



Academic Catalog
2017 – 2018

Table of Contents

1	Our Mission	3
2	Learning at Bard Academy at Simon’s Rock	4
2.1	The Academic Program	4
2.2	Requirements	4
3	The Curriculum.....	5
3.1	Common Book.....	5
3.2	Writing and Thinking Workshop	5
3.3	Literature	5
3.4	Social Studies.....	7
3.5	Science.....	9
3.6	Mathematics	11
3.7	The Arts.....	11
3.8	Music Lessons.....	13
3.9	Performance Ensembles.....	13
3.10	World Languages	14
3.11	J-Term.....	16
4	Academic Support.....	17
4.1	Individual Advising	17
4.2	Group Advising	17
4.3	Academic Accommodations.....	17
5	Academic Policies	18
5.1	The Academic Year	18
5.2	Add/Drop Period	18
5.3	Grades and Comments.....	18
5.4	Academic Standing.....	18
5.5	Waivers.....	19
5.6	Credit Recovery	19
5.7	Matriculation from 10 th grade into the College	19
5.8	Homework	19
5.9	Attendance Policy	20
5.10	Absence for Religious Observance	20
5.11	Leave of Absence.....	20
5.12	Academic Honesty	21
6	The Faculty (Selected)	22

Notice of Nondiscrimination

Bard Academy at Simon's Rock does not discriminate in admission, employment, education or services on the basis of race, color, sex, creed, age, gender identity or expression, sexual preference, religion, national or ethnic origin, disability, marital status, genetic information, previous military service or any other class protected under state or federal law. Academy policy is consistent with state mandates as well as federal statutes and regulation, including but not limited to Executive Orders 11246 and 11375 as amended, Massachusetts Executive Order 74, Section 504 of the federal Rehabilitation Act of 1973, the Americans with Disabilities Act, Title IX of the Education Amendments of 1972 and Titles VI and VII of the Civil Rights Act of 1964.

Inquiries or grievances concerning the Academy's equal rights provisions under Title IX should be directed to the Title IX Coordinator. All other inquiries or grievances should be addressed to the Director of Finance and Administration, who serves as coordinator of Title VI, Section 504, and the Americans with Disabilities Act. For contact information, please call the Provost's Office at (413) 528-7239.

1 Our Mission

At Bard Academy, age doesn't define intellect: our mission is to inspire the curiosity and creativity of motivated young scholars with a challenging, empowering, and inclusive education in the liberal arts and sciences.

Bard Academy at Simon's Rock is the nation's first independent boarding and day school where students prepare to start college after two years. At the end of the 10th grade, they begin full-time study at Bard College at Simon's Rock. After two years at the College they earn an Associate in Arts degree. Students who choose to stay at the College can earn their Bachelor of Arts degree after two more years.

We offer an ambitious, involved Liberal Arts and Sciences curriculum to answer and challenge the serious intellects of our students. In each discipline, our classes integrate foundational knowledge with new and evolving understandings. We ask our students to read and write critically, to question the unquestioned, to appreciate and respect the diversity of human experience, and to seize the opportunities for research and connection that the digital age affords.

The faculty at Bard Academy are college professors credited with redrawing the line between secondary and higher education in the United States and providing a model for the growing early college movement. They invite students to ask how we make and understand history, how the patterns of power and revolution emerge in different historical contexts, how to engage scientific methods and perspectives for addressing climate change, how the principles of logic operate in algebra and geometry, and how American literature builds and evolves from early oral traditions to the experimental poetics of the 21st Century. Students take immersion-style language classes in Spanish or other languages, study language itself, and have the opportunity to study the theories and practices of the visual arts, music, performance, and film.

For 50 years, the students and faculty at Bard College at Simon's Rock have demonstrated that for committed, forward-looking students who are ready to explore their intellectual and creative potentials, college should start early. At Bard Academy, where we create a clear path and seamless transition to early college, reimagining the educational experience starts even earlier.

2 Learning at Bard Academy at Simon's Rock

2.1 The Academic Program

The skills that help students succeed in the classroom are the skills that will enrich the rest of their lives. In learning to bring an independent, questioning mind to reading and writing, to begin to challenge and analyze assumptions and the ideas of others, to infuse discussions and debates with a global perspective, students make profound transformations in themselves and their experience of the world—a world that will benefit in turn from their participation in it.

Those skills are at the center of the Bard Academy program. Each student undertakes a series of core requirements. The Academy courses are designed and taught by the faculty of Bard College at Simon's Rock. Our professors are active scholars and artists in their fields, which means they have a stake in what they teach. They are also experienced teachers of younger scholars. Bard Academy students are immersed in courses that ask them to work and think in new and invigorating ways in a range of disciplines and to draw connections between those disciplines. They will build strong habits as writers, engaging in the writing process as a way of thinking rather than merely a tool to express thoughts, while also gaining experience in the new expressive and exploratory technologies of the digital age.

Courses at the Academy ask students to engage in real and meaningful discourse and problem solving in Literature, Social Studies, Sciences, Mathematics, Languages, and the Arts.

2.2 Requirements

We consider the Bard Academy curriculum to develop skills utilized in the early college, for most students. In some cases and in some subjects, a student can place out of an Academy requirement and advance directly to college-level work. Students who successfully complete the following requirements are qualified for entry into the college program:

- Literature: 4 Semesters
- Social Studies: 4 Semesters
- Sciences: 4 Semesters
- Mathematics: 4 Semesters
- World Languages/Linguistics: 4 Semesters
- Arts: 4 Semesters
- Successful completion of Writing and Thinking Workshop
- Successful completion of 2 J-Term sessions

3 The Curriculum

3.1 Common Book

The Common Book, modeled after the college's Book One program, asks the members of the incoming class to read the first book of their Academy careers over the summer. Each year, a book is selected based on excellence and suitability for promoting interdisciplinary conversations about the intersection of cultures. The author speaks during the Writing and Thinking Workshop week to enrich the students' appreciation of the book and to give incoming students, as well as the entire Simon's Rock community, the chance to ask questions of the author. This year the incoming class will read *The MEANING of MICHELLE*.

3.2 Writing and Thinking Workshop

The Writing and Thinking Workshop is a multi-day immersion in the practices of inquiry and discourse essential to learning at Bard Academy. The Workshop takes place in the week before the start of 9th grade and again, in an advanced form, before entry into the early college program. Drawing on the methods of the Bard College Institute for Writing and Thinking, students engage with the writing process as a scaffold for clear thinking. Sections are led by faculty members drawn from across the institution's academic divisions and are characterized by highly personalized instruction and collaborative work.

One of the goals of the workshop is to demonstrate that clear writing is inseparable from clear thinking and that strong writing and thinking skills are required for successful work in any discipline. Workshop sessions are devoted to the exploration of techniques for generating ideas, refining initial concepts, revising and editing, and asking critical questions.

Another goal of the workshop is to expose students to the academic support structures of the academy. The afternoon session is dedicated to helping students develop strong study skill and time management systems. Classroom behavior expectations will also be outlined during the workshop.

3.3 Literature

The program in Literature introduces students to a wide range of genres, historical periods, and authors, from both the Western literary canon and non-Western literary traditions. Over the course of two years, students develop a familiarity with a variety of texts and the kinds of strategies necessary for engaging them both critically and imaginatively. In addition to close reading and interpretation, students explore historical contexts and cultural perspectives as well as forms and theories of narrative, poetics, and rhetoric. The study of literature challenges students to grow as readers, writers, and critical thinkers, enhancing skills that are applicable to all academic disciplines and needed for understanding and acting in a world increasingly characterized by the proliferation and exchange of verbal information.

In 9th grade, students begin with an intensive study of genre, form, and the tools of literary analysis. They then progress in the 10th grade year to courses that foreground the ways that literature shapes and is shaped by the cultures that produce it. This second year will build toward a capstone project, likely a longer paper that uses primary and secondary sources to explore the “time and place” that is the focus of the class.

