



# EXETER SUMMER

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## UPPER SCHOOL

(STUDENTS CURRENTLY IN GRADES 9 – 12)

2017 COURSE CATALOG

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PHILLIPS

EXETER

ACADEMY

# Exeter Summer

## 2017 UPPER SCHOOL COURSE CATALOG

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# UPPER SCHOOL

For UPPER SCHOOL boarding students, the **required academic load is three regular courses**. Day students may take one, two or three courses. Boarding students may add any music course as a 4<sup>th</sup> course, (be sure to take note of the format). For an additional \$995 fee, students may also sign up for the optional SAT Preparation course. The SAT Prep course **does not count towards the three-course load requirement** for UPPER SCHOOL boarders. **UPPER SCHOOL day students enrolling in the SAT Prep course must also enroll in at least one other academic course.**

## DESIGNING YOUR OWN CURRICULUM

As an UPPER SCHOOL student, you have the freedom to design your own academic curriculum. You may enroll in any three of the more than 100 courses offered by Exeter Summer. Most students take courses in three separate disciplines; we strongly encourage you to include at least one course that emphasizes Harkness (our word for seminar) discussion.

Exeter Summer regularly reviews and revises course offerings to meet the changing interests and needs of our students. Course offerings give students a wide range of academic choices. You should give careful thought to selecting courses and alternates; it is difficult to make changes once the program has begun. Please review the course descriptions and levels of proficiency required. Make sure the courses you select are appropriate. On the application, please complete the class schedule and list course selections in order of preference, with an alternate for each course. **IMPORTANT:** *Since Exeter Summer must reserve the right to cancel courses for which there is insufficient enrollment and to limit the size of classes where necessary, it is essential that you list alternate*

*courses (not different formats of the same course) as requested. If a class must be cancelled due to insufficient enrollment, students will be reassigned to their alternate choices and notified of these changes.*

**An UPPER SCHOOL option is to enroll in one of the following:**

**The Charles J. Hamm '55 Leadership Program** – this program consists of two courses: *Leadership & Society* and *The Practical Leadership Seminar*. You may choose your third course from any other subject in the “C” or “D” format. ***Please note that enrollment is limited.***

**The Process of Creativity Cluster – a Phillips Exeter Academy-Stanford University Collaboration** consists of three classes: *The Creative Experience*, *Visual Thinking*, and *Architecture*. The Process of Creativity Cluster fulfills the three-course requirement for boarding students.

## COURSE AND FORMAT SELECTION

In order to avoid conflicts, please pay attention to the format(s) in which a course is offered, indicated after the course title. The format indicates the meeting times for a given course. Students may not sign up for courses that meet during the same format. When selecting courses, be aware that there are two types of courses:

1. Most classes are single-period courses that meet five times per week. (i.e., A, B, C, or D formats.)
2. Some classes meet three times per week in two double periods and one 90-minute session. (i.e., A/B MWF or C/D TTS.)

## PREREQUISITES AND GRADE LEVELS

Prerequisites are listed in the course description to enable students to place themselves as accurately as possible at the appropriate level. To the right of each course title is the grade level(s) which the student should be entering, in order to enroll in the course. In the final assigning of students to courses, however, proficiency rather than standing by class is the essential consideration. Adjustments may be made during the first few days of classes.

## COURSE CHANGES

After your choice of courses is confirmed, we expect to keep changes to a minimum. Requests for course changes made before the session begins must be made in writing before April 15th, and must come from a parent/guardian. **Please do not phone the Exeter Summer Office to request course changes.** Requests for course changes after the session has begun must receive the approval of the Director. Students must furnish compelling reasons in order to receive approval. No course changes will be made after the Tuesday of the first week of the session.

# DAILY SCHEDULE SAMPLE FOR UPPER SCHOOL

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
	Breakfast 6:45 - 8:45	Breakfast 6:45 - 8:45	Breakfast 6:45 - 8:45	Breakfast 6:45 - 8:45	Breakfast 6:45 - 8:45	Breakfast 6:45 - 8:45
Brunch 9:00 - 12:30	A-Format 8:30 - 9:20	A-Format 8:30 - 9:20	A-Format 8:30 - 10:00	A-Format 8:30 - 9:20	A-Format 8:30 - 9:20	B-Format 8:30 - 10:00
	B-Format 9:25 - 10:15	B-Format 9:25 - 10:15		B-Format 9:25 - 10:15	B-Format 9:25 - 10:15	
	Assembly 10:20 - 11:05	Snack Time 10:20 - 11:05	C-Format 10:05 - 11:35	Snack Time 10:20 - 11:05	Assembly 10:20 - 11:05	D-Format 10:05 - 11:35
	C-Format 11:10 - 12:00	C-Format 11:10 - 12:00		C-Format 11:10 - 12:00	C-Format 11:10 - 12:00	
	D-Format 12:05 - 12:55	D-Format 12:05 - 12:55	Lunch	D-Format 12:05 - 12:55	D-Format 12:05 - 12:55	Lunch  Dinner times may vary
	PE 2:00 - 4:00	PE 2:00 - 4:00		PE 2:00 - 4:00	PE 2:00 - 4:00	
Dinner 5:00 - 7:00	Dinner 5:00 - 7:00	Dinner 5:00 - 7:00		Dinner 5:00 - 7:00		
Dorm Check-in 9:00	Dorm Check-in 9:00	Dorm Check-in 9:00	Dorm Check-in 9:00	Dorm Check-in 9:00	Dorm Check-in 9:00	Dorm Check-in 11:00

Lunch is served Monday – Friday from 11:30 a.m. – 2:00 p.m.

# EXAMPLE OF AN UPPER SCHOOL APPLICANT'S COURSE SELECTIONS

<b>COURSES</b> (Select three in order of preference.)	<b>ALTERNATE COURSES</b> (Select three in order of preference.)																																																												
<b>It is sometimes impossible to honor all first choice requests.</b>																																																													
<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 5%; text-align: right;"><b>1.</b></td> <td style="width: 15%; border-bottom: 1px solid black;">MPS</td> <td style="width: 15%; border-bottom: 1px solid black;">CAL</td> <td style="width: 45%; border-bottom: 1px solid black;">Problem-Solving in Calculus</td> <td style="width: 20%; border-bottom: 1px solid black;">( A )</td> </tr> <tr> <td></td> <td style="font-size: small;">Dept.</td> <td style="font-size: small;">Cat.</td> <td style="font-size: small;">Course Name</td> <td style="font-size: small;">Format</td> </tr> <tr> <td style="text-align: right;"><b>2.</b></td> <td style="border-bottom: 1px solid black;">EWS</td> <td style="border-bottom: 1px solid black;">CRW</td> <td style="border-bottom: 1px solid black;">Journalism</td> <td style="border-bottom: 1px solid black;">( B )</td> </tr> <tr> <td></td> <td style="font-size: small;">Dept.</td> <td style="font-size: small;">Cat.</td> <td style="font-size: small;">Course Name</td> <td style="font-size: small;">Format</td> </tr> <tr> <td style="text-align: right;"><b>3.</b></td> <td style="border-bottom: 1px solid black;">SAR</td> <td style="border-bottom: 1px solid black;">DWR</td> <td style="border-bottom: 1px solid black;">Drawing</td> <td style="border-bottom: 1px solid black;">(C/D MWF)</td> </tr> <tr> <td></td> <td style="font-size: small;">Dept.</td> <td style="font-size: small;">Cat.</td> <td style="font-size: small;">Course Name</td> <td style="font-size: small;">Format</td> </tr> </table>	<b>1.</b>	MPS	CAL	Problem-Solving in Calculus	( A )		Dept.	Cat.	Course Name	Format	<b>2.</b>	EWS	CRW	Journalism	( B )		Dept.	Cat.	Course Name	Format	<b>3.</b>	SAR	DWR	Drawing	(C/D MWF)		Dept.	Cat.	Course Name	Format	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 5%; text-align: right;"><b>1.</b></td> <td style="width: 15%; border-bottom: 1px solid black;">MPS</td> <td style="width: 15%; border-bottom: 1px solid black;">STS</td> <td style="width: 45%; border-bottom: 1px solid black;">Statistics Through Simulation</td> <td style="width: 20%; border-bottom: 1px solid black;">( B )</td> </tr> <tr> <td></td> <td style="font-size: small;">Dept.</td> <td style="font-size: small;">Cat.</td> <td style="font-size: small;">Course Name</td> <td style="font-size: small;">Format</td> </tr> <tr> <td style="text-align: right;"><b>2.</b></td> <td style="border-bottom: 1px solid black;">EWS</td> <td style="border-bottom: 1px solid black;">WPW</td> <td style="border-bottom: 1px solid black;">Writing Process Workshop</td> <td style="border-bottom: 1px solid black;">( A )</td> </tr> <tr> <td></td> <td style="font-size: small;">Dept.</td> <td style="font-size: small;">Cat.</td> <td style="font-size: small;">Course Name</td> <td style="font-size: small;">Format</td> </tr> <tr> <td style="text-align: right;"><b>3.</b></td> <td style="border-bottom: 1px solid black;">SSC</td> <td style="border-bottom: 1px solid black;">ECO</td> <td style="border-bottom: 1px solid black;">Economics and Business</td> <td style="border-bottom: 1px solid black;">( C )</td> </tr> <tr> <td></td> <td style="font-size: small;">Dept.</td> <td style="font-size: small;">Cat.</td> <td style="font-size: small;">Course Name</td> <td style="font-size: small;">Format</td> </tr> </table>	<b>1.</b>	MPS	STS	Statistics Through Simulation	( B )		Dept.	Cat.	Course Name	Format	<b>2.</b>	EWS	WPW	Writing Process Workshop	( A )		Dept.	Cat.	Course Name	Format	<b>3.</b>	SSC	ECO	Economics and Business	( C )		Dept.	Cat.	Course Name	Format
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<p><input type="checkbox"/> I would like to apply for <b>The Leadership Program</b>. Please indicate your third course selection above from the "C", "D", "C/D MWF", or "C/D TTS" Formats.</p> <p><input type="checkbox"/> I would like to enroll in <b>The Process of Creativity Cluster</b>.                      You must also choose three alternate courses in the event you are not admitted into <b>The Leadership Program</b> or <b>The Process of Creativity Cluster</b>.</p>																																																													
<p><b>1st Session Sport (7/3-7/18)</b> (choices) 1st <u>Competitive Tennis</u> 2nd <u>Yoga</u> 3rd <u>Soccer</u></p> <p><b>2nd Session Sport (7/20-8/2)</b> (choices) 1st <u>Learn to Swim</u> 2nd <u>Yoga</u> 3rd <u>Weight Training</u></p> <p><b>or</b></p> <p><input type="checkbox"/> <b>*Exeter Crew Club</b> - \$995</p> <p><input type="checkbox"/> <b>*Seacoast United Soccer Club</b> - \$995</p>																																																													
<p><input type="checkbox"/> <b>*SAT Preparation Course</b> - \$995</p> <p><input type="checkbox"/> <b>*Private Music Lessons:</b> <input type="checkbox"/> Half Lessons - \$225 <input type="checkbox"/> Full Lessons - \$375 Instrument: _____</p> <p><b>*The optional activities above require additional fees not included in the tuition.</b></p>																																																													

# Course Listing by Format

## FORMAT A

### SAR - ART

CLO- Clothing, Design & Construction  
 DPH- Digital Photography  
 DRW- Drawing (A/B MWF)  
 OIL- Oil Painting (A/B TTS)  
 PPS- Printmaking (A/B MWF)  
 RCH- Architecture (A/B MWF:TTS)  
**CMP - COMPUTER SCIENCE**  
 GAM- Game Programming  
**SDD - DANCE AND THEATER**  
 ACC- Acting: Confidence Through Creativity  
 DAN- Dance Workshop (A/B MWF)  
 THE- Invitation to the Theater  
**EWS - ENGLISH & WRITING SKILLS**  
 CAE- Writing: The College Admissions Essay  
 CRW- Creative Writing  
 DAA- Debate & Argumentation  
 GBR- Great Books/Great Reading  
 GGR- Grasping Grammar  
 JRN- Journalism  
 LLD- Lit and the Land  
 NAN- Novel and Narrative  
**EFL - ENGLISH FOR NON-NATIVE SPEAKERS**  
 BCW- Becoming a Confident Writer  
 CRW- Creative Writing  
 USA- USA: Exploring American Culture  
**HSS - HISTORY**  
 CAA- Contemporary African American Experience  
 HIS- U.S. History  
 NVP- Non-Violent Protest in Civil Disobedience  
**HUM - HUMANITIES**  
 PHI- Philosophy and Everyday Life  
 SUM- Summer in Love  
**SPS - PSYCHOLOGY**  
 INP- Introduction to Psychology  
 SEL- His/Her/Self  
**SSC - SOCIAL SCIENCES**  
 ECO- Economics & Business  
 GEC- Global Economics  
 LIA- Leadership in Athletics  
**LNG - LANGUAGES**  
 BFR- Beginning French  
 BSP- Beginning Spanish  
 IAG- Introduction to Ancient Greek  
**MPS - MATHEMATICS**  
 CAL- Problem-Solving in Calculus  
 FAL- Problem-Solving in Algebra  
 IPS- Problem-Solving in Intermediate Precalculus  
 LIN- Introductory Problem-Solving in Linear Algebra  
 TEC- Algebra Techniques Workshop  
**SCI - SCIENCE**  
 ACH- Advanced Chemistry  
 ENV- Environmental Science  
 GMB- Genetic Engineering/Molecular Biology  
 IPH- Introduction to Physics  
 MBI- Marine Biology  
 RQP - Relativity & Quantum Physics

SPO- Sports Science  
**SMU - MUSIC**  
 RRR- Rags, Rhythm & Rock  
**ECC - EXTRACURRICULAR**  
 SAT- SAT Preparation

