

World Languages

The World Languages Department believes that learning a language is not an end in itself, but a means to something greater. Since languages constitute the foundational structure of human interaction, social engagement, and the exchange of knowledge, we strive to promote their effective use as vehicles for intellectual and creative work. We encourage our students to find joy in discovering connections and appreciating differences between cultures.

From the introductory level onwards, students engage with authentic materials in their chosen language as they relate to their personal experience. Throughout our program of study, they continue to develop language skills and content knowledge to explore communities and engage with a diverse world. Students work to express ideas with sophistication and precision in other languages, which in turn leads to new avenues of exploration across disciplines. With the skills and cultural understanding they acquire, they are prepared to actively participate in and serve our global society.

Requirements:

Sequential study through the third level of a full-credit language offering available in Chinese, French, Japanese, Latin, and Spanish. A minimum grade of an exact C- averaged between the two semesters is required to move to the next level of study. Grades averaging below an exact C-, but above an F, between the two semesters in any language course give the student credit for the course, but prohibit the student from continuing to the next level in the sequence of study. Students are encouraged to continue with language study throughout their four years in the Upper Division.

Approval Requirements for Honors Courses:

Honors courses are offered to students whose language proficiency is at the highest end of the range for their level and who demonstrate consistent interest in the study of the language. This designation is available beginning at level 2 in French and Spanish and at level 3 in Japanese and Latin.

To remain in the honors track, students must maintain a minimum average grade of an exact B+ for the school year, without rounding, with a minimum grade of B+ in the second semester. Any student finishing the second semester with a B+ who earned a grade no lower than B in the first semester can request to be considered by submitting a letter of request to their teacher during the course registration period.

Students who wish to move from a regular track to an honors level must achieve a grade of an exact A average or above in the regular track course. Any student finishing the second semester with an A who earned a grade no lower than B+ in the first semester can request to be considered by submitting a letter of request to their teacher during the course registration period.

Special Case Placement

For students who wish to study a language in which they have previous experience (e.g. spoken at home, studied at another school), the department requires a placement evaluation. Students must contact the Placement Coordinator prior to registration to schedule an evaluation.

Requirements:

Sequential study through the third level of a full-credit language offering available in Chinese, French, Japanese, Latin, and Spanish.

Full-credit courses:

- Chinese 1 (LNGC 210)
- Chinese 2 (LNGC 220)
- Chinese 3 (LNGC 230)
- Chinese 4 (LNGC 310)
- Chinese 5 (LNGC 320)

- French 1 (LNGF 210)
- French 2 (LNGF 220)
- French 2 Honors (LNGF 221H)
- French 3 (LNGF 230)
- French 3 Honors (LNGF 231H)
- French 4 (LNGF 310)
- French through Film (LNGF 320)
- Studies in French: Marges et centres du monde francophone (LNGF 410)
- French Seminar (LNGF 420)

- Japanese 1 (LNGJ 210)
- Japanese 2 (LNGJ 220)
- Japanese 3 (LNGJ 230)
- Japanese 3 Honors (LNGJ 231H)
- Japanese 4 (LNGJ 310)
- Japanese 5 (LNGJ 320)
- Studies in Japanese: Traditional to Contemporary Culture, Language, and Society (LNGJ 410)
- Japanese Seminar (LNGJ 420)

- Latin 1 (LNGL 210)
- Latin 2 (LNGL 220)
- Latin 3 (LNGL 230)
- Latin 3 Honors (LNGL 231H)
- Latin 4 (LNGL 310)
- Studies in Latin: Rome's Epic Narrative (LNGL 410)
- Latin Seminar (LNGL 420)

- Spanish 1 (LNGS 210)
- Spanish 2 (LNGS 220)
- Spanish 2 Honors (LNGS 221H)
- Spanish 3 (LNGS 230)
- Spanish 3 Honors (LNGS 231H)
- Spanish 4 (LNGS 310)
- Spanish through Film (LNGS 320)
- Studies in Spanish: Ficciones del Sur (LNGS 410.2)
- Spanish Seminar: The Hispanic World (LNGS 420)

Half-credit courses:

- Ancient Greek A (LNKG 201)
- Ancient Greek B (LNKG 202)
- Ancient Greek C (LNKG 203)
- Ancient Greek D (LNKG 301)

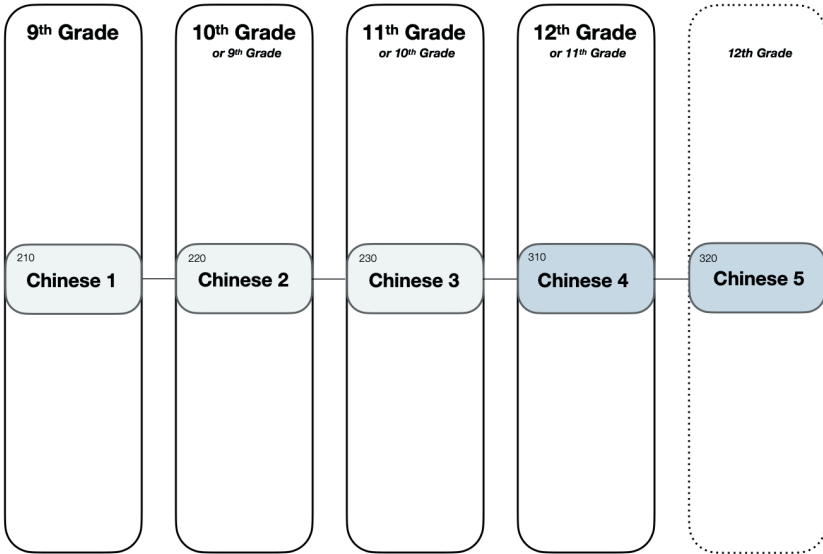
- Latin A (LNGL 201)
- Latin B (LNGL 202)
- Latin C (LNGL 203)
- Latin D (LNGL 301)
- Latin E (LNGL 402)

Courses Not Offered in 2026-27

- Studies in Spanish: Canciones, poetas y revoluciones (LNGS 410.1)

Chinese

Chinese Sequence



LNGC 210 - Chinese 1

Full credit, meets 5 days/week

Prerequisites: None

This course for beginners emphasizes the fundamental elements of spoken and written Mandarin Chinese. Functional language is emphasized as language skill acquisition goes hand-in-hand with cultural exposure. The tone system, phonetic transcription, word order, grammar, and the basics of writing Chinese characters are important features of this class. Both simplified characters and traditional characters are used.

