LATN 202: Intermediate Latin II

Instructor information
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Office hours: MWF 2:00-3:00

Course information:
Time: 11:10-12:00 MWF
Place: LA 243

Course description:
Latin 202 serves as an introduction to the reading and enjoyment of Latin poetry through Catullus’ Carmina. You will find that Catullus’ poetry covers an extremely broad range of emotions; you will encounter love poetry that is passionate and tender, invective that is often violently abusive and obscene. You will find that Catullus’ poetry is filled with extreme erudition but nevertheless is marked with a profound air of realism and sincerity.

The goal of this class is to further develop the skills necessary for reading Latin literature with special attention to reading Latin poetry. By reading the poetry of Catullus, students will be introduced to prosody and various poetic techniques and devices. Students will also be introduced to important topics in the study of Roman literature, including aemulatio, translation, biographical criticism (and its limits), and intertextuality. Students will also become familiar with standard references used for advanced study of Latin literature.

Outcomes:
At the end of the semester, a successful student will:
• Be familiar with a variety of standard Latin meters, including hendecasyllabic, dactylic hexameter and elegiac couplets.
• Become familiar with the technical vocabulary required to discuss poetry.
• Have an expanded Latin vocabulary.
• Know how to use standard reference works effectively.
• Begin to be able to read Latin poetry with fluidity.
• Begin to think about Latin as a fluid language that conveys thoughts and emotions rather than simply as a mechanical problem to be solved.

Required textbooks:
• A Latin Lexicon. I recommend using the Collins Gem Latin Dictionary, which is surprisingly complete for such a small reference and durable enough to hold up to the rigors of life at the bottom of a backpack. This dictionary is available in the university bookstore.
• Students might also find it useful to own a Latin Grammar with more complete explanations and examples illustrating grammatical principles taken from original Latin texts. Allen and Greenough’s New Latin Grammar is widely available.

Course Calendar: Tentative Course Schedule.

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<th>Assignment</th>
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<td>1/26</td>
<td>M</td>
<td>First Day Shenanigans; introduction to meter</td>
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<tr>
<td>1/28</td>
<td>W</td>
<td>Introduction (Thomson, pp 3-22); C. 1</td>
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<td>1/30</td>
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Presidents' Day -- No Class

C. 45

C. 51; Sappho 31; John Dryden "On Translation"; Quiz 3 R

C. 50

C. 49, 95, 35.1-7

First Exam

C. 35.8-18, 36

C. 64.1-24

Quiz 3 V

C. 64.25-51

C. 64.52-75

C. 64.76-102

C. 64.103-131; Quiz 5 R

C. 64.132-157

C. 64.158-187

C. 64.188-220

C. 64.221-255

C. 64.256-284

Second Exam

Spring Break

Spring Break

Spring Break

Influence of Catullus on Virgil Readings TBA

C. 4

C. 13, 31; Quiz 6 V

C. 84, 96, 101

Discuss Quinn "Docte Catulle" in Sullivan, ed. Critical Essays on Roman Literature

C. 65

Quiz 7 R

C. 66.1-30

C. 66.31-60

C. 66.61-94; Quiz 8 V

C. 42

C. 69, 71, 103

57, 93, 113; Quiz 9 R

40, 78, 80, 110

C. 68.1-26

C. 68.27-40, 46; Quiz 10 V

Required assignments and tests:

Grading:
Your grade will be calculated by the following breakdown: Participation (20%), Homework (5%), Oral reports (15%), Translation Project (20%), Quizzes (15%), Examinations (25%).
Homework:
The bulk of the work for this class will be preparing and reading Latin. In order to supplement this process, students will frequently be required to complete “parsing charts.” These handouts will list several words that students will be required to identify for morphology and meaning and explain syntactically (how the word functions in its sentence, clause, or phrase).

