

LATIN 202, INTERMEDIATE LATIN

SPRING 2007

MWF 3:00-3:50 PM, ORTEGA HALL 217

BRIAN LANTER, TEACHING ASSISTANT

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OFFICE HOURS: Tues. 1:00 - 1:50, Wed. 4:00-5:00, Fri. 2:00 - 2:50, or by appointment

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SYLLABUS

Course objectives. The UNM catalogue describes Latin 201-202 as a "systematic review of Latin grammar and syntax; readings in simple prose authors such as Cicero and Caesar; introduction to Latin poetry and scansion." This semester will be the poetry part. We will read unabridged poems by Catullus and learn how to scan them, while incessantly reviewing grammar and syntax. So basically, the plan is to lure you in with music and sex, then trap you in the gooey mess of Latin grammar before you have the sense to withdraw. If you are under 18, we will need permission from your parents.

Requisites. The formal prerequisite is Latin 101-102 or the equivalent. It's best if you have had Latin 201, but not absolutely necessary. The difference is that if you can't say "accusativesubjectofinfinitiveinindirectdiscourse" in less than 2.2 seconds, or if you did not hear an instructor ask 27 times in the last semester "but *why* is it subjunctive?" then you may become a bit befuddled while last fall's 201 students are able to coast through some complicated constructions. A visit with me in office hours or with the CAPS tutor may be all you need, but for students accustomed to Wheelock's relative simplicity, much literary Latin is as clear as mud and takes time and effort to see through.

Textbook. The only required textbook for Latin 202 is *The Student's Catullus*, third edition, by Daniel H. Garrison, Univ. of Oklahoma Press, 2004. The text of Catullus is pretty well settled and you are welcome to make use of other editions, but you definitely need the annotations to figure out what's going on. All my handouts and other reference materials and links will be available on the class website, www.unm.edu/~blanter.

Dictionary. The textbook provides a good glossary, which will save you a lot of time. Nonetheless, you **MUST** have a Latin-English dictionary because you will often need (and want) to look up other meanings, cognates, etc. To some extent, you can do this on Perseus, but the

Perseus dictionary is not designed for browsing and has a bad habit of being down when you need it. By far the best Latin-English dictionary in existence is the *Oxford Latin Dictionary*, edited by P.G.W. Glare. But at \$295 list, few students will have their own, and it's not exactly portable, nor is it available online. Zimmerman Library has one in the reference section. The only other suitable dictionaries that I know of are the Chambers Murray, and the Charleton Lewis *Elementary Latin Dictionary* (which has the advantage of lying flat when you open it). I don't recommend buying Lewis and Short's *A Latin Dictionary*, the pre-OLD standard, because it is now available on Perseus.

Grammar reference. You MUST have a comprehensive grammar reference. There are several available. The dominant college reference in America seems to be *Allen & Greenough's New Latin Grammar*, edited by Anne Mahoney (any edition is fine – it was "new" in 1888). **It has a good section on prosodic¹ analysis.** Another good one is *Gildersleeve's Latin Grammar*. But don't throw away your Wheelock textbook – it will be convenient for reviewing basic forms and rules of syntax. Again, you can access grammar books on Perseus, but not as reliably as you can access an actual book.

Grading. There is no grade distribution curve; everyone could get an A. The grading scale is arbitrary, based on this principle: if you get an A in this course, you will be well prepared to continue in third-year Latin at UNM. I will provide your cumulative average twice during the semester, after the two in-class exams. Overall grades for the course will be based on three components:

(1) the average of your grades on weekly quizzes, which will normally take place at the beginning of class every Friday and be returned with a grade on Monday. The emphasis will be on vocabulary and parsing, and the quizzes will be cumulative, which means you need to keep reviewing what you have already translated. Your two lowest quiz grades will not count. Your quiz average for the whole semester will have equal weight with your exam average in calculating your final average.

(2) the average of your grades on three equally weighted hour exams, the last of which will take place at the regularly scheduled final exam time. Your exam average for the whole semester will have equal weight with your quiz average in calculating your final average.

(3) preparation and participation, which basically means spending a lot of time outside of class translating and memorizing vocabulary and being ready to go over your translations in class. In class, you MUST read directly from the Latin text, preferably a clean text, NEVER from a written-out translation. I will call on individuals to translate, and I will eventually notice if you're never ready. The standing homework assignment is to translate the assigned poems. On exams, you won't have tiny English notes scribbled in above the Latin text, so your best

¹Let's get this straight right now. "Prosody" is from Latin *prosodia* = the accent of a syllable, from Greek προσῳδία = pitch accent. It is not etymologically related to "prose," which is from Latin *prosa oratio* = prose, from *pro(r)sus* = following a straight line, contracted from *provorsus* = moving straight ahead, from *pro* = toward + *vorsus*, the ppp. of *vorto*, the older form of *verto* = turn (oddly enough, the compound seems to be an adjective, not a participle – there is no attested verb **proverto*).

course is to learn the vocabulary and syntax and be able to translate directly from a clean Latin text. There will be other homework assignments, including scanning lines, and a semester project of memorizing and reciting a poem in meter, but the focus will be on reading out loud and translating from the text.

Your letter grade will not be lower than your numerical average from quizzes and exams. But if your average from quizzes and exams is on the borderline between two grades, good preparation and participation will have a positive effect on your letter grade. Of course, good preparation is both necessary and sufficient to get you a good average anyway, so just do it.

