

The Lawrenceville School

Course Catalog
School Year 2023-2024



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Courses By Term

English

Fall	Winter	Spring
EN421 The Novel	EN422 Advanced Poetry	EN423 Essay Writing
EN501 Writing Seminar	EN506 Literary Journalism	EN511 Creative Writing: Techniques in Poetry and Short Fiction
EN506 Literary Journalism	EN510 Literature of the Beat Generation	EN516 Essays Of Reflection
EN507 Literature Of National Pastime	EN511 Creative Writing: Techniques in Poetry and Short Fiction	EN518 Literature as Philosophy
EN508 African American Literature	EN523 Hemingway	EN522 Inventing Truth: The Art of Memoir
EN509 Advanced Literary Research	EN524 The Latino/ Latinx Experience Through Literature	EN527 The Body in Literature
EN512 Radical Love in African American Literature	EN526 Flash Fiction	EN528 Law as Literature
EN513 Nobel Pulitzer National Booker	EN536 Creative Nonfiction	EN529 Remembrance: The Self When the Fog Lifts
EN517 Doing Philosophy with the Movies	EN540 Poetry Seminar	EN531 Chekhov
EN520 From Freud To The Void	EN543 Opinions and Events	EN535 The Multigenre Writing Workshop
EN533 Moby Dick	EN547 The Screwball Comedy: From Shakespeare to Hollywood and Beyond	EN537 From Dithyramb to Dr. Dre: Life through Lyricism
EN538 Science Fiction: Imagined Futures	EN549 Linguistics: Dr. Johnson to Dr. Chomsky	EN552 Children's Literature
EN543 Opinions and Events	EN554 The Art of Biblical Narrative	EN556 Modern English Plays
EN544 Shakespeare's Comedies: Masks We Wear	EN558 Fairy Tales: Happy Endings or Grimm Realities?	EN563 American Literature and the Free Market
EN548 West Of Everything	EN565 War Stories	EN572 Literary Heroes: The Legacy of Troy
	EN578 Dystopian Literature and Social Protest	EN574 One Term, One Text: Reading the Greats
IN504 Legal Practice And Procedures		EN581 American Voices: Literary Movements (1865-Present)
IN505 Writings in International Policy and Strategy		
IN565 Playwriting (PA)	IN502 American Indian Literatures	IN503 Chaucer: Text and Context
IN567 Shakespeare's Tragedies: Everyone Dies in Performance (PA)	IN506 Case Studies in International Policy and Strategy	IN507 Case Studies in International Policy and Strategy
IN574 Language of Leadership		IN512 Heuristics

Year long:

HU201 Humanities - English
EN301 English III

History

Fall	Winter	Spring
HI451 Economics	HI460 Race & Membership in American History: The Eugenics Movement	
HI503 Native Americans' America	HI504 Native Americans' America: Removal through Today	HI505 Contemporary Native Americans' Seminar
HI508 Modern Latin America: Continuities and Change	HI527 Lincoln	HI530 Global Renaissance(s)
HI515 Advanced Research Seminar	HI532 Revolt, Dissent, & Protest: Revolution in the 19th Century Atlantic World	HI533 Origins of the Totalitarian State
HI526 Race and Mass Incarceration	HI588 Women and the American Experience: The Early Years (Origins-1920)	HI575 The American Presidency
		HI587 Reporting Vietnam
		HI589 Women and the American Experience: The Modern Years (1920-Present Day)
IN522 The Middle East - Myth And History	IN522 The Middle East - Myth And History	IN518 Apocalypse Now
IN563 Ancient Greco-Roman Philosophy	IN539 Communities of Faith: Judaism, Christianity, and Islam in Medieval Spain	IN548 Reclaiming the Black Body
IN564 Social Justice Scholars Seminar	IN547 Martin Luther King, Jr. and Malcolm X	IN573 Managing Technology & Strategic Innovation
IN513 Poverty (Fall and Winter)	IN513 Poverty (Fall and Winter)	
IN524 Immigration Stories/Immigration Theories (Fall-Winter)	IN524 Immigration Stories/Immigration Theories (Fall and Winter)	

Which Level U.S. History Class Should I Take?

Year Long:

HU204 Humanities - Cultural Studies
HI301 Forces That Shaped The Modern World
HI421, HI422, HI423 Themes in US History
HI521, HI522, HI523 Honors Government
HI536, HI537, HI538 A History of American Democracy in Cases
HI541, HI542, HI543 US History Survey
HI551, HI552, HI553 Honors Economics

Interdisciplinary

Fall	Winter	Spring
	ENGLISH	
IN504 Legal Practice And Procedures	IN502 American Indian Literatures	IN503 Chaucer: Text and Context
IN505 Writings in International Policy and Strategy	IN506 Case Studies in International Policy and Strategy	IN512 Heuristics
IN565 Playwriting		
IN567 Shakespeare's Tragedies: Everyone Dies in Performance		
IN574 Language of Leadership		
	HISTORY	
IN522 The Middle East - Myth And History	IN522 The Middle East - Myth And History	IN518 Apocalypse Now
IN563 Ancient Greco-Roman Philosophy	IN539 Communities of Faith: Judaism, Christianity, and Islam in Medieval Spain	IN548 Reclaiming the Black Body: A Cultural History on the Representation of Black Bodies in the African Diaspora.
IN564 Social Justice Scholars Seminar		IN573 Managing Technology & Strategic Innovation
IN524 Immigration Stories /Immigration Theories (Fall and Winter)	IN524 Immigration Stories /Immigration Theories (Fall and Winter)	
IN513 Poverty (Fall and Winter)	IN513 Poverty (Fall and Winter)	
	IN547 Martin Luther King, Jr. and Malcolm X	
	INTERDISCIPLINARY	
		IN588 Capstone
	LANGUAGE	
IN553 Honors French: Life Stories: Ethics and Aesthetics in French écriture de soi	IN528 Honors Spanish: Politics & Poetry	IN525 Honors French: French Cinema
IN527 Honors Spanish: The Hispanic History of the U.S.	IN556 Honors Latin: Roman Theater	
	PERFORMING ARTS	
IN565 Playwriting	IN566 Dramaturgy: Illuminating the World of the Play	IN535 Mythological Theatre: Gods, Heroes, and Monsters
IN567 Shakespeare's Tragedies: Everyone Dies in Performance		

	RELIGION	
IN545 Religion, Spirituality, & Music: Harmony of Humanity	IN542 The Karma Of Words	IN546 Religion And Ecology
	IN550 Makers Modern Mind (Winter and Spring)	IN550 Makers Modern Mind (Winter and Spring)
	IN558 Bioethics (Winter and Spring)	IN558 Bioethics (Winter and Spring)
	SCIENCE	
IN560 Race		IN533 Botany & Boat Building
		IN562 Food Studies

Language

Fall	Winter	Spring
LA504 Advanced Chinese I	LA505 Advanced Chinese II	LA506 Advanced Chinese III
LA507 Advanced French I	LA508 Advanced French II	LA509 Advanced French III
LA501 Advanced Latin I	LA502 Advanced Latin II	LA503 Advanced Latin III
LA510 Advanced Spanish I	LA511 Advanced Spanish II	LA512 Advanced Spanish III
LA521 Honors Chinese: Topics in Modern China I	LA522 Honors Chinese: Topics in Modern China II	LA523 Honors Chinese: Topics in Modern China III
LA527 Honors Chinese: Journalism I	LA528 Honors Chinese: Journalism II	LA529 Honors Chinese: Journalism III
LA545 Honors Latin: Roman Historiography		LA543 Honors Latin: Augustan Rome
	LA562 Honors French: L'impressionnisme : une révolution artistique	
LA597 Honors Spanish: News and Culture		LA594 Honors Spanish: Improvisaciones
IN553 Honors French: Life Stories: Ethics and Aesthetics in French écriture de soi		IN525 Honors French: French Cinema
	IN528 Honors Spanish: Politics & Poetry	IN554 Honors Spanish: Caribbean Cinemas
	IN556 Honors Latin: Roman Theater	

Year long:

LA221 Chinese 1
LA321 Chinese 2
LA421, LA422, LA423 Chinese 3
LA201 French 1
LA301 French 2
LA401, LA402, LA403 French 3
LA241 Latin 1
LA341 Latin 2
LA441, LA442, LA443 Latin 3
LA211 Spanish 1
LA311 Spanish 2
LA411, LA412, LA413 Spanish 3
LA515 Introduction to Ancient Greek

Math

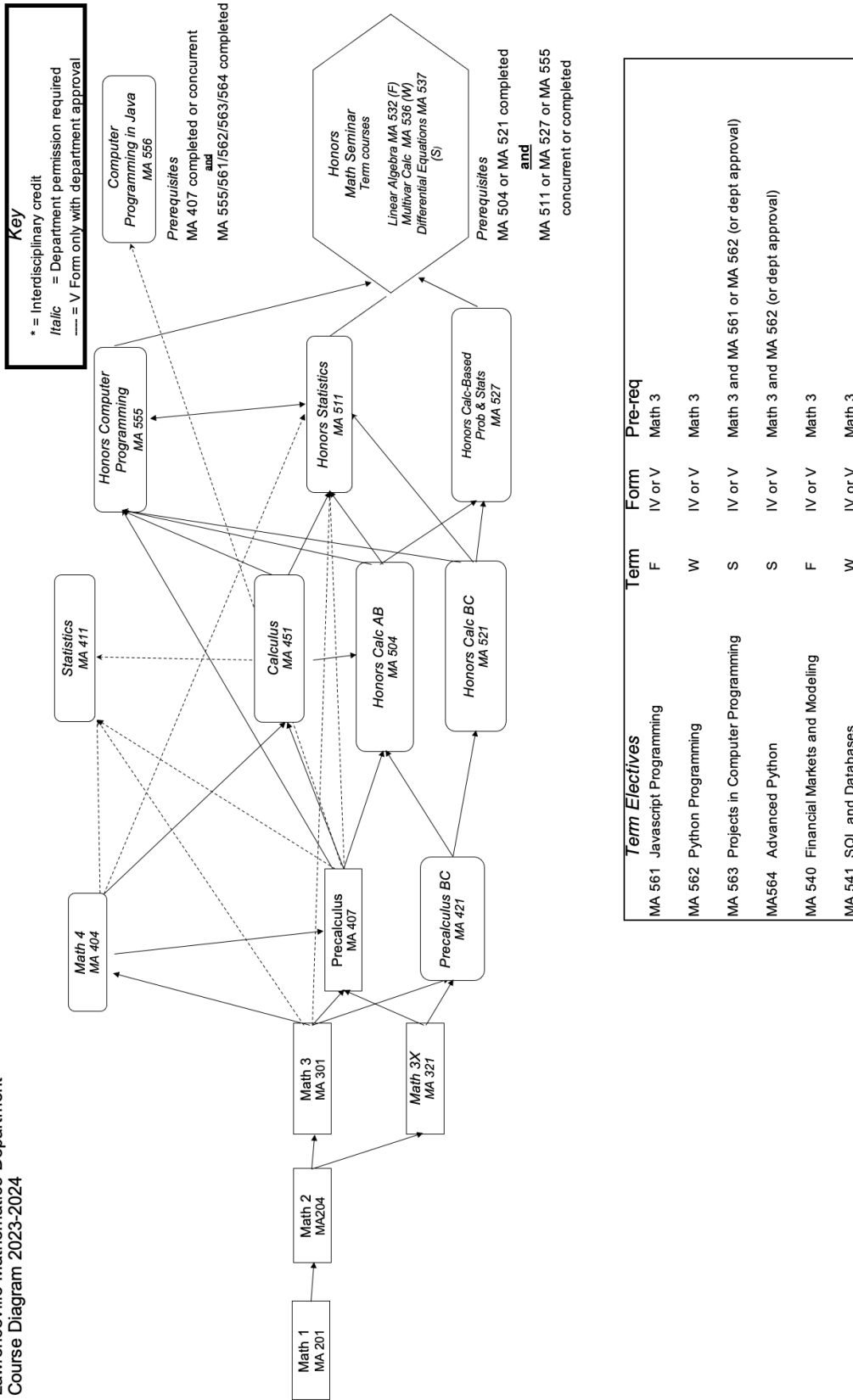
Fall	Winter	Spring
MA561 Javascript Programming	MA562 Python Programming	MA563 Projects in Computer Programming
MA532 Honors Math Seminar: Linear Algebra	MA536 Honors Math Seminar: Multivariable Calculus	MA537 Honors Math Seminar: Differential Equations
MA540 Financial Markets and Modeling	MA541 SQL and Databases	

Year long:

MA201 Mathematics 1
MA204 Mathematics 2
MA301 Mathematics 3
MA321 Mathematics 3X
MA404 Mathematics 4
MA407 Precalculus
MA421 Precalculus BC
MA411 Statistics
MA451 Calculus
MA504 Honors Calculus AB
MA521 Honors Calculus BC
MA511 Honors Statistics
MA527 Honors Calculus-Based Probability And Statistics
MA555 Honors Computer Programming
MA556 Computer Programming in Java
IN530 Honors Calculus with Physics (Paired with IN531)

Math Flow Chart: View interactive chart here <https://sentinel.lawrenceville.org/flowchart/>

Lawrenceville Mathematics Department
Course Diagram 2023-2024



Science

Fall	Winter	Spring
SC418 Psychology	SC413 Evolution Of Reproduction	SC414 Human Disease
SC421 Forensic Science (Fall and Winter)	SC421 Forensic Science (Fall and Winter)	SC415 Human Anatomy and Physiology
SC508 The Biological Roots Of Human Behavior	SC571 Research and Social Justice	SC507 Human Evolution
SC511 Honors Ecology	SC530 Research in Applied Physics: Biomechanics	SC577 Musculoskeletal Physiology
SC573 Sustainability Seminar	SC590 Learning And Memory	
SC560 Intro to Mechanical and Structural Engineering	SC561 Intro to Electrical Engineering	SC563 Projects in Engineering
SC574 Research in Molecular Genetics (Fall and Winter)	SC574 Research in Molecular Genetics (Fall and Winter)	SC575 Projects in Molecular Genetics
IN560 Race		IN533 Botany & Boat Building
		IN562 Food Studies

Deciding Which Science Course Is Right For You

Year long:

SC205 Inquiries in Biological and Environmental Sciences
SC325 Inquiries in Chemical and Physical Sciences
SC441, SC442, SC443 Chemistry
SC451, SC452, SC453 Biology
SC461, SC462, SC463 Environmental Science
SC516, SC517, SC518 Honors Biology
SC522, SC523, SC524 Honors Chemistry
SC584, SC585, SC586 Honors Environmental Science
SC434, SC435, SC436 Physics
SC534, SC535, SC536 Honors Physics
SC541, SC542, SC543 Honors Physics / Mechanics
SC551, SC552, SC553 Honors Physics / Mechanics and Theory
IN531 Honors Physics with Calculus (Paired with IN530)

Please note: A student may not take a year-long 400 level course and then take the same honors course the following year. For example: a student may not take 400 Biology and then Honors Biology the following year.

Religion and Philosophy

Fall	Winter	Spring
RP302 Intro to Religious Studies	RP302 Intro to Religious Studies	RP302 Intro to Religious Studies
RP402 Social Ethics And Genocide	RP402 Social Ethics And Genocide	RP407 Studies In Christian Origins
RP414 Philosophy	RP412 Islamic Studies	RP409 Judaism
	RP413 Ethics	RP411 Hinduism: Belief and Practice
		RP413 Ethics
		RP420 Buddhism Studies: Buddhism Thought in the Modern World
		RP425 Religions of the African Diaspora
RP515 Jerusalem	RP521 Topics in Religion: Religion and Film	
RP528 Race, Religion, and Social Justice		
RP530 Applied Ethics: Advanced Studies in Moral Philosophy		
IN545 Religion, Spirituality, & Music: Harmony of Humanity	IN542 The Karma Of Words	IN546 Religion And Ecology
	IN550 Makers Modern Mind (Winter and Spring)	IN550 Makers Modern Mind (Winter and Spring)
	IN558 Bioethics (Winter and Spring)	IN558 Bioethics (Winter and Spring)

Year long:

RP100 Religious Studies for Lawrentians

Performing Arts

Fall	Winter	Spring
Performing Arts: Music Curriculum		
	PA201 Foundations of Music (Winter and Spring)	PA201 Foundations of Music (Winter and Spring)
PA301 Foundations of Music <i>(Returning III form & Changing art forms)</i>		
PA310 Explorations of Music <i>(Fall and Winter -- New III form only)</i>	PA310 Explorations of Music <i>(Fall and Winter -- New III form only)</i>	
PA330 Shapes and Styles of Music		
PA515 Jazz Improvisation		
		PA518 Jazz: An American Art Form
		PA520 Stage and Music: Scenes, Characters, and Song
Performing Arts: Theatre & Dance Curriculum		
	PA221 Foundations of Theatre (Winter and Spring)	PA221 Foundations of Theatre (Winter and Spring)
PA326 Acting I <i>(New and Returning III Form Only)**</i>		PA326 Acting I <i>(Returning III form & Changing art forms Only)</i>
PA327 Theatrical Design: Costume Design	PA328 Theatrical Design: Lighting Design	PA329 Theatrical Design: Scenic Design
PA422 Directing I	PA424 Acting II	
	PA533 Advanced Theatre Studio: Acting and Directing	PA535 Advanced Theatre Studio: Theatre History: Drama in Context
		PA537 The Colors of Theatre <i>(New IV, V, PG forms Only)</i>
Performing Arts: Interdisciplinary Offerings		
IN567 Shakespeare's Tragedies: Everyone Dies in Performance (EN)	IN566 Dramaturgy: Illuminating the World of the Play	IN535 Mythological Theatre: Gods, Heroes, and Monsters
IN565 Playwriting (EN)		

Year long:

PA010/PA304 The Lawrentians

PA010 = for Juniors/Seniors

PA304 = Sophomores Only

****New III formers** entering into Theatre **must** take Acting I in the fall and then **must** choose a second Theatre course following: PA328 Theatrical Design: Lighting Design (T2), PA424 Acting II (T2) or PA329 Theatrical Design: Scenic Design (T3). **New III formers** entering into Music **must** take PA310 Explorations of Music.

Visual Arts

Fall	Winter	Spring
	VA201 Foundations Of Drawing (Winter and Spring)	VA201 Foundations Of Drawing (Winter and Spring)
	VA202 Foundations Of Design (Winter and Spring)	VA202 Foundations Of Design (Winter and Spring)
	VA205 Foundations Of Filmmaking (Winter and Spring)	VA205 Foundations Of Filmmaking (Winter and Spring)
	VA206 Foundations Of Technical Design and Fabrication (Winter and Spring)	VA206 Foundations Of Technical Design and Fabrication (Winter and Spring)
VA308 Explorations in Technical Design and Fabrication	VA309 Explorations in Technical Design and Fabrication II	
VA310 Explorations in Drawing		VA311 Explorations in Drawing II
VA312 Explorations in Design		VA313 Explorations in Design II
VA314 Explorations in Painting	VA315 Explorations in Painting II	VA314 Explorations in Painting (Changing art forms & IV & V Form)
VA318 Explorations in Filmmaking	VA319 Explorations in Filmmaking II	
VA332 Advanced Design	VA330 Advanced Drawing	VA334 Advanced Painting
VA337 Advanced Technical Design and Fabrication for Robotics	VA332 Advanced Design	VA336 Advanced Technical Design and Fabrication
VA338 Advanced Filmmaking		
VA410 Architecture	VA401 Painting	VA412 Ceramics I
VA412 Ceramics I	VA412 Ceramics I	VA422 Ceramics II
		VA431 Filmmaking: The Art of Visual Storytelling
VA505 Studio Art Portfolio		

Year long:

VA501 Advanced Studio

English

HU201 - Humanities - English

This yearlong English class stresses the development of students' skills in writing and grammar, close reading, and discussion, while introducing them to some of the works in the literary canon. The course begins with an intensive writing period, refreshing skills in description and narration while focusing on the students' place at Lawrenceville and in the greater community. We then use modern and ancient stories to spur our thinking and discussion. While much of the writing students do in this course focuses on forming an argument and using a text to support the steps of that argument, students also write for a variety of purposes, including to express themselves, to explore and come to understand complicated ideas, and to imitate stylistic and formal features of the authors they study. Humanities English builds a foundation of skills and knowledge for the beginning student of the humanities.

Grants: NCAA; Terms: All; Forms: II

EN301 - English III

This year-long English class stresses the development of students' reading, writing, discussion, and analysis skills through the study of short fiction, poetry, and drama. Readings include works by a variety of nineteenth, twentieth, and twenty-first century writers, including James Baldwin, Emily Dickinson, F. Scott Fitzgerald, Lorraine Hansberry, Langston Hughes, Mohja Kahf, and Flannery O'Connor. Students will also read Shakespeare's *Macbeth*. Writing assignments ask students to read a piece of literature closely and to derive and support an argument that reflects their observations about the text as a whole. Students learn to craft text-based essays and practice analysis in class discussions with particular awareness of audience. Grammar lessons review the basic parts of speech and sentences, then move through the study of major usage guidelines.

Grants: NCAA; Terms: All; Forms: III

EN421 - The Novel

This course builds upon English III by developing students' skills at interpreting and contextualizing works of literature written in different genres. The fall term is devoted to the study of long-form fiction. The reading materials include novels by a diverse range of authors from the nineteenth and twentieth centuries. Analytical writing continues to play a central role in the curriculum, with students composing analytical papers each of three novels. Discussion-based inquiry around the Harkness table encourages careful deliberation and constructive debate.

Grants: NCAA; Terms: T1; Forms: IV

EN422 - Advanced Poetry

During the winter term, IVth Formers apply their skills in close reading and literary analysis to the genre of poetry. The first five weeks are devoted to the analysis of poems written in English by diverse authors. Analytical writing continues to play a central role in the curriculum, but there may be time for students to write some poetry of their own as well. Discussion-based inquiry around the Harkness table encourages careful deliberation and shared construction of nuanced understanding. During the second five weeks of the term, students engage in an intensive study of William Shakespeare's *Hamlet*. We cultivate skills in reading and public speaking through opportunities for poetry recitation, dramatic recitation, and student-led discussion.

Grants: NCAA; Terms: T2; Forms: IV

EN423 - Essay Writing

In this course, students read three or four exemplary essays per week from The Norton Reader Anthology of Nonfiction and other sources, becoming familiar with a variety of rhetorical techniques to use in their own writing. Meanwhile, they are writing personal, memoir-style or literary nonfiction

essays of their own, drawing on the craft techniques in the models we read to render their own lives and ideas elegantly in written language. Most classes include a peer-review or workshop component, in which students help each other to revise their work towards their individual goals for their essays.

For the first half of the term approximately every week-and-a-half, students write a short essay, often modeled on the published essays that make up the reading portion of the course. Class time includes a workshop component for students to help each writer to understand and realize his or her goals for the essay. The second half of the term emphasizes revision, and the final assignment takes the form of a capstone essay, which students will expand, condense, and revise over the course of several weeks.

Grants: NCAA; Terms: T3; Forms: IV

500 Level English Classes

To foster independence of mind and inspire life-long learning, the English Department offers the Vth Form an array of term-long electives. In each class, students undertake intensive work in a specific domain of the discipline, ranging from studies of seminal writers to explorations of major literary movements and genres, as well as writing-intensive courses. Similar to college-level tutorials, electives ask students to practice significant independence of scholarship and demonstrate greater sophistication of thought than in the lower Forms. Through peer collaboration at the Harkness table, self-directed close reading, and the crafting of analytical arguments and/or creative works, students exercise critical thinking skills and advanced means of expression. Each 500-level English course requires substantial nightly reading and a minimum of 15 pages of polished writing, analytical and/or creative.

EN501 - Writing Seminar

PRIMARILY FOR NEW STUDENTS. Course 501 introduces new Fifth Form students and post-graduates to writing about experience and literature. In the fall, students will write weekly personal essays and literary analyses, developing and securing critical writing skills needed for college-level literature courses. New Vth form students who have demonstrated a clear proficiency in expository and critical writing in the past may be permitted to enroll in other English electives, and some rising Vth form students may be encouraged to take Writing Seminar before enrolling in a different 500-level English course.

Grants: Honors NCAA; Terms: T1; Forms: V

EN506 - Literary Journalism

Literary Journalists adhere to the ethics and methods of journalism but follow the timeline of non-fiction writers, creating rich non-fiction stories with hard-hitting facts and emotional weight. Examine this art form by reading the best writers of genre: John McPhee, Norman Simms, Adrian LeBlanc.

As we analyze the techniques employed by these writers and their colleagues, students will craft their own series of vignettes that adhere to the tenets of literary journalism. As a final project, students will create a newsworthy article on a subject of their choice. Students will have the option to submit the piece for publication.

Grants: Honors NCAA; Terms: T1 or T2; Forms: V

EN507 - Literature Of National Pastime

Baseball, with its encyclopedia of metaphoric language and freedom from the mechanical rigidity of the clock, has throughout its storied history captivated the literary imagination in a manner unique in the American sporting landscape. An “immigrant’s game” with a segregated past, a relic of a bygone era that evolves and reinvents itself with the times, baseball’s contradictions reflect those inherent in American democracy. Its season, beginning with the eternal optimism of spring, developing over a long summer, and concluding in autumnal decay, unfolds within a set narrative structure that nevertheless invites

infinite variations and possibilities. Readings may include WP Kinsella's novel *Shoeless Joe*, which inspired the film *Field of Dreams*; Don DeLillo's novella *Pafko at the Wall*, which reimagines the scene of the 1951 "shot heard 'round the world" at New York's famed Polo Grounds; and Michael Lewis' *Moneyball*, which helped popularize the now-dominant data-driven approach to the game. Shorter form readings will explore the history of the Negro Leagues, the growth of the game in Japan and Latin America, recent inroads by women coaches and executives, and the stories of some of the sport's mythical twentieth century figures. Course requirements include close reading, active Harkness participation, three critical essays and a final exam paper.

