

# Languages at Harvard 2016 - 2017

<b>Why Study a Foreign Language?</b>	<b>2</b>
<b>Planning Your Language Study</b>	<b>5</b>
<b>Languages Offered 2016-2017 (by Department)</b>	<b>6</b>
African Languages	7
Celtic Languages	9
Classical Languages	10
East Asian Languages	12
English	17
Germanic Languages	18
Linguistics	21
Near Eastern Languages	22
Romance Languages	23
Slavic Languages	27
South Asian Studies	32

## Languages at Harvard 2016 - 2017

**"When undergraduates here choose to pursue language studies... a sort of personal transformation takes place. With the exception of tutorials, these classes are rated higher than any other group."**

*~ from a survey of Harvard graduates*

When alumni are surveyed about taking language courses, their advice is simple: "take as many as you can." Most entering freshmen have strong foreign language experience and could place out of the **College language requirement** (for more on this requirement, see the "Handbook for Students"), yet graduates recommend against this course of action, urging students to take more advanced courses, study abroad, and even take more than one foreign language.

The reasons for taking foreign language courses (and courses taught *in* a foreign language) are many, and no single rationale will respond to the needs and interests of all students. A few of the reasons why you might want to consider studying foreign languages at Harvard are described below, along with some information to help you choose among the many offerings.

### Why Study a Foreign Language?

In today's world, whether at home or abroad, we inhabit communities where linguistic diversity keeps us on our toes, always wondering where an accent is from, or what was said by speakers around us. As a truly global university, Harvard is committed to being a pluriglossic environment for teaching and learning. We take great pride in the fact that we teach over eighty languages—more than any other university. Along with teaching "foreign" languages, we teach content courses in diverse fields in the humanities, arts, and social sciences. Transcultural competence in today's world demands linguistic and cultural proficiency beyond English, and we are committed to helping students acquire it.

From Human Rights to World Cinema, from the Qur'an to Manga, from Classics to Anthropology, Harvard offers courses and whole areas of study that can be explored and enriched through language study. Language instruction at Harvard supports the pursuit of academic work in all its breadth.

#### *Intellectual Interest*

Student evaluations of language courses demonstrate that interest in the subject matter is high. Students can choose from a range of courses, which may vary in their emphasis on particular skills or on particular topics. Many language courses combine language study with literature; many others focus on non-literary texts, or use literary texts in non-traditional ways. Others use music, film, or television to promote language study. Still others are devoted to specialized

topics in history and civilization. There is often a fine line between language courses and courses in literature, history, or politics, and many students derive special pleasure from studying topics of interest to them *in* a foreign language. The challenge of such courses, and the resulting accomplishment, is a source of great satisfaction.

### *Language and Culture*

It has often been said that language is the key to culture, but this expression is rarely explained. For many students of a foreign language, initial understanding comes at a moment when two parallel texts, ostensibly direct translations of one another, quite clearly do not mean the same thing, and no matter how one tries to adjust them, something essential is “lost in the translation.” But what is the nature of this loss, and why do we so frequently feel it as a “loss” and not merely as a “difference?”

One source of insight into this question is provided by a better understanding of the link between the words of a language and what they represent. Rather than being mere labels for objects and concepts that exist universally across cultures, words function as representations of the collective experience of the speakers of a particular culture. Words mean what the speakers of a culture have come to agree that they mean, and those meanings are shaped by the unique history of that particular culture. Perhaps most revealing, words have not only direct referential meaning, but also associations—with current and past events, with attitudes, and ultimately with cultural values. What, for example, does the word *tradition* mean to speakers of American English, British English, French, Russian, Chinese, or Swahili? What is the time frame for *tradition*, and what does it encompass? Is it viewed as an essential foundation for the present and future or as an impediment to progress? Is it viewed positively or negatively, or do different attitudes toward tradition divide society? Has it always been so? Consider personal *identity*. Is *identity* viewed in terms of the individual, as in the United States, or is it inescapably intertwined with the individual's place in society, with relation to a social collective? Has it been an issue to engage writers and thinkers over time, or has it not figured prominently in a culture's intellectual history?

Such questions are inextricably linked with language and can be explored only superficially, if at all, through translation. Understanding a culture's language provides the entrée into the system of meanings and history in which that culture is preserved and transmitted. Not only words reveal these meanings, but also phrasings, the construction of discourse, and the combination of language and behavior through social ritual. Understanding a foreign language can reveal ways of seeing the world which may be inexpressible in one's own language. In the continuing exploration that is education, such understanding provides depth and breadth in the investigation of issues fundamental to the individual and to societies.

## *Study Abroad*

Language learning and study abroad are key to the education of global citizens. Harvard encourages study abroad in a host of foreign programs and institutions. The application process is a relatively simple one, but students must plan their program of study in advance and apply for credit through The Office of International Education; more information is available at the OIE website: <http://oie.fas.harvard.edu/>.

Study abroad is not only for concentrators in foreign literatures or civilizations. For those who have not experienced it, there is nothing quite like seeing a foreign culture—and inevitably also your own culture—through the eyes of another. Most language departments have advisers, including the Director of Undergraduate Studies (DUS), who can help students to understand how their proposed coursework abroad fits with their study of the language at Harvard. Any international experience is radically enhanced by previous language study; its value needs to be developed by taking related courses when a student returns from abroad. Only then will it all come together as integrated knowledge and experience.

## *Career Opportunities and International Internships*

In an increasingly interconnected world, knowledge of a foreign language can facilitate business and social transactions and provide knowledge crucial for success in a multicultural environment. An increasing number of jobs today require an understanding and knowledge of a foreign culture. In the world of business, such experience may not be sufficient in and of itself, but combined with another subject area or concentration it frequently puts job candidates at a distinct advantage. Harvard students with language backgrounds have gone on to jobs of extraordinary interest and variety, from heading United Way in Moscow to working with Japanese politicians, to archaeological excavation in Central Asia—occupying business, cultural, and diplomatic positions in virtually every corner of the world.

For students who would like to explore career opportunities internationally while still at Harvard, there are many options available at the Office of Career Services. The Weissman International Internship Program and the David Rockefeller International Experience Program, for example, fund travel and living expenses for students who have secured internships in foreign countries. Recent interns have worked in locations as diverse as New Zealand, India, Vietnam, China, Sierra Leone, Benin, Mali, Mozambique, South Africa, Switzerland, Spain, and Great Britain.

But the advantages of language training, ancient or modern, are also clear in ways which may be less evident. The professional schools (particularly law and medicine) have looked upon language acquisition as an indication of a student's

ability to think analytically and systematically to acquire a large body of information. Each year a number of students will actually graduate concentrating in a language and literature department, while having completed pre-med training. In short, work in the languages, far from closing out options, keeps those options open.

## **Planning Your Language Study**

Do you continue with a language you have already studied, or begin a new one? Should you choose a language that is relatively familiar to you, or step outside of your previous experience to study one that is entirely new? Perhaps you already know the answers to these questions, but in any case it may be helpful to discuss your options with knowledgeable people at Harvard.

The best place to get more information about language offerings is in the departments where the languages themselves are taught. Many departments have Directors of Language Programs who are well informed about course offerings and students' experiences. They can discuss course content, refer you to specific instructors, relate experience of other students in their courses, and assist with placement questions. Don't be shy about approaching such faculty, even if your questions are exploratory. They are eager to share their experience and their interest with new students.

Students can also take advantage of Harvard's state-of-the-art Language Resource Center in Lamont Library with a multitude of digital resources like online language learning software, non-English-language DVDs and videos, international HD TV, audio and video materials for coursework, and computers for multilingual web-browsing.

### ***Language Citations***

Students can earn a Foreign Language Citation on their transcript by taking four half-courses in the same language beyond the first-year level, at least two of them at the third-year level or above. Language and literature/civilization departments have their own lists of approved courses but, in general, any language or literature course given in the foreign language will count toward a citation. Although the completion of a Citation does not fulfill a requirement for the Program in General Education, individual courses with a General Education designation may count for both a Citation and satisfy a General Education requirement. A Foreign Language Citation allows you to offer proof, upon graduation, of a high level of competency in a foreign language, an advantage when applying for graduate programs, grants, or employment.

If you are interested in obtaining a Foreign Language Citation during your four years at Harvard, plan ahead, as you will benefit more from your language study if you take courses in consecutive semesters. You also may want to plan your

courses around a study-abroad or work-abroad experience. You can find out more about Foreign Language Citations in the “Handbook for Students” or on the websites of pertinent Arts and Humanities departments.

