS GESC

*year course/juniors and seniors*

CL Economics explores micro and macroeconomic topics in greater depth and with significantly greater rigor than the economics term series. In microeconomics, the focus is on understanding individual and business decision-making within the constraints of limited resources and how markets determine prices and the distribution of goods. We will also include the study of labor markets, environmental and justice issues, and the role of the government in the economy. Macroeconomic emphasis will be on unemployment, inflation, gross domestic product, growth, policy decisions, and international economics. Graphical models are stressed throughout the course, and data interpretation is integrated. Therefore, although no previous economics knowledge is required, students must have a strong mathematics background and a commitment to actively engaging in critical thinking and problem solving. Note: this course will mostly prepare students to take both the AP Macroeconomics exam and the AP Microeconomics exam, with some additional preparation required on the part of the student. Prerequisites/Co-requisites: Calculus AB or permission of the department

# Political Science

## INTERNATIONAL RELATIONS GESC

*term course/juniors and seniors*

While providing a background on global issues and diplomacy, this course puts students in the seats of public policy leaders and other decision-makers. Students will study many different international issues and perspectives through the lenses of economics, geography, history, and political science. The course encourages students to develop critical thinking, writing, and debating skills by asking nuanced questions about complex global problems, such as war, human rights, trade, healthcare, energy, or food. Prerequisite/Co-requisite: United States History or CL United States History

## JURISPRUDENCE: AMERICAN LEGAL HISTORY

*term course/juniors and seniors*

Using historical works, case law, and recent articles, this course introduces the legal system in the United States with a particular focus on constitutional and criminal law. Students explore the background of international systems, the constitutional framework for the judicial branch of the government, and the Bill of Rights to learn how legal systems have evolved from the teachings of Hammurabi to present day cases. Class exercises will include delivering an oral argument and engaging in the process of jury selection for a hypothetical capital murder case. In addition to historical analysis, students will also investigate the ways in which the legal system affects students in schools, especially in terms of the first amendment and freedom of speech. Prerequisite/Co-requisite: United States History or CL United States History

## CL SOCIAL SCIENCE SEMINAR: GLOBALIZATION GESC

*term course/juniors and seniors*

Globalization, the growing interconnectedness of peoples, cultures, and economies, has brought a dramatic increase in both opportunity and competition. While some theorize that globalization is synonymous with Westernization and is inherently tied to processes of colonization, others pose that globalization has been happening for centuries, is multidirectional, and adds to the global fabric. Regardless, it has become the principal system shaping

international relations, economic systems, culture, and the environment. Mixing history with current events, students will study and debate fundamental questions of globalization and its consequences. Prerequisites/Co-requisites: United States History or CL United States History; permission of the department

## CL COMPARATIVE GOVERNMENT AND POLITICS GESC

*year course/seniors*

This course introduces students to comparative politics, the study of political processes and institutions within countries (whereas international relations focuses largely on interactions among and between countries). A comparative study of six nations — the United Kingdom, Russia, China, Iran, Mexico, and Nigeria — serves as the core for this course, with students first considering the historical development of each state, before moving on to an investigation of factors such as elections, political parties, revolutions, and economic and judicial systems. The course aims to illustrate the rich diversity of political life outside the United States, guiding students to an understanding of why countries and regions organize their institutions differently. Recent topics include Brexit and the United Kingdom's changing relationship with Europe; power and authority in Putin's Russia; economic growth and industrialization in China;

the nuclear program in Iran; NAFTA and Mexico; and Boko Haram vs. democratization in Nigeria. This course will prepare students to take the AP Comparative Government and Politics exam. Prerequisites: United States History or CL United States History; permission of the department

## CL SOCIAL SCIENCE SEMINAR: THE U.S. PRESIDENCY

*fall term/juniors and seniors*

What did the Founding Fathers consider when establishing the American presidency? How has democracy been retained and challenged in the last couple of centuries? In what ways have money, the media, and polarization impacted presidential politics? While addressing these questions and others, this multidisciplinary course explores the dynamic state of U.S. presidential elections, the American electorate, and the role of President. After an exploration of democracy, students will use history, political science, and psychology to examine partisanship, polarization, and social identities and their roles in determining presidential voting trends and policies over the last century. Furthermore, students will analyze both the news media and social media and their role in impacting American presidential elections. Prerequisites: United States History or CL United States History; permission of the department



# Psychology

## Psychology Electives for Freshmen and Sophomores

### INTRODUCTION TO ETHICS

#### IN PSYCHOLOGY PPR

*term course/freshmen and sophomores*

Likely a student's first formal exposure to both philosophy and psychology, this course will appeal to those looking to hone their argumentation skills, refine their individual moral compass, and learn more about what drives thinking and behavior. After a brief introduction to ethical theories and principles, a case study approach will take students on a tour of famous studies in the history of psychology, including modern-day dilemmas. For example: is it okay to deliberately mislead participants in research to ensure unbiased results? Is it ethical to prescribe placebos? When should someone's autonomy be restricted for the purpose of mental health treatment? Students will learn frameworks to analyze ethical dilemmas and ultimately argue for the most moral course of action; in addition, they will examine the methodology and findings of each case. This discussion-based class relies on student engagement and encourages productive

disagreement. Major topics/themes include deception, informed consent, animal rights, beneficence and non-maleficence, and confidentiality. Students may leave with a better sense of what further coursework they want to pursue within the philosophy, psychology, and religious studies offerings.

## Psychology Electives for Juniors and Seniors

### DEVELOPMENTAL

#### PSYCHOLOGY GESC PPR

*term course/juniors and seniors*

This course will investigate the myriad ways that nature, or genetics, and nurture, or experience, interact to shape a person's development. Students will explore development across the lifespan in the following areas: personality and social relationships; cognition and neuroscience; and gender, sex, and sexuality. The class will introduce the frameworks of foundational theorists in the field and critically examine their applicability today. Students will build arguments around modern-day issues in development using evidence from relevant theorists, case studies, and primary sources. While there is an emphasis on self-reflection and interpreting one's own experiences through the lens of psychology, students will also consider how differences in genetics, experience, and culture may result in others having different developmental trajectories than their own.

### NEUROPSYCHOLOGY PPR

*term course/juniors and seniors*

How is it possible that the human brain, a three-pound physical organ in our body, can be responsible for all our behavior and cognition? Neuropsychology focuses on the complex relationship between the brain and the mind. Students will study fascinating cases of brain damage in order to discover the principles of typical brain organization. The course will highlight the structures and functions of the nervous system as they relate to the psychological processes of sensation, perception, attention, memory, learning, and emotion. Other topics to be covered include neural communication and psychoactive drugs as well as clinical conditions such as concussions, CTE, Alzheimer's, and Parkinson's disease. In addition to case studies, students will use labs, activities, and clinical assessment tools to gain familiarity with principles of neuropsychology as well as variations in neuropsychological development. By the end

of the course, students will be able to dispel common myths about the brain, appreciate the brief but rich history of neuropsychology, and ponder the new directions that technological innovations might take the field.

### POSITIVE PSYCHOLOGY PPR

*term course/juniors and seniors*

Whereas historically psychology has emphasized human deficit, the emerging field of Positive Psychology is the study of human flourishing. After establishing a framework for what it means to flourish, students will explore the cognitive biases that make it so difficult to accurately predict what will help us achieve that state. An emphasis on research methods will help students understand how psychologists are arriving at a set of empirically-based practices that can improve well-being. Throughout the term, students will implement a selection of these practices into their own lives and reflect on their impact.

### SOCIAL PSYCHOLOGY PPR

*term course/juniors and seniors*

Our social interactions can influence our individual behavior, perceptions, and beliefs in unpredictable ways. This course will examine classic experiments in social psychology that have demonstrated the observable ways that humans think, feel, and behave in social situations. Students will have many opportunities to practice recognizing social psychology concepts at work in their own lives, in current events, and in the media. Additionally, the course aims to give students a more empathetic framework through which to interpret the actions and experiences of others. Major topics will include cognitive biases, conformity, persuasion, and prejudice as well as research design and ethics.

### INDEPENDENT STUDIES

#### IN SOCIAL SCIENCE

*term course/seniors*

Students who have fulfilled both their history and philosophy, psychology and religious studies diploma requirements may undertake an Independent Study Project. The student must arrange for a project advisor from within the department, **submit a written proposal**, and obtain approval from the academic advisor, project advisor, department head, and dean of faculty.



*Laura Schulte's Neuropsychology class at the Meadows using aerial drones, 360 cameras, and Go-Pros to simulate different animals' perception.*



# Mathematics

The following courses present a sequential program by which students can gain an understanding of the style and content of mathematics, become adept in its fundamental skills, and explore the subject for the beauty of its abstractions and the variety of its applications. Aware of the increasing use of mathematics in both new and traditional fields, the department encourages students to continue their mathematical electives beyond the required courses in Algebra I, Algebra II, and Geometry.

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All courses require a TI-83 or TI-84 graphing calculator. Any version of these calculators is acceptable; the TI-85 and TI-81 are not. Students who do not currently own one of these calculators should buy the TI-84.

## GEOMETRY - ALGEBRA I

This course is for those students who either have not had a full year of Algebra I or need to strengthen their algebra skills before heading into Algebra II and subsequent curriculum. It covers properties of the real number system, linear and quadratic equations, and properties of exponents and radicals while also introducing students to Euclidian geometry of two and three dimensions. Students develop competence with the graphs of linear, quadratic, and exponential equations, and master multiple techniques for solving equations and simplifying algebraic expressions. This course emphasizes the development of algebraic and geometric skills and utilizes Desmos, Delta Math, Problem Attic, and Geogebra. Students who successfully complete this course will have met the diploma requirement for Geometry and be prepared for Algebra II.

## GEOMETRY

This course in Euclidean geometry investigates the definitions, postulates, and theorems of two- and three-dimensional figures and develops students' proficiency in analyzing and communicating mathematically ideas effectively. An emphasis is placed on deductive reasoning, proofs, and geometric problem-solving. When appropriate, students utilize technology to enhance the learning process. Algebraic skills are solidified through the application of geometrical properties with numerical solutions. Prerequisite: Algebra I

## ADVANCED GEOMETRY

This course covers the same materials as Geometry but at a faster pace, in greater depth, and with greater rigor. In addition, students will complete a more thorough study of trigonometry and coordinate geometry. This course is designed for qualified students who have had two full years of algebra and a demonstrated motivation for the study of mathematics. Prerequisite: Algebra II and permission of the department

## ALGEBRA II

This course reinforces and further develops the concepts presented in Algebra I and Geometry - Algebra I, including linear and quadratic equations and inequalities. It then goes on to explore functions involving radical expressions and rational polynomials and finally considers logarithmic and exponential functions and their applications. Beyond traditional algebraic techniques, students learn numerical and

graphical solution techniques with the guided use of technology. Additional topics such as trigonometry, complex numbers, and sequences and series may be introduced along the way. Prerequisite: Algebra I or Geometry - Algebra I

## ADVANCED ALGEBRA II

This course is designated for students who have excelled in comprehensive first-year algebra course and have demonstrated motivation for the study of mathematics. It covers the same material as Algebra II at a faster pace, in more detail, and with greater emphasis on problem solving and logical reasoning. In addition, students begin their study of precalculus exploring sequences and series, complex numbers and fractals, transformations and combinations of functions, and unit circle trigonometry. A focus throughout the course is the development of students' problem-solving skills and conceptual understanding. Placement for new students will be determined by the department. Prerequisite: Algebra I and permission of the department

## PRECALCULUS

The Precalculus course continues the study of functions and relations that was begun in Algebra II. This course is intended for students who have completed both Algebra II and Geometry and who aspire to take calculus or one of the statistics offerings in the following year. Students study the properties, graphs, and applications of a variety of different families of functions including linear, quadratic, polynomial, exponential, logarithmic, and trigonometric functions. These functions are explored graphically, algebraically, and numerically. The analysis of the functions is aided by the guided use of technology. While students have exposure to all the classic functions of high school math, the course is not intended for those who wish to move into the CL Calculus program. Additionally, the course includes material from discrete math, including sequences, series, combinatorics, and an introduction to probability and statistics.

## ADVANCED PRECALCULUS

This course is for students who have a strong background in algebra and geometry and who plan on taking CL Calculus AB or possibly CL Statistics. Students study the properties, graphs, and applications of a variety of families of functions including linear, quadratic, polynomial, rational, exponential, logarithmic, and trigonometric. Technology is used as an aid for students to make observations and investigate

connections among algebraic, graphical, and numerical representations of functions. In Advanced Precalculus there is less emphasis on the discrete topics of probability and statistics than in the Precalculus course; however, trigonometric functions and their inverses as well as the notion of limits are covered in greater depth and detail since these topics are critical foundations for the CL Calculus program.

## ADVANCED PRECALCULUS WITH DIFFERENTIAL CALCULUS

This course is for students who have a strong background in algebra, plan on taking the CL Calculus BC course, and have demonstrated the motivation to tackle the course's increased demands. The course moves at an accelerated pace, assumes strong foundational skills and conceptual understanding, and challenges students to think deeply about the content. During the fall and winter terms, students complete the precalculus curriculum, including a review of exponential and logarithmic functions and a study of trigonometry, probability, and parametric and polar equations. Then, during the spring term, students have a rigorous introduction to differential calculus—a prerequisite for entry into the CL Calculus BC course. This course emphasizes critical thinking, problem solving, and synthesis of the material. Some students may opt to study CL Statistics in addition to, or instead of, CL Calculus after this course.

