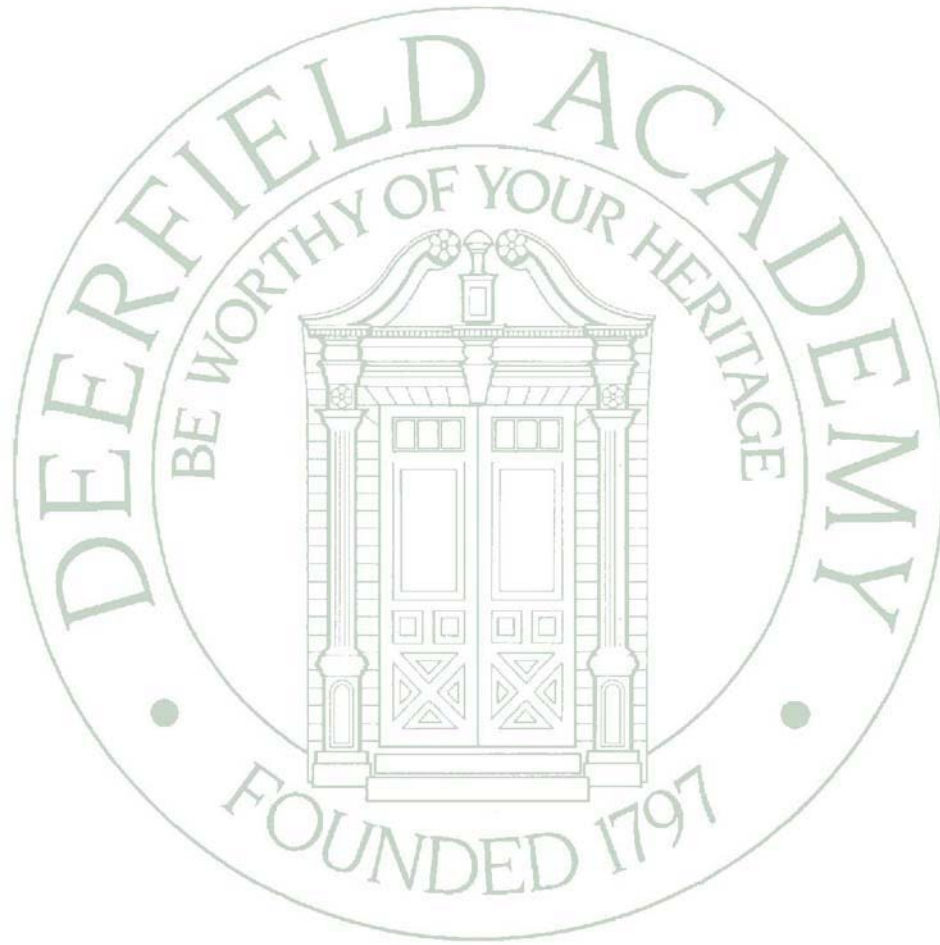


DEERFIELD ACADEMY



2010-2011

Course Catalog

Updated: 4/5/2010

Advising

Although teachers and coaches are actively involved in the daily lives of students, students also have their own advisors. In addition to acting as informal counselors, guiding and supporting students through the inevitable triumphs and trials of boarding school life, advisors attend to the academic needs of their advisees. Together with advisees and their parents, advisors examine students' educational and personal goals in relation to special interests, strengths, and weaknesses. Academic programs are then chosen to fulfill these goals. Students ultimately assume responsibility for their course selections and academic performance, and advisors guide and support them through the process. For first-year students, advisors are typically faculty corridor residents. At the end of their first year, students request the advisor with whom they hope to continue their career.

Grading and Evaluation

Academic work at Deerfield is graded on a numerical scale in which the minimum passing grade is 60 and median course grades generally fall between 80 and 90.

Students' grades, course medians, and comments from each instructor are posted on DANet at the end of each term. Grades are also posted at the midpoint of each term. Students and their parents are given passwords and instructions in the fall for viewing grades.

Courses run for one, two, or three terms through the fall (F), winter (W), and spring (S). The notations accompanying the course titles below refer to course length and term(s) offered: e.g., "two terms/FW" indicates a two-term course which runs through the fall and winter terms; "one term/FWS" indicates a one-term course which may be taken in either the fall, winter, or spring term. A "year" course continues through all three terms. In January of each year a list of spring term electives is published, and students register for them according to their program needs.

ENGLISH

Around the seminar table or in their own reading, English students experience and explore the expressiveness of language in works representing a broad range of historical and cultural perspectives. Each course stresses careful reading, insightful thinking, and the precise expression of spoken and written ideas. Students develop their literary voices in analytical essays, personal narratives, short fiction and poems, and a series of declamations.

English I: Introduction to Literature ENG100 (Year)

The freshman course seeks to engender creativity in thinking, reading, and writing. Students read a diverse collection of short stories, *The Odyssey*, a contemporary novel, a Shakespeare play, and a selection of poetry to foster their close reading skills and literary sensibilities. Students encounter a range of writing assignments to develop formal and informal writing skills and to improve vocabulary and grammar. All freshmen deliver a literary reading and participate in a poetry contest.

English II: British Literature ENG200 (Year)

Sophomore English emphasizes critical reading, focused discussions, and a variety of writing assignments connected to the study of literature derived from the British tradition. Close reading assignments and class discussions encourage students to analyze and to appreciate the elements of literature. Teachers choose core texts from works by Chaucer, Shakespeare, the Romantic poets, a 19th-century novelist, a contemporary author, and a modern playwright. Sophomores also select, memorize, and deliver a declamation from a literary work.

English II: Writer's Craft ENG201 (Two terms/ FW)

Before encountering the demands of extended essays and narratives, students review and reinforce essential composition skills, including questioning evidence, forming and structuring arguments, sustaining unity, varying syntactical patterns, understanding punctuation, and revising drafts. In a workshop setting, the students receive individual attention in regular conferences and also learn to judge their work more critically. They take this writing-intensive course in addition to British Literature. (Departmental selection required.)

English III: Selected Topics in American Literature

All juniors hone their analytical skills and literary sensibilities by reading prominent American works, including essays by Emerson and Thoreau, poems by Dickinson and Whitman, slave narratives and newer African-American texts, Fitzgerald's *The Great Gatsby*, and a modern play. Frequent formal and informal writing assignments encourage students to express their insights precisely. Students also write and deliver a five-minute declamation. In recognition of the many perspectives, voices, and styles that can engage readers, juniors choose sections that emphasize a particular genre, historical context, or unifying focus. Regardless of their section, many students take and perform well on the AP English Literature and AP English Language Composition tests at the end of the junior year. Topics for 2010-2011 are listed below.

American Dreams ENG312 (Year)

The American Dream is a familiar phrase, but what does it mean? Whose dream is it? Is there just one dream for all Americans? How has it evolved over time? Do considerations of gender, race, ethnicity, or class affect the pursuit of this dream? To gain an understanding of how the pursuit of the distinctive American Dream helped to shape the culture and literature of the United States, students examine texts from different genres and time periods. Texts may include Rebecca Harding Davis's *Life in the Iron Mills*, Nella Larsen's *Passing*, Horatio Alger's *Ragged Dick*, and short stories by Charlotte Perkins Gilman and Anzia Yezierska.

ENGLISH

American Ideas ENG337 (Year)

In 1782, J. Hector St. John De Crevecoeur famously asked, “What then is the American, this new man?” Since then, writers continue to grapple with this central question, dramatizing in poetry, novels and plays the dynamic, unpredictable range of the American experience. To accept that America has developed a unique, national culture is to acknowledge that something in the fiber of American life came to distinguish the colonies from their European predecessors. Through an analysis of literary works from John Winthrop’s “City on a Hill” sermon to Emerson’s “Self-Reliance” and to Fitzgerald’s *The Great Gatsby*, this class will examine the ideas at the core of American literature. Students will use creative and analytical writing to engage with the authors and with themselves, working toward their own understanding of the ideas central to American life.

American Identities ENG332 (Year)

What do we claim when call something, even ourselves, American? And how has literature shaped and defined that claim? We will pursue these questions with a look first at the forging of American identity, focusing on the first-person voices of Thoreau, Emerson, Dickinson, and Twain’s Huck Finn, among others. Later, we will witness the questioning of identity, as both Hemingway and Fitzgerald struggle with the aftermath of World War I. Declamations in which students make personal statements about their American experience will set the stage for our exploration of how modern authors encourage us to reinvent identity. From creative nonfiction to fiction chronicling immigrant experiences, we will encounter emerging voices and forms of expression. Students will use creative and analytical writing to engage with the authors and with themselves, working toward their own definitions of American identity.

American Psyches ENG338 (Year)

A young and changeable nation, America has a literary tradition defined by personalities that reflect the complicated and swift rise of a diverse culture from adolescence into maturity. With identity, ambition, and philosophy as our anchors, we will examine the depiction of the American psyche in literature. We will undertake both latitudinal and longitudinal questions: How could one decade produce Poe’s demons, Hawthorne’s rigid morality, and Dickinson’s peaceful introspection? Three-quarters of a century later, how can Melville’s implacable obsession with a single idea persist in the mind of Fitzgerald’s Jimmy Gatz? Why have some elements of the American consciousness survived our endless reinvention and some not? We’ll search for answers in Hawthorne’s *The Scarlet Letter*, Fitzgerald’s *The Great Gatsby*, Melville’s *Moby-Dick*, the short stories of Poe and London, O’Brien’s *Going After Cacciato*, the essays of Emerson and Thoreau, and Morrison’s *Beloved*.

American Spaces ENG305 (Year)

This course on American literature with regular lectures on American visual arts offers students an introduction to the literary and art histories of the United States. It examines some of the social, intellectual, and philosophical contexts of both and explores the complex and productive relationships between, for example, the literary Transcendentalism of Emerson and Whitman and the painters of the Hudson River School; the writers and painters of the Modernist ’20s; or the New York School of poets and Abstract Expressionism. The course is conceived as a meditation on the topic of space—as a fact of American geography and culture, an aesthetic modality, and a source of metaphor for the relations of knowing and writing.

American Studies ENG311 (Year)

This is an interdisciplinary course combining American Literature and honors-level United States History. The course fulfills both the junior English and history requirements, and prepares students for the Advanced Placement exam in United States history. In a team-taught double period, students examine the social, economic, political, and cultural heritage of the United States through a combination of primary documents, interpretive secondary sources and representative works of American literature and art. Close, critical analysis, responsible oral discourse, and expository writing are emphasized. A term paper is required. Open to juniors and seniors with permission of the English and history departments.

