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English  5
Fine and Performing Arts  16
Health  21
History  23
Mathematics  31
Physical Education  35
Psychology  36
Science  36
World Languages and Cultures  41
**DIPLOMA REQUIREMENTS**

To receive a Bryn Mawr diploma, a student must:

1. Earn a total of 21 credits
2. Satisfy the course requirements below
3. Carry a minimum of five major courses each semester
4. Complete fifty hours of community service
5. Maintain a satisfactory grade point average
6. Meet the activities requirements
7. Present a convocation speech to the Upper School

**CREDITS**

The Upper School operates on a two semester system for all courses. One credit courses meet at least five times in a ten-day cycle for the entire year. One-half credit courses meet at least five times in a ten day cycle for one semester.

**COURSE REQUIREMENTS (grades 9-12)**

<table>
<thead>
<tr>
<th>Subject</th>
<th>Credits</th>
<th>Requirements</th>
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<tbody>
<tr>
<td>English</td>
<td>4</td>
<td>(You must take English each semester for all four years.)</td>
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<tr>
<td>World Languages</td>
<td>3</td>
<td>3 credits of consecutive years of a language except in rare cases where</td>
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<td>accommodations may be made at departmental discretion (or 6 credits,</td>
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<td></td>
<td>if double language track is selected, 3 consecutive years of each</td>
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<td>language.)</td>
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<tr>
<td>History</td>
<td>3</td>
<td>3 credits including Foundations, Modern World and US History (If</td>
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<td>double language track is selected, then 2 credits. One must be US</td>
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<td></td>
<td>History, the other must be either Foundations or Modern World.</td>
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<td></td>
<td>Students will not be eligible for AP World History if they have not</td>
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<td></td>
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<td>taken Foundations or the equivalent course.)*</td>
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<tr>
<td>Mathematics</td>
<td>3</td>
<td>3 credits including Algebra 2, Geometry and Pre-Calculus.</td>
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<tr>
<td>Science</td>
<td>3</td>
<td>3 credits of laboratory science which must include Physics, Chemistry</td>
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<td>and Biology (If double language track is selected, then 2 credits; one</td>
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<td>must be Physics and the other Chemistry. Students taking only two</td>
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<td></td>
<td></td>
<td>laboratory science courses will not be eligible for AP science courses.*)</td>
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<tr>
<td>Arts</td>
<td>1</td>
<td>1 credit</td>
</tr>
<tr>
<td>Physical Education/Dance</td>
<td>1</td>
<td>(PE Grades 9 and 10, Dance Grades 9 – 12)</td>
</tr>
<tr>
<td>Introduction to Computer Science</td>
<td>½</td>
<td></td>
</tr>
<tr>
<td>Public Speaking</td>
<td>¼</td>
<td></td>
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<tr>
<td>plus selected courses to complete</td>
<td>21</td>
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</tbody>
</table>

*Note: If you choose to do the double language track, you may select the two credit option either for History or for Science, but not both.

**Students enrolled in AP courses are required to take the AP Exam.**
COMPUTER SCIENCE COURSES

**Introduction to Computer Science**  
Semester I and II  
½ credit

This project-based course examines computers and computing as they relate to the emerging technologies of today's world. Students will learn to think algorithmically and methodically to solve problems and write efficient programs. They will develop websites using HTML and CSS and will learn to program in Python. Additionally, students will apply these skills to tangible projects. Throughout the semester, students will have an opportunity to discuss trends in technology and the future of technology based on current research. Troubleshooting skills will be addressed for all platforms used on campus.

COMPUTER SCIENCE ELECTIVES

**AP Computer Science A (Java)**  
Year  
1 credit

*(offered at Bryn Mawr)*

This course emphasizes object-oriented programming methodology with a concentration on problem solving and algorithm development. The design and implementation of computer programs is used as a context for introducing other important aspects of computer science, including the development and analysis of algorithms, the development and use of fundamental data structures, the study of standard algorithms and typical applications, and the use of logic and formal methods. The course includes all topics as described in the AP Computer Science Course Description. The necessary prerequisites for entering the AP Computer Science A course include knowledge of basic algebra and experience in problem solving. A programming background is helpful but not necessary. Students must have consent from the Computer Science department. Students take the AP Computer Science exam in May. This is a year-long course and may not be dropped at the end of the first semester.

**Advanced Topics in Computer Science (Honors)**  
Year  
1 Credit

*(offered at Bryn Mawr)*

This course examines implementing data structures and algorithms for efficiently organizing and manipulating large amounts of data. Classic data structures such as sets, linked lists, queues, stacks, trees, graphs, and hash tables will be examined. Runtime efficiency of these structures will be compared using big-oh notation. Students will also develop a deeper understanding of software engineering principles and will learn how to design larger programming projects. Prerequisite: Successful completion of AP Computer Science A.

**AP Computer Science Principles**  
Year  
1 credit

*(offered at Roland Park)*

*(Open to Students in grade 12)*

Computer Science Principles is a College Board Advanced Placement course that is designed to introduce students to the central ideas and practices of computational thinking, and to show how computing changes the world. Students will have the opportunity to use programming, computational thinking, and data analytics to create digital artifacts and documents representing design and analysis in areas including the structure of the Internet and how it works; algorithms; and the impact that these have on science, business, and society. Students are taught how to use computational tools and techniques including abstraction, modeling, and simulation to collaborate in solving problems that connect computation to their lives. The course is rigorous and rich in computational content, includes critical thinking skills, and engages students in the creative aspects of the field. This course emphasizes themes that help students build a solid understanding and facility with computing and computational thinking — knowledge that is important, if not integral, to being part of a well-educated and informed citizenry. Students take the AP Computer Science Principles exam in May.

**Entrepreneurship**  
Semester II  
½ credit

*(offered at Bryn Mawr)*

*(Open to grades 10 – 12)*

Students in this class will learn the process of launching a startup company while focusing on end-user experience and product design. Upon successful completion of this course, students will be able to conceive
of the idea for a useful product or service, write a business plan, do market research, and have a basic understanding of the patent process. The course culminates with students pitching their ideas before a panel of experts for feedback and review.

**Graphic Design I**  
 Semester I  
 ½ credit  
 (offered at Bryn Mawr)  
 (Open to grades 10 – 12)  
 This semester course teaches students the basics of graphic design, including visual cohesiveness, layout, and color usage. Students will use these design concepts to create projects using the software applications Adobe Photoshop, Illustrator and InDesign. Over the course of the semester, students will develop a portfolio of pieces ranging from a book cover to a logo to t-shirt design. This course will also cover basic advertising principles and teach students how to analyze print design. No previous art or computer knowledge is required. (This course may be taken for computer science or art credit.)

**Graphic Design II**  
 Semester I  
 ½ credit  
 (offered at Bryn Mawr)  
 (Open to grades 11 and 12.)  
 This upper level elective course builds upon the foundational knowledge gained in Graphic Design I. Students will continue to build their portfolios and apply design skills to more complex projects, including packaging design, 3D design, and interactive or responsive design. The course will also delve deeper into the study of font and layout. The culminating project will be a personal reflection piece, meant to be used as the student's "graphic design resumé." Prerequisite: Graphic Design I. (This course may be taken for computer science or art credit.)

**Innovation and Industrial Design**  
 Semester I  
 ½ credit  
 (offered at Bryn Mawr)  
 (Open to grades 10-12)  
 *Maker: noun*, a person who constructs new ideas, often at the intersection of coding, design and new technologies, and who learns through doing.

This project-based course will challenge students to develop innovative solutions to problems using technology. The steps in the design thinking process: research, ideate, develop, prototype, refine, and build will be central to the workflow of the class. Students will explore topics including programming, 3D printing, and electronics in a self-directed manner and will produce a project of their own design to be presented at a Maker Faire. They will contribute to the Maker community by documenting their progress and collaborating with other makers when appropriate. (This course may be taken for computer science or art credit.)

**Programming iPhone Apps (Honors)**  
 Semester I  
 ½ credit  
 (offered at Bryn Mawr)  
 (Open to grades 10 – 12)  
 This semester course will give students a foundation for programming apps on iOS devices: iPhone, iPod Touch, and the iPad. While this accelerated, honors course assumes no background in computer programming, the course will move quickly to cover a wide range of areas relating to app development. Through the use of various programming tools, graphic design applications, and other Mac software tools, students will learn a wide range of programming techniques, the foundations of Object Oriented Programming, and design strategies for aesthetically pleasing apps. This course does NOT require the students to have an iPhone, iPod Touch, or an iPad.

**Robotics**  
 Semester II  
 ½ credit  
 (offered at Bryn Mawr)  
 (Open to grades 10 – 12)  
 The Robotics course is designed to explore the past, current and future use of automation technology in industry and everyday use. While using the design process, students will learn to program their robots, build prototypes, and use simulation software to test their designs all while documenting their work in their
design journal. The class culminates with an in-class robotics competition that is focused around a specific challenge.

**Statistics and Data Science**  
*Year*  
**1 credit**  
*(Open to seniors who have completed Pre-Calculus)*

This is a mathematics course utilizing computer science principles for data analysis. It will be team taught by a mathematics teacher and computer science teacher. Have you ever wondered about the normal limits of blood pressure or the birth weights of babies across the globe? How can data drive a company's business model? Why do some people have a good idea about whether or not their poker hand can be a winner? Why do political polls often vary dramatically between sources? This project-based class dives into the applications of statistics, and the analysis of data to draw conclusions ranging from business decisions to social action. Students will learn how to leverage data for decision-making purposes by using software designed for data-driven decision making.

**ENGLISH**

The English Department seeks to help its students find beauty and meaning in the written word, be confident in sharing their thoughts, and express their ideas clearly in writing and in speech. Our goals are rooted in the belief that strong language skills ready us for the essential human pursuits of seeking self-knowledge and participating in the world.

The English curriculum emphasizes careful reading, vigorous writing, creative thinking, attentive listening, and articulate speaking. Because the development of these skills is a process, we teach the same skills with increasing sophistication in each of the four upper school years. By reading a diverse selection of literature, students become aware of the relationships among the reader, the writer, and the text. Students write frequently, and through the drafting process and the individual attention of their teachers, learn both to develop their ideas and to write with greater power. In all English classes, teachers encourage and value the participation of every student. The curriculum also prepares students to take standardized tests such as the SAT and the AP Literature and Composition Exam.

English is coordinated with Gilman in the eleventh grade; in the twelfth grade, students choose from a wide array of semester electives at Bryn Mawr, Gilman, and Roland Park.

English is not tracked at Bryn Mawr in the ninth, tenth, and eleventh grades. Students have the opportunity to choose an Honors-level elective course in their senior year.

**English Grade 9**  
*Year*  
**1 credit**

Ninth grade English emphasizes creative, independent thought in a student-centered learning environment. Whether students are engaged in a thoughtful discussion of a passage or acting out lines from a play, they will be developing critical thinking and close reading skills. They will be introduced to literature from a variety of authors, cultures, and time periods, all focusing on coming of age narratives that respond to students' own lives and help to inspire a love for reading. Students will also develop and sharpen their writing skills, enabling them to formulate analytical arguments supported by evidence and precise analysis of text.

**English Grade 10**  
*Year*  
**1 credit**

In the tenth grade English program, students analyze literature by close reading of novels, poetry, and drama; they develop a heightened sensitivity to the nuances of texts and develop thesis statements that move beyond character and plot and, instead, advance analytical arguments. In preparation for increasingly sophisticated study, students develop strategies for timed writing and acquire a contextual vocabulary from the literature they read.

**English Grade 11 (Bryn Mawr, Gilman)**  
*Year*  
**1 credit**

The course focuses on American literature (texts from past years have included *Adventures of Huckleberry Finn*, *My Antonia*, *The Great Gatsby*, and *Beloved*) in conjunction with juniors' study of American history.
Beyond writing frequent analytical essays at home and timed essays in class, students also work on a series of personal essays in anticipation of writing similar pieces for college applications. Students are expected to read more independently and to take increased responsibility for initiating, directing, and maintaining class discussions of the literature using the Harkness model.

In the spring semester, teachers discuss the AP exam with students; a brief workshop offers specific strategies for preparing to take the exam.

TWELFTH GRADE ENGLISH ELECTIVES

**20th Century African-American Literature**  
Semester I  \( \frac{1}{2} \) credit  
*(offered at Gilman)*

This course offers a study of African-American culture, as it relates to living in the multi-racial United States, through literature produced by 20th century African-American writers. In addition to dynamic discourse, students enhance their personal library on this topic. Works from Wright, Baldwin, Hansberry, Fuller, Wilson, Hughes, and others are selected.

**African-American Art**  
Semester II  \( \frac{1}{2} \) credit  
*(offered at Gilman)*

Representations of Black Bodies in American Art: Using art as the primary lens, this course will examine the depiction of African Americans by themselves and by others between the 17th and 21st centuries and place these depictions within the social and political history of the United States. We will cover historical events including slavery, the Civil War, Reconstruction, Jim Crow, and the various Civil Rights movements that have taken place in our country, up to the present Black Lives Matter movement, as well as themes of “the other”, pseudoscience, surveillance, and entertainment. By examining various artistic media, including painting, sculpture, photography, and prints, students will learn to identify overarching themes in the depiction of black bodies and situate each depiction within a greater historical context. This course is meant not only to introduce students to African American artists in movements from folk art to Afrofuturism, but also to enhance their understanding of the racial history of our country through the visual arts with support from literature, primary sources, and academic writings.

**American Literature of the 60s**  
Semester I  \( \frac{1}{2} \) credit  
*(offered at Gilman)*

The sixties were mythic in proportion, and there is likely no greater mythic character who emblematized that tumultuous and oft romanticized decade than Bob Dylan. A shape-shifting, enigmatic minstrel, Dylan voiced the confluence of the personal and the political during the sixties. He also reached toward the artistic horizon and defined the sound of an era by borrowing from the traditions of the past. His songs toyed with the avant-garde literary experiments of the Beats, echoed the paranoia of the Cold War, punctuated the politics of the Civil Rights and Anti-War movements, and illuminated the way for a redefined counterculture. Dylan’s songs critique, define, and are a product of the sixties. Through an interdisciplinary study of the history, literature, and music of the sixties, students will attempt to articulate how the seminal art of the sixties reflects a decade of revolution, protest, polarization, liberation, experimentation, and promise.

**Art of Truth**  
Semester I  \( \frac{1}{2} \) credit  
*(offered at Gilman)*

In 1959, Truman Capote came across a short article detailing a gruesome quadruple murder in rural Kansas; following a detailed investigation into the murders (and murderers), his subsequent novel birthed a self-proclaimed new genre: the nonfiction novel. Since that time, many nonfiction writers have borrowed the techniques typically associated with fiction to convey vivid characters, dramatic situations, and thematic resonance. This course will explore what differentiates narrative nonfiction as an art form, paying particular attention to the flexibility of the style through a glimpse into subgenres such as true crime novels, extended essays, and graphic memoirs. In addition to analysis and discussion, members of the class will explore the craft of creative nonfiction through their own writing.
Award Winning Literature    Semester I    ½ credit
(offered at Gilman)
Award Winning Novels Since 2000: This course will explore four award-winning novels published since 2000. In reading these novels, the class will discuss how each of these texts is both inextricably linked to the new millennium and, at the same time, steadfastly bound to the timeless question of what it means to be human in a changing world. In addition to the core texts, the course will explore the post-2000 zeitgeist of the English-speaking world, how prestigious literary prizes are awarded, and how modern literary criticism plays a role in determining which texts are worthy of our collective reading time.

Black Women: In Writing & In Culture                                 Semester II             ½ credit
(offer at Roland Park)
Since the early writings of women in bondage, Black women writers of the African diaspora have explored what it means to be Black and female. It is at the intersection of these identities that Black women writers have found their voices and questioned the meaning of feminism/womanism, cultural identity, self-pride, and self-acceptance, from a multi-faceted perspective. As the landscape of cultural identity in our world has shifted, so has the writing of these women. In this course, we will explore how the writings & performances of Black women have evolved over time as well as tackle the themes that run throughout the span of history, questioning not only what it means to be both Black and female from a historical perspective, but within modern society as well. From Beyonce to Octavia Butler, and from Cardi B to Tomi Adeyemi, we will explore Black womanhood in so many of its glorious facets.

China and Modern East Asia    Semester II  ½ credit
(offer at Gilman)
After the cataclysms of revolution and war in the twentieth century, the East Asian region in general, and China in particular, has reemerged as one of crucial importance in the modern world. The purpose of this course is to examine the evolution of East Asian history and culture, so we can develop an understanding of how the region evolved to the one we see today. The course will focus primarily on China and Japan since the nineteenth century, with occasional forays into the Koreas and Southeast Asia. As this course may be taken for history or English credit, there will be extensive discussion of fiction, including the novels To Live by Yu Hua and Kokoro by Natsume Soseki, and several short stories by East Asian authors. (This course may be taken for English or history credit.)

Civil War: Maryland      Semester II   ½ credit
(offer at Gilman)
This course will examine the impact of the American Civil War on the state of Maryland. As a border state next to the national capitol, Washington D.C., Maryland found itself in a tenuous position as tensions between the North and South escalated in the late 1850s through the start of the war. This class will examine the causes of the war, the significance of slavery and the underground railroad in Maryland, the attitudes of Marylanders towards the War, military engagements within the State, and the political, social and economic impact of the conflict. We will read and discuss James McBride’s Song Yet Sung, poetry from the era, primary documents, and historical analysis on the subject. (This course may be taken for English or history credit.)

Classical Literature     Semester I  ½ credit
(offer at Gilman)
The Classical Literature course will provide a survey of ancient Greek drama and the society that produced it. The course will examine a representative sample of the major plays of the tragedians Aeschylus, Sophocles and Euripides, as well as the comic playwright Aristophanes. In addition, modern adaptations of certain tragedies will be read. Among the topics considered will be: the tragic and comic festivals, the origin and nature of Greek theater, ancient theatrical production techniques, myth and tragedy, and the legacy of Greek tragedy in the modern world through film adaptations. Plays to be read include the Oresteia, Bacchae, Antigone, and Frogs. Time permitting, the comedy Menaechmi by the Roman playwright Plautus will also be read. Film adaptations of nine of the plays will be viewed. These include Mourning Becomes Electra by Eugene O’Neill, the Antigone by Jean Anouilh, and A Funny Thing
Happened On the Way to the Forum (with music and lyrics by Stephen Sondheim and a book by Burt Shevelove and Larry Gelbart.). (This course may be taken for English credit.)

**Classical Mythology**  
*Semester II  ½ credit*  
*offered at Gilman*  
Focusing on the literary tradition of Greek and Roman mythology through extensive readings of the translations of Roman and Greek mythological sources, the course features both comparative and interpretive approaches, as well as evidence from art and archaeology. Lectures include insightful discussions of classical myths in their historical and cultural settings, as well as their survival in literature, art, music, and film.