## TOPICS IN DISCRETE MATHEMATICS

### *fall term*

This course explores multiple real-life mathematical applications and the theory behind them. Topics include voting/election theory, the mathematics of fair division, and the mathematics of apportionment pertaining to government bodies. As time permits, students will also explore further topics including financial literacy, gerrymandering, electoral college system, graph theory, and the mathematics of scheduling. This course is designed for both those who intend to take statistics in the winter and spring terms and those who have an interest in an elective mathematics course strongly based in theory and real-world applications. Prerequisite: Algebra II

**STATISTICS I** **GESC** (winter)**STATISTICS II** **GESC** (spring)*two-term course/winter only or winter and spring*

This course offers a more hands-on approach to the material presented in CL Statistics. The course emphasizes problem-solving, student-generated studies, and group work. Students analyze a significant global issue while completing culminating projects in which they utilize the techniques learned throughout the course. These projects will have components of both written and public presentation. Throughout the course, students utilize a variety of current technologies, including, but not limited to, Desmos, spreadsheet software like MS Excel, and web-based data analysis packages like Gapminder, in order to analyze and present data. Prerequisite: Algebra II *Note: Statistics II may only be taken when following Statistics I.*

**CL STATISTICS** **GESC**

This course is equivalent to a one-semester, introductory, non-calculus-based college statistics course. The course incorporates four themes: exploring data, learning designs for data collection and experiments, anticipating patterns in advance, and drawing conclusions from data. Computers and the TI-84 calculator are important tools for completing data analysis and understanding more sophisticated statistical concepts. This data-based approach involves group activities and student-generated studies of global topics. The course emphasizes reading and communicating statistical information accurately in real world situations. Prerequisite: Advanced Precalculus with Differential Calculus or Advanced Precalculus and permission of the department

**CALCULUS**

This course introduces students to most of the theories, techniques, and applications of a first-year college calculus course. By mixing theory and application and by using both discrete and continuous examples, the course offers students a solid foundation of the basic techniques of differential and integral calculus and explores the utility of calculus in a variety of fields. Although not covering trigonometric functions, among other topics in the AP program, this course prepares students for a rigorous first-year calculus course in college and enables them to use calculus concepts in other disciplines. Prerequisite: Precalculus

**CL CALCULUS AB**

This course covers the standard material found in a first-year college calculus. In the course, students will develop an understanding of the concepts of calculus, learn the techniques of differential and integral calculus, and apply these understandings and techniques to a variety of applications. The calculus topics are explored algebraically, numerically, verbally, and graphically with the aid of technology. Students wishing to take the College Board AP Calculus AB exam will find that this course covers most of the content on the exam. Prerequisite: Advanced Precalculus or Advanced Precalculus with Differential Calculus and permission of the department

**CL CALCULUS BC**

Following the Advanced Placement BC Calculus syllabus, this course begins with a brief review of differential calculus before moving to a rigorous, college-level introduction to the integral and its connection to the derivative. In the course, students will develop an understanding of the concepts of calculus, learn the techniques of differential and integral calculus, and apply these understandings and techniques to a variety of applications. Beyond the topics from CL Calculus AB, students do significant work with sequences and series and explore calculus concepts as they apply to vector functions, parametric equations, and polar functions. The calculus topics are explored algebraically, numerically, verbally, and graphically with the aid of technology. Prerequisite: Advanced Precalculus with Differential Calculus and permission of the department

**CL STATISTICS ACCELERATED***half course*

This course is intended for independent math students who have excelled in a CL Calculus class. The class moves quickly covering the full Advanced Placement Statistics curriculum (see course description for CL Statistics) while meeting half as often as full courses. Unlike CL Statistics, this accelerated course will also include some work with statistics that is calculus based. While the course develops the tools necessary to analyze data and make projections in a variety of real-world situations, students should also come to appreciate the logical principles underlying the inferences. Students will use some of the powerful statistical tools of the TI-84 calculator to organize data and help make appropriate inferences. Prerequisite:

A- or higher in BC Calculus or A or higher in AB Calculus and departmental approval

**CL MULTIVARIABLE CALCULUS**

For students who have successfully completed CL Calculus BC, this course seeks to solidify calculus content while also providing exposure to the larger realm of advanced mathematics, emphasizing a deep conceptual understanding of abstract material. Students will first learn about various topics that they may encounter when studying mathematics in the future, before focusing in on calculus and where it fits within this larger picture. From there, the course will extend the definitions and concepts of single-variable calculus to higher-dimensional functions. The concepts of limits, continuity, differentiation, and integration are developed rigorously in the context of functions with multiple input and/or output variables. Various applications to physics, computer science, and other areas will be explored. Prerequisite: CL Calculus BC and permission of the department

**CL LINEAR ALGEBRA**

Linear Algebra is intended for students who have distinguished themselves in their study of mathematics. The course begins by exploring linear systems and matrices, focusing on determinants and other matrix properties. The study of matrices prepares the class for its study of the main objects of linear algebra: vector spaces and linear transformations. By approaching the subject this way, the class serves as an introduction to conceptual mathematical systems that form the basis of abstract algebra. Throughout the course, emphasis is placed on learning the structure of formal mathematical proof writing. Topics that are typically covered in addition to vector spaces and linear transformations are set theory, eigenvectors, and inner product spaces. Prerequisite/Co-requisite: Multivariable Calculus and permission of the department. The course can be taken concurrently with CL Mathematical Modeling with Differential Equations.

**CL MATHEMATICAL MODELING WITH DIFFERENTIAL EQUATIONS**

This course gives a comprehensive introduction to ordinary differential equations with an emphasis on the applications of differential equations in a variety of fields. Students will develop, simulate, and analyze dynamic mathematical models (models that study how processes change in time) utilizing differential equations and technology to understand the

behavior of various biological, ecological, physiological, and medical problems. Topics covered include first order differential equations, phase planes and bifurcation diagrams, higher order differential equations, Laplace transforms, numerical methods, boundary value and initial value problems, qualitative analysis of solutions, and applications of differential equations. Students will leverage Matlab and Simulink software to visualize and solve differential equations. Prerequisite: CL Multivariable Calculus. The course can be taken concurrently with CL Linear Algebra.

## INDEPENDENT STUDIES

### IN MATHEMATICS

*term course*

A student who has exhausted the offerings of the Mathematics Department or who desires to study a math-related topic not offered as a course may propose an Independent Study Project for credit. The student must arrange for a project advisor from within the department, **submit a written proposal**, and obtain approvals from the academic advisor, project advisor, department head, and dean of faculty.

## TOPICS IN LOGIC

*term course/juniors and seniors*

Please see description under History, Philosophy & Religious Studies offerings. Students interested in logical foundations of mathematics and in greater sophistication in methods of proof may consider this course. Prerequisite: Geometry





# Science

Through a broad and deep range of course offerings, the Science Department seeks to address the needs and interests of all students. Laboratory experiments, hands-on activities, and computer simulations challenge students to problem solve, analyze, discover, and understand the fundamental principles of nature. This understanding empowers them to live in and contribute to an increasingly technological society while gaining confidence in their own abilities.

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The department requires two years of laboratory science, one in the life sciences and one in the physical sciences. The majority of students, however, take additional courses of particular interest.

## **BIOLOGY I**

*freshmen and sophomores*

This introductory course is organized around four biological themes: change over time, communication, transfer of energy and matter, and homeostasis. Through the lens of these themes, students are able to more deeply understand and appreciate all biological systems. Topics studied include evolution, cell and molecular biology, and human anatomy and physiology. The use of hands-on modeling activities enhances student engagement and understanding. In the lab, students learn how to design well-controlled experiments and how to analyze collected data. Through this lab work, students gain hands-on experience with current techniques used in research laboratories.

## **ADVANCED BIOLOGY I**

*sophomores, juniors, seniors*

This course is an introductory biology class for students who have had a full year of chemistry. It covers the same topics as Biology I but emphasizes the biochemical processes in greater depth and detail. As with Biology I, students learn to think critically about how living organisms evolve and survive and are encouraged to make connections to all biological processes within the natural world. The course makes frequent use of case studies to facilitate application of the course content to complex real-world problems. Students spend ample time in the laboratory practicing many of the techniques used in research laboratories today, collecting and analyzing data, and discussing current research topics. Prerequisites: Chemistry and permission of the department

## **CHEMISTRY I**

Students in this introductory class improve their scientific literacy by developing analytical and problem-solving skills through the lens of basic chemical principles such as atomic theory, chemical reactions and bonding, stoichiometry, gases, solutions, equilibrium, acids and bases, and electrochemistry. Students engage in small-group and individual problem-solving, laboratory investigations, and exercises to hone written and graphical communication. Prerequisite: Algebra I; Co-requisite: Algebra II or permission of the department

## **ADVANCED CHEMISTRY I**

This course is designed for those students with strong quantitative ability and who also possess an avid interest and proven achievement in

science. Through this rigorous and fast-paced course, students come to an understanding of the methods and principles of modern chemical theory. The development of scientific writing and analytical problem-solving skills are emphasized. Topics draw from the basic principles of inorganic chemistry: electronic structure of the atom, periodicity of elements, stoichiometry, chemical bonding, molecular structure, gas laws and kinetic molecular theory, equilibrium, kinetics, acids and bases, oxidation-reduction, and electrochemistry. Throughout the course, students are involved in an extensive laboratory curriculum. Prerequisite: permission of the department; Co-requisite: Advanced Algebra II or Algebra II with permission of the department

## **PHYSICS I**

*sophomores, juniors, seniors*

This course introduces students to Newtonian physics and a variety of problem-solving techniques. Through laboratory investigation and class discussion, students explore mechanics, energy, waves, optics, electricity, and magnetism. This course emphasizes a practical approach to understanding physics concepts using familiar objects and everyday situations. Physics I is designed to assist students in developing a greater appreciation for real-world problem-solving situations. Co-requisite: Advanced Precalculus or Precalculus with permission of the department

## **ADVANCED PHYSICS I**

*sophomores, juniors, and seniors*

Challenging laboratory explorations, engaging classroom derivations and demonstrations, and intimate small group investigations form the core learning experience in Advanced Physics I. Students work together to develop the conceptual understanding, analytical skills, and self-confidence needed to master a wide array of physics topics. The major area of emphasis in the fall term is Newtonian mechanics. In the winter term, students explore electrostatics and circuits. In the spring, the focus shifts to studies of magnetism and geometric optics. The course stresses problem solving with an emphasis on graphical interpretation and incorporating vector mathematics. It is appropriate for students with good aptitude and proven achievement in both science and mathematics. Prerequisite: one previous science course and permission of the department; Co-requisite: Advanced Precalculus with Differential Calculus or Advanced Precalculus with permission of the department

## **CL CHEMISTRY II**

This course continues the study of chemical principles and theory at a level consistent with that of a first-year college offering. It covers all of the topics of the first level course, but at a deeper level and at a faster pace. Inquiry-based laboratory experiments follow the suggestions of the AP curriculum and support the concepts studied in class. Lab work helps students develop proficiency with basic analytical laboratory techniques, and students are frequently asked to design their own protocols to solve problems. This course prepares students for the Advanced Placement examination. Prerequisite: Advanced Chemistry I and/or permission of the department

## **CL PHYSICS II**

This problem-solving intensive course pushes students to consider more deeply the topics introduced in Advanced Physics I and to investigate challenging questions incorporating calculus techniques. Dynamic classroom discussions, extensive small group investigations, and laboratory work centered on experimental design enable students to develop confidence and a strong conceptual mastery. The first half of the course focuses on mechanics — covering Newton's laws, conservation of energy and momentum, rotational dynamics, simple harmonic motion, and universal gravitation. The second half explores electricity and magnetism — delving deeply into Coulomb's Law, Gauss's Law, Ampere's Law, Faraday's Law, and circuits involving capacitors and inductors. This course fully prepares students for Advanced Placement examinations in both Mechanics and Electricity & Magnetism. Prerequisite: Advanced Physics I; Co-requisite: CL Calculus BC or CL Calculus AB with permission of department

## **CL ENVIRONMENTAL SCIENCE GESC**

This course provides students with the scientific concepts and methodologies to understand the interrelationships within the natural world. Through on-campus field trips and hands-on activities, students will come to a solid understanding of the core ecological principles. In addition, they will learn to identify and analyze environmental problems within the natural world; relative risks will be evaluated and alternative solutions to problems will be examined. Topics covered include ecological foundations and principles, introduction to plant science, energy, climate change, human population and demographics, toxicology, pollution and pandemics, freshwater resources,

water quality, and global water issues. Students learn to observe environmental systems critically and to develop and conduct well-designed experiments with the goal of making positive changes to the local Loomis Chaffee campus and surrounding ecosystem and in the spirit of environmental stewardship and sustainability. This course covers the majority, but not the entirety, of the AP Environmental Science curriculum; those students interested in sitting for the AP Environmental Science exam in May will need to complete some independent work to prepare for that exam and should consult with the instructor to identify those additional topics. Prerequisites: biology, chemistry, and permission of the department

## **Elective Term Courses**

### **ASTRONOMY I: INTRODUCTION TO ASTRONOMY AND THE SOLAR SYSTEM**

*fall term/juniors and seniors*

The fall term course introduces students to observational astronomy and methods for measuring distances in the solar system and universe. Students gain an understanding of the foundations of astronomical evidence for our place in the universe by studying the historical development of astronomy from the ancient Greeks to Kepler and Newton as well as modern techniques for studying planets and stars. The course also provides an overview of our solar system. Students will have the opportunity to view the night sky with the school's telescopes and make use of the O'Brien Planetarium.

