



Darrow School

A Coed, College-Preparatory, Boarding and Day School for Grades 9–12

Electives Course Catalog

2016-2017

*** denotes a class that is cross-listed. The student must choose and officially declare to the Director of Studies in the first week of the class the department in which to receive credit.*

VISUAL ARTS

Studio Art (Fall & Spring)

Studio Art is an introductory art course offered in both the fall and spring semesters and is a prerequisite to all other art electives. Students have the opportunity to explore Drawing, Painting, Photography, Ceramics and Graphic Design. With each new medium students will explore and incorporate the Elements and Principles of Art & Design into their artworks. This course emphasizes process as means to liberate students from preconceived notions of inability or lack of skills necessary to create. Students will learn how to craft an artist's statement, develop research and presentation skills, and study both historical and contemporary art practices. This class may be waived for students with previous art experience. Students will be requested to meet with the Art Department Faculty and present a portfolio of their artwork.

Studio Art is a prerequisite for all other Visual Arts courses. The requirement can be waived only with a demonstration of prior experience and a conversation with the Department Chair.

Ceramics* (Fall & Spring)

This is an introductory course in working with clay as an artistic medium. Students will learn various hand-building techniques used to make both functional ware and ceramic sculpture, in addition to basic wheel-throwing skills. Students are encouraged to explore personal interests and aesthetic through the assignments. Projects assigned will require productive use of in-class time and possibly additional time in the studio after class. Inspiration and art historical exploration will require some research and analysis, and students will give presentations and maintain an active sketchbook. Come prepared to play.

Prerequisite: Studio Art or Equivalent Art Experience.

NOTE: This class is a prerequisite to all Advanced Ceramic classes.

Advanced Ceramics: Handbuilding* (Fall)

Students in Advanced Ceramics will explore a variety of handbuilding and mold making techniques, investigate several clay bodies, test underglazes and glazes as well as learn how to fire both the electric and gas kilns. Students will learn how to fabricate a press mold, a one piece and two piece mold, from which they can create multiple tiles, cups and bowls. Research of both historical and contemporary ceramics will enrich and inform students working visual vocabulary. Weekly sketchbook assignments are given that further examine concepts presented in class.

Prerequisite: Ceramics I.

Drawing* (Fall & Spring)

This course is designed to help students develop their perceptual and rendering skills through sketching and drawing. Assignments will build upon each other as students grow in their perception of edges, spaces, relationships, and lights and shadows. A final project will explore contemporary drawing and develop a new definition of drawing. Students are required to keep a sketchbook for weekly, take-home assignments. Each student is expected to participate fully, challenge him/herself, apply his/her best effort, and have fun!

Prerequisite: Studio Art or Equivalent Art Experience

NOTE: This class is a prerequisite to all Painting classes.

Furniture Design* (Fall)

Furniture Design is an introductory course in working with wood as an artistic medium. Students choose one of three Shaker-inspired furniture pieces to plan and execute in a local hardwood of their choice. The class provides an introduction into the use of both power and hand tools essential to woodworking and several basic techniques of construction and joinery. Skills gained include drawing, planning, shaping and finishing. Students are expected to apply a high level of craftsmanship to their projects.

Prerequisite: Studio Art or Equivalent Art Experience

NOTE: This class is a prerequisite to Advanced Furniture Design.

Experimental Photography* (Fall)

Experimental Photography will introduce students to alternative methods and techniques to express themselves via photographic media. The course will focus on learning the science behind image formation and capture on light sensitive materials and will use these principles to create artwork via traditional and non-traditional photographic processes. Students will use the photographic techniques discussed to reinforce their study of the elements and principles of art and design. Topics covered may include, but are not limited to: Pinhole cameras, their design, construction, and use as a lensless camera medium; the anotype process where plant pigments are used as light sensitive materials; investigation of photogram techniques to introduce modern photographic paper; contact printing from digitally or traditionally produced internegative and interpositive images for the use in alternative printing processes; the use of traditional camera systems to capture non-traditional light sources (lasers, light painting, stroboscopic photography). This course is open to juniors and seniors with prior art experience. No camera is required for this course.

Advanced Mixed Media (Portfolio) (Fall)

This class is designed to guide students through the process of preparing an art portfolio for entrance to BFA programs and liberal arts colleges that accept portfolios. Students will choose colleges, create some impressive, original drawings, have their work photographed, and consult with various art admissions personnel to create the most effective presentation of their work. They will view various presentations by different art programs and apply to their choice of schools by the end of the semester.