## FORMAT B

### SAR - ART

DPH- Digital Photography  
 DRW- Drawing (A/B MWF)  
 OIL- Oil Painting (A/B TTS)  
 PPS- Printmaking (A/B MWF)  
 RCH- Architecture (A/B MWF:TTS)  
**CMP - COMPUTER SCIENCE**  
 GAM- Game Programming  
**SDD - DANCE AND THEATER**  
 DAN- Dance Workshop (A/B MWF)  
**EWS - ENGLISH & WRITING SKILLS**  
 CAE- Writing: The College Admission Essay  
 CRE- The Craft of the Essay  
 CRW- Creative Writing  
 JRN- Journalism  
 LIT- Literature Now  
 WPW- Writing Process Workshop  
**EFL - ENGLISH FOR NON-NATIVE SPEAKERS**  
 BCW- Becoming a Confident Writer  
 GGR- Grasping Grammar  
 USA- USA: Exploring American Culture  
**FIL - FILM**  
 BTF- Back to the Future: A History of Film  
 VID- Video Production  
**HSS - HISTORY**  
 GLO- Global Security  
**HUM - HUMANITIES**  
 SIL- Other Sides of Silence  
 TMS- The Media and Society  
**SPS - PSYCHOLOGY**  
 INP- Introduction to Psychology  
 TJI- The Journey Inward  
**SSC - SOCIAL SCIENCES**  
 CRJ- Criminal Justice  
 ECO- Economics & Business  
 PPR- Politics: Power & Responsibility  
**LNG - LANGUAGES**  
 ICF- Intermediate Conversational French  
 ITL- Introduction to Latin  
**MPS - MATHEMATICS**  
 APS- Adventures in Problem-Solving  
 BGE- Problem-Solving in Geometry  
 CRY- Cryptography  
 IPS- Problem-Solving in Intermediate Precalculus  
 STS- Statistics Through Simulation  
**SCI - SCIENCE**  
 AST- Observational Astronomy  
 HPA- Human Physiology & Anatomy  
 SPO- Sports Science  
**ECC - EXTRACURRICULAR**  
 SAT- SAT Preparation

## FORMAT C

**SAR-ART**  
 CER- Ceramics (C/D MWF:TTS)

CAN- Computer Animation  
 DPC- Draw, Paint and Create (C/D TTS)  
 DRW- Drawing (C/D MWF)  
 PPS- Printmaking (C/D MWF)  
 TDC- 3D Computer Design  
**CMP - COMPUTER SCIENCE**  
 ICS- Introduction to Computer Science  
**SDD - DANCE AND THEATER**  
 APT- Theater: Building Peace in a Conflicted World  
 DAN- Dance Workshop (C/D MWF)  
 SPE- Speechmaking  
**EWS - ENGLISH & WRITING SKILLS**  
 CRW- Creative Writing  
 DAA- Debate & Argumentation  
 GBR- Great Books/Great Reading  
 GGR- Grasping Grammar  
 REA- Reading Exeter  
 WPW- Writing Process Workshop  
**EFL - ENGLISH FOR NON-NATIVE SPEAKERS**  
 BCW- Becoming a Confident Writer  
 CRW- Creative Writing  
 USA- USA: Exploring American Culture  
**HSS - HISTORY**  
 POL- Political Revolution  
**HUM - HUMANITIES**  
 ARG- Understanding Arguments  
 JUS- Global Justice  
**SPS - PSYCHOLOGY**  
 INP- Introduction to Psychology  
 SOC- Social Psychology  
**SSC - SOCIAL SCIENCES**  
 ECO- Economics & Business  
 ETP- Social Ethics  
 GEC- Global Economics  
 LEA- Leadership and Society  
 LIA- Leadership in Athletics  
 UNN- United Nations  
**LNG - LANGUAGES**  
 ACS- Advanced Conversational Spanish  
 BAR- Beginning Arabic  
 BGR- Beginning German  
 BIT- Beginning Italian  
 BCH- Beginning Chinese  
**MPS - MATHEMATICS**  
 ADV- Advanced Problem-Solving in Trigonometry  
 FAL- Problem-Solving in Algebra  
 IPS- Problem-Solving in Intermediate Precalculus  
 MUL- Introductory Problem Solving in Multivariable Calculus  
 PST- Introductory Problem-Solving Trigonometry  
 TEC- Algebra Techniques Workshop  
**SMU - MUSIC**  
 JAZ- Jazz Improvisation  
**SCI - SCIENCE**  
 ABI- Advanced Biology  
 CHE- Introduction to Chemistry  
 GMB- Genetic Engineering/Molecular Biology  
 HPA- Human Physiology & Anatomy  
 IPH- Introduction to Physics  
 ITB- Introduction to Biology

MAS- Modern Astrophysics  
**ECC - EXTRACURRICULAR**  
 SAT- SAT Preparation

## FORMAT D

### SAR-ART

CER- Ceramics (C/D MWF:TTS)  
 DRW- Drawing (C/D MWF)  
 DPC- Draw, Paint and Create (C/D TTS)  
 PPS- Printmaking (C/D MWF)  
 TDC- 3D Computer Design  
**CMP - COMPUTER SCIENCE**  
 GAM- Game Programming  
**SDD - DANCE AND THEATER**  
 DAN- Dance Workshop (C/D MWF)  
 SPE- Speechmaking  
**EWS - ENGLISH & WRITING SKILLS**  
 APP- AP Level Preparation  
 CRE- The Craft of the Essay  
 CRW- Creative Writing  
 LIT- Literature Now  
 REA- Reading Exeter  
 WPW- Writing Process Workshop  
**EFL - ENGLISH FOR NON-NATIVE SPEAKERS**  
 BCW- Becoming a Confident Writer  
 GGR- Grasping Grammar  
 USA- USA: Exploring American Culture  
**FIL - FILM**  
 MIM- Myth in the Movies  
 VID- Video Production  
**HSS - HISTORY**  
 MEU- Modern Europe  
 UWP- Understanding War and Peace  
**HUM - HUMANITIES**  
 ABH- The Art of Being Human  
 ARG- Understanding Arguments  
 TMS- The Media & Society  
**SPS - PSYCHOLOGY**  
 INP- Introduction to Psychology  
 NEU- Neuropsychology  
 TJI- The Journey Inward  
**SSC - SOCIAL SCIENCES**  
 CRJ- Criminal Justice  
 LBW- Leadership for a Better World  
 SCR- Science & Religion  
**LNG - LANGUAGES**  
 BFR- Beginning French  
 ICC- Intermediate Conversational Chinese  
 ICS- Intermediate Conversational Spanish  
**MPS - MATHEMATICS**  
 BGE- Problem-Solving in Geometry  
 IPS- Problem-Solving in Intermediate Precalculus  
 PAC- Problem-Solving in Adv. Calculus  
 PRE- Problem-Solving in Adv. Precalculus  
**SCI - SCIENCE**  
 CHE- Introduction to Chemistry  
 ELE- Introduction to Electronics  
 ITB- Introduction to Biology  
**SMU - MUSIC**  
 CMB- Chamber Music  
**ECC - EXTRACURRICULAR**  
 SAT- SAT Preparation

# The Arts: Dance, Film, Theater, Music, and Visual Art

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The Arts Department offers a range of artistic experiences in the studio, classroom, and rehearsal space designed to challenge students and open a new world of creative possibilities. Arts Week, the final week of the program, features students enrolled in the arts through exhibitions, stage and assembly performances.

## ■ Dance

### Dance Workshop

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SDD-DAN Formats A/B MWF and C/D MWF | *All Grades*  
Through daily technique classes and rehearsals, students will learn movement vocabulary and explore several American dance genres: modern, jazz, musical theater and hip-hop. Instructors pair technique classes with dance history. The Exeter Summer Dance Company prepares for a culminating mixed-repertoire performance in a proscenium theater during the final week of the session. Students will perform original dance pieces choreographed by instructors, and will have the opportunity to dance in their own and/or peer choreography. Through this course, students develop a deeper appreciation for dance and gain confidence both on and off stage. Students of all experience levels are welcome and will be challenged. **Due to the required practice and rehearsal time, students enrolled in this class will not take sports.**

## ■ Film

### Back to the Future: A History of Film

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FIL-BTF Format B | *All Grades*  
In this course you will study the films that inspire generations and nations. We will study the psychological effects of such editing techniques as the montage, and the storytelling strategy of propaganda. And, we will seek out the cinematic innovations that stir the hearts of an audience. Have you ever wondered whom Steven Spielberg studied on his way to becoming the great director he is today? Or, why he is the last

remaining director still shooting on 35mm film? By the end of your summer course, you will have a greater understanding of the movements and the artists who shaped our contemporary lives during Modernism, the American Dream, and the current Digital Age. Don't miss this study of 100 years of our human experience.

### Myth in the Movies

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FIL-MIM Format D | *All Grades*

This course will explore various depictions of Classical mythology in cinema. Students will watch a variety of films based on Ancient Greek and Roman subject material and will analyze them through the lens of the original documents on which they are based. Students will become familiar not only with major characters and themes from Classical mythology through reading primary documents in translation, but also the different ways in which this subject material has been changed and adapted to fit popular culture and modern audiences around the world. Authors may include Homer, Vergil, Plautus, Herodotus, Hesiod, and Ovid. Films may include "Percy Jackson & the Olympians," "O Brother, Where Art Thou?," "Clash of the Titans," Disney's "Hercules," and "A Funny Thing Happened on the Way to the Forum."

### Video Production

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FIL-VID Formats B and D | *All Grades*

Are you curious about what it takes to make a Documentary film? In this class you will learn the fundamentals of innovative video making and you and your classmates will produce a short creative video exploring the campus and your fellow students in Exeter Summer. Some of the skills learned will include using a video camera, shot composition, recording sound, and editing. Students will shoot the activities of their fellow students in class, leisure time, assemblies, field trips, and athletics. The final product will be an entirely student-produced overview of the summer program in documentary format. Students of all skill levels are welcome.

## ■ Theater

### Acting: Confidence Through Creativity

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SDD-ACC Format A | *All Grades*

In this course, students will experience a creative introduction to the acting process. Students will engage in both collaborative and individual exercises in concentration, breath-release, improvisation and mask-work. Teamwork, projecting the voice and building on-stage confidence are of particular focus in the course. Classwork will build on out-of-class assignments including written play analysis, monologue memorization, and scene rehearsals. Under the instructor's direction, a final in-class scene performance will bring the wide range of acting elements into synthesis. **NOTE: For an acting class that includes a public performance, see *Invitation to the Theater*.**

### Applied Theater: Building Peace in a Conflicted World

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SDD-APT Format C | *All Grades*

Everyone knows that theater is great entertainment, but did you know that theater can help resolve important real-world conflicts? In this class, we will explore how people around the world have used theater to make the world a better place. We'll learn about instances of theater being used for environmental, anti-racist, and economic justice activism. From there, we will create and perform our own applied theater piece based on issues that matter most to you and your classmates. Everyone is invited to this course, whether or not you have formal arts experience!

### Invitation to the Theater

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SDD-THE Format A | *All Grades*

This course combines fundamental elements of acting and stage-craft. As members of this class, you will be part of the ensemble company of actors and techies who will produce an UPPER SCHOOL drama production entitled "A Night of One-Act Plays and Monologues." In exploring the world of the actor, you will learn the techniques of scene study as well as physical and vocal expression. You will also engage in a hands-on introduction to stagecraft which will take you into the principles of set design and construction, lighting, sound, and costuming. Students in this course develop confidence on stage and strong public speaking skills. Each student also leaves with a well-rehearsed monologue suitable for college or professional theater auditions. **NOTE: For an acting class that does NOT include a public performance, see *Acting: Confidence through Creativity*.**

## Speechmaking

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SDD-SPE Format C and D | *All Grades*

Do you want to learn how to prepare and deliver speeches in formal and informal environments? This class will give you plenty of experience in both. We will stress the mastery of such basics as poise, use of gestures, vocal emphasis, appropriate volume, adequate eye contact, and ongoing awareness of audience response. We will focus on writing techniques that appeal to logic, emotion, and our credibility as speakers. Using text and video, we will analyze a wide range of speeches for effective writing and delivery strategies, and we will respond with constructive criticism to each other's work throughout our ongoing process of revision and reflection.

## ■ Music

The Music Department invites every Exeter Summer student, from advanced performer to absolute beginner, to study an instrument, sing in a chorus, play chamber music, and learn jazz improvisation or theory. Whatever your level, we have a place for you. Come join us! Note: UPPER SCHOOL students have the option of adding any music course listed below as a fourth course.

### Chamber Music

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SMU-CMB Format D | *All Grades*

This is a class devoted to the practice and performance of instrumental chamber music from the Baroque era to the twenty-first century. Through coached participation in small ensembles and work with improvisational techniques you will enhance your skills as a chamber musician, develop creative interpretation of a variety of musical styles and perform in a public concert. Chamber Music is recommended for the intermediate to advanced instrumentalist.

### Jazz Improvisation

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SMU-JAZ Format C | *All Grades*

This course, for intermediate or advanced players, includes the study of the literature, history, and theory of jazz. You must have a minimum of three years playing experience and be able to play major scales in eighth notes in at least 6 different keys (C, F, Bb, G, D, A) to participate. Students will discover how to practice and develop improvisational skills, build a repertoire for concerts and jam sessions, participate in collaborative projects with other performing groups, and perform in a final assembly. Related activities might include workshops or short field trips to jam sessions and concerts with professional jazz musicians from the area. Students need not play an instrument normally found in a jazz band (i.e., harmonica, violin, or flute).

## Rags, Rhythm & Rock: Popular Music in America

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SMU-RRR Format A | *All Grades*

Did you ever wonder where Rock & Roll got its name? Or whose hit song was first performed at an ice cream saloon in Pennsylvania? This class traces the rich path of Popular Music from its roots to the present day. It is a multi-media, hands-on experience class complete with recordings, readings, video, and live demonstrations. Students will assemble a timeline and a playlist documenting the major musicians and milestones from the worlds of Jazz, Blues, Country, Folk, Rock, and more. We will also celebrate historically significant, music anniversaries that coincide with the Exeter Summer calendar.

