

**INTERMEDIATE LATIN 2020
SPRING 2017
SYLLABUS**

Instructor Information:

Prof. Chris Renaud, Ph.D.
Office: LH 427
Classroom for Class: 202
Phone Number: x5739
Office Hours: by appointment only

Texts:

Charles W. Dunmore, *Selections from Ovid*. Focus Classical Library. 2003 ISBN: 978-1585100880

Peter King, *Reading Ovid: Stories from the Metamorphoses*. Cambridge University Press. 2007
ISBN: 978-0521613323

Class Description:

The focus of the course will be to learn how to read Latin, learn the meter of Ovid, and to analyze passages of Ovidian poetry. Most of the passages will come from Ovid's masterpiece: *The Metamorphoses*, a poem in epic meter. Many of the stories found in this work come from Greek mythology. He puts his own, Ovidian slant to them. His influence and the influence of this work cannot be overstated in the history of both Latin and Western Literature.

Grading:

Tests (4): 40% (10% each)
Participation: 30%
Research Paper on Ovid 30%

Expectations:

All students are to read the footnotes and look up vocabulary before coming to class. Learning a language, especially an ancient one, take dedication, time, and effort. I started Latin in college. My practice was to go over the assigned passage three times. On the first go through, you have a rough approximation. On the second, you sort out the grammatical difficulties. On the third, you have a fluent, English translation of the assigned passage or passages.

What you may wish to do is to read the story in English first. It gives you a sense of where the story is going. We have the Loeb Library online as part of the Electronic Resources on the Hedberg Library Page. Also, there is Perseus (to be demonstrated in class).

Plan on having one-on-one meetings with me over the course of the term. In this way I can better address your needs in Latin. See link below. Cut and paste it into a new window if it does not open up for you.

Each week I will take 25 words from the Dickinson College Latin Vocabulary list. The words are listed in order of frequency. For instance “et” is the most used word in Latin. Surprised?

We will all stumble but we need to engage the language in order to learn.

Useful Links:

<http://dcc.dickinson.edu/latin-vocabulary-list> Most important and frequent Latin words.

<http://www.slu.edu/colleges/AS/languages/classical/latin/tchmat/gr-helps.html>

St. Louis University Latin Helps

Research Paper

I will have each of you write a “researched” paper so you can learn how scholars analyze passages and poems of Ovid. The paper need be only 7-8 pages long, 12 font, double spaced, stapled with a title page. The page count does not include the bibliography. During the semester, I will bring in samples of scholarly articles so you get an idea of what you need to do.

Formal College Writing

In writing essays or response papers it is important to use good grammar, form and organization. The language used in writing assignments and papers should be more formal than the language used in common speech or twitter, texting, snapchat, Whatsapp, Instagram, etc. The Brainard Writing Center Most students are adept at using the Internet (Twitter, Facebook, Snapchat, Instagram, texting, etc.), but please remember that the shorthand code used in chat and texting is not appropriate for formal papers. For example using the letters “u r” instead of the words “you are” is not proper in a formally written paper.

In addition, when writing about (or discussing) a tradition other than your own, please remember to be respectful. It is inappropriate to characterize another culture’s beliefs as “weird” or “goofy” or “evil.” Such an approach is inappropriate in college writing and scholarly discourse. Whether you agree or disagree with certain aspects of a society, please try to speak objectively and with strong, factual support for your point of view. It will help your reader take your opinions more seriously and will make your writing more effective. You need to step outside of yourself.

While creative content and sharp critical thinking in your papers is always the primary consideration, multiple mechanical and grammatical errors which make your papers difficult to read will affect a small portion of your final grade.

If you have difficulty with writing, please make use of the tutors at the Brainard Writing Center located in Hedberg Library. They will help you with organization, grammar and many other aspects of writing. You can call and set up an appointment that works with your schedule. <https://www.carthage.edu/writing-center/>
Brainard Writing Center (Hedberg Library)

Student Handbook and Code: <https://www.carthage.edu/community-code/>

You, the student, are responsible for what the Student Handbook says on academic integrity

Students with Disabilities Statement

<https://www.carthage.edu/student-success/students-with-disabilities/>

testing@carthage.edu

Tutors

If you need tutoring, let me know.

REQUIREMENTS FOR AN EFFICIENT AND PRODUCTIVE CLASS Participation, Attendance and Engagement

