

ICLAT 292/392: Literature of the Late Republic

Fall, 2004

Course Director:

- Prof. Anne Leen, Furman University, anne.leen@furman.edu

Technical Support:

- Dr. Rebecca Davis, ACS Technology Center, rdavis@colleges.org
- Dr. Patricia Gray, ACS Technology Center, pgray@colleges.org

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Description

This course, making extensive use of resources available via the internet, focuses on the literature of the Late Republic. Readings will come primarily from the works of Cicero, Catullus and Lucretius. Students will participate in a weekly webcast lecture, an on-line discussion moderated by faculty members from participating institutions in the Associated Colleges of the South, and weekly tutorials with faculty members at their home institutions. This course is specifically designed for advanced students and will include a rigorous study of the cultural and historical context during the Late Republic. Students will also become familiar with the current interpretative approaches to the material.

Objectives

Advanced students of Latin will continue developing their understanding of the language by studying the literature that evolved during the Late Republic. The course will focus on the poems of Catullus and Lucretius and prose works of Cicero. Although students often study Catullus and Cicero in intermediate Latin, this course will focus on works that are less often studied, and will read them against a study of the larger social, political, and cultural context of the Late Republic. The course will also address a number of interpretative issues related to the literature of this period.

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Course Requirements

Design: The course consists of several elements: readings, online discussion, online common session, and meeting with the campus tutor. Each week readings and online discussion will precede and prepare for the coming online common session. Meetings on individual campuses are arranged by local faculty and students.

Preparation: This course is intended for advanced, mature students, who can effectively and conscientiously work through the readings and fulfill the assignments with minimal supervision. The participating faculty members presuppose that students will come to each event prepared to participate actively. Students should take advantage of every resource to ensure that they thoroughly understand the readings and have a command of

the interpretive issues that will form the basis of the lectures, discussions, and tutorials. There are two levels of students for this Latin class. Students in Latin 392 are responsible for extra Latin readings (in addition to those read by students in Latin 292). The 392 Latin readings are listed first under the reading assignment for each week. Students in Latin 292 should read these extra Latin readings in English translation. Readings in English should be completed by all students.

Common Session: Beginning September 13, students and faculty members will "meet" for a common session on Monday evenings. Those from institutions in the Central Time zone will have class from 5:30 p.m. to 7:00 p.m. Students in the Eastern Time zone will meet from 6:30 p.m. to 8:00 p.m. The final common session will take place on Monday, November 29.

The common sessions are led by a different faculty member each week, in order to expose students to a variety of approaches and expertise. Generally, they consist of audio lecture and discussion via a chat room. The audio lectures will originate at one of the participating institutions and be available as a RealAudio webcast to all of the participants in the course. Shortly before the common session begins, students will [log into the Virtual Classroom](#) in the ACS Course Delivery System (CDS) (<http://apps.nittle.org/cds/>) with the associated chat room, which will allow the director of the course to monitor the reception of the audio lecture, ensure that students receive credit for attending, and permit students and faculty members to direct questions to the lecturer.

Because the audio lectures and chat will be available over the internet both during the live webcast and as archived files, which participants can subsequently access from the ACS CDS, there will be no excuse for missing a common session, and students can expect to encounter questions on the examinations concerning the content of the lectures and the lecturers' responses to questions from the participants.

Response Papers : Students will participate in an on-line discussion during the week (Thursday-Saturday). This will take place via [the ACS Course Delivery System \(CDS\)](#). You must be registered for the course to receive a user-name and password. Please contact Rebecca Davis at rdavis@colleges.org or (512) 863-1734 if you have not received your log-in information.

Due Dates and Times for Discussion Questions	
Time	Activity
9 AM (CST) Thursdays	First Answers to Study Questions due
12 noon (CST) Thursdays	First Answers Released by Course Director
9 AM (CST) Saturdays	Responses to other students' answers due

Students will be expected to share their views of the readings and lectures with their peers through the CDS. A set of study questions will accompany each reading assignment. Students will post their responses to these questions by no later than 9:00 AM each Thursday as noted on the schedule above. The questions are designed to evoke a sustained, synthetic engagement with the readings. At the conclusion of the course, the weekly contributions of each student to the discussion list should represent a significant body of interpretative work. Consequently, the response to each question should be considerably more than a sentence or two and each set of responses should represent a focused, reflective engagement with the readings after the texts have been

thoroughly read and studied. The director of the course will review the responses and post them to the discussion list by 12:00 noon each Thursday. Please note that the director of the course will return to the student any posting to the CDS that does not meet minimal standards of engagement with the material. After the responses to the study questions appear on the CDS, students will then be responsible for carefully reading and commenting on at least one other set of responses. Students must post their comments by 9:00 a.m. on Saturday (unless otherwise instructed by the director of the course).