Prerequisite: Chemistry or Physics

### **ASTRONOMY II: OBSERVING THE UNIVERSE**

*two-term course/winter and spring /juniors and seniors*

This course focuses on stars, galaxies, and cosmology. Major topics include the structure and evolution of stars; stellar explosions and the formation of neutron stars and black holes; the creation of galaxies; relativity and theories about the origin and fate of the universe, with emphasis on the Big Bang; and current questions about the role of dark matter and dark energy. Students will also explore astrobiology, recent space missions, and the possibility of locating habitable planets outside our own solar system. Prerequisite: Chemistry or Physics

### **COMPARATIVE ANATOMY**

*term course/juniors and seniors*

This course investigates the anatomy of several different vertebrate organisms including humans. Systems such as the muscular system, nervous system, digestive system and skeletal system are compared between a variety of organisms. The class includes many hands-on activities with a heavy emphasis on dissection; potential organisms for dissection include fetal pig, snake, rat, mink, and fish as examples. This course focuses on comparing anatomical structure and function and facilitates a greater understanding of evolution and common ancestry among vertebrates. Students interested in this course do not need a deep background in the field of biology but should be interested in animal body systems and function and should not be afraid to take part in dissections. Prerequisites: Biology and Chemistry

### **GENETICS**

*term course/juniors and seniors*

This course explores some of the most recent advances in the study of genetics. A review of Mendelian genetics, the structure and function of DNA, and the central dogma of biology enables students to gain deeper understandings of these basic genetic concepts before further investigating the more complex aspects of cancer, evolution, and genetic diseases. Lab work and hands-on activities include exploration of gene expression, genetic engineering, and gene therapy. Prerequisites: Biology and Chemistry

### **FORENSIC SCIENCE**

*term course/juniors and seniors*

This course focuses on the application of various science techniques used to solve crimes including fingerprinting, blood typing, blood spatter analysis, and DNA profiling. Students combine their knowledge of biology and chemistry in order to solve multiple crime scenes. Students will also learn the basics of the American criminal justice system and discuss its structure, intentions, successes, and shortcomings. The course emphasizes forensic science as a discipline that provides strong, but not infallible, evidence for criminal proceedings. Care is always taken to note the reliability of all techniques studied. Prerequisite: Biology and Chemistry

### **ECOLOGY**

**GESC**

*fall term/juniors and seniors*

This course focuses on ecological principles and introduces laboratory skills to help students understand the interactions among organisms and between organisms and their environments. Students begin to explore the key ecosystem services provided by natural ecosystems and learn about energy flow, biotic and abiotic factors, and cycling of matter (water, nutrients, etc.) in the ecosystem. Prerequisite: Biology and Chemistry are strongly recommended.

### **CLIMATE CHANGE**

**GESC**

*winter term/juniors and seniors*

This course explores one of the biggest challenges of the modern world: climate change. Students will examine different types of scientific data to better understand how climate has fluctuated in Earth's history and how the rate of change has increased exponentially since the industrial revolution. Through current events and case studies, students will explore the science of climate change as well as its impacts on such areas as food security, water security, public health, human population, sea levels, ocean acidification, severe weather events, and biodiversity. Throughout the term, research-based projects and laboratory studies will enable students to apply their learning and understand these concepts more fully. Prerequisite: Biology and Chemistry are strongly recommended.

### **SUSTAINABILITY: SOIL, WATER, AND AGRICULTURE**

**GESC**

*spring term/juniors and seniors*

This hands-on, project-based course investigates both local and global sustainable agricultural practices with a focus on water use in those practices. The course addresses current water issues, including water pollution, and access to clean drinking water. Students will investigate the specific impact of both traditional and sustainable agriculture on soil health, the hydrologic cycle, and climate change. As a culmination of previous work done in environmental science, students use the Loomis Chaffee campus as a microcosm for learning how to use sustainable practices to improve their local environments. Prerequisite: Biology and Chemistry are strongly recommended.

## CL ASTROPHYSICS

*term course*

CL Astrophysics provides an in-depth study of the application of physics and mathematics to the field of astronomy. Major topics include celestial mechanics, the internal structure and evolution of stars, the properties and evolution of galaxies, and the large-scale structure and evolution of the universe. In addition, students will collect, process, and interpret astronomical data obtained from a variety of sources, and will make use of the recently renovated O'Brien Planetarium. Pre-/co-requisites: CL Calculus AB or BC. Pre-requisite: Physics I Advanced or permission of the department

## CL BIOLOGY II: GENETICS

*fall term/juniors and seniors*

This college-level course studies the profound implications of recent advances in genetics. Topics include the discovery, structure, and function of DNA, Mendelian and non-Mendelian patterns of inheritance as well as the control of gene expression and epigenetics. The course has a significant laboratory component that emphasizes the use of modern techniques such as the isolation of DNA, polymerase chain reaction (PCR), and DNA sequencing. Examples of projects include those focused on genetic engineering and the creation of genetic knockouts as well as DNA sequence analysis aimed at uncovering alterations associated with physical traits. Prerequisites: Biology, Chemistry, and permission of the department

## CL BIOLOGY II: CELL BIOLOGY I (winter)

## CL BIOLOGY II: CELL BIOLOGY II (spring)

*One- or two-term course/juniors and seniors/ winter only or winter and spring*

Cells are the smallest living things that can perform the functions of life and understanding how cells work is fundamental to all biological science. In this course, students study cells from the outside in, beginning with an investigation of membranes and transport followed by explorations of how a cell responds to its environment. Particular emphasis is placed on the study of enzymes, eukaryotic organelles, cellular communication, and cell division and cancer. Students spend time in the lab exploring cell culture and visualizing cells using microscopy. Prerequisites: Biology, Chemistry, and permission of the department *Note: The spring term of Cell Biology may only be taken when following the winter term of Cell Biology.*

## CL BIOLOGY II: MICROBIOLOGY

*fall term/juniors and seniors*

Microbiology is the study of the tiniest living things, beings so small they cannot be seen with the naked eye. Yet despite their size, these tiny cells have a massive impact on our world, being responsible for recycling nutrients in ecosystems, causing infectious diseases, providing tools for medicine and research, and serving as models for our understanding of all living things. This course will impart to students an understanding of the structure, function, and societal relevance of bacteria, archaea, and viruses. Students spend the majority of the course in the laboratory, conducting a long-term research project aimed at discovering and characterizing viruses yet unknown to science. By the end of this laboratory-intensive class, students will have gained the skills and experience needed to work safely and professionally in a real microbiology laboratory. Prerequisites: Biology, Chemistry, and permission of the department

## CL BIOLOGY II: MOLECULAR BIOLOGY I (winter)

## CL BIOLOGY II: MOLECULAR BIOLOGY II (spring)

*one or two-term course/juniors and seniors/ winter only or winter and spring*

Molecular biology is the study of the critical molecules that allow our cells to function. This two-term course explores the vital roles played by proteins and DNA. The winter term of this laboratory-intensive course focuses on the structure, function, and regulation of proteins. In addition to learning the science of proteins, students will conduct a long-term laboratory

project aimed at purifying a recombinant human enzyme from an engineered bacterial host. During this process, they will develop strong laboratory skills and gain experience with a variety of techniques commonly used in industrial and research laboratories. Students will conclude the winter term by designing their own genetically engineered microbes. In the spring term, students will turn their attention to the study of DNA as they build these new genetically engineered microbes, creating organisms with new features and new capabilities. Prerequisites: Biology, Chemistry, and permission of the department *Note: The spring term of Molecular Biology may only be taken when following the winter term of Molecular Biology.*

## CL ORGANIC CHEMISTRY I

*winter term/juniors and seniors*

The goal of this course is to give students an introduction to and strong foundation in organic chemistry. Topics covered include chemical structure and bonding, molecular representations, nomenclature, and physical and chemical properties of alkanes, alkenes, alkynes, alkyl halides, alcohols, ketones, and carboxylic acids. This course also introduces students to drawing resonance structures, curved arrows, and reaction mechanisms such as SN1, SN2, E1, and E2. Students will hone their laboratory skills through practical work that involves investigations such as determining the boiling point and melting point of organic substances, extraction of caffeine, simple and fractional distillation, and the classical synthesis of esters. Prerequisites: Chemistry Advanced or CL Chemistry; co-requisite of Physics or permission of the department

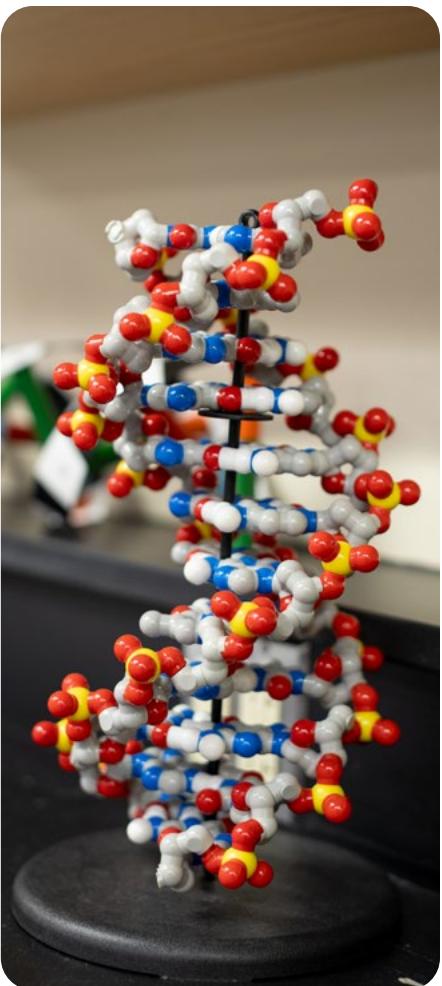


## CL ORGANIC CHEMISTRY II

*spring term/juniors and seniors*

This term course is a continuation of the first term of CL Organic Chemistry with an emphasis on instrumental analyses such as infrared (IR) spectroscopy and proton nuclear magnetic resonance (NMR) spectroscopy. More complex organic reactions such as nucleophilic substitution of the carbonyl group, esterification reactions, formation of enols and enolates, multistep synthesis reactions, and retrosynthesis are explored in this second term of organic chemistry. Students conclude the spring term by executing a project in which they come up with a novel way to synthesize an organic molecule of their choice. This class involves significant lab work and use of peer-reviewed scientific journals. Students must take the winter term of Organic Chemistry to be eligible for enrollment in the spring term course.

Prerequisite: CL Organic Chemistry I



## CL GUIDED RESEARCH PROJECTS IN MOLECULAR BIOLOGY

*half course/seniors*

Guided Research Projects are yearlong, half courses in the science department that allow students who have completed the graduation requirements for science, and those with an interest in the biological and biomedical sciences, to engage in sustained, significant, mentored scientific research. In this capstone class, students conduct authentic research in molecular biology, and with guidance, design their own research question using an established model system for that experimental work (one that matches the expertise of a Loomis Chaffee science faculty member). Projects involve sustained skill acquisition and the development of rigorous scientific methodology; they also require the student to master experimental techniques that go beyond the traditional science department curriculum. Students maintain a research quality notebook and document their results in either extended lab report or scientific poster format, and they present their research findings to an audience at the end of the school year. Acceptance into the Guided Research Project is a competitive process and interested students are required to complete a written application. Prerequisites: fulfillment of or co-enrollment in CL Biology electives and permission of the department

## CL GUIDED RESEARCH PROJECTS IN ENVIRONMENTAL SUSTAINABILITY **GESC**

*half course/seniors*

This Guided Research Project is an experiential learning approach to environmental stewardship and sustainability using Loomis Chaffee as a location of study and action. Students learn about all the facets of campus sustainability including waste management, energy conservation, water demands, and agriculture. They then put their learning to work as they design and execute their own sustainability project here on campus. Student projects have included renewable energy generation, food waste reduction, residential weatherproofing, the invention of environmentally friendly cleaning products, environmental justice initiatives, and many others. Prerequisite: Biology, Chemistry; pre/co-requisite CL Environmental Science or Ecology and permission of the department

## CL SENIOR WRITING SEMINAR: COMMUNICATING SCIENCE

*term course/seniors*

At the intersection of observation, experiment, and narrative lies the realm of scientific writing. In this course, students grapple with various forms of scientific communication — from the precise language of technical journals to the relatable prose of popular science. They learn to adapt complex topics for various audiences, craft persuasive arguments rooted in evidence, and communicate clearly through data presentation and visualization. This course is not confined to one scientific discipline but will explore a variety of topics which might include public health, particle physics, astrobiology, or cybernetics. At times, students will choose the scientific topics that most intrigue them for their written pieces. For instance, one student might write an abstract distilling a groundbreaking paper in particle physics, while another pens a persuasive article for the public on the need for increased funding to address mosquito-borne disease. This course not only develops key writing tools for students eyeing a future in scientific research but also opens doors for those writers who wish to bring the magic of science to broader audiences. Prerequisite: permission of the departments

## INDEPENDENT STUDIES IN SCIENCE

*term course*

A student who has completed the two-year laboratory science requirement and who has exhausted the relevant course offerings may propose an Independent Study Project in science. Projects may involve either in-depth research of previously encountered topics or an independent study of material not presently offered. The student must arrange for a project advisor from within the department and **submit a written proposal**. The proposal will be evaluated by the project advisor, academic advisor, department head, and dean of faculty and may be approved if all criteria are met. Prerequisites: fulfillment of departmental requirements and permission of the department



# Computer Science, Design Thinking, and Entrepreneurship

Through a range of course offerings, the Computer Science, Design Thinking, and Entrepreneurship Department provides students with opportunities to engage in hands-on, real-world, creative problem solving in a number of different disciplines (engineering, manufacturing, robotics, computer science, and entrepreneurship). These courses prioritize work that partners with authentic audiences, including on-campus partners, businesses, and non-profits in the Hartford area. Significant time in most of the courses will be spent in the Pearse Hub for Innovation (PHI), where students will engage in our human-centered approach to design work: gather, generate, build, and share.

Design thinking and computer science courses are electives that approach the subject matter using the teacher's expertise in the area to guide examinations of the topics at hand.

No prerequisites exist for the design-thinking courses; all of the courses have been designed to open subject matter to students from a range of academic backgrounds and experiences. Students need only to come to these classes with the desire to engage in

intellectual discourse and an interest in exploring issues of contemporary significance across a variety of disciplinary approaches.

Design-thinking and computer science classes cannot count toward diploma requirements, except where noted. For those classes that are cross listed with another academic department, credit for classes taken can be assigned to just one department, according to the course description.

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## INTRODUCTION TO PROBLEM SOLVING IN MANUFACTURING, SOCIETY, AND ENTREPRENEURSHIP

*term course/sophomores*

This course will introduce students to the process of design thinking and provide them with an opportunity to practice the skills involved in three different areas.

- Students will learn the design-build process and gain manufacturing experience in the makerspace.
- Students will design and implement a solution for a problem related to the concept of the common good.
- Students will tackle a business-related entrepreneurship problem for a local business. This course will meet in the Pearse Hub for Innovation.

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## PROBLEM SOLVING FOR THE COMMON GOOD GESC

*term course/juniors and seniors*

Students will learn about and gain experience in the process of design thinking and how it can be applied to problems related to the common good and social entrepreneurship. Students will identify and design solutions for problems/challenges on campus as well as within the local community (Windsor or Hartford area). At least one of the challenges will be global or environmental in nature. This course will meet in the Pearse Hub for Innovation.



