

Loomis Chaffee Course Offerings 2010–11

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

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 demanding 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.

The School Calendar

The school divides the academic year into three approximately equal terms. The daily schedule operates within an 11-day cycle, with every other Saturday free. A full course (one credit) meets eight times within these 11 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 twice a week all year.

Course Selections

Returning students meet with advisers in the spring 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 director of studies also reviews 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. 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 Loomis Chaffee Handbook.

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 20 credits in those four years.

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. The 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 his or her 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. All postgraduates must elect English 1040; in addition, they are encouraged to elect mathematics at a suitable level of competency.

Departmental Requirements for a Loomis Chaffee Diploma

English — each term

Foreign Language — third-level proficiency in one language

History and Social Science — two years: World History or World After Columbus during either the freshman or sophomore year, and one year of United States History during either the junior or senior year

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

Philosophy, Psychology and Religion — two term courses, at least one of which must be taken in the junior or senior year

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

Noncredit Diploma Requirements

Orientation — Course 7994. Freshmen (four group meetings during the year).

Library Skills — Course 7995. Freshmen, new sophomores and new juniors (one term).

Physical Education — All students (every term, including Fitness and Wellness, course 9100 (F), 9200 (W) or 9300 (S)).

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 academic support services and the adviser.

Test-Taking Preparation

The Loomis Chaffee faculty believes that the curriculum prepares students for college entrance examinations, such as SAT I's and SAT II's. In addition to regular course instruction, English and math classes review and reinforce concepts needed to take standardized college tests.

Loomis Chaffee likewise provides, at no cost, a number of options for standardized test preparation. The computer center and the library offer software for test preparation; the college resource room and the Katharine Brush Library provide books and materials on the topic. College guidance counselors also routinely discuss various strategies and options for preparation.

Computer Proficiency

Academic assignments across the curriculum require students to attain basic proficiency in word processing, Internet and email use, spreadsheets, data processing and graphic presentation of data. The school uses both Macintosh and PC computers in instructional and public areas so that students feel comfortable using either platform.

ENGLISH COURSE SELECTION

The Loomis Chaffee English curriculum, three years of required year-long courses and one year of term electives, provides students with the skills they need to be effective and independent thinkers. The study of literature and writing leads students to this goal.

The English curriculum likewise introduces students to the historical development of the ideas and the literature that they study. The readings of the freshman year investigate four basic genres: short story, drama, novel and poetry. The sophomore year focuses primarily on American literature, and the junior year adopts a thematic approach. Students read a play by Shakespeare in each of the first three years. In their senior year students choose among a wide variety of elective courses or opt for the Advanced Placement Seminar.

Believing that students profit from writing clear, logical and persuasive prose, the department teaches writing throughout its curriculum. To accustom students to expressing themselves in writing and to teach proper usage and diction, the freshman year emphasizes informal descriptions and narratives. Throughout the sophomore year expository writing and analytical essays, usually based on the reading material, gradually assume greater importance. In their junior year students further develop their expository writing, devoting much of the fall term to writing analytical and personal essays in preparation for senior electives, which require substantial reading and regular literary analysis.

The English Department prefers discussions to lectures and expects students to accept 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.

The English Department gives the English Proficiency Test as part of its required program, believing that students who meet the departmental standards for proficiency will perform better academically here and in college. This test has two parts: writing and mechanics. Students who do not successfully complete sections of this test in the sophomore year must show continued effort to do so. Students must have successfully completed the Proficiency Test to be considered for the advanced courses, 1032 and 1075, and for several senior electives.

1010 — English I

year course for freshmen

English 1010 develops a student's ability to read perceptively and to write accurately and effectively. Organized around genres, this course allows students to study short stories, dramas, novels 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. Throughout the year the course emphasizes vocabulary, grammar and punctuation. Representative readings include Homer, *The Odyssey*; a Shakespearean play; poetry; short stories; classic and contemporary fiction.

1020 — English II

year course for sophomores

The literature studied in this course covers a wide range, primarily of American authors. The writing instruction encourages 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 1010 and continues the emphasis on vocabulary, grammar and punctuation. Representative readings include Shakespeare, *Macbeth*; Hawthorne, *The Scarlet Letter*; Steinbeck, *The Grapes of Wrath*; Hurston, *Their Eyes Were Watching God*; poetry; and short stories.

1021 fall — 1022 winter — 1023 spring — Writing Workshop

not open to freshmen

As part of their work in English, sophomores take Writing Workshop, which meets once a week through the year. New juniors are enrolled for the fall term and may continue as needed in the winter and spring. The workshop program includes organized instruction in writing and a systematic review of grammar before students take the required English Proficiency Test.

1030 — English III

year course for juniors

As they read more complex texts, juniors review, develop and extend the skills taught in the first two years. Students work on close reading, considering a variety of literary techniques and themes. Writing assignments include both literary analysis and personal essays. Representative readings include Shakespeare, *Hamlet*; Fitzgerald, *The Great Gatsby*; Paton, *Cry the Beloved Country*; Sophocles, *Oedipus Rex* and *Antigone*; poetry; short stories; essays.

1032 — English III Advanced Seminar

year course for juniors

This course requires students to read major works of literature and to develop their skills for writing both analytical and personal essays. Benefitting 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. Prerequisite: permission of the department and successful completion of the Proficiency Test. Readings include those listed for 1030 and additional works by Shakespeare, Hardy or Austen, and other authors selected by the instructors. Prerequisite: permission of the department.

Elective English Courses

Term Courses for Seniors

The English curriculum for seniors offers a variety of elective term courses that engage students in more specialized literary studies and continued development of verbal skills. All courses stress substantial reading and writing.

English teachers help students to select senior term courses appropriate to interests and abilities. For the fall term, the department determines the placement of seniors who have not successfully completed the English Proficiency Test. New seniors and postgraduates are placed in Short Story 1040 in the fall and elect term courses for the winter and spring; they may attend the Writing Workshop.

Term courses from 1072 and above are designated as advanced. While all electives provide good preparation for the Advanced Placement Examination, the yearlong Senior Seminar in Literature 1075 offers specific guidance for that test.

1040 — Short Story

By reading various kinds of short stories, students increase their understanding of the craft of the short story writer. Students review reading and writing skills and study different narrative techniques. Texts may include *Story and Structure*, *The Norton Anthology of Short Fiction*, *The Palace Thief* or *The Things They Carried*.

1048 — Writing About Reality: The Craft of Nonfiction

In this course, students examine the ways that writers convey reality. Even though newspaper reporters and writers of creative nonfiction tell the truth, they convey a selective reality. The details they choose and the techniques they employ shape the truth they tell and the messages they convey. Moving from newspaper writing to creative nonfiction, the course considers a variety of writing tools, including imagery, symbolism, dialogue and vivid description. Students apply these techniques to create articles and essays, using their readings as examples. Readings may include recent articles from newspapers and magazines, as well as works by Capote, Didion, Dillard, Hersey, Kidder, McPhee, Talese and Wolff.

1051 — Literature of the Sea

In this course students consider various perspectives on the mysterious, beautiful and threatening nature of the sea. Beginning with *The Rime of the Ancient Mariner* and continuing with readings selected from the works of Melville, Conrad, Hemingway, Crane and Kipling, the course also involves contemporary works by Junger, Proulx and Casey. Students deepen their understanding of literature of the sea as they consider both artistic and musical renderings.

1055 — Creative Writing

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 personal essays, short stories, parodies, narratives and poetry. Substantial readings include essays by E.B. White and fiction by a variety of authors, both contemporary and traditional. Prerequisite: permission of the department and successful completion of the Proficiency Test.

1058 — Contemporary Literature

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 science. Readings include works of Auer, Collins, Hoffman, Ndibe, contemporary short story writers and essayists.

1060 – The Experimental Novel

The novel came to life as a rebel, defying literary and social conventions. However, during the two centuries following its birth, the artistic freedom of the early novel solidified into consistent forms: expectations for language, morality, characterization, plot and structure. Working to regain the artistic freedom of the novel's early days, many great writers have struggled against such generic restrictions. Reading such authors as Nabokov, Toomer and Woolf, students in this course trace the centripetal and centrifugal forces acting on the history of the novel.

1064 — African American Literature

This course closely examines literature written by black Americans from the 18th century to the present day, and seeks to show how, as Toni Morrison argues, African American literature is inextricably linked to and necessarily a part of what we consider American literature, such that "this black presence cannot be permitted to hover at the margins of our literary imagination." Authors include Baldwin, DuBois, Ellison, Hughes, Larsen, Morrison, Wheatley, Wright and others.

1066 — Women in Literature

Students study the roles of women both as characters in literature and as creators of literature. Discussion focuses on woman's awareness of self, her relation to others and to the society in which she lives, and the attitude of the writer toward her. Readings include works by Cather, Chopin, Lahiri, Munro, Petry and Wharton.

1068 — The American Dream

America traditionally has been regarded as a land of opportunity, a place where one can begin anew and create both an ideal personal life and a perfect society, free of the errors of older nations. As the country has developed, however, the dreams have taken many forms and have met with varying degrees of fulfillment. Students examine the progression of these dreams in the works of such authors as Albee, Cather, Hansberry, Hawthorne, Irving, Miller, Millhauser and Stegner.

1072 — Satire

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. Focusing primarily on satirical novels, this course explores both how and why satire works, considering in the process the role of humor, irony, hyperbole, mockery, derision, and other tools of the trade. Students read works by authors such as Burgess, Heller, Lewis, Swift, Twain, Voltaire, Vonnegut and Waugh. Prerequisite: permission of the department.

1074 — Shakespeare

This course provides an intensive study of selected plays and sonnets of William Shakespeare. The plays are considered both as they were presented and received in Shakespeare's time and as they might be interpreted and produced for a modern audience. While some attention is given to the conventions of the Elizabethan and Jacobean theater and of our own, the course emphasizes close textual analysis. At least one play of each type and of each period of Shakespeare's development is included. Readings may include *Henry IV*, *Henry V*, *Much Ado About Nothing*, *King Lear*, *The Tempest* and *The Merchant of Venice*. Prerequisite: permission of the department.

1075 — Advanced Placement Senior Seminar in Literature

year course

This course offers the student a full year's study of important authors and significant works of literature as they relate historically, thematically or artistically. The Advanced Seminar is designed for students whose greater experience with language and literature enables them to succeed with more challenging reading and writing assignments. Assignments are rigorous, including analytical essays, creative writing and personal essays. Readings include the work of Albee, Conrad, Ellison, Heaney, Plath, Proulx, Shakespeare, Stegner, Stoppard, Warren, White and Yeats. Prerequisite: Permission of the department and successful completion of the English Proficiency Test.

1099 — Independent Studies in English

term course

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

MODERN AND CLASSICAL LANGUAGE

Modern Languages

The department offers instruction in French, Spanish, Chinese, and Arabic. The communicative approach serves as the core method of instruction, with the broad aims of understanding, speaking, reading and writing in the target language.

Listening and speaking skills are fostered through conversation, oral and aural exercises, and a variety of methods focused on active student participation. Composition in the target language is attempted at first through guided exercises based on the language's structural patterns, then through measured translation into the foreign language, and ultimately, through free composition as well as analytical writing at advanced levels.

Course texts and materials are selected in order to present an authentic cultural and literary experience. At the third and fourth levels, works are studied with attention to literary and human values, with the aim of acquainting the student with the ethos of another people.

The Language Learning Center provides students with opportunities in an exploratory setting to practice and record their own communication, sample an ever-increasing array of media, polish linguistic skills and explore foreign literature and culture through internet access and a variety of specially designed software.

French Course Selection

2110 — First-level French

year course

This course introduces the basic structures of the French language, stressing communication skills: understanding, speaking, reading and writing. Students practice speaking in the classroom and in the Language Learning Center.

2120 — Second-level French

year course

This course continues the development of communication skills, with increasing emphasis on oral communication in French. Intermediate-level readings are introduced to reinforce both written and oral skills and to explore the Francophone world, with particular attention to the French-speaking African nations.

2129 — Advanced Second-level French

year course

In this class, introductory literary readings accompany extensive oral and aural training exercises and written grammar drilling. Students speak French exclusively in the classroom, honing their pronunciation and communication skills. In-depth analysis of French language films and song lyrics round out the activities through the spring. Enrollment is restricted to students who have excelled in First-level French or whose preparation qualifies them for the work at an accelerated pace. Prerequisite: permission of the department.

2130 — Third-level French

year course

In addition to reviewing basic grammar, this course emphasizes a conversational approach to acquiring all linguistic skills necessary for communication in French. Students practice writing and speaking and discuss short stories and films. Aspects of French culture and history are also introduced.

2139 — Advanced Third-level French

year course

This course is an enrichment of Third-level French, offered to students who have performed well in Advanced

Second-level French 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 history and 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 French 2149, the Advanced Placement French language course. Prerequisite: permission of the department.

2140 — Fourth-level French

year course

This course provides continued development of all linguistic skills: listening, speaking, reading and writing. 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.

2149 — Advanced Placement Fourth-level French Language

year course

This comprehensive, full-year course is designed to consolidate the mastery of both literary and linguistic skills, including listening and reading comprehension, conversation and composition. Students develop their literary skills by reading, discussing and writing about works by modern authors and articles from the French press. Students may achieve the mastery necessary to sit for the Advanced Placement Examination. Successful completion of this course may qualify students to pursue Advanced Fifth-level French. Prerequisite: permission of the department.

2151–2153 — Fifth-level French

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

2151 — French Civilization

fall term

This course considers a number of issues of current interest in the French-speaking world. Readings include selections from French daily newspapers and monthly magazines, while audio and video clips are used from online French-speaking websites. In-depth analysis of the French political system and its political parties accompany in-class discussions and oral presentations in French for a particular cultural topic.