Some weeks, instead of the strictly regulated schedule listed above, students will be asked to participate in a more free-form discussion, e.g., with two substantive posts required. See the study questions module in the CDS for specific questions.

Grading of the Discussion

The grade for this element of the course will consist of two components. The first, which accounts for ten percent of the students' final grades, will depend on the students' adequately and timely responding to the study questions and providing thoughtful commentary on the responses of at least one of their peers. Students will receive full credit for posting their responses to the questions and their commentaries on the remarks of other students by the scheduled deadlines. The second component, ten percent of the final grade, will reflect the quality of the contributions. The on-campus tutors will award this grade. (Please note that the on-campus tutors, or "mentors" as they will be designated in the following materials, may require additional work on this component of the course to reflect the time spent in the course before or after the period of collaborative activities. This work may take various forms such as an introduction, epilogue, critical review, or expansion on one or more of the topics.) These two components will account for twenty percent of the students' final grades.

Tutorials: Each student will meet for at least one hour every week with a mentor at her or his home institution. The times and locations of these meetings will be determined on each campus. Students are responsible for contacting their faculty mentors and finalizing the details of their weekly meetings. The quality of these meetings, as measured by students' preparation, attendance, and engagement with the readings, will account for twenty percent of their final grades.

Examinations: As noted on the accompanying schedule, there will be two hourly examinations during the course of the semester. Examinations may vary slightly in format, but all will feature 1) the translation and/or reading comprehension of seen and sight passages and 2) essay questions of various types and lengths. The translation and reading comprehension portion of the examinations will cover readings from the authors we have studied since the previous exam, addressing the features of the Latin language (vocabulary, grammar, and syntax; style; rhetorical or poetic figures) as reflected in these readings and in additional sight passages. In answering the essay questions students should draw upon 1) the primary source readings (both Latin and English), 2) the information and ideas presented in the lectures, and 3) the ideas that students have developed in the on-line discussion of the study questions. Each of the hourly examinations will account for twenty-five percent of the final grade. For more information on the grading of the exams, please consult the "[Grading Guidelines](#)."

Design of the examinations

1. The mentors from each campus will collaborate on the design of these examinations to ensure that they reflect the common experience of the students in the course. During this design process, the mentors also establish the evaluative guidelines they will follow when grading the quizzes and examinations.
2. The grading process

When students submit their work, the course director will remove any biographical information from the exams and distribute the responses to the mentors who will evaluate the students' work without knowledge of the students' identity. This anonymous procedure ensures that students from different institutions will receive an impartial evaluation of their work. When the mentors return the exams to the director, she or he will combine the work with the biographical data and return the graded work to the students and their faculty mentors. As is true of all courses at the collegiate level, only the student and her or his faculty mentor will receive the grades.

3. Studying for examinations

Sunoikisis has designed this system of evaluation to make it easier for students to prepare for and complete the exams. Questions about the grading should be referred to the director of the course, Prof. Anne Leen, Furman University, anne.leen@furman.edu.

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Evaluation

Grades will be based on the following components:

Class preparation and work in tutorial:	30%
Participation in the on-line discussion:	20%
First examination:	25%
Second examination:	25%

Primary Readings

- Catullus, [Carmina](#)
- Cicero, [Pro Caelio](#), [Somnium Scipionis \(=De Re Publica 6.9-29\)](#)
- Lucretius, [De Rerum Natura](#)

Suggested Texts:

- Catullus. *Carmina*, R.A. Mynors, ed. Oxford. ISBN: 0198146043
- M. Tulli Ciceronis. *pro M. Caelio Oratio*, R. G. Austin, ed. Oxford ISBN: 0198140622

- *Cicero's Somnium Scipionis*, Sally Davis, Gilbert Lawall, eds. Prentice Hall School Group. ISBN: 0582367514
- *Lucreti de rerum natura*, C. Bailey, ed. Oxford. ISBN: 0198146248
- Lucretius Carus, Titus. *De Rerum Natura: libri sex*. ed. William Leonard and Stanley Smith. Madison: University of Wisconsin Press, 1970. The necessary pages of this commentary have been scanned and are available in the CDS under Course Materials: Readings and Texts.

