

Latin 265, Fall 2006

Topics in Latin Literature: Virgil, Horace, Propertius

SYLLABUS

General Information

Meeting Time: MWF 11-11.50

Meeting Place: Barret 216

Instructor: Brian Warren

Office: Rhodes Tower 515A

Campus Mailboxes: Rhodes Tower 515A and 321 Rhodes Tower

Office Hours: MF 12-12.50, W 2-2.50, or by appointment

Telephone: (office) x3763

E-Mail: warrenb@rhodes.edu

Objectives

The objective of this course is to improve your fluency in reading Latin and introduce you to the study of Latin literature and the tools we use as philologists. For some, this course will serve as the first advanced course after the elementary and intermediate language sequence we offer here at Rhodes. For those of you continuing on from the *Oxford Latin Course*, we will continue our study of Horace's *Carmina*, which students begin encountering in the third book of that sequence. For others, this course will represent a continuation of their work in AP courses offered in high school. For those who took the Latin literature course, we will read a selection of Horace's *Carmina* from book one that do not appear on the AP reading list. We will also expand the study of elegy beyond the *Amores* of Ovid by reading selections from the first book of Propertius' *Elegiae*. For those who took the AP course on the *Aeneid*, we will further develop your familiarity with the work of Virgil by working through a selection of the *Eclogae* and *Georgica*. Although this course is not designed with specific courses in other disciplines in mind, the material we cover will be of importance for the study of poetry in general. Reading components are self-paced and place the primary responsibility for success on the students. Your instructor will serve primarily as a tutor, resource, and discussion leader for your reading and your class times, not primarily as a lecturer. Consequently, when you come to class, the questions that arise in the course of your daily preparation and your observations on the texts will shape the direction and nature of the meeting.

Course Requirements

PREPARATION: Building fluency in any language requires focused, daily exposure to the target language. Consequently, you should schedule time every day to read. As we will discuss in the first class, you will have to keep a journal. The format and medium of the journal is entirely your decision, but the journal will be the primary documentation

for your grade in this course. Without it, I will have no way of determining your grade, and you will not pass. It is my hope, however, that keeping a journal will help you study in ways that will contribute to your overall success in the course.

MANAGING YOUR TIME: because the members of this course have acquired their Latin in number of different curricula and have progressed in their level of fluency at various rates, the credit you receive for this course will depend primarily on the amount of time you spend working through the readings. You will be expected to keep careful track of your time in your journal.

The suggested goal is 140 hours of study in Latin during the 14 weeks of the semester. This amounts to 10 hours of study for each of 14 weeks of the semester. Starting tomorrow (Thu 24 Aug), there are 15 weeks until the last of class on Dec 6; there are 5 days off for Thanksgiving, and you can schedule two additional holidays according your own decision.

A further suggested goal is to study some Latin on six out of seven days per week.

To reach 140 hours of study for the semester, the suggested pace is 50-100 minutes per day outside of classes. The suggested average time for these sessions is 75 minutes. If you miss a class, you should aim to make the minutes missed with additional minutes in that week's schedule.

In addition to the program of Latin reading, you will need to schedule some time for weekly readings in English. Journal entry exercises and some discussions in class will accompany this program of readings.

Hints: MAKING YOUR READING MORE PRODUCTIVE. You should develop the habit of recording information about the texts as you read. You should record this information in a journal, which will serve three crucial functions. First, it will help structure your reading sessions and make the time you spend with a text more productive. Second, it will provide crucial documentation about the amount of time you spend reading. Finally, your journal will serve as the basis of helpful and informative discussions in class. Naturally you are free to organize your journals as you find most convenient and helpful, but it should contain the following types of information:

The time when you begin your session and the time when you end. Without this record, you will not be able to document your times. I also suggest that you take time to note how well your session went. Some students have used a scale, for example from one to five, to rate how effective their session was. This brief form of self-evaluation will help you keep track of when you study most effectively.

Take notes on vocabulary. As you become more fluent in the language, you will spend less and less time looking up words and taking notes. Nevertheless, taking notes about certain vocabulary items can help improve your reading comprehension and help you

review passages. By all means record any items that are causing difficulty, so we can discuss them during our next meeting.

Note any unusual grammatical constructions or passages that prove problematic even when you are confident about the meanings of the words. We will use some of our class time to discuss such passages; you are also invited to bring such passages to office hours for discussion.

At the end of your session, write a summary of the passage. Often we spend so much time working through individual passages that we lose sense of what is happening in the narrative. Writing a summary will help ensure that you are reaching an appropriate level of comprehension.

As time goes on, you may want to take notes on any interpretive insights you have or comments on your reaction to events or ideas in the text. Ultimately, this type of engagement is the goal of our reading.

With regard to the process of reading itself, here are some tips:

Before you begin reading a new passage, take time to recreate the context of your reading by going back and reviewing the material that you read in the previous session. Go through your journal entry to familiarize yourself with the vocabulary and contextual issues you confronted while reading the previous selection. Finally, read through your summary. I have often found it helpful to glance back over several previous entries, just to reacquaint myself with the diction and syntax of the author.

Skim over the passage you are reading and look for proper nouns. While you make mental notes about the persons and places you will encounter, be sure to observe the case of the proper nouns. The case will often give you clues about the roles the people or places will play.