## Private Music Lessons

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Students may take private music lessons for an additional fee (\$375 for five 50-minute lessons; \$225 for five 25-minute lessons). The Academy offers lessons in voice and on a variety of instruments. Students planning on taking lessons should fill out the appropriate information on the application. Those seeking private lessons must apply by April 15, 2017. **Please note: we do not offer financial aid for private music lessons.**

## ■ Visual Art

It is our mission to create an experience that focuses on the process, excitement, and hard work of making art. Students pursuing an art portfolio suitable for college submission are encouraged to enroll in the department course offerings, as important fundamentals are taught in each studio. All students enrolled in studio courses will exhibit their work in the annual Student Art Exhibit in the Frederick R. Mayer Art Center during the final week of the session.

## Architecture

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SAR-RCH Formats A/B MWF and A/B TTS | *All Grades*

This course will offer you an introduction to architectural model building. Projects will require you to research, design, and produce a poster of a well-known architect, understand and draw the lay-out of your dorm room, and make plans and a model for a proposed dream house. Serious architecture students are also encouraged to take 3D Computer Design which features Google SketchUp®.

## Ceramics

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SAR-CER Formats C/D MWF and C/D TTS | *All Grades*

Did you like to play in the mud when you were little? Still do? Like the idea of being able to have your morning tea or coffee in a mug you made? Want to eat your ice cream from a bowl you made? Try your hand at the potter's wheel (and other methods) in this class and you will go home with a variety of cups, bowls and "who-knows-what" made of oven-, microwave-, and dishwasher- safe ceramic ware. While you're at it, you just might learn a thing or two about making art by hand— like proportion, symmetry, emphasis, texture, contrast, the fine art of moisture control with clay, proper body mechanics on the potter's wheel, and how to glaze your finished work. No prior experience is necessary.

## Clothing Design and Construction

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SAR-CLO Format A | *All Grades*

In this course, you will learn how to conceptualize, design, and build your very own garment! No previous experience is required, just an open mind and love for fashion. You will learn the elements of design and how to work with multiple mediums. You will get to know fashion design terminology and the design process by hearing from experts in the worlds of fashion and theater. From there, you will produce your own original rendering, learning the basics of machine sewing and hand stitching along the way. At the end of the course, you will have an overall understanding of design, how to communicate that design, and how to make it a reality!

**Limit: 8 students.**

## Computer Animation

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SAR-CAN Format C | *All Grades*

Animation plays an increasingly large role in digital media, advertising, filmmaking and web design. This course explores animation both as a creative art and as a commercial medium using software such as Adobe® After Effects® and Autodesk Maya®. It will expose students to a wide range of digital content creation including small web and mobile-based animations and fully rendered 3D characters. Students will learn about developing concepts, creating media content, editing, and using animations to convey an idea or story. The class will also discuss the role that this type of media plays in society and how it impacts the fields of art, design, performance, architecture, and advertising.

## Digital Photography: The Creative Experience

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SAR-DPH Formats A and B | *All Grades*

Students who are interested in learning how to use their digital camera or smartphone camera will find this a very informative course. This introduction to photography stresses the photographic image as a significant visual statement. Through the work done on various assignments, students learn how to make effective compositions that are expressive and meaningful. Along with the photographic assignments, we will learn about the basic elements of composition, such

as color theory, shape, form and texture, as well as elements of the history of photography. Students are required to bring their digital camera or smartphone.

### Draw, Paint, and Create

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SAR-DPC Format C/D TTS | *All Grades*

This course allows beginners and experienced artists to work across mediums as you develop your own artistic designs. You will have the chance to use pencil, marker, and/or acrylic paints as we explore two-dimensional composition as a class. We will take inspiration from work across genres and discuss each other's works in progress. As we work, we will consider topics such as line, shapes, value, balance, texture, perspective, depth and color. From realistic to abstract, you decide what direction your art will take you this summer!

### Drawing: Learning to Look

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SAR-DRW Formats A/B MWF and C/D MWF | *All Grades*

If you want to learn how to draw or develop the skills that you already have, then this is the perfect class for you. In this observational drawing course, students have the opportunity to develop a thoughtful understanding of design, form, proportion, light and shadow, perspective, and space through a series of drawings from observation. Students will learn how to render and shade objects ranging from basic shapes (such as cubes and cylinders) to more complex objects. Finally, the class will turn to drawing portraits and all the concepts that encompass them, including anatomy, mood and form. This course includes using different mediums, including pencil and black and white charcoal.

### Oil Painting

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SAR-OIL Format A/B TTS | *All Grades*

This course is a stress-free introduction to water-based oil painting. Students will explore the paint through basic forms, color mixing, painting techniques and composition. They will rework a master painting and explore their own choices whether it is portraits, landscapes, or still life. We will also look at past and present artists for insight, and we will bring multiple perspectives to our paintings through group critiques. While no prior experience is necessary, more advanced students can develop their technique and get personalized lesson plans.

### Printmaking from Pop to the Street

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SAR-PPS Formats A/B MWF and C/D MWF | *All Grades*

In the state-of-the-art printmaking studio, this course is a dynamic, wide-ranging workshop that encourages students to experiment with a variety of printing techniques such as: found object printing, stenciling, monotype printing, linoleum block printing, and screen-printing. Students will create a portfolio that explores such concepts as image reversal, multiplicity, color theory, and graphic design. Inspirations for projects include objects, photographs, media advertising, and art historical references including Pop

artist Andy Warhol and contemporary artist Shepard Fairey. Students will use the studio's printing press for the production of multiples and embossing prints. Inventive approaches, including the use of photocopies, Pop art techniques, Adobe Photoshop®, and t-shirt printing will be explored. This course uses only non-toxic materials and mediums. All levels of expertise are welcome.

### 3D Computer Design

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SAR-TDC Formats C and D | *All Grades*

SketchUp® is an easy-to-learn yet extraordinary artistic tool for developing 3D designs. You will create three projects: designing a dining room set, a chess set, and a project of your own choosing. The class will also include an introduction to 3D printing. No experience is necessary. Serious architecture students should consider this course as well as the Architecture course. ***Please note that students must bring their own laptop computers for this course.***

# Computer Science

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The Exeter Summer Computer Science Department is committed to the belief that a combination of group activities and individual exploration results in the acquisition of problem-solving skills by students. Our objective is to see every student become comfortable using a computer, either in the area of information technology (applications) or in computer programming. For all courses, you will be required to use a microcomputer on a local area network. You will be challenged to express yourself using current technology available through Exeter's extensive technological resources. Each course stresses cooperative work, problem-solving techniques, structured use of applications, and ethical uses of the computer within a community.

## Introduction to Computer Science

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CMP-ICS Format C | ***Prerequisite: one year of algebra.***

This course in computer science will begin with Java™ basics. How do we write a simple program? How do we talk to the computer? While we learn the technical skills necessary to write a program, we will also begin to understand how to think about problems to be solved—algorithmic development. Much time will be spent on honing your logical thinking skills. Each day will begin with a new puzzle to be solved. What do you already know? What do we need to find out? What is the desired outcome? By working as a group we can solve the problem employing particular problem-solving strategies. The next step is to get the computer to solve the problem for us. The strategies applied in this course are easily transferred across many disciplines. You will learn to parse the data and apply clear-headed thinking to the problem of the day. By the end of this course, you will be confident of your new computer science skills. You will come away knowing how to approach a problem from a programmer's point of view, and be ready to take a full year of computer science at your high school.

## Game Programming

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CMP-GAM Formats A, B, and D | *All Grades*

Think about those online games that you play. Have you wondered how software engineers write these programs? Is it difficult? It is not too difficult, but it does take time to learn how to write a program using animation. What a perfect summertime experience! This course will introduce you to the basic concepts of game programming. We will use Adobe's® Flash® and Flash's® programming language, ActionScript®. Flash® is the perfect combination for flexing your creativity and learning computer programming. No previous experience is needed. You will have the opportunity to write Flash® movies, using graphics, video, and sound while learning the elemental principles of writing content for the web. You will leave with an appreciation of the technical skills of a game designer and write a few of your own games to play with your friends. Your work will be published on your own website.

# English and Writing Skills

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The Exeter Summer English Department believes that students learn best when they are actively engaged with each other as well as with the material. Student-generated and centered discussions about literature, about student writing, about themes of social and moral significance are at the heart of each classroom and require attentive and responsible preparation and participation from each member of the class. The English Department also believes that written expression is an integral part of learning, communicating, and thinking. You can expect to engage in the process of writing and to develop the skills of peer-editing and revision in both literature and writing courses. All courses are designed to enhance speaking, listening, reading, writing, and thinking skills. Because our pedagogy stresses active discussion, courses will run only when there is an enrollment minimum of eight students.

## AP Level Preparation

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EWS-APP Format D | *Grades 11-12*

This course will prepare students to confidently meet the challenges posed by the AP Literature & Composition curriculum. In addition to refining their close reading, analytical writing, and critical thinking skills, students will learn and implement strategies to help them successfully navigate the AP Literature exam. To this end, students will have ample opportunity to complete multiple choice assignments and write in-class essays under strict time conditions that accurately simulate the exam and its unique demands. As we proceed as a class, we will also pursue the greater aim of deepening our appreciation of great works of literature, new and old alike. In Harkness discussions, students will meaningfully articulate their thoughts as they read complex works by authors such as Bronte, Borges, Woolf, Wilde, Conrad, Calvino, and Kundera. The reading list changes yearly.

## The Craft of the Essay

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EWS-CRE Formats B and D *Grades 11-12*

This writing-intensive course focuses on the formal essay required in high schools and colleges across the range of

academic disciplines. Students will work on developing strong, viable theses and supporting them effectively with persuasive evidence and specific details. Moving beyond the traditional five-paragraph essay, students will read, discuss, and analyze classic and contemporary works by essayists such as Orwell, Bacon, Swift, E. B. White, Hurston, Didion, Sedaris, and others. Harkness discussions, peer editing, and writing assignments will emphasize strategies for critical analysis and effective rhetorical techniques. Students will also examine the personal essay, which is the basis of a successful college application essay.

## Creative Writing

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EWS-CRW Formats A, B, C, and D | *All Grades*

This course is for students who have previous experience with and investment in creative writing and is designed to help young writers discover and develop their own personal and artistic voice. The course is conducted as a workshop which provides a forum for discussion of published works as well as the students' own pieces. Students may expect to write in several genres, often in class, and to be willing to share their writing. They will learn how to participate in writing workshops and to critique each other's work. The course encourages openness to experimentation and revision.

## Debate & Argumentation

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EWS-DAA Formats A and C | *All Grades*

In this course, you will be given an introduction to the fundamentals of debate and will have many opportunities to practice these fundamentals in the classroom. We will focus on the research and development of constructive and negative speeches through library research. You will learn to make presentations that include a traditional debate format with cross-examination. We will analyze and evaluate a variety of forms of rhetoric. No previous debate experience is required to take the course.

## Grasping Grammar

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EWS-GGR Formats A and C | *All Grades*

This course focuses on the fundamentals of English grammar: verb forms, pronoun cases, agreement, parallel structure, idioms, transitions, syntax, and diction. Students will read and discuss short fiction, poetry, and non-fiction essays as models of effective writing essential to academic success. Students will also study vocabulary and work at strengthening their own writing skills through assignments that emphasize logical development of theses and supporting arguments. While not designed as a course to prepare students for specific exams, Grasping Grammar may help students feel better prepared for the SAT II Writing Test and the AP Language and Composition Exam.

## Great Books/Great Reading

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EWS-GBR Formats A and C | *All Grades*

As Holden Caulfield thinks to himself in *The Catcher and the Rye*, “What really knocks me out is a book that, when you’re all done reading it, you wish the author that wrote it was a terrific friend of yours and you could call him up on the phone whenever you felt like it. That doesn’t happen much, though.” It’s true, it doesn’t happen much, but when we’re able to find a knockout text and have a great discussion about it with each other around the Harkness table, it’s magical. In this course, we will aspire to this goal, and it will appeal to students who, like Holden, love to read (or are still learning to love to read) and who are seeking exposure to novels and short stories that are diverse, dynamic, and compelling. More specifically, we’ll busy ourselves with complex, challenging page turners by such writers as Fitzgerald, Hemingway, Hurston, Baldwin, McCullers, O’Connor, DeLillo and Vonnegut, depending on the year. In addition to reading critically, students will be asked to write analytically in an effort to deepen their relationship with the material.

## Journalism

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EWS-JRN Formats A and B | *All Grades*

Like to see your name in print? Interested in how the news gets reported and written? This course will teach you the basics of journalism — including social media and the latest digital technologies. With your classmates, and using Twitter® Facebook®, blogging and video, you will write, edit and produce a weekly newspaper on the Web and in print, chronicling the doings of your fellow students in Exeter Summer with breaking news stories, features, commentaries, editorials and photos, <http://www.peasummertimes.com/>. You will have the opportunity to hone your skills in researching, interviewing, thinking, speaking and writing clearly, and meeting deadlines. You will learn how InDesign® is used in newspaper layout. And you will study current events to engage in spirited discussions about how journalists cover news around the world.