For more information on language study at Harvard, please visit our website at: <http://artsandhumanities.fas.harvard.edu/languages-harvard>

## **Languages Offered 2016 - 2017 (by Department)**

**African and African American Studies:** Gikuyu, Swahili, Twi, Yoruba, African Language Tutorials (Afrikaans, Amharic, Bamana, Cape Verdean Creole, Chichewa, Dinka, Haitian, Hassaniya, Hausa, Ibibio, Igbo, Kikongo, Kinyarwanda, Krio, Lingala, Luganda, Malagasy, Oromo, Pulaar, Setswana, Shona, Somali, Sudanese Arabic, Tigrinya, Tshiluba, Wolof, Xhosa, Zulu)

**Celtic Languages and Literatures:** Modern Irish, Old Irish, Modern Welsh, Middle Welsh, Scottish Gaelic

**The Classics:** Latin, Medieval Latin, Ancient Greek, Modern Greek

**East Asian Languages and Civilizations:** Chinese, Japanese, Korean, Manchu, Mongolian, Uyghur, Vietnamese

**English:** Old English

**Germanic Languages and Literatures:** German, Swedish, Scandinavian Language Tutorials (Danish, Icelandic, Finnish, Norwegian, Old Norse)

**Linguistics:** American Sign Language, Hittite, Indo-European, Old Church Slavonic

**Near Eastern Languages and Civilizations:** Akkadian, Arabic, Aramaic, Armenian, Egyptian, Hebrew (Classical and Modern), Iranian, Persian, Sumerian, Turkish, Yiddish

**Romance Languages and Literatures:** Catalan, French, Italian, Portuguese, Spanish

**Slavic Languages and Literatures:** Czech, Polish, Russian, and Ukrainian language courses and Bosnian/Croatian/Serbian language tutorials

**South Asian Studies:** Bahasa Indonesia, Bengali, Hindi-Urdu, Nepali, Pali, Sanskrit, Tamil, Thai, Tibetan

## African Languages

The African Language Program in the Department of African and African American Studies offers instruction in a variety of African languages. With over 2,000 languages, Africa is home to nearly one-third of the world's languages. In total, there are at least 75 languages in Africa which have over one million speakers. The rest are spoken by populations ranging from a few hundred speakers to several hundred thousand. Most of the small languages are primarily oral with little available in written form. These languages break down into four large families (phyla): Niger-Congo, Nilo-Saharan, Afroasiatic, and Khoisan. Niger-Congo, with approximately 1,350-1,650 languages, is the largest of the four. It is also the largest language family in the world. The Niger-Congo languages occupy Western, Central, Eastern, and Southern Africa. The most widely spoken languages of Africa – Swahili (48 million), Hausa (38 million), Yoruba (20 million), Amharic (20 million), Igbo (21 million), and Fula (13 million) – all belong to the Niger-Congo family. The next largest family is Afroasiatic with about 200-300 member languages in Africa. The Afroasiatic languages in Africa are found mainly in the northern regions of Africa, including northern Nigeria, southern Niger, Somalia, and in the North African countries of Morocco, Algeria, Tunisia, etc. Next in size is the Nilo-Saharan family with about 80 languages. These occupy Eastern Africa and the North Eastern region of Africa, namely: Uganda, Tanzania, Kenya, Chad, the Sudan, etc. Last but not least is the Khoisan family, with 40-70 members. Believed to be the oldest of the four language families, it is the smallest of the four and is found mainly in Southern Africa.

A serious understanding of anything African begins with language study. This is because indigenous African languages serve as road maps to understanding how social, political, and economic institutions and processes develop, from kinship structures, the evolution of political offices and trade relations, to the transfer of environmental knowledge. African languages are key to apprehending how sub-Saharan Africans understand, organize, and transmit essential knowledge to successive generations. All the African languages being offered serve as *lingua franca* for large populations and are important in regional commerce, governance, and development.

African language courses provide students with literacy skills (ability to understand, speak, read, and write) in the languages so that they can be functional in specific countries and regions of Africa. Teaching materials vary from readings on culture and news media to history and the environment. Classes are typically small, so there is ample opportunity for individualized attention by the instructors. Undergraduates are welcome to take any of the languages listed below. All languages offerings are contingent upon enrollment of at least three Harvard graduate/undergraduate students. They are offered for the pursuit of academic projects. First semester courses are offered in the fall.

Graduate students may propose a language other than one of those listed below if that best suits their research topics.

### **North Africa**

Arabic (See *Near Eastern Languages*)

Sudanese Arabic

### **West Africa and Adjoining Regions**

With the exception of Hausa and Pulaar, all the languages have substantial heritage populations in the United States and have strong historical connections with the African Diaspora. For instance, the Yoruba language and religion is still very much alive in Cuba, Brazil, and the U.S. In Ghana, where Akan is the dominant language, Accra and the coastal towns of Elmina and Cape Coast are dotted with castles which served as holding forts for African slaves during the slave trade. These languages are therefore important not only in terms of their antiquity, the culture and civilizations they transmit, but also in terms of their Diasporic influence even today. The following languages are offered: Akan (Twi), Bamana, Hausa, Pulaar, Igbo, Krio, Yoruba, Wolof.

### **Eastern Africa and Adjoining Regions**

Eastern African languages such as Swahili and Amharic have long, extensive written records spanning millennia. Amharic is widely used in Ethiopia, and Swahili, though native to Kenya and Tanzania, is also spoken in eight other African countries. Swahili, which is also spoken in several Gulf States such as Oman, is perhaps the most widely broadcasted African language around the world. Languages offered are: Amharic, Gikuyu, Kikongo, Oromo, Swahili.

### **Southern Africa**

Like the rest of the other African languages, Southern African languages are rich in art, culture, and history. Most of these languages have the famous click sound. Another unique thing about them is that they are all mutually intelligible. For instance, Xhosa and Zulu are intelligible to all Nguni people of Southern Africa. Taking one of these languages will enable one to communicate with people in several countries in the region. The following languages are offered: Xhosa, Shona, Setswana, Zulu.

The languages being offered through the African Language Program also relate to many courses being offered on Africa. Opportunities for Study Abroad in Africa are also available as are summer intensive language courses both within the U.S. and in Africa.

### **For further information**

The undergraduate African and African American Studies Department is located on the 2<sup>nd</sup> floor of Barker Center, 12 Quincy Street, telephone (617) 495-4113. The African Language Program is located in the Department. Contact Marva Bernard-Saunders, the African Language Program Coordinator, at (617) 496-

8545, or [mbernard@fas.harvard.edu](mailto:mbernard@fas.harvard.edu). You may also contact John Mugane, the Director of the African Language Program, at (617) 496-4995 or [mugane@fas.harvard.edu](mailto:mugane@fas.harvard.edu). The Program's website is: <http://www.alp.fas.harvard.edu/>

## **Celtic Languages**

Harvard is one of very few universities in North America where you can study three of the Celtic languages; we offer courses in Irish, Welsh, and Scottish Gaelic, and in the medieval forms of Irish and Welsh as well. Many people in Ireland, Wales, and Scotland choose to live their lives in the Celtic languages native to their countries, despite the dominance of English. Speakers of Celtic languages are passionate about the survival of their languages, and tend to feel an immediate bond with other speakers and learners. In addition to preserving a strong sense of cultural community, the Celtic languages are treasure troves of story, poetry, and song ranging from the medieval to the contemporary. They are languages fascinating in themselves, quite different in their syntax from the Germanic and Romance languages, and extraordinarily rich in idiom. They offer a direct link to the literary traditions of early medieval Europe, while at the same time holding an important position in the growing cultural pride and economic vibrancy of their lively societies.

Classes in the Celtic Department are small, and there is a strong sense of community among undergraduates, graduate students, and faculty, enhanced by social gatherings, talks, and an annual colloquium to which undergraduates are most welcome.

### **Irish**

Irish is the first official language of Ireland, and has been officially recognized in Northern Ireland since 1998. Today you will hear Irish being spoken not only in the *Gaeltachtaí*, the traditional Irish-speaking areas, but in the pubs of Belfast and Dublin as well, and even in Irish communities outside of Ireland. It is a language very much at home in the lively world of Irish traditional music. There are television, film, radio, and print journalism in Irish, and many wonderful poets and fiction writers continue into the present a literary tradition that dates back to the sixth century. In Irish heroic saga and myth we have the oldest European literature outside the Greek and Roman traditions, and early Irish law and history offer valuable insights into the structures of a European society outside the Roman Empire. An extraordinarily rich oral tradition of wonder tales, legends, and songs survived in Ireland well into the twentieth century, and has been recorded since the nineteenth century; this folkloric heritage has influenced important modern Irish writers like Seamus Heaney and Paul Muldoon today.

## Welsh

Welsh has officially had equal standing with English in public life in Wales since 1993, and the 1998 Government of Wales Act enhanced the status of the language further, after more than 450 years during which English was the only official language in Wales. The establishment of the National Assembly for Wales has spurred tremendous growth in an already lively Welsh language culture. The Welsh film, pop music, and television industries are hives of energy and creativity. At the same time, older cultural institutions continue to thrive, including the annual National Eisteddfod, a festival of Welsh language culture in which poets compete with one another in the composition of poems ranging from the lyrical to the satirical to the downright scurrilous in complex metres that date back to the Middle Ages. This lovely language – one of J.R.R. Tolkien’s principal inspirations when he invented Elvish – preserves some of the most enigmatic and captivating of medieval stories, including some that found their way into the legend of King Arthur.