LNGC 220 - Chinese 2

Full credit, meets 4 days/week

Prerequisites: Chinese 1 (LNGC 210) or placement evaluation

The second-level Mandarin Chinese language course will build on the basic skills acquired in Chinese 1. There is an emphasis on colloquial usage, self-expression (both in speech and in writing), and Chinese culture, such as Chinese Lunar New Year and the Mid-Autumn Festival. Both simplified characters and traditional characters are used.

LNGC 230 - Chinese 3

Full credit, meets 4 days/week

Prerequisites: Chinese 2 (LNGC 220) or placement evaluation

The third-level Mandarin Chinese language course is a continuation of Chinese 2. The course continues to build upon the four skills of listening, reading, speaking, and writing with increased focus on short compositions. Both simplified characters and traditional characters are used, and cultural topics are emphasized.

LNGC 310 - Chinese 4

Full credit, meets 4 days/week

Prerequisites: Chinese 3 (LNGC 230) or placement evaluation

The fourth-level Mandarin Chinese language course includes a review of basic and intermediate structures within a cultural context. The four language skills of listening, speaking, reading and writing are developed within a variety of classroom activities. Instruction progresses to more extensive practice with advanced grammatical elements, idiomatic expressions, and practical vocabulary. Students are asked to incorporate grammar and vocabulary elements to compose short compositions on designated topics and give multiple oral presentations. This course is conducted primarily in Chinese.

LNGC 320 - Chinese 5

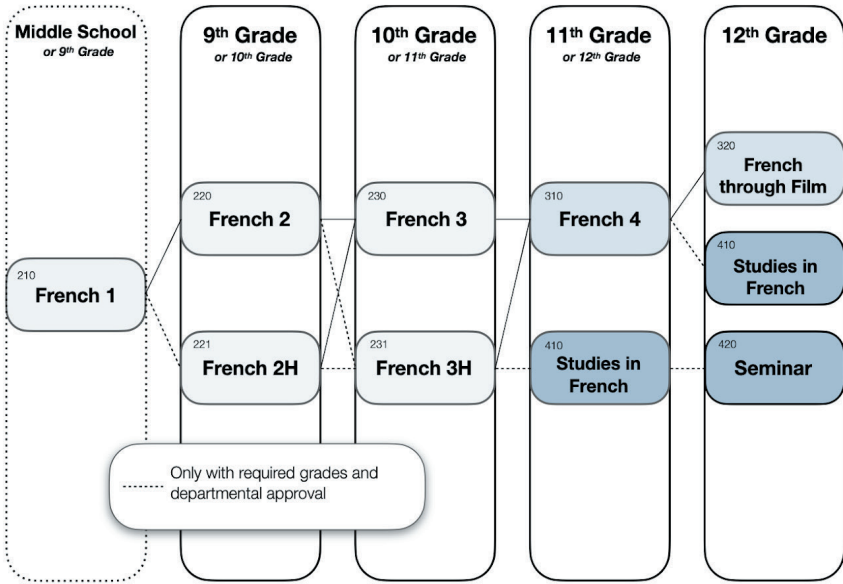
Full credit, meets 4 days/week

Prerequisites: Chinese 4 (LNGC 310) or placement evaluation

This course is designed to further develop oral and written proficiency through texts and discussions of socio-cultural topics related to modern China. Students learn to incorporate formal usage of the language to supplement their understanding of the colloquial form. They acquire complex vocabulary and grammatical patterns needed to conduct discussions through selected Chinese films and literature (poetry, essays, short stories, etc.). Student progress is assessed through self-created dialogues, essays, presentations, and comprehension quizzes. This class is conducted entirely in Chinese.

French

French Sequence



LNGF 210 - French 1

Full credit, meets 5 days/week

Prerequisites: None

This is an introductory course designed for students with no prior experience studying French. Students learn to express meaning through collaborative projects and tasks with an observable outcome. They mobilize basic language structures through activities with a communicative purpose, talking about themselves, requesting and giving information about people, expressing likes, dislikes, needs and obligations. Using authentic sources drawn from a variety of media, students develop all three modes of communication: interpretive, interpersonal, and presentational, while learning about the cultures of the francophone world.

LNGF 220 - French 2

Full credit, meets 4 days/week

Prerequisites: HM Middle Division French 3, HM Middle Division French 3H, French 1 (LNGF 210), or placement evaluation

Conducted primarily in French, this course is a continuation of the work begun in Middle Division or French 1. It leads students to communicate directly in a meaningful way to engage critically with authentic listening and reading materials. The course focuses on solidifying previously covered language structures and expanding students' proficiency in French as a vehicle for self-expression and for navigating and accomplishing tasks related to everyday life. To stimulate students' expression and sharpen their ability to communicate, we use a variety of contemporary French sources in a variety of media. Students compare their own experiences and culture to contemporary francophone cultures in North America, the Caribbean, Europe, and Africa.

LNGF 221H - French 2 Honors

Full credit, meets 4 days/week

Prerequisites: HM Middle Division French 3 Honors, HM Middle Division French 3, or French 1 (LNGF 210) and departmental approval (see p. 111); or placement evaluation

Conducted primarily in French, this course parallels French 2. The course distinguishes itself by devoting significantly less time to solidifying previously covered language structures and instead focusing on expanding students' proficiency in French as a vehicle for self-expression and for navigating and accomplishing tasks related to everyday life. Sources are selected to challenge students to expand their level of proficiency.

LNGF 230 - French 3

Full credit, meets 4 days/week

Prerequisites: French 2 (LNGF 220) or French 2H (LNGF 221H)

This course continues the work of French 2 and is conducted entirely in French. While placing the same emphasis on meaningful communication and authentic materials as French 2, French 3 focuses on solidifying previously covered language structures and expanding students' proficiency in French. Students move from accomplishing tasks related to their everyday life to those concerning their community. To stimulate students' expression and sharpen their ability to communicate, the class uses a wide range of contemporary francophone sources in a variety of media. Students compare their own experiences and cultures to contemporary francophone cultures in North America, the Caribbean, Europe, and Africa.