As you read, try not to stop each time you encounter a word that looks unfamiliar. Develop the habit of reading entire sentences or sections before you begin looking up words. You will find that the meaning of a word you have seen before often comes back as you read further and develop a clearer sense of what is happening in the text. After you have been through a section, begin consulting the lexicon by looking up words you have never or seldom seen before. Avoid immediately looking up words you have looked up several times before. First try to derive their meaning from context.

As noted above, take time to record questions you have or observations. Feel free to take notes on unusual or rare vocabulary items you are not likely to encounter very often. As you go back and review an entry in your journal before your next session, the unusual vocabulary items will often best remind you about the context.

Once you have been through a selection, go back and read it through two or three more times before you write your summary. You will squander much of your effort if you

consistently neglect to review the selection at the end of a session. The second and third times through the text are ultimately more important, because the "input" will be more comprehensible, and the process of acquiring the language will function best during the second and third times through the text.

EXAMINATIONS: There will be three short examinations during the semester. In each examination you will encounter passages that do not appear on the reading list. I will provide you with adequate help during the exams, so you should not look forward to them with anxiety. Each will contribute fifteen percent (10%) to your final grade. You can plan for an exam for each author's portion of the course. Tentatively, these exams will take place at the beginning at the end of September, the end of October, and the beginning of November.

Grading

TOTAL INVESTMENT OF TIME. To provide some incentive for managing your time well, you will receive two grades for daily reading. The first, which will account for fifteen percent (15%) of your final grade will be the total number of hours you have read. I will determine your grade according to the following table.

Number of Units

Hours for an "A", 140 or more

Hours for a "B", 126 or more

Hours for a "C", 112 or more

Hours for a "D", 98 or more

Hours for an "F", Below 98

CONSISTENCY OF STUDY. The second grade for reading, which will account for another fifteen percent (15%) of your grade, will depend on how consistently you study outside of class on a daily basis. This component of your grade will hopefully encourage you to avoid the "feast and famine" cycle of preparation. The grade for each week will depend on how many days you studied according to the suggested schedule of 30-90 minutes per day plus class time: 6 days, A; 5 days, B; 4 days, C; 3 days, D; 2 or fewer days, F.

READING. There are three levels of reading for this course. You and your professor will discuss and set the appropriate reading level for your work in this course. Each level represents a different amount of reading. A number of factors will help determine your reading level, but the most important will be the number of units and previous experience in literature courses. Ten percent (10%) of your grade will depend on how well you reach the target for your assigned level.

FOUR CREDIT LEVEL: Latin Readings

Virgil

Eclogae [1](#), [4](#), [5](#), [6](#)

Georgica [1.1-42](#); [438-514](#); [2.458-542](#); one additional selection TBA

Horace

Carmina [1.2](#), [4](#), [6](#), [7](#), [14](#), [17](#), [20](#), [24](#), [28](#), [32](#), [33](#) [3.1](#), [2](#), [3](#), [4](#), [5](#), [6](#); [4.1](#), [13](#)

Propertius

Elegiae [1.1](#), [3](#), [5](#), [6](#), [11](#), [18](#), [19](#), [20](#)

JOURNAL and DISCUSSION EXERCISES. You have all had enough experience acquiring Latin to know that remaining focused during your study is crucial to success. Following the steps outlined under "Hints" above and recording meaningful notes in your journal will help increase your level of concentration. This information and the quality of discussion it will ensure during class will account for fifteen percent (15%) of your final grade.

ATTENDANCE and CLASS PARTICIPATION. As noted above, you are responsible to recording your attendance in your journal. You are required to attend the two class sessions each week. If you will be unable to attend both classes, please consult with your instructor. Attendance will account for fifteen percent (15%) of your grade for the course.

EXAMS. As noted above in the section on examinations, two short exams will each account for thirty percent (30%) of your final grade.

Course Materials

- 1) *Virgil: Eclogues* (Cambridge Greek and Latin Classics) (Paperback), edited by Robert Coleman; Publisher: Cambridge University Press (May 12, 1977); ISBN: 052129107
- 2) *Virgil: Georgics* (Cambridge Greek and Latin Classics) (Paperback), edited by Richard F. Thomas; Publisher: Cambridge University Press (July 29, 1988); ISBN: 0521278503
- 3) *Eclogues and Georgics of Virgil* (Paperback), by David R. Slavitt; Publisher: The Johns Hopkins University Press; Reprint edition (October 1, 1990); ISBN: 0801841119
- 4) *Horace : Epodes and Odes* (Oklahoma Series in Classical Culture , Vol 10, Latin language edition) (Paperback), by Daniel H. Garrison; Publisher: University of Oklahoma Press; Reprint edition (September 1998); ISBN: 0806130571
- 5) *The Complete Odes and Epodes* (Oxford World's Classics) (Paperback) by Horace, David West; Publisher: Oxford University Press, USA; New Ed edition (May 16, 2000); ISBN: 019283942X
- 6) *Propertius: Elegies : Book I* (Paperback), edited by W.A. Camps; Publisher: Cambridge University Press; New Ed edition (July 28, 1977); ISBN: 0521292107
- 7) *Propertius in Love: The Elegies* (A Joan Palevsky Book in Classical Literature) (Paperback) by Matthew S. Santirocco (Foreword), Sextus Propertius, David R. Slavitt; Publisher: University of California Press (May 2002); ISBN: 0520228790

You will also want to have at your disposal at least one dictionary and one reference grammar; both of these should make you happy when you use them while translating.