



Instructor: Rita Pasqui

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Office hours: MW 11:30 - 12:30 and by appointment

Scheduled Meeting Times: MW 12:40 - 2:05

Classes will be held in: Jones Hall Room 009

COURSE DESCRIPTION AND OBJECTIVES:

Latin 4002 serves as an introduction to the reading and enjoyment of Latin poetry, from Catullus' *Carmina* to other works by later authors. 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. You will compare this poetry with that of Horace, Ovid and Martial.

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, Horace, Ovid and Martial, 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:

1. Be familiar with a variety of standard Latin meters, including hendecasyllabic, dactylic hexameter and elegiac couplets.
2. Become familiar with the technical vocabulary required to discuss poetry.
3. Have an expanded Latin vocabulary.
4. Know how to use standard reference works effectively.
5. Begin to be able to read Latin poetry with fluidity.
6. 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 TEXTS:

1. Garrison, Daniel. *The Student's Catullus*. Norman, OK: Univ. of Oklahoma Pr., 2012.
2. 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.
3. Further texts from Latin poets with exercises, handouts and extra materials will be available in pdf format in E-Courseware.

RECOMMENDED TEXTS:

1. 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. If they still have their textbook from their previous courses, it is fine. Otherwise, Allen and Greenough's *New Latin Grammar* is widely available. See here:

<http://www.perseus.tufts.edu/hopper/text?doc=Perseus%3Atext%3A1999.04.0001&redirect=true>

2. The *Lewis and Short Latin Dictionary* is available here: <http://www.perseus.tufts.edu/cgi-bin/ptext?doc=Perseus%3Atext%3A1999.04.0059>

GRADING:

Your grade will be calculated by the following breakdown: Homework (10%), Participation (20%), Oral reports (15%), Translation Project (15%), Quizzes (15%), Examinations (25%).

1. Homework: 10% of final grade. 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.

2. Participation: 20% of final grade. Giving answers to questions and in-class exercises, asking questions, staying focused, taking notes, showing active collaboration when asked to work in pairs or groups, manifesting interest for the subject in every single class will give you 20% in participation.

Oral reports:

Students will present two oral reports based on cultural topics throughout the semester. Topics may include: a. historical personalities important for understanding Latin poetry; b. literary works or figures upon which the works of Catullus, Horace or Ovid draw or which are influenced by the Latin poets; c. 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 poem 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 the original, etc.).

Over the course of the semester, we will discuss relevant English translations of these poets.

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 the poets (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 1010-1020. 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 examinations: a midterm exam and a final examination (10% for mid-term examination, 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).

Quizzes will be returned within two class days and exams within three class days. The final examination is scheduled for Wednesday, May 6, 2020 (10:00 am – 12:00 noon).

GRADING SCALE:

A+ = 97-100	B+ = 87-89	C+ = 77-79	D = 60-69
A = 94-96	B = 84-86	C = 74-76	F = below 60
A- = 90-93	B- = 80-83	C- = 70-73	

ATTENDANCE AND CONDUCT:

- 1. Attendance:** The Department of World Languages and Literatures has an attendance policy for lower level language courses. For two-day-per-week classes, students can have **four unexcused absences** before having their grade lowered (each absence beyond the six lowers the level of your grade, e.g. from A- to B+, from B+ to B, etc.). **No absences are excused** and you should keep the 4 allowed for when you do not feel well, have family problems, have car trouble, are stuck-in-traffic, overslept, etc. No doctor's notes will be accepted. If you have a disability, please refer to <http://www.memphis.edu/drs/> and the office will notify me.
- 2. Homework:** Assigned homework, if not corrected in class, will be collected at the beginning of class.
- 3. Missed exams and quizzes:** A missed quiz or exam will receive a grade of zero. **No make-up quizzes and exams are allowed.** If you have a problem, notify me **before** test time by e-mail (rpasqui@memphis.edu) or talk with me after class or during my office hours.
- 4. Electronic Devices:** The use of any electronic device (recorder, cell phones, pagers, computers, etc.) during class or examinations is not permitted unless the instructor has authorized it. More information is given below.
- 5. Academic Misconduct:** unfortunately, cheating occurs. In this course, cheating or the appearance of cheating will result in an F for the quiz or exam. A detailed description of actions that constitute academic misconduct is given below.

Electronic Devices

At the beginning of class, all electronic devices, including recorders, cell phones, and pagers, and computers must be turned off. They are to be kept out of sight and not to be used in any way during the class period, and students are not to leave the classroom to check or use such devices. Failure to observe this requirement is disruptive for other class members and the instructor because **such actions interfere with normal classroom procedure, with the presentations of the instructor or other student(s), or with another student's right to pursue course work** (cfr *Student Handbook*, Classroom Misconduct).

During examinations, all electronic devices, including recorders, cell phones, pagers, calculators, computers, and watches with a memory function must be turned off and secured in a closed container, such as a book bag, backpack or briefcase. Failure to store such items according to these instructions will be regarded as the appearance of cheating, and the student will receive an F for the quiz or exam.

Academic Misconduct

The University of Memphis *Faculty Handbook* defines academic misconduct as all acts of cheating and plagiarism. Cheating includes, but is not limited to:

- using any unauthorized assistance in taking quizzes or exams;
- using sources beyond those authorized by the instructor in writing papers, preparing reports, solving

problems, or carrying out other assignments;

- acquiring exams or other academic material before such material is revealed or distributed by the instructor;
- misrepresenting papers, reports, assignments or other materials as the product of a student's sole independent effort;
- failing to abide by the instructions of the proctor concerning test-taking procedures (examples include laughing, failure to take a seat assignment, failing to adhere to starting and stopping times, or other disruptive activity);
- influencing, or attempting to influence, any university employee in order to affect a student's grade or evaluation;
- any forgery, alteration, unauthorized possession, or misuse of University documents; pertaining to academic scores, including late or retroactive "drop slips" and withdrawal application forms.