**Cormac McCarthy**  
*Semester II  ½ credit*  
*offered at Gilman*  
Expelled from his family home and banished by his fellow man, Lester Ballard becomes a cave dwelling serial murderer. The kid, a fourteen-year-old wanderer from Tennessee, joins a band of marauders who hunt and massacre Native Americans and sell their scalps on the black market. Following a global holocaust, a father and son travel south amid cannibals and darkness in search of warmth, food, and hope. Llewellyn Moss, a Vietnam War veteran and welder, happens upon a drug deal gone awry; he makes off with millions in cash and is hunted by a psychopathic murderer and hit men. In situations as violent, bleak, and complex as these, what does it mean to be human? What does it mean to be? And, how should one be? Through the study of thematically relevant philosophy and, as case studies, Cormac McCarthy’s trenchant fiction, this course aims to help students better answer fundamental philosophical questions: How should I live, and why is my story worth telling?

**Contemporary American Poetry**  
*Semester I  ½ credit*  
*offered at Bryn Mawr*  
This literature course offers an introductory survey of contemporary American poetry from post-WWII to now. We will study particular poets and poems, but an essential question will be about poetry’s role in shaping an American identity or voice. How has poetry shaped, reflected, or challenged a democratic culture? How do poets re-imagine language and form in response to changes in our nation? As we consider these questions, we will learn how to read and analyze poems. Not only will we read poems and critical essays, we will write reflective responses to poems, analytical responses, and imitations of poems.

**Counter-Cultural Collectives**  
*Semester II  ½ credit*  
*offered at Roland Park*  
Collectives, though most associated with the counter-cultural movements of the 1960s and 70s, have existed in many cultures throughout history. These collectives are born from both idealistic longing and pragmatic calculation, offering non-hierarchical safe spaces for those seeking refuge from oppressive structures. This course examines the power, promise, and problems of these collectives through a mix of historical and literary analysis. Students come to understand the socio-political conditions that necessitated these spaces, and how those conditions shaped the collectives’ intersectionality. The literary output of these groups is also studied, from formal poetry and treatises to self-printed pamphlets and zines. Mirroring the course content, class sessions are moderated in an egalitarian fashion, with students sharing responsibility for class facilitation with the instructor. (This course may be taken either for English or history credit.)

**Creating with Short Stories**  
*Semester II  ½ credit*  
*offered at Roland Park*  
A good story is never one-dimensional. In this course, students will read a range of short stories, from fairy tales and creation myths to modern fiction and non-fiction and adapt the material to create their own pieces of performance art. This course will serve as a laboratory to examine the impact of the authors and their literature while exploring the infinite ways an artist can create within a framework. Texts may include works by Stephen King, Zora Neale Hurston, Amy Hemple, Neil Gaiman and others with stories that range from comedy to tragedy and everything in between. No prior creating, acting, or performing experience is required.
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<tr>
<th>Course Title</th>
<th>Semester</th>
<th>Credit</th>
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<tbody>
<tr>
<td><strong>Creative Writing</strong></td>
<td>Semester I</td>
<td>½ credit</td>
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<td><em>(offered at Bryn Mawr)</em></td>
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<tr>
<td>This semester course will be an Introduction to creative writing practices. Students will explore different kinds of poetry and the key elements of fiction. We will write at the start of each class and learn to mine that quick writing for buried treasure. After a few weeks, students will begin sharing first drafts and revisions around the workshop table. Alongside their own writing, students will read and respond to contemporary short fiction and poetry, attend at least one reading at a local college (or coffee house), and work on either a project or portfolio of work in the second part of the semester. Texts: <em>Bird by Bird</em> by Anne Lamott and <em>The Triggering Town</em> by Richard Hugo.</td>
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| **Creative Writing**                          | Semester I and II | ½ credit |
| *(offered at Gilman)*                        |            |        |
| Taught by the Gilman Writing Fellow, this course is an intensive workshop in creative writing. Because each new Fellow designs the curriculum according to his or her interests and talents, the course content is variable; it includes elements in both fiction and poetry, and may cover playwriting. Students should expect to write daily, read the works of accomplished writers, and participate in critiques of one another's writing in workshop format. Only students who enjoy reading and writing and who are willing to work hard to improve their writing should consider taking this course. |

| **Creative Writing: The Found Object**        | Semester II | ½ credit |
| *(offered at Bryn Mawr)*                      |            |        |
| Twentieth century composer and artist John Cage harnessed randomness (coin toss) into his creative process. Cubists and later artists of the Pop-Art era like Warhol, Lichtenstein incorporated found objects into their painting, sculpture, and assemblages. This course takes the ‘found object’ – something tossed out, overlooked and uses art to re-imagine it. Students will need to take walks on campus and around Baltimore/their home turf and find objects. They will photograph them, sketch them, and sometimes, pick them up and bring them to class where the found objects will become writing subjects. |

| **Detective Fiction: The Search for Truth**   | Semester II | ½ credit |
| *(offered at Bryn Mawr)*                      |            |        |
| American detective writer Walter Mosley wrote, “Fiction, better than reality, gives us heroes who can't let us down, who cannot be arrested, convicted, or vilified. Maybe these stories won't be able to resolve our dilemmas in the real world, but they can offer escape through a fantasy where even a common everyday Joe (or Jane) can be saved.” As a culture we are captivated by detective stories; they allow us a front-seat view of our darkest human impulses while keeping us a safe distance with the reassurance of a satisfying resolution. This course will explore the origins of detective fiction, the development of the noir genre, and the emergence of feminist and true crime narratives. |

| **Dystopian Fiction**                         | Semester II | ½ credit |
| *(offered at Gilman)*                        |            |        |
| Environmental destruction. Nuclear disaster. Government, religious, and technological control. The modern literary sphere is flooded with dystopian stories featuring such opposing themes as conformity and individuality, isolation and community, and control and rebellion. The ultimate goal of each novel seems to stem from the hero’s desperate attempt at survival against all odds. This course seeks to consider why contemporary readers are drawn to such stories by examining the emergence of the dystopian novel from foundational utopian texts such as Plato’s *Republic* and More’s *Utopia*, investigating the development of the dystopian hero, and interrogating the political, social, cultural, and religious trends of our society that might influence writers of this genre. In addition to discussion and analytical writing, members of the class will produce their own dystopian short fiction. |

| **Eco Lit**                                   | Semester I  | ½ Credit |
| *(offered at Bryn Mawr)*                      |            |        |
| This course will explore our relationship with nature—how it is a place of refuge from life’s difficulties, a proving ground of independence, a source of beauty, and something we simultaneously exploit and |
We will explore both others’ and our own personal relationship with nature, and we will also discuss the impact of climate change on Generation Z. This course seeks to help students discover their own environmental consciousness through scientific, fictional, and non-fictional writings. The final project will be directed and chosen by the student’s area of interest. Texts may include *Into the Wild* by Jon Krakauer, *Wild* by Cheryl Strayed, *Upstream* by Mary Oliver, *A Field Guide to Getting Lost* by Rebecca Solnit, and a series of scientific essays from publications such as *Scientific American*, *The Atlantic*, and *The New Yorker*, among others.

**Fairy Tales & Folk Tales**  
(Semester II  ½ credit
(offered at Bryn Mawr)

Is storytelling a part of human nature? Do myths and tales have a universal structure? Myths, fairy tales, and folk tales can serve as a lens to help us better understand our history, culture, or identity. We will explore how these stories share common forms, archetypes, and motifs. We will also look at how they evolve throughout history. We will read a diverse selection of texts, including selections from the Popol Vuh, the Brothers Grimm fairy tales, Joseph Campbell’s *The Power of Myth*, and others. We will also record myths from our families or communities, revise traditional tales, & create our own tales.

**Feminist Gothic Literature**  
(Semester II  ½ credit
(offer at Roland Park)

Some critics define Gothic literature by the time period in which it was written; others view it through the lens of specific plot elements, images, and literary tropes. With the growth of feminist theory in the latter half of the twentieth century, scholars wrote extensively about the fact that many of the most gripping works of Gothic literature and art were created by women. What do haunted houses and things that go bump in the night have in common with the experience of being female? How do these so-called “haunted” spaces connect to the psychological space of the feminine mind? How has the Gothic tradition evolved over time, and how does the intersectional nature of contemporary feminism influence the lens through which works are read? Literary selections may include *The Yellow Wallpaper*, *Jane Eyre*, *Frankenstein*, *The Haunting of Hill House* and *Sing, Unburied, Sing*. We will view and analyze films that may include *Rebecca*, *The Stepford Wives*, *Get Out* and *Rosemary’s Baby*. The class also includes a study of the Southern Gothic tradition, anchored by Beyoncé’s visual album *Lemonade*.

**Film as Literature**  
(Semester II  ½ credit
(offer at Gilman)

Film as Literature is designed to broaden and extend students’ knowledge and appreciation of film as an art form—to help them become “cinemaliterate.” Through an immersive study of films in a variety of genres, students will develop and sharpen skills in reading, thinking, viewing and writing about films, as well as listening and speaking in post-viewing discussions. Students will be taught to analyze film in the same way that they study a literary text, by watching and studying classic and contemporary movies. They will learn how to “read” a film by analyzing its narrative structure, genre conventions, subtext, technical and artistic factors and purpose. Upon completion, students will possess a deeper knowledge and active comprehension of: film terms and techniques, the adaptation of literature into film scripts, film genres, elements of symbolism, literary themes in films and the art of the well-made screenplay, as well as the director’s craft. Students will leave Film as Lit with an exciting new personal foundation of cinemaliteracy.

**Gay/Lesbian Literature**  
(Semester II  ½ credit
(offer at Gilman)

The objective of this course is to immerse students in gay texts and explore fundamental questions about sexual orientation, gender identity, prejudice and discrimination, and the universality of being human – thoughts, feelings, and experiences we all share regardless of our sexual preferences and/or gender identity. This is a discussion-based course, so all students must be willing and able to engage in frank dialogue regarding any and all course-related questions and subject matter. An open mind is essential.

**Heroic Journey**  
(Semester I  ½ credit
(offer at Gilman)

This course seeks to explore Joseph Campbell’s monomyth, the heroic journey, through a multimedia examination of classical and contemporary literature, film, and music. From Sir Thomas Malory’s *Le Morte d’Artur* through George Lucas’ *Star Wars: A New Hope*, the cycle of discovery a hero undergoes allows students to see themselves and their world through a critical lens. Using Campbell’s *Hero with a Thousand Faces*, students will identify the different stages of the hero’s journey and unravel the archetypes seen therein through comparative analysis of these works. Class
discussion will focus on analysis of author intent and understanding why folk tales and myth are an effective vehicle for shared audience experience, interpretation, and societal critique.

**Holocaust Studies**  
*Semester I*  
½ credit  
*(offered at Gilman)*

This course guides students’ investigation of the events surrounding the Nazi destruction of European Jewry during World War II. As students study the evolution of the ‘Final Solution,’ they consider the history of anti-Semitism in Europe, the role of anti-Semitism in the nature of the Nazi regime, and the contingencies which shaped Nazi anti-Jewish policies. At the heart of this analysis is a close study of the key events which transformed persecution into genocide during World War II. The Holocaust Museum is an important resource during this process. During the final section of the course, students explore the difficulties of finding meaning in the memory of the Holocaust by encountering memoir, fiction, essays and films with Holocaust themes. (This course may be taken either for English or history credit.)

**Honors Research Seminar: Profiles in Leadership**  
*Semester I*  
½ credit  
*(offered at Roland Park)*

What are the secrets to effective leadership? How does the context or arena affect a leader’s potential and choices? Does power come more easily to those willing to act unethically? In the first half of this course, students will pursue these and other questions by reading, discussing, and writing about leaders from history, literature, current world politics, sports, and other arenas. Case studies will focus on how women and men have led countries, movements, organizations, and initiatives to affect change, wrestle with ethical dilemmas, and solve real-world problems. In the second quarter, students will design and pursue a deep dive into a case study or leadership issue of their own choosing. The outcome will be a capstone project that can take the form of an essay, creative writing, lesson plan, documentary, manifesto, or other form; all projects will be presented in a public forum at the end of the course. (This course may be taken either for English or history credit.)

**Law and Literature**  
*Semester II*  
½ credit  
*(offered at Gilman)*

This course seeks to examine the intersection of law and literature by introducing students to aspects of the law featured in classical and contemporary literature. Reading will include classic short novels, a play, and a contemporary novel. These reading will be supplemented by excerpts from Judge Richard Posner’s Law and Literature and seminal Supreme Court cases. Students will gain experience with the Socratic method, briefing case law, and the obligations of attorneys and judges. Guest speakers will provide students a grounding in how the legal system works, with introductions to civil procedure, the stages of a criminal trial, and an examination of the Bill of Rights.

**Leadership Literature**  
*Semester I*  
½ credit  
*(offered at Gilman)*

What does it mean to have character? What does it mean to be a leader? In this course, we will consider the relationship of character and leadership through the study of literature, seizing the opportunity to learn from the journeys, triumphs, and failures of leaders represented in fiction, nonfiction, and drama from around the world and across time.

**Linguistics for Students of the World Community**  
*Semester II*  
½ credit  
*(offered at Roland Park)*

This senior elective course will explore the fundamental components of Linguistics. For students interested in the study of languages, world cultures, sociology, and/or the hearing and speech sciences, this elective is ideal. The pre-eminent text for introductory courses in linguistics at colleges and universities throughout the world will be used as the basis for the elective. Accordingly, students will study phonetics, phonology, morphology, syntax, semantics, pragmatics, language acquisition theory, language variation, and the role of language in establishing and maintaining power in socio-political and economic systems. After completing this elective, students will have much more of a foundation with which to discuss the myriad functions of language. Students will also be able to consider popular media, poetry, and literature through a linguistic lens. Such knowledge of linguistics secures students a greater understanding of diversity in the world today.
<table>
<thead>
<tr>
<th>Course Title</th>
<th>Semester</th>
<th>Credit</th>
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<tbody>
<tr>
<td>Literature of Civil Rights</td>
<td>II</td>
<td>½</td>
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<tr>
<td><em>(offered at Gilman)</em></td>
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<tr>
<td>This course will examine the most important and influential rhetoric and</td>
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<td>literature from the American Civil Rights Movement. Students will study the</td>
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<td>art of rhetoric and apply what they learn to significant speeches,</td>
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<td>sermons, demonstrations, poetry, music, and literature from The Movement in</td>
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<td>an effort to understand why particular texts/speeches were so influential.</td>
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<td>The culminating project for the course will require students to research a</td>
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<td>modern day civil rights issue, come up with a position, write a speech that</td>
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<td>utilizes effective rhetorical devices, and deliver that speech to the class</td>
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<td>in a way that persuades and inspires. Students will also write frequently</td>
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<td>about the speeches, poetry, and literature they read for the course.</td>
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<tr>
<td>Literature of the Caribbean</td>
<td>II</td>
<td>½</td>
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<td><em>(offered at Roland Park)</em></td>
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<tr>
<td>How do writers of the Caribbean Diaspora attest to their identity in their</td>
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<td>texts? What are the prominent signifying tropes? How does the linguistic</td>
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<td>use of French and Spanish alternate between representation of freedom and</td>
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<td>oppression respectively in a Diaspora that seeks to remove the yoke of</td>
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<td>colonization? What is White Trauma and how does it function in Caribbean</td>
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<td>literature? What is the Negritude Movement? How can readers approach stories</td>
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<td>of the Diaspora with theory penned by Caribbean writers? In this course</td>
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<td>students will explore the unique features of Caribbean writing. The style</td>
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<td>is often fractured, poetic, vivid, and fraught with subtleties. Students will</td>
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<td>read the work of luminaries such as Césaire and Naipaul, and the examination</td>
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<td>of each text will be supplement by the work of prominent theorists such as</td>
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<td>Fanon and Glissant.</td>
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<tr>
<td>Modern European Intellectual Thought</td>
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<td><em>(offered at Gilman)</em></td>
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<td>This course surveys European thought from the Enlightenment to Post World</td>
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<td>War II. Topics include the French and Scottish Enlightenments, the German</td>
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<td>Romantics and Idealists, Classical Liberalism, Irrationalism, Totalitarianism</td>
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<td>and Existentialism. The class will discuss ideas about politics, economics,</td>
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<td>philosophy, and religion. Students will explore the intellectual movements</td>
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<td>of Modern Europe through primary source material as well as the school’s</td>
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<td>extensive online collection of academic journals and periodicals. The</td>
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<td>required texts include <em>An Intellectual History of Modern Europe, Notes from</em></td>
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<td><em>The Underground, Animal Farm</em>, and <em>The Stranger</em>. (This course may be taken*</td>
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<td><em>for English or history credit.)</em></td>
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<tr>
<td>Perspectives In Modern War</td>
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<td><em>(offered at Gilman)</em></td>
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<tr>
<td>This course examines the role of leadership and decision-making in the</td>
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<td>landscapes of modern war, from the deserts of the Middle East to cyberspace,</td>
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<td>and how those lessons apply to life in and out of the military. Topics</td>
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<td>include the evolution of terrorism and counterterrorism, the role of</td>
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<td>intelligence analysis and assessment in decision-making, the history of the</td>
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<td>Middle East (focused 1979-present), social media and the manipulation of</td>
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<td>information, and the law of armed conflict. Course material will cover fiction and non-fiction readings, including <em>Tribe: On Homecoming and Belonging, LikeWar: The Weaponization of Social Media, and Black Flags: The Rise of ISIS</em> and examine cult-classic movies like <em>Sneakers</em> and <em>Dr. Strangelove or: How I Learned to Stop Worrying and Love the Bomb</em>. Students will be graded on reading comprehension quizzes, papers, presentations, and decision-making games. Several veterans with diverse experiences will provide their perspectives on topics throughout the course. The course will include field trips to the National Cryptologic Museum and D.C. (This course may be taken for English or history credit).</td>
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<td>Pictures Worth a Thousand Words: Graphic Novels as Literature of Identity</td>
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<td>½</td>
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<td><em>(offered at Bryn Mawr)</em></td>
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| This course will focus on the genre of graphic novels. We will examine how visual images affect and influence our reading and understanding of texts and how we tell stories. Questions we may consider include: How do we read a visual text? What do we gain through a visual novel? Is anything lost from the
traditional novel? Why have graphic novels become so popular? Why are they called graphic novels and not comics? Is there anything about the graphic novel that lends itself to the exploration of minority identities? We will read a wide range of texts examining various identities, such as race, religion, gender, and sexuality. We will begin our study by examining the genre of graphic novels through Scott McCloud's *Understanding Comics*. Primary texts may include: *Fun Home, American Born Chinese, Maus, Ghost World*, and *Persepolis*. Final projects may include a paper on a graphic novel not read in the class or the creation of a graphic novella using software such as Comic Life.