ENGLISH

American Voices ENG335 (Year)

In addition to core texts—*The Great Gatsby*; and *Huck Finn*—and core readings from Emerson, Thoreau, and Dickinson, we will also use a wide range of American short stories and novels to sample the many voices and issues that have populated American literature. Students will encounter writers ranging from Edith Wharton and Nathaniel Hawthorne in the 19th century to Ernest Hemingway, John Updike and Toni Morrison in the 20th. The variety of story styles and ideas helps students to understand better how literature has changed over time and to hone their analytical skills by discussing how the stories work. The purpose of the course is to provide breadth of exposure as well as a chance to sample some modern literature.

English IV: Selected Topics in Literature

Seniors choose an elective from a wide array of offerings. Senior texts are chosen on the basis of their literary merit and their ability to engage the advanced reader. Under the guidance of their teachers, seniors write an extended critical essay and a meditation. Topics for 2010-2011 are listed below.

Cambridge Seminar: The Shape of What Returns ENG420 (Year)

“The past is never dead,” says a character in William Faulkner’s *Requiem for a Nun*. “It’s not even past.” Faulkner’s famous paradox calls attention to an area of enormous fascination on the part of modern writers, whose efforts to represent the many shapes the past assumes is the subject of this course. In some cases, the past is deliberately called back in forms of self-understanding, moral reflection, confession or exculpation, or witnessing. In other instances, the past lingers or returns unbidden as a haunting, a dream, or an outburst of hysterical anguish. And, sometimes, a useable past must be constructed before a new present might flourish. We will examine a number of works whose explorations and formal enactments of the presence of the past count as among the greatest achievements of modern art. Texts to be enjoyed may include works by Joseph Conrad, T.S. Eliot, William Faulkner, Ford Madox Ford, Graham Greene, Kazuo Ishiguro, Anne Michaels, Toni Morrison, Vladimir Nabokov, Tim O’ Brien, and Virginia Woolf.

Included in this three-term course is a two-week series of seminars over spring break at the University of Cambridge, England. Students interested in pursuing some independent research, eager to spend their spring break in England, and excited about the opportunity to read some important literature should consider this course. Financial aid may be available for qualified applicants.

Creative Writing Workshop ENG473 (Two terms/FW)

This advanced workshop is for accomplished writers who want to develop their craft by experimenting in a variety of genres: poetry, short fiction, creative nonfiction, personal vignettes, and meditations. In class, students discuss the work of published authors, practice different techniques, critique their peers’ work, and develop rewriting skills. Texts include *The Vintage Book of Contemporary American Poetry*, *Finbar’s Hotel*, *What If?*, and *The Things They Carried*.

Desire and the Marketplace: Money, Sex and Power in World Literature ENG409 (Two terms/FW)

This seminar will examine the insatiable human appetite for sex, love, and economic power that creates, controls, and destroys lives. After beginning in Japan with Arthur Golden’s bestselling *Memoirs of a Geisha* and Ihara Saikaku’s shocking *Life of an Amorous Woman*, our exploration travels westward from the Floating World of Edo (Tokyo) to the “chartered” streets of London in Defoe’s *Moll Flanders*, and from the bovine Norman countryside of Flaubert’s *Madame Bovary* to the dry plains of Senegal and Nigeria in Ba’s *So Long a Letter* and Emecheta’s *Joys of Motherhood*. The visual arts, film, and economic theory will further enliven and contextualize our theme. Class discussion, close critical reading, and informal and formal writing (including the senior meditation) will engage students in a necessary dialogue between past and present, self and other, male and female. Students interested in economics will gain not only a theoretical foundation with readings from Adam Smith to Karl Marx and Margaret Atwood but also an invaluable perspective on the marketplace, on life, and on the history many textbooks overlook.

ENGLISH

Fifty/Fifty: Literature and Culture of the 1950's ENG422 (Two terms/FW)

Fifty years ago, the decade of the 1950s was just about at its close: Ike presided in the White House but James Dean ruled the Hollywood screen; some people lived sedately in the suburbia of Beaver Cleaver while others struggled for an equal place to sit at a lunch counter. Parents brought stability to the evening meal, but Elvis played the Pied Piper to teenage-America and rebels battled mass conformity. Beyond these conflicting images, fifty years with two world wars and a world-wide depression had many hungry for change. Technology advertised a solution to every problem, but fears of the atom bomb, the Cold War, and the threat of communism cast a long shadow over the decade. While pop culture let the good times roll, writers (and artists, musicians, and film directors) showed us another side. Reading James Baldwin, John Cheever, Allen Ginsberg, Graham Greene, Joseph Heller, Langston Hughes, Jack Kerouac, Arthur Miller, Sylvia Plath, J. D. Salinger, and John Updike gives us a fifty/fifty chance of getting at the heart of the Fifties.

Future Shock: Apocalypse and Dystopia in Contemporary Literature ENG413 (Two terms/FW)

The ground-breaking “dystopian” novels of the 20th Century, such as Orwell’s *1984*, Huxley’s *Brave New World* and Kubrik’s *A Clockwork Orange*, have produced an extraordinary and growing body of literature that imagines future worlds shaped by current trends, for better and worse. What kind of societies will cyberspace, genetic engineering, emerging technologies, climate change, terrorism, population growth and resource wars produce? What will be the fate of the institutions and ideals that presently define us? What will happen to our fundamental notions of liberty, the individual, and human relationships? Will human beings flourish or fail? This course will examine these questions through several of the finest recent literary dystopias and will approach the reading in a primarily seminar-style, discussion format. Writing assignments will be predominantly creative responses to the reading, with an occasional foray into relevant essays, short stories and films.

Possible texts include *Cloud Atlas*, by David Mitchell; *Orxy and Crake*, by Margaret Atwood; *The Road*, by Cormac McCarthy; *The Dazzle of Day*, by Molly Gloss; *Fiskadoro*, by Denis Johnson; *Riddley Walker*, by Russel Hoban.

Honors Literature: Choice and Consequence in Literature ENG444 (Year)

Honors Literature addresses the problem of choice in all its variety. Authors exercise choice, as do readers; directors and translators make choices; so do critics; characters nearly always encounter choices. We approach all genres with special attention to the choices made by those who create, interpret, inhabit, and receive. The emphasis is on close textual analysis, class discussion, written critical response, and research. Because students have chosen the class and established themselves as suitable candidates, the quality of the conversation will depend heavily on them. Authors may include Sophocles, Christopher Marlowe, William Shakespeare, Joseph Conrad, James Joyce, William Butler Yeats, Willa Cather, Virginia Woolf, Octavio Paz, Graham Greene, Flannery O’Connor, J.M. Coetzee, Alice Munro, Edwidge Danticat, Beryl Bainbridge, Samuel Beckett, Brian Friel, Seamus Heaney, Marianne Moore, Amy Clampitt, and Tom Stoppard.

Post-Colonials: New Zealand, Australian & British Writers in Context ENG441 (Two terms/FW)

In 1821 it was written that the “sun never sets” on the British Empire, and since then, writers in New Zealand, Australia, the West Indies and other territories grappled with what it meant to live a colonial existence. Yet even as the political ties between former colonies and Britain diminish, deep cultural ties endure. This class will explore the creation of “national literature” and how literature shapes and defines claims to identity and self-determination. Students may read Patrick White’s *Voss*, Thomas Kenneally’s *The Chant of Jimmie Blacksmith*, Peter Carey’s *The True History of the Kelly Gang*, Ian Cross’ *The God Boy*, Janet Frame’s *Owls Do Cry*, Charlotte Bronte’s *Jane Eyre*, V.S. Naipaul’s *The Enigma of Arrival*, Derek Walcott’s *Omeros* and Shakespeare’s *The Tempest*. Students will use creative and analytical writing to engage with the authors and with themselves, working toward their own understanding of the context of post-colonial literature.

ENGLISH

Reading Insanity: “Am I Crazy?” ENG477 (Two terms/FW)

This course seeks to explore the concept of sanity and those to whom the label “crazy” has often been attached. Through close-readings of texts that vary across genre and historical lines, we will confront a series of complex and often overlapping questions: What are the telltale signs of insanity, and who defines the criteria for determining it? What sorts of power relations are implicit in such decisions? Is it possible to be “crazy” at one moment, but wholly sane in the next? What happens when one willfully inhabits the label? Are there any scenarios within which insanity might actually be a desirable condition? In articulating responses to these and other questions, students will develop improved reading, writing, and critical thinking skills. Texts will include fiction, poetry, prose, film, and readings in psychological theory.

The Jazz Age and the Lost Generation: 1920s America ENG 445 (Two terms/FW)

Paris, Harlem, Greenwich Village: Why were these places such powerful magnets for a generation of writers, artists, and musicians? Students will discover how a diverse range of Americans at home and abroad responded to the cultural climate of the 1920s, a decade characterized by enormous artistic upheaval in the midst of a balloon of economic prosperity. Special attention will be paid to the space Paris, Harlem, and Greenwich Village occupied in the cultural imagination of the 1920s. Students will not only study literature but also how jazz has shaped modernism in American poetry and fiction. Among the writers students will encounter will be James Joyce, Sherwood Anderson, F. Scott Fitzgerald, Ernest Hemingway, Langston Hughes, Nella Larsen, Claude McKay, Gertrude Stein, and Jean Toomer. Writing assignments will include personal and analytical essays, as well as creative pieces inspired by modernist models.

The Walking Shadows: Shakespeare’s Plays and Players ENG403 (Two terms/FW)

The soul-searching Hamlet turns to actors, whose “purpose of playing...was and is, to hold, as ‘twere, the mirror up to nature.” Today, we still look to those “walking shadows” who “strut and fret their hour upon the stage” to find some sense of our own natures in the theater’s unforgiving mirror. Using Shakespeare’s dark comedies *Much Ado About Nothing*, *Twelfth Night*, and *The Merchant of Venice*, his mature tragedy *Hamlet*, and the late romance *The Tempest*, students examine and reflect on the plays’ defining moments from theatrical and literary perspectives. They attempt to view and explore the plays as actors, critics, and audience members through seminar discussions, essays, and staging exercises.

****English Department Electives**

During the spring term, the English Department offers a variety of electives for seniors designed to stimulate their interest through courses that extend and deepen their experience in literature. Recent electives include the following: Drama in the 20th Century: Being Absurd; Existentialism: Live Dangerously; No Small Parts; Public Speaking: Lend Me Your Ears; Romantic Poetry: The Writing on the Subway Wall; Styron’s *Sophie’s Choice*; The Craft of Poetry; Wandering in Arabic Literature: *The Qasida* and Contemporary Fiction; and The Literature of 9/11.