Grants: Honors NCAA; Terms: T1; Forms: V

EN508 - African American Literature

This course focuses on the work of American writers after the Harlem Renaissance of the 1920s, with a primary emphasis on fiction and poetry. The central concern of this course will be the efforts of Black writers to explore artistically the conflicting claims of their identities as both African and American, their experience as both apart from and a part of the American cultural scene. We will pay special attention to the role of Black vernacular culture, the irreverent, exuberant oral tradition created in slavery that has given the world the spirituals, the blues, gospel and hip-hop. Readings will draw on the short stories of Richard Wright, novels by Ralph Ellison (*Invisible Man*) and Toni Morrison (*Song of Solomon*), essays by James Baldwin, and the poetry of Robert Hayden, former poet laureate Rita Dove, and the Pulitzer Prize-winning hip-hop artist Kendrick Lamar. Writing requirements include two short essays, a midterm, and a longer final paper.

Grants: Honors NCAA; Terms: T1; Form

EN509 - Advanced Literary Research

The Merrill Scholar program is a literary research experience for rising V formers that have demonstrated a keen interest and ability in their study of literature. In the summer the students will be introduced to literary research and in the following fall the students will be enrolled in an advanced research seminar class. The intent of the fall course is to give the Scholars the opportunity to expand their summer research into an individual senior thesis while being introduced to the conventions and the discipline of literary scholarship.

Grants: Honors; Terms: T1; Forms: V; Prereqs: Participation in Merrill Scholars Summer Program

EN510 - Literature of the Beat Generation: "On the Road" to Rebellion

In the midst of the tense, Cold War-obsessed 1950s, a group of writers emerged from obscurity, entering into mainstream literary and social circles. Extolling values of freedom and non-conformity in their unusual, yet innovative approach to writing, Jack Kerouac and Allen Ginsberg solidified the movement paving the way for other writers to find their voices through literature. This course examines the Beats and their literary and social influence on American culture; focusing primarily on the birth and height of the Beat movement in the 1940s and 50s, the course will also explore the Beats' impact on literature, music, and social issues of the 1960s and 70s, such as the anti-war, civil rights, gay rights, and women's movements. Various analytical and creative writing assignments, group work, and daily preparation and participation in class discussion will factor into the overall grade.

Grants: Honors NCAA; Terms: T2; Forms: V

EN511 - Creative Writing: Techniques in Poetry and Short Fiction

This class has three major elements: 1) We will read and discuss very contemporary (often published in the last 5-10 years) poetry and short stories. Our aim here will be both to see where the conversation in American literature is right now, and to look for what those stories and poems can teach us about how to write our own stories and poems. 2) You will write short stories and poetry of your own, jumping off

from a number of possible prompts each time, but with generally a lot of freedom. 3) We will spend a large percentage of class time workshopping your creative writing (your poems and short stories), which means you should expect to have your classmates read what you write in this class and expect to do a lot of talking around the Harkness table as a workshop participant. At the end of the term, you'll have a small collection of your own creative writing to be proud of!

Grants: Honors; Terms: T2 or T3; Forms: V

EN512 - Radical Love in African American Literature

Radical Love in African American Literature: Reading and Writing Nonfiction and Poetry

What is it to love radically? In this course, students will be asked to remember and re-envision love through reading works by queer Black authors of the 20th and 21st centuries. Beginning with bell hooks' *All About Love* as a foundation, students will continue on to read works by Audre Lorde, Saeed Jones, Danez Smith, and Alice Walker. We will culminate our reading with a viewing of Julie Dash's "Daughters of the Dust" and, potentially, Beyoncé's "Lemonade." Through actively engaging with these works, students will be asked to discuss queer and heteroromantic love, familial love, love between friends, and, most importantly, they will determine how to develop what bell hooks calls a "love ethic" within communities. Through discussions and critical essays, students will inquire about and discover the power that love has to create social change. In addition to the analytical work they will write throughout the course, students will leave with a portfolio of poetry and three "chapters" of a memoir, influenced by and infused with the readings.

Grants: Honors NCAA; Terms: T1; Forms: V

EN513 - Nobel Pulitzer National Booker

Our mission at Lawrenceville is "to seek the best for all." Our world often makes this mission hard to pursue. This course uses award-winning contemporary literature to dive deep into issues challenging our society—and into the crucial work of figuring out how to respond. With so many people in the US and around the globe experiencing marginalization deriving from racialized identity, next fall the course will feature texts focusing on this problem. We will study some combination of the following: Pulitzer Prize winner Jhumpa Lahiri's *Interpreter of Maladies*; National Book Award winner Jesmyn Ward's *Sing, Unburied, Sing*; Pulitzer Prize and National Book Award winner Colson Whitehead's *The Nickel Boys*; National Book Award winner Charles Yu's *Interior Chinatown*. Course requirements include close reading, active co-leadership of class discussions, three major essays, and a final paper.

Grants: Honors NCAA; Terms: T1; Forms: V

EN516 - Essays Of Reflection

"Experience," said Aldous Huxley, "is not what happens to a man; it is what a man does with what happens to him." This course will help you to transform key moments in your life to into instructive experience. To that end, we will write (and write and write—an essay each week), recollecting significant things that have happened to you in order to turn them from ephemeral occurrences into recognizable passages in a more carefully examined life. If you have not yet sifted through crazy family rituals or what happened in your Humanities classes during Second Form or on *Outward Bound*, here you get a chance to consider and to communicate what that part of your life was (and now is) about. However you have spent the past few years, this course intends, through rigorous writing, to help you to enunciate who, what and where you've been; who, what and where you are; to what and where you might be going. Course requirements include one essay per week and a final essay.

Grants: Honors NCAA; Terms: T3; Forms: V

EN517 - Doing Philosophy with the Movies: Other Minds, Acting, Being and Perception

The goal of this class is to learn to “read” films through various philosophical lenses. The philosophy we read can be dense, at times, but the Harkness table is here for us to help each other make meaning together. We will spend some time learning how to “close-read” movies on screen the way you are, by now, used to close-reading literature. Then, we will start pairing philosophical readings with films, to “do philosophy.” We will be driven by questions about acting, lying, counterfeiting, pretending, performance, truth-telling, audiences, witnesses, surveillance, authenticity, consciousness, ethics, etc. In other words, we will be generally interested in how we make sense of other people and perform versions of ourselves for them. We will also have some occasion to talk about what we see as the purpose(s) of art, and what film seems to have to say about itself as a medium. Expect to read some primary source philosophers (G. E. M. Anscombe, J. L. Austin, Wittgenstein, Cavell...) and to watch (and write about) several films (Hitchcock, especially) through a philosophical lens.

Grants: Honors; Terms: T1; Forms: V

EN518 - Literature as Philosophy

Ultimate questions and compelling characters are often joined to great effect. This course will investigate some ways philosophers have used literature to present new ideas and how writers have mixed philosophy into their fiction. We will explore dramatic, literary, and poetic formulations, and the reading list may include Plato, Voltaire, Nietzsche, Morrison, Silko, Murdoch, and Thoreau.

Grants: Honors NCAA; Terms: T3; Forms: V

EN520 - From Freud To The Void

First off, we ground ourselves carefully in the rudiments of Sigmund Freud's scandalous psychoanalytic theory (The Rat Man and Civilization and its Discontents). Then we pick up the trail of the good doctor as it surfaces in the America Dream of the early 1950s. We pursue it, psychoanalytically, through the post-war mannerists of repression like John Cheever and J.D. Salinger, who explored some possible modes of behavior in response to the Freudian predicament. We then turn to the libidinous Beats (Jack Kerouac, Allen Ginsberg, Gregory Corso, and William Burroughs) who reshaped the project into the apocalyptic postures that were politicized in the 60s, commercialized and/or pastoralized in the 70s, romanticized in the 80s, then detoxed and archived on t-shirts for our own new century. Last stop: Hunter S. Thompson. Course work includes three essays and a final paper.

Grants: Honors NCAA; Terms: T1; Forms: V

EN522 - Inventing Truth: The Art of Memoir

We all have a story to tell. Our roots run deep, shaping the values we hold dear and molding the individuals we ultimately become. This course focuses on the study of the memoir, a type of personal narrative that zooms in on poignant and formative moments from one's past. In recent years, more and more young people have pursued this genre - some successfully, and others not so much. This course centers around the former type. The three primary texts - *Fun Home*, *Hillbilly Elegy*, and *Men We Reaped* - feature young writers of the 21st century, as they come to terms with their cultural, racial, or sexual identities through the art of storytelling. For the first half of the term, students read, analyze, and write about these texts, exploring each with a critical eye and a close attention to detail. During the second half of the term, students shift their focus to creative writing, as they craft their own work using methodology and techniques learned during the course. In addition to writing, daily preparation and participation in class discussion will factor into the overall grade.

Grants: Honors NCAA; Terms: T3; Forms: V

EN523 - Hemingway

The reading in this course will include *The Nick Adams Stories*, *A Farewell to Arms*, *The Sun Also Rises*, and *For Whom the Bell Tolls*. Because Hemingway the man is as fascinating as Hemingway the writer, we will pay close attention to selected readings from the various biographies of Hemingway. Writing assignments will be varied and will include the opportunity to write in the style of Hemingway.

Grants: Honors NCAA; Terms: T2; Forms: V

EN524 - The Latino/ Latinx Experience Through Literature

How have elements such as national origin, skin color, cultural norms, etc. shaped the experiences of the discrete Latinx groups in the U.S.? Using a historic lens to examine Latinx literature and film, this course will explore the development of the identities of these groups as well as the conflicts they have faced (and continue to face), even in a world that seeks to embrace differences. Although works representing a variety of Latin cultures will be reviewed, the course will focus on those produced by the following major groups of U.S. Latina/os – Mexican, Puerto Rican, Cuban, and Dominican – and the similarities and differences between and among these groups – both in terms of their cultural backgrounds and their reception in the U.S. As part of the historic lens, topics for discussion will include identity formation, colonialism, diaspora, immigration, and exile. Readings/viewings will include works by Jose Marti, Sandra Cisneros, Junot Diaz, and Lin-Manuel Miranda as well as primary documents from some early Spanish settlers in the Americas/Caribbean. In addition to personal responses and analytical essays, students will create a portfolio of their work that would allow for incorporating art and music as vehicles for demonstrating what they learn.

Grants: Honors NCAA; Terms: T2; Forms: V

EN526 - Flash Fiction

How short can a story be and still be a story? The flash fiction answer: less than 750 words. This course explores — from both the reading and the writing perspective — the art of the short short story. Students read a wide variety of flash fiction pieces in order to appreciate different authors' mastery of the craft, and then use these samples as models for creating their own flash fiction. The course includes a weekly workshop component for offering feedback on student work, deep dives into identifying narrative strategies, and frequent writing exercises that culminate in a final portfolio of students' best work over the course of the term. Texts may include, but are not limited to, *Flash Fiction Forward* and *Field Guide to Writing Flash Fiction*.

Grants: Honors NCAA; Terms: T2; Forms: V

EN527 - The Body in Literature

Literature has the power to subvert and challenge our identities, or reflect and reinforce them in turn. But what if the literature itself goes against our expectations of what stories and characters ought to do? In this course we study fictional presentations and critical theories of gender, sexuality, and other identities in an attempt to understand how gender has been and is constructed and commodified in the past, right now, and every day. How do these constructs intersect with other identities such as race, social class, or nationality, and help us understand the relationship between literary and material culture?

Grants: Honors NCAA; Terms: T3; Forms: V

EN528 - Law As Literature

This course is designed as a study of law as it appears in a variety of genres. We will study novels like Dostoyevsky's *Crime and Punishment* (sections); Harry Mulisch's *The Assault*; and Albert Camus' *The Fall*, as well as dramas like Ron Harwood's *Taking Sides*; Saul Levitt's *The Andersonville Trial*; and Robert Bolt's *A Man For All Seasons*. The course will also include non-fiction works like Truman Capote's *In Cold*

Blood and Alec Wilkerson's *An Act of Violence*, as well as numbers of court opinions as in *Brewer vs. Williams*; *Escobedo vs. Illinois*; and *Buck vs. Bell*. Students will also read essays by writers ranging from Rebecca West on Nuremburg to Oliver Wendall Holmes on the path of the law. Interviews with prosecutors, public defenders, and judges are also planned, and students should expect to spend a day witnessing a trial. Students will write a major paper on each of the main works, usually four, as well as weekly paragraph length essays on LSAT questions.

Grants: Honors NCAA; Terms: T3; Forms: V

EN529 - Remembrance: The Self When the Fog Lifts

In this multi-genre course, students will examine works related to memory, time, & space and inquire how each of these elements contribute to the composition of the self. Students will begin and end the course with analytical essay writing, but there will be opportunities to write poetry and/or short stories. Texts may include, but will not be limited to, Ocean Vuong's *Time is a Mother*, Daniel Kwan and Daniel Scheinert's *Everything, Everywhere, All at Once*, Virginia Woolf's *The Waves*, and others.

Grants: Honors; Terms: T3; Forms: V

EN531 - Chekhov

Aside from Shakespeare's, very few playwrights' works grace New York and London stages as much as those of Russian writer Anton Chekhov, whose four major plays, hostile to traditional definitions of comedy and tragedy, exerted a profound influence on twentieth century drama. With memorable country characters who, like many a boarding school senior, firmly believe that "real life" is happening elsewhere (in this case Moscow, not college), Chekhov explores artistic ambition, family dynamics, and the inescapable legacy of history, among other universal topics. After a brief study of Ibsen's *The Wild Duck*, which inspired him, we will read the four major plays—*The Seagull*, *Uncle Vanya*, *Three Sisters*, and *The Cherry Orchard*. Chekhov's life and work as a practicing physician, as well his influential short fiction, will inform our study. Students should expect three comparative essays and a collaborative final assignment that will allow them to perform and analyze a favorite scene. Student-driven discussions will be enriched by excerpts from film and stage adaptations of each work.

Grants: Honors NCAA; Terms: T3; Forms: V

EN533 - Moby Dick

This course is devoted to an intensive reading of Herman Melville's *Moby Dick* (1851). Although it made Melville almost no money, selling fewer than 10,000 copies world-wide during the forty years between its publication and Melville's death in 1891, *Moby Dick* is now thought by many critics to be the most influential, if not the greatest, of American novels. Some of Melville's analogues and sources will be examined, and emphasis will be given to the historical and cultural issues informing the novel. Students will be required to keep a log, or journal, of their experiences and reactions as the Pequod sails round the world in search of the White Whale, and they will write two short essays and a longer final paper. As time permits, we will also consider Melville's writing career after *Moby Dick* by reading *Bartleby the Scrivener* and *Billy Budd*.

Grants: Honors NCAA; Terms: T1; Forms: V

EN535 - The Multigenre Writing Workshop

Often as students of literature, we neglect to exercise that muscle that is so crucial to lifelong readership: enjoyment. What makes a work successful? Why and how do stories, essays, poems grip us?—move us? This workshop will emphasize student writing: producing, studying, critiquing, and revising short stories, poems, and essays. Arranged thematically, model texts will provide direct examples of successful writing across the host of topics students will pursue through their own work. Along with reading and discussing work of high caliber, students will write in two genres each week (a

poem and either a short story or essay). Half of class time will be devoted to workshopping peer writing. Growth mindset required.

Grants: Honors NCAA; Terms: T3; Forms: V

EN536 - Creative Non-Fiction

Through an exploration of model compositions and their own writing, students will grapple with questions that plague the creative nonfiction genre: Where do you draw the line between fiction and non-fiction? Is memory a fair primary source? Is the line between fiction and non-fiction as distinct as we characterize it to be? Students will produce their own forms of the genre - from fact-based essays, to memoirs, to researched-based creative non-fiction essays and will be asked to reflect on their own distinctions between fiction and non-fiction by explaining and defending their choices. This course will primarily focus on shorter form contemporary examples with works by Zadie Smith, John Jeremiah Sullivan, David Sedaris, Aimee Nezhukumatathil, Robin Wall Kimmerer, and many more.

Grants: Honors NCAA; Terms: T2; Forms: V

EN537 - From Dithyramb to Dr. Dre: Life through Lyricism

In ancient Greece, crowds of men, some dressed as hybrid human satyrs, bellowed and sang the dithyramb—an ancient Greek Hymn—with ecstasy and passion. In 2022, in movie theaters across the U.S., teens dressed in suits, worshipping Yeat’s song “Rich Minions”, serving as a symbolic anthem for the new cinematic release *The Rise of Gru*. In this course, students will explore social, emotional, and political landscapes, and accompanying music traditions, as portrayed through song lyrics and lyricism. Students will engage both ancient songs and more contemporary counterparts spanning across a wide range of modern genres to construct a living history of lyricism and this complex art’s influence on respective and collective identity formation. Primarily, students will engage with song lyrics through free online resources while accompanying texts such as, *The Theory of the Lyric* by Jonathan Culler, *The Hip Hop Wars* by Tricia Rose, *Blackbird Singing* by Paul McCartney, among many others, will provide students with theoretical and critical lenses to examine lyricism. Students will complete multiple formal song analyses, creative projects centered around specific songs of their choosing, an oral presentation, and a half analytical and half creative final assessment.

Grants: Honors NCAA; Terms: T3; Forms: V

EN538 - Science Fiction: Imagined Futures

Have you ever wondered what the political and intellectual impact would be on our world if we collected all human knowledge into an “Encyclopedia Galactica”, or if all technology was irreversibly eliminated from our world? Do you ponder what the inside of a 1,000 foot-long giant sand worm’s mouth looks like or what lies beyond the ceiling of the universe? This course is devoted to addressing the complex and curious questions around unknown futures, foreign prophecies, advanced technologies, and more that arise when immersing oneself in other worlds distant but deeply related to our own. Together, we will read both *Stories of Your Life and Others* by Ted Chiang and *The Unreal and the Real: Selected Short Stories* by Ursula K. Le Guin. Additionally, we will read other stories by Octavia Butler, Philip K. Dick, and more. We will examine specific scenes of cinematic works from movies like *Arrival* (2016) and *Dune* (2021) to specific episodes of *The Twilight Zone* and *Night Gallery*. Students will complete frequent, short analytical essays and two larger creative projects over the course of the term as well as a written final. There will be robust nightly reading, graded Harkness leader activities, and debates.

Grants: Honors NCAA; Terms: T1; Forms: V

EN540 - Poetry Seminar

Poetry Seminar offers students the opportunity to pursue the study of poetry in a variety of ways. To begin with, they will typically write between eight and ten poems of their own over the course of the term, as well as a like number of brief critical essays on the poems of a variety of important poets. Members of the class should anticipate reading their work to the class and also editing and commenting on the work of their colleagues. In addition, in conjunction with the James Merrill Poetry Seminar, students will have the opportunity to converse with the distinguished poets who have come to Lawrenceville over the years, poets ranging from Mr. Merrill himself and fellow alumnus Arthur Sze, to the 2020 winner of the Nobel Prize, Louise Gluck. Recent visitors have also included Eduardo Corral, Ocean Vuong, and Maggie Smith.

Grants: Honors NCAA; Terms: T2; Forms: V

EN543 - Opinions and Events

What does it mean to be informed in today's society? With a 24 hour news cycle and social media at our fingertips, how do you make an educated opinion? Without the ability to comprehend and analyze all the information that consumes us are we fully literate? This course is designed to help students increase their knowledge concerning cultural, social and political events. We will examine The New York Times, The Wall Street Journal, The New Yorker and The Atlantic as well as various other print and social media outlets. Students will learn media literacy skills, including reading laterally, fact-checking, and identifying bias. Students will discuss and analyze the reporting/coverage of current events and will synthesize their finds into bi-weekly opinion pieces.

Grants: Honors NCAA; Terms: T1 or T2; Forms: V

EN544 - Shakespeare's Comedies: Masks We Wear

This elective looks closely at three very different comedies (Twelfth Night, The Merchant of Venice, and Much Ado About Nothing) focusing on the motifs of disguise and deceit in each as well as the question of what constitutes a comedy. All of the plays involve both physical and figurative masks, and each raises questions about the morality of hiding one's true identity behind a false front. Video versions of each of the plays supplement the texts, and if we have an opportunity to see a live show in the area, we will take advantage of that. In addition, a little time at the very start of the term will be dedicated to writing personal essays to give seniors the opportunity to do some work on their college applications. Students will write two personal essays and three analytical essays over the course of the term.

Grants: Honors NCAA; Terms: T1; Forms: V

EN547 - The Screwball Comedy: From Shakespeare to Hollywood and Beyond

This elective will look closely at the genre that has come to be called "screwball comedy": comedies that see a romance through mischance and difficulty before ending in "felicity," as Jane Austen might say. We'll start with Shakespeare, looking closely at Much Ado About Nothing before turning our attention to Classic Hollywood's versions of the genre from the 1930s and 40s, and eventually a contemporary novel (which Eugenides quite explicitly titles *The Marriage Plot*). In order to give us both a critical eye for detail and social context along the way, we'll dig into some of the informative criticism that has sprung up in the wake of the genre. Our framing questions will include the following: "What defines the genre of screwball/romantic comedy?" "What social and philosophical concerns do these stories reveal?" "Why does comedy often waver so close to being tragedy?" "What do these stories have to teach us about happiness?"

Grants: Honors NCAA; Terms: T2; Forms: V

EN548 - West Of Everything

This course studies the West of the American Imagination as it played out over the course of the 20th Century in Western novels, in film, and on television. The course will include recent novels like Ron Hansen's *Desperadoes*, Cormac McCarthy's *All the Pretty Horses* and *Blood Meridian*, and Michael Ondaatje's *The Collected Works of Billy the Kid*; short stories by Stephen Crane, Richard Ford, and Lee Abbott; and classic Western novels like Louis L'Amour's *Hondo*, Jack Schaefer's *Shane*, and Larry McMurtry's *Lonesome Dove*. We will also see numbers of films, ranging from John Ford's *Stagecoach* and *The Searchers*, to Clint Eastwood's *Unforgiven* and Bradley Cooper's *Hostiles*. By exploring frontier politics, however, the course coincidentally encounters several, intense moments of male violence, raising questions surrounding the justifications of their actions. Students are forewarned that the recent films are graphic in their portrayals of frontier violence. Students should expect to write a major paper on each novel and brief essays on the films.

Grants: Honors NCAA; Terms: T1; Forms: V

EN549 - Linguistics: Dr. Johnson To Dr. Chomsky

We investigate the astonishing properties of language. Students lead the analysis of subjects that may include lexicography, theories of the origins of language, syntax and semantics, etymology, phonetic transcription, universal grammar, slang and dialect, neurolinguistics, and artificial intelligence. We begin with an examination of Samuel Johnson's production of the 1755 *Dictionary of the English Language*. We then read selected chapters from a standard linguistics textbook followed by a careful examination of classic essays by language theorists like Ferdinand de Saussure and Charles Sanders Peirce, then modern investigators such as Noam Chomsky, John Searle, Gerald Edelman, Derek Bickerton, Terrance W. Deacon, Oliver Sacks, and Steven Pinker. Students write three papers and conduct a term-end linguistic research project of their own devising.

Grants: Honors NCAA; Terms: T2; Forms: V

EN552 - Children's Literature

Looking at books that range from early childhood picture books to juvenile and young adult literature, this course considers children's changing perspectives in the context of the art of illustration, the nature of storytelling, and the communication of "grown-up" themes through children's literature. Using information on the various phases of physical, psychological, intellectual, and moral development as a framework, we read classics such as *My Father's Dragon*, *The Hundred Dresses*, *The Phantom Tollbooth*, and *The Pushcart War* along with numerous picture books, children's poetry, and children's series books.

Grants: Honors NCAA; Terms: T3; Forms: V

EN554 - The Art of Biblical Narrative

The Bible is arguably the most influential book in the history of Western culture, and it is impossible to become well versed in literature in English without some knowledge of Scripture. Who wrote the Bible? When? Why is humanity created twice in the Book of Genesis? Why is the God addressed by two different names? If there is only one God, why does He say in the Tower of Babel story, "Come, let *us* go down to confuse their language"? Why doesn't God have a wife? Answers to these and many other fascinating questions can be found in this introduction to the Bible as literature. This course is expressly designed for students who have little or no experience reading the Bible. The reading will be taken from Robert Alter's monumental new translation of the Hebrew Bible—formerly called the Old Testament by Christians, now called the First Testament—and the Revised Standard Version of the Second Testament, which Christians used to call the New Testament. While our focus will be on the first five books of the Bible traditionally said to have been written by Moses, we will also read from Psalms, the Book of Job,

Isaiah, the Gospel of Matthew and, time permitting, selected Epistles of St. Paul. Assessments will include in-class essays, a midterm examination, and out-of-class essays.

Grants: Honors; Terms: T2; Forms: V

EN556 - Modern English Plays

It has been said that the world has never seen a greater period of change than the 20th century, and the modern stage has artfully reflected the confusion and excitement of that time. In the first half of the century, England was involved in two World Wars, the sobering effects of which can be clearly seen on the British stage. The snobbery and waste of the upper classes that was once a great source for comedy was now a more appropriate theme for tragedy, and humor found itself rooted in the existentialist idea of absurdity itself. This elective will look closely at this change in the theater. We will read at least six plays over the term and do a little research into each of the authors. The class itself will be text and discussion based, but it will also include films and our own oral interpretations of the plays around the Harkness table. Texts may include Wilde's *The Importance of Being Ernest* and *An Ideal Husband*, J.B. Priestly's *An Inspector Calls* and *Time and the Conways*, and Tom Stoppard's *Rosencrantz and Guildenstern are Dead* and *The Real Inspector Hound*.

