

INTERMEDIATE LATIN

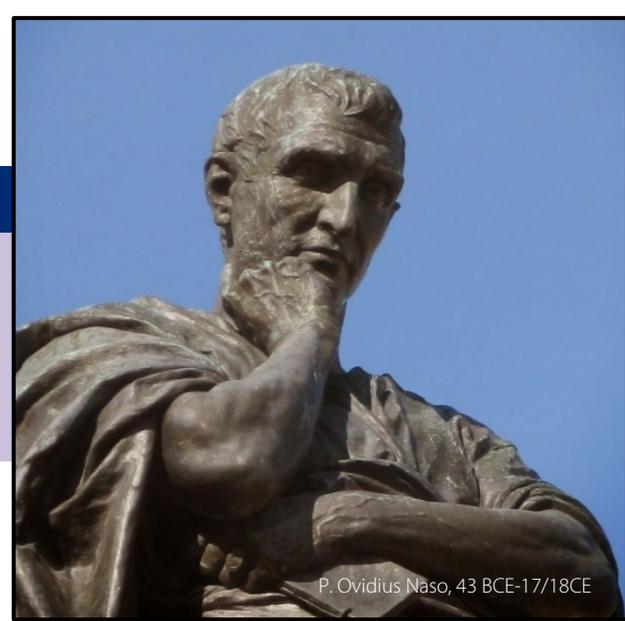
LAT 203 | Spring 2018 | MWF 3:20-4:10pm | Trent 242

Instructor: David Stifler | david.stifler@duke.edu

Office Hours: M 1:00-2:00pm | F 12:00-1:00pm

Office Location: Social Psychology 07A

Website: <https://sakai.duke.edu/x/rNtMo4>



P. Ovidius Naso, 43 BCE-17/18CE

Introduction

Now that you know the fundamentals of Latin grammar and have some vocabulary at your disposal, it is time to put this knowledge to work—to actually **read and discuss** some of the classics of Roman literature in poetry and prose. **Why** do we keep coming back to these texts? What **lessons** do they contain? What **insights** will you get from reading the original words of these authors? For many of you, this will be your first time reading **real Latin**; for some, this will be the capstone to your Latin study, while for others, it will be a stepping-stone to further study. Wherever this course comes in your career, though, everyone will benefit both from the attention to detail you will need to read and translate accurately, and from the overall picture of Roman history and culture you come away with.

Description

This course is aimed at students who have had **two semesters of college-level Latin**, or **two years of high school Latin**, or the equivalent. We will read selections of Latin texts, both prose and poetry, from the “Golden” and “Silver” Ages of Latin literature—corresponding to roughly 60BCE-120CE on the modern calendar. The authors we will study include Cicero, Livy, Ovid, and Pliny the Younger, whose writings discuss history, mythology, religion, politics, daily life, and much more. We will explore Roman attitudes towards “the other”, their different takes on life’s pleasures, and the way they use various genres of literature to construct their version of Roman self-identity.

Goals

By the end of this course, you will be familiar with a representative sample of Latin texts from this crucial period in Roman history. You will be able to approach new texts with a high level of comprehension, and appreciate the ways that style, outlook, and personality are conveyed by different authors writing in the Latin language. Most importantly, your study of Latin will have helped you gain insight into the intellectual history of Rome and of Western thought. To that end, in this course we will:

- ❖ **memorize** new vocabulary from the source materials, and **identify** grammatical constructions when they occur in our Latin texts
- ❖ **translate** Latin into language that accurately reflects the original in meaning and style
- ❖ **analyze** the grammatical and textual structure of the materials we read
- ❖ **contrast** the prose and poetic styles of the different authors we encounter
- ❖ **integrate** knowledge of vocabulary, grammar, and style into an effective reading strategy

Format

The course is divided into **five units**, though the separations among them are not especially rigid. The first of these will focus on solidifying your grasp of elementary Latin topics through a combination of **review exercises, quizzes**, and a gradual **introduction to reading** Latin text, to develop your familiarity with the structure of Latin sentences and paragraphs. In subsequent units, the focus will shift to emphasize fluid translation and an appreciation of style in Latin writing, and your volume of assigned reading will gradually increase. Each class will require **active participation and discussion**

Texts required

There is one required textbook, available from the Duke Bookstore:

Wheelock, Frederic. *Wheelock's Latin Reader. 2nd ed.* Revised by Richard A. LaFleur. Harper-Collins, 2001. (abbreviated as **WLR**)

A couple of other texts are recommended:

Wheelock, F. *Wheelock's Latin. 7th ed.* Rev. by R. A. LaFleur. Harper Collins, 2011 (or an earlier edition of the textbook).

Mahoney, A. *Allen and Greenough's New Latin Grammar.* Focus Publishing, 2001. (Also available online—see link on the course website under “Resources”)

Other readings and additional resources are available on the course website.