1. If you are on a Carthage sports team, musical ensemble, or debate team and you need to miss class because of a game/performance/contest, you must notify me in advance of your absence. In addition to your notifying me, your coach or director must also send out an email explaining the absence and should have your name in the list. Absences for these above-stated reasons are not considered unexcused—so long as both you and your coach/director notify me.
2. If you are missing a class for none of the reasons mentioned just above in #2, do not send me an email explaining your absence. Each student is granted three excused absences (=one week). After those three absences, each additional absence will be considered unexcused. Unexcused absences will count against your grade and any student with **three unexcused absences** will automatically fail the course. You are not only earning a grade, you are also, ideally, completing 4 credit hours worth of work.
3. If you are missing class due to a family emergency, you must contact the office of the Dean of Students. If she is able to document and confirm your situation, he/she (not you) will then email all of your instructors. A family emergency will be excused only if I receive a group email sent out to all of your instructors. Otherwise, the absence will not be excused. **If you are having issues, please do not hesitate with me. For instance, if you are facing some challenges, please to come to talk to me.**
4. All students who miss class are responsible for learning **from a classmate** what we did that day plus the assignments for future classes. Please do not send me emails asking me what you missed or what the assignment for the next class is. Also, never, ever ask the question: “Did I miss anything in class today?” Instructors cringe at this question. If you miss a class, of course you missed something.
5. Courtesy and respect are paramount to each other and to the instructor.
6. Class is **NOT an extracurricular activity**. If you have fraternity/sorority meetings/choir/theater/business internship meetings/sports, etc., etc., etc., that you think will interfere with your attendance, then you need to make a choice.
7. If you fail to complete **any of the requirements of the class**, you will receive an “F” for the class

CLASS RULES

Do not come to class without the book(s) or assignment for that particular day. Failure to do so will result in an automatic F for that day. No electronic devices of any kind may be used during class unless I ask you to bring your laptop, iPad, Droid device, etc.. Students have told me that it distracts them when others are surfing on the web.

No electronic devices are even to be visible or used during class. Professors know

when students are using their devices; it's actually not that hard for a teacher to tell

Do not get up and leave while class is in session because it is very disruptive to your fellow learners. [You will get a break half-way through the class—if class is longer than 65 minute class period.] However, you may bring sodas, water, coffee, energy drinks, etc. to class.

On the desk in front of you should be only our textbooks, your notebook/homework/worksheets, and a pen (or pencil). Do not place your bags, backpacks, etc. on the desk—they are to be placed on the floor. We actually do not have room in our class. Do not engage in any activity that causes a distraction to the instructor and/or other students in the class. It should be noted that the instructor will be the one who defines what constitutes a distraction.

No student may work on material for other courses during class-time. Working on appointment calendars, schedules, etc. is also prohibited. The instructor is very conscious of the clock and of the scheduled time for the class. **Please do not begin to put your things away (books, notebooks, papers, pens, pencils, etc.) until I have indicated that our discussion for that day has concluded.**

Final Words

It is the student's responsibility to familiarize him/herself with the course policies and the other contents of this syllabus. Remaining enrolled in this course after the registration period indicates knowledge and consent of the course policies.

Reading Schedule

Week 1

Feb. 1 First Class: Introduction

Feb. 3 Dunmore, ll. 5-25; ll=lines

Week 2

Feb. 6 Dunmore, ll. 26-48

Feb. 8 Dunmore, ll. 49-77

Feb. 10 Dunmore, ll. 78-108

Week 3

Feb. 13 Dunmore, ll. 109-134

Feb. 15 Dunmore, ll. 135-150

Feb. 17 Dunmore, ll. 253-284 "The Flood"

Week 4

Feb. 20 Dunmore, ll. 285-310

Feb. 22 Jones (page 45), Daphne and Apollo, ll. 452-473

Feb. 25 Jones, Daphne and Apollo, continued. ll. 474-511

Week 5

Feb. 27 Daphne and Apollo, continued, ll. 512-56

March 1 Daphne and Apollo, continued, ll. 557-565; **Test 1**

March 3 Jones (page 91) Diana and Actaeon, ll. 138-172

Week 6

March 6 Diana and Actaeon, ll. 173-206

March 8 Diana and Actaeon, ll. 207-252

March 10 Jones (page 102), Juno and Semele, ll. 253-286

Week 7

March 13 Juno and Semele, ll. 287-315

March 15 THE IDES OF MARCH; Jones (page 130): Pyramus and Thisbe ll. 55-92

March 17 Pyramus and Thisbe, ll. 93-127

March 20-24: Spring Break

Week 8

March 27 Pyramus and Thisbe, ll. 128-166

March 29 Jones (page 149); Minerva and Arachne, ll. 1-33

March 31 Minerva and Arachne, ll. 34-52 **Test 2**

Week 9

April 3 ll. 53-82

April 5 ll. 83-128

April 7 ll. 129-145

Week 10

April 10 Jones (page 185); Baucis and Philemon, ll. 626-650

April 12 ll. 651-94

April 14-17 Easter Break

Week 11

April 19 Baucis and Philemon, conclusion, ll. 595-724

April 21 Jones (page 250), Midas, ll. 100-145

Week 12

April 24 Midas, continued (if needed) **PAPER DUE**

April 26 Dunmore (page 131), *Fasti*—story of Faunus, ll. 267-304

April 28 **Test 3**

Week 13

May 1 Faunus, continued, ll. 304-358

May 3 Dunmore, Founding of Rome ll. 808-844

May 5 Dunmore, Founding of Rome, continued, ll. 844-860

Week 14

May 8 Dunmore, *Tristia*, pages 158ff., ll. 1-50

May 10 *Tristia*, continued, ll. 50-102

May 12 **Test 4**

Week 15

Final Exam Week—No final exams