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## PROBLEM SOLVING FOR THE BUSINESS WORLD

*term course/juniors and seniors*

Students will learn about and gain experience in the process of design thinking as it applies to businesses, both established businesses and start-up companies. Students will partner with local businesses to solve real-world problems/challenges and will present their solutions to the partners. This course will meet in the Pearse Hub for Innovation.

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## PROBLEM SOLVING FOR ENGINEERING

*term course/juniors and seniors*

Students will be exposed to concepts and problem solving techniques taught in typical civil and mechanical engineering curricula. They will also develop computer-aided design skills that will enable them to put these concepts into practice using resources in the Pearse Hub for Innovation. Projects may include using structural design software to analyze and build trusses, designing and testing custom gear boxes and kinematic mechanisms for transforming motion, and testing the properties of various engineering materials. Formal engineering design methods will be used to identify and solve the given problems, providing students with an understanding of what it means to pursue a college degree and career in engineering.

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## INTRODUCTION TO COMPUTER SCIENCE: ROBOTICS

*term course*

This hands-on, experiential term course exposes students to concepts and problem solving techniques taught in typical electrical, computer, and mechatronics engineering curricula. Students will learn about the scientific principles that enable complex systems to measure and act on key information about their environment. Students will learn to use analysis software and integrated development environments in tandem with practical experiments that teach them the basics of analog circuits, numerical representation in microprocessors, and digital logic. Students will apply their newly acquired knowledge to solve more complex problems that may include analog music synthesis, designing hardware that can solve basic mathematical problems, and controlling motors with both analog circuits and microprocessors to respond to a variety of measured inputs. Projects require students to become familiar with formal engineering design processes and the tools and resources in the Pearse Hub for Innovation. The course is intended to complement Problem Solving for Engineering and provides students with a fundamental understanding of how engineers designed computers to do what they do. This course prepares students to take CL Computer Science.

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## INTRODUCTION TO COMPUTER SCIENCE: PROGRAMMING

*offered as a term course and half course*

This course uses a variety of tools to introduce students to the underlying principles of computing. Students will be exposed to a survey of ideas in computer science, centered on building skills in basic programming and algorithm development. Topics include calculations, decision-making, handling data, and basic control structures. Various programming tools and languages will be explored to support a deeper understanding of the topics covered. This course prepares students to take CL Computer Science.

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## GAME DESIGN: WHERE ART MEETS CODE

*half course*

This year-long introductory half course combines the creativity of digital art with the logic of programming to guide students through the process of designing and building their own 2D video games. In the first trimester, students will

explore tools and techniques for creating digital art, learning about design principles, color theory, and digital illustration to develop characters, environments, and other visual elements for their games. During the second trimester, students will learn foundational programming concepts and build confidence in coding, while applying their new skills to create programmatically-generated works of art in a beginner-friendly language. In the final trimester, students will bring together their programming skills and artistic creations to develop a simple, playable 2D game. This course emphasizes creativity, problem-solving, and technical skill, empowering students to bring their ideas to life in an interactive format. No prior experience is necessary. This course fulfills one visual arts diploma requirement and prepares students to take CL Computer Science.

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### **COMPUTER SCIENCE: AI AND DIGITAL LITERACY**

*term course*

This computer science course builds foundational digital literacy and practical skills through a non-coding, hands-on exploration of artificial intelligence. Students will learn essential computer skills—from navigating online resources and managing data securely to understanding how algorithms and AI influence daily interactions. Focusing on large language models (LLMs), students will gain a practical understanding of AI's capabilities, examining both the opportunities it presents and its ethical implications. With real-world applications and interactive case studies, students will build the skills to use computers effectively, analyze AI-driven information, and understand the impact of these technologies on privacy, fairness, and society. This course synthesizes essential computer skills with a deep understanding of AI's role in society, preparing students to use technology effectively and thoughtfully in a rapidly evolving digital world.

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### **CL COMPUTER SCIENCE**

*two-term course*

This course is a programming-intensive follow-up to Introduction to Computer Science. Students will spend most of the initial term learning how to code in Python and establishing a solid foundation in key techniques, such as iteration and data management, as well as some common higher-order programming paradigms. Along the way, students will delve deeper into the theory behind computer architecture to bolster their understanding of

algorithms and data structures. By the second term, the course will circle back, and students will combine the concepts they have learned with Python libraries to build larger and more in-depth projects. This course is not focused on preparing students for either AP Computer Science exam. Prerequisite: Introduction to Computer Science, Game Design, or permission of the department

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### **CL TOPICS IN COMPUTER SCIENCE A**

*term course/not offered in 2025-26*

### **CL TOPICS IN COMPUTER SCIENCE B**

*term course*

A student who has completed the two-term CL Computer Science course or its equivalent may pursue further studies through this project-oriented term course. Projects are designed in concert with the instructor and may involve either extensions of topics and concepts covered in CL Computer Science or of those not presently offered. Students will be especially encouraged to study, design, and build applications of computing that help others by combining software engineering with entrepreneurial and design thinking. **Students may take both the A and B versions of the course, which will focus on different themes and will be offered in alternate years.** Prerequisite: CL Computer Science or permission of the department

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### **GLOBAL, DIGITAL CULTURES GESC**

*term course*

Will our fascination with social media and technology lead to our downfall or will it save us? Does technology lead us to become more distrustful of one another and more attached to static definitions of identity, or does it foster better connections and more fluid conceptions of identity? To what extent are our very thoughts shaped by decisions made within the programs we interact with on a daily basis? By examining the effects that digital technology and algorithms have had on the practices and products of modern society through a variety of cultural lenses and texts, we will seek to gain a more nuanced understanding of the way the digital age is shaping the way we live, interact, and communicate. Resources guiding our investigation will include excerpts of popular films and shows such as Andrew Stanton's WALL-E and Charlie Brooker's Black Mirror; these will be complemented by literary texts (e.g., Richard Powers' The Overstory) and articles. Prerequisite: open to seniors, juniors, and sophomores by permission of the MCL department.

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### **CL SENIOR WRITING SEMINAR:**

### **ALGORITHMS, AI, AND US**

*term course/seniors*

Computers and computing have had such an impact on the modern world that it's easy to overlook the breadth of their influence. This course invites students to do the opposite: closely examine the role and impact that computers have on the human world. The course operates from the premise that it is imperative to understand not only how technologies function, but also how they interface with the ways we work, learn, play, and socialize. Our primary mode of exploring these questions will be through an older technology – prose writing. We'll begin by defining what algorithms are and how they feed off data. We'll then turn and examine specific categories of technology and how they impact parts of what it means to be human. Topics might include social media algorithms, fitness and health monitoring, algorithms in finance, and artificial intelligence. We'll also explore the ethical questions surrounding computing such as algorithmic bias, the attention economy, and questions of data privacy. In fitting with the PHI's drive to "make something and make a difference", the writing in this course will all engage directly with audiences that have direct stakes in the content of the course. Examples of this might include engaging authors about their work, reaching out to legislators, writing amicus briefs for current court cases, or connecting with local community members or organizations through writing. Familiarity with programming or previous coursework in computer science is not required. Prerequisite: permission of the departments

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### **INDEPENDENT STUDIES IN THE PHI**

*term course*

A student who desires to study a topic not offered as a course may propose an Independent Study Project for credit. The student must arrange for a project advisor from within the department, **submit a written proposal**, and obtain approvals from the academic advisor, project advisor, department head, and dean of faculty.

## Innovation Trimester

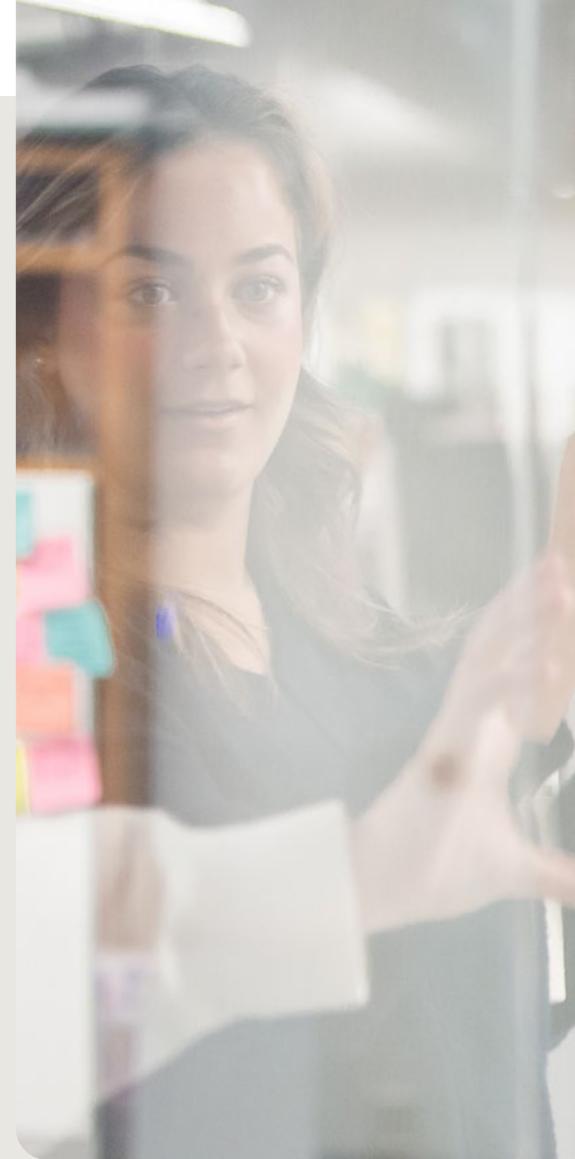
The Innovation Trimester is an immersive capstone experience through which meaning is brought to a student's education beyond the pursuit of academic knowledge. Students will develop passion and purpose through the completion of projects that have an impact on individuals in the local community. Through rich projects, students will develop their creative confidence, initiative, resilience, critical-thinking and problem-solving skills, empathy, communication skills, and leadership skills. The Innovation Trimester will replace all academic courses during the spring term.

The Innovation Trimester is an application-based program for seniors. Students applying for the Innovation Trimester must be on track to complete all graduation requirements ahead of the start of the program, with the exception of the last term of English, to be considered for enrollment. Completed applications for rising seniors must be submitted by the last day of classes of the spring term. Completed applications for post graduate students must be submitted by July 1. To express interest, please contact the director of the program, Ms. Solomon.

**Students enrolled in the Innovation Trimester will be enrolled in the following courses:**

### COMMUNICATION STUDIES

This course offers a survey of theory and practice related to one-on-one and small-group communications as well as an introduction to the art of public speaking. Throughout the term, students will find themselves in a variety of communications settings, and students will explore the role of communication in the development of self, perceptions, relationships, and meaning while understanding complexities in the communication process, including listening, nonverbal communication, speech apprehension, ethics, power, and conflict. Additionally, students will regularly design and deliver speeches and presentations to authentic audiences. In addition to using sound research, analysis, organization, and persuasion, students will learn to effectively employ audio/visual elements in their presentations.



### RHETORIC IN THEORY AND PRACTICE

Aristotle defines rhetoric as "the faculty of observing in any given case the available means of persuasion." This course introduces students to rhetorical theory, teaches them to develop critical interpretations of rhetorical devices in print and digital texts, and ultimately challenges them to employ a variety of rhetorical strategies as they craft their own arguments in a variety of modalities and for a variety of audiences. Students will learn to think about language, speech, and argument as powerful forces when addressing political, cultural, and economic issues both locally and globally. This course is designed to help students learn how to identify issues amid conflicting points of view and craft arguments based on various sources of information.



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### **ADVANCED HUMANITIES RESEARCH SKILLS**

Students will engage in and learn how to perform research related to human-centered, problem-based challenges. Students will learn how to conduct interviews, collect and analyze interview data, and present their findings to an authentic audience. Students will dive into topics using research to guide their collective projects and solutions. Students' individual research will be both disciplinary and interdisciplinary and will be shared with the entire cohort to drive the collective projects.

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### **SOCIAL ENTREPRENEURSHIP**

Students will learn and use a design thinking approach to solve problems having a societal benefit. Students will learn project-management skills and apply those skills to several long-term projects. Students will learn about the history, structure, and operation of profit and nonprofit organizations and will work closely with local businesses and nonprofits on real-world challenges.

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### **QUANTITATIVE RESEARCH AND STATISTICAL ANALYSIS**

Students will learn how to collect, analyze, and present quantitative data to an authentic audience. The course will introduce tools for decision-making under uncertainty, including decision theory and statistical models. Students will study statistical sampling, use simple software for data analysis, and learn to draw inferences from data. In this course, students will go beyond mathematical modeling and be able to transform data into strategic decisions for their projects. Students will learn the fundamentals of business models and marketing as they pertain to real-world problems.



# Performing Arts

Whether to evoke interest at the introductory level or to challenge and advance the skills of the experienced musician, actor, dancer, or technician, the Performing Arts Department aims to guide students in lifelong learning, expression, and creation. Through a variety of curricular offerings, students in the classroom, on the stage, and in the studio take an active role in creating performance arts pieces and productions, and work toward mastery of performance, arts literacy, and technique in the performing arts.

Curriculum materials, performance works, ensemble and lesson repertoire, and productions are chosen from a vast array of genres and time periods; global relevancy and diversity, equity, and inclusion are primary focal points. Students enrolled in Performing Arts Department classes attend concerts, festivals, performances, and workshops both on and off campus with professional performers, directors, conductors, and technicians; the Guest Musician Series and Visiting Artists/Teachers are highlights of the program. The Performing Arts Department encourages students to participate in department-sponsored events such as Recital Samplers, the Framed-In IDEA playwriting festival, Fall Dance Showcase and Spring Dance Revue, and the Spring Student Recital Series. The Department actively supports student auditions for regional and national competition.