ESL COURSES

English as a Second Language ENG111 (Year)

In this course new students work to improve their ability to write English sentences, paragraphs, and compositions, and to comprehend and discuss literary works. Course work includes grammar and vocabulary exercises, composition writing and correcting, and close study of American short stories, novels, poetry, and possibly a Shakespeare play. The course meets one year of the school’s graduation requirement in English if taken in place of mainstream English. It can also be taken along with another English course. Admission to the course is by placement test.

HEALTH ISSUES

Each sophomore will be enrolled in this course for one term as a 6th non-credit course and must successfully complete it in order to graduate.

Health Issues HEA200 (One term/FWS)

This course examines topics related to human sexuality, alcohol and other drugs, stress management and general adolescent development. Through classroom presentations and discussions, students will study a variety of issues, which are especially pertinent to their own personal awareness and development.

HISTORY

The History Department faculty introduces students to the disciplines of history and the social sciences. We teach not only the facts and figures of history but also the great ideas and controversies of the past. The study of history at Deerfield urges students to be knowledgeable about the past and prepares them to be informed, perceptive and concerned citizens of the world long after they leave the Academy.

Freshmen and sophomores may choose among four courses: *Africa and Latin America: Voices of Conquest and Change*; *Asian Civilizations*; *The West in the Ancient/Medieval World* and *The West in the Modern World*. Students may also elect to study history both years before they become juniors. All freshmen and sophomore courses stress careful reading and writing and develop the ability to select, evaluate, and organize primary and secondary historical sources. Each of these courses provides a similar foundation in historical skills for further study in the discipline.

In the junior year all students choose among *United States History*, *Honors United States History*, or *American Studies*, an interdisciplinary combination of American history and literature. Each course incorporates research projects and papers into its curriculum.

Seniors have a choice of elective offerings. While the courses vary widely, they are bound by a commitment to careful reading and writing, to a sense of the complexity of our world and its past and to a student's deeper personal interpretation of materials. Most, but not all, of these elective courses are offered in a given year. The department also offers a few one-term electives each spring. In the last several years, spring courses have included: *Understanding the Holocaust*; *Politics, Leadership, and Justice*; *War and Peace*; *China Today*; *The History of Technology*; *Great East Asian Literature*; *Microhistory*; *History of Television*, and *War and Captivity*.

In all history courses students learn the use of reason and logic so that they may read, write, speak, and think more clearly and precisely. Courses are structured to sharpen students' judgment in the selection, organization and discussion of the important facts and ideas of the past. Students also carefully address moral and ethical issues raised by their study of history. Further, we attempt to give students practical experience as young historians by asking them to write and present research papers and reports before their peers.

HISTORY

Freshman/Sophomore Level Courses

Africa and Latin America: Voices of Conquest and Change HIS122 (Year)

This course uses literature, along with a rich variety of historical sources including documents and films, to study cultural and political developments in Africa and Latin America. The course explores how the forces of conquest, colonization and commerce have shaped the lives of individuals and communities on these continents. We also focus on the process of upheaval and change associated with decolonization, independence and revolution in these regions. Along with being interdisciplinary, texts rely heavily upon indigenous voices and focus on a range of countries including Nigeria, Kenya, the Congo, South Africa, Mexico, El Salvador, Brazil and Cuba. The course is designed to build each student's foundation in key historical skills including active reading, argumentative writing and inquiry-based research. Open to freshmen and sophomores.

The West in the Modern World HIS123 (Year)

This course surveys Europe's societies and cultures from the Renaissance and Reformation period to the creation of the European Union, examining the development of modern Europe and its interactions with, and impact upon, the rest of the world. Through class discussion and oral and written assignments, the course develops historical skills in textual and visual analysis, writing, research, and geography. We will explore the tensions of modernity as major events and ideas are encountered through a diverse selection of historical and literary texts. Open to freshmen and sophomores.

Asian Civilizations HIS125 (Year)

This survey examines the cultural foundations of South Asian, East Asian and Middle Eastern civilizations, with an emphasis on philosophic, literary and artistic developments as they help inform the history of the continent. Along the way, we compare social, political and economic developments of Asia with those in other parts of the world. In addition, we use independent research projects both as a means to build critical speaking and writing skills and as a way for students to shape their curriculum. Open to freshmen and sophomores.

The West, Ancient to Medieval HIS124 (Year)

This course provides a survey of the development of Near-Eastern, Mediterranean and European societies from antiquity to the early-modern era. Major themes and episodes in Western and global history are examined; and students are introduced to core skills, including source analysis, research methods, analytical writing and historical interpretation. Attention is given to the interaction of Western and non-Western peoples and societies. Open to freshmen and sophomores.

300-Level Courses (Year)

American Studies HIS311 (Year)

This is an interdisciplinary course combining honors-level U.S. history and American literature. The course fulfills both the junior English and history requirements, and prepares students for the Advanced Placement exam in American history. Students examine the social, economic, political, and cultural heritage of the United States through a combination of primary documents, interpretive secondary sources, and representative works of American literature and art. Close, critical analysis, responsible oral discourse and expository writing are emphasized; a term paper is required. *American Studies* is team-taught and meets for a double period. Open to juniors and seniors with permission of the English and history departments.

HISTORY

Honors United States History HIS321 (Year)

This honors course goes beyond the U.S. History survey to approximate introductory college course work in the field. The primary difference, however, is in degree and not kind as students read a wider range of historical materials, especially primary sources from the eras under consideration. Interpretive investigations and projects include both oral and written assignments, and required term papers. Students in this course are expected to take the AP examination in May. Open to juniors with permission of the department.

United States History HIS300 (Year)

This survey course charts the emergence of modern America through a study of its past. More than a purely political and chronological review, the course also examines social, economic and cultural aspects of our heritage. In addition to the basal textbook, the course uses many primary documents, interpretive secondary sources, guest lectures, and multimedia technology. Careful attention is given to the development of historical skills, from research and writing to the conceptualization of individual historical interpretations. This course is required of all juniors not enrolled in American Studies or Honors United States History.

400-Level Courses (Year)

Honors Economics HIS450 (Year)

In the first half of the year students are introduced to microeconomic theory through the study of such concepts as supply and demand, the law of diminishing returns, marginal utility and the theory of the firm and industry. The second half of the year focuses on macroeconomic analysis and its historic development from Keynes to Friedman. Such concepts as national income analysis and monetary and fiscal policy are covered in depth. We also focus on public policy and current political/economic issues through the use of case studies and supplemental readings. Students enrolled in this course are expected to take the Advanced Placement Economics examination offered in May. Open to seniors with permission of the department.

Honors European History: Great Books HIS446 (Year)

Great books, great thinkers and great ideas have both reflected and challenged their era. Some of these voices continue to offer reflections and challenges for our own times. The political, economic, art and social history of Europe from the Greek era to the present provides background and continuity to explore these significant books, people and ideas. The real “teachers” are the writers themselves, such as Plato, Dante, Voltaire, Wollstonecraft, and Camus. Students work together to understand, challenge, and evaluate primary sources both as products of their time and as thoughts to consider. The course stresses critical thinking, inquiry method, discussion skills, and interpretive writing. Open to juniors and seniors.

Two-Term, 400-Level Courses

Humanities: Creative Impulse HIS451 (Two terms/FW)

Problem-solving, self-expression, and creativity characterize the human experience. Although the human story is plagued with problems, individuals still offer us fresh solutions through their unique visions and compelling voices. This highly interdisciplinary course explores Western culture since the Renaissance by exploring painting, sculpture, architecture, music, dance, and poetry. These mediums reveal the power and vitality of the creative process and the insights and perceptions of great artists. We examine art works from the past to learn history, understand the present, and enrich our lives. Students acquire the skills needed to understand and appreciate visual and performance arts. Creative critical assessment, clarity of expression, and divergent thinking are stressed. Open to juniors and seniors.

HISTORY

Modern Times: Twentieth Century World History HIS412 (Two terms/FW)

Dynamic, violent, and unpredictable, the past fifty years have been tumultuous—a time of wonder and tragedy, of great breakthroughs and disastrous breakdowns. This course examines important ideas of the past one hundred years, but concentrates mainly upon the major developments, discoveries, trends, and tensions of the post-1945 period. The course may address issues ranging from the Cold War and the collapse of communism, decolonization and nationalism in developing countries, capitalism, technological change, emerging environmental challenges, and the impact of the September 11 attacks. Open to juniors and seniors.

Ordinary People, Extraordinary Times (Cultures in Turmoil) HIS440 (Two terms/FW)

What was it like to be caught in the middle as the Taliban replaced Soviet invaders in Kabul, Afghanistan? How might you have felt as an El Salvadoran peasant during the civil war? The second half of the twentieth century featured tremendous disruptions in societies across the globe. Whether the nature of these dislocations was political, religious, economic, or ecological the lives of millions of "ordinary people" were profoundly affected. Their voices, however, are rarely heard, their stories usually lost in the world's focus on key leaders and headline news. This course seeks to listen to and examine those stories of common people caught in the maelstrom of uncommon, often terrifying events. We use literature and film as the entry points into cultures in turmoil, augment our understandings by exploring the historical context, search for patterns that might characterize societal upheaval, and examine current events in these locales. Possible texts include, Manlio Argueta, *One Day of Life*, Edwidge Danticat, *The Farming of Bones*, Julia Alvarez, *In the Time of the Butterflies*, Khaled Hosseini, *The Kite Runner* as well as poetry, films, newspaper and journal articles, and memoirs.

Selected Topics in Asian History I HIS415 (Two terms/FW)

Home to ancient civilizations, cutting edge technological innovations, and more than half the world's population, Asia is a continent we should all get to know. The course introduces Asian culture and history not through a broad survey, but rather with an in-depth study of one important topic. At the discretion of the instructor, the course may be comparative (e.g. exploring the legacy of imperialism on India, China, and the Middle East) or it may focus on one country and one period (e.g. Modern China). Coursework includes college level reading, short papers, film and book reviews. Open to juniors and seniors.

LANGUAGES

Classical Languages

Through the program of courses in Latin and Greek at Deerfield, students learn to read and interpret classical literature in its original form. Encounters with timeless words, personalities, stories, historical events, customs, ideas and ideals provide students with a unique opportunity to understand and appreciate ancient Greek and Roman society and culture, which form the basis of both the liberal arts and humanities study. Beginning students develop basic language skills and read simplified or contrived stories in Greek and Latin. Later they focus on the actual works of specific authors or kinds of literature, starting out by mastering the characteristic vocabulary, syntax and elements of style that are needed for a full understanding of the written word.

Advanced students venture beyond the simple senses of what Greek or Roman authors say to consider how they express their thoughts and what they mean. Throughout the sequence, we pay attention to people, places and events, placing them in both human and historical contexts.