## Lit and the Land

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EWS-LLD Format A | *All Grades*

Do you like to spend time outdoors? Do you like to connect what you read to what’s happening around you in the world? Do you learn best when you get to move your hands and body along with your mind? If so, then this course is for you. Modeled on Phillips Exeter’s iconic regular session Lit and the Land course, this class will explore the genre of environmental literature and its relevance to contemporary environmental touchstones such as climate change, sustainability, and the local food movement. We will focus on close observation of the natural world and on translating our observations into evocative prose. We will read a range of classical and contemporary writers like Thoreau, Abbey, Leopold, Dillard, and McKibben. This course affords significant time outdoors practicing Harkness afield where we will use portable camp chairs to assemble our Harkness

table wherever we find ourselves outside—atop a local peak, for example, on the beach, or in a hemlock grove in the campus woods. **Please note: in addition to our core texts and our Harkness conversations, this course offers a rigorous writing curriculum. You will write daily about your experiences outside and about the texts you read, honing your ability to use language well as you process the natural world in words. To see the work of previous classes, please visit [www.litandtheland.wordpress.com](http://www.litandtheland.wordpress.com).**

## Literature Now

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EWS-LIT Formats B and D | *All Grades*

We are all strangers in a strange land. Over the course of our life-times we expend considerable time and energy attempting to understand ourselves, our world, and our place in it. Literature, as it turns out, is one of the chief ways in which we make sense of the human experience. Fortunately, great writers live amongst us today, writing imaginatively about our times, our struggles, and our identities, proving that popular fiction plays a vitally important role in our culture. To illustrate this truth, this course will be devoted to the deep reading and discussion of sophisticated contemporary fiction by writers such as: Morrison, Ondaatje, Diaz, Danticat, Doerr, Beatty, Tartt, Lahiri, Ishiguro, and Zadie Smith. In exploring the ways in which our world is refracted through the stories we tell, students may expect to read ambitiously, to write analytically, and to have a rich Harkness experience.

## Novel and Narrative

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EWS-NAN Format A | *All Grades*

This course offers you the chance to explore engaging contemporary novels and the literary techniques they employ. With a rigorous reading schedule of thirty pages per night, you will encounter the likes of Toni Morrison, Sherman Alexie, Larry Watson, and Junot Diaz. Harkness conversations will comprise the bulk of our time together as we focus on strengthening our skills in critical thinking and close textual analysis. We will also devote significant time to drafting and redrafting a series of personal narratives as you seek to practice and employ the literary techniques modeled by the texts you read. You will learn to write clean, evocative prose as you engage in conversation about what constitutes good writing. This course will strengthen your reading, writing, thinking, and speaking skills.

## Reading Exeter

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EWS-REA Formats C and D | *All Grades*

Phillips Exeter has been the setting for and inspiration of esteemed literary works and authors, particularly the haunting classic tragedy “*A Separate Peace*” by alumnus John Knowles. Another coming-of-age novel, “*In Revere in Those Days*” by Roland Merullo, features a young hero who attains maturity at Exeter. John Irving, Chang-rae Lee, Gore Vidal all attended Exeter and among other great authors transformed Exeter into literary magic. But how did they do it? This course

will examine the techniques of fiction and how authors wove Exeter into their masterworks. In John Knowles's papers at the extraordinary Phillips Exeter library, students can research the author's processes in a rare scholarly trove. And they can visit the campus house where Knowles lived and walk the storied lanes his characters walked.

### Writing the College Admissions Essay

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EWS-CAE Formats A and B | *All Grades*

Akin to a modern day rite of passage, writing the college admissions essay can be an arduous, mystifying, stressful experience. It's a type of essay that requires an approach and style of writing with which many students are unfamiliar and unpracticed. The good news is that this approach and style can be learned and that everyone has the capacity to write an effective college admissions essay that contributes considerably to the overall strength of their college applications. In this course, we'll focus on how to best craft a reflective essay that draws on personal experience, responds to a handful of the Common or Coalition application prompts, and conforms to the stringent length constraints these applications require. To this end, we'll discuss audience and purpose, idea generation, pre-writing techniques, organization, and the narrative and reflective techniques that are the hallmarks of all powerful, memorable writing. Each student will have the opportunity to read exemplary student models and engage in a workshop format along the way, emerging with several viable pieces of writing suitable for submission. Students will also have the opportunity to listen and learn from visiting college admission professionals who will draw on their experience in the field to dispel common misconceptions, describe how essays are evaluated, and discuss how they factor into the admissions process.

### Writing Process Workshop

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EWS-WPW Formats B, C, and D | *Grades 10 - 11*

The Writing Process Workshop offers students an in-depth examination of the elements of the writing process. Students will learn to generate compelling topics, organize their ideas, use effective transitions, and write with style and precision. Assignments will help writers become aware of audience and purpose even as they discover strategies for sustaining longer pieces of prose. All essay assignments will be drawn from personal experience and will not address the traditional five-paragraph form. As a student in this course, you will become part of a community of writers engaged in collaborative analysis and discussion. Classroom workshops will facilitate open-discussion critique, peer-editing, and revision. Reading will complement the writing assignments and offer models for your prose.

# English for Non-Native Speakers

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Exeter Summer provides a language immersion experience for non-native English speakers in: dormitory assignments, extracurricular activities, assemblies, and the bulk of academic work. The following courses are offered to help students gain confidence in their immersion and to support non-native speaking students who are still honing their skills in spoken English, English grammar, vocabulary, reading, and conversation. Student-generated and centered discussions are at the heart of each classroom and require attentive and responsible participation from each member of the class. We recommend that non-native speakers of English enroll in *USA: Exploring American Culture* and in no more than one of the other three courses listed below.

## **Becoming a Confident Writer for Non-Native Speakers**

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EFL-BCW Formats A, B, C, and D | *Grade 10*

In this introductory writing workshop, we will proceed in the belief that the act of writing can help produce confidence in reading, writing, and thinking skills. You will complete daily writing exercises that stress observation, description, detail, and development of voice. We will build confidence in skills through frequent short pieces of writing from experience and consistent reinforcement of “showing” rather than “telling.” Students will be led through the process of drafting, editing, and evaluating their own writing. Prose assignments may include personal narratives, personal essays, and expository writing. Harkness discussions will examine works of non-fiction prose and will provide a forum for discussing drafts of students’ papers. If you enroll in this course, you will become a member of a small community of writers eager to help one another through thoughtful discussion and literary analysis. Note: students interested in writing poetry or short fiction should sign up for the *Creative Writing* (EFL-CRW) course rather than this course.

## **Creative Writing for Non-Native Speakers**

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EFL-CRW Formats A and C | *All Grades*

Do you love to write? Do you have a story to tell? This introductory workshop will help students improve their writing and develop a love of language by offering significant writing practice. Students will explore narrative, fiction, and poetry while practicing the fundamentals of grammar and punctuation. They will be asked to write often, both in and out of class, producing a portfolio of short creative pieces. Additionally, students will develop listening and speaking skills essential to a writing workshop. Short readings--primarily stories and poems--will provide models for student work.

## **Grasping Grammar for Non-Native Speakers**

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EFL-GGR Formats B and D | *All Grades*

In this course, students will become better speakers and writers of English. They will compose a number of short pieces that we will use to identify weaknesses in their writing so that students can focus their attention on the areas of greatest need. This diagnostic approach will provide individualized attention to each student and afford them the opportunity to refine their command of English. In addition, students will undertake a formal study of parts of speech, noun clauses, adjective clauses, gerunds, and infinitives.

## **USA: Exploring American Culture**

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EFL-USA Formats A, B, C, and D | *All Grades*

This course is for non-native English speakers who want to develop their writing and discussion skills. Through challenging and enjoyable activities, you will discover a lot about American culture that is especially useful if you plan to attend high school or college in the United States. You will read, discuss and write about essays, poems, magazine and newspaper articles. You will see American films. You will study American education, history, art, customs, people, and food. Our international Harkness Table discussions will expand your English vocabulary and help meet your needs as a foreign student visiting a new country.

# History and Social Sciences

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The Exeter Summer Department of History and Social Sciences offers a diverse program of study for motivated students who want an experience that may not be available to them during the academic year. We strive to offer a curriculum that emphasizes a broad understanding of the human experience. Courses include studies in American and world history as well as the social sciences. In order to provide a deeper understanding of human thought and behavior, we offer selections in economics, humanities, media studies, psychology, and philosophy. In all areas of study, you will have the opportunity to explore ideas, question concepts, and conduct research while developing essential skills in analytical reading, writing, and collaborative work.

## ■ History

### The Contemporary African American Experience

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HSS-CAA Format A | *All Grades*

The African-American experience is completely unique in world history. Through years of slavery, oppression, and struggle, the people of African descent have created a vibrant culture. Recent developments show that, despite progress, African Americans still suffer injustices in a country where race still matters. This course will cover the development of Black life from the Harlem Renaissance, through the Civil Rights and Black Power movement, and culminate in the study of current issues (#blacklives-matter) in the lives of African-Americans. We will study black music, art, and literature to hear the voices of people like Langston Hughes, Jackie Robinson, Malcolm X, and Maya Angelou.

## ■ Global Security

### HSS-GLO Format B | *All Grades*

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This course will examine contemporary security challenges that have global dimensions, such as the proliferation of international terrorism, climate change, nuclear weapons, mass migration, and world health crises. In the face of these transnational problems, governments have struggled to provide effective solutions. We will evaluate the importance of the nation-state in providing solutions to security threats that cross borders as well as international organizations like the United Nations and the work of non-governmental organizations like Climate Action Network or Doctors Without Borders. What can be done to improve our collective security today and where do we see progress toward greater justice and world peace? What approach should be favored as a way forward?

### Modern Europe (1945-Present)

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HSS-MEU Format D | *All Grades*

In this course, you will study contemporary Europe as it emerged from wars and fascism and as it moves towards greater integration and international responsibility. We will study forms of economic and political cooperation among European nation states and the evolution of the European Community and its continued expansion. We will review problems such as the renewed East-West détente, the North-South conflict, and Europe's responses to other world or area issues. You will specialize in the recent history of one European country as the focus of your course project. We will use films, debates, and interviews with students on campus in the course of our study.

### Non-Violent Protest in Civil Disobedience

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HSS-NVP Format A | *All Grades*

A more peaceful outcome to the greatest human injustices has historically been accomplished through one simple, passionate solution: non-violent protest in civil disobedience. Just as Mahatma Gandhi led India's independence movement, just as Martin Luther King Jr. ushered in the civil rights movement in America, and just as Nelson Mandela ended apartheid in South Africa, so do these great movement leaders – and a host of others that came before and after them – have an extraordinary lesson for us all. In a world that is dangerously growing more armed by the day, we have a choice, not just whom to follow but, as educated and privileged few, how we are going to choose to lead others.

This is not just a history course about non-violent protest, but the hope of our generation to bring about positive change in the world, using resolve and reconciliation as weapons. Don't miss this unique opportunity to learn about the possibility of non-violent protest for change from the 20th century's greatest activists. You will be heeding Gandhi's exhortation to become the change you wish to see in the world.

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### Political Revolution: Freedom and Its Discontents

HSS-POL Format C | *All Grades*

What is a political revolution and how do you know? In this course, we will analyze the catalysts and consequences of the French Revolution and the Russian Revolution. In each case, we will consider two principle themes. First, we will observe the distinctive language of human freedom in each revolutionary landscape; second, we will ask about the technologies that actors deployed to achieve their purposes. Keeping in mind what we have learned about the technologies of revolution under the French and Russian cases, we will turn to the regional dynamics of the Arab Spring. Should the Arab Spring be understood as a series of social protest movements or does it count as a period of political revolution? This course will teach you how to use historical analysis as a method for thinking more abstractly about revolutionary patterns in the social sciences. Class readings will include selections from Vladimir Lenin, Leon Trotsky, Emmanuel-Joseph Sieyès, Edmund Burke and Olympe de Gouges. In addition to these materials, we will analyze documentary photography taken in Egypt, Morocco, Tunisia, and Syria during the Arab Spring.

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### Understanding War and Peace

HSS-UWP Format D | *All Grades*

Are humans naturally violent? How do societies avoid violence and garner peace? What role does technology play in shaping violent behavior? This course introduces students to three interrelated yet analytically distinct phenomena: violence, war, and peace. We will explore the history of these subjects in a global context, focusing on both ancient and modern understandings about the reasons for violence, war, and the possibilities of peace. Students are introduced to the concept of *just war theory* which is critical for framing ideas about justice and the use of war. Readings will be augmented by occasional film studies throughout the course.

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### U.S. History

HSS-HIS Format A | *All Grades*

This course serves as an introduction to major themes in American history. We will think carefully about how American values and institutions have been created and changed over time. In particular, we will explore the concept of freedom as an ongoing contested definition between liberty and equality. We will study topics, such as independence and Revolution, Civil War and Reconstruction, the Gilded Age and progressivism, the Great Depression and the New Deal, and the struggle for racial and gender equality.

Along the way, we will learn about seminal political leaders such as Thomas Jefferson, Abraham Lincoln, Frederick Douglass, Franklin Roosevelt, Eleanor Roosevelt, Martin Luther King, Malcolm X, Betty Friedan, and Gloria Steinem. We will ask how these political actors sought to modify the meaning of freedom in the American imagination. This class will prepare you to write analytical essays, conduct library research, and enhance your performance on exams like the AP and the IB – in short, a foundation for college-level work. Any student – American or international – who would like to (re)discover the American past is welcome!

## ■ Humanities

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### The Art of Being Human

HUM-ABH Format D | *All Grades*

Challenging and thought-provoking ideas from philosophy, psychology, science, music, art, mythology, world religions, and literature will be our focus in this course. We will synthesize various intellectual disciplines. Taking a humanistic approach, we will discuss the ideas of such people as Plato, Aristotle, Augustine, Picasso, Einstein, Mozart, Buddha, and C.S. Lewis. We will speculate about the nature of what is considered classical, with an emphasis on the inductive method.

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### Global Justice

HUM-JUS Format C | *All Grades*

Media has granted us a front-row seat to the great issues afflicting all corners of the world; oppression and human trafficking, genocide and war, tribalism and dictatorships, poverty, slum life, and orphans and street children. The digital age now challenges our current generation to new levels of understanding and action. Oscar award winning films display in HD global suffering and international conspiracy. Best-sellers reveal the success and failure of those leading us to action. Rising up is a generation of activists searching for truth and restoration. This course will investigate those connections that relate persons to one another and the structures that facilitate and inhibit our ability to work for justice on their behalf. We will consider the work of non-governmental organizations (NGOs) and ideas about sustainability, empowerment, and community development. We will examine current foreign aid distribution policies and the growing dependency on first world nations. Finally, we will look at the role the media plays in focusing the world's attention on these issues.

