



# Department of Modern Languages and Classics

201 Little Hall, University of Maine

*Subject to change. Check UM Class Search for the most up-to-date information.*

## Modern Language Courses

Number	Title & Description	Prerequisites	Satisfies Gen. Ed. Requirements
ASL 101	<b>Elementary American Sign Language I</b> Introduction to American Sign Language syntax, morphology, phonology, history and culture. Focus on dialogue. <b>(Carrie Pierce)</b>	None	Cultural Diversity & International Perspectives
ASL 102	<b>Elementary American Sign Language II</b> Continuation of skill building in American Sign Language syntax, morphology, phonology, cultural awareness. Focus on monologue. <b>(Carrie Pierce)</b>	C or better in ASL 101 or permission.	Cultural Diversity & International Perspectives
FRE 101	<b>Elementary French I</b> A systematic study of the basics of the French language. Equal emphasis is placed on developing reading, comprehension, speaking and writing skills. For students with no previous study of French or fewer than two years in high school. <b>(Mark Olson)</b>		Cultural Diversity & International Perspectives
FRE 102	<b>Elementary French II</b> Continued study of the basics of the French language with equal emphasis on developing reading, comprehension, speaking and writing skills. For students with no previous study of French or fewer than two years in high school. <b>(Ladan Omar)</b>	FRE 101 or equivalent.	Cultural Diversity & International Perspectives
FRE 202	<b>Intermediate French II</b> A continuation of FRE 201 using audio-visual materials and reading texts of a literary and/or cultural nature to strengthen comprehension, reading, writing, and speaking. Includes a systematic but gradual review of the essentials of French grammar. <b>(Marie-Joelle St-Louis Savoie)</b>	FRE 201	Cultural Diversity & International Perspectives
FRE 218	<b>Accelerated French II</b> A continuation of FRE 117 - Accelerated French I. A multi-media, intensive study of French language and culture that develops speaking, reading, writing, and listening skills. Equivalent to two semesters of intermediate French (FRE 201 and 202). <b>(Aurore Boutet)</b>	FRE 117	Cultural Diversity & International Perspectives
FRE 306	<b>French Conversation and Composition: Global Issues</b> Systematic training in the correct usage of spoken and written French through a broad range of conversational situations and writing topics focusing on global issues. Continued training in the correct usage of spoken and written French. <b>(Kathryn Slott)</b>	FRE 202 or FRE 218 or equivalent	Cultural Diversity & International Perspectives, Writing Intensive
FRE 320	<b>French Pronunciation</b> A formal study of the French sound system with considerable practice in phonetic transcription. Practical and remedial work in pronunciation. <b>(Marie-Joelle St-Louis Savoie)</b>	FRE 202	Cultural Diversity & International Perspectives
FRE 408	<b>20<sup>th</sup> Century French Literature</b> Readings in the novel, poetry or drama (content varies.) May be repeated for credit, with permission of instructor. • <b>Theatre (Kathryn Slott)</b>	FRE 309 or FRE 310 or permission	Cultural Diversity & International Perspectives
FRE 413	<b>Advanced Composition and Stylistics</b> An exposition of the fundamentals of French stylistics with practice of these principles via compositions and exercises. Designed to enhance competence in written idiomatic French. <b>(Kathryn Slott)</b>	FRE 400 or permission	Cultural Diversity & International Perspectives, Writing Intensive
FRE 465	<b>North American French Novel</b> A survey of francophone novels written in North America in the 19th and 20th centuries, focusing on the history and cultural identity of Acadia, Quebec, and New England's Franco Americans. <b>(Frédéric Rondeau)</b>	FRE 309 or FRE 310 or permission.	Cultural Diversity & International Perspectives