2152 — Modern French Writers

winter term

This course presents several modern French novels, short stories and poetry with the goal of introducing the students to contemporary French literature, while increasing reading and vocabulary skills. Short analytical essays and creative writing pieces are assigned to develop written skills. In-class discussions promote oral self-expression. Readings are selected from works of various modern writers.

2153 — French Cinema

spring term

In this course, selected films by well-known French directors are viewed and discussed. Films range in genre from comedy to contemporary classics to Nouvelle Vague. Although characters and themes are considered, oral work and scene preparation emphasize the cinematographic experience.

2159 — Advanced Fifth-level French

year course

This full-year course in French literature provides an in-depth study of literary works, including a variety of genres by authors such as Molière, La Fontaine, Baudelaire, Balzac, Zola, Maupassant and Sartre. Twentieth century Francophone authors are also included. This course also covers historical, cultural, and philosophical trends from the Middle Ages to the twenty-first century. Prerequisite: permission of the department.

2160 — Advanced Sixth-level French

half course

Description Pending. Prerequisite: permission of the department.

2199 — 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 adviser from within the department, **submit a written proposal** and obtain approval from the academic adviser, project adviser, department head and dean of faculty for any ISP. All discussion and all writing submitted must be in the foreign language.

School Year Abroad in France

Please see Course 8000 for complete description.

Spanish

2210 — First-level Spanish

year course

This course deals with the basic forms and structures of the Spanish language and stresses the development of the fundamental skills of understanding, speaking, reading and writing. It is an appropriate course for novice Spanish students as well as those who need to strengthen their basic skills.

2220 — Second-level Spanish

year course

This course continues the development of the essential components of a foreign language. There is increased emphasis on reading and writing Spanish along with oral proficiency.

2229 — Advanced Second-level Spanish

year course

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

2230 — Third-level Spanish

year course

This course continues the study of grammar, while gradually introducing students to the literature and culture of Latin America. Students read short stories and write compositions. Additionally, this course emphasizes listening and speaking skills.

2239 — Advanced Third-level Spanish

year course

Intended for students who have clearly demonstrated proficiency in the language and mastery of the details of grammar and its usage, this class attends to the study of literary texts, in addition to grammar review and increased mastery of linguistic skills. Students who have performed well in Advanced Second-level Spanish may enroll in this course. Prerequisite: permission of the department.

2240 — Fourth-level Spanish

year course

This course deals with the evolving culture and civilization of Spain. It is designed to acquaint students with the important historical events and fundamental figures from the fields of literature, art and politics that have contributed significantly to the shaping of modern Spain. Readings are selected from authors, including Casona, Buero-Vallejo and Sender.

2249 — Advanced Placement Fourth-level Spanish Language

year course

This comprehensive course helps consolidate the mastery of both literary and linguistic skills, including listening and reading comprehension, conversation and composition. Readings include articles from the Spanish-speaking press, as well as works by modern Spanish and Latin American authors. Students may achieve the mastery necessary to sit for the Advanced Placement Examination. Prerequisite: permission of the department.

2251–2253 — Fifth-level Spanish

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

2251 — Latin American Civilization

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.

2252 — Latin American Short Story

winter term

This course focuses primarily on short stories of Latin America. By reading representative works, students not only study the nature of a short story, its development and literary devices, but also 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.

2253 — Modern Spanish Authors

spring term

This course in Spanish literature presents an in-depth discussion of the works of various modern Spanish and Latin-American authors. Students have ample opportunity for discussion as well as for writing short critical essays.

2259 — Advanced Fifth-level Spanish Literature

year course

This full-year advanced course in Spanish literature provides an in-depth study of literary works in a variety of genres, both from Spain and Latin America. As they analyze literary works in detail, students have frequent opportunities to write short critical essays. Prerequisite: permission of the department.

2299 — Independent Studies in Spanish

term course

Please see description under Course 2199 Independent Studies in French.

School Year Abroad in Spain

Please see Course 8100 for complete description.

Chinese

2410 — First-level Chinese

year course

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" (Beijing) phonetic system and simplified characters. The course is not open to native speakers of Chinese.

2420 — Second-level Chinese

year course

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 and use of the Language Learning Center.

2430 — Third-level Chinese

year course

Students continue to expand their base of vocabulary and sentence patterns, and 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.

2440 — Fourth-level Chinese

year course

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 weekly conversation exercises with the instructor.

2450 — Fifth-level Chinese

year course

This course is designed for students who have completed all four levels of Chinese and are on their way to becoming fluent in this language. The syllabus focuses on reading short stories and essays, with additional emphasis on composition writing, story writing and oral presentations.

2499 — Independent Studies in Chinese

term course

Please see description under 2199 Independent Studies in French.

School Year Abroad in China

Please see Course 8300 for complete description.

Classical Latin

Latin courses aim to develop in students an understanding and enjoyment of the value of Roman civilization through the literature in its original form. An appreciation and thorough knowledge of the bases of Western civilization enhance any intelligent understanding of our own. The aim is to produce students who can read and enjoy Latin; therefore, the focus is on the comprehension of Latin poetry and prose and the careful translation of this material into the English idiom.

Readings are chosen from a select range of primary sources, so that within the first three levels, a student gains some acquaintance with the principal writers of the late Republic and the Augustan ages as well as the grammatical and linguistic skills needed for advanced study.

2610 — First-level Latin

year course

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 Second-level Latin. Students focus on mythology as they begin their

cultural study of Roman civilization.

2620 — Second-level Latin

year course

This 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 learn geography of the Roman world as they continue their cultural study.

2630 — Third-level Latin

year course

Latin 2630 is structured around the reading and interpretation of various Latin authors from the Republic to the late empire, as well as selected pieces by Medieval and Renaissance authors. In addition to nightly readings, students analyze texts in class discussion and written assignments. Instruction includes the study of the development of Latin culture: the arts, socio-political themes and history. The fall term includes an intensive grammar review, necessary for the assigned readings.

2639 — Advanced Third-level Latin

year course

Like Third-level Latin 2630, this course provides students the opportunity to develop reading skills. Beginning with a comprehensive review of the second-year material, the third-year student learns all the grammatical forms and constructions and many of the literary terms and concepts necessary for reading all Latin literature. The proximate goal is to read an extended selection of Cicero, but the ultimate goal is to develop and solidify all the skills needed to be lifelong readers of the Latin language.

Upper-level Latin

After completing the equivalent of Third-level Latin, 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 Advanced Placement course. Interested students should consult with their teacher to determine the appropriate order for these classes.

2650 — Virgil

term course

This course covers a brief overview of the first six books of the *Aeneid* and concentrates on an examination of *Book Four, the story of Dido and Aeneas*. Translation and an understanding of the metrical and literary merits of the epic are stressed.

2651 — Roman Comedy

term course

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.

2652 — Roman Satire

term course

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.

2653 — Historians at Rome

term course/not offered in 2010–11

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.

2654 — Cicero

term course/not offered in 2010–11

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

2655 — Catullus

term course/not offered in 2010–11

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

2660 — Advanced Placement Latin

year course

The objective of this course is to hone the student's skills in reading, translating, understanding, analyzing and interpreting original Latin texts in preparation for the Advanced Placement Examination. The syllabus of the course centers on Virgil's *Aeneid*, including the study of the cultural, social and political context of the work. Assignments include analytical essays, comprehensive exams and oral presentations in class. Prerequisite: permission of the department.

2699 — Independent Studies in Latin

term course

Please see description under 2199 Independent Studies in French.

Arabic

2710 — Arabic I

Year course offered to freshmen and sophomores.

This course introduces the basics of Modern Standard Arabic (MSA), with an introduction to Colloquial Levantine Arabic. 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 MSA and teach introductory grammar, with exposure to Levantine dialect and culture (from the region including Lebanon, Syria, Jordan, and the Palestinian Territories). This course is taught using the "Al-Kitaab" series with DVDs; students will practice their writing, reading, and speaking skills in both the classroom and the Language Learning Center.

Please note: In rare cases, the school may deem that educational testing makes a language course waiver appropriate and necessary. In those cases, the student will meet graduation requirements in foreign language by taking humanities courses that provide insight into foreign cultures. The chair of the Language Department maintains a list of suitable courses.

HISTORY and SOCIAL SCIENCE

The history and social science curriculum has several objectives: 1) to develop an appreciation of the American heritage in a global context, 2) to inculcate an understanding of the past as an important component of our present society, 3) to increase knowledge of our interdependent and complex world through learning about other cultures in the context of world history and 4) to provide a means of growth toward self-understanding and toward comprehension of the general human condition through study in various fields of social science. With these objectives in mind, the department offers a variety of required courses and electives in both history and social science. In addition to recognizing the importance of content, the department desires to provide training in the skills necessary for using the vast amount of information in history and social science effectively. These skills include the ability to manipulate data drawn from a variety of sources; the ability to construct a logical argument in both oral and written form; the skills of comparison, criticism, imaginative and intuitive thought and synthesis; and the ability to make effective use of library materials and the Internet. Current events are also studied in each of the history and social science courses.

One of the most important goals of the History and Social Science Department is the development of actively engaged learners in the classroom. Students find themselves at the absolute center of the action in history discussions. The department distinguishes between oral participation and intellectual engagement. While the former represents mere talking, the latter signifies the interaction, written at times, but especially oral, of students' minds and experiences with the materials at hand. Among many examples of high-level engagement are a student's raising specific questions about a source, citing evidence from various sources, creating connections between ideas and responding to classmates.

The department requires a one-year world history course, either 3010 or 3011, to be taken before U.S. history, and one year of United States history 3030, 3031 or 3032, to be selected in either the junior or senior year. A research paper is required of all students in order to pass U.S. history. Transfer credit for world history and U.S. history must be approved by the department.

Freshman and Sophomore History and Social Science Courses

3010 — World History: A Global View of Human Development

This course aims to cultivate the notion of world citizenship; that is, to help students develop a global vision whereby they may make reasoned and informed opinions about the world. Because cultural interaction represents the driving force behind world history, the course focuses on significant points of cultural encounter and exchange to help students better understand how, why and with what consequences the world became so interconnected. On this journey students also compare geographic and cultural perspectives of various societies within the global community into the 20th century.

3011 — The World After Columbus

This course examines world history between 1492 and 1750. Using case studies of encounter, interaction and change in Africa, the Americas, Asia and Europe, students learn about the emergence of a new world system. Also, to understand the roots and implications of these changes, students look back from this watershed period of European expansion as well as forward into the modern world.

3013 — Modern European History

This course analyzes significant political, cultural, economic and social movements in Europe from 1450 to the present. By examining 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. Prerequisite: World History, The World After Columbus or the equivalent.

3014 — Global Human Rights: Protection and Abuse

term course

This course seeks to examine the historical basis for various infringements upon basic human rights around the globe and what actions are being taken in order to bring abuses to a halt. Students investigate the definition of “human rights” and whether a singular standard, which would be applicable across varying international and cultural traditions, can be reached. From the treatment of native peoples throughout the Americas, to a paucity of women’s rights throughout areas of the Islamic world, to apartheid and slavery in Africa and human rights violations in China and elsewhere, the world has seen many cases of people being denied their human rights. Students explore the background history of these abuses, the framework within which both governmental and nongovernmental agencies are attempting to address these issues, as well as the role of international law and economic sanctions in the process of ending human rights violations and spreading political, social and economic justice throughout the world. Prerequisite: World History, The World After Columbus or permission of the department.

3020 — Material Culture of the Connecticut River Valley

half course/sophomores

This course examines the historic art, artifacts and architecture of The Loomis Chaffee School and the Connecticut River Valley. Engaged in hands-on learning with these objects as well as oral history and documentary research, students master the skills of material culture studies. Independent research and group projects allow students to arrive at original conclusions about the significance of these objects in local and school history.

Junior/Senior History and Social Science Courses

Each of these courses satisfies the U.S. history requirement for junior or senior year. Students preferring a more chronological, period approach should request 3030 U.S. History: Colonial America–Present. Students preferring a less conventional, more thematic approach should request 3031 U.S. History – American Civilization. All three course options in U.S. History require summer reading.

3030 — United States History: Colonial America–Present

After an overview of Colonial America and the Revolution, this course surveys American history from the founding of the Republic in 1789 to the present day, with some review of the U.S. Constitution. Students approach the history of the United States by concentrating on certain eras: the Federal period, the Early National period, the Jacksonian era, the Civil War, the Gilded Age, The World at War and post-World War II America. Throughout the course students are introduced to the nature of history and to the tools of analysis used by historians.

3031 — United States History: American Civilization

This course differs from the standard U.S. history survey course in that not all periods of American history are studied. It is a thematic course rather than a chronological course. The objective, therefore, is to inquire into the nature of the American character and the fundamental characteristics of American civilization. The course emphasizes a multicultural perspective on the American experience through the close study of selected events and themes in American history: the closing of the frontier, immigration, images of nature in American literature and art, and citizens’ impact on the political structure. The third term gives special emphasis to America in the 20th century.

3032 — Advanced Placement United States History

This course is designed for students who have a strong interest in history and who may wish to sit for the Advanced Placement Examination. The level of sophistication of this course is set at a standard freshman college survey course in American history, with more reading than in 3030 or 3031, and greater sophistication of thought expected. The course covers all of American history from Colonial America to the present.

Prerequisite: Permission of the department. Students electing this course should note 3030 or 3031 as a second choice in the event they are not selected for 3032.

Junior/Senior Electives

Junior/senior electives are offered in six major areas: the Americas, Europe, Asia, Africa, political science and social science. Students may choose courses in more than one area to gain a broad perspective, or concentrate in an area of special interest.