Through collaboration with the Norton Family Center for Common Good, the Pearse Hub for Innovation (PHI), the Center for Diversity, Equity & Inclusion, the Alvord Center for Global & Environmental Studies, and the Financial Literacy Program, the Performing Arts Department encourages student participation in projects that reach across campus and curriculum; the faculty are eager to help students identify programs best suited to their goals and current levels of music, theater, and dance mastery.

- For students planning to pursue the study of music in a significant way at the college level, the department recommends participation in at least one curricular music ensemble performance course each year; Music Theory, CL Music Theory II, and CL Music Theory III; and private lesson study throughout the student's Loomis career. Beyond these basic

# Music

## Music Theory and History

### MUSIC COMPOSITION AND THEORY I: FUNDAMENTALS

*fall term*

Have you ever wondered how music works? How do pitch and rhythm make a melody catchy? What makes one chord sound more emotional than another chord? Beginning with the basic elements of music theory — note reading, scales and modes, key and time signatures, intervals and chords, and basic melody writing — this course works to build the musical skills necessary to read, write, and understand melodies, chord progressions and bass lines, seventh chords in inversion, and reading music over four clefs (chorale or quartet style). Students also will begin harmonic analysis skills. In addition, this course introduces non-western approaches to harmonization and musical organization. The course emphasizes ear training, interval and chord recognition, beginning sight-singing, and melodic dictation. Students will utilize various music theory websites and will explore basic compositional techniques using electronic music notation software. By term's end, students should possess the skills needed to place out of beginning music theory at the college level. No previous theory, vocal, or keyboard skill is required.

### CL MUSIC COMPOSITION AND THEORY II: HARMONY AND HARMONIC ANALYSIS

*winter term*

This course focuses on the direct application of concepts such as chord progressions, part-writing, figured bass, borrowed chords, modulation, and elements of musical form to both students' compositions and the analysis of existing musical works. Students will utilize music notation software to create their own works for solo instruments and piano as well as part-writing in four parts. In addition, classes are formatted with harmonic analysis, ear-training, keyboard instruction, sight singing and multiple clef reading. Students will engage in further discussion of non-western approaches to composition and harmonic form. Local and alumni composers are featured as guest instructors and clinicians. Students wishing to take the AP exam should plan on both CL Music Theory II and III. Prerequisite: CL Music Theory I or permission of the department



The school's arts requirement of three courses for entering freshmen or two courses for all others may be satisfied by any combination of visual arts, daytime dance, theater, or music courses.

Students enrolled in mainstage productions, Stage II, and the Chamber Music Intensive can satisfy team and afternoon activities requirements. See information on Athletics and After-School Program requirements for further information.

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## **CL MUSIC COMPOSITION AND THEORY III: FORM AND ADVANCED COMPOSITION**

*spring term*

This course is designed for students with advanced music skills and a strong interest in long-form instrumental and vocal music. Students will apply deep harmonic and form analysis of existing musical works to their own compositions. Topics include borrowed sixth chords, seventh and ninth chords, counterpoint, modulations, and part writing. Students are introduced to classic sonata form and 20th-century and contemporary western and non-western composition and harmony. Significant time is allotted to developing keen ear training and aural recognition skills. At the completion of the course, students may elect to take the AP Music Theory exam. Those students interested in sitting for the AP Music Theory exam in May will need to complete some independent work to prepare for that exam and should consult with the instructor to identify those additional topics. Prerequisite: CL Music Theory II or permission of the department

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## **MUSIC TECHNOLOGY AND COMPOSITION I**

*half course*

Students enrolled in this course will learn to compose electronic music within Logic Pro, a professional digital audio workstation and music performance software. This project-based course is designed to develop musicianship and exercise an understanding of music characteristics such as rhythm, harmony, form, and timbre. Throughout the course, students will learn to produce electronic music based on the songs they listen to and enjoy. Projects will build a music production skillset that includes audio recording and editing, MIDI control, sample-based production, synthesis, and mixing. Students will learn to listen to and critically evaluate compositions, and they will learn to work in a collaborative, creative environment. *Note: This class may not be repeated for credit; a second level of this class is offered.*

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## **MUSIC TECHNOLOGY AND COMPOSITION II**

*half course/not offered in 2025-26*

This course focuses on building a portfolio of originally composed and mastered works (at least 2 per term) and learning effective avenues and platforms for online distribution.

Each work, regardless of genre or form, will be mixed according to professional standards and will employ some basic mastering techniques. In addition, MT+C2 will expand upon MT+C1 topics and introduce new material including basic mastering techniques, music industry and distribution, advanced features such as signal routing and effect chains, and developing a custom effect plugin. Prerequisite: Music Technology and Composition I or permission of instructor

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## **MUSIC AND SOCIAL ACTION WORLDWIDE**

**GESC**  
*half course*

Students enrolled in this course will take a wide look at both the response of musicians to current political events and social movements of the recent past and the varying courses of action musicians have taken to create and galvanize change. In addition, students will consider the question: Do efforts such as music fundraisers and collaborative politically/socially themed concerts actually affect change? Upon analyzing the impact of musicians and their music on disaster relief and political and social oppression, students will discuss the factors needed to determine value and success of such efforts. Class time will be devoted to work in conjunction with the Norton Family Center for Common Good and the Pearse Hub for Innovation to design projects to bring Music and Social Action topics, questions, and queries to the greater Loomis Chaffee community. In addition, students will meet with guest speakers and performers to better understand the role and process of creating or presenting music for social action. (Sample course topics: Lin Manuel Miranda's work for Puerto Rico, El Sistema, revolutionary folk music in Chile, the music of Sixto Rodriguez, the choral revolution in Estonia, Band Aid, and the musical *Hamilton*.)

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## **MUSIC HISTORY FROM RHAPSODY TO RAP**

*spring term*

This sojourn through the history of music searches historical roots and development of both classic and popular music. With an emphasis on developing critical and discriminative listening skills, students will seek answers to questions such as: How do rap and New Age music relate to Gregorian chant? How are Smetana and Santana related? How did the song cycle influence the modern-day concept album? From Bach and Beethoven to the Beatles and

Beyoncé, students will investigate political and social events that influenced musical forms, the development of musical instruments, and the ever-changing tools of music composition. Through listening sessions, student choice presentations, guest artist performances, discussions, videos, and website research, we will attempt to answer these questions and more.

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## **THE HISTORY OF BROADWAY MUSICALS**

*half course/not offered in 2025-26*

This course surveys the musical shows, composers, and performing artists of Broadway's past, present, and future. Students will study the influences of burlesque, vaudeville, Gilbert and Sullivan, and Tin Pan Alley on the 20th and 21st century Broadway musical. Beginning with the development of early show writing teams and composers such as Cole Porter, Jerome Kern, Rodgers and Hammerstein, Rodgers and Hart, and Leonard Bernstein study will continue with Stephen Sondheim, Stephen Schwartz, and the contemporary teams that created shows such as *Les Misérables* and *Miss Saigon*, rock musicals such as *Tommy* and *Hair*, and the rock musicals of today such as *Next to Normal* and *Waitress*. Finally, the class will survey the work of composers such as Jason Robert Brown and Anaïs Mitchell. In addition to viewing and listening sessions and discussions, the class will plan to attend outside and on campus performances, receive visits from local music theater artists, and tour a Connecticut theater.



## Music Ensemble Performance Courses

The following courses provide students with the opportunity to earn arts credit through performance in musical groups. All of these performance courses provide a repertoire of diverse styles and periods. Enrolled students must practice regularly, attend all scheduled rehearsals, and take part in all performances (participation in major ensemble concerts is a requirement of each course).

Performance classes are open to students in all classes; ensemble performance and applied music classes may be repeated for credit. *For instrumental classes, the student must indicate the instrument to be played in the “Notes” section of the course registration form.* Students enrolled in performance classes must attend three Music Department-sponsored concerts of their choice each term to earn concert credits.

### CONCERT CHOIR GESC

*half course*

Open to all who enjoy singing, this course teaches basic techniques of healthy singing through the preparation and performance of a large variety of choral music. Through repertoire ranging from the Renaissance, Baroque, and Classical to American musical theater, pop, and jazz, and especially including a large range of diverse cultural and global vocal pieces, the ensemble works to create a meaningful musical choral ensemble experience while internalizing the characteristics unique to each style. The Concert Choir performs in at least two major concerts each year and may join with the Orchestra or Wind Ensemble in the preparation of larger works. Participation in major ensemble concerts is a requirement of the class.

### CHAMBER SINGERS GESC

*half course/sophomores, juniors, seniors*

Designed for those students with advanced vocal musicianship and keen interest in choral music, this course challenges the vocalist to work toward a high level of vocal proficiency in a choral setting; particular emphasis is made on sight reading and tone production. Repertoire includes classical and contemporary musical compositions for the smaller ensemble and

specializes in multicultural and global music new to the choral genre. The Chamber Singers perform frequently during the school year and are highlighted in at least two major choral concerts in the winter and spring. An audition is required for enrollment. Students electing this course must also elect Concert Choir. Participation in major ensemble concerts is a requirement of the class.

### WIND ENSEMBLE

*half course*

Students in the Wind Ensemble (Concert Band) study and perform a stylistically wide variety of inspiring literature composed for the wind ensemble/concert band medium, as well as outstanding transcriptions from other musical sources. Intellectually, artistically, and emotionally challenging, this literature provides the foundation for daily music learning and enjoyment. All students who play woodwind, brass, and percussion instruments are welcome. Students with less than two years playing experience will be asked to audition for placement. This course focuses on each individual student's enjoyment of the musical experience and promotes individual and ensemble musical skill development. The Wind Ensemble performs in at least two major on-campus concerts each year. Occasional off-campus performances and/or field trips may be part of the experience. Advanced students may be selected to play in symphonic works with the Orchestra. Participation in major ensemble concerts is a requirement of the class.

### JAZZ BAND

*half course*

Open to all wind, percussion, guitar, bass, and keyboard players, the Jazz Band explores both classic and modern jazz. Emphasis is on jazz technique, jazz repertoire, and improvisation. Students who are new to jazz may take this class. A background on your instrument that includes private instruction or previous experience in a school band or jazz band is expected. Participation in major ensemble concerts is a requirement of the class.

### JAZZ IMPROVISATION AND THEORY

*half course*

Through the study of jazz scales, melody, harmony, form, and rhythm, students in this class learn jazz improvisation and theory. Students explore progressively more difficult

solo complexities, from simple modes and blues to complex be-bop and post-be-bop styles. Prerequisite: In a fall listening session audition, students enrolled in this class must demonstrate sufficient familiarity with jazz style and technique and an ability to improvise at an advanced level. Participation in major ensemble concerts is a requirement of the class.

### ORCHESTRA GESC

*half course*

The Orchestra is comprised of violins, violas, cellos, and double basses and is designed to expose players to a variety of music. Repertoire is chosen from genres from the Baroque to Contemporary eras and may feature solo student musicians. Wind, brass, and percussion students from the Wind Ensemble may join the strings in larger orchestral works. On occasion, the ensemble collaborates with the Concert Choir and faculty singers. The Orchestra performs in at least two major concerts each year. Seating auditions for strings are held in the fall term. A background on your instrument that includes private instruction or previous orchestra experience is expected. Participation in major ensemble concerts is a requirement of the class.

### CHAMBER MUSIC

*half course*

Open to pianists, bowed strings players, classical guitarists, wind and brass players, this course forms duos, trios, quartets, etc. The course provides advanced level instrumentalists with opportunities to study and perform repertoire written specifically for chamber music ensembles. Repertoire is selected from works of major composers and all genres, and groups are formed based on playing ability and level. This class concentrates on the preparation of several scheduled ensemble concerts, in-class performances, and on-campus events. All students electing this course must audition in the fall for appropriate group placement; some students may be advised to further their technical skills another year before admission to the course. This class meets in the same time block as Wind Ensemble and Orchestra and may be taken concurrently with those ensemble classes. Participation in end-of-term class recitals is a requirement of the class.

## PERCUSSION ENSEMBLE

*half course as a section of Chamber Music/not offered in 2025-26*

This course is designed for the experienced percussion student who seeks to enhance percussion study and performance with an ensemble experience. Utilizing literature written specifically for percussion ensembles and percussion chamber music, students in this ensemble will play instruments such as marimba, xylophone, timpani, timbales, and concert instruments such as bells, gong, snare, and toms. This ensemble will perform on recital samplers and at campus events throughout the school year. (Students enrolled in this class must be able to read and play written rhythms in time and with a steady beat; some students may be advised to further their technical skills before admission to the course.) A placement session will take place with the instructor at the start of the school year. Participation in major ensemble concerts is a requirement of the class.

## GUITAR ENSEMBLE

*half course*

This course is designed for the experienced guitar student who seeks to enhance guitar study and performance with an ensemble experience. Students will rehearse repertoire from several genres including classic, jazz, rock, and blues. In addition, ensemble members will work on improvisation and solo technique. This ensemble will perform on recital samplers and at campus events throughout the school year. Students enrolled in this class should be able to read music in first position and play written rhythms in time and with a steady beat; some students may be advised to further their technical skills before admission to the course. A placement session will take place with the instructor at the start of the school year. Participation in major ensemble concerts is a requirement of the class. *Note: Electric guitar is preferable for this ensemble, students may arrange a rental of an electric guitar with a local music store or studio.*

## Applied Music

### MUSICIANSHIP IN THE MAKING

*half course*

Designed for both music enthusiasts and those just rather curious about music who have had little or no formal background or training in

music, this course will provide students with an introduction to theoretical and practical aspects of music such as: music notation, hearing and identifying harmony, internalizing meter and rhythm, and listening skills needed to truly understand music genre, form, and style. Drawing from a vast array of music sources and traditions (globally and locally) especially of interest to the class members, students will complete this class confident in skills needed to give lifelong meaning to music and ready to continue a sojourn into music history or music theory. Class activities and resources include hands-on introductory work with classroom instruments, beginning composition on a variety of tools, concert attendance and listening sessions, music-related films and biographies, and class visits by local professional musicians and music production experts.