HOW TO DO IT

What's new for Latin 202 and Catullus? Whatever worked best for translating Latin prose in 201, keep doing it. Poetry is a big deal, but not *that* big a deal – it's not like learning another language. In ancient Rome, just as in modern America, children learned poetry and prose concurrently from earliest childhood and could make sense of both. Classical Latin poetry seldom rhymes, so the main difference between Classical prose and poetry is musical rhythm. Scanning poetry (reading in rhythm) is fun, and the more you do it, the more the rules fade into the background.

Just because this is poetry doesn't mean the normal grammatical rules all go away – we'll see mostly the same structures you saw in prose, with some relaxation of typical prose constraints. One word of warning (OK, 27 words of warning): You saw that word order was unhelpful in translating prose. Well, it is *absolutely, positively, the worst* clue to translating Catullus. Hear me now, believe me later. The Romans read or heard the words in the same order we do, but they knew better than to construct meaning in the order of the words.

Internalize Latin vocabulary and phraseology. We may not be able to speak classical Latin, but we can certainly read it! Read aloud *in Latin*, translate, read aloud, translate, read aloud, translate, read aloud! There may not be an easy way to learn Latin, but sight-reading out loud in Latin, then translating, and then reading aloud in Latin what you now comprehend, is at least a good way. Vocabulary cards are also helpful. I will provide digital texts of all the selections we read, or you can get them online, so that you can print them out double- or triple-spaced, graphically chart the clauses or word functions, generate vocabulary lists – whatever you find useful.

About using other people's translations. Since I am asking you to memorize a Catullus poem of your choice and recite it in meter for the class in the latter part of the semester, you should at least skim through an English translation of his poetry, to see the range of subject matter, mood and diction. Many translations are available, in the library or online. Do not, however, rely on English translations to get you through the assigned poems, for the following reasons:

- (1) You won't learn as much Latin as you will doing it on your own, and you won't have as much fun or feeling of accomplishment.

(2) Many translations of Catullus, both old and new, are somewhat loose, and don't necessarily tell you what's going on in the grammar and syntax. If you try to track a translation, you will often misinterpret why the translator chose a certain word or phrase.

(3) On quizzes, I will ask for vocabulary out of context, which is far easier to remember if you have actually looked up the words in the glossary or a dictionary.

(4) On exams, I will require you to translate literally (with allowance for idioms), not creatively, and you will need to parse words, which is only easy with practice.

If you get stuck on a clause, make a note and come back to it, ask another Latin student, ask me, ask the CAPS tutor, or ask in class – someone else probably had the same problem. Trying in vain to puzzle out a Latin clause is not a waste of time, but after 10 minutes on a problem, consider asking for help. I don't want you getting too discouraged. The more you try, the better you will learn the lesson at hand, and the more often you will succeed in the future. I strongly encourage you to work in study groups with your classmates. Latin is more fun if you do it with someone else. If you feel that you cannot keep up, PLEASE come see me.

Additional help. CAPS will have a Latin tutor, who has taken this course. Also, use me or any other more advanced student you can corral. You can use my office hours as lab time. If you can't visit me in office hours, I may be available at other times to help out, and I will answer short questions by e-mail.

Any student who, because of disability, may require some special arrangements in order to meet course requirements should contact the instructor as soon as possible to make necessary accommodations. It is the responsibility of the student to request accommodations for individual learning needs. UNM will make every attempt to accommodate all qualified students with disabilities. For further information, contact Accessibility Services at 277-3506.



Italian stamp issued in 1949 commemorating the 2,000th anniversary of the death of Catullus

LATIN 202, SPRING 2007
CALENDAR OF CLASSES, QUIZZES AND EXAMS

WEEK #1:

Wednesday, January 17
Friday, January 19: no quiz

WEEK #2:

Monday, January 22
Wednesday, January 24
Friday, January 26: quiz #1

WEEK #3:

Monday, January 29
Wednesday, January 31
Friday, February 2: quiz #2

WEEK #4:

Monday, February 5
Wednesday, February 7
Friday, February 9: quiz #3

WEEK #5:

Monday, February 12
Wednesday, February 14
Friday, February 16: HOUR EXAM #1

WEEK #6:

Monday, February 19
Wednesday, February 21
Friday, February 23: quiz #4

WEEK #7:

Monday, February 26
Wednesday, February 28
Friday, March 2: quiz #5

WEEK #8:

Monday, March 5
Wednesday, March 7
Friday, March 9: quiz #6

WEEK #9: SPRING BREAK, NO CLASS

WEEK #10:

Monday, March 19
Wednesday, March 21
Friday, March 23: quiz #7

WEEK #11:

Monday, March 26
Wednesday, March 28
Friday, March 30: HOUR EXAM #2

WEEK #12:

Monday, April 2
Wednesday, April 4
Friday, April 6: quiz #8

WEEK #13:

Monday, April 9
Wednesday, April 11
Friday, April 13: quiz #9

WEEK #14:

Monday, April 16
Wednesday, April 18
Friday, April 20: quiz #10

WEEK #15:

Monday, April 23
Wednesday, April 25
Friday, April 27: quiz #11

WEEK #16:

Monday, April 30
Wednesday, May 2
Friday, May 4: no quiz.

Mon. May 7: FINAL EXAM
time & place TBD