While the study of classical languages offers a challenge, amusement and satisfaction all its own, it also makes students aware of its influence on the literature of modern languages, sharpens their insights into their reading and equips them with greater precision in writing and speaking their own language.

LATIN

Latin I LAT100 (Year)

This introductory Latin course guides students toward acquiring a fundamental knowledge of the elements of the Latin language and aspects of Roman Life. Great emphasis is placed on reading Latin as the activity that organizes the study of basic forms, vocabulary and grammatical structures. Open to underclass students only.

Latin II LAT200 (Year)

In this intermediate-level course, a review and continuation of the study of forms and syntax along traditional lines are combined with practice in reading as a prelude to the study of real Roman literature. Samplings of Roman comedy, poetry or other types of writings usually supplement the reading of historical works such as Caesar's Commentaries. Open to students who have completed *Latin I* or the equivalent.

Latin III LAT300 (Year)

Cicero's *Orationes* are an important part of this course. The study of Cicero's words and his rhetorical style follows a systematic review of the fundamentals of Latin. Selections from other Roman writers, the poet Ovid among them, lead to a deeper understanding and broader perspective of Roman culture. Students who intend to take the College Board SAT II test in Latin should enroll in this course. Open to students who have completed *Latin II* or the equivalent.

Latin IV: Vergil's Aeneid LAT400 (Year)

This literature course provides an in-depth study of the Roman national epic poem of the age of Augustus. Through a close reading of extensive portions of the Latin text of the *Aeneid* students expand their skill at reading Latin and enlarge their knowledge about the life and history of the ancient Romans. The course covers the syllabus for *AP Latin: Vergil* exam and familiarizes students with the nature of that test so that they may, if they wish, sit for the exam in May. Open to students who have completed *Latin III* or the equivalent and to upper-class students with permission of the instructor.

LATIN

Latin V: Roman Elegy and Lyric LAT500 (Year)

This advanced course is a survey of the shorter poems of Catullus, and the Odes of Horace. Seminar tactics -- papers, class discussion and reports -- are employed to approach the poems as literature and to place them in historical context. Open to students who have completed *Latin IV* or the equivalent.

Advanced Tutorial LAT700 (Year)

Advanced Tutorial may be offered to students who, in consultation with the department and with its endorsement, wish to pursue an individualized course in classical studies.

GREEK

Greek I GRE100 (Year)

This introduction to ancient Greek is offered to experienced language students who wish to try something old and different. The goal is to learn to read ancient Greek as quickly as possible. The pace, content, and texts are matched to the interests and experience of the students in the class. Offered when three or more students request it, this course is open to seniors, juniors, and, with permission of the instructor, sophomores.

Greek II GRE200 (Year)

A continuation of *Greek I* offering a review of the fundamentals and readings in Greek authors is available to qualified students. Similar opportunities for independent study are also available. *Not offered every year.*

Modern Languages

In the modern language courses, oral proficiency, competency in written expression, and cultural literacy are equally important. The beginning levels stress rapid acquisition of vocabulary, fundamental grammatical skills, and cultural awareness. Third-year courses provide a comprehensive review of grammatical structures and an introduction to reading and composition. Fourth-year courses are usually devoted to the development of oral proficiency and literary skills. Deerfield offers instruction in Arabic, Chinese, French, and Spanish.

Deerfield is an associate member of the School Year Abroad Program (SYA). Each year several Deerfield juniors or seniors live with families and attend school in Rennes (France), Zaragoza (Spain), or Beijing (China). In most years, there are summer study programs abroad for French and Spanish students.

CHINESE

Chinese I CHI100 (Year)

This course is an introduction to Chinese through listening, speaking, reading, and writing. Students learn Pinyin Romanization and simplified characters. The course stresses aural-oral proficiency and mastery of basic grammar structures. Class work is supplemented by a multi-media laboratory, tapes, and videos on Chinese culture, films, and other materials. Open to all students.

CHINESE

Chinese II CHI200 (Year)

This course continues to work on listening, speaking, reading, and writing skills. Class is conducted in Chinese. Oral proficiency is developed through the use of communicative activities, including class discussion, role-playing, presentations and group projects, videos and movies. Students strive for accuracy while focusing on the ability to communicate in varied contexts and with proper grammar. Open to students who have completed *Chinese I* or the equivalent.

Chinese III CHI300 (Year)

This course is a continuation of *Chinese II* with a focus on developing conversational proficiency and completing the study of fundamental grammatical structures. The course emphasizes self-expression through classroom discussions, compositions, communication activities, and reading a variety of short stories. Class is conducted in Chinese and supplemented by videos, movies, plays and other cultural materials. Open to students who have completed *Chinese II* or the equivalent.

Chinese IV CHI400 (Year)

This course continues to develop proficiency in Chinese, emphasizing the language skills of speaking, composition and reading. Students undertake a complete review of grammatical structures and read a variety of works in Chinese culture, history and social issues. Class is conducted in Chinese. Open to students who have completed *Chinese III* or the equivalent.

Chinese V CHI500 (Year)

This is a course for students ready to pursue Chinese at an advanced level with a high degree of proficiency in oral and written Chinese. Students explore a variety of text and works in literature, history, culture, art and music. Presentations, essays, and journal entries are included. Independent study and research are also encouraged in this course. Class is conducted in Chinese. Open to students who have completed *Chinese IV* or the equivalent.

Chinese Tutorial CHI801 (Year)

This advanced course is a modern Chinese literature and writing seminar. Students explore a variety of readings and practice a wide range of writing styles in order to analyze and develop effective skills for literary analysis and appreciation. Narrative fiction, films, poetry and critical essays are included. Students are expected to take an active part in class discussion and love to read and write. Open to students who have completed *Chinese V* or the equivalent.

FRENCH

All new students who have studied French previously will take a language placement test in early summer to determine their course level.

French I FRE100 (Year)

This course is an introduction to French through exposure to listening, speaking, reading, and writing. The course uses an aural-oral approach which stresses oral proficiency as well as mastery of basic grammar structure. Various resources including a multi-media laboratory, tapes, and films supplement work in the classroom. Class is conducted in French. Open to freshmen, sophomores and juniors.

FRENCH

French II FRE200 (Year)

This course is focused on a continuation of the skills learned in *French I*. Students use a grammatically and thematically structured textbook that is supplemented by software programs and reading resources. The emphasis is on oral and written expression and students are introduced to the joy of reading in French. Class is conducted in French. Open to students who have completed *French I* or the equivalent.

French II Honors FRE220 (Year)

This is an accelerated intermediate level course for students with a high degree of aural-oral proficiency. In addition to an in-depth study of grammar, students develop conversation skills and read a variety of short literary works from France and the Francophone world. Various sources, including a multi-media laboratory, CD, and films supplement work in the classroom. Class is conducted in French. Open to students with permission of instructor

French III FRE300 (Year)

This course uses an intermediate level textbook which is grammatically and thematically structured and includes a variety of readings. Work in the classroom is supplemented by software programs and online resources. In the spring, students read such work as *Le petit prince*. Emphasis is on oral and written expression. Class is conducted in French. Open to students who have completed *French II* or the equivalent.

French III Honors FRE330 (Year)

This is an accelerated third-year course which emphasizes discussion and composition. A thorough review of grammar is conducted. Students study the 19th century and read a variety of texts by 19th-century authors. Class is conducted in French. Open to students with permission of the instructor.

French IV FRE400 (Year)

This course is for students who would like to pursue the study of French at a more advanced level. Students review the fundamentals of grammar and continue to develop oral proficiency. Students read a variety of works by writers from France and the Francophone world. Class is conducted in French. Open to students who have completed *French III* or the equivalent.

French IV Honors FRE440 (Year)

This is an accelerated course which emphasizes oral proficiency, composition, and techniques of literary analysis. Advanced grammatical structures are reviewed. Students read a variety of 19th- and 20th-century classics from France and the Francophone world. Students are introduced to the structure of the Advanced Placement French Language Examination. Class is conducted in French. Open to students who have completed *French III Honors* or the equivalent.

French V FRE500 (Year)

This is a literature seminar which continues to emphasize grammar and composition in order to polish students' writing skills. Students read works by a variety of authors from France and the Francophone world. Oral presentations, debates and discussions are also used to continue developing oral competency. Class is conducted in French. Open to students who have completed *French IV* or the equivalent.

French V Honors/French VI FRE555/FRE600 (Year)

This is an accelerated survey course that covers French literature, political and cultural history. Students read works from the earliest French texts to post-colonialism. Films are used to complement other materials. Students are asked to write essays as well as creative pieces on a regular basis. Class is conducted in French. Open to students who have completed *French IV Honors* or the equivalent.

SPANISH

Students new to Deerfield Academy have a variety of backgrounds and knowledge as they enter the Spanish curriculum. It is the Academy's intent to place those students correctly, understanding that our levels may not correspond exactly to what an entering student may already have studied. All new students who have studied Spanish previously will take a language placement test by early summer to determine their course level in Spanish.

Spanish I SPA100 (Year)

This course is an introduction to Spanish, and it presents basic grammar and vocabulary. Students develop their skills using text, video, and audio materials. Class is conducted in Spanish. Open to all students; juniors and seniors need permission of the Academic Dean.

Spanish II SPA200 (Year)

This extension of the student's work in beginning Spanish includes an in-depth study of Spanish grammar and vocabulary. Class is conducted in Spanish. Open to students who have completed *Spanish I* or the equivalent.

Spanish III SPA300 (Year)

This course continues to develop the four basic skills: speaking, listening, reading and writing. Students study short literary works, write compositions, review basic grammar and investigate a variety of cultural topics. The emphasis is on developing conversational proficiency while reinforcing proper grammatical usage. Class is conducted in Spanish. Open to students who have completed *Spanish II* or the equivalent.

Spanish III Honors SPA330 (Year)

This course is for students able to pursue Spanish at a more comprehensive level and faster pace than those of *Spanish III*. In comparison to the *Spanish III* course, greater emphasis is placed on oral work in class, the grammar review is more sophisticated, and literary skills are more aggressively developed. Class is conducted in Spanish. With permission of the instructor, the more successful students may move from this course to the advanced courses, skipping *Spanish IV*. Open to students who have earned a minimum grade of 90% in *Spanish II*, and with permission of the instructor.

Spanish IV SPA400 (Year)

This course continues to develop proficiency in Spanish through study and practice in conversation, composition and reading. The class uses a variety of resources to help students improve grammatical precision, critical reading and writing skills, and cultural awareness. Students are introduced to SAT II exercises and test format in order to familiarize them with the test. Class is conducted in Spanish. Open to students who have completed *Spanish III* or the equivalent.