Grants: Honors NCAA; Terms: T3; Forms: V

EN558 - Fairy Tales-Happy Endings or Grimm

Once upon a time, a girl allowed her tongue to be chopped off for a transformative potion that felt like a sword plunging through her body. Though the potion worked, every step felt like walking on broken glass and the girl had to watch from the sidelines as her true love married someone else. After all that suffering, there was no Happily Ever After – the girl dissolved into seafoam on the shore. She's far from Disney's singing heroine, but the girl is the Little Mermaid. What is a fairy tale, and why do we love these stories full of dreams come true, but also heartbreak and bloodshed? What do the tales' similarities across place and time teach us about what it means to be human? How can we love something like an antiquated fairy tale and acknowledge that it's problematic and seek to fix it? What does a 21st century fairy tale look like? In *Fairy Tales*, we'll explore these questions and more, using literary critique and theory to see characters like the Little Mermaid as everything from boundary-breaking adventure seekers to passive damsels in distress. Finally, we'll create our own new tales as artifacts of our modern era. Grants: Honors NCAA; Terms: T2; Forms: V

EN563 - American Literature and the Free Market

In the recent decade, the human cost of the free market has been more often in the news, from the "99%ers" marching on public squares across America to the rise and fall and rise and fall of the stock market. In this course, we will take a look at the way literature offers a human view of the American marketplace. From a how-to-succeed story in *Sister Carrie* by Dreiser, to Saul Bellow's tale of the day-in-the-life of a man who loses everything in stocks, this course will look at how the American free-market economy shapes the lives of characters in literature. Critical essays after every major text and some in-class essays are required.

Grants: Honors NCAA; Terms: T3; Forms: V

EN565 - War Stories

Like marriage, war is not something to be "entered into unadvisedly or lightly," either for a soldier or for a society; hence the importance of gaining critical perspective through literature. Recent course texts: Pat Barker's *Regeneration* (Booker Prize finalist, 1991), which carries one into the trenches of World War I and then into a hospital treating soldiers for "shell shock"; Kevin Powers's *The Yellow Birds* (National Book Award finalist, 2011), which carries one into Iraq in 2004-2005, then back to the US with an Army vet wrestling with lingering combat trauma; Phil Klay's *Redeployment* (National Book Award, 2014),

whose stories explore not only combat and its repercussions but what it's like to be a young service vet now enrolled at a NESCAC college, what it's like to try to participate in civilian relationships after a combat deployment, etc. Course requirements include close reading, active co-leadership of class discussions, three major essays, and a final paper.

Grants: Honors NCAA; Terms: T2; Forms: V

EN572 - Literary Heroes: The Legacy of Troy

Legend tells us that Helen's beautiful face launched a thousand Greek ships to the shores of Troy to engage in a bloody ten-year battle. While the Greeks were ultimately named the heroic conquering victors, thousands of years later, we must still look to this mythical war to question what it means to be a hero, to be victorious, and to be honorable. Troy invites us to question how we want to be remembered - how we want our stories to be told and retold long after our deaths. In this course, we will begin with Emily Wilson's new translation of Homer's epic *The Iliad* and continue with modern retellings of the Trojan War; possible retellings include Madleine Miller's *The Song of Achilles*, Pat Barker's *The Silence of the Girls* and/or *Women of Troy*, and Natalie Haynes' *A Thousand Ships*. We'll close with Gabrielle Zevin's *Tomorrow, and Tomorrow, and Tomorrow*, a recent novel about video game design that borrows heavily from Homer and Joseph Campbell's *Hero with a Thousand Faces* and Shakespeare's *Macbeth* that will allow us to continue to question whether Homer's heroes should be celebrated or condemned, or something in between. Grants: Honors NCAA; Terms: T3; Forms: V

EN574 - One Term, One Text: Reading the Greats

When was the last time you got lost in a good book?-- what about a **great** one? In this course, we will spend the term reading one great novel in depth. As we immerse ourselves in the world of the text, we will also engage with the biography of the author and the novel's historical context. Together we will explore the ways in which this literary work has resonated through different periods in our cultural history as we try to better understand what makes a great work of art and how art influences other artists. The novel for Spring 2024 will be Ralph Ellison's *Invisible Man*. Assignments will include reader's responses, analytical essays, creative writing, and a multi-genre final project. Supplementary texts may include: Jordan Peele's *Get Out*, Toni Morrison's *Playing in the Dark*, and Viet Thanh Nguyen's *The Sympathizer*.

Grants: Honors NCAA; Terms: T3; Forms: V

EN578 - Dystopian Literature and Social Protest

Even though we expect social institutions to bring cohesion and structure to our communities, who really has access to the power amassed by those institutions, and who gets silenced or excluded? In this course, we will examine fictional and historical accounts of seemingly progressive societies that repress narratives of internal social oppression. Can the voices of the marginalized play a vital role within a functioning society? Texts may include, Sir Thomas More's *Utopia*, Margaret Atwood's *A Handmaid's Tale*, and Claudia Rankine's *Citizen*. Assignments will include reader responses, analytical essays, and a final project.

Grants: Honors NCAA; Terms: T2; Forms: V

EN581 - American Voices: Literary Movements (1865-present)

This survey of American Literature, beginning with the aftermath of the Civil War through present day, is concerned with significant works and authors from those time periods, as well as genres, forms and major literary movements – extending from Realism to Modernism and ending with Contemporary era literature. The material studied ranges across multiple centuries, and includes a wide variety of racial, ethnic, and gendered perspectives. This class will build your literary vocabulary with hands-on, engaging assignments designed to give you practice analyzing and discussing literature in academic contexts.

Grants: Honors NCAA; Terms: T3; Forms: V

IN502 - American Indian Literatures: Sovereign Nations, Authentic Narratives

This course will focus a number of issues that are fundamental to American Indian literature, including major themes and motifs, the relevance of tribal histories and cultural background, and the importance of sovereignty. This course will focus on fiction and poetry by modern and contemporary American Indian writers from various parts and tribes of North America. Our readings will be diverse, but we will pay close attention to themes of place, community, and self-governance. We will ultimately discuss the possibility and appropriateness of defining an authentic American Indian aesthetic.

Grants: Honors Interdisciplinary NCAA; Terms: T2; Forms: V

IN503 - Chaucer: Text and Context

Focusing on the work of Geoffrey Chaucer, this course explores both a rich and extraordinary text and the culture of the late medieval world. Using chapters from Barbara Tuchman's *A Distant Mirror* to understand the contradictions of what she calls the "calamitous 14th Century," we will see how Chaucer's *Canterbury Tales* often depict an individual struggling against self-contradictory social forces. The various pilgrims give us chances to examine issues of gender and class in conjunction with ideas about justice and exclusion. Though many of the readings in this course are in Middle English, no previous experience with the dialect is required. We will read slowly at the beginning of the course, paying close attention to the language as our translation skills develop.

Grants: Honors Interdisciplinary NCAA; Terms: T3; Forms: V

IN504 - Legal Practice And Procedures

This course is intended as the main conduit to the Lawrenceville Mock Trial Team and, as such, has as its practical goal the preparation of students to participate in those competitions. On a more broad front the course seeks to educate students on both the principles of the American legal system and the ways those principles are expressed during the course of an actual litigation. The course will take up differences between civil and criminal litigation; the rules of direct vs. cross-examination; and the definitions of various rules of evidence like hearsay. What, for instance, is its definition, and what might be considered exceptions to that rule? Students should expect to read extensively and closely the details of an individual case and to write a number of openings, closings, and witness statements. They will also be expected to master the rules of courtroom procedure and to engage in extensive role-playing.

Grants: Honors Interdisciplinary NCAA** 1IN/1EN Cr.; Terms: T1; Forms: V; Prereqs: EN401

**IMPORTANT: This is NCAA approved as a Social Science and cannot be counted towards the English requirement for NCAA

IN505 - Writings in International Strategy

In *Writings in International Policy and Strategy*, Students will read historic and contemporary texts regarding the origins, evolution, and execution of strategy. These key concepts will provide the foundation for analysis of Great Power politics and irregular conflicts. We will then shift our studies to the use of strategy in war and coercion. These two areas of Strategic Studies impact the behavior of state actors by determining how to best bridge policymakers and military personnel to achieve the state's interest. Lastly, students will use the analysis model and targeting model to identify states' and non-state actors' interests, behaviors, and strategies. These models will be the framework for the students to analyze their assigned contemporary challenges. Experts in contemporary conflicts and strategy will meet with the students to review the materials in-depth. Students are encouraged to take the case studies courses following this foundational course.

Grants: Honors Interdisciplinary NCAA; 1IN/1EN Cr.; Terms: T1; Forms: V

IN506 - Case Studies in International Strategy

In Case Studies in International Policy and Strategy, students will work on real problems facing the U.S. Department of Defense (DoD) and how those problems relate to the issues in strategy we have examined in the first course. Students will study the structures and processes of the various national security agencies and how those agencies approach the problems with which they are confronted. For most defense institutions this is a combined problem of technology, policy, and law. The course culminates with student presentations to their teachers, Batten School professionals, and DoD stakeholders either in Washington, DC or via virtual technology. Students are encouraged to take all three courses in this series.

Grants: Honors Interdisciplinary NCAA; 1IN/1EN Cr.; Terms: T2; Forms: V; Prereqs: IN505 or instructor permission

IN507 - Case Studies in International Strategy

In Case Studies in International Policy and Strategy, students will work on real problems facing the U.S. Department of Defense (DoD) and how those problems relate to the issues in strategy we have examined in the first course. Students will study the structures and processes of the various national security agencies and how those agencies approach the problems with which they are confronted. For most defense institutions this is a combined problem of technology, policy, and law. The course culminates with student presentations to their teachers, Batten School professionals, and DoD stakeholders either in Washington, DC or via virtual technology. Students are encouraged to take all three courses in this series.

Grants: Honors Interdisciplinary NCAA; 1IN/1EN Cr.; Terms: T3; Forms: V; Prereqs: IN505 or instructor permission

IN512 - Heuristics

Each week is a separate unit organized around a concept which becomes our heuristic -- our path to discovery. The concept might be Freud's theory of the unconscious mind, Heisenberg's Uncertainty Principle, Chomsky's theory of Universal Grammar, Natural Law as envisioned by Thomas Aquinas, Coleridge's notion of the "willing suspension of disbelief," Jack Kerouac's vision of a global *felahim*, degeneration as understood in immunology, or homeostasis as defined by Claude Bernard. All of these constitute powerful gears of thought within their own discipline or context. But can they be usefully applied to problems beyond their native boundaries? We select and define a new heuristics at the start of each week, explore its uses and implications mid-week, and close the week by attempting individually to discover, and write up, a novel application for the concept beyond the confines of its home court.

Grants: Honors Interdisciplinary NCAA; 1IN/1EN Cr.; Terms: T3; Forms: V

IN565 - Playwriting

This course is designed to explore the art and craft of dramatic playwriting with a particular focus on process and literature. Students will synthesize dramatic structure through play readings and original works, exploring storytelling through techniques of self-assessment and the major elements inherent in dramatic form. Participation in daily writing exercises, group peer-evaluations, and improvisational exercises are designed to spur creativity at the 500 level. We will incorporate constraints inherent within the theatre, such as the realities of staging and production, and actively read peer work, engaging in new works through criticism and performance. Readings will include a broad variety of plays and critiques as models by contemporary playwrights, including Suzan-Lori Parks, David Henry Hwang, Caryl Churchill, and others. By the end of the term, students will have activated their inner playwright, having written a stand-alone monologue, one 10-minute play, and one one-act play between 30 and 40 minutes in length. Final projects will include a staged reading of selected works performed before a live audience.

Grants: Interdisciplinary NCAA; 1IN/1EN/1PA Cr.: Honors; Terms: T1; Forms: V Prereqs: Completion of 400-level EN and any 300-level PA class

IN524 - Immigration Stories/Theories

“There is a limit to our powers of assimilation, and when it is exceeded, the country suffers from something very much like indigestion,” bemoaned a *The New York Times* editorial in 1880, in response to the greatest wave of immigration our country had ever seen. Since then, the United States has become the refuge, the workplace and the home to millions more immigrants, legal and not, from countries near and far. What explains this massive influx of people? And what are its implications - both for the immigrants who leave home, family and history behind to reinvent themselves in America - and for America itself? Can this nation of immigrants continue to absorb, economically and socially, wave upon wave of newcomers? Can we afford not to? And how will a new administration’s immigration policies affect our nation, our national identity, and our position in the world? In this two-term interdisciplinary course, students will explore these questions through the lenses of history, economics, memoir and literature.

Grants: Honors Interdisciplinary NCAA; 2IN/1HI/1EN Cr.; Terms: T1 and T2; Forms: IV or V; Prereqs: HI423 or HI513

IN574 - Language of Leadership

In this interdisciplinary course, students will gain an understanding of the “history” of leadership – how the concept of leadership has evolved over time and whether or not it’s viewed as an art or a skill – something innate or learned. Through an exploration of literature as well as informational texts, articles in periodicals such as the Harvard Business Review, and current research studies, students will develop their own “definition” of leadership. Part of their exploration will include an introduction to related theories of adult development (learning and psychology) and ethics. Students’ progress will be assessed via a variety of assignments, including case study analyses, an essay of definition, and a related project of their choice (students will select an aspect of leadership/leadership development of personal interest and will “pitch” a project design).

Grants: Honors Interdisciplinary; Terms: T1; Forms: V

EN599 - Ind. Study: English

Students with special interests they wish to explore outside the regular program of courses may apply to drop one course for one term and use the time for independent study. This may involve research or creative work; normally it will culminate in a paper, exhibit, or performance of some kind. Work in such projects is treated exactly like work in regular courses: a final grade is given; students must meet regularly (at least once a week) with their advisor; they must have tangible progress to report at each meeting.

Grants: Honors Interdisciplinary NCAA; 1IN/1EN Cr.; Terms: T1; Forms: V; Prereqs: Department Approval

History

HU204 - Humanities - Cultural Studies

Cultural Studies is a humanistic introduction to the ways in which diverse, ancient societies formed, flourished, interacted, and ultimately fell. As we examine history from the emergence of civilizations up through the beginnings of modernity, we will explore the myriad ways that humans have expressed themselves through various cultural, artistic, and political products and institutions. In surveying these sources as artifacts of their historical contexts, we learn more about the human story. Through deep dives into particular societies and comparative work across contemporary groups, we gain a deeper understanding about the peoples whose cultures and traditions continue to influence us today. Moreover, we can reflect on why we have chosen to maintain some of these traditions, while other

institutions we have torn down. This helps us better understand our modern world and values. Students learn to read primary and secondary texts strategically and critically; ask great questions; research honestly and effectively; and analyze, construct and present compelling arguments on paper and at the Harkness table.

Grants: NCAA; Terms: All; Forms: II

HI301 - Forces That Shaped The Modern World

This course examines economic developments, ideas and cultural patterns that have contributed to the shaping of the modern world since 1400. Using the disciplinary skills and modes of inquiry of historians the course asks central questions. “How did the economic world order change from 1400 to 1700? What roles did Asia, Europe, Africa, and the Americas play in this transformation?” “How did Europe come to a position of global economic dominance by the 19th century?” “What were the global consequences of this dominance?” “What forces challenged and changed this dominance in the 20th century?” The goal of this course is to understand the advent and consequences of the “European moment” in world history, within a non-Eurocentric narrative.

Grants: NCAA; Terms: All; Forms: III

HI421, HI422, HI423 - Themes in U.S. History

This United States History course traces the development of the nation from the earliest days when European settlers and Africans arrived on the shores of North America and interacted with Native Americans. The course takes a thematic view of topics in US political, cultural, economic and social history from the 17th century to the current day. Each year the teaching team develops a central theme and each unit revolves around that theme, often focusing on ideas of liberty, justice and equality. You must sign up for HI422 and HI423 for Winter and Spring.

Grants: NCAA; Terms: All; Forms: IV Prereqs: HI301

HI451 - Economics

This one-term survey introduces macroeconomics to students of history and to readers of the news. On a global scale, it will examine economic development in the long run, including the elimination of poverty and the spread of literacy. It will also look at the economic costs and benefits of international trade. On the national level, the course will focus on economic growth in the long run and on short-run problems that arise from the business cycle, such as unemployment and price instability. Finally, students will discuss the pros and cons of disruptive change in the economy and the range of policies for dealing with both recessions and inflation.

Grants: NCAA; Terms: T1; Forms: IV or V; Prereqs: HI301

HI460 - Race & Membership in American History: The Eugenics Movement

At the turn of the 20th century, a new branch of scientific inquiry known as eugenics emerged in the United States. It grew into an international movement that attracted heads of state, teachers, philanthropists, journalists, and ordinary citizens who proposed laws and policies that would shape the most basic decisions that individuals and societies make: Who may marry? Who may have children? Who will be educated? Who can be a citizen? Ideas that began in academia eventually impacted policies advanced by those seeking to justify their prejudices; these people believed in solving the nation’s problems through the elimination of “inferior racial traits. Students will examine the origins of this movement as well as its impact on U.S. policies regarding immigration, marriage, education and sterilization to name a few. Additionally, this course will examine the link between the American Eugenics movement and its counterpart in Nazi Germany. The implications of this history on 21st century policymaking and culture will also be considered and students will be challenged to consider their own role as citizens in a pluralistic democratic society.

Grants: NCAA; Terms: T2; Forms: IV or V

HI503 - Native Americans' America: From Creation to the Trail of Tears

This course will push you to recenter what you know to be American history as we reframe the narrative through our study of Native Americans' America, starting at creation-based oral traditions to the Trail of Tears. Throughout the arc of the term, we'll explore how various tribal nations conceive of Time Immemorial through various nations' traditional creation stories, build an understanding of pre-European contact Indigenous civilizations, then examine how the Europeans emerge into Native Americans' America. From here, we'll focus on how Native Nations engaged and influenced the English colonies as well as the new American nation, analyzing how the Founders Indian policy, the Declaration of Independence, and the US Constitution intersected Native America. We'll then finish the term with an in-depth study of the American Slave System, US land expansion, and Indian Removal in the American South. Central to this course will be the role of race, ethnicity, and settler-colonialism as we explore the what, why, and how of Native American studies. We'll write papers, engage in analytical projects, and end the term with a final primary source research paper.

Grants: Honors NCAA; Terms: T1; Forms: V; Prereqs: HI421, HI536 or HI541

HI504 - Native Americans' America: Removal through Today

As with the Fall term, this course will push you to recenter what you know to be American history as we reframe the narrative through our study of Native Americans' America. This course can be independent of the Fall section, but students are encouraged to take both for a full arc of Native history. We'll learn about the Settler-Colonial historical framework before delving into the Gold Rush in Colorado and California during the mid-19th century, the treaty making process with Native America, the Indian Wars during the 1860s and 1870s, Land Reallotment and the establishment of Indian Boarding Schools. The 20th century will bring new avenues for Native sovereignty and the exercise of citizenship rights through the World Wars and the controversial Indian New Deal. We'll move towards Contemporary Native America with a focus on the American Indian Movement, Red Power, then systemic change in Indian Country as Native Americans exert rights to sovereignty, self-determination, autonomy, land, and full dual-citizenship within a system that has historically marginalized and excluded Native Americans' nationhood and presence in America.

Grants: Honors NCAA; Terms: T2; Forms: V; Prereqs: HI421, HI536 or HI541

HI505 - Contemporary Native Americans' America Seminar

This course offers a student-driven, seminar-based approach to better understanding contemporary issues in Indian Country. One need not take the Fall or Winter Native Americans' America electives, but matriculation in these could deepen one's academic experience. We'll first establish an understanding of how Native America in the twenty-first century is still haunted by the historical trauma caused by both the racialized violence, systemic racism, and the long, protracted process of settler colonialism in the United States. But, we'll dig into the complexity in how these contemporary stories offer historical counterbalances as Native Nations have skillfully responded and re-established sovereignty in challenging the weight of history. Student-led research topics may include. blood quantum determination, historical trauma, land appropriation, resource extraction, racialized violence, Missing and Murdered Indigenous Women, child welfare, reproductive rights, modern stereotypes in American society, treaty rights, Native American education/language preservation, and even local tribal issues in students' own place of residence. Students will be assessed through student panel discussions, case study creation, reflective journals, presentations, interview transcripts, student-led seminars, investigative/expository writing, and class discussion.

Grants: Honors NCAA; Terms: T3; Forms: V; Prereqs: HI421, HI536 or HI541

HI508 - Modern Latin America: Continuities and Change

This course is an exploration of the major themes in Latin American history post-independence, such as the dichotomy between development and underdevelopment; the complexities of race, colorism, and ethnicity in Latinx/e identity formation; the place of indigeneity in Latinx/e culture and the status of indigenous people in Latin America; the role of the comprador/elite classes and the persistence of poverty; and the role of coloniality in the development of Hispanicity in Latin America versus the contemporary push to decolonize Latin American epistemologies of Latinidad.

Grants: Honors NCAA; Terms: T1; Forms: IV or V; Prereqs: HI421, HI536 or HI541

HI515 - Advanced Research Seminar

The Heely Scholar program is an archival research for rising V formers that have demonstrated a keen interest and ability in their study of American History. In the summer the students will be introduced to primary research with the school's collection of archives and in the following fall the students will be enrolled in an advanced research seminar class. The intent of the fall course is to give the Scholars the opportunity to expand their summer research into an individual senior thesis while being introduced to the conventions and the discipline of historical writing.

Grants: Honors; Terms: T1; Forms: V; Prereqs: Participation in Heely Scholars Summer Program

HI521, HI522, HI523 - Honors Government

This yearlong honors course delves into the topic of American democracy, focusing on political ideology and interactions between branches of American government. This course begins with the founding of the US government and how American political ideology has evolved at practical and theoretical levels. Topics include: philosophical foundations of American government, constitutional structure, government institutions, civil liberties and civil rights, political ideologies and beliefs, and political participation. The course also includes a unit of study on landmark Supreme Court cases. Depending on student interest, additional units comparing America's system of government to alternative political models that exist in other nations can be explored.

You must sign up for HI522 and HI523 for Winter and Spring. Grants: Honors NCAA; Terms: All; Forms: V; Prereqs: HI421, HI536 or HI541

HI526 - Race and Mass Incarceration

The United States is the world's leading jailer. As you peruse this course catalog, 2.2 million Americans are imprisoned, often in overcrowded and violent conditions. An additional 4 million are either on probation or parole. And a disproportionate number of those locked up—or locked out of rights and opportunities for having once been incarcerated—are Black. Why in the United States have we chosen to incarcerate so many people and, particularly, so many people of color? What are the consequences of mass incarceration for the imprisoned, for their families and communities, and for the rest of us? And most urgently, how can we reform our nation's criminal justice system so our efforts to ensure public safety are less punitive and more productive? Students in this course will examine these questions through text, film, podcasts, and seminars with guest speakers.

Grants: Honors; Terms: T1; Forms: V; Prereqs: HI421, HI536 or HI541

HI527 - Lincoln

Abraham Lincoln, 16th President of the United States, is a study in contradictions. Humble and self-educated, he left a legacy of enduring eloquence. A backwoods brawler in his youth, he became a solitary and melancholy figure as President. Politically pragmatic at the most common level, he put principle above all else when it counted most. Widely disparaged and reviled at the peak of his political career, he became in death a national hero. This course uses primary sources—Lincoln's own letters,

speeches and reflections-in an attempt to extract the man from the myths that have encrusted him, and to examine the role of both man and myth in American history.

Grants: Honors NCAA; Terms: T2; Forms: V; Prereqs: HI421, HI536 or HI541

HI530 - Global Renaissance(s)

Was the Italian Renaissance a unique event in human history? To what extent was it a 'global' phenomenon, affected by the movement of ideas and people in and out of Italy and Europe? Did comparable 'renaissances' take place outside of Europe and how do they compare to what occurred in Europe? This course will focus on the cultural and political history of Renaissance in Europe while simultaneously paying close attention to the cross-cultural exchanges that occurred in the 15th and 16th centuries, between Europe, Asia, and Africa. Over the course of one term, students will examine the increasing economic and cultural integration across Afroeurasia and around the world in the early modern period and determine whether or not the Renaissance itself was a consequence of these interconnections.

Grants: Honors NCAA; Terms: T3; Forms: IV or V; Prereqs: HI301

HI532 - Revolt, Dissent, & Protest: Revolution in the 19th Century Atlantic World

This course examines the political and economic foundations of our modern world. What are the roots of our political concept of individual rights? How does that concept develop during repeated revolutions during the early to mid-19th century? At the same time, how does the Industrial Revolution transform our world irrevocably? Most importantly, this course will investigate how that economic revolution interacts with the political one, creating successive crises and controversies that we still deal with today. Overlaid on that theme will be a study of romanticism and how it connects with the political and economic revolutions.

Grants: Honors NCAA; Terms: T2; Forms: IV or V; Prereqs: HI301

HI533 - Origins of the Totalitarian State: Nazi Germany and Stalinist Russia

This course is designed to enable students to gain a more complete understanding of totalitarianism and the modern totalitarian state. Initially we shall seek to understand the totalitarian state's historical origins and its ideological foundations through reading primary source materials. In the case of Germany and Russia, we shall determine when, how, and why their leaders took power; how they were able to maintain it; and in what ways the state systems they established were similar and different. In particular we shall examine the violent nature of these states and why they created so much havoc and misery, which eventually led to the most destructive conflict in history, the Second World War. In considering their development further, we shall also focus on their inherent weaknesses that would culminate in their ultimate failure.