**Reading and Writing Poetry**  
(Semester II  ½ credit)  
*(offered at Roland Park)*

According to William Butler Yeats, “Out of the quarrel with others we make rhetoric; out of the quarrel with ourselves we make poetry.” Because of its raw and personal nature, poetry is one of the most intimidating, yet fulfilling, art forms. In this course, we will delve deeply into the reading, analysis, and writing of a variety of forms, which may include: formal, narrative, ekphrastic and free verse poetry. Students will also have the opportunity to explore performance through slam poetry. In this course, students will engage in daily writing exercises to practice various fundamental techniques and to generate ideas for longer pieces of writing. Additionally, students will learn the process of formal workshopping as a means for discussing, gaining feedback upon, and publicly sharing their work in a safe and respectful setting. Throughout the semester, we will read poems by contemporary poets which may include, among others, Elizabeth Bishop, Audre Lorde, Adrienne Rich, Mary Oliver, Warsan Shire, Danez Smith, and Reginald Dwayne Betts. This course will culminate in the creation of a sizeable portfolio of completed poems.

**Representations of Madness in Literature and Film**  
(Semester I  ½ credit)  
*(offered at Roland Park)*

What is madness? What makes a person “go insane?” How much of “craziness” is constructed? This course will explore the diverse representations of madness and mental illness in both literature and film. By examining an assortment of novels, poems, and movies, students will explore how depictions of madness vary in regards to time period, gender, race, and class. Texts and films may include: *Wide Sargasso Sea* by Jean Rhys, *Girl Interrupted* by Susanna Kaysen, *The Bell Jar* and selected poems by Sylvia Plath, *Gaslight* (1944), *Jane Eyre* (2011), *Girl Interrupted* (1999). *This course has required Summer Reading.*

**“Scribbling Women”: Women Writers and Short Fiction (Honors)**  
(Semester II  ½ credit)  
*(offered at Bryn Mawr)*

How do women see and position themselves as literary artists and creators? How have women historically navigated literary spheres dominated by men? What possibilities does the “economy” of the short story form present for the female writer? What counts as a “short story” and how does it differ from other literary forms, especially novels? How far have we come from Nathaniel Hawthorne’s famous complaint written in 1855 that “America is now wholly given over to a damned mob of scribbling women”? This course will examine two things: the short story form and women's authorship. To do so, we will examine both short stories written by women and nonfiction from those same women in which they examine the art, the craft, and the profession of writing. We will likely read collections by Alice Munroe, Jhumpa Lahiri, and Karen Russell along with selections by writers such as Jamaica Kincaid, ZZ Packer, and Virginia Woolf, among others. We will also read essays by and interviews with these writers to gain an understanding of their craft and literary philosophy. A final project will give students the opportunity to interview and profile a “scribbling woman” close to home. For fans of--and those who aspire to be--women writers.

**Short Fiction**  
(Semester II  ½ credit)  
*(offered at Gilman)*

Short fiction, in its brevity and efficiency, demands careful and focused attention. This course will introduce short fiction by way of some of the best-known short fiction writers of all time. We will track the development of short fiction as a form through close reading and literary analysis. Additionally, we will consider the historical and literary contexts that influenced each of the texts we read. Through engaged class discussions and focused writing activities, students will learn to analyze, raise critical questions, and construct arguments about short fiction.
The Literature of Toni Morrison (Honors)  
(Semester I ½ Credit  
offered at Bryn Mawr)
This course will explore the work and legacy of Toni Morrison through her speeches, essays, literature, and poetry. As president Barack Obama said in his eulogy in the summer of 2019, “Toni Morrison was a national treasure. Her writing was not just beautiful but meaningful — a challenge to our conscience and a call to greater empathy.” Morrison’s work “brings us that kind of moral and emotional intensity that few writers ever attempt...using a tone that is lyrical, precise, distinct, and inclusive.” Through her work, this course will examine questions of American identity, particularly the ways that the narratives of enslaved peoples and their descendants have become some of the most essential poetics of our nation.

The Scandal of Ulysses  
(Semester I ½ credit  
offered at Gilman)
The Scandal of *Ulysses*: Among the Western literary canon’s most challenging and rewarding books, James Joyce’s *Ulysses* employs revolutionary narrative techniques while responding to the timeless themes and motifs of *The Odyssey* and *Hamlet*. Students of this course will engage central human issues of family, religion, heroism, prejudice, and charity as they follow the wanderings of Stephen Dedalus and Leopold Bloom through the city of Dublin on June 16, 1904.

Terror in American Literature  
(Semester I ½ credit  
offered at Bryn Mawr)
One of the less studied traditions in American Literature is the unnamed fear that accompanieies many of the facets of America that we consider most unique. Have we always been afraid of what we might be on our way to becoming? Students will read and write with the aim of defining and exploring the different elements that make up an American sense of terror. We may begin with close analytical readings of colonial preacher Jonathan Edwards and short fiction by Edgar Allen Poe, Nathaniel Hawthorne, and Charlotte Perkins Gilman, before encountering longer works by Shirley Jackson and Stephen King. We will also consider films to appreciate how these elements of terror cross the boundaries between mediums.

Terrorism in the Modern World  
(Semester II ½ credit  
offered at Bryn Mawr)
This course combines history, political science, and literature to examine the role that terrorism has played in the modern world. We will begin with an overview of the many ways people have defined terrorism and a brief narrative of terrorist groups and actions since the French Revolution. The core of the course will focus on a series of literary and historical case studies illustrating the motivations, tactics, and outcomes of terrorists around the world since 1945. Students will conclude the class by applying the knowledge they gained through the case studies by evaluating various strategies for fighting terrorism and creating their own counterterrorism proposal. (This course may be taken for English or History credit)

Urban Studies  
(Semester II ½ credit  
offered at Gilman)
In Urban Literature we will explore the urban landscape of Baltimore through engagement with literature in an expansive sense that includes narrative-based historical texts, creative non-fiction, poetry, fiction, journalism, case law, statistical data, and informational journals. Through journal reflections, creative writing, essays, projects and presentations, we will think critically and expansively about our complex world within the local context of Baltimore, practice communicating effectively with diverse audiences, collaborate to imagine solutions to problems and ways to affect positive community impact, and create works of self-expression that serve and inspire others. We will also develop a deep engagement with and appreciation of Baltimore’s present and past through field trips to interact with Baltimore beyond the walls of Gilman. (This course may be taken for English or history credit.)

Villains and Antiheroes  
(Semester II ½ credit  
offered at Gilman)
Ever since Adam in *Genesis* and Homer’s *Odyssey*, flawed protagonists have exposed the weaknesses and vulnerabilities commonly found in the human character. Through the study of such archetypal antiheroes, readers gain self-awareness and may guard themselves against such natural tendencies. But what happens
when a reader identifies with a charismatic villain and starts rooting for the success of a diabolical scheme?

This course will address these questions and others through the study of Satan in Milton’s Paradise Lost, one of Shakespeare’s great villains (Richard, Edmund, or Iago), and a contemporary work of fiction.

What is a Human?: Women’s Science Fiction (Honor)  Semester I  ½ credit
(offered at Bryn Mawr)

Both literature and biological sciences ask a fundamental question: What is a human being? This course will explore how literature and science influence, inform, and reform each other through readings of women’s science fiction. How do emerging and developing theories and discoveries in medical science influence our cultural understanding of the human body, and particularly the female body? How do women negotiate and appropriate these discoveries in their explorations of what it means to be human? How do women intervene in fields both literary and scientific that have traditionally treated women as objects of study rather than full human agents? How does women’s fiction engage with contemporary questions of biomedical ethics? Readings for the course will include Mary Shelley’s Frankenstein, Octavia Butler’s Dawn, short story selections by authors such as Ursula K. LeGuin, Alice Sheldon, and Julia Elliott, and explorations of non fiction writing by literary and scientific minds. Writing assignments will include analysis of science fiction as well as the opportunity to write original science fiction.

Witchcraft: Power, Rhetoric, and Imagination  Semester I  ½ credit
(offered at Roland Park)

The image of the Witch is one of power, both alluring and dangerous. Fascination with this idea, and fear of it, have captured the imagination of societies the world over, often with historic consequences. This course seeks explanations for the lingering potency of the Witch image in our global consciousness. Through a mix of historical, literary, and rhetorical analysis, students come to understand how the Witch image intersects with concepts of gender, deviancy, religion, medicine, science, and psychology. Students engage with a diverse set of texts and media, ranging from the infamous Malleus Maleficarum to the Yijing. (This course may be taken for English or history credit.)

Women in the Wilderness  Semester I  ½ credit
(offered at Roland Park)

Mountains, deserts, forests, glaciers - the wonders of the natural world have forever captivated writers’ imaginations, drawing them to the wild. In this course, we will explore how women-identified people experience the oft-masculinized spaces of the wilderness. What are the unique experiences of women in the wild? In what ways do intersecting categories of identity and privilege impact who gets to enjoy the outdoors? How can the wild provide liberation and empowerment for women? We will employ films, memoirs, novels, podcasts and other media for a robust examination of diverse women in the wilderness. Texts may include Strayed’s Wild, Braverman’s Welcome to the Goddamn Ice Cube, Zitkala-Sa’s American Indian Stories, Fitch’s Stay and Fight, along with the poetry of Layli Long Solider, Camille Dungy, Joy Harjo and Mary Oliver.

World War I  Semester I  ½ credit
(offered at Gilman)

This course will examine the Great War through the prisms of literature and history. We will delve into the political, social, and cultural ramifications of American life during this period. Students will be expected to study and understand the personalities that shaped the events and ultimate outcome of this epic struggle as well as the actions and reactions of the American people. By the end of the course we will have examined: the use of propaganda by the American government; the depiction of the war in popular culture. (film, posters, theatre, pamphlets, poetry, literature); questioned the origins and nature of the war and its effects on American society; worked with primary and secondary materials to develop their own interpretations; researched and interpreted one aspect of the era of World War I in depth, reflected in an oral (and possibly artistic) presentation and a paper. (This course may be taken either for English or history credit.)

Writers in Revolt  Semester I  ½ credit
(offered at Gilman)

The literature of the Writers in Revolt English elective focuses on revolt and protest against societal expectations and prejudices. As we study, discuss, and write about the literature, students also work on a
semester-long project requiring them to identify something (a practice, policy, belief, or institution) that they wish to revolt against. After considering and formulating various protest techniques to utilize, they draw attention to their personal revolt through assembly presentations, interviews, social media posts, and surveys. Finally, they execute their revolt in an effort to actualize as much change as possible.

### FINE AND PERFORMING ARTS

#### VISUAL ARTS

<table>
<thead>
<tr>
<th>Course</th>
<th>Semester</th>
<th>Credits</th>
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<tbody>
<tr>
<td><strong>Design: Studio Art Foundations</strong></td>
<td>Semester I</td>
<td>½ credit</td>
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<tr>
<td>(offered at Bryn Mawr)</td>
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<td>(open to grades 9-12)</td>
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<td>The Fall semester focuses more on Design themed elements of art and learning how to make an image that communicates a message. Observation, independent thinking, creativity, and problem-solving skills are developed and explored using the design-based creative process. Drawing, painting, mixed media, and 3-D components will develop the student’s expressive abilities and pave the way for emergent artistic vision. Lessons on contemporary art and art history are included to give context and inspiration through discussion and analysis.</td>
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| **Visual Narrative: Studio Art Foundations** | Semester II | ½ credit |
| (offered at Bryn Mawr)                      |            |         |
| (open to grades 9-12)                       |            |         |
| The Spring semester is based on developing a visual narrative through basic illustration, self-portraiture, color theory and more. We will learn to tell a story using visual language. Observation, independent thinking, creativity and problem-solving skills are developed and explored through the creative process. Students will learn to manipulate the basic elements of art and design through the exploration of a variety of subject matter and media. Drawing, painting and 3D components will develop the student’s expressive abilities and pave the way for emergent artistic vision. Lessons on art history are included to give context and inspiration through discussion and analysis. |

| **Expressive Drawing**                      | Semester II | ½ credit |
| (offered at Bryn Mawr)                      |            |         |
| (Prerequisite: Studio Art Foundations or permission from the department) |            |         |
| Building on observation skills learned in Foundation Drawing, this course develops the student’s ability to capture shape, volume, and space with line and tone. We will explore themes ranging from still life, landscape, abstraction, as well as the portraiture and life drawing - which demands precision and accuracy. A variety of tools and techniques will be explored, including both wet and dry media. Students are encouraged to connect art and design principles to content. Art history and anatomy will further expand the student’s artistic vision. A visual journal will be kept for preliminary sketches, idea development, and independent research. |

| **Painting I**                              | Semester I | ½ credit |
| (offered at Bryn Mawr)                      |            |         |
| (Prerequisite: Studio Art Foundations or permission from the department) |            |         |
| An understanding of color theory is achieved through projects involving color matching and color schemes. Students develop the tools to make judgments on what they observe and record their findings. Subject matter includes still life, landscape, and design. The student is exposed to the impact of color on both content and expression. Media will include oil, acrylic paint, and other wet media. Lessons in art history |

Page 16
and anatomy are included in order to expand the student’s artistic vision through analysis. A journal is kept for preliminary sketches, idea development, and independent research.

Painting II  
(offerred at Bryn Mawr)
(Prerequisite: Painting I or permission from the department)
Painting II is designed to follow Painting I adding to the student’s art vocabulary and Drawing/Painting techniques. Focusing on creative expression, students are encouraged to stretch their imagination and communicate their ideas through further exploration of themes and medium of choice. Students will continue to work on technical skills but at this level, the focus is placed on creative expression and work that makes a visual statement. Assignments will be designed to meet the needs of the class or individuals. Students are encouraged to experiment on a larger scale, taking the time needed to produce significant works. Objective, subjective and non-objective approaches will be covered and painters will eventually be expected to manipulate visual space and mix media.

Photography I - Darkroom  
(offerred at Bryn Mawr)
(Open to students in grades 10, 11, and 12. No Prerequisite)
This is an introductory course in black and white film photography and use of the 35 mm SLR camera. Students will learn how to control exposure, depth of field and shutter speed, how to process film and create enlargements from negatives. Students will use class time and their own time to complete projects touching on concepts such as composition, motion and camera perspective. The quarter will culminate in a project on a theme or technique of the student’s choosing.

Note: students should have their own 35-mm SLR camera whose aperture, shutter speed and film speed can be manually controlled. They must also provide film and photo paper. There are a select number of cameras for loan. Enrollment is limited.

Photography II  
(offerred at Bryn Mawr)
(Open to students in grades 10, 11, and 12. Prerequisite: Photography I- Darkroom)
Photography II builds upon the skills learned in Photography I with more emphasis on individual expression. The class will introduce advanced camera and darkroom techniques, and the use of accessories like lenses, filters, and studio lighting equipment. Class projects may include: narrative and portraiture, photo-compositing, extended exposures, sequential images and other projects designed to push the student towards greater creative autonomy. Students will be provided with a journal to keep notes, for idea development and independent research.

Note: students should have their own 35 mm SLR camera and must provide their own film and photo paper. Enrollment is limited.

Intro to Digital Photography  
(offerred at Bryn Mawr)
(Open to students in grades 10,11, and 12. No prerequisite)
This class introduces students to working in color digital photography and the use of the computer as a photographic editing tool. Students will learn camera skills including how to determine correct exposure, control depth of field and motion, and work with white balance. Post-production techniques including picture management with Adobe Bridge and editing in Camera Raw and Photoshop will be covered. The course will conclude with a Photo-essay, a project where students create a series of photos depicting a narrative or exploring a theme.
Note: Though Photo 1-darkroom and digital photo will touch on similar topics, the projects will be unique to each class. Students should have their own dSLR camera whose aperture, shutter speed and film speed can be manually controlled. Enrollment is limited.

**Advanced Photography**  
(year 1 credit)  
(offered at Roland Park)

This studio course begins with a technical review of the fundamentals of photographic practice, from novice to advanced. Emphasis is then placed on the aesthetics of photographic vision and individual expression. The format includes class demonstrations, lab work, field assignments and critiques. The work will explore the conceptual and practical principles of digital photography, focusing on camera operation, studio lighting and the use of Adobe Lightroom and Photoshop. A camera will be provided for class use if needed. Specific assignments will strengthen each student’s ability to deal effectively with new subject matter in a personal and meaningful way, from fine art to editorial and commercial practice. The final quarter culminates in an independent project, formulated by the student.

**Graphic Design**  
(Semester I ½ credit)  
(offered at Bryn Mawr)  
(Open to students in grades 10, 11 and 12.)

This semester course teaches students the basics of graphic design, including visual cohesiveness, layout, and color usage. Students will use these design concepts to create projects using the software applications Adobe Photoshop, Illustrator and InDesign. Over the course of the semester, students will develop a portfolio of pieces ranging from a book cover to a logo design to a magazine. This course will also cover basic advertising principles and teach students how to analyze print design. No previous art or computer knowledge is required. (This course may be taken for technology or art credit.)

**Graphic Design II**  
(Semester I ½ credit)  
(offered at Bryn Mawr)  
(Open to students in grades 11 and 12.)

This upper level elective course builds upon the foundational knowledge gained in Graphic Design I. Students will continue to build their portfolios and apply design skills to more complex projects, including packaging design, 3D design, and interactive or responsive design. The course will also delve deeper into the study of font and layout. The culminating project will be a personal reflection piece, meant to be used as the student’s “graphic design resumé.” Prerequisite: Graphic Design I. (This course may be taken for technology or art credit.)

**Introduction to Ceramics**  
(Semester I and II ½ credit)  
(Offered at Bryn Mawr)

Introduction to ceramics is designed to help familiarize students with clay as an artistic medium. In this class students will gain an understanding of ceramic history throughout the world while learning new creative thinking skills. Students will explore different building and finishing techniques including hand building, wheel throwing, using molds, mishima, sgrafitto, and glazing. Throughout the course students will keep a creative journal to document their progress with ceramics techniques, visit off-campus exhibits, and create a presentation to document their growth and knowledge of the ceramic medium. Exhibition opportunities for displaying student work will also be a component of this course.