LNGF 231H - French 3 Honors

Full credit, meets 4 days/week

Prerequisites: French 2 Honors (LNGF 221H) or French 2 (LNGF 220) and departmental approval (see p. 111); additional skills-based assessment if warranted

Conducted entirely in French, this course parallels French 3, but devotes significantly less time to solidifying previously covered language structures. Instead, it focuses predominantly on expanding students' proficiency in French as a vehicle for self-expression and for accomplishing tasks related to interactions with the community. Students also complete more specialized tasks such as writing a professional email or developing persuasive writing and speaking skills. Students are asked on occasion to accomplish tasks involving abstract ideas. Sources are selected to challenge students to expand their level of proficiency.

LNGF 310 - French 4

Full credit, meets 4 days/week

Prerequisites: French 3 (LNGF 230) or French 3H (LNGF 231H)

This course continues the work of French 3 and is conducted entirely in French. Students learn to communicate directly and meaningfully, while addressing abstract ideas from a variety of sources. The course focuses on solidifying previously covered language structures and expanding students' proficiency in French as a vehicle for self-expression and the accomplishment of tasks related to their community and to salient global issues. Students create several filmed performances, as well as write both analytically and creatively. Emphasis is placed on oral engagement. To stimulate students' expression and to sharpen their ability to communicate, we use a variety of contemporary francophone sources such as: novellas, poems, fables, films, articles, book excerpts and chapters, songs, and comics. Students compare their own experiences and culture to contemporary francophone cultures in North America, the Caribbean, Europe, and Africa.

LNGF 320 - French through Film *Full credit, meets 4 days/week*

Prerequisites: French 4 (LNGF 310)

In this class, conducted almost exclusively in French, students deepen their knowledge of francophone cultures and refine their language, using film and supporting contemporary cultural sources such as literary excerpts, newspaper articles, blogs, and comic books. The class fosters discussion, cultural comparisons, and global awareness.

LNGF 410 - Studies in French: Marges et centres du monde francophone

Full credit, meets 5 days/week

Prerequisites: French 3 Honors (LNGF 231H) or French 4 (LNGF 310) and departmental approval (see p. 111); additional skills-based assessment if warranted

Conducted entirely in French, this course is dedicated to a study of ‘outsiderness’ and marginality in various francophone contexts. Given that it is a discussion based class, it places a strong focus on extemporaneous speaking and writing. Through a selection of historical documents, literary excerpts, songs, videos, and articles from different parts of the Frenchspeaking world, students explore the means through which individuals and groups are marginalized by mainstream designations and consider various modes and strategies of noncompliance, among them: resistance, rebellion, and identity nonconformity. Students develop language skills and content knowledge through research, discussion, analysis, argumentation, debate, and completion of real-world tasks that are directly applicable to life beyond the classroom. Students work to communicate confidently in French; to use with precision grammatical structures that support their communicative abilities; to understand French written for native speakers, in a variety of discourses, topics, styles, registers and regional variations; to produce written and spoken French that is comprehensible to native speakers; to acquire information in French from authentic sources; to understand different aspects of francophone cultures, and to make connections and comparisons between them and different disciplines or their own culture.

LNGF 420- French Seminar

Full credit, meets 4 days/week

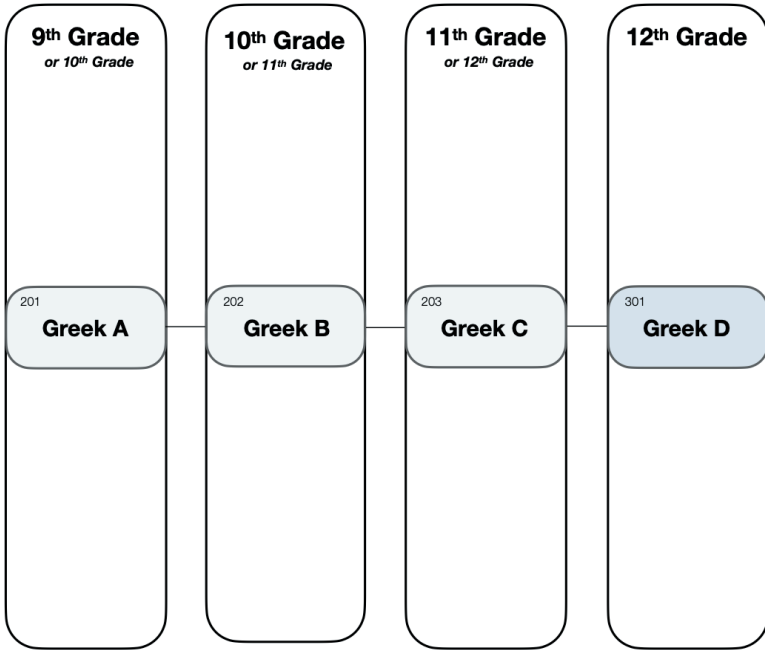
Prerequisites: Studies in French (LNGF 410) and departmental approval (see p. 111); additional skills-based assessment if warranted.

Conducted entirely in French, this course is designed for students who have had significant previous French study and who are able to function independently in a francophone environment. Students at this level demonstrate a high level of proficiency in speaking, writing, and aural and written comprehension. Students work to attain a broader appreciation of francophone cultures and unabridged literature through film, articles, literary works, and other audiovisual components. The class takes a student led discussion style format as students debate, analyze, inquire, and make connections to better understand francophone cultures.

The course takes into account student interests and has included topics such as: gastronomy and culinary heritage; education; introduction to the francophone world; immigration; French cinema; French Existential philosophers; the Algerian War and its impacts on modern francophone communities; and theater performance. Assessment for this class is based on interpersonal and presentational expression, both written and spoken, and consists primarily of student-planned and facilitated classes, class projects, essays, and oral participation in class.

Ancient Greek

Greek Sequence



LNGG 201 - Ancient Greek A

Half credit, meets five days in every ten-day cycle

Prerequisites: None

This entry-level half-credit course covers fundamentals of the language of the ancient Greeks and conveys a synopsis of their mythology, religion, and culture. The class combines a thematic, story-based approach with structured grammar. Besides mastering basic forms of grammar and vocabulary, students will come to understand the relevance and scope of Greek derivation in contemporary English. Students will deepen their acquaintance with the classical world as they explore how its mythology, philosophy, science, and art have jointly helped shape the foundations of our civilization.