Grants: Honors NCAA; Terms: T3; Forms: IV or V; Prereqs: HI301

HI536, HI537, HI538 - A History of American Democracy in Cases

This course is based on and in collaboration with Professor David Moss's popular Harvard graduate and undergraduate class. Today we often hear that American democracy is broken—but what does a healthy democracy look like? How has American democratic governance functioned in the past, and how has it changed over time? This course approaches American history with these questions in mind. Based on the Harvard case method, readings will introduce students to a different critical episode in the development of American democracy. The discussion-based classes will encourage students to challenge each other's assumptions about democratic values and practices, and draw their own conclusions about what "democracy" means in America. This course is ideal for anyone interested in deepening his or her practical and historical understanding of US history and the American political process, and for those interested in gaining experience with the case method of instruction frequently used in business and law

schools. The course content surveys key episodes in the development of democratic institutions and practices in the United States from the late 18th century to today. Cases are presented chronologically but are designed to address a set of unifying topics: (1) the intellectual foundations of American democracy, (2) the evolving definition of "the people" in the political process, (3) the designs and functions of political institutions, both public and private, (4) the elements of democratic culture in the United States, (5) the intersection of democratic and market forces, and (6) the tension between state coercion and individual liberty. You must sign up for HI537 and HI538 for Winter and Spring.
Grants: Honors NCAA; Terms: All; Forms: IV and V; Prereqs: HI301

HI541, HI542, HI543 - U.S. History Survey

This United States History Survey course traces the development of American political, social, economic, and cultural history from the Colonial period to contemporary times. The course introduces students to the main issues that are necessary for understanding, interpreting, and analyzing modern society. You must sign up for HI542 and HI543 for Winter and Spring.
Grants: Honors; Terms: All; Forms: IV or V; Prereqs: HI301

HI551, HI552, HI553 - Honors Economics

This course is limited to students with a strong academic record, particularly in mathematics. Candidates must have successfully completed calculus, or be taking it in their senior year, and must have demonstrated a degree of academic commitment consistent with honors-level demands. The course takes the students through a rigorous survey of microeconomics and macroeconomics. Consistent with an accelerated college-level approach to economics, the course relies on mathematical tools to explain theory. Students who complete this course will be prepared to take the AP[®] exams in both macroeconomics and microeconomics. You must sign up for HI552 and HI553 for Winter and Spring.
Grants: Honors NCAA; Terms: All; Forms: V; Prereqs: HI421, HI536 or HI541

HI575 - The American Presidency

Heclo and Salamon in *The Illusion of Presidential Government* state, "Nothing about the presidency is as simple as it seems...the office is more than a man, but less than a fixed institution. It is a place where an uncommon person is expected to act on the concerns of the common people, to lead without being power hungry, to manage without seeming manipulative, and to speak for a nation that never expresses itself with one voice." This course will examine the constitutional origins of the office and the evolution of the presidency.
Grants: Honors NCAA; Terms: T3; Forms: V; Prereqs: HI421, HI536 or HI541

HI587 - Reporting Vietnam

This discussion-based course asks: What is history, and how do we write it? It is less a history of the Vietnam War than a history of how the press covered it. Journalists often claim that their work is the first rough draft of history. In Vietnam, their work-both in print and on television-was controversial and influential. Students in this course will study that work in order to address questions such as: Was the press a spectator, or did it become part of the drama? Did journalists capture history's first rough draft, or did they leave behind a record that is ultimately tainted? Did the correspondents do what was right, and if so, right for whom? Were they professionals, or were they subversives? If their work was not the first rough draft of history, then what was it? Did the press "lose" Vietnam? Did the rise of television turn the role of the journalist more into the role of performer? What was the impact of photography? Students will study original source material. Their work will be judged by their skill conducting class discussions, the depth of their analysis in several essays, and a final paper.
Grants: Honors NCAA; Terms: T3; Forms: V; Prereqs: HI421 or HI511

HI588 - Women and the American Experience: The Early Years (Origins-1920)

This course examines the impact of historical events on the lives of American women and the varied roles they played in shaping American History. We will focus on how gender, ethnicity, and class impacted women's work, family life and societal status. Guiding questions will include: What was it like to be a woman in the past? How did being female determine one's choices? What is gained by focusing on women's experiences and accomplishments in historical periods and events? Who or what decides what is appropriate behavior for women and for men, and why? This course is an introduction to the study of women as historical subjects and to the changing notions of gender through historical periods. It will include a consideration of the methodological issues that have shaped the recent practice of women's history and gender history, and will look specifically at the variety of women's roles (and the variety of women) in the United States throughout its history.

Grants: Honors; Terms: T2; Forms: IV or V; Prereqs: HI421, HI536 or HI541

HI589 - Women and the American Experience: The Modern Years (1920-Present Day)

This course examines the impact of historical events on the lives of American women and the varied roles they played in shaping American History. We will focus on how gender, ethnicity, and class impacted women's work, family life and societal status. Guiding questions will include: What was it like to be a woman in the past? How did being female determine one's choices? What is gained by focusing on women's experiences and accomplishments in historical periods and events? Who or what decides what is appropriate behavior for women and for men, and why? This course is an introduction to the study of women as historical subjects and to the changing notions of gender through historical periods. It will include a consideration of the methodological issues that have shaped the recent practice of women's history and gender history, and will look specifically at the variety of women's roles (and the variety of women) in the United States throughout its history.

Grants: Honors; Terms:T3; Forms: IV or V; Prereqs: HI421, HI536 or HI541

IN513 - Poverty

This is a unique course combining the study of poverty in the classroom with community service. Poverty is a two-trimester course that examines the historic, economic, and cultural roots as well as the impact of poverty in the developing world and in the United States. In particular we will try to understand the cyclical nature of poverty and the interaction between causes and effects. We will then study many of the different approaches taken to alleviating poverty—from big aid programs to microfinance, social entrepreneurship and more, looking at the strengths and weaknesses of each and the lessons we can learn along the way about how to effectively alleviate poverty. As we turn to the US, we will look especially at poverty in Mercer County, exploring how domestic issues are similar or different from those studied in the developing world.

Integral to the course is our service learning work with Home Front during our extended block. We learn about all the aspects of Home Front in their efforts to provide full-service assistance to homeless families in Mercer County. In addition, we will do various tasks at their Family or Main Campus, from childcare and arts and crafts to programming, organizing supplies, moving furniture, and whatever they need us to do. In turn, this service will inform our understanding of poverty and the poor communities throughout the world. The course will culminate in students researching a topic of interest and writing a detailed letter to their Senator advocating specific anti-poverty policies. Independent and group research are central components of the course, so students need to be able to research independently. Grants: Honors Interdisciplinary NCAA; 2IN/2HI Cr.; Terms: T1 and T2; Forms: V (IV Form only with permission of instructor)

IN518 - Apocalypse Now

Whether it be from fire or ice, poets, visionaries, and musicians have ceaselessly imagined and reimagined the end of the world. Thankfully, the world has not ended, and descriptions of the end of the world still belong to the theoretical domain of artistic expression. Yet, there are motifs that reappear time and time again. Where do these recurrent images come from and how do we explain their lasting potency?

This course investigates different ways – chosen from literature, art, film, and music – for describing the end of the world. At the core of this class will be the evocative and sensory-rich language of Revelation, the final book of the New Testament. John of Patmos, the author of Revelation, drew upon Jewish and Greco-Roman precedents to construct his highly influential vision of the end of the world. As we shall discover, this dialectic – drawing upon but also repurposing apocalyptic imagery – epitomizes the transmission and reuse of John’s own Apocalypse in the 2,000 years since it was written. In recognition of this, we shall consider the perennial interest in Revelation insofar as it has remained continually relevant to artists, writers, and film-makers despite Revelation belonging to a specific and distant time and place. As a result, this course will examine how these individuals have translated and transformed Revelation in order to address their own situated concerns and aims through a variety of media.

Grants: Honors Interdisciplinary NCAA; 1IN/1HI Cr.; Terms: T3; Forms: IV or V; Prereqs: HI301

IN522 - The Middle East - Myth And History

This course is designed to provide students with a deeper historical, political, religious, and cultural understandings of the Modern Middle East. The course will introduce students to Islam, its development, spread, and accomplishments; but the bulk of the course will focus on the emergence and definition of the Modern Middle East from the 19th Century to the present day. Our study will begin with current issues and conflicts in the region as an entry to our historical case studies of countries, peoples, and regional conflicts. We will examine U.S. foreign policy, history, and current events to investigate their origins and develop a deeper understanding of the history of the modern Middle East, regional, and global politics. Topics/Units may include: Islam, modernity, and theopolitical ideologies; WWI and imperialism in the Middle East; the Israeli-Palestinian Conflict; Oil, Pan-Arabism, and the Cold War; History of Iran and Iranian Revolution, Globalization, 9/11, US wars in and histories of Iraq & Afghanistan; the Arab Spring; Syrian Civil War.

Grants: Honors Interdisciplinary NCAA; 1IN/1HI Cr.; Terms: T1 or T2; Forms: IV or V; Prereqs: HI301

IN524 - Immigration Stories/Theories

“There is a limit to our powers of assimilation, and when it is exceeded, the country suffers from something very much like indigestion,” bemoaned a *The New York Times* editorial in 1880, in response to the greatest wave of immigration our country had ever seen. Since then, the United States has become the refuge, the workplace and the home to millions more immigrants, legal and not, from countries near and far. What explains this massive influx of people? And what are its implications - both for the immigrants who leave home, family and history behind to reinvent themselves in America - and for America itself? Can this nation of immigrants continue to absorb, economically and socially, wave upon wave of newcomers? Can we afford not to? And how will a new administration’s immigration policies affect our nation, our national identity, and our position in the world? In this two-term interdisciplinary course, students will explore these questions through the lenses of history, economics, memoir and literature.

Grants: Honors Interdisciplinary NCAA 2IN/1HI/1EN Cr.; Terms: T1 and T2; Forms: V; Prereqs: HI423 or HI513

IN539 - Communities of Faith: Judaism, Christianity, and Islam in Medieval Spain

This class focuses on the role of Judaism, Christianity, and Islam in Spanish history, from the end of Antiquity to early Modern Spain. Discussions will focus on the role of each religious tradition in Medieval Spain, in conversation with demographic shifts, social hierarchies, gender, and the establishment of power structures and places of worship for the various religions across the country. Special attention will also be paid to the establishment of each tradition on the Iberian Peninsula and the various ways in which they came into contact (whether through peaceful coexistence or warfare).

Grants: Honors Interdisciplinary; 1IN/1HI/1RP Cr.; Terms: T2; Forms: V; Prereqs: HI421, HI536 or HI541

IN547 - Martin Luther King, Jr. and Malcolm X

Born four years apart, but to very different circumstances, Martin Luther King, Jr. and Malcolm X represent two sometimes competing, sometimes overlapping, and sometimes complementary trajectories of the Black freedom struggle in the 20th century United States. Its title notwithstanding, this course seeks to challenge any singular or binary framing of Black people's struggle for social justice. Through close reading and/or listening/viewing of primary texts, speeches, and letters, as well as excerpts by leading biographers, students will examine the lives of both King and X within the broader context of the social forces, communities, ideologies, belief systems, and philosophies that shaped their lives and advocacy. In doing so, we will explore the different strategies, tactics, and objectives of Black activists seeking justice in the 20th century, and the ways they changed over time. We will pay special attention to the roles of Black Christian and Black Muslim theologies, ritual practices, and community formations as keys to understanding both men's visions of, and commitment to, justice. Finally, we will also consider how biographical studies that illuminate lives that are both exceptional and unique, might (or might not) be exemplary and representative of whole communities.

Grants: Honors Interdisciplinary NCAA 1IN/1HI Cr.; Terms: T2; Forms: V Prereqs: HI421, HI536 or HI541

IN548 - Reclaiming the Black Body: A Cultural History on the Representation of Black Bodies in the African Diaspora

By engaging a vast array of texts, students will be encouraged to not only trace a complicated genealogy of the Black image, but also recognize the commonalities and differences in historical repression and resistance around the globe. Students will learn to recognize the continuation of visual violence and establish a foundation to create their own ways to disrupt and subvert stereotypes/typologies and "othering" of the Black body.

Grants: Honors Interdisciplinary 1IN/1HI Cr.; Terms: T3; Forms: V Prereqs: HI301

IN563 - Ancient Greco-Roman Philosophy

All of Western Philosophy is merely a footnote to Plato." While certainly hyperbolic, this oft-quoted claim underscores the importance that Plato and his near-contemporaries have had upon the subsequent two and half thousand years of philosophy in the West. In this course, we will explore this dynamic period of philosophical debate and discovery. Beginning with the enigmatic Pre-Socratics, we will survey pivotal thinkers such as Socrates, Plato, Aristotle, Epicurus, Seneca, Plotinus, Augustine, and Boethius. As part of this survey of who's who of ancient Greco-Roman philosophers, we will also learn about influential theories of metaphysics, ethics, politics, language, and religion. We will read from some of Plato's most famous dialogues (The Republic, Euthyphro, Crito, Phaedrus, and the Apology), sections of Aristotle's Nicomachean Ethics, excerpts from Hellenistic schools of philosophy (Stoics, Cynics, Epicureans, and Skeptics), and later Neo-Platonic thinkers (e.g., Plotinus and Augustine).

Grants: Honors Interdisciplinary NCAA; Terms: T1; Forms: IV or V; Prereqs: HI421, HI536 or HI541

IN564 - Social Justice Scholars Seminar

The Hutchins Scholars in Social Justice program offers students an opportunity to immerse themselves in the multi-disciplinary examination of social justice as a subject of study, as a method of inquiry, and as a set of ethical practices for community engagement. As part of the program, Scholars explore and critically engage discourses around justice, social change, and narrative design. A key feature of the program is the emphasis on storytelling and story-listening as a part of social change. Through readings, film screenings, audio listenings, Harkness discussions, and experiential learning trips, students explore the narratives found in historic sites, including landmarks, monuments, and museums; memorial events such as civic holidays and commemorations; and popular culture, including music, television, and film. Scholars are introduced to the tools of interactive, experiential, multimedia, and digital storytelling, and develop narrative-based social impact projects of their own. During the fall course, students deepen their study and complete their final projects.

Grants: Honors Interdisciplinary NCAA; Terms: T1; Forms: V; Prereqs: Participation in Social Justice Scholars Summer Program

IN573 - Managing Technology & Strategic Innovation

Startups and innovation emerge in nearly every field of endeavor, and knowing how to track and work with technological innovation is part of defining your future work as an innovator. In this course, students will be introduced to business techniques in managing technology and strategic innovation. Additionally, students will develop and analyze frameworks that startup companies experience when creating a new product or service. Topics covered throughout the course include, but are not limited to: technology innovation, business marketing, blue ocean strategy, organizational behavior, financial management, negotiations, and executive leadership. At course completion, students will have a good understanding of how executive leadership shapes business strategy and decision making used to create long-term technology and strategic innovation.

Grants: Honors Interdisciplinary NCAA; 1IN/1HI Cr.; Terms: T3; Forms: IV or V

HI599 - Ind. Study: History

Students with special interests they wish to explore outside the regular program of courses may apply for an independent study. This may involve research or creative work; normally it will culminate in a paper, exhibit, or performance of some kind. Work in such projects is treated exactly like work in regular courses: a final grade is given; students must meet regularly (at least once a week) with their advisor; they must have tangible progress to report at each meeting.

Grants: Honors; Terms: T1 or T2 or T3; Forms: All Prereqs: HI421, HI536 or HI541 and Department Approval

Interdisciplinary

IN502 - American Indian Literatures

Please see course description in parent discipline by clicking [here](#).

Grants: Honors Interdisciplinary NCAA; 1IN/1EN Cr.; Terms: T2; Forms: V

IN503 - Chaucer: Text and Context

Please see course description in parent discipline by clicking [here](#).

Grants: Honors Interdisciplinary NCAA; 1IN/1EN Cr.; Terms: T3; Forms: V

IN504 - Legal Practice And Procedures

Please see course description in parent discipline by clicking [here](#).

Grants: Honors Interdisciplinary NCAA** 1IN/1EN Cr.; Terms: T1; Forms: V; Prereqs: EN401
**IMPORTANT: This is NCAA approved as a Social Science and cannot be counted towards the English requirement for NCAA

IN505 - Writings in International Strategy

Please see course description in parent discipline by clicking [here](#).
Grants: Honors Interdisciplinary NCAA; 1IN/1EN Cr.; Terms: T1; Forms: V

IN506 - Case Studies in International Strategy

Please see course description in parent discipline by clicking [here](#).
Grants: Honors Interdisciplinary NCAA; 1IN/1EN Cr.; Terms: T2; Forms: V; Prereqs: IN505 or instructor permission

IN507 - Case Studies in International Strategy

Please see course description in parent discipline by clicking [here](#).
Grants: Honors Interdisciplinary NCAA; 1IN/1EN Cr.; Terms: T3; Forms: V; Prereqs: IN505 or instructor permission

IN512 - Heuristics

Please see course description in parent discipline by clicking [here](#).
Grants: Honors Interdisciplinary NCAA; 1IN/1EN Cr.; Terms: T3; Forms: V

IN513 - Poverty

Please see course description in parent discipline by clicking [here](#).
Grants: Honors Interdisciplinary NCAA; 2IN/2HI Cr.; Terms: T1 and T2; Forms: IV or V

IN518 - Apocalypse Now

Please see course description in parent discipline by clicking [here](#).
Grants: Honors Interdisciplinary NCAA; 1IN/1HI Cr.; Terms: T3; Forms: IV or V; Prereqs: HI301

IN522 - The Middle East - Myth And History

Please see course description in parent discipline by clicking [here](#).
Grants: Honors Interdisciplinary NCAA; 1IN/1HI Cr.; Terms: T1 or T2; Forms: IV or V; Prereqs: HI301

IN524 - Immigration Stories/Theories

Please see course description in parent discipline by clicking [here](#).
Grants: Honors Interdisciplinary NCAA; 2IN/1HI/1EN Cr.; Terms: T1 and T2; Forms: IV or V; Prereqs: HI423 or HI513

IN525 - Honors French: French Cinema

Please see course description in parent discipline by clicking [here](#).
Grants: Honors Interdisciplinary NCAA; 1IN/1LA Cr.; Terms: T3; Forms: IV or V Prereqs: LA561, LA562, LA566, LA568 or IN526

IN528 - Honors Spanish: Politics & Poetry

Please see course description in parent discipline by clicking [here](#).
Grants: Honors Interdisciplinary NCAA; 1IN/1LA Cr.; Terms: T2; Forms: IV or V; Prereqs: HI301 and LA494 or LA495 or LA496

IN533 - Botany & Boat Building

Please see course description in parent discipline by clicking [here](#).

Grants: Honors Interdisciplinary; 1IN/1SC Cr.; Term: T3; Forms: V; Prereqs: SC325 and Department Approval

IN535 - Mythological Theatre: Gods, Heroes, and Monsters

Please see course description in parent discipline by clicking [here](#).

Grants: Honors Interdisciplinary; 1IN/1PA Cr.; Terms: T3; Forms: IV or V; Prereqs: Any 300 level Performing Arts (PA) course or Departmental Approval

IN539 - Communities of Faith: Judaism, Christianity, and Islam in Medieval Spain

Please see course description in parent discipline by clicking [here](#).

Grants: Honors Interdisciplinary NCAA; 1IN/1HI Cr.; Terms: T3; Forms: V; Prereqs: HI421, HI536 or HI541

IN542 - The Karma Of Words

Please see course description in parent discipline by clicking [here](#).

Grants: Honors Interdisciplinary; 1IN/1RP Cr.; Terms: T2; Forms: IV or V; Prereqs: Any 400 level Religion and Philosophy (RP) course.

IN545 - Religion, Spirituality, & Music: Harmony of Humanity

Please see course description in parent discipline by clicking [here](#).

Grants: Honors Interdisciplinary 1IN/1RP Cr.; Terms: T1; Forms: IV or V; Prereqs: Any 400 or 500 level Religion and Philosophy (RP) course and completion of arts requirement or Department Approval

IN546 - Religion And Ecology

Please see course description in parent discipline by clicking [here](#).

Grants: Honors Interdisciplinary; 1IN/1RP Cr.; Terms: T3; Forms: IV or V; Prereqs: Any 400 level Religion and Philosophy (RP) course.

IN547 - Martin Luther King, Jr. and Malcolm X

Please see course description in parent discipline by clicking [here](#).

Grants: Honors Interdisciplinary NCAA 1IN/1HI Cr.; Terms: T2; Forms: V Prereqs: HI421, HI536 or HI541

IN548 - Reclaiming the Black Body: A Cultural History on the Representation of Black Bodies in the African Diaspora

Please see course description in parent discipline by clicking [here](#).

Grants: Honors Interdisciplinary 1IN/1HI Cr.; Terms: T3; Forms: V Prereqs: HI301

IN550 - Makers Modern Mind

Please see course description in parent discipline by clicking [here](#).

Grants: Honors Interdisciplinary NCAA; 2IN/2RP Cr.; Terms: T2 and T3; Forms: IV or V; Prereqs: Any 400 level Religion and Philosophy (RP) course.

IN553 - Honors French: French Autobiography

Please see course description in parent discipline by clicking [here](#).

Grants: Honors Interdisciplinary NCAA; 1IN/1LA/1RP Cr. Terms: T1; Forms: All Prereqs: LA509, LA564, LA566 or IN525

IN554 - Honors Spanish: Caribbean Cinemas

Please see course description in parent discipline by clicking [here](#).

Grants: Honors Interdisciplinary; Terms: T3; Forms: All Prereqs: LA511

IN556 - Honors Latin: Roman Theater

Please see course description in parent discipline by clicking [here](#).

Grants: Honors Interdisciplinary; Terms: T2; Forms: All Prereqs: LA501

IN558 - Bioethics

Please see course description in parent discipline by clicking [here](#).

Grants: Honors Interdisciplinary NCAA; 2IN/1SC/1RP Cr.; Terms: T2 and T3; Forms: V; Prereqs: SC325 and any 400 level Religion and Philosophy (RP) course.

IN560 - Race

Please see course description in parent discipline by clicking [here](#).

Grants: Honors Interdisciplinary NCAA; 1IN/1SC Cr.; Terms: T1; Forms: V; Prereqs: SC325 or Department Approval

IN562 - Food Studies

Please see course description in parent discipline by clicking [here](#).

Grants: Honors Interdisciplinary; 1IN/1SC Cr.; Terms: T3; Forms: V; Prereqs: SC325 or Department Approval

IN563 - Ancient Greco-Roman Philosophy

Please see course description in parent discipline by clicking [here](#).

Grants: Honors Interdisciplinary; 1IN/1HI Cr.; Terms: T1; Forms: IV or V; Prereqs: HI421, HI536 or HI541

IN564 - Social Justice Scholars Seminar

Please see course description in parent discipline by clicking [here](#).

Grants: Honors Interdisciplinary NCAA; 1IN/1HI Cr.; Terms: T1; Forms: V; Prereqs: Participation in Social Justice Scholars Summer Program

IN565 - Playwriting

Please see course description in parent discipline by clicking [here](#).

Grants: I Honors Interdisciplinary NCAA; 1IN/1EN/PA: Honors; Terms: T1; Forms: V Prereqs: Completion of 400-level EN and any 300-level PA class

IN566 - Dramaturgy: Illuminating the World of the Play

Please see course description in parent discipline by clicking [here](#).

Grants: Honors Interdisciplinary; 1IN/1PA Cr.; Terms: T2; Forms: IV or V; Prereqs: Any 300 level Performing Arts (PA) course or Departmental Approval

IN567 - Shakespeare's Tragedies: Everyone Dies in Performance

Please see course description in parent discipline by clicking [here](#).

Grants: Honors Interdisciplinary; 1IN/1EN/1PA Cr.; Terms: T1; Forms: IV or V; Prereqs: Completion of any 300 level art class

IN573 - Managing Technology & Strategic Innovation

Please see course description in parent discipline by clicking [here](#).

Grants: Honors Interdisciplinary NCAA; 1IN/1HI Cr.; Terms: T3; Forms: IV or V

IN574 - Language of Leadership

Please see course description in parent discipline by clicking [here](#).

Grants: Honors Interdisciplinary NCAA; 1IN/1EN Terms: T1; Forms: V

IN588 - Interdisciplinary: Capstone

The Senior Capstone Course will focus on the major issues and candidates of the 2024 Presidential Election. An incumbent President facing a wide field of Republican candidates will make the spring of 2024 a fascinating time to consider the key issues facing our country and citizens this election year.
Grants: Honors Interdisciplinary; 1IN Cr.; Terms: T3; Forms: V

Language

LA201 - French 1

This yearlong course introduces basic vocabulary and sentence structure, fundamental verb structures, and the beginning pronunciation and oral structures of French, which will enable students to follow future courses using the target language only. Students develop elementary reading, writing and conversation skills while working with the present and past tense. Students also begin to develop their cultural understanding and fluency through presentational projects that introduce them to the French-speaking world.
Grants: NCAA; Terms: All; Forms: All

LA301 - French 2

This yearlong intermediate level course builds upon a mastery of the basic syntax, lexicon, and communicative skills of French 1. Students develop more nuanced expression for describing the past, as well as the future in both written and spoken forms. In addition to continuing to emphasize aural-oral skills, students develop the ability to describe and narrate in paragraphs. Students broaden their cultural understanding and fluency through a series of short stories from the French-speaking world that provide a scaffold and framework for longer, more sophisticated oral and written work.
Grants: NCAA; Terms: All; Forms: All Prereqs: LA201

LA401, LA402, LA403 - French 3

This yearlong upper-intermediate course provides students the opportunity to hone their speaking, listening, reading, writing, and cultural competencies through a selection of textual and audio-visual materials. This course allows students to interact with materials that include, but are not limited to, stories from francophone literature, radio and television broadcasts, and film. These authentic materials provide students opportunities to review and expand the grammar, syntax, and vocabulary of the language. In addition, students will begin to develop their Harkness discussion skills in French. Assessment focuses on their ability to transfer those linguistic skills to meaningful cultural contexts through written and oral work. You must sign up for LA402 and LA403 for Winter and Spring.
Grants: NCAA; Terms: All; Forms: All Prereqs: LA301

LA507 - Advanced French I

This advanced level course provides students an opportunity to hone their speaking, listening, reading, writing, and cultural competencies through Francophone texts and films. Targeted intensive grammar review and vocabulary development allow students to become more sophisticated users of the language. To that end, the development of written and oral competencies, including Harkness discussion skills, are essential aspects of this course. Assessment focuses on the student's ability to transfer those linguistic skills to meaningful cultural contexts through written and oral work. Practice with the format and content of the SAT II exam is included when appropriate.
Grants: Honors NCAA; Terms: T1; Forms: All Prereqs: LA401

LA508 - Advanced French II

This advanced level course provides students an opportunity to hone their speaking, listening, reading, writing, and cultural competencies through Francophone texts and films. Targeted intensive grammar

review and vocabulary development allow students to become more sophisticated users of the language. To that end, the development of written and oral competencies, including Harkness discussion skills, are essential aspects of this course. Assessment focuses on the student's ability to transfer those linguistic skills to meaningful cultural contexts through written and oral work. Practice with the format and content of the SAT II exam is included when appropriate.