Spanish IV SPA420 Community Service

This course follows the readings in the regular *Spanish IV* course but adds a community service component. Students in this course teach Spanish to third and fourth graders from Deerfield Elementary every Wednesday during the seventy-minute period. Open to students who have finished *Spanish III* or *Spanish III-H* and who wish to serve the community while continuing with their Spanish studies. Interested students must sign up for the course as well as fill out an application form which the instructor, Dr. Invernizzi, will send to those who have signed up. Only 12 students are accepted. This course is a full academic-year commitment and is only open to students who have been at Deerfield for at least one academic year.

Advanced Spanish – Language SPA500 (Year)

This course continues the development of Spanish with particular emphasis on language skills. Students are introduced to the format and material of the Spanish AP Language Examination, but they are neither required nor expected to take it. Students consider advanced topics in grammar, conversation and composition; read extensively in Spanish Peninsular literature; and are expected to manage more sophisticated structures and idiomatic expressions. Class is conducted in Spanish. Open to students who have completed *Spanish IV*, or *Spanish III Honors* with permission of the instructor.

SPANISH

Honors Contemporary Latin American Literature SPA601 (Year)

This course is divided into three distinct terms. In the fall term we explore Latin American literature beginning with the pre-Columbian text the Popol Vuh. We then delve into the most notable Latin American works of the colony and post colony. The winter term is dedicated to the study of contemporary Latin American novels and short stories. In the spring, the course becomes a Latin American film course as we watch and closely scrutinize important Latin American films of recent years. This is an honors-level, year-long course and seniors may not drop in order to pursue a project in the spring.

Spanish VII SPA700 (Year)

This is a topic course for advanced speakers of Spanish who have finished *Spanish VI* at Deerfield Academy. It is a course especially designed for those students who have reached the top level of our curriculum (*Spanish VI*) and wish to continue their Spanish studies. Readings will continue beyond the *Spanish VI* curriculum and delve more deeply into Latin American literature. Class is conducted in Spanish. Open to students with permission of the instructor.

ARABIC

Arabic I ARA100 (Year)

This first-year language course provides an introduction to Arabic through exposure to listening, speaking, reading and writing. The course stresses aural-oral proficiency and mastery of basic linguistic structures. Multi-media material, songs and films supplement work done in the classroom. Open to all students. Class is conducted in English and Arabic. Juniors and seniors need permission from the Academic Dean.

Arabic II ARA200 (Year)

This course continues to develop listening and speaking skill in both modern standard and dialectic Arabic. Writing skills in modern standard Arabic are also resumed along with an intermediate level of grammar. Class is mostly conducted in Arabic, and English when needed. Multi-media material, songs and films supplement work done in the classroom. Open to students who have completed *Arabic I* or the equivalent.

Arabic III ARA300 (Year)

This course emphasizes oral and written comprehension and expression as it continues to work in both Modern Standard and dialectic Arabic. Intermediate level of grammar continues with a higher level of detail. This class is conducted in Arabic. Multi-media material, songs and films supplement work done in the classroom. Open to students who have completed *Arabic II* or the equivalent.

Arabic IV ARA400 (Year)

At this level of Arabic, students continue developing language skills through authentic texts and literature in Modern Standard Arabic, as well as with audio/visual clips. Grammar is integrated through classroom discussions and activities. In Arabic IV students continue expanding vocabulary, improving listening comprehension and developing communication skills in both the Levantine and Egyptian dialects of Arabic. Authentic media, songs and films supplement the material for this class. Open to students who have completed *Arabic III* or the equivalent.

MATHEMATICS

The goal of the mathematics program at Deerfield is to provide students with the ideas, skills, concepts, and attitudes essential for further academic study and enable them to function confidently and intelligently in a rapidly changing society. It is our hope that while developing the mathematical skills necessary for a broad spectrum of career possibilities, our students will acquire and sustain a sense of excitement for the power and aesthetic qualities of mathematics.

For entering freshmen who have been advised to take *Algebra I* (*Math 101* or *Math 102*), the usual sequence of mathematics courses consists of *Math 102* (or *Math 101*), *Math 202* (or *Math 201*), *Math 302* (or *Math 301*) and *Math 402* (or *Math 401*). For entering freshmen who place out of *Algebra I* (*Math 101* or *Math 102*), the usual sequence is *Math 202* (or *Math 201*), *Math 302* (or *Math 301*), *Math 402* (or *Math 401*), and *Math 602* (or *Math 503*). The department will annually guide students in the selection of a program that is appropriate in both content and pace. Accelerated and enriched courses (*Math 203*, *303* and *403*) provide an alternative to the usual sequence and permit advancement towards *AP Calculus* courses (either *Math 602* or *603*) and beyond. Students who are very successful in *Math 401* or *Math 402* or higher courses are eligible to take *AP Statistics*.

Calculators

The Mathematics Department requires that ALL students own a TI-83, TI-84 or TI-Nspire (not the CAS version) graphics calculator. Students may purchase a graphics calculator at the Academy Bookstore or in most department stores.

Math 101 – Algebra I MAT101 (Year)

This is a course in first year algebra with emphasis on such topics as the properties of the real number system, solving first degree sentences in one variable, the fundamental operations involving polynomial and rational expressions, systems of linear equations in two variables, fractions, factoring, ratio, proportion, variation, exponents, roots, quadratic equations, the trigonometry of right triangles and problem solving. All of the material of a typical first year of algebra will be completed as well as a variety of enrichment topics. Open to all entering students with the permission of the department.

Math 102 - Algebra I MAT102 (Year)

This is designed for a student who has already studied some or much of the material that is covered in a typical first year algebra program, but who would benefit from additional work with the topics of *Algebra I*. The fall term is devoted to a review of the basic skills and ideas of Real Numbers, followed by single-variable equations and inequalities which then leads to work with linear relations and their applications in the late fall and winter. Students end the winter with the study of quadratic relations and their applications, and then spend the spring term on introductions to exponential relations, probability and statistics, and the idea of functions. Open to all entering students with the permission of the department.

Math 201 – Geometry MAT201 (Year)

This course is designed for students who would benefit from significant reinforcement of topics from *Algebra I* as they pertain to geometric problems. The emphasis in this course is on recognizing the geometric relationships in shapes and solids. New concepts are introduced using inductive reasoning and exploration. Students who complete this course will be prepared for a 300-level course. Open to students who have completed *MAT 101/102* or its equivalent, with permission of the department.

MATHEMATICS

Math 202 – Geometry MAT202 (Year)

This course integrates material from both plane and solid geometry. However, the development of the material requires extensive use of the skills and concepts already studied in algebra. The major emphasis is the study of the properties of two- and three-dimensional geometric figures from both a deductive and inductive reasoning approach. Additional topics include material from analytic geometry, exercises in logic, the graphing of functions and relations and elementary trigonometry. Open to students who have completed *Math 102/112*, or the equivalent, with permission of the department.

Math 203 - Honors Geometry MAT203 (Year)

This is an enriched version of *Math 202* and is designed for the well-qualified math student. The course covers the same geometric topics as *Math 202* but in greater depth. Additionally, students investigate the tenets of Euclidean geometry as they compare to non-Euclidean geometry, and other topics as time permits. Successful completion of this course normally advances a student to *Math 303*. Open to students who have demonstrated outstanding ability in *Algebra I*, with permission of the department.

Math 301 - Algebra II MAT301 (Year)

This course meets the standards of a solid course in second year algebra. However, it is designed for students whose background indicates a need for a review of material from previous courses. As such it moves at a somewhat slower pace than *Math 302*. Students who complete this course are prepared for a 400-level mathematics course. Open to students who have completed *Math 202* or the equivalent, with permission of the department.

Math 302 - Algebra II MAT302 (Year)

This course is intended for students who have achieved success in *Math 102* and *Math 202* or the equivalent. The material is developed with an emphasis on the functional approach and most topics include a range of applied problems. The main focus of the course is the analytical development of the linear, quadratic, polynomial, exponential and logarithmic functions. Other topics developed include an analysis of both the real and complex number systems, systems of equations in two and three variables, and an introduction to trigonometric functions. Open to students who have completed *Math 202*, or the equivalent, with permission of the department.

Math 303 – Honors Algebra II MAT303 (Year)

This is an enriched version of *Math 302* and is designed for the well-qualified student. The course develops the same material as *Math 302* but in greater depth. Students in this class are frequently asked to solve non-routine problems and to apply familiar concepts in new problem situations. Successful completion of this course normally advances a student to *Math 403*. Open to students who have completed *Math 202*, or the equivalent and demonstrated outstanding ability in previous courses, with permission of the department.

Math 401 - Functions, Statistics, and Trigonometry MAT401 (Year)

This is intended as a follow-up to *Algebra II* or an equivalent course. It is designed to complete the study of the elementary functions (linear, quadratic, exponential, logarithmic, and trigonometric). Additionally, the course will develop some material from finite mathematics including an introduction to probability and statistics. While the topics cover a wide range of mathematics the course does not include the rigor of a Precalculus course, and the pace allows for a review of some concepts from *Algebra II*. Throughout the entire course modeling of real phenomena is emphasized. A Deerfield Academy Laptop is required. Open to students who have completed *Math 301/302*, or the equivalent, with permission of the department.

MATHEMATICS

Math 402 - Precalculus MAT402 (Year)

This is a follow-up to *Math 302* and as such continues the development of functions and relations. The course includes a thorough study of polynomial, rational, exponential, logarithmic and trigonometric functions, an analytical development of conic sections, polar equations and graphs, matrices, and an introduction to data analysis. Calculator based graphing technology is incorporated into the text, and the instructional approach is greatly influenced by the fact that all students have immediate access to this technology. Open to students who have completed *Math 302*, or the equivalent, with permission of the department.

Math 403 – Honors Precalculus MAT403 (Two terms/FW)

This is designed as a continuation of *Math 303*. The topics covered in this accelerated course include all those listed under *Math 402* but the pace is such that the material will be completed by the end of the winter term. Successful completion of this course normally advances a student to *Math 603 (AP Calculus BC)*. Open to outstanding math students with permission of the department.

Math 502 -Discrete Mathematics and Precalculus MAT502 (Year)

This course follows *Math 401* or its equivalent. It is also intended for students who have completed a regular precalculus course and who do not wish to take a calculus course at this time. This course provides a continued emphasis on the development of functions and relations, including a thorough study of polynomial, rational, exponential, logarithmic, and trigonometric functions. Further, data analysis and difference equations are used to model real world phenomena. Calculator and computer-based graphing technology are incorporated into the text, and the instructional approach is greatly influenced by the fact that all students have daily access to the latest technology. Open to students who have completed *Math 401*, *Math 402* or the equivalent, with permission of the department.