Assignments

There will be three main types of assignment in this class—**reading, writing** and **talking**. All three will come in both **individual** and **group** varieties.

Reading

For each class meeting, everyone will be assigned the same readings, from the textbook or other sources. We will develop strategies for effective reading throughout the course, and the volume of reading will increase with your abilities. You will have the opportunity to demonstrate your preparation in class participation and through written assessments.

Writing

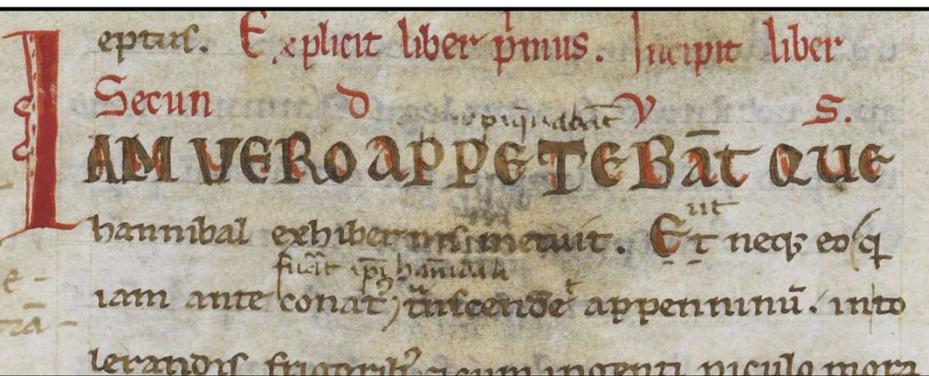
On a regular basis you will be assigned (individually or with a partner) to write and submit a polished translation from the reading, or you will be given a question and have the opportunity to answer it by using the texts available to you. In both cases you will reflect on the process and get feedback from instructor and peers.

Talking

Discussing the material in class is a crucial component of the course, and includes translating the assigned material aloud, sharing your observations and questions, and commenting on the contributions of others. Active participation matters but can vary in form for different students; ask the instructor for more details.

You will also have regular **quizzes** to help gauge your progress in acquiring vocabulary and recognizing important grammar and style points, several **tests** evaluating your translating ability and knowledge of the texts and authors, and a **final exam** as an opportunity to demonstrate your accumulated skills and knowledge.

Ab Urbe Condita by T. Livius, beginning of Book 2 (detail from manuscript ca. 1300CE, now in British Library)



Assessment

Your grade will be derived from your assignments, participation, tests, quizzes, and exam:

50% Translation Tests	five longer (50min) tests of your ability to translate texts—some already seen and some new ones—accurately and idiomatically; your lowest grade will be dropped
15% Vocabulary & Grammar Quizzes	shorter (10-15min) quizzes once or twice per week, testing relevant vocabulary and points of grammatical interest; your lowest 3 quiz grades will be dropped
10% Written Homework	these will include periodic, low-stakes writing assignments in which you will write translations, answer prompts related to the reading, and receive feedback
10% Attendance & Participation	regular active contributions to class discussions, showing knowledge of the readings, original thinking, and willingness to engage with classmates' ideas
15% Final Exam	cumulative assessment of your grammar and vocabulary, translation ability, and familiarity with the texts, their authors, and the literary and historical context

A93-100|A-90-92|B+87-89|B83-86|B-80-82|C+77-79|C73-76|C-70-72|D+67-69|D63-66|D-60-62|F<60

Policies

Please take note of the following policies regarding logistics of the course and assessment:

- ❖ The preferred method for contacting the instructor (me) is via e-mail. I pledge to return all e-mails within one business day.
- ❖ Alternative office hours can be arranged on an ad-hoc basis; contact me over e-mail or talk to me before or after class to make an appointment.
- ❖ All written work must be turned in **before** class on the due date. I will not accept late work.
- ❖ **No electronic devices**—cell phones, laptops, tablets, telegraphs, etc.—are permitted except during **specified activities** or with a **verified academic need**.
- ❖ Given the significance of active participation, **attendance is mandatory** (with exceptions for documented illness or other University-sanctioned excusal) and will be counted towards your **Attendance & Participation** grade.

Disability Statement

Students with disabilities who believe that they may need accommodations in the class are encouraged to contact the [Student Disabilities Access Office](#) at 919.668.1267 or disabilities@aes.duke.edu as soon as possible, to better ensure that such accommodations are implemented in a timely fashion.