Grants: Honors NCAA; Terms: T2; Forms: All Prereqs: LA507

LA509 - Advanced French III

This advanced level course provides students an opportunity to hone their speaking, listening, reading, writing, and cultural competencies through Francophone texts and films. Targeted intensive grammar review and vocabulary development allow students to become more sophisticated users of the language. To that end, the development of written and oral competencies, including Harkness discussion skills, are essential aspects of this course. Assessment focuses on the student's ability to transfer those linguistic skills to meaningful cultural contexts through written and oral work. Practice with the format and content of the SAT II exam is included when appropriate.

Grants: Honors NCAA; Terms: T3; Forms: All Prereqs: LA508

LA562 - Honors French: French Impressionism

This course will focus on Impressionism, its artists and the landscape of French art and culture towards the end of the 19th century. It was a time of revolution. A group of artists and their artistic style pushed back against realism. There are famous names, such as Monet, Cézanne and Van Gogh, yet others more obscure, like the American women Morisot and Cassatt. All had a role to play in this artistic upheaval. In addition to this upheaval, French society also experienced significant changes. Industrialism, the devastation of the Franco-Prussian War, and the rebuilding of Paris through the 3rd Republic and all had a major impact. Students will have the opportunity to learn about this historical perspective, but most importantly, they will study impressionism in depth and why it became one of the most famous artistic movements in modern history.

Grants: Honors NCAA; Terms: T2; Forms: All Prereqs: LA509, LA564, LA566, IN525 or IN553

IN525 - Honors French: French Cinema

From the very beginnings of cinema, France has produced internationally recognized films, and many historians consider France as the birthplace of cinema. From the advent of the "cinématographe" by the Frères Lumière in the 1890's, France has also been responsible for many early, significant contributions to film and for the creation of important cinematic movements. This course will follow the development of French cinema from the late 1800's to the present. Students will study films from each decade from a historical, cultural, and artistic lens while becoming familiar with the appropriate cinema terminology.

Grants: Honors NCAA; Terms: T3; Forms: All Prereqs: LA561, LA564, LA566 or IN526

IN553 - Honors French: French Autobiography

This course refutes the notion that our lives are stories: rarely does life arrange itself into a satisfying arc with a beginning, middle, and end. Unforeseen events may disrupt what we thought was a hero's journey; conversely, a happy life may not generate a compelling narrative. Yet from the college essay to the job interview, we are increasingly expected to present ourselves autobiographically, walking a tightrope to display self-awareness (not self-absorption), strategic self-disclosure (without oversharing), and skillful narrative control (without seeming inauthentic). In this course, students will read authors such as Montaigne, Rousseau, and Ernaux. Students will grapple with the theoretical issues of autobiography as they connect to ethics, philosophy, and narrative theory. As a final project, students will write either personal autobiography or a critical essay.

Grants: Honors Interdisciplinary NCAA; 1IN/1LA/1RP Cr. Terms: T1; Forms: All Prereqs: LA509, LA564, LA566 or IN525

LA211 - Spanish 1

In this introductory yearlong course, students are introduced to the basics of Spanish pronunciation and oral structures. Students are exposed to the aural-oral as well as the writing fundamentals which will enable them to follow future courses using the target language only. For written proficiency, students progressively develop writing skills from sentence to paragraph. In the winter term, students study fundamental verb structures and read and write at an elementary level. In the spring, the course develops basic language skills at the sentence level and introduces the past tense.

Grants: NCAA; Terms: All; Forms: All

LA311 - Spanish 2

In this year long course students learn intermediate language structures. Oral practice of a more advanced nature begins, as well as increased reading and writing practice, including narration and the compositions of paragraphs. In the winter term, the course focuses on narrating past events using preterite and imperfect tenses. In the spring term, the composition of more sophisticated essays begins. Short stories provide a scaffold and framework for longer and more sophisticated oral and written work.

Grants: NCAA; Terms: All; Forms: All Prereqs: LA211

LA411, LA412, LA413 - Spanish 3

This yearlong upper intermediate course continues to refine students' level of both written and spoken discourse. Fluidity and flexibility of expression is developed and the introduction of more complex sentence structures begins. Students continue reading short stories of Spanish and Latin American authors. This course will be the completion of their last mandatory year of Spanish instruction at Lawrenceville. You must sign up for LA412 and LA413 for Winter and Spring.

Grants: NCAA; Terms: All; Forms: All Prereqs: LA311

LA510 - Advanced Spanish I

In this course students develop and polish their expository and creative writing skills while strengthening their ability to closely read a text. Students learn how to sustain an extended conversation with multiple interlocutors in Spanish. In order to accomplish these goals, the course uses written texts, art and short films that cover a wide range of topics.

Grants: Honors NCAA; Terms: T1; Forms: All Prereqs: LA411

LA511 - Advanced Spanish II

In this course students develop and polish their expository and creative writing skills while strengthening their ability to closely read a text. Students learn how to sustain an extended conversation with multiple interlocutors in Spanish. In order to accomplish these goals, the course uses written texts, art and short films that cover a wide range of topics.

Grants: Honors NCAA; Terms: T2; Forms: All Prereqs: LA510

LA512 - Advanced Spanish III

In this course students develop and polish their expository and creative writing skills while strengthening their ability to closely read a text. Students learn how to sustain an extended conversation with multiple interlocutors in Spanish. In order to accomplish these goals, the course uses written texts, art and short films that cover a wide range of topics.

Grants: Honors NCAA; Terms: T3; Forms: All Prereqs: LA511

LA594 - Honors Spanish: Improvisaciones

As with jazz, improvisation can happen once the basics of the discipline are mastered. This honors elective draws on students' foundational skills and invites them to stretch further by creating scenarios, characters, and conversational phrases they can incorporate into improvisational skits. (No prior acting experience needed!)

Grants: Honors; Terms: T3; Forms: All Prereqs: LA511

LA597 - Honors Spanish: News and Culture

This course will explore current events of Latin America. Since news, by its nature will vary, the other part of the course will address themes and issues in Latin America that will provide both a historical perspective for the news as well as explore cultural facets. Resources include newspaper and magazine articles, videos, and movies.

Grants: Honors NCAA; Terms: T1; Forms: All Prereqs: LA511

IN528 - Honors Spanish: Politics & Poetry

This interdisciplinary course explores Nicaragua and its unique link: politics and poetry. Covering a chronological view of historical events and poets, students will read primary documents, discuss and write about events and topics, and participate in several group and individual projects using Spanish. Some select, lengthy history readings may be done in English. Available to IVth and Vth Forms only.

Grants: Honors Interdisciplinary; 1IN/1LA Cr.; Terms: T2; Forms: IV or V; Prereqs: HI301 and LA511

IN554 - Honors Spanish: Caribbean Cinemas

How are race, gender, class, and ability represented in contemporary films from the Caribbean? How contemporary filmmakers express messages of resistance and subversion? This course aims to answer those questions by analyzing inequality and social inclusion in Caribbean cinema from historical, cultural, and aesthetic perspectives. Students will watch a weekly film, which will be the basis for in-class discussions. Readings will focus primarily on historical sources, interviews with filmmakers, and critical reviews. Writing assignments range from short responses to film reviews. Oral tasks include individual presentations and class debates. As their final assessment, students will choose one of the films we watched in class, conduct a research project about it, and present it in a multimedia form.

Grants: Honors Interdisciplinary; Terms: T3; Forms: All Prereqs: LA511

LA221 - Chinese 1

This yearlong course introduces rudimentary pronunciation rules, character writing skills and simple sentence structures. Students learn the aural-oral fundamentals, which enables them to follow future courses using the target language only. The course develops basic reading, writing and conversational skills at the sentence level, while developing cultural awareness through common daily topics such as greeting, family, hobbies, and school life.

Grants: NCAA; Terms: All; Forms: All

LA321 - Chinese 2

This yearlong course provides students with opportunities to continue to develop fundamental aural-oral skills through exposing them to a variety of common daily topics such as shopping, transportation, weather, dining, and visiting doctors. Students begin to develop paragraph-level writing proficiency and compound sentence structures are introduced. The target language is used as the language of instruction.

Grants: NCAA; Terms: All; Forms: All Prereqs: LA221

LA421, LA422, LA423 - Chinese 3

This yearlong course continues to build students' comprehensive skills in listening, speaking, and reading, as well as writing at the intermediate level. More complex sentence structures are introduced to support intermediate level writing. Concurrently, students learn to focus on subtleties with regard to the usage and meaning of words and sentences. Students begin to compose Chinese essays on familiar topics. Supplementary reading materials are introduced more frequently and students watch some media materials to enrich their knowledge of Chinese culture. You must sign up for LA422 and LA423 for Winter and Spring.

Grants: NCAA; Terms: All; Forms: All Prereqs: LA321

LA504 - Advanced Chinese I

The Advanced Chinese sequence addresses listening, speaking, reading and writing skills at an intermediate mid to high level. Texts at this level continue to introduce advanced structures and vocabulary words. Common phrases, as well as colloquial and idiomatic expressions, will be included. Content will make the transition from daily-life topics to more sophisticated topics like education or geography. Students will start to develop the skills of distinguishing between formal and informal language. Presentational skills and essay writing skills will be polished.

Grants: Honors NCAA; Terms: T1; Forms: All Prereqs: LA421

LA505 - Advanced Chinese II

The Advanced Chinese sequence addresses listening, speaking, reading and writing skills at an intermediate mid to high level. Texts at this level continue to introduce advanced structures and vocabulary words. Common phrases, as well as colloquial and idiomatic expressions, will be included. Content will make the transition from daily-life topics to more sophisticated topics like education or geography. Students will start to develop the skills of distinguishing between formal and informal language. Presentational skills and essay writing skills will be polished.

Grants: Honors NCAA; Terms: T2; Forms: All Prereqs: LA504

LA506 - Advanced Chinese III

The Advanced Chinese sequence addresses listening, speaking, reading and writing skills at an intermediate mid to high level. Texts at this level continue to introduce advanced structures and vocabulary words. Common phrases, as well as colloquial and idiomatic expressions, will be included. Content will make the transition from daily-life topics to more sophisticated topics like education or geography. Students will start to develop the skills of distinguishing between formal and informal language. Presentational skills and essay writing skills will be polished.

Grants: Honors NCAA; Terms: T3; Forms: All Prereqs: LA505

LA521 - Honors Chinese: Topics in Modern China I

This yearlong course aims to first, sharpen students' Chinese language skills, and second, to encourage critical examinations of social events and issues in contemporary China. Topics cover the urban-rural education gap, family relationships, conflicts between tradition and modern values and so on. Students will watch carefully selected movies and scrutinize relevant reading materials. Through this course, students can deepen their understanding of Chinese modern society. Meanwhile, with regular essay assignments, they can hone their writing skills, and also enhance their oral skills by means of discussion, debates and presentations.

Grants: Honors NCAA; Terms: T1; Forms: All; Prereqs: LA525

LA522 - Honors Chinese: Topics in Modern China II

This yearlong course aims to first, sharpen students' Chinese language skills, and second, to encourage critical examinations of social events and issues in contemporary China. Topics cover the urban-rural

education gap, family relationships, conflicts between tradition and modern values and so on. Students will watch carefully selected movies and scrutinize relevant reading materials. Through this course, students can deepen their understanding of Chinese modern society. Meanwhile, with regular essay assignments, they can hone their writing skills, and also enhance their oral skills by means of discussion, debates and presentations.

Grants: Honors NCAA; Terms: T2; Forms: All; Prereqs: LA521

LA523 - Honors Chinese: Topics in Modern China III

This yearlong course aims to first, sharpen students' Chinese language skills, and second, to encourage critical examinations of social events and issues in contemporary China. Topics cover the urban-rural education gap, family relationships, conflicts between tradition and modern values and so on. Students will watch carefully selected movies and scrutinize relevant reading materials. Through this course, students can deepen their understanding of Chinese modern society. Meanwhile, with regular essay assignments, they can hone their writing skills, and also enhance their oral skills by means of discussion, debates and presentations.

Grants: Honors NCAA; Terms: T3; Forms: All; Prereqs: LA522

LA527 - Honors Chinese: Journalism I

The goal of this course is to guide the students to learn more about contemporary China culture and to equip them with the necessary vocabulary to read general articles about China in the media. Slightly modified articles from Chinese newspapers are used as the course materials. Based on these articles, students will discuss current social issues in China and complete regular writing assignments. In addition to enhancing writing skills, this course also helps students to further develop their oral skills through discussion, debate, and presentation.

Grants: Honors; Terms: T1; Forms: All Prereqs: LA506

LA528 - Honors Chinese: Journalism II

The goal of this course is to guide the students to learn more about contemporary China culture and to equip them with the necessary vocabulary to read general articles about China in the media. Slightly modified articles from Chinese newspapers are used as the course materials. Based on these articles, students will discuss current social issues in China and complete regular writing assignments. In addition to enhancing writing skills, this course also helps students to further develop their oral skills through discussion, debate, and presentation.

Grants: Honors; Terms: T2; Forms: All Prereqs: LA527

LA529 - Honors Chinese: Journalism III

The goal of this course is to guide the students to learn more about contemporary China culture and to equip them with the necessary vocabulary to read general articles about China in the media. Slightly modified articles from Chinese newspapers are used as the course materials. Based on these articles, students will discuss current social issues in China and complete regular writing assignments. In addition to enhancing writing skills, this course also helps students to further develop their oral skills through discussion, debate, and presentation.

Grants: Honors; Terms: T3; Forms: All Prereqs: LA528

LA241 - Latin 1

This course provides students with a thorough introduction to the Latin language and to the history and culture of the Romans and Ancient Greeks. Through regular short readings and written exercises, students in Latin 1 develop their knowledge of Latin grammar and usage, while building a foundational vocabulary of common Latin words, phrases, and idioms. They also begin to appreciate how much Latin has influenced both the English language and global history over the course of the last two millennia.

Grants: NCAA; Terms: All; Forms: All

LA341 - Latin 2

This course builds on students' prior knowledge of Latin and of the ancient world. Through regular reading assignments and written exercises, students in Latin 2 strive to develop their knowledge of Latin syntax and grammar, while continuing to expand their vocabulary. They also explore Latin's influence on both the English language and on global history, in general. The goal of this course is to prepare students for reading literature in Latin 3.

Grants: NCAA; Terms: All; Forms: All Prereqs: LA241

LA441, LA442, LA443 - Latin 3

In this yearlong course, students begin to explore the vast world of Latin literature. They study texts drawn from a variety of authors, in order to develop their ability to discuss, critique, and appreciate ancient literature. At the same time, students review some of the more challenging concepts of Latin grammar. The goal of this course is prepare students for either Advanced Latin or Honors Latin.

Grants: NCAA; Terms: All; Forms: All Prereqs: LA341

LA501 - Advanced Latin I

In this advanced reading course, students continue to explore the vast world of Latin literature by studying representative examples from many literary genres (including history, poetry, philosophy, and oratory). In addition to reading ancient texts, students also read select pieces of modern scholarship. This course prepares students for Honors Latin.

Grants: Honors NCAA; Terms: T1; Forms: All Prereqs: LA443

LA502 - Advanced Latin II

In this advanced reading course, students continue to explore the vast world of Latin literature by studying representative examples from many literary genres (including history, poetry, philosophy, and oratory). In addition to reading ancient texts, students also read select pieces of modern scholarship. This course prepares students for Honors Latin.

Grants: Honors NCAA; Terms: T2; Forms: All Prereqs: LA443

LA503 - Advanced Latin III

In this advanced reading course, students continue to explore the vast world of Latin literature by studying representative examples from many literary genres (including history, poetry, philosophy, and oratory). In addition to reading ancient texts, students also read select pieces of modern scholarship. This course prepares students for Honors Latin.

Grants: Honors NCAA Terms: T3; Forms: All Prereqs: LA443

LA543 - Honors Latin: Augustan Rome

This course will focus on the middle and later years of the rule of Augustus, Rome's first emperor, as it became clear that the Republic was dead and the Empire was there to stay. Students will study the ways in which these radical political changes drastically altered the lives and experiences of Rome's citizens. By reading texts from contemporary authors such as Ovid, Livy, Propertius, and Tibullus, students will gain insight into how Roman citizens responded to such upheaval.

Grants: Honors; Terms: T3; Forms: All; Prereqs: LA443 or permission from instructor

LA545 - Honors Latin: Roman Historiography

This course will focus on the ancient art of writing history and aims to introduce students to the pleasures of reading the works of the ancient historians. We will begin the term with excerpts from Herodotus, Thucydides, other Greek authors in English translation, in order to appreciate how Roman historians later adopted and adapted the genre of history, and then we will move to the Latin texts

themselves. Through the works of historians such as Livy, Tacitus, and Suetonius, students will encounter some of the most memorable characters from antiquity, including Julius Caesar, the emperor Augustus, and many others.

Grants: Honors NCAA; Terms: T1; Forms: All Prereqs: LA443

IN556 - Honors Latin: Roman Theater

This course aims to introduce students to Roman drama through comedic plays of Titus Maccius Plautus (Plautus) and Publius Terentius Afer (Terence), the beloved comedians of Latin literature, or the tragic plays of Seneca. Whether we read tragedy or comedy we will trace the development of the genres through to their modern equivalents by reading and watching adaptations in close comparison to the original texts.

Grants: Honors Interdisciplinary; Terms: T2; Forms: All Prereqs: LA443

LA515 - Introduction to Ancient Greek

This year long course offers students an intensive introduction to the language and culture of Ancient Greece and prepares students to read works by some of the best-known Greek authors, including Plato and Homer.

Grants: Honors NCAA; Terms: All; Forms: IV or V; Prereqs: Completion of Language graduation requirement and permission.

LA599 - Ind. Study: Language

Students with special interests they wish to explore outside the regular program of courses may apply for an independent study. This may involve research or creative work; normally it will culminate in a paper, exhibit, or performance of some kind. Work in such projects is treated exactly like work in regular courses: a final grade is given; students must meet regularly (at least once a week) with their advisor; they must have tangible progress to report at each meeting.

Grants: Honors; Terms: T1 or T2 or T3; Forms: All Prereqs: Department Approval

Mathematics

MA201 - Math 1

Math 1 is a full year course covering skills and concepts necessary for success in high-school mathematics. Emphasis is placed on mathematical principles to support necessary symbol manipulation. Although the course assumes no previous experience with high-school algebra, it is still an excellent choice for students who have already taken a first year algebra course at their previous school, but who feel they need to strengthen their grasp of fundamental skills and ideas.

Grants: NCAA; Terms: All; Forms: II

MA204 - Math 2

Math 2 teaches students to make effective and convincing mathematical arguments. While our emphasis will be on the deductive reasoning of geometry, we will also explore the role of inductive reasoning in developing conjectures about the characteristics of geometric figures. Considerable attention will be given to applying geometric relationships to real-life situations. In addition, important skills from Algebra I are reviewed, emphasizing the reasoning. This course also initiates an exploration of geometric probability.

Grants: NCAA; Terms: All; Forms: II or III Prereqs: MA201

MA301 - Math 3

Math 3 is a yearlong course that introduces the language, notation, and methodology of mathematics necessary for the creation of algebraic models. We pay particular attention to the reasoning on which algebraic methods are based. Topics include working with algebraic expressions and equations; linear,

quadratic, exponential, and power functions; logarithms; and basic triangle trigonometry. We will also explore the fundamentals of probability and statistics.

Grants: NCAA; Terms: All; Forms: II or III or IV Prereqs: MA201 and MA204

MA321 - Math 3X

Math 3X is a yearlong course that explores the language, notation and methodology of mathematics necessary for the creation of convincing mathematical arguments. We pay particular attention to the reasoning on which algebraic methods are based. Topics include working with algebraic expressions, equations and inequalities; linear, quadratic, absolute value, power, exponential and logarithmic functions; and the fundamentals of conic sections, combinatorics, probability and statistics.

Grants: NCAA; Terms: All; forms: II or III or IV; Prereqs: MA201 and MA204

MA404 - Math 4

This course is designed to strengthen students' algebraic fluency as they examine the important characteristics of linear, quadratic, exponential, polynomial, rational, and trigonometric functions. The connection between arithmetic and geometric sequences and linear and exponential functions will be explored. Students will use these families of functions to solve a variety of application problems. Strategic use of technology will be encouraged throughout the course.

Grants: NCAA; Terms: All; Forms: III or IV or V; Prereqs: MA301

MA407 - Precalculus

Precalculus involves the study of the elementary functions (linear, quadratic, polynomial, rational, power, exponential, logarithmic, trigonometric, inverse trigonometric), their multiple representations (words, formulas, graphs, and numerical tables), their salient characteristics, and ways of using them to model real-world phenomena.

Grants: NCAA; Terms: All; Forms: All Prereqs: MA301, MA321, or MA404

MA411 - Statistics

How do scientists establish truth? They produce data through observation and experiments. Individual measurements vary, even in seemingly identical conditions. Descriptive statistics provides graphical and numerical tools for modeling variation in data. In well-designed studies, inferential statistics allows researchers to draw conclusions about the world at large from the data at hand. Probability answers the critical question "what are the chances?" In this course, students will master the art and science of making decisions with data.

Grants: NCAA; Terms: All; Forms: IV or V; Prereqs: MA404 or MA407 or MA301 with department approval

MA421 - Precalculus BC

This course includes all of the topics covered in Precalculus, but examines them in greater depth and at an accelerated pace. During the winter and spring terms, students are exposed to additional content that prepares them to take Honors Calculus BC the following year, including a comprehensive introduction to limits, continuity, and derivatives.

Grants: NCAA; Terms: All; Forms: All Prereqs: MA301 or MA321

MA451 - Calculus

This course provides an introduction to the major ideas of calculus. Key topics include derivatives and their applications in curve sketching, optimization, and related rates, as well as integrals (antiderivatives) and their applications in solving differential equations, modeling accumulation, and determining areas and volumes. In this course, students will actively engage in exploratory projects and collaborative

investigations to study calculus. The use of technology (graphing calculator, Desmos, and Geogebra) will be prioritized over traditional algebraic solving techniques to help visualize solution methods. Successful completion of this course will require an ability to communicate reasoning both verbally and on paper. Gaining an understanding of differential and integral calculus will equip students with confidence and a knowledge base to pursue further study of calculus.

Grants: NCAA; Terms: All; Forms: III or IV or V; Prereqs: MA404 or MA407

MA504 - Honors Calculus AB

The course is a thorough examination of change-instantaneous rates of change (differential calculus) and the ongoing accumulation of change (integral calculus). Students will discuss the meaning and interpretation of these concepts, explore methods for determining the derivatives and integrals of elementary functions, and develop skills with these methods in various contexts. Applications of the derivative and integral are emphasized from symbolic, graphical, numerical, and descriptive perspectives. This course prepares students for the AP[®] exam in May, and all students are required to take the exam.

Grants: Honors NCAA; Terms: All; Forms: All Prereqs: MA407 or MA421

MA511 - Honors Statistics

Statistics is the art and science of drawing conclusions from data. In Honors Statistics, students will learn to: apply the principles and methods of data production, data analysis, probability models, and inference appropriately in a variety of settings; design and carry out a statistical study to answer a research question of interest; analyze and critique published statistical information; and communicate statistical reasoning effectively, both orally and in writing. This course prepares students for the AP[®] exam in May, and all students are required to take the exam.

Grants: Honors NCAA; Terms: All; Forms: IV or V; Prereqs: MA407 or MA421; MA301/MA321/MA404 with department approval

MA521 - Honors Calculus BC

The course will cover all the topics described in MA504 Honors Calculus AB, with only a quick review of the ideas of limits, continuity, and derivatives that were part of Precalculus BC. Many additional topics will be covered including more sophisticated methods of integration, polar coordinates, and extensive work with infinite series and vector-valued functions. This course prepares students for the AP[®] exam in May, and all students are required to take the exam.

Grants: Honors NCAA; Terms: All; Forms: All Prereqs: MA421

MA527 - Honors Calculus-Based Prob & Stats

Statistics is the art and science of drawing conclusions from data. Probability is the study of chance behavior, while calculus provides the methodological basis in both disciplines. This course blends probability theory and mathematical statistics with real-world applications. Students will: use R statistical software to visualize and synthesize data, as well as develop and apply models that describe real-world statistical phenomena; use calculus and other mathematical techniques to construct proofs of key results; draw appropriate conclusions using data analysis, probability, and inferential statistics. Students who wish to take the AP[®] exam in May will need to do some independent preparation outside of class.

Grants: Honors NCAA; Terms: All; Forms: III or IV or V; Prereqs: MA504 or MA521

MA532 - Honors Math Seminar: Linear Algebra

This course introduces the essential ideas of vectors, matrices, linear systems of equations, determinants, eigenvectors and eigenvalues. The applications of these concepts are both illuminating and elegant, and will provide needed resources to solve sophisticated and abstract mathematical

problems. These ideas form the building blocks needed for Multivariable Calculus in the winter, and Differential Equations in the spring.

Grants: Honors NCAA; Terms: T1; Forms: III or IV or V Prereqs: MA504 or MA521 and one of MA511, MA527, MA555 complete or concurrent

MA536 - Honors Math Seminar: Multivariable Calculus

This course investigates how the notions of differentiation and integration studied in single-variable calculus extend to functions of several variables. It is a gentle qualitative introduction to the subject and is not meant to replace the rigorous college version. Topics studied include vectors and vector fields, differentiation, optimization, the definite integral and applications. The Linear Algebra course in the fall is strongly recommended.