The Americas

3034 — The '60s and Beyond

term course

What do you think of when you hear these words: Vietnam, Martin Luther King, Malcolm X, Woodstock, Alice's Restaurant, Black Power, Counterculture, or Women's Liberation? Historian Todd Gitlin calls the '60s "years of hope, days of rage." To what extent did the '60s explode our popular myths? What legacy have the changes wrought by these turbulent years left to those who have grown up in the '90s? Drawing upon a rich variety of source material, both firsthand and interpretive, this course examines these and other issues, with particular focus on the Civil Rights Movement and the Vietnam experience.

3035 — Latin American Studies: The Caribbean

term course/not offered 2010–11

Latin America is a vast, vital and not very distant area of the world, often viewed with indifference if not ignorance. The Caribbean, itself not quite so vast but just as diverse, encompasses and intermixes indigenous American, African, European and Asian peoples and cultures. This course studies this remarkable region as a whole as well as its component cultures, primarily the central islands (Cuba, Haiti, Jamaica and Puerto Rico), and also the peripheral countries of Central and South America (e.g., Belize and Guyana). These places and peoples, interesting and important in themselves, offer an introduction to historical and contemporary issues, significant in Latin America as well as elsewhere in the non-Western world.

3036 — The American Political System

term course

This course — which blends history, political philosophy, and current events — examines the organization and operation of the United States government, both in principle and in practice. Students consider the relationship between the executive, legislative and judicial branches through an investigation of major themes and events in American political history, from the Constitutional Convention to contemporary public policy. Prerequisite: United States History, American Civilization or Advanced Placement United States History.

3067 Arab Culture Today

Term course

Veiled women and Muslim extremists are the images often conjured by the concept "Arab culture," even though the majority of Muslims are not Arab, and these images often come from non-Arab countries like Afghanistan. This course examines the culture(s) of countries where Arabic is spoken today, extending from Morocco to Yemen. While Arabic is spoken in 22 countries, dialects vary from village to village. What unifies these groups? What differentiates the individual cultures from each other? In the first half of the course, students will look at Arab culture from an anthropological perspective, sampling ethnographies from Algeria, Egypt, Lebanon, and Yemen. During the second half, students will engage various cultural productions such as film, literature, and music. Questions raised will relate to women, religion, politics, language, and youth. Throughout the course, students will consider the relationship between the Arab world and the West, culminating in an examination of literature and film by Arabs living in Europe and America.

3041 — Jurisprudence: American Legal History

term course

Using historical works, case law and recent articles, this course introduces the legal system in the United States. 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 the Kobe Bryant case. Issues in both constitutional and criminal law are considered.

Europe

3052 — Germany and the Holocaust

term course

This course investigates the rise of Hitler and the Nazi state, the implementation of the Holocaust and its aftermath. To understand the roots of anti-Semitism, the course begins with a brief 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 Adolf 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. The term concludes with a look at examples of modern hatred and genocide in the 20th and 21st centuries.

3053 — Europe From 1919–1990

term course/not offered 2010–11

The Great War of 1914–1918 provided a catalyst for major transformations in Europe (and much of the world) throughout the 20th century: the collapse of the old intellectual, moral and political order; revolution and the rise of new communist orders in Russia and beyond; depression and the rise of new fascist orders in Germany and elsewhere; a second hot war succeeded by a long cold war; division on the continent and decolonization around the world; the reality of diminished power, the insufficiency of revived prosperity and the possibility of enhanced unity. This course probes the modern European experience through several personal as well as historical perspectives expressed in selected novels and films along with more conventional texts.

3060 — Russian History

term course

Winston Churchill once referred to Russia as "a riddle, wrapped in a mystery, inside an enigma." Students in this course will investigate the contemporary history of this unique and complicated country, and its role as a major world power during the 20th century. Topics include Marxist-Leninist ideology, the Bolshevik Revolution, Stalin's totalitarian regime and World War II. Particular emphasis is placed on a study of the Cold War and the collapse of communism during the Gorbachev years, concluding with an examination of the post-Soviet policies of Yeltsin, Putin, and Medvedev.

Asia

3063 — China: Being Chinese, Past and Present

term course

China has always seen itself in the "center" of the globe, and today more than ever it remains a pivotal player in the world's affairs. One fourth of the globe's humanity resides in the People's Republic of China, and at 4,000 years and counting, China constitutes the world's longest continuous civilization. But where is China headed? What do the Chinese think is best for China? In order to wrestle with these questions, students investigate through a variety of sources — written, visual and aural — the weight of the Chinese cultural tradition, cultural continuity and change in the face of foreign invasions, the impact of Mao Zedong and the Communist Revolution, Deng Xiaoping and the Chinese democracy movement, and the significant role China now plays in the global community as it modernizes at breakneck speed.

3064 — Japan: The Chrysanthemum and the Sword

term course

“What China took from India, she passed on to Japan.” With the reputation of cultural borrower, Japan has for centuries adapted imported ideas to fit her own needs. With the second largest economy in the world, and China’s fast approaching, the Japan of today continues to examine its own character and psyche. What is the proper form that Japanese nationalism should take? What of Japan’s role in the Pacific Rim? How can the Japanese reconcile the paradox of human behavior to be found in the symbols of the chrysanthemum and the sword? Has the younger generation become disenchanting with traditional Japanese values? In this study of cultural identity, students view the Japanese of the present and of the past as they see and have seen themselves.

Africa

3066 — Modern African History: The Roots of Today’s Africa

term course

Modern African History introduces students to central topics, themes, theories and debates in African history since 1800. European colonization and decolonization is discussed from a variety of African and European perspectives. Various national independence movements in Africa, primarily since WWII, along with Cold-War allegiances, ethnic and national conflict, public health issues, human rights, and pan-Africanism form the topics of the latter half of the course. Students explore regional case studies involving the Congo, Eritrea, South Africa and Sierra Leone, and supplement their historical analysis with literary considerations, among them the Negritude movement. Prerequisite: World History, The World After Columbus or permission of the department.

Social Science

3070 — Introduction to Economics: Theory, Problems, Policy

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 the consequences of them. After an introduction to the basic principles of economic thinking, which helps students think from an economist’s perspective, the course examines real and complex problems: the causes of the business cycle, successes and failures of markets, the function of financial markets in the economy, the proper role of government, the benefits and dangers of globalization for the many and the few, and the ever-increasing gap between rich and poor. These topics add up to one overriding question: How can free societies establish a balance between an economy that is efficient and vibrant while at the same time being just and attentive to basic human needs and the environment? Of special interest to those interested in history, politics and public affairs, this course emphasizes discussion and debate, and requires little math.

3075 — Advanced Placement Economics

Students in this class cover the same material in Economics 3080, but in greater depth and with greater rigor. Students who have done strong work in honors-level U.S. history and have a strong interest in public affairs should enroll in Economics 3081, which prepares students to take the Advanced Placement Examinations in Microeconomics and Macroeconomics. Prerequisite: permission of the department.

Advanced Senior Seminar in History and Social Science

As the world enters the new millennium, and as seniors prepare to take their leave from Loomis Chaffee, an examination of “what matters” in their lives and in the world around them becomes paramount. The Advanced Senior Seminar in History and Social Science comprises different term courses that provide students with an in-depth study of several topics currently of supreme importance in the world. Among others, these topics include political, social and economic

justice; public health; environmental degradation; conflict resolution; the politics of religion; terrorism and genocide; and human rights. In each course students are engaged both by common readings in a seminar setting and the opportunity for scholarly research. Outside speakers and the opportunity for experiential learning complement the educational experience.

3080 — The Presidential Election: Does U.S. Democracy Work?

fall term course/not offered 2010–11

How are our leaders elected? Does the election process produce the best candidates and the most desirable ends? Why do so few eligible voters exercise their right on election day? Do the American people really have a voice? What roles does money play? How do the media effect the election process? While addressing these questions, this course explores the major domestic and foreign policy issues of the campaign and the candidates' positions on each. Students engage in extensive campaign research and take an integral part in the mock election process that envelops Loomis Chaffee every four years. They also undertake thorough analyses of the election results. Prerequisite: permission of the department.

3082 — Globalization: Is Wal-Mart Good for America ... or the World?

term course

Free trade and globalization can be viewed either as opportunities for greater wealth or as threats to jobs, human rights and the environment. American, European and Japanese farm subsidies, for example, protect a traditional way of life, but these handouts might do great harm to West African cotton farmers. Using such case studies, this course considers an extension of market economics to the world: pros and cons, winners and losers, and alternative solutions drawn from a variety of perspectives. In the final analysis, students consider fundamental questions of social and economic justice in the global community. Prerequisite: permission of the department.

3084 — Islam in the Middle East

term course

To be a citizen of the world necessitates an understanding of Islam and the role the religion has played in the Middle East, past and present. Has the West become embroiled in what Samuel P. Huntington first called a "clash of civilizations," or might democracy be compatible with Islam? This course addresses a number of vital topics including: the rise and spread of Islam as a world-wide religion; the evolution of Arab-Islamic civilization; the influence of Western imperialism on 20th century Islam and the Middle East; the emergence of Islamic fundamentalism in the contemporary Middle East and the historical conditions that have brought about extremism, and in some cases terrorism; and the chances for future peace and stability in the region. Prerequisite: permission of the department.

3086 — The American Civil War

term course

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 meaning of the conflict today. Topics discussed in the course include the political developments in both the North and the South, the question of race and slavery, emancipation, the participation of African Americans in the war, military developments, and advances in medicine. Students will read a mix of primary and secondary source material. Prerequisite: permission of the department.

3095 — Instruction Assistant in History in World History

3096 — Instruction Assistant in History in World After Columbus

term courses

Students electing one these two courses are assigned to a section of World History or World After Columbus in order to assist the teacher and students. Under the teacher's supervision, instruction assistants do all the reading for the course, help students to develop study skills, read and comment on drafts of student papers, facilitate small-group work, and work to broaden and deepen their own understanding of history. Prerequisite: departmental approval of an application to the program. Instruction Assistant in History may only be elected for one term.

3099 — Independent Studies in History and Social Science

term course

A student who wishes to undertake an Independent Study Project in History or Social Science must arrange for a project adviser from within the department, **submit a written proposal**, and obtain approval from the academic adviser, project adviser, department head and dean of faculty. This study may not be substituted for any part of the required course in U.S. history.

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, II and Geometry.

The usual progression of courses is Algebra I, Geometry, Algebra II, Precalculus. For those entering with Algebra I credit, the progression is Algebra II, Geometry, Precalculus, Calculus, with levels dependent upon mastery and ability. For those not yet ready for Precalculus, Functions 4050 provides more background for juniors and seniors. Statistics and Advanced Placement Statistics are alternative options to precalculus and calculus. With the approval of the department, able students may accelerate either through summer study or by taking two math courses in one year.

Please note: 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.

4015 — Algebra I

year course

This course is for freshmen who have had less than a full year of algebra. It covers properties of the real number system, linear and quadratic equations, with strong emphasis on word problems and non-traditional problem solving. Students develop competence with the graphs of linear and quadratic equations and master a number of techniques for solving equations and simplifying algebraic expressions. While the course emphasizes the development of algebraic skills, it also introduces students to some of the numerical and graphical solutions to problems made possible with the TI-83 or TI-84 calculators.

4025 — Geometry

year course

This standard mathematics course for sophomores deals with Euclidean geometry of two and three dimensions. Construction with straight-edge and compass and an introduction to right triangle trigonometry are included. Where appropriate, students utilize technology to enhance the learning process. The course's emphasis on rigorous deductive reasoning develops the skills needed to communicate more complex ideas effectively. Prerequisite: Algebra I

4029 — Geometry Advanced

year course

This honors course is for able students who have had two full years of algebra. It covers the same topics as Geometry 4025, but at a faster pace and in greater depth. It also includes a more thorough study of trigonometry and coordinate geometry. Prerequisite: Algebra I and permission of the department.

4030 — Algebra II Essentials

year course

A course primarily designed for juniors that covers selected topics from Algebra II in order to strengthen algebraic knowledge and mastery of basic topics from Algebra I and Algebra II. Unlike 4035, Algebra II Essentials does not aim to prepare students to enter Precalculus directly. Prerequisite: Algebra I and permission of the department.

4035 — Algebra II

year course

This course reviews, strengthens and further develops the algebraic concepts and techniques involving work with linear and quadratic equations and inequalities. In this early work this course emphasizes functions and the properties of their graphs. The course then explores 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 the TI-83 or TI-84 graphing calculators. Work with matrices, trigonometry, complex numbers and sequences and series is introduced along the way. Prerequisite: Algebra I

4039 — Algebra II Advanced

year course

This honors course is for interested and able students who have done well in a full-year, in-depth, first-year algebra course. It covers at a faster pace and in more detail the same material as Algebra II 4035, as well as conic sections, rational functions and trigonometry. The TI-83 or TI-84 graphing calculator is used extensively in class. Placement for new students will be determined by the department. Prerequisite: Algebra I and permission of the department.

4050 — Functions and Discrete Mathematics

year course/juniors and seniors

This course is intended for juniors who wish to strengthen and widen their mathematical background before taking Statistics 4057, Precalculus 4065, or in rare cases Calculus 4070. It includes a brief review of basic concepts as well as more advanced concepts using functions, graphs and applications, techniques of equation solving, combinations, probability, data analysis and other discrete mathematics topics. Students become proficient in the use of the TI-83 or TI-84 graphing calculator. Prerequisites: Algebra II or II Essentials, Geometry and permission of the department.

4051 — Topics in Algebra

fall term

This one-term course for seniors deepens understanding of functions and increases mastery of algebraic skills. Prerequisites: Algebra II or Algebra II Essentials.

