CLASS 303L-01 Section # 20691
CLASS 599L -05 (3 units) Section # 24515
Fall 2010
Lecture: 11:00am-12:15pm TTH
Classroom: HH-122

Mr. J. A. Smith
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Office Hours: T/Th 8:00-9:15 am; Th 12:30-2:00
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Classics 303L: Reading Latin Prose

Description/Requisites

Reading classical prose authors such as Caesar or Cicero in original Latin.
Attention to vocabulary, syntax, style, and historical-cultural context.

Classics 202L or 250L; and completion of the General Education requirement
in Foundations of Learning II.C., Humanities required for non-majors.

No credit will be given for Classics 101L, 202L, 303L, 304L taken out of
sequence. Reading classical prose authors such as Caesar or Cicero in original Latin.
Attention to vocabulary, syntax, style, and historical-cultural context.

Texts

REQUIRED TEXTS
010354-9

RECOMMENDED TEXTS

Course Description and Requirements

The course objective: the student will demonstrate the ability to read and
translate authentic Latin prose by practicing the traditional arts of the intermediate
and advanced student of classical Latin—reading connected prose from authors of
the late republic and empire, parsing difficult verb and noun forms, writing out
translations in fluid English, and analyzing elements of prose style. Class time will be
consumed in detailed analysis of a master of Latin prose style: Petronius. (Some
other authors play into the mix at the outset.) We shall read with a view not only to
gaining greater facility and speed in the translation of continuous Latin prose but to
reviewing the operations of complex grammar.

Classics 303L: 28 August, 2006
Another JAS Production, Pg. 1
Your grade in the course is partially based on my observations of your daily recitation. You will discover that to impress upon me that you have well prepared your assignment will require you to read through the assignment multiple times: you will want to write down and memorize unfamiliar vocabulary words, take note of unusual declensions and verb forms, analyze grammatical structure and identify clause types, and then reread the passage until you can do it with minimal help from your notes. I shall ask you myriad questions about the sentences we translate and you will soon gain a good sense of what kind of answers to have ready for me. Our goal as fledgling readers is to look to the Latin text (and not our notes or, still worse, our written-out-long-hand translations) and generate meaning from it. In class I want you to work from clean Latin texts. You will doubtless want to jot notes to yourself and scribble marginalia as you find it helpful. But this is different from the laborious and ultimately unhelpful writing down of the translation as we do it.

When all else fails: 100% Thursday to the rescue. And, amazingly, 100% Tuesday as well.

Your midterms and final will include parsing of forms and even some translation at sight: preparation for this kind of test is gained by reading Latin and not your transcriptions of “what we got” in class.

A brief stylistic analysis paper on a modest passage in Petronius will be due at the end of the semester. I’ll supply you with writing instructions later in the semester. You’ll not complain.

Grading

Daily Recitation (Quizzes, Translations, Oral work)  20%
First Midterm  20%
Second Midterm  20%
Stylistic Analysis Paper  20%
Final  20%
Final Exam date:  Tuesday, Dec. 14, 10:30-12:30

SDSU’s GE Pledge to you:

“Courses that fulfill the 9-unit requirement for Explorations in General Education take the goals and skills of GE Foundations courses to a more advanced level. Your three upper division courses in Explorations will provide greater interdisciplinary, more complex and in-depth theory, deeper investigation of local problems, and wider awareness of global challenges. More extensive reading, written analysis involving complex comparisons, well-developed arguments, considerable bibliography, and use of technology are appropriate in many Explorations courses.”

Completing this course will help you to do the following in greater depth:

1) analyze written, visual, or performed texts in the humanities and fine arts with sensitivity to their diverse cultural contexts and historical moments;
2) describe various aesthetic and other value systems and the ways they are communicated across time and cultures;

3) identify issues in the humanities that have personal and global relevance;

4) demonstrate the ability to approach complex problems and ask complex questions drawing upon knowledge of the humanities.”

Intellectual Properties and Professorial Obligations

I reserve all rights over the intellectual property of the course. You must ask me for permission to record the class. You must ask my permission to bring any guests to class.

I reserve the right to assess and reassess your progress in the course and to readjust assignments in the middle of the semester. Grades posted at Blackboard are not to be understood as reflecting on the reality of your grade; they do serve to indicate to you that I have corrected an assignment and recorded it. My own grading software is the final arbiter of your weighted grade, based on the scores that I enter into it from Bb.

All regular course work will be handed back to you in class with your grade discreetly placed upon the top. I will return finals to you in the spring semester. Any unclaimed work will be discarded at the end of the academic year.

My furlough schedule

(FROM 2009 – I JUST WANT TO LOOK AT IT ONE MORE TIME IN UTTER AMAZEMENT...AND TO REMIND US ALL ABOUT CHOICES WE FACE IN THE FUTURE)

This year, because of the on-going budget crisis that has affected your tuition costs and reduced services and courses on campus in drastic ways, I have been given a 10% work furlough. The net result of this is that I have to been ordered not to work for 24 days of the yearly calendar and 18 of these days will happen during the academic year.

But, because I am already aware of uncertainties and unknowable variables in the fall semester—my impending ankle surgery, and other unusual circumstances that loom over campus this fall (e.g. flu and fire seasons), I have elected to limit class cancelation due to furloughs to the three classes of Thanksgiving week. Please plan your well-deserved Thanksgiving break accordingly.

You should keep an eye on my other furlough days – which are all Fridays listed on the class calendar (on the front page of Bb), and be aware that there are several other days this semester when I have been ordered not to do work. I'll be reminding you through the year of the annoying consequences of this work reduction.

My aim this year is to try to deliver the best product to you that I can, while working around a number of hardships. I hope you’ll have a memorable year for which we’ll all be proud to have pulled through together, and we’ll all turn to each.
other and say, "Great job, but let's never have a year like that again."