

Fall 2006, 11:00-11:52, MCDL 243

**Instructor:** Christopher M. Chinn

**Office:** COLE 61

**Office hours:** M 2:00-2:50, T 10:00-10:50 or by appointment. You can also try MWF 9-9:50, 12-12:50, or after 2:30 all week. It's always best to let me know ahead of time if you're going to drop by.

**Contact:** If you would like to make an appointment or would like help with the class, feel free to get in touch with me by any of the following methods.

- E-mail: [cmc033@bucknell.edu](mailto:cmc033@bucknell.edu)
- My office phone number: (570) 577-3728
- My mail box: Coleman 60
- My website: <http://www.facstaff.bucknell.edu/cmc033>

**Course objective:** The goal of this course is to improve students' facility at reading and interpreting Latin literature, in particular, the literature of the late Republic. Through our readings of Cicero and other writers, we will explore the ills of Late Republican political life during the notorious Conspiracy of Catiline. In so doing we will become acquainted with some of the methods that modern scholars use to study Roman literature and history.

**Course outline:** In this class we will devote most of our time to reviewing Latin grammar and to reading Cicero's *First Catilinarian Oration*. We will spend the first several weeks of the course in an intensive review of Latin grammar and vocabulary of the first year. Several tests and quizzes will be given during this time. In the second part of the course we will read the *First Catilinarian*, and hone our sight translation skills. Time permitting, we will also explore some of the many fascinating areas of Roman literature, history, and society. Students are expected to complete all assignments on time and to participate actively in class. As in any language course it is extremely important for students to maintain a disciplined regimen of daily study.

**Academic responsibility:** I take the issues of cheating and plagiarism seriously. In order to familiarize yourself with Bucknell's policies and procedures regarding appropriate academic behavior, please read the following site: <http://www.bucknell.edu/AcademicResponsibility/>. It is your responsibility to be aware of what constitutes academic misconduct, plagiarism, and other violations of academic responsibility.

**Texts:** We will be using three principal texts in this class, listed below.

- Frerichs, Karl, editor. *Cicero's First Catilinarian Oration*. Wauconda: Bolchazy-Carducci, 1997.
- Freundlich, Charles. *Review Text in Latin Three and Four Years*. Amsco School, 1967.
- Smith, William, editor. *Chambers Murray Latin-English Dictionary*, reissue edition. Chambers, 1994.

**Course expectations:** This is a language course and therefore you need to engage in daily intensive study to be successful. I expect you to come to class every day with all assigned work completed. Below are the tasks you'll be assigned this term.

- **Grammar exams:** There will be several comprehensive grammar exams during the review portion of the course. Each exam will include sections covering the morphology and syntax lessons from the Freundlich text and sentences to translate and parse.

- **Translation exams:** There will be several translation exams during the second part of the course. You will be asked to translate excerpts from the *First Catilinarian*, as well as sight passages.
- **Quizzes:** Throughout the term we will review vocabulary and basic inflection. Material for quizzes will be drawn from vocabulary lists I will provide. Please also consult pp. 190-209 of Freundlich for an essential vocabulary list.
- **Stylistic Analysis:** You will be asked to produce a stylistic analysis of a passage in the *First Catilinarian*. This will involve a 1-2 page discussion of the facets of Cicero’s use of vocabulary, grammatical structures, and rhetorical tropes
- **Participation and Homework:** All students are expected to be prepared every day and to participate in all drills and translation exercises. For details on my ideas on participation, see below.

No late work will be accepted, and all exams must be taken on the date scheduled. Letter grades will be assigned according to Bucknell standards. Feel free to ask me at any point in the quarter for an update on your grade.

**Grading:** I don’t believe in grade inflation. I also don’t believe in arbitrary averages. It is perfectly possible for every student in my classes to get an A. Nevertheless it usually turns out that students tend to distribute themselves along a curve centered around a B- or so. I do not intentionally grade that way, however. I set standards, and then observe how students perform.