Exploring Genre, Exploring Our World (9th grade; 2 Semesters)

Within this course, we will read literature in its many forms, from short stories to poetry and from drama to the novel and non-fiction. As we encounter different types of texts, we will consider all the things that literature can (and possibly should) do as well as gain an understanding of the limits and possibilities of each generic form. We will encounter these texts as readers and critics, both engaging the texts for the pleasure of reading but also to uncover their many dimensions of meaning. In this course, we will grow as writers through informal and creative responses to texts and ideas as well as through longer analytical essays. By the end of the semester, we will all gain the necessary preparation for continued study within literature and beyond as students within Bard Academy.

American Multicultural Literature (10th grade; 1 Semester)

Through close reading of a series of memoirs by Americans who grew up in ethnic American families (African American/Jewish, Chinese American, Native American, Mexican American), we will explore how the imprint of family heritage is visible in the ways these writers described their childhood and youth. Each primary text will serve as a lens through which to examine how race, ethnicity, class, gender, religion and physical location intersect to form individual and collective social identities. Ancillary readings will offer other voices and perspectives, and the class will engage in a collaborative research project that will delve deeper into the historical and social contexts surrounding the primary texts. Regular response journals and short writing assignments will work up to the midterm and final papers.

Intercultural Literatures: Global Textualities (10th grade; 1 Semester)

This course foregrounds the ways that literature entwines with the cultures that produce them. Through reading, writing and discussing a wide variety of seminal global texts from antiquity to the present, students will encounter authors who have shaped and been shaped by world views. Further, students will focus on how to read and discuss literary texts closely and carefully in order to develop and express their thoughts succinctly.

3.4 Social Studies

The Social Studies curriculum at Bard Academy introduces students to a range of perspectives, topics, and content areas associated with the study of social systems, relations, and behaviors, as well as social, political and philosophical ideas. The curriculum is developed around the expertise of the faculty in the Division, with the goal of providing students with the opportunity to study and think critically about their social world and gain experience in a range of methods central to the study of social life.

The courses in the Social Studies curriculum are organized around six themes; these include: Historical Analysis, Methods of Inquiry, Economies, Government and the Polity, Language and Thought, and Inequality. The curriculum is not organized by content area or discipline, as students' study at this point in their educational path is pre-disciplinary. Rather, the goal is to provide students with a breadth of content, while also some depth across various themes, as articulated in a variety of subject and topic areas.

Each semester, the Academy offers three or four Social Studies courses, and students are required to take one of these courses. Students may take courses within the curriculum in any order—thus allowing students to explore topics that may be of interest to them. Academic advisors will work with their Academy advisees to ensure that students achieve a breadth of exposure across the seven themes during their studies in the Academy, and students are encouraged to explore a range of topics and themes during their Academy study. Each course is open to both 9th and 10th grade students—there is no sequencing of the division's Academy curriculum; rather, students are encouraged to take a sequence of courses that introduces them to the six themes from a variety of perspectives within the curriculum. A sampling of the courses are presented below.

Constitution & Amendments (1 Semester)

In this course, the various founding documents of the United States of America—the Declaration of Independence, the Articles of Confederation, the Constitution, the Bill of Rights, and the 27 Amendments to the Constitution (which is therefore often called a "living document")—will serve as occasions for exploring US and global history. We will focus on the social, political, economic, and cultural struggles through which these documents came to be, and examine how events shaped the documents and how the documents, in turn, shaped events, requiring us to switch perspectives and angles. We will thus discover and contrast both the United States envisioned in these documents, and the United States that is revealed when studying their historical context and development. Thus will we discover something of the deeper historical forces and the interaction of ordinary people and institutions. We will ask, How these key moments constitute the US and its history? How and where do such "founding" documents live? Who gives life to a living document?

Global Slavery (1 Semester)

The Global Slavery course focuses on the question of how human beings have and still do become the property of other human beings and why that ownership matters. The course is thematically designed around problem-oriented modules ranging across historical and contemporary issues. Each module has a series of exercises and a guided writing assignment intended to provoke curiosity, facilitate inquiry, and document emerging understandings of the material as teenage citizens of the contemporary global economy.

Media and Culture (1 semester)

The media is all around us and we are actively and passively a part of it; but are we fully aware of the media's effects? This course will provide students with the knowledge and tools to develop critical consciousness of the various forms of media. Questions addressed will include: How can propaganda be used to promote different kinds of pro-social and/or anti-social behaviors? What impact do Disney and Mattel have on children's socialization? How does the media shape our beliefs about people from demographics we do not share? Television shows, advertisements, video games and other forms of media "entertainment" will be examined. Specifically, we will explore the use of media in transatlantic nations while asking critical questions about how people, issues, events and values are represented and how this representation impacts our thinking.

Philosophical Puzzles (1 semester)

Philosophical thought experiments and paradoxes challenge our everyday thinking about the world and our place in it. In this course, we will examine classic thought experiments and paradoxes including The Trolley Problem, Brains in Vats, Descartes' demon, Twin Earth, Newcomb's problem, Zeno's paradoxes, Hilbert's Hotel, Teletransportation, Sorites, The Surprise Examination, The Ship of Theseus, Doomsday, and Sleeping Beauty. In reacting to these puzzles, we will learn how to analyze the structure of arguments, determine whether they are persuasive, and—when they are not—argue that they are not. In addition, we will study how to construct persuasive arguments of our own and present them clearly and effectively in writing. The course serves as an introduction both to the content and methods of philosophy.

The Examined Social Life: An Introduction to the Social Studies (1 semester)

In this course, students will explore the many different ways that social theorists and social scientists have explored—and continue to explore—questions about the social realm, including citizenship, identity, belonging, inequality, family, work, love, and loss, to name a few. Perspectives will include those from fields such as anthropology, economics, history, politics, psychology, and sociology. Students will come away from this course with a sense of how various social studies perspectives can promote a critical examination of one's own life, the lives of others, and their intersections.

Sacred Cities (1 semester)

This course explores sacred cities from an historic and contemporary perspective. Urban centers found across the world, sacred cities are important to the history or faith of one or multiple religions. Examination of these cities will permit students to become familiar with the tenets of those religions that claim these urban centers as significant. We will come to understand how one city, for example Jerusalem or Katmandu, might be sacred to multiple faiths, such as Judaism, Christianity, and Islam or Buddhism, Hinduism, and Sikhism respectively. We furthermore consider the implications of this shared and continuing importance. We will also learn how sacred cities, like Mecca (Saudi Arabia) or Varanasi (India), become centers for pilgrimage and how certain cities, for instance Cordoba (Spain) and Touba (Senegal), increase or decrease in importance for followers, in this case Islam, throughout time and according to circumstance. Lastly, we explore Yoruba religion in Ife, Nigeria in order to then become familiar with syncretic religions, beliefs and practices that blend various faith systems, in the Americas. Syncretic religions and sacred cities examined include the practice of Santeria in Havana (Cuba) and Candomble in Salvador (Brazil).

3.5 Science

The study of natural and physical sciences at the Academy fosters curiosity, observation, and real world problem solving, while also laying a groundwork for more advanced study in computer science, biology, chemistry, physics, and the environmental sciences. Through hands-on design, regular lab-work, and analysis of experiments, students develop a deeper appreciation of the scientific process. Courses in climate change and the science of food are positioned at the intersection of the branches of science, inviting students into authentic investigation of urgent themes, problems, and questions.

Algorithmic Thinking via Computer Science (9th grade; 1 Semester)

Computer Science at Bard Academy teaches algorithmic thinking via computer programming. Algorithmic thinking is a way of getting to a solution through the clear definition of the steps needed; no magic or hand-waving. An algorithm is a set of instructions or rules that if followed precisely (whether by a person or a computer) leads to answers to both the original and similar problems. Algorithmic thinking is useful in any discipline that requires problem-solving. Computer programming is the process of writing down an algorithm for a computer to follow. Not only is computer programming fun, but it also tells us, definitively whether we have developed an air-tight algorithm. In this class computer programming is done in JavaScript and/or Python.