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Documentation about the Course Delivery System (CDS) and Live Sessions

- [Help: Using the Course Delivery System in the ICC's](#) -- information for both students and faculty members about using the CDS.
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Schedule of Assignments

Please note that numbers for poetry (Catullus and Lucretius) refer to line numbers, while numbers for Cicero refer to section numbers. Numbers in square brackets [] are approximate word totals. Readings for the 392 level are listed first. Students in 292, are responsible for reading all the passages assigned for the 392 level. Passages not read in Latin, should be read in English. In general, students should read all works in their entirety; all sections not read in Latin, should be read in English.

Preliminary Readings:	<p>L. S. Mazzolani, <i>The Idea of the City in Roman Thought: From Walled City to Spiritual Commonwealth</i> (Bloomington 1967) ch. 7, "From Sulla to Augustus" (available under course materials: Readings and Texts in the CDS)=Mazzolani99-125.pdf</p> <p><i>A History of the Roman People</i>, Fourth edition, A. Ward, F. Heichelheim, C. Yeo, Prentice Hall 2003. Chapters XVI-XIX. (available under course materials: Readings and Texts in the CDS)</p> <ul style="list-style-type: none"> • Ch. XVI (pp. 175-182) Marius and Sulla: Civil War and Reaction, 88-78 BC=Chapter XVI.pdf • Ch. XVII (pp. 183- 198) Personal ambitions and public crises, 78-60 BC=1432 Chapter XVII.pdf • Ch. XVIII (pp. 199-206) The Rise of Caesar, 60-52 BC=Chapter XVIII.pdf • Ch. XIX (pp. 206-216) Caesar wins and is lost, Mid-50s to 44 BC=Chapter XIX.pdf 	
Topic 1		
	<u>Reading (392):</u>	Lucretius proem, 1.1-42 [287] Catullus 1, 10, 28, 86 [360] <i>Pro Caelio</i> , 1-2 [217]
	<u>Reading (292):</u>	Lucretius proem, 1.1-42 [287] Catullus 1, 28, 86 [170] <i>Pro Caelio</i> , 1 [133]
Monday,	<u>Common</u>	Politics of Venus (Walt Stevenson, University of Richmond)

9/13/04:	<u>Session (1)</u>	TOPICS OF VERGIL (WALTER STEVENSON, UNIVERSITY OF RICHMOND)
Topic 2		
	<u>Reading (392):</u>	Catullus 55, 113 (Pompeius)--read with English translation [134] <i>Pro Caelio</i> : 3-9, 18-19 [906]
	<u>Reading (292):</u>	Catullus 55, 113 (Pompeius)--read with English translation [134] <i>Pro Caelio</i> 6-9, 18-19 [635]
	<u>Home campus tutorial(s)</u>	
Wednesday-Friday, 9/15-17:	<u>On-line discussion</u>	See the Study Questions module in the CDS.
Monday, 9/20:	<u>Common Session (2)</u>	Theater of Pompey (Hal Haskell, Southwestern University)
Topic 3		
	<u>Reading (392):</u>	<i>Pro Caelio</i> , 31-38 [1015] Catullus 49, 79 [60]
	<u>Reading (292):</u>	<i>Pro Caelio</i> 33-34, 36-38 [682] Catullus 49, 79 [60]
	<u>Home campus tutorial(s)</u>	
Wednesday-Friday, 9/22-24:	<u>On-line discussion</u>	See the Study Questions module in the CDS. Skinner, M. B. " Clodia Metelli ." <i>Transactions of the American Philological Association</i> 113 (1983) 273-287. <ul style="list-style-type: none"> • Large PDF: clodia metelli lg.pdf • Small PDF: clodia metelli sm.pdf Skinner, Marilyn, " Pretty Lesbius ," <i>Transactions of the American Philological Association</i> 112 (1982) 197-208 <ul style="list-style-type: none"> • Large PDF: pretty lesbius lg.pdf • Small PDF: pretty lesbius sm.pdf
Monday, 9/27:	<u>Common Session (3)</u>	Cicero and the Claudii/Clodii (Anne Leen , Furman University)
Topic 4		
	<u>Reading (392):</u>	<i>Pro Caelio</i> 43-50, 78-80 [1065]
	<u>Reading (292):</u>	<i>Pro Caelio</i> 48-50, 78-80 [612]
	<u>Home campus tutorial(s)</u>	
Wednesday-	<u>On-line</u>	

