

Fall Semester 2005
TR 9:25-10:40
100 Knight Hall
Office Hours: W 2-3, TR 1:30-2:30,
and by appointment

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LAT 300.001: Republican Prose

This course provides an introduction to some of the most significant Latin prose authors of the Republican period. We will devote the first part of the semester to a close examination of a number of excerpts from Cicero's speeches against Catiline and from Sallust's *Bellum Catilinae*. Later, we will read some of Cicero's letters before turning to some key passages from Caesar's *Bellum Gallicum*. These texts serve as examples of the various prose genres of the Republican period, i.e. political speech, historical writing, and private letter. In addition to these literary studies, students will complete a review of Latin grammar and strengthen their ability to translate original texts. They will also be exposed to some topics of history and civilization of the Republican period.

Texts and materials

- E.J. Barnes and John T. Ramsey. *Cicero and Sallust: On the Conspiracy of Catiline*. White Plains, NY: Longman, 1988.
- D. Shackleton Bailey. *Cicero: Select Letters*. New York: Cambridge University Press, 1980.
- Cicero. *Selected Political Speeches*. Trans. Michael Grant. London: Penguin, 1989.
- Loeb Classical Library. *Sallust*. Trans. J.C. Rolfe. Cambridge, MA: Harvard University Press, 2000.
- Hans H. Ørberg. *C. Iulii Caesaris Commentarii de Bello Gallico: Ex Libris I, IV, V*. Grenaa, Denmark: Domus Latina, 2003.
- Caesar. *The Gallic War*. Trans. Carolyn Hammond. New York: Oxford University Press, 1996.
- Plutarch. *Lives*. Volume II. Trans. John Dryden. Ed. Arthur Hugh Clough. New York: Modern Library 2001.
- James Morwood. *A Latin Grammar*. New York: Oxford University Press, 1999.
- Charles E. Bennett. *New Latin Grammar*. Wauconda, IL: Bolchazy-Carducci, 2001.
(Recommended) [This grammar is available on-line at
http://www.textkit.com/files/CEB_A_Latin_Grammar.pdf]
- Charlton T. Lewis. *An Elementary Latin Dictionary*. New York: Oxford University Press, 2002.
(Recommended)

Objectives

Students at the advanced level of Latin study are expected to meet all the objectives described for the elementary and intermediate levels of instruction (see the departmental web site: www.mercer.edu/fll/policies.html), with the following advancements:

- Advanced competency in grammar
- Increased range of vocabulary (including poetic and technical terms)
- Ability to read and understand original Latin texts (both in prose and verse)
- Expertise in a variety of Latin authors and genres (in LAT 300 the prose of Cicero, Sallust, and Caesar)
- Overview of the history of Roman literature
- Knowledge of common metrical patterns
- Fundamental knowledge of Latin stylistics (in LAT 300 the stylistics of Republican prose)
- Ability to translate sentences into Latin and to compose simple texts in Latin

Instructional methodology

In this course, we will read the prose of Cicero, Sallust, and Caesar in the original Latin. You will be asked to prepare a passage for every class meeting. In class there will be ample opportunity for you to discuss your translation of the text and interpretation of the contents. You should keep a running list of new vocabulary and make yourself flashcards for memorization. We will put some emphasis on a cursory review of Latin grammar on the basis of the Morwood grammar. For reference with regard to more advanced grammatical topics, I recommend the Bennett grammar. In addition to the Latin readings, you will be assigned more extensive passages in English translation. We will also read Plutarch's biographies of Cicero and Caesar in English. Periodically, you may be asked to do some background reading and discuss your thoughts with the class.

Evaluation

Two tests	25 %
Quizzes	10 %
Classroom performance	25 %
Midterm presentation and essay on Greco-Roman culture	10 %
Oral presentation	10 %
Term paper (take-home final)	20 %

While the first written test will focus on Cicero and Sallust and their accounts of the conspiracy of Catiline, the second one will be on Caesar's *Bellum Gallicum*. The quizzes will always be announced in the preceding class meeting and are predominantly on vocabulary and grammar.

Three times this semester you will receive a grade for your performance in the classroom. Each grade reflects your work and contributions over a number of weeks. Provisional dates are the end of the fourth week, the week after fall break, and the final week (see tentative class schedule). Students succeeding in this area will be prepared for every class (translations, vocabulary, grammar, readings), make meaningful contributions to our class activities (plenary as well as group work), ask questions, and submit complete and correct written homework in a timely fashion.

Before midterm I will ask you to choose a relevant topic from Greco-Roman culture and civilization for a brief in-class presentation and subsequent submission in the form of a three-to-five-page essay.

Toward the end of the term, you will select a topic of interest to you from Republican prose and do extensive research. You will have the chance to present your ideas orally to the class and receive feedback. You will then produce a five-to-seven-page term paper (not counting title page and bibliography), following the MLA guidelines. You should quote at least two works of secondary literature. To avoid plagiarism, you must acknowledge all ideas that are not your own, no matter whether you quote your source verbatim, paraphrase, or summarize. The deadline for the paper is Tuesday, December 6, 2005.

All assignments are due when indicated. Late submission of homework and make-up tests will only be allowed at the discretion of the instructor for cases of duly documented personal or family emergency. In any event, five points will be taken off the score for every day past the deadline. There will be no extra credit work or rewrites.