<b>FRE 495</b>	<b>Senior Project in French (Canada)</b> Capstone Experience in which majors in French and in International Affairs with a concentration in French, or in Cultures, Languages and the Humanities, apply language skills and knowledge gained from all prior language study. Students work closely with a faculty advisor on an approved project and give a public presentation of the project in French. <i>When taken as a stand-alone course, the coursework will reflect the work of three credit hours, regardless of number of credits taken. When taken in conjunction with another French course at the 400 level, the course will carry no credit and will be graded Pass/Fail only.</i> <b>(Kathryn Slott / Frédéric Rondeau)</b>	Senior Standing or permission	Capstone Experience, Cultural Diversity & International Perspectives, Western Cultural Tradition
<b>FRE 508</b>	<b>Seminar in the Novel</b> Trends and periods in development of the novel and narrative form. Content varies from year to year. May be repeated for credit. <b>(Frederic Rondeau)</b>		Cultural Diversity & International Perspectives, Writing Intensive
<b>FRE 510</b>	<b>Seminar in the Theatre</b> Content varies year to year. Course may be repeated for credit. <b>(Kathryn Slott)</b>		Cultural Diversity & International Perspectives, Writing Intensive
<b>FRE 699</b>	<b>Graduate Thesis/Research</b> Students who have not yet completed an approved RCR course must receive permission to enroll in thesis/research FRE 699. Enrollment in thesis/research is limited to 3 credits prior to completing a RCR course. <b>(Frederic Rondeau)</b>		Cultural Diversity & International Perspectives, Writing Intensive
<b>GER 102</b>	<b>Elementary German II</b> Continued study of the basics of the German Language. Emphasis on developing reading, comprehension, speaking and writing skills. For students with no previous study of German or fewer than two years in high school. <b>(Gudrun Keszocze)</b>	GER 101 or equivalent	Cultural Diversity & International Perspectives
<b>GER 203</b>	<b>Intermediate German I</b> An integrated approach. Reading texts as well as various audiovisual materials will be employed to strengthen reading, writing and especially speaking and comprehension skills. Includes a systematic but gradual review of the essentials of German grammar. <b>(Staff)</b>	GER 102 or GER 121 or equivalent	Cultural Diversity & International Perspectives
<b>HBR 102</b>	<b>Beginning Modern Hebrew II</b> Continued study of the basics of the Hebrew language, with equal emphasis on developing reading, listening comprehension, speaking and writing skills. Continued discussion of Hebrew as an expression of Jewish culture in Israel and the United States. For students with one semester study of Hebrew or the equivalent as determined through consultation with the instructor. <b>(Shellie Batuski)</b>	HBR 101 or equivalent	Cultural Diversity & International Perspectives
<b>SPA 101</b>	<b>Elementary Spanish I</b> A systematic study of the basics of the Spanish language. Equal emphasis on developing reading, comprehension, speaking and writing skills. For students with no previous study of Spanish or fewer than two years in high school. <b>(Maria Rave/ Maria Sandweiss)</b>	None	Cultural Diversity & International Perspectives
<b>SPA 102</b>	<b>Elementary Spanish II</b> A continued study of the basics of the Spanish language. Equal emphasis is placed on developing reading, comprehension, speaking and writing skills. For students with no previous study of Spanish or fewer than two years in high school. <b>(Rachel Precopio-Ortiz / Maria Rave)</b>	SPA 101 or equivalent	Cultural Diversity & International Perspectives
<b>SPA 204</b>	<b>Intermediate Spanish II</b> An integrated approach using audio-visual materials and reading texts of a literary and/or cultural nature to strengthen comprehension, reading, writing, and speaking. Includes a systematic but gradual review of the essentials of Spanish grammar. <b>(Maria Sandweiss)</b>	SPA 203 or equivalent	Cultural Diversity & International Perspectives
<b>SPA 306</b>	<b>Workshop in Speaking and Writing Spanish</b> Develops fluency and accuracy in written and oral Spanish. Students help design course content through projects, performances, and problem-solving. <b>(Maria Sandweiss)</b>	SPA 305, equivalent or permission	Cultural Diversity, International Perspectives, & Writing Intensive
<b>SPA 307</b>	<b>Readings in Peninsular Literature</b> An overview of Peninsular Spanish literature. Provides practice in reading and analyzing culturally important texts. Includes a selection of genres and periods will be included. May be taken either before or after SPA 308. <b>(Zachary Ludington)</b>	SPA 306 or permission	Cultural Diversity, & International Perspectives, Writing Intensive
<b>SPA 390</b>	<b>Topics in Spanish</b> May include the study of literature, culture, cinema, the arts and media as expressed in Spanish-speaking countries. Topics vary. May be repeated for credit. ● <b>Conversations Through Film (Maria Sandweiss)</b>	SPA 204 or SPA 217	Cultural Diversity & International Perspectives