Prerequisite: 3 art classes or prior experience and permission of instructor.

Animation (Fall)

In Animation students will learn how to create their own stop motion films for presentation. Students will work with several different art forms, potentially with Clay, Puppets, or Paper cutout. The choice is theirs what kind of films they want to make and with what medium. The goal is several short animated films to present to the public.

Printmaking (Fall)

Printmaking will introduce students to a variety of tools, techniques and methods that will yield in an understanding of the printmaking process. Wood cuts, linoleum, mono-printing, and silk screening methods will be explored as a means of investigating imagery and texture, while generating both one-of-a kind and multiple prints. Through research on historical and contemporary applications of this medium, students will explore traditional and nontraditional methods and modes of creating and printing. Discussion and application of color theory will guide students in the ability to choose and mix colors for various layers and effects.

Introduction to Digital Photography* (Spring)

This course will explore the world of digital photography. Students will learn how to take control of their digital cameras, manage their workflow, and be introduced to the amazing powers of Photoshop. Students will learn how the digital camera works and how to use the controls on their cameras to capture images with intention. The goal is for students to find out what kind of images they find truly inspiring, and to capture those images as they as artists see them. Assignments will require productive use of in-class time and additional time in the studio after class.

Form and Design* (Spring)

In Form and Design, students will explore the Elements of Art and Principles of Design, learning how to incorporate these principles into their artwork. Through researching both historical and contemporary artist's approaches, student will create works that reflect an investigation of materials and consideration towards installation methods. Projects (to name a few) will include creating sculptures with everyday materials, repurposing found objects into altered books, using natural materials to construct temporary art works, and exploring printmaking processes. Each student is expected to participate fully, challenge themselves, and apply their best effort. Prerequisite: Studio Art or Equivalent Art Experience

Advanced Furniture Design* (Spring)

In this intermediate to advanced level course, students will design and execute original furniture in wood. Students are encouraged to apply personal interests and aesthetic while considering the basic requirements of a furniture form, such as a table. A basic understanding of the process of working with wood is required. Prerequisite: Furniture Design (or similar prior experience and permission of instructor).

Painting* (Spring)

In Painting, students will be introduced to both watercolors and acrylics. The first half of the semester will be devoted to understanding and exploring watercolor as each assignment builds off the next, investigating the potential of this medium. The second half of the semester will be spent painting with acrylics on canvas. There will be a balance of in-class assignments along with students selecting their own images to depict and render. Research of both historical applications as well as contemporary approaches will be part of this course as students discover their personal aesthetic with the material. Concepts presented in class will be further explored through weekly sketchbook assignments.

Prerequisite: Drawing.

Advanced Ceramics: Potter's Wheel (Spring)

This class will focus on learning how to use the potters' wheel. Students will learn how to center clay, explore various forms, trim cups and bowls, and add handles to make mugs, and glaze plates and vases. Students will also have the opportunity to explore various firing techniques and finishes. While learning these new skills students will also focus on pairing techniques while discovering their personal aesthetic with the material. Research of both historical and contemporary ceramics will enrich and inform students working visual vocabulary. Weekly sketchbook assignments are given that further examine concepts presented in class.

Prerequisite: Ceramics I.

Graphic Design* (Spring)

Graphic Design is a one-semester course that explores the use of typography, illustration, photography, digital manipulation, color theory, and design theory to create effective online and print based visual communications. This course's objective will be to teach students the effective use of messages and graphic products rooted in sustainability, environmental protection, social equity, cultural vitality and economic well-being. Projects may include the design of web pages, motion graphics, digital presentations, digital prints, advertisements, advertisement packaging, as well as other media for emerging technology, and will be evaluated through individual and group critiques. This course will be taught in the Joline's Macintosh Design Lab and will use Adobe software as well as other online web tools. Students will need to complete homework and projects using these computers or software. No additional equipment will be required, although a digital camera may be helpful. A lab fee will be assessed for digital printing costs. Prerequisite: Studio Art or Equivalent Art Experience.

Publication/Bookmaking (Fall)

In Publication/Bookmaking students will learn how to create a magazine layout as well as print book work and small art books.