## The Media and Society

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HUM-TMS Formats B and D | *All Grades*

How does the media affect society? Through the study of newspapers, magazines, television, radio, film and the Internet, you will explore the influence of the media on various aspects of American society, including politics, business, the military, and consumer and fashion trends.

**International students with a strong command of English are encouraged to enroll in this course.**

## Other Sides of Silence

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HUM-SIL Format B | *All Grades*

Are you interested in exploring possible interpretations of the ultimate meaning of life and probing modern assertions that “God is Dead” or “God is not One”? This course confronts such questions by studying works of major philosophers, theologians, and social scientists. Students will be exposed to the ideas of Aristotle, Plato, Moses, Jesus, Muhammad, Buddha, Lao-Tzu, the Dalai Lama, Gandhi, Confucius, Martin Luther King Jr., Pope Francis, and others, as they consider such topics as mysticism, prophecy, the spiritual nature of the human psyche, and the acquisition of inner peace. We will also explore the relationship between religion and violence that has unfortunately impacted humanity throughout history. We will examine concepts like prejudice, the human tendency to mythologize, religion as a defense mechanism, the roots of religious thought, nihilism, terrorism, atheism, deism, and agnosticism.

## Philosophy & Everyday Life

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HUM-PHI Format A | *All Grades*

Most human beings take the world we sense, the world we see, hear, and feel, for granted. But how do we know if “the world outside” is real? What if we all live within “the Matrix?” How can we tell if we are simply dreaming or plugged into some giant computer? We also seem to make choices every day; what to wear, to study or watch a movie, to go out with this person or that person. But are we really “free” to choose or do social and psychological forces, genetics, and instincts determine our life? Is freedom an illusion? What about God? Does God exist or is the idea of “God” a human creation? What about right and wrong? Are “good” and “evil” words reflecting personal feelings and cultural norms or something more universal? These are some of the profound questions that we will grapple with throughout this course, guided by the insights of mentors, both classical and contemporary, from Aristotle to Žižek.

## Summer in Love

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HUM-SUM Format A | *All Grades*

Love has been called “a many-splendored thing” and a “burning ring of fire.” It is a word that everyone comprehends, but whose precise definition nobody quite knows. Perhaps, more than anything else, love is an emotion, a delightful debilitation – analogous to fever or

sickness – that routs the brain, stirs the blood, and weakens the knees. In this course, we will examine how humankind’s conception of love in the West has changed dramatically over millennia, ranging widely from Greek and Roman antiquity to present day neuroscience. Along the way, we’ll ask many questions pertaining to the very nature of love (and, incidentally, resolve very few of them), including: is love some cosmic, ethereal emotion? a historical, cultural product? an evolutionarily advantageous, biochemical process? or merely the godhead of threadbare platitudes? Strange and wonderful, love governs our lives, which is all the more reason to think about it philosophically.

## Understanding Arguments

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HUM-ARG Formats C and D | *All Grades*

How might one argue for the right to an abortion or the injustice of the death penalty? In this course we will attempt to answer such questions by exploring the structure of persuasive argument. We will cover the concepts of validity, truth, fallacy, and inductive vs. deductive reasoning, and use these concepts to analyze and evaluate specific arguments. Special emphasis will be placed on legal and moral reasoning, including a study of the affirmative action and abortion issues. This course is designed to improve both written and oral communication skills.

# ■ Psychology

## His/Her/Self

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SPS-SEL Format A | *All Grades*

What does it mean to be male or female? To answer this question, we might examine the ways in which media, (movies, video games, TV, music and advertising) are able to influence ideas about masculinity and femininity. In an attempt to decipher what makes us who we are, we examine the part that both our brains and our bodies play in this search. Using the prism of religious influences and global diversity as well as the role of heroes, past and present, we may find some clues to this puzzle. More importantly; we will discuss both valid assumptions and misconceptions about our roles and look for tools that will help us negotiate the challenges of life in the 21st century.

## Introduction to Psychology

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SPS-INP Formats A, B, C, and D | *All Grades*

In this course we explore the science of human behavior and cognition. We begin by looking at methodology (experiments and case studies), and then discuss learning and memory (eyewitness testimony), problem-solving, intelligence (the en vogue concept of multiple intelligences), and language. After focusing on cognition we turn to social behavior, discussing techniques of persuasion and the effects of groups on individuals’ behavior (mob psychology and

bystander intervention). Finally, we study psychopathology—specifically, the symptoms and treatment of mental illnesses such as depression, schizophrenia, and autism. Students are graded on class participation, opinion papers, and group projects.

### The Journey Inward

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SPS-TJI Formats B and D | *All Grades*

Have you ever thought deeply about the journey of your life? Where you have come from and where you are going? This course will focus on finding answers to the questions of personal growth and self-understanding by exploring psychological theories, literature and film. We will start by exploring developmental theory through the likes of Freud, Kohlberg, Erikson and various (in)famous psychological experiments, before applying those theories to characters from classic works of fiction. We will then turn that theoretical lens upon our-selves and, through journal keeping, explore dreams, fantasies, early life experiences, group dynamics, the nature of evil and the importance of love. If you want to better understand what it means to live and grow, it might be time to take a journey inward.

### Neuropsychology

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SPS-NEU Format D | *All Grades*

This course is designed to introduce you to the biological underpinnings of the brain's influence on behavior. We will delve into topics such as neuroanatomy, brain development and plasticity, learning and memory, sensation and perception, and neurodegenerative disorders. We will use the findings from current research to evaluate some of the major questions in the field of neuroscience. Can the brain recover from severe trauma? Why do we sleep? Do gender differences exist at the neural level? In addition, we will uncover how perception of the world around us impacts behavior and how we respond to everyday experiences. Increasing your understanding of the brain's involvement in every thought, emotion and action you experience, this course will explore behavior at the level of the synapse up through the mysteries of neural networks.

### Social Psychology

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SPS-SOC Format C | *Grades 11-12*

This course will introduce you to social psychology, the scientific study of social life. As humans are inherently social beings, the range of topics we will consider is quite broad: decision-making, behavior in groups, cooperation and helping, persuasion, stereo-typing and prejudice, aggression and conflict, and the influence of subtle and

automatic stimuli on our behavior. Relating these topics to everyday experience and current events is an important component of the course.

## ■ Social Sciences

### Basic Principles of Criminal Justice

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SSC-CRJ Formats B and D | *Grades 11-12*

Is America's system of criminal justice sufficient for today? This is our focus in this course which considers such problems as search and seizure, rights of privacy, cruel and unusual punishment, speedy trial and appeal, and dealing with minors. We will make use of recent cases and themes to debate the big questions around justice.

### Economics and Business Principles

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SSC-ECO Formats A, B, and C | *Grades 11-12*

Current economic issues and business operations will be our focus in this course. This is NOT a course in economic theory, although you will learn the essential facts and theories about investment, productivity, inflation, recession, monetary and fiscal policy, and the stock and bond markets. In addition, we will examine some basic business financial methods. **Only students with a thorough mastery of English should enroll in this course.**

### Global Economics

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SSC-GEC Formats A and C *Grades 11-12*

Why are some countries more developed than others? What responsibilities do the wealthy nations have towards the poor nations? Is democracy necessary for countries to develop economically? Could child labor be beneficial to poor countries' economies? These are just some of the questions we will discuss. This course introduces students to the principles of international and development economics. We will study a wide range of international issues including inequality and poverty in less developed countries, the lives of the poor, foreign aid and debt relief, micro-lending, global financial crises, the role that geography plays in development, and the role that organizations such as the World Bank might have. **Only students with a thorough mastery of English should enroll in this course.**

### Leadership and Society

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SSC-LEA Format C | *All Grades*

In this course you will be introduced to several types of leaders who have significantly affected society. We will study concepts from various disciplines such as anthropology, history, mythology, psychology, and philosophy in order to gain a greater understanding of the interaction of leaders in their respective societies. Mohandas Gandhi, Martin Luther King, Jr., Albert Einstein, Mao Zedong, Franklin D. Roosevelt,

Adolf Hitler, Eleanor Roosevelt, Frederick Douglass, Harriet Tubman, and others may be among the leaders we examine. We will emphasize the critical thinking skills you will need to be successful in college.

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### Leadership for a Better World

SSC-LBW Format D | *All Grades*

How do I change the world? Not alone! In this course, students will examine the ideals of civic engagement and social justice by exploring modes for leadership in the global community through politics, service, community development and activism. Research shows that we have become increasingly disconnected from family, friends, neighbors, and our democratic structures. Students will look at ways to reconnect with each other and their communities, and discover how they can lead others to make a difference.

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### Leadership in Athletics

SSC-LIA Formats A and C | *All Grades*

The world of sports is rife with examples of great leaders and challenges that can allow us to explore the complexity of leadership. This course will explore how leadership manifests itself on the field from the perspective of players such as Michael Jordan and Peyton Manning, as well as from the sidelines through coaches such as John Wooden and Joe Torre. We will be examining current events that reflect leadership challenges for coaches, athletes, and fans such as steroid usage, the off-field behavior of professional athletes and coaches, or the more recent scandal at Penn State. Topics to explore will include skills and characteristics of sports leaders, the relationship between leaders and followers, coaches as leaders, team captains as leaders, conflict resolution and team dynamics, and the role of gender in sports leadership.

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### Politics: Power and Responsibility

SSC-PPR Format B | *All Grades*

Politics, it has been said, is the art of striving to maintain, share, transfer, and influence the distribution of power. This course will examine how power—the ability to achieve desired ends and, when necessary, influence the behavior of others to bring about these ends—and responsibility mesh in political life. We will consider the pressures of balancing money and influence; the difference between enemies and adversaries; the difficulty negotiating through competing loyalties—loyalty to one’s party, to one’s constituency, and to one’s own ideals; of knowing when to fight passionately and knowing when to compromise. We will also consider the “soft” and “hard” tools of power and their relative strengths and weaknesses. Readings include both classic and contemporary authors: Aristotle, Thomas Hobbes, Niccolò Machiavelli, Max Weber, Vaclav Havel, Joseph Nye, Fareed Zakaria, and Michael Ignatieff.

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### Science and Religion

SSC-SCR Format D | *All Grades*

Science and religion are two powerful forces shaping our modern world. The popular view, as portrayed in the media, is that science and religion are in conflict with each other, and that the adherents of one are trying to undermine the claims of the other. But is this actually the case? What if science and religion are parallel ways of understanding reality or perhaps dialogue partners in a complex but common search for truth? Can science and religion ever be integrated? This course explores the contours of these two disciplines and a range of topics including science vs. pseudo-science; verification and falsification in science and religion; modern cosmology and divine creation; and miracles and quantum mechanics.

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### Social Ethics

SSC-ETP Format C | *Grades 11-12*

This course introduces students to a variety of debates concerning contemporary ethical issues. Through reading and Harkness discussions, you will consider some of the most compelling moral topics of our time: capital punishment, cloning, stem cell research, euthanasia, free speech, the treatment of war prisoners, conservation and the environment. The course will provide you with the analytical tools necessary for examining and critiquing these issues, while also helping you to define and support your own positions.

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### The United Nations: Global Community

SSC-UNN Format C | *All Grades*

How much do you know about the UN? Since the end of World War II, this international organization has grown from 51 to 193 member nations. Like any family, it has experienced both achievements and setbacks. It has celebrated the end of the Cold War and the independence of post-colonial nations but it has also faced genocides, terrorism and natural disasters. Its current challenge is to adapt to increasing demands for justice, fairness, and the rule of law in a world of diminished resources. Through weekly Model UN sessions, simulations, and engagement with guest speakers this class will examine the UN’s efforts to find solutions to the many challenges we face in the 21st century. Examining UN campaigns to end human trafficking, violence against women, and environmental degradation will prepare students to become discerning and responsible citizens within the global community.

# Languages and Culture

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In a world where globalization is a rapidly growing reality, learning two, three or even four foreign languages is a highly valued skill. Students taking a modern language will find themselves immersed in the language for five hours a week, with a variety of homework exercises to reinforce the essential skills of listening, speaking, reading, and writing. The Harkness class encourages active learning and fosters participation. Whether you are looking to strengthen your skills in a language you are already studying, eager to try something new before college, or hoping to gain basic fluency for more pleasurable travel, these introductory courses will suit your needs. Instruction in the introductory classes assumes no prior knowledge of the language. **Note: Courses will run based on enrollment.**

## Beginning Arabic

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LNG-BAR Format C | *All Grades*

Politically and economically significant, Arabic is the fastest growing foreign language taught at US colleges and universities. This five-week course is not only an introduction to the basics of the Arabic language, but it is also a solid foundation for your future Arabic classes. From the beginning, you will learn a detailed account of the Arabic alphabet, and a quick overview of grammar and general rules. With interactive dialogues, students will learn essential conversational expressions and will be immersed in the sights and sounds of the Arabic culture.

## Beginning Chinese

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LNG-BCH Format C | *All Grades*

This course will introduce you to basic grammatical elements of the Chinese language by using simple situational vocabulary that reflects everyday activities. While you will learn to read and write the language, emphasis will be placed on communication skills. You will be introduced to Chinese writing in simplified Chinese characters. This course will be further enriched by Chinese calligraphy practice and cultural video presentations.

## Beginning French

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LNG-BFR Formats A and D | *All Grades*

Spoken as a native language on five continents, French remains an important international language for diplomacy, business, and art. With emphasis on communication, you will practice the language through experience and multimedia simulations: introductions, lodging, transportation, grocery shopping, recipes, music, video clips, and a variety of other cultural activities. Whether you are interested in pursuing formal study of the language or simply want to function effectively in a francophone country, you can enjoy France from a multimedia classroom with your instructor as a tour guide.