Friday, 9/29-10/1:	<u>discussion</u>	See the Study Questions module in the CDS.
Monday, 10/4:	<u>Common Session (4)</u>	Sexual Mores in Rome (Holly Sypniewski, Millsaps College)
Topic 5		
	<u>Reading (392):</u>	Catullus 2, 5, 7, 8, 24, 32, 45, 48, 50, 51, 70, 83, 85, 87, 99, 104, 107 [1081]
	<u>Reading (292):</u>	Catullus 2, 7, 24, 32, 50, 51, 70, 83, 85, 87, 104, 107 [642]
	<u>Home campus tutorial(s)</u>	
Wednesday-Friday, 10/6-8:	<u>On-line discussion</u>	See the Study Questions module in the CDS.
Monday, 10/11:	<u>Common Session (5)</u>	Catullus as Love Poet (Glenda Carl , Southwestern University)
Topic 6		
	<u>Reading (392):</u>	Catullus 6, 11, 15, 16, 33, 37, 39, 41, 43, 57, 58, 84, 93, 94, 97, 104 [1089]
	<u>Reading (292):</u>	Catullus 11, 16, 39, 41, 43, 57, 58, 84, 93, 94, 97, 104 [745]
	<u>Home campus tutorial(s)</u>	
Wednesday-Friday, 10/13-15:	<u>On-line discussion</u>	See the Study Questions module in the CDS.
Monday, 10/18:	<u>Common Session (6)</u>	Catullus and Invective (Kenny Morrell, Rhodes College)
Topic 7		
	<u>Reading (392):</u>	Catullus 63, 101 [705] Lucretius 2.600-660 [385]
	<u>Reading (292):</u>	Catullus 63.1-11, 74-93; 101 [276] Lucretius 2.600-660 [385]
	<u>Home campus tutorial(s)</u>	
Wednesday-Friday, 10/20-22:	<u>On-line discussion</u>	See the Study Questions module in the CDS.
Monday, 10/25:	<u>Common Session (7)</u>	Myth and Religions; Venus and Magna Mater (Hal Haskell, Southwestern University)
Topic 8		

	<u>Reading (392):</u>	Lucretius 1.50-173, 215-264 [819+335=1160]
	<u>Reading (292):</u>	Lucretius 1.62-101, 136-55, 215-37, 250-64 [661]
	<u>Home campus tutorial(s)</u>	
Wednesday-Friday, 10/27-29:	<u>EXAM 1 (Topics 1-7)</u>	See the Exams module in the CDS.
Monday, 11/1:	<u>Common Session (8)</u>	Roman Reactions to Hellenistic Philosophy (Dean Simpson, University of Richmond)

Topic 9

	<u>Reading (392):</u>	Lucretius 4.962-1120 [1038]
	<u>Reading (292):</u>	Lucretius 4.962-1036, 1097-1120 [630]
	<u>Home campus tutorial(s)</u>	
Wednesday-Friday, 11/3-5:	<u>On-line discussion</u>	See the Study Questions module in the CDS.
Monday, 11/8:	<u>Common Session (9)</u>	Representation and Interpretation of Dreams (David Sick, Rhodes College)

Topic 10

	<u>Reading (392):</u>	Cicero, <i>Somnium Scipionis</i> (=De Re Publica 6), 9-19 [1252]
	<u>Reading (292):</u>	Cicero, <i>Somnium Scipionis</i> (=De Re Publica 6), 9-11, 13-16.
	<u>Home campus tutorial(s)</u>	
Wednesday-Friday, 11/10-12:	<u>On-line discussion</u>	See the Study Questions module in the CDS.
Monday, 11/15:	<u>Common Session (10)</u>	Roman Ancestors (Susanne Hofstra, Southwestern University)

(11/22): THANKSGIVING WEEK: NO COMMON SESSION

Topic 11

	<u>Reading (392):</u>	Cicero, <i>Somnium Scipionis</i> (=De Re Publica 6), 20-29 [972]
	<u>Reading (292):</u>	Cicero, <i>Somnium Scipionis</i> (=De Re Publica 6), 20-21, 23, 25-26
	<u>Home campus tutorial(s)</u>	
Wednesday-Friday, 11/17-19:	<u>On-line discussion</u>	See the Study Questions module in the CDS.

Monday, 11/29:	<u>Common Session</u> (11)	Greeks and Romans (Joseph Farrell, University of Pennsylvania)
Tuesday- Thursday, 12/7-9	<u>Final Exam</u>	See the Exams module in the CDS.

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