**Ceramics**  
(by Term Activity period credit)  
(offered at Bryn Mawr)

Students learn a variety of techniques including: slab building, coil, modeling, and throwing on the potter’s wheel. Students decorate their work with glaze and underglaze. Contemporary ceramics and ceramics from a variety of cultures inspire students to propose self-directed sculpture and pottery projects. Participation for a term earns one term of activity period credit.
Advanced Studio Art III, IV Honors  
(Year 1 credit)  
(Open to students in grade 12)  
(Prerequisite: A full year of Studio Art, Drawing & Painting, and/or portfolio review and approval from the teacher.)  
This course is designed for students interested in developing a strong portfolio of independent work. In-class work focuses predominantly on observational work with subjects ranging from still life and landscape to portraiture and direct from life figure painting. In addition issues such as abstraction, appropriation and installation are also covered. In conjunction with this there are ongoing discussions about a broad range of contemporary issues in art making which should be taken into account as students consider a personal direction. During the second semester of this year long course students work with increasing independence as they develop work for a concentration of their choice. This work is included in year end Student Thesis Exhibitions in the Clock Gallery. This is a year-long course and may not be dropped at the end of the first semester. (Limited to 12 students.)

Drawing/Painting II  
(Year 1 credit)  
(Open to students in grade 12)  
This course is designed to allow students to continue with drawing and painting on a more advanced level. In this course we will continue to explore materials, subjects and techniques but as the first semester progresses students will be encouraged to develop a more personalized approach to the problem. The class will also work from live models. From mid-semester students will work independently to develop a personal body of work of their choice. In the second semester, the primary in class focus will be on observational work. As the semester continues, students will be free to begin to explore a more independent direction in painting.

Ceramics / Advanced Ceramics  
(Semester/Year ½ or 1 credit)  
(offer at RPCS)  
This is a full-time semester long course available to seniors. It may involve a combination of wheel throwing and handbuilding, as well as work in figurative and other methods of creatively working with clay, glaze, and other surface finishes. Name of course will be dependent on prior Ceramics experience.

Advanced Photography  
(Semester/Year ½ or 1 credit)  
(offer at RPCS)  
This is a full-time semester long course available to seniors who have already taken Intro to Photography. It may involve a combination of analog and digital photography, as well as work in Photoshop and other methods of creatively manipulating photographs. Emphasis will be on concept and utilizing visual techniques to communicate ideas.

AP Photography  
(Year 1 credit)  
(offer at Roland Park)  
Arts Department Approval Required  
***Students are required to supply a 35 mm SLR and/or a digital SLR camera  
AP Photography is a year-long course for students committed to the completion of the Two Dimensional Design portfolio. The majority of the year is spent on developing a concentration: a body of work connected by a theme. Supplements to concentration work include work in the visual journal, quarterly visits to exhibitions, and visits from professional artists. In the fall students make a day long trip to New York City’s museums and galleries in order to gather ideas for their own work. Students also participate in a mid-year review in January and an end of the year showcase in late April. AP Photography is for highly motivated art students wishing to submit their portfolio for AP credit consideration. This course has required Summer Work.
### DRAMA

**Upper School Drama Opportunities**

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<thead>
<tr>
<th>Term</th>
<th>Activity period</th>
<th>Credit</th>
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<tr>
<td>Each year, Bryn Mawr produces a fully produced Upper School musical production for Gilman and Bryn Mawr students and a Bryn Mawr student dramatic production. Technical crews supervise the maintenance of the stage facilities and complete design and construction of sets, lighting, and costume design for all dance and theater productions. Senior projects in playwriting and student-directed one-act plays are performed each year.</td>
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**Acting Techniques**

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<tr>
<th>Term</th>
<th>Activity period</th>
<th>Credit</th>
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<tr>
<td>Semester II</td>
<td>½ credit</td>
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<tr>
<td>(offered at Bryn Mawr)</td>
<td>(Open to grades 9-12)</td>
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<td>The course provides an introduction to acting that enables students to develop as performers. Scene study and monologue work will focus on developing roles of appropriate age range. Areas of focus include vocal development, textual analysis and interpretation, and improvisation. Students will prepare monologues and practice audition techniques, working in both classical and modern acting styles.</td>
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**Footlights Theatre Ensemble**

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<tr>
<th>Term</th>
<th>Activity period</th>
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<tr>
<td>Year</td>
<td>1 credit</td>
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<tr>
<td>Admission by audition</td>
<td>Prerequisite: Acting I or permission of RPCS instructor</td>
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<tr>
<td>RPCS (Open to BMS/GIL Seniors and RPCS Juniors &amp; Seniors)</td>
<td>Footlights Theatre Ensemble is an auditioned theatre ensemble for Upper School juniors and seniors at Roland Park Country School and seniors at Gilman and Bryn Mawr School. The ensemble performs two productions each year in the Tyler Studio Theatre including a One Act and a 24-Hour Play Festival. These performances may be original work or taken from scripts. If a student is accepted as a junior, the class may be repeated senior year with an audition and the consent of the instructor. RPCS students must be available for mandatory rehearsals during the last two weeks of August to prepare for RPCS’ Opening Day Convocation (Gilman and Bryn Mawr students are exempt from this requirement.) There are out-of-class rehearsals for Tyler Studio productions. Students are required to participate in one main stage production each year and must create a portfolio of their work by the course’s completion. Students interested in this class are strongly encouraged to take Design Elements before auditioning for Footlights Theatre Ensemble. Every other year, FTE, along with Semiquavers and Roses, creates an interdisciplinary piece that tours in the summer.</td>
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### DANCE

**Dance Techniques**

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<th>Term</th>
<th>Activity period</th>
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<tr>
<td>Semester I</td>
<td>½ credit</td>
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<tr>
<td>(offered at Bryn Mawr)</td>
<td>(Open to grades 9 - 12)</td>
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<tr>
<td>This course focuses on the fundamental technical skills in Ballet, Modern, Jazz, and Choreography. Basic terminology, body awareness, concepts and techniques related to each genre are explored as students develop and begin to fine-tune their craft. Expression and creativity develop as techniques, progressions and performance are polished. Lessons on dance history are included throughout the course as a means of exploring the evolution of dance over time. This introductory/intermediate level course accommodates varying levels of experience.</td>
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**Dance Composition**

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<th>Term</th>
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<tr>
<td>Semester II</td>
<td>½ credit</td>
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<tr>
<td>(offered at Bryn Mawr)</td>
<td>(Open to grades 9 - 12)</td>
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| This course is designed to teach the fundamental concepts of dance choreography. Students are introduced to dance elements such as weight, time, space, and shape in order to explore and expand their creative process. They will explore the various structures used in forming dances to create solos, duets and larger group pieces while being asked to take risks as they develop their artistic voice. Using professional dance works as well as that of their peers, students will also
learn to assess dance with a critical eye as they form educated responses and critiques of dance productions. Dance experience is helpful but not required.

**Dance Company**

*(offered at Bryn Mawr)*  
*(Open to all students by audition.)*  
Students work towards two evening concerts and a touring concert in the Winter. Professional dance artists, as well as the company directors, set commissioned works on the students, who are also encouraged to choreograph and present their own work. Many styles of dance are explored and students are asked to try new and creative ideas and approaches. Dance Company meets three times a week after school. Participation for a year earns two terms of activity/athletic credit.

**MUSIC**

**Camerata**

*(offered at Bryn Mawr)*  
*(Open to grades 9 - 12)*  
Camerata is a choral ensemble designed to develop and strengthen musicianship and vocal technique in every singer. Students will prepare and perform choral repertoire from a variety of historical periods and global regions while building sight singing and ear training skills. Students will build healthy vocal technique while exploring many genres and styles of singing, and will perform in Semester I concerts. Both new and experienced singers are encouraged to enroll.

**Dayseye**

*(offered at Bryn Mawr)*  
*(Open to grades 10 - 12 by audition.)*  
*(Prerequisite: one semester of Camerata or permission from the department)*  
A performing choral ensemble exhibiting mature musicianship and vocal blend, Dayseye performs regularly both within and outside the Bryn Mawr community. Performing advanced musical repertoire from all historical periods, performances are scheduled throughout the school year on and off of the Bryn Mawr Campus. Auditions take place in March for the following year.

**Quadrivium [String Ensemble]**

*(offered at Bryn Mawr)*  
*(Open to all students with permission by department.)*  
An ensemble for violinists, violists, cellists, and bassists who are currently taking private lessons on their instrument. Students who study a wind instrument or piano may also join at the discretion of the teacher. The group performs on the winter and spring concerts; additional performance opportunities may be scheduled during the year. Admission to the String Ensemble fulfills the Maryland State Music Educator requirement for participation in All State Orchestras.

**Ad Solem**

*(offered at Bryn Mawr)*  
Students who are interested in being a part of a musical performing group are encouraged to participate. Eleven students use a three-octave set of Schulmerich handbells, which are arranged chromatically on foam-covered tables. Various handbell techniques are used to make music, from ringing, precise damping to executing various stopped sounds. The repertoire includes original compositions to transcriptions of popular songs. Ad Solem meets every Tuesday and Thursday mornings. Handbell participants are expected to make a year commitment to the group. Participation for a year earns two terms of activity credit.
Private Lessons

(by arrangement with The Music School)

By arrangement with The Music School, students may take private lessons at school with teachers of voice, piano, violin, viola, cello, flute, clarinet, saxophone, guitar and harp. Teachers for additional instruments may be arranged if demand warrants it.

PUBLIC SPEAKING

Public Speaking

(Semester I or II)

This course will provide foundational experiences in public speaking. Students will develop confidence as speakers, improve articulation, and increase vocal expressiveness. In preparation for senior convocations, Public Speaking students will study and practice speech techniques through three major speeches assignments: a personal narrative speech, an informative speech, and a persuasive speech.

HEALTH

Health education is an important goal of student health service on campus. Health resources available to students include the Upper School nursing and counseling staff, as well as the athletic training staff.

Upper School Health

The Upper School at Bryn Mawr addresses a variety of health related issues throughout the school year. We begin with 9th Grade Seminar, a course the meets once a cycle, to discuss balance in one’s life and nurturing physical and emotional needs. Topics include meditation and relaxation techniques, community and how we treat each other, body image and the media, mental illness, relationships, and sexual health. In addition for the 9th grade, Bryn Mawr contracts with Freedom from Chemical Dependency, a nationally recognized group, to provide an intensive week-long program addressing drugs and alcohol which is followed up by discussion throughout the year. Special assemblies addressing drunk driving, breast health, women and sports, skin health, and many other topics are featured throughout the school year for the entire Upper School community. Many of these themes are followed up in grade retreats each fall. Seniors also receive special speakers specifically to address taking care of themselves now and while in the transition to college.

The Upper School addresses health issues which seem most prevalent and of most concern to students, faculty and parents. While we cannot address every health issue every year, we hope that in the course of the four years in the Upper School, students learn how to best care for themselves physically and emotionally. Our goal is to promote a healthy lifestyle.
HISTORY

The history program provides students with a comprehensive foundation in the political, economic, cultural and intellectual development of the world. Courses emphasize the historian’s tools – research, primary source reading, and verbal and written analysis, and classes use technology extensively. Cross registration with our coordinate schools allows seniors to pursue a wide range of historical methods and topics. Co-curricular opportunities such as Model Congress, Debate Club and Model United Nations enhance the formal program. AP World History prepares students for the AP World exam; AP Economics, AP Comparative Government and Politics, and AP Human Geography are offered in the senior year. The Advanced Seminar in United States History helps prepare students for the AP US History exam.

Foundations of the Modern World (Grade 9) Year 1 credit
The main focus of this course is world history from the 5th through the 17th centuries. It emphasizes interactions among people in the major culture zones (Africa, The Americas, Asia and Europe). Cross-cultural comparisons and analyses of how change affects people individually and in groups are two major questions. The course textbook is supplemented by primary source documents, films, and maps. Students work through the year to strengthen their skills as readers and writers of history and to build a foundation for later study of Modern World History. This course requires the researching and writing of a formal term paper. Foundations of the Modern World is a prerequisite for Advanced Placement World History.

The Modern World (Grade 10) Year 1 credit
This course surveys world history from the 17th century through the present day, and completes the world history sequence. The first semester focuses on 17th through 19th century revolutions that created the modern age; the second semester traces the impact of these revolutions on the 20th century world. We use traditional texts and primary sources, novels and film as sources for understanding our world’s history. Students complete a year-long portfolio of papers and projects using a variety of historical methods which allows them to develop historical skills and pursue topics of individual interest.

Advanced Placement World History (Grade 10) Year 1 credit
(Placement in this course is based on achievement in Foundations of the Modern World [grade 9] and recommendation of the Department.)

The AP World History curriculum, as determined by the College Board, is extremely rigorous and intellectually demanding. As a result, the History Department maintains the most stringent standards in recommending students for the course. In order to be recommended for the course, students must demonstrate the following:

- Superior mastery of large amounts of factual material and the ability to demonstrate this mastery in a variety of question formats as shown by their performance on tests, quizzes, and exams in the Foundations of the Modern World course.
- Excellent analytical skills, particularly the ability to analyze a variety of different types of source material, and the ability to research and think independently, as demonstrated in a ninth grade term paper, essays, and other formats in the Foundations of the Modern World course.
- Strong writing skills (students may be asked to produce a writing sample; students who apply for admission to the course will have their written work reviewed by all ninth grade history teachers as part of the admission process).
- A passion for history, as demonstrated by active participation in all facets of the Foundations of the Modern World course.

In AP World History, emphasis is on global history rather than on individual states or regions. Questions of change and continuity within societies as well as comparisons between societies are at the core of the program. This course is more theme-based and comparative than The Modern World course. The course prepares students for the Advanced Placement World History examination in May. Students who enroll in this course are required to take the Advanced Placement examination.
United States History (Bryn Mawr, Gilman)  
Year 1 credit

This course is required of all Upper School students. United States History is a coordinated course and is open to 11th and 12th graders; students are assigned to sections on the Bryn Mawr and Gilman campuses. While readings and specific written assignments vary from section to section, all classes investigate the development of American democracy.

Advanced Seminar in United States History  
Year ¼ credit  
Co-Requisite: United States History

This online course is open to students concurrently enrolled in United States History, who wish to prepare for the Advanced Placement exam in May. Because the course will be conducted in an online environment, students will have to meet assignment deadlines, but there will be no formal designated meeting time. Assignments will include the reading of scholarly articles, participation in a class forum, and primary source analysis, as well as practice Document-Based and Free Response Essay Questions. The projected workload will be the equivalent of a class that meets for one seventy-minute period per cycle. This is a year-long course and may not be dropped at the end of first semester.

World Perspectives: Gaining Global Competency  
Semester II ½ credit
(open to students in grades 10-12)

Are you curious and passionate about world travel and the global exchange of ideas? The ability to function in the international community requires a broad spectrum of knowledge, often referred to as “cultural literacy.” Designed as a mini-immersion in the countries with which Bryn Mawr currently has exchanges (South Africa, Turkey, England, the Czech Republic, and China) this student-driven, team taught course will explore the issues that unite and divide the citizens of these countries. A global experience is greatly enriched by understanding significant cultural patterns. Who are the most famous actors, singers, and artists? Which historical events stir group emotion? What role does language play in shaping culture? In this community of shared exploration and discovery, students will help define the curriculum. This class experience will provide students with a model for how to prepare intelligently for any study abroad or international work experience (now or in the future.) Begin building your passport to global literacy!

This semester long course, open to 10th, 11th, and 12th graders at Bryn Mawr, can be taken for History or World Languages and Cultures credit. It is particularly recommended for students considering participation in any of our cultural or language exchanges. Visiting exchange students will be automatically enrolled in the course.

TWELFTH GRADE HISTORY ELECTIVES

AP Economics  
Year 1 credit
(offered at Bryn Mawr)  
(History Department permission is required.)

This full-year course examines economic theory in preparation for the Advanced Placement Microeconomic and Macroeconomic Exams. Microeconomic topics include product and factor markets and the role of the government in promoting efficiency and equity in the economy. Macroeconomic study emphasizes measurement of national income, the public sector, economic growth and international finance and trade. Research stresses the application of economic theory to contemporary issues. This is a year-long course and may not be dropped at the end of the first semester; students must take the Advanced Placement Examination in the spring. The Required Summer Reading is Murder at the Margin by Marshall Jevons.

AP European History  
Year 1 credit
(offered at Roland Park)
Learn about Europe from approximately 1450 to the present. You will investigate the content of European history for significant events, individuals, developments. This is your chance to delve more deeply into some of the topics you learned about in World History. The main units of study are: The Renaissance and Exploration, Age of Reformation, Absolutism and Constitutionalism, Scientific and Philosophical Developments, Age of Revolution, 19th Century Political Perspectives, 20th Century Conflicts, Cold War and Contemporary Europe. Some of the themes explored throughout the course are the interaction of the various regions and countries in Europe, the interplay between poverty and prosperity, institutions of power, and the individual’s role in society.

AP Art History
(offerred at Gilman)
This year-long course covers art in a chronological survey from the Paleolithic era through Postmodernism and prepares students for the AP Art History Exam. In addition to the study of the development of the Western tradition in art and culture, an effort is made to expand beyond the Western tradition. The first quarter covers the Mesopotamian era through Roman Empire. The second quarter focuses on Byzantine, Islamic, Medieval, and Early Italian works. The third quarter starts with Northern Renaissance, includes Italian Renaissance, and concludes with Baroque. The fourth quarter studies the Enlightenment, Modernism and concludes with Postmodernism and contemporary art. While studying this material, students do independent research on art production outside the Western tradition which they share with the class. Students develop critical thinking skills as they assemble interdisciplinary knowledge about art objects and move beyond first impressions to carefully constructed evaluations. A total of 8 field trips to local museums (the Walters Art Museum and the Baltimore Museum of Art) give students the opportunity to engage in the study of actual works of art. Goals for this course are for students to value the intellectual challenge of learning about many traditions and cultures, to visit art museums with regularity, to achieve a high degree of visual literacy, to understand the role art has played in history, and to consider the role it plays in contemporary society.

US Since 1960 (Honors)
(offerred at Gilman)
This elective course covers the history of the United States from 1960 to the present by investigating the forces of the last sixty years that have shaped the present. In this presidential election year, we will start the course by identifying themes of present-day American politics and culture. Then we will trace back to 1960 to investigate where and how these themes emerged. We will spend relatively equal time on foreign and domestic policy with a particular focus on political history. Homework readings will be a mix of monographs, a textbook, and primary sources.

History of Science
(offerred at Gilman)
Physics, Chemistry, Biology...we know the topics because we’ve taken the courses. But did you know that Newton may have stolen the idea of gravity or that the advancement of the new field of chemistry in the 1800s was likely set back nearly a 100 years because of a fanatic belief in one particular theory of fire? Science is not a set of facts laid down on paper for high school consumption. It is a human story of progress through ignorance, advanced at times by serendipity, argumentation, and competition. And through it all, we have come to know famous names and ideas, both of which continue to transform and inform our lives today. In this course, we will explore the development of the scientific tradition in Europe and the intellectual impact of scientific thought on society, politics, and philosophical speculation in the ancient and modern world. We will explore particular case studies about the people and their journey’s towards understanding the chaotic world and universe. Logistically, this will be a discussion based course that utilizes the Harkness method and problem-based learning. Students will be expected to read and analyze a plethora of primary literature written by many of the great minds of the past and present prior to class, and then lead their own discussion groups with guidance from the teacher. Additionally, students will have a large stake in choosing the topics we will explore both as a class and as individuals. Let’s explore our story through science!