## Scottish Gaelic

The Gaelic language of Scotland is spoken primarily in communities of the West Highlands and the Hebrides—a group of islands off the west coast of Scotland. There is a vigorous Gaelic community on this side of the Atlantic as well, on Cape Breton Island in Nova Scotia. The Scottish Parliament’s Gaelic Language Act of 2005 has made promotion of the language to a status equal with that of English a priority of the Scottish government. Meanwhile, Gaelic language and culture thrive in poetry, fiction, traditional and contemporary music, oral tradition, and a very lively blogosphere. *Please note that Scottish Gaelic will next be offered in AY 2017-18.*

The Department of Celtic Languages and Literatures offers an undergraduate Secondary Field in which a student may combine the study of a Celtic language with courses in which Celtic literatures are read in translation, or may concentrate on language study. Undergraduates are welcome to enroll in any of the courses offered in the Celtic Department, including those marked “Primarily for Graduates.”

The Department is located on the 2<sup>nd</sup> floor of Warren House. Please contact us at (617) 495-1206, via e-mail: [violette@fas.harvard.edu](mailto:violette@fas.harvard.edu), or visit our website at: <http://celtic.fas.harvard.edu/>

## Classical Languages

Greek and Latin provide access to two cultures and literatures that have profoundly influenced the development of Western civilization. The Department of the Classics offers a variety of courses for those who wish to explore the linguistic and literary heritage of Ancient Greek and Classical Latin, Medieval Latin, and Byzantine and Modern Greek. By the sophomore year or, for those

students with some prior language background, even in the freshman year, students can be reading in the original Greek the works of such canonical authors as Homer, the lyric poets, the Greek tragedians, or Plato, or in the original Latin Cicero, Catullus, Horace, Virgil, and Ovid; they can be exploring the rich tradition of Medieval Latin or Byzantine Greek; or they can read the poetry of a twentieth-century poet such as Cavafy in Modern Greek. The department offers beginning and beginning-intensive Ancient Greek and Latin, and beginning Modern Greek; for the linguistically curious, these are courses of interest in themselves, but they are also directed at preparing students for further study in the languages and literatures of the ancient world, and in the traditions that continue from that world through to the present.

Greek and Latin are also of great relevance to a number of other areas of study. As the parent language of French, Italian, Spanish, and other Romance languages, Latin reveals a great deal about the mechanics of those languages, and about the relationships between them. Likewise, the major literary genres of these languages, from epic to lyric to drama to the novel, all have their roots in the two Classical literatures, as do the equivalent genres in English, also. Both Greek and Latin provide access to the technical foundations of the disciplines of law and medicine, and concentrators in the Classics have gone on to Law School and Medical School, as well as to careers in teaching at all levels, and many other professions. Through its own courses, and through concentration credit for courses in other departments and in General Education, the Department of the Classics encourages its students to appreciate the whole range of classical civilization from the Bronze Age to Byzantium and medieval Europe, and its more recent heritage. The faculty provides instruction in the major fields of classical study – language, literature, archaeology, history, philosophy, and religion. In accordance with its conviction that Classics lies at the root of many important academic subjects, the department supports a large number of joint concentrations with other departments; it is hoped that a Classics graduate will have acquired the kind of humane education that has distinguished so many of the great men and women who have shaped Western culture. The department also supports study in Athens or Rome, generally in the junior year, and facilitates summer internships abroad.

### **For further information**

The Department of the Classics is located on the 2<sup>nd</sup> floor of Boylston Hall (Boylston 204). For further information about the department, or to make an appointment with the Director of Undergraduate Studies, Professor Kathleen Coleman, call (617) 495-2024 or send a message to [classicsDUS@fas.harvard.edu](mailto:classicsDUS@fas.harvard.edu). The Classics Department website can be found at: <http://classics.fas.harvard.edu>.

## East Asian Languages

Harvard offers instruction in a variety of East Asian languages, including classical and modern Chinese, classical and modern Japanese, Korean, Manchu, Mongolian, Tibetan, Uyghur, and Vietnamese. Speakers of these languages make up approximately one quarter of the world's population. The increasing political and economic prominence of the countries and areas in which these languages are used have made their study of critical importance in recent years, not only for practical career goals, but also for an understanding of the comprehensive range of human experience on this planet. Chinese, Japanese, Korean, and Vietnamese are taught by fully staffed programs in the Department of East Asian Languages and Civilizations at all levels from beginning to advanced. Tibetan is taught in the Department of South Asian Studies.

Harvard makes available to students a diversity of avenues to explore the languages and cultures of East Asia, not only through opportunities for advanced language training, but also through a rich variety of curricular offerings on East Asian-related social science and humanities topics, including religion, history, literature, visual arts, contemporary society, and popular culture. Department courses attract a wide range of students: many intend to integrate language training with a concentration in the humanities or social sciences. Others are motivated by personal interests such as family history, an attraction to East Asian modes of artistic expression, or career choices.

East Asian language classes are small, with ten to twelve students per section. The language programs strive for a fast-paced tempo, stimulating material, and a congenial, fun atmosphere that retains a respect for individual learning styles. A palpable sense of camaraderie builds over time among classmates that draws students and teachers alike into an atmosphere of mutual discovery from which emerge new perspectives not only on the language and culture being studied, but also the native language and culture of students themselves.

### Chinese

Modern Standard Chinese is based on the Mandarin dialect of northeast China, of which Beijing is the political and cultural center. Mandarin Chinese is the most widely-spoken language on earth, with over one billion native and second-language speakers. This includes approximately 70% of the population of mainland China—a percentage which continues to rise due to the status of Mandarin as the sole official language of government administration, broadcast media, education, and international commerce in the country. Mandarin is also the official and predominant language in Taiwan, shares official status with English, Malay, and Tamil in Singapore, and is becoming increasingly important in many overseas Chinese communities as well.

The Chinese Language Program offers one of the most extensive curricula in Mandarin Chinese of any American university. Courses are offered for those who have never heard a word of Chinese as well as those who come with varying levels of previous experience. The intermediate and advanced courses develop and strengthen students' colloquial and formal speech as well as reading and writing skills, enabling students to discuss issues of personal and global significance, investigate and analyze topics of interest, and work towards full, well-balanced proficiency. In addition to five sequential, year-long courses of instruction, (first year through fifth year Chinese), the program offers courses designed for specific, advanced audiences, including Advanced Conversational Chinese and Business Chinese, as well as several Chinese content courses which are taught at the level of a regular social science or humanities seminar, but with all the readings, assignments, and discussions in Chinese.

The Program also offers a full sequence of courses designed specifically for heritage learners with a diverse array of family and educational backgrounds.

Students are strongly encouraged to expand and strengthen their Chinese language study beyond academic-year courses in Cambridge. Each year, dozens of Harvard students attend the Harvard Beijing Academy (HBA), an intensive summer Chinese program that enables students to gain an academic year's worth of Chinese study over the course of just nine weeks. The Harvard Shanghai Institute (HSI), a new Harvard summer program in Shanghai, provides advanced students of Chinese with the opportunity to develop and hone their language skills in academic and pre-professional contexts, both in and out of the classroom. In addition to summer study, some Harvard students choose to spend one or two semesters in residence at language schools in China – typically at the best-known programs in mainland China and Taiwan.

Literary Chinese, also known as Classical Chinese, was the standard written language for communication throughout the more than two thousand years of imperial Chinese history. It continued to be used widely until well into the twentieth century, and its influence remains strong in more formal genres of written Modern Standard Chinese. It is the language of pre-modern Chinese history, literature, and thought. It was also the primary language for written communication in Korea up to the twentieth century, and was widely used in pre-modern Japan and Vietnam as well. The Program offers a sequence of two full-year courses in Literary Chinese. The curriculum covers a wide variety of genres from more than two millennia of written Chinese history, literature, and thought, and is designed to enable students to investigate and analyze a broad array of texts. On this foundation, students may elect to build more specialized Literary Chinese skills through advanced seminars covering specific texts or genres.

## Japanese

Japanese is the language spoken by 126 million natives of the Japanese islands and by an additional 2 million people outside of Japan, primarily in Brazil, Peru, the United States, Canada, and Australia. Harvard offers a full course of study in standard Japanese, the dialect of Japanese spoken in Tokyo and the areas surrounding it. The elementary course assumes no background in the language and has as its goal the development of basic survival-level linguistic skills, including the ability to read and write hiragana, katakana, and approximately 200 Chinese characters. Additional characters are introduced at the rate of between 300 to 500 new characters a year at the post-elementary levels, so that by the end of the fifth year, students will have been exposed to the majority of the 2,167 characters established as "common use" characters (jooyoo kanji) by the Ministry of Education in Japan in 2010. Advanced students may take courses in classical Japanese and kanbun offered by the literature faculty in the Department of East Asian Languages and Civilizations.

To respond to the diverse needs of our students and to equip them with the practical language skills needed to function in an increasingly internationalized and competitive world, the Harvard Japanese Program commits itself to a proficiency-based teaching philosophy and its implementation at all levels of instruction in the core courses. This means a commitment to accuracy and creativity in the use of the language and to a parallel mastery of all four skills of speaking, listening, reading, and writing—even at the advanced levels, where increasingly complex reading tasks traditionally dominate class time.

