CLASS 303L-01  Section # 20878
CLASS 599L -05 (3 units) Section # 25115
Fall 2016
Lecture: 2:00pm-3:30pm MW
Classroom: AL-132

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594-1526
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Classics 303L: Reading Latin Prose
Classics 599L: Reading More Latin Prose

Texts

**REQUIRED TEXTS**

Davis, Sally, and Gilbert Lawall: *Cicero Somnium Scipionis* Prentice Hall 0-582-36751-4

**RECOMMENDED TEXTS**


**ONLINE CLASS ORDERS FOR FALL 2016**

You can buy the *Somnium* text from the bookstore online at [https://eva.aztecshops.com/sth/tbDefault.aspx](https://eva.aztecshops.com/sth/tbDefault.aspx).

Select SDSU - Fall 2016. Your order of greater than $50.00 earns you free USPS ground delivery in 48 hours. Unfortunately you can only break through that $50.00 minimum purchase if you buy all the texts. But please see my notes below before you buy all three texts. To get the **required text**, you should shop this class with your other classes to get free USPS ground delivery. All orders are shipped by the next business day. You can also order your books and have them waiting for you at the
bookstore for pickup. You can contact the SDSU Bookstore online ordering dept. at 866-388-7378.

****I’ve “recommened” two texts (which I have not placed at the bookstore but have linked to Amazon pages. The Gildersleeve Grammar (along with two other grammatic helps) are available here as public domain PDFs or permanent links to libraries.

****Every text we read this semester is un-adapted Latin that can be read as hyperlinked text from text bases online. These will give you access to any number of dictionaries that will gloss words for you.

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.

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: Cicero. 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.

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, weekly quizzes on vocabulary, paradigms of forms, and sundry memorization exercises will brace your grade from the bottom up.

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 Cicero 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 (Wednesday October 5) 20%
- Second Midterm (Wednesday November 9) 20%
- Stylistic Analysis Paper (Due December 21) 20%
- Final 20%
- Final Exam date: Friday, Dec. 16, 3:30-5:30

**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
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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.

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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.

This is an **Explorations course in the Humanities and Fine Arts**. 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.”

**The New Student Disability Blurb**

If you are a student with a disability and believe you will need accommodations for this class, it is your responsibility to contact Student Disability Services at (619) 594-6473. To avoid any delay in the receipt of your accommodations, you should contact Student Disability Services as soon as possible. Please note that accommodations are not retroactive, and that I cannot provide accommodations based upon disability until I have received an accommodation letter from Student Disability Services. Your cooperation is appreciated.