Course Details
We will read Cicero's four speeches against Catiline and Sallust's monograph on the conspiracy, paying careful attention to matters of syntax and style as well as the historical or rhetorical importance of selected passages. Students will be expected: (a) to prepare each original language assignment in advance of the class meeting; (b) read and analyze the scholarly literature associated with the conspiracy of Catiline; and (c) to be prepared to discuss these materials in class. Topics for discussion will include the political background to the conspiracy, the accuracy of these narratives, the generic elements of conspiracy narratives, and the development of Latin prose style.

Contact Details
Office: Lawson 3206 (next to the main office)
Email: dnousek@uwo.ca
Phone: 519-661-2111 x87481
Office Hours: TBA

Class Meetings
The course meets Thursdays from 2:30-5:30 in Lawson 3320.

Course Texts and Resources

Grade Assessment
Participation and engagement 15%
Sight Translation 10%
Midterm (TBA) 20%
Research Paper* (due Dec. 19) 25%
Final Exam (TBA) 30%

*includes an in-class presentation of preliminary research/case study findings (see below)

Course Policies

Attendance and Assigned Readings
Students are expected to prepare the Latin assignment for each week in advance. By 'prepare' I mean that students should read the Latin sentence-by-sentence, looking up any unfamiliar words or forms and making notes about these for future reference, or for asking questions regarding syntax or usage in the seminar meeting. Once students have mastered the Latin grammar of the assigned passage, they should
go over it again with an eye to identifying elements of interest with regard to style, content and/or literary and thematic patterns. Students should likewise come prepared to discuss the historical content and literary aspects of the Latin assignment. For assignments of secondary literature, students should come prepared to contribute actively to the discussion: a good rule of thumb is to have prepared in advance at least two observations and one question about the scholarly text and its relationship to Caesar. These contributions will be noted and count towards the participation grade (see below).

**Class Procedure**

At the beginning of each class meeting we will review lingering problems or questions from the previous session. We will then take up the content and interpretation of the current assignment, spending time on selected passages from the assignment. We will not be able to translate the entire assignment during our seminar meetings; rather, I will call upon individual students at random to render the Latin into English for the passages on which we will focus our analysis. Students will nevertheless be expected to have read, absorbed and analyzed the whole of the Latin assignment. We will, in addition, spend some time in each seminar meeting working through some Latin at sight (this is good for the soul!).

During the discussion segments of our seminar meetings, we will concentrate on various aspects of Catiline’s conspiracy including (but not limited to) the style and argument of Cicero’s four speeches, their intended audience, the veracity of Cicero’s allegations against Catiline, comparing Sallust’s narrative account with Cicero’s oratorical one, and examining the historical record for any recoverable evidence for the events of 63 BCE. Students are naturally welcome to explore other approaches to the texts in accordance with their interests, but are likewise advised to take the opportunity to broaden their interests.

**Course Objectives**

The overall goal of this course is to provide an opportunity for students to become familiar with the characteristics of Latin prose as practiced by Cicero and Sallust. Through completion of reading assignments in Latin, students will develop their speed and comprehension in reading Latin prose. In addition, this course will acquaint students with the historical period of the late republic, in particular with the events of the 60s BCE. Students will become familiar with various scholarly interpretations of Catiline’s Conspiracy, and will engage in close reading of passages to identify connections and parallels between different segments of the text(s).

**Learning Outcomes**

At the end of this course students will be familiar with the events of the Catilinarian Conspiracy, as best as they can be recovered through our main primary sources. Students will have practiced and improved their ability to read Latin, gaining familiarity with the literary features of republican prose style and the characteristics of the genres of oratory and historiography. Students will have developed their skills at scholarly research and writing, learning to read and analyze critically both primary and secondary sources. Students will practice and develop their skills in organizing, researching and communicating their ideas and arguments in a logical and persuasive manner. More broadly, students will have sharpened their skills in analytical and critical thinking.

