

TEACHING CLASSICAL LANGUAGES

AN ONLINE JOURNAL OF THE CLASSICAL ASSOCIATION
OF THE MIDDLE WEST AND SOUTH

FEATURES

Latin for Students with Dyslexia
AnnMarie Patterson

ARTICLES

The Language of Race in the Classroom: Teaching Classical History at an HBCU
Karl Baughman

***Ut te exhorter ad bonam mentem* ‘that I encourage you toward a sound mind’:
How Nuanced Latin Emotional Vocabulary and SEL Routines Can Help Every Latin Student Flourish**
Evan Dutmer

Teaching Classics with Texts from Non-Ethnic Romans
Nicholas Mataya

Vergil’s *Aeneid* and 21st-Century Immigration
Chris Nappa

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TEACHING CLASSICAL LANGUAGES MISSION STATEMENT

Teaching Classical Languages (ISSN 2160-2220) is the only peer-reviewed electronic journal dedicated to the teaching and learning of Latin and ancient Greek. It addresses the interests of all Latin and Greek teachers, graduate students, coordinators, and administrators. Teaching Classical Languages welcomes articles offering innovative practice and methods, advocating new theoretical approaches, or reporting on empirical research in teaching and learning Latin and Greek. As an electronic journal, Teaching Classical Languages has a unique global outreach. It offers authors and readers a multimedia format that more fully illustrates the topics discussed, and provides hypermedia links to related information and websites. Articles not only contribute to successful Latin and Greek pedagogy, but draw on relevant literature in language education, applied linguistics, and second language acquisition for an ongoing dialogue with modern language educators. Teaching Classical Languages welcomes articles offering innovative practice and methods, advocating new theoretical approaches, or reporting on empirical research in teaching and learning Latin and Greek.

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EDITOR'S NOTE

GUEST EDITORS: CAMWS COMMITTEE ON DIVERSITY AND INCLUSION

Established by the Classical Association of the Middle West and South in 2010, the Committee on Diversity and Inclusion directs attention to the importance and complexity of bringing the languages, literatures, and peoples of the ancient Mediterranean to increasingly diverse audiences.

Central to the CAMWS mission, of course, the committee's efforts aim to provide a service to teachers and scholars in schools and colleges. In this way, the Committee seeks to assist other CAMWS committees and members in their responsibilities and opportunities. Hence, we quickly said "yes" when Yasuko Taoka invited our Committee to join in preparation of an issue of Teaching Classical Languages that focusses on curricular materials, pedagogical strategies, and the challenges for making classics and its languages available to and accessible by new and increasingly more diverse audiences.

A single issue can only scratch the surface. We attempt here to offer a sample of what "diversity" and inclusion allows: the courage of working with specific populations (e.g., students at all levels with special needs), the importance of looking again and anew at canonical authors (e.g., Vergil) as well as authors themselves examples of the diverse nature of the Roman world (Prudentius). And how the ancients looked at the concept of "race" has significance for all of us who teach the past in an increasingly complex present. Both personal reflective essays and more scholarly approaches have a place in our work. And referees from a wide range of institutions have assisted us in preparation of this issue. We thank the many colleagues whose good will and good judgement we have mined.

We believe that the richness of "diversity" and "inclusion" is itself showcased in this way. Further, with panels and round tables at CAMWS' annual meetings, and with a careful but important social media presence, the Committee hopes to make our profession's commitment to each of the segments in the well-known definition offered by writer/illustrator Liz Fosslien:

"Diversity is having a seat at the table, inclusion is having a voice, and belonging is having that voice be heard"