Grants: Honors NCAA; Terms: T2; Forms: III or IV or V; Prereqs: MA504 or MA521 and one of MA511, MA527, MA555 complete or concurrent

MA537 - Honors Math Seminar: Differential Equations

This course will cover techniques used to solve some of the most interesting problems in mathematics, physics, economics, and computer science. Appreciation of the power of analytical, numerical, and graphical methods for solving differential equations will be a focus of the course. Computer software capable of exploring and solving differential equations will be used to enhance understanding and help in the solution of problems. The course will revolve around applications to real life situations. The Linear Algebra course in the fall is strongly recommended.

Grants: Honors NCAA; Terms: T3; Forms: III or IV or V Prereqs: IN530 or MA504 or MA521 and one of MA511, MA527, MA555 complete or concurrent

MA540 - Financial Markets and Modeling

The math department is uniquely positioned to offer a 500-level, 1 course elective to help students become more aware of financial decisions they can start making now and will have to make upon graduation. This will include identifying the core topics we believe a Lawrenceville graduate should have (e.g., understanding checkable deposits vs. savings deposits, loans and credit cards, how to read a 10-k, financial statements, etc.). In addition, we will develop creative application assignments that require students to learn and apply Excel modeling techniques (e.g., developing models to: understand mortgages, credit card payments, profits of a company, and returns on a diversified portfolio). This course will be open to students in the IVth and Vth form with Math 3 (or equivalent) being the prerequisite.

Grants: Honors; Terms: T1; Forms: IV or V; Prereqs: MA 301 and Department Approval

MA555 - Honors Computer Programming

This course is designed to exploit natural connections between mathematics and programming. Bringing mathematics to programming and programming to mathematics, we attempt to realize synergies between the two disciplines. The Mathematica platform allows us to build visual models of complex problems, and, in the process, gain some understanding of the underlying mathematics, like vectors and vector transformations. Pedagogically, as much as possible, class time is hands-on, and, as the course progresses, exercises become more independent, creative, and complex. *Note that this is designed as a yearlong course, but students may opt to sign up for MA563 in the spring term.* Students who wish to take the AP[®] exam in May will need to do some independent preparation outside of class.

Grants: Honors; Terms: All; Forms: IV or V; Prereqs: MA301

MA556 - Computer Programming in Java

In this full-year course, students with a background in programming will learn how to program in the Java programming language. The course will begin with a brief review of variables and datatypes,

conditions and loops, and functions so that students can see how these fundamentals apply in Java. Students will learn and practice coding in the Object-Oriented Paradigm, which the Java language supports by design. Topics will include recursion, inheritance, and polymorphism; in the spring term, these will extend to searching and sorting algorithms, as well as data structures like stacks and queues. Throughout the course, students will learn some best coding practices: using flowcharts and UML diagrams to design algorithms and classes, structuring and commenting code for readability, analyzing program output or performance, and strategically debugging. This course prepares students for the AP[®] Computer Science A exam in May. As this course assumes previous experience with coding, students must have passed any programming course (MA 555/561/562/563/564) or be granted department permission to enroll; in addition, the study of function notation and behavior requires that students have passed or be concurrently enrolled in Precalculus (MA 407) or above.

Grants: Honors NCAA; Terms: All; Forms: IV or V; Prereqs: MA 407 (completed or concurrent), MA 555 / 561 / 562 / 563 / 564, and Department Approval

MA561 - Javascript Programming

Coding is the literacy for the 21st Century and applicable to almost any field of study or work. In this course, students will learn how to program using the Javascript programming language. Topics covered include basic language syntax, data types, program organization, algorithm design, control structures, and graphics. Although students with a programming background are welcome to take this course, it is meant for students with little or no background in the Javascript programming language. This course will prepare you to take MA563 Projects in Computer Programming in the Spring term. Students may also elect to take MA562 Python Programming in the winter term.

Grants: Honors NCAA; Terms: T1; Forms: IV or V; Prereqs: MA301

MA562 - Python Programming

Coding is the literacy for the 21st Century and applicable to almost any field of study or work. In this course, students will learn how to program using the Python programming language. Topics include programming language syntax, data types, program organization, algorithm design, and control structures, and some more advanced data science and machine learning tools. Although students with a programming background are welcome to take this course, it is meant for students with little or no background in the Python programming language. This course will prepare you to take MA563 Projects in Computer Programming in the Spring term.

Grants: Honors NCAA; Terms: T2; Forms: IV or V; Prereqs: MA301

MA563 - Projects in Computer Programming

Coding is the literacy for the 21st Century and applicable to almost any field of study or work. In this course, students will code, debug, and present a programming application of their design. This course is open to students who have taken either of the 1-term programming electives (MA561 or MA562) or who can demonstrate sufficient mastery of a programming language that they will be able to sustain and complete a 1-term programming project. Although students will have opportunities to collaborate on projects with other students, the expectation is that students will have the initiative and resourcefulness to be able to work on their projects independently.

Grants: Honors NCAA; Terms: T3; Forms: IV or V; Prereqs: MA561 or MA562, or departmental approval.

MA599 - Ind. Study: Math

Students with special interests they wish to explore outside the regular program of courses may apply for an independent study. This may involve research or creative work; normally it will culminate in a paper, exhibit, or performance of some kind. Work in such projects is treated exactly like work in regular

courses: a final grade is given; students must meet regularly (at least once a week) with their advisor; they must have tangible progress to report at each meeting.

Grants: Honors; Terms: All; Forms: IV or V; Prereqs: Department Approval

Performing Arts

PA010 - The Lawrentians

See description for PA304. Terms: All. Forms: IV, V

PA201 - Foundations in Music

Foundations of Music is a two-term course in which students address the basic components of musicianship, emphasizing creating and performing music. The major goals for each term are original composition projects based on common forms of folk music and/or the ABA-pop song. Topics covered include Pitch Notation and the Staff; Accidentals and Whole Steps; Simple Meters; Beat divisions and Syncopation; Compound Meters; Major Scales / Keys - Minor Scales/Keys, Intervals, and Basic Triad forms. Foundations of Music includes study modules on music history, style and major figures, as well as directed recording/production projects.

One of the four weekly classes meets in a co-curricular rehearsal hour, during which time students engage in a music lab, applying skills and making music as members of an ensemble, either with the Lawrenceville Philharmonic Orchestra or Collegium, a Jazz ensemble, or the Lawrenceville Singers.

Terms: T2 and T3; Forms: II

PA221 - Foundations of Theatre

Foundations of Theatre is an introductory course that explores all things theatrical and encourages collaboration, self-awareness, and creative argument. How do theatre artists collaborate to create engaging, effective theatre? Why do we create live performances and how are they made? Through Spolin theatre game studies, Harkness discussions, and written reflection, students will work as an ensemble and hone physical and vocal skills to argue creative choices that they will take into their everyday lives. We will discover the Aristotelian Elements of Theatre through play readings and scene studies by building on a common vocabulary, explore types of theatrical spaces and the disciplines of technical theatre, and develop a reliable creative process for the collaboration for the stage. The following term further explores the creative process in theatre, expanding on skills, habits, and dispositions for acting and theatrical design. Students will make connections with multiple styles of theatre and the guideposts of acting and directing through long-form play and scene studies. Utilizing the elements of theatrical design, costumes, lighting, and scenery will be explored, tying together performance and spectacle.

Terms: T2 and T3; Forms: II

PA301 - Foundations of Music

For returning 3rd formers who have taken their first two arts credits in visual art or theatre, or first year 4th/5th form students. This one-term class is a distillation and acceleration of PA 201 and will complete your arts graduation requirement. See description for PA201.

Terms: T1; Forms: III or IV Prereqs: PA221 or VA201

PA304 - The Lawrentians

This yearlong class explores advanced levels of the choral art form through the study and performance of sophisticated literature. The singers begin to develop mastery of fundamental skills-tuning, balance, breath, diction, dynamics and phrasing-of performance practice. This advanced 8-part chamber choir gives concerts several times throughout the academic year; consequently, students are carefully

selected for the group based upon commitment, consistency and clarity of vocal tone, singing experience, and overall music skills.

Terms: All; Forms: III Prereqs: Audition

PA310 - Explorations of Music

For new 3rd formers only, this two-term class will fulfill their arts graduation requirement. See PA201 and PA330 for course description.

Terms: T1 and T2; Forms: III

PA326 - Acting I

This course focuses expressly on the creative process of acting for the theatre and is designed for students with a beginning or growing interest in theatre performance. Through exercises in movement and voice, students will build character profiles from the ground up via scene studies from contemporary plays. Through Harkness discussions and writing exercises, we will analyze the given circumstances of each play, realizing the fleshed-out world of the play and the objectives, tactics, obstacles, and environments within. Students will memorize and perform paired and small-group scene studies, scaffolded by the guideposts of acting and directing, and present their work in performance before an audience of their peers. This work will develop the essential skills required to direct or act in a fully realized play for performance in the Black Box Theatre.

Terms: T1 (New and Returning) or T3 (Returning and discipline changing ONLY); Forms: III Prereqs: PA225

PA327 - Theatrical Design: Costume Design

This introductory course explores the fundamentals of theatrical costume design, costume construction, draping, and fabric/materials manipulation, as well as aspects of hair and make-up design for the stage. Students will learn the design process through hands-on experience, translating ideas taken from a play, developing these through research, pattern making, and materials, and the completion of finished costume pieces and hair/make-up designs. Students will learn how to draw strong ideas and arguments for costumes from script analysis and visual research, sew and stitch, and use the elements of theatrical design to create finished pieces that serve the character and play, with one class per week serving as a lab. Similarly, students will learn to plan and execute concepts in stage make-up, from feature enhancement to aging, prosthetics to wounds, with references to historical periods for hair design. Students collaboratively learn visual communication skills through this medium while creating a conceptualized design in their chosen area of interest, and costumes, hair, and make-up created will have direct application on a staged production.

Terms: T1; Forms: III; Prereqs: PA225 or 200-level VA course

PA328 - Theatrical Design: Lighting Design

This introductory course explores the fundamentals of theatrical lighting design for the stage, with particular emphasis on how lighting tells a story. Students will learn the design process by translating ideas taken from a play into mood and theme, developing these through research, light plotting, and color theory. Through the use of the theatrical elements of design, students will learn how to draw strong ideas and arguments for lighting from script analysis and visual research, and manipulate color, direction, pattern, intensity, and movement to create composition that supports their creative argument. Students will gain hands-on experience in installing, focusing, and executing their ideas in our Black Box Theatre, while also exploring theatrical special effects, with one class per week serving as a lab. Students collaboratively learn visual communication skills through this medium while creating a conceptualized design in their chosen area of interest, and lighting and special effects created will have direct application on a staged production.

Terms: T2; Forms: III; Prereqs: PA225 or 200-level VA course

PA329 - Theatrical Design: Scenic Design

This introductory course explores the fundamentals of theatrical scenic design, stagecraft, set construction, and scenic art (painting), with an emphasis on how scenery communicates idea, mood, and theme. Students will learn the design process through hands-on experience, translating ideas taken from a play, developing these through research, groundplan creation, and scenic materials, and the completion of a finished scale model and scenic elevations, with one class per week serving as a lab. Students will learn how to draw strong ideas and arguments for scenery from script analysis and visual research, utilize the components for dynamic groundplans, construction and carpentry, scenic painting techniques, and use the elements of theatrical design to create finished pieces that serve the theme and creative realities of a play. Similarly, students will learn to plan and execute concepts in soft goods and properties, including furnishings, with references to historical periods and styles. Students collaboratively learn visual communication skills through this medium while creating a conceptualized design in their chosen area of interest, and scenery created will have direct application on a staged production.

Terms: T3; Forms: III; Prereqs: PA225 or 200-level VA course

PA330 - Shapes and Styles of Music

This class builds upon the musical practice explored and exercised in the PA201 and PA301 Foundations of Music classes. This course will advance basic musicianship through more detailed experience with compositional materials and practice as well as analysis of a broad spectrum of Western music from about 1750-1900.

Terms: T1; Forms: III; Prereqs: PA205

PA422 – Directing I

This course will introduce methods to unlock the meaning and world of a script through blocking composition, picturization, theme argument, metaphor, and collaboration with actors and theatrical designers. We will tackle how directors effectively shape action and tension for the stage using theatrical elements and engaging with an audience. Through independent exercises, play studies, and analyses, students will employ staging techniques, practice casting tools, and explore how the director communicates their vision effectively to create dynamic work for the stage using blocking, rhythm, and tension. Students will also learn about stage management and the essential managerial tools used to organize, collaborate, and communicate ideas and practices from rehearsal to performance. In the culminating work of the term, students will build a production prompt book that captures stage blocking and technical plots, tying the disciplines of theatrical production design into directing through stage management. Students in this class will work on a fully produced play featured in a staged Black Box Theatre production.

Terms: T1; Forms: IV, V; Prereqs: Any 300-level PA class or Department Approval

PA424 - Acting II

This course builds on the acting process work explored in PA322 and is designed for students at an intermediate level in acting. Through Spolin game studies and simulations, students will learn about different historical traditions of acting, including Commedia dell' Arte, Elizabethan, and Restoration, as well as acting techniques such as Stanislavsky, Method, Meisner, and movement styles, such as Viewpoints. Students will memorize and perform solo and small-group scene studies, scaffolded by the guideposts of acting and directing, and present their work in performance before an audience of their peers. Students will also practice effective tools for public speaking and perform as part of the annual

Shakespeare Competition as part of class. Additionally, students will be part of a cast in a staged performance, taking theory into practice through short and long-form play studies.

Terms: T2; Forms: III, IV, V; Prereqs: PA326: Acting I

PA515 - Jazz Improvisation

This course is for instrumentalists who are interested in furthering their improvisation skills in the jazz idiom. Topics included will be chord/scale relationships, common jazz forms (blues, Rhythm Changes, AABA), melody creation, jazz standards, Bebop styles, ii-V-I progression/patterns, modal playing, and others. Students will get a chance to improvise daily. Prerequisites: completion of Foundational arts requirement, performance ability on a melodic instrument. Drummers and vocalists are not eligible for this course at this time.

Grants: Honors; Terms: T1; Forms: III, IV or V Prereqs: PA205 or Department Approval

PA518 - Jazz: An American Art Form

This uniquely American art form is born out of the blues and thrived as a stand-alone genre starting in the early part of the 20th century. Martin Luther King once wrote that, "Jazz speaks for life. You will realize that they take the hardest realities of life and put them into music, only to come out with some new hope or sense of triumph." This course will serve as an introduction to this triumphant music. All major styles and many influential artists will be covered. Students will learn about the beginnings of this music, traditional New Orleans music, big band swing, bebop, cool jazz, hard bop, free jazz, fusion and jazz in the modern day. Names like Louis Armstrong, Duke Ellington, Billie Holiday, Charlie Parker Miles Davis and Wynton Marsalis are but a few of the musicians that will be discussed. This course will be taught using a musical timeline to best understand how each style influenced the next musically, socially and politically. Extensive listening and reflection will help shape a deeper understanding of the art form.

Grants: Honors; Terms: T3; Forms: IV or V Prereqs: Any 300-level Arts course

PA520 - Stage and Music: Scenes, Characters, and Song

The course examines the workings of stage character via memorable instances of drama through music. We will explore a selection of enduring works for the stages of Opera and Musical Theater by examining the characters and music that make them great. Among the typical representations we will see are the famous heroines and heroes, villains and clowns that populate these works across the centuries. When possible, the class will attend live performances of works studied, presented at the Metropolitan Opera, Opera Philadelphia, and Broadway theaters. Each student will prepare a final project based on a representative character/type we have studied. Projects are flexible according to student interest or previous experience, but might take the form of a media presentation (such as video interview or podcast) a live or recorded performance of an appropriate excerpt, or preparation of a costume or set design illustrating the choices they feel would enhance stage representations implied in the music.

Grants: Honors; Terms: T3; Forms: IV or V; Prereqs: Any 300-level Arts course or Department Approval

PA533 - Advanced Theatre Studio: Acting & Directing

Advanced Theatre Studio in Acting & Direction offers students the opportunity to explore the process and application of acting and directing skills at an advanced level. Students will build on performance and directing skills acquired in previous classes and productions and immerse themselves in a rigorous creative process. Through intense practice in acting techniques including Stanislavsky, Method, and Meisner, and movement styles, such as Viewpoints, students will memorize and perform solo and small-group scene studies, enhancing practical skills of both director and actor and culminating as part of a cast in a staged performance. We will also engage in aspects of fight choreography, stage intimacy, and devised theatre. The term will culminate in a series of fully explored scenes or a full-length production.

Grants: Honors; Terms: T2; Forms: IV or V Prereqs: PA322, PA323, PA422, PA424 or PA531 or Department Approval

PA535 - Advanced Theatre Studio: Theatre History: Drama in Context

Advanced Theatre Studio in Theatre History: Drama in Context offers students a rounded historical context for theatre history, how it has lasted, and how it reflected cultures across the world at an advanced level. Students will engage in a periodic study of the history of theatre, from early mimesis to contemporary theatre for the stage, with a particular focus on how historical factors directly influenced the shape of the art form. Where does theatre come from? What role does theatre serve in society? Students will acquire a solid working knowledge of past periods, styles, conventions, texts, events, and people that made theatre what it is today, considering the various ways in which past societies have defined and practiced what we call "theatre." Final projects take many shapes, though are a cumulative work answering essential questions as outlined in the term.

Grants: Honors; Terms: T3; Forms: IV or V Prereqs: PA322, PA323, PA327, PA328, PA329, PA424, PA531 or PA533 or Department Approval

PA537 - The Colors of Theatre

The director Anne Bogart wrote, "In the theatre we reach out and touch the past through literature, history, and memory so that we might receive and relive significant and relevant human questions in the present and then pass them on to future generations." How does theatre make the invisible become visible? What creates an authentic human connection between actor and audience? This course examines the on-stage and behind-the-scenes processes that go into creating live theatre. Students will dig deep into how the theatrical process takes a production from the page to the stage, with a focus on the Aristotelian elements of theatre and how productions are created through theatrical design. Over the term, students will watch, analyze, and compare a series of musicals and productions, *Wicked to Into the Woods*, *La Boheme to Rent*, *Romeo and Juliet to West Side Story*, examining how these elements are interpreted and influence the theatrical experience, with an emphasis on how perceptions dictate the experience of the world of the play.

Grants: Honors; Terms: T3; Forms: New IV, V, PG; Prereqs: New IV, V, PG

IN535 - Mythological Theatre: Gods, Heroes, and Monsters

Every civilization has its myths; great stories of gods and mankind that have been passed down, enduring over time. Through theatre we can pass on these myths, capturing their purpose and significance in the present. In this interdisciplinary course we take a critical look at mythology, identifying what roles myths hold in different cultures, past and present, and their social importance. We will ask "What is myth?", "What purposes do myths serve?", and "How does performance help us to see or know these stories anew?" We will study Greek, Norse, Eastern, and Western mythology, identifying important cultural markers, patterns, roles and conflicts, and create our own stories from these findings. Students will collaborate on a new theatrical work, weaving classical myths with these modern interpretations, presented through live performance.

Grants: Honors Interdisciplinary 1IN/1PA Cr.; Terms: T3; Forms: IV or V; Prereqs: Completion of any 300 level art class

IN565 - Playwriting

This course is designed to explore the art and craft of dramatic playwriting with a particular focus on process and literature. Students will synthesize dramatic structure through play readings and original works, exploring storytelling through techniques of self-assessment and the major elements inherent in dramatic form. Participation in daily writing exercises, group peer-evaluations, and improvisational exercises are designed to spur creativity at the 500 level. We will incorporate constraints inherent within

the theatre, such as the realities of staging and production, and actively read peer work, engaging in new works through criticism and performance. Readings will include a broad variety of plays and critiques as models by contemporary playwrights, including Suzan-Lori Parks, David Henry Hwang, Caryl Churchill, and others. By the end of the term, students will have activated their inner playwright, having written a stand-alone monologue, one 10-minute play, and one one-act play between 30 and 40 minutes in length. Final projects will include a staged reading of selected works performed before a live audience.

Grants: Interdisciplinary; 1IN/1EN/1PA Cr.: Honors; Terms: T1; Forms: V Prereqs: Completion of 400-level EN and any 300-level PA class

IN566 - Dramaturgy: Illuminating the World of the Play

What makes a play good? How do plays draw in audiences and how is the world of the play brought to life? What historical contexts are present in these worlds and how do theatre artists employ them? This interdisciplinary course explores the art of dramaturgy, the theory and craft of dramatic composition. Dramaturgy is a multi-faceted field at the intersection of history and theatre and is steeped in detailed research of historical time periods, their influences, factors, and the anthropological data used to create the world of a given play. In this project-based class, students will learn about dramaturgy while performing the work of a dramaturg. We will analyze three diverse and contemporary plays and compile collective bodies of visual and literary research on the historical and literary context of each, focusing on three areas of dramaturgical practice: research and production dramaturgy, play structure and dramatic craft, and audience engagement. The culminating project will have students present a comprehensive portfolio of materials based on a driving dramaturgical prompt, requiring research of scholarly articles and performance archives, with supportive visual evidence. The course and culminating work is where history and anthropology collide with culture and theatrical craft, in and through research, illuminating the world of the play.

Grants: Honors Interdisciplinary; 1IN/1PA/1HI Cr.; Terms: T2; Forms IV or V; Prereqs: Completion of any 300 level art class

IN567 - Shakespeare's Tragedies: Everyone Dies in Performance

What defines tragedy? How is physical conflict, particularly fighting and combat, made believable and choreographed for the stage? This course looks closely at the dramatic structure of three different Shakespearean tragedies through the dual lens of theatrical performance and dramaturgical analysis. Students will write analytical essays examining plot, character, language, and theme, while learning performative techniques essential to understanding Shakespearean text. Each play will be tackled on our feet as a company and involve ensemble work, fight choreography, and the shaping of conflict and relationship for the stage. Students will complete this course having gained a greater knowledge of Shakespeare's plays, their structure, influence, and why they are considered timeless.

Grants: Honors Interdisciplinary; 1IN/1EN/1PA Cr.; Terms: T1; Forms IV or V; Prereqs: Completion of any 300 level art class

PA599 - Ind. Study: Music or Theatre

Students with special interests they wish to explore outside the regular program of courses may apply to drop one course for one term and use the time for independent study. This may involve research or creative work; normally it will culminate in a paper, exhibit, or performance of some kind. Work in such projects is treated exactly like work in regular courses: a final grade is given; students must meet regularly (at least once a week) with their advisor; they must have tangible progress to report at each meeting.

Grants: Honors; Terms: All; Forms: All Prereqs: Department Approval

Religion and Philosophy

RP100 - Religious Studies for Lawrentians

As a vital expression of the human quest for meaning and universal part of all cultures, the study of world religions is essential to the education of world citizens. This foundational course will explore the essential teachings, practices and living worldviews of Hinduism, Buddhism, Judaism, Christianity and Islam. While every class section will acquire its own "flavor," all students will encounter a core Language of Understanding through a case studies approach and nurture the essential deep thinking skills of complex idea, worldview and thick description. *This course meets once a week for a year and is only available to students in The Lawrentians.*

Grants: NCAA; Terms: All; Forms: IV; Prereqs: PA304

RP302 - Introduction to Religious Studies

In this introduction to our department's approach toward religious and philosophical studies, students are exposed to a vital array of distinct dispositions and skills. Drawing on diverse methodological, religious and philosophical sources, they will learn to assess the many strands of human fabric where sacred shapers of meaning exert influence. Homework and assessments will conform to 300 level standards, and our trainees will emerge well-prepared for the next stage of their R&P journeys.

Grants NCAA; Terms: T1 or T2 or T3; Forms: III

RP402 - Social Ethics And Genocide

This course endeavors to study the Holocaust from a variety of angles and with the utilization of many methods. Through the use of texts (including the curriculum guide published by the NJ Commission on Holocaust Education), memoir, documents, film, interview and speakers, students will explore the nature of human behavior and experience, Holocaust literature and biography, history and religious response.

Terms: T1 or T2; Forms: III or IV or V; Prereqs: RP302

RP407 - Studies In Christian Origins

This course begins with a study of the life and ministry of Jesus, the Christian gospels, and the development of the early Christian community. The Gnostic Gospels and the most recent scholarship of the Jesus Seminar are also considered. Historical study will be accomplished through presentations on Christian figures including Hildegard of Bingen for Medieval Christianity, Dame Julian of Norwich for the Reformation, and Dorothy Day for 20th century Christianity. Field trips to Christian communities and interviews with practitioners are central to this course.

Terms: T3; Forms: III or IV or V; Prereqs: RP302

RP409 - Judaism

This course encompasses the history and origins of various denominations of Judaism. Students also study Jewish Holy days, traditions, and customs pertaining to the life-cycle of a Jewish person. To conclude the course we will study the Holocaust through the lives of two witnesses. We pay particular attention to the many interpretations of Jewish Law in our modern age. Class discussions, individual research, and film are the mediums through which we explore Judaism.

Terms: T3; Forms: III or IV or V; Prereqs: RP302

RP411 - Hinduism: Belief And Practice

This course will discuss the historical development of sanatana dharma, later called Hinduism by the British, engage in a critical reading of the Ramayana, and explore global Hinduism through a detailed study of Hindus in the American context. We will look at the Indian diaspora in the United States in

particular and how that immigration is beginning to change core components of Hinduism.
Terms: T3; Forms: III or IV or V; Prereqs: RP302

RP412 - Islamic Studies

Islam is the religion of over one billion people and has adherents across the world from Mecca to Brooklyn. Through readings in history, scripture, theology, law, and spirituality, as well as more contemporary memoir and artistic works, this course introduces students to the diverse beliefs, practices, and cultures of people who identify as Muslims. Students will examine the history of the early Muslim community and the life of the Prophet Muhammad, how Muslims relate to and revere the Prophet, the process of revelation and the compilation of the Quran, as well as the role that it plays in the devotional life of Muslims, the development of Islamic law (shariah), theological arguments regarding the nature of God, and the ways that Islam is practiced in different cultures. Toward the end of the term, students will study a number of topics such as women and gender in Islam, jihad and warfare, political Islam (Islamism), and Islam in America including immigration, conversion, and the African American experiences of Islam.