The integration of in-class learning with the extracurricular life of students is an essential part of successful language learning, and opportunities to achieve such integration are actively encouraged in the Japanese program. One of the efforts in this direction is in opportunities provided for interested students to meet members of the Japanese visiting scholar community at Harvard at Japanese language tables and other social occasions for the purpose of language practice and cultural exchange throughout the academic year. Another is an internship program, administered in cooperation with the Reischauer Institute for Japanese Studies, through which students are placed in business, educational, and government organizations in Japan for a summer to gain experience in using Japanese in the workplace environment. Numerous opportunities are also available for Harvard students to participate in overseas study programs in Japan. Although the Harvard Japanese Program does not participate in any exclusive exchange arrangements with Japanese universities, Harvard is one of the sponsoring institutions of the Inter-University Center for Japanese Language Studies in Yokohama and the Kyoto Consortium for Japanese Studies and regularly sends students to these centers for overseas study.

## **Korean**

The Korean Language Program, one of America's oldest and most comprehensive, is central to a vibrant and growing Korean Studies community at Harvard. The rise of the Republic of Korea as an important trading nation in the global economy has fueled a growing interest in acquiring language skills useful for academic, cultural, and commercial interaction with this dynamic land of 45 million. Issues and problems related to the ROK and the Democratic People's Republic in the North also make mastery of the Korean language an asset for students pursuing professional careers in international security affairs or government service.

Instruction in Korean is offered at all levels of proficiency: there are courses at the beginning (separate courses for true beginners and for advanced beginners), intermediate, pre-advanced, and advanced levels, as well as reading courses for advanced students cultivating skills for textual research in history and the social sciences or for studies of literature, art, or religion. Coursework at all levels focuses on speaking proficiency as well as on reading and writing. From the elementary level students gradually acquire a repertoire of the Chinese characters (hanja) necessary for full reading proficiency.

The majority of students at the beginning level (and a considerable number at the intermediate level) are non-heritage students with diverse backgrounds with a broad spectrum of academic interests in studying Korean. Undergraduates and graduate students concentrating on other East Asian countries often find that knowledge of Korean is useful for their scholarly endeavors. Professionals in such fields as law and business increasingly undertake the study of Korean for career opportunities or for the access it provides to a society commonly regarded as a model for other industrializing countries.

The Korean Language Program encourages students to explore opportunities to study in Korea, not only at Harvard's own summer program but also at language institutes affiliated with leading Korean universities. In many cases, the summer programs of overseas language study may qualify for financial support from such sources as the Korea Foundation. The Korean Language Program further encourages students to participate in extracurricular activities ranging from language tables in the undergraduate houses to dramatic performances and presentations by visitors from Korea. The growing number of Korean international students at Harvard University and the large number of native speakers of Korean living in the Boston area represent another valuable resource from which students in the Program benefit. Opportunities also exist in Korea for summer internships with business enterprises, financial institutions, civic groups, and government agencies.

## **Manchu**

Manchu belongs to the Tungusic branch of the disputed Altaic language family, of which it is the major and best-documented representative. Though it has for practical purposes died out in its original homeland, Manchu continues to be used by the Sibe, a group living in the Ili Valley in Xinjiang. Because it was the official language of the last dynasty to rule in China, the Qing (1644-1911), a great many historical, religious, and literary works, as well as documentary sources, were composed in Manchu (which uses an alphabet and is completely unrelated to Chinese). A significant proportion of the imperial Qing archives thus consists of documents written in Manchu, and knowledge of the language has become essential for original research in a variety of areas of Chinese history, ranging from the pre-conquest history of the Manchus, to ethnic history, frontier history, and most areas of institutional history from the 17th to the early 20th centuries. Manchu is also of interest to anyone interested in comparative linguistics, as it bears many similarities to Mongolic and Turkic languages, as well as Korean and Japanese. Harvard is the only institution in North America providing regular instruction in Manchu. Introductory Manchu is offered for a full academic year in alternate years, with an intermediate course and additional reading courses available in succeeding years.

## **Mongolian**

Introductory Classical Mongolian is offered for a full academic year in alternate years, with an intermediate course and additional reading courses available in succeeding years. The program, which focuses on reading and translating ability, is aimed at introducing students to Classical (literary) Mongolian as a research tool for their work in history, linguistics, religion, and other areas. The first course is mainly devoted to the Mongol script, vocabulary, and basic grammar. It includes simple readings from standard historical and religious texts. The spring course focuses on more advanced grammatical knowledge and is meant to introduce students to a wider variety of texts.

## **Uyghur**

Uyghur is the language of everyday communication for nearly 8 million people, most of them Muslims inhabiting the Xinjiang Uyghur Autonomous Region in the PRC. Written in a modified Arabic script, Uyghur belongs to the Eastern branch of the Turkic language family; it is closely related to Uzbek and, much more distantly, to other Altaic languages such as Mongolian and Manchu. Though there are some dialectical variations between the language as spoken in different oases (Khotan, Kashgar, Turpan), standard Uyghur is understood everywhere in Xinjiang and is an essential tool for students with a serious interest in the region, one of the fastest-developing and ethnically most complex parts of China. Two years of instruction are offered, with the introductory course taught every other year.

## **Vietnamese**

Vietnamese is the official language of Vietnam, spoken by 80 million people in Vietnam and approximately 2 million overseas Vietnamese including about 1 million Vietnamese Americans. It belongs to the subfamily of Mon-Khmer languages in the Austroasiatic family of languages. Vietnamese has three main dialects: northern, central, and southern. The dialectal differences concern both the vocabulary and the phonetic system. However, Vietnamese everywhere understand each other despite these dialectal differences. All of the Vietnamese language courses offered at Harvard introduce the contemporary Hanoi dialect.

Vietnamese language courses provide students with the basic ability to understand, speak, read and write Vietnamese through an interactive and communication-oriented approach. Texts include readings on Vietnamese culture, geography, history, and customs; ads from Vietnamese newspapers and magazines; short stories; and poems. DVDs, video clips, and similar materials are used to enhance students' listening skills.

### **For further information**

For further information regarding languages and language placement, please contact the Language Program Coordinator Carolyn Choong at 5 Bryant Street, telephone (617) 495-2961, e-mail: [choong@fas.harvard.edu](mailto:choong@fas.harvard.edu).

Students interested in expanding their understanding of East Asia should consider a concentration, a joint concentration, or a secondary field in East Asian Studies. The program features a range of eligible courses and faculty advisors from across the University. Details can be found at: <http://ealc.fas.harvard.edu/undergraduate>. We encourage students interested in East Asian Studies to contact Undergraduate Program Coordinator Nicole Escolas by telephone ((617) 495-8365) or e-mail ([escolas@fas.harvard.edu](mailto:escolas@fas.harvard.edu)) or to pay a visit to the Program's offices at 9 Kirkland Place.

## **English**

“Old English” is the name for the vernacular language and literature in the Anglo-Saxon period, c. 450-1100, in England. *Beowulf* is the most famous representative text, but the period produced a large body of literature remarkable in many different ways. The English Department offers a sequence of courses carefully designed to synthesize many elements of the culture, history, art, religion, and literature in its teaching of the language. Old English is sufficiently different from modern English that it must be learned as a foreign language, but unlike many others it can be learned quickly. Students are able to read poems of great beauty and sophistication by the end of the first term.

The basic sequence of courses is a fall and a spring term course, English 102 and English 103, each organized around a specific topic that will shape the direction

of the translations and outside reading. The themes and mixture of cultural elements will change and be signaled by varying subtitles in the course listings. Recent themes have included “*Beowulf* and Seamus Heaney,” “Representations of Women,” “Working with Manuscripts,” and “Heroic Poetry and its Social Contexts.” In the fall of 2016, the theme is “Riddles, Dreams, Wonders.” The goal of these courses is to give a reading knowledge of Old English within a fuller understanding of some significant aspect of Anglo-Saxon culture.

### **For further information**

The English Department is located on the 1<sup>st</sup> and 2<sup>nd</sup> floors of the Barker Center, 12 Quincy Street, (617) 495-2533. Interested students are also encouraged to contact Erica Weaver at [eweaver@fas.harvard.edu](mailto:eweaver@fas.harvard.edu) or Daniel Donoghue at [dgd@wjh.harvard.edu](mailto:dgd@wjh.harvard.edu). The English Department website can be found at: <http://english.fas.harvard.edu>.

## **Germanic Languages**

The Department of Germanic Languages and Literatures at Harvard is one of the oldest in the United States, and Scandinavian languages have been offered in the department since at least 1888. We offer regular courses in German (the native tongue in Germany, Austria, Liechtenstein, and parts of Switzerland) and Swedish (spoken in Sweden and parts of Finland). In addition, Danish, Finnish, modern Icelandic, and Norwegian are available as language tutorial courses.

