



# **JANUARY TERM**

*Course Catalog*

**2019**

# GERMANTOWN FRIENDS SCHOOL

*January Term*

## **COURSE CATALOG 2019**

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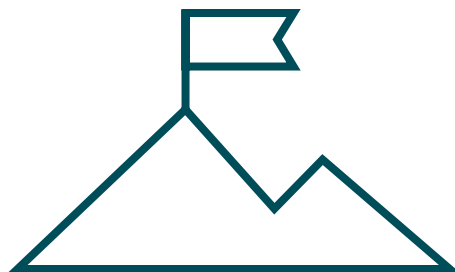
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## STATEMENT OF PHILOSOPHY

*January Term enables our community to live the mission and core values of our school and explore new passions, interests, and interdisciplinary ways of learning about the world and ourselves.*

*Through a modified schedule and course offerings outside of the regular curriculum, January Term provides teachers and students a space for experimentation, investigation, and reflection.*



## 8-DAY COURSES

### QUARTER-DAY CLASSES

1.5 HOURS

- **ABCS IN JAPANESE**

**Nobuko Komura & Anne Gerbner**

Students will learn how to write their names, words, and phrases in three Japanese writing systems (Hiragana, Katakana, and Kanji). They will also learn some spoken Japanese as they examine subculture, such as Manga, and other cultural experiences, including Buddhism and meditation (practice included); literature (such as Sei-shonagon, Kazuo Ishiguro, Haruki Murakami); introduction of Tokyo/Hokkaido (including cultural heritage and people); food/cooking (such as chicken teriyaki); music/songs; and calligraphy (brush writing). Additionally, we will touch on Japanese film, architecture, and urban planning.

- **ANNO**

**Michael Koehler & Anno staff**

This class will focus on designing layouts to meet *Anno* production deadlines, and is intended for members of the senior class interested in creating their personal pages for the yearbook. Editors will be available to support seniors with their page design, including taking photographs, brainstorming layouts, and selecting fonts.

- **AQUAPONICS**

**Susan Robinson & Sarah Levin '19**

This course will be divided into two parts. During the first portion, we will use the GFS aquaponics system to learn about the science of aquaponics within the context of sustainable food production. During the second portion, we will break out into working groups that will tackle different projects that might include: building an insulation component to the system to reduce heating costs; setting up a sustainable gardening system; designing signage that bystanders

can use to understand the system and science of aquaponics; or writing a reference/users manual for the system. Students will leave the course with a full understanding of the science of aquaponics as well as the specifics of our school's system. This course is an excellent gateway to becoming more involved in managing and maintaining the aquaponics system through the Aquaponics Club or DIS.

- **BACK TO THE '90S**

**Aaron Preetam & Adam Hotek**

The 1990s played a pivotal role in shaping today's music, fashion, foreign policy, and politics. Through an analysis of literature and film, we will unpack the '90s and examine roots of the LA riots, Desert Storm (aka Gulf War), the emergence of reality TV, and the mainstreaming of hip-hop. We will close with an examination of 9/11.

- **BECOMING A SUPPLE LEOPARD**

**Matt Sheehan, Allen Van & Eric Aurelien**

This course will allow our students to learn and implement multiple chapters of the text *Becoming a Supple Leopard*. The premise of this book is to teach the importance of taking care of our bodies, and includes forms of flexibility, mobility, and stability. We believe that student-athletes who learn this material will feel empowered then to share their new knowledge. Becoming a supple leopard will have positive benefits both on the field and off, and will help keep our students from sustaining injuries that can sideline them for periods of time. *Note: This course is geared toward student-athletes but open to anyone interested in becoming a supple leopard.*

- **BEOWULF AND TOLKIEN: MEDIEVAL LITERATURE AND MIDDLE EARTH**

**Pierce Buller**

With its formidable hero battling kings, queens, kingdoms, and monstrous monsters, *Beowulf* is perhaps the preeminent medieval epic. Written in Old English around 950 CE, *Beowulf* has been repeatedly translated into modern English in an effort to convey its grim but beautiful poetry and reflection of early medieval European history. A thousand years later, a leading scholar of Old English, J. R. R. Tolkien, found inspiration in *Beowulf* and similar works in creating his world of middle earth. Many aspects of Tolkien's work mirror *Beowulf*; from the great hall of the king and a fiery dragon, to powerful themes of loyalty, kinship, and mortality. Studying and enjoying *Beowulf* and Tolkien's works together brings us closer to a shared understanding of the exceptional literary qualities of each. In this course, we will read Burton Raffel's rendition of *Beowulf*, but will also study selections from other *Beowulf* translations. Along the way, we will explore other aspects of the medieval world, including manuscripts, the visual arts, and intellectual life. Prior reading of one of Tolkien's works—from *The Hobbit* to *The Lord of the Rings*, and beyond—will aid in the enjoyment of this class.

- **BIOETHICS**

**Gen Nelson & Alyson Solomon**

Bioethics is an interdisciplinary subject that is used to evaluate ethical issues in the biological sciences and medicine. In this class, students will learn basic bioethical principles and theories and apply these to analyze controversial issues. Some of the topics students will explore include mandatory vaccination policies, the allocation of scarce resources, death with dignity, reproductive rights, genetic testing, research ethics, and the development of biotechnologies. Through the exploration of bioethical issues, students will develop scientific literacy and strengthen critical reasoning skills. They will become better at persuasive writing and argumentation, and

will learn how to participate in respectful conversation on polarizing issues. For their final projects, students will present on topics of personal interest.

- **BIOLOGY OF THE SENSES**

**Bob Lynam & Tracey Spinka**

This course will investigate how sensory input is received from the environment and how this information is processed and organized by the brain, and will involve both classroom lectures and lab activities in support of these concepts. Videos related to class discussions will also be assigned. Each student will create an infographic of a disease or a pathological process that impacts one or more of the senses.

- **CONNECT WITH GERMANTOWN**

**David Mraz**

Experience a slice of the vibrant, diverse community that surrounds GFS. We will walk or take public transportation to gain a deeper understanding of some of the local businesses, residents, and neighborhoods. Possible venues include thrift stores, coffee shops, retail stores, houses of worship, public schools, restaurants, a sound studio, and neighbors' homes. Participants will produce a short reflection of experiences and revelations that will be compiled collectively.

- **CRYPTOGRAPHY**

**Amy Fligor & Elena Quant**

*Ru blf xzm wvxlwv gsrh nvhhzvtv,  
gsrh xlfihv ru uli blf!*

In this course, students will explore some basic forms of cryptography. They will begin with simple ciphers and decoders and will progress to posting secret messages to one another in public that only they will understand. The second half of the class will be dedicated to a short introduction to number theory and digging into RSA encryption. (That's the encryption your computer uses.) Eventually, students will be able to send more complicated messages that are close to impossible to break. Throughout

the course, they will uncover clues to a master puzzle that, hopefully, they'll be able to solve by the end of the eight days!

- **CULTS: AMERICA'S OBSESSION**

**Jamie Tomczuk**

What is a cult and why have these groups been a point of fascination within American society? This course will take an in-depth look at 2-3 major cults in the US, as well as the depiction of those cults in American media. We will work to define cults, understand how and why they grow, how and why they rise to prominence, and where the line is between cults and mainstream organizations.