Terms: T2; Forms: III or IV or V Prereqs: RP302

RP413 - Ethics

What constitutes "right" living, thinking, and acting? Ethical decision-making affects all levels of society from our family life to our global community. Students are exposed to basic ethical frameworks provided by global secular and religious systems. Students will be exposed to a multicultural approach to various universalist (Utilitarian, Rights Ethics, Virtue Ethics for example) and relativist theories and apply their reasoning skills in class discussions/debates.

Terms: T2 or T3; Forms: III or IV or V; Prereqs: RP302

RP414 - Philosophy

This course considers questions like: what if what you think is real is actually a virtual reality program? If the contents of your mind, including your memories, were switched with a friend's, who would you be? How is it that "wax" describes a substance that is hard, smooth, and cool, but is also one that is gooey, hot and liquid-like? The first topic lies within the area of metaphysics and epistemology, the second is personal identity and the third within the philosophy of language. Sources ranging from Plato to Neo ("The Matrix") will aid in our philosophical exploration. Students enrolling in this course and who are interested in philosophical inquiry and argumentation should also consider taking Makers of the Modern Mind in the Winter and Spring.

Grants NCAA; Terms: T1; Forms: IV or V; Prereqs: RP302

RP420 - Buddhist Studies: Buddhist Thought in the Modern World

Beginning with a study of historical and legendary accounts by which "dharma" was transmitted from India to China, we will proceed to explore Zen in its traditional monastic and many cultural guises. This will set the stage for a series of "Zen in the Art of..." studies, including classics like The Book of Tea, and Zen in the Art of Archery. Students should expect 400 level servings of reading and writing, along with certain hands-on activities, reflecting the Zen preference for "showing" over "telling."

Terms: T3; Forms: III or IV or V; Prereqs: RP302

RP425 - Religions of the African Diaspora

This course explores the rich history and cultural practices of African-derived and African-inspired religions in the African diaspora of the Americas. Particular emphasis will be placed on Candomble in Brazil, Vodou in Haiti, Rastafarianism in Jamaica, and Santeria in Cuba, as well as on communities practicing these and related religious traditions throughout the Western Hemisphere.

Grants: NCAA; Terms: T3; Forms: III or IV or V; Prereqs: RP302

RP515 - Jerusalem

This 10 week course covers the history (pre-Biblical through today), geography, religions (Judaism, Christianity and Islam and their ties to the city, art and architecture) with support from archeology- some of which is ongoing. Special attention will be paid to lessons on religious and cultural conflicts in the city from within (Ch. of Holy Sepulchre, Haredi/Ultra Orthodox Judaism control over religious sites, and roles of women.) Our main text: Simon Sebag Montefiore's biography of the city entitled: 'Jerusalem' as well as the Hebrew Bible and New Testament, with support from a wide variety of articles and reports on archeological findings. Mini-units in things like Roman glass, antiquities, unique foods of the region, and the development of the four quarters of the city. Potential spring break trip to Jerusalem with special projects, archaeological digging, religious and cultural exploration.

Grants: Honors; Terms: T1; Forms: IV or V; Prereqs: Any 400 or 500 level Religion and Philosophy (RP) course.

RP521 - Topics in Religion: Religion and Film

This course is designed to offer seniors a course that looks at modern topics in the fields of religion and philosophy. Accordingly, many students have seen more movies than have read books. Film is a central part of global culture, whether that is in movies, YouTube clips, iPhone movies or any other wide selection of film formats. Persuasive arguments have been made that film acts as the new mythology of our time. In the full involvement of color, sound, dialogue, and image, movies tell a story. Often these stories transmit cultural values. Often those values are religious and ethical. The course will look at religious and ethical themes that often appear in modern films: the journey, conflict between good and evil, moral choice, sacrifice, and the power of giving to name just a few.

Grants: Honors; Terms: T2; Forms: V; Prereqs: Any 400 or 500 level Religion and Philosophy (RP) course.

RP528 - Race, Religion, and Social Justice

This course examines the intersection between race, religion and social justice movements in the United States through a combination of historical documents, speeches, memoir, fiction, poetry, and film. Over the course of the term students will come to a deeper understanding of the role played by religion in shaping worldviews and influencing movements for social change. From the Christianity of Dr. King to the evolving Islam of Malcolm X we will look at the ways in which various theologies and communities of practice shaped the civil rights era of the 1960s and 1970s as well as more contemporary movements such as the protest movements in Ferguson and Baltimore in the mid-2010s.

Grants: Honors; Terms: T1; Forms: V;

RP530 - Applied Ethics: Advanced Studies in Moral Philosophy

This class will be the second in a sequence of Ethical Philosophy courses, and it can be taken as a stand-alone, or a follow-up to the first one (Introduction to Ethics). It will examine four different case studies of contemporary ethical dilemmas, ranging from topics such as immigration and animal rights to distributive justice and affirmative action, as mean to cultivating a variety of differing responses through argumentative, research essays. In order to achieve this, students will be required to read a range of primary sources from the classical theorists of moral philosophy as well as the contemporary iterations of those theories. Hence, they will be asked to read and apply the theories of such thinkers as Aristotle, Mill, Hume, and Kant, alongside those of Rawls, Dewey, Singer and Foucault, so as to argue for potential solutions to some of the most complex quandaries of modern society. Accordingly, extensive reading and seminar papers are an integral part of this course. Students enrolling in this course and who are interested in philosophical inquiry and argumentation should also consider taking Makers of the Modern Mind in the Winter and Spring.

Grants: Honors; Terms: T1; Forms: V

IN542 - The Karma Of Words

The intention of this course is to bring religion and philosophy to bear on the study of literature, while using the authors and great works studied as windows into religion and philosophy. The Karma of Words will focus primarily on the classic and modern literature of Japan. The Confucian, Taoist, Zen Buddhist traditions and aesthetic treatises of medieval Japanese poets and Samurai will provide the religious and philosophical materials.

Grants: Honors Interdisciplinary 1IN/1RP Cr.; Terms: T2; Forms: IV or V; Prereqs: Any 400 or 500 level Religion and Philosophy (RP) course.

IN545 - Religion, Spirituality, & Music: Harmony of Humanity

There is a deep and nuanced connection between religion and music around the world. Both are widely diverse practices that evoke personal responses that deeply influence our everyday lives. Yet, what distinguishes sounds that are sacred from sounds that are secular? Why is music tied to nearly all religious practices, despite the differences between beliefs? How does music move people in religious practice and in cultural movements? In this interdisciplinary course we will go around the world exploring how religious traditions have shaped and formed the development of music, and how music has shaped and formed the development of religious traditions. We will launch in Italy at St. Mark's Cathedral, travel to Bali to encounter the gamelan and Kecak, dive into the Om in Japan and India, unify in ritual chant in Kenya and England, and explore Jazz in the United States, diving into the power of music and faith in the rise and work of the American Civil Rights Movement. Part of this exploration will be attending performances and discussions with invited guest speakers, and the term will conclude with an independent final project rooted in our studies. By experiencing and discovering the intersections between religion and music, we will tune our ears to listen to music with greater understanding and context, and think critically about the complex ideas they bring to culture. This class is optimal for any student with an interest in music and/or religion.

Grants: Honors Interdisciplinary 1IN/1RP Cr.; Terms: T1; Forms: IV or V; Prereqs: Any 400 or 500 level Religion and Philosophy (RP) course and completion of arts requirement or Department Approval

IN546 - Religion And Ecology

Our perception of the natural world and the environment, and man's responsibility toward the natural environment is shaped by many influences. Human-nature interactions are shaped by cultural constructions, cosmology, and ethics. Science can describe the relationships but it cannot prescribe meaning to these ecological verities. What makes a place sacred, and what is man's place in the natural world? In this course, we will explore how spirituality and world religions understand and value the natural world, and how geography, nature, and ecology itself influence the development of religious thought and practice. As the global environmental crisis grows, what is the potential role of religions in managing this crisis?

Grants: Honors Interdisciplinary; 1IN/1RP Cr.; Terms: T3; Forms: IV or V; Prereqs: Any 400 or 500 level Religion and Philosophy (RP) course.

IN550 - Makers Modern Mind

A two-term offering, Makers of the Modern Mind will address itself to the history of ideas at the end of the 19th century and the beginning of the twentieth. The first part of the course will establish the elements of thought and practice that constitute "Modernism" through Kant, Darwin, Marx, and Kierkegaard. In the second part, while those thinkers will still come under discussion, the course will focus more on literature and language as we examine the deconstructive implications that emerge from the modern consciousness as represented by Dostoyevsky, Nietzsche, Flaubert and de Beauvoir. Students will write original philosophical papers and fiction as well as the standard critical papers. Accordingly, extensive reading and seminar papers are an integral part of this course.

Grants: Honors Interdisciplinary; 2IN/2RP Cr.; Terms: T2 and T3; Forms: IV or V; Prereqs: Any 400 or 500 level Religion and Philosophy (RP) course.

IN558 - Bioethics

Pick up a newspaper. Flick on Fox or MSNBC. What do you see? Bioethical dilemmas... everywhere. Should the government quarantine health workers returning home from fighting Ebola? Should we treat infected people with experimental drugs? Should parents vaccinate their children against measles and pertussis? Is it a problem if they decide to opt-out? Then, there are those perennial favorites: Abortion. Death-with-Dignity. Human Enhancement. Even if you try to avoid the news, change your homepage to Facebook, and hide under a virtual rock... you won't escape bioethics. All you have to do is go to Abbott for lunch. Should you eat that juicy hamburger? Or spare the cow and make a hummus sandwich, instead? What is Right? How do you know? And what should you do about it? This two-term course challenges students to blend science and ethics to develop thoughtful positions on complex issues.

Grants: Honors Interdisciplinary NCAA 2IN/1SC/1RP Cr.; Terms: T2 and T3; Forms: IV or V; Prereqs: SC325 and any 400 or 500 level Religion and Philosophy (RP) course.

RP599 - Ind Study: Religion / Philosophy

Students with special interests they wish to explore outside the regular program of courses may apply to drop one course for one term and use the time for independent study. This may involve research or creative work; normally it will culminate in a paper, exhibit, or performance of some kind. Work in such projects is treated exactly like work in regular courses: a final grade is given; students must meet regularly (at least twice a week) with their advisor; they must have tangible progress to report at each meeting.

Grants: Honors; Terms: T1 or T2 or T3; Forms: IV or V; Prereqs: Any 400 or 500 level Religion and Philosophy (RP) course and Department Approval.

Science

SC205 - Inquiries in Biological and Environmental Sciences

As important as asking "What do you know?" students in Inquiries in Biological and Environmental Science (IBES) at Lawrenceville ask "How do you know?" IBES explores the complexities of the inquiry process scientists employ to generate knowledge in the fields of ecology, evolution, physiology, and genetics, with primary emphasis placed on the foundational understandings of biology. Inquiries in Biological and Environmental Sciences is a required three-term course that forms the first year of our core science program. There is no honors or advanced track.

Grants: NCAA; Terms: All; Forms: All

SC325 - Inquiries in Chemical and Physical Sciences

Inquiries in Chemical and Physical Sciences (ICPS) is a laboratory science course in which students investigate the relationship between motion, forces and energy as a foundation for learning about the composition of matter and the physical and chemical changes it undergoes. It is the second year of our core science program and prepares students for all higher level science courses. Students study gravitational and electrostatic forces as well as the fundamental structure of atoms, the way atoms combine to form compounds, and the interactions between matter and energy. This course focuses on quantitative measurement, dimensional units, and experimental variability. Students are expected to expand their capabilities to use a range of tools for tabulation, graphical representation, visualization, and statistical analysis.

Grants: NCAA; Terms: All; Forms: III Form and above; Prereqs: SC205

After the first two weeks of the fall term, it is not possible for students to move between 400 and 500 level science courses because they are not parallel tracks and therefore not designed for students to be able to move up or down a level once the year has started. Please carefully review the distinction between 400 level and 500 level science courses.

	400 Level	500 Level
Content	Activities, readings, and experiences are structured so that students are guided throughout the course, building toward independent learning as the course progresses.	Activities, readings, and experiences are structured so that students jump into the work with the expectation that they already have habits for successful learning.
Pacing of the class	Tempered pace, stepping stone approach to college level work.	College-level in workload, coverage, and expectations.
Discussion	Mixture of guided and student-led Harkness discussions.	Student-led Harkness discussion.
Readings	Guided readings. At times readings are reviewed in class the day after readings have been assigned.	Expectations that students can process and understand complex topics. Rather than reviewing readings in class, topics are discussed or built upon.
Analysis	Guidance on problem solving and data analysis. Guided practice of synthesis and application of ideas, review of statistical analysis skills and Excel work.	Students decide how to manipulate and graph data. Rigorous statistical analysis and use in conclusions. Students are expected to complete statistical analysis independently. Emphasis on evaluation of data and claims.

SC413 - Evolution Of Reproduction

In nature, it's not enough to survive. A species must also reproduce to ensure passing some of its genetics to the next generation. This course uncovers the evolutionary influence on reproduction, both sexual and asexual, with emphasis on how natural selection has shaped human reproductive anatomy and physiology. Studies of comparative anatomy across species and the genetic basis of reproductive behaviors will illuminate the reproduction and survival of the human species.

Grants: NCAA; Terms: T2; Forms: IV or V; Prereqs: SC325 or Department Approval

SC414 - Human Disease

This case-based approach to learning human physiology and anatomy examines the evolutionary basis of genetic diseases and their interactions with contagious diseases. Students will develop critical thinking skills as they use differential diagnosis to collect and analyze information about simulated patients afflicted with a variety of health problems.

Grants: NCAA; Terms: T3; Forms: IV or V; Prereqs: SC325 or Department Approval

SC415 - Human Anatomy and Physiology

This hands-on course will develop a deep understanding of human anatomy and physiology. As a class, students will focus on how the musculoskeletal system, digestive system, and circulatory systems work together to maintain homeostasis. Students will use a combination of building scale models out of clay and dissections each week to understand the relevant anatomy. Students will have a capstone project on the system of their choice and connect this body system to a larger social justice issue.

Grants: NCAA; Terms: T3; Forms: IV or V; Prereqs: SC325 or Department Approval

SC418 - Psychology

Why do people think and act the way they do? Understanding the human mind helps us to make sense of human behavior, which in turn gives us a lens through which we can analyze societal phenomena as wide-ranging as the effects of meditation to the existence of prejudice. In this introductory course, we will study basic psychological principles through a variety of case studies and activities, and also think about how facts can be interpreted differently using different schools of psychological thought. Topics may include: scientific research methods, theories of sleep and dreams, how we learn and make decisions, what determines personality traits, and more. The course will involve reading, writing, discussion, and data analysis.

Grants NCAA; Term: T1; Forms: IV or V; Prereqs: SC325 or Department Approval

SC421 - Forensic Science

This laboratory-based course is designed to introduce the student to the scientific aspects of forensic investigation as well as ethical issues facing the forensic scientist. Topics include a broad range of forensic procedures such as the physical methods for analyzing fingerprints, impression investigations including casting footprints, dental impressions, tool marks and ballistics, fiber and hair comparison and analysis, blood spatter and more. Controversial cases such as JonBenet Ramsey and OJ Simpson are investigated and discussed. Students will also experience some of the analytical and instrumental methods used in investigating crimes.

Grants NCAA; Term: T1 and T2; Forms: IV or V; Prereqs: SC325 or Department Approval

SC434, SC435, SC436 - Physics

The goal of this course is to provide the basic conceptual understanding of physics without requiring advanced levels of math. Topics to be covered include: basic science skills, Newton's laws, linear motion, momentum, work, electricity (circuits), energy and waves (light and sound). Students will work to answer questions by developing models and arguments to support their conclusions. Students will learn physical principles through hands-on investigations, including dropping objects from various stories, performing collisions, using air tracks and more.

Grants: NCAA; Terms: All; Forms: IV or V; Prereqs: SC325 or Department Approval and MA301

SC441, SC442, SC443 - Chemistry

This course is a comprehensive study of chemistry that will dive deeper into the introductory chemistry concepts covered in ICPS while also providing an opportunity to explore new and exciting topics in the world of chemistry. This course will serve as a chemistry option "instead of" the 500 level Honors Chemistry course not "in preparation for" that course. This option will provide students who have a genuine interest in chemistry a year-long experience with the subject matter. A highly student driven course, we will focus on both deep learning and skills as the class moves through the curriculum. Laboratory experiences will constitute an important part of this course both to reinforce laboratory skills and enhance students' understanding of the material. Topics include, but are not limited to: measurement, atomic structure, the periodic table, chemical bonding, properties of matter, the mole,

stoichiometry, chemical reactions, thermochemistry, reaction rates, equilibrium, and acids and bases. There will also be time for students to explore topics of their interest.

Grants: NCAA; Terms: All; Forms: IV or V; Prereqs: SC325 or Department Approval

SC451, SC452, SC453 - Biology

This course is a comprehensive study of biology that will incorporate chemistry concepts covered in ICPS, further develop concepts from IBES, and provide an opportunity to explore connections and relationships in the living world. This course will serve as a biology option “instead of” the 500 level Honors Biology course, “not in preparation for” that course. Students with a genuine interest in biology can use this year-long experience with the subject to work toward successful completion of the SAT Biology Subject Test. Laboratory experiences will constitute an important part of this course, both to reinforce laboratory skills and to enhance students' understanding of the material.

Grants: NCAA; Terms: All; Forms: IV or V; Prereqs: SC325 or Department Approval

SC461, SC462, SC463 - Environmental Science

This course provides students with the scientific principles and skills to understand interrelationships in the natural world, identify and analyze environmental problems, and examine solutions for resolving or preventing them. Laboratory and field experiences in ecology, geology, hydrology, and more serve as an important opportunity for students to test physical and ecological science concepts introduced in the classroom and explore problems in depth. Topics include: how the Earth is an interconnected system, matter cycling and energy conversions in underlying environmental processes, how humans alter natural systems, environmental problems that have a cultural and social context, and why human flourishing depends on practices that promote sustainable systems. This course is a year-long comprehensive study that serves as an environmental science option instead of the 500 level Honors Environmental Science course.

Grants: NCAA; Terms: All; Forms: IV or V; Prereqs: SC325 or Department Approval

SC507 - Human Evolution

What makes us human? We will explore this question from a biological perspective by tracing the appearance of our earliest ancestors to the emergence of our own species. Evolutionary theory, behavioral ecology, genetics, and functional morphology, in combination with hands-on examination of fossil replicas, are used to reconstruct how and why humans evolved. Emphasis is placed on developing a broader biological framework for the study of human adaptation and evolution, and evolved human traits that were once advantageous but have become maladaptive in modern environments.

Grants: Honors NCAA; Terms: T3; Forms: IV or V; Prereqs: SC325 and Department Approval

SC508 - The Biological Roots Of Human Behavior

Human behavior is considered in a broad evolutionary context, exploring how behavior can be informed by evolutionary theory and comparative evidence. Behavior is traced from its evolutionary function as adaptation, through its physiological basis and associated psychological mechanisms, to its expression. Students will develop and conduct their own research projects on human behavior.

Grants: Honors NCAA; Terms: T1; Forms: IV or V; Prereqs: SC325 and Department Approval

SC511 - Honors Ecology

Students will examine the structure and dynamics of local ecological systems, exploring how organisms interact with their environment. A large portion of class and lab time will be spent in campus forests, fields, farmland, and ponds, learning to identify and explain patterns in nature. Students will put their experimental design and data analysis skills to use frequently.

Grants: Honors NCAA; Terms: T1; Forms: IV or V; Prereqs: SC325 and Department Approval

SC516, SC517, SC518 - Honors Biology

This second-year course in biology will grow and mature students' ability to think as a biologist. Over the yearlong course of study, students will develop an understanding of how particular themes in the study of life are expressed within different levels of structural complexity from the subcellular to the biosphere. Terms will be based on important biological themes, such as how biological systems utilize free energy and molecular building blocks to grow, to reproduce and to maintain dynamic homeostasis. Understanding of these biological themes will be discussed and assessed in the context of authentic problems. Students will be able to apply and extend their understanding as a biologist, including the design and performance of experiments, when encountering both familiar and novel problems. If you are planning to take both Honors Chemistry and Honors Biology at Lawrenceville, we suggest that you take Honors Chemistry before Honors Biology, but it is not required.

Grants: Honors NCAA; Terms: All; Forms: IV or V, and Department Approval

SC522, SC523, SC524 - Honors Chemistry

This course is a comprehensive study of chemistry that begins with the Big Bang and nuclear chemistry and includes topics such as the structure of the atom, bonding, molecular structure, thermodynamics, oxidation-reduction reactions, electrochemistry, kinetics, equilibrium, and acid-base chemistry. Laboratory experiences will constitute an important part of this course both to reinforce laboratory skills and enhance students' understanding of the material. If you are planning to take both Honors Chemistry and Honors Biology at Lawrenceville, we suggest that you take Honors Chemistry before Honors Biology but it is not required.

Grants: Honors NCAA; Terms: All; Forms: IV or V; Prereqs: SC325 and Department Approval

SC530 - Research in Applied Physics: Biomechanics

Physics and Biomechanics Research Course is an undergraduate-level trimester science research course that allows students to dive into a faculty-mentored immersive project. Students will share their final academic research project with their peers in a poster presentation at the end of the course. This course will require physics to support biomechanics research on topics of interest. Projects can include the study of physics and biomechanics of lacrosse, tennis, forty-yard dash, golf, track and field events, swimming, or other sport of interest to explain advanced human movement and how to enhance performance. Motion capture, force plates, timing gates, and other means of collecting metrics to analyze data. This data will be used to understand which variables will produce an advantageous outcome in biomechanics and performance. While not required, experience and interest in anatomy and physiology, programming, and/or sports are a plus.

Grants NCAA: Honors; Terms: T2; Forms: IV or V; Prereqs: MA504 or MA521 concurrent, and Department Approval

SC534, SC535, SC536 - Honors Physics

In this yearlong introductory course, students uncover the basic principles of physics through the study of motion (kinematics, dynamics, and momentum), energy, electrostatics, and waves (sound and light). Topics may also include aspects of modern physics, magnetism, circuits, and optics. The development of quantitative analytical skills through mathematical problem-solving is emphasized. Students who have demonstrated strong algebra skills in Math 3 (MA301) or in Math 4 (MA404) may take Honors Physics with permission.

Grants: Honors NCAA; Terms: All; Forms: IV or V; Prereqs: MA407 or as described, and Department Approval

SC541, SC542, SC543 - Honors Physics / Mechanics

This yearlong introductory calculus-based physics course adopts a thematic approach to physics with an emphasis on conservation laws in mechanics. Topics will include kinematics (how things move), dynamics (why things move), energy, and momentum for linear and rotational motion, with an additional focus on how relativity and quantum mechanics shape our understanding of the world. The course will require significant quantitative analytical skills which will be developed via labs and problem solving. Students will also be introduced to coding and computational modeling. Calculus will be used throughout. Students need to have completed any 500-level calculus course previously, or take 521 (Honors Calculus BC) concurrently with this course.

Grants: Honors NCAA; Terms: All; Forms: IV or V; Prereqs: MA504 or MA521 concurrent, and Department Approval

SC551, SC552, SC553 - Honors Physics / Mechanics and Theory

An intensive three-term introductory physics course covering classical mechanics (translational and rotational kinematics and dynamics, energy, statics, harmonic motion, and gravitation); relativity; elementary Lagrangian dynamics. Spring term topics may include aspects of quantum theory, modern physics, and cosmology; and possibly a limited selection of fluid dynamics, thermal physics, nuclear decay and dosimetry, optics, or other topics based on time and student interest. The development of quantitative analytical skills through mathematical problem-solving is emphasized; proficiency with algebra, trigonometry, and calculus (MA504 or MA521) is a prerequisite.

Grants: Honors NCAA; Terms: All; Forms: IV or V; Prereqs: MA504 or MA521, and Department Approval

SC560 - Intro to Mechanical and Structural Engineering

In this experimental and project-oriented course we will explore different structures in engineering through a series of design challenges. Students will learn to use design software such as Autodesk Fusion to create and test three-dimensional models of their designs before utilizing the GCAD resources to manufacture, construct and test their designs. This will include topics such as adding articulated joints to models, assessing weaknesses in the design, and creating toolpaths that can be used by automated manufacturing equipment such as CNC routers. Each challenge will follow up with failure analysis and comparison to the stress assessment models completed before manufacture. After completing this course, students have the option to further their studies in course SC563.

Grants: Honors NCAA; Terms: T1; Forms: IV or V; Prereqs: SC325 and Department Approval

SC561 - Intro to Electrical Engineering

From the Internet to self-driving cars, engineering is revolutionizing every aspect of our lives. With many problems in modern society requiring solutions based on engineering, it is becoming increasingly important that responsible citizens understand its foundations. This course introduces students to the principles of engineering, with a focus on electrical engineering. Students will learn the basics of circuitry and coding, and then gain experience in embedded design by programming an Arduino microcontroller to solidify their learning. The Arduino will interface with sensors, simple circuits, and the real world through mini-projects, such as programming a car to follow a certain path. After completing this course, students have the option to further their studies in course SC563.

Grants: Honors NCAA; Terms: T2; Forms: IV or V; Prereqs: SC325 and Department Approval

SC563 - Projects in Engineering

This course applies the principles learned in SC560 and SC561. Students will work in small groups to propose a term-long engineering project of their own design, and then spend the majority of the course working to accomplish their goals. The nature of this course focuses on group collaboration and requires self-motivation. Past projects include an EKG machine that vibrates when your pulse falls below a

threshold value, an aeroponics system that adjusts its misting schedule based on the temperature in the air, a laser harp that plays different notes when a laser beam is blocked, and a tank that shoots a projectile whenever it sees a target of a certain color.