LNGG 202 - Ancient Greek B

Half credit, meets five days in every ten-day cycle

Prerequisites: Ancient Greek A (LNGG201) or placement evaluation

In this half-credit course, students complete the study of grammar and vocabulary essential for progressing toward reading authentic Greek texts: to start, some of Herodotus' most compelling stories in the *Histories* about both mythical and historical protagonists of the Greco-Persian wars. The cultural emphasis of these readings rests on the early history and mythology of the ancient Greeks. Following student preference (and time permitting), the class will read selected passages from Xenophon's *Anabasis*.

LNGG 203 - Ancient Greek C

Half credit, meets five days in every ten-day cycle

Prerequisites: Ancient Greek B (LNGG 202) or placement evaluation

In Ancient Greek C, students continue the study of Ancient Greek and deepen their understanding of the Classical world. The third year of study is devoted to reading a diverse array of seminal texts that trace Greek history and storytelling from the cradle of Western civilization to the historic events of the Peloponnesian War. Readings include Herodotus' story of King Croesus; Plato's reflection on the immortality of the soul in *Phaedo*; poems from Hesiod's *Theogony*; selections from Homer's *Iliad*; and, depending on student interest, and time permitting, scenes from tragedies by Sophocles and Euripides. Along the way, we will continue to expand our focus on linguistic and cultural vestiges of the ancient Greeks in our civilization.

LNGG 301 - Ancient Greek D

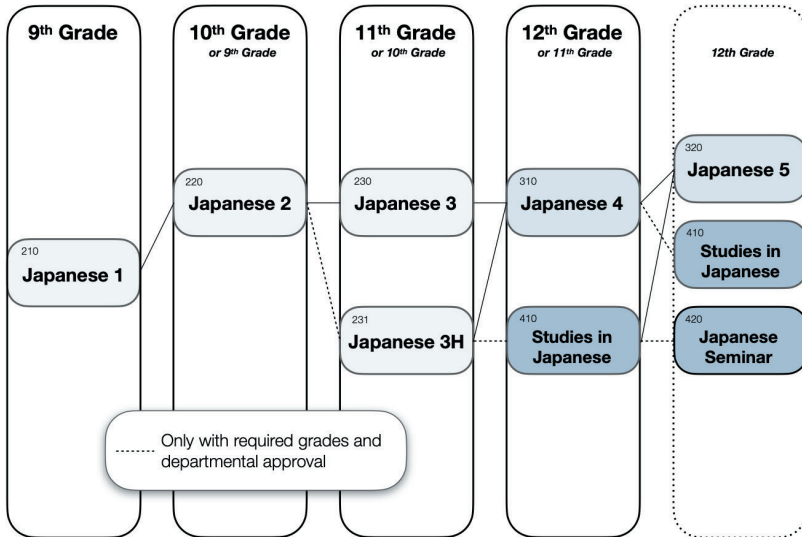
Half credit, meets five days in every ten-day cycle

Prerequisites: Ancient Greek C (LNGG 203) or placement evaluation

Following the introduction to epic poetry in Ancient Greek C, students in Ancient Greek D will become immersed more fully in the exploration of the narrative capacity of dactylic hexameter, the verse form in which epic poetry is composed. The class reads books from Homer's *Iliad*, passages from Hesiod's *Theogony*, and the *Hymn to Demeter*. Translating these poems, the class develops an appreciation of the lyrical and dramatic qualities of epic verse.

Japanese

Japanese Sequence



LNGJ 210 - Japanese 1

Full credit, meets 5 days/week

Prerequisites: None

This course introduces students to modern Japanese, building the foundations for understanding, speaking, reading, and writing the language. The spoken language is emphasized through grammar and vocabulary lessons, interactive dialogues, reading of short texts, and writing short journals in Japanese. Since language and culture go hand-in-hand, elements of Japanese culture are introduced. Students are offered opportunities to experience Japanese cuisine, games, songs, and calligraphy. Students also participate in Japan Day and Japanese cultural events.

LNGJ 220 - Japanese 2

Full credit, meets 4 days/week

Prerequisites: Japanese 1 (LNGJ 210) or placement evaluation

The course focuses on solidifying previously covered writing systems (Hiragana, Katakana and Kanji), language structures, and vocabulary, expanding students' proficiency in Japanese for the purpose of self expression and for navigating and accomplishing tasks related to everyday life. Students build on the skills acquired in Japanese 1 with a continued focus on acquiring proficiency in spoken and written language forms. Various cultural topics are covered as students participate in Japan Day, as well as a variety of other cultural and experiential learning activities.

LNGJ 230 - Japanese 3

Full credit, meets 4 days/week

Prerequisites: Japanese 2 (LNGJ 220) or placement evaluation

This course focuses on solidifying previously covered language structures and writing systems (Hiragana, Katakana, and Kanji) and expanding students' proficiency in Japanese for the purpose of self-expression and for navigating and accomplishing tasks related to everyday life. Students work on mastering a number of complex grammatical forms. Reading comprehension of literary passages, essay and haiku writings, and some Japanese films are used to expose students to the language in authentic and natural contexts. This course emphasizes practical communication skills and the rudiments of the formal language, both written and spoken. Students participate in Japan Day and complete projects on cultural topics.

LNGJ 231H - Japanese 3 Honors

Full credit, meets 4 days/week

Prerequisites: Japanese 2 (LNGJ 220) and departmental approval (see p. 111); additional skills-based assessment if warranted

This course parallels Japanese 3. It distinguishes itself by devoting significantly less time to solidifying previously covered language structures and writing systems, and by expanding students' proficiency in Japanese. Students are asked on occasion to accomplish tasks involving abstract ideas. Sources are selected to challenge students to expand their level of proficiency.

LNGJ 310 - Japanese 4

Full credit, meets 4 days/week

Prerequisites: Japanese 3 (LNGJ 230) or Japanese 3 Honors (LNGJ 231H)

This course emphasizes developing fluency based on previously acquired grammar and vocabulary. It includes a comprehensive grammar review, the addition of newer grammar structures, the writing of essays and poetry, and the reading of simple literary texts.

Students plan and perform a play and participate in other cultural events. The writing of Japanese on a computer is encouraged. This course is conducted primarily in Japanese.