<b>SPA 414</b>	<b>History of the Spanish Language</b> An historical panorama of the development of Spanish from late Latin on the Iberian Peninsula to the globally dynamic language of our present. Students will study the modern Spanish language in Europe, Africa, the Americas, and around the world, how this language came to be, and how it continues to change. Linguistic notions gleaned in this course have relevance to other modern languages, including English, as well as to the idiosyncrasies and common points of confusion in Spanish. <b>(Zachary Ludington)</b>	INT 410 or permission	Cultural Diversity & International Perspectives, Writing Intensive
<b>SPA 490</b>	<b>Topics and Individual Authors in Spanish</b> Specific topic varies semester to semester. May be repeated for credit. • <b>Culture in Crisis (Zachary Ludington)</b>	Any 300-level Spanish course or permission of instructor	Cultural Diversity & International Perspectives
<b>SPA 495</b>	<b>Senior Project in Spanish</b> Capstone Experience in which majors in Spanish and in International Affairs with a concentration in Spanish, or in Cultures, Languages and the Humanities, apply language skills and knowledge gained from all prior language study. Students work closely with a faculty advisor on an approved project and give a public presentation of the project in Spanish. <i>When taken as a stand-alone course, the coursework will reflect the work of three credit hours, regardless of number of credits taken. When taken in conjunction with another Spanish course at the 400 level, the course will carry no credit and will be graded Pass/Fail only.</i> <b>(Zachary Ludington)</b>	Senior Standing or permission	Capstone Experience Cultural Diversity & International Perspectives Western Cultural Tradition
<b>SFR 598</b>	<b>Projects in Spanish II</b> Specific projects vary from semester to semester depending on the needs of the graduate student and the skills of the faculty member. May be repeated for credit. <b>(Zachary Ludington)</b>		Cultural Diversity & International Perspectives

### Classics & Latin

Number	Title & Description	Prerequisites	Satisfies Gen. Ed. Requirements
<b>CLA 102</b>	<b>Latin Lit in English Translation</b> A survey of Latin literature. No knowledge of Latin is necessary. <b>(James Brophy)</b>	None	Cultural Diversity, International Perspectives, Western Cultural Traditions, Writing Intensive
<b>CLA 202</b>	<b>Mythology of the Ancient Near East, North Africa and Greece</b> Surveys the mythologies of the ancient Mediterranean Basin, including Hebrew Mythology. Through lectures, reading and video the major deities and heroes of each culture will be presented within their cultural context, including the stories associated with them. <b>(James Brophy)</b>	None	Cultural Diversity & International Perspectives, Western Cultural Traditions
<b>LAT 102</b>	<b>Elementary Latin II</b> Fundamentals of the Latin language. <b>(Paulette Barton)</b>	LAT 101 or equivalent	

### Critical Language Courses

Email [Rachel.PrecopioOrtiz@maine.edu](mailto:Rachel.PrecopioOrtiz@maine.edu) or visit 201 Little Hall to enroll.

Number	Title & Description	Prerequisites	Satisfies Gen. Ed. Requirements
<b>VOX 105</b>	<b>Beginning Spoken Irish Gaelic I</b> Beginning Irish Gaelic language study using a combination of self-instruction and recitation. Class is taught by native speakers in the target language, and includes a high degree of cultural engagement. <b>(Rachel Ortiz)</b>	Department Consent Required	Cultural Diversity & International Perspectives
<b>VOX 106</b>	<b>Beginning Spoken Italian I</b> Beginning Italian language study using a combination of self-instruction and recitation. Class is taught by native speakers in the target language, and includes a high degree of cultural engagement. <b>(Rachel Ortiz)</b>	Department Consent Required	Cultural Diversity & International Perspectives
<b>VOX 107</b>	<b>Beginning Spoken Japanese I</b> Beginning Japanese language study using a combination of self-instruction and recitation. Class is taught by native speakers in the target language, and includes a high degree of cultural engagement. <b>(Rachel Ortiz)</b>	Department Consent Required	Cultural Diversity & International Perspectives