### **German**

The German-speaking countries have long been at the forefront of cultural and intellectual life. Kant, Marx, Nietzsche, and Freud have had a pronounced impact on the development of modern thought. Goethe, Kafka, Brecht, and Thomas Mann are but a few of the internationally renowned writers who have contributed to a rich literary tradition. Berlin, a modern film metropolis and home to innovative new architecture, is very much at the heart of modern European culture. And what would the classical music repertoire be without the works of Bach, Mozart, Beethoven, and Schubert?

From early history to the upheavals of the twentieth century, Germany and Austria have also played major roles on the world political stage. Today, with the central position of Germany and Austria in the European Union, knowledge of the German language is crucial for understanding the social, economic, and political changes that will shape modern Europe and the rest of the world. And next to English, German is the leading language of business in Europe. Knowledge of the German language and German culture is both personally enriching and a highly marketable asset in a wide range of careers, from finance, business, politics, law, and medicine, to education and the arts.

The Department offers courses in elementary (German A), intermediate (German

Ca, Cb), and advanced German. In addition, we offer beginning intensive (Bab) and intermediate intensive (Dab) for students who wish to cover a whole year's material in one term. Our advanced language courses focus on advanced grammar and reading (German 61); conversation and composition (German 62); and on contemporary society, culture, and politics of Germany and Europe.

We aim above all to equip students with proficient language skills for academic, professional, or personal use, as well as an understanding of politics, culture, history, and ideas through readings, film, music, and other media. Our classes are small and interactive, providing you with the practice and individual attention you need to develop a high level of language proficiency. Outside the classroom, students are encouraged to join our faculty- and student-run German Club events that provide more informal opportunities for interaction and discussion, such as the weekly "Stammtisch," monthly "Kaffeestunde," regular film screenings, or "German tables" hosted by a number of houses. In addition, students might also be interested in getting involved in this year's German theater production (please contact Dr. Lisa Parkes, [lparkes@fas.harvard.edu](mailto:lparkes@fas.harvard.edu)).

Aside from our language offerings, the Department of Germanic Languages and Literatures presents a rich and diverse selection of courses, from philosophy and poetry to film studies, music, drama, literary criticism, and both classic and contemporary literature. A particularly exciting venture is our Work Abroad Program, which places qualified students in summer jobs in Germany and Austria. For study abroad, Harvard Summer School offers a course on "Vienna: City of Art, Music, and Theater" for advanced German language students, directed by Professors John Hamilton and Lisa Parkes. Other valuable resources in the area include: the Minda de Gunzburg Center for European Studies, which hosts European scholars in a number of different fields; the Busch-Reisinger Museum, founded in 1903 and the only museum in North America devoted to promoting exploration and critical understanding of the arts of the German-speaking countries of Central and Northern Europe in all media and from all periods; the exceptional collection of German films in the Harvard Film Archive; and the Goethe-Institut Boston.

### **Scandinavian**

Learning a Scandinavian language opens to you the distinctive worldview of the Scandinavians. From the time of the Vikings to the present day, Scandinavia has made fiercely unique contributions to Western civilization.

Learn Swedish, and you can read Stieg Larsson's blockbuster crime novels in the original and decipher the furniture names at IKEA. Scandinavia is the birthplace of modern drama, and learning Norwegian or Swedish reveals to you the nuances of Ibsen's and Strindberg's masterpieces. Learning Danish helps you understand the irony of Hans Christian Andersen's celebrated fairy tales. Learning Finnish enables you to appreciate the remarkable meter of Finland's

folk epic *The Kalevala* (which inspired Longfellow's American epic poem *The Song of Hiawatha*). And learning Old Norse immerses you in the mythology, folk traditions, blood feuds, histories, and humor of the Viking sagas and acquaints you with the source material for Wagner's *Ring* cycle and the novels of J.R.R. Tolkien.

You'll also learn about the societies that have given rise to these amazing texts. Sweden and Norway award the annual Nobel Prizes, named after the Swedish inventor of dynamite. In international relations, Scandinavian countries often host sensitive negotiations or send representatives (such as 2008 Nobel Peace Prize laureate Martti Ahtisaari) to aid in such talks. Scandinavia also leads the world in genetics and biomedical research and in environmental sustainability technologies. They are the most wired countries in the world, home to telecommunications innovators Nokia, Ericsson, and Skype. The Scandinavian countries rank as the most egalitarian in the world and its residents enjoy the highest standards of living. Scandinavia is home to the world's oldest parliament (Iceland's Althing, 930) and a unique set of social welfare states. It has produced pathbreaking models in areas of law, such as children's rights and sex trafficking. Our faculty work closely with you, and network with other faculty in the College, to help you pursue your interests in Scandinavia.

We offer courses in elementary and intermediate Swedish (Swedish Aa, Ab, Ba, and Bbr) and Old Norse (Expected to be given in 2015-16; Scandinavian 160a and 160br), and you can study at an advanced level through Independent Study (Scandinavian 91r) or summer courses in Scandinavia. Danish, Finnish, modern Icelandic, Faroese, and Norwegian are available as language tutorial courses. Scandinavian language courses are small, highly interactive, and media-rich, providing you with the tools you need to master a language quickly. Outside the classroom, the student-run Scandinavian Society organizes events and outings throughout the year and Leverett House hosts a weekly "Swedish Table" to practice conversation informally. For more information, see: <http://people.fas.harvard.edu/~scanprog>.

In addition to our language courses, our program offers Scandinavian folklore, film, literature, and culture courses in English translation and an exciting Summer Study Abroad course, "Viking Studies in Scandinavia," led by Professor Stephen Mitchell. Harvard undergraduates can take language and culture courses abroad through pre-approved programs at Nordic universities and transfer the credits back to Harvard. A concentration or secondary field in Scandinavian Studies, as well as a foreign language citation in Swedish, are available through the department.

### **For further information**

The Department of Germanic Languages and Literatures is located on the 3<sup>rd</sup> floor of Barker Center, 12 Quincy Street, phone (617) 495-2339. The Germanic

Languages and Literatures Department website can be found at: <http://german.fas.harvard.edu/>. For information about the undergraduate concentration, the secondary field, or the language program in German, please contact the Director of Undergraduate Studies, Dr. Lisa Parkes (office: Barker Center 348; phone: (617) 495-3548; e-mail: [lparkes@fas.harvard.edu](mailto:lparkes@fas.harvard.edu)). For questions about the Scandinavian program, please contact Dr. Agnes Broomé (office: Barker Center 352; phone: (617) 496-4158; e-mail: [agnesbroome@fas.harvard.edu](mailto:agnesbroome@fas.harvard.edu)).

## Linguistics

Linguistics stands at the crossroads of the humanities and the sciences, and much of its special appeal derives from the interplay of intuition and rigor which the analysis of human language demands. The Department of Linguistics offers courses in both theoretical and historical linguistics. Theoretical linguistics is concerned with the universal principles by which languages are structured. It not only deals with cross-linguistic comparison but also with the in-depth study of individual languages, in order to determine the limits within which languages may vary. Since humans alone possess language, the study of language provides an important window to the understanding of the human mind. Subfields of theoretical linguistics include syntax, the study of sentence structure, and phonology, the study of the sounds and sound systems of language.

The second emphasis of the department is historical linguistics, which attempts to understand the processes and principles by which languages change through time, and by which specific linguistic features come into existence. It also seeks to reconstruct extinct languages for which there are no written records, and to determine relationships among languages through the comparative method. The department is particularly strong in the field of Indo-European linguistics, the study of the language family that includes English as well as the ancient classical languages, Greek, Latin, and Sanskrit.

The wider connections of linguistics are broad and interdisciplinary. Modern linguistics provides a well-developed theory of a complex domain of human knowledge, making it a central arena of debate for philosophers of mind and cognitive psychologists. The formal nature of linguistic models encourages collaborations among linguists, computer scientists, and researchers in artificial intelligence. In the humanities, linguistics offers insights into the nature of language for literary scholars and others mainly concerned with language use. And finally, to the extent language is a reflection of culture, the reconstruction of an extinct language can shed light on the physical surroundings and the social institutions of its speakers, thus providing historical material for anthropologists, sociologists, and archaeologists.

Languages taught in the Department of Linguistics include American Sign Language (ASL) (*offered in 2016-17; please note that ASL does not meet the College's foreign language requirement at this time*), Hittite, and Old Church Slavonic (*offered in 2016-17*). In addition, a broad range of other languages are studied in courses with a specialized linguistic focus.

### **For further information**

Contact the Department of Linguistics at (617) 495-4054, or visit us on the 3<sup>rd</sup> floor of Boylston Hall. For questions about the undergraduate concentration in Linguistics, contact our Head Tutor, Professor Kathryn Davidson ((617) 495-4516, [kathryndavidson@fas.harvard.edu](mailto:kathryndavidson@fas.harvard.edu)) or our Assistant Head Tutor, Dorothy Ahn ((617) 495-7857, [dorothyahn@g.harvard.edu](mailto:dorothyahn@g.harvard.edu)). For information about our graduate program, please contact our Director of Graduate Studies, Prof. C.-T. James Huang ((617) 384-7843, [ctjhuang@fas.harvard.edu](mailto:ctjhuang@fas.harvard.edu)). Our website can be found at: <http://linguistics.fas.harvard.edu>.