Classroom Misconduct (<http://www.memphis.edu/studentconduct/misconduct.htm>)

Disruptive Conduct: The instructor has ultimate control over classroom behavior and may eject from the classroom any student engaged in disruptive conduct. Disruptive conduct is defined as conduct which may include, but is not limited to, intentional interference with the normal classroom procedure or presentation of the instructor or other student(s) and/or interference with another student's right to pursue coursework.

Examples of Disruptive Classroom Behaviors:

Disruptive Usage of Electronic Devices: Using cellular phones, text messaging, iPods, MP3 players, laptops, etc., while class is in session

Unexcused exits:

- Leaving to retrieve a soda or other snack items
- Leaving to engage in a conversation (i.e., person-to-person or by phone)
- Leaving before class is finished for any reason without prior permission from the instructor

Non-Permitted Communication during Classroom Instruction:

- Talking while the instructor is talking
- Talking before being recognized by the instructor (i.e., blurting out information)
- Talking without permission during classroom instruction (i.e., side conversations with an individual or in a group)
- Mimicking and/or consistently repeating an instructor's words

Personal Attacks:

- Engaging in abusive or mean-spirited criticism of another student or an instructor
- Questioning an instructor's authority in front of the class
- Continuing to insist on speaking with an instructor during classroom instruction
- Telling an instructor to "shut-up"

Threatening Behaviors:

- Verbally abusing an instructor or student (i.e., cursing or extremely loud talking directed at a particular person)
- Threatening to physically harm an instructor or student through verbal or body gestures

- Intimidating through body gestures and/or posture or persistent staring at an instructor or student

Overt Inattentiveness:

- Sleeping in class
- Preventing others from concentrating on classroom instruction
- Reading a newspaper, doing homework from another class, etc.

Other Distracting Behaviors:

- Arriving late to class, especially on test dates, and persistent tardiness
- Creating excessive noise from packing up before class has ended
- Dressing inappropriately as to cause other students or instructor to be distracted (i.e., wearing pajamas, indecent exposure, or offensive words on clothing)

COURSE CALENDAR:

This schedule is tentative and may change at any time.

For **Assignments**, please see **Assignment Sheets** in e-Courseware

Lecture 1	- 01/22/20	Introduction to the course; introduction to Latin poetry and metrics
Lecture 2	- 01/27/20	Introduction to Catullus: life and works; the <i>Carmina Docta</i> ; Catullus 1
Lecture 3	- 01/29/20	Catullus 2, 3
Lecture 4	- 02/03/20	QUIZ #1 V ; Catullus 4, 5, 7
Lecture 5	- 02/05/20	QUIZ #1 R ; Catullus 8, 85, 86, 87
Lecture 6	- 02/10/20	Catullus 76, 11, 58, 16
Lecture 7	- 02/12/20	Catullus 45, 51 (Influence of Catullus on Virgil: reading)
Lecture 8	- 02/17/20	QUIZ #2 V ; Catullus 40, 78, 80, 110
Lecture 9	- 02/19/20	QUIZ #2 R ; Catullus 42, 69, 72, 103
Lecture 10	- 02/24/20	Catullus 57, 93, 113
Lecture 11	- 02/26/20	Review of Catullus poems; comparison between translations; class discussion
Lecture 12	- 03/02/20	Students' presentations
Lecture 13	- 03/04/20	MIDTERM EXAM

SPRING BREAK: 03/09/2020 - 3/15/2020

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- Lecture 14 - 03/16/20 Introduction to Horace; Horace 1.9, "Enjoying One's Youth"
- Lecture 15 - 03/18/20 Horace 1.11, *Carpe Diem*; Horace 1.38, "Horace Extols the Simple Myrtle"
- Lecture 16 - 03/23/20 **QUIZ #3 V**; Horace 3.30, *Exegi monumentum*; Horace 4.7, *Diffugere nives*
- Lecture 17 - 03/25/20 **QUIZ #3 R**; class discussion on Horace; introduction to Ovid
- Lecture 18 - 03/30/20 Ovid's Life and Works; "Introduction to the Amores," pp. 3-4 (Jestin & Katz); Ovid, *Amores* 3.15.
- Lecture 19 - 04/01/20 Introduction to the *Metamorphoses* (Jestin & Katz); *Apollo and Daphne*, *Metamorphoses*, Book 1, lines 452-473
- Lecture 20 - 04/06/20 **QUIZ #4 V**; *Apollo and Daphne*, *Metamorphoses*, Book 1, lines 474-496
- Lecture 21 - 04/08/20 **QUIZ #4 R**; *Apollo and Daphne*, *Metamorphoses*, Book 1, lines 497-520
- Lecture 22 - 04/13/20 *Apollo and Daphne*, *Metamorphoses*, Book 1, lines 521-547
- Lecture 23 - 04/15/20 *Apollo and Daphne*, *Metamorphoses*, Book 1, lines 521-547
- Lecture 24 - 04/20/20 **QUIZ #5 V**; Selections from Ovid's *Tristia* in English: Ovid's autobiography (4.10); Ovid's last night in Rome (1.3), and winter on the Black Sea (3.10)
- Lecture 25 - 04/22/19 **QUIZ #5 R**; students' projects; catch-up, wrap-up, and review
- Lecture 26 - 04/27/19 Introduction to Martial; criticizing Rome; Martial's *Epigrammata*
- Lecture 27 - 04/29/20 Martial 1, 2, 5, 7
- STUDY DAY - 04/30/20 Martial 31, 32; students' projects; review

FINAL EXAM - Wednesday, May 6, 2020 (10:00 am – 12:00 noon) in Jones 009