Illustration (Spring)

Students will focus on traditional and more modern concepts that may include children's books, editorial, narrative, and design projects.

Silk Screening (Spring)

Students in Silk Screening will focus on technique building into creating a series, cards, posters, and will as products/apparel.

PERFORMING ARTS

Narrative Film Production* (Year)

In NFP we make movies. From history and theory to practical application, students will work all year long to produce films of their own imagining for an audience in the Spring.

The Fall semester focuses on studying and writing for Film. Students gain a historical perspective on film, watching and analyzing movies from the turn of the century visionaries to some of today's most revolutionary independent films. We will study the mythic story structure from the book *The Myth and the Movies* with each student completing a shootable screenplay by the end of the semester.

The Spring semester is all production. Instead of learning from a book or a lecture, students will start making short films from the first day, with the wealth of original screenplay material they've generated in the Fall. They will learn editing, sound design, and special effects programs depending on the need of the films they decide to create. Their group projects have them working in small groups to plan, shoot, and edit professional quality films. The emphasis in this class is on creative collaboration: working with our peers to create exceptional work. The standards for work created in this class are exceptionally high. The class culminates with the Narrative Film Festival, an event open to the public, showcasing all of the best work created throughout the year.

Jazz Ensemble* (Fall & Spring)

Students involved in this ensemble will work to improve their ensemble playing as well as their individual musicianship. This group will work on standards, blues, fusion as well as contemporary and original compositions. On and off campus performances will be included. Musical experience required.

Chorus* (Fall & Spring)

Chorus is Darrow's vocal ensemble, which explores music from the Renaissance to modern pop, and from world music to original songs. Each member of the Chorus learns to read music and develop their voice for choral singing. Chorus members sing at various performances including school concerts, Miss Hall's Coordinate Concert, and other off campus concerts.

Music Production* (Fall)

Students will utilize state-of-the-art technology to create, compose, remix, and record music. We will learn programs including ProTools, Logic, and more.

Writing for Performance* (Fall)

In this course students will be introduced to writing for performance. Each week students will be exploring writing for performance tools through a workshop style classroom setting culminating each final class in a table reading of that week's work. We will analyze and explore a variety of performance writers, styles, and contents. Students will choose to focus on their favorite piece and style to present in a "staged reading" style for their final exam. This piece will be a completed One Act. Students will be encouraged to invite members outside of the class to be a part of the audience as well as submit to the winter theater student production *Darrow on the Fringe*.

Theater & Performance Studies* (Spring)

Students will gain exposure to a broad spectrum of performance modes. Students will be examining performance behaviors in, ritual, play, spectacle, identity, everyday life, the arts, and performance history. Additionally students will study different areas of performance studies (including storytelling, performance art, film, music, and dramaturgy), design/tech and/or musical theatre. Throughout the semester students will be presenting individual presentations focused on connecting to their own aesthetic. Projects combine written and performance elements to help students develop as scholar-practitioners.

Music Theory* (Spring)

This fast-paced course in music notation and ear training is designed to provide the basic skills necessary to compose and analyze music. Students utilize technology to document their work in written scores and recorded works.

ENGLISH

Russian Literature A (Fall)

Russian Literature is a senior-level, semester elective course designed to allow students to develop analytical skills (literary analysis), presentation and discussion skills, analytical and expository writing and, to a lesser extent, research skills. Secondly, the course seeks to provide the opportunity for the student to acquire knowledge of and appreciation for the Russian literary tradition, as well as to consider the general notion of a national literary tradition. The course is designed to prepare students for activities and expectations that may be encountered in a freshman-level college course.

Women's Literature (Fall)

Students will learn to analyze literature from a feminist perspective by supplementing the literature we read with readings from history, current events, essays, statistics, films and other sources. While studying the experiences of women throughout history and the ways in which they express these experiences, students will be able to apply their understanding to their interpretations of historical and current writing. The course will culminate in a major project analyzing a piece of media chosen by the student and supported by researched facts and theories.

Sacred Texts (Fall)

In this semester long course, we will explore the common themes that are found in Sacred Texts throughout the world including creation, destruction (sin), redemption and salvation. We will use Joseph Campbell's *The Power of Myth* as our guide as we explore texts including the Torah, Qur'an, Bible, Vedas, and other important texts from world religions. Students will read these texts critically looking for the themes that arise in each of them. How are they similar? How do they differ? How does text become Sacred? How does culture impact the Sacred? As students become familiar with those themes present in all Sacred Texts, they will be asked to begin looking for those themes in the texts that have had significance in their lives. At the end of the semester, students will identify a text that has helped create meaning in their lives and analyze that text through the framework of the course.