Homework will be graded on a five-point scale: 5 for homework that is complete and accurate or corrected during class; 4 for homework that is mostly complete (fewer than 5 empty boxes on a chart) and accurate or corrected during class; 3 for homework that is fairly complete (fewer than 10 empty boxes) and accurate. Homework that has not been corrected during class will not receive higher than a 3. Homework that is significantly incomplete or inaccurate and uncorrected will receive either a 2 or a 1 depending on the degree of incompleteness or inaccuracy. Homework that obviously has not been completed prior to class and is being completed during class will not receive higher than a 3.

Correcting homework in class is a vital part of the learning process. First of all, this shows engagement in class. Secondly, students generally find that the physical act of writing helps them retain information. Lastly, students will have an accurate guide to facilitate review for quizzes and exams. Late homework will not be accepted, in part because it skips the correction phase.

Oral reports:
Students will present two oral reports based on cultural topics throughout the semester. Topics may include historical personalities important for understanding Catullus’ poetry, literary works or figures upon which Catullus’ work draws or which are influenced by Catullus, social, historical, or cultural events and practices that are especially relevant. Students should plan on meeting with me during the first two weeks of the semester to discuss possible topics of interest and set dates for the reports.

Translation Project:
Students will choose one of Catullus’ poems to translate into English. This translation will be accompanied by a brief (3-5 pages) paper describing your translation process. This essay should discuss the theoretical aspects of your translation (e.g., whether you attempted to translate the text freely in order to preserve the text’s emotion or whether your translation incorporated contemporary places and figures and popular cultural references rather than maintaining Catullus’, etc.). Over the course of the term, we will discuss relevant English translations of Catullus. Again, more on this later.

Quizzes:
Students will take five quizzes focused on recent reading assignments (indicated with R on schedule) and five quizzes emphasizing the most common vocabulary used by Catullus (indicated with V on schedule). A list of the words to memorize will be distributed prior to the quiz. Students will be expected to memorize the full lexical entry for the words (all principle parts of verbs, nominative, genitive and gender of nouns, etc.). Many of the words on these quizzes were likely already introduced in LATN 101-102. Quizzes will be very brief, taking not more than 15 minutes of the class period. No make-up quizzes will be allowed unless prior arrangements are made.

Examinations:
In addition to regular quizzes, students will take two mid-term examinations (hour-long) and a final examination (10% for mid-term examinations, 15% for the final examination). Students will be expected to translate prepared passages, explain certain grammatical features of the passage, and translate a brief passage previously unprepared (sight-passage).

Course guidelines and policies:

Student Conduct Code:
All students must practice academic honesty. Academic misconduct is subject to an academic penalty by the course instructor and/or a disciplinary sanction by the University. All students need to be familiar with the Student Conduct Code. The Code is available for review online at Student Conduct Code (http://life.umt.edu/vpsa/student_conduct.php).

Disability modifications:
The University of Montana assures equal access to instruction through collaboration between students with disabilities, instructors, and Disability Services for Students. If you think you may have a disability adversely affecting your academic performance, and you have not already registered with Disability Services, please contact Disability Services in Lommasson Center 154 or call 406.243.2243. I will work with you and Disability Services to provide an appropriate modification.

Attendance:
Active and willing participation is integral to the success of learning a foreign language. Students will receive a daily participation grade between 0 and 5: 5 for excellent quality and quantity of participation, 4 for very good quality and
quantity of participation, 3 for good participation, 2 for fair participation, 1 for being present but incapable of participating, 0 for being absent.

Please note that repeated tardiness and absence will have a detrimental effect on your participation grade as well as on your quiz grade (see below). Repeated text-messaging, phone calls, or any behavior that may prevent/limit other students' participation will likewise affect your participation grade.

Nota Bene: I understand that certain things arise that may prevent attendance. Whether you have an appointment, are ill, have family or work obligation, I will not ask for excuses or notes. It is, however, the student’s responsibility to (1) contact me in advance of the absence. Email is preferred, but leave a message on my office phone if you do not have access to a computer (243-5637); (2) request any handouts or assignments.

There will not be any make-up quizzes or exams allowed, unless the student has made prior arrangements. No late homework will be accepted.

How to succeed in LATIN 202

Most of you will be familiar with the general format of this class and the general expectations for success. The following are a list of several things that you can do to promote success in this class.

