

Bard Early Colleges

Bard Early College at the Harlem Children's Zone Course Guide

ART/HIST 101 - African Art (3 credits)

This lecture course provides an introduction to the history of African art and architecture from prehistoric to contemporary times. Students will be able to learn about early art and architecture in the different regions of Africa, identify key African artists and their works as well as explore works of Art in the African Diaspora. Image based lectures, group discussions, films and museum visits will encourage students to further critically engage with art as well as analyze its role in different African societies.

ART 185 & 186 - Introduction to Architecture Design I & II (3 Credits)

This course is designed to have students become more knowledgeable of their own surrounding architectural beauty. By exploring the historical landmark buildings and architecture of the Harlem Renaissance student will gain a better appreciation and understanding of the history of Harlem. Students will compare and contrast the works of renowned designer and architect, Frank Gehry. Through fundamental principles spanning the education, the profession, the art, the science, and the current spirit of Architecture, the students will encounter a broad survey of vocabularies and conceptual processes. Lectures, readings, interactive digital video, examinations, and projects will provide the means of exploration.

BIO 101 – Microbiology (3 credits)

This course is designed to introduce students to the vast and diverse field of biology. The course is divided into major themes (Units) where major areas of biology are integrated and studied in a successive and connected manner. This course start with biochemistry and cell biology which will allow us to build the scientific background to study and understand the mechanisms of genetics and evolution. We will conclude our course with the interdisciplinary field of ecology. The structure of the course in the form of units allows for a dynamic and flexible approach that would be beneficial for the students. It permits a good assessment and supervision of the class based on the scientific background of the students, and it would efficiently conduct their progress. These major themes will represent a great opportunity to develop a conceptual framework for modern biology. Throughout this course we will put emphasis on the importance of the biological knowledge in developing the scientific mind in order to deal with the major issues of social concern, and therefore becoming scientifically literate citizens.

LIT 104 - Literature and Film (3 credits)

This course will begin with the basics of film analysis and criticism, and progress from there to

Bard Early Colleges

consider how to evaluate and appreciate a film text, comparing this process to evaluating and appreciating literary texts. Students will learn how to analyze film by considering filmmaking techniques (camera shots, color, special effects, sound effects, editing and sequencing, etc.) AND the tools that span both literary and filmic aesthetic realms (allusion, narrative, characterization, lyricism, etc.). Students will further their literary analytical abilities and understanding of canonicity as well as of the research process, learning to differentiate between reviewing and critically assessing a film.

LIT 111 - Mystery Novel in Literature Theory (3 Credits)

Students will explore the ways in which meanings emerge in several celebrated texts of the graphic novel genre, as well as some emerging classics. Students will consider the graphic novel, as a genre, as being particularly suited for exploring issues of race, gender, sexuality, politics and violence. Readings of these texts will be informed by a diversity of theoretical perspectives, including intersectionality, postmodernism, feminism, critical race, visual culture, and gender studies. We will interrogate the relationships among the concepts “graphic novel,” “comic book,” and “popular culture,” with each of us bringing our lived experiences to our readings and discussions. In the context of contemporary U.S. society, we will see how critical studies of popular culture have a distinct place in the arts and humanities. We will consider the contradictory ways in which difference, power and knowledge are articulated in cultural production.

LIT 202 - Ghost, Vampires & Monsters (3 Credits)

This course examines monsters and ghosts in fiction. Students will use psychoanalytical, post-/decolonial and spectral theory to explore how the “unnaturally” monstrous and the “uncannily” spooky symbolize society’s fear of the Other, sexual deviance, political unrest and additional threats to the status quo. Students will question how society’s rejects return to haunt, terrorize and otherwise transform the mainstream, and, as per Junot Diaz’s quote, how we as humans possess the potential for monstrosity.

LIT 207 - Hunger Games and Global Issues (3 credits)

In the dystopian world of the Hunger Games, one rich powerful group makes life miserable for the rest by forcing them to send children off to kill each other, while the kids of the rich are exempt and watch the carnage as entertainment. Students will explore, some real-life issues around our world that the Hunger Games trilogy highlights, such as child soldiers. They will also analyze how dystopian fiction works, using imagination and entertainment to illumine and address real-life problems in unexpected ways. Besides the child soldier issue, affecting mostly boys, we will learn about many issues affecting girls worldwide, through reading both nonfiction and young adult dystopian fiction. This course combines literature, writing, research skills, and sociology.

