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
Office: AL-632
Office Hours: T/Th 8:00-9:15 am; Th 12:30-2:00
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Classics 599L: Special Study in Latin

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**


**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
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.”

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."