Chemistry (9th grade; 1 Semester)

Chemistry is a visual, hands-on science in which students learn by watching and doing, whether in classroom activities and demonstrations or laboratory experiments, with a focus on these fundamental concepts: the scientific method is the basis for experimental observation and deduction; the arrangement of elements in the periodic table enables us to predict atomic behavior; bonding is based upon attractions between particles of opposite charge; properties of all substances are based on types of chemical bonding; and in chemical reactions, particles rearrange. Further, challenging and analyzing the assumptions and ideas of others, then answering and defending their own deductions and conclusions, will improve students' ability to speak with confidence, clarity, and precision, and to read and think critically. Students will apply these chemistry themes and modes of thought to relevant issues such as global climate change, environmental and ecological pressures, sustainable energy, and GMOs. Academy Chemistry aims to develop students' scientific literacy and intellectual curiosity, and enhance their skills to pursue scientific inquiry.

Biology (10th grade; ½ Semester)

This course is designed to provide a broad understanding of the basic principles of biology. A major emphasis of this course is to help students develop scientific literacy, and to increase students' excitement and interest in the biological sciences. We will learn basic cell biology, genetics, structure and function of plants and animals, evolutionary theories, and how organisms interact in an ecosystem. Laboratory work is an integral part of this curriculum. During our laboratory investigations, we will apply the logic of scientific thinking to build testable hypotheses, carry out experiments, and collect and analyze data. This course will lay the foundation for other advanced courses in Biology.

Agroecology (10th grade; ½ Semester)

This course serves as an introduction to Agroecology and uses the Simon's Rock Community Garden as the focal point for exploring the application of ecologically sound practices in agriculture. It will provide students with the philosophical and scientific rationale for alternative agricultural methods, as well as the basic scientific knowledge required to understand and assess the biological and ecological processes involved. Through labor in the garden, the pursuit of independent research projects, assigned readings, and laboratory exercises students will explore and obtain a firm understanding of the challenges of producing one of our most basic necessities.

Climate Change (10th grade; 1 Semester)

At the intersection of physics, chemistry, and environmental science, this course introduces the scientific method and perspective by taking on one of the most urgent topics of our age. Students will seek both to understand the causes of climate change and to imagine solutions to its challenges, while building the

foundation in chemistry and physics needed for further study in the sciences. The thematic organization of the learning process promotes scientific inquiry both as a set of skills and as a critical form of citizenship.

3.6 Mathematics

Starting in 9th grade, students will learn that math is a language useful for describing the world quantitatively, a set of tools to solve complex problems, and a logical and analytical way of thinking. Instead of following predetermined steps to get answers as quickly as possible, students will develop critical thinking skills that will allow them to find their own paths to solutions of challenging problems. Upon successful completion of the 9th and 10th grade math curriculum, students will potentially be prepared to take calculus at the college level. College math courses are open to more advanced Academy students.

Algebra I with Geometry (9th grade; 2 Semesters)

Algebra is the extension of the rules of arithmetic to operations involving both numbers and symbols, which may represent known or unknown numeric quantities. It is the foundation of all higher mathematics and indispensable in many occupations and in everyday life. Topics explored in this year-long course will include the principles of logic (which form the foundation of proof techniques), the properties of arithmetic operations, lines and linear functions, rates and proportions, Euclidean geometry, and working with algebraic expressions.

Algebra II with Trigonometry (10th grade; 2 Semesters)

This course is intended to give students a thorough grounding in the mathematics required to succeed in the basic sciences, as well as to prepare students for progressing to the study of calculus. Topics build on Algebra I to include a more in-depth exploration of elementary algebra and extensive coverage of the principles of quadratic equations. Students will learn to solve polynomial equations and graph polynomial functions; to graph rational functions with one or two vertical asymptotes; and to find inverse functions. Logarithmic and exponential functions are also covered. Much of the second semester will be a study of trigonometry of the unit circle, including graphing trigonometric functions and solving trigonometric equations.

3.7 The Arts

At Bard Academy, the arts are not an afterthought, but are valued as ways of exploring, representing, and knowing the world. Courses in the arts combine theory and practice, balancing studio time with classroom discussions, and field trips that tap into the abundant cultural resources of the Berkshires. The campus has an exceptional arts facility, the Daniel Arts Center, with two state-of-the-art performance spaces, an active ceramics studio with multiple kilns, multiple music practice and performance venues, a

dance studio, both analog and digital photography studios, an extensive drawing and painting studio, and multiple gallery or display venues.

Over the course of two years, Bard Academy students have the opportunity to be exposed to all disciplines in the Arts offered at Simon's Rock. Students will have the opportunity to choose from among various classes. The practicum courses offer a range of choices to students interested in pursuing interests in music, drawing and painting, ceramics, sculpture, dance, photography, film, and theater. Each semester, students enroll in two back-to-back 7-week long courses, one studio-based and one performative. Arts courses are open to both 9th and 10th grade students. If a student demonstrates commitment to a particular discipline, there is opportunity to continue in that discipline by joining a college-level class, given availability and permission of the instructor and Associate Dean of Academic Affairs. A sampling of Academy Arts courses follow.

Ceramics (½ semester)

This course introduces students to a series of projects, organized around construction techniques to acquaint the student with the nature of clay and basic ceramic processes. Glazing and firing techniques are introduced throughout the course.

Film-making (½ semester)

In this seven-week course, students work in a crew to make a short movie. Topics comprise: Story vs Plot (Inciting Incident), Deus Ex Machina (Actors aren't robots), Storyboards (The Visual Story), Anatomy of a Scene (Cinematography), Production (Principle Photography), Post Editing (The Cutting Edge).

Graphic Design (½ semester)

What is Graphic Design? It is where you can use a painting or a photograph to communicate an idea or provoke thought. Through the magic of Photoshop and Illustrator, combined with the dark arts of color and fonts, you can move people to part with their hard earned treasures. Graphic design is all around us, and in seven short weeks you will be given the the foundation you need to build an empire using visual communication.

Dance (½ semester)

In this studio-based class, students will begin to explore the various facets of the world of dance. Through movement exploration, observation, discussion, and reflection, students will be exposed to a sampling of dance styles ranging from ballet to hiphop. Students will be introduced to fundamental dance technique, terminology, improvisation, and beginning dance composition. Historical overviews of the development of classical ballet, modern dance, Jazz, tap, and social dances of the 19th and 20th century will be presented through short readings and viewings. This class is for all levels; no previous experience necessary.

Painting & Drawing (½ semester)

Painting and Drawing introduces basic skills and concepts upon which further progress in Drawing, Painting, and Graphic Design depend. Students use graphite, charcoal, ink, watercolor, and collage materials to complete projects which lead to increasingly open-ended and expressive works. Whether or not students choose to continue making Visual Art, this course provides the experiences and understandings necessary to respond to, reflect upon, and evaluate aesthetic structures. It also sharpens and deepens visual perception, changing how we see the world around us with new vibrancy and meaning.

Behind the Scenes in Theater (½ semester)

Join us behind the scenes in the theater where, over the course, of seven weeks, you will be introduced to the various parts that make up the whole of creating theater. You will explore acting, directing, costume design and construction, lighting design, set design, sound design, and stage management so that by the end of your time you will have an understanding of all elements that go into creating a theater production. The fall production in the McConnell Theater will be a Shakespeare play so there may even be a little stage combat in the mix! No theater experience necessary.

Photography (½ semester)

In this course students will be introduced to all aspects of analog Black & White photography and darkroom work. They will learn to shoot, process and print their own images and be exposed to the technical and aesthetic qualities necessary to create film-based Black & White photographs. Students are strongly encouraged to provide their own 35mm manual film cameras.

3.8 Music Lessons

For students interested in pursuing private (one-on-one) music lessons, these are offered on campus, with exceptional local music teachers, at a per-lesson rate (\$60/hr).

3.9 Performance Ensembles

Students are encouraged to register for performing ensembles offered through the College program each semester. Ensembles may include: Chorus, Madrigal Group (by audition), Chamber Orchestra, Jazz Ensemble, and Collegium. Participating in ensembles can be extra-curricular or can be done to satisfy a semester's Academy Arts requirement. In order to satisfy this requirement in this way, students must participate in two ensembles or one ensemble plus music lessons during the same semester and may not miss more than three lessons or rehearsals.

Chorus

The rehearsal and reading of works from part-song and choral literature from the Middle Ages to present. Chorus is open to all students and community members

by audition. Previous singing experience and some music reading ability are desirable preparation.

Madrigal Group

This chamber choir of six to 10 voices rehearses and performs a cappella vocal music concentrating on the vast repertoire of Renaissance madrigals and motets. It may also perform vocal music from the Middle Ages and contemporary a cappella madrigals. It is open to all students by audition. Previous choral experience and basic music reading skills are required. Prerequisite: Chorus, which may be taken concurrently.

Chamber Orchestra

The chamber ensemble is engaged in the reading, rehearsal, and performance of classical and modern literature for larger chamber and smaller orchestral ensembles. It is open to students of intermediate to advanced skill on orchestral instruments (strings, woodwind, brass). Individual students may be selected to perform solo concertos with the ensemble.

Jazz Ensemble

This course features the reading and rehearsal of jazz literature in a wide range of styles. It is open to all students and community members by audition. Some ability to read music is required.

Collegium

The Collegium (early music ensemble) explores early music through singing and playing period instruments such as recorders and viols. Guitarists, violinists, and cellists may also be accepted. Each semester will focus on music of a particular country or genre. Simon's Rock owns a tenor and bass recorder as well as treble, tenor, and bass viols, which are free to the users. Students wishing to play recorder should expect to bring their own soprano and/or alto recorders. Plastic recorders, which work very well, can be purchased very inexpensively. Rental instruments may be available for a modest fee. Music will usually be provided, with the caveat that during some semesters students may be required to buy a particular collection of music as part of specific studies. Participation in a final concert as well as regular class attendance is required for receiving credit and a Pass/Fail grade. Students will be expected to practice outside of classes.

3.10 World Languages

Active participation in our global society requires awareness of and sensitivity to cultures other than one's own. Therefore, the study of at least one language is a crucial element

of the Academy's curriculum. We teach immersion-style language classes featuring a learner-centered, communicative approach. Students have the opportunity to study a different language in year two.

Each semester, four courses are offered as part of the Language Curriculum. Beginning and Intermediate Spanish are always offered. Two other languages are offered on alternating two-year cycles. During the 2017-2018 Academic year we offer Intermediate French and Beginning Chinese. Additionally, students may spend one year in the study of language itself by taking Linguistics, either before or after a year of study on a particular language.

Beginning Chinese (2 semesters)

China has one of the world's oldest and richest continuous cultures, and the nation is one of the largest trading partners of the United States. Students who select Chinese as their language of study are introduced to basic vocabulary and to fundamental structures of the language while they simultaneously develop listening, speaking, reading, and writing skills in the target language. They become acquainted with pinyin, the Chinese pronunciation system and also acquire a written vocabulary of more than 800 characters. This course is taught immersion-style and pays ample attention to various facets of Chinese culture: students explore features of culture and daily life in China through discussions, multi-media presentations, songs, and films.

Intermediate French (2 semesters)

French is Europe's second most widely spoken mother tongue with over 77 million speakers, and there are 24 francophone countries in Africa. In addition, it is the second most widely learned world language after English. More than 200 million people speak French on the five continents. This two-year sequence offers an immersion-style approach to the mastery of high-frequency vocabulary and basic structures of the French language. Students develop hearing, speaking, reading, and writing skills, along with knowledge of the regional and cultural diversity of the French-speaking world through select readings, songs, films, and multi-media exposes.

Beginning and Intermediate Spanish (4 semesters)

Spanish ranks as the world's second language in terms of how many people speak it as their native language. This course is an intensive immersion-style approach to learning fundamental structures and acquiring high-frequency vocabulary of the Spanish language. The two-year sequence emphasizes proficiency and fluidity rather than detailed accuracy and prepares learners for Intermediate Spanish at the college-level. Students are encouraged to develop listening, speaking, reading, and writing skills in the target language and to study the cultures of the Spanish-

speaking world in Europe and in Latin America through selected readings, films, songs, oral *exposés*, and multi-media presentations.

Linguistics (2 semesters)

In this course, we will begin the study of language. We will not be studying any particular language, but rather the structure of language itself. Topics that will be explored include the systems of sounds that exist in human languages, the ways that words are constructed internally and the ways that words are put together into larger constructions such as phrases and sentences. In addition to readings, students will start to analyze language patterns by working with exercises and data beginning with English but then including problems from many languages throughout the world in order to get a sense of the variety of methods used to construct words and sentences.

3.11 J-Term

January of each year features intensive two-and-a-half-week study in selected topics and their applications to the liberal arts. This session is designed to allow students hands on experience to explore topics of interest and may include trips away or abroad. J-Term courses are designed to be fun, exploratory, and serve as an opportunity to put to use skills developed over the previous semester.

4 Academic Support

Bard Academy students take on serious academic challenges from their first day of school, discovering a new and galvanized sense of themselves as they meet those challenges and move beyond them. But it wouldn't be rewarding if it were easy. Our faculty and staff recognize what is necessary for students to succeed and we work with purpose and dedication to make it possible.

Our academic support services include the Win Student Resource Commons, the Tutoring and Writing Center and the Math Lab, offering free individual and group tutoring in all subjects; guided evening study halls; open access to faculty; a mentor program pairing Academy students with college students; individualized academic advising, assigning each student to a member of the faculty who guides every step of the academic journey; and weekly group Advisory.

The Alumni Library is a unique space on campus, one that combines both academic and social aspects, playing an important role in students' lives. It provides a comfortable, welcoming place for reading, research, and reflection. Librarians work with faculty to help students learn to locate, evaluate, and cite scholarly information in all formats.

4.1 Individual Advising

Students at Bard Academy receive a high level of personal attention from faculty, residence life staff, and student mentors. At the center of these support structures is an academic advisor – in most cases a member of the faculty – with whom students meet weekly during their time at Bard Academy. The advisor works with the student to fulfill academic requirements and to adjust to a new setting with new responsibilities and challenges. A student may change advisors at any time by making arrangements to switch with their new advisor and then completing a Change of Advisor form, available at the Registrar's Office.

4.2 Group Advising

In addition to individual academic advising, Bard Academy students also engage in weekly group advisory meetings. The advisory program, which serves as a peer support group, offers a major source of support for students in the high school program. By providing a supportive and accepting meeting place, advisory groups allow students to voice concerns and problems, address issues that are important to them, and offer each other guidance and support.

4.3 Academic Accommodations

Students with learning differences who may need academic accommodations should meet with the Director of Accessibility and Academic Support to arrange the accommodations as soon as possible in the beginning of the school year. Educational testing will be required, and reviewed, prior to the granting of accommodations.

5 Academic Policies

5.1 The Academic Year

The academic year at Bard Academy at Simon's Rock consists of two 14.5 week semesters; a multi-day Writing and Thinking Workshop for newly admitted students in the fall; and one two-and-a-half-week intensive program in January.

5.2 Add/Drop Period

There is a one week drop/add period at the beginning of each semester. With the permission of the advisor, a student may drop and add courses in the drop/add period. A student who drops a course during the drop/add period receives no credit for that course, and the course does not appear on the student's transcript. Drop/add forms must be signed by the advisor. In the Academy, a course drop is always accompanied by a corresponding course add in the same discipline. In other words, one Arts class may be dropped and another Arts class added in its place. This policy differs from the college's Add/Drop policy.

5.3 Grades and Comments

Students at Bard Academy receive written evaluations ("comments") of their performance at midterm and following the completion of courses. Letter grades are also assigned as an abbreviated indication of overall performance. Together, the grade and comment sheets make up the student's academic record. Letter grades represent the following levels of academic achievement:

- A = performance with distinction
- B = good performance
- C = satisfactory performance
- D = minimally passing performance
- F = failure

A plus (+) attached to a letter grade indicates a higher achievement at the level of that letter grade; a minus (-) indicates a lower achievement at the level of that letter grade. Grades of A+ and D- are not used on academic records.

5.4 Academic Standing

To determine whether or not a student is in good academic standing, a semester GPA and cumulative GPA are computed for each student at the end of each semester. Letter grades are assigned the following GPA equivalents: A=4, B=3, C=2, D=1, and F=0. A plus (+) adds 0.3 and a minus (-) subtracts 0.3. Students remain in good academic status by completing the six required courses each semester.

- Good Academic Standing: Cumulative GPA 2.0 (C) or above.
- Academic Warning: Cumulative GPA above 2.0, but semester GPA is below 2.0.
- Academic Probation: Cumulative GPA below 2.0

5.5 Waivers

In rare circumstances a waiver may be granted to a student who is unable to fulfill a matriculation requirement or to complete a course in the specified way. In order to obtain a waiver, the student must complete and submit a Petition for Exception form which will be reviewed by the Standards and Procedures Committee (S & P).

5.6 Credit Recovery

If a student is not in good academic standing at the end of the school year, they will be required to participate in and successfully complete a credit recovery program over the summer in order to be eligible to return to Simon's Rock the subsequent fall semester. Students will re-take courses they did not pass during the school year. Courses will be taken at an approved institution, either on-line or in a physical classroom. Bard Academy can provide contact information for approved institutions. Courses shall be paid for by the student and their families and is not covered by Bard Academy tuition.

5.7 Matriculation from 10th grade into the College

After 10th grade, students who are in good academic and social standing are automatically eligible to move into the college program. These students will write a Matriculation Statement and meet with the Associate Dean of Academic Affairs, The Dean of Students, and the Academic Transition Advisor to complete their admission into the college.

After 10th grade, students who are not in good academic standing will need to satisfy summer credit recovery requirements to be considered for matriculation into the college program. Students will need final permission from the Associate Dean of Academic Affairs to matriculate into the college.

5.8 Homework

Homework is a crucial piece of the Bard Academy experience. Faculty, students, and tutors work in partnership to enhance our classrooms' curricula by means of daily homework and long-range projects throughout the year. A student's academic success depends on taking responsibility for the completion of homework on the due date. A student is expected to spend a minimum of two hours per night focused on completing homework assignments. Each teacher will articulate their own homework guidelines, including policies for turning in late work for partial, full, or no credit. These guidelines will be distributed to the students at the beginning of the school year in the course syllabus. Students are asked to record all assignments in their assignment planners. Each teacher

is encouraged to have at least one class tutor and they should be consulted for individualized help outside of class, including during study hours.

5.9 Attendance Policy

A classroom is a community, and classes at Bard Academy, where learning is participatory and student-centered, require the presence and engagement of all members of that community. Students are expected to attend all classes for which they are scheduled. Students are expected to arrive at all required appointments punctually, prepared, and ready to participate.

Students who miss one week of a class (defined by the number of times per week the class meets) due to unexcused absences will receive an academic warning. Students who miss two weeks of class will have their final grade lowered by one full letter grade; students who miss three weeks of class will have their final grade lowered by two letter grades. Students who miss more than three weeks of class will fail to complete the course.

5.10 Absence for Religious Observance

Bard Academy recognizes that the student body includes adherents of various faiths, and that observance of religious holidays is an important part of religious practice. Students may obtain an excused absence for such observance by informing their professors, in writing, of a planned absence at least two weeks in advance and making arrangements to complete any missed work. Absences for the observance of religious holidays are not counted toward maximum allowable absences.

Pursuant to the requirements of the law set forth in Chapter 151C, Section 2B of the General Laws of the Commonwealth of Massachusetts, a copy of this section is printed here in full: “Any student in an educational or vocational training institution, other than a religious or denominational educational or vocational training institution, who is unable, because of his or her religious beliefs, to attend classes or to participate in any examination, study, or work requirement on a particular day shall be excused from any such examination or study or work requirement and shall be provided with an opportunity to make up such examination, study or work requirement that he or she may have missed because of such absence on any particular day; provided, however, that such makeup examination or work shall not create an unreasonable burden upon the College. The institution for making available to the said student such opportunity shall charge no fees of any kind. No adverse or prejudicial effects shall result to any student because of his or her availing him or herself of the provisions of this section.”

5.11 Leave of Absence

In the event of a serious illness or other severe problem that necessitates missing several consecutive classes, the student may request a formal Leave of Absence from health services or from the Associate Dean of Academic Affairs. Students are expected to keep up with the work assigned during a leave of absence.

If a student is absent from more than a total of three weeks of class sessions for any reason, completion of the course requirements may not be possible. In such cases, certification from the professor is required that the student has already done sufficient work in the course for it to reasonably be completed by the end of the semester. If the professor or the student judges that a class cannot be successfully completed, a student who has been granted a leave of absence usually will be allowed to withdraw from that class and will receive a W on the transcript.

5.12 Academic Honesty

Honesty is the basic value on which this community rests. Honesty in the academic area means claiming as one's own only that work which is one's own. All scholarship builds upon the ideas and information of others; the honest person makes clear in written work exactly what the source of any borrowed information or idea is, whether it be library materials, the Internet, classmates, or family members. Since words are the bearers of both information and the unique style of the writer, the words of others, if borrowed, must be properly acknowledged. In addition, work done for one course may not be used to secure credit in another.

Students who are involved in acts of plagiarism or academic dishonesty will be sent to the Associate Dean of Academic Affairs. The dean, through meetings with the professor, will determine if an act of plagiarism or academic dishonesty has occurred. If the dean concludes that an act of plagiarism or academic dishonesty has occurred, the student will be issued a grade of F on the assignment or exam in question and may result in a grade of F for the course. The student will receive a written warning (although nothing will go on the student's academic record) and parents or guardians will be notified. Any subsequent offense will become part of the student's record and will result in further consequences, which may include academic probation, revocation of scholarship, and suspension from the Academy.

6 The Faculty (Selected)

Courses at Bard Academy are designed and taught by members of the faculty at Bard College at Simon's Rock, rated by the Princeton Review as among the nation's best. Meet the rest of the faculty at <http://www.simons-rock.edu/academics/meet-the-faculty>.

Michael Bergman, PhD (PHYSICS)

BA, *summa cum laude*, Columbia University; PhD, M.I.T. Dr. Bergman has received fellowships or grants from NSF, NASA, NATO, and the Research Corporation, and in 2000, was awarded the Doornbos Memorial Prize. He is the secretary of SEDI (an international organization on the earth's deep interior) and has published papers in *Nature* (in which he also contributed a News and Views column), *Geophysical and Astrophysical Fluid Dynamics*, *Physics of the Earth and Planetary Interiors*, *Metallurgical and Materials Transactions*, *Geophysical Research Letters*, *Journal of Geophysical Research*, and *Journal of Crystal Growth*. He has chapters in *Core Dynamics, Structure, and Rotation*, and the *Encyclopedia of the Earth Sciences*. He served as a guest editor for *Physics of the Earth and Planetary Interiors*. In Spring 2013, He was a visiting research scientist at the École Normale Supérieure in Lyon, France. Dr. Bergman has been at Simon's Rock since 1994.

Jennifer Browdy de Hernandez (COMPARATIVE LITERATURE)

BA, magna cum laude, Bard College at Simon's Rock; MA, PhD, New York University. Dr. Browdy de Hernandez's areas of scholarly research include world literature by women, especially memoir, testimonial and personal narrative; women's leadership, global feminisms and environmental justice; intersectional feminist, queer, and postcolonial theory; and journalism, digital media studies and media activism. She has edited three anthologies of short essays, poetry and fiction by women from North America, Africa, Latin America and the Caribbean, along with many articles on the intersection of poetics and politics in literature. Recent essays have been published in *Feminist Pedagogy in Higher Education: Critical Theory and Practice* and *Teaching Human Rights in Literary and Cultural Studies*, in the Modern Language Association's Options for Teaching Series. She has also published short articles in *Yes! Magazine*, *Kosmos Journal*, and *Berkshire Magazine*. A memoir and a writer's guide to memoir are forthcoming in 2017. She has presented papers and been invited to speak at many venues, including the Modern Language Association, the Association for the Study of Literature and the Environment, the National Women's Studies Association, the Northeast Modern Language Association, the American Comparative Literature Association, Princeton University, Rutgers University, SUNY New Paltz, the University at Albany--SUNY, Southern Connecticut State University, Middlebury College, and various women's organizations and radio programs on NPR affiliates and other stations around the country. She has served as co-chair of the International Task Force of the National Women's Studies Association, a founding board member and vice president for programs of the Berkshire Chapter of UNIFEM (the United Nations Development Fund

for Women), and served two years on the national board of the U.S. Committee for UNIFEM. She has organized annual conferences in observance of International Women's Day at Simon's Rock since 2002, and she is the founding Director of the Berkshire Festival of Women Writers, an organization dedicated to cultivating the voices and visions of women of all ages in the Berkshire region. She is also the founding director of the Butterfly Leadership Program, which offers workshops for teen girls to develop into their potential as leaders through writing, collaboration and public speaking practice. She is also an active member of the Simon's Rock Alumni Leadership Council. Dr. Browdy de Hernandez has been at Simon's Rock since 1994.

Nancy Bonvillain (ANTHROPOLOGY, LINGUISTICS)

BA, magna cum laude, Phi Beta Kappa, Hunter College; PhD., Columbia University. Dr. Bonvillain is an authority on Native American cultures and languages. She is the author of books on the Mohawk language and on the Huron, the Mohawk, the Hopi, the Teton Sioux, the Navajo, the Inuit, the Zuni, and the Santee Sioux, and on Native American religion and Native American medicine. She has written on gender, linguistics, and narrative. Dr. Bonvillain has written four textbooks: *Language, Culture and Communication*; *Women and Men: Cultural Constructs of Gender*; *Native Nations: Cultures and Histories of Native North America*; and *Cultural Anthropology*. Her articles have appeared in *Anthropological Linguistics*, *American Indian Culture and Research Journal*, *International Journal of American Linguistics*, *Dialectic Anthropology*, *Papers on Iroquoian Research*, and in several collections. She has taught at Columbia University, SUNY Purchase and Stonybrook, the New School for Social Research, and Sarah Lawrence College. She has received fellowships from the National Science Foundation, the National Endowment for the Humanities, the American Philosophical Society, and the U.S. Bureau of the Census. Her fieldwork has been with the Navajo and on the Akwesasne Mohawk Reserve. Dr. Bonvillain has been at Simon's Rock since 1996.

Kathryn Boswell, PhD (ANTHROPOLOGY)

BA, *magna cum laude*, Drew University; PhD, Indiana University. Dr. Boswell's research examines the historic and contemporary dynamics of forced and return migration in central West Africa with specific reference to the transnational Burkinabé population located in Burkina Faso and Côte d'Ivoire. Dr. Boswell was awarded two Fulbright Fellowships to conduct field research in Côte d'Ivoire and Burkina Faso. She has also received several Foreign Language and Area Studies Fellowships and was a resident at the Woodrow Wilson International Center for Scholars in Washington, D.C. She has published her work in *The Northeastern Anthropological Association Bulletin and Africa Today*. She has presented at the African Studies Association and American Anthropological Association conferences. Dr. Boswell has been at Simon's Rock since 2008.

Patricia A. Dooley, PhD (CHEMISTRY)

Patricia A. Dooley is a 1978 Distinguished Military Graduate of the University of Notre Dame in South Bend, Indiana, where she was commissioned as a Regular Army

Second Lieutenant in the Signal Corps. She graduated from Notre Dame with a bachelor of science in chemistry. Additionally, she earned a master of science in chemistry in 1989 and a doctor of philosophy in chemistry in 1998 from Vanderbilt University, and a master of arts in national security and strategic studies (with distinction) from the U. S. Naval War College in 1999. During her Army career, Col. (Ret.) Dooley served successfully in tactical command and staff positions and instructional assignments in Asia, Europe, and the United States, including: Mentor and advisor, National Military Academy of Afghanistan, Kabul, Afghanistan; executive officer, Corps Signal Office (G-6), XVIII Airborne Corps, Fort Bragg, North Carolina; battalion operations officer (S-3), 82d Signal Battalion, 82d Airborne Division, Fort Bragg, North Carolina; general chemistry instructor, assistant professor, organic chemistry course director, and deputy head, Department of Chemistry and Life Science, United States Military Academy, West Point, New York. Upon her retirement from the Army in August, 2008, she assumed a position at Bard College of Simon's Rock teaching chemistry.

William Dunbar, PhD (MATHEMATICS)

BS, Brown University; PhD, Princeton University. Dr. Dunbar's area of specialization centers on the geometry and topology (no, not "topography") of three-dimensional spaces. This turns out to include such far-flung areas as crystallography and soap films and fractals and the classification of knots. Dr. Dunbar has taught at Rice University, the University of Michigan, and Pennsylvania State University at Erie. In 1984–85, he was a visiting researcher at universities in Rio de Janeiro and Porto Alegre, Brazil. His work in geometric topology and differential geometry has been published in the journals *Topology and Its Applications*, *Contemporary Mathematics*, *Indiana University Mathematics Journal*, *Annales de l'Institut Fourier*, and the *Proceedings of the American Mathematical Society*. Dr. Dunbar has been at Simon's Rock since 1993.

Rebecca Fiske, PhD (LITERATURE)

BA, Bennington College; MAT, Smith College; PhD, State University of New York, Albany. Dr. Fiske has taught writing and literature at the Massachusetts College of Liberal Arts and founded and directed the Peer Tutoring Program and the Writing Center at Berkshire Community College. She is the founding director of Berkshire Learning Services, an organization devoted to the advancement of gifted adolescents with learning challenges. She is a reviewer for *M/C, A Journal of Media and Culture*. Her areas of scholarly interest include medieval romance, hermeneutics, Abrahamic religions, critical and literary theory, digital humanities, and psychoanalysis. Dr. Fiske has been the recipient of a number of honors including a Mellon Fellowship nomination, the Richard Drumm Award, and twice the University of Chicago Outstanding Teacher award. In March 2013 and 2014 she was awarded grants from the Davis Fund for the Global Curriculum Teaching Initiative, to develop courses in Psychology and Literature and Literary Theory. Her short story "August Genesis" was included in the anthology *Experiencing Race, Class and Gender in the United States*, published by McGraw-Hill. She also contributed a chapter "Generations Y and Z Meet the Alpha and Omega" to

Educating Outside The Lines, published by Peter Lang. Most recently, her chapter “Ancient Democracy and the Modern Era” was included in Corruption in the Contemporary World, published this year by Lexington Books. In addition, her new work has appeared in journals including The Journal of Humanistic Education, The Rougarou Literary Journal, Moronic Ox Literary and Cultural Journal, Studies of Changing Societies, and Literature and Belief. She recently presented the paper “Hegelian Marriage” at the Rider University video- conference with University of Kufa, Najaf, Iraq and three papers: “The Fatal Power of Envy” at the International Political Science Association conference in Spain; “Funding Corruption: Homo Sacer and State of Exception” at the Association Francaise de Science Politique in Paris; and “The Borders of Corruption: Living in the State of Exception” at the XXIII World Congress Conference in Montreal, Canada. She gave the keynote address at the 411 in the 413 Youth Conference. Her paper “The Language of Angels: Sacred Signification and the Crisis of Truth” was accepted at the Literature and Belief conference at Brigham Young University. Further, her work has been accepted for inclusion in the forthcoming text Ethical Issues and Citizen Rights in the Era of Digital Government Surveillance. Finally, she will give her paper “The Semiotics of Abjection” in June 2015 at Sciences Po Aix, Aix-en-Provence, France. Her current writing focuses on the work of Walter Benjamin and the Frankfurt School. Dr. Fiske has been at Simon’s Rock since 1986.

Jacob Fossum, MFA (STUDIO PAINTING & DRAWING)

BFA, Utah State University; MFA, Maryland Institute College of Art. Prior to Simon's Rock, Mr. Fossum taught at Sacramento City College in California. His work is represented by Burkelman in Cold Spring NY and has been shown in The Walters Art Museum in Baltimore, MD, and the Fairview Museum of Art and History in Fairview, UT, as well as Carrie Haddad Gallery and Limner Gallery in Hudson NY, Verge Gallery and Studio Project and Tangent Gallery in Sacramento, CA, St. Charles and Paperwork Gallery in Baltimore, MD, Dolce Vita in Ballard, WA, and Rodger LaPelle Gallery in Philadelphia, PA. His work has also been collected at the Fairview Museum of Art and History, Southern Graphics Council Archives, Center for Innovative Print and Paper, Mason Gross School of the Arts, Rutgers University Print Archives and University of Arizona Print Archives. Mr. Fossum has been published in *Studio Visit Vol 10*, *Open Studios Press*, as well as *Submerge #48* out of Sacramento, CA and *Dialogue, A Journal of Mormon Thought*. He completed an NES international artist residency in Skagastrond, Iceland in June of 2012 and the Cill Rialaig Project in Ballinskelligs Ireland in 2016. Jacob Fossum has been at Simon’s Rock since 2011.

Kati Garcia-Renart (DANCE)

Kati Garcia-Renart is a 1989 graduate of Bard College where she majored in dance and was introduced to flamenco by Aileen Passloff. Kati spent nine years in Madrid, Spain, studying with Mercedes and Albano, Mercedes Leon Zuniga “Itas” and various contemporary flamenco artists. She performed flamenco as well as modern dance at venues including The Centro Cultural de la Villa. She has taught, performed and choreographed extensively on the west coast as well as Florida, Massachusetts and

New York. Kati's first love is teaching, and she has taught students of all ages and backgrounds for the past 17 years. She has been the flamenco teacher at Kaatsbaan's Extreme Ballet Summer program for the past ten years in Tivoli NY. She has taught at Bard College and has been a faculty member at Bard College at Simon's Rock in Great Barrington for the past five years. Kati is the Director and ballet/flamenco teacher at the Kaatsbaan Academy 207 of Dance. She routinely offers Flamenco workshops in the public school systems. Kati Garcia-Renart has been at Simon's Rock since 2011.

Eden-Reneé Hayes, PhD (PSYCHOLOGY)

BA, Departmental Honors, Wesleyan University; PhD, MS, Tulane University. Dr. Hayes' research studies examine the intersecting identities of race, class, and gender. In one research line she investigates how the intersecting identities of race and gender may influence everyday experiences and perceptions of discrimination. She has presented papers on her research at a number of national conferences including The American Psychological Association, The Society of Personality and Social Psychology and The Society for the Psychological Study of Social Issues. Students working with her have the opportunity to present at conferences as well. Dr. Hayes also works as a research consultant and is on the board of directors for Multicultural BRIDGE, a program promoting cultural competency and diversity in Berkshire County.

Ben Krupka, MFA (CERAMICS & SCULPTURE)

MFA, Utah State University. BFA, Frostburg State University. Ben Krupka has completed two residencies at the Archie Bray Foundation from 2003-2005 where his work focused primarily on wood fired functional pottery and again in 2012 where he spent six months during his sabbatical. He has taught many workshops nationally and internationally, most recently at King Mongkut's University of Technology and Chulalongkorn University in Bangkok, Thailand where he was resident artist and visiting faculty. His work has been exhibited in over 150 exhibitions; at galleries, art centers, colleges and museums and is held in a number of public and private collections. He regularly exhibits at Ferrin Gallery (MA), Akar Gallery (IA), The Clay Studio of Philadelphia (PA) among others. His work has been featured in a number of books as well as the periodicals, *Ceramics Art & Perception*, *Ceramics Monthly*, and *Clay Times*. He is currently working with both functional and sculptural work that explores ideas of strength, fragility, protection, communication and autobiographical narrative through the physical amalgamation of daily objects, religious imagery and dreams. Ben Krupka has been at Simon's Rock since 2005.

Amanda Landi, PhD (APPLIED MATHEMATICS)

BA, North Carolina Wesleyan College; PhD, North Carolina State University. Dr. Landi's graduate research focus was the Nonnegative Matrix Factorization, an unsupervised machine learning technique commonly used in data reduction and feature selection applications. Her future research interests include, but are not limited to, optimization

and analysis of big data from a mathematical and an industrial point of view. Dr. Landi has been at Simon's Rock since 2015.

Jackson Liscombe, PhD (COMPUTER SCIENCE)

BA, Linguistics, University of California, Santa Barbara; PhD, Computer Science, Columbia University. Dr. Liscombe has 15 years experience in the field of Spoken Language Processing, the subset of Artificial Intelligence comprising automatic understanding and production of human speech by computers. Before joining the faculty at Simon's Rock, Dr. Liscombe worked for Nuance, the leader in Spoken Dialog Applications (Siri, Dragon) and before that for a smaller company specializing in Automated Troubleshooting Agents. His dissertation was on the automatic detection of emotion in speech and he continues to be interested in exploring automation of paralinguistic phenomena. Dr. Liscombe has been at Simon's Rock since 2015.

Erin R. McMullin, PhD (BIOLOGY)

BA, Oberlin College; PhD, The Pennsylvania State University. Dr. McMullin's research specialization is in ecological genetics, using genetic tools to address ecological and evolutionary questions. As a doctoral student, she assessed levels of interbreeding between deep sea chemosynthetic communities at oil seeps in the Gulf of Mexico. Her more recent research involves the conservation genetics of captive cichlid and wild salamander populations. Her research has been published in the journals *Marine Biology*, *Deep Sea Research II*, *Symbiosis*, and *Molecular Ecology Notes*. She previously taught at Denison and Bowling Green State Universities (Ohio). Dr. McMullin has been at Simon's Rock since 2011.

Aimée K. Michel (THEATER)

BA with honors, Louisiana State University; MFA, Tulane University. Ms. Michel's interest in theater is inherently political and her work as a theater director has always focused on the sociological and political roles that theater plays in a community. Soon after arriving at Simon's Rock she staged a production of Shakespeare's *The Tempest* which was her personal response to having experienced the devastation of Hurricane Katrina in New Orleans. This production was part of a larger exploration of that political and sociological event which 210 included a lecture and an art gallery exhibit. Her current focus is on creating new work, particularly adapting novels for the stage. She adapted a novel about New Orleans, *Hurricane Hotel*, for the stage and it has been given staged readings in the Berkshires and the UK as well as being given a full production at SRC. She is currently working on an original play based on Mary Shelley and Mary Wollstonecraft. Before coming to Simon's Rock, Ms. Michel was the artistic director of the Shakespeare Festival at Tulane (SFT), a professional theater in New Orleans, for ten years. At SFT she directed over fourteen of Shakespeare's plays in physical, visceral, provocative productions which engaged the New Orleans community in essential political questions addressing racism, corruption, and identity. In an effort to give a forum to new voices, she also directed and produced new plays by Louisiana playwrights. Because the public schools in Louisiana are some of the most challenged in

the nation and in order to provide much needed arts exposure to all students, she launched a three-part educational initiative, “Shakespeare Alive,” which exposed over 100,000 Louisiana schoolchildren to professional productions of Shakespeare’s work over ten years. She also developed training institutes for LA middle and high school teachers to support better teaching of Shakespeare’s plays. Before SFT, Ms. Michel was artistic director of the Directors Project in New York City where she ran an extensive directing program for early career directors. As a freelance director, Ms. Michel has directed in theaters all over the country including Capital Repertory Theatre, Berkshire Theatre Festival, the Hangar Theatre, the Actors Theater of Louisville, and Williamstown Theatre Festival. Ms. Michel has received awards and honors including the Boris Segal Fellowship at Williamstown Theatre Festival, and CODOFIL Scholarships for study in both Quebec, Canada, and in Montpellier, France. Ms. Michel was a finalist and participant in the Drama League of New York’s Directors Project. Ms. Michel has also been a curator director with the New York Theatre Workshop and a participant in the Lincoln Center Theatre Directors Lab. Ms. Michel has taught theater and conducted workshops at Southeastern Louisiana University, Tulane University, the University of Tulsa, Bard College at Simon’s Rock, the Theater Institute at the O’Neill Theater Center, Actors Theatre of Louisville, and Williamstown Theatre Festival. Aimée Michel has been at Simon’s Rock since 2006.

Anne O’Dwyer, PhD (PSYCHOLOGY)

BA, summa cum laude, Boston College; PhD, Boston College. Dr. O’Dwyer’s area of specialization is social psychology. Her main area of interest is how interpersonal and intergroup conflict affects the experience of self. She has published articles in the Journal of Applied Psychology, and the British Journal of Social Psychology. Her recent research has focused on the phenomenon of conflict and anger while driving (“road-rage”). She has presented at many professional conferences, including the American Psychological Association, American Psychological Society, and the Society for Personality and Social Psychology. She has been an active member of the New England Psychological Association and served as NEPA’s president in 2008–2009. Many of her students have presented their research at national and regional conferences. She has been a statistical consultant on numerous studies, including educational research on small schools and an environmental opinion poll conducted in the Berkshires and has worked in human resources management for a social service agency. Dr. O’Dwyer has been at Simon’s Rock since 1997.

Katherine Green Pichard, PhD (SPANISH)

BSFS Foreign Service (Latin America), Georgetown University; MA (TESOL), New York University; MA, PhD, CUNY Graduate School. Dr. Pichard has taught English and Linguistics at Hunter College and at the American University of Paris. Dr. Pichard’s dissertation, “Nonstandard Dominican Spanish: Evidence of Partial Restructuring,” represents a culmination of her interests in Latin American history, colonialism and second language acquisition by looking at fossilized features of African languages in the vernacular Spanish of the Dominican Republic. She has published articles in and

contributed to chapters in *Comparative Creole Syntax, Language Change and Language Contact in Pidgins and Creoles*, and *Englishes around the World*. She has also presented at conferences on the subject of semi-creolization in dialects of Spanish. Dr. Pichard was the recipient of the Wenner-Gren Predoctoral Grant, and in 2006, she developed an elementary Spanish Language Program in Great Barrington, MA. Dr. Pichard has been at Simon's Rock since 2011.

Mileta M. Roe (SPANISH)

B.A. cum laude, Oberlin College, B.M., Oberlin Conservatory; M.A., Ph.D. Brandeis University. Dr. Roe has taught at Brandeis University and Boston College and is a former staff editor for the *Atlantic Monthly*. Her scholarly interests include twentieth-century and contemporary prose from Latin America, critical theory, the aesthetics of francophone and Spanish-language film, and the adaptation of stories across disciplinary and linguistic boundaries. Her newest work considers literary journalism from a comparative, international perspective. She has given multiple scholarly presentations, including a recent talk at the American University in Paris on the literary journalism of Euclides da Cunha. Her work has been published in the *Canadian Review of Comparative Literature*, *Scope: An Online Journal of Film Studies*, and *Literary Journalism Studies*. Dr. Roe has been at Simon's Rock since 1999.

Samuel Ruhmkorff, PhD (PHILOSOPHY)

AB summa cum laude, Washington University in St. Louis; MA, PhD, The University of Michigan. Dr. Ruhmkorff's areas of specialization are philosophy of science, philosophy of religion, and epistemology. His research concerns scientific realism and antirealism, religious pluralism, and probabilistic epistemology. He received an outstanding graduate student instructor award from the Rackham School of Graduate Studies, as well as the John Dewey Prize from his department for excellence in teaching. He was a visiting assistant professor at University of Missouri in 2000–2001 where he taught courses on contemporary philosophy, advanced epistemology, and ethics. He has given a number of scholarly presentations, including at the British Society for the Philosophy of Science, the Central States Philosophical Association, the Philosophy of Science Association, the American Academy of Religion, and Boise State University. His recent publications include "Avoiding Certain Frustration, Reflection, and the Cable Guy Paradox," in *Philosophical Studies*, with Brian Kierland and Bradley Monton, "Some Difficulties for the Problem of Unconceived Alternatives" in *Philosophy of Science*, and "The Incompatibility Problem and Religious Pluralism Beyond Hick" in *Philosophy Compass*. Dr. Ruhmkorff has been at Simon's Rock since 2001.

Maryann B. Tebben (FRENCH)

BA, summa cum laude, Phi Beta Kappa, Notre Dame; PhD, University of Southern California. Dr. Tebben's dissertation, "Wordy Women: Conversation and Power in the Age of Louis XIV," traces the rise and fall of the 17th-century salonnière and female author. She published "Speaking of Women: Molière at the Court of Louis XIV," an article derived from her dissertation, in *Modern Language Studies*. She taught previously at

Syracuse University and at the State University of New York at Oswego. She is also fluent in Italian, and has presented numerous conference papers on French and Italian literature of the 16th and 17th centuries. In this area, she has published “Writing the Inexpressible: Du 214 Bellay’s Olive,” on French Renaissance poetry, in *French Review*, and “A Transgressive ‘Female’ Space: Moderata Fonte’s *Il merito delle donne*,” on an Italian writer of the Renaissance in *NEMLA Italian Studies*. In 2014, she published an article on Renaissance courtesy books entitled “Revising Manners: Giovanni Della Casa’s *Galateo* and Antoine de Courtin’s *Nouveau traité de la civilité*” in the journal *New Readings*. Dr. Tebben has also explored the intersection between food and literature in her research, presenting papers on French and Italian food in its literary context. She has attended numerous international conferences on food studies, most recently at the Université FrançoisRabelais in Tours, France sponsored by the European Institute for the History and Culture of Food, and was featured in two French documentaries on food, one on the French fry and one on the sandwich. In 2008, she presented a paper on French fries at an international colloquium on the potato; her paper, “French fries et identité française: la frite et les fries en tant qu’objets littéraires et culturels” was published in the book *La Pomme de Terre de la Renaissance au XXIe siècle* (Presses Universitaires de Rennes, 2011). She also published a chapter in *You Are What You Eat* (Cambridge Scholars Press, 2007) entitled “French Food Texts and National Identity: Consommé, Cheese Soufflé, Francité.” Her article entitled “Seeing and Tasting: The Evolution of Dessert in French Gastronomy” appeared in *Gastronomica* in May 2015 and her book *Sauces: A Global History* was published by Reaktion Books in 2014. Dr. Tebben has been at Simon’s Rock since 2000.

Colette van Kerckvoorde, PhD (GERMAN, FRENCH)

Kandidate in de Germaanse Filologie, Katholieke Universiteit te Brussel (Belgium); Geaggregeerd Licentiate in de Germaanse Filologie, Katholieke Universiteit te Leuven (Belgium); MA, PhD, University of Massachusetts at Amherst. Dr. van Kerckvoorde started her teaching career in Europe, where she taught Dutch and English as a Foreign Language. Before joining the faculty at Simon’s Rock College, she taught German at the University of Massachusetts at Amherst. She is a native of Belgium and is fluent in Dutch, French, German, and English. Her main interests are in Germanic linguistics, applied linguistics, and medieval language and literature. She has presented several papers at conferences and also published numerous reviews in *Language*, *German Quarterly*, *Mediaevistik*, *Monatshefte*, and *Germanic Notes and Reviews*. She is the author of two books on Middle Dutch: *An Introduction to Middle Dutch* and *A Descriptive Grammar of Jan Yperman’s ‘Cyrurgie.’* Dr. van Kerckvoorde has been at Simon’s Rock since 1987.

Yinxue Zhao, MA (CHINESE)

Yinxue Zhao, a scholar and writer, received her BA in Chinese Teaching as a Foreign Language from Beijing Language and Culture University and MA in Linguistics and Cognitive Sciences from University of Delaware. Ms. Zhao is certified by the American Council of Teaching Foreign Language as an Oral Proficiency Interview tester

and is a scholar of the China 5th and 10th Advanced Linguistics Summer Institute. In addition, she was an interpreter for CCTV4 (China Central TV) in the documentary "Across China" in 2011, where she interviewed Lester R. Brown, the president of Earth Policy Institute in Washington, D.C, on China's strategies towards sustainable development and Sidney Rittenberg, one of the first American journalists and scholars who travelled to China during World War II, on the interface of traditional values and political reform in China. Her research interests include speech chain model in cultural context, Chinese dialects and regional cultural studies, contemporary Chinese cinema and pop culture, foreign language pedagogy and second language acquisition. She coordinated the Simon's Rock summer Chinese Qingdao program with Bard College in 2013. Ms. Zhao has been at Simon's Rock since 2011.

For a full listing of the Bard College at Simon's Rock faculty who are thus also available to teach in the Academy, see <http://simons-rock.edu/academics/meet-the-faculty>.