<b>VOX 109</b>	<b>Beginning Spoken Portuguese I</b> Beginning Portuguese language study using a combination of self-instruction and recitation. Class is taught by native speakers in the target language, and includes a high degree of cultural engagement. <b>(Rachel Ortiz)</b>	Department Consent Required	Cultural Diversity & International Perspectives
<b>VOX 110</b>	<b>Beginning Spoken Russian I</b> Beginning Russian language study using a combination of self-instruction and recitation. Class is taught by native speakers in the target language, and includes a high degree of cultural engagement. <b>(Rachel Ortiz)</b>	Department Consent Required	Cultural Diversity & International Perspectives
<b>VOX 131</b>	<b>Beginning Spoken Chinese II</b> Beginning Chinese language study using a combination of self-instruction and recitation. Class is taught by native speakers, and includes a high degree of cultural engagement. <b>(Rachel Ortiz)</b>	Department Consent Required VOX 101	Cultural Diversity & International Perspectives
<b>VOX 136</b>	<b>Beginning Spoken Italian II</b> Beginning Italian language study using a combination of self-instruction and recitation. Class is taught by native speakers, and includes a high degree of cultural engagement. <b>(Rachel Ortiz)</b>	Department Consent Required VOX 106	Cultural Diversity & International Perspectives
<b>VOX 137</b>	<b>Beginning Spoken Japanese II</b> Beginning Japanese language study using a combination of self-instruction and recitation. Class is taught by native speakers, and includes a high degree of cultural engagement. <b>(Rachel Ortiz)</b>	Department Consent Required VOX 107	Cultural Diversity & International Perspectives
<b>VOX 138</b>	<b>Beginning Spoken Korean II</b> Beginning Korean language study using a combination of self-instruction and recitation. Class is taught by native speakers, and includes a high degree of cultural engagement. <b>(Rachel Ortiz)</b>	Department Consent Required VOX 108	Cultural Diversity & International Perspectives
<b>VOX 140</b>	<b>Beginning Spoken Russian II</b> Beginning Russian language study using a combination of self-instruction and recitation. Class is taught by native speakers, and includes a high degree of cultural engagement. <b>(Rachel Ortiz)</b>	Department Consent Required VOX 110	Cultural Diversity & International Perspectives
<b>VOX 167</b>	<b>Beginning Spoken Japanese III</b> Beginning Japanese language study using a combination of self-instruction and recitation. Class focuses on oral communication and is taught by a native speaker. Includes a high degree of cultural engagement. <b>(Rachel Ortiz)</b>	Department Consent Required VOX 137	Cultural Diversity & International Perspectives
<b>VOX 190</b>	<b>Critical Languages (Other)</b> Specific topics determined by current interests of students and staff. May be repeated for credit if different topic is taken. <b>(Rachel Ortiz, Roger Paul)</b>	Department Consent Required	Cultural Diversity & International Perspectives
<b>VOX 207</b>	<b>Intermediate Spoken Japanese I</b> Intermediate Japanese language study using a combination of self-instruction and recitation. Class focuses on oral communication and is taught by a native speaker. Includes a high degree of cultural engagement. Satisfies the General Education Cultural Diversity and International Perspectives Requirement. <b>(Rachel Ortiz)</b>	Department Consent Required VOX 137	Cultural Diversity & International Perspectives
<b>VOX 290</b>	<b>Intermediate Critical Languages (Other)</b> Specific languages determined by current interests of students and staff. May be repeated for credit if taking a higher level of the same language or a different language. <b>(Rachel Ortiz)</b>	Department Consent Required	Cultural Diversity & International Perspectives