African-American History
(offerred at Gilman)
This course focuses on, and then attempts to synthesize, three different types of investigation. One is experiential – off campus and in Baltimore City. A second surveys the ideas of prominent black leaders of the 20th century. The third engages students in controversial topics facing our society today. Students should expect to involve themselves fully in all activities – interaction with people outside our school community, reading, discussion and writing.

**America in the World (Honors)**  
*Semester I  ½ credit*

*(offered at Bryn Mawr)*

*(History Department permission is required.)*

This course combines history, political science, and international relations to investigate the major themes of U.S. foreign policy from the end of the Cold War to the present day. Organized topically rather than chronologically, the class explores the most pressing issues in U.S. foreign policy such as the Iran Nuclear Treaty, U.S.-China relations, the Wars in Afghanistan and Iraq, and the fight against ISIS by exploring how recent historical actors and events have led up to and created each current problem. Simulations, debates, and discussions give students exposure to multiple perspectives on each issue, allowing them to formulate their own educated opinions and to understand better the complex process of U.S. foreign policy decision-making.

**America’s Immigration Experience**  
*Semester II  ½ credit*

*(offered at RPCS)*

Many Americans have a romanticized idea of America’s immigrant past. They point to idealized visions of Ellis Island or the famous words of Emma Lazarus etched into the base of the Statue of Liberty, “Give me your tired, your poor, Your huddled masses yearning to breathe free…” In fact, America’s immigration history is more contested, more nuanced, and more complicated than many assume. This course seeks to provide historical context to current debates over immigration reform, integration, and citizenship. The course follows a chronological overview of U.S. immigration history, but it also includes mini-units that cover salient issues in political discourse today such as xenophobia, deportation policy, border policing, and sanctuary cities.

**American Indian Studies**  
*Semester II  ½ credit*

*(offered at Bryn Mawr)*

The Trail of Tears is just a page in a textbook for most high school American history students, but this course will focus on the human experience of American Indians through the lens of contemporary American Indian literature. We will discuss the realities and repercussions of the historical and systematic oppression of indigenous peoples as well as the socio-economic consequences in contemporary indigenous cultures through the novels, stories, and poetry of writers like Leslie Marmon Silko and Sherman Alexie. Text may include *Fools Crow* by James Welch, *Ceremony* by Leslie Marmon Silko, *Tracks* by Louise Erdrich, *Tanto and the Lone Ranger Fistfight in Heaven* by Sherman Alexie, and the poetry of Joy Harjo and N. Scott Momaday. (This course may be taken either for English or history credit.)

**Ancient Greece**  
*Semester I  ½ credit*

*(offered at Gilman)*

Greek History from the Bronze Age through the Death of Alexander: It is customary to divide Greek history into the prehistoric and historic periods with the break coming at 776 BCE, the date of the first Olympic Games and the era immediately following the writing of the Homeric epics. The course initially will focus on the former period with a concentration on the Mycenean and Minoan cultures. The latter period will include as its nucleus characters and events whose presence contributed to both the Golden Age of Greece and the Hellenistic period culminating in the death of Alexander the Great.

**Applied Philosophy**  
*Semester I  ½ credit*

*(offered at Gilman)*

Applying Philosophy to Modern Global Issues is a multi-media, multi-disciplinary course which builds an ethical foundation on which students can make moral judgments about the most pressing and entrenched social issues which challenge the twenty-first century: inequality, poverty, and political oppression. This
class will be taught in coordination with Global Online Academy's offering of the same course. (This course may be taken for English or history credit.)

A Study of Anti-Semitism: Why the Jews? Semester II ½ credit
(offered at Roland Park)
Why is there so much hatred in the world? What is it about Jews that people hate? Why have a group of people been discriminated against as long as history has been recorded? These are just some of the questions to be discussed in this course. We trace the history of Anti-Semitism from the time of the Roman Empire to today. Specific topics include the Roman period, Early Christian church and the Jews, Jews in the Middle Ages, Martin Luther and the Jews, the rise of Political Anti-Semitism in the 1800s, and Anti-Semitism in the 20th Century including an examination of Post-Holocaust Anti-Semitism.

AP Comparative Government and Politics Semester II ½ credit
(offered at Bryn Mawr)
(History Department permission is required.)
This course will provide an introduction to major theoretical approaches to comparative politics and examine case studies of the political systems and processes of the following countries: China, Great Britain, Iran, Mexico, Nigeria, and Russia. The goal of studying these nations will be to allow students to compare and contrast political institutions across nations and draw generalizations on the basis of these case studies. Students taking this course are required to take the Advanced Placement Comparative Government and Politics Exam.

Civil War: Maryland Semester II ½ credit
(offer at Gilman)
This course will examine the impact of the American Civil War on the state of Maryland. As a border state next to the national capitol, Washington D.C., Maryland found itself in a tenuous position as tensions between the North and South escalated in the late 1850s through the start of the war. This class will examine the causes of the war, the significance of slavery and the underground railroad in Maryland, the attitudes of Marylanders towards the War, military engagements within the State, and the political, social and economic impact of the conflict. We will read and discuss James McBride’s Song Yet Sung, poetry from the era, primary documents, and historical analysis on the subject. (This course may be taken for English or history credit.)

Comparative Diasporas (Honors) Semester II ½ credit
(offer at Bryn Mawr)
(History Department permission is required.)
Diaspora is the forced migration of people with a common cultural identity and the spread of those cultures globally. This course that offers students a thematic introduction to South Asian, African, and Jewish history. The course addresses the preservation of cultural identity, cultural fusion, oppression and violence against minorities, and the relationship between race, religion, and nationality. We examine these themes through literature, art, and music. Diaspora is one of the defining features of Jewish, African, and South Asian identity. These communities have been flung across the globe to places as disparate as Brazil and Calcutta, Paris and Dar es Salaam. The theme of diaspora allows students to compare experiences which are often studied only in isolation. The course is offered every other year, in the spring of odd years.

Baltimore: Past and Present Semester I ½ credit
(offer at Bryn Mawr)
Requires a conversation with Dr. Spector-Marks/Dr. Spector-Marks’ signature
The Baltimore course is a unique educational experience for students who value collaboration, dialogue, and community-building. Students learn about Baltimore’s past, particularly its history of racial segregation, in order to understand its present economic and social divides. We look at many of the challenges facing Baltimore today and how community leaders are responding to these challenges. This class is co-taught with students from Baltimore Leadership School for Young Women and allows students the chance to work in a semester-long group project with students from across Baltimore. This requires travel to BLSYW (in Mt. Vernon) and collaboration with BLSYW students outside of school for the
neighborhood project. The class offers students a chance to go outside their comfort zone and to engage in a deeper way with the city in which they go to school.

**China and Modern East Asia**  
(Semester II)  
(½ credit)  
*(offered at Gilman)*

After the cataclysms of revolution and war in the twentieth century, the East Asian region in general, and China in particular, has reemerged as one of crucial importance in the modern world. The purpose of this course is to examine the evolution of East Asian history and culture, so we can develop an understanding of how the region evolved to the one we see today. The course will focus primarily on China and Japan since the nineteenth century, with occasional forays into the Koreas and Southeast Asia. As this course may be taken for history or English credit, there will be extensive discussion of fiction, including the novels *To Live* by Yu Hua and *Kokoro* by Natsume Soseki, and several short stories by East Asian authors. (This course may be taken for English or history credit.)

**Counter-Cultural Collectives**  
(Semester II)  
(½ credit)  
*(offered at Roland Park)*

Collectives, though most associated with the counter-cultural movements of the 1960s and 70s, have existed in many cultures throughout history. These collectives are born from both idealistic longing and pragmatic calculation, offering non-hierarchical safe spaces for those seeking refuge from oppressive structures. This course examines the power, promise, and problems of these collectives through a mix of historical and literary analysis. Students come to understand the socio-political conditions that necessitated these spaces, and how those conditions shaped the collectives’ intersectionality. The literary output of these groups is also studied, from formal poetry and treatises to self-printed pamphlets and zines. Mirroring the course content, class sessions are moderated in an egalitarian fashion, with students sharing responsibility for class facilitation with the instructor. (This course may be taken either for English or history credit.)

**Epidemics in America**  
(Semester I)  
(½ credit)  
*(offered at Gilman)*

Infectious disease has been a constant cause of social and political change in American history. In this course, students will explore the nature of epidemics and disease in America from the colonial period to the present day. We will analyze how disease has shaped American history, from smallpox during the Revolutionary War, to bubonic plague in 1900s San Francisco, to the threat of modern biological warfare. Students will learn to analyze, debate, and solve the problems of today and grapple with questions from the past through a hands-on use of primary sources and modern-day simulations. Texts include selections from: *The Gospel of Germs; The Great Influenza; Typhoid Mary: Captive to the Public’s Health; Polio; Silent Travelers; No Magic Bullet; Chasing Dirt; Contagious Divides; AIDS; Disease and Class; Quarantine!; Pox Americana; and other books and academic articles.*

**Holocaust Studies**  
(Semester I)  
(½ credit)  
*(offered at Gilman)*

This course guides students’ investigation of the events surrounding the Nazi destruction of European Jewry during World War II. As students study the evolution of the ‘Final Solution,’ they consider the history of anti-Semitism in Europe, the role of anti-Semitism in the nature of the Nazi regime, and the contingencies which shaped Nazi anti-Jewish policies. At the heart of this analysis is a close study of the key events which transformed persecution into genocide during World War II. The Holocaust Museum is an important resource during this process. During the final section of the course, students explore the difficulties of finding meaning in the memory of the Holocaust by encountering memoir, fiction, essays and films with Holocaust themes. (This course may be taken either for English or history credit.)

**Honors Research Seminar: Profiles in Leadership**  
(Semester I)  
(½ credit)  
*(offered at Roland Park)*

What are the secrets to effective leadership? How does the context or arena affect a leader’s potential and choices? Does power come more easily to those willing to act unethically? In the first half of this course, students will pursue these and other questions by reading, discussing, and writing about leaders from history, literature, current world politics, sports, and other arenas. Case studies will focus on how women
and men have led countries, movements, organizations, and initiatives to affect change, wrestle with ethical dilemmas, and solve real-world problems. In the second quarter, students will design and pursue a deep dive into a case study or leadership issue of their own choosing. The outcome will be a capstone project that can take the form of an essay, creative writing, lesson plan, documentary, manifesto, or other form; all projects will be presented in a public forum at the end of the course. (This course may be taken either for English or history credit.)

International Relations and Global Hotspots since 1945  Semester I  ½ credit
(offer at Roland Park)
This course will examine the underlying dynamics behind international relations in recent world history. We will focus on regional issues such as: Immigration and Refugees, Russia’s role in the world today, Cambodia and the Khmer Rouge, the Middle East from the formation of contemporary states to the current crises, Africa from decolonization to present concerns including the end of Apartheid, AIDS, civil war and genocides, and Latin America’s struggle for political and economic stability. The course will also examine global issues such as terrorism, arms deals, landmines, population, and food and refugee crises. Subject matter will be presented using a variety of materials including simulations, current periodicals, film and online sources.

A.P. U.S. Government and Politics  Semester I  ½ credit
(offer at Bryn Mawr)
(History Department permission is required.)
The AP United States Government and Politics course is designed to provide the student with an experience equivalent to a one-semester college introductory course. It includes both the study of general concepts used to interpret U.S. government and politics and the analysis of specific examples. Students will develop familiarity with the various institutions, groups, beliefs, and ideas that constitute U.S. government and politics and will study the variety of theoretical perspectives and explanations for various behaviors and outcomes. Students will be expected to move beyond factual recall and develop an analytical perspective on government and politics in the United States.

Modern European Intellectual Thought  Semester I  ½ credit
(offer at Gilman)
This course surveys European thought from the Enlightenment to Post World War II. Topics include the French and Scottish Enlightenments, the German Romantics and Idealists, Classical Liberalism, Irrationalism, Totalitarianism, and Existentialism. The class will discuss ideas about politics, economics, philosophy, and religion. Students will explore the intellectual movements of Modern Europe through primary source material as well as the school’s extensive online collection of academic journals and periodicals. The required texts include An Intellectual History of Modern Europe, Notes from the Underground, Animal Farm, and The Stranger. (This course may be taken for English or history credit.)

Perspectives In Modern War  Semester II  ½ credit
(offer at Gilman)
This course examines the role of leadership and decision-making in the landscapes of modern war, from the deserts of the Middle East to cyberspace, and how those lessons apply to life in and out of the military. Topics include the evolution of terrorism and counterterrorism, the role of intelligence analysis and assessment in decision-making, the history of the Middle East (focused 1979-present), social media and the manipulation of information, and the law of armed conflict. Course material will cover fiction and non-fiction readings, including Tribe: On Homecoming and Belonging, LikeWar: The Weaponization of Social Media, and Black Flags: The Rise of ISIS and examine cult-classic movies like Sneakers and Dr. Strangelove or: How I Learned to Stop Worrying and Love the Bomb. Students will be graded on reading comprehension quizzes, papers, presentations, and decision-making games. Several veterans with diverse experiences will provide their perspectives on topics throughout the course. The course will include field trips to the National Cryptologic Museum and D.C. (This course may be taken for English or history credit).
Roman Republic  Semester II  ½ credit  
*(offered at Gilman)*
This course explores Roman history from the birth of the monarchy in 753 B.C.E. through the rise of Augustus. Particular attention is paid to the foundation myth, the republican constitution and political system, Roman conquest and imperialism, the civil war, and the Augustan political settlement.

Terrorism in the Modern World  Semester II  ½ Credit  
*(offered at Bryn Mawr)*
This course combines history, political science, and literature to examine the role that terrorism has played in the modern world. We will begin with an overview of the many ways people have defined terrorism and a brief narrative of terrorist groups and actions since the French Revolution. The core of the course will focus on a series of literary and historical case studies illustrating the motivations, tactics, and outcomes of terrorists around the world since 1945. Students will conclude the class by applying the knowledge they gained through the case studies by evaluating various strategies for fighting terrorism and creating their own counterterrorism proposal. (This course may be taken for English or History credit)

Urban Studies  Semester II  ½ credit  
*(offered at Gilman)*
In Urban Literature we will explore the urban landscape of Baltimore through engagement with literature in an expansive sense that includes narrative-based historical texts, creative non-fiction, poetry, fiction, journalism, case law, statistical data, and informational journals. Through journal reflections, creative writing, essays, projects and presentations, we will think critically and expansively about our complex world within the local context of Baltimore, practice communicating effectively with diverse audiences, collaborate to imagine solutions to problems and ways to affect positive community impact, and create works of self-expression that serve and inspire others. We will also develop a deep engagement with and appreciation of Baltimore’s present and past through field trips to interact with Baltimore beyond the walls of Gilman. (This course may be taken for English or history credit.)

Witchcraft: Power, Rhetoric, and Imagination  Semester I  ½ credit  
*(offered at Roland Park)*
The image of the Witch is one of power, both alluring and dangerous. Fascination with this idea, and fear of it, have captured the imagination of societies the world over, often with historic consequences. This course seeks explanations for the lingering potency of the Witch image in our global consciousness. Through a mix of historical, literary, and rhetorical analysis, students come to understand how the Witch image intersects with concepts of gender, deviancy, religion, medicine, science, and psychology. Students engage with a diverse set of texts and media, ranging from the infamous Malleus Maleficarum to the Yi Jing. (This course may be taken for English or history credit.)

World Religions: Eastern Religions  Semester I  ½ credit  
*(offered at Gilman)*
This semester course on World Religions will attempt to provide historical context and trace the development of Hinduism, Buddhism and Confucianism. In addition, the philosophical, moral and ethical ways of thinking (and acting) will be examined by reading selections of each religions Sacred Texts. The course will seek to discover the beauty of the world’s wisdom; what the religions ought to be in their most perfect of forms.

World Religions: Western Religions  Semester II  ½ credit  
*(offered at Gilman)*
This semester course on the western religions (Judaism, Christianity and Islam) will attempt to provide historical context and trace the development of Judaism, Christianity and Islam. The course is a survey of the Bible, including the study of both the Old Testament and New Testament. The first part of the course is dedicated to the study of the Hebrews, the laws, prophets, and wisdom literature. The second part of the course is dedicated to the study of the life and teachings of Jesus Christ. The third part of the course is dedicated to Islam and will analyze selections of the Qur’an. The intention of the course is to gain a better historical and current understanding of the three major Western Religions.
World War I (offered at Gilman)

Semester I ½ credit

This course will examine the Great War through the prisms of literature and history. We will delve into the political, social, and cultural ramifications of American life during this period. Students will be expected to study and understand the personalities that shaped the events and ultimate outcome of this epic struggle as well as the actions and reactions of the American people. By the end of the course we will have examined: the use of propaganda by the American government; the depiction of the war in popular culture; the film, posters, theatre, pamphlets, poetry, literature; questioned the origins and nature of the war and its effects on American society; worked with primary and secondary materials to develop their own interpretations; researched and interpreted one aspect of the era of World War I in depth, reflected in an oral (and possibly artistic) presentation and a paper. (This course may be taken for either English or history credit.)

World War II: A Global History (offered at Gilman)

Semester II ½ credit

World War II continues to maintain its fascination, even though nearly seventy years has passed since its conclusion. The purpose of the course is to provide a chronological overview of the event, examining both the European and the Asian theaters of the war. We will spend a significant amount of time tracing the origins of the war, especially the root causes in the World War I settlement and the rise of Nazi power in Germany. During the war itself we will focus on the major strategies pursued by the leading powers in the war, as well as particular topics like the use of strategic bombing in the war, culminating in the atomic bombings of Hiroshima and Nagasaki. Class materials will include significant use of documentaries and feature films, to help students understand how the war was experienced by the participants themselves, and how the war is perceived today.

MATHEMATICS

The Mathematics department seeks to develop in its students an understanding and love of mathematics, with a vision for its importance and relevance in our increasingly technologically sophisticated world. Our curriculum focuses on understanding mathematical concepts and applying mathematical skills to the logical and critical thinking processes involved in problem solving and real-life situations. Through exploring ideas both with and without the aid of various technologies, students gain an insight into the historical foundations of mathematics and the excitement of mathematical discovery.