Math 503 - AP Statistics MAT503 (Year)

This course follows the Advanced Placement Statistics syllabus, which introduces students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Students are exposed to four broad conceptual themes: exploring data by observing patterns and departures from patterns, planning a study by deciding what and how to measure, anticipating patterns by producing models using probability and simulation, and studying statistical inference by confirming models. Open to exceptional students who have completed either *Math 302* or *Math 303*, with permission of the department. Most students who take AP Statistics have complete *Math 401* or *Math 402*, with permission of the department.

Math 601 – Calculus MAT601 (Year)

This course offers an introduction to the derivative and the integral. The pace of this course allows for a review of precalculus topics when necessary. Open to students who have completed *Math 502* and/or *Math 402* or the equivalent, with permission of the department.

Math 602 - AP Calculus AB MAT602 (Year)

This course follows the Advanced Placement AB syllabus, which incorporates an introduction to the derivative and the integral and their applications. Open to students who have completed *Math 402* or the equivalent, with permission of the department.

MATHEMATICS

Math 603 - AP Calculus BC MAT603 (Four terms/SFWS)

This course follows the Advanced Placement BC syllabus, which incorporates an introduction to the derivative and the integral with their applications and work in infinite series. This four-term course, which begins in the spring term of the sophomore or junior year, is for students who are outstanding in mathematics. Open to students who have completed *Math 403* or the equivalent, with permission of the department. Exceptional mathematics students entering Deerfield in the fall term with demonstrated excellence in precalculus may consult the mathematics chair as to placement in the fall.

Math 702 - Advanced Calculus, Differential Equations and Computation MAT702 (Year)

This course is for outstanding mathematics students. The content includes work on multivariable calculus, vector calculus, optimization problems, the calculus of fields, and ordinary differential equations, both linear and non-linear. *Mathematica*, the symbolic mathematics software, is used extensively in the course for displaying 3-D graphs, performing advanced numerical analysis, and analyzing non-linear differential equations and systems of such equations. A licensed copy of the software is provided to all students. Open to students who have completed *Math 603 (AP Calculus BC)*, *Math 602 (AP Calculus AB)* or the equivalent, with permission of the department.

Math 802 - Advanced Mathematics Tutorial MAT802 (Year)

On an individual basis, further study in mathematics may be pursued. Topics vary from year to year, depending on the interests of the student, but may include number theory, probability, statistics, linear algebra, abstract algebra, advanced differential equations, special functions and complex function theory. Graphics calculators are required. Open to students who have completed *Math 702 (Advanced Calculus and Algebra)* or its equivalent, with permission of the department. *Not offered during the 2010-2011 school year.*

Math 902 - Independent Study in Mathematics MAT902 (Year)

Open to students who have completed *Math 802* at Deerfield, with permission of the department. Topics not covered in 802 will be pursued as agreed upon by the interest of the student and instructor. *Not offered during the 2010-2011 school year.*

PHILOSOPHY AND RELIGIOUS STUDIES

The courses in the department of Philosophy and Religious Studies introduce students to the origins and development of ideas and beliefs that influence actions and assign meaning to human experience. As part of their education, students should examine their values and, to do so properly, it is helpful to be aware of some of the historical, philosophical and theological foundations of ideas. In all Philosophy and Religion courses reason and logic are encouraged as students strive to read, write, speak and think more clearly and precisely about moral and ethical issues. Students are encouraged to include knowledge and insights from other disciplines while appreciating the distinct methods and thinking specific to philosophy and religion. Many courses include pragmatic and current applications of the ideas studied.

Courses at the freshman and sophomore levels address the foundations of ethical decision-making and the place of religion in world cultures. Courses at the junior and senior levels give the student an opportunity to explore philosophical and religious ideas in greater depth, and to seek connections with world cultures and current issues.

Students entering as freshmen or sophomores are required to take a one-term course in the department during their time at Deerfield.

PHILOSOPHY

Ethics PHI120 (One term/FWS)

How do you define 'right' and 'wrong'? What do you do when confronted with an important decision that pits "right vs. right"? Students explore and sharpen their own moral reasoning as they investigate the strengths and weaknesses of major ethical theories. The class grapples with the ideas of such philosophers as Herodotus, Mill, Kant, Bentham, and Hobbes. Class discussions focus on the applications of theories to ethical issues and personal stories. Assessment includes analytical writing and independent research projects. Open to freshmen and sophomores.

Eastern Philosophy PHI200 (One term/W)

"The more you know, the less you understand." Lao Tzu

Together we will explore the incredibly rich landscape of Eastern philosophy. While deceptively simple, our texts invariably lead to meaningful self-discovery and insights about the world. The students will be asked to consider the significance and relevance of these perspectives. Can they help us navigate our own lives? Have they subtly influenced western thought when we were not looking? Along with the classic texts of Western interpretation, we will consider works such as *Zen in the Art of Archery*, *Tao Te Ching*, *What the Buddha Taught*, and *The Analects of Confucius*. Open to all grades.

Political Philosophy PHI350 (Two terms/FW)

Should there be a government? If so, what should be its responsibilities? What should be the extent of its authority? This course explores classic and contemporary debates in political philosophy. The students undertake a rigorous and critical examination of classic texts on issues such as leadership, justice, civil disobedience, human rights, and social contract theory. Texts by influential political theorists (including Sophocles, Plato, Locke, Marx, Nietzsche, Rawls) supplement a discussion of present day issues. Lively class discussions and independent research projects help students develop their ability to merge politics and philosophy. Open to juniors and seniors.

RELIGIOUS STUDIES

Judeo-Christian Traditions REL120 (One term/W)

The course examines themes in the Hebrew and Christian scriptures. A close reading of selected sections of *The Bible* provides the basis for examination of the historical and ethical significance of this literature. Open to freshmen and sophomores.

Religions of the World REL340 (Two terms/FW)

The course begins with an examination and analysis of religious questions in the broadest sense. What is religion? What does religion attempt to explain? How can one be a 'successful' adherent to this tradition? Students then survey major world religions: Hinduism, Jainism, Buddhism, Judaism, Christianity and Islam. Class discussion and independent reading focus on the great books of these religions in an attempt to discover both the common and the unique elements. Open to juniors and seniors.

****Philosophy and Religious Studies Electives**

Spring term electives offered in recent years include *Introduction to Psychology*; *Existentialism: Live Dangerously*; *Understanding the Holocaust*; *History of Human Rights* and *The Meaning of Life*.

SCIENCE

Science is a body of knowledge and a process, a way of asking and answering questions about the nature of the universe. Our curriculum is designed to allow students to see the universality of the laws of nature from the fundamental descriptions of physics, to the world of atoms and molecules and into the complexities life. Students learn the unifying themes that underlie all of these areas and build on them to produce a coherent view of our world and the scientific endeavor. The process of uncovering these concepts involves students engaging with the real world via inquiry, investigation and experimentation, and teaching them to apply the basic principles of science while asking thoughtful questions regarding its application, and their own results.

Courses are available at varying degrees of difficulty, ranging from basic, introductory surveys to advanced, in-depth study of the subject. We urge students to select their courses upon graduation requirements, personal passion, and with a long-range plan in mind.

Physics I PHY140 (Year)

This is an introductory physics course. Through guided inquiry, group discussion, and hands-on investigations students come to a functional understanding of the principles of physics. We study phenomena including mechanics, electricity and magnetism, optics and others. Students create their own experiments, test their ideas, engineer and build their own structures and communicate their ideas to others. This course focuses on the concepts, principles, and ways of thinking that underlie students' further study of science. **Open to all freshmen or by permission of the department.**

Physics IA PHY144 (Year)

This is an introductory physics course with an emphasis on data collection and analysis. Through guided inquiry, group discussions, and hands-on investigations students will come to a functional understanding of the principles of physics. Students will investigate phenomena from the major themes of mechanics, electricity and magnetism, optics and others. Students will create their own experiments and be pushed to uncover, explain and extend patterns and principles in nature. This will be done through extensive use of computer-based data acquisition and analysis. **Open to mathematically strong freshmen or by permission of the department.**

Physics I (Jr/Sr) PHY340 (Year)

This is an introductory conceptual physics course designed to provide a survey of topics in the areas of mechanics, electricity and magnetism, and optics. This course focuses on developing qualitative reasoning skills and the ability to analyze a variety of natural phenomena utilizing a hands-on, guided-inquiry-based approach. *Physics I* is a course intended for students seeking a basic, broad-based background in physics. Students must have taken or be concurrently enrolled in *Algebra II*. Open to juniors and seniors.

Physics IA (Jr/Sr) PHY349 (Year)

This course is intended for students with a high aptitude for science. The introductory physics syllabus is covered in depth and at a rapid pace. Topics from mechanics to electricity and magnetism and optics are covered. An advanced-level textbook is used and strong emphasis is placed on development of problem solving skills. Students are encouraged to take the SAT II physics test upon completion of the course. Open students who have completed *Algebra II*.

SCIENCE

Physics II: AP C PHY450 (Year)

This is a second-year course for students who have a serious interest in studying physics beyond the introductory level. The AP syllabus is followed as the major themes of physics are studied in detail through laboratory exercises, problem-solving sessions, lectures and demonstration. This course regularly uses double periods, and the out-of-class work can be extensive and demanding. Open to juniors and seniors who have completed or are concurrently enrolled in *AP Calculus BC* and who have completed a first-year physics course, or with the permission of the instructor. Students are expected to take the AP Physics examination.

Physics Projects PHY475 (Year)

This course is rooted in the idea that people learn best when actively engaged in hands-on projects that are personally meaningful and enjoyable. The goal of this course is to engage students in designing and building activities drawing primarily on physics disciplines - mechanics, thermodynamics, fluids and electricity and magnetism. This course will not only force students to grapple with the practical application of fundamental physics principles, but will also introduce students to the many "big ideas" in engineering such as iterative design, real-world constraints, tradeoffs, feedback, complexity management techniques as well as working in the real (noisy, messy, and unpredictable) world. In recent years we have focused on the design and improvement of an electric vehicle and renewable energy systems. Open to students who have successfully taken an AP Physics exam or with permission of the department.

Chemistry I CHE240 (Year)

This an introductory course in which the study of the fundamental properties of matter provides the foundation for the development of quantitative models of chemical systems. The course includes an examination of atomic structure, chemical reactions, periodicity, solution chemistry, equilibrium, thermo chemistry, kinetics and redox/electrochemistry. Laboratory work and related problem-solving exercises are integrated into most aspects of the year's work. Students who do very well in this course may elect to take the SAT II Chemistry test at the end of the year. Open to students who have completed Physics I or IA or with the permission of the department.