LNGJ 320 - Japanese 5

Full credit, meets 4 days/week

Prerequisites: Japanese 4 (LNGJ 310)

This course is designed for students with a solid background in Japanese. Students learn to use honorifics, humble and polite language, increase their study of Kanji (Chinese characters), and read literary texts in Japanese. Students are encouraged to participate in speech contests and other events that promote the use of the language as well as the acquisition of cultural knowledge. The class is conducted completely in Japanese.

LNGJ 410 - Studies in Japanese: Traditional to Contemporary Culture, Language, and Society

Full credit, meets 5 days/week

Prerequisites: Japanese 3 Honors (LNGJ 231H) or Japanese 4 (LNGJ 310) and departmental approval (see p. 111); additional skills-based assessment if warranted.

This course is dedicated to the exploration of the intersections of four central themes: entertainment, Japanese history, lifestyle, and the formation of identity. Through close study and analysis of a selection of sources, students cultivate linguistic and cultural competency. These skills allow them to better understand and engage with the real world in Japanese. Students also gain cultural competence and understanding of traditional and modern Japanese culture. This course emphasizes creating connections and making comparisons between students' perceptions of Japanese culture and those of their own society. Students will be familiar with and fluent in day-to-day Japanese and in Japanese culture.

LNGJ 420 - Japanese Seminar

Full credit, meets 4 days/week

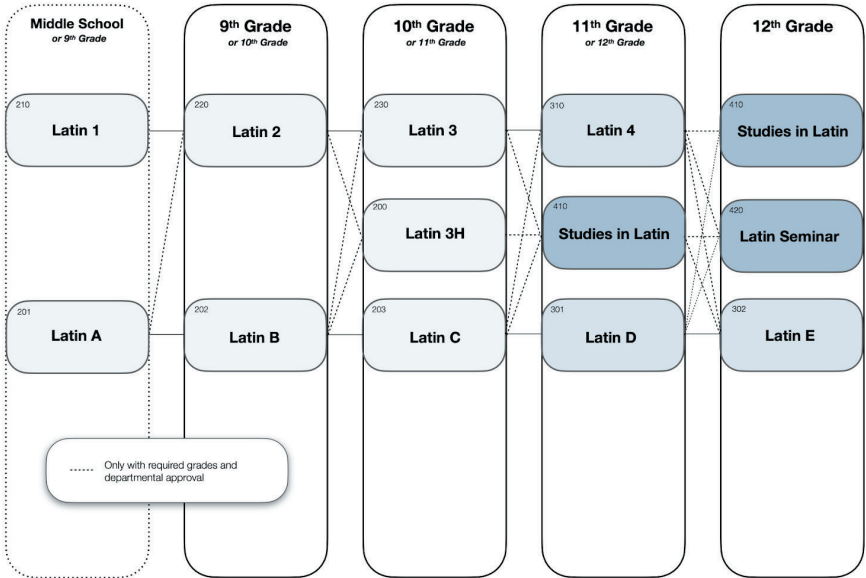
Prerequisites: Studies in Japanese (LNGJ 410) and departmental approval (see p. 111); additional skills-based assessment if warranted

A continuation of Studies in Japanese, this course is for students with advanced skills who have completed all previous course offerings in the language. This course aims to foster oral and written proficiency in language and culture. Students will develop the productive, receptive, and cultural skills necessary to communicate with native speakers of Japanese. Oral Japanese is stressed and perfected through class discussions, auditory practice, films, and frequent reading and writing assignments.

Students are encouraged to complete independent projects that reflect their interests and abilities. The class is conducted completely in Japanese.

Latin

Latin Sequence



As depicted in the graph above, the Department of World Languages offers Latin both in a sequence of full-credit classes and in a sequence of half-credit classes in order to provide students with the option to study Latin alongside a modern language. With regard to the mastery of declensions, conjugations, and the grammatical structures of the Latin sentence, the half-credit course sequence operates at levels roughly equivalent to those of the full-credit course sequence, a parallel that allows students options to progress from a half-credit course to the next level full credit course (e.g., from Latin C in tenth grade to Latin 4 or Studies in Latin in eleventh grade) if they elect to transition from the half- to the full-credit Latin sequence.

LNGL 201- Latin A

Half credit, meets five days in every ten-day cycle

Prerequisite: None

This course parallels the curriculum of Latin 1. Latin A is a half-credit course at the introductory level, designed for students who want to start studying Latin alongside a full-credit modern language. The primary course focus rests on building a solid foundation for reading and enjoying classical works through mastery of vocabulary and the grammatical structures of the Latin sentence. As they acquire the skills to read stories from Roman mythology and history, students will become acquainted with the classical world, the Roman way of life, and Roman culture, as seen through the eyes of the great storytellers of Rome. Along the way, the class will explore the traces, both in the English language and in literature, left by the Latin language and by the stories Romans loved to hear, about their gods, their heroes, and their ancestors. Students will learn to understand Latin as a foundational language of a number of modern languages.

LNGL 202 - Latin B

Half credit, meets five days in every ten-day cycle

Prerequisite: HM Middle Division Latin 3, Latin A (LNGL 201), or placement evaluation

This course parallels the curriculum of Latin 2. Latin B is designed for students with one year (or equivalent) of prior Latin instruction. The primary course focus rests on mastery of declensions and conjugations, and of the most common grammatical structures governing the Latin sentence. Students continue to expand their knowledge of vocabulary and augment their reading skills, strengthening their grasp of core concepts of grammar and syntax. They develop a more nuanced understanding of Latin modes of expression. Along the way, the class transitions from reading adapted Latin to reading authentic Latin, and, time permitting, will start with Caesar's account of the Gallic Wars in *De Bello Gallico*. In addition to solidifying their reading skills, students will develop a capacity for analysis and interpretation. Readings are balanced with descriptions of Caesar's character by his biographers, and will be viewed in the context of major political events of the Republic in the first century BCE.

LNGL 203 - Latin C

Half credit, meets five days in every ten-day cycle

Prerequisite: Latin B (LNGL 202) or placement evaluation

This course parallels the curriculum of Latin 3. The core curriculum of third year Latin embraces major authors of the late Republic and early Empire: the chronicles of Caesar, the orations of Cicero, and the poetry of Ovid and Catullus. As students explore these writings, they will solidify their reading skills and broaden their capacity for analysis and nuanced interpretation. Other objectives of this course are to provide historiography and oratory of the Late Republic with historical and political contexts. Students explore the stylistic and literary diversity of classical

authors as the latter evoke in vivid detail some of the most memorable political scenes of the Late Republic. Upon successful completion of this course, students may continue with Latin D or Latin 4.