## Beginning German

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LNG-BGR Format C | *All Grades*

This five-week course will offer you a simple survival guide for your first time in a German-speaking country or in a future German class. You will be able to talk about yourself, find your way through a train station, engage in a basic conversation, order a meal from the menu that you actually want, and pay for it without surrendering your wallet to the waiter. You will become familiar with a few basic geographical, political, and cultural aspects of Austria, Germany, and Switzerland. Or, if you are only interested in finding out what German is all about, exploring the very flexible sentence structure, the seemingly endless phrases and nouns, this class will give you a great sense of just that.

## Beginning Italian

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LNG-BIT Format C | *All Grades*

This course will immerse you in the sights and sounds of Italy. Through dialogues and presentations, you will become familiar with the vocabulary and structures. Common themes include food, family, leisure, sports, and lodging. Present tense, articles, pronouns, numbers, colors, and activities will be mastered. We include films, magazine articles, poetry, music, and food tasting in our curriculum. This is a great course for those who would like to explore a new language.

## Beginning Spanish

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LNG-BSP Format A | *All Grades*

The Spanish language continues to rise worldwide and here in the United States there are approximately 54 million Spanish-speaking people and this number is only expected to grow. In this beginning course you will gain a basic knowledge of Spanish conversation, Spanish grammar, and Spanish-speaking cultures through readings, music and film clips. Upon completion of the five-week session, you will have an elementary level of abilities in the four main skills: speaking, listening, reading and writing.

## Introduction to Ancient Greek

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LNG-IAG Format A | *All Grades*

For thousands, of years, Ancient Greek was the language of western science, medicine, philosophy, law, and the arts. This course will introduce you to Ancient Greek and its many usages in today's modern world. Whether you are interested in Classical civilizations, expanding your vocabulary, or studying any of the many disciplines with origins in Ancient Greece, this course will provide you with invaluable background and terminology. Through a focus on Ancient Greek vocabulary, students will become familiar with the Greek alphabet and will gain a basic knowledge of Ancient Greek syntax.

## Introduction to Latin

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LNG-ITL Format B | *All Grades*

At its height, the Roman Empire stretched from the British Isles to Northern Africa and from the Atlantic shores of Spain deep into the heart of the Middle East. This course enables you to learn the fundamentals of the language that helped unite millions of diverse peoples and whose extensive influence can still be seen in many modern languages, including English. Enroll in Introduction to Latin if you wish to explore the history and culture of Ancient Rome and also to learn the fundamentals of the Latin language through reading and writing. Those who already know some Latin may pursue this course as a review of fundamentals. The main focus, however, will be to teach you how to read with facility in a foreign language.

## Intermediate Conversational Chinese

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LNG-ICC Format D | *Prerequisite: one or more years of high school Chinese.*

Whether you already have a basic knowledge of Chinese and would like to strengthen and enhance all of your language skills or whether you do not have many opportunities to speak Chinese, this is the course for you. This class will focus on your interests to further improve your comprehension of spoken and written Chinese. You will continue to learn either traditional or simplified Chinese characters, and you will build confidence in your speaking ability. You will also write essays about your favorite subjects as a basis for oral presentations. In this course, you will have an opportunity

to practice Chinese calligraphy, watch Chinese movies, and enjoy a cooking class.

## Intermediate Conversational French

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LNG-ICF Format B | *Prerequisite: one to two years of high school French.*

If you are no longer a beginning language student but are not yet comfortable with your oral skills, this is the course for you. If you are ready to make the leap into French culture, you will be immersed in the language through dialogues and real life situations like going to the market, finding a hotel, wandering through town, cooking traditional food, and discovering holidays and cultural customs. This class is for students with one to two years of French who want to build confidence in conversation and develop more extensive vocabulary.

## Intermediate Conversational Spanish

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LNG-ICS Format D | *Prerequisite: one to two years of high school Spanish.*

This course focuses on communication. Students will learn to discuss a variety of topics using the Harkness method around the table. You will expand your vocabulary and reinforce your grammar skills. You will also discuss, read and write about Hispanic films chosen for their cultural, historical and artistic value and designed to stimulate conversation about the characters, plot and themes. This course is designed for low intermediate to intermediate students of Spanish.

## Advanced Conversational Spanish

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LNG-ACS Format C | *Prerequisite: three or more years of high school Spanish.*

The emphasis in class will be oral communication: listening and speaking skills. This course will help students to increase their fluency in Spanish while talking about their favorite topics: popular celebrities, cell phone usage, family dynamics, contrasts and comparisons of Spanish speaking countries, global warming, and recent political developments-any of these might be the center of a day's conversation. Students will read an article the night before to supply needed vocabulary and organize their ideas for the following class. An oral presentation of a topic that holds a particular interest will be the final presentation.

# Mathematics

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Our mathematics curriculum is designed around the central tenet that mathematics is best learned by solving problems. In most of our courses, we replace the standard textbook with collections of problems authored by teachers at Phillips Exeter Academy. These problem sets feature the presentation of new material within the content of actual problems posed to the students. While you will certainly learn subject-specific concepts and techniques, the focus will be on gaining the problem-solving skills that will enable you to respond to new material in any future mathematics course. As with other Harkness classes at the Academy, students will be expected to participate actively and to persevere if their first efforts do not yield immediate success. Through active participation, you will gain an enhanced ability to ask effective questions, answer fellow students' inquiries, and critically assess and present work. Our ultimate goal is to see the student, not the teacher or textbook, become the source of mathematical knowledge.

**Students will be expected to do much of their investigation with the aid of either a scientific or a graphing calculator, which they will need to bring with them to Exeter Summer.** In those courses requiring a graphing calculator please note that the math faculty is most familiar with the TI-83/84 and the TI-89 graphing calculators. Other graphing calculators may be used. However, students should bring their calculator manuals with them if they bring something other than a TI-83/84 or TI-89. Please direct any questions you have about calculators to the Exeter Summer Office, which will pass them along to the Chair of the Mathematics Department.

## Algebra Techniques Workshop

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MPS-TEC Format A and C | *Prerequisite: one full year of algebra.*

This course is designed for students who have studied algebra and would like additional practice in solving equations and manipulating algebraic expressions. The course will focus on skills typically covered in an algebra course including linear equations, equations and inequalities with radicals and absolute value, quadratic equations, systems of equations, algebraic fractions and polynomial expressions. Any calculator is acceptable for this course.

## Problem-Solving in Algebra

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MPS-FAL Formats A and C | *Prerequisite: one full year of algebra.*

This class assumes that students have successfully mastered the algebraic tools typically explored in a first-year algebra course. Through problem-solving you will deepen your understanding of concepts and develop new algebraic tools. Any calculator is sufficient for this course. This course is not intended to cover the material of a full term's course at the student's regular school.

## Problem-Solving in Geometry

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MPS-BGE Formats B and D | *Prerequisite: a full year algebra course that includes the study of systems of equations and quadratic equations.*

This class offers an investigative approach to geometry for students who have not had a formal geometry course. We will integrate algebraic concepts covered in previous study with new geometrical ideas. Explorations may take place using a calculator or computer software as well as traditional manipulatives. As with all of our offerings, the focus will be on problem-solving, rather than on memorization of theorems presented to the students. Any calculator is sufficient for this course. This course is not intended to cover the material of a full term's course at the student's regular school.

## Adventures in Problem-Solving

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MPS-APS Format B | *Prerequisite: two years of algebra and one year of geometry.*

This is intended to be a challenging course for students who like mathematics, who have had at least two years of algebra and a year of geometry, and who have found most of the problems presented to them in their regular math courses rather easy to solve. You will encounter a wide variety of unusual mathematics problems and will develop a fuller understanding of the various patterns and methods used in mathematical problem-solving. To succeed in this

course, students need to participate actively and be willing to persevere if their first attempts do not succeed. Some of the work will require the use of a graphing calculator, (preferably the TI-83/84 or TI-89). This course is not intended to cover the material of a full term's course at the student's regular school.

### Statistics Through Simulation

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MPS-STC Format B | *Prerequisite: two years of algebra.*

Students will discuss where data comes from, such as polls, surveys and experiments; they will study how to organize data and infer relationships between variables. Students will study enough probability to be able to discuss the role of chance and randomness in outcomes. Through simulation, they will decide how closely the results of polls actually mirror reality and how far the results of experiments can be extrapolated to the wider world. There will be many activities in class, and students will use computers and calculators to display and analyze data. Students should bring to class a calculator with statistics capabilities, such as the TI-83/TI-84 or TI-89. This course is not intended to cover the material of a full term's course at the student's regular school.

### Introductory Problem-Solving in Trigonometry

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MPS-PST Format C | *Prerequisite: at least one year of algebra and one year of geometry.*

Students will derive the concepts and identities of trigonometry by solving practical problems and by applying working knowledge of algebra and geometry. The class will explore such topics as the right triangle and circular definitions of trigonometric function, the Law of Sines, the Law of Cosines, and graphs of trigonometric functions. The coursework requires students to have a graphing calculator, (preferably the TI-83/84 or TI-89). This course is not intended to cover the material of a full term's course at the student's regular school.

### Advanced Problem-Solving in Trigonometry

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MPS-ADV Format C | *Prerequisite: at least one year of algebra and one year of geometry.*

Students will derive the concepts and identities of trigonometry by solving practical problems and by applying working knowledge of algebra and geometry. This course focuses on analytic trigonometry, graphs of trigonometric functions in the coordinate plane, and more sophisticated applications of triangle trigonometry. Understanding of concepts is developed through problem-solving. The course assumes students are comfortable with principles of right triangle trigonometry, and additionally have had some exposure to the Laws of Sines and Cosines. The coursework requires students to have a graphing calculator, (preferably

the TI-83/84 or TI-89). This course is not intended to cover the material of a full term's course at the student's regular school.

### Problem-Solving in Intermediate Precalculus

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MPS-IPS Formats A, B, C, and D | *Prerequisite: two years of algebra, one year of geometry, including the study of trigonometry.*

This course is appropriate for students who have completed the equivalent of two full years of algebra and one of geometry (including right triangle trigonometry). We will focus on extended topics that typically appear in a Precalculus or Functions course. Topics studied may include circular trigonometry, vectors, sequences and series, parametric equations, matrices, and logarithms. You should bring to class a graphing calculator, (preferably the TI-83/84 or TI-89 calculator). This course is not intended to cover the material of a full term's course at the student's regular school.

### Problem-Solving in Advanced Precalculus

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MPS-PRE Format D | *Prerequisite: precalculus or elementary functions including the study of analytic trigonometry.*

This class is intended for students who have completed a precalculus course. You will be presented with challenging problems that will deepen your understanding of what you have already studied and will introduce additional topics often not explored in a typical pre-calculus course. The course will enable students to discover new strategies for solving problems. Much of the work will require the use of a graphing calculator. (The TI-89 is specifically and strongly recommended for this course.) This course is not intended to cover the material of a full term's course at the student's regular school.

### Problem-Solving in Calculus

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MPS-CAL Format A | *Prerequisite: precalculus including trigonometry.*

This class is intended for students who have completed a precalculus course. You will be presented with challenging problems that will deepen your understanding of what you have already studied and will introduce additional topics often not explored in a typical precalculus course. The course will enable students to discover new strategies for solving problems. Much of the work will require the use of a graphing calculator. (The TI-89 is specifically and strongly recommended for this course.) This course is not intended to cover the material of a full term's course at the student's regular school.

### Problem-Solving in Advanced Calculus

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MPS-PAC Format D | *Prerequisite: elementary single-variable calculus, including limits, differentiation and integration.*

This course will address concepts typically found during a second semester college calculus course. Specific topics will depend to some extent upon progress and student aptitude,

but might include a selection from parametric equations, polar coordinates, sequences and series, further integration techniques and differential equations. These are topics in the College Board's AP BC syllabus. Students should bring a graphing calculator to class (preferably the TI-83/4 or TI-89.) This course is not intended to cover the material of a full term's course at the student's regular school.

### Introductory Problem-Solving in Multivariable Calculus

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MPS-MUL Format C | *Prerequisite: success in single-variable calculus equivalent to two semesters of college calculus, including limits, differentiation, integration, elementary differential equations and parametric and polar coordinates.*

This course will re-examine the differentiation and integration processes. Topics might include partial derivatives, level curves and gradients, space curves and multiple integrals. Students should bring a graphing calculator to class (preferably the TI-83/84 or TI-89.) This course is not intended to cover the material of a full term's course at the student's regular school.

### Introductory Problem-Solving in Linear Algebra

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MPS-LIN Format A | *Prerequisite: a full and rigorous Precalculus course, or higher, and strong algebra and geometry skills.*

This course is an introduction to the theory of linear algebra, the study of systems of linear equations and their solutions. The interplay between algebra and geometry affords powerful and quite different insights into both. Topics might include Gaussian elimination, matrices and geometric applications, elementary matrices, linear transformations and eigenvalues/eigenvectors/ diagonalization. Students should bring a graphing calculator to class. The TI-89 is specifically and strongly recommended for this class. This course is not intended to cover the material of a full term's course at the student's regular school.

### Cryptography

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MPS-CRY Format B

In this course you will learn about the historical development of codes and of ways to share information securely between two people. You will compare the effectiveness of various types of codes and encryption keys and understand how their weaknesses might be exploited. To understand mathematical underpinnings of both historical codes and modern public key encryption, you will explore some topics in statistics and more extensively – topics in number theory including divisibility, prime numbers, and modular arithmetic. A calculator with basic functions is required for this course, it does not need to be a graphing calculator.

# Science

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Our goal in the Exeter Summer Science Department is to provide students with an experience that will motivate them to continue their studies in science and create a foundation of knowledge and skills for future coursework. All science courses emphasize the development of scientific concepts and problem-solving skills. Teachers encourage and expect extensive student participation. Each course includes extensive laboratory work that develops skills such as analytical thinking, data analysis, and scientific writing. Our course offerings can be classified as introductory courses and enrichment courses. The introductory biology, chemistry, and physics courses provide you with important concepts and skills that will help prepare you for future coursework.

