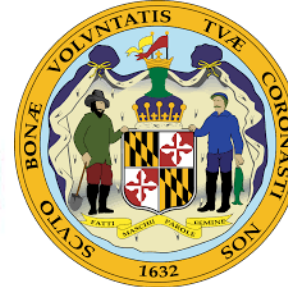




**BARD**  
HIGH SCHOOL • EARLY COLLEGE



Bard High School Early College  
Baltimore

**Course Catalog**  
**Fall 2025 &**  
**Spring 2026**

**Course Offerings are Subject to Change**

**Catalog Available for Download at: <https://bhsec.bard.edu/baltimore/>**

### **A.A. Degree Requirements:**

In addition to completing all Maryland State Diploma requirements, in order to receive the Bard Associate of Arts Degree, students must maintain a 2.0 GPA, earn no less than 60 college credits during the two years in the college program, and fulfill the following distribution requirements:

- Four semesters (12 credits) of the Seminar sequence
- Four semesters (12 credits) of Humanities/Social Science Courses
- Two semesters (8 credits) of College Lab Science (Bio, Physics, Chem)
- Two semesters (6 credits) of College Mathematics
- Two semesters (6 credits) of World Languages (Spanish or Chinese)
- Two semesters (6 credits) of Arts
- Two semesters (6 credits) of College Electives
- Four semesters (4 credits) of CTO

Term	Course Division	Course Number	Course Title	Disbursement Satisfaction	Credits	Course Description
II	ART	101	College Painting	Humanities OR General OR Arts Elective	3	This course is an in depth review of color theory and mixing, and painting in diverse media, including still lives, landscapes, artist copies, and portraits.
I	ART	108	Art of Portraiture	Humanities OR General OR Arts Elective	3	This course provides an overview of practical approaches toward depicting the human portrait via an array of drawing techniques. Students will be acclimated to surface anatomy, proportion, composition, with other aspects of portraiture including narrative/sentiment, and caricature. Students will develop the skills necessary to create finished/refined portrait drawings. Coursework will be informed by lectures that detail historical aspects of portrait drawing as well as contemporary practices in the genre. Students will work primarily with graphite and ink. As artists have done throughout the course of history, students will utilize their acquired knowledge to create portraits that reflect both the unique characteristics of their subjects, and the artist's world view.
I & II	ART	112	Drawing with Color Media	Humanities OR General OR Arts Elective	3	This course highlights drawing as a distinct form of artmaking and the investigation of color that can take place within it. Students will be acclimated to value, form, proportion, perspective, color theory, and other aspects of drawing including mark-making, and visual texture. Coursework will be informed by lectures that detail historical aspects of color media drawing as well as contemporary practices in the genre. Students will work in a variety of media including ink, colored pencil, and oil pastel. Subjects such as still-life, landscape, and the human figure, will be visited during the course. As artists have done throughout the course of history, students will utilize their knowledge of the elements of

						art and principles of design to create works of art that reflect the unique capabilities of color media drawing, fueled by their personal experiences.
<b>I &amp; II</b>	<b>ART</b>	<b>205</b>	<b>Ceramics</b> <i>(Previously ART 102)</i>	Humanities OR General OR Arts Elective	3	In this beginner course, you will learn basic clay building techniques such as pinching, coiling, and slab to form various clay vessels both functional and sculptural by hand. This course will emphasize the basic design elements of line, shape, texture, and color including craftsmanship and creativity.
<b>I &amp; II</b>	<b>BIO</b>	<b>101</b>	<b>General Biology w/lab</b>	Science Laboratory Elective OR General Elective	4	By the end of this course, the student will be able to identify key concepts in biology and relate them to contemporary scientific and ethical issues, read and critique scientific literature with an understanding, design experiments, collect data, and interpret and present results, explain the chemical basis and origins of life on Earth, distinguish among cell types and understand the processes that take place within them, understand genes and genetic inheritance, discuss ecology and interactions within ecosystems and explain how the theory of evolution supports the diversity of life on Earth.
<b>II</b>	<b>BIO</b>	<b>250</b>	<b>Paleobiology w/lab</b>	Science Laboratory Elective OR General Elective	4	This course will integrate evolution, speciation, phylogeny, and geology to explore fossils, plate tectonics, earth history, and radiometric dating, and of course, dinosaurs, including classification, morphology, feeding habits, locomotion, reproduction and life cycles, and defense.