Bard Early Colleges

LIT 215 - Graphic Novels (3 credits)

This course considers the graphic novel as a literary form that joins image and text, a medium particularly popular in contemporary culture. Students will work together to build a critical vocabulary specific to reading and discussing graphic novels and visual texts. Some of the driving questions we will explore include: How does the graphic novel produce and transmit ideas? What impact do the visuals have on how the text is received? What can this medium accomplish that no other literary form can do? How are issues of race, gender, politics, and violence explored? In order to help student critically unpack the graphic texts, they will also look to a diversity of theoretical perspectives. Students will read some works together at the outset before embarking on increasingly individualized curricula. Their final paper will use at least three of the books they have read, one scholarly source, and Scott McCloud's *Understanding Comics* to advance a sophisticated arguable thesis regarding an aspect of graphic novels.

LIT 231 - History & Identity in Caribbean Literature (3 Credits)

Within this course, students will explore the multiple cultural influences that have framed the historical development of the modern Caribbean. While we may have monolithic visions of what a Caribbean person is, this course of study will explore the impact of the Amerindian, the European and the African on the region. By taking this course, students will not only gain a deeper perspective on the multi-layered evolution of the Antilles, but they will also develop a more accurate sense of themselves and their own "New World" subjectivities. Topics that we will explore include colonization, the Trans-Atlantic slave trade, the plantation system, cultural practices and spiritual outlooks in the Caribbean and the various cultures that have influenced it.

LIT 280 - Interrogating the Explorer (3 credits)

In this course students will study travelogues, historical and contemporary accounts, and critical theory relating to the incursions of Westerners in the homelands of indigenous peoples in Africa, the Americas, and Asia. Starting with *The Travels* of Marco Polo and ending with Scott Wallace. *The Unconquered*, students also read articles and chapters by key theorists, including Fanon, Said, Gramsci, and Spivak. Students will use essays and papers to develop a nuanced understanding of how the literature of "exploration" continues to shape local and global politics, and to investigate the impact of its history on contemporary culture.

NDIV 110 - College Transfer Advisory (1 credit)

College transfer advisory is a two semester long course beginning in the spring Y1 term. The goal of the first semester of college transfer advisory is to empower you with the foundational knowledge and tools to create smart college lists and strong applications, so that you will be able to enroll in a school that is a good fit *for you*. We will begin by asking

Bard Early Colleges

you to reflect on the kind of educational experience you hope to have post-Bard. What defines a “good” school? What informs these views and definitions? After self-assessment and challenging of initial views, we will turn to the research phase of the process. Which guidebooks will be most helpful to you in the college research phase? Which online tools are useful? What is the best way to communicate with admissions officers? What financial issues should you consider? What makes a college list “smart?” Finally, we will start laying the foundation to help you create strong applications, focusing in particular on the college essay and the college resume, and also addressing testing, the interview, your transcript, recommendation letters, and any special circumstances or additional information.

PSY 241 - Abnormal Psychology (3 Credits)

This course will focus on the symptoms, etiology, and treatments of a variety of mental illnesses. We will begin with a discussion of the research techniques used in the study of abnormal psychology. Mental disorders such as anxiety disorders, stress disorders, somatoform disorders, dissociative disorders, mood disorders, sexual disorders, personality disorders and schizophrenia will be examined. The conditions would be analyzed through theoretical and historical perspectives.

SCI 101 – Introduction to Engineering (3 credits)

A standalone course in which a two-phase, semester-long group project to design and construct a prototype device, program, or process, will be undertaken by groups of 3-5 students. During the first phase, students will be guided to identify a real-world problem in need of an engineering solution. The topics covered include project planning, managing group dynamics, Intellectual property rights, and modeling tools. Through lectures and real-world experience, students are familiarized with research tools and methods for organizing information, design strategy, and technical report writing as they solidify their prototyping project plans.

SEM 101 & SEM 102 - First Year Seminar I & II (3 credits)

First Year Seminar is required for all students in Bard Early College programs. This course relates the individual experiences of students to influential works of literature, philosophy, religion, politics, science, and the arts. Within this course, students will be building the mindset and mastering the conventions of successful college students. Students will develop meaningful critical discourse around the cultural legacies of the West so that we can interrogate the world that we have inherited.

SEM 201 & SEM 202 - Sophomore Seminar I & II (3 credits)

Students will continue to interrogate topics such as power, knowledge, and the ethical

Bard Early Colleges

relationship between the individual and the state. Students continue to build their skills as interpreters and analytical writers by reading closely and actively and asking difficult questions of the texts at hand. These questions might include: When (and how) does one speak back to the abuse of power? How does one respond to injustices? What alternatives are there, besides outright rebellion, to effect change in the systems that structure daily life?

SOC 130 - Introduction to Gender & Equality (3 Credits)

This class will look at gender and sexuality as depicted in recent television, movies, advertisements, magazines, books, etc. We will examine how media and other forms of public conversation showcase what it means to be a "girl" or a "boy." What assumptions do we (or don't we) make about gender and/or sexual identity? How does what we read, view and hear subconsciously influence these assumptions? Is contemporary American culture changing in terms of how it portrays sexual orientation? How can we think about and discuss these topics more intelligently? We will use a variety of literary, anthropological and sociological texts to situate this discussion within an academic framework.

SOC 302 - Independent Study (Credits variable)

This independent study course will allow a select group of students to independently pursue a topic of interest to them that is not currently offered at the Bard Early College at Harlem. The first few weeks of the course will be devoted to a literature review of the selected topic, which will serve as a syllabus for each individual student's course of study. Students are responsible for completing their readings and staying on track with their individual projects. Students will present drafts of their work at each stage and will provide feedback on each other's work. The course will culminate in a 20-page paper and public presentation..

SST 110 - Introduction to Social Science (3 Credits)

This course is designed to introduce students to the social sciences, with a particular focus on marginalized populations. Marginalization is the process by which an individual or group is put or kept in a powerless position in society. Many groups, including African Americans, American Indians, women, and gays and lesbians have historically been marginalized in our society. In this class, students will use exploration of some of the recent research regarding marginalized groups as a way to understand what social science is and how it works. There are a number of traditional social sciences, including sociology, psychology, economics, and anthropology. There are also a wide variety of newer disciplines that can be considered social sciences or may incorporate social sciences, these include disciplines like Latino Studies and African American Studies, as well as others like Ethnomusicology, Human Development, and Public Policy. This is a survey course that will provide a general overview of social science. The goal is for students to leave with a better understanding of what the social sciences are and how they work, as well as some more concrete information about the state of the field regarding research on some marginalized

Bard Early Colleges

groups.

SST 214 - Black Live Matter I & II (3 Credits)

The purpose of this course is to provide a venue for scholars to become politically conscious of the ways in which Blackness is situated in our society. Political consciousness requires being in a constant state of questioning. During this course, we will question media portrayals of Blackness, Blackness in literature and historical portrayals of Black people in America. We will look at the intersection of perception and reality when Black lives are in question. This course will incorporate literature, historical documents, current events and social media to understand how race is socially constructed in our society, and we will understand the impact that these constructs have on Black lives.

SST 225 - Race & Class in American Education (3 Credits)

Education is a cornerstone of American society and our economy. However, we have fallen short of the aspiration that education be the “great equalizer” that provides a level playing field for all members of American society. This course provides students with the opportunity to analyze and assess the history, purposes, current state, and modern day reforms of our American public education system. In this course, students will grapple with essential questions, such as: What should be the purpose of schooling? What constitutes educational excellence and how can it be achieved? What caused the current state of our education system and what should be done moving forward? Students will develop their own opinions about the American education system through reading, reflection, debates, and team projects.

WRIT 101 & WRIT 102 - First Year Writing I & II (3 credits)

First Year Writing challenges students to master the conventions of academic writing while expanding their repertoire of analytical, syntactical and rhetorical moves to maximize the power and authority of their own writing voices. In the second of two semesters of this required course, students will refine their close reading skills, and learn how to use research, scholarly articles, summary and citation to expand, complicate and interrogate their original discoveries, as well as the texts themselves. Students will choose a primary text for close reading, and complete a series of tasks to develop a complex understanding of that text, and then use research and writing to amplify their authority.

WRIT 115 - Introduction to Creative Writing (3 Credits)

This course is a creative writing workshop that will focus specifically on the fundamental concepts and techniques specific to the genres of poetry and fiction. In order to help students

Bard Early Colleges

understand and expand the conventions of these forms, this course will be both writing and reading intensive—we'll read a variety of works by writers in and out of this classroom as a way to develop and refine our vocabulary for discussing the creative writing of others as well as our own. We'll also write regularly, in and out of the classroom, playing with formal elements specific to poetry and fiction (i.e. rhyme, meter, repetition, imagery). Through drafting original poems and stories to share with the class for feedback, the writing process will be understood as a genuine process of creating, editing, and revising. And, the classroom will be treated as a respectful, supportive community.

WRIT 223 - Writing Within Boundaries (3 Credits)

The Rachel Dolezal and Caitlyn Jenner cases are just two high-profile entries in a long history of individuals attempting to move beyond culturally and even sometimes physically constructed boundaries. Starting with Nella Larsen's classic novel of the Harlem Renaissance *Passing*, this class will look at writings—including critical theory, political science, anthropology, fiction, drama and two works of contemporary non-fiction from opposite climate extremes—that hail from and/or explore the intermediate zones between nations, races, people, and even species. Along the way students will use their own writing in their classroom journal, weekly responses and scholarly papers to critically and creatively address how the act of writing creates, reinscribes, moves, effaces, subverts, and transgresses boundaries.