4052 — Topics in Discrete Mathematics

fall term

This course explores a number of real-life mathematical applications. Topics include combinatorics, finding optimal solutions through linear programming and the Hungarian Algorithm, investigating the mathematics of check digits embedded into various codes, and the mathematics of election techniques and Congressional apportionment. The course is designed for those who intend to take statistics in the winter and spring terms but who do not need the algebra review of our 4051 Topics in Algebra. It can serve equally well as a term elective for students who are enrolled in a full-year math course such as 4065 Precalculus, 4055 AP Statistics or one of the calculus classes, but who additionally would like this introduction to discrete math. Prerequisite: Algebra II or Algebra II Essentials.

4053 (W) – 4054 (S) — Statistics

two-term course, winter and spring

This course offers a briefer and less demanding approach to the material presented in AP Statistics 4055. The course emphasizes problem-solving, student-generated studies and group work. The TI-83 or TI-84 graphing calculator is used extensively. Students may elect either the first term or both terms of the course. Prerequisite: Algebra II or Algebra II Essentials.

4055 — Advanced Placement Statistics

year course

Equivalent to a one-semester, introductory, non-calculus-based college statistics course, this 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-83 or 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. The course emphasizes reading and communicating statistical information accurately in real world situations. Students enrolled in the spring term of this course are required to take the Advanced Placement Examination. Prerequisite: Functions and Discrete Mathematics, Precalculus or Advanced Precalculus with Differential Calculus, or permission of the department.

4061 — Mathematical Applications in Engineering

term course/not offered 2010–11

This course introduces students to typical projects across engineering disciplines and develops the mathematical skills required to support engineering projects. Students research engineering projects to understand design concepts and to learn how to balance these against practical and economic constraints. In addition, students hear guest lecturers from several engineering disciplines: electrical, mechanical, civil, computer, transportation, environmental and chemical. The mathematics required to support engineering projects are presented in a broad overview using as a guideline sample problems from the Professional Engineering License course. Prerequisite: Precalculus; corequisite: physics or chemistry.

4065 — Precalculus

year course

This course is for students who have done very strong work in Algebra II or Functions and Discrete Mathematics, and who intend to take calculus on the secondary or college level. The primary focus is a rigorous study of algebraic and trigonometric functions. The course offers a detailed study of the properties, graphs and applications of each of the functions. Additional topics include sequences, series, limits and probability. The TI-83 or TI-84 graphing calculator is used extensively. Prerequisite: Algebra II

4069 — Advanced Precalculus With Differential Calculus

year course

This honors course is primarily for juniors who have done well in Algebra II Advanced and Advanced Geometry or equivalent courses. It covers more material than Precalculus 4065 at a more rapid pace and in greater depth. It includes significant work in the concept of the limit of a function and, in the spring term, an introduction to the derivative in calculus. Students are prepared to continue in AP Calculus BC. Prerequisite: Algebra II and permission of the department.

4070 — Calculus

year course

This course introduces students to most of the theories, techniques and applications of a first-year calculus course. Designed for students who want to understand and work with the concepts of calculus, this course also strengthens their precalculus skills. 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 the entire AP program of AP Calculus AB, 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.

4085 — Advanced Placement Calculus AB

year course

Following the Advanced Placement AB Calculus syllabus, this course introduces differential and integral calculus. Rules of differentiation for most of the common algebraic and transcendental functions are introduced, and students learn applications of the derivative in graph theory, motion problems, related rates of change and optimization problems. The course introduces definite and indefinite integrals along with the most common techniques of integration and applications to area, volume, motion, and growth and decay. The calculus topics are explored algebraically, numerically, verbally and graphically with the aid of the TI-83 or TI-84 calculator. Prerequisite: Precalculus or Advanced Precalculus with Differential Calculus.

4086 — Advanced Placement Calculus BC

year course

Following the Advanced Placement BC Calculus syllabus, this course offers a rigorous, college-level introduction to differential and integral calculus. Topics include the theory and applications of derivatives and integrals of common algebraic and transcendental functions, offered in Calculus AB. Beyond the topics from 4085, students work with the calculus concepts as they apply to vector functions, parametrically defined functions and polar functions, and also do significant work with sequences and series. The calculus topics are explored algebraically, numerically, verbally and graphically with the aid of the TI-83 or TI-84 calculator. Prerequisite: Advanced Precalculus with Differential Calculus, and permission of the department.

4089 — Multivariable Calculus

year course

For able students who have completed AP Calculus BC, this course extends the work of calculus to two- and three-dimensional vector functions and functions of several variables. In the spring, advanced topics are discussed such as linear, boolean and abstract algebra; set theory; and foundationalism. Prerequisite: permission of the department.

4095 — Linear Algebra

year course

Linear Algebra is an introduction to college mathematics for students who have shown exceptional promise in their study of mathematics. During the first half of the year, Linear Algebra covers the theory and applications of systems of equations, matrices and matrix algebra, row reduction, invertibility and determinants. The second half of the course veers sharply towards the abstract. Topics such as vector spaces and linear transformations serve as an introduction to conceptual mathematical systems that will later create the foundation of college level algebra. Throughout the course emphasis is placed on learning the structure of formal mathematical proof writing. Linear Algebra is a full-year course taught in a half-time block. Co/Prerequisite: Multivariable Calculus and permission of the department.

4099 — 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 adviser from within the department, **submit a written proposal**, and obtain approvals from the academic adviser, project adviser, department head and dean of faculty.

6050 — Introduction to Logic

term course/juniors and seniors

Please see description under Philosophy, Psychology and Religion 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.

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. Many upper-level term courses offer depth in specific areas while yearlong courses, such as Environmental Science, provide a holistic view of the interrelationships among the classical scientific disciplines.

5015 — Biology

year course/freshmen and sophomores

So that students better understand the continuity and interaction of living organisms, this laboratory-oriented course presents the structure and function of the unifying processes of life. Major topics include cellular processes, genetics, molecular biology (including DNA laboratory studies), evolution and ecology, as well as plant, and animal and human physiology. The course also emphasizes environmental and health issues.

5019 — Biology I Advanced

year course/sophomores, juniors, seniors

This introductory course for students who have completed a full year of chemistry covers many of the same topics as Biology 5015, but emphasizes the biochemical bases of organic processes in greater depth and detail. Major topics include cellular processes, genetics, molecular biology, anatomy and physiology, microbiology and evolution. Prerequisite: Chemistry I Advanced or Chemistry I and permission of the department.

5025 — Chemistry I

year course

Students in this introductory class gain an understanding of basic chemical methods and principles through demonstrations and laboratory investigations. Topics include the structure of the atom, chemical bonding, stoichiometry, gas laws, equilibrium, acids and bases, buffers and oxidation/reduction. Prerequisite: Algebra I. It is strongly recommended that freshmen and sophomores complete Algebra II before taking chemistry.

5029— Chemistry I Advanced

year course

Through their own laboratory investigations as well as class demonstrations, students come to an understanding of the methods and principles of modern chemical theory. Topics are treated analytically and quantitatively, and include electronic structure of the atom, periodicity of elements, chemical bonding, molecular structure, gas laws and kinetic theory, equilibrium, acids and bases, oxidation-reduction and electrochemistry. This course is designed for students with good aptitude and proven achievement in both science and mathematics. Prerequisite: permission of the department; corequisite: Algebra II; freshmen: Algebra II Advanced.

5035 — Physics I

year course/sophomores, juniors, seniors

This course presents a qualitative understanding of physics at work in everyday life. Through experimentation and discussion, students explore straight-line kinematics, Newton's laws, energy, waves, the nature of light, electricity and magnetism. This course emphasizes experimentation, laboratory skills and graphical analysis. Prerequisite: Geometry; corequisites: Algebra II and permission of the department. It is strongly recommended that juniors complete Algebra II before taking physics.

5039 — Physics I Advanced

year course/juniors and seniors

Through laboratory investigations coupled with classroom derivations and demonstrations, students in this course learn to solve complex problems of motion, and to analyze and apply the work-energy theorem. Major topics include electrostatics, electric circuits, motors and generators; wave mechanics for sound, light and electromagnetic radiation; and the theory of relativity. The course stresses problem solving with graphical analysis, vector methods and scientific notation, and 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; corequisite: Advanced Precalculus with Differential Calculus, or Precalculus with permission of department.

5049 — Chemistry II Advanced Placement

year course

This course continues the study of chemical principles and theory at an advanced level consistent with that of a college freshman offering. The fall term covers gas laws; atomic, electronic and molecular structure; and stoichiometry of reactions. The winter term includes solution chemistry, acids and bases, as well as reaction kinetics. The spring term includes spontaneity, electrochemistry, nuclear chemistry and some organic chemistry. Laboratory experiments support the concepts studied in class, and help develop proficiency with basic analytical laboratory techniques. This course prepares students for the Advanced Placement Examination. Prerequisite: chemistry; corequisite: physics.

5059 — Physics II Advanced Placement

year course

This course permits the student to consider more deeply the topics introduced in Physics I Advanced and to investigate more challenging problems, many with calculus applications. The first half of the course deals primarily with the kinematics and dynamics of linear and circular motion. The second half deals with electricity and magnetism. This course prepares students for the Advanced Placement Examination. Prerequisite: Physics I Advanced; corequisite: AP Calculus BC, or AP Calculus AB with permission of department.

5065 — Environmental Science

year course/juniors and seniors

This interdisciplinary course covers a broad range of topics, including ecology and ecosystems, human population growth, energy and water resources, land management, biodiversity, global climate change, recycling, pollution and solid waste management, environmental ethics, economics and sustainable living. Students participate in laboratory- and field-research projects, and must attend some off-campus field trips on weekdays and weekends. Prerequisites: biology and chemistry are strongly recommended.

5069 — Advanced Placement Environmental Science

year course/juniors and seniors

This course provides students with the scientific principles, concepts and methodologies to understand interrelationships of the natural world, identify and analyze environmental problems, evaluate their relative risks and examine alternative solutions. In addition to the topics considered in Environmental Science 5065, this course covers such topics as the earth's geologic history and atmospheric dynamics. The course requires laboratory and field research, as well as off-campus field trips on weekdays and weekends. Students learn to observe environmental systems critically and to develop and conduct well-designed experiments. This course prepares students for the Advanced Placement Examination. Prerequisites: biology, chemistry and permission of the department.

5075 — Integrated Earth and Physical Sciences

year course/juniors and seniors

This course challenges students to read critically and think independently to better understand current issues in science and technology. The course focuses on developing a scientific world-view by using problem-solving skills to analyze and interpret modern scientific concepts. Students improve their experimental design and data analysis skills through a variety of lab- and problem-based projects. Topics covered include geological processes, thermodynamics, energy resource use, electricity, dynamics and kinematics, astronomy, atomic structure and chemical processes. Prerequisites: Algebra II.

5089 — Advanced Topics in Astronomy

year course/juniors and seniors

This course surveys the field of astronomy from its beginnings in ancient civilizations to current theories about the origin and fate of the universe. Starting with the observational data that led to our current understanding of the solar system and the place of the earth in that system, students move their focus outward to explore the rest of the universe. Major topics will include: the nature of our sun and fellow planets; the structure and evolution of stars; stellar explosions and black holes; the attributes of the Milky Way and other galaxies; and recent theories in cosmology, especially the Big Bang, dark matter and energy, the future of the universe, and astrobiology. Prerequisite: chemistry or physics and permission of the department.

Elective Term Courses

5081 — Biology II Advanced: Microbiology

fall term

This laboratory course studies the major groups of microorganisms, particularly soil bacteria and fungi. The course deepens the students' understanding of cellular structure/function relationships, and of good sterile techniques. Prerequisites: biology, chemistry and permission of the department.

5082 — Biology II Advanced: Molecular Biology

two-term course, winter and spring

Winter term focuses on the molecular structure and function of proteins and their regulation of metabolic pathways. Laboratory experiments in paper and column chromatography, electrophoresis and enzyme kinetics reinforce these concepts. Spring term emphasizes DNA, protein synthesis, recombinant DNA and genetic engineering. The laboratory experiments focus on recombinant techniques for the isolation of plasmids, insertion of genes and the transformation of the host cell. This course introduces college level work to those students who plan to major in biology or pre-med. Prerequisites: biology, chemistry and permission of the department.

5083 — Biology II Advanced: Evolution

term course

The concepts and issues of modern evolutionary biology are discussed in this course, from historical roots in the early naturalists to Darwinism and its modern manifestations. Current scholarly challenges to traditional theories involving the process of evolution are considered, including punctuated equilibrium of Eldredge and Gould, cladistics, new interpretations of mass extinction and intriguing new views of human evolution. Brief surveys of major phyla of organisms emphasize adaptations and the evolutionary histories of the groups. Laboratory studies include classifications, fossils, collections, comparative anatomy and morphology and comparative studies of protein structure using gel electrophoresis. Prerequisites: biology and chemistry.

5084 — Biology II Advanced: Genetics

fall term

This rigorous course studies the profound implications of recent advances in genetics. Topics studied include the discovery, structure and function of DNA; Mendelian and non-Mendelian patterns of inheritance, with an emphasis on significant genetic disorders, such as Down syndrome and Tay-Sachs disease; the genetics of the immune system, and related disorders such as autoimmunity and AIDS. The course considers methods of detecting genetic defects, methods of genetic engineering, and the ethical implications of both. Laboratory work includes DNA isolation, bacterial transformation and analysis of programmed cell death. Prerequisites: biology and chemistry.