- **CURRENT EVENTS: DECODING HISTORY**

**Adam Hotek & Andrew Lee**

This current events class is a safe space for students to explore news events by critically reading, discussing, and evaluating newspaper and magazine articles. The subject material will depend on world events occurring on a daily basis and will include foreign policy, politics, and the arts. In order to contextualize our review of daily events, we will briefly explore the history of newspapers and other periodicals in the United States, as well as take up the political (and ultimately philosophical) question of what makes news "news." Students will develop a deeper and clearer understanding of news events, strengthen research and presentation skills, and learn to empathize with a variety of different viewpoints. They will be assessed through class participation and the construction and presentation of an original Op-Ed piece on a specific news area of interest.

- **DEVELOPING GROWTH MINDSET THROUGH TEAM SPORTS**

**Sam McIlvain**

Using various ball-related games, with restrictions imposed to place specific demands on the players, athletes will encounter challenges and then discover and

discuss possible solutions for different or more successful outcomes. Each class will focus on one key concept or attribute (e.g. Communication, Adaptability, Persistence, Confidence, Courage, Goal-setting), and will follow a whole-part-whole methodology (restricted game to start with minimal instruction; journal writing/discussion about what they experienced; return to restricted game(s) before progressing to free play). The athletes will be assessed on their participation, effort, perceived fortitude, and analytical and creative problem-solving.

- **DRAWING MACHINE**

**Susan Lowry, Sarah Zwerling & Claire Partridge '19**

Students will design and invent a machine that, when activated, will render dynamic line drawings. The machine's movement will rely on natural elements, such as gravity, friction, and wind. Inventive construction in non-mechanical found objects and simple mechanical parts is encouraged. The more daring and unconventional, the better! Machine design will develop from simple to complex, small to large scale, and will involve both individual and collaborative efforts. Students will generate drawings in various media with their machine. Some research and design development outside the studio will be required. We encourage students to bring a sense of curiosity and humor to their work. No prior experience is necessary.

- **FILM FESTIVAL WORKSHOP**

**Sarah Detwiler, Kate Garrity & Noah Weinstein '19**

The second annual student-run Philadelphia Youth Film Festival (PHYFF) will be hosted on the GFS campus on February 23, 2019. The festival is run by current seniors Noah Weinstein and Raia Stern, as well as a dedicated team of student leaders in the Film Festival Club. This course serves as a hands-on, collaborative workshop in which student leaders, staff, and faculty advisors can work together to plan and execute the tasks needed to make PHYFF a success. Major activities during January will include: pre-screening

of films and coordination with professional judges; event coordination and preparation for the February event; and promotion and publicity. *Note: Current members of the Film Festival Club are encouraged to enroll in this workshop. Other students may join if space is available.*

- **FOOD FOR THOUGHT:  
EATING, READING, AND  
BLOGGING ABOUT FOOD**

**Meg Cohen Ragas & Laura Jamieson**

In this course, students will learn to write creatively, descriptively, and passionately about food. For inspiration, they will read essays by some of the premier food writers, such as Marc Bittman, Calvin Trillin, Ruth Reichel, and MFK Fisher, and critique effective and successful reviews, trend stories, and tributes to our favorite fare. The centerpiece of the course will be the creation of a collaborative food blog, which students will design and populate as a group, posting reviews, trend stories, photos, favorite recipes, odes, and other celebrations of the culinary arts. Class activities, including a visit to The Frosted Fox Cake Shop, Uncle Bobbie's or the Germantown Espresso Bar, and an in-class cheese tasting, will provide opportunities for food reviews and blog posts. Guest speakers may include a professional food photographer or food writers or editors. A great choice for food lovers and aspiring writers alike. *Note: Priority will be given to students who have NOT taken this course before.*

- **FOUND SOUND**

**Taia Harlos & Randy Mower**

Students will choreograph a performance that uses everyday items to create percussion, rhythms, and effects (think *Stomp*). This process involves the discovery of non-traditional sounds and movements to combine into a visual and aural masterpiece. Skill sets will involve traditional drumming techniques and rhythms with drumsticks, everyday items, and body percussion. Ordinary objects become the medium for the exploration of timbre, articulation, tone, dynamics, rhythms, and movement. The

process of creating individual performance vignettes will be organic, highly participatory, and at the discretion of the students. Each student will receive a set of drumsticks to use as part of the course and to build their skills outside of rehearsal time. Students will learn basic rhythmic patterns; more advanced patterns can be explored at the desire and need of participants. Students must be willing and ready to move. This course will culminate in a performance for the Upper School (with possibilities for other performance opportunities.)

- **FUNDAMENTALS OF MUSIC  
IMPROVISATION**

**Alex Levin & Jeff Torchon**

Improvisation is a key element of musical performance. Musicians, even those playing classical music, improvise in both rhythm and melody. This course will seek to demystify improvisation for those new to the art, and to offer further insight to musicians already engaged with improvisation. As part of our work together, we will address musical, philosophical, and spiritual principles practiced by musicians like JS Bach, LV Beethoven, L. Armstrong, J. Coltrane, E. Fitzgerald, and Prince. Ultimately, students will find that the study of improvisation has implications far beyond the musical realm. All instruments, all levels are welcome, including vocalists. Light reading will supplement our classroom work.

- **GEOPOLITICS**

**John Ceccatti**

Geography can sometimes be destiny in the realm of international relations. Mountains, deserts, rivers, and oceans will often determine how countries interact with each other in both positive and negative ways. Other factors, such as natural resources, can also have a decisive influence on the outcome of wars and the making of peace. In this course, we will explore international relations in several areas of the globe, focusing on the period from the Second World War to the present. We will read and discuss portions of *Prisoners of Geography: Ten Maps That*

*Explain Everything About the World* by Tim Marshall. Students will conduct research about a specific topic and present their findings to the class.

- **GLEANERS**

**Sam Sullivan**

Gleaning refers to the practice of collecting the leftover crops—either after commercial farms have finished the harvest, or in fields where the harvest has failed. Gleaners are usually peasants or poor women. Throughout time, gleaners have had the right to glean protected by the authority of the state. To glean also has a second figurative sense: to scrape together, to gather from refuse. Our class will use Agnes Varda’s documentary *The Gleaners* as a point of departure to interrogate feminist and anti-capitalist forms of writing and art-making. This course will explore how artists use forms of collection, performance, waste intervention, and collage to trouble our understanding of what is valuable. We will interview artists, read criticism, and plot our own projects. The class will culminate with creative gleaning projects of our own invention.

- **GFS GOSPEL CHOIR**

**Frank Van Atta**

Students, faculty, and staff are invited to participate in the first-ever, community-wide GFS Gospel Choir. This course will include an exploration of the history of the genre and its social impact. Students will learn and perform gospel music in an authentic style, and we will partner with community conductors and ensembles to understand the social impact of Gospel music in our community. No prior singing experience is necessary and all are invited to participate.