Grants: Honors NCAA; T3; Forms: IV or V; Prereqs: SC560 or SC561 and Department Approval

SC571 - Research and Social Justice

Students will engage in campus-based social justice research, under the mentorship of Lawrenceville faculty and faculty from the Center for the Study of Boys' and Girls' Lives at the University of Pennsylvania. Students will examine the principles of social research design. Then students will 1) identify areas of interest to students about social justice in the school community; 2) investigate those areas systematically – both quantitatively and qualitatively; 3) report research results to targeted constituents of the school community; and, 4) using the results of their research, develop and implement strategies to improve student life at Lawrenceville.

Grants: Honors NCAA; Term: T2; Forms: IV or V; Prereqs: SC325 and Department Approval

SC573 - Sustainability Seminar

This course uses an interdisciplinary approach to explore concepts of sustainable development and environmental justice through campus-centered case studies. Bridging the gap between readings and the complex reality of current issues, we aim to think creatively to solve real world problems that exist at Lawrenceville, the Greater Trenton area, and beyond such as water pollution, equitable access to food, energy use, and carbon emissions. Students will work in teams to develop proposals for sustainability research projects.

Grants: Honors NCAA; Terms: T1; Forms: IV or V; Prereqs: SC325 and Department Approval

SC574 - Research in Molecular Genetics

This course, run in conjunction with the Seung Kim Laboratory at the Stanford School of Medicine, will allow students to use transposon biology to create transgenic fruit flies. These novel lines of flies can potentially be used as tools in professional labs around the world that are interested in doing tissue specific genetic manipulation. In the fall term, students create the transgenic lines of flies, spending much of their time at the microscope working with flies. In the winter term, students will use a variety of molecular techniques to characterize their fly lines. Both fall and winter terms will place a heavy emphasis on reading and presenting primary literature. This is a two term course, with an optional third term extension. The third term optional extension will allow students to continue their projects in the lab, focusing on larval dissection and fluorescent microscopy.

Grants: Honors NCAA; Terms: T1 and T2; Forms: IV or V; Prerequisites: Departmental approval.

Preference will go to rising fifth form students who have completed one year of a 500 level science course.

SC575 - Projects in Molecular Genetics

This course is the optional 3rd term extension of the Research in Molecular Genetics run in conjunction with the Seung Kim Laboratory at the Stanford University School of Medicine. It will allow students to continue their individual projects in a mainly lab-based setting. This includes fruit fly larval brain dissection and fluorescent microscopy to characterize the transgenic fly line created in SC574. To sign up for this course, the student must have taken the Research in Molecular Genetics course held in the fall and winter terms.

Grants: Honors NCAA; Terms: T3; Forms: IV or V; Prerequisites: SC574 and Departmental approval.

Preference will go to rising fifth form students who have completed one year of a 500 level science course.

SC577 - Musculoskeletal Physiology

Our skeletal muscles are key to human performance. How do they allow us to do work, to be active, or to shape ourselves? This course will help you to answer these questions via the foundation work we do to understand skeletal muscle anatomy and physiology. We will explore the primary literature to gain an understanding of genetic contributions to hypertrophy, how nutrients can affect muscle structure and function, and the molecular interactions involved with muscle contractions. We will do lab activities to understand skeletal muscle structure, force generation, muscle fatigue, and muscle growth. Students will choose one of three tracks to explore topics such as hypertrophy for force generation, muscle control for stability and strength, and conditioning for performance. Class discussions will help to develop group understanding of muscle, as well as to enhance understandings essential to the track you pursue. Finally, you will develop a deep understanding within the field of skeletal muscle via an independent research project.

Grants: Honors NCAA; Terms: T3; Forms: IV or V, and Department Approval

SC584, SC585, SC586 - Honors Environmental Science

This course increases student knowledge of the scientific concepts and skills that can be applied to today's environmental challenges by connecting a variety of disciplines, including biology, geology, chemistry, meteorology, and physics. During the fall term, students focus on the study of the biosphere through units on population, community, and ecosystem dynamics and begin to consider how humans affect ecosystems. In the winter, students learn about Earth's physical systems, including the hydrosphere, atmosphere, and geosphere. In the spring, we connect this foundation in environmental science to the study of anthropogenic impacts on Earth systems, culminating in an independent research project.

Grants: Honors NCAA; Terms: All; Forms: IV or V Prereqs: SC325 and Department Approval

SC590 - Learning And Memory

How do you learn? Why do you remember your favorite song lyrics but struggle to remember important details for your upcoming test? To help you answer these questions and more, this course will help you to develop fundamental understandings of memory, attention, neuroscience, and cognitive psychology. In the pursuit of these understandings, you will read primary literature and conduct psychological lab activities. Furthermore, you will learn to apply these ideas to personal academic life and important considerations beyond the classroom. Having discussed these topics as a class, you will then pursue an individual interest in the field of learning and memory through a significant independent research project.

Grants: Honors NCAA; Terms: T2; Forms: IV or V; Prereqs: SC325 and Department Approval

IN531 - Honors Physics with Calculus

Through an inquiry-based approach, this course explores key principles of physics and the calculus methods related to them. The study of each physics topic requires students to create hypotheses, develop computer models, design experiments, and craft components. Topics of calculus are introduced in support of this process, allowing students to model their understanding mathematically. Among the physics topics included are translational, orbital, and rotational motion, conservation laws, friction, and electrostatics. General and limiting physical behaviors will be explored mathematically and computationally. No previous programming experience is expected; Javascript is taught as a tool for exploring course topics.

Grants: Honors Interdisciplinary NCAA; Terms: All; Forms: IV or V; Prereqs: MA407 or MA421 and SC325 co-requirement with IN530, and Department Approval. **NOTE: Only one IN credit will be granted for the pair

IN533 - Botany & Boat Building

This course introduces students to botany through a study of plant phylogeny and field identification of species within the genera most frequently used in the construction of canoes. The course also introduces students to a history of canoe construction techniques in a variety of cultural settings, including indigenous cultures from the Pacific Northwest and the Northeast. Finally, the course gives students the opportunity to participate in the construction of a wood-canvas canoe, learning essential construction skills, including steam-bending ribs, fitting and tacking planking, canvas stretching, and seat caning. Throughout each of the elements, a central emphasis is placed on the connections between geographic species distribution, material properties of different woods, and the purpose-driven demands of different canoes and their component parts.

Grants: Honors Interdisciplinary; 1IN/1SC Cr.; Term: T3; Forms: V; Prereqs: SC325 and Department Approval

IN560 - Race

Race is both a biological myth and a social reality. Human biological variation is not reducible to race, yet the idea of race continues to have a profound effect on the lives we live. This course explores race through biological, historical, psychological and social perspectives. We will examine the science of human biological variation, the construction of the idea of race, and the impact of that idea on Western society, particularly the United States.

Grants: Honors; Interdisciplinary NCAA; 1IN/1SC Cr.; Terms: T1; Forms: V; Prereqs: SC325 and Department Approval

IN562 - Food Studies

In Food Studies, we address the questions "What is the significance and value of food to humans?" and "How do we know that?" All animals need food; humans, however, have elevated this basic biological requirement to a symbol of cultural significance and value. We'll seek answers from history, biology, geography, anthropology, environmental studies, visual art, literature, technology, politics, economics, ethics, and will remain open to other fields of inquiry and discovery.

Grants: Honors Interdisciplinary; 1IN/1SC Cr.; Terms: T3; Forms: V; Prereqs: SC325 and Department Approval

SC599 - Ind. Study: Science

Students interested in original laboratory research in science should submit a proposal and enlist the support of a science faculty member to apply for this course. All projects must be approved by the Department Chair and the Dean of Academics. Research can be completed on or off campus at a local university or in industry. Students will meet weekly with their faculty mentor and complete an advanced course load (10-12 hours/week). Final oral and poster presentation is required at the end of term poster session.

Grants: Honors; Terms: All; Forms: IV or V; Prereqs: Completion of three terms of a 500 level course and Department Approval

Visual Arts

VA201 - Foundations Of Drawing

This course will teach you how to see with greater depth and clarity. Using a variety of traditional media including graphite, charcoal, and ink, students will be introduced to observation-based techniques to generate creative, realistic drawings. Skills include contour drawing, measuring proportion, transferring angles, seeing and drawing negative space, using linear perspective and value to enhance the illusion of depth. Once these skills are established, we will apply them to individualized subject matter and

personal style. By the end of the course students will have generated several portfolio quality drawings including still lifes and a master drawing study, and be prepared for more advanced work within the department. Though not a prerequisite, drawing is a helpful skill for undertaking both painting and sculpture. A materials fee will be applied to cover course supplies.

Terms: T2 and T3; Forms: II

VA202 - Foundations Of Design

This class is an introductory exploration into the principles of design and visual communication. The course will consist of technical workshops, creative exercises, and design challenges encompassing multiple components of graphic design and communications including branding, typography, illustration, printmaking, photography, layout, and more. Students can anticipate working with studio materials while also expanding their knowledge of digital media and the Adobe Creative Suite. The second term will further challenge students to refine their design thinking skills and process as they fulfill design prompts modeling freelance assignments and client-based projects. Research, collaboration, and feedback will factor significantly into the course as students engage fully with the design process. A materials fee will be applied to cover course supplies.

Terms: T2 and T3; Forms: II

VA205 - Foundations Of Filmmaking

This course focuses on the art of visual storytelling. Students will be challenged with a series of engaging projects that will bring both novice filmmakers, along with those with prior skills, to an advanced level of proficiency. Using professional grade editing software (Adobe Premiere Pro), and learning through both independent and collaborative work, students will develop the skills required to breathe life into their own creative concepts. Term one will focus on developing basic editing skills, and will include challenges such as the One Minute Project (with the best work featured in an online film festival), and the Encounter Project, which will rely on group work. Term two will include a unit on Video Journalism (with best work featured on Lawrenceville's YouTube channel), and will also allow for the pursuit of more independent work and passion-based projects. At the end of this course students will have developed a substantial portfolio of work showcasing their filmmaking skills.

Terms: T2 and T3; Forms: II

VA206 - Foundations Of Technical Design and Fabrication

Using traditional methods and digital fabrication technologies, this project-based course introduces students to design and building. Through a series of hands-on, design-based projects, students learn the process of taking an original design idea from concept to finished artifact. As students work with a variety of materials, they learn to express their own personal vision in three-dimensional form. Students learn to communicate graphically by studying computer-aided drafting and 3D computer modeling, which allows them to generate the data necessary to run digital fabrication equipment. Additional topics covered range from Design Thinking methodology to using CAD/CAM, 3D-printing, laser cutting, soldering, and basic woodworking. The course culminates with students applying the principles of art and design as they create their own kinetic mechanism. A materials fee will be applied to cover course supplies.

Terms: T2 and T3; Forms: II

VA308 - Explorations in Technical Design and Fabrication

Using traditional methods and digital fabrication technologies, this project-based course introduces students to design and making. Through a series of hands-on, design-based projects, students learn the process of taking an original design idea from concept to finished artifact. As students work with a variety of materials, they learn to express their own personal vision in three-dimensional form. Students

learn to communicate graphically by studying computer-aided drafting and 3D computer modeling, which allows them to generate the data necessary to run digital fabrication equipment. Additional topics covered range from Design Thinking methodology to using CAD/CAM, 3D-printing, laser cutting, soldering, and basic woodworking. The course culminates with students applying the principles of art and design as they create their own kinetic mechanism. A materials fee will be applied to cover course supplies. Series will run T1/T2.

Terms: T1; Forms: III or IV or V

Open to new III form students as well as returning III form students who have completed their first two Arts credits in music, theatre, or a different Foundation discipline in the Visual Arts. The course is also open to first year IV & V form students.

VA309 - Explorations in Technical Design and Fabrication II

Required second term for new III form students in this track. This course will build upon skills established in Explorations in Technical Design & Fabrication while introducing new techniques to prepare students for more advanced design work within the discipline. A materials fee will be applied to cover course supplies. Series will run T1/T2.

Terms: T2; Forms: III or IV or V; Prereqs: VA308

VA336 - Advanced Technical Design and Fabrication

Working more independently, students in this advanced class further develop their artistic and design skills by completing a project of their own choice. Students study in greater depth the various steps involved in the development of a design from conceptualization to completion. Using maquettes and prototypes to visualize their design and sculptural ideas, they expand their ability to develop and iterate their concepts. Experimentation with a variety of methods and materials (such as 3D-printing, water jet cutting, CNC machining, open-source electronics, woodworking, and welding) is encouraged in this class. Throughout the course, individual research and writing are used as cognitive tools to develop critical thinking skills to strengthen concepts. A materials fee will be applied to cover course supplies.

Terms: T3; Forms: III; Prereqs: VA204

VA337 - Advanced Technical Design and Fabrication for Robotics

This course introduces students to the basics of fabrication, design, planning, and control of robot systems. Utilizing the GoBilda modular building system, students will learn to build chassis, drivetrains, grippers, and robotic arms. Teamwork and collaboration are emphasized as students work with members of the Big Red Robotics team to design, build, and program robots to compete in the FIRST Tech Challenge. Fusion 360 3D CAD software will be used to build virtual models of robot designs. Students will learn computer-aided drafting and 3D computer modeling to develop custom parts to be fabricated with the 3d printer, laser cutter, waterjet cutter, and CNC router. An engineering journal will be kept to document the design process, strengthen concepts, and develop critical thinking skills. A materials fee will be applied to cover course supplies.

Terms: T1; Forms: III; Prereqs: VA204 and Instructor Permission

VA310 - Explorations in Drawing

This course will teach you how to see with greater depth and clarity. Using a variety of traditional media including graphite, charcoal, and ink, students will be introduced to observation-based techniques to generate creative, realistic drawings. Skills include contour drawing, measuring proportion, transferring angles, seeing and drawing negative space, using linear perspective and value to enhance the illusion of depth. Once these skills are established, we will apply them to individualized subject matter and personal style. By the end of the term students will have generated several portfolio quality drawings including still lifes and a master drawing study, and be prepared for more advanced work within the

department. Though not a prerequisite, drawing is a helpful skill for undertaking both painting and sculpture. A materials fee will be applied to cover course supplies. Two term series will run T1/T3.

Terms: T1; Forms: III or IV or V

Open to new III form students as well as returning III form students who have completed their first two Arts credits in music, theatre, or a different Foundation discipline in the Visual Arts. The course is also open to first year IV & V form students

VA311 - Explorations in Drawing II

Required second term for new III form students in this track. This course will build upon skills presented and refined in Explorations in Drawing while introducing new techniques to prepare students for more advanced work within the department. Series will run T1/T3.

Terms: T3; Forms: III or IV or V; Prereqs: VA310

VA330 - Advanced Drawing

Advanced Drawing will introduce color in drawing and the use of unorthodox materials; in addition, we will study and experiment with techniques of noted contemporary artists from varied cultures and perspectives. The second half of the term will allow students to explore individually-chosen subject matter in depth as they build a thematic portfolio for presentation and critique at term's end.

Terms: T2; Forms: III; Prereqs: VA201 or VA311, VA310 with instructor permission

Course is also open to students who previously completed VA301 Drawing (no longer offered)

VA312 - Explorations in Design

This class is an introductory exploration into the principles of design and visual communication. The course will consist of technical workshops, creative exercises, and design challenges encompassing multiple components of graphic design and communications including branding, typography, illustration, printmaking, photography, layout, and more. Students can anticipate working with studio materials while also expanding their knowledge of digital media and the Adobe Creative Suite. Research, collaboration, and feedback will factor significantly into the course as students engage fully with the design process. A materials fee will be applied to cover course supplies. Series will run T1/T3

Terms: T1; Forms: III or IV or V

Open to new III form students as well as returning III form students who have completed their first two Arts credits in music, theatre, or a different Foundation discipline in the Visual Arts. The course is also open to first year IV & V form students.

VA313 - Explorations in Design II

Required second term for new III form students in this track. This course will build upon skills established in Explorations in Design while introducing new techniques to prepare students for more advanced design work within the department. The second term will further challenge students to refine their design thinking skills and process as they fulfill design prompts modeling freelance assignments and client-based projects. Series will run T1/T3

Terms: T3; Forms: III or IV or V; Prereqs: VA312

VA332 - Advanced Design

Advanced Design will allow students the opportunity to dive deeper into a particular interest area within the discipline of communications design. The course will challenge students to navigate advanced design prompts while refining their creative and critical thinking skills and original style. The second half of the term will allow students to focus on designing and executing a portfolio-quality project within a concentrated area of study falling within the field of graphic design and/or illustration. A materials fee will be applied to cover course supplies.

Terms: T1 or T2; Forms: III; Prereqs: VA202 or VA313, VA312 with instructor permission

Course is also open to students who completed VA305 2D Design course (no longer offered)

VA314 - Explorations in Painting

This course will teach students to translate their observations, experiences and ideas with paint. With an emphasis on composition, color theory and formal critique, students will learn the basics of painting to be later deployed in more personalized projects. Using a variety of traditional media including charcoal, ink, watercolor, gouache, and acrylics, you will learn both observation-based and expressive techniques to create representational and abstract paintings. We will introduce you to various media and approaches to painting as defined by traditional practices and contemporary innovations. The core skills include drawing from observation, still life painting, portraiture, landscape, action painting and process painting. By the end of the term students will have generated several portfolio quality paintings at various scales, and be prepared for more advanced work within the department. A materials fee will be applied to cover course supplies. Series will run T1/T2.

Terms: T1 or T3; Forms: III or IV or V

Open to new III form students as well as returning III form students who have completed their first two Arts credits in music, theatre, or a different Foundation discipline in the Visual Arts. The course is also open to first year IV & V form students

VA315 - Explorations in Painting II

Required second term for new III form students in this track. This course will build upon skills presented and refined in Explorations in Painting while introducing new techniques to prepare students for more advanced work within the department. A materials fee will be applied to cover course supplies. Series will run T1/T2.

Terms: T2; Forms: III or IV or V; Prereqs: VA314

VA334 - Advanced Painting

Advanced Painting will introduce narrative and conceptual approaches to painting in pursuit of individualized subject matter and personal style. Through a combination of master copies and student-led work, will study and experiment with techniques of noted contemporary artists from varied cultures and perspectives. The goal of this course is to improve upon the Foundation of Painting skills while exploring individually-chosen subject matter. Successful completion of this course will depend on the quality and depth of a thematic portfolio and critique at term's end. A materials fee will be applied to cover course supplies.

Terms: T3; Forms: III; Prereqs: VA203

VA318 - Explorations in Filmmaking

This course focuses on the art of visual storytelling. Students will be challenged with a series of engaging projects that will bring both novice filmmakers, along with those with prior skills, to an advanced level of proficiency. Using professional grade editing software (Adobe Premiere Pro), and learning through both independent and collaborative work, students will develop the skills required to breathe life into their own creative concepts. Term one will focus on developing basic editing skills, and will include challenges such as the One Minute Project (with the best work featured in an online film festival), and the Encounter Project, which will rely on group work. Term two will include a unit on Video Journalism (with best work featured on Lawrenceville's YouTube channel), and will also allow for the pursuit of more independent work and passion-based projects. At the end of this course students will have developed a substantial portfolio of work showcasing their filmmaking skills. Series will run T1/T2.

Terms: T1; Forms: III only

VA311 - Explorations in Filmmaking II

Required second term for new 3rd formers in this track. This course focuses on the art of visual storytelling. Students will be challenged with a series of engaging projects that will bring both novice filmmakers, along with those with prior skills, to an advanced level of proficiency. Using professional grade editing software (Adobe Premiere Pro), and learning through both independent and collaborative work, students will develop the skills required to breathe life into their own creative concepts. Term one will focus on developing basic editing skills, and will include challenges such as the One Minute Project (with the best work featured in an online film festival), and the Encounter Project, which will rely on group work. Term two will include a unit on Video Journalism (with best work featured on Lawrenceville's YouTube channel), and will also allow for the pursuit of more independent work and passion-based projects. At the end of this course students will have developed a substantial portfolio of work showcasing their filmmaking skills. A \$50 fee will be applied to cover course materials. Series may run in either T1/T2 or T2/T3.

Terms: T2 or T3; Forms: III or IV; Prereqs: VA318

VA338 - Advanced Filmmaking

Building upon the skills developed in Foundations of Filmmaking, in Advanced Filmmaking students will lean further into collaborative work. Working with their teacher, each class will map out their own unique course of study, which may include anything from the production of a mini-series to the creation of a class news show. As we delve ever deeper into the art of visual storytelling, students will refine their editing skills, develop a more nuanced sense of rhythm and pacing, and will also have the option to specialize, exploring, for example, visual effects in greater detail using the program Adobe After Effects.

Terms: T1; Forms: III; Prereqs: VA205

IV or V form students interested in joining an Advanced Filmmaking course will require instructor permission with Prereqs: VA318, VA319, or previous Filmmaking or Video Journalism course at Lawrenceville

VA401 - Painting

Painting, an introduction to the properties of paint as a means of visual communication through landscape, still life and degrees of abstraction; in part, this course will emphasize working from observation and requires previous acquisition of drawing skills. Work may be done in a number of media including oil and acrylic; other materials and multimedia will be explored. A materials fee will be applied to cover course supplies.

Terms: T2; Forms IV, V Prereqs: Completed VA300-Level Course Requirements

VA410 - Architecture

An investigation of the way buildings are designed and built, with an emphasis on how buildings relate to their environmental surroundings and interact with their architectural surroundings; this course combines the study of historically significant buildings and walking tours with practical studio work. We will consider current campus architectural plans and projects as well as design and build a model of a small residential dwelling. A materials fee will be applied to cover course supplies.

Terms: T1; Forms: IV or V; Prereqs: VA310 and/or VA311 or VA312 and/or VA313

Course is also open to students who completed VA301 Drawing or VA305 2D Design courses, no longer offered.

VA412 - Ceramics I

This course explores design solutions in clay. Students will be introduced to throwing on the wheel, glazing, surface design and the art of raku firing. The development of skills as well as a creative voice will be emphasized. Contemporary as well as historic examples of ceramic design will be studied in order to

more fully understand the rich heritage of this storied medium. A materials fee will be applied to cover course supplies.

Terms: T1 or T2 or T3; Forms: IV or V; Prereqs: Completed VA requirements through 300-Level Courses. *New IV or V form students may also choose to enroll in this course.*

VA422 - Ceramics II

This course builds on the technical instruction of Ceramics I. Having had the necessary ceramics foundation in the previous class, the experiences in this visual arts course will allow the serious, dedicated ceramics student to develop an individual style on the wheel. A materials fee will be applied to cover course supplies.

Terms: T3; Forms: IV or V; Prereqs: VA412

VA431 - Filmmaking: The Art of Visual Storytelling

This course is designed specifically for those with prior experience of filmmaking and takes a hands-on project-based approach, while leaving ample room for creative expression. Class will function very much like a professional production studio does, with group discussion being the foundation for the development of ideas that are then individually refined, before being pitched to the group in both a written form and using storyboards. Production work will allow for both independent and collaborative projects, and will rest on the use of the professional grade editing software Adobe Premiere Pro. Ultimately students will create a series of short high quality films that will be the result of effective ideation, careful planning and storyboarding, strong visual storytelling, effective rhythm and pacing in editing, and, at the end of the day, a full embrace of the creative process and the art of visual storytelling.

Terms: T3; Forms: IV or V; Prereqs: VA338, VA 318 and/or VA319, VA303 (Video Journalism Course previously offered) *New IV or V form students may join the course with instructor permission.*

VA501 - Advanced Studio

This course is for serious and self-motivated art students who have moved through our foundational and elective offerings and are interested in preparing an advanced placement portfolio for submission in May in Drawing or 2D Art & Design. Various media will be explored in the studio as students develop a concentrated series of works across the year. Students must meet prerequisites and acquire departmental permission to join this course. A materials fee will be applied to cover course supplies each term.

Grants: Honors; Terms: All; Forms: IV or V; Prereqs: Completed VA requirements through the 300-level in Drawing, Painting and/or (2D) Design. Department permission is also required.

VA505 - Studio Art Portfolio

This course is for serious and self-motivated V form art students who have moved through advanced offerings in the visual arts and wish to focus on finishing a personal portfolio for submission to colleges. Various media will be explored in the studio as students continue to develop technical and original works as part of a previous creative series or in-progress portfolio. Students must meet prerequisites and acquire departmental permission to join this course. All students should be prepared to present their culminating work at the end-of-term Academic Showcase. A materials fee will be applied to cover course supplies

Grants: Honors; Terms: T1; Forms: V, only; Prereqs: Advanced Studio or Completed VA requirements through the 300-level and elective courses in Drawing, Painting and/or (2D) Design. Department permission is also required for students who did not complete the full year Advanced Studio course.

VA599 - Ind. Study: Visual Arts

Students with interests they wish to seriously explore that fall beyond program offerings may apply for an independent study in the Visual Arts. Advanced and independent study opportunities do not always accompany a one-term course reduction and may run concurrently with another one-term VA course offering, if approved. Students can anticipate that research, exploration, and creative work will factor prominently into their independent study experience culminating in physical work to present at the end-of-term Academic Showcase. All independent project work will be assessed as it would in a regular course: a final grade is given; students must meet regularly (at least once a week) with their advisor; they must have tangible progress to report at each meeting.

Grants: Honors; Terms: T1 or T2 or T3; Forms: All Prereqs: Department & Dean of Academics Approval

Additional Academic Programs**LW101 - Term Away Year Away**

In special circumstances, and with permission of the Dean of Academics, it is possible for a student to take a term or year away from school to pursue some project that is not offered on our campus. This option is open to members of Forms III, IV and V. Programs of this sort are not normally available to students who are spending only one year at Lawrenceville.

Terms: All; Forms: III, IV, V

LW499 - Senior Project

By Dean of Academics Approval

LW599 - Senior Independent Study

By Dean of Academics Approval