5085 — Biology II Advanced: Anatomy and Physiology

two-term course, winter and spring

This laboratory course studies the structure and function of the human body, specifically the mechanics and development of the circulatory, respiratory, digestive, excretory, nervous, reproductive and hormonal systems. The course maintains an emphasis on current research and new breakthroughs. Prerequisites: biology and chemistry.

5099 — Independent Studies in Science

term course

A student who has completed the two-year laboratory science requirement may undertake 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 adviser from within the department, **submit a written proposal**, and obtain approval from the project adviser, academic adviser, department head and dean of faculty for any independent study project.

PHILOSOPHY, PSYCHOLOGY and RELIGION

The Philosophy, Psychology and Religion Department aims to help students grow toward a meaningful and integrated experience of the world. Through the disciplined study of classic, vital texts, the department seeks to teach students the value of engaging in open-minded questioning and discussion.

The department approaches this task from four different perspectives: exposure to important thinkers and issues in the philosophic tradition of the West, examination of the psychological phenomena associated with the events that give our lives meaning, exploration of the fundamental religious issues found in both the Western and Eastern traditions and direct interpersonal experience and training. All of these approaches may be present in any given course, and at least one is stressed in each. Graduation requirement: two term courses, at least one of which must be taken in the junior or senior year.

Religion

6011 — Social and Religious Issues in Contemporary America

term course/freshmen and sophomores

In 1955 the Jewish sociologist Will Herberg published an essay celebrating the triumph of religious diversity in America. He argued that America had become a nation where one could be either a Protestant, a Catholic or a Jew and still be considered an American citizen. Though Herberg's essay is still regarded as a classic discussion of religion in America, its value has become more historical than descriptive. Today, in addition to large numbers of Americans who are members of the three religious traditions Herberg described, the United States includes rapidly growing populations of Muslims, Buddhists and Hindus, as well as secular or non-religious groups. Making sense of this explosive and sometimes volatile diversity and understanding its implications for American social, cultural and political realities constitute the focus of this course.

6014 — The Prophetic Voice in Contemporary Social Protest

term course/sophomores, juniors, seniors

Eccentric, annoying, combative, subversive and at times even iconoclastic, prophets look deeply into the heart of a culture's social reality and find it wanting. By articulating the experience of the weak and the vulnerable, prophets call their societies back to the just principles upon which they were founded, or forward to new definitions of human community that recognize the fundamental equality of all human beings. Having discovered the prophet's role as defined in the antics and oracles of the biblical prophets, students seek to rediscover this role in contemporary social protest leaders, including Mahatma Gandhi, Dr. Martin Luther King Jr. and Nelson Mandela.

6015 — Life and Teachings of Great Religious Leaders:

Moses, Buddha, Jesus and Mohammed

term course/juniors and seniors

The lives of great religious leaders often have a profound impact on the lives of their contemporaries and on the subsequent evolution of human society. This course seeks to understand both the origins of these lives and the nature of their impact. Using both primary sources and a variety of secondary materials, students examine the lives and teachings of Moses, Buddha, Jesus and Mohammed, asking fundamental questions about their understanding of the universe (cosmology), their experiences and concepts of the sacred (theology), their understanding of themselves and others (anthropology), and their beliefs about liberation and salvation (soteriology).

6017 — Introduction to the Literature of the Bible

term course/juniors and seniors

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 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, and explore the way it has been used to enrich the narrative world of American rhetoric, poetry, drama and fiction.

Philosophy and Ethics

6030 — Introduction to Philosophy

term course/freshmen and sophomores

This course investigates the nature of philosophy by examining traditional philosophical problems: the ultimate nature of reality (metaphysics), the limits of human knowledge (epistemology), and the nature of the True, the Good and the Beautiful (axiology). The course seeks to develop within students critical and inquisitive minds that understand philosophy not as a purely academic venture, but as practical and indeed necessary for the development of meaningful and authentic lives.

6032 — Moral Development

term course/freshmen and sophomores

Students in this class examine a variety of moral issues and dilemmas and, by studying ethical theories and logical thinking, learn to approach and solve these dilemmas rationally. Rather than telling students what to believe, teachers provide students with a system for examining their own values and behavior as well as the behavior of others. Group discussions are a vital component of the class. Students complete a term paper investigating two sides of a public moral issue before arriving at a reasoned conclusion. The course concludes with a debate on a topic of the class' choosing.

6036 — Ancient Philosophy

term course/juniors and seniors

Facilitating the revolutionary transition from a mythological to a rational world view, 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; piety, justice and virtue.

6038 — Introduction to Ethics

term course/juniors and seniors

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 right actions right and wrong ones wrong? Does diversity among different cultures permit any absolute moral values and behavioral norms, or are they necessarily relative and particularistic? Using a collection of readings from both ancient and modern philosophers, as well as various secondary sources, this course familiarizes students with the terms of this discussion and introduces them to a number of ethical theories including ethical relativism, divine command theory, ethical egoism, utilitarianism, and Kantian ethics.

6039 — New England Transcendentalism: Seeing Ourselves and the World Anew

term course/juniors and seniors

An American intellectual movement rooted in Unitarianism, Neo-Platonism, German Idealism and English Romanticism, New England Transcendentalism is said to have accomplished in philosophy and religion what the American Revolution accomplished in politics. Offering liberation from the comfortable but restrictive orthodoxies of the 19th century, transcendentalism invited human beings to a new understanding of the value of the individual, the individual's place in society and the individual's connection to nature and nature's God. Using the addresses, essays, pamphlets and polemics of some of the most celebrated members of the transcendentalist movement, including Ralph Waldo Emerson, Henry David Thoreau, Bronson Alcott, Theodore Parker, Elizabeth Palmer Peabody and Margaret Fuller, students develop an appreciation for this distinctively American intellectual movement and for the various philosophical and religious ideas that define it.

6040 — Existentialism

term course/juniors and seniors

Existentialism, as a school of thought, concerns itself with the question of meaning in one's individual existence. Existentialism traces its roots to the Danish philosopher Søren Kierkegaard, and as an intellectual movement, it picked up momentum during and after World War II through the works of Jean-Paul Sartre and Albert Camus. By studying the literature of individual existentialist thinkers, this course seeks to identify the main philosophical concepts of existentialism and to explore how these concepts have influenced contemporary sensibilities. Readings include works by Kierkegaard, Sartre, Camus, Dostoevsky, Tolstoy, Nietzsche and Kafka.

6050 — Introduction to Logic

term course/juniors and seniors

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. Prerequisite: Geometry.

6051 — Theory of Knowledge

term course/juniors and seniors

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 begins (as did modern epistemology) with the radical skeptic's arguments that we can never be justified in our claims to know an external world. 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. Readings include Descartes, Kant, Russell, Putnam, Dennett and Chisholm.

Psychology

6060— Developmental Psychology

term course/juniors and seniors

This course focuses on human development from infancy through childhood, adolescence and adulthood, with particular emphasis on adolescent development. Students consider the physical, cognitive, social, emotional, sexual, moral and spiritual dimensions in which development takes place, and the role that gender plays within each dimension. Readings include excerpts from Erikson, Gilligan, Kohlberg, Piaget, Pipher, Thompson and Hammerschlag and articles describing current psychological research on adolescent development.

6061 — Social Psychology

term course/juniors and seniors

Social psychology studies human beings in relation to others. Men and women formulate personal and communal identity through social interactions, and this course focuses closely on those interactions. Throughout the term, students examine many of the important and compelling theories, ideas and research topics in the field of social psychology through selected readings, Internet research, projects, papers and films. The course encourages students to integrate the information learned with their experiences and communities.

6065 — Death and Dying

term course/juniors and seniors

This course provides students with a better understanding not only of death and dying, but also of life and living. Some of the topics considered are the feelings of the terminally ill, grief, cultural attitudes concerning mortality, funeral customs, euthanasia, suicide and near-death experiences. Through readings, films, field trips and class discussions, students examine both the intellectual and emotional aspects of death and dying and their effect on the meaning of life. Readings include works by Kubler-Ross, Rando, Chen and supplementary articles.

6069 — Myth, Dream and Ritual

term course/juniors and seniors

When over-relying on a strict rationalism, many Western men and women lack the ability to fathom the depths of those symbolic events — myths, dreams, rituals — which for most of human history have been the focus of meaning. How are these events related to what modern thinkers call the “unconscious mind”? Is anything lost in ignoring dreams? Is there any room for myth and ritual in today’s world? These and other questions are considered. Readings include Campbell, Johnson and supplementary articles.

6071 — Seminar on Freud and Jung

term course/juniors and seniors

Sigmund Freud revolutionized Western life and thought. Freud’s many brilliant colleagues, some of whom differed significantly with him, broadened the impact of his work. Together they initiated a movement that has caused a significant shift in Western sensibility, leading some writers to refer to the peoples of the Western world as “psychological man.” The course explores some of the fundamental theories of Freud and Jung, using their selected works as primary texts.

6099— Independent Studies in Philosophy, Psychology and Religion

each term

Students who have fulfilled their diploma requirement in philosophy, psychology and religion may undertake an Independent Study Project. The student must arrange for a project adviser from within the department, **submit a written proposal**, and obtain approval from the academic adviser, project adviser, department head and dean of faculty.

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 and television production and broadcasting. Exhibits in the Sue and Eugene Mercy, Jr. Gallery show work by professional artists; 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 art department prior to registration for an advanced class. Students whose portfolios are not deemed adequate will be required to take the prerequisite. Students may take up to 5 1/2 courses in any given term. Half courses meet for one double and one single period each week for the whole year.

Students enrolled in any visual arts course are required to attend art assemblies and gallery openings. Classes may take field trips to art galleries and museums. Opportunities to study from a live model are incorporated into the Advanced Drawing, Sculpture, and AP Studio Art courses.

To be competitive for admission to art schools, and/or to establish a strong body of art work for liberal arts college applications, a serious student should plan to take art each year and the AP seminar course as a senior. (Juniors may enroll with permission of the department head.) A serious art or architecture 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, theater or music courses.

History of Art

juniors and seniors; sophomores with permission of the department

These courses survey architecture, sculpture and painting from the medieval period through the modern age. All terms focus on major artists and stylistic developments central to the understanding of a particular period. Students develop analytical skills as well as critical and historical perspectives. Students may elect one, two or all three terms. The previous term is not a prerequisite for the one that follows.

7010 — An Introduction to American Art

fall term

This course explores the art and artists of the United States, including such areas as Colonial portraiture, American Impressionism, Native American Art, African American Art and folk art. The class includes visits to the Museum of American Art in New Britain, Connecticut, and the Whitney Museum of American Art in New York City. This study of the creativity of this country's artists will help students understand the American experience.

7011 — Renaissance and Baroque Art

winter term

Students study the major artists and movements of the 13th through the 18th centuries, with emphasis on the Renaissance and Baroque periods in Italy and Northern Europe.

7012 — 19th and 20th Century Art

spring term

Students study major figures and stylistic developments of the 19th and 20th centuries. They explore Neo-classicism, Romanticism, Realism, Impressionism, Abstraction, and Contemporary Art.

Studio Art

Drawing is a prerequisite or a recommendation for a number of other courses, and it is therefore suggested that a student take drawing as early in his or her career as possible.

7030 — Painting

half course

Stressing painting from observation, this course provides a foundation in the use of oil paint and brush techniques. Students explore the painting of landscape, still life, portraits and self-portraits, and painting from photographs. Previous work in drawing is helpful.

7031 — Watercolor Painting

half course

Stressing working from observation, this course introduces students to sound principles in handling watercolor. Students explore the painting of landscape, still life, portraits and self-portraits, and painting from photographs. Previous work in drawing is helpful.

7040 (Term Course) — Drawing I

7041 (Half Course) — Drawing I

This course builds basic drawing skills, which form the foundation for later creative work in drawing as well as in all other media. The work of the course introduces students to various drawing techniques used to represent the three-dimensional world on a two-dimensional surface, as well as to composition, toning and some professional tricks of the trade. Pencil, charcoal and pen and ink are used.

7049 — Advanced Drawing

term course

Exploring a variety of subject matter, this course continues the study of various techniques and media, with special emphasis on composition, color theory and personal imagery. Pencil, charcoal, and colored pencils are used. Prerequisite: Drawing I.

7050 (Term Course) — Introduction to Printmaking

7051 (Half Course) — Introduction to Printmaking

These courses introduce students to two printmaking techniques, exploring the processes of relief and etching. In relief, students complete several woodblock or linoleum images starting with a black-and-white print and progressing to simple color multiple-block prints. In intaglio, students investigate the basic etching techniques such as drypoint and hardground etching, and they are introduced to aquatint. Students print in black-and-white and color and participate in a print-exchange portfolio.

7053 — Monotype: The Painterly Print

half course

This course explores all the traditional and experimental techniques for creating one-of-a-kind prints. Because the course stresses working from observation, previous work in drawing and painting is helpful.

7060 (Term Course) — Ceramics I

7061 (Half Course) — Ceramics I

These courses introduce the student to the physical properties of clay and the reasons for these properties. The syllabus includes techniques of wheel throwing and hand forming, such as coil and slab rolling, as well as firing and glazing techniques.

7065 — Ceramics II

half course

As students discover and develop a personal style, this course stresses advanced throwing and handbuilding skills, including large-scale ceramic mosaic work. Prerequisite: Ceramics I.

7069 — Sculpture

term course

This course explores sculpture through the medium of clay. The two main ways to create sculpture — additive and subtractive — are presented through bas relief and in-the-round assignments.

7070 — Advanced Studies in Sculpture and Ceramics

half course

Emphasis in this course will be placed on the development of personal artistic vision and excellence in craftsmanship. Advanced techniques will be explored in depth as will glazing and other finishing techniques. Mixed media will also be incorporated in the works. The course will also include a survey of historically important practitioners of the medium as well as field trips to local galleries, ceramics and sculpture studios. A body of work will be created over the course of the year culminating in an exhibition in the Barnes and Wilde Galleries.