- **HISTORY OF BASKETBALL THROUGH AN AFRICAN-AMERICAN LENS**

**Mark Anderson & André Lee**

In this course, we will examine the history of the game of basketball from the African-American perspective. By watching

documentaries and reading short articles related to the conditions and treatment of African-Americans, we will learn about their contributions to the sport while examining how African-American people were being treated in the United States. Students will be expected to complete a set of questions related to each film or reading and to participate in class discussions. They will make connections to the Reconstruction period, the Great Depression, and the Civil Rights movement, as well as with current issues affecting the African-American community. The goal of this course is for students to gain appreciation for the pioneers of what is now one of the world’s most popular sports.

- **IN SEARCH OF SHERLOCK HOLMES**

**Gen Nelson**

Sherlock Holmes, created by Sir Arthur Conan Doyle, is arguably one of the most famous detectives in literature. Conan Doyle’s use of deductive reasoning and forensics were revolutionary when these stories were written. A number of different film versions of Sherlock Holmes stories have been made, starring actors such as Basil Rathbone, Jeremy Brett, and Benedict Cumberbatch, among others. We will read a few of Conan Doyle’s stories, and then compare the film versions in an effort to examine how Conan Doyle brings deductive reasoning and forensics into his stories through the character of Holmes—and attempt to discern which actors have portrayed Holmes most accurately.

- **INTRODUCTION TO SANSKRIT**

**Greta Ham, Kasey Henderson & Natasha Labbé**

Are you a language geek? If so, this course is for you. Sanskrit is one of the oldest Indo-European languages, going back 3,500 years. It was the *lingua franca* of medieval India and is still the primary language of Indian religious and philosophical texts. In this course, you will get an introduction to the beautiful alphabet, writing system, and



pronunciation. You will read simple sentences and create a personal illuminated manuscript from what you have learned.

- **KNITTING FOR SERVICE**

**Gen Nelson**

Novice, intermediate, and advanced knitters are welcome in this course. After mastering the basics of knitting (casting on, binding off, knit and purl stitches), students will research charity knitting projects and choose a specific project to which they will contribute their work. The focus of this class will be learning to knit competently and then producing as many pieces to donate as possible!

- **LOVE LAB**

**Natasha Labbé & Sam Sullivan**

In this course, we will read excerpts from books and articles, listen to podcasts, and watch a selection of video clips to better understand love and relationships. Students will learn that trust and communication are key to the success of any type of healthy partnership.

- **LUNCH FOR THE HUNGRY**

**Michael Koehler & Kathy Paulmier**

Students will make sandwiches and volunteer to help at free lunch opportunities in Germantown—creating a way for them to directly assist the community as well as get involved with neighborhood support organizations. In addition to feeling the reward of doing a good deed every day, students will also have a direct impact on the Germantown community.

- **MATH TUTORING IN A LOCAL PUBLIC ELEMENTARY SCHOOL**

**David Mraz, Mark Anderson & Kathy Paulmier**

We will walk to a nearby local public elementary school to be math mentors for individuals or small groups of students. In our eight sessions, comprised of approximately one hour each, we will work with a classroom teacher to provide students with more individualized help with math skills and

concepts. Participants will receive guidance with the math ideas and working with children. There is no experience necessary; any level of math expertise is most welcome.

- **MODEL UNITED NATIONS (MUN)**

**John Ceccatti**

Are you in Model UN? Or have you ever wondered what Model UN is and how it works? In this course, students will learn about all things Model UN: how to research and write a position paper, the proper procedures for debates, how to work collaboratively to prepare a resolution, how to dress for success, and how to win the coveted “Best Delegate” award. The course will culminate with a mini-MUN conference. Students will select the topics and prepare background guides. Model UN students who are attending ILMUNC, the UPENN Model UN conference, will also work on their position papers for the conference. *Note: This course is highly recommended for Model UN Club members who are attending the January conference, but is open to all students.*

- **MULTILINGUALISM IN LATIN AMERICA**

**Stephen Holt & Jenna Ellsworth**

Many people around the world live in multilingual societies. The dynamics between the languages that are spoken in a community are an essential and vibrant part of that community. In this course, we will break down the flat image of Latin America as a “Spanish-speaking” region to explore the roles other languages play. We will learn about endangered and thriving indigenous languages and take a closer look at Paraguay—reading texts and watching movies that switch seamlessly between Spanish and Guaraní. We will learn how languages come together to form creoles and will explore the border region between the US and Mexico, where Spanish and English interact in unique ways. Students do not have to be Spanish students, but if they are not, they should speak with an instructor prior to signing up.

- **PITCH THIS!**

**Aaron Preetam**

All successful businesses begin with a compelling idea. However, many of these brilliant ideas are never turned into reality due to lack of funding or an inability to convey the potential of the good/service. In this course, students will work in teams to develop a revolutionary product/service or pitch an existing product/service. Students will attempt to bring their idea to fruition by crafting a lean canvas (slimmed down business plan), which will include: an executive summary (brief overview of the entire plan), market analysis (demographics of target market, market size, targeted market size, etc.), and projected financial highlights (financial projections, revenue, cost projections, funding, and break-even point). In addition to the lean canvas, each team will develop a “pitch deck” that clearly and concisely details why investors should back their idea. *Note: Students in this course who are also enrolled in Applied Economics will attend a trade show at Albright College on January 18 and participate in an actual competition.*

- **POLITICAL CINEMA:  
ALL THE PRESIDENT’S MEN  
AND THE POST**

**Joe McGeary**

In this course, we will view, study, and discuss two important dramatic films about recent American political history: *All the President’s Men*, which is a drama about the investigative reporting of the Watergate scandal by two *Washington Post* reporters, and *The Post*, which tells the story of the *Washington Post*’s decision to publish the Pentagon Papers, a secret history of the Vietnam War that was surreptitiously copied and released by antiwar activist Daniel Ellsberg. We will also examine the political culture of the 1960s, particularly the war in Vietnam and the movement against the war. Other films we may discuss include the documentaries *The Most Dangerous Man in America* (2010, about Ellsberg) and *Watergate* (2018). As part of their work,

students will do a collaborative creative project, such as a script, a video, a series of political cartoons, or an Open Letter.

- **READING GEORGE ORWELL’S  
1984 IN OUR TIME**

**Joe McGeary & Aaron Preetam**

In this course, we will read and discuss George Orwell’s great work of dystopian political satire, *1984*. Orwell’s projection of a nightmarishly totalitarian society where “thought police” spy on citizens, language is used to keep the population ignorant and controlled, and fear and hatred create a state of constant war against real and imagined enemies will be read in light of the political culture of our own time. Orwell’s novel anticipates the present political climate and our current obsession with fake news, truth that is not truth, and visions of a hostile world outside of America’s borders. We may look at present-day dystopian imaginings, and we will also read other writings by Orwell, notably the essay “Politics and the English Language.” Students will read Orwell’s novel and work collaboratively on a creative, culminating project.

- **REPARATIONS**

**Stephen Holt & John Anagbo**

How do societies promote justice in the aftermath of collective crimes? In this course, we will explore the theme of reparations, with a focus on “The Case for Reparations” (*The Atlantic*, 2014) by Ta-Nehisi Coates. In Coates’ article, we will see how US policy has exacerbated the inequality of black communities through the past centuries as opposed to redressing wrongs. We will have the opportunity to learn about other reparations attempts, from reparations to victims of Japanese internment to reparations in other post-slavery societies—for example, the official outline from the Caribbean Community of countries (CARICOM) for reparations from Europe, and affirmative action plans in Brazil and Cuba.