LNGL 301 - Latin D

Half credit, meets five days in every ten-day cycle

Prerequisites: Latin C (LNGL 203) or placement evaluation

This course parallels the curriculum of Latin 4. This course focuses on the genres of historical narrative and literary letters (*epistulae*) of the Late Republic and Early Empire. The objective of this class is to introduce students to the works of prose authors such as Sallust, Tacitus, Cicero and Pliny the Younger, all of whom bore witness to fascinating key episodes in Roman history. Students work toward producing expressive and nuanced translations as they explore contemporaneous and retrospective accounts of Roman history. Selections from these authors will explore events such as the Catilinarian conspiracy, the eruption of Mount Vesuvius, and the intrigue and excesses of the imperial court. Crucial moments and persons encountered in Latin 3 will be explored from new perspectives and through the uniqueness of Roman *epistulae*. Attention will also be paid to the development of Roman historiography and the ways in which narrative order is conceived, and to how these works resonate against the political, cultural, and historical background of the times in which they were written.

LNGL 402 - Latin E

Half credit, meets five days in every ten-day cycle

Prerequisites: Latin D (LNGL 301) or placement evaluation

This course parallels the curriculum of Latin Seminar. The objective of this course is to explore in greater detail important works (both literary and epigraphic) of the late Republican and early Imperial periods. A significant focus will be placed on understanding the stylistic values embraced by the *poetae novi* of the first century BCE as embodied in the corpus of Catullan poems and the epigrams of Martial. These poetic works provide a unique opportunity to examine Roman views surrounding topics of love, death, the end of relationships, travel, plagiarism, and the “other.” In addition, the course will also explore epigraphic examples as a means of connecting with varying aspects of Roman society, which the traditional literary works fail to provide. Through scholarly articles and author-based projects, students will move beyond mere translation toward a greater appreciation of the cultural content and historical context of each work.

LNGL 210 - Latin 1

Full credit, meets 5 days/week

Prerequisite: None

Latin 1 lays the groundwork for understanding Latin, the language of the ancient Romans and a foundational language of a number of modern languages and cultures. The primary course focus rests on building solid skill sets for reading and enjoying classical works of literature: prose, epic and lyric poetry, oratory, and historiography. Students are introduced to core concepts of grammar and develop basic reading vocabulary. As they acquire the skills to read stories from Roman mythology and history, students will become acquainted with the classical world, the Roman way of life, and Roman culture, as seen through the eyes of the great storytellers of Rome. Along the way, the class will explore the traces, both in the English language and in literature, left by the Latin language and by the stories Romans loved to hear about their gods, their heroes, and their ancestors.

LNGL 220 - Latin 2

Full credit, meets 4 days/week

Prerequisite: HM Middle Division Latin 3, Latin I (LNGL 210), Latin A (LNGL 201), or placement evaluation

In Latin 2, students continue to expand and augment their reading skills, strengthening their grasp of core concepts of grammar and syntax, and enlarging their vocabulary. They develop a more nuanced understanding of Latin modes of expression. Along the way, the class transitions from reading adapted Latin to reading authentic Latin, and time permitting, will start reading Caesar's account of the Gallic Wars in *De Bello Gallico*. In addition to solidifying their reading skills, students will develop a capacity for analysis and interpretation. Readings are balanced with descriptions of Caesar's character by his biographers, and will be viewed in the context of major political events of the Republic in the first century BCE.

LNGL 230 - Latin 3

Full credit, meets 4 days/week

Prerequisite: Latin 2 (LNGL 220), Latin B (LNGL 202), or placement evaluation

The core curriculum of third-year Latin embraces major authors of the late Republic and early Empire: the chronicles of Caesar, the orations of Cicero, and the poetry of Ovid and Catullus. As students explore these writings, they will solidify their reading skills and broaden their capacity for analysis and nuanced interpretation. A secondary objective of this course is to provide historiography and oratory of the Late Republic with historical and political contexts. Students explore the stylistic and literary diversity of classical authors as they draw before the reader some of the most memorable political scenes of the Late Republic.

LNGL 231H - Latin 3 Honors

Full credit, meets 4 days/week

Prerequisites: Latin 2 (LNGL 220) or Latin B (LNGL 202) and departmental approval (see p. 111); or placement evaluation

The core curriculum of third-year Latin embraces major authors of the late Republic and early Empire. This course parallels Latin 3, but is faster-paced and devotes more detailed attention to the historical and political events that shape the era, and significantly less time reinforcing grammatical concepts and syntactical structures. As students learn to read the chronicles of Caesar, the orations of Cicero, and the poetry of Ovid and Catullus among others, they will solidify their reading skills and broaden their capacity for analysis and nuanced interpretation. This course will provide historiography and oratory of the Late Republic with pertinent historical and political contexts. Students explore the stylistic and literary diversity of classical authors of the Late Republic.

LNGL 310 - Latin 4

Full credit, meets 4 days/week

Prerequisite: Latin 3 (LNGL 230), Latin 3 Honors (LNGL 231H), or Latin C (LNGL 203)

The Latin 4 course focuses on the genres of historical narrative and literary letters (*epistulae*) of the Late Republic and Early Empire. The objective of this class is to introduce students to the works of prose authors such as Sallust, Tacitus, Cicero and Pliny the Younger, all of whom bore witness to fascinating key episodes in Roman history. Students work toward producing expressive and nuanced translations as they explore contemporaneous and retrospective accounts of Roman history. Selections from these authors will explore events such as the Catilinarian conspiracy, the eruption of Mount Vesuvius, and the intrigue and excesses of the imperial court. Crucial moments and persons encountered in Latin 3 will be explored from new perspectives and through the uniqueness of Roman *epistulae*. Attention will also be paid to the development of Roman historiography and the ways in which narrative order is conceived, and to how these works resonate against the political, cultural, and historical background of the times in which they were written.

LNGL 410 - Studies in Latin: Rome's Epic Narrative

Full credit, meets 5 days/week

Prerequisites: Latin 3 Honors (LNGL 231H), Latin 3 (LNGL 230), Latin C (LNGL 203) or Latin D (LNGL 301), and departmental approval (see p. 111); additional skills-based assessment if warranted.

