San Diego State University

Classics 303L — Reading Latin Prose (= Livy)
MW 2:00-3:15 — SH-348

Dr. Brad Cook, office AL 630
off. hrs. MWF 10-10:50
and by appointment (e.g., MWF between 11 and 1)
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and on Blackboard)

COURSE CONTENT & GOALS: The reading in ancient Latin of Bk 1 of Livy's history of Rome, *Ab urbe condita*.

1. We will assess our knowledge of the Latin morphology and syntax that was covered in first-year Latin and extend and enrich that knowledge base to comprehend and appreciate the challenging complexity of Latin morphology and syntax.

2. We will develop the skill to identify sense units, i.e., clauses, in Latin and thus to appreciate and understand Latin word order and sentences idiomatically.

3. We will analyze and assess the content of Livy's history of Rome and methods and concerns as a Roman historian amidst the tumultuous political, social, and cultural events of the first century B.C.

4. We will evaluate scholarship on Livy and synthesize our own interpretations, objective and personal, of Livy's history both for oral and written presentation.

Can be used for GE credit in (IV) Explorations—C. Humanities.

GOALS for GE Courses in the Humanities and Fine Arts: “Goal 1: Analyze written, visual, or performed texts in the humanities and fine arts with sensitivity to their diverse cultural contexts and historical moments. Goal 2: Describe various aesthetic and other value systems and the ways they are communicated across time and cultures. Goal 3: Identify issues in the humanities that have personal and global relevance. Goal 4: Demonstrate the ability to approach complex problems and ask complex questions drawing upon knowledge of the humanities.” (SDSU Catalogue)

TEXTS


RECOMMENDED


ALSO you want a good reference grammar. The textbook that you used for first-year Latin will help, but you should start to use a proper Latin grammar. A good intermediate grammar is:

Charles E. Bennet, *A New Latin Grammar* (Boston: Allyn & Bacon, 1918; ed. of 1908 and of 1895 are almost identical, but the 1918 ed. has some corrections and extra introductory material).

This excellent grammar is currently available “new” in a nearly useless printing/binding. I recommend that you get a used copy—many copies online (e.g., on abebooks.com). You can also get a a hypertext version at [http://www.thelatinlibrary.com/bennett.html](http://www.thelatinlibrary.com/bennett.html) or a pdf of it at [http://www.textkit.com/learn/ID/53/author_id/12/](http://www.textkit.com/learn/ID/53/author_id/12/)

DAILY WORK: It is expected that you will spend at least two and a half hours preparing for each (75 min.) class.

Suggested steps:

1. Read through a sentence, up to a semicolon or period, aloud while paying close attention to the word order; look up vocabulary; figure out the syntax; do not write out a translation.

2. Immediately repeat step 1.

3. Once finished with the assignment, reread it!, and re-look up any vocab.; write down any form, grammar, or content questions and/or thoughts; do not write out a translation.

4. Later that day, the next day, and/or just before class, reread each sentence as above; never write down a translation—as Plato said long ago, writing just gives us the opportunity to not know & remember things (Plato, *Phaedrus* 275a–b).

5. Come to class with your Latin text and your written questions and observations on the text—be prepared to translate and to discuss the syntax and content.
CLASSROOM PARTICIPATION: Daily translation and analysis of the text demands constant and consistent labor. Our goal is to understand the text (not to rattle off a memorized translation, accidently or otherwise). For every class meeting to be a success, you must come prepared to ask questions, translate, answer questions, and think on your mental feet. This means that you will receive credit for accomplishment as well as effort.

QUIZZES & EXAMS: There will be frequent five-minute quizzes on morphology and principal parts. There will be two exams (Mon. 10/6 and Mon. 11/10) and a final (Wed. 12/17) which will consist of passages to be translated, grammar questions to be answered, and a short essay. The exams and final must be taken as scheduled, unless a documentable medical or family emergency arises. The final will be on Wednesday, Dec. 17, 1:00-3:00 pm. In accordance with University policy, no final exam may be given early under any circumstances—mark your calendars now.

WRITTEN WORK: An essay on Livy’s preface and how it affects the text of his history that we have read (4–6 typed pages). Requirements:
   a. Briefly (i.e., no more than half a page) introduce the author, his life, and work.
   b. After reading at least three scholarly discussions, in books or articles, such as Moles 1993 and Walsh 1955 (see the bibliography below), on the preface and/or Livy’s motives and mission, write the body of your paper. We will read and discuss the preface and rediscuss it frequently, so keep notes and jot down your thoughts and observations throughout the semester. We will also dedicate an entire day to discussing the preface in Wk 12.
   c. Write a conclusion in which you summarize your observations and reflect on how these observations affect your reading of Livy, ancient Roman history, and all historical analysis.
   I will read first—complete—version of your essay as long as it is submitted by 11/26. Papers are due 12/10.

WEEKLY SCHEDULE: Due to the nature of the class it is nigh unto impossible to provide a day by day reading schedule. At the beginning of the semester we should be able to work through a page of text, in addition to reviewing and learning more morphology and syntax; by the end of the semester we should be reading nearly three pages per meeting.

ATTENDANCE POLICY: Civil, conscious (of yourself and others) attendance is expected; if you need to leave early, please sit near an exit and exit quietly. All electronic devices are to be turned off and stowed, e.g., no computers unless you have a documented need for such and you sit in the front row. If you miss class, come see me during an office hour or schedule an appointment (after class or by phone) immediately to discuss the missed material: it is your responsibility to speak with me about missed material. Absences can be excused for documented medical and/or family emergencies; in such cases the missed quiz will be excused. You are given two “personal” days for the semester, that is two days when a missed quiz will not affect your grade.

Students who have authorization forms from the DSS office should meet with me as early as possible to discuss any test accommodations and/or support services.

GRADE: Classroom Participation 15% + Quizzes 10% + Exams 17% & 18% + Final 20% + Essay 20% = 100%.

Grading follows the standard scale:

100-93 = A  92-80 = A-  89-87 = B+ 86-83 = B  82-80 = B-  79-77 = C+ 76-73 = C  72-70 = C-  69-67 = D+ 66-63 = D  62-60 = D-  59- = F

N.B. all work is to be your own; cheating and/or plagiarism will result in an F for the assignment, test, or the course.
BIBLIOGRAPHY on Latin Authors, esp. Historians, Latin Prose, etc.


BIBLIOGRAPHY specifically on Livy