- **SLOW DOWN, DIG IN,  
AND GET YOUR FOCUS ON**

**Various Faculty**

Looking for some extra time to crack that new book, work on a budding novella, or advance that long-term passion project? This course will provide the space to do all that and more. Students should bring the materials they need to delve into their work, and will receive encouragement, feedback, and an ever-open ear from attending faculty members.

- **SOUND DESIGN**

**April Tvarok & Ada Cheung**

This course offers students who enjoy music, theatre, and being creative an outlet to tap into their inner sound designer. Students will explore different sounds and music as well as how to tell a story through sound. The class will have the opportunity to meet and work with a professional Philadelphia sound designer. Using GarageBand, students will create various sound designs for a variety of stories, including a radio play, an original piece of theatre, and a one-act play. Although the course will focus on design, it will also touch on basic sound techniques and equipment. Come learn how the magic of sound and sound design makes all the difference in a production!

- **TIME ENOUGH**

**Greta Ham**

When was the last book that you read just for fun, not for class? If you love reading and your answer is “back in the summer,” come and join us for some good, old-fashioned reading time. Most of our time will be spent reading either physical books or on dedicated e-readers (no phones, tablets, or computers)—all books are welcome! Fantasy, mystery, contemporary literature, creative non-fiction, sports, history, graphic novels or manga—you name it! We will also create some materials to evangelize the books we like, e.g. reviews attached to the GFS library catalog, bookmarks advertising the books, etc.

- **WOMEN & ANGER:  
A HISTORICAL, LITERARY,  
AND PERSONAL RECKONING**

**Sara Primo**

Women have been mad for a long time. Some women act on this anger, others keep it disguised for various reasons, and others keep their anger so deeply buried that they themselves don't even recognize it. And for as long as women have been mad, women have been told to calm down. What have been the reasons for female anger, what have women done with their anger, and what have been the consequences? This course will offer a historical overview of feminism and rage, with an emphasis on the current Black Lives Matter and #MeToo movements. Students will use a feminist lens to analyze hyper-contemporary, female-written short stories and poetry. Most significantly, through discussion and writing assignments, this course will be a personal exploration of one's own relationship to anger, and the beginnings of a response to the patriarchy's message to “calm down.” Nonfiction texts used will include *Good and Mad* by Rebecca Traister, as well as excerpts from *Rage Becomes Her* by Soraya Chemaly, *Eloquent Rage* by Brittney Cooper, *Living a Feminist Life* by Sara Ahmed, and *A Brief History of Feminism* by Patu and Antje Schrupp (translated by Sophie Lewis). *Note: This course can be taken in conjunction with JT Waldman's Rage Against the Man-Machine (p. 15), or can stand on its own.*

- **YOGA FOR THE APOCALYPSE**

**Sara Primo**

Do you lose sleep worrying, wondering if our current world will be unrecognizable as early as the year 2040 due to climate change and humanitarian crises? Or do you simply enjoy dystopian movies and TV, such as “Mad Max: Fury Road” or “Black Mirror”? Whether fictional or real, what matters most to the main character (you) is inner peace, strength, and stamina. Part playful and part earnest, this course will offer a daily yoga and meditation practice focusing on becoming stronger in the event of the end of the world as we know it. One of this course's central

tenets is that we will need to maintain our core humanity, courage, and sense of play in the event of a cultural (or personal) emergency. Along with a vinyasa yoga sequence and daily meditation sessions, this course will integrate poetry, clips from pop culture, and general life/wilderness skills. There will also be a few surprises. If, when you imagine the end approaching, you (want to) imagine yourself becoming a peaceful warrior ready to “namaste” the future, then consider taking this class!

## 8-DAY COURSES

### HALF-DAY CLASSES

3 HOURS

- **ABSTRACT PAINTING**

**Susan Lowry**

Artists known for pushing the bounds of representation in their art set the groundwork for this course. This study and practice include an investigation of the art of Western and non-Western cultures, the work of outliers, and the effect of cultural influences on expression and creativity. We'll also explore how culture defines high and low art. Students will experience a structured, multi-stepped approach while they create and realize personal modes of expression in a range of media, including found objects, acrylic paint, and drawing materials. Through traditional and non-traditional approaches, students will create work that is both expressive and formally coherent.

- **ANIMATION**

**Klementina Budnik**

Animation possesses a playful power. This course will teach students how to harness that power to make their art come to life. Students will learn hand-drawn, stop-motion, and experimental animation techniques. Using industry-quality software and equipment, and by understanding and utilizing the principles of animation, they will complete a series of collaborative exercises and independent projects. They will transform their ideas and stories into a cohesive animated short. Students will also study the work of contemporary animation artists.

- **AROUND THE WORLD  
IN 8 DAYS**

**Kayla Ashcroft & Amy Fligor**

Explore the various corners of our world through the lens of crafts and cuisine. We will start our journey in South America, followed by Africa. Then, it is off to Europe before finishing our travels in Asia. At each

stop, we will consider the history of culturally significant crafts and food from specific countries, and then dive into making them ourselves! Students can expect to leave this course with at least three crafted creations and having tried three new dishes.

- **ARTHUR MILLER, LYNN NOTTAGE, NTOZKE SHANGE, AND TONY KUSHNER  
READER'S THEATRE**

**Lisa Burns, Geo Decas O'Donnell & Adam Hotek**

We will read Arthur Miller's *Death of a Salesman*, Lynn Nottage's *Sweat*, Ntozake Shange's *For Colored Girls Who Have Considered Suicide/When the Rainbow is Enuf*, and Tony Kushner's screenplay *Lincoln*. We will begin by reading aloud each work, then engage in in-depth discussions on the social zeitgeists of the times and the specific playwrights' theatrical styles and influences on one another. We will meet with actors who have played roles in *Sweat* and *Death of a Salesman*.

- **BON APPÉTIT**

**Amy Celentano & Luisa Knowles**

This course will investigate the French culture through the lens of its food and rituals. We will study the history of food from its origin in the Middle Ages to contemporary practices in France and Francophone cultures. Students will gain a basic understanding of the different traditional cuisines offered throughout the country, culminating in an investigation of the current trends influenced by a global society. We will visit area food shops and a French restaurant. The foundational cooking skills of French cuisine will be covered, including sauces, pastry, desserts, and one full-course meal. Students will learn kitchen vocabulary and how to

read a recipe. The required reading of *The Apprentice: My Life in the Kitchen* will provide the perspective of the chef Jacques Pépin.

- **CAN YOU CANOE?**

**John Ceccatti & Jeff Fetterman**

Students will experience canoeing and “smoothing it” (as opposed to roughing it) in the great outdoors. We will explore canoes and wilderness travel, how canoes and paddles are made, fire-making, and outdoor cooking. Excursions will include hiking to the Philadelphia Canoe Club and other “wild spots” in and around Germantown. During our journey, we will read and discuss texts on canoe history and canoe lore, such as John McPhee’s *The Survival of the Bark Canoe*.

- **CREATING MUSIC FROM COMPOSITION TO STUDIO**

**Frank Van Atta**

This course will explore the process of creating music from the initial composition to the recording studio. Students will meet with local composers, performers, and audio engineers to learn what it’s like to create, perform, and record works in a variety of genres. For the final project, students will select an area of interest and discuss the innovations they have observed in the field.

- **DESIGN, MODELING, AND CONSTRUCTION WITH 3D PRINTERS**

**John Henderson & Sarah Zwerling**

Calling all artists, inventors, experimental architects, and makerspace enthusiasts! In this course, we will delve into 3D modeling and printing. Students will follow the design and engineering process beginning with a basic idea for a three-dimensional representation of an object. We will introduce a theme biological in nature, such as disease structures, for them to model and fabricate. Students will have access to different media with which to create their models and final products, including paper, clay, wood, metal, and 3D-printed plastics.

- **EMBRACING THE CITY THROUGH FITNESS**

**Tom Myran & Ted Oxholm**

Students will participate in various fitness experiences that the City of Philadelphia has to offer. Off-campus trips may include ice skating, rock climbing, bowling, skiing, hiking through the Wissahickon, yoga, a spinning class, and a self-defense class.

- **ENGINEERING DESIGN**

**Tracey Spinka, John Henderson, Bob Lynam & Eli Scearce**

In this class, students will learn by doing. They will be presented with various design challenges, and for each challenge, they will be given some background for context as well as parameters, including design specs (maximum or minimum dimensions, weight restrictions, etc.), what materials are permitted, and how the product of their challenge will be tested and evaluated. Students will work in small groups to design and build their projects. We will gather as a class to test each project while indulging in some spirited but good-natured competition. We will also do a “post mortem” on the projects to see what lessons we can learn about the strengths and weaknesses of the various designs. Each student will produce a portfolio that presents each of the projects they build during the course.

- **ENTREPRENEUR THE CITY**

**Frank Van Atta**

Students will explore local start-ups, businesses, and organizations, particularly those that are owned by or serve people of color, the LGBTQIA community, or other underrepresented groups. Students will study how a business runs, as well as how business owners balance the need for fiscal responsibility with a mission of social justice. The final element of the course will be for students to create a business plan for an organization or a start-up of their own, including a budget.

- **GOING TO THE DOGS**

**Robin Nourie**

*“Outside of a dog, a book is a man’s best friend. Inside of a dog, it’s too dark to read.”* —Grouch Marx

Dogs and books! Books and dogs! What more could a student ask for? In this class, we will look at dogs from both a literary perspective—reading fiction and poetry about dogs, as well as writing about dogs—and from a working-world perspective—learning about police dogs, rescue dogs, comfort dogs, service dogs, etc. We will also explore the latest thinking on dog cognition. Together we will experience the dog world in all its mystery and richness! *Note: Priority will be given to students who have NOT taken this course before.*

- **GRAPHIC MEMOIR**

**JT Waldman**

The excavation of self through sequential art (comics, graphic novels, visual essays) abounds in modern culture. From the worldwide success of *Maus*, *Persepolis*, and *Fun Home* to *American Splendor* and *My Friend Dahmer*, memoirs using the visual language of comics are copious and robust. This course will examine the genre of graphic memoir through readings, screenings, and hands-on comic-book making about ourselves. By the end of the course, students will be familiar with sub-genres, including graphic medicine, comijournaling, and travel comix. Students will also gain a fundamental understanding of the theory and practice of making sequential narratives.

- **HAMILTON: BIOGRAPHY AND BROADWAY**

**Lisa Burns**

We will spend inspiring hours reading, discussing, and learning about our Founding Fathers as we focus on Ron Chernow’s biography, *Alexander Hamilton*, and Lin Manuel-Miranda’s brilliant score and lyrics for the Broadway musical, *Hamilton*. We will read aloud from both Miranda’s libretto and explore his footnotes, as well as referenced

passages from Chernow’s book. We will also take a field trip to the National Constitution Center’s exhibit on Alexander Hamilton, the Museum of the American Revolution’s new exhibit on Hamilton, “The Constitutional Clashes that Shaped a Nation,” and take the Hamilton walking tour.

- **LANGUAGE OF FILM**

**Greta Ham**

We will explore how film communicates in ways other than dialogue, e.g. editing, scene composition, lighting, etc. Students will learn how to critically analyze the messages that are communicated in a nonverbal manner and how they, as viewers, may be manipulated through such means. They will gain facility in looking at and analyzing film, and familiarity with different forms and techniques of filmmaking. Students will also consider the impact of film on culture and society, and how issues of identity are explored through cinema. Projects will include keeping a journal, including critiquing individual scenes and creating a still-image film/story. We will view material from R-rated movies (e.g. violence, brief zombie nudity), so parental permission is required.

- **LIFE DRAWING**

**Susan Lowry**

*“The nude does not simply represent the body, but relates it, by analogy, to all structures that have become part of our imaginative experience.”* –Sir Kenneth Clark

Students will learn the fundamentals of figure drawing through intensive work with the nude model. Analysis of form, structure, movement, proportion, composition, and expression will be pursued through varied approaches and strategies. Students will experience and experiment with a range of media, techniques, and practices. Research into the history of the figure in art will inform and enrich the student experience. There will be a few practical homework assignments. No previous experience is necessary.

- **MAKERSPACE**

**John Henderson, Nick Renner, Bob Lynam & Tracey Spinka**

Welcome makers, tinkerers, and digital explorers. Students and teachers will open dialogue about prospective ideas before the course begins, and on the first day of class, students who have not previously chosen projects will be given ideas for electronics design projects. Projects can encompass the eight-day cycle or be shorter in nature. Projects will include simple circuit design, Raspberry Pi-based projects, Arduino-based vehicles, biology-inspired electronic circuit designs, and larger circuit-project applications. No experience needed, but enthusiasm and a desire to build are required.

- **MINDFULNESS: SCIENCE AND PRACTICE**

**Alyson Solomon, Rachel Bradburd & Maryanne Rawlings**

Mindfulness is the basic human ability to be fully present. It involves being aware of where we are and what we are doing—and not being overly reactive to what is going on around us. Mindfulness can be cultivated through practice. When we are mindful, we reduce stress, enhance performance, gain insight, and increase our attention to the well-being of ourselves and others. Research has shown that mindfulness has positive benefits for our health, relationships, and work. In this class, students will study the science of mindfulness. Through the examination of evidence-based research, students will learn about the effects of mindfulness on our health and well-being. Students will also experience mindfulness through the practices of meditation, movement (e.g. yoga and tai chi), and reflective journaling.

- **MYSTERY MUSICAL THEATER 3000**

**April Tvarok & Ada Cheung**

Do you love *Mystery Science Theater 3000*? Do you love musical theater? Let's watch musical theater together through a modern

lens and discuss all the “isms” in the shows. We will watch various movie versions of musicals ranging from the 1950s to modern day and discuss topics such as racism, sexism, classism, and ageism. We will also discuss character development as well as history of the plays and the playwrights. We encourage students to speak freely throughout the movies with live commentary (in the style of *MST3K*), and once the show is over, we will have a more in-depth discussion. This is a fun way to study musical theatre and learn about social norms throughout history!

