

Georgetown University, Department of Classics
Summer 2017

Intermediate Latin
CLSL 101

May 22th – June 9th
MTWRF 9:30-11am, 2-3:15pm
WG 209

Sandro La Barbera
Healy 318
sl1140@georgetown.edu

office hours: MW 10:30am-12pm, or
by appt.

Overview

Intermediate Latin is intended for students who have learned normative Latin grammar and are ready to read original texts of such authors as Cicero and Virgil. This course is the crowning achievement of what is normally taught at Georgetown in the first-year sequence of Latin, and students taking it are supposed to know the fundamentals of the language and to have already experienced first-hand reading of ancient texts. The goal of the class is to review and deepen the knowledge of grammar by only working with original texts. In particular, students will read Cicero's *Catilinarians* 1 and 3, and Virgil's *Aeneid*, Book 2. The pace of classes will be coherent with the goal of reading these texts within a three-week course, and the training students will receive will be intensive. The class meets Monday through Friday, twice a day, and students are required to attend all classes. Intermediate Latin fulfills the language requirement in the College.

Course Description and Contents

In the first part of the course, we will be reading two of the four speeches that Cicero held publicly against Catiline, his worst political enemy in the late 60s and, as long as we may infer from extant sources, a ferocious and wild conspirator against the Roman republic. The *First Catilinarian* was pronounced in front of the Senate and therefore directed to an audience of *optimates*, i.e. noblemen whose wealth and social prestige allowed them to attain the highest level of power in Rome as represented in the senatorial college. In this lawcourt speech, Cicero addresses the senators' fear that Catiline and his followers could eventually abolish their power and the *mos maiorum*, i.e. the traditions and customs that Romans held as the foundation of Rome's lifestyle and place in the world. The *Third Catilinarian* was instead directed to the People of Rome, including all social components, especially the urban *plebs* to whose age-old issues and complaints about social injustice Catiline's revolutionary ideas and means might have, and conceivably did, appeal.

As much as Cicero represents the acme of Latin prose, Virgil does so for poetry, as his oeuvre, and especially the *Aeneid*, was considered the pillar of all Latin poetry since its posthumous publication in the last decades of the 1st century BC, through the Late Antiquity and Middle Ages, up to modern times. *Aeneid* 2 is the book in which the mishaps of the Trojan Aeneas, the protagonist and future founder of Rome, and his comrades start being recounted in first person by Aeneas himself to the queen Dido, on whose shores they have

landed after being shipwrecked during their flight from Troy. The last moments of this city, finally occupied by the Greeks after a 10-year siege, are immortalized in an account that sees the Trojan Horse, the death of Laocoon, the flight of Aeneas, and several other notorious episodes of the Trojan saga, all assembled and narrated in epic style. Dealing with a poet means that, apart from general concerns with grammar and translation, we will have to perfect the reading of the Latin hexameter, mastering it in such a way that students will be able to scan and read metrically at first sight.

Goals

At the end of the course, students will have solidified their notions of Latin grammar, and they will have learned to deal with unabridged Latin texts in the original, contextualize them historically and in the broader frame of Latin literature, accurately read and translate Latin prose and poetry at sight, scan and read hexameters at sight, manage basic discussions of style in prose and poetry. Once students acquire these skills, they will be able to access advanced courses in Latin language and literature.

Course Approach

For each class, students will prepare a portion of the text under examination (respectively: Cicero's first and third *Catilinarians*, and Virgil's *Aeneid*, book 2). Before coming to class, students will have studied the Latin text, translated it independently of other people's translations, and examined grammar and vocabulary peculiarities occurred while reading. In class, students will be asked to translate the assigned portion with fluency.

Class work will be a very relevant part of the course, and as such it will be graded independently. The importance of class work entails the importance of **attendance**, which will be included in this grade, along with participating in class with legitimate questions and observations, answering my questions, and going over the homework. **Homework** is mandatory and consists predominantly of reading and translating assigned portions of text that will be the basis for class work.

Quizzes, both announced and unannounced, will be administered regarding both the texts that we will have already covered and new ones to translate at sight. More details will be given on the **final exam** during the course. Quizzes and exams are independent parts of grading and may not be retried in any case. The only possible exception is for serious and documented cases of illness or extraordinary circumstances.

Grading Scheme

1. **class work** (35%)
2. **quizzes** (35%)
3. **final exam** (30%)

Required Texts (*available at Georgetown University Bookstore*)

S. O. Shapiro, *'O Tempora! O Mores!' Cicero's Catilinarian Orations* (Oklahoma 2005)

- R. T. Ganiban, *Virgil: Aeneid II* (Focus 2012)
F. Moreland, R. Fleischer, *Latin: an Intensive Course* (Berkeley 1977)
J. Traupman, *The Bantam New College Latin & English Dictionary, Revised Edition*
(Bantam 2007)