The individual courses develop skills in all levels of pre-college mathematics. Students are grouped homogeneously in mathematics. Various measures are considered so that appropriate grouping is made for each student. A strong record, mature outlook, and the ability to work successfully, independently, and in more depth in a faster paced course are especially important for placement in Honors courses.

Student participation in honors mathematics in the Upper School at Bryn Mawr is based on a process which includes a teacher recommendation to the department which then makes a decision based on current and past performances in mathematics classes and on tests and other assessment measures. Consideration for placement in an honors mathematics course from a non-honors level is based on, but not limited to, teacher recommendations, year averages of 95 or higher and semester exam scores of 85 or higher in non-honors mathematics courses during the previous two years. Placement in an honors course from a non-honors course will require some summer work in topics not covered in the non-honors sequence. In order to remain in an honors mathematics course (Elementary Functions, Honors Geometry, Pre-Calculus AB, Pre-Calculus BC, AP Calculus AB, or AP Calculus BC), a student must display mastery of the material by earning a yearly average of 83 or higher and a semester exam score of 75 or higher for every semester. Each student’s placement is re-evaluated every year.
Algebra II Grade 9  
Year  1 credit  
This course continues the study of the structure and language of algebra by emphasizing functions, equations, expressions, and their applications. A quick review of linear equations and inequalities, methods of solving linear systems, the laws of exponents and factoring lays the groundwork for a more in-depth exploration of quadratic, rational, irrational and occasionally some exponential and logarithmic functions. Taking a functional approach, the course covers the graphing, solving and manipulation of quadratic, rational, and irrational functions. While emphasis is placed on the graphing calculator as a critical tool in exploring mathematics, students are exposed to concepts in a variety of forms: algebraic, graphical, and verbal. Where appropriate, practical applications from the physical sciences, business, and other "real-world" environments will be examined.  

Recommended Summer Reading: Algebra Success in 20 Minutes a Day  ISBN 1-57685-276-8. Assignment: Take the pretest to assess what areas need extra studying, review the material and do the problems in Lessons 1 – 17. Take the post-test afterwards to validate mastery.

Honors Algebra 2 Grade 9  
Year  1 credit  
This course in many ways parallels the Algebra 2 course. It is offered at a much faster pace and includes a deeper examination of functions. This course continues the study of the structure and language of algebra, emphasizing functions, equations, expressions and their applications. Building on topics introduced in Algebra 1 and developing a deeper understanding of how to apply functions and algorithms to practical applications in science, finance, probability and more, where appropriate. Students will be introduced to new function families, developing analytical skills and understanding of key features of the graphs (domain, range, end behaviors, asymptotes, etc).

Geometry Grade 10  
Year  1 credit  
The primary topic of this course is Euclidean geometry. Students learn about lines, angles, triangles, polygons, circles, solids, perimeter, area, and volume. Students develop inductive reasoning skills to help them ascertain geometric properties and deductive reasoning skills to help them write and follow valid geometric proofs and arguments. Strong emphasis is placed on logic and accurate justification of process, as well as spatial visualization.

Honors Geometry Grade 9  
Year  1 credit  
This course in many ways parallels the Geometry course. It is offered at a much faster pace and includes a deeper examination of complex geometric figures, constructions, logic and deductive proofs. Some non-Euclidean geometry is explored. Applications, such as the uses of geometry in tiling, design, and packaging are discussed. Students may also explore three dimensions and spherical geometry. Right triangle trigonometry, begun in Elementary Functions, is extended to cover the Law of Sines and the Law of Cosines.

Advanced Functions and Trigonometry Grade 10  
Year  1 credit  
Advanced Functions and Trigonometry is a comprehensive honors level course. The course focuses on the mastery and development of critical thinking and new skills necessary for success in subsequent math courses. Students will grow in their conceptual understanding of the topics and in their ability to reason abstractly. Topics include analyzing polynomial, rational, exponential, logarithmic and trigonometric functions. An Honors level Algebra 2 course is a prerequisite for this course. Mathematics Department approval is required.

Pre-Calculus Grade 11  
Year  1 credit  
This course is the traditional preparation for Calculus, summarizing the more sophisticated algebraic relationships of previous courses including functions, equations, expressions, and applications. The functions and their transformations that are studied include linear, quadratic, polynomial, rational, exponential, logarithmic and trigonometric functions. A strong emphasis is placed on mastery of both algebraic and graphical approaches to problem solving. The second semester is an in-depth study of trigonometry. Summer Reading: Summer Packet for Pre-Calculus.
AB Pre-Calculus  Grade 11  Year  1 credit
(Prerequisites: Elementary Functions, Honors Geometry, and/or Honors placement, and with Mathematics Department recommendation.)
The course begins with a thorough analysis of functions and their transformations, with a flavor of rates of change to foreshadow the later study of calculus. The idea of mathematical modeling is used to appreciate how the theory of functions is applied to the natural and human-made world, including topics in music, economics, biology, medicine, and transportation. A significant amount of time is invested in intermediate and advanced trigonometry. Other topics include exponential and logarithmic functions, iterated functions, data analysis, polar coordinates, parametric equations, the binomial theorem, and sequences and series.
Students are prepared to take AB Calculus the following year. **Summer Reading:** Summer Packet for Pre-Calculus AB/BC.

BC Pre-Calculus  Grade 11  Year  1 credit
(Prerequisites: Elementary Functions, Honors Geometry and Mathematics Department recommendation.)
During the first semester, students work with topics in advanced graphing, parametric equations, data analysis, trigonometry, polar coordinates, sequences and series, and probability and statistics. During the second semester, the Advanced Placement Calculus curriculum is introduced. This includes the topics of limits, continuity, derivatives and antiderivatives of functions of one variable, and some applications of these concepts. Students completing this course successfully will take AP Calculus (BC) and the AP exam the following year. **Summer Reading:** Summer Packet for Pre-Calculus AB/BC.

**TWELFTH GRADE MATHEMATICS ELECTIVES**

**Advanced Placement Calculus (AB)  Year  1 credit**
(offered at Bryn Mawr, Gilman, and Roland Park)
(Students must have thoroughly mastered Pre-Calculus AB and have met the honors math requirement.)
Topics covered include limits, continuity, differentiation and integration of polynomial, rational, algebraic, and transcendental functions. Applications of the derivative and the integral are stressed, with advanced graphing techniques. We follow the AP Calculus AB standard curriculum. Students take the AP Calculus exam in May. This is a year-long course and may not be dropped at the end of the first semester.

**Advanced Placement Calculus (BC)  Year  1 credit**
(offered at Bryn Mawr, Gilman, and Roland Park)
(Students must have thoroughly mastered Pre-Calculus BC and have met the honors math requirement.)
Topics in the BC Calculus include all of those listed for the AB Calculus. (Note: the BC Calculus curriculum begins in "BC Pre-Calculus.") The BC Calculus curriculum also includes the solution of differential equations, advanced methods of integration, Taylor and Maclaurin series, tests for convergence of infinite series, additional applications of the definite integral, and polar coordinates. Students take the BC Calculus AP exam in May. This is a year-long course and may not be dropped at the end of the first semester.

**Advanced Placement Statistics  Year  1 credit**
(offered at Bryn Mawr, Gilman and Roland Park)
(Prerequisites: Algebra 2 and permission of the Mathematics Department. Priority is given to seniors.)
Designed for students who are interested in a variety of college majors, statistics is a branch of mathematics that is important to the study of many disciplines, from sociology to business to medicine. Students learn to collect, display, and summarize data, understand concepts about probability, and make inferences. Information is gathered from experiments and surveys designed and conducted by students as well as from newspapers, government data bases, medical studies, political opinion polls, and entertainment surveys. There is heavy reliance on the use of the statistics features of graphing calculators. Emphasis is on the interpretation of results as well as the predictive power of statistics. Students take the AP Statistics exam in May. This is a year-long course and may not be dropped at the end of the first semester. (A TI-83 or TI-84 calculator is required.) The **required Summer Reading** will be announced before the end of the current school year.
Statistics and Data Science  
(Open to seniors who have completed Pre-Calculus)

This is a mathematics course utilizing computer science principles for data analysis. It will be team taught by a mathematics teacher and computer science teacher. Have you ever wondered about the normal limits of blood pressure or the birth weights of babies across the globe? How can data drive a company's business model? Why do some people have a good idea about whether or not their poker hand can be a winner? Why do political polls often vary dramatically between sources? This project-based class dives into the applications of statistics, and the analysis of data to draw conclusions ranging from business decisions to social action. Students will learn how to leverage data for decision-making purposes by using software designed for data-driven decision making.

Introduction to Multivariable Calculus (Honors)  
(Semester I)  
½ credit

(Prerequisite: Successful completion of BC Calculus & permission of the department)

This course is a continuation of the study of functions begun in the B and C Semesters of Advanced Placement Calculus. The course focuses on applications and extensions of topics covered in BC, and it is designed to provide closure to some of those topics while, at the same time, preparing students for their uses and applications in both the theoretical and applied mathematics the students will see in college. Topics include the mathematics of vectors with dot and cross products, graphing functions in three dimensions, partial derivatives, and methods to locate extrema and saddle points on surfaces. If time permits, there will be an investigation of multiple integrals to calculate area, volume, surface area, and arc length in three dimensions.

Number Theory  
(Year)  
1 credit

(Prerequisite: Successful completion of AB or BC Pre-Calculus. This course may be taken concurrently with AB or BC Calculus)

Number Theory is the study of the most basic properties of the whole numbers. Its goal is to answer questions like “How many prime numbers are there? How many ways can you factor a whole number? How can you find the greatest common divisor of two numbers?” On the other hand, Cryptography is the study of how to send information that can be read only by the intended recipient. One of the remarkable discoveries of the 1970’s was the discovery that these two seemingly unrelated disciplines were in fact entwined and that safe and secure cryptographic methods required the use of number theory. The purpose of this class is to provide an introduction to number theory, a historical overview of cryptography and then discuss how the seemingly abstract methods of number theory have profound application in cryptography.

Calculus  
(Year)  
1 credit

(Prerequisite: Successful completion of Pre-Calculus)

The emphasis of this course is for students to be able to select and apply Calculus concepts in the context of problem-solving. The course will strengthen the algebraic underpinnings of Calculus and re-examine advanced Pre-Calculus skills as it explores such Calculus topics as limits, continuity, differentiation, and integration. Some applications using average and instantaneous rates of change as well as area under a curve will be studied.

Statistics  
(Year)  
1 credit

(Prerequisite: Although not required, completion of Pre-Calculus would be beneficial)

This course is an introduction to statistics, a field whose ideas and concepts pervade modern society and whose importance in business, technology, science, and research is considerable and growing. The course consists of three parts: descriptive statistics, probability, and inferential statistics. Topics include: sampling techniques; data display; large and small sampling theory; binomial and normal probability distributions; and regression and correlation. Applications of inferential statistics are are introduced in business, economic, and industrial contexts. Students will design and administer an original survey with a partner to use as the data set for their semester-long project. In addition, students will be assessed on smaller units through tests and/or hands-on investigations and smaller projects. Students will become
proficient in using technology to analyze and summarize their data. This course will develop competencies in Excel and on TI graphing series calculators. We will use an online textbook called Mymathlab.

The Mathematics of Finance
Semester I ½ credit
(offer at Roland Park)
(Pre-requisite: Although not required, completion of Pre-Calculus would be beneficial.)
Want to learn something that you can start using right away and continue using the rest of your life? Then learn the fundamental language and framework of personal financial decision making and gain the tools necessary to approach any situation involving economics and money. Topics include the compounding and discounting of interest rates and their applications, such as auto loans and leases, mortgages, credit cards, college saving and retirement planning. In addition, students investigate the risk vs. reward relationship inherent in any financial transaction. Mathematical tools, such as exponential growth and decay, logarithms, ratio analysis and statistics are used to help make financial decisions and understand the foundational concepts of economics. Please note that the course is not about investing. Class materials include a text, various articles from the business press, internet sources. Outside speakers are invited on a regular basis.

The Mathematics of Investing
Semester II ½ credit
(offer at Roland Park)
(Pre-requisite: Although not required, completion of Pre-Calculus would be beneficial.)
Want to learn how to value a business or making investment decisions? This course will provide an overview of the capital markets as well as some investing frameworks and philosophies. Topics include financial statement assessment and analysis, mathematical modeling, analysis of financial ratios, and portfolio construction. Mathematical tools, such as exponential growth and decay, logarithms, ratio analysis and statistics are used to help make investment decisions and predictions about the present value of businesses. This course is primarily about investing in businesses via common stock. Class materials include multiple texts, SEC filings, and business case studies.

Topics in College Mathematics (Honors)
Semester II ½ credit
(offer at Bryn Mawr) (Prerequisite: Completion of at least one semester of AP AB or BC Calculus, 85% or better at the semester, and permission of the department)
This course is designed to enable students with significant interest, ability and preparation in mathematics to investigate some of the subject’s elegant theoretical underpinnings. The class will introduce students to mathematical modeling -- the process of using mathematical structures (including equations, functions, geometric shapes, and matrices) to capture some of the aspects of the behavior of natural and human-made phenomena. Conclusions and results of this mathematics can help predict what will happen with the real phenomena. Mathematical modeling topics explored in the class will be selected from linear programming, iterated functions, regression analysis, difference equations, predator-prey models, traffic simulations, coding, apportionment, election theory, graph theory, and Markov processes. Besides mathematical modeling other topics could also include graph theory, Boolean algebras (with symbolic logic and circuit theory), and group theory. These topics are treated with a thoroughness and rigor matching that of a University level Mathematics major, and the course should provide a glimpse of the world of the working mathematician.

PHYSICAL EDUCATION

The main goal of the Upper School Physical Education curriculum is to support each girl as she continues to develop her own physical capabilities. Upper School physical education classes promote the importance of a healthy, physically active lifestyle and focus on trust, teamwork, communication, leadership, and cooperation.

Over the course of the two years, students will participate in a variety of individual and team sports including wiffle ball, softball, tennis, pickleball, handball, flag football, floor hockey, tcoukbball, teeball, fencing, volleyball, badminton, ultimate frisbee, basketball, squash, angleball, and archery. Students will also participate in muscular strength, agility, and cardiovascular conditioning classes throughout the year.
Each student will have one yoga class once a cycle. In addition, health and wellness topics will be integrated into the curriculum such as the importance of sleep, first aid, and CPR/AED.

**Dance Grades 9-12**
All 9th-12th graders are scheduled for two dance classes per cycle. Emphasis is placed on preparing for the annual Gym Drill. Preparation includes learning a specific cultural dance for each grade, an opening dance performed by the school and traditional exercises. Instructors may also focus on ballet, jazz, and modern dance as well as dance education.

**Athletic Training**
(Offered at Gilman) Open to students in Grade 12
This course offers a hands-on, yet academic approach to the techniques and practices of an athletic training clinic.

**UPPER SCHOOL ATHLETIC OFFERINGS**

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<td>Basketball V/JV</td>
<td>Lacrosse V/JV</td>
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<tr>
<td>Volleyball V/JV</td>
<td>Track V/JV</td>
<td>Softball V</td>
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<td>Cross Country V/JV</td>
<td>Ice Hockey</td>
<td>Track V/JV</td>
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<tr>
<td>Tennis V/JV</td>
<td>Swimming</td>
<td>Golf V</td>
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<tr>
<td>Dance Company (fall and winter commitment)</td>
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**PSYCHOLOGY**

**AP Psychology**
(Offered at Bryn Mawr and Roland Park)
(Prerequisite: 85% average in all previous science courses.)
Since Sigmund Freud’s investigations into dreams, hypnosis, and sexuality, we’ve had an ongoing fascination with understanding the inner workings of the human brain. This course introduces students to the studies of behavior and mental processes of humans and animals. Students are exposed to the psychological facts, principles, and phenomena associated with each of the major subfields within psychology. Focus is given to the different theoretical approaches that examine behavior and contemporary research methods used by psychologists. The aim of this course is to provide a learning experience equivalent to that obtained in most college introductory psychology courses. This course prepares students for the AP Examination.

**SCIENCE**

The goal of the science department is to have all students sense the excitement of science and appreciate natural processes. To that end, all courses are laboratory-oriented and stress the ability of the student to perform valid inquiry exercises. By encountering a variety of courses, students increase their understanding of how the universe functions, recognize the inconstancy of knowledge, use and appreciate the tools of science, become better acquainted with technology, and gain skills and knowledge necessary for good citizenship.

Student participation in honors science in the upper school at Bryn Mawr is based on a process which includes a teacher recommendation to the department head who, in consultation with the division director, the advisor, and other members of the department make a decision based on current and past performances in science classes, in mathematics classes if appropriate, and on other assessment measures. Placement in an honors science course from a non-honors level is considered when there is a teacher recommendation and an end of year average of 93 or higher in conjunction with semester exam scores of 85 or higher in non-honors science courses during the previous year. If a student in an honors science course earns a
semester grade of 82 or below, and/or an exam grade of 75 or below, the science department meets to discuss whether or not that student would have a more successful learning experience in a non-honors course, and the decision may be made for the student to move from the honors course to that one.

All science courses prepare students for more advanced study at the college level, including Advanced Placement science courses offered at BMS and RPCS. AP Biology, AP Physics, AP Environmental Science, and AP Chemistry are open to all seniors based on science department recommendation and successful completion of Physics or Honors Physics, Biology or Honors Biology, and Chemistry or Honors Chemistry. Placement in an honors science course does not guarantee placement in AP science.

**Physics Grade 9**

This course stresses methods of inquiry and investigative techniques; it promotes modern scientific literacy, and provides a foundation for advanced work in Physics. Major topics explored are the characteristics of, and interaction between, Matter and Energy, Kinematics, Forces, Momentum, Thermodynamics, Wave Phenomena, Electromagnetic Waves, Electrostatics, Electricity, and Magnetism. The relationship between physics and the community is emphasized, as is the connection with mathematics and other branches of science.

**Honors Physics Grade 9**

(Science Department permission and concurrent enrollment in Honors Algebra II or Honors Geometry is required.)

The topics listed for Physics are covered in greater depth and breadth, with an emphasis placed on the relationship between mathematics and physics. In addition, students are expected to learn some material independently.

**Chemistry Grade 10**

The goal of the course is to enable students to discover the principles of chemical behavior and their applications to the world around us using a laboratory-centered approach. Atomic Theory, Electron Configurations, the Periodic Table and Periodic Trends, Chemical Bonding and Reactions, Moles, Stoichiometry, Kinetic Molecular Theory, Gas Laws, Solutions, Thermochemistry, Equilibrium, Oxidation-Reduction, and Organic Chemistry are studied. Basic mathematical skills are incorporated into the curriculum, using chemistry as a context for reinforcing those skills.