## BEGINNING PIANO

*half course*

This studio course teaches basic piano technique to the beginning pianist. Working with headphones on electronic keyboards, class members work through a level-appropriate piano repertoire and tasks; the instructor works with each student during each class meeting. During some classes, individuals play music for the rest of the class. The practicing and homework may be done on acoustic pianos or electronic keyboards. This course is appropriate for beginners with no experience, players who have studied another instrument but desire piano experience, and students of music theory. Students are expected to regularly and consistently practice repertoire and skills on their own. *Note: This group-lesson class includes no additional charge to the student; it may not be repeated for credit.*

## BEGINNING ACOUSTIC GUITAR

*half course*

This course introduces the student new to guitar to basic first-position chords, strum patterns, and both pick-style and finger-style playing. Students will learn to read standard musical notation, chord charts, and tablature. In addition, students will learn to tune the guitar individually and as an ensemble, students will play contemporary and classic repertoire, and skill-building scales and exercises. Students are expected to regularly and consistently practice repertoire and skills on their own. *Note: This group-lesson class includes no additional charge to the student; it may not be repeated for credit.*

## PRIVATE MUSIC LESSONS

*half course*

This course, which can be taken for credit or no credit, allows a student to study voice or a musical instrument. Students who attend twenty-six or more private music lessons over the course of three terms during the same academic year may earn credit; no fewer than eight lessons in a term and no more than ten per term may count toward credit. In addition, students must demonstrate significant technical and musical progress on the instruments studied; consistent attendance alone does not merit credit. Before lessons begin, parents must clearly express their permission by registering their student(s) through the parent portal. Students and parents must commit to a full trimester of lessons (see registration form for deadlines). Instrumental rentals may be arranged. *Note: The weekly lesson includes an additional fee.*

**The music department currently arranges the following lessons:**

- Voice
- Keyboard
- Bowed Strings
- Woodwind
- Brass
- Percussion
- Guitar
- Harp (students must provide harp)
- Saxophone
- Other

## INDEPENDENT STUDIES IN MUSIC

*term course*

The student must arrange for a project advisor, **submit a written proposal**, and obtain approval from the academic advisor, project advisor, department head, and the dean of faculty. Independent studies will be approved only for those students who have shown significant participation and growth through their LC music career and have exhausted the offerings of the music program.



# Theater

## ACTING I: INTRODUCTION TO ACTING

*offered as a term course and half course*

In an effort to enhance confidence in a non-judgmental atmosphere, Introduction to Acting engages its students with highly improvisational theater games and exercises. Over the course of the term or year, students work to discover greater on-stage comfort levels and to decrease stage fright. Typical exercises emphasize movement, speech, creativity, originality, and spontaneity, and prepare students for the more traditional acting theory offered in Fundamentals of Acting. The term course option may be taken as a sixth course.

## ACTING FOR THE CAMERA

*half course*

This course prepares the acting student with techniques and skills for performing on camera. Classes will provide opportunities for on-camera acting experience in scripted and improvised scene work, shot framing, and story boarding. Performers looking to learn in-depth about meeting the challenges involved in on-camera acting will appreciate and enjoy this course. The course also exposes students to hands-on experience in technical aspects of the behind-the-camera process in capturing the actor's on-screen performance. This course will help students unlock proven techniques of film making for building their own audition tapes, acting reels, short film, and web-series. Students will take turns acting in scenes and

working behind the camera. This course may be taken as a sixth course. Prerequisite: Acting I or permission of the department.

## ACTING: IMPROVISATION

*half course*

Improvisation class will challenge the acting students to think on their feet while building strong communication and listening skills. Performance improvisation requires the actor to work moment-to-moment establishing settings, relationships, situations, and conclusions to both comedic and dramatic story telling. The class will also explore masks to improvise through physical story telling. The class will further challenge the acting student to rid themselves of theatrical self-censorship allowing them to make intelligent, informed, and exciting choices for the stage. This course may be taken as a sixth course. Prerequisite: Acting I or permission of the department

## ACTING: STAGE COMBAT

*half course*

Stage Combat is the illusion of violence for stage or screen. This course is an introduction and exploration of technical and aesthetic aspects of stage combat. The goals are for the students to develop the ability to safely portray violence onstage within the context of a play with specificity and dramatic power as well as to understand how stage combat fits into the practice of theater as a whole. Understanding the techniques of safe and effective performance combat is a primary objective. The students will build a strong foundation of footwork, attacks, and defenses, and

explore movement and partnering techniques specifically for stage combat. Other aspects of the class include the development of strength, flexibility, hand/eye coordination, and the understanding and application of principles of safety in working with a partner and in ensemble. This course may be taken as a sixth course. Prerequisite: Acting I or permission of the department

## ACTING II: FUNDAMENTALS OF ACTING

*half course*

This course emphasizes the philosophical basis and techniques necessary for acting in modern comedy and drama. Students improve their acting, improvisation, and audition skills by studying naturalistic, objective-based, moment-to-moment acting techniques. The class stresses audition pieces, monologues, and scene study from contemporary plays. Viewing of selected film scenes and visits to professional theaters in New York and Connecticut complement the course. This course may be taken as a sixth course. Prerequisite: Introduction to Acting or permission of the department

## ACTING: SHAKESPEARE GESC

*half course*

This course is designed to make Shakespeare accessible to the performer by learning techniques for acting the text while experiencing the delights and challenges of these classic plays, which take place in a multitude of historical times and places. Shakespeare's works have been globally translated into more than 80 languages and have been performed throughout the world in over 70 nations. His plays (comedies, tragedies, and history plays) tell surprising but recognizable tales of human nature, relationships, conflict, love, war, and the human condition. Students will study and perform Shakespeare's plays in a variety of cultural contexts to discover and determine how context affects storytelling in our modern and globalized society. By studying and playing Shakespeare's characters through scene work and individual soliloquies the students will explore the sharing of common stories across cultures. While honing their performance skills the students will develop their communication, critical thinking and problem-solving skills while holding a lens up to current world affairs through Shakespeare's words that offer insight, liberate, inform, and inspire. Prerequisite: Acting I or permission of the department.

## MASKS IN CULTURE AND HISTORY GESC

*half course/not offered in 2025-26*

This theater performance course is designed to explore the cultural significance of masks in societies from around the globe. Students will investigate the role masks play in ritual, celebration, protection, and theater across disparate societies. Students will also discover and uncover the full dramatic potential of the body's movement and gesture when working in a mask. They will relinquish voice and concentrate fully on creating in the present. Mask work helps develop a heightened sense of discovery, awareness of space, a broadened comprehension of body language, and the cross-cultural awareness of the ability of gesture to communicate. While developing the expressive power of movement, stillness and the dramatic attitudes of the mask, students will explore different rhythms in nature: elements, animals, colors, and materials through simplified "honest" gesture and creativity. Students will each create a mask for storytelling to be developed over the course of the year.

## TECHNICAL THEATER

*half course*

This course introduces the fundamentals of technical theater. Students gain experience in the construction of scenery and costumes, the hanging and focusing of lighting instruments, and the operation of computerized lighting and sound control equipment. In addition to participating in evening classes that present concepts and skills, students demonstrate their practical knowledge by crewing Theater & Dance productions. Experienced students apply their practical knowledge by serving as designers and stage managers for the student-run shows in the NEO Theater during the spring, and to the creation of their own original work. *Note: This class meets outside of the regularly scheduled school day in required meeting periods at least twice weekly.*

## PLAYWRITING & DIRECTING

*half course/juniors and seniors*

For the first half of the year, students read professional ten-minute and full-length plays, and write several short plays. During the second half of the year, the students of this course learn the fundamentals of stage directing, stage management, and theatrical leadership on their way toward directing one play from each of the class's writers. The course culminates with the Norris Ely Orchard Theater's Students Original Playwriting & Directing Festival.

## PUBLIC SPEAKING & ARGUMENTATION

*half course*

In an increasingly competitive world, the ability to express oneself and speak in public with clarity, persuasiveness, and even elegance is a critically important skill. Of related and equal importance is the ability to readily analyze, develop, and defend a sound and persuasive argument. This course is designed to develop students' confidence and competence to speak in public and argue persuasively and logically. Students hone their speaking skills using a variety of traditional speech events and exercises including oral interpretation of literature, the persuasive delivery of famous speeches, impromptu and extemporaneous speaking exercises, persuasive original speeches and "after dinner" speaking designed to entertain as well as to inform. The course also introduces traditional forms of debate: both extemporaneous and prepared.

## INDEPENDENT STUDIES IN THEATER

*term course*

Loomis Chaffee Theater & Dance Department encourages the development of an Independent Study Project in theater. The student must arrange for a member of the theater faculty to be the project advisor, **submit a written proposal**, and obtain approval from the academic advisor and the dean of faculty. Independent studies will be approved only for those students who have shown significant participation and growth through their LC theater career and have exhausted the offerings of the theater program.

# Dance

**A variety of dance classes are offered, both during the day and after school. Some classes offer performance opportunities. Daytime dance half courses fulfill an arts credit. After-school dance classes fulfill the physical exertion requirement. All dance classes may be repeated for credit or for meeting physical education requirements.**

## ART OF DANCE

*daytime/half course*

This course introduces students to dance by engaging with the multiple purposes of the art form through hands-on experiences, by learning physical dance technique, & by exploring the history and current state of dance as a form of creative expression and social and cultural practice. Students will learn about ballet, modern, and jazz dance through technique classes, readings, discussions, videos, written responses, and collaborative projects. By examining dance in both global and local contexts, we will move toward a fuller appreciation and understanding of the influence of dance in our everyday lives as well as an embodied reflection



and expression of the world in which we live. This half-course is open to all students, with no previous dance experience necessary. There is no required performance aspect to this course. For those interested in performing in the fall and spring dance shows, this course should be taken in conjunction with the Dance Performance Ensemble half-course which meets in the same time block on alternating days.

#### **DANCE PERFORMANCE ENSEMBLE**

*daytime/half course*

This course is for students with intermediate to advanced dance experience. Dance Performance Ensemble students will learn choreography for performance in the Fall Dance Showcase, MLK Day, and Spring Dance Revue. Students will also work collaboratively with the instructor and each other to research and explore the themes of each piece of choreography. Prerequisite: Art of Dance or permission of the instructor; Art of Dance may be taken concurrently.

Students who wish to audition for Dance Company (after school, fulfills the physical education requirement) are strongly encouraged to first enroll in Art of Dance and Dance Performance Ensemble (half courses).

#### **MAKING DANCE: CHOREOGRAPHY AND COMPOSITION**

*daytime/half course*

In this course students will explore and examine the history, theories, and methods of

discovering, creating, and crafting dance movement. By learning to manipulate the variables of space, time, energy, rhythm, form, style, and dynamics, students will learn to communicate their thoughts, feelings, and ideas through their own unique, creative, original work. Course work includes the study of the history of dance, the work of a variety of choreographers and their different styles, physical improvisation and movement creation, solo and/or group choreography, discussion, feedback, journaling, and research. Select students will have the opportunity to preview their works-in-progress in the Fall Dance Showcase and to present finished pieces in the annual Spring Dance Revue. *Note: This course welcomes a range of experience levels from novice to advanced dance practitioners as this is a composition rather than a technique class.*

#### **BALLET/TAP TECHNIQUE**

*after-school team & physical exertion activity/fall term*

This class focuses on classical ballet technique three days per week and tap dance technique one day per week. Instruction includes barre, center floor work, turns, jumps, and body conditioning to ensure the full development of the dancer. Advanced dancers who are already “en pointe” may, with the instructor’s approval, wear their pointe shoes for class. There is an optional performance opportunity in the Fall Dance Showcase for students in this class.

#### **HIP-HOP DANCE**

*after-school team & physical exertion activity/winter term*

This energetic and upbeat class studies various hip-hop and street-dance originated styles that are performed to popular music. The class explores hip-hop and funk dance as a means of expression and art. Instruction includes strengthening warm-up, technique exercises, and choreography combinations and emphasizes rhythm, self-expression, and developing personal style through freestyle improvisation and movement exploration. No previous experience is required; the class is open to students of all levels looking to build confidence and coordination through dynamic and fun routines. There is an optional performance opportunity in the Spring Dance Revue for students in this class. Hip-Hop Dance is taught by a visiting guest teacher.

#### **JAZZ DANCE TECHNIQUE**

*after-school team & physical exertion activity/spring term*

In this up-beat dance class, students are introduced to traditional American jazz dance, contemporary jazz, and jazz-fusion styles. Participants improve their strength, flexibility, coordination, and musicality through warm-ups, technique exercises, and dance choreography set to popular music of the past and present. There is an optional performance opportunity in the Spring Dance Revue for students in this class.

#### **DANCE COMPANY**

*after-school team & physical exertion activity/yearlong*

Dance Company is the elite dance performance group on campus and is for advanced dancers who wish to dedicate their after-school time and energy to dance, choreography, and performance. Students must audition in the fall to be considered for Dance Company. In addition to maintaining and improving various techniques, this course focuses heavily on learning and making repertory dances that are performed at school activities, in the Fall Dance Showcase, and in the Spring Dance Revue. Students will learn choreography and also choreographic theory and methodology. Students often collaborate with the instructor and each other in the creation of dances. Methods of generating movement and building choreography are also addressed, and students’ choreography is included in some pieces. A visiting guest teacher is brought in during the winter term to give students a broader dance experience.

Students who wish to dance and perform but who are not cast in Dance Company or are unable to commit to the full year of after-school rehearsals for Dance Company are strongly encouraged to sign up for the Art of Dance and Dance Performance Ensemble daytime classes. *Note: Dance Company is cast by audition. Auditions are held at the start of the fall term.*





# Visual Arts

The visual arts program at Loomis Chaffee is centered in the Richmond Art Center, which offers professional studios in drawing, painting, printmaking, ceramics, sculpture, photography, computer graphics, video production, filmmaking, animation, and emerging technology. Exhibits in the Sue and Eugene Mercy Jr. Gallery show work by professional artists, and an active Visiting Artist Program brings professional artists on campus to work in the building and to serve as role models for students.

Art courses are designed for all students, regardless of previous experience or ability, and are open to students in all classes unless otherwise indicated. New students who wish to be excused from a prerequisite must present a portfolio of work to be evaluated by the Visual Arts Department prior to registration for an advanced class. Students whose portfolios are not deemed adequate will be required to take the prerequisite.