- **PHILADELPHIA ARCHITECTURAL HISTORY**

**Elena Quant**

We live in a city that has an extremely rich history, but what do we know about the buildings around us and the people who built them? In this course, we will explore historical architecture right here in our own backyard! Very little of this class will be in a classroom as we will be exploring the city on foot, snow or shine! By the end, you will have explored the major architectural time periods and styles prominent in Philadelphia. You hopefully will recognize works by a few influential architects and be able to point out characteristics from different eras. We will end the course with a service learning trip to an architectural preservation site.

- **PHILADELPHIA MURAL ARTS INTENSIVE**

**April Tvarok & Ada Cheung**

Learn all about mural arts in Philadelphia! This course will focus on the history and intention behind major murals in our city. We will examine the various art styles and periods represented in the works. The class will go on several walking and trolley tours to explore more than two dozen murals around town. The course concludes with a hands-on collaborative mural for GFS. If you like art, history, or learning about the city of Philadelphia, this class will be a rewarding experience. No art experience necessary!



- **PICTURES AND WORDS AND AUTHORS ... OH MY!**

**Devra Ramsey & Behnaz Varamini**

This course is an exploration of young children's literature (picture books) through authors. Students will reacquaint themselves with beloved picture books and children's authors from their childhood as well as discover new titles/authors. Authors and illustrators have their own styles, content, and messages, and exploring their work allows us to notice the growth and development of their voices over time. There will be a variety of ways for students to participate fully. The goal is to develop a greater appreciation and love for the genre with individual authors in mind. A piece of this course will involve visiting Lower School classrooms and reading with our younger community members. *Note: There is a slight overlap between this course and Pictures and Words and Themes ... Oh My!, but each course will consider the material from a different perspective.*

- **PICTURES AND WORDS AND THEMES ... OH MY!**

**Devra Ramsey & Behnaz Varamini**

This course is an exploration of young children's literature (picture books) through themes. Students will reacquaint themselves with beloved picture books from their childhood as well as discover new titles. Picture books are full of lessons to be learned, both blatant and nuanced; this is the focus of our exploration. There will be a variety of ways for students to participate fully. The goal is to develop a greater appreciation and love for the genre with themes in mind. A piece of this course will involve visiting Lower School classrooms and reading with our younger community members. *Note: There is a slight overlap between this course and Pictures, Words, and Authors ... Oh My!, but each course will consider the material from a different perspective.*

- **POETRY WORKSHOP**

**Alex Levin & Sam Sullivan**

In this class, we will develop our voices as poets and experiment with language in an intensive workshop setting. Students will arrive to each class with at least one poem to share and should expect to have assembled a group of poems by the end of the course. We will spend hours writing, looking at what works in the poems of poets past and contemporary, and figuring out what works well in each other's work. Everyone is expected to offer commentary on their peers' writing. By understanding how the arrangement of language lands on their readers and listeners, each student will become an even better writer.

- **RAGE AGAINST THE MAN-MACHINE**

**JT Waldman & Sara Primo**

This course will focus on various forms of media expressing and channeling female rage. We will look at historical and contemporary examples of women railing against the patriarchy in a variety of formats ranging from music, comix, film, zines, and fine art. This course will include a hands-on component that will lead participants through a process of channeling and transforming their rage into works of literature or mixed media. *Note: This course will build from Sara Primo's Women and Anger (p. 9). Students may elect to take both courses or just one; they are structured to stand alone but also complement one another.*

- **THEATER LAB: DEVISING, DESIGN & PERFORMANCE, PART I**

**Jake Miller, Geo O'Donnell & Kasey Henderson**

Creative collaboration, interpersonal communication, imaginative play, and risk-taking are the foundation for this study in play- and dance-making. The course begins with movement-based ensemble training (based on the work of Anne Bogart, Scott Graham, and Steven Hoggatt) and research on our chosen topic; our daily work will

incorporate writing, design, music, building, and art elements. Through an entirely collaborative process, we will create and perform an original piece of theater inspired by Ancient Greek plays centered on the Trojan War and the House of Atreus. This is a multi-disciplinary course that will most benefit from an array of artists: performers, dancers, writers, designers, composers, builders, visual artists. No specific experience necessary. However, this will be a highly physical exploration and creative process—so be prepared to move and sweat it out together. *Note: This is a corequisite; students must sign up for Parts I and II (p. 17-18) of Theater Lab: Devising, Design & Performance.*

## 8-DAY COURSES

### FULL-DAY CLASSES

6 HOURS

- **ART IN PHILADELPHIA: PROVOCATEUR, CONNECTOR, AND CHANGE AGENT**

**Megan Culp & Robin Friedman**

*“Art is not a mirror to hold up to society, but a hammer with which to shape it.”*

In this course, we will examine the role of art as teacher, provocateur, change maker, connector, and documenter in our own city of Philadelphia. How do artists and arts organizations reach and engage a diverse, culturally-rich population as audience/participant? How can art be a vehicle for connection, communication, and social change? Who is art for? What about accessibility? We will examine these questions through at least five day-long explorations, interviews, workshops, and our own robust art-making and writing. We will explore The Colored Girls Museum, Temple Contemporary, The Asian Arts Initiative, The Village of Arts and Humanities, Taller Puertorriqueño, The Women’s Mobile Museum, and The Philly Pigeon. We will head out into the city and interact with artists and activists, explore corners of the city that may be new to us, and engage with new art, people, and ideas. Along the way, we will partner with Philadelphia’s contemporary *Artblog*, learn how to look at and write about art, and have the opportunity to submit guest blog posts.

- **SURVEYING AND DOCUMENTING WATERWAYS FROM GFS TO THE ATLANTIC**

**Mark Croxford & Michael Koehler**

There is such an amazing array of aquatic ecosystems within a short drive of GFS. In fact, sometimes we are just a half-mile away from a tantalizing view and a species we have never seen just because we’ve always driven on the main road. In this class, we will have the opportunity to wander, explore, sit, watch,

and then document. We plan to visit several aquatic ecosystems, which will include many of the following: the Wissahickon Creek; the Delaware River beyond Philadelphia; tidal marshes in Gloucester County, NJ; the lakes and rivers of the Pine Barrens; Absecon Bay, NJ; Corson Sound near Strathmere, NJ; and the intertidal zone of the Atlantic Ocean. The class will emphasize classification of flora and fauna in each location and attempt to identify overlapping species as well as those that distinguish one ecosystem from another. A particular emphasis will be on the creative and effective documentation of each with photography, drawing, and maybe even other media. Students will complete the class by creating guide materials for each aquatic ecosystem we visit. The form these materials take will only be limited by what we find and what we can imagine.