<u>Grade Breakdown</u>	<u>Grading Scale</u>		
Grammar exams: 30%	A	94-100%	C+ 77-79%
Translation exams: 30%	A-	90-93%	C 73-76%
Quizzes: 10%	B+	87-89%	C- 70-72%
Stylistic analysis: 15%	B	83-86%	D 60-69%
Participation and attendance: 15%	B-	80-82%	F 0-59%

A=superior achievement; B=high pass; C=pass; D=low pass; F=failing work.

**In-class etiquette:** Assignments and lectures often stimulate useful and perhaps intense class discussions. For this reason, all participants in the course are expected to honor the following guidelines for our discussion:

- Whenever possible, speak from your own experience, saying, for example, “I think...” or “In my experience, I have found...” rather than generalizing your experience to everyone.
- All class discussions should be considered confidential.
- Avoid overt or covert put-downs, either of other class members, religious groups, other types of communities, etc. This includes negative body language, such as eye-rolling or groaning while another person is speaking.
- Turn off all electronic devices before entering room. I.e. **TURN OFF YOUR CELL PHONE!**

**Participation:** Your participation grade will be based on the following scale.

**A:** The student arrives to class on time, has done her/his homework, participates actively, and takes initiative. S/he works well with the other students in pair and group work and engages in critical thinking with her/his colleagues by asking pertinent, challenging, and constructive questions. This student is not afraid to speak in front of the group or to answer questions even when s/he is not entirely confident of the answer/s.

**B:** The student arrives to class on time and has done her/his homework. S/he is present, takes notes, and seems engaged, but lacks initiative, speaking only when called upon.

**C:** The student arrives to class more or less on time but appear reluctant to be there. S/he may or may not have done the homework – it is difficult to tell because s/he does not really participate. The student sometimes speaks to other during class on issues not related to the course material.

**D:** The student arrives late without explanation and is barely present in the class. S/he has forgotten the text, her/his notebook, etc. S/he shows very little interest in which is happening in class and considers group work and class discussion a “recess” of sorts. This student is often disruptive to the learning environment in the classroom.

**F:** The student is absent beyond three times.

**Schedule of Readings and Topics:** The following table indicates the dates on which we will examine readings and assignments.

“F”=Freundlich; “Cicero lines”=line numbers in Frerich’s edition of the *First Catilinarian*

<b>Week</b>	<b>Dates</b>	<b>In Class</b>	<b>Assignment</b>
<b>1</b>	Aug 23		
	Aug 25		F 1-2
<b>2</b>	Aug 28	Q (regular verbs 1-2)	F 3-4
	Aug 30	F 7	F 5-6
	Sept 1	Q (regular verbs 3-4)	F 8
<b>3</b>	Sept 4	Q (irregular verbs)	F 9
	Sept 6	Q (deponent verbs)	F 10-11
	Sept 8	G EXAM 1 (conjugation)	
<b>4</b>	Sept 11	Q (nouns 1-2)	F 12
	Sept 13	Q (nouns 3-5)	F 13
	Sept 15	G EXAM 2 (declension)	
<b>5</b>	Sept 18	Q (adjectives 1-2)	F 14
	Sept 20	F 16	F 15
	Sept 22	Q (adjectives 3)	F 17-18
<b>6</b>	Sept 25	Q (pronouns & demonstratives)	F 19-20
	Sept 27	F 23	F 21-22
	Sept 29	G EXAM 3 (grammar & syntax)	
<b>7</b>	Oct 2	Intro to Cicero/lines 4-11 in class	
	Oct 4		Cicero lines 12-22
	Oct 6		Cicero lines 23-34
<b>8</b>	Oct 9		Cicero lines 35-45
	Oct 11		Cicero lines 45-54
	Oct 13	T EXAM 1	
<b>9</b>	Oct 16	FALL RECESS, NO CLASS	
	Oct 18		Cicero lines 55-69
	Oct 20		Cicero lines 69-85
<b>10</b>	Oct 23		Cicero lines 86-104
	Oct 25		Cicero lines 105-118
	Oct 27		Cicero lines 119-136
<b>11</b>	Oct 30		Cicero lines 136-149
	Nov 1		Cicero lines 150-169
	Nov 3	T EXAM 2	
<b>12</b>	Nov 6		Cicero lines 170-193
	Nov 8		Cicero lines 194-219
	Nov 10		Cicero lines 220-239
<b>13</b>	Nov 13		Cicero lines 240-262
	Nov 15		Cicero lines 263-283
	Nov 17	T EXAM 3	