## **Near Eastern Languages**

Have you ever considered studying the archaeology of the ancient Near East, or reading the Gilgamesh Epic in the original Akkadian? Have you considered exploring the richness of Medieval Islamic and Judaic civilizations through Arabic, Hebrew, and Persian sources? Are you interested in comparing religions, literatures, and politics of the varied and complex areas of North Africa, the Middle East, and Central Asia?

The Department of Near Eastern Languages and Civilizations offers a large number of ancient and modern languages that cover a vast historical, geographical, and disciplinary area: Akkadian, Arabic (Classical, Modern Standard, and Syrian and Egyptian dialects), Aramaic, Armenian (*not offered in 2016-17*), Hebrew (Classical and Modern), Iranian, Persian (Classical and Modern), Sumerian, Turkish (Ottoman and Modern), and Yiddish.

Language study at NELC has always been distinguished by small classes and close contact between student and teacher. Undergraduate concentrators in NELC may elect to study one or several languages as a component of their chosen area of focus:

- The Middle East in Antiquity
- Histories and Cultures of Muslim Societies
- Jewish Studies
- Modern Middle Eastern Studies

Undergraduates may study one or more NELC languages in conjunction with another department or discipline. NELC currently offers a joint concentration

with the History Department allowing students to combine the study of a Middle Eastern language with grounding in History. It is also possible to pursue language study informally, or upon petition, through a combined concentration with Anthropology, Comparative Literature, History of Art and Architecture, Government, Linguistics, Philosophy, the Study of Religion, and Sociology. Students interested in combining their language study with a wider geographical or cultural area of specialization may consider studying a NELC language within one of the following university centers:

- Center for Middle Eastern Studies: Arabic, Hebrew, Persian, Turkish
- Inner Asian and Altaic Studies: Armenian, Iranian, Persian, Turkish
- Center for Jewish Studies: Hebrew, Yiddish
- African Studies: Amharic, Arabic, Swahili

Undergraduates may earn a foreign language citation in Arabic (Classical and Modern), Hebrew (Classical and Modern), Persian, Turkish, and Yiddish. For details, please consult the “Handbook for Students.”

The Department of Near Eastern Languages and Civilizations encourages its students to pursue summer language study at programs established in Israel, Turkey, Morocco, Egypt, Jordan, and Yemen. Graduates in NELC languages have gone on to rewarding careers in teaching and research, archaeology, international law, finance, and diplomacy.

### **For further information**

The Department of Near Eastern Languages and Civilizations is located at 6 Divinity Avenue, telephone (617) 495-5757. The NELC website can be found at [www.nelc.fas.harvard.edu](http://www.nelc.fas.harvard.edu). For questions about the undergraduate program, please contact Dr. Gojko Barjamovic, Acting Director of Undergraduate Studies (6 Divinity, Room 310, (617) 496-6009, [barjamovic@fas.harvard.edu](mailto:barjamovic@fas.harvard.edu)) or Prof. William Granara, Director of the Modern Language Programs (38 Kirkland, Room 302, (617) 496-9065, [granara@fas.harvard.edu](mailto:granara@fas.harvard.edu)).

## **Romance Languages**

At Harvard, you can study Catalan, French, Italian, Portuguese, or Spanish as a true beginner or at whatever level you reached in high school. Through our many courses in language, literature, and culture, you can study the Romance world of the past or focus on the current state of affairs in France, Spain, Latin America, Italy, Portugal, and Brazil, as well as in other countries and regions where Romance languages are spoken. You will learn about these places and peoples by reading their literature, watching their films, studying their cultural history, learning of their products, practices, and perspectives, and voicing their languages through the visual and performing arts.

As is clear from the variety of offerings listed in the Courses of Instruction, we recognize that Harvard students are a diverse group and have many different reasons for studying the language or literature of a given culture. In our department, whose languages are spoken on five continents, as well as in the South Pacific, you can read many of the classic authors who have defined Western thought and civilization as we know it, as well as the works of those who are voicing the ideas and experiences of emerging nations. Our course size is small, thus fostering close contact between faculty and students. Many students use their on-campus study of the cultures of the Romance-language speaking nations as a springboard for courses taken abroad, internships, and for a variety of future careers. RLL means *real life learning!*

### **Catalan**

Joan Miró's whimsical sculptures and paintings, Antoni Gaudí's supple buildings, Salvador Dalí's irreverent creations, Pau Casals' lilting music, Mercè Rodoreda's subtle and sensitive prose: these are only some of the modern manifestations of Catalan culture, whose rich and vibrant history includes some of the world's most famous epic and lyric poetry and some of its most sophisticated and ancient political formations. A language of approximately nine million people in parts of Spain, France, and Italy, as well as Andorra, Catalan is an important European language that does not, however, enjoy the support and visibility of a sovereign nation-state apparatus. Barcelona, the capital of Catalonia, is one of the world's most visited cities, with extraordinary cultural and natural offerings. Valencia and the Balearic Islands (most notably, Mallorca), each with its own particular forms and traditions, attest to the diversity of the language. At present, the department offers beginning courses in Catalan, with the possibility of independent study and directed reading and research at the intermediate and advanced levels.

### **French**

Regardless of your interests or the concentration you choose, during your years at Harvard you will feel the influence of France. Historically, France and its culture have played a major role in areas as diverse as philosophy, sociology, political science, cuisine, dance, art, and cinema, as well as literature and literary theory. Today, French and Francophone studies encompass the literature and culture of the entire French-speaking world both inside and outside of France, including many countries in Africa, the Indian Ocean, and the Caribbean, Belgium and Switzerland in Europe, and our northern neighbor, the Canadian province of Quebec. Some students are attracted to French because of the language itself; others are fascinated by the desire to study or live in France or in a francophone country and realize that to do so, they need to know the language. Along with a focus on language, courses in French in the Department of Romance Languages and Literatures provide students with unique and diverse perspectives on multiple aspects of French and Francophone cultures, from the

literary classics across the centuries and the fascinating world of French cinema from its inception, to contemporary civilization and intellectual currents. Many courses at all levels emphasize performance and creative projects, making language and culture truly come alive. France, especially Paris, is a popular destination for students to study abroad either for a summer or a term, and Harvard's summer program in Paris offers students who have completed advanced language courses in French a particularly rewarding educational and cultural experience.

### **Italian**

Some would say that Italian is the portal to beauty. It is, after all, the language of art, architecture, fashion, and music, not to mention coffee and cuisine. Like beauty, it is everywhere. Although you may not know it, you already speak a great deal of Italian. Pasta, portico, influenza, maestro, regatta, arduino, and belvedere are just a few examples of words that you use without realizing their Italian origins. But Italian is much more than fashion, food, and music: it is science, engineering, state-of-the-art industrial design, and philosophy. For Harvard students, learning Italian will be like going beyond a few coastal resorts that you may know to explore a new and rich continent. There you will find that Italian is indeed the language of the good things in life, but also the vibrant language in which many of the intellectual, technical, and cultural landmarks of our civilization have taken form and continue to be shaped. Italian is succulent and seductive, as found in Dante's *Commedia*, or the great operatic works of Puccini and Verdi, or the enigmatic cinema of Pasolini and Sorrentino, or the seminal design work of figures like Giò Ponti, Bruno Munari, and the Castiglioni brothers. It is also the language of a country that continues to pioneer approaches to education, urban planning, transportation, cultural economics, and the management of cultural heritage. A land where beauty is accessible to everyone, from the comic who explicates and recites Dante from memory, to the Slow Food farmer who downloads Verdi's *La donna è mobile* as his cell-phone ringer, to the architect who brought creative functionality and light to the renovated Harvard Art Museums. Study in Italy through Harvard's summer program in Milan/Siena, and experience the beauty.

### **Portuguese**

Have you ever heard of Fernando Pessoa, the poet who sang with three voices? Have you ever seen images of Rio's colorful Carnival? Heard the sultry cadences of that most famous of bossa novas, "The Girl from Ipanema?" Moved to the rhythm of a samba? Read the tales of the voyages of explorers Vasco da Gama and Ferdinand Magellan? Watched the Brazilian soccer team play a match? Heard the sounds of Portugal's *fado* as sung by the inimitable Amália Rodrigues? If you answered yes to any of these questions, you are already familiar with some of the fascinating and diverse aspects of Luso-Brazilian culture.

Did you know that Portuguese, spoken by over 200 million people, is the sixth most widely spoken language in the world, and is the official language of seven countries in Europe, Africa, and South America? And did you know that a million residents of the state of Massachusetts speak Portuguese as their first or second language?

But there is so much more. By studying Portuguese at Harvard, you will increase your expertise in a variety of fields (from commerce to ecology to medical research) by gaining extensive familiarity with Brazil, one of the main economic powerhouses in the world today. You will also gain access to ample opportunities for study abroad and summer internships in Brazil. Most of all, you will enjoy the warmth, music, and poetry of the Portuguese language, and you may just learn how to dance and write poems yourself!