This course is designed to spark the enthusiasm and interest of Latin students who love literature, who delight in discovering thematic connections across cultural contexts and who would love to understand fully and deeply the character of a single genre: epic verse. Immersion in epic poetry will invite students to explore the nature of Latin epic through a focus on the role of epic as a cultural force

and a political power in the emergence of a distinctly Roman identity in a multi-ethnic, multicultural world. The class will address how epic poetry acquired and exercised joint cultural and political power to create, validate, and ultimately challenge Rome's narratives of identity and legitimacy through centuries of political transformation and territorial expansion from Rome's mythical origins to its historic rise as a global power. Students develop reading skills and content knowledge through research and discussion. Students will be able to use grammatical structures with confidence and precision to support their analytical and interpretive abilities; to understand Latin in a variety of discourses, topics, styles, and variations; to produce comprehensive translations that are meaningful to an English-speaking audience; to acquire information from authentic sources; and to understand different aspects of the Greco-Roman world.

LNGL 420 - Latin Seminar

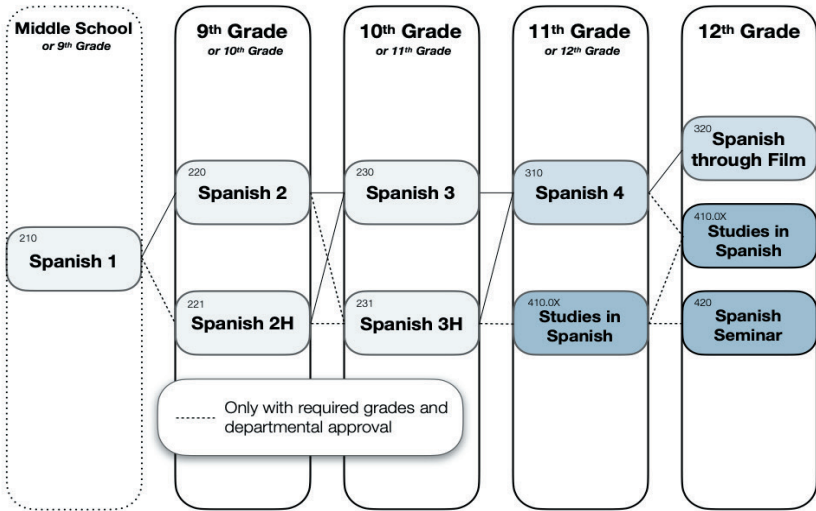
Full credit, meets 4 days/week

Prerequisites: Latin 4 (LNGL 310), Latin D (LNGL 301) or Latin E (LNGL 302), or Studies in Latin (LNGL 410) and departmental approval (see p. 111); additional skills-based assessment if warranted

The objective of this seminar course is to explore in greater detail important works (both literary and epigraphic) of the late Republican and early Imperial periods. A significant focus will be placed on understanding the stylistic values embraced by the *poetae novi* of the first century BCE as embodied in the corpus of Catullan poems and the epigrams of Martial. These poetic works provide a unique opportunity to examine Roman views surrounding topics of love, death, the end of relationships, travel, plagiarism, and the "other." In addition, the course will also explore epigraphic examples as a means of connecting with varying aspects of Roman society, which the traditional literary works fail to provide. Through scholarly articles and author-based projects, students will move beyond mere translation toward a greater appreciation of the cultural content and historical context of each work.

Spanish

Spanish Sequence



LNGS 210 - Spanish 1

Full credit, meets 5 days/week

Prerequisites: None

This is an introductory course designed for students with minimal experience studying Spanish. Students learn to express their own meaning through collaborative projects and tasks with an observable outcome. They manipulate basic language structures through activities with a communicative purpose, talking about themselves, requesting and giving information about people, expressing likes, dislikes, needs, and obligations. Through authentic sources from different parts of the Spanish-speaking world, in a variety of media, students develop all three modes of communication: interpretive, interpersonal, and presentational, while learning about contemporary culture and history of Latin America and Spain.

LNGS 220 - Spanish 2

Full credit, meets 4 days/week

Prerequisites: HM Middle Division Spanish 3, HM Middle Division Spanish 3H, Spanish 1 (LNGS 210), or placement evaluation

A continuation of the work begun in Middle Division or Spanish I, this course aims to increase students' mastery of the oral and written language. Students will increase their grammar and vocabulary knowledge with a focus on bettering their comprehension and fluency. To this end, the reading and written assignments of this class will be more complex, and students will be asked to begin synthesizing their knowledge of the language by giving short oral presentations and writing short compositions.

LNGS 221H - Spanish 2 Honors

Full credit, meets 4 days/week

Prerequisites: HM Middle Division Spanish 3 Honors, HM Middle Division Spanish 3, or Spanish 1 (LNGS 210) and departmental approval (see p. 111); or placement evaluation

Conducted almost entirely in Spanish, this course parallels Spanish 2. It distinguishes itself by focusing on expanding students' proficiency in Spanish. At this level, students activate new language structures through activities with a communicative purpose, describing and comparing places, relating biographical and autobiographical data, and talking about health. Authentic Spanish sources are selected to challenge students to expand their level of proficiency.

LNGS 230 - Spanish 3

Full credit, meets 4 days/week

Prerequisites: Spanish 2 (LNGS 220) or Spanish 2H (LNGS 221H)

Conducted primarily in Spanish, this course continues the work done in Spanish 2. The course works on solidifying previously covered language structures and expanding students' proficiency and accuracy in Spanish. Tasks and collaborative projects help students to talk about their communities and consider global issues. They practice narrating in different time frames and debating and justifying their opinions with arguments. Authentic sources from different parts of the Spanish-speaking world, in a variety of media, are used to develop all three modes of communication: interpretive, interpersonal, and presentational, and assessments will emphasize proficiency. Students learn about the history and contemporary culture of Latin America and Spain by reading, discussing, and writing on "El faro" (graphic novel) and "La hija del sastre" (novella).

LNGS 231H - Spanish 3 Honors

Full credit, meets 4 days/week

Prerequisites: Spanish 2 Honors (LNGS 221H) or Spanish 2 (LNGS 220) and departmental approval (see p. 111); additional skills-based assessment if warranted

Parallel to Spanish 3, this course focuses on expanding students' proficiency in the language. It is conducted entirely in Spanish. Tasks and collaborative projects help students to talk about their communities and consider global issues. They practice narrating in different time frames and debating and justifying their opinions with arguments. Authentic Spanish sources are selected to challenge students to expand their level of proficiency, including the reading, discussion, and writing on Miguel de Cervantes' *Don Quijote de la Mancha* (adaptation) and Federico García Lorca's *La casa de Bernarda Alba*.