Chemistry IA CHE244 (Year)

This course is intended for students with a high aptitude for science. The introductory chemistry syllabus is covered in depth and at a rapid pace. Strong emphasis is placed on the development of problem-solving skills. Students are encouraged to take the SAT II Chemistry test upon completion of this course. Open to mathematically strong students who have completed Physics I or IA and who have completed or who will be concurrently enrolled in *Algebra II*. Enrollment is limited and requires department permission.

Chemistry II: AP CHE340 (Year)

This is a second-year chemistry course for students who have an interest in studying chemistry beyond the introductory level. The AP syllabus is followed as the major themes of chemistry are examined in detail through lecture, laboratory and demonstration. This course regularly uses double periods and the out-of-class work can be extensive and demanding. A major goal is the development of problem-solving skills, which employ thoughtful and logical approaches. Open to students who have been highly successful in completing a first-year chemistry course. Students are expected to take the AP Chemistry examination.

Chemistry Research CHE410 (Year)

This course is designed to give students practical experience in doing research to solve problems in chemistry. The class will focus on experimental design, data collection and analysis, and research of similar work in the chemical field. Students will keep a laboratory notebook, and complete each project with a written project report and an oral presentation to his/her peers. Students are expected to read scientific journals and use databases to gather information. Projects will not be limited to any one discipline in chemistry. The goal is to select a topic of interest and to develop a plan of investigation. Open to students who have completed *AP Chemistry* or its equivalent.

SCIENCE

Biology I BIO340 (Year)

This course is a comprehensive introductory survey of biology. The themes of molecular biology, evolution, cell biology, ecology, and biochemistry provide the conceptual framework of the course. Students are encouraged to take the SAT II subject test upon completion. Open to all juniors and seniors.

Biology II: AP BIO350 (Year)

This is an intensive, advanced second-year science course designed to introduce students to biology at the introductory college level for biology majors. The primary themes include: the scale of life, the unity and diversity of life, genetics, biochemistry, the form and function relationship, the relevance of biology to humans and medicine, evolution and ecology. The volume of material covered during the year is enormous and the lines between class and laboratory time are blurred, so the course is designed around required double periods. Out-of-class work can be extensive, including laboratory research reports, investigative fact finding, and independent research projects culminating with an end of the year publication and presentation. Open to students who have been highly successful in completing their physics and chemistry courses, or with the permission of the instructor. Students are expected to take the AP Biology examination.

AP Environmental Science SCI340 (Year)

AP Environmental Science is an advanced year-long laboratory and field-based course designed for students with a keen interest in environmental science. It is an interdisciplinary study of interrelationships of the natural world and the environmental issues we face. Unifying themes will include population, degradation, and sustainability and will take on a global perspective. This course regularly uses double periods and the faculty meeting block for extensive field work. The commitment to study outside the classroom can be far-reaching and demanding. Open to students who have successfully completed an introductory biology and chemistry course or with permission of the instructor. Students are expected to take the AP Environmental Science examination.

Biology Projects: Medical Research and Biomedical Engineering BIO400 (Year)

This course introduces advanced science students to medical research and biomedical engineering. Example projects include, but are not limited to: measuring and analyzing heart rate output during different exercises, measuring and mapping leg, arm or trunk muscle activity during normal human activities (athletics, ergonomics, etc.), comparative anatomy and biomechanics of different animal skeletons, the effect of physical loading on plant growth, or high speed video analysis of human or canine activities (running, jumping, etc.). Students are introduced to the principles of basic anatomy and biomechanics, as well as the process of research from literature searches to proposal writing, protocol generation and experimental execution. The goal of this course is to familiarize students with the process of scientific research, with specific aims of learning anatomy and physiology through dynamic analysis of form and function. Significant independent work is expected of students with both written and oral presentation of results, and may also include off-campus trips to research institutions. Open to students who have successfully completed *AP Biology*.

Topics in Molecular Biology and Genetics BIO412 (Year)

In this course students will study classical genetic and molecular biological theory while learning current modern techniques of molecular biology. Students will have the opportunity to work on novel projects in molecular biology using the yeast *Saccharomyces cerevisiae* as a model system. All interested students are encouraged to talk to the department chair and course instructor prior to registering. Open to students who have successfully completed *AP Biology* or with permission of the instructor.

SCIENCE

Anatomy and Physiology ANA341 (Year)

This course is a study of the structure and function of major systems of the human body. Lectures, laboratory work (including dissection), research papers, special projects and presentations offer students an exciting look at the relationship between anatomy and physiology. Open to juniors and seniors who have completed an introductory biology course.

Astronomy AST240 (Year)

This course is a comprehensive survey of the universe as we know and understand it today. The fall term centers on observations of the night sky and historical astronomy, tracing the development of our current model of the solar system. During this time, the course makes frequent use of the Tanoto Planetarium, and students are provided with a sophisticated planetarium program for use on their own computers. Throughout the year, students observe the sky using the Academy's collection of telescopes and gather images of the heavens using telescopes available to them remotely via the Internet. Winter term topics include light, optics and telescopes, and solar system astronomy. In the spring, a study of our sun as a star leads to an examination of the behavior of stars in general and, as we have time, to an exploration of galaxies, cosmology, and the possibility of life elsewhere in the universe. Open to juniors and seniors, sophomores by permission only.

Experimental and Observational Astronomy AST300 (Year)

This course provides an introduction to the field of *observational astronomy and imaging*, utilizing the Academy's collection of telescopes and CCD cameras. *Students are able to supplement their local observations with images acquired via the internet from telescopes located in the mountains of southern New Mexico.* Regular evening observation and imaging sessions will be complemented by daily classroom work and problem-solving activities designed to provide a *conceptual* basis for all student work. Open to students who have completed *Astronomy* or with permission of the department.

Geology GEO241 (Year)

The geologic processes which continually produce and modify our planet's surface provide the focus of this course. Relationships between these processes, geologic cycles and the underlying concepts of plate tectonics are stressed. In addition, an examination of the unique geology of the Deerfield area provides excellent illustrations of many of the topics covered in the classroom. There is a strong orientation toward fieldwork and laboratory work, and students may be required to hike over rough terrain on occasion. Open to juniors and seniors.

****Science Electives**

During the spring term, the Science Department offers electives for juniors and seniors. Recent titles have included: *Marine Biology, Genetics and Kitchen Chemistry, Skywatching* and *Forensics*.

VISUAL AND PERFORMING ARTS

Course offerings and extracurricular activities in the visual arts, dance, music, and theatre play a significant role in the life of the school and community. Theatre productions, dance and music concerts and art exhibitions by students and faculty, as well as by visiting artists, help shape the cultural awareness and the aesthetic sensitivity of individual students.

Freshmen and sophomores interested in several arts find that the one-term introductory courses not only answer their needs but also provide the background for more specialized courses later. Underclass students with more defined interests and skills and upper-class students should consider the more specialized offerings. Music, dance, and theatre courses provide both introductory and specialized instruction.

Deerfield is fortunate in having the Charles P. Russell Collection of American and European Paintings and Drawings. This fine study collection is available to students and faculty in the Russell Gallery.

ART

Introduction to Studio Art ART100 (One term/FWS)

This course is intended to be a first experience in the visual arts. It prepares students for AP Studio Art by introducing the fundamentals of drawing and painting - line, form, composition, and color – through a variety of assignments involving the still life, perspective, and interior spaces. A brief survey into 19th- and 20th-Century art is included. Open to freshmen, sophomores and juniors.

Calligraphy ART122 (one term/S)

This course is an introduction to letterforms & typography using traditional techniques and materials. Roman, Uncial, Black-Letter and Italic styles are learned by transcribing historical and contemporary texts. A survey of the development of modern type form is provided. Calligraphy is a foundation level course appropriate for anyone intending further study in the visual arts. Open to all classes.

Drawing ART240 (One terms/S)

Learn to draw before it's too late! This elective may be your last chance to experience the joys and wonderment with all things rendered. Turn your two-dimensional existence into something with depth. We will blaze a trail from Brunelleschi's linear perspective to Cezanne's fruit. Warmer weather will find us "*plein air*" drawing and watercolor painting. A self-portrait will cap this visual journey. Open to juniors and seniors.

Visual Design ART243 (Two terms/FW)

Projects in this course are inspired by major movements throughout art history and are designed to teach the essential elements and principles of design. A variety of tools are employed, including drawing and painting media, digital photography, and Photoshop. Students develop original solutions to assignments by brainstorming, drawing from observation, and synthesizing multiple sources. All projects conclude with a verbal and/or written critique. Open to all classes.

ART

Digital Photography ART245 (One term/FWS)

This course provides a foundation in the formal elements of photography while exploring the potential for creative expression and visual narrative. Students begin with exercises that address composition, depth of field, and contrast, and lead to theme-based projects that allow for personal interpretation. Emphasis is placed on the history and appreciation of photography as a major art form. Open to all classes.

Graphics ART250 (One term/FWS)

Principles and elements of two-dimensional design are taught using both traditional and digital media. Projects range from exploring abstract visual forms, patterns and structure to preparing print pieces such as theater posters and book covers. Software used in this course includes PhotoShop and QuarkXPress. Open to all classes.

Architecture ART340 (Two terms/FW)

Students receive instruction in architectural design, drafting, planning, and materials and construction methods. Floor plans, elevations, sections, and axonometric view drawings are prepared as students design a condominium during the first term. Studio work is supplemented with readings in the history of Architecture. Open to juniors and seniors.

Advanced Architecture ART345 (One term/S)

Advanced work for students who have completed *Architecture I*. A spring term project is elected with emphasis on model building. Students refine their drawing and design skills while working with the CAD program *SketchUp*.

Videography ART360 (One term/FWS)

Students learn the basics of videography, including script writing, storyboarding, camera operation, directing, acting, and editing while working on a series of collaborative projects. The final project involves an adapted screenplay for which students have a choice of genre and source material to emulate. Open to all classes.

Advanced Videography ART361 (One term/FWS)

This course builds on skills covered in the introductory videography course, while providing an opportunity for unique collaboration and ambitious independent work under the tutelage of the instructor. Open to juniors and seniors.

Three-Dimensional Design ART335 (One term/S)

This course is an introduction to the principles of three dimensional design. Concepts and strategies appropriate to sculpture and architecture are explored using a variety of neutral materials including cardboard, construction paper, and wooden dowels. Emphasis is on exploring abstract space and structure. Three-dimensional design is a foundation level course appropriate for anyone intending further study in the visual arts. Open to all classes.

AP Art History ART420 (Year)

This course is an introduction to the history and tradition of Western art from pre-history to the present. Students follow the Advanced Placement syllabus while examining a broad range of disciplines, ideas and the roles of artists in society. Students enrolled in this course are expected to take the Advanced Placement examination in May. Open to juniors and seniors.