Race: Reality and Fiction* °° (Spring)

If race has no genetic or biological basis, why does it matter so much? How has the notion of race been created and maintained over the last 300 years of American history? What are the impacts of racial categories in society? This course will explore the development of the idea of race through anthropological and historical research, and will apply these insights to works of fiction. Students will gain valuable tools for interpreting and discussing a very thorny and problematic topic and for analyzing current events and everyday interactions. Students will choose whether to earn History or English credit through varied assignments, but all students will read the major assigned texts.

This course is cross-listed with History. Students will need to choose which department to receive credit in.

Russian Literature D (Spring)

This course will consider the emergence of a contemporary generation of Russian women writers against the historical backdrop of a literary tradition that has been heavily male dominated. Post-Soviet, 21st century works by Russian women, that have heralded the advance of 'women's literature' (there's a fraught term, which shall be defined positively as part of the collective work in this course!) into the mainstream, will provide the core material for consideration. Authors include 'literary rebels' L. Petrushevskaya, T. Tolstaya, L. Ulitskaya and N. Sadur, as well as E. Chizhova. The nature, scope and format for major assessments will be determined in consultation with members of the class.

Poetry: Lost in Translation (Spring)

What can reading poetry teach us about the relationship between creativity and critical thinking? Between writing and living? What is a poem? What is a good poem? Poetry makes us think about what it means to be human; it paints a picture of how and why we think, and what we ought to think about. No matter what your interests, learning how to read a poem can hone the precision of your thinking, the grace of your expression, and the expansiveness of your thought. This course is an inquiry into the oldest form of literature and an exploration of what is arguably the most complex, and profound expression of human experience. The course consists of 75% literary analysis and 25% of student's original writing. In addition to a wide selection of poems written in different forms and from different eras, the course will also feature a focus on the poetry of the Beat Generation. We will consider these poets, as well as many others, in an effort to explore their individual perspectives regarding the human condition throughout the ages.

WORLD LANGUAGES, CULTURES AND LINGUISTICS

La guerra civil Española (Fall)

In this History course students will explore the Spanish Civil War and rise of Francisco Franco, in Spanish language immersion, through individual and group research, various readings, videos, and lectures. Students would be asked to write analytical papers, and to create research projects focused on their interest in each section studied. Students will have a variety of assessments ranging from reenactments, research based projects and presentations, and essays. Most assessment would be done in groups; however, various projects and essays would be done individually.

La dictadura de Francisco Franco (Spring)

In this History course students will explore the dictatorship of Francisco Franco and the aftermath of the Spanish Civil War, in Spanish, through individual and group research, various readings, videos, and lectures. Students would be asked to write analytical papers, and to create research projects focused on their interest in each section studied. In this course students would have a variety of assessments ranging from reenactments, research based projects and presentations, and essays. Most assessment would be done in groups, however various projects and essays would be done individually.

Literatura hispanoamericana I (Fall)

Students of this literature class will study literary periods and the lives of authors, explore poetry, short stories and essays, critically analyze literary devices used by authors, compare and contrast different works, and compose their own works based on different themes in the readings. The first course of the literature sequence will focus on themes of early Hispanic literature before the introduction of contemporary 20th century literature. Assessment in this course will be composed mainly of essays in which the students use critical analysis to explain literary devices found in a reading, research the life of an artist in relation to a piece of work, or to compare and contrast reading within a similar theme. Students will also be asked to write original works utilizing a similar theme or literary device present in past readings.

Literatura hispanoamericana II (Spring)

Students of this literature class will study literary periods and the lives of authors, explore poetry, short stories and essays, critically analyze literary devices used by authors, compare and contrast different works, and compose their own works based on different themes in the readings. The second course of the literature sequence will focus on themes of contemporary Hispanic-American literature of the 20th century. Assessment in this course will be composed mainly of essays in which the students use critical analysis to explain literary devices found in a reading, research the life of an artist in relation to a piece of work, or to compare and contrast reading within a similar theme. Students will also be asked to write original works utilizing a similar theme or literary device present in past readings.

How Language Works (An Introduction to Linguistics)* (Spring)

How are languages learned and used? How do they change? In this class, students explore these questions as well as the ties between language and one's cultural and individual identity. Topics include first and second language acquisition, human language versus animal communication, bilingualism, language use, and the study of regional and social dialects, genderlects, and idiolects. There will be several short writing assignments and a final project. Students will also be asked to respond to readings and videos. We will use the Darrow community as a laboratory for research on topics of students' choosing.

Open for 10th through 12th grades.

SCIENCE

Physics* (Year)

Have you ever thought about what it would be like to play a sport on the moon? Or have you wanted to design a roller coaster ride? Physics allows you to understand how matter and energy interact so that you can meaningfully engage in exploring these questions and more. This class will be organized around a series of design challenges that will be based upon your growing knowledge of mechanics, acoustics, optics, heat, electricity, magnetism and other aspects of this science called physics. We will investigate these concepts of physics together and apply engineering practices to meet the goals of each challenge.

Herbology* (Fall)

Students will identify plant life on campus, learn to forage and harvest plants, learn techniques for preservation and medicinal use of the plants. This course focuses on sense of place as well as Darrow's Shaker history. Students will gain lab experience and will examine the ways in which modern techniques differ from those the Shakers used. Students will also grow and harvest their own plants for use. Time will be spent outside, researching techniques, and creating actual balms, salves, tinctures, etc. from the gathered plants. We will also explore more complicated chemical processes, like extracting essential oils. All levels of science experience welcome.

Robotics* (Fall)

A robot is an embedded configuration of software and hardware designed to interact with its surroundings autonomously and or via human input. This includes everything from a vending machine to the Mars Exploration Rover. Robotics is a hands-on introduction to the concepts and applications of robots. Students develop computer programming logic and reasoning skills as they design, build and program robots within an engineering context. Students work in teams to build a variety of fixed and mobile devices focused upon meeting the criteria of design challenges such as simulating a fire rescue or making a peanut butter and jelly sandwich. This class is open to all levels of experience.

Experimental Chemistry* (Spring)

Students in Experimental Chemistry will have the opportunity to further explore chemical reactions, natural chemical phenomena, and develop strong laboratory skills through hands on experimentation. Students must have satisfactorily completed a course in Chemistry in order to enroll in Experimental Chemistry. Experimentation will start with a brief review of the basic techniques of volume and mass measurement, along with a focus on laboratory hygiene. Experiments will cover the topics of conservation of mass, acid-base titrations, determination of unknown compounds through solubility and physical properties, specific heat determination, redox chemistry and homemade batteries, among others. A significant portion of the course will be devoted to organic chemistry, and students will have the opportunity to synthesize compounds, purify reactions using chromatographic techniques, extract and crystallize caffeine from tea, and gain skills in the methods modern chemists use in the laboratory. Students will be assigned laboratory partners and will learn to work collaboratively on experiments. Students will primarily be assessed through written laboratory reports that detail experimental procedures as well as discuss the methods used and sources of error that may have occurred during experimentation. Students will also be required to maintain a laboratory notebook that details their experiments and serves as their main resource in preparation of laboratory reports.

Agroecology (Spring)

According to leading scientists there will be over 9 billion people on the planet in 2050 and we will need to drastically improve our agriculture and food distribution systems in order to feed everyone. This must be accomplished in an economically just manner without destroying the planet's ecosystems or exacerbating climate change. What is the way forward? In this course we will investigate how the food system can be simultaneously productive, sustainable, and equitable. Through hands on experiments, field work in the community, riveting guest speakers, and research that takes us back in time and across the globe, we will construct an understanding of the complex interactions between plants, animals, humans, and the environment in food systems. In culmination, we will create our own proposals for a sustainable food future and communicate these recommendations to relevant decision-makers.

MATH

Pre-Calculus* Year

Pre-Calculus is an in-depth study of functions and ways in which they can be manipulated. Course topics include, but are not limited to, combinations and composition of functions, graphing transformations, exponential and logarithmic functions, trigonometry, rational functions, conic sections and an introduction to limits. Pre-Calculus prepares students for Calculus by providing them with greater understanding of fundamental concepts of Algebra. Prerequisites: Algebra II.

Calculus* (Year)

Calculus is an advanced mathematics topic that requires abstract thought. The first semester is devoted to the derivative as defined by the slope of a curve; students begin by investigating limits and use this concept through formal proofs to define derivative. As the semester continues, students look at increasingly complex ways in which to take derivatives of various common functions. During the second semester, students investigate the integral, as defined by area under a curve. This study begins with a look at Riemann sums and antiderivatives, and progresses to more complex ways in which to take integrals, including substitution, integration by parts, algebraic identities, and improper integrals. The second semester ends with the study of practical applications of the integral. Prerequisites: Pre-Calculus or permission of Math Department Chair.

Advanced Geometry and Design* (Fall)

Advanced Geometry is a one semester, upper level elective course that pushes students to express geometric and related mathematical ideas through visual and tactile means. Possible topics explored in depth include fractal art, tessellations and Islamic tile art, topology, map making, origami, knots & weaving, Bezier's curves, optical illusions and anamorphic art, and non-Euclidean Geometry. Student-driven projects will be the primary means of demonstrating knowledge and success in the class, and will heavily depend on computer based drawing and modeling applications such as Geometer's Sketchpad, GeoGebra and Google SketchUp. Three dimensional art and construction projects will complement the digital learning environment.

This course is open to those who have completed Algebra II.

This course will be a full year course in conjunction with (Matrix Algebra or History of Math).

Advanced Topics in Calculus* (Year)

In the year long course, Advanced Topics in Calculus (ATC) we will be studying many advanced topics. These may include: more advanced differential equations, parametric equations, polar equations, vectors, more advanced applications of derivatives and antiderivatives, advanced matrix algebra, more advanced series and sequences, and more that will be decided amongst the class.

This course is open to those who have completed Calculus.

Matrix Algebra* (Spring)

Matrix Algebra is an in-depth study of matrices and their properties. Course topics include, but are not limited to, adding, subtracting, and multiplying matrices, an introduction to vector algebra, solving matrix equations through inverse and Gauss Elimination methods, linear dependence and independence, linear transformations, subspaces, and calculating eigenvalues and eigenvectors. If time permits, the class will move on to cover powers of matrices, the Gram-Schmidt process, and/or QR factorization.

This course is open to those who have completed Algebra II.

This course will be a full year course in conjunction with Advanced Geometry and Design.

History of Math* (Spring)

This course will discuss the history of mathematics, emphasizing the contributions of outstanding persons and civilizations (from Ancient Babylonia and Egypt through Greece, the Middle East, Asia, and on to modern Europe and USA). We will be seeing how the math develops from Babylonian tablets of Pythagorean triples to Andrew Wiles' proof of Fermat's last theorem. This course will have mathematical ideas from many different disciplines (algebra, geometry, probability, number theory, proofs, and calculus: geared to the level of mathematical ability of students enrolled). This course will have short essays as well.

This course is open to those who have completed Algebra II.

This course will be a full year course in conjunction with Advanced Geometry and Design.

HISTORY

The Arab-Israeli Neighborhood* (Fall)

This course will chronicle Arab-Israeli relations predominantly (but not exclusively) defined by conflict, presenting a comprehensive range of agendas and arguments regarding how Arab-Israeli relations developed, where they currently stand, and the multitude of future possibilities. Special focus will be applied to Israeli-Palestinian Relations. Both Arabs and Israelis feature extraordinarily diverse cultures and historical narratives which we will examine to establish contextual background. As the course progresses students will be encouraged to develop their own critical thought, progressively becoming more discerning consumers of current events.

PACs, Polls, and Primaries: The Pursuit of the Presidency* (Fall)

What better time to learn about elections than in the middle of one? While analyzing the current campaign as it unfolds, we will compare and contrast with previous campaigns for context. This year's wild nominating cycle will be completed by the fall so we can spend some time breaking it down and talking about what might have been. We will trace the evolution of the nominating process from the days of the smoke-filled rooms to the more democratic processes in the modern primary/caucus era. This will include a look at struggles in the 1960s and 1970s to make the delegates more representative of the general population demographically. We will study the various tweaks of the rules for assigning delegates and their strategic (and ethical) ramifications. We will also focus on the importance of fundraising in the era of super PACs and the arguments for campaign finance reform. We will investigate the role and function (and dysfunction?) of our two party system and contrast it with multi-party and parliamentary systems in other nations. Anticipating the 2016 election, we will assess the available data and make our own predictions for November to discover whether we can do better than the "experts." We will have fun and get a feel for the strategic issues by "gaming" this election and others. At the end of this course, you will be among the few who actually understand how the electoral college works!