### **Spanish**

Spoken by more than 300 million people in the Iberian Peninsula, the Americas, North Africa, and the Philippines, the Spanish language can claim a present and future as significant as its past. With Spanish now in wide use in the U.S., many people study Hispanic language, literatures, and cultures for practical and professional reasons. Spanish courses at Harvard draw on a history rich in adventures and encounters: from the time of Spain's multicultural past, through the Christian Reconquest and global expansion, struggles for independence and democracy in Spain and in the Americas, to the growth of vibrant Spanish-speaking communities in North America. Courses in both Spanish and Latin American literature explore such areas as the relationship between history and fiction, popular culture and film, poetic and narrative traditions and experimentation, the construction of national and social identities through literature, and women's writing.

The Office of International Education (OIE), the Harvard Summer School, and the David Rockefeller Center for Latin American Studies (DRCLAS) offer several opportunities for study and work in Spanish-speaking countries. In addition to its office in Cambridge, the David Rockefeller Center has overseas offices in Santiago, Chile and São Paulo, Brazil. These offices help organize comprehensive academic and extracurricular/work experiences for Harvard students in many different Latin American countries.

For specific information regarding programs and opportunities available to students, visit the following websites:

David Rockefeller Center: <http://drclas.harvard.edu/pages/resources-students>

Office of International Education: <http://oie.fas.harvard.edu/>

Harvard Summer School: <http://www.summer.harvard.edu/programs/study-abroad/>

### **For further information**

The Department of Romance Languages and Literatures is located on the 4<sup>th</sup> floor of Boylston Hall. You can find out more about our department and about language study, literature courses, and concentrations in French, Italian, Portuguese, or Spanish (or even two or three Romance languages) by visiting the department's website at <http://rll.fas.harvard.edu/> or by contacting Cathy Downey, Undergraduate Program Coordinator, e-mail: [cdowney@fas.harvard.edu](mailto:cdowney@fas.harvard.edu); phone: (617) 495-1860 (concentration, secondary fields) or Katherine Killough, Language Program Coordinator, email: [killough@fas.harvard.edu](mailto:killough@fas.harvard.edu); phone: (617) 495-2524 (citations, language study).

## **Slavic Languages**

For over a thousand years of recorded history, the peoples and cultures of Russian and Central and Eastern Europe have excited curiosity and beckoned visitors. Key to this region are the Slavic languages: Russian, Ukrainian, and Belarusian to the east; Polish, Czech, and Slovak to the west; and Slovenian, Bosnian/Croatian/Serbian, Macedonian, and Bulgarian to the south. All of the Slavic languages are closely related to each other, but they are also related to the Romance and Germanic languages, including English, and to other languages in the Indo-European family. In spite of the linguistic similarities of the Slavic languages these countries and peoples have followed different paths in culture, religion, history, and political traditions – paths that have frequently crossed in the creation and disintegration of empires in the constantly changing political landscape of Central and Eastern Europe.

The Slavic department offers courses and tutorials annually in five of the Slavic languages: Russian, Ukrainian, Polish, Czech, and Bosnian/Croatian/Serbian. Most students who take these courses start as beginners, although there is also a rich variety of offerings at the intermediate and advanced levels. Russian features the greatest diversity in course offerings, but the other Slavic languages are well represented and often tailored to individual student interests. Many students are attracted to the combination of Russian (or another language) with literature, history, government, economics, social studies, mathematics, or the sciences; in fact, students from virtually every concentration available at Harvard are found in the department's classes. In spite of the challenge of these languages, students can attain a rewarding level of fluency in just a few semesters of study.

Slavic language classes at Harvard are small and students work closely with both faculty and other students in a highly interactive format for effective language learning. In addition to language courses, there are offerings in literature, history, government, and other fields. Outside of class there is an array of choices, from campus-based language tables to Russian television, film series,

concerts, and the incredibly rich resources of two centers and one institute which focus on this area of the world. The Davis Center for Russian and Eurasian Studies, the Minda de Gunzburg Center for European Studies, and the Ukrainian Research Institute bring together specialists from all over the world to offer a daily variety of lectures and events concerning the languages, literatures, history, politics, and cultures of these nations. For those interested in current events, Harvard is a frequent stop for political leaders, both established and rising hopefuls, and many Harvard faculty members maintain close ties with people and projects in these countries. Off campus but still locally convenient there are even more opportunities, since the Boston area's large émigré population supports cultural events, restaurants, stores, and even a Russian newspaper. Students wishing to study abroad will receive help in choosing from a number of options, and those seeking the experience of working abroad in these countries can receive guidance in how to go about finding an internship.

Students who are interested in studying a Slavic language not normally offered by the department (e.g., less commonly taught Slavic languages such as Bulgarian, Macedonian, Slovak, etc.) or additional non-Slavic languages of Central and Eastern Europe (e.g., Estonian, Hungarian, Lithuanian, etc.) as well as languages of the Caucasus and Central Asia (e.g., Georgian, Kazakh, etc.) should contact Dr. Steven Clancy ([sclancy@fas.harvard.edu](mailto:sclancy@fas.harvard.edu)), Director of the Slavic Language Program.

### **Russian**

Russia has long fascinated the Western imagination, with its huge land mass extending eastward from the center of Europe to the Pacific, its Christian ties to the East, rather than Rome, its culture walled off from the European Renaissance by two centuries of Tartar occupation and then, after another two centuries, forcibly and imperfectly harnessed to European models by Peter the Great, its self-image — no less than the image held of it by outsiders — replete with accumulated contradictions and mysteries. In the nineteenth century, this autocratic society astonished the world by producing several generations of brilliant novelists, playwrights, and poets whose art, broadly accessible and profoundly democratic, touched depths of human experience seldom plumbed before. The main character in Tolstoy, Dostoevsky, and Chekhov seemed to Virginia Woolf to be the human soul itself, presented with unprecedented fullness, directness, and variety, but by the time she wrote of these matters in the early 1920s, Russia had already passed through a brilliant Silver Age of modernist influence in all the arts. Furthermore, Russian society had experienced revolution and civil war, and begun the far-reaching and tragic experiment of Soviet communism. Seventy years later, this experiment came to an abrupt end in 1991 leading to a time of dramatic changes over the next twenty years to the present day.

Students of human nature, modern writing in its many forms, political theory and practice, history, linguistics, economics, high culture and mass culture will find endlessly fascinating material for investigation in the tsarist, Soviet, and contemporary periods of Russian history and society, all available for firsthand exploration through an incomparably rich and expressive language which, once acquired, can be used to open new doors throughout a lifetime.

Whatever your academic interests may be, you will find courses to exercise both your linguistic abilities and your mind, and a friendly community of students and faculty eager to welcome you to this fascinating area of study. The department's Russian program has the largest selection of courses of any college or university in the country, with a number of innovative "topic courses" at all levels. Study here or study abroad, in dozens of locations from St. Petersburg to Siberia, for a unique and unforgettable language experience.

### **Ukrainian**

Ukrainian is the second largest Slavic language, with some 46 million speakers living in Eastern Europe, Central Asia, as well as North and South America and Australia.

Studying Ukrainian gives motivated students a unique opportunity to discover the psychology, history, and culture of the land that for centuries had been a battleground of three rival European Empires: Austro-Hungarian, Russian, and the Ottoman.

The events of the past year concerning Ukrainian-Russian relations and the status of the Crimea attest to the relevance and excitement of this language, people, and region and create a fascinating time for students to study the language domestically or to travel to Kyiv (Kiev), Lviv, Kharkiv, and other centers of independent Ukraine. Students may explore the rich and diverse heritage of Ukrainian literature from its exuberant folklore through the powerful poetry of Shevchenko to the lean precision of the twentieth century avant-garde; from the legends and history of Kyiven Rus to the glory and turmoil of Cossackdom to the haunting legacy of Chernobyl. With Ukrainian you have an important tool for understanding the evolving political and economic role of Ukraine in the Eastern European context, as well as the acute problems that plague many post-Communist nations.

The Department offers a full year of Ukrainian, followed by intermediate and advanced courses as tutorials depending on student interest. Harvard is a center of Ukrainian studies and there is an unusually rich offering of courses in literature, history, and government. Summer study is convenient at Harvard, and study abroad in Ukraine is encouraged.

## **Czech**

Since the early Middle Ages, the Czech lands of Bohemia and Moravia have been a crossroads where many different influences – Christian and Jewish, Roman and Byzantine, Latin and Old Church Slavonic – have joined to create a fascinating culture. The first Czech spiritual hymn dates back as far as the eleventh century, and by the fourteenth century, Prague had become one of the political and cultural centers of Europe under Karel IV (Holy Roman Emperor Charles IV). In the early 1400s, Bohemia was the stage for one of the great dramas of medieval European history, the Hussite movement, a religious and national rebellion that arose after theologian and preacher Jan Hus was burned at the stake for refusing to recant his views. Czech literature and culture continued to flourish in the Renaissance, when the eccentric Holy Roman Emperor Rudolf II made Prague his home and turned it into a center of astrology, astronomy, alchemy, and mysticism. In the twentieth century, the main currents of modernism – from Dadaism and expressionism to surrealism and existentialism – passed through Prague, shaping the work of Czech authors such as Jaroslav Hašek, Karel Čapek, and Ladislav Klíma; after World War II, some of the major voices of European culture – including Václav Havel, Milan Kundera, Bohumil Hrabal, and the film directors of the Czechoslovak New Wave – emerged from the experiences of repression and political dissent in Communist Czechoslovakia. Today, about ten million people speak Czech as their first language, and the Czech Republic continues to be a center for theater, film, literature, and the arts.