After fall break I will ask each student in the class to come to a mandatory one-on-one conference to my office. We will try to fit as many of these *colloquia Latina* into our regular class hour as possible, but some of you may have to schedule the meeting later during the day. The purpose of this conference is to give you an assessment of your progress in the class and to plan ahead for the remainder of the semester. Please bring Test 1 to the meeting. Of course, I strongly encourage every participant to come to talk to me frequently outside of class and this conference.

Students receiving failing grades during this course or students having trouble with any aspect of this class are encouraged to meet with me, either during regular office hours or by appointment.

Course policies

Prerequisite: LAT 251 or consent of instructor

Requirements: Meticulous preparation of class material
 Regular and timely completion of homework assignments
 Active participation

Attendance: You are expected to attend each class session and to contribute constructively to classroom activities. Should you miss more than three class sessions for any reason, one point will be deducted from your total average for each session missed. Under no circumstances will you receive a passing grade for this course if you miss more than fifty percent of the class meetings.

<u>Grading scale:</u>	90-100	A	70-75	C
	86-89	B+	66-69	D
	80-85	B	0-65	F
	76-79	C+		

Electronic submission rule: Students bear sole responsibility for ensuring that papers or assignments submitted electronically to a professor are received in a timely manner and in the electronic format(s) specified by the professor. Students are therefore obliged to have their e-mail client issue a receipt verifying that the document has been received. Students are also strongly advised to retain a copy of the dated submission on a separate disk. Faculty members are encouraged, but not required, to acknowledge receipt of the assignment.

Honor code: The honor code will be firmly followed. While you are encouraged to work and study together with other students or with tutors, all written work that you submit must be your own. Please refer to the *Lair* (student handbook) for details regarding violations of the honor system.

Accommodation of disability: Students with a documented disability should inform the instructor at the close of the first class meeting or as soon as possible. If you are not registered with Disability Services, the instructor will refer you to the Student Support Services office for consultation regarding documentation of your disability and eligibility for accommodations under the ADA/504. In order to receive accommodations, eligible students must provide each instructor with a Faculty Accommodation Form from Disability Services. Students must return the completed and signed form to the Disability Services office on the third floor of the Connell Student Center. Students with a documented disability who do not wish to use accommodations are strongly encouraged to register with Disability Services and complete a Faculty Accommodation Form each semester. For further information please contact Disability Services at 301-2778 or visit the website at http://www.mercer.edu/stu_support/swd.htm.

Cell phone usage: Out of courtesy for all those participating in the learning experience, all cell phones and pagers must be turned off before entering any classroom, lab, or formal academic or performance event.

Tentative class schedule

August	18	R	Course introduction; Cicero and Sallust
	23	T	Sallust, <i>Bellum Catilinae</i> ; Plutarch, “Cicero” 408-24; last day to drop the course
	25	R	Sallust, <i>Bellum Catilinae</i>
	30	T	Sallust, <i>Bellum Catilinae</i> ; Plutarch, “Cicero” 424-41
September	1	R	Sallust, <i>Bellum Catilinae</i>
	6	T	Sallust, <i>Bellum Catilinae</i> ; “Against Lucius Sergius Catilina I” (71-93)
	8	R	Cicero, “In Catilinam”; culture presentation; grade 1 for classroom performance
	13	T	Cicero, “In Catilinam”; culture presentation; “Against Lucius Sergius Catilina II” (93-109)
	15	R	Cicero, “In Catilinam”; culture presentation
	20	T	Cicero, “In Catilinam”; culture presentation; “Against Lucius Sergius Catilina III” (109-26)
	22	R	Cicero, “In Catilinam”; culture presentation; “Against Lucius Sergius Catilina IV” (126-45)
	27	T	Test 1
	29	R	Cicero’s letters; culture presentation
October	4	T	[Fall Break]
	6	R	Cicero’s letters; Plutarch, “Caesar” 199-223
	11	T	Cicero’s letters; Plutarch, “Caesar” 224-44; grade 2 for classroom performance
	13	R	Cicero’s letters; Caesar, <i>The Gallic War</i> : Introduction (xi-xlix)
	18	T	Cicero’s letters; <i>The Gallic War</i> I (3-34)
	20	R	Caesar, <i>Bellum Gallicum</i> ; <i>The Gallic War</i> II (35-53)
	25	T	Caesar, <i>Bellum Gallicum</i> ; <i>The Gallic War</i> III (54-68); last day of course withdrawal
	27	R	Caesar, <i>Bellum Gallicum</i> ; <i>The Gallic War</i> IV (69-88)

November	1	T	Caesar, <i>Bellum Gallicum</i> ; <i>The Gallic War</i> V (89-118)
	3	R	<i>Colloquia Latina</i> (student-teacher conferences)
	8	T	Caesar, <i>Bellum Gallicum</i> ; <i>The Gallic War</i> VI (119-41)
	10	R	Caesar, <i>Bellum Gallicum</i> ; <i>The Gallic War</i> VII (142-94)
	15	T	Caesar, <i>Bellum Gallicum</i> ; <i>The Gallic War</i> VIII (195-222)
	17	R	Test 2
	22	T	Student presentations
	24	R	[Thanksgiving Break]
	29	T	Student presentations
December	1	R	Student presentations
	6	T	Student presentations; review and conclusion; term paper due; grade 3 for classroom performance