## Introduction to Biology

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SCI-ITB Formats C and D | *All Grades*

This course is designed for a student who has never taken a biology class before, but is planning on taking one in the future. Topics covered include cell biology, microscopy, Mendelian genetics, molecular genetics, and unicellular organisms. Readings, Harkness discussions, and cooperative laboratory exercises will focus on developing the student's ability to integrate and apply what is learned in the classroom.

## Introduction to Chemistry

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SCI-CHE Formats C and D | *Prerequisite: one year each of algebra and physical science.*

This course is designed for students who wish to ease their transition into college-preparatory chemistry through advanced preparation. Students should have completed first year algebra and a physical science course, in order to maximize the benefits of this class. We will emphasize developing skills in the laboratory and in problem-solving which can be directly transferred to any high school course. We will cover typical first-semester topics, including essential vocabulary, the periodic table, writing formulas, balancing equations, and the mole concept. Through drill and practice, you will master chemical calculations skills by learning to use unit analysis to solve problems involving density, calorimetry, and stoichiometry. You will also practice these skills in the laboratory.

## Introduction to Electronics

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SCI-ELE Format D | *Prerequisite: one secondary level high school science course.*

This introduction to electronics is a hands-on, project-oriented course. You will build several circuits including timers, alarm systems, amplifiers, and light-wave communication systems.

## Introduction to Physics

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SCI-IPH Formats A and C | *Prerequisite: Algebra II and basic trigonometry.*

In this course, you will be exposed to a sampling of introductory physics topics. Strong laboratory and mathematical components will help you learn how to observe and analyze physical phenomenon. The hands-on component of this course is designed to encourage student interest in physics and to give you a conceptual understanding of some fundamental physics topics. Possible topics of discussion and lab activities include: motion in one- dimension, motion in two-dimensions, conservation of energy, electricity, magnetism, and properties of light and sound waves.

## Advanced Biology

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SCI-ABI Format C | *Prerequisite: one year of biology.*

This course is designed for students who have completed a full year of introductory biology at the high school level and plan to take a year-long advanced biology course in the future. Through lab work and class discussions, we will emphasize a hands-on, collaborative approach to learning biology. Topics may include cell structure, Mendelian genetics, mitosis, meiosis, molecular genetics, cellular respiration, and ecology.

## Advanced Chemistry

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SCI-ACH Format A | *Prerequisite: Algebra II, one year of chemistry, and honors grades in both subjects.*

This course is designed for students with a strong interest in the physical or biological sciences, who are considering a career in a science, engineering, or medicine-related field. We will focus on laboratory work and problem-solving. Students should have completed Algebra II and a first-year chemistry course with a grade of at least B in each, in order to obtain maximum benefit from this course. The course will introduce and develop laboratory topics chosen by the instructor in conjunction with the students, based on their interests and past chemistry experience. Some possibilities include redox-titration, spectrophotometry, quantitative and qualitative analysis, electrochemistry, equilibrium, and kinetics.

## Environmental Science

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SCI-ENV Format A | *Prerequisite: one science course at the high school level.*

This course will provide students with some skills needed to more completely understand the impacts of human actions on the natural world and the importance of fostering a sustainable future. The curriculum will focus primarily on the interrelationships between the environment, natural resources, ecological systems and human society through close examination of current environmental issues. Students will explore the underlying science as well as the controversies surrounding these issues. Due to the nature of the curriculum, students will be exposed to aspects of biology, chemistry, oceanography, and geology that will likely show up and aid them in future academic experiences. Topics that will be examined include: the use and availability of water, sustainable food systems, climate change, energy resources, and population growth. Students will explore practical problems that affect our planet and possible solutions through case studies, discussions, field work, and laboratory activities.

## Genetic Engineering (Molecular Biology)

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SCI-GMB Formats A and C | *Prerequisite: one year of high school biology and a strong interest in laboratory work required, one year of chemistry also recommended.*

This course provides hands-on experience with some of the recombinant DNA techniques that have revolutionized biology and medicine. You will study the history of genetic engineering in both plants and animals and perform laboratory investigations to highlight this process. You will analyze DNA using gel electrophoresis, engineer bacteria to glow under UV light and study other techniques used by scientists to study DNA. The summer will culminate with a final research project focusing on one of the leading topics in current genetic engineering such as gene therapy, stem cell research, or high-yield crops.

## Human Physiology and Anatomy

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SCI-HPA Formats B and C | *Prerequisite: one year of biology at the secondary level.*

This course will examine the structure and function of the human body. We will study the complexity of and interactions among major organ systems in order to gain a complete understanding of human physiological systems. Systems of study include the digestive, cardiovascular, respiratory, and nervous. Laboratory investigations will include several dissections.

## Marine Biology

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SCI-MBI Format A | *Prerequisite: one year of biology at the secondary level.*

This course is intended to help you gain an understanding of the seas and discover how the work of the marine biologist is done. You will be introduced to concepts of the physical characteristics of the oceans and then conduct a detailed survey of the specific organisms (from sponges to whales) of the New England coast-line. The ecology of intertidal, coral reefs, salt marshes/estuaries, deep sea and hydrothermal vent communities is also introduced. Close proximity to the New Hampshire seacoast area provide opportunities for field trips to various ecosystems such as salt marshes, rocky coast tidal pools, and mudflats. Hands-on labs and the availability of the marine “touch tank” will supplement our study of marine protists, invertebrates, vertebrates, and mammals.

## Modern Astrophysics

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SCI-MAS Format C | *Prerequisite: one year each of physics, algebra, and geometry.*

This is a rigorous science course for students who have had a year of physics as well as algebra and geometry. We will focus on the phenomena of the heavens and how we understand them. Throughout the course, our explorations will emphasize the thread of unity of the cosmos. We will begin with the creation of the universe as we think of it in the Big Bang and proceed to consider the origin of galaxies, stars, our solar system, and, finally, life itself. Lab work and observing from the Grainger Observatory are an integral part of the course.

## Observational Astronomy

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SCI-AST Format B | *All Grades*

This is a course for students without a strong science background. We will focus on observational astronomy, that is, what we have observed in the heavens and the methods we use for observation. You will be introduced to concepts of chemistry and physics, but the course does not require prior experience in these subjects. We will cover topics that include the solar system and the sun, stars, galaxies, and cosmology. Lab work and observing are an integral part of the course. Students will have the opportunity to observe the heavens from the Grainger Observatory.

## Relativity and Quantum Physics

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SCI-RQP Format A | *Prerequisite: at least one year of physics and mathematics through Algebra II.*

In the late nineteenth century, bright students were discouraged from studying physics because there was nothing left to discover! Beginning in 1899, that attitude changed with the development of quantum theory and relativity, showing us that the world is a much stranger, more complex place than we had ever imagined. In this course, you will explore the world of quantum and relativistic physics, along with even more modern ideas of string theory and particle physics. Topics may include wave/particle gravitation, black holes, and nuclear and particle physics.

## Sports Science

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SCI-SPO Formats A and B | *All Grades*

This course is for students interested in developing a more solid understanding of the science behind performance enhancement. It draws from many disciplines including physics, anatomy, physiology, biomechanics, and kinesiology as it explores the relationships among science, exercise, and sports activities. Through the study of the musculoskeletal and cardiovascular systems and evaluations of those systems as they relate to exercise and activity, students will be able to safely assess, design, prescribe and update exercise programs. The goal of the course is to have students understand and produce a scientifically based training and fitness plan to help themselves and others more effectively prepare for the sport or activity of their choice. Lab-based, the course requires students to perform and measure simple activities. Students signing up for this course should have a keen interest in sports and/or physical activity.

# The Charles J. Hamm '55 Leadership Program at Phillips Exeter Academy

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Now in its ninth year, this is a special UPPER SCHOOL program open to rising 10th, 11th, and 12th graders. Admission to the program is limited and selective. In the Leadership Program you will be immersed in a learning environment designed to foster opportunities to reflect upon the characteristics and contexts that enable effective leadership. Towards this end, the program will incorporate traditional academic coursework as well as workshops, speakers, case studies, and group projects that will encourage you to discover and cultivate your own leadership potential both on the Exeter campus and within the surrounding communities.

As part of the Leadership Program, you will be required to take two classes: *Leadership & Society* and *The Practical Leadership Seminar*. In addition, you will enroll in one other class of your choice in the “C” or “D” format. This class will enable you to tailor the program to fit your own interests and leadership goals. You should expect to spend additional time outside the classroom with workshops, films, outside speakers, group projects, and excursions. Key aspects of leadership that this program seeks to develop include: personal confidence, successful oral and written communication, awareness of context, ethics, decision-making, conflict resolution, problem-solving, group dynamics, the relationship between leaders and followers, and an understanding of various leadership theories and models. Although what happens in the classroom around the Harkness table is crucial to each student’s understanding of what leadership means, the Leadership Program offers opportunities for further self-development within the context of hands-on activities such

as capstone projects, excursions, and the Public Speaking Workshop. **Because of the rigorous nature of this program, non-native speakers of English will be required to submit a TOEFL (with a score of 100 for the iBT test) in order to be considered for the Leadership Program.**

## Capstone Projects

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Each leadership student will become a member of a capstone team tasked with impacting the Exeter Summer community in a meaningful way. In previous summers, groups have coordinated Environmental Awareness campaigns, held concerts in the student center, organized a “Speed Friending” event, and made a video memorializing the Exeter Summer experience. These projects are intended to be cooperative efforts where each team member is equally involved in accomplishing an overarching goal. Through this process students will learn to develop a variety of skills including: setting a goal, forming an agenda, time management skills, conflict resolution, resource allocation, and coordinating teamwork.

## Excursions and Workshops

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As part of the Leadership Program students will also be taken on excursions to places such as a ropes course, where students will challenge their critical thinking and team building skills, a trip to visit a collegiate program at institutions like Dartmouth or Harvard, and the John F. Kennedy Library in Boston, which helps bring to life topics students will study in the classroom. Additional activities such as the Public Speaking Workshop will focus on specific skills that play a central part of successful leadership.

## Leadership & Society

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In this course you will be introduced to a variety of leaders who have significantly affected society. The class will debate, critique, and analyze the characteristics that make leaders effective, the responsibility society has in choosing and following adequate leaders, and the role ethics plays in judging whether a leader's actions and goals are moral. The class will encourage you to develop your own conceptual tools for understanding effective public leadership. Readings will incorporate case studies of various emblematic leaders (including Franklin D. Roosevelt, Napoleon, Bob Dylan, George Washington, Socrates, and Martin Luther King, Jr.), as well as texts that provide insights about leadership from disciplines such as anthropology, history, psychology, literature, and philosophy. In response to these texts, you will write critical essays and engage in discussion around the Harkness table.

## The Practical Leadership Seminar

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This seminar is designed to help bolster personal leadership skills. Through workshops, guest speakers, case studies, and field work you will reflect upon your own potential strengths and weaknesses as leaders, explore how to best operate in an organizational setting, and develop strategies to cultivate your potential for leadership and for active following. By providing a framework for exploring the contexts and skills necessary to practice successful leadership, this seminar will allow you to develop your capacity for public speaking, critical thinking, conflict resolution, decision-making, community building, and teamwork. Ultimately, the seminar intends to create a supportive and reflective environment within which you can enhance your capacity for leadership. In addition to the two core classes, the Leadership Program also offers the following electives. Although students are not required to select their third class from one of these electives, these classes are suggested because their topics complement the themes and issues of the core Leadership Program classes.

### Electives:

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- Global Justice HUM-JUS (C format)
- Debate & Argumentation EWS-DAA (C format)
- Social Psychology SPS-SOC (C format)
- Leadership for a Better World SSC-LBW (D format)
- Leadership in Athletics SSC-LIA (C format)
- Political Revolution: Freedom and Its Discontents HSS-POL (C format)
- The United Nations: Global Community SSC-UNN (C format)

# Phillips Exeter Academy – Stanford University Collaboration: The Process of Creativity

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Creativity does not just happen – it comes from hard work based on process and revolutionary thinking. It is the experience of making something that did not exist before and was unknowable at the start. It is open-ended yet bound by history, nature, and practice. It can change the world in a moment, or so incrementally it is barely noticed. It is also considered one of the most essential and imperative skills to have in the 21st Century.

Your course of study will explore creativity in three distinct but overlapping modes: architecture, design, and experience. Each course will have readings, discussion and hands-on projects. This is a wonderful opportunity for students to engage Exeter’s Harkness method and Stanford’s inter-disciplinary approach to learning and problem-solving through playful experimentation.

Though there are three courses, the overall approach to the cluster is one of a collaborative studio practice and the sharing of ideas across sections. To further emphasize the idea of “practice”, course time will be augmented by a mandatory facilitated open studio time (Maker Lab) for homework and exploration. This studio time will be modeled after Stanford’s Product Realization Lab (PRL). <http://vimeo.com/66198276> or <http://vimeo.com/97360300>

As part of the Process of Creativity Cluster, students will be required to work in the Maker Lab and take three classes: *The Creative Experience*, *Visual Thinking*, and *Architecture*.

## The Creative Experience

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What makes creativity truly original? Where do big ideas come from? How can you cultivate your own personal creativity in more innovative ways? This class will look to

groundbreaking inventions, avant-garde expressions, and creative masters throughout history as our guides. Through large-scale building, experimental making, readings, and communal and personal reflection, students will experience the transformational power of creativity and emerge with a deeper sense of self-expression and creative confidence.

## Visual Thinking

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Visual Thinking is an introduction to the unique design and creative philosophy of the Design Division at Stanford University. The course will focus on finding creative outcomes using all the problem-solving parts of the brain, with special emphasis on developing visual, spatial, kinesthetic, and intuitive intelligences. Through readings, in-class exercises, and design projects, students will be introduced to the foundational skills of “design thinking.” Drawing, prototyping, iteration & testing, and teamwork will all be engaged as ways to awaken and enliven student’s creativity.