The Department offers two full years of Czech study followed by advanced language tutorials depending on student interest. Study abroad is encouraged through Harvard's own summer program in Prague and through other opportunities during the academic year.

## **Polish**

Polish is the language of a nation which, with its almost 40 million people today, is the largest ethnic group in Central Europe. Its more than thousand year long history, one extraordinary even by Central European standards, has included periods of political dominance and triumphs of the libertarian spirit intertwined with those of catastrophic defeats and subjugation to neighboring powers. Yet it is precisely this continuous facing of real or potential adversity that produced the incomparable cultural phenomenon which is Polish literature. Often tragic but always witty, steeped in both the local and pan-European tradition, yet daringly innovative, serving weighty causes and still self-ironic and irreverent, it boasts an astonishing number of fascinating figures. Renaissance and Baroque courtiers and country squires entertaining their friends with poems and tales, Catholic bishops writing caustic anti-conservative satires during the Age of Enlightenment, great Romantic bards and Positivist novelists of the nineteenth century whose pens were mightier than any swords, and the world famous poets, fiction writers, and playwrights of our times: all of them make studying

Polish language and literature one great and highly rewarding intellectual adventure.

The Department offers two full years of Polish followed by advanced language tutorials depending on student interest. Study abroad is easily arranged through the Kosciuszko Foundation and other organizations.

### **Bosnian, Croatian, and Serbian**

The unity achieved in 1918 on the territory that was to become Yugoslavia was but a brief minute in the long and tumultuous history of these South Slavs. Although the many dialects united in name as Serbo-Croatian (spoken by the largest proportion of the population) are sufficiently similar to be considered one language, patterns of religious allegiance, local independence, invasion and conquest have exerted powerful forces for separation. Croatia – Catholic rather than Orthodox, and once part of the Austro-Hungarian Empire – uses the Latin alphabet and has long had ties to the West. Serbia – Orthodox in religion but invaded and defeated by the Ottoman Empire at Kosovo in 1389 – uses the Cyrillic alphabet and has traditionally looked to the East. The Ottoman occupation of Bosnia and Herzegovina resulted in the adoption of Islam by a significant portion of the population, further complicating the picture. Through centuries of migration, communities of diverse ethnicity and religion have struggled to coexist on this embattled territory.

After the break-up of Yugoslavia, the umbrella-term Serbo-Croatian has given way to separate designations of Bosnian, Croatian, and Serbian, yet these political decisions do not revoke the linguistic similarity. Knowledge of Bosnian/Croatian/Serbian (BCS) is your first step toward an in-depth understanding of these intricate societies, their history and realities from the Middle Ages to the present. BCS is offered as a tutorial based on a student's needs for an academic project. You may apply for it by filling out an "R" Proposal Form on the Slavic Department website.

### **For further information**

The Department of Slavic Languages and Literatures is located on the 3<sup>rd</sup> floor of the Barker Center, 12 Quincy St., telephone (617) 495-4065, e-mail: [slavic@fas.harvard.edu](mailto:slavic@fas.harvard.edu). You are invited to stop by, call, or email the department with any questions. For questions about language you may wish to contact Dr. Steven Clancy, Director of the Slavic Language Program (office: Barker 325; e-mail: [sclancy@fas.harvard.edu](mailto:sclancy@fas.harvard.edu)). For literature or combining a Slavic language with other subjects see the Director of Undergraduate Studies, Professor Daria Khitrova (office: Barker 322; e-mail: [dkhitrova@fas.harvard.edu](mailto:dkhitrova@fas.harvard.edu); phone: (617) 495-5808). The Slavic Department website can be found at: <http://slavic.fas.harvard.edu>.

## **South Asian Studies**

The Department of South Asian Studies offers regular instruction in a variety of South Asian languages including Hindi-Urdu, Sanskrit, Tamil, and Tibetan. Bahasa Indonesia, Bengali, Nepali, Pali, and Thai are also offered through our language tutorial program. As South Asia emerges as a global cultural, economic, and political power, the study of South Asian languages is becoming increasingly important for understanding our contemporary world. A study of these languages is also essential for developing a critical understanding of the diverse cultures, histories, and literatures of South Asia. Our language courses take place in small, exciting sections that are infused with a spirit of cooperation. No prior exposure to a South Asian language is expected and most of our students are true beginners.

### **Hindi-Urdu**

The Hindi-Urdu Language Program offers comprehensive instruction in Hindi and Urdu together from the beginner's level. Hindi, written in the Devanagari script, is the official language of the Republic of India. Urdu, written in a modified form of the Perso-Arabic script called Nastaliq, is the official language of Pakistan. In their most basic spoken form, Hindi and Urdu are mutually intelligible, particularly in urban centers in north India. Learning both Hindi and Urdu together ultimately gives students the ability to interact with close to 500 million people in South Asia as well as the opportunity to explore both secular and devotional literary traditions that go back to at least the sixteenth century, and even enjoy modern media such as Bollywood movies and television soap operas, which form an important part of the lives of many in contemporary India and Pakistan.

Students who complete at least one year of study in Hindi-Urdu may apply to the intensive summer language programs run by the American Institute of Indian Studies in Lucknow (Urdu) and Jaipur (Hindi). Additionally, the South Asia Institute offers summer grants for students wishing to undertake research or internships in India.

### **Sanskrit**

Classical Sanskrit is the transcultural, transregional language par excellence for the civilizations that have flourished in South Asia. For its beauty and complexity, it has been called "the language of the gods." For nearly three millennia, South Asian seers and sovereigns, poets and philosophers, scholars and scientists composed texts of astonishing literary beauty and incredible logical rigor in Sanskrit. Indeed, to be a South Asian intellectual was to be a master of Sanskrit – not merely to be fluent in it, but to understand the rigorous linguistic underpinnings of the language (its morphology, syntax, and prosody) as well as to absorb the complex theories of aesthetics and hermeneutics that govern Sanskrit texts. The study of Sanskrit is therefore absolutely essential for

unlocking the profundities and the complexities of the life of the mind and of the heart in classical South Asia. It offers many lifetimes' worth of insight into worlds of literature, linguistics, law, ritual, and philosophy – all the more so since millions of precious manuscripts remain unstudied and untranslated in the original Sanskrit. Studying Sanskrit also provides a powerful foundation for studying the modern South Asian languages, most of which bear the deep imprint of the language of the gods. It is thus the key not just to South Asia's past, but also to its present and to its future.

### **Tamil**

Tamil is spoken by approximately 70 million people worldwide and has one of the oldest literary traditions in the world with traceable beginnings to over 2,000 years ago. It holds official language status in Tamil Nadu in India, Sri Lanka, and Singapore, and has a large diaspora. Tamil's literary corpus, rich political and social history, and vibrant film industry are just some of the reasons to study this fascinating and important language.

Harvard's Department of South Asian Studies offers Elementary, Intermediate, and Advanced Tamil. Classes focus on both the written and spoken forms of the language and incorporate a wide range of materials including modern Tamil fiction, classical poetry, and contemporary film.

### **Tibetan**

The earliest monument of written Tibetan that we have is an inscription on a bell that hangs above the entrance of Samye monastery in Central Tibet. It dates from the late eighth century. Written Tibetan thus has a history of more than thirteen centuries. Its body of literature is as immense as is the area that is occupied by peoples who wrote in the language: along the Himalayas from Ladakh, India, through Nepal and Bhutan to southwestern China, in what is now the Tibetan Autonomous Region, China, and in large portions of the Chinese provinces of Sichuan, Qinghai, and Gansu. In addition, many Mongols also wrote in Tibetan. The department offers introductory, intermediate, and advanced courses in both spoken and written Tibetan. Courses in written Tibetan cover the entire range of subjects Tibetan scholars were interested in, from works on history, biography, and Buddhist philosophical and religious texts, to treatises on history, Indo-Tibetan poetics, astrology, and medicine.

### **For further information**

The Department of South Asian Languages is located on the 3<sup>rd</sup> floor of 1 Bow Street. Please feel free to stop by to learn more about our language courses and concentration tracks. For information on individual languages and our language tutorial program, contact Shankar Ramaswami, Director of Undergraduate Studies ([sramaswami@fas.harvard.edu](mailto:sramaswami@fas.harvard.edu)) or Cheryl Henderson, Department Administrator ([southasianstudies@fas.harvard.edu](mailto:southasianstudies@fas.harvard.edu)). The South Asian Studies Department website can be found at: <http://sas.fas.harvard.edu>.