<b>II</b>	<b>CHI</b>	<b>101</b>	<b>Beginning Chinese I</b>	Language OR Humanities OR General Elective	3	This course is designed for students who do not have previous learning experience in Chinese, and will seek to begin their knowledge and skills in Chinese as their second language in five competences: listening, speaking, reading, writing, and cultural awareness. This course aims to engage students into the study of many aspects of the Chinese language and relevant cultural aspects to foster students' international mindedness. We will utilize language acquisitions teaching methods like comprehensible input, total physical response and storytelling, to make the course accessible to all. In the end of the course, students will be able to reach Novice Medium by ACTFL Proficiency Guidelines.
<b>I &amp; II</b>	<b>CHI</b>	<b>106</b>	<b>An Introduction to Translation: Chinese to English</b>	Language OR Humanities OR General Elective	3	The objective of this course is to equip students with basic skills in translation from Chinese to English. Students will develop intellectual perspectives on the activity of translation and expand topic-based vocabulary. The typology of texts varies from literary works (e.g., children's literature, poetry, songs), journalistic translation (newspaper, magazines), and media (anime, television and movies, social media, including WeChat, QQ, etc.), to product instructions, primary sources (letters, advertisements, photos) and practical day-to-day translations (e.g., public signs). The course provides a platform where students can apply and discuss translation theories while engaging in the practical work of translation and Chinese language learning.
<b>I</b>	<b>CHI</b>	<b>201</b>	<b>Intermediate Chinese I</b>	Language OR Humanities OR General Elective	3	Intermediate Chinese is designed to build upon the skills Bard Baltimore students developed in Chinese I and Chinese II during their freshman and sophomore years of high school, respectively. In this course, students will extend their ability to understand and express themselves using basic Chinese (Mandarin) while increasing their vocabulary. The aim is for students to develop communicative competence in a variety of real-life,

						daily situations. Students will also learn about the richness of Chinese culture and customs, thereby developing their global perspective, using supplementary materials, including rhymes, songs, videos, cartoons, and readings. Classroom instruction will be predominantly delivered in Chinese.
<b>II</b>	<b>CMSC</b>	<b>107</b>	<b>Introduction to Python</b>	General Elective	3	Computer science is a massive field of study, with a variety of interesting paths to take. Some of these include software design, video game development, artificial intelligence, data science, and much more. These areas differ from each other, but their foundation is the same: the ability to write algorithms in a programming language. This one-semester course, Introduction to Computer Programming in Python (CMSC 107), will employ the widely-used Python, focusing on the relevant details of that language, while providing students general, transferable programming knowledge. This course will begin with introduction to programming in the IDE, variables, and data types; if-statements, loops, lists, and string manipulation; and finish with the use of functions and packages to solve more complex tasks. As students move through the topics, they develop algorithmic thinking skills (such as being able to break problems into subproblems), use abstraction, and design complex solutions. Students begin the course with simple algorithms, consisting of a few lines. By the end of the course, students will comfortably be able to write algorithms that build a simple interface for and check solutions to a Tic-Tac-Toe board or find the remaining words in a Wordle game given revealed guesses and clues.

<b>I &amp; II</b>	<b>CMSC</b>	<b>112</b>	<b>Game Design-Dev Foundations</b>	Humanities OR General Elective OR Arts Elective	3	Game Design refers to the guiding theory, elements, and principles involved in developing game concepts and planning the overall composition of games, both digital and analog. Game Development refers to the various technical and artistic skills, as well as the production methodologies required to actually build and assemble the components of a game. Games and Play occupy an understated but ever-present aspect of human history and development, with modern digital games being a continuation of a long tradition. Emphasizing critical analysis and project-based learning, this course will introduce the foundations of Design and Development for digital and analog games.
<b>I</b>	<b>ECON</b>	<b>120</b>	<b>Introduction to Economics and Business</b>	Humanities OR General Elective	3	Introduction to Economics and Business is an introductory course in macro-, micro-, and behavioral economics. The course is designed to expose students to a variety of economic and business concepts, including but not limited to: currency, scarcity, trade offs, opportunity costs, incentives, economic systems, economic institutions, corporate forms, business strategy, management, decision making, marketing, sustainability, labor issues, community investment and disinvestment, and finance.
<b>II</b>	<b>ECON</b>	<b>200</b>	<b>Money &amp; Banking</b>	Humanities OR General Elective	3	The role of money in any social order of even the barest level of complexity cannot be overstated. Nor can the number of mistaken, fallacious, or outright dangerously foolish ideas surrounding money, its function, its origins, or its mechanics. The same is true of banking. By the end of this course, you will develop an understanding of both mainstream and heterodox views on the nature and role of money and banking in society. You will also know how to calculate present discounted value and about monetary, commercial, and central banking systems, with particular emphasis on their relationship with American government programs, fiscal policies, and controls.

<b>I &amp; II</b>	<b>HUM</b>	<b>116</b>	<b>Theories of Social Justice and Civic Engagement</b>	Humanities OR General Elective	3	How do we best address social injustice? How do we empower ourselves as citizens to protect ourselves and our communities against inequity? What strategies can we employ to effect meaningful social change? Civic engagement is an act of problem-solving. As such, we will use moments in the long history of social justice movements in the U.S. and abroad to uncover the most thoughtful and impactful theories and practices for social action. Along the way, we will read, learn about, and discuss what strategies and processes we can use to effect social change in the communities in which we live.
<b>I &amp; II</b>	<b>LIT</b>	<b>123</b>	<b>Poetry Workshop</b>	Humanities OR General Elective	3	As a poetry workshop and reading seminar, this class assumes that its members have a fundamental understanding of the practice of poetry, or intrinsic interest in the subject matter. The purpose of the course will be multifaceted as a study of poets, poems, and the act of writing and revising poetry. There will be a literary focus on contemporary American poetry narrowed around a few authors, but drawing from the works from the 1950's to the present. We will explore the collective dialogue in a group setting of how to make a poem, revise that work, and how to consider a poem as it stands alone and within the contextual perspective of the world at the time it is written.
<b>II</b>	<b>LIT</b>	<b>169</b>	<b>Asian Literature</b>	Humanities OR General Elective	3	This course will explore and analyze key stories and narratives from India, China, and Japan to explore unique cultural aspects and how they are expressed. Each week will have students analyze different stories and discuss the essential elements and meaning within their personal and cultural lens. By the end of the course, students will create essays and presentations that have them identify and explain the connections between these works and their own lives.



<b>I &amp; II</b>	<b>LIT</b>	<b>188</b>	<b>Popular Fiction</b>	Humanities OR General Elective	3	What makes literature literary vs popular? Is there a difference between classics and a beach read? Do mass market books make reading more accessible or water down literature? There is a sort of elitism that comes with defining books and it's sometimes easy to get lost in the discussion and miss the beauty of the written word. This course will focus on the true goal of books: to tell a story, to reflect culture, to help readers cope/empathize, and for us to hold up a mirror to ourselves. This course will explore genre fiction—romances, mysteries, fantasy, graphic novels, etc.— and culture. We will also explore why popular literature has the power to help us escape the heaviness of the world and provide us with some clarity that genre requirements provide. Assignments will include reading, writing analytical reviews, and robust class discussions.
<b>I</b>	<b>LIT</b>	<b>209</b>	<b>Mythology</b>	Humanities OR General Elective	3	This course will explore and analyze key myths and legends from the Greeks and Romans, Celts and Norse, Arthurian, Middle Eastern, Indian Chinese and Japanese, and other mythological systems as a basis to explore the essence of mythological stories and to trace how they develop over time through different cultures. Each week will have students analyze different myths, research how later works either adapt, recreate, or incorporate essential elements of the myth, and discuss the myth's meaning within their personal and cultural lens. By the end of the course, students will create two essays regarding mythology: an essay that explains the meaning and significance of a myth to today's world and an essay that explains the meaning and significance of a myth to the student's life.
<b>I &amp; II</b>	<b>MATH</b>	<b>109</b>	<b>College Algebra</b>	Mathematics OR General Elective	3	Provides students with more advanced skills required for high-level applications of mathematics. Negative and rational exponents and functions, their properties and operations, including inverse functions; linear, quadratic, polynomial, rational, absolute value, exponential and logarithmic functions are explored. Students develop graphical and algebraic skills and study applications of concepts.

<b>I</b>	<b>MATH</b>	<b>110</b>	<b>Pre Calculus</b>	Mathematics OR General Elective	3	In this course we will cover more advanced skills required for high-level applications of mathematics. Negative and rational exponents and functions, their properties and operations, including inverse functions; linear, quadratic, polynomial, rational, absolute value, exponential, logarithmic functions and trigonometric functions are explored. Students develop graphical and algebraic skills and study applications of concepts.
<b>II</b>	<b>MATH</b>	<b>113</b>	<b>Advanced Algebra &amp; Functions</b>	Mathematics OR General Elective	3	Advanced Algebra & Functions is a course that continues to build a strong foundation for all future mathematics courses. The focus of the course is the study of families of functions that can be used to model real world phenomena and other applications. Multiple representations of the various function families are explored throughout the course of study through the use of technology. Topics include graphical and algebraic analysis of functions to include polynomial, radical, rational, exponential, logarithmic, and absolute value functions; sequences and series; and analytic geometry. Additional topics may include parametric and polar equations. Students who successfully complete the course set themselves up for success in PreCalculus and/or Statistics.
<b>I &amp; II</b>	<b>MATH</b>	<b>125</b>	<b>Probability &amp; Statistics</b>	Mathematics OR General Elective	3	This course is an overview of descriptive and inferential statistics. Statistics is inherently applied through the course, which emphasizes solutions to problems in a variety of applied settings. Measures of location and variability, probability distributions, correlation and regression, sampling and sampling distributions, hypothesis testing and estimation with confidence intervals for means and proportions are explored.
<b>II</b>	<b>MATH</b>	<b>141</b>	<b>Calculus I</b>	Mathematics OR General Elective	3	Topics of this course include limits, continuity, the rate of change, derivatives, different formulas for algebraic, trigonometric, logarithmic, and exponential functions, maxima and minima, integration and

						computation of areas, the Fundamental Theorem of Calculus, and applications.
<b>I</b>	<b>MATH</b>	<b>142</b>	<b>Calculus II</b>	Mathematics OR General Elective	3	Calculus II will build on the topics developed in Calculus I. We will review and explore more applications of derivatives, define and apply techniques of integration, and solve differential equations. This course is aligned to AP Calculus standards and is therefore challenging and fast-paced. We will follow Larsen's Calculus (any edition). Coupled with Calculus I, these topics complete the study of a standard course of calculus, aligned with AP Calculus AB. Topics include: Limits and Derivatives Review, Further Applications of Derivatives, Integration and Accumulation of Change, Differential Equations, Applications of Integration
<b>I &amp; II</b>	<b>MUSC</b>	<b>209</b>	<b>Music Composition &amp; Production</b>	Humanities OR General OR Arts Elective	3	Music Composition & Production is a semester course focusing on the skill of music composition along with music theory and music history. Students will study the compositional styles of composers such as Giovanni da Palestrina, Ludwig van Beethoven, Arnold Schoenberg and Joan Tower in order to create their own original compositions.
<b>I &amp; II</b>	<b>MUSC</b>	<b>211</b>	<b>Digital Music Synthesis</b>	Humanities OR General OR Arts Elective	3	This course focuses on the skill of digital composition. Students will study the compositional styles of composers such as Pauline Oliveros, Sia Furler, Koji Kondo, and Imogen Heap in order to create their own digital compositions.
<b>I</b>	<b>NSCI</b>	<b>112</b>	<b>Forensics w/ lab</b>	Science Laboratory Elective OR General Elective	4	Forensic Science is the application of the natural and physical sciences to criminal investigations. In this course, we will explore the legal and law enforcement sides of a homicide investigation, chemical and trace evidence, biological evidence, and ballistics, forgeries, and other physical evidence, including document and handwriting analysis, arson and

						explosions, and technology. Labs include fingerprint dusting, drug testing, blood typing and spatter analysis, and the microscopic analysis of hair, fiber, blood and firearm evidence. Our semester-long term project will require you to investigate a homicide crime scene / killer of your choice and explore the evidence found, background and motives of the killer, and major outcomes of the crime, culminating in a term paper, a 3D crime scene reconstruction, and a presentation of your findings.
<b>I</b>	<b>PHIL</b>	<b>101</b>	<b>Introduction to Philosophy</b>	Humanities OR General Elective	3	Philosophy is that discipline within the academy reserved for asking the Big Questions: “Does God exist?” “What is the right thing to do?” “What is the best life?” “What is the nature of the soul?” “What is the meaning of life?” They are considered the Big Questions because these are the questions that humanity has organized itself around. One of the things that makes us human is that we seem to be the only species that considers questions like these. In a profound way, these questions make us human. And, as it will be argued throughout the course, considering these questions can lead to a fuller, richer, and more intentional life. At the heart of the liberal arts, of which philosophy is king, is the pledge that if you undertake this endeavor, then you will come out the other side able to lead a freer life.
<b>II</b>	<b>PHIL</b>	<b>103</b>	<b>Introduction to Critical Thinking</b> (Previously SST 243)	Humanities OR General Elective	3	In this class you will examine the elements of critical thinking outside of the confines of a particular discipline. This distilment allows us to focus on the structure of thinking instead of just a subject’s content or various, competing truth claims. Practically speaking, this means that you will gain the ability to identify and evaluate arguments, evaluating deductive arguments in terms of validity and evaluating inductive arguments in terms of strength. You will also learn about errors in reasoning, how to identify them, and how to avoid them. Recognizing and evaluating arguments are crucial steps to making informed decisions and navigating the social world with a sense of agency and responsibility.

<b>I &amp; II</b>	<b>PHYS</b>	<b>101</b>	<b>Physics I w/lab</b>	Science Laboratory Elective OR General Elective	4	This is a one semester algebra-based college course on physics, intended to be equivalent to the first semester of a two semester introductory college sequence. This course covers mechanics and thermodynamics, consistent with the courses covered in equivalent college content. Students are expected to think critically, perform laboratory experiments, and mathematically analyze the world around them. All topics covered in lower-level courses will be covered in greater depth and in more detail here.
<b>I</b>	<b>PS</b>	<b>245</b>	<b>Comparative Politics</b>	Humanities OR General Elective	3	The objective of Comparative Politics is primarily two-fold: 1) to introduce you to how politics is conducted in different ways in countries around the world and 2) to give you regular opportunities to think through issues and controversies surrounding how to structure political systems and the effects that can be (and are) achieved by individuals who work within those structures.
<b>I &amp; II</b>	<b>SEM</b>	<b>101 and 102</b>	<b>First Year Seminar I and II</b>	Seminar I Requirement	3	In Year 1 Seminar, we will engage with some of the events, intellectuals, and ideas that have helped shape Western civilization, along with the influential ideologies and values documented in its “great books”. But instead of simply celebrating Western culture’s “greatest hits”, our efforts in this year-long seminar course will focus on interrogating and critiquing the major trends in Western philosophical, religious, economic, and scientific thought. The historic influence of democracy, Christianity, capitalism, and colonialism are the major topics we will address in our time together. First Year Seminar will help students acquire the essential critical reading, thinking, and writing skills expected of students at the college level. Specifically, the rigor of FY Sem will teach students how to approach challenging, thought-provoking texts with confidence; help them master the craft of rational-critical debate; and hone students’ skill

						at articulating their views in both written and oral communication. Reading choices and assignments are specific to the individual instructor and will vary from section to section and year to year.
<b>I &amp; II</b>	<b>SEM</b>	<b>201 and 202</b>	<b>Sophomore Seminar I and II</b>	Seminar II Requirement	3	This seminar is the final two parts of the four-semester Bard Seminar sequence, covering great works of philosophy and literature from antiquity to the present. In this final chapter of the course, we explore the diversity of perspectives that define modernity through the latter half of the twentieth century and into our own time. Topics covered include gender, colonialism, race, violence, power, and rewriting through texts by Jean Rhys, Toni Morrison, Michel Foucault, and others. This is a reading-intensive, participatory course, and students will be graded on their participation in class discussions. In addition, students will be expected to complete two formal papers and two creative writing projects based on the readings. Structured study periods will focus on completing readings thoughtfully and taking productive notes in preparation for discussion. Reading choices and assignments are specific to the individual instructor and will vary from section to section and year to year.

<b>I</b>	<b>SPAN</b>	<b>211</b>	<b>Spanish Phonetics and Introduction to Linguistics</b>	Language or General Elective	3	As indicated in the word “phonetics” in the title of the course, we will dive deeply into the details of “proper” Spanish pronunciation so that you can develop the ability to speak the language with a much reduced American accent. There are, of course, many “proper” ways to speak Spanish: a “proper” accent in Mexico will sound quite different from a “proper” accent in Spain, which will sound noticeably different from a “proper” accent in Chile. Nevertheless, speaking Spanish with an accent that sounds “proper” and native (in some sense of the word) is better than speaking Spanish with an accent that sounds clearly gringo. The accent we will focus on is approximately that of an educated Colombian.
<b>I</b>	<b>WRIT</b>	<b>103</b>	<b>Creative Writing</b>	Humanities OR General Elective	3	The goal of this course is to generate. We will participate in the art of writing as creators and critics, authors and readers. This semester will be a process of creative exploration and self-discovery, built upon the solid foundation of craft lectures and discussions. Our readings will span a variety of genres, forms, and subjects, broadening your conceptions of what it means to be a “writer.” With readings that focus on people of color, queer, and marginalized voices, we will explore our responsibility as writers under the modern sociopolitical pressures and how those tensions work from a craft perspective. We will spend time questioning the stylistic choices made by these authors and then examine the choices that we make in our own work. We will experiment, probe, question, and create.
<b>II</b>	<b>WRIT</b>	<b>222</b>	<b>Intermediate Fiction Writing</b>	Humanities OR General Elective	3	The Intermediate Fiction Writing Workshop is a course for students at Bard Baltimore who have demonstrated an interest in Creative Writing through their work in the Introduction to Creative Writing class or in their Year 1 or Year 2 Seminar class. The coursework builds upon the basic narrative writing skills covered in Introduction to Creative Writing, while emphasizing the writing workshop, and the publication of a literary

					<p>journal. In this class, we will explore a variety of different sources of inspiration, including but not limited to visual art and music, nature, and students' own life experiences. The class may even have the opportunity to move offsite and explore how public spaces like libraries, museums, and theaters can be sources of inspiration. Because the best way to grow as a writer is to read the work of master writers, we will read extensively in this class. We'll read the work of contemporary writers such as Carmen Maria Machado and Neil Gaiman and seminal work by writers such as Toni Morrison and Jorge Luis Borges. We will also have the opportunity to hear from guest speakers in various writing professions from editing and publishing to creative communications. In addition to improving your writing skills, you'll also be involved in the publication of Bard Baltimore's first schoolwide literary journal.</p>
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