**Attendance:** As Woody Allen pointed out “80% of success is showing up.” Well, in this case, 10% of your grade is not much more than showing up. (This means that if you have a consistently poor attendance record, your grade will not be more than a B-). The successful student will come to class on time and be ready (books and notes open, pencil in hand!) “when the bell rings.”

**Absences:** see above. I recognize that things come up and that some days it may be impossible to attend class. The successful student will contact me prior to class, preferably via email, will make arrangements to get the next homework assignment prior to the next class meeting (email is easiest), and will make arrangements to turn in whatever is due on the day that is missed.

Please be aware that absences will not only lower your participation grade, but also, unless managed responsibly, will lower your homework grade. While you may not be able to prevent the absence, it is usually within your capability to make arrangements for homework.

**Participation:** when called on to translate, be prepared to translate (this also means knowing where we are in the text!). Everyone will be called on at some point to translate something that was difficult or confusing. The successful student will be able to explain what was causing the problem (e.g. I can’t figure out the subject from the object; what are all these infinitives doing; q-words all seem the same to me). That student also will be able to identify the forms of words in the problematic passage (or at least the what forms are possible when there is something ambiguous). And finally, the successful student will know the basic meanings of the words in the difficult passage. We can work out how everything fits together if you know these things.

Even if something is difficult, don’t give up; expect to be called on for that one line you couldn’t translate.

**Preparation:** This class develops the skills necessary for reading Latin NOT translating Latin. While these two skills clearly overlap, we will be focused on understanding the grammar, syntax, and poetics of the Aeneid, rather than producing a polished translation of the assigned passages. To this end, students will be required to read from the Latin text, make a good attempt at reading the passage in meter, and will be expected to be able to explain how to unravel the lines of poetry.

Recommendations: students should keep a notebook that keeps a line-by-line vocabulary list as well as line-by-line commentary-style notes that serve as reminders as to how the grammar works. The parsing sheets for homework will model the types of information that are often most helpful. In extreme situations, students should re-arrange the Latin word order so that clauses and phrases are grouped in the ways we expect as English speakers. More on this later. Students may find it helpful to consult the following web-page that demonstrates the processes involved in reading (and preparing) a Latin assignment:


The successful student will be organized. It is a rare student whose memory is so capacious that he or she can simply remember something without any notes. For the rest of us, we need not only good notes but also an efficient way to access those notes. Notes, not written out translations, will provide the most help in class. A written translation, no matter how accurate, will not be helpful if you cannot explain how you have arrived at the translation.

My recommendation is to get a decent 3-ring binder and a package of loose-leaf notebook paper. I will make sure that homework assignments, handouts, quizzes and exams are hole-punched. I would encourage you to keep any homework assignments together with other notes that you take on a particular assignment. All of this organization may not improve your memory, but it should make your studying more efficient.

**“Meaning” in Poetry:**
This is a class devoted to reading poetry. It is important to start with the understanding that substituting English word x for Latin word y is not the same experience as reading Latin poetry. Although in our daily preparation of assignments we spend a lot of time decoding the language of a poem, in class we will want to dedicate a significant amount of time discussing the poetry. Occasionally, we will not be able to go through an assignment word by word, decoding it. When we read we are trying to understand meaning; we
are interpreting rather than mechanistically solving a linguistic problem. Our time spent decoding is only a step taken towards interpreting.

I encourage you to approach the act of determining the meaning of the text through the role of reader rather than through the role of decipherer. Although the poet has created the text, it is more or less devoid of meaning until an audience (reader or listener) encounters it. All of this is meant to emphasize the importance of your role as reader. Each of us brings something to the text that contributes to our understanding of it. Since we are working on articulating our interpretations we need to be familiar with the technical vocabulary to describe poetic features. But above all, we need to be familiar with the text of the poem. All too often in the beginning stages of learning a language, students look for a straightforward solution to a problem. We are now going to embrace the ambiguities of the Latin language. Be ready to puzzle over meanings – we are not looking for a lost cipher.