Photography and Video

The art department teaches in both wet and dry (digital) modes. The Richmond Art Center houses a multistation digital photography lab, a multistation black-and-white darkroom and a large shooting studio; all chemicals for photo processing are provided. The student must use a Pentax ZX-M, a durable and reasonably priced 35 mm camera, for the beginning-level course. This camera is available for rental or purchase in the school bookstore.

7080 — Photography I (Darkroom)

Term Course

In this course students will be introduced to the basic techniques, processes, and approaches of the black-and-white photographic craft. We will cover the fundamental principles of 35mm camera operation, the darkroom procedures involved in developing film and making prints, plus some of the methods by which photographs are manipulated and finished presentation. In addition, we will explore the medium's relationship to cultural, historical and aesthetic issues within a fine art context.

7083 Photography I (Digital)

term course

In this course students will learn the fundamentals of digital photography starting with proper control of the Single Lens Reflex (SLR) digital camera. Lessons in capture, resolution consideration, image enhancement/manipulation (utilizing Adobe Photoshop), and ink jet printing techniques will all be explored. In addition, we will discuss the medium's relationship to cultural, historical and aesthetic issues within a fine art context.

7085— Photo II (Darkroom)

term course

The first part of this course considers such photographic techniques as solarization, negative prints, combination printing and toning. The second allows students to pursue a photographic project of their choosing. Prerequisite: Course 7080 or 7081.

7086— Photo II (Digital)

term course

This course will continue to explore the digital photographic environment with students learning more complex techniques in Adobe Photoshop. Analogies will be made between traditional darkroom practices and digital ones. Students will develop a more personal relationship to the medium, which will culminate in both a digital and printed portfolio. Prerequisite: Course 7083.

7091 — Film/Video Production

Half course

In this course students will learn the fundamentals of filmmaking utilizing digital video cameras and Apple Final Cut Express software to edit their footage. We will start with an introduction to early cinema and explore film genres ranging from documentary to music videos. Students will create their own DVDs with projects based in narrative story telling to experimental dream sequences incorporating special effects.

7092 — Digital Animation/Special Effects in Video

half course

This course will introduce students to techniques in “stop motion” animation as well as other digital animation approaches. Projects range from clay-mation, to drawing and painting for animation, utilizing a range of effects and sound. Screening of animated short films will accompany the technical, conceptual and aesthetic components of this class. In addition, students will explore “green screen” technology as a way to combine video footage within a studio setting.

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.

7097 — Advanced Placement Art Seminar

year course/seniors; juniors with permission of the department

An intensive studio art experience, this course prepares the serious student to submit a comprehensive portfolio either for the AP Examination in Studio Art or for college admission. All students work with a variety of drawing materials, choosing a particular medium (two-dimensional and/or three-dimensional) for the personal concentration section of the portfolio. Students work with the instructor to select appropriate works and to make necessary slides. Prerequisite: Drawing I and one other studio art course.

7098 (Term Course) — Independent Studies in Art

7099 (Half Course) — Independent Studies in Art

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 adviser, project adviser, 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.

THEATER & DANCE

The theater and dance courses and programs provide the student with opportunities to enhance artistic and creative talents. Students of performance, dance, direction, design, production and technical theater work directly with theater faculty and professional artists to create excellent theater and dance productions to develop personal skills.

Theater

The theater endeavors to spark new interest in those who have never done theater before, to further the development of students who have had some theater background, and to hone the technique and talent of the advanced student of theater. Theater performances offer development opportunities for students not only in acting, singing, dancing, directing, producing, public speaking and playwriting, but also in technical and leadership positions such as stage management, lighting and sound design, costume, set, lighting, scenic art, carpentry, sound and stage crews.

In addition to the formal classes listed below, Loomis Chaffee mounts many diverse genres of main- and second-stage theater productions each year. These include:

Fall Shakespeare or Drama

Fall Stage I: Monologues and Scenes

Winter Musical

Winter Ballet

Winter Stage II: Monologues, Scenes and Comedy Improv

Spring Film Festival

Spring Musical Revue

Spring One-Act Playwriting Festival

Spring Stage III: Theater Revue

Spring Dance Revue

Spring Comedy Cabaret

Students participating in the fall main-stage productions may elect to receive an exemption for the athletic requirement for the fall term. A student may request this exemption three times during his or her Loomis Chaffee theater career. Those students cast in the winter musical receive a physical education credit for their dancing.

Theater courses are open to students of all classes, interests and abilities. To be competitive for admission to acting schools and/or to establish a strong theater résumé for liberal arts college applications, a serious student should audition for at least one major and one minor production each year, as well as take at least one theater course each year. Help in planning a theater curriculum can be obtained from the department head early in the student's career.

Students currently or previously enrolled in acting classes may also arrange for private, non-credit acting lessons for an additional fee.

The school's art requirement may be satisfied by any theater, music or visual arts course.

7240 — Introduction to Acting

term 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, 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**. **Introduction to Acting** concludes with a group exercise in a workshop production of Stage I, II or III. This course may be taken as a sixth course.

7242 — 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. Prerequisite: **Introduction to Acting** or permission of the instructor. This course may be taken as a sixth course.

7252 — Advanced Acting for Shakespeare

spring term/not offered 2010–11

This course emphasizes the philosophical basis and techniques necessary for acting in Shakespearean comedy and drama. Students continue to improve their acting, improvisation and audition skills by intensifying their study of naturalistic, objective-based, moment-to-moment acting techniques within the framework of Shakespeare's prose and blank verse. The class stresses audition pieces, monologues and scene study from Shakespeare's plays. Viewing of selected film scenes and visits to professional theaters in New York and Connecticut complement the course. Prerequisite: **Fundamentals of Acting** or permission of the instructor. This course may be taken as a sixth course.

7253 — Advanced Acting for Comedy

spring term

In this course, students study, create, rehearse and perform various genres and styles of comedy, including farce, slapstick, political and social satire, burlesque, improvisation, stand-up, impersonation and comedic scenes. Students will consider the comedic DNA of such artists or groups as Monty Python, Saturday Night Live, Woody Allen, Carol Burnett, Whoopi Goldberg, Richard Pryor, Neil Simon, Jon Stewart, Chris Rock, Stephen Colbert and Robin Williams. The students' work will culminate in their creation and performance of the Spring Comedy Cabaret. Viewing several professional comedic performances complements the course. Prerequisite: **Fundamentals of Acting**.

7254 — Improvisation

half course

A popular teaching and performance method that has been used since ancient Greek thespians invented theater, performance improvisation requires the actor to develop emotional-impulsive and objective-based motivations, moment-to-moment playing, greater physical freedom and flexibility, and a desire to support and engender trust in the acting ensemble. In this class, students of improvisation (both comedic and dramatic) work to rid themselves of theatrical self-censorship and strive to buttress the frequency with which they make committed acting choices. Prerequisite: **Fundamentals of Acting** or permission by the department.

7270 — Theatrical Production and Management

half course

Of primary importance to the success of all public and theatrical events, the producer—the practical and philosophic leader of such presentations—holds the most important position in any production process. And nowhere else is this leadership more absolute than in the producing of a full-scale Shakespearean drama/comedy, of a full-length Broadway musical, of an evening-long Playwriting Festival and of an organization-wide philanthropic benefit. The students in this class—by envisioning the scope of these events, by collaborating with professional designers and technicians, with the LC Parents Association and with the Connecticut Children's Medical Center—create and head all of LC's theatrical events, including the biennial

Loomis Chaffee Cancer Benefit. In doing so, these students take the first steps towards developing the managerial abilities of a professional producer.

7275 — Technical Theater I: Theory and Design

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 main-stage Theater & Dance Department productions. It is important to note that this class meets for two hours both Monday and Wednesday evenings.

7279 — Technical Theater II: Advanced Theory and Design

half course

Students in this class learn to apply the practical knowledge of scenery, costumes, lights, sound and stage management gained in Technical Theater 7275 to the creation of their own original work. After examining professional stage designs and exploring the concepts behind successful stage design, students both design class projects and serve as designers and stage managers for the many student-run shows in the NEO Theater during the spring. Students also serve as crew-chiefs and stage managers for main-stage NEO productions. It is important to note that this class meets for two hours both Monday and Wednesday evenings. Prerequisite: Technical Theater I.

7287 — Playwriting & Directing

half course/ juniors and seniors

For the first half of the year, students read professional 10-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 One-Act Playwriting & Directing Festival.

7290 — Public Speaking and 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 will 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 inform. The course will also introduce traditional forms of debate: both extemporaneous and prepared.

7299 — Independent Studies in Theater

term course

Loomis Chaffee Theater encourages the development of an Independent Study Project in theater. The student must arrange for the director of theater to be the project adviser, **submit a written proposal** and obtain approval from the academic adviser and the dean of faculty.

Dance

A wide variety of dance classes are offered, both during the day and after school. These classes fulfill the physical education requirement, and some offer performance opportunities as well. Any student may also arrange for private, not-for-credit dance lessons for an additional fee. Please see dance descriptions on page 55.

MUSIC

The music department offers to all students a variety of curricular musical experiences that challenge and advance their musical abilities, both in the classroom and through individual or group performance. Students enrolled in the applied music courses perform in numerous campus concerts. The Music Department also encourages students to extend themselves into extracurricular involvements, such as the spring recital series, and state and regional competitive auditions.

For students planning to pursue studies in music in a significant way on the college level, the music department recommends that the secondary school program include at least one performance course on the student's primary instrument each term, at least one course 7510 – 7514, and Music Theory I. Beyond these basic recommendations, the department strongly encourages preparation of solo or shared recitals during the junior and senior years, and preparation of a CD for inclusion in the college application process.

Members of the department encourage student participation in summer programs at other institutions and are eager to help students identify programs best suited to their goals and current levels of music mastery.

The school's arts requirement may be satisfied by any music, visual arts or theater arts course. No specific music course is required.

Music Theory and History

7500 — Music Theory I

term course/all classes

This course introduces the basic elements of music theory: note reading, scales and modes, key signatures, rhythmic patterns, intervals and chords, and basic melody writing. The course emphasizes ear training, sight singing and basic keyboard skills, and benefits both the student who wishes to begin the study of music theory and the student who wishes to acquire a greater command of the fundamentals of notation in order to work more efficiently in a choir or an instrumental ensemble. (No previous theory, vocal or keyboard skill is required.)

7501 — Music Theory II: Harmony

term course/all classes

This continuation of Music Theory I focuses on tonal relationships and harmonic design. Topics covered include chord design, chorale part writing, harmonic development, figured bass and common chord modulation. This course also presents the elements of composition and form. Sight singing, ear training and basic keyboard application continue. Students are introduced to the Sibelius music writing program. Prerequisite: Music Theory I or exemption through passing a departmental Music Theory examination.

7505 — Advanced Projects in Harmony and Composition

term course/all classes

This course provides further opportunity for advanced students in music theory. New topics include borrowed sixth chords, seventh and ninth chords, non-traditional modulations, and part writing for more than four voices. Students have opportunity to work on individual composition projects throughout the term. Sight singing, ear training and keyboard applications continue. Prerequisite: Music Theory II or permission from the Music Department contingent on passing of departmental Music Theory II examination, or Advanced Placement Music Theory. Note: Materials for this course do not duplicate materials for the Advanced Placement course.

7509 — Advanced Placement Music Theory

year course/all classes

This course is designed for students with advanced music skills and a strong interest in the theoretical, harmonic and analytical aspects of music. In regard to analysis and through the tool of composition, students are introduced to species counterpoint, classic sonata form and 20th-century and contemporary 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. Prerequisite: Music Theory II and permission of the department (7505 Advanced Projects in Harmony and Composition recommended).

7510 — History of Music I: Middle Ages Through Beethoven

term course/not offered in 2010–11

Beginning with Gregorian chant and ending with Beethoven's symphonic innovations, this course introduces the listener to some of the most typical forms and genres in a variety of musical styles. Course work covers the musical development of vocal, instrumental, folk and dance music throughout the Middle Ages, Renaissance, Baroque, Classical and beginning of the Romantic periods. Students gain an understanding of the mass, motet, madrigal, concerto, suite, symphony, oratorio and opera. Classes include listening sessions, discussions, musical performances, student presentations and video. Students attend performances of their peers and of guest artists.

7511 — Music of the Americas

term course/not offered in 2010–11

This course presents some of the dynamic and diverse music cultures that exist side-by-side in North and South America and the Caribbean. Students consider Native North American dance music and contemporary Pow Wow traditions; Cajun music and Zydeco; African-American sacred music traditions; the blues; Andean traditional wind ensembles; music of the peoples of the Brazilian rainforest; a Caribbean tour and highlighting music stemming from West African influences. Beyond reading and listening assignments, course work features study of video highlights of music, dance and lifeways. The class attends and reviews two non-Western musical events in the area. Appropriate for all students, no matter what their musical backgrounds, this course presents a non-traditional concert repertoire and offers an entirely new experience for most students.

7512 — American Musical Theater

half course/not offered in 2010–11

This course surveys the evolution of American Musical Theater from the late 1800s through the 21st century. Beginning with Burlesque and Vaudeville, the class studies the entertainers and artists of each time period. After a brief look at the influences of Gilbert and Sullivan, coursework moves on to study the composers, lyricists and performers of Ziegfeld Follies and Tin Pan Alley. Students investigate the beginnings of musical theater in New York, Chicago and New Haven, and they analyze the works of several musical theater teams of composers and lyricists including works by Bernstein, Sondheim and Lloyd Webber. Finally, students look at Broadway of the present and the future. Classes include viewing and listening sessions, discussions, musical performances, student performances and presentations.

