**LATIN (LATN)**

**LATN 110a, Beginning Latin: The Elements of Latin Grammar**  Staff
Introduction to Latin. Emphasis on morphology and syntax within a structured program of readings and exercises. Prepares for LATN 120. No prior knowledge of Latin assumed. Preregistration, which is required, takes place at the Academic Fair. See the Calendar for the Opening Days or the departmental Web site for details about preregistration.  L1  RP  1½ Course cr

**LATN 120b, Beginning Latin: Review of Grammar and Selected Readings**  Staff
Continuation of LATN 110. Emphasis on consolidating grammar and on readings from Latin authors. The sequence LATN 110, 120 prepares for 131 or 141. Prerequisite: LATN 110 or equivalent.  L2  RP  1½ Course cr

**LATN 131a, Latin Prose: An Introduction**  Staff
Close reading of a major work of classical prose; review of grammar as needed. Counts as L4 if taken after LATN 141 or equivalent, or if placed into L4.  L3

**LATN 141b, Latin Poetry: An Introduction**  Erika Valdivieso
An introduction to reading hexameter (epic) poetry in Latin. Readings come primarily from Vergil’s Aeneid. Attention is paid both to grammar/syntax and to interpretation of poetic style and content. Counts as L4 if taken after LATN 131 or equivalent, or if placed into L4.  L3

* **LATN 390b, Latin Syntax and Stylistics**  Joseph Solodow
A systematic review of syntax and an introduction to Latin style. Selections from Latin prose authors are read and analyzed, and students compose short pieces of Latin prose. For students with some experience reading Latin literature who desire a better foundation in forms, syntax, idiom, and style.  L5, HU

**LATN 411a, Early Rome from Aeneas to Romulus**  Joseph Solodow
Investigation of how the Romans imagined the founding of their nation and their city, events to which they attached the highest importance yet about which they had little information. Careful reading of both prose and verse by Vergil, Livy, Ovid, and others. A bridge course between L4 and other L5 courses.  L5, HU

* **LATN 420b, Latin from Colonial Mexico**  Erika Valdivieso
Designed for students already proficient in Latin, this course offers a survey of texts written in colonial Mexico (1521-1820). Through a selection of texts from this new area of study, students consider the role of ancient texts and languages in the formation of colonial elites. Readings include both prose and poetry, written in Mexico City and its hinterland, raising questions about the relations between core and periphery and between the colonizer and the colonized. Questions of relative antiquity, race, patronage, censorship, power, and tradition are considered, among others. Secondary scholarship is assigned to provide context and to offer a guide through the methodological challenges posed by the Latin of colonial Mexico. Prerequisite: Latin L5.  L5, HU

* **LATN 421a, Vergil’s Aeneid**  Kirk Freudenburg
An in-depth study of Vergil’s Aeneid within its political context.  L5
In a Greco-Roman context, consolation literature is a genre of writing that attempts to comfort someone for a loss. By drawing on commonplace philosophical arguments and rhetorical exhortations, consolations offer a kind of therapy for those affected by the death or exile of a loved one, or by one's own loss of status. This advanced Latin course introduces students to two important prose texts from the Roman tradition of consolation literature: Seneca the Younger’s *Ad Helviam* (first century CE) and Boethius’ *De Consolatione Philosophiae* (sixth century CE). Seneca’s consolation, addressed to his mother, attempts to comfort her for his own exile, while Boethius’ consolation represents a dialogue between the author and the quasi-divine figure of Philosophia, who rebukes Boethius for mourning his loss of fortune and leads him to embrace a cosmic perspective on his suffering. While continuing to build fluency in reading Latin prose at the advanced level, we explore relevant secondary scholarship on these texts and familiarize ourselves with an oft-neglected genre that opens up broader questions about the roles that literature and philosophy can play in addressing emotional and psychological challenges.