**Honors Chemistry Grade 10**

(Science department permission required.)

The topics listed for chemistry are covered in greater breadth and depth, and in a more quantitative manner. Students are expected to learn some material independently. Facility in mathematics, particularly Algebra, is an essential requirement for the course.

**Biology Grade 11**

Topics in cell biology, animal and plant diversity, genetics, behavior, ecology and evolution, as well as detailed study of plant and animal physiology and anatomy are included in this survey course. Laboratory activities and the practice of mathematical basic skills are an essential part of the course, as well as scientific method and experimental design. The summer reading required for this course will be announced prior to the end of the current school year. The SAT II Subject test for Biology could be taken at the end of the year upon recommendation by the teacher if it is felt necessary for the college application process.

**Honors Biology Grade 11**

(Science Department permission required.)

The topics listed for biology above are covered in greater depth and breadth, and the molecular aspects of biological reactions are explored more extensively. Students are expected to learn some material independently, and scientific method and experimental design are an essential part of the course. The summer reading required for this course will be announced prior to the end of the current school year. It is
suggested that students register for and take the SAT II Subject test in Biology if they find it necessary for the college recommendation process.

TWELFTH GRADE SCIENCE ELECTIVES

<table>
<thead>
<tr>
<th>Course</th>
<th>Year</th>
<th>Credit</th>
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<tbody>
<tr>
<td><strong>AP Biology</strong></td>
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<td>1</td>
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<tr>
<td>(offered at Bryn Mawr and Roland Park)</td>
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<tr>
<td>(Prerequisites: Physics, Biology, Chemistry. Science Department permission required.)</td>
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<tr>
<td>This course is designed to be the equivalent of a college freshman Biology course. Topics in Cell Structure, Biochemistry, Genetics, Evolution, Molecular Biology and Biotechnology, Animal Behavior, Anatomy and Physiology as well as Botany and Ecology are studied. Students are expected to learn some material independently. All students must take the Advanced Placement Biology examination in the spring. This is a year-long course and may not be dropped at the end of first semester. Open only to seniors. The <strong>required summer reading</strong> will be announced before the end of the current school year.</td>
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| **AP Chemistry**                                 |      | 1      |
| (offered at Bryn Mawr and Roland Park)           |      |        |
| (Prerequisite: Honors Chemistry. Bryn Mawr School Science Department permission required.) |      |        |
| This course offers the opportunity to complete and receive credit for college level work in chemistry. It integrates the three aspects of a college level course: development of theoretical concepts, construction of problem-solving techniques, and participation in a laboratory program. Topics to be explored include Chemical Equilibrium, Kinetics, Thermodynamics, Electrochemistry, Acid-Base Chemistry, Nuclear Chemistry, and Organic Chemistry. This is a year-long course and may not be dropped at the end of first semester. Open only to seniors. Students take the AP Chemistry exam in May. | | |

| **AP Environmental Science**                     |      | 1      |
| (offered at Bryn Mawr)                           |      |        |
| (Prerequisites: Biology, Chemistry. Bryn Mawr School Science Department permission required.) |      |        |
| This course is designed to provide students with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world, to identify and analyze environmental problems both natural and man-made, to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving and/or preventing them. Field and laboratory studies, experimental design and data analysis are essential components of the course. Students are expected to learn some material independently. Basic algebraic calculations, dimensional analysis and scientific notation skills to help solve problems will be required. The summer reading required for this course will be announced prior to the end of the current school year. All students must take the Advanced Placement Environmental Science Examination in the spring. This is a year-long course and may not be dropped at the end of first semester. Only open to seniors. | | |

| **AP Physics C**                                 |      | 1      |
| (offered at Bryn Mawr)                           |      |        |
| (Prerequisites: Physics, Biology, Chemistry, and concurrent enrollment in or completion of AB or BC Calculus is required. Science Department permission required.) |      |        |
| This course is designed to be the equivalent of a college freshman, calculus based, one-semester course in Mechanics and a calculus based, one semester course in Electromagnetism. Topics to be studied through lecture, demonstration, and experimentation include: Kinematics, Dynamics, Conservation Laws, Rotational Dynamics, and Electromagnetism. Students are expected to learn some material independently. Students are required to do reading over the summer preceding the course, including **Surely You are Joking, Mr. Feynman** by Richard Feynman and must take the Advanced Placement Physics C examination in May. This is a year-long course and may not be dropped at the end of first semester. Only open to seniors. | | |
Neurobiology
(.offered at Gilman)
Neurobiology studies the biological basis of nervous system structure and function. This senior elective is taught in the style of a college seminar and covers topics ranging from cellular neurophysiology to development to gross nervous system anatomy and clinical correlates. While not a formal lab course, we will use models and demonstrations to introduce the student to the wonders of the brain. Prerequisites: Honors Biology, Chemistry, and Physics. May be taken concurrently with AP Biology, AP Chemistry, or AP Physics.

Anatomy and Physiology
(offer at Roland Park)
(Prerequisite: Biology and Chemistry)
This course provides a survey of various systems of the human body with an emphasis on their physiology. The workings of the various organs and their interactions will be examined and extensive laboratory work will be completed, which may include dissections.

Applied Chemistry
(offer at Roland Park)
(Prerequisite: Chemistry)
This course will provide the chance to apply concepts learned in a first-year chemistry course to “real world” problems, specifically looking at the overlap between chemistry and forensic science. Following a review of basic chemical concepts, you will be applying your foundational knowledge of chemistry to solve The Case of Kristen K. How did Kristen K.’s body wind up at the bottom of a body of water - and what do wedding cake ingredients, soil samples, radioactive decay, bone age, blood stains, bullet matching, and drug lab evidence reveal about whodunit?

Cell and Molecular Biology
(offer at Bryn Mawr)
Prerequisite: completion of Biology
In this course, students will learn how genes guide the production of biomolecules needed for life, how scientists using genetic engineering (CRISPR gene editing system and traditional technologies) to manipulate genes and alter cells, how mutations cause diseases like cancer, how complex multicellular organisms develop from a single cell, and how genetic instructions can be altered by environmental factors. Throughout the course, students will be challenged to blend science and ethics to develop informed positions on how scientific technologies can and should be utilized. As a final assignment, students will use open source software to analyze genomic datasets to identify DNA mutations in cancer.

Geology and Ecology of the Chesapeake Bay
(Prerequisite: Students may not enroll in AP Environmental Science concurrently.)
This course provides a comprehensive survey of the ecological that govern the Chesapeake Bay and its watershed. Regular field studies occur in the local watershed of the RPCS stream and the Stony Run stream on the Gilman campus. Having gained an understanding of current conditions and their impact on the Chesapeake Bay, students will focus on environmental policy and propose ways to improve the Bay by governing human use of the local watershed and the bay itself.

Genetics and Biotechnology
(offer at Roland Park)
(Prerequisites: Biology and Chemistry)
This course provides the opportunity to complete advanced work in genetics. Topics covered include Mendelian inheritance, molecular biology, genetic engineering, population genetics, and evolution. The uses of biotechnology are a significant part of the course, along with regular study of the social, ethical, and legal implications of recombinant DNA.
Introduction to Civil Engineering  
Semester I  
½ credit  
*(offered at Roland Park)*  
*(Prerequisite: Physics, Chemistry and Biology)*

In this course, students will explore one of the great challenges of modern urban planning: maintaining a safe and healthy watershed. Topics covered may include providing safe drinking water, developing infrastructure for water transport, and other ways humans impact the hydrology cycle. An emphasis will be on materials design, and major projects may include developing effective water delivery systems and manufacturing materials to improve water quality.

Introduction to Rocketry  
Semester I  
½ credit  
*(offered at Roland Park)*  
*(Prerequisite: Physics)*

In this course students will apply scientific and mathematical concepts to design, test, and launch computer-generated as well as real model rockets. Topics covered include how to ensure flight stability, maximize momentum, predict trajectory, measure altitude, design a recovery system, and utilize proper safety protocol. Students will also learn about NASA’s Sounding Rocket Program and visit a NASA flight center. Upon completion of this course, students are prepared to participate in the Team America Rocketry Challenge.

Neuroscience: Fundamentals and the Brain  
Semester II  
½ credit  
*(offered at Bryn Mawr)*

Emerging discoveries in neuroscience illuminate how we process information in an increasingly information-driven world. This course will introduce students to the fundamentals of brain function, cognition, and current neuroscience research methods and discoveries. It will provide an understanding of how the brain integrates and processes information about sensation, perception, learning and memory; information that should be helpful to them as they move on to a more independent life in college and beyond. Course format will involve traditional lecture, project-based learning, group collaboration, communication and scientific skills such as analysis of data and current scientific literature, and culminating in an independent research paper. Course topics will include cellular neuroscience, brain anatomy, sensory perception, neural networks, neuroplasticity, basic principles of learning and cognition, as well as neuropathologies. Prerequisites for course include completion of or concurrent enrollment in physics, biology, and chemistry.

Sustainable Design and Engineering  
Semester II  
½ credit  
*(offered at Roland Park)*

The goal of sustainable design is to produce products, processes, and services in a way that reduces use of non-renewable resources, minimizes environmental impact, and connects people with the natural environment. Engineering is the interface between science, technology, and the economy. Economic considerations have always been an integral part of engineering design, and sustainable design incorporates environmental considerations into the equation. In this course, students will learn about sustainable design concepts such as Life Cycle Assessment – a technique to assess the environmental aspects and potential impacts associated with a product, process, or service by compiling an inventory of energy and material inputs and environmental releases. Projects may include designing model solar cars, wind turbines, and/or other alternative energy devices. Students will also focus on ways to make the RPCS campus a learning tool for the entire community.
WORLD LANGUAGES AND CULTURES

World Perspectives: Gaining Global Competency  Semester II  ½ credit
(open to students in grades 10-12)

Are you curious and passionate about world travel and the global exchange of ideas? The ability to function in the international community requires a broad spectrum of knowledge, often referred to as “cultural literacy.” Designed as a mini-immersion in the countries with which Bryn Mawr currently has exchanges (South Africa, Turkey, England, the Czech Republic, and China) this student-driven, team taught course will explore the issues that unite and divide the citizens of these countries. A global experience is greatly enriched by understanding significant cultural patterns. Who are the most famous actors, singers, and artists? Which historical events stir group emotion? What novels are part of an accepted cannon that “everybody” knows about? What role does language play in shaping culture? In this community of shared exploration and discovery, students will help define the curriculum. This class experience will provide students with a model for how to prepare intelligently for any study abroad or international work experience (now or in the future.) Begin building your passport to global literacy!

This semester long course, open to 10th, 11th, and 12th graders at Bryn Mawr, can be taken for History or World Languages and Cultures credit. It is particularly recommended for students considering participation in any of our cultural or language exchanges. Visiting exchange students will be automatically enrolled in the course.

CLASSICAL LANGUAGES AT BRYN MAWR

The tradition of Latin and Greek at The Bryn Mawr School is long-standing and deeply-rooted, largely because of the influence of Edith Hamilton, the first Headmistress and well-known classical scholar and author. Classical Greek is available at Gilman to girls who show strength in language study. Advanced elective courses in Latin and Greek at Gilman are designed to meet the requirements and interests of the students.

Latin 2  Year  1 credit
In this course, students continue to build a solid base of vocabulary, review fundamental grammar, and study more complex constructions. The class reviews the present tense system of verbs and introduces the perfect tense system of verbs, as well as teaches students to decline all classes of Latin adjectives and nouns. This class culminates with the introduction of the subjunctive mood, which gives students access to the more sophisticated passages of classical Latin. Students read simplified prose selections from the works of Seneca, Caesar, Cicero, and Cato, as well simplified poetry selections from Catullus, Vergil, Ovid, and Horace. Students will work on the skills of Latin translation and learn to analyze and understand Roman culture based on the passages read. Students will also study aspects of Greco-Roman mythology and translate selected mythological stories from Latin to English.

Latin 3  Year  1 credit
In this course, students complete the study of complex Latin grammar and constructions, while strengthening and interrelating their ever-growing network of vocabulary. This class will continue to analyze the subjunctive mood, introducing more complex sentence structures. Students will now read unadulterated passages from Eutropius' Brevarium, Cicero's orations, Caesar's De Bello Gallico, Virgil's Aeneid, and lyric poems from Catullus and Horace. They will also read Roman inscriptions, which give fundamental insight into the lives of everyday Romans. Students will continue to work on their translation skills in Latin and hone their understanding of Roman culture, as students encounter classical Latin authors in their native habitats. This class is intended to prepare students for further work at the Latin 4 or AP levels.
## Classical Languages at Gilman

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<tr>
<th>Course</th>
<th>Year</th>
<th>Credit</th>
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<tbody>
<tr>
<td>Introductory Latin I</td>
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<td>Intended for students who start with Latin in the 9th Grade. Introductory Latin is planned as a sequential program, with the emphasis evenly distributed among three areas: development of a basic vocabulary, knowledge of inflection, and understanding of syntax.</td>
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| Latin II: Caesar                            |      | 1      |
| Intended for students who have completed Introductory Latin. This course is the normal sequel to the introductory program. After the students have mastered the spectrum of inflection and syntax required for translations, they are introduced to Books I and VII of Caesar’s narrative on the conquest of Gaul. Requirements in the course include a research paper on some facet of Roman civilization in the first century B.C.E. and a special, three-dimensional project. |

| Latin II: Caesar (Honors)                   |      | 1      |
| This course provides an accelerated program for a selected group of highly motivated second-year pupils. The material of the course is essentially similar to that outlined for Latin II but it is presented at a more rapid pace. |

| Latin III: Cicero                           |      | 1      |
| This course continues the regular sequence in Latin. After completing a thorough review of syntax and inflections, students read selections from Cicero and Pliny. |

| Latin III: Cicero (Honors)                  |      | 1      |
| Cicero continues to be a mainstay of Gilman’s Latin program. Cicero’s pre-eminence as a writer of prose makes essential a thorough knowledge of his style, as well as his politics. Detailed study of Roman jurisprudence and oratory complement the reading of selected speeches, including the First Catilinarian Oration and the Manilian bill. Students may take the College Board Achievement Test in Latin after they complete this course. Preparation for this test through extensive practice in sight-translations and in comprehension exercises, therefore, is an important aspect of the course. |

| Latin IV/V (non-honors)                     |      | 1      |
| The vast variety of writings left by authors of both the Golden and Silver Ages of Latin literature provide unlimited material for study. This course focuses on three or four examples each year which are representative of the classics as the literary ancestors and models of modern European and English literature. Students are asked not only to extract the essence of thought contained in each chosen Latin masterpiece but also to appreciate the artistic qualities which make it a work of enduring worth and a source of enjoyment. Since the authors taught vary annually, this course may be repeated for credit. |

| Latin V: Lyric Poetry (Honors)              |      | 1      |
| Selected poems of Catullus and Horace are translated with special emphasis placed on creative interpretations and critical analysis. In addition, the student learns the scansion of such meters as hendecasyllabic, Alcaic, Sapphic, and Asclepiadean with particular attention to the oral reading of these meters. Students frequently are required to write structural and comparative analyses of poems to insure their understanding of the lyric genre as exemplified by Catullus and Horace. Research assignments on the Stoic and Epicurean philosophies and the development of the Latin literary tradition in lyric poetry, the elegy, and the epigram are integral parts of the course. |

| AP Latin: Caesar and Vergil                |      | 1      |
| The course material parallels but does not follow strictly the syllabus for the Advanced Placement examination on Caesar and Vergil. Scansion of dactylic hexameter, reading selections from the *Gallic Was* and the *Aeneid* in English, and translating selections from both texts are the minimal requirements. |
Greek I - Introductory
Beginning with the Greek alphabet, the student gradually gains sufficient fluency to translate sentences first, then paragraphs of Greek prose. Grammar, inflection, and vocabulary are emphasized to provide a secure base for reading passages from Plato and Xenophon.

Greek II - Intermediate
After an extensive review of first-year material, the student proceeds to the translation of Xenophon and/or Plato, with extensive practice in sight readings from other authors. Lectures on Hellenic literature and Hellenic civilization are interwoven into the course to provide a background for the student.

Greek III, IVH - Advanced
In successive years Book I of the Iliad, with selected passages from the remaining books of Euripides' Medea, provides insight into the nature of epic and dramatic poetry. Related lectures on archaeology, mythology, and scansion help the student explore the wide spectrum of our classical heritage. This is a year-long course and may not be dropped at the end of first semester.

MODERN LANGUAGES
The goal of the modern world languages and cultures program is twofold: to give students a solid foundation in understanding, speaking, reading, and writing the target language and to acquaint them with global cultures so that they may acquire better insight into themselves, while developing a greater depth of understanding of the world in which they live. Students complete the study of the basic grammatical concepts, structures and forms, learn to communicate effectively in the target language, and have the opportunity to pursue higher-level studies, such as conversation, composition, civilization and the interpretation of film and literary works. All courses are taught primarily in the target language. The Honors program in Arabic, Chinese, French, Russian and Spanish begins at level IV. Since language courses are sequential in nature, a student must receive a 70% end of year grade in order to continue on to the next level. If her grade is below a 70%, summer work is required. All Honors and AP World Language and Culture courses require summer assignments.

Level 1
These courses enable the students to communicate in the target language in simple, everyday conversations. Students learn basic vocabulary and phonetics, are introduced to the fundamentals of grammar, gain cultural awareness, and begin to read and write in the target language. French I rotates between Bryn Mawr and Roland Park. (Offered at RPCS in 2019-2020)
Level 1 courses offered at Bryn Mawr: Spanish I
Level 1 courses offered at Roland Park: Arabic I; Chinese I; French I; Russian I

Level 2
These courses build on the skills acquired in Level I. Conversations, reading selections, and writing assignments become more complex as students expand their vocabularies and use increasingly difficult grammatical structures. Aspects of contemporary culture are presented through different types of reading and listening material such as newspaper articles, poems, short stories, songs and cultural videos.
Level 2 courses offered at Bryn Mawr: French II; Spanish II
Level 2 courses offered at Roland Park: Arabic II; Chinese II; Russian II
Level 3  Year  1 credit
(Prerequisite: For rising ninth-graders, a B (85%) or higher end-of-year grade, a grade of B-/80 or higher on grade eight mid-year and final world language and culture exams, and teacher recommendation; For current US students, a C/70 or higher. Students not achieving a 70% are required to do summer work.)

These intermediate classes are designed to prepare students to achieve communicative competence in the language. Courses aim to inspire students to innovate and to understand new trends as well as to deepen understanding of the target culture. Through the use of leading-edge technology and authentic media, students will have opportunities to analyze and reflect on the many products and practices of the countries where their language is spoken. Students are fully immersed in the language by using vocabulary and grammar as tools for effective communication and by emphasizing culture as integral to successful language acquisition. Students will read and analyze poems, short stories, and essays, and they will view films and listen to authentic audios on subjects such as immigration and the role of media in students’ lives.