- **THEATER LAB: DEVISING, DESIGN & PERFORMANCE, PART II**

**Jake Miller, Geo O’Donnell & Kasey Henderson**

Creative collaboration, interpersonal communication, imaginative play, and risk-taking are the foundation for this study in play- and dance-making. The course begins with movement-based ensemble training (based on the work of Anne Bogart, Scott Graham, and Steven Hoggatt) and research on our chosen topic; our daily work will incorporate writing, design, music, building, and art elements. Through an entirely collaborative process, we will create and perform an original piece of theater inspired by Ancient Greek plays centered on the Trojan War and the House of Atreus. This is a multi-disciplinary course that will most benefit from an array of artists: performers, dancers, writers, designers, composers, builders, visual artists. No specific experience necessary. However, this will be a highly

physical exploration and creative process—so be prepared to move and sweat it out together. *Note: This is a corequisite; students must sign up for Parts I (p. 15-16) and II of Theater Lab: Devising, Design & Performance.*

- **URBAN STUDIES:  
SOCIAL JUSTICE IN THE CITY**

**Jamie Tomczuk & Eddie Einbender-Luks**

This urban studies course is built around diving deeply into three Philadelphia neighborhoods and focusing on one topic in each. The goal is to listen to the community members and people experiencing changes within the city, to research the larger factors at play, and to ask questions that push us to challenge our own ideas and look at the city through different eyes. Through guest speakers, site visits, readings, and more, students will delve into the efforts for, and challenges to, social justice. Topics of education, public space (parks/community centers), and real estate development will be covered. We will travel off campus multiple days within the cycle to talk to students at different types of schools, community members involved in bringing new life to a park and community center, and residents, business owners, and other stakeholders involved in a controversial urban redevelopment project. This course will likely bring up more questions than answers, but will leave students with a new understanding of the experiences of Philadelphians in different communities—and a glimpse of the complex efforts, successes, and challenges to social justice in the city.

## 16-DAY COURSES

### QUARTER-DAY CLASSES

1.5 HOURS

- **CHANGING LIVES,  
ONE SONG AT A TIME**

**Steve Fisher & Keystone State Boychoir  
Faculty**

*“Changing lives, one song at a time.”*

This is the philosophy behind the innovative, award-winning music outreach program that brings music to underserved schools in Philadelphia. The program, Find Your Instrument!, aims to end “artless-ness” in Philadelphia public schools by bringing music to schools where no music programs exist. In this course, GFS students will partner with Find Your Instrument! to teach singing in four local Germantown elementary schools. Time will be spent in the classroom exploring topics, such as music educational theory and music as an agent of social change, and making lesson plans. We will also discuss how to build inclusive, meaningful, collaborative partnerships in our community. The majority of the class will take place in the elementary schools, and will be rooted in real experiential learning. If you love singing and working with kids, this course is for you! Students who complete this class will have the chance to continue their musical “tutoring” throughout the rest of their time at GFS. *Note: Students should have some experience with music and singing, but do not need to be part of a formal choir. The ability to read music is a plus.*

- **CURRENT SUPREME  
COURT TERM**

**Ted Oxholm**

This course will examine cases pending before the U.S. Supreme Court in the current 2018-19 Term. We will begin with a look at the Court’s jurisdiction and organization, then students will select four of the cases on the Court’s docket for an in-depth examination. This will involve reading the briefs of the parties, the transcripts of oral arguments if

they have already occurred, and the chief prior relevant opinions. Much but not all of this can be completed in the classroom. The culmination will be four mock Supreme Court arguments in which all students will serve both as counsel (in their own case) and justices (in the other cases), who will decide each case and must justify their opinions. *Note: The material will be highly complex. This course is most appropriate for students who can handle a great deal of very difficult reading and are academic self-starters.*

- **THE EARLY MARX AND 20TH  
CENTURY CRITICAL THEORY**

**Jim Barron**

Developed by the Frankfurt School theorists (Adorno, Horkheimer, Marcuse, and others), critical theory methodically exposes the production of social conditions under advanced capitalism. Among the phenomena it confronts are historical consciousness and agency; mass culture and the culture industry; and the loss of the individual to consumption. This course will investigate the strong connection between the early writings of Karl Marx and Frankfurt theorists of the 20th century. In the first half, we will read, interpret and discuss excerpts from Marx’s early writings. In the second half, we will take the insights gained from Marx and explore how they are at work in selected texts of Theodor Adorno, Max Horkheimer, Herbert Marcuse, and others. Course work will consist of discussions and reflection essays.

- **FILM SCORING WITH  
GARAGEBAND**

**Andrew Westerhaus, Shawn Hennessey,  
André Lee & Jeff Torchon**

This course will focus on how music uniquely contributes meaning to audiovisual media, and students will learn how to create their own soundtracks to convey a particular

emotion. We will watch short scenes from films in each class, many of which will be gathered from student suggestions, and discuss the emotional effect the music soundtrack adds by uncovering the specific musical features that support the scene. Students will learn about the role of a music supervisor in film and the process of professional film scoring. Each student will complete a few brief soundtrack projects of their own, using the music software GarageBand, to accompany selected visual scenes available under the Creative Commons license. More experienced students may use other music software if they choose (such as Sibelius, Logic, Ableton, FL Studio, Studio One, Hook Pad, Digital Performer, etc.). Class activities will include audiovisual analysis, close listening, group discussion, music creation, and sharing student work. Students will become proficient in GarageBand. No previous experience necessary.

- **GAMES & MAGIC**

**Alex Levin & Matt Zipin**

This course will introduce students to principles of strategy and chance in games and magic performance. We will learn games—mostly games you have not seen before, such as Nim or Jotto—then break up into teams to play. We will also learn the principles of magic, such as misdirection and sleight of hand, and will practice these enough to astonish our friends and family. The course will culminate with a choice: learn how to perform a set of magic tricks or develop a playable strategy game. Occasional guest speakers will enlighten and amaze.

- **INTRODUCTION TO RUSSIAN LANGUAGE AND CULTURE**

**Andrew Westerhaus**

Perhaps you've wondered what the words MOCKBA or CCCP signify, or, maybe, how to properly pronounce all of those Russian names that dominate our daily news? Russian has quickly become a priority language of national need. This course is designed to introduce students to Russian language and culture. Students will learn basic

conversational words and phrases, as well as how to read and write in Russian using the Cyrillic alphabet. They will also learn how to introduce themselves and others, greet people, identify basic objects, count, etc. We will touch upon issues unique to Russian culture: its history, literature, politics, and music. Students will be expected to participate actively in class exercises and discussions. At the end of the course, they will have a better understanding and appreciation for the Russian language and culture. No prior knowledge or experience required.

- **LEARN HOW TO SEW**

**Lisa Burns**

This class will involve a design-and-build project. Students will begin with a chosen design, then will explore fabric options, work with patterns, and learn draping techniques. They will learn basic hand- and machine-sewing skills and gain an understanding of how different fabrics work best for specific sewing projects.

- **MATERIAL CULTURE AT GFS**

**JT Waldman, Kate Garrity & Tim Wood**

This course will explore the material culture of GFS hidden in plain sight. Students will examine and audit the artifacts, documents, and art hanging on walls and hidden in corners. Explorations of the GFS Library and archives will be a particular focus as we delve into musty basements and treasure troves beneath our feet. Students will learn about accessioning and provenance of material objects, public trust, elegant decay, and collective history. They will produce finding guide(s) and other resources that add value to the library and archive.