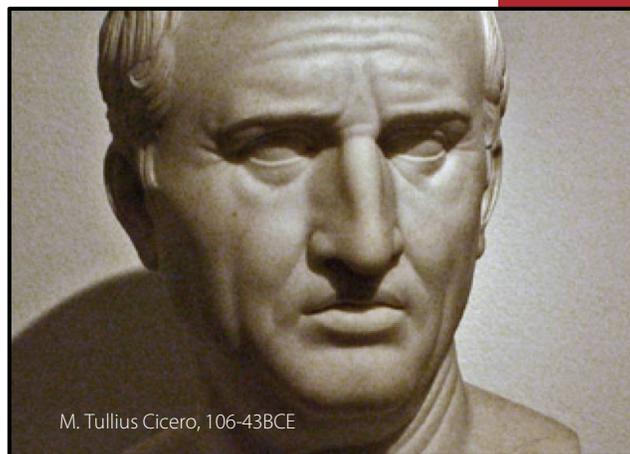
Academic Integrity

Duke University is a community dedicated to scholarship, leadership, and service and to the principles of honesty, fairness, respect, and accountability. Citizens of this community commit to reflect upon and uphold these principles in all academic and non-academic endeavors, and to protect and promote a culture of integrity. To uphold the [Duke Community Standard](#):

- ❖ I will not lie, cheat, or steal in my academic endeavors;
- ❖ I will conduct myself honorably in all my endeavors; and
- ❖ I will act if the Standard is compromised.

Additional aspects of academic integrity include but are not limited to:

- ❖ **accurate** representation of sources and their contexts
- ❖ debate and discussion conducted in **good faith**, **relevant** to the topic
- ❖ **respect** for the ideas and contributions of all—including ourselves
- ❖ advance **preparation** for each class session, and active participation



M. Tullius Cicero, 106-43BCE

Schedule of readings + assignments

These are the readings that everyone will read together and discuss. Some weeks will feature additional readings assigned to different sections of the class. **Readings are subject to change**, so check the class website on a weekly basis to ensure you have the most current schedule. Further details can be found online.

note: on reading assignments, the abbreviation "ll" means "lines"

Unit I: Re-entering Latin through Pliny's Epistles; Grammar

Week	Monday	Wednesday	Friday
1 (1/8-12)	Jan. 8: no class meeting	Introduction and Intro to Reading Latin; Grammar Review—Nouns (1st-3rd declension)	Pliny to his friend Ursus (<i>Ep.</i> 8.9), WLR p. 267 Grammar review: read "Quick Grammar Review" on Sakai. Quiz: 1st, 2nd, and 3rd declensions (easy ones, e.g.: pure consonant stems). See Bennett's Grammar on course website
2 (1/15-19)	Martin Luther King, Jr. Day: no class meeting	<i>class cancelled due to weather</i>	Pliny to his wife Calpurnia (<i>Ep.</i> 7.5), WLR p. 267. Grammar review: read "Verbs" and "Special Verbs" on Sakai. Quiz: 4th and 5th declensions; 1st and 2nd conjugations.
3 (1/22-26)	Pliny about an exemplary woman (<i>Ep.</i> 6.24, end), WLR p. 265, ll. 204-end. Quiz: 3rd and 4th conjugations	Grammar review	WLR pp. 9-11: Cicero, <i>Against Verres</i> I.1.10-14 ll. 31-44 Read "Rhetorical Terms and Grammatical Ones" on website Quiz: Pronouns, gerunds, gerundives

Unit II: Cicero—a young Roman lawyer makes a name for himself

Week	Monday	Wednesday	Friday
4 (1/29-2/2)	Written Assignment #1 Due WLR p. 11: Cicero, <i>Ver.</i> I.1.10-14 ll. 44-61 Quiz: vocabulary weeks 1-3	WLR pp. 13-17: Cicero, <i>Ver.</i> II.4.115-16 ll. 92-111	TEST I Bring WLR (pp. 17-19) to class for sight-reading Cicero, <i>Ver.</i> II.5.117-19 ll. 112-32
5 (2/5-9)	WLR pp. 31-33: Cicero, <i>Ver.</i> II.5.158-60 ll. 287-311	WLR pp. 33-35: Cicero, <i>Ver.</i> II.5.160-62 ll. 312-37	WLR pp. 35-37: Cicero, <i>Ver.</i> II.5.160-63 ll. 338-54
6 (2/12-16)	Written Assignment #2 Due WLR p. 39, Cicero, <i>Ver.</i> II.5.166 ll. 384-96	TEST II Bring WLR to class for sight-reading Cicero, <i>Ver.</i> II.5.171-72 ll. 442-61 (p. 43). Discussion of Livy (author of Unit III)	WLR pp. 165-67: Livy 21.4.1-10 For connections between science and classics, read <i>New Yorker</i> article on Sakai.