ART

AP Drawing ART445 & ART452 (pass/fail) (Year)

This course involves concentrated study in drawing and follows the Advanced Placement syllabus. The fall begins with a review of fundamental technique and includes design principles, creative process, historical perspectives and contemporary trends. Each student is expected to do outside reading and studio work and to prepare an AP portfolio during the spring term. All students are required to submit the eventual portfolio. Students assume a photographic lab fee of \$60 towards the preparation of their portfolio. Enrollment with permission of the instructor. Open to sophomores, juniors and seniors. **May be elected as a 6th course pass/fail. Note: freshmen may not elect AP Drawing.**

AP Studio Art ART446 & ART453 (pass/fail) (Year)

Similar to *AP Drawing*, this course also includes work with color, painting, and sculpture. Students will study contemporary trends in Western Art and participate in field trips to museums. Students assume a photographic lab fee of \$60 towards the preparation of their portfolio. Enrollment with permission of the instructor. Open to sophomores, juniors and seniors. **May be elected as a 6th course pass/fail. Note: freshmen may not elect AP Studio Art.**

AP Studio Art (Photography) ART447 & ART454 (pass/fail) (Year)

This course expands on the *Digital Photography* course and includes aspects of the *Visual Design* curriculum, with continued emphasis on formal skills and creative problem-solving. The first half of the course is devoted to the elements and principles of design, while the second half of the year involves a self-selected thematic concentration, using the medium of photography. Digital and film cameras will be employed along with 19th, 20th, and 21st century printing processes, including the wet darkroom. The submission of an A.P. portfolio is required. Open to sophomores, juniors, and seniors. **May be elected as a 6th course pass/fail. Note: freshmen may not elect Photography and Design.**

Topics: Post AP Studio Art ART450 & ART455 (pass/fail) (Two terms/FW)

This course is intended for the student who desires to pursue visual art beyond the Advanced Placement studio art syllabus. The major focus is on studio work: drawing, painting and sculpting in the style of a number of contemporary artists. Students gain a broader perspective through slide lectures from visiting artists, field trips and films. From Brunelleschi's principles of linear perspective, to the palette of Monet's haystacks, to Christo's wrapped coast, students discuss the importance of self-expression, and moments of inspiration. "All the really good ideas I ever had came to me while I was milking a cow." (Grant Wood). **May be elected as a 6th course pass/fail.**

DANCE

Introduction to Dance DAN140 & DAN145 (pass/fail) (One term/F)

This course is intended to be a first experience in dance. Students study modern dance technique, basic forms of movement in ballet and jazz, hip-hop, improvisation, and elements of choreography. Open to all students.

Dance I DAN223 & DAN228 (pass/fail) (Two terms/WS)

This course consists of modern, jazz, hip-hop, and ballet techniques. It also addresses the creative aspect of making dances through improvisation and choreography. Students enrolled may perform in school dance concerts. Prerequisite: *Introduction to Dance*.

DANCE

Dance II DAN301& DAN306 (pass/fail) (Year)

This continues the study of the techniques and creative aspects begun in *Dance I*. Students perform and choreograph school dance concerts. They also work with various guest artists. Open to all students with permission of the instructor.

Dance III DAN345 & DAN350 (pass/fail) (Year)

This course is geared towards the serious student of dance and is designed to meet individual needs. The group might work on a choreography project for a dance concert or on one specific discipline such as ballet, modern, hip-hop, or jazz. Open to all students with permission of the instructor.

Advanced Dance Ensemble DAN800 & DAN805 (pass/fail) (Year)

This course is offered to dancers who are proficient in the 3 major techniques studied through the program. Tutorial students explore the craft of group choreography as well as the art of the solo. Student work is showcased in concerts throughout the year. Open to all students with permission of the instructor.

Pass/Fail Offerings

All academic dance classes are offered as pass/fail courses with the permission of the instructor. Pass/fail students carry dance as a 6th course, and participate in technique classes as well as rehearsals for performances but have no homework.

Co-Curricular Options

Dance is offered as a co-curricular option all three terms. Students of all experience levels participate in technique classes three afternoons a week. Intermediate and advanced students have the opportunity to participate in rehearsals for performances each term.

MUSIC

Introduction to Music MUS100 (One term/F)

Open to all students. What do we listen for in music? Which elements make salsa, rap, hip-hop, and reggae distinctive? Why does French music sound different from Spanish? How are the elements of music used to create different styles? How do composers generate and develop their ideas? What are the forms and structures essential to grabbing and holding listeners' attention? In exploring a wide range of music—from new to old; pop to art; western to eastern—this course aims to develop active, intelligent listeners. Music studied will include pop, folk, jazz, film, and art music. Homework will include listening/analysis assignments; assessments will include quizzes, tests, and a possible summary creative exercise. This creative exercise might involve composing a rap, an advertising jingle, or even a film score in conjunction with students in the Video course.

Fundamentals of Music MUS120 (One term/W)

This course is designed to build students' musical foundations. Working with the elements of music—melody, harmony, rhythm, and timbre—students further their understanding of music through studying basic keyboard, elementary composition, and a wide range of literature and performance styles. Open to all students.

MUSIC

Studio/Production MUS220 (One term/S)

This advanced course focuses on contemporary music production using digital and analog systems, as well as computer-based software. All stages of production will be covered: concept development, recording, editing, and mixing. Open to all grades, though students either need to have taken *Fundamentals of Music* or they will need the permission of the instructor.

Chorus I: Beginning Chorus MUS255 & MUS245 (pass/fail) (Year)

Open to all students; students are auditioned in the first week of classes and then placed into *Chorus I* or *II* based on vocal and musical ability. Students in Beginning Chorus sing a variety of pieces, many with the Advanced Chorus, and work on developing skills in music reading and sight-singing. Students enrolled in either chorus are eligible to audition for the select *a cappella* groups, the *Mellow-Ds* (all-male ensemble) and the *Rhapso-Ds* (all-female ensemble).

Chorus II: Advanced Chorus MUS355 & MUS345 (pass/fail) (Year)

Open to students with some background in singing and reading music; students are auditioned in the first week of classes and then placed into *Chorus I* or *II* based on vocal and musical ability. Students in Advanced Chorus, also known as the Madrigal Choir, work on a wide range of repertoire, both with the Beginning Chorus and also independently, and also work on developing sight-singing and musicianship skills. Students enrolled in either chorus are eligible to audition for the select *a cappella* groups, the *Mellow-Ds* (all-male ensemble) and the *Rhapso-Ds* (all-female ensemble).

Wind Ensemble MUS271 & MUS 261(pass/fail) (Year)

The Wind Ensemble is open to all students who have experience playing woodwind, brass, or percussion instruments; and jazz and rock musicians are also encouraged to enroll. Students meet in a variety of ensembles: concert band, woodwind group, brass ensemble, saxophone ensemble, percussion group, jazz/rock band, and improvisation workshop. Students work on improving their technique, blend, intonation, musicianship, ensemble playing, and improvisation skills.

Chamber Music Ensemble MUS285 & MUS261 (pass/fail) (Year)

This course is open to all string players (violin, viola, violoncello and contrabass) who demonstrate a sufficient level of proficiency to play repertoire for small chamber ensembles. More advanced students may also wish to work on sonatas and concertos from the standard repertoire. Pianists and wind players who demonstrate a high level of proficiency may also participate. Ensemble assignments are made by the course instructor and additional ensemble coaches are drawn from the applied teaching staff. Occasionally, all string players will come together to work on a piece for chamber orchestra, but emphasis is on smaller groups.

Theory and Composition MUS300 (Year)

Open to all students. Music is a language: this course examines and develops skill in using that language. Following a brief introduction to the rudiments of notation (clefs, pitch, and rhythm), most of the year is spent exploring structure and organization in music (tonality, meter, form, and the four elements), and mastering idioms that convey meaning. Class and homework time is divided between written work, ear training, and composition. Written work includes counterpoint and figured bass realization. Aural skills are developed through regular melodic and 4-part harmonic dictation, and through sight-singing. Composition offers opportunities for students to apply their theoretical knowledge, to practice creating and developing musical ideas, and to experiment with expressing themselves in this abstract language. Students who do well in this course will be prepared to take the Music Theory AP examination in May.

MUSIC

Pass/Fail Offerings

Students may opt to take any ensemble as a sixth class pass/fail. While rehearsal expectations remain the same, a “P” replaces the numerical grade on the student’s transcript. Pass/fail ensembles are listed at the bottom of the course sign-up sheet.

Applied Music

Private music lessons on most instruments and voice are available to all Deerfield Academy students on a first-come, first-served basis. Over 20 professional musicians visit campus to offer weekly lessons, which are usually scheduled during students’ free periods, or after classes. All scheduling is done by the Director of Music, and priority scheduling is given to students already enrolled in an academy ensemble. Students are responsible for all lesson fees. Students who are enrolled in one of the academy ensembles and are receiving financial aid are eligible for financial assistance for their lessons. Students who sign up for private instruction must commit to a minimum of one full term of lessons.

Independent Study in Music

Full or partial athletic exemptions are available on a per-term basis to students enrolled in an ensemble or class who have reached a significant level of proficiency on their instrument.

THEATRE

Introduction to Performing Arts THE120 (One term/FS)

This course examines elements of performance art in theatre, film and television with particular emphasis on the actor and director in each medium. Plays are read, viewed and discussed. Members of the class also present monologues and scenes. Students attend all Deerfield productions presented during the term. Open to all students.

Acting THE240 & THE241 (pass/fail) (Two terms/FW)

This is a fundamental course in which students explore elements of acting including voice, movement, improvisation and sensory awareness in order to develop their emotional and intellectual resources. Class assignments include presentation of monologues, neutral scenes, two-character scenes and a final group project. **NO PREVIOUS ACTING EXPERIENCE IS NECESSARY**. Open to all students. **May be elected as a 6th course pass/fail.**

Directing for the Theatre THE400 & THE401 (pass/fail) (Two terms/FW)

This course examines the elements of play direction including: script selection, text and character analysis, casting, how to block, how to prepare a prompt book, find the set, rehearsal techniques and other related aspects of play production. The direction of a long scene or one-act play for public performance is the primary focus. Enrollment is with permission of the instructor. **May be elected as a 6th course pass/fail.**

Tutorial in Acting THE800 & THE802 (pass/fail) (Two terms/FW)

Advanced study of acting is available to students of exceptional skill, talent and commitment. Students are encouraged to contribute to the development of a creative ensemble as well as developing their self-sufficiency as actors. A major performance project is presented each term. Enrollment is with permission of the instructor. **May be elected as a 6th course pass/fail.**