Students enrolled in visual arts courses are required to attend visiting artist lectures, demonstrations, and gallery openings. Classes may take field trips to art galleries and museums.

To be competitive for admission to art schools and/or to establish a strong body of artwork for liberal arts college applications, a serious student should plan to take art each year and the CL Seminar course as a senior. (Juniors may enroll with permission of the department head.) A serious art student should take the drawing sequence before the senior year. Help in planning can be obtained from the department head early in the student's career.

The school's arts requirement of three courses for entering freshmen or two courses for all others may be satisfied by any combination of visual arts, daytime dance, theater, or music courses.

# Visual Arts Electives

## DRAWING I

*offered as a term course and half course*

This course builds basic drawing skills, which form the foundation for later creative work in drawing as well as in all other media. Class work introduces students to observational drawing and to techniques used to represent the three-dimensional world on a two-dimensional surface. Through the study of still life and other imagery, students work in pencil, charcoal, and pen and ink to learn about line, value, and rudimentary issues of composition. The class is designed to benefit all levels of ability, from beginner to individuals with experience.

## PAINTING

*half course*

Stressing painting from observation, this course provides a foundation in the use of oil paint and brush techniques through subjects such as landscape, still life, portraits and self-portraiture, and painting from photographs. This course is designed for all levels of students but previous work in drawing is helpful.

## INTRODUCTION TO PRINTMAKING

*offered as a term course and half course*

This course introduces students to the art of relief printmaking through the in-depth study of black and white as well as color linoleum block printing. Students will design, carve, and print several original prints and be introduced to color mixing and press printing techniques. This course is designed for beginning- to advanced-level students.

## 2D STUDIES: DRAWING II/ PAINTING II/PRINTMAKING II

*half course*

This course is designed to give students the opportunity to further their studies in either drawing, painting, or printmaking. Students who have previously taken the level I course in any one of those media will have the opportunity to continue to develop skills that are specific to their chosen technique. Drawing students will maintain a progression that leads to a greater understanding of observational and invented representation through a variety of

drawn media. Painting students can continue to develop their oil painting skills and may choose to focus their studies in watercolor painting. Printmaking students will have the opportunity to work with woodblock printing and be introduced to digitally-based relief printing processes. Through their studies, all students will focus primarily on developing personally meaningful visual ideas.

## CERAMICS I GESC

*offered as a term course and half course*

This course introduces students to foundational hand-building and wheel-throwing techniques in clay. Students will develop a basic understanding of various methods for constructing, surfacing, and glazing their work. As clay is an ancient and globally significant medium, the course will also explore the aesthetics and techniques of ceramicists from diverse time periods and cultures.

## CERAMICS II

*half course*

This course builds on the skills learned in Ceramics I, emphasizing advanced throwing and hand-building techniques. Students will continue to develop their technical abilities while beginning to explore a personal style in their work. The course will also include further instruction in surface decoration and glazing.

Prerequisite: Ceramics I

## SCULPTURE

*offered as a term course and half course*

This course introduces students to the fundamental elements of sculpture, including mass, form, space, proportion, and scale. Students will explore three-dimensional forms using both traditional techniques (carving, constructing, assembling) and nontraditional materials (fabric, found objects, sewing, etc.). A variety of projects will focus on spatial relationships and critical issues in sculpture, such as context, cultural themes, performance, the object's relationship to the body, and site-specific considerations.

## ADVANCED STUDIES IN SCULPTURE AND CERAMICS

*half course*

This course emphasizes the development of personal artistic vision and excellence in craftsmanship. Students will explore advanced

techniques in clay, glazing, and finishing methods in depth. The incorporation of mixed media into their work is encouraged. Various artists will introduce a range of clay techniques, providing additional perspectives and inspiration. Students will be guided to independently develop and refine their own creative ideas.

Prerequisite: Ceramics II or Sculpture

## DIGITAL PHOTOGRAPHY I GESC

*offered as a term course and half course*

In these courses, students learn the fundamentals of digital photography, starting with proper control, handling, and exposure using a contemporary digital camera. Lessons in capture, resolution consideration, image enhancement/manipulation (utilizing Adobe Photoshop), and ink jet printing techniques are explored. In addition, we discuss the medium's relationship to cultural, historical, and aesthetic issues within a fine art context. Students will find it beneficial to have their own DSLR or mirrorless digital camera for the course, but it is not required. The department has a limited number of cameras available to check out.

## DIGITAL PHOTOGRAPHY II

*term course*

This course continues to explore the digital photographic environment, with students learning more complex techniques in Adobe Photoshop. Analogies are made between traditional darkroom practices and digital ones. Students develop a more personal relationship to the medium, which culminates in both a digital and a printed portfolio plus the creation of a printed hardcover photobook. Prerequisite: Digital Photography I

## ADVANCED DIGITAL PHOTO III

*term course*

This course is for students who completed Digital Photography I and II and have shown the ability to work on a self-directed thematic project over an extended period of time that would culminate in an exhibition in the Barnes and Wilde Galleries. In addition, each student will research historically important photographers and/or photographic genres and give two substantial presentations to the Digital Photography I classes within the term. A final portfolio will round out this term course. Prerequisite: Digital Photography II and permission of the department

## DIGITAL ART FOUNDATIONS

*half course/not offered 2025-26*

This course covers the basics of visual communication to help students design more attractive and polished content for use in class (presentations, infographics, animations) and in life (like on social media). In this half course, students will survey digital image making, vector graphics, presentation design, video, and animation, all in service of making projects that address personally expressive topics. Students will also practice their creative thinking skills and learn to innovate from an arts-based perspective.

## GRAPHIC DESIGN GESC

*half course*

This course teaches the underlying principles, techniques, craft, and creative practices of using the computer for art and visual communication. Students will produce a range of computer-based creative projects, which may include digital painting and illustration, photographic manipulation and collage, graphic design for logos and posters, and multi-page publications. In addition, this course will introduce students to the histories, theories, and artists of computer-based art and design. This course covers a range of digital art software, including Adobe Photoshop, Illustrator, and Lightroom.

## GAME DESIGN: WHERE ART MEETS CODE

*half course*

This year-long introductory half course combines the creativity of digital art with the logic of programming to guide students through the process of designing and building their own 2D video games. In the first trimester, students will explore tools and techniques for creating digital art, learning about design principles, color theory, and digital illustration to develop characters, environments, and other visual elements for their games. During the second trimester, students will learn foundational programming concepts and build confidence in coding, while applying their new skills to create programmatically-generated works of art in a beginner-friendly language. In the final trimester, students will bring together their programming skills and artistic creations to develop a simple, playable 2D game. This course emphasizes creativity, problem-solving, and technical skill, empowering students to bring their ideas to life in an interactive format. No prior experience is necessary. This course fulfills one visual arts

diploma requirement and prepares students to take CL Computer Science.

## VIDEO AND ANIMATION

*half course*

In this course students learn the fundamentals of time-based visual art, including filmmaking, video art, special effects, and animation. Students will learn how to successfully film and edit video projects, use basic special effects, create motion graphics, and combine animation with real-life footage. Projects may include music videos, expressive experimental cinema, green-screen effects, character animation, and stop-motion.

## 3D FABRICATION AND CRAFT

*half course*

Students will build three-dimensional objects using both traditional media like woodworking alongside contemporary digital fabrication methods such as 3D printing and CNC machining. Students will use design thinking and critical artmaking approaches to build objects that are valuable for either/both their usefulness and/or their artistic features. The course will emphasize the creative use of materials and fabrication processes.

## INTRODUCTION TO GLASS ART

*term course*

This course introduces students to fundamental skills and contextual knowledge for working with kiln-formed glass and stained glass in a

contemporary visual art and/or design context.

Students will learn skills and methods for cutting, fusing, and shaping glass in response to set projects. Transforming glass with heat and cold processes will be the key skills introduced along with strategies to explore and realize creative works. In this course students will competently utilize a range of kiln forming glass working skills and technologies.

## CL SENIOR WRITING SEMINAR:

### WRITING ABOUT ART

*term course/seniors*

Engaging with the work of artists and makers, curators, critics, and art historians, this course explores the intersections of writing and art. Visits to the Mercy Gallery, the Loomis Chaffee Archives, and local museums will provide students the opportunity, through criticism, exhibition texts, and essays, to contribute to ongoing cultural dialogue through their own writing. Key topics may include: the shifting roles of art and artists in society; the responsibilities of institutions, curators, and the public in shaping reception; debates about the definition of art and the significance of artistic intent; and the roles that art and objects play as agents of individualism or community building. As they explore writing by critics such as Susan Sontag, John Berger, and Claire Dederer, among others, students will craft their own reflections, analysis, and commentary inspired by art and material culture. Prerequisite: permission of the departments *Note: This course does not count toward the diploma requirement in the arts.*



# Portfolio Preparation

Advanced and independent study courses provide the serious art student with opportunities to study a preferred medium in greater depth and/or to prepare a portfolio for college or art school admission.

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## CL ART SEMINAR

GESC\*

*seniors; juniors with permission of the department*

This is a yearlong intensive studio art experience and prepares the serious art student to submit work for two class exhibitions in the Richmond Art Center and, optionally, for the AP examination portfolio. Additionally, students who wish to complete a portfolio for their college application receive instruction and assistance on photographing, editing, and documenting their work. Students follow a self-directed course of study as they complete their work, decide on a preferred medium, and choose a subject matter to explore. Prerequisite: at least two previous courses taken in the visual arts and departmental approval (GESC department approval is required for students who wish to take CL Art Seminar as a GESC minor course elective. Students should let GESC and CL Art faculty know of their intention to pursue this course for GESC diploma credit.)

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## INDEPENDENT STUDIES IN ART

*offered as a term course and half course*

Intended for the student who wishes to continue the study of a specific medium beyond the highest level offered, this elective requires a **written proposal** approved by the academic advisor, project advisor, department head, and dean of faculty. If approved, the student must enroll in the highest level of the appropriate course and serve as a studio lab assistant while working on assignments given by the instructor. The department restricts eligibility to students who have completed their arts requirement through visual arts classes and have taken the highest-level course in the particular medium involved. Painting, watercolor, and printmaking candidates must also have completed Drawing I.



# Alternate Study

## School Year Abroad

The Loomis Chaffee School is a long-standing member of the School Year Abroad (SYA) consortium. The School Year Abroad program was founded over fifty years ago by Andover, Exeter, and St. Paul's. The consortium now includes just over 40 of the top U.S. independent schools with a strong commitment to global education and language study instruction. Loomis Chaffee students may earn a full year or semester equivalent of secondary school credit while enrolled at one of the SYA schools in Rennes, France; Zaragoza, Spain; or Viterbo, Italy.

At all sites the curriculum includes math and English, taught in English by teachers from the sponsoring or associated schools, along with language and electives taught in the native tongue. Students take all SAT, ACT, and AP exams abroad and are guided through the college application process in close cooperation with the Loomis Chaffee college guidance staff. Standards are rigorous, and the program is known and respected throughout the United States. Students live with native host families chosen by the school for their readiness to integrate an American teenager into their lives. Besides attending school, students take part in community, athletic, cultural, and recreational activities. The program is open to juniors and seniors, who should apply by the end of January of their sophomore or junior year. The application process is coordinated by the SYA coordinator on campus (currently Mr. Lawrence in the Academic Office). The decisions on the applications are made by the SYA admissions staff who remain in close contact with the Loomis Chaffee coordinator. For further information, students and parents may contact the SYA coordinator.



### SYA IN FRANCE

*full year or semester*

The SYA school is located in Rennes, France, and students attend classes at the SYA facilities from mid-September through the end of May each year. In addition to English and math classes, which are taught in English, students may study literature, history, art history, contemporary global issues, environmental science, or international relations taught in French by native teachers. The program includes 15 to 19 days of group travel in France during vacation periods. Virtually all students finish the year fully conversational in French and with a great understanding of and appreciation for French culture.

### SYA IN SPAIN

*full year or semester*

Students attend classes at the SYA facilities in Zaragoza, Spain, from mid-September through the end of May each year. In addition to English and math classes, which are taught in English, students study literature, history, art history, macroeconomics, environmental science, or political science taught in Spanish by native teachers. The program includes 15 to 19 days of group travel in Spain during vacation periods. Virtually all students finish the year fully conversational in Spanish and with a great understanding of and appreciation for Spanish culture.

### SYA IN ITALY

*full year or semester*

The program in Italy is for students who have an interest in classical culture as well as the culture of modern Italy. The SYA school is located in Viterbo, less than an hour's drive from Rome. Students study math and English with an American teacher from the consortium schools, while classes in Italian, classical history, art history, archeology and Greek (optional) are taught by Italian instructors. At some point during the second half of the year, when student proficiency in Italian warrants it, the history and art history courses are taught in Italian. There are numerous excursions to sites of cultural and historical significance.



## Other Studies Abroad

### ARABIC YEAR AT KING'S ACADEMY

*full year or fall semester/juniors or seniors*

Arabic Year at King's Academy in Jordan offers an intensive one-year or fall semester Arabic language study, Middle Eastern cultural immersion, and experiential learning opportunity. Students live at and are part of King's Academy, an American-style boarding school situated 30 minutes away from Jordan's capital, Amman.

Students at AY will take a combination of traditional high school classes and unique Arabic Year courses, a program of study individually shaped for each student depending on the student's level of Arabic and background in the traditional curriculum. With an emphasis on spoken Arabic and introducing students to the essentials of classical Arabic, continuing their Arabic studies begun at Loomis Chaffee, and an integration of classroom learning with beyond-the-classroom experiences unique to the region, students also experience a curriculum informed by the King's Academy guiding principles of respect, love of learning, responsibility, an integrated life, and global citizenship.

The 140-acre campus has six dormitories, an athletic complex, two academic buildings, a 700-seat auditorium, a 30,000-volume library, a health center, a dining hall, a student union, and a spiritual center. In total, more than 50 members of the faculty live on the campus.