7513 — History of Music II: Schubert Through Today

term course/not offered in 2010–11

Beginning with Schubert's vocal and instrumental works of the Romantic era, this course introduces the listener to the music of the late 1800s, stressing its influences on 20th- and 21st-century music of many genres. Students begin by studying late Romantic, Impressionist and Neoclassic works and composers and continue with elements of serialism and contemporary composition. The topics studied encompass the evolution of ragtime, jazz, blues and rock from their beginnings at the turn of the 20th century through the developmental changes leading into the 21st century. Classes include listening sessions, discussions, musical performances, student presentations and video. Students attend performances of their peers and of guest artists.

7514 — World Music

term course/not offered in 2010–11

This course introduces students to the rich and diverse world of the performance arts in selected non-Western cultures. Music cultures to be studied include sub-Saharan Africa, the Middle East, Eastern Europe, South Asia and Aboriginal Australia. Materials presented encourage students to consider the integration of music, dance,

storytelling and other performance genres into the daily lives of ordinary people. The course employs an interdisciplinary approach and considers some of the materials in conjunction with non-music courses as appropriate. In addition to readings and audiotapes, students have ample opportunity to observe the essence of music in culture through viewing videotaped and live performances.

Applied Music

The courses listed below 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.

Performance classes are open to students in all classes; courses 7532 through 7610 may be repeated for credit. For instrumental classes the student must indicate the instrument to be played on the course request sheet. Students enrolled in performance classes must attend three music department-sponsored concerts each term.

7530 — Voice I: Beginning Vocal Technique

half course/all classes

This class offers students a beginning approach to the singing voice. Through vocal exercises and song study, students work to develop proper breath support, vocal placement and resonance, singing posture, vowel formation, diction and flow phonation. Students likewise study the anatomy of the voice and the vocal mechanism. This class introduces ear-training, sight-singing and foreign language diction. Students sing together and individually for the class. Through the study of videos and recordings, students analyze the vocal technique of singers of varying levels of experience. Students attend on-campus and off-campus vocal performances. Note: This course supplements a student's work in Concert Choir 7532 and is recommended as a step toward private voice lessons; it may not be repeated for credit.

7532 — Concert Choir

half course

This course teaches basic techniques of good singing through the preparation and performance of selected music, ranging from the Renaissance to the American musical theater. From time to time the chorus joins with the orchestra and the chamber singers in the preparation of appropriate works. Auditions are not required for enrollment but will be used for placement within each section.

7533 — Chamber Singers

half course/sophomores, juniors, seniors

Designed for those students with a keen interest in choral music, this course includes the study of both classical and contemporary musical compositions. It also seeks to develop a high level of vocal proficiency, and places particular emphasis on sight reading and tone production. An audition is required for enrollment. Students electing this course must also elect Concert Choir 7532.

7550 — Concert Band

half course

Open to all brass, woodwind and percussion players, this course develops ensemble performance techniques as well as individual skills through the preparation and performance of selected band literature. Students perform in at least two major concerts each year, as well as special appearances both on and off campus. Auditions are not required for enrollment, but do determine placement within each section. The student must indicate the instrument to be played in the "Notes" section of the course request screen.

7551 — Jazz Band

half course

Open to all wind, percussion, guitar and keyboard players, this group explores the music of the Big Band era and modern jazz. Emphasis is on individual technique, chord study and improvisation. An audition in the fall is

required for enrollment in this course. The student must indicate the instrument to be played in the “Notes” section of the course request screen.

7552 — Jazz Improvisation and Theory

half course

By listening to and for 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: Students must know major scales on instrument of choice.

7560 — Orchestra

half course

All string players are encouraged to join this group. Seating auditions for strings are conducted in fall as are auditions for wind players from those participating in Concert Band 7550. Students perform in at least two major concerts each year. A string player must indicate the instrument to be played in the “Notes” section of the course request screen.

7561 — Chamber Music

half course

This class concentrates on the preparation of several scheduled ensemble concerts, as well as occasional in-class performance sessions. Open to pianists as well as string and wind players, this course forms duos, trios, quartets, etc., in accordance with the participants’ abilities. 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. The student must indicate the instrument to be played in the “Notes” section of the course request screen.

7600 — Beginning Piano Lab

half course

This small-group, studio course teaches basic piano technique to the beginning pianist. Working with headphones on electronic keyboards, class members work through a level-appropriate piano text; the instructor teaches all students 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. Note: this group-lesson class includes no additional charge to the student; it may not be repeated for credit.

7601–7610 — Private Music Study

half course

This course, graded either credit or no credit, allows a student to study voice or a musical instrument for academic credit. Credit cannot be granted for fewer than 24 private lessons over the course of three terms during the same academic year. NOTE: The 45-minute weekly lesson includes an additional fee. Parents must clearly express their permission before lessons can begin.

The music department currently arranges lessons for students in the following:

7601 Voice	7606 Percussion
7602 Keyboard	7607 Guitar
7603 Bowed Strings	7608 Harp
7604 Woodwind	7609 Saxophone
7605 Brass	7610 Other

7699 — Independent Studies in Music

term course

The student must arrange for a project adviser, **submit a written proposal** and obtain approval from the academic adviser, project adviser, department head and the dean of faculty.

Noncredit Diploma Requirements

7994 — Orientation

This required noncredit program for freshmen has the following objectives: to familiarize students with certain practical and procedural matters of Loomis Chaffee life (planning time, selecting courses, recognizing key personnel, etc.); to introduce, nurture and reinforce good study habits in the various disciplines; to encourage the individual's growth as part of the class, the school and the wider world; and to encourage individual self-evaluation in relation to social problems. The course relies on lecture and small-group activities using various media and participation by many members of the Loomis Chaffee community.

7995 — Library Skills

term course

This noncredit course is required of all freshmen, new sophomores and new juniors. It is designed to acquaint students with basic reference materials and services available in most libraries and to develop their skills in determining research strategies through conventional means and computer technology so they may learn to use libraries efficiently. The work of the course is accomplished in one double period each week for one term.

Non-native Speakers of English: After consulting with the Office of Admission, the English Department administers to non-native speakers of English a writing sample test before the fall term begins. Required tutoring is scheduled for those whose writing skills the department deems underdeveloped.

EXTRA-DEPARTMENTAL STUDY

Studies Abroad

School Year Abroad

The Loomis Chaffee School is associated with School Year Abroad (SYA), a program sponsored by Andover, Exeter and St. Paul's. Loomis Chaffee students may earn a full year of secondary school credit while enrolled at the SYA school in Rennes, France; Zaragoza, Spain; Viterbo, Italy; Beijing, China; Ichinomaya, Japan. A half year option (late Aug. through late Dec.) is also available in Hanoi.

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, ACH 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 January 15 of their sophomore or junior year. The application process is coordinated by the SYA coordinator on campus. 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. The program in Vietnam is also available as a post-graduate "gap" year before college.

8000 — SYA in France

full year

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 study literature, history and art history 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.

8100 — SYA in Spain

full year

The SYA school is located in Zaragoza, Spain, 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 study literature, history and art history 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.

8200 — SYA in Italy

full year

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, English and Latin with an American teacher from the consortium schools, while classes in Italian, classical history, art history 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. This program is open to students who are either beginning or continuing their study of Latin.

8250 — SYA in Vietnam

full year or four months

The Vietnam program is located in Hanoi. Students live with a host family, take SYA classes located on the campus of a local university and engage in service learning projects. The curriculum at SYA Vietnam focuses on issues of sustainable development. Students take English, math, Intensive Vietnamese language, Vietnamese history, and Vietnamese culture and also study AP level economics and AP level environmental science. The classes help students develop the tools to analyze issues of poverty and sustainable development. The SYA program is designed to offer students multiple perspectives on such issues—the service-learning requirement, educational travel, and homestay let students witness the issues they study in real contexts, and give them opportunities to discuss their experiences with people from different backgrounds.

8300 — SYA in China

full year

Students attend classes on the SYA China campus housed at Middle School #2, the secondary school attached to Beijing Normal University. In addition to English and math classes taught in English, students study written Mandarin, Chinese civilization, Chinese painting and Chinese martial arts taught in Mandarin by native teachers. The program includes significant travel in China and where students take part in visits to cultural and historical sites. Students may apply even if they have not studied Chinese. SYA China has had remarkable success with their very intensive Chinese language immersion classes

8350 — SYA in Japan

full year

The SYA program in Japan is located in Ichinomiya (15 minutes from Nagoya) and open to students with or without previous Japanese language experience. The SYA Japan curriculum will mirror the one that has been successfully offered for so many years in China. Students will receive full credit for coursework in English, math, Japanese history, and Japanese Society and Culture, along with a double credit in intensive Japanese language. SYA Japan shares the central elements of the other SYA schools around the world: a nine-month homestay; extracurricular activities with local organizations; distinctive educational travel; and an intellectually stimulating, full-credit academic program. A year in Japan will empower students to understand some of the most pressing issues of our day—economic, technological and environmental—learning from a nation that has taken a lead in innovation.

8400 — SYA in India

not offered 2010–11

The SYA program in India has an overarching focus on economics, sustainable development and environmental issues. Students in the program live with host families and take courses in economics, environmental science, the Hindi language, Indian history and culture, English and mathematics. The program for the school year runs from late August through late December. Students then return to finish the school year at Loomis Chaffee. Excursions and service learning projects complement the classroom and homestay experiences. The Indian program will enable American students to view firsthand some of the critical economic and environmental issues confronting the developing world.

Studies Off Campus

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

8600 — The Mountain School Program of Milton Academy

half year/fall or spring/juniors or seniors

As a charter school for 30 years, Loomis Chaffee joined Milton Academy along with 17 other independent schools in offering a unique educational experience at The Mountain School in Vershire, 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.

8700 — CITYterm

half year/fall or spring/juniors or seniors

CITYterm is a semester-long urban studies program that makes extensive use of the resources of New York City. Students live in a dormitory at The Masters School in Dobbs Ferry, 40 minutes from Grand Central Station, and they commute approximately three days each week into the city, which serves as the focus of the experiential track of the program.

Morning classes at The Masters School allow students to continue their studies of mathematics and foreign language at the appropriate levels. The core curriculum raises significant questions about the nature of urban life through an extensive study of New York City. The work is interdisciplinary, drawing its texts from a wide range of academic disciplines, such as history, literature, art, architecture, politics, sociology, theater, economics and science.

Enrollment is limited to 30 students each semester, drawn from schools all around the country. Further information can be obtained from the Academic Office.

8800 — The Rocky Mountain Semester

half year/fall or spring/juniors or seniors

The Rocky Mountain Semester (RMS) 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 twelve weeks on the Leadville campus and four weeks on

three backcountry expeditions. In essence, the Rocky Mountain 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 Rocky Mountain Semester 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.

8900 — Chewonki Semester School

half year/ fall or spring/juniors

Chewonki Semester School 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 Chewonki Semester School 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.

8999 — Educational Projects

This program allows the student to set up an ungraded, noncredit study project to pursue an interest that is beyond the scope of the regular academic curriculum. Past projects include an internship with a radio station, a course in sign language, work with a state legislator and participation in a performing dance company. Further information is available from the Academic Office.

Noncredit Summer Studies Abroad

SYA offers summer study programs in both France and China. More information on those programs can be found at www.sya.org

Study-Travel Program in Barcelona, Spain

summer 2009

This five-week summer program, run by Loomis Chaffee since 1990, is designed for students who have completed at least a second-year Spanish course. The program begins with a three-day orientation at San Pol, a small coastal town north of Barcelona. Then for four weeks students will have daily morning classes in Spanish while living with a Spanish family in Barcelona. Weekly excursions will take the students to points of interest in Catalonia: the Dali Museum, Roman ruins in Tarragona, Ripoll Monastery in the Pyrenees Mountains and the cava (champagne) cellars in Sant Sadurn d'Anoia.

The trip ends with three days in Toledo and Madrid. It serves the needs of students, both from Loomis Chaffee

and from other schools, who wish to improve their basic language skills, as well as advanced students who seek fluency and cultural immersion. For more information, call the director of Summer Programs Abroad at 860 687 6341 or fax 860 687 6181.

PHYSICAL EDUCATION and ATHLETICS

The physical education and athletic programs are important elements of the total experience of a student at Loomis Chaffee. The lessons learned from these activities benefit all students and play a major role in the learning process by providing significant opportunities that 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 activities allows students to choose activities according to their interests.

Activities include competition on over 60 interscholastic teams at varsity, junior varsity and freshman levels; intramural competition in six team sports; instruction and participation in fitness, dance, lifetime and leisure activities; and physical education classes in lifeguard training, core strength training, weight training and aerobic conditioning.

Requirements

All students must participate in one Athletic Department offering every term. Students may fulfill the requirement either through interscholastic athletics, after-school sports or daytime physical education classes (term courses); Fitness and Wellness fulfills one term course.

Independent study projects are also available on a limited basis to students who wish to pursue activities outside the curriculum and/or to students who have demonstrated a special talent. Candidates for ISPs must demonstrate an acceptable level of cardiovascular fitness. The school encourages participation in a variety of activities and discourages specialization in one sport or activity until the senior year. Students who have a special focus in music and/or theater may apply for a limited number of exemptions from the athletic requirement in order to prepare for a competition or performance.