Modern Latin America* (Spring)

This course will harness the disciplines of History and Cultural Anthropology to build meaningful understandings of the commonly misunderstood peoples and regions of Latin America, which are figuring with increasing prominence in current United States domestic and foreign policy. Latin Americans represent the fastest growing demographic in the United States, exercise increasing cultural and political influence, and comprise much of the U.S. slave labor sector. Despite their rich diversity and fascinating histories, Latin Americans remain subject to a range of common misunderstandings and continuing prejudices which demand deeper cross-cultural understandings in order to dispel them. Modern Latin America aims to foster these understandings.

Psychology* (Spring)

Lyall Watson famously stated that "if the brain were so simple we could understand it, we would be so simple we couldn't." Nevertheless, we will take a crack at using our mighty brains to gain insight into ourselves and those around us. In this survey course students will be introduced to core concepts and methods of inquiry and evaluation in the study of psychology. We will take every opportunity to relate these concepts to our own experiences and perceptions, an endeavor uniquely suited to the subject of psychology. Among the topics covered will be the history of psychology, major psychological theories, sensation and perception, learning and memory, intelligence and testing, developmental psychology, states of consciousness, personality, motivation and emotion, prejudice and discrimination, group dynamics, abnormal psychology, treatment and therapies, and careers in psychology. At the end of the course students should have a greater understanding of psychology as a field of inquiry, increased insight into the complex factors that drive our behavior, and be intelligent consumers of psychological theories.

What's Shakin'? The Shaker Legacy at Darrow and Beyond* (Spring)

Darrow's campus inhabits the site of the oldest Shaker community in North America, and this Shaker heritage informs many aspects of our school life, yet how much do we really know about the Shakers? In this one-semester elective course, we will explore the history, theology, lifestyle, values, achievements, challenges, and enduring legacy of the Shakers. We will examine the various stereotypes, myths and misconceptions about Shakerism as we build up a nuanced picture of the realities of what it meant to be a Shaker. The course will rely heavily on the abundant resources for studying the Shakers available here on our campus and within our region. There will be extensive fieldwork, research, and hands-on learning, culminating in the creation of presentations, artifacts and resources to be shared with the community at and beyond Darrow. The Shakers were ahead of their time in so many ways - in their commitment to equality, pacifism and social justice, in their embrace of technology, innovation and entrepreneurship, in their mindful approach to design and craft, and in the values and beliefs they lived out every day. In this course, students will have the opportunity to go back and meet the Shakers as they were, in their own time and place.

Social Animals? The Rise and Fall of Community in the 21st Century* (Fall)

In the 1950's, civic engagement was at an all-time high...but what were the social implications? The class will read excerpts from *Bowling Alone* by Robert Putnam to discuss the dissolution of social attendance, coupled with the rise of technological achievements. The course will also have a civic engagement experiential element, consisting of the creation of a social compact regarding participation in government. We will also examine the Darrow community: its components, its mission, and its identity. We will collaborate as a group to create a visual representation of our conclusions.

Introduction to Philosophy* (Spring)

This course will complement Sacred Texts by delving into attempts to answer the Big Questions of existence, knowledge, and morality from the perspective of human reason rather than faith (or, as the Greeks had it, *logos* instead of *mythos*). Students will learn about major philosophical thinkers and ideas to encourage critical thinking, self-reflection, and the examination of ideas often taken for granted. They will begin by exploring the way major topics of inquiry were identified in classical Greece, and how those topics came to dominate the western philosophical tradition. The course will then delve into the philosophy of religion, including the various attempts to prove the existence of God, and the explanations for the existence of evil in the world. Students will then move to the study of moral philosophy, in particular the ideas of Mill and Kant, as well as the various critiques of their ideas, in order to better understand the development of moral and political frameworks that inform our lives, both on an individual and societal level. After analyzing the response to Kant by German idealists, primarily Hegel, students will dive into the Marxian tradition, and conclude the course with the major trends of late 19th century and 20th century philosophy, primarily existentialism.

Race: Reality and Fiction* °° (Spring) *Please see English Department offerings for course description. This course is cross-listed. Students will need to choose which department to receive credit in.*