**i** For more information about all Loomis Chaffee global study programs contact:

**Tim Lawrence**  
Director of Studies/Dean of Academics & Curriculum  
[tim\\_lawrence@loomis.org](mailto:tim_lawrence@loomis.org)

**Marley Matlack**  
Christopher H. Lutz Director, Alvord Center for Global & Environmental Studies  
[marley\\_matlack@loomis.org](mailto:marley_matlack@loomis.org)

## Domestic Semester Programs

A variety of semester-long programs are available to Loomis Chaffee students. The following are those in which Loomis Chaffee has engaged as a sending school.

### THE MOUNTAIN SCHOOL PROGRAM OF MILTON ACADEMY

*half year/fall or spring/juniors or seniors*

Milton Academy offers a unique educational experience at The Mountain School in Vermont. The Mountain School is open to juniors and seniors who are interested in combining a rigorous academic curriculum with a living and working environment on a 330-acre farm. Through studies, farm work, and day-to-day life, the program seeks to foster in students a new understanding of people's relationship to the natural world.

Academic classes include instruction in English, environmental issues, math, French, Spanish, United States history, science, and studio art. Outside of the classroom, there are opportunities to learn practical arts and crafts (including woodworking and pottery) and to participate in the performing arts (theater and music). All students are involved in farm activities, such as raising animals, planting and harvesting crops, and maintaining the property.

Enrollment is limited to a total of 45 students who are taught by eight faculty members drawn from Milton Academy and the associated schools. Further information may be obtained from the Academic Office.

### THE HIGH MOUNTAIN INSTITUTE

*half year/fall or spring/juniors or seniors*

The High Mountain Institute (HMI) is a unique opportunity for juniors and some seniors in high school to spend a semester living, traveling, and studying in the mountains of central Colorado and the canyons of southeastern Utah. Students spend approximately 12 weeks on the Leadville campus and four weeks on three backcountry expeditions. In essence, the HMI Semester combines some of the best qualities of an academic program at a rigorous boarding school with

the adventure of a summer backpacking trip. Students and faculty live and work very closely for the four months of the semester. The same people teach academic classes, lead expeditions, organize activities in the afternoon, lead morning exercises, cook dinner with a group of students, and help maintain the buildings.

All HMI classes are taught at the honors or AP level (Algebra II excepted), and students take a minimum of five courses. Courses that keep students abreast of classes in progress at sending schools include Algebra II, Precalculus, Calculus, French, Spanish, and U.S. History (Survey and AP). Students also take English, science, and a place-based ethics class. These courses enjoy more freedom to explore local and regional studies. Lessons based on the issues students see and experience each day promote dynamic discussions and problem solving.

Enrollment is limited to 42 students in each semester. Students need not have any outdoor experience to attend the semester.

#### **CHEWONKI MAINE COAST SEMESTER**

*half year/fall or spring/juniors*

The Maine Coast Semester at Chewonki offers juniors the opportunity to live and learn on a 400-acre saltwater peninsula, exploring rocky intertidal zones, sandy shores, and freshwater streams on the Maine coast. They may snowshoe alongside moose tracks, kayak to Hungry Island, hike the Appalachian Trail, or scale Mt. Katahdin. Students' eyes are opened to the ecosystems around them, as they learn to look differently at every bird or flower, tree, or tide pool, and discover, in the process, that everything is connected.

At the heart of the Maine Coast Semester is a challenging academic program for students who share the goal of exploring the natural world through rigorous courses in natural science, environmental issues, literature and writing, art, history, mathematics, and languages. Classes are small — averaging fewer than eight students each and take place around tables or outside. In addition to their studies, students work on an organic farm, in a woodlot, and on maintenance and construction projects on campus. These real-world and hands-on experiences complement the traditional components of every class. Enrollment is limited to 40 students, who are taught by 12 faculty members in residence.

#### **THE SCHOOL FOR ETHICS AND GLOBAL LEADERSHIP**

*half year/fall or spring/juniors*

The mission of The School for Ethics and Global Leadership is to provide intellectually motivated high school juniors representing the diversity of the United States with the best possible opportunity to shape themselves into ethical leaders who create positive change in our world.

Students can choose to spend a semester at SEGL in Washington, DC; Johannesburg, South Africa; or London, United Kingdom. In DC, the residence is on Capitol Hill, just steps from the Supreme Court and Senate Office Buildings. Their academic building shares a block with top think tanks like AEI and Brookings as well as several different embassies. Given that location, SEGL in DC has a political/policy focus. In Johannesburg, SEGL is partnered with African Leadership Academy, the premier ethical leadership school for students from across the African continent. SEGL students live and

learn alongside emerging leaders from across Africa in a curriculum with a particular focus on entrepreneurship. In London, SEGL students live in a centrally located residence while pursuing a challenging, engaging, and innovative course of study that provides experiential opportunities in one of the world's most inspiring cities; imagine interviewing "Square Mile" financiers about post-Brexit fiscal policy, or connecting your chemistry studies to art preservation at the British Museum, or discussing the intersection of business, law, and ethics at a performance of *The Merchant of Venice* at Shakespeare's Globe.

In each program, 24 students from across the U.S. come together for a rigorous academic program focused on ethical thinking skills, leadership development, and international studies. Case studies, guest speakers, and site visits are central to the curriculum and vary based on location.

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## **Noncredit Summer Studies Abroad**

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#### **SYA SUMMER**

SYA Summer, an extension of School Year Abroad (SYA), offers five-week summer programs for high school students in France, Italy, and Spain. SYA Italy's summer program has an added global studies component. Students will take introductory, practical, conversational Italian classes as well as participate in seminars, taught in English, which will focus on a different global issue each week.

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#### **THE GLOBAL SCHOLARS PROGRAM (GSP) AT AFRICAN LEADERSHIP ACADEMY**

The GSP is an intensive, 18-day, summer youth camp for a select group of secondary school students from across the world. Built around ALA's unique Entrepreneurial Leadership and African Studies curriculum, GSP prepares future leaders to explore their potential to create widespread change in Africa and throughout the world. Participants in this exciting youth program practice leadership by working in social ventures in the Johannesburg community, learn from "fireside chats" with prominent entrepreneurial leaders in South Africa, build a global network with other young leaders from around the world, and discover the history, beauty, and diversity of Africa.

**i**

#### **FINANCIAL AID FOR AWAY PROGRAMS**

Students receiving Financial Aid from Loomis Chaffee are required to apply for need-based financial aid from any of our away program partners. Generally, each program uses similar methodologies to Loomis in determining eligibility. Financial aid is not portable from Loomis and not guaranteed by the programs, however we seek to provide financial support to the extent possible. Questions should be directed to the Loomis Chaffee Director of Financial Aid or the programs' financial aid officers.

# After-School Program

The Loomis Chaffee School believes in educating students in mind, body, and spirit. The After-School Program, guided by the principles below, furthers this mission.

- All Loomis Chaffee students should participate in **team experiences**, which involve a shared endeavor in the spirit of competition, reliance on others, and accountability to a greater goal.
- All Loomis Chaffee students should be involved in **physical activities** to develop a foundation of healthy habits for lifelong fitness; this not only creates balance within a rigorous academic schedule but also enhances student learning and cognition.
- All Loomis Chaffee students should engage meaningfully in activities that offer a **collaborative experience** with students and faculty, thus building our community.

Co-curricular activities are essential opportunities for students to find and pursue a passion. These educational experiences engage students for multiple hours a week, creating many moments of bonding and deeply impacting satisfaction within school life. These activities help define and establish our community and build a sense of pride in our school.



## After-School Program Requirements

All students are required to participate in an athletic program or approved after-school program each term all four years. Each year students must meet minimum requirements for team activities and physical exertion activities. Those requirements are based on a student's class year and enrollment status. (See below.) *Note: many after-school activities simultaneously meet both a team and physical exertion requirement.*

- **9th grade students and new and returning 10th grade students** are required to participate in two team activities and two physical exertion activities during the year.
- **New 11th, 12th, postgraduate students** are required to participate in two team activities and one physical exertion activity during the year.
- **Returning 11th and 12th grade students** are required to participate in two team activities and one physical exertion activity OR two physical exertion activities and one team activity during the year.
- **Independent Study Program:** An ISP will be offered to only those students who have demonstrated excellence in a specific area that warrants special consideration. An application process is required. An athletic ISP counts as one physical exertion activity.

The school encourages participation in a variety of activities and generally discourages specialization in a single sport or activity. However, the school recognizes that some students excel in specific areas and supports such passion. Independent study projects in athletics, music, and art are available on a limited basis to students who demonstrate excellence in a specific area that warrants special assistance. Candidates for ISPs must arrange for a project advisor, who will maintain contact with an off-campus advisor if appropriate, submit a written proposal, obtain approval from the academic advisor, and coordinate and obtain approval with the relevant department chair. An athletic ISP counts toward one physical exertion requirement.

If a student excels in an area, athletic or other, and has a passion to pursue more in-depth work that does not fall within our athletic and after-school curriculum and requirements, an exemption may be appropriate. Exemptions are given on a limited basis and students must apply through the Associate Head of School's office.



## Athletics and After-School Program Options

As noted, students must meet minimum annual requirements for team activities and physical exertion activities. The following charts list activities that are designated both team and physical exertion activities, physical exertion only activities, and team only activities.

### Team and Physical Exertion Activities

Fall	Winter	Spring
<b>Interscholastic Athletics</b>		
Boys Cross Country (V, JV)	Boys Basketball (V, JV, III)	Baseball (V, JV)
Girls Cross Country (V, JV)	Girls Basketball (V, JV)	Boys Golf (V, JV)
Co-Ed Equestrian*^ (V)	Co-ed Equestrian*^ (V)	Girls Golf (V)
Girls Field Hockey (V, JV, III)	Boys Ice Hockey (V, JV)	Boys Lacrosse (V, JV, III)
Football (V, JV)	Girls Ice Hockey (V, JV)	Girls Lacrosse (V, JV, III)
Boys Soccer (V, JV, III)	Co-ed Skiing* (V, JV)	Softball (V)
Girls Soccer (V, JV, III)	Boys Squash (V, JV)	Boys Tennis (V, JV)
Girls Volleyball (V, JV, III)	Girls Squash (V, JV)	Girls Tennis (V, JV)
Boys Water Polo (V, JV)	Boys Swimming & Diving (V)	Boys Track & Field (V, JV)
	Girls Swimming & Diving (V)	Girls Track & Field (V, JV)
		Girls Water Polo (V)

### Art and Intramural Activities

Ballet/Tap Technique	Intramural Basketball	Dance Company
Dance Company	Dance Company	Jazz Dance Technique
Fall Play	Hip-Hop Dance	Spring Theater Project
Intramural Pickleball	Musical	Step Team
Stage II	Stage II	Intramural Ultimate Frisbee

\*Additional fees required

^ Co-ed Varsity Equestrian is a 2 term (F/W) commitment

## Physical Exertion Activities

Fall	Winter	Spring
Land Management	Land Management	Land Management
Life Fitness Cardio (no 9th grade students)	Life Fitness Cardio (no 9th grade students)	Life Fitness Badminton
Life Fitness Performance Training	Life Fitness Performance Training	Life Fitness Cardio (no 9th grade students)
Life Fitness Squash	Life Fitness Running	Life Fitness Cycling
Life Fitness Tennis	Life Fitness Ski*	Life Fitness Equestrian*
	Life Fitness Spin Class	Life Fitness Performance Training
	Life Fitness Yoga	Life Fitness Yoga

\*Additional fees required



## Team Activities

Fall	Winter	Spring
Community Engagement	Chamber Music Intensive	Community Engagement
Robotics	Community Engagement	After-School Science Research
Team Manager	Debate	Team Manager
	Robotics	
	Science Team	
	Team Manager	



## Other After-School Activities

The following after-school activities do not meet either team or physical exertion standards but may be elected as long as the student is able to meet their team and physical exertion requirements during the course of the year.

### FALL

Art Independent Project\*  
Music Independent Project\*

### WINTER

Art Immersion  
Art Independent Project\*  
Design and Communication  
Music Independent Project\*

### SPRING

Art Immersion  
Art Independent Project\*  
Music Independent Project\*

\*Application required

# Additional Information

## ATHLETICS

Athletics is an important aspect of the Loomis Chaffee student experience. The lessons learned from participation in the athletics program benefit all students and play a major role in the learning process by providing significant opportunities to meet the physical, social, and psychological needs of each student. The skills taught and the attitudes developed in these activities provide students with the knowledge and habits necessary to maintain appropriate levels of health and physical fitness throughout life. The wide variety of athletics allows students to choose activities according to their interests.

Activities include competition on roughly 60 interscholastic teams at varsity, junior varsity, and thirds levels; intramural competition in three sports; and instruction and participation in life-fitness activities.

## DANCE

Dance classes are offered both during the day and after school. After-school dance classes are an approved after-school program, and some offer performance opportunities as well. Technique classes are open to all levels, beginner through advanced. Dance Performance Ensemble (daytime class, open to all) and Dance Company (after school, requires an audition in September) are for those who wish to perform in the fall and spring dance shows. Please see dance class descriptions starting on page 52.

## COMMUNITY ENGAGEMENT

The Community Engagement Program provides students the opportunity to give their time and talents to a variety of organizations in the Windsor and Greater Hartford areas. Volunteer opportunities currently offered include tutoring, mentoring, and providing enrichment activities for children locally and globally; enrichment and social programs for children with disabilities and senior citizens; and projects aimed at resolving social problems

such as reducing local hunger, girls' access to education worldwide, and encouraging environmentally responsible choices. Student-initiated projects are welcome and have resulted in various LC Community Engagement programs.

Community Engagement, a voluntary program, has two options. A part-time commitment of one or two afternoons per week is available for students in certain after-school programs. A full-time commitment of four afternoons per week and special service projects may be chosen for one term each year. Activities are held after classes, typically ending by 5:30 p.m. Transportation is arranged in school vehicles. Faculty and members of the hosting agencies supervise activities.

**A registration period is held at the end of the previous term.** Activities are held after classes, typically ending by 5:30 p.m. Transportation is arranged in school vehicles. The Community Engagement Program faculty and members of the hosting agencies supervise activities.





The Loomis Chaffee School  
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