Fitness and Wellness 9100 *fall – 9200 winter – 9300 spring*
term course for sophomores; freshmen with permission of the department

This course explores the link between a healthy lifestyle, which includes regular exercise and proper nutrition, and the prevention of chronic diseases. Other major components of the course concentrate on examining personal behavior with regard to nutrition, drugs and alcohol, tobacco use, stress management and human sexuality. Students gain insight and knowledge so they can apply the health-related science learned in biology to their own lives. Students also examine personal behavior and cultural norms; class discussions stress healthy decision making that contributes to lifelong well being.

Interscholastic Athletics

FALL

Girls

9430 — Cross Country
9433 — Field Hockey, Varsity
9434 — Field Hockey, JV
9435 — Field Hockey, III
9436 — Soccer, Varsity
9437 — Soccer, JV
9438 — Soccer, III
9439 — Volleyball, Varsity
9440 — Volleyball, JV

Boys

9450 — Cross Country
9453 — Football, Varsity
9454 — Football, JV
9456 — Soccer, Varsity
9457 — Soccer, JV
9458 — Soccer, III
9459 — Water Polo, Varsity
9460 — Boys Water Polo, JV

Coed

9470 — Athletic Training

WINTER

9530 — Basketball, Varsity
9531 — Basketball, JV
9533 — Ice Hockey, Varsity
9534 — Ice Hockey, JV
9536 — Squash, Varsity
9547 — Squash, JV
9539 — Swimming Varsity

9550 — Basketball, Varsity
9551 — Basketball, JV
9552 — Basketball, III
9553 — Ice Hockey, Varsity
9554 — Ice Hockey, JV
9556 — Squash, Varsity
9557 — Squash, JV
9559 — Swimming, Varsity
9562 — Wrestling, Varsity
9563 — Wrestling, JV

9570 — Athletic Training
9571 — Diving, Varsity
9578 — Skiing, Varsity

SPRING

9630 — Golf, V
9633 — Lacrosse, Varsity
9634 — Lacrosse, JV
9635 — Lacrosse, III
9636 — Softball, Varsity
9637 — Softball, JV
9639 — Tennis, Varsity
9640 — Tennis, JV
9642 — Track
9645 — Water Polo, Varsity

9650 — Baseball, Varsity
9651 — Baseball, JV
9653 — Golf, V
9654 — Golf, JV
9656 — Lacrosse, Varsity
9657 — Lacrosse, JV
9658 — Lacrosse, III
9659 — Tennis, Varsity
9660 — Tennis, JV
9662 — Track

9670 — Athletic Training

DAYTIME ATHLETICS

FALL

Coed

- 9106 — Conditioning
- 9135 — **Dance Company I**
- 9100 — **Fitness and Wellness**
- 9137 — **Musical Theater Jazz and Tap**
- 9136 — **Modern/Contemporary Dance Technique**

WINTER

- 9230 — **Ballet Techniques**
- 9206 — Conditioning
- 9235 — **Dance Company I**
- 9200 — **Fitness and Wellness**
- 9242 — **Into to Dance Styles**
- 9236 — **Jazz Dance Technique**
- 9215 — **Swimming**

SPRING

- 9330 — **Choreography, Composition and Improvisation**
- 9306 — Conditioning
- 9335 — **Dance Company I**
- 9322 — **Dance Variety**
- 9300 — **Fitness and Wellness**
- 9315 — **Lifeguard Training**

AFTER-SCHOOL ATHLETICS

FALL

Club & Class

- 9418 — **Ballet Technique**
- 9410 — **Cardio and Weight Training**
- 9428 — **Coed Team Videography**
- 9419 — **Dance Company II**
- 9401 — **Soccer A (advanced)**
- 9402 — **Soccer B (beginner)**
- 9403 — **Club Tennis**
- 9404 — **Club Squash**
- 9412 — **Weight Training (Advanced)**

WINTER

- 9501 — **Basketball A (advanced)**
- 9502 — **Basketball B (beginner)**
- 9510 — **Cardio and Weight Training**
- 9528 — **Coed Team Videography**
- 9520 — **Dance Company II**
- 9506 — **Fencing**
- 9518 — **Hip Hop**
- 9509 — **Jogging**
- 9504 — **Squash**
- 9512 — **Weight Training (advanced)**
- 9500 — **Winter Outdoor Recreation**
- 9516 — **Yoga**

SPRING

- 9610 — **Cardio and Weight Training**
- 9607 — **Cycling**
- 9620 — **Dance Company II**
- 9600 — **Hiking and Canoeing**
- 9619 — **Jazz Dance Techniques**
- 9601 — **Softball**
- 9606 — **Ultimate Frisbee**
- 9612 — **Weight Training (advanced)**
- 9616 — **Yoga**

Daytime Courses and After-School Offerings

All daytime and intramural programs are coeducational.

Athletic Independent Study

after school

A student who wishes to undertake an Independent Study Project in athletics must arrange for a project adviser who will maintain contact with an off-campus adviser, if appropriate, **submit a written proposal** and obtain approval from the academic adviser, project adviser, department head, and dean of faculty.

Athletic Training

after school

Students who demonstrate a strong interest in sports medicine assist the athletic trainers in daily operation of the athletic training room. By permission of head athletic trainers.

Basketball

intramural

Instruction and team competition via league play in six teams at two levels.

Cardio and Weight Training

priority given to upper classes/after school

Weight training and aerobic activity for fitness.

Conditioning

daytime/term course

Individual weight-training and aerobic-conditioning program under the supervision of a physical education teacher. Students may choose a combination of weight training, free weight lifting, jogging and/or other aerobic activities.

Cycling

after school/spring term

Students take 20-mile daily tours and one 50-mile trip. They learn basic bicycle repair.

Dance

dance class descriptions on pages 55 and 56.

Fencing

intramural/winter term

This offering presents fencing instruction with opportunities for competition.

Hiking and Canoeing

enrollment limited/after school/spring term

This course covers all aspects of safety and backcountry travel. Students take day hikes on local trails and canoe during the week, and they pursue lengthier hiking, snow shoe and canoe trips on some weekends.

Jogging

after school/winter term

In this outdoor program, students receive running instruction with fitness exercising and stretching on four fitness levels.

Lifeguard Training

daytime/term course

This course provides instruction for American Red Cross Lifeguard training, CPR for the professional rescuer and AED certification. Prerequisite: You must be able to pass the American Red Cross prerequisites to take this course (an endurance swim test).

Soccer

intramural

Instruction and team competition via league play in eight teams at two levels.

Softball

intramural

Instruction in skill fundamentals and strategies. The league includes four teams.

Squash

intramural/winter term

An opportunity for the squash novice to learn more about the game and to play. Priority will be given to those underclassmen not chosen to play on the interscholastic teams.

Swimming

daytime/winter term

An objective of this course is to promote the lifetime sport of swimming. Participants may learn to swim, become a better swimmer, or swim for good health.

Tennis and Squash

after school/fall term priority given to upper classes

Intermediate level of play. Competition in singles and doubles. Not for varsity players.

Ultimate Frisbee

intramural/spring term

Instruction and competition.

Videography

Students are taught techniques of recording sports and editing footage according to the specific needs of an interscholastic coach. They engage in physical exercise when they are not taping.

Winter Outdoor Recreation

Outdoor Winter Recreation focuses on the many different activities available in the great outdoors throughout the winter season. Activities include hiking, cross-country skiing, snowshoeing, sledding and camping.

Weight Training (advanced)

priority given to upper classes; not open to freshmen/after school

Experienced weight lifters. Prerequisite: permission of the department

Weight Training (beginner)

after school

Introduction to weight-training principles using machines and free weights.

Yoga

intramural

Instruction in a variety of yoga techniques.

Please Note: For course numbers and more clarification about daytime and after-school offerings, please

refer to the seasonal chart on page 53. Course numbers for interscholastic sports are listed in the seasonal chart on page 52.

DANCE

A wide variety of dance classes is offered, both during the day and after school. These classes fulfill the physical education requirement, and some offer performance opportunities as well. Any student may also arrange for private, not-for-credit dance lessons for an additional fee.

Modern/Contemporary Dance Technique

Daytime/fall term

Modern dance technique integrates the mind, body, and spirit into a vehicle for creative expression. Warm-up and technique exercises develop strength, coordination, flexibility, musicality, and physical awareness. Movement combinations focus on the aspects of space, time, shape, and movement dynamics.

Musical Theater Jazz and Tap (formerly Musical Theater Dance)

Daytime/fall term

This course prepares students to dance as they sing and act in musical theater productions. Students build a foundation of dance technique and dance vocabulary in jazz, tap, and character dance styles. Class exercises and choreography combinations help students gain the knowledge and confidence necessary for musical theater auditions. Students interested in auditioning for LC's Winter Musical production are encouraged to take this class.

*Tap shoes are required for this class. Please contact the instructor with questions or concerns about acquiring tap shoes.

Ballet Technique

After school/fall term; Daytime/winter term

This class introduces fundamentals of ballet technique. Instruction includes barre, center floor work and body conditioning to ensure the full development of the dancer. Advanced dancers who are already "en pointe" may, subsequent to the instructor's approval, wear their pointe shoes for class. Additional (and optional) pointe work may be included during the double period and during additional after-school meetings three times per cycle.

Introduction to Dance Styles (previously "Dance Survey")

Daytime/winter term

The Introduction to Dance Styles course is open to all students interested in, or curious about, dance. Previous dance experience is not required. In this introductory course, students will learn the basics of jazz dance technique, ballet technique, and modern dance technique. Each class will consist of warm up exercises, technique exercises designed to train the body and teach dance vocabulary, and movement combinations for performance in class.

Jazz Dance Technique

Daytime/winter term; After school/spring term

In this up-beat dance class, students will be introduced to traditional American jazz dance, contemporary jazz, and jazz-fusion styles. Participants will improve their strength, flexibility, coordination and musicality through warm-ups, technique exercises and dance choreography, set to popular music of the past and present. In the spring term course, a dance made within the class *may* be performed in the Spring Dance Concert. Students' inclusion in the performance is optional.

Hip-Hop Dance

After school/winter term

The class studies basic ethnic and street-originated styles that are demonstrated 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. For those students who wish, a dance made within this class may be performed in the Spring Dance Concert. Students' inclusion in the performance is optional. Hip-Hop Dance is taught by a visiting guest teacher.

Dance Variety

Daytime/spring term

This class is for the dancer who wants a little bit of everything! At the start of the term, the class as a whole will choose which dance styles they would like to investigate over the duration of the course. Students can choose from ballet, modern, jazz, tap, yoga, or stretch/strength classes.

Creating Dance: Choreography, Composition, and Improvisation

(formerly "Composition and Choreography")

Daytime/spring term

Students learn choreographic theory, methods for generating movement, and ways to make choreographic and artistic choices in their dances. Classes will include dance technique exercises, improvisation exercises, individual and group work. Students may develop a more confident stage presence and discover or develop their own artistic and creative "voice." Student work made in this class *may* be included in the Spring Dance Concert, dependent upon the student's choice and the instructor's approval.

No prerequisite is required, though some previous dance experience, or previous enrollment in at least one LC dance class, is suggested.

Dance Company, Level I

Daytime/year-long course

This course explores various techniques within the dance styles of ballet, jazz, and modern dance. This class allows students with previous dance experience and training to expand their dance techniques and performance abilities. Company I class focuses on both improving technique and learning repertory pieces. Students apply their dance and choreography skills to perform at school activities and in the Spring Dance Concert.

Students who wish to dance and perform, but are not cast in Company II or are unable to commit to the full year of after-school rehearsals of Company II are strongly encouraged to sign up for Company I. Prerequisite: At least two terms of Loomis Chaffee dance classes (i.e. Introduction to Dance Styles, Musical Theater Dance, Ballet Technique, et cetera) or at least two years of *recent* previous dance training. Placement determined by instructor.

Dance Company, Level II

After school/year-long course

This course is for advanced dancers who wish to dedicate their after-school time and energy to dance. In addition to maintaining and improving various techniques, this course focuses heavily on learning and making repertory dances that will be performed at school activities and in the Spring Dance Concert. Methods of generating movement and building choreography are also addressed and students' choreography will be included in some pieces. In the fall and spring terms, this course will meet all eleven days of each cycle, for an hour and a half to two hours per day. In the winter term, the group will meet for an hour each day, with Wednesdays and Week One Saturdays off. 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 are not cast in Company II or are unable to commit to the full year of after-school rehearsals for Company II, are *strongly* encouraged to sign up for Company I. Company II is cast *by audition*. Auditions for returning LC students are held in the spring of the previous school year. Auditions for new LC students are held at the start of the fall term.

For course numbers and more clarification regarding these dance options, please refer to the seasonal chart on page 53.

Community Service Program

The Community Service Program gives students the opportunity to contribute time to a variety of public and private organizations in the Windsor and Greater Hartford areas. This voluntary and extracurricular program involves a full-term commitment of one or two afternoons a week. Students who are not participating in a varsity or junior varsity sport and who do not have another extracurricular commitment that would interfere (such as a major part in a dramatic production), can serve. Selected club sports will excuse students to participate in the Community Service Program. Students may also elect to participate in community service full time (four days per week) in lieu of sports one term per year.

A registration period is held at **the end of the previous** term. Programs run until the week prior to the examination period each term. Activities are held Monday, Tuesday, Wednesday, and Thursday afternoons, usually from 3:30 until 5:30 p.m. Transportation is arranged either in school vehicles or by authorized student or faculty drivers. The Community Service Program faculty in conjunction with the hosting agency supervise activities.

Activities currently offered include a variety of tutoring and enrichment programs with children and senior citizens; work in museums and public libraries; support for adults and children with disabilities; Special Olympics; Habitat for Humanity; Foodshare; Northwest Park and projects with local churches, synagogues and hospitals. Student-initiated projects are welcome and encouraged. Students may also join in the Community Service Club to participate in special events such as providing a meal for a local shelter.