**Exam Information**

The midterm is designed to test your skills in two crucial areas for reading Latin literature: (1) your knowledge of the Latin language (diction, morphology, syntax) and (2) your ability to interpret and analyze the literary, thematic and stylistic elements of the works that form the content of our reading. The midterm will ask you to translate passages from our readings and will be designed to gauge your facility with Cicero’s Latin. The final examination will concentrate on Sallust’s text, but will ask you to incorporate elements of the full span of the course.
**Research Paper**

**Presentation:** students will present their preliminary research at seminar meetings in October and November. The presentations will be 15-20 minutes in length, followed by discussion. Presenters will assign in advance materials to be read by the rest of the class (at least one article or book chapter, together with a focused reading in at least one ancient source), and supply questions to direct and focus the class’s reading of these materials. *This assignment must be sent to the class (via email or OWL) at least one week prior to the student’s presentation.* Students will be required to provide (and submit electronically to the instructor) either a handout or a PowerPoint, or both, along with relevant bibliography. Non-presenters must be prepared to contribute to the discussion by asking questions and offering feedback to the presenter. The comments and feedback received in the discussion period should be incorporated into the final research paper.

**Research Paper:** The research papers submitted in December (due December 19, by email) are expected to be more fully developed versions of the preliminary ideas sketched out and given a test-run in the seminar presentation. The length of these papers should be approximately 4000-5000 words. You will thus have more room in the research paper to address the contributions of previous scholarship as well as to examine more closely the evidence for your arguments from the texts we’ve studied (and comparable texts, where appropriate). You should make sure to include your own translations into English of all passages of Greek and Latin used in your paper. For formatting and stylistic guidelines, please adhere to the guidelines set forth in the “Notes to Contributors” and “Style Sheet” sections of the website for the journal Phoenix. For any other aspects of formatting, please consult the *Chicago Manual of Style.*

---

**Important Policies for all Western Courses**

**Plagiarism and Academic Dishonesty**

Students must write their essays and assignments in their own words. Whenever students take an idea, or a passage of text from another author, they must acknowledge their debt both by using quotation marks where appropriate and by proper referencing such as footnotes or citations. Plagiarism is a major academic offence (see Scholastic Offence Policy in the Western Academic Calendar).

**Accessibility Policy**

Western has many services and programs that support the personal, physical, social and academic needs of students with disabilities. For more information and links to these services: [http://accessibility.uwo.ca/](http://accessibility.uwo.ca/)

**Mental Health**

Students who are in emotional/mental distress should refer to Mental Health@Western ([http://uwo.ca/health/mental_wellbeing](http://uwo.ca/health/mental_wellbeing)) for a complete list of options about how to obtain help.
Schedule of Readings and Seminar Topics
(Note: primary and secondary readings must be completed in advance of each class meeting)

**Week 1 (September 15)**
Latin Assignment: *Cic. Cat.* 1.1-14
Seminar Topic: 
Seminar Readings:

**Week 2 (September 22)**
Latin Assignment: *Cic. Cat.* 1.15-33
Seminar Topic: 
Seminar Readings:

**Week 3 (September 29)**
Latin Assignment: *Cic. Cat.* 2.1-22
Seminar Topic: 
Seminar Readings:

**Week 4 (October 6)**
Latin Assignment: *Cic. Cat.* 2.23-29; 3.1-15
Seminar Topic: 
Seminar Readings:

**Week 5 (October 13)**
Latin Assignment: *Cic. Cat.* 3.16-29; 4.1-6
Seminar Topic: 
Seminar Readings:

**Week 6 (October 20)**
Latin Assignment: *Cic. Cat.* 4.7-24
Seminar Topic: 
Seminar Readings:

**Week 7 (October 27)**
**FALL BREAK: NO CLASS**

**Week 8 (November 3)**
Latin Assignment: *Sall. Cat.* 1-15
Seminar Topic: MIDTERM Intro to Sallust
Seminar Readings:

**Week 9 (November 10)**
Latin Assignment: *Sall. Cat.* 16-30
Seminar Topic: 
Seminar Readings:

**Week 10 (November 17)**
Latin Assignment: *Sall. Cat.* 31-47
Seminar Topic:
Seminar Readings:

**Week 11 (November 24)**
- Latin Assignment: Sall. *Cat.* 48-52.29
- Seminar Topic:
- Seminar Readings:

**Week 12 (December 1)**
- Latin Assignment: Sall. *Cat.* 52.30-58
- Seminar Topic:
- Seminar Readings:

**Week 13 (December 8)**
- Latin Assignment: Sall. *Cat.* 59-61
- Seminar Topic:
- Seminar Readings: