

What's New in the Curriculum for 2026-2027?

Whether completely new or a revamped favorite, these are some of the new options you'll see in this year's course offerings.

English

English IV: The Literature of Friendship *(New!)*

term course/seniors

Friendship encompasses the depth and breadth of our emotions. Sometimes bound by constructs such as age, gender, time, or geography, these relationships also transcend them. It is unsurprising, then, that friendship has long been a literary muse. Through prose and poetry, from ancient thinkers to contemporary novelists, this literature course will explore the complexities of friendship as a defining human experience across a range of texts. From contemporary novels to works of classical philosophy, course texts invite analysis of both the language of emotion and the craft of storytelling and can inspire students to write from and about their own experiences of friendship. Students in the course will reflect on the experience of having and being a friend and how friendships provide the opportunity to be our “best selves” while seeking “the common good” in relationships. Writing in the course will emphasize communicating with authentic audiences and may include letters, speeches, poetry, short fiction, and/or narrative.

English IV: Modern American Drama *(New!)*

term course/seniors

The twentieth and twenty-first centuries in the United States mark the rise of modern American drama and its significant literary and artistic impact on the national culture. From Tennessee Williams to Paula Vogel to Lin-Manuel Miranda, playwrights working in American theater have hosted some of the most innovative, most courageous, and most thought-provoking storytelling of our time. Through inventive dramatic forms and bold artistic choices, modern dramatists have confronted the complexities of American life, including racial identity, class, gender, faith, and family conflicts. This course examines drama as a literary and performative genre that gives voice and life to the questions that shape our society. Students will read plays that interrogate cultural and political contexts while also studying how character development, dialogue, structure, set design, and staging choices create meaning for a live audience. Together, we will consider not only what these plays say, but how they work—how theater moves us and challenges us as it allows the spirit of humanity to unfold before a live audience.

Modern & Classical Languages

Arabic Culture (GESC) *(New!)*

term course

This course introduces students to the diverse cultures of the contemporary Arabic-speaking world through literary, visual, performing, and culinary traditions. Cultural products and practices will serve as a starting point for discussions, as students seek to understand the history, social movements, ethnicities, and religions of the region. Students will analyze how tradition and modern life intersect across different countries and communities, while also examining common misconceptions and stereotypes. Through projects, media, and class discussions, students will develop cultural awareness and critical thinking skills. The course emphasizes respect for diversity and encourages students to make connections between the Arabic-speaking world and their own global experiences. No prior experience is required. *Note: Open to all grades. The language of instruction is English. This course does not count toward the third-level proficiency language diploma requirement.*

History, Philosophy & Religious Studies

CL History Seminar: History of Medicine *(New!)*

term course/juniors and seniors

This course examines the history of medicine. Students will explore how societies have understood the body, health, and disease and how medical knowledge and practice have shaped human experiences across time and geography. Historical topics may include medicolegal debates, the economics of medicine, psychiatry and the history of mental health, colonialism and race science, eugenics and human experimentation, technological and pharmaceutical innovation, alternative medicine, drug use and abuse, cultural depictions of medical professionals, and the function of gender in medicine. This history seminar will engage with other academic disciplines such as public health, bioethics, disability studies, and medical anthropology. Students with a strong interest in both history and science are encouraged to enroll in this flexible, fast-moving course that will invite serious inquiry into the intersection of medicine and the human condition. Prerequisites: United States History or CL United States History; permission of the department

CL History Seminar: Holocaust and Genocide Studies (GESC) (New!)

term course/juniors and seniors

This college-level seminar devotes most of its curriculum to helping students confront the development, implementation, and aftermath of the Holocaust. To understand the roots of antisemitism and the historical precursors and conditions of genocide, the course begins with an inquiry into Europe's Jewish population over the past five centuries followed by careful analysis of Nazi racial and political policies, Germany's involvement in World War II, and the mass annihilation of Jews and others. Students will examine the role of bystanders and rescuers, resistance movements, the Nuremberg trials and legal frameworks that shape international law, global efforts at witness and remembrance, and the enduring legacies of the Holocaust. The course will conclude with an exploration of diverse topics in the field of genocide studies. Prerequisite: World History; permission of the department

Philosophy of Land and Place (GESC) (PPR) (New!)

term course/juniors and seniors

For much of history, humans have followed philosophies and worldviews that are different from those that now dominate our world and our lives. This course sets out to explore and experience philosophies of place that challenge how we live now. Together, we will enter the realms of philosophy, religion, spirituality, psychology, history, science, literature, and the arts. But, first and foremost, the land at the "confluence of two rivers" will itself be the primary text: we will walk it, smell it, feel it, listen to it, meditate on it, map it, draw it, write about it, and hopefully, by the end of the term, embody it. A major area of emphasis will be a careful study of the ideas of past and present Indigenous thinkers, whose deep respect for and kinship with the land will drive this course. Altogether, this course intends to inform our own individual relationship with and connection to land and place by practicing ways of observing, thinking, and knowing currently in the shadows of the Western world. *Note: Freshmen and sophomores may enroll in this elective after having completed either Introduction to Philosophy or Introduction to Religious Studies.*

Science

CL Guided Research Projects in Organic Chemistry *(New!)*

spring term/juniors and seniors

The Guided Research Project in Chemistry is a spring term course that provides motivated students with the opportunity to pursue authentic, faculty-mentored research in chemistry. Designed as the capstone to the CL Organic Chemistry I and II sequence, this course allows students to apply their knowledge of organic chemistry and instrumental techniques to investigate an original research question. With guidance, students will read peer-reviewed chemistry papers, develop a focused research proposal, and conduct experimental work within a structured framework defined by the instructor's expertise. Student work will be assessed through periodic progress reports, tests to ensure conceptual mastery of lab skills, a written research proposal, and a culminating written report and presentation. Acceptance into the Guided Research Project is a competitive process, and interested students must complete a written application. Prerequisites: CL Organic Chemistry I, CL Organic Chemistry II, and permission of the department

CL Guided Research Projects in Molecular Biology *(Now a full yearlong course)*

year course/juniors and seniors

This Guided Research Project is a full yearlong course for students who have completed the graduation requirements for science, and those with an interest in the biological and biomedical sciences, to engage in sustained, significant, mentored scientific research. In this capstone class, students conduct authentic research in molecular biology, and with guidance, design their own research question using an established model system for that experimental work. Projects involve sustained skill acquisition and the development of rigorous scientific methodology; they also require the student to master experimental techniques that go beyond the traditional science department curriculum. Students maintain a research quality notebook and document their results in either extended lab report or scientific poster format, and they present their research findings to an audience at the end of the school year. Acceptance into the Guided Research Project is a competitive process, and interested students are required to complete a written application. Prerequisites: fulfillment of or co-enrollment in CL Biology electives and permission of the department

Interdisciplinary Courses

Interdisciplinary courses are offered as electives that are listed across departments and that approach subject matter across a disciplinary range, utilizing the teacher or teachers' expertise in the area to guide spirited and penetrating examinations of the topics at hand.

All of these classes have been designed to open up their subject matter to students from a range of academic backgrounds and experiences. Students should come to these classes with the desire to engage in intellectual discourse and an interest in exploring issues of contemporary significance across a variety of disciplinary approaches.

Interdisciplinary courses can count toward diploma requirements only as noted.

Lyric and Voice, Poetry and Song *(New!)*

(Performing Arts and English)

half course/sophomores, juniors, and seniors

This is a course for writers with an interest in music, for musicians with an interest in writing, and for students who want to collaborate across these mediums. This course centers on practice: students will practice vocal techniques, lyric songwriting, and musical composition and arrangement, working together to share their talents. Students will explore the interconnection of musical devices and text, studying forms and compositional tools such as ballad and blues, alliteration, rhyme, and text-painting. Each term will involve music training and writing exercises culminating in shared performances. Students will build confidence as performers and writers while investigating fundamental questions: How do we “find our voice”? What does authenticity mean in performance and on the page? How does expanding our range—vocal registers, stylistic versatility—deepen our expressive capacity? *Note: This course fulfills one performing arts diploma requirement. It does not count toward the diploma requirement in English.*