- **MOCK TRIAL**

**Rhonda Levy**

This course is designed to introduce Mock Trial members to the use of legal reasoning, strategy, and argument in the context of trial advocacy. It will focus on basic legal concepts and effective litigation techniques. Objectives include helping students learn oral presentation and argument and the

ability to think on their feet while speaking persuasively. Appropriate courtroom demeanor and the introduction of exhibits will be practiced as well. Students will write and deliver direct and cross-examinations, opening statements, and closing arguments. Various techniques for effective witness portrayal will also be included. In addition, students will prepare for the Pennsylvania Bar Association 2018 competition by designing some of their own lessons and assuming an active role in instruction and feedback. Members of each team will determine and deliver all aspects of their case, from both the prosecutorial and defense standpoints, and actively critique and provide feedback to their teammates. *Note: This course is open to current Mock Trial students only.*

- **PAINTING WITH WORDS**

**Anne Gerbner & Deb Hoffman**

This hands-on class is for writers who would like to explore painting and painters who would like to explore writing. Topics will include Fauvism (Matisse and A.S. Byatt's *The Matisse Stories*), minimalism (Agnes Martin and Gwendolyn Brooks), Cubism (Stein, Picasso, Hemingway, Cezanne) and, finally, illustrated letters and epistolary fiction. For each topic, students will study several artists and read a few short stories or poems; write and sketch to explore their subject; and then finish a short piece of writing and a painting.

- **PLUTARCH'S LIVES OF ILLUSTRIOUS GREEKS AND ROMANS**

**Jim Barron**

Our knowledge and appreciation of ancient Greece and Rome principally come to us from the parallel biographies of famous Greeks and Romans found in *Plutarch's Lives*. In fact, it cannot be overstated how much this masterpiece of anecdote and insight is truly our widest window into the Classical world. In this course, we will focus our reading and reflections on three pairs of lives of

famous Greeks and Romans: Alcibiades and Coriolanus; Lysander and Sulla; and Phocion and Cato the Younger. Our aim will be two-fold: to discover the essential philosophical convictions operating in *Plutarch's Lives* and to evaluate the nature of the practical advice found there. The workload will consist of homework readings, in-class discussions, and a final project in which students will compile material for, and outline the parameters of, two parallel lives of their own.

- **POLYPHONY**

**Adam Hotek & Polyphony Staff**

Students in this course will review submissions to *Polyphony*, the GFS literary arts magazine, including prose, poetry, and visual art. They can also use this time to create new pieces for the publication. Students do not need to be official members of *Polyphony* to take this class.

- **PROGRAMMING IN C**

**Matt Zipin & Alex Fang '19**

This course will explore the C programming language, a powerful and common language widely used in industry and academics. We will examine some or all of the following topics: how to use various C editors and compilers; basics of computer memory; stack and heap; static vs. dynamic vs. automatic memory allocation; using pointers and references; one-dimensional and multi-dimensional arrays; linked lists; sorting and merging, including Quicksort and Mergesort; Mergesort's merging process; and sorting and time complexity. You will walk away with a solid, in-depth, working knowledge of C. You will not only gain conceptual understanding but also complete several projects to solidify your skills. *Note: This course is for students with a background in programming (you must have completed Introductory Programming). If you are interested in taking this course but haven't taken Introductory Programming, please contact Matt Zipin.*

- **READING BUDDIES AT JOHN B. KELLY ELEMENTARY SCHOOL**

**Kathy Paulmier, Emma Snope & Page Fahrig-Pendse**

Literacy is the #1 priority for the John B. Kelly School, a public elementary in Germantown just a few blocks from GFS. In this course, GFS students will participate in a “reading buddies” program with first and second graders at Kelly. They will learn about the reading process as well as techniques for teaching reading and supporting their buddies. Reading out loud to students, listening to them read, and teaching basic decoding skills will be the main activities of this class. GFS students will also experience some of the difficulties facing Philadelphia public schools today, and will witness the creative work being done by teachers and students within this context. A few short readings and videos on reading tutoring and on the School District of Philadelphia will be assigned. Students may be asked to keep brief notes on how their reading buddies are doing to be passed on to the Kelly teachers at the end of the program. This class is part of an ongoing partnership between GFS and Kelly.

- **READING THE WORLD: CONTEMPORARY INTERNATIONAL FICTION**

**Anne Gerbner & June Gondi**

How can we know the world if we don’t know—or read—its stories? In this course, we will dive into a wide variety of recent short stories by internationally-acclaimed authors, as well as some international poetry and film. These important contemporary writers tell their tales in styles ranging from realism to magical realism, anime to comedy, fairytale to fable. During our classes, we will read the day’s story or poem, then work together to discover cultural contexts, read up on contemporary politics, and contemplate

the role of the writer or filmmaker as social critic. We will respond to each story with discussion and creative responses. Join us as we delve into fictional worlds and discover the diverse ways in which humans interact in and with their world. Students will create a short animation or another iPad-oriented production as a culminating project.

- **THE STRUCTURAL AESTHETICS OF THE PRAGUE LINGUISTIC CIRCLE**

**Jim Barron**

The Prague Linguistic Circle, established in the 1920s, developed structuralist theories regarding language (Jakobson and Trubetzkoy) and literature (Mukarovsky and Wellek). From their investigation and analysis of literature, the Prague theorists developed a structuralist aesthetics applicable to all of the arts. Their work was so groundbreaking that they can be said to have produced the first genuinely new philosophy of the arts since Aristotle’s *Poetics*. This course will provide students with a solid understanding of the principles and method of Prague structural aesthetics in two ways. First, students will read selected texts by members of the Circle, covering both the general fundamentals as well as individual topics, such as the concretization of literary works and the semiotics of theater. Second, students will become familiar with Prague Structuralism by taking a hands-on approach to examining the various art forms (music, literature, visual art, dance, theater, and architecture). After learning to define and distinguish these fundamental functions, students will observe the change in their relations by analyzing clothing, portraits, music, body movement, writing, and architecture. The course will culminate in group projects in which each group will be asked to design a specific type of building and present its design, and the choices that went into it, to the class.



## 16-DAY COURSES

### HALF-DAY CLASSES

3 HOURS

- **BOTANICAL DRAWING**

**Deb Hoffman & Thea Applebaum Licht '19**

Interested in botanical illustration? This course is designed to have students research and hone observational skills, to understand the anatomy and thinking behind the structure of plants. We will also explore the history, science, and styles of botanical drawing, and study several artists and what was going on in the sciences in relation to the genre of each artist. We will investigate a variety of media and observational drawing as well. Students will create their own illustrated journals.

- **DOCUMENTARY FILM HISTORY AND PRODUCTION**

**Sarah Detwiler & Laura Jamieson**

This course explores the documentary format by reviewing a variety of films from different eras and making short films on topics of local interest that are inspiring to the students. We will examine the history of documentary, how it has changed, and how best to use this medium to describe and reveal a subject. Students participate in the planning, filming, and editing of a five-to-seven-minute film. Topics will be local to Germantown: possibly a business or restaurant, a local hero, a historical event, or an issue of community concern. Students will serve as camera operators, directors, writers, sound/light specialists, or editors in this collaborative process. Finished films will be screened at Upper School assembly on Monday, March 4, and may be entered in student film festivals as well.



**GFS**

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