## Architecture

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Architecture, unlike almost any other creative endeavor, is rooted in function, people and place. But each architect works in singular ways while sharing some processes with other architects to create buildings that reflect their use, speak to their location and the people who use them. Through a 5-week long project for a new campus building, students will develop and reflect on their own creative processes through sketches, model making and free-hand drawings. This course will not just talk about architecture; rather students will learn their own architectural processes, and those of their colleagues, by actually designing and refining a new building.

## Maker Lab

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Sketching, rapid prototyping, and hands-on building are essential to creativity and design. Almost all of the Creativity Cluster’s homework projects, as well as many in class activities, involve hands-on work. The Maker Lab is a workshop that serves as a complement and counterpart to the *Process of Creativity Cluster* and ACCESS EXETER Cluster 7: *The Shape of Things*. Students will be introduced to the lab through safety trainings, equipment tutorials and engaging assignments aimed at building confidence and understanding. The Maker Lab offers a spacious, supervised setting for students to make and experiment, building a culture of play and a community of creativity.

# Extracurricular Courses for Upper School

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## The Academic Approach® Test Preparation Course

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At Academic Approach, we see SAT preparation as an opportunity to engage students in real learning. We, as teachers, are warm, supportive professionals who know how to make a classroom experience effective in raising scores, academically enriching, and, just as importantly, enjoyable for the students. Academic Approach classroom courses are uniquely effective and efficient because of the high level of customized teaching we provide. As expert tutors, we know that one size does not fit all, so we differentiate each class, customizing each study plan to the class's specific strengths and weaknesses. **Please note that this supplementary course requires an additional fee.**

*The SAT course does not fulfill the three-course load requirement for UPPER SCHOOL residential students. UPPER SCHOOL day students must enroll in at least one other course before signing up for this class.*

## SAT Preparation

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ECC-SAT Formats A, B, C, and D | *Grades 10-12*

We begin the 25-hour, five-week SAT courses with a diagnostic test; we then analyze the results of these diagnostics, giving us an in-depth understanding of each class's most common and immediate learning needs. Our extensive curriculum supports students with a comprehensive review of every rule and strategy necessary for test-taking success. In order to measure individual score improvements and to realign their course of study, students take a second diagnostic test in week four of the course. These results become the basis for an individualized study plan that students leave the program with; they retain access to Academic Approach's online courses after the Summer Session ends, allowing them to prepare flexibly throughout the year for the PSAT and SAT tests. Families are welcome to contact Academic Approach at [www.academicapproach.com](http://www.academicapproach.com) or 212.348.4172 before and after the course for a complimentary consultation.

**Please note: we recommend that each student bring a calculator for the math portion of the instruction and for the diagnostic tests. Any four-function, scientific, or graphing calculator is acceptable for the SAT.**

**Extracurricular course fee: \$995\***

\*Fees are NOT refundable once the Exeter Summer program has started.

Academic  Approach

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# Upper School Physical Education Classes

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Physical Education, an important component of Exeter Summer, promotes fitness, cooperation, sportsmanship, and the learning of new skills. The offerings are designed to introduce fundamental rules and skills, provide some competition and recreation, and stimulate long term participation in athletics. All UPPER SCHOOL boarding students participate in this program four afternoons per week, (Monday, Tuesday, Thursday, and Friday) for at least one hour each day between 2:00 p.m. and 4:00 p.m. Physical Education is optional for UPPER SCHOOL Day students. Sports are split into two, 2-½ week sessions and you will select your sports choices during the application process. The first session is July 3 through July 18 and the second session is July 20 through August 2. It may not be possible for all students to get their first choice for both sessions; however, we will make every attempt to enroll students in a preferred activity in one of the sessions.

Equipment will be supplied for some activities, but students should bring their own athletic equipment. **Refer to the individual class descriptions for equipment requirements.** The Director of Athletics supervises the program and classes are taught by professional Physical Education instructors. We strongly encourage students to explore new sports activities during Exeter Summer.

## Competitive Basketball

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Students will be organized into teams that will play a competitive game each day and will play a round robin tournament with a game each day. Physical Education Instructors will officiate and direct the competition so that students will have the opportunity to improve their skills in a competitive, recreational environment.

## Cross Country Running

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Students will improve their cardiovascular fitness and their physical strength through daily runs on the fields, in the woods and throughout the campus and town of Exeter. The class is structured for both the novice runner as well as the serious, competitive runner. A stretching warm-up and cool down activity will also be included. **Proper footwear is required.**

## Introduction to Crew

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Students will learn the fundamental movements and strokes required in Crew. They will learn to work independently and cooperatively to propel the barge that is used for novice rowers. **This class is offered only during the second 2½ week session of PE classes and is limited to 12 students.**

## Introduction to Dance

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In this fun introduction to dance class, students will have the opportunity to learn different dance techniques including modern jazz, hip-hop, musical theater, video dance and more! No prior dance experience is necessary! **This class is only offered during the first 2½ week session of PE classes and is limited to 18 students.**

## Lacrosse

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The fundamentals of the game of lacrosse are taught through drills, exercises and small team recreational play. The class is intended for students with little or no previous experience as well as those that desire to improve their fundamental skills. The class is non-contact, coeducational and lacrosse sticks will be provided.

## Soccer

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This class is designed for students who would like to learn or improve their skills in a competitive, recreational environment. Students will be organized into teams and will play a round robin tournament with a game each day. A Physical Education Instructor will officiate and direct play in order to help each student improve during the session.

## Squash

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The squash class is structured to teach beginners, as well as those with some experience, the basic strokes and tactics of the game. Students will progress to the point where they will be able to play a competitive match. Racquets, balls and eye-protection will be supplied but **non-marking, non-black soled shoes are required.**

## Ultimate Frisbee

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In this class students will compete daily in a team structured situation where they will be required to be physically active, play cooperatively and compete in a non-traditional team game. Students will be active in a recreational environment that challenges them physically and mentally.

## Volleyball

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This class is structured to provide experiences for beginning, intermediate and experienced players who are looking to improve their skills in the game of volleyball. Drills and exercises daily in the fundamentals and proper techniques will lead to competitive play as the class progresses. ***Students may sign up for only one 2-½ week session.***

## Walking

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This class will provide daily fitness exercise in a non-competitive setting. Excursions each day will venture around the fields, through the woods, beside the river and through the community of Exeter. ***Proper footwear is required.***

## Weight Training

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This fitness program will introduce students to our fitness facility and the fundamental principles of cardiovascular and resistance training. Instruction is given regarding the basic mechanics of movement, physiology of exercise, the role of stretching and the use of heart rate/target zones for training. Daily activities are based on individual student goals, emphasizing the development of life-long fitness habits.

## Yoga

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This class is structured to provide a gentle series of exercises and stretching that will involve warm-ups, strengthening of abdominal muscles, back and core, standing postures and relaxation and recovery. The maneuvers will be set to popular music as well as classic yoga relaxing music and will emphasize “breath to movement” theme.

## Learn to Swim

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This class is designed for students who are non-swimmers and want to learn to swim. They will be taught basic lessons in floating and fundamental swimming strokes to increase their comfort level in the water. ***Proper swimwear required.***

## Fitness Swimming

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This class is structured to provide a program that will improve a student’s fitness and over all well-being through swimming. The goal will be to achieve cardiovascular fitness through stroke development and participation in a variety of swimming workout methods. ***Proper swimwear required.***

## Competitive Swimming

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This class is intended for the student who is a serious swimmer and who desires to train daily for competitive swimming competitions. The class will be structured to assist the students in personalizing their programs in order to maintain or improve their performance during the summer. ***Proper swimwear required.***

## Beginner Tennis

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This class is designed for students who have either very limited or no knowledge or previous experience in the game of tennis. Students will learn and practice the basic racquet skills and strokes. Students will also learn the basic rules so they can progress to playing both singles and doubles matches. ***Proper footwear and clothing to exercise and play tennis is required.***

## Intermediate Tennis

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This class is designed for students who have already learned the basic skills and rules of tennis. Students will be evaluated at the onset and placed in smaller groups based on ability and experience. After evaluation and limited instruction, students will progress to singles and doubles competitive matches. ***Proper footwear and clothing to exercise and play tennis is required.***

## Competitive Tennis

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This class is for students who have experience playing tennis and who wish to play competitive matches each day. Students must have the skill, knowledge and experience to play competitively against players of a similar ability. ***Proper footwear, clothing for exercise and a racquet are required.***

## Advanced Competitive Tennis

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This class is for top-level tennis players who have the skill and knowledge to play a high level of tennis. Students will play a singles or doubles match each day and a competitive ladder will be established. ***Proper footwear, clothing for exercise and a racquet are required.***

Note: UPPER SCHOOL students may elect, for a fee, to enroll in Exeter Crew Club or Seacoast United Soccer Club as their sports option for the entire five weeks of Exeter Summer. If you want to participate in Exeter Crew or Seacoast United, make sure to check the appropriate box on the online application.

# Exeter Crew Club

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Crew at Phillips Exeter Academy enjoys a long and prestigious history. Exonians have rowed for national championships, high school and collegiate teams and have represented the United States in the Olympics and in other international competitions.

Exeter Summer offers Crew as a special intensive program that students can choose to do instead of the regular sports program. UPPER SCHOOL students will train with experienced coaching staff in the Saltonstall Boathouse on the Exeter river from 2:00 pm to 4:00 pm on Mondays, Tuesdays, Thursdays and Fridays during the entire 5 weeks of the summer program.

**Beginner/Novice** – This option will allow students who have never rowed before to participate in crew. The five-week program will be dedicated to teaching the finer aspects of the rowing stroke as well as general fitness.

**Experienced Skills Program** – This option offers a more intensive program for experienced rowers. Students will be given highly detailed technical coaching as well as a more rigorous training plan to prepare high school rowers to return to their home teams a better oarsperson. In addition, there will be racing opportunities for the top rowers within the program.

**Extracurricular course fee: \$995 which includes an Exeter Crew top and baseball cap.** Crew is open to a limited number of students and takes the place of the regular Physical Education classes. If you want to participate in Exeter Crew Club, make sure to check the appropriate box on the application.

# Seacoast United Soccer Club

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For Seacoast United Soccer Club (SUSC), the passion among its coaches, players and fans has turned this small NH soccer club into one of the most successful athletic organizations in New England. Developing players of all abilities has seen the sport grow tremendously in the region and led to alumni, on both the boys' and girls', playing at top Division 1, 2, and 3 colleges as well as representing various US National teams. Founded in 1992, and celebrating its' 25th anniversary in 2017, Seacoast United now boasts over 6,000 members and several world class facilities in New Hampshire, Maine and Massachusetts.

The impact of SUSC can be felt both on and off the field and increasingly around the world. That's one reason why Nike named SUSC as one of its Premier Soccer Clubs. In addition, the Club was among the first to be selected in US Soccer's Development Academy Program. SUSC is also a member of America's minor league soccer division on both the men's and women's side, and has a partnership with English Professional Club Brighton and Hove Albion who compete in the English Championship.

The SUSC summer program is looking to work with players who have a passion for the game, have played at a competitive level, and who want to continue a high level of training in the summer. SUSC's professional coaching staff will concentrate on improving the individual player's first touch and skill level as well as a better understanding of the game and tactics through small and full sided games. Everything

will be geared to supporting the players so they are better equipped as they return to their school and club teams.

The Soccer Program will meet four times a week on Mondays, Tuesdays, Thursdays and Fridays for two hours per day from 2:00 to 4:00 pm beginning July 3rd and concluding on August 2nd. Some of the friendly games may take place on Saturdays as well. Each player will receive a Premier Nike soccer ball, one Nike/SUSC jersey and t-shirt, a pair of Nike shorts and two pairs of socks. The soccer program will also include: a mini indoor soccer tournament at SUSC's four-field facility, as well as access to the swimming pool on occasion. At the end of the program, all players will receive a written evaluation based on their performance, strengths and weaknesses, areas to work on, etc. Participants will also receive some donated soccer equipment and apparel to utilize in their community when they return home. A pair of cleats – no metal bottoms, are required. Turf shoes are optional.

**Extracurricular course fee: \$995 which includes all soccer equipment above.** This special program takes the place of the regular Physical Education classes. If you want to participate in the SUSC program during Exeter Summer, make sure to check the appropriate box on the application.

# Extracurricular Performing Arts

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Theater and music are popular activities in which many students participate each summer. They are vital and noteworthy elements of Exeter Summer life. Exeter Summer presents dramatic productions and a dance concert of original choreographed pieces during the five-week session.

Extracurricular music activities are organized for students who wish to employ their talents and pursue their interests outside of the formal musical performance classes. We encourage students to bring their musical instruments and to join one or more of the vocal or instrumental groups.

**The Exeter Summer Orchestra** rehearses on two evenings each week and performs during the last week of Exeter Summer. This ensemble has performed Mozart and Haydn symphonies and works by such composers as Bizet, Dvorak, Wagner, Debussy, Bartok, Beethoven, and Brahms.

**Evening Ensembles** coaching and accompaniment of solos are offered two evenings a week. All interested students, particularly those not enrolled in the Chamber Music class, are encouraged to participate. Auditions for forming chamber groups will be held during the first week of the session.

**Glee Club** is a large singing group meeting two evenings per week. Open to the entire Summer community, this group sings and performs music from a wide range of traditional and contemporary music.

Students will sign up for extracurricular music groups on opening day.

**Private Music Lessons** - students may take private music lessons for an additional fee (\$375 for five 50-minute lessons; \$225 for five 25-minute lessons). The Academy offers lessons in voice and on a variety of instruments. Students planning on taking lessons should fill out the appropriate information on the application. Those seeking private lessons must apply by April 15, 2017. Please note: we do not offer financial aid for private music lessons.

# EXETER SUMMER

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[exeter.edu/summer](https://exeter.edu/summer)