Unit III: Livy—a Roman historian looks at Rome's greatest enemy

Week	Monday	Wednesday	Friday
7 (2/19-23)	WLR pp. 167-69: Livy 21.32.6-33.11 ll. 28-50	WLR pp. 169-71: Livy 21.32.6-33.11 ll. 50-62; WLR pp. 171-73: Livy 21.35.4-12 ll. 63-77	WLR pp. 171-73: Livy 21.35.4-12 ll. 63-77
8 (2/26-3/2)	WLR pp. 171-73: Livy 21.35.4-12 ll. 63-77	TEST III Bring WLR to class for sight-reading Livy 1.3, p. 139)	WLR pp. 173-75: Livy 21.35.12-36 ll. 77-102
9 (3/5-9)	WLR pp. 175-77: Livy 22.7.1-14 ll. 106-25	Written Assignment #3 Due WLR pp. 177-81: Livy 22.8.5-7, 12.1-13.11 ll. 127-160	Read Hannibal article + OCD on Pliny WLR pp. 245-49: Pliny to Septicius (<i>Ep.</i> 1.1), to Tacitus (<i>Ep.</i> 1.6), and to Minicius (<i>Ep.</i> 1.9)

Spring Break: no class meetings March 12, 14, 16

Unit IV: Pliny the Younger—administrator & respected man of letters

Week	Monday	Wednesday	Friday
10 (3/19-23)	Quiz on parsing + vocabulary WLR pp. 253-55: Pliny to Avitus, <i>Ep.</i> 2.6.1-5; WLR p. 255: Pliny to Tacitus on the eruption of Mt. Vesuvius (<i>Ep.</i> 6.16) ll. 118-25	WLR pp. 257-59: Pliny to Tacitus on the eruption of Mt. Vesuvius (<i>Ep.</i> 6.16) ll. 126-49	WLR pp. 259-61: Pliny to Tacitus on Vesuvius (<i>Ep.</i> 6.16) ll. 150-70

11 (3/26-30)	TEST IV WLR pp. 261-63: Pliny to Tacitus on Vesuvius (<i>Ep.</i> 6.16) ll. 170-78 (sight)	WLR pp. 263-65: Pliny to Tacitus on Vesuvius (<i>Ep.</i> 6.16) ll. 179-97	WLR pp. 269-71: Pliny the Younger to the emperor Trajan on the Christians (<i>Ep.</i> 10.96) ll. 230-53
12 (4/2-6)	Written Assignment #4 Due WLR pp. 271-73: Pliny and Trajan on the Christians (<i>Ep.</i> 10.96) ll. 254-74	WLR pp. 273-75: Pliny and the emperor Trajan on the Christians (<i>Ep.</i> 10.96-97) ll. 274-92.	TEST V Discussion of Ovid (author of Unit V) and prosody (metrical structure of verse)

Unit V: Ovid—love, sex, exotic places, and more...

Week	Monday	Wednesday	Friday
13 (4/9-13)	WLR pp. 205-7: Ovid, <i>Met.</i> (Pyramus and Thisbe) ll. 55-77	WLR pp. 207-11: Ovid, <i>Met.</i> (Pyramus and Thisbe) ll. 78-104	Written Assignment #5 Due WLR pp. 211-15: Ovid, <i>Met.</i> (Pyramus and Thisbe) ll. 104-30
14 (4/16-20)	TEST VI Bring WLR to class for sight-reading Ovid, <i>Met.</i> 131-53 (WLR pp. 214-17)	WLR pp. 217-19: Ovid, <i>Met.</i> (Pyramus and Thisbe) ll. 154-66; WLR pp. 235-37: Ovid, <i>Met.</i> (Midas and the Golden Touch) ll. 85-105	WLR pp. 237-39: Ovid, <i>Met.</i> (Midas and the Golden Touch) ll. 106-26
15 (4/23-27)	WLR p. 241: Ovid, <i>Met.</i> (Midas and the Golden Touch) ll. 127-45	Written Assignment #6 Due Conclusion and discussion of final	reading period – no class—normal office hours

Final exam will be held on Saturday, May 5 from 9:00am-Noon in Trent 242

Strategies for Success

There are many ways to be successful in this class and many different things to take away from it, but the students who get the most out of the class tend to do the following:

- ❖ **Read everything more than once.** Even if you just spend 10 minutes before class skimming back over the text, you will find you can retain and engage with it much better.
- ❖ **Take notes both at home and in class.** If something looks important, it probably is—and if it’s confusing for you, it probably is for others as well. Write it down so you can point it out later in class.
- ❖ Remember that **your assignments are an opportunity, not an obstacle.** You will challenge yourself by reading new texts, and people will listen, read, and respond to your thoughts on them.
- ❖ **Ask questions of everything and everyone.** Write down your questions about the reading and raise them in class. Ask your classmates what they think. Ask yourself what you think and why. In everything you read, ask—what do we know? how we know it? why does it matter?



Epistulae of C. Plinius Secundus, beginning of Book 3 (detail of 15th century manuscript, now in Bibliothèque Nationale de France)