LNGS 310 - Spanish 4

Full credit, meets 4 days/week

Prerequisites: Spanish 3 (LNGS 230) or Spanish 3 Honors (LNGS 231H)

In Spanish 4, students continue to develop their proficiency by refining the linguistic resources learned previously and building new ones. A balance between accuracy and fluency is achieved by accomplishing tasks and collaborative, communicative projects that further the connection between form and meaning, and the use of forms in context. Students work on topics related to Spanish and Latin American cultural, social, and historical life, developing critical thinking and fostering cultural competence. In Spanish 4, students develop a collaborative, year-long project on a topic. The project is a great opportunity for students to showcase their acquired abilities in Spanish, to cultivate their cultural competence, and to encourage them to become life-long learners of Spanish.

LNGS 320 -Spanish through Film

Full credit, meets 4 days/week

Prerequisite: Spanish 4 (LNGS 310)

In this course, conducted entirely in Spanish, students continue to develop their language skills by studying and analyzing award-winning Hispanic films. Students immerse themselves in the language and culture by viewing and discussing these movies, conducting research on relevant historical contexts, delivering presentations, and even creating their own short films inspired by the movies watched in class. When possible, we explore the books that inspired the films and other readings.

Through these acclaimed movies, students gain historical, social, and cultural context in various themes, including magical realism, feminism, gender identity, the struggles of women as mothers, emigrants, and heroes, the European colonization of the Americas, and political struggles in Latin America, among others. Furthermore, students will learn about the cinematographic nuances of LatinoAmerican, Latino, and Spanish cinema versus Hollywood cinema.

Spanish through Film emphasizes the development of presentational, interpretative, and interpersonal communication skills, empowering students to communicate effectively in Spanish while gaining a deeper understanding of Hispanic culture through the lens of cinema.

LNGS 410.2 - Studies in Spanish: Ficciones del Sur

Full credit, meets 5 days/week

Prerequisites: Spanish 3 Honors (LNGS 231H) or Spanish 4 (LNGS 310) and departmental approval (see p. 111); additional skills-based assessment if warranted

Ficciones del Sur is focused on the reading and analysis of short stories in Spanish. Students will improve their proficiency through debate, reading, and writing, while interacting with original sources in interconnected tasks in the target language. A total of eight units are organized by keywords: Jungle; Magic; Libraries; Revolution; Terror; Ghosts; Migration; and Ecologies. The selection covers naturalism, magical realism, metafiction, Latin America noir, chronicles, science-fiction, personal narratives, and autofiction. Students read works by authors from Uruguay, Argentina, Chile, Bolivia, Mexico, Colombia, Brazil, El Salvador, Guatemala, and Cuba. The reading is accompanied by audio/video sources: documentaries, interviews, newspapers, contemporary artworks, and podcasts. Each participant will keep a reading journal where they will write their daily reactions to each piece. Individual journals, the compilation of the final versions of all the reactions will be submitted at the end of each semester as a final project.

LNGS 420 - Spanish Seminar: The Hispanic World

Full credit, meets 4 days/week

Prerequisites: Studies in Spanish (LNGS 410) and departmental approval (see p. 111); additional skills-based assessment if warranted

Conducted entirely in Spanish and relying on the linguistic proficiencies developed in “Studies in Spanish,” this course offers additional opportunities for in-depth study of cultural elements and moments in history relating to the Spanish-speaking world. Using sources directed to native Spanish speakers (i.e., films, articles, short literary works, and other audio/visual components), the class takes a discussion-style format as students debate, inquire, compare, and make connections to better understand the very diverse cultures of Spanish-speaking countries and the identities of their peoples. In doing so, students also further hone their abilities with the language. The first unit analyzes Spain from a sociological perspective that seeks to understand a country that seems to be filled with contradictions. How can it still be one of the most Catholic countries in the world while simultaneously one of the first to have recognized gay marriage? How can Spain be considered modern when it continues to practice some of the most antiquated customs, like the bullfight? Does Spain even have a national identity given its pluralistic beginnings and the autonomous loyalties that still divide it today? In analyzing Latin America, the course explores larger themes that pertain to multiple countries

and span history from Pre-Columbian times through European colonization to the present day. These include: the presence and voice of indigenous and other non-European peoples, US intervention, dictatorship, gender, and emigration. While commonalities can be found throughout the region, students will also be tasked with considering the broader question of Latin America as a construct. Given the vast diversity that exists among the countries to our south, is it even valid to discuss Latin America as an all-encompassing entity? The course concludes with a final unit that explores aspects of Latino/Hispanic/Latinx presence, identity, and influence in the United States. Assessment for this class is based on interpersonal and presentational expression, both written and spoken, and consists primarily of student-planned and facilitated classes, class participation, oral presentations, and writing assignments.

Courses Not Offered in 2026-27:

LNGS 410.1 - Studies in Spanish: Canciones, poetas, y revoluciones

[Course not offered 2026-27]

Full credit, meets 5 days/week

Prerequisites: Spanish 3 Honors (LNGS 231H) or Spanish 4 (LNGS 310) and departmental approval (see p. 111); additional skills-based assessment if warranted

This course explores the intersections of popular music, poetry, and political and social movements across different Spanish-speaking countries, from the 1960s to today. Through a selection of poems, songs, videos, and newspaper or academic articles from different parts of the Spanish-speaking world, students engage with poets, singers and songwriters that have played a role in the construction of the contemporary Latin American and Hispanic identity, and have been and are the voice of its fundamental issues. Students develop language skills and content knowledge through research, discussion, debate, and completion of real-world tasks that are directly applicable to life beyond the classroom. They work to communicate confidently in Spanish; to use the grammatical structures with precision to support their communicative abilities; to understand Spanish written for native speakers in a variety of discourses, topics, styles, registers and regional variations; to produce written and spoken Spanish comprehensible to native speakers; to acquire information in Spanish from authentic sources; to understand different aspects of Latin American and Spanish cultures, and to make connections and comparisons between them and different disciplines or their own culture.