<b>14</b>	Nov 20	Stylistic analysis due	<b>**STYLISTIC ANALYSIS DUE**</b>
	Nov 22	THANKSGIVING, NO CLASS	
	Nov 24	THANKSGIVING, NO CLASS	
<b>15</b>	Nov 27		Cicero lines 284-308
	Nov 29		Cicero lines 309-317
	Dec 1	T EXAM 4	
<b>16</b>	Dec 4	Overflow	

**Reference Works:** Below is a list of books and articles that pertain to the study of Latin and of Cicero in particular.

### General

- Cary, Max. and Henry H. Scullard. 1975. *A History of Rome*, 3<sup>rd</sup> edition. New York: St. Martins.
- Conte, Gian Biagio. 1994. *Latin Literature: A History*. Translated by Joseph B. Solodow. Baltimore: Johns Hopkins University Press.
- Hornblower, Simon and Anthony Spawforth, editors. 1996. *The Oxford Classical Dictionary*, 3rd edition. Oxford: Oxford University Press.

### Grammatical

- Glare, P. G. W., editor. 1982. *Oxford Latin Dictionary*. Oxford: Oxford University Press.
- Mahoney, Anne, editor. 2001. *Allen and Greenough's new Latin grammar for schools and colleges*. Newburyport MA: Focus.
- Woodcock, E. C. 1996. *A New Latin Syntax*. London: Methuen, 1959; London: Bristol.

### Historical

- Gruen, Erich. 1974. *The last generation of the Roman republic*. Berkeley and Los Angeles: University of California Press.
- Gruen, Erich. 1969. "Notes on the first Catilinarian conspiracy." *CP* 64: 20-24.
- Hardy, E.G. 1917. "The Catilinarian conspiracy in its context." *JRS* 7: 153-228.
- Phillips, E. J. 1976. "Catiline's Conspiracy." *Historia* 25: 441-448.
- Seager, Robin. 1964. "The first Catilinarian conspiracy." *Historia* 13: 338-347.
- Stockton, David. 1971. *Cicero: a political biography*. London: Oxford University Press.
- Syme, Ronald. 1939. *The Roman revolution*. Oxford: Oxford University Press.
- Taylor, Lily Ross. 1949. *Party politics in the age of Caesar*. Berkeley and Los Angeles.
- Waters, K. H. 1970. "Cicero, Sallust and Catiline." *Historia* 19: 195-215.
- Wiedemann, Thomas. 1994. *Cicero and the end of the Roman republic*. London: Bristol.
- Yavits, Z. 1963. "The failure of Catiline's conspiracy." *Historia* 12: 485-499

### Stylistic

- Johnson, W. R. 1971. *Luxuriance and Economy: Cicero and the Alien Style*. Berkeley and Los Angeles: University of California Press.
- Konstan, David. 1993. "Rhetoric and the crisis of legitimacy in Cicero's Catilinarian orations." Pp. 11-30 in *Rethinking the history of Rhetoric: multidisciplinary essays on the rhetorical tradition*. Edited by Takis Poulakos. Boulder: Westview Press.
- Leeman, A. D. 1963. *Orationis ratio: the stylistic theories and practice of the Roman orators, historians and philosophers*. Amsterdam: A. M. Hakkert.
- MacKendrick, Paul. 1995. *The speeches of Cicero : context, law, rhetoric*. London: Duckworth.
- Vasaly, Ann. 1993. *Representations: images of the world in Ciceronian oratory*. Berkeley and Los Angeles: University of California Press.
- Von Albrecht, Michael. 1989. *Masters of Roman prose from Cato to Apuleius: interpretive studies*. Translated by Neil Adkins. Liverpool: Francis Cairns.
- Von Albrecht, Michael. 2003. *Cicero's Style: A Synopsis Followed by Selected Analytic Studies*. *Mnemosyne Suppl.* 245. Leiden: Brill.