Level 3 courses offered at Bryn Mawr: French III; Spanish III
Level 3 courses offered at Roland Park: Arabic III; Chinese III; Russian III

Chinese IV Honors  Year  1 credit
(offerred at Roland Park)
This is a combined course that meets the needs of those in Chinese IV and V. Chinese IV students will work on enhancing interpretive skills, both interpersonal and presentational, but Chinese V students are expected to acquire extra vocabulary and idioms, as well as apply their skills to authentic materials. The course is designed with a cultural framework, including topics such as school life, health, travel, etc. Students will prepare written responses and oral presentations on a variety of themes and do reading exercises in class. Class discussion will be integrated into each unit.

AP Chinese  Year  1 credit
(Prerequisite: Minimum 90% Chinese III or Chinese IV Honors average)
(offerred at Roland Park)
This course is a combined course that meets the needs of those in Chinese V, but also prepares AP students to meet the primary learning objectives of the AP exam. Chinese V students will continue honing their interpretive skills, both interpersonal and presentational. Students will prepare written responses and oral presentations at an advanced level on a variety of themes and do advanced listening exercises in class. AP students in the course will learn about a variety of cultural topics, but emphasis will be placed on preparing for the AP exam, in terms of both content and skills. Thematic units follow the Chinese V curriculum, but AP students are expected to acquire extra vocabulary and idioms, as well as apply their skills to authentic materials. AP students will also be tested in a format similar to the AP exam. This course has required summer work.

Arabic IV Honors  Year  1 credit
(offerred at Roland Park)
Arabic IV students continue to develop the full range of language skills at a more advanced level, expanding the variety and difficulty of texts and audio-visual materials they encounter. As their exposure to Arabic texts expands, students begin to familiarize themselves with the vocabulary and grammar of formal Arabic, exploring the commonalities and differences between written and spoken varieties of the language. Students also learn to use the Arabic dictionary. Now that students have mastered the basic skills necessary to write essays and letters, they work on writing in an idiomatic Arabic style using good connectors. They are able to discuss a variety of topics, even unfamiliar ones, expressing and justifying their opinions. Students’ understanding of the distinction between formal and colloquial Arabic is further refined; they are able to switch as necessary between the two idioms with minimal mixing. The thematic focus of the course is now driven by the curiosity and interest of the students themselves as they take ownership of their language skills. Students must interact with native Arabic speakers outside of the school community, in person or through the internet, bringing their skills from the classroom into the real world. This course has required Summer Reading.
French IV  
Year  1 credit  
(offered at Bryn Mawr)  (Prerequisites: French 3 with a minimum of a 70% end of year grade)  
In this course students will further develop their ability to voice opinions, make cultural comparisons, and creatively express themselves in French. Students will have plenty of opportunities to review and strengthen their French language skills, including all verb tenses, while also focusing on building a solid vocabulary, including some slang and conversational expressions. Students will read/view and discuss a variety of Francophone works, including short stories from *Petit Nicolas*, the novel *Le Petit Prince*, the film *La Gloire de Mon Père*, cultural and news articles, short stories, poems, and music. Allons-y! This is a year-long course and may not be dropped at the end of the first semester.

French IV Honors  
Year  1 credit  
(offered at Bryn Mawr)  (Prerequisites: French 3 with a recommended grade of 88% or higher, mid-year and final exam grades of 84% or higher, and teacher recommendation.)  
In this course, the focus is on oral communication, allowing students to further develop their ability to voice opinions, make cultural comparisons, and creatively express themselves in French. Students are given plenty of opportunities to improve their skills in reading, writing, listening, and speaking. We will review and study grammatical structures in depth, while we build a rich and active vocabulary, including some contemporary slang and conversational expressions. Students will read/view and discuss a variety of Francophone arts, literature, and culture: we will explore the novel *Le Petit Prince*, the literary movement of Négritude and the film *La Rue Cases-Nègres*, women’s roles via the film *Parlez-moi de la Pluie*, as well as other articles, short stories, poems, and music. Allons-y! This is a year-long course and may not be dropped at the end of the first semester. 

French V: The French Woman through the Ages and in the Contemporary World  
Year  1 credit  
(offered at Bryn Mawr)  (Prerequisites: French 4 with a minimum of a 70% end of year grade)  (Open to seniors on the three campuses.)  
This course will explore the representation of women in France throughout the ages along with her role in the contemporary world. This level 5 class is a comprehensive course that will help students strengthen all four skill areas through the context of an in-depth view of famous and memorable French women, along with their fictional counterparts. Students will learn about the women who made their mark in film, art, music, dance, opera, literature, philosophy and science. The woman seen as both subject and creator of art will also be explored in the context of major moments in French History. Readings, films, and songs will give students ample opportunity to gain a deeper understanding of these periods. This is a year-long course and may not be dropped at the end of the semester.

AP French Language and Culture  
Year  1 credit  
(offered at Bryn Mawr)  (Prerequisites: French 4 Honors and teacher recommendation.)  
This AP French Language and Culture course is intended for students who have successfully completed four years of French study and demonstrated the enthusiasm and aptitude necessary for a college-level course. These students have demonstrated significant competence in the interpersonal, interpretive and presentational modes of communication. This course will be structured around six themes: Global Challenges, Science and Technology, Contemporary Life, Personal and Public Identities, Families and Communities, and Beauty and Aesthetics. Students will further develop their cultural knowledge of the Francophone World and sharpen their critical thinking skills as they are called upon to make connections between their own culture and that of La Francophonie. French will be the exclusive language used in the classroom by both teacher and students. Students in this course are required to take the Advanced Placement exam at the end of the year. This is a year-long course and may not be dropped at the end of the semester. 

French VI: Francophone Culture and Conversation through Cinema  
Semester/Year  ½ or 1 credit  
(offered at RPCS)  (Prerequisite: Successful completion of French V)  
This course will concentrate on improving conversational skills through the study of various aspects of French and Francophone cultures and history as represented in the cinema. The course will examine to what extent various cultural aspects of the given Francophone country are accurately represented in each film studied and will also attempt to compare these cultural aspects to current events in the United States.
and the world. Conversation and vocabulary acquisition will be based on the situations and vocabulary presented in the films. The course will also examine how accurate subtitles are and what is lost in the necessary steps of translating the spoken word into short written sentences that will fit on the screen. Assessments will include vocabulary quizzes, debates and round table discussions, film critiques, oral presentations, and essays.

**If you are currently in French V, you should sign up for French Culture at RPCS. Teacher recommendation required for French VI Honors Seminar at BMS.**

**French Honors Seminar: Les Voix noires-The Négritude movement and its Legacy**

Sem/Year ½ or 1 credit

(offered at Bryn Mawr) (Prerequisites: AP French Language or French V with a minimum of 87% and teacher recommendation)

This class begins with an overview of the Négritude movement of the 20th century, including a study of works from the primary authors, Césaire, Senghor, and Damas. In what ways was this literary movement revolutionary? How are identity and voice interrelated? We will also examine what lasting themes and effects the movement has had on the expression of contemporary Francophone voices, focusing especially on women and other non-male writers who were not well-represented in the initial movement. The fall semester includes Madame de Duras’ novel *Ourika*, an overview of Négritude poets and poetry, and a study of the works of Véronique Tadjo.

During the second semester, we will explore issues and events related to race and identity in contemporary France via diverse Francophone voices. What does it mean to be “French”? In what ways has France’s colonial history set the tone for conflicts today? How do the voices of the past inform the themes of identity and community today? The spring semester looks more closely at the intersections of race, class, and gender, and includes the films *La Haine, Intouchables*, and *Bande de Filles*, as well as the slam poems of Grand Corps Malade.

The class will be conducted in French to improve students’ already advanced level of fluency by focusing on conversational, auditory, and writing skills. Students will be assessed primarily on reading comprehension, class discussion, and critical writing. **Required Summer Assignment.**

**If you are currently in AP French Language, you should sign up for French Honors Seminar at BMS. Departmental permission required for French Culture at RPCS.**

**Russian IV Honors**  

Year 1 credit

(offered at Roland Park)

This course seeks to refine language skills and cultural understanding, with a continued emphasis on increasing proficiency in all communication modes. An ongoing grammar review occurs as additional grammatical concepts and forms are introduced and practiced. As during their previous years of study, students participate in state and national Russian language contests, with particular emphasis on preparing for the Maryland Olympiada of Spoken Russian, which sets rigorous goals for fourth-year students as they recite and interpret poetry, engage in increasingly complicated role-play scenarios, speak at length about their own lives and cultural perspectives, and give presentations on topics related to Russian civilization and culture. **This course has required Summer Reading.**

**Spanish IV**  

Year 1 credit

(offered at Bryn Mawr) (Prerequisites: Spanish III with a minimum of a 70% end of year grade)

This intermediate level Spanish course places an emphasis on the relevance of Spanish in real-life situations. Grammar concepts taught in levels 1-3 are reviewed and advanced grammar topics are presented. By the end of this course, students will have been introduced to most tenses and topics in Spanish grammar. Grammar and culture are presented and practiced through a variety of methods that incorporate reading, writing, listening and speaking. Students will gain insight into the Hispanic culture by watching films, reading short stories, listening to music, and discussing current events. Themes targeted include immigration, the environment, technology and Mexican muralism.
Spanish IV Honors  
(Year 1 credit)  
(Prerequisites: a recommended grade of 88% or higher, mid-year and final exam grades of 84% or higher, and teacher recommendation.)  
This pre-AP course is designed to interest and challenge intermediate-advanced Spanish students who wish to develop a greater degree of proficiency in the language. Students increase their ability to spontaneously voice opinions, make cultural comparisons and creatively express themselves in Spanish. The basic elements of grammar are reviewed, refined and practiced as students explore the Hispanic world in a more profound way. Cultural topics could include the study of Spanish artists such as Velázquez and Picasso, short stories by Latin American authors García Márquez and Monterroso, the Spanish Civil war, the environment and the role of Hispanic women throughout the 20th century. The course is discussion-based and conversation will derive from the context of films, chapter themes, and literary or musical works studied. The course is conducted completely in the target language and students are expected to take a very active role in their learning process. **Required Summer Assignment.**

Spanish V: Latin America through Short Stories and Film  
(Year 1 credit)  
(Prerequisite: Spanish IV with a minimum of a 70% end of year grade) (Open to seniors on the three campuses)  
This course is intended for students who have successfully completed Spanish IV and are interested in gaining a deeper cultural awareness of the Spanish speaking Latin American countries. Students are introduced to a variety of Hispanic films, short stories, and poems by authors such as Jorge Luis Borges and Pablo Neruda. This intermediate-advanced class is a comprehensive course that will help students strengthen all four skill areas in the target language, with a special emphasis on reading and speaking. Through research projects, readings, films and other media, students will learn about current topics and historical events of Central and South America as well as the Caribbean and Mexico. This is a year-long course and may not be dropped at the end of the first semester.

**If you are currently in Spanish V, you should sign up for Spanish Senior Seminar on Language and Culture at Gilman, or Hispanic Women Writers at RPCS. Teacher recommendation required for Honors Spanish Film.**

Advanced Spanish V: Spanish Civilization  
(Year 1 credit)  
(Prerequisite: a recommended grade of 88% or higher, mid-year and final exam grades of 84% or higher, and teacher recommendation.)  
Spanish Civilization is a course that provides an understanding and appreciation of the Spanish-speaking world (Hispanic America, Spain and the U.S.) through language, culture, history, social aspects, literature and art. The units in this course are geographically oriented, and they will focus on individual countries or particular Hispanic groups, as well as specific themes as traditions and values, national identity, personal believes, immigration, etc. The topics will make reference to both historic events and current events in order to have a better understanding of the Hispanic World. Writing skills will be practiced by the completion of compositions and short essays, and communication skills will be developed by class discussions, watching movies and short videos, and oral presentations. Students will get familiarized with literary texts, movies, documentaries and periodicals. Structure will be also addressed by reviewing some of the grammar studied in Spanish IV and Honors Spanish III. The new material will cover reflexives with change in meaning, transitional expressions, subjunctive with adverbial and adjective clauses, imperfect subjunctive and Si clauses. We will also explain in more detail the uses for prepositions, relative pronouns, “qué vs. cuál, negative, affirmative and indefinite expressions, and diminutives and augmentatives. Technology will be a key part of this course. Audio and written activities will allow students to practice all the learning skills in class and outside of class. These resources also help the students improve their language skills, especially in terms of listening and understanding written texts. Students will improve their language skills and their understanding of the Hispanic world through the cultural contexts studied in class, as for example: readings on cultural themes, presentations on Hispanic countries and its traditions, famous people in history or at present, everyday things, current events, etc. Students will be provided with authentic materials, as watching films, news broadcasts or TV shows. Spanish is the primary vehicle for classroom communication.
Hispanic Women Writers  
(Semester, Year) ½ or 1 credit  
(Prerequisite: Spanish V)  
This senior elective course, conducted in Spanish, will focus on major female authors from Spain and Latin America throughout history. Some of the authors include: Sor Juana Inés de la Cruz, Alfonsina Storni, Julia Alvarez, Isabel Allende, and Esmeralda Santiago. A variety of genres and styles will be explored in the first semester. The focus of the second semester work will be the contemporary novel. Students will present special projects and write compositions based on the literature. The course is intended to develop proficiency in Spanish through reading, writing, listening and speaking. Students in this class should already have a good command of Spanish grammar. Emphasis is placed on the continued acquisition of vocabulary. Some of the assessments include: oral presentations, individual oral interviews, and short papers comparing and analyzing texts. A variety of technologies, including films and recordings, will be used to aid with the study of the literature. Conversation practice is an integral part of the course.

**If you are currently in Spanish V, you should sign up for Spanish Senior Seminar on Language and Culture at Gilman, or Hispanic Women Writers at RPCS. Teacher recommendation required for Honors Spanish Film.

Spanish VI: Seminar on Language and Culture  
(Year) 1 credit  
(Prerequisite: Successful completion of Spanish V)  
The Seminar on Language and Culture is designed for those senior students who wish to continue to deepen their cultural and linguistic understanding of the Spanish-speaking world following AP Spanish Language or Spanish 4 (Civilization). Through study of a series of short and feature-length films, short stories, poems, plays and a short novella, as well as online publications, songs and podcasts, students will be exposed to a wide variety of rich, authentic cultural material from throughout the Spanish-speaking world while at the same time enhancing their reading, listening, and analytical skills. Students will also continue to develop both formal and informal written and spoken registers of Spanish through activities designed specifically to work towards mastery in each of these areas, including class discussions and debates and interactive, student-led lessons. In addition, students will strengthen their research skills via independent and collaborative projects. Course objectives include further stimulating student interest in Spanish and its many representative cultures while preparing students for college-level study in Spanish.

AP Spanish Language  
(Year) 1 credit  
(Prerequisites: 4 Honors and teacher recommendation)  
The AP Spanish Language program is intended for qualified students who are interested in completing studies comparable in content and in difficulty to a full-year course in Advanced Spanish Composition and Conversation at the third-year college level. It is intended to develop proficiency in Spanish without emphasis on knowledge of literature. Students in this class should already have a good command of grammar and considerable competence in listening, reading, speaking, and writing. This course seeks to develop useful language skills that can be applied to various activities and disciplines. Equal emphasis is placed on written expression, oral expression, listening comprehension, reading comprehension, and grammar. Students are required to take the Advanced Placement exam at the end of the year. This is a year-long course and may not be dropped at the end of the first semester. Required Summer Assignment.

Spanish Honors Seminar: Historia y Cultura de España y América Latina  
(Year) 1 credit  
(Prerequisites: AP Spanish Language or Spanish V with a minimum of 87% and teacher recommendation)  
This course focuses on historic figures and important historic events in Latin America and Spain, for example, Che Guevara, Evita Perón, Franquismo, the “Dirty War”, etc. We will use different media to better understand these topics: documentaries, movies, poems, short stories and plays. The course is oriented towards improving the four skills in the language: speaking, listening, reading and writing, however the focus will be on speaking and writing. The students will write compositions, give presentations and take part in debates and discussions based on readings and research they have done. Required Summer Assignment.
**If you are currently in AP Spanish Language, you should sign up for Honors Spanish Film at BMS or AP Spanish Literature at Gilman. Departmental permission required for Spanish Senior Seminar on Language and Culture at Gilman, or Hispanic Women Writers at RPCS.

**AP Spanish Literature**

Year 1 credit

(Prerequisite: AP Spanish Language and Departmental Approval)

This level of Spanish is designed to get students ready to take the AP exam in May. The students learn about the six thematic areas as prescribed by the AP Board: las sociedades en contacto: pluralismo racial y desigualdad económica, la construcción del género, el tiempo y el espacio, las relaciones interpersonales, la dualidad del ser, la creación literaria. The students come to understand authentic text in relations the historic time and the literary genres. Throughout the year the students gain a better understanding of the overarching themes and concepts that are found in the different texts that they read. Through a focus on essential questions students come to be more aware of the Spanish culture. The text that is used for this level is, “Reflexiones”. Students are expected to take the Advanced Placement exam in Spanish Literature. 

NOTE: Summer Reading counts for 20% of the first marking period grade.

**If you are currently in Spanish V, you should sign up for Spanish Senior Seminar on Language and Culture at Gilman, or Hispanic Women Writers at RPCS. Teacher recommendation required for Honors Spanish Film.

**World Perspectives: Gaining Global Competency**

Semester II ½ credit

(open to students in grades 10-12)

Are you curious and passionate about world travel and the global exchange of ideas? The ability to function in the international community requires a broad spectrum of knowledge, often referred to as “cultural literacy.” Designed as a mini-immersion in the countries with which Bryn Mawr currently has exchanges or offers trips (South Africa, Turkey, England, the Czech Republic, and China, Cuba, Thailand) this student-driven, team taught course will explore the issues that unite and divide the citizens of these countries. A global experience is greatly enriched by understanding significant cultural patterns. Who are the most famous actors, singers, and artists? Which historical events stir group emotion? What novels are part of an accepted cannon that “everybody” knows about? What role does language play in shaping culture? In this community of shared exploration and discovery, students will help define the curriculum. This class experience will provide students with a model for how to prepare intelligently for any study abroad or international work experience (now or in the future.) Begin building your passport to global literacy!

This semester long course, open to 10th, 11th, and 12th graders at Bryn Mawr, can be taken for History or World Languages and Cultures credit. It is particularly recommended for students considering participation in any of our cultural or language exchanges and is required for those students in our Global Pathway. Visiting exchange students will be automatically enrolled in the course.