The Visual Text: Evolution of Image and Word *(New!)*

(Visual Arts and English)

half course

This studio art course explores the evolution of the printed word through hands-on making. Students use traditional and contemporary techniques—including calligraphy, hand lettering, relief printing, and hand-set typography on the Vandercook press—to investigate how text functions as a visual and expressive form. Alongside the making process, students will encounter selected texts and visual examples that illuminate how written and visual forms have evolved together. By carving, inking, and printing each element by hand, students gain an understanding

of the craftsmanship and visual decision-making that have shaped printed communication across time. No prior experience is required. *Note: Open to all grades. This course fulfills one visual arts diploma requirement. It does not count toward the diploma requirement in English.*

Game Design: Where Art Meets Code

(Visual Arts and Computer Science, Design Thinking & Entrepreneurship)

half course

This year-long introductory half course combines the creativity of digital art with the logic of programming to guide students through the process of designing and building their own 2D video games. In the first trimester, students will explore tools and techniques for creating digital art, learning about design principles, color theory, and digital illustration to develop characters, environments, and other visual elements for their games. During the second trimester, students will learn foundational programming concepts and build confidence in coding, while applying their new skills to create programmatically-generated works of art in a beginner-friendly language. In the final trimester, students will bring together their programming skills and artistic creations to develop a simple, playable 2D game. This course emphasizes creativity, problem-solving, and technical skill, empowering students to bring their ideas to life in an interactive format. No prior experience is required. *Note: Open to all grades. This course fulfills one visual arts diploma requirement and prepares students to take CL Computer Science.*

AI and Climate: Promise and Price (GESC) *(New!)*

(Computer Science, Design Thinking & Entrepreneurship and Science)

term course/sophomores, juniors, and seniors

This course examines AI as both environmental challenge and potential solution. We'll begin by establishing a shared understanding of what we mean when we talk about AI, as well as defining climate change and climate science. Students investigate the material costs of AI systems—energy consumption of training large models, datacenter water usage, rare earth mineral extraction—while also exploring AI applications in climate modeling, renewable energy optimization, and conservation. We'll learn by doing, gaining some practical knowledge of how to leverage these systems for good (including in our own work!) while also being clear about where they fall short. Students will engage with projects that might include calculating the carbon footprint of our own AI usage, analyzing real datacenter environmental impact reports, evaluating whether AI-driven climate solutions justify their environmental costs, among other research opportunities. The course pushes students beyond tech optimism and doomerism to understand complex tradeoffs in our response to climate change.

CL Senior Writing Seminar: World Mythologies in Translation *(New!)*

(English and Modern & Classical Languages)

term course/seniors

This writing-intensive course explores mythologies from around the world in translation, examining how diverse cultures have used stories to grapple with and to articulate the universal human experience. Students will read myths from traditions from all over the world such as the Greek, Roman, Ancient Egyptian, Chinese, Hindu, Aztec, Yoruba, Inca, Arab, Nordic, Zulu and Basque cultures, among others, investigating themes of love, death, sorrow, fear, creation, and the meaning of the world. Through close reading, discussion, and writing, students will analyze how myths reflect both cultural particularities and shared human concerns. The course emphasizes the role of translation, asking students how the language-to-language transfer shapes interpretation, understanding, resignification, and loss of meaning across time and place. Writing assignments include analytical essays, comparative reflections, and creative retellings that students will share in class, fostering critical thinking, expressive clarity, and peer review. By the end of the course, students will have developed a deeper appreciation for the enduring power of myth and its relevance to contemporary life across cultures, while strengthening their abilities to interpret texts, craft compelling arguments, and engage creatively with complex narratives.

Prerequisite: permission of the departments *Note: The language of instruction is English. No more than one CL Senior Writing Seminar may count toward the three-term senior English requirement